

University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #9

Tuesday, October 8, 2024, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #8 (October 1, 2024) **Attach. #1**
- III. Chair's Report
 - Who We Are – Craig Miller, Faculty Senator from CLASS, Associate Professor of Acting and Directing
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - UCC 557 Politics and Law Undergraduate Academic Certificate – Florian Justwan, Chair – Politics and Philosophy **Attach. #2**
 - UCC 562 Undergraduate Academic Certificate in Creative Writing – Michael McGriff, Co-Director of Creative Writing Program, Associate Professor Poetry **Attach. #3**
 - Resolution on the Class Schedule Tool – Steve Shook, Senator from College of Natural Resources **Attach. #4**
- VI. Other Announcements and Communications
 - Market Based Compensation Overview – Diane Kelly-Riley, Vice-Provost of Faculty Affairs
 - CEC Procedures – Torrey Lawrence, Provost and Executive Vice President
- VII. New Business

X. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #8 (October 1, 2024)
- **Attach. #2** UCC 557 Politics and Law Undergraduate Academic Certificate – New Program Proposal
- **Attach. #3** UCC 562 Creative Writing Undergraduate Academic Certificate – New Program Proposal
- **Attach. #4** Resolution on the Class Schedule Tool

2024 – 2025 Faculty Senate – Pending Approval

Meeting # 8

Tuesday, October 1, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier Torrey Lawrence (w/o vote), McKenna, Murphy (vice chair), Pimentel, Ramirez, Rinker, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne

Absent: Buchen, Maas, Miller, Raney, Remy

Guests: Jaap Vos, Samantha Futhey, Mary Oswald, Jackie Wernz

Call to Order: Chair Haltinner called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

Minutes of the 2024-25 Meeting #7 September 24, 2024

The minutes were approved as distributed.

Chair's Report:

- Senate Chair and Vice Chair met with the senate leadership at the other four-year (or more) institutions in the state. They will continue to meet every month. They talked broadly about priorities, which largely align with ours. They learnt that the other institutions have a different leadership situation in which vice chairs automatically become chairs every year, to ensure continuity. One university requires a vote of confidence before that happens.
- Quick updates about the work of committees or ad hoc committees:
 - The Teaching Committee is working on how to support faculty when they're dealing with many requests for different accommodation from CDAR students.
 - FAC has been working on several projects, including picking up the pieces of last year's non-tenure track ad hoc committee. We have been working with Erin to try and figure out where things were left and where they needed to go.
 - Other current issues involve parking, dependent tuition benefit, employee recognition and morale, FSH vs. APM, best way to approve interdisciplinary certificate curricula, classroom scheduling issues.
- Common Read: <https://www.uidaho.edu/academics/general-education/common-read>
- Who we are – Barb Kirchmeier, Director of General Education, and Independent Study in Idaho. Barb gave a summary of her career at the U of I. After graduating from the U of I, she stayed on as an English department faculty. A couple of years ago she started in a new position as the director of Independent Study in Idaho (ISI). Independent Study in Idaho is a State Board of Education program that offers classes sponsored by our four-year institutions in the state. There is open enrollment into the program, and so students can work at their own pace and set their own deadlines. So, ISI classes offer students flexibility so they can finish the coursework they need to complete a degree on a timeline that works better for them as working parent or as somebody who is returning to school and has a full-time job, or a more traditional student who needs to take the class. ISI classes are affordable, at \$160 per credit. ISI pays instructors to teach these courses, and then we pay the sponsoring departments \$10 per credit per enrollment. All

classes ISI offers must be in a catalog at one of the sponsoring institutions, so we're not offering anything that hasn't gone through the regular curriculum process.

Provost's Report

- Nominations for the university-level P&T committee are due today. We would love to receive any last-minute nominations you may want to submit.
- The strategic planning process officially kicks off tomorrow, at 2pm PT, with an in-person event in the Vandal ballroom. If you're in Moscow, you are strongly encouraged to attend in person. For those not in Moscow, of course we will have zoom available. We hope to have a great attendance. <https://uidaho.cventevents.com/event/f772d0e4-9b29-4f49-b423-f4bddf342f74/regProcessStep1?rp=6f70d915-5129-4d2c-9f6a-bb85d15360da>
- The next faculty gathering is Thursday, October 17, from 4:30 to 6:30pm, at the IRIC Atrium, hosted by CNR.
- The US News & World Report has several rankings that come out around this time of year. We did well this year. In the US News and World Report rankings, we moved up six places in national universities, to number 179 for top public schools. For best value schools, for five consecutive years we remained at number 23 in the nation – number two public school in the nation and number one in the West. We also went up in other rankings, such as social mobility and best colleges for veterans. We had a few undergraduate programs, business and economics, computer science, engineering, and psychology, recognized. There is an annual ranking of agricultural schools, and we jumped up to number 13 in the nation, which is fantastic. We have the top agricultural school in the Northwest, surpassing Oregon State and WSU. Follow the link below if you are interested in reading about that news. <https://uidaho.cventevents.com/event/f772d0e4-9b29-4f49-b423-f4bddf342f74/regProcessStep1?rp=6f70d915-5129-4d2c-9f6a-bb85d15360da>
- Next week, we will talk more about salaries. Diane Kelly-Riley will talk about the market-based compensation system that we use for faculty while Torrey will focus more on the CEC process. If you have questions about salary and our salary process you want addressed, send them to Provost Lawrence in the next few days.

Committee Reports (vote)

- University Curriculum Committee
 - UCC 402 Environmental Sciences (MS) – Jaap Voss, Natural Resources and Society
This is a clerical entry to correctly align the offering with inventories at SBOE and NWCCU. The curriculum can be delivered fully online, and we are marketing the program as such. There is a thesis option and non-thesis one. Only the non-thesis track is available online.
Discussion:
There was a brief discussion about the thesis track being unavailable online. Can one still say that the program is fully online? Gwen Gorzelsky noted that the State Board has typically accepted programs as fully online, even if only the non-thesis option is. It's common at U of I for thesis option to be campus only and non-thesis option online.
Vote: 19/19 yes. Motion passes.

Announcements and Communications:

- SI-PASS – Samantha Futhey, Senior Academic Coordinator, Academic Support Programs, and Mary Oswald, SI-PASS Faculty Liaison

SI-PASS are peer-led group study sessions for all students enrolled in selected historically difficult courses. Historically challenging courses are identified as those where 25% of the students receive D, F, W, and/or introductory or required courses for many majors. SI-PASS supports courses in biology, math, chemistry, and select courses in computer science and humanities. The purpose is to foster a collaborative and active learning environment to review challenging course content (combines “what to learn” and “how to learn”).

SI-PASS at University of Idaho was first accredited in 2018 through the International Center for Supplemental Instruction at UMKC; reaccredited in 2021 and 2024.

The goals are: Improve student performance in historically difficult courses; Improve student learning with application of learning strategies and study skills; Improve graduation and retention rates. The components of SI-PASS are focused on challenging content. SI-PASS leaders are academically strong, embedded in the supported course, and participate in ICSI certified training. They are not Teaching Assistants. The program is faculty supported, offers voluntary, pre-scheduled, consistent support. It is not a recitation/lecture or a replacement for classes. Data show that regular participants in SI receive lower DFW rates and tend to earn ½ to a full letter grade higher average end of course grade. Students consistently find SI-PASS and SI-PASS Leaders helpful across semesters. SI-PASS benefits for Students include improvement of grades; improved understanding of foundational concepts necessary for future courses; development of helpful study habits; more awareness of campus resources. For faculty, benefits include insight into student trends; better performing students; connection and awareness of academic support resources; increased student engagement with the course.

The faculty role in SI-PASS involves approving the SI-PASS leader selected for the course; meeting weekly with the SI-PASS leader to discuss their sessions; sharing exam grade data for tracking program effectiveness; advocating for students to attend sessions/seek academic support; encouraging high-performing students to apply for open positions; communicating concerns or ideas to the program.

(Please see presentation attached to these minutes for more information.)

Discussion:

There was a question about the benefits for the Si-PASS leaders. Samantha responded that there are many benefits, besides monetary compensation. They acquire people skills, leadership skills, time management skills, communication skills, abilities to make presentations, and more. There were some more questions about whether anyone could join any session at any time, and how the program is advertised. Is it meant to be a substitute for office hours? Samantha replied that the sessions are not a substitute for office hours. Our leaders advocate for students to go to instructor office hours if they need more help, or if there is a question they cannot answer. Our SI-PASS leaders make weekly announcements and email communication to the students, and the SI-PASS leaders will send messages and emails to the students during the week. So, advertising is a mix of in person and digital communication.

- “Our Shared Futures” – Jackie Wernz, Director of Office of Civil Rights and Investigations (OCRI) Jackie provided some background OCRI. The main point is that OCRI deals with protected statuses, race, color, national origin, religion, ethnic origin, ancestry, disability, sex, gender, gender identity, sexual orientation, pregnancy and parenting and related conditions. Age above 40 plus military and veteran status are covered, and so is retaliation. OCRI interacts with a handful of Federal and State regulators (see attached presentation slides for more information).

One is the Department of Education's Office for Civil Rights, which governs the civil rights laws impacting students primarily, and then the Equal Employment Opportunities Commission, dealing with employees. There are other regulatory entities that OCRI deals with as well, at both the state and federal level. We are given the rules, and we do our best to comply with them.

When Jackie came to OCRI in 2023, the office was quite narrowly focused on investigations. During the last year, they worked to expand their scope, including coordination and oversight of all the civil rights functions at the university, while continuing to provide investigations, which they can move along more quickly. Informal resolution and mediation have grown considerably. They work closely with the Dean of Students office, or Human Resources, to help ensure that people are getting the kinds of support they need, while they are engaged with OCRI. They have developed processes for responding to requests for accommodation for pregnancy and related conditions and for religion for students. They increased efforts to build up coordination with different offices. They also engage in prevention, education, and training, and are available to people who are unsure about the need to report. The staffing level has also improved considerably.

Changes in the White House have a strong impact on OCRI. Title VI is a law that protects students from discrimination based on race, national origin, color, religion, and ethnic background. This has come up in the last year, with respect to the war in Gaza. Colleges and universities are dealing with complaints about how they are handling and responding to these issues. We also are seeing lawsuits and settlements, and the numbers are massive millions of dollars that colleges and universities are paying, based on allegations that they were not paying enough attention to civil rights on their campuses. OCRI's job is to make sure that, as a university, we are doing what we are supposed to be doing. Athletic civil rights continue to be a huge issue with both gender equity and abuse allegations. Our demographics have changed, and novel issues must be addressed. We have many policies and procedures, especially on the employment side, some of which overlap considerably. There are big holes, for example, we do not have a clear policy prohibiting retaliation against students. So, they are in the process of working up new policies and procedures. But they need to keep growing to get our staffing up to a level that is appropriate for institutions of our size.

Discussion:

A senator asked whether OCRI assists people with situations outside of the university. Response: If someone reaches out with allegations, for example, of sexual harassment outside of university programs or activities which does not involve anybody in our campus community, they will help coordinate support. Often, support will come from other departments and units, but the office absolutely does help people in those situations. They will not investigate a complaint that does not involve someone affiliated with the university, and did not occur on our campus.

- Discussion on use of resolutions, continued – Tim Murphy, Vice Chair of Senate
Tim opened the floor for questions and concerns. He did receive from Dean Corry the sort of process by which the organization considers whether to have a resolution. He doesn't think we intend to formalize that right now. It might be something to revisit over the year. At least for now, when resolutions come forward, one should not assume that there has been some formal vetting process behind it. It's coming to the Senate floor for you as senators to decide what you think about it. So, with that, questions or comments are welcome.

Discussion:

Kristin reiterated that anybody could create a resolution and bring it forward. Tim was talking primarily about having subcommittees of the Faculty Senate bring them to Senate. And that is absolutely the way it could go. But to be clear, anyone can make a resolution, ask it to be put on an agenda and discuss it. It does not need to be a top-down initiative.

New Business:

Next week, there will be a resolution on the agenda to continue the publication of the university class schedule. It has been a quiet conversation migrating from class schedule to a class search tool, see Class Schedule and Class Search links available here: <https://www.uidaho.edu/registrar/classes> . If you are not familiar with the class search tool, you are strongly advised to look at that prior to next week's meeting. Both the class search tool and the class schedule provide the same information, and the resolution is not about the information provided, but in the format provided and the effect on productivity. We can have that discussion in greater detail next week.

There was no additional new business.

Adjournment:

The agenda being completed, Chair Haltinner adjourned the meeting at 4:37pm.

Respectfully Submitted,

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



**University
of Idaho**

SUPPLEMENTAL INSTRUCTION- PEER ASSISTED STUDY SESSIONS (SI-PASS)

SAMANTHA FUTHEY

SENIOR ACADEMIC COORDINATOR

TUTORING AND COLLEGE SUCCESS

DR. MARY OSWALD

SENIOR INSTRUCTOR & SI-PASS FACULTY LIAISON

DEPARTMENT OF BIOLOGICAL SCIENCES

AGENDA

- What is SI-PASS
- Program Data
- Faculty Role in SI-PASS
- Q & A





WHAT IS SI-PASS?

PURPOSE AND CONTEXT

- SI-PASS are peer-led group study sessions for all students enrolled in select historically difficult courses
 - Historically challenging courses= approx. 25% D, F, W rate and/or introductory or required courses for many majors.
 - Generally supports courses in biology, math, chemistry, and select courses in computer science and humanities.
 - Fosters a collaborative and active learning environment to review challenging course content (combines “what to learn” and “how to learn”).
- SI-PASS at University of Idaho first accredited in 2018 through the International Center for Supplemental Instruction at UMKC; reaccredited in 2021 and 2024.

GOALS OF SI-PASS

Improve student learning with application of learning strategies and study skills

Improve student performance in historically difficult courses

Improve graduation and retention rates

COMPONENTS OF SI-PASS

- Focus on challenging content
- SI-PASS Leaders
 - Academically strong
 - Embedded in supported course
 - Participate in ICSI certified training
 - Not TAs
- Faculty supported
- Voluntary, pre-scheduled, consistent support
- Not a recitation/lecture
- Not a replacement for attending class
- Data collection





PROGRAM DATA

IMPACTS OF SI-PASS

- Regular participants in SI receive lower DFW rates and tend to earn ½ to a full letter grade higher average end of course grade.
- Spring 2024 DFW rate differences: ~35% for non-SI-PASS students and ~18% for SI-PASS students
- Spring 2024 mean GPA difference between non SI-PASS and SI-PASS participants:
 - 2.21= non SI-PASS participants
 - 2.64= SI-PASS participants
 - 3.13= SI-PASS participants attending 10+sessions



STUDENT FEEDBACK

Students consistently find SI-PASS and SI-PASS Leaders helpful across semesters:

- “The SI PASS was a good way for me to thoroughly review material and that was especially possible because the SI PASS leader was always really good at his job: professional, enthusiastic, and prepared”
- "I loved the variety of activities; they truly helped to introduce new ideas easily by not having the same study session twice. The leaders were always patient and kind when leading the groups, and I respect that they held to the ideals that it was group study sessions rather than having a second teacher for the course. "
- "For the weeks I attended, my grades on both the homework and the test were greatly improved compared to weeks I did not attend."



SI-PASS BENEFITS

For Students

- Improves grades
- Improves understanding of foundational concepts necessary for future courses
- Develops helpful study habits
- Raises awareness of campus resources

For Faculty

- Insight into student trends
- Better performing students
- Connection and awareness of academic support resources
- Increased student engagement with course



FACULTY ROLE IN SI-PASS



SI-PASS FACULTY ROLE

- Approves SI-PASS Leader selected for course
- Meets weekly with SI-PASS Leader to discuss their sessions
- Shares exam grade data for tracking program effectiveness
- Advocates for students to attend sessions/seek academic support
- Encourages high-performing students to apply for open positions
- Communicates concerns or ideas to the program

# Sessions	n	Exam Average
Zero	107	70
At least one	78	76
1	23	72
2	19	75
3	21	77
>3	15	84

QUESTIONS? CONTACT US!

Feel free to reach out to us anytime
with your questions and ideas!

Samantha Futhey, Senior Academic
Coordinator: sfuthey@uidaho.edu

- Office number: 208-885-1681
- Office location: 346 ISUB (3rd floor, Vandal Success Center)
- General SI-PASS Email: si-pass@uidaho.edu

Dr. Mary Oswald, SI-PASS Faculty
Liaison: moswald@uidaho.edu



University
of Idaho

**OFFICE OF CIVIL
RIGHTS &
INVESTIGATIONS**

Faculty Senate Meeting
October 1, 2024

OCRI

PROTECTED STATUSES

- Race, Color, National Origin, Religion, Ethnic Origin/Ancestry
- Disability
- Sex, Gender, Gender Identity, Sexual Orientation, Pregnancy and Related Conditions, Parenting Status
- Age (40+)
- Military/Veteran Status
- Retaliation

REGULATORS

- U.S. Department of Education's Office for Civil Rights
- U.S. Department of Justice, Civil Rights Division, Educational Opportunities Section
- Equal Employment Opportunities Commission
- Federal Grant Providers (e.g., NSF, NIFA, NASA, etc.)
- Idaho Human Rights Commission
- Federal & State Courts

WHAT WAS OCRI?

- Prior to 2023, OCRI was very narrowly focused as an investigative office (intake and investigations)
- Our efforts since July 2023 have expanded the office's work to more definitively include coordination and oversight of all civil rights functions at the University, bringing the office in line with standards of conduct and best practices

WHAT IS OCRI?

- Continue to provide investigations and intakes (decreased response time)
- Significant growth in use and success of informal resolution processes
- Appropriate oversight over hearings, sanctions, and appeals for civil rights cases
- More robust coordination of support across campus for individuals alleged to have been involved in civil rights incidents
- More robust oversight of accommodations for pregnancy, related conditions, and religion for students
- Robust civil rights coordination (e.g., Title IX, ADA, Title VI)
 - More consistent consult with CDAR, HR, DOS, etc.
 - Oversight and provision of prevention education and training
 - Review and revision of civil rights policies and procedures

OCRI STAFFING

- July 2023 – Down to two investigators; no full-time Director, Deputy Director, or administrative professional; outsourcing almost **100%** of investigations
- Today – Rebuilt to full-time Acting Director, full-time Interim Deputy Director, one senior investigator, two junior investigators, and one office administrator, handling investigations in-house unless conflict of interest issues
- Although this is a reason to celebrate, we are still only just now back to **2017 staffing levels**

The Confusion and Chaos of Title IX Reform

Students Safety

A New Title IX Era Brings Confusion and Frustration

A spate of lawsuits and court injunctions has complicated colleges' efforts to comply with the Biden administration's overhaul of the 52-year-old law, leaving Title IX coordinators frustrated and uncertain about how to move forward.

AUGUST 01, 2024

Government

How Biden's Title IX Reform Became a Legal Morass

Conservatives have partly stymied the administration's efforts to overhaul Title IX, getting the new regulations temporarily blocked in 26 states over objections to expanded rights for LGBTQ+ students. Here's how the last 100 days have unfolded.

AUGUST 01, 2024



Government

Nearly 700 More Colleges Don't Have to Comply With New Title IX Rule

A recent injunction barred the Education Department from enforcing its new Title IX rule at colleges attended by members of two conservative student groups. Hundreds of colleges across the country are affected.

JULY 17, 2024




Government

Why Conservatives Want New Title IX Rule Blocked

The wide-ranging regulation changes how colleges respond to reports of sexual misconduct, but most criticism focuses on provisions that expand protections to LGBTQ+ students.

APRIL 25, 2024

 Inside Higher Ed

How colleges can comply with Title VI

Colleges are facing a reckoning over Title VI, the federal law that prohibits discrimination on the basis of race, color or national origin.


4 weeks ago

 Jackson Lewis

Department of Education Issues Guidance for Title VI Compliance in Response to Increased Complaints

In response to increases in discrimination complaints, the Department of Education Office of Civil Rights (OCR) issued a Dear Colleague...

May 10, 2024

 Palestine Legal

UChicago Students File Civil Rights Complaint After Disciplinary Charges, Arrests, and UCPD Surveillance

Palestine Legal today announced the filing of a federal civil rights complaint with the U.S. Department of Education's Office for Civil...

5 days ago




 Campus Safety Magazine

UPDATE: OCR Announces Resolution Agreement with Lafayette College for Title VI Violations During Israel-Palestine Protests

OCR Finds University of Michigan and CUNY Didn't Follow Title VI When Responding to Harassment of Jewish and Muslim Students.

Jun 25, 2024

 The Hill

Feds say CUNY, University of Michigan fell short in addressing antisemitic, anti-Palestinian incidents

The Department of Education said Monday that both the City University of New York (CUNY) and the University of Michigan failed to live up to federal standards.

Jun 17, 2024

 Insight Into Diversity

Brown University Agrees to Harassment Reforms

Brown University and the US Department of Education's Office of Civil Rights (OCR) have agreed to a resolution that ensures the institution complies with Title...

Jul 9, 2024



OCR 

 The Hill

UMBC agrees to \$4.14M settlement in abuse case involving former swim coach

The University of Maryland at Baltimore County (UMBC) has agreed to pay \$4.14 million to student-athletes who were subjected to sexual abuse by a former swim coach. The settlement was announced on April 3, 2024.



 Oregon Public Broadcasting - OPB

Pacific University faces nearly \$4 million payout following lawsuit

Jurors late last week agreed with some of Steele's claims, resulting in Pacific being on the hook for nearly \$4 million.



 The Seattle Times

UW hit with \$16 million verdict over racism, discrimination within police force

A jury found the University of Washington liable for \$16 million in damages over racism and discrimination within its police force. The verdict was announced on December 22, 2023.



 OregonLive.com

Former OHSU doctor wins \$4 million jury verdict against OHSU in sex discrimination case

A federal jury Friday awarded a specialized cardiologist \$4 million in damages against OHSU in a sex discrimination case.



 Hawk Central

\$4M to be paid in Iowa football discrimination suit; Kirk Ferentz 'disappointed' in result

A \$4.175 million settlement agreement has been reached in the lawsuit filed by a group of Black former University of Iowa football players. The settlement was announced on March 6, 2023.



OCR I

A WHOLE NEW WORLD

- Legal and regulatory pendulum (sexual misconduct and Title IX, Title VI)
- Major U.S. Supreme Court decisions regarding affirmative action, free speech in schools, exercise of religion in schools
- Athletic civil rights issues continue to grow (equity, abuse)
- Intense public scrutiny of civil rights issues on campus
- More first-generation, international, neurodivergent, and diverse students (and employees) need greater support

A FEW POLICIES & PROCEDURES

Students

- FSH 6100: Title IX Policy
- FSH 2300: Student Code of Conduct & Resolution Process

Employees

- FSH 3200: Policy of Nondiscrimination
- FSH 3220: Sexual Harassment
- FSH 2310: Antidiscrimination
- FSH 3810: Retaliation
- FSH 3205: Consensual Relations
- FSH 3215: Sexual Orientation
- OCRI Discrimination and Harassment Complaint Resolution Procedure

OUR GOAL

Students

- FSH 6100: Discrimination, Harassment, and Retaliation Prohibited
- OCRI Operations Guidelines

HOW FACULTY SENATE CAN HELP

- Word of mouth
- Requests for training, prevention education, and consultation when needed
- Support for additional staffing
- Support for policy changes



University
of **Idaho**

**OFFICE OF CIVIL RIGHTS
AND INVESTIGATIONS**

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QUESTIONS?

JACKIE GHARAPOUR WERNZ

JWERNZ@UIDAHO.EDU

557: POLITICS AND LAW UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 011 Chair (fjustwan@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 28 Mar 2024 21:38:11 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
2. Fri, 30 Aug 2024 16:38:47 GMT
Charles Tibbals (ctibbals): Rollback to 011 Chair for CLASS Review
3. Tue, 03 Sep 2024 22:23:58 GMT
Florian Justwan (fjustwan): Approved for 011 Chair
4. Fri, 06 Sep 2024 16:31:46 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
5. Fri, 06 Sep 2024 20:00:54 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
6. Thu, 12 Sep 2024 00:51:10 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
7. Mon, 16 Sep 2024 21:41:18 GMT
Sande Schlueter (sandeschlueter): Approved for Provost's Office
8. Fri, 20 Sep 2024 17:24:21 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 24 Sep 2024 22:12:49 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Tue, 24 Sep 2024 23:21:06 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 01 Oct 2024 17:49:44 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 25 Mar 2024 22:56:17 GMT

Viewing: 557 : Politics and Law Undergraduate Academic Certificate

Last edit: Tue, 01 Oct 2024 17:49:36 GMT

Changes proposed by: Florian Justwan

Faculty Contact

Faculty Name	Faculty Email
Florian Justwan	fjustwan@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Politics & Philosophy

Effective Catalog Year

2025-2026

Program Title

Politics and Law Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

45.1001 - Political Science and Government, General.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

No financial impact. All classes are already offered by existing faculty in the unit.

Curriculum:

The Politics and Law Certificate is designed for those who wish to deepen their understanding of the nexus between law and politics through in-depth research and critical evaluation of sources. Participants will receive thorough training in the conduct of research using original source materials, including judicial opinions and scholarly works. This will enable students to both discover and interpret complex legal and political information effectively. The program further emphasizes thorough training in the application of rigorous logical reasoning. This helps to equip students with the tools to construct well-founded arguments and analyses.

Required Coursework

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
PHIL 2020	Introduction to Symbolic Logic	3
POLS 4670	Constitutional Law	3
POLS 4680	Civil Liberties	3
Three credits from the following:		3
POLS/PHIL 3520	Philosophy, Politics, and Economics	
POLS/PHIL 4270	Contemporary Political Philosophy	
POLS/IS 4400	International Organizations and International Law	
Total Hours		12

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Students will acquire skills in applying rigorous logical reasoning in politics and law.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The Political Science Curriculum Committee will evaluate the program once per year, by discussing the structure and results of a signature assignment (a key assignment in POLS 467 Constitutional Law). The Committee will recommend changes to instructors.

How will you ensure that the assessment findings will be used to improve the program?

The Political Science Curriculum Committee will meet each year to assess the Politics and Law Certificate program, recommend changes to instructors, and discuss implementation of prior recommendations.

What direct and indirect measures will be used to assess student learning?

Direct measure: Signature assignment.

When will assessment activities occur and at what frequency?

Once per year, via a meeting of the Political Science Curriculum Committee

Student Learning Outcomes

Learning Objectives

1. Students will acquire skills in applying rigorous logical reasoning in politics and law.
2. Students will learn how to conduct research using original source materials including judicial opinions and scholarship.
3. Students will learn how to critically assess historical events, documents, policies, and behaviors relating to law and politics.

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

There are no new classes. All courses that are part of this certificate are already part of the regular course rotation in our unit.

This certificate serves two major purposes:

1. It will generate a self-contained cluster of classes that will help to structure the undergraduate curriculum for the POLS B.A. and B.S. Political Science majors who complete this certificate, who will have acquired a substantive specialization on the intersection of politics and law.
2. The certificate will also offer non-majors the opportunity to get training in this issue area. It is anticipated that the Politics and Law Certificate will be attractive to students pursuing degrees in a range of academic disciplines, especially students contemplating law school after graduation.

There are no new classes. All classes that are part of this certificate are already part of the regular Political Science undergraduate curriculum.

Finally, the department is working towards offering more political science courses online, with the aspiration of making this certificate (and the POLS major at large) completable entirely online by 2026.

Reviewer Comments

Charles Tibbals (ctibbals) (Fri, 30 Aug 2024 16:38:47 GMT): Rollback: The College Curriculum Committee would like to see the learning outcomes expanded beyond just a single learning outcome.

Sande Schlueter (sandeschlueter) (Mon, 16 Sep 2024 21:40:16 GMT): Program Description: The "Politics and Law" Certificate is housed in the Department of Politics and Philosophy. It is designed for those who wish to deepen their understanding of the nexus between law and politics through in-depth research and critical evaluation of sources. Participants will receive thorough training in the conduct of research using original source materials, including judicial opinions and scholarly works. This will enable students to both discover and interpret complex legal and political information effectively. The program further emphasizes thorough training in the application of rigorous logical reasoning. This helps to equip students with the tools to construct well-founded arguments and analyses.

Sydney Beal-Coles (sbeal) (Tue, 24 Sep 2024 23:19:23 GMT): Made four-digit course number switch

Key: 557

562: CREATIVE WRITING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 012 Chair (tmacdonald@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 23 May 2024 17:34:11 GMT
Tara MacDonald (tmacdonald): Approved for 012 Chair
2. Fri, 30 Aug 2024 16:09:53 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 05 Sep 2024 15:01:48 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:13 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Fri, 20 Sep 2024 18:08:32 GMT
Sande Schlueter (sandeschlueter): Approved for Provost's Office
6. Fri, 20 Sep 2024 18:10:11 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 24 Sep 2024 22:13:38 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Tue, 24 Sep 2024 23:15:20 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
9. Tue, 01 Oct 2024 17:56:48 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
10. Tue, 01 Oct 2024 18:08:46 GMT
Sydney Beal-Coles (sbeal): Rollback to UCC for Faculty Senate Chair
11. Tue, 01 Oct 2024 18:14:28 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 21 May 2024 22:57:48 GMT

Viewing: 562 : Creative Writing Undergraduate Academic Certificate

Last edit: Tue, 01 Oct 2024 17:51:00 GMT

Changes proposed by: Alexandra Teague

Faculty Contact

Faculty Name	Faculty Email
Alexandra Teague	ateague@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

English

Effective Catalog Year

2025-2026

Program Title

Creative Writing Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

23.1302 - Creative Writing.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

The creative writing certificate is suitable for students and for those already employed who want to advance their understanding of techniques of creative writing and publishing, as taught by published writers. Students can work deeply in one genre (fiction, nonfiction, or poetry), while gaining familiarity and practice with the other two genres. Students also have the opportunity to participate in internships in publishing with the literary journals Thistle and Fugue. Students will become more aware of audience and genre expectations and learn a variety of writing techniques as they develop a portfolio of fiction, nonfiction, and/or poetry. The certificate is available in person in Moscow.

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
ENGL 2900	Introduction to Creative Writing	3
Nine credits from the following:		
ENGL 298	Fugue Internship	9
ENGL 3910	Techniques of Poetry	

ENGL 3920	Techniques of Fiction
ENGL 3930	Techniques of Nonfiction
ENGL 4860	Publishing and Editing
ENGL 4910	Poetry Writing Workshop
ENGL 4920	Fiction Writing Workshop
ENGL 4930	Nonfiction Writing Workshop
ENGL 4980	Internship

Total Hours

12

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The student will be able to:

- Develop a portfolio that shows the ability to write in a variety of forms and genres of nonfiction, fiction, and poetry
- Employ a variety of creative writing techniques such as figurative language, character development, lineation, hermit crab forms, and imagery
- Provide meaningful feedback on peer work
- Understand how specific techniques contribute to meaning, and how they might be appropriate for certain styles or genres or audiences
- Contextualize their own and peer work in relation to published creative writing, as well as to specific schools and traditions

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The certificate will be assessed annually according to standard departmental assessment processes.

How will you ensure that the assessment findings will be used to improve the program?

The assessment findings will be used to revise course assignments, materials, and/or certificate learning outcomes in order to address any significant areas of weakness with the certificate.

What direct and indirect measures will be used to assess student learning?

- Direct: signature assignments in each course will be used to assess both course learning outcomes and certificate learning outcomes
- Indirect: self-evaluations and survey work will be used to assess certificate learning outcomes

When will assessment activities occur and at what frequency?

The certificate will be assessed annually according to standard departmental assessment processes.

Student Learning Outcomes

Learning Objectives

The student will be able to:

- Develop a portfolio that shows the ability to write in a variety of forms and genres of nonfiction, fiction, and poetry
- Employ a variety of creative writing techniques such as figurative language, character development, lineation, hermit crab forms, and imagery
- Provide meaningful feedback on peer work
- Understand how specific techniques contribute to meaning, and how they might be appropriate for certain styles or genres or audiences
- Contextualize their own and peer work in relation to published creative writing, as well as to specific schools and traditions

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

This certificate helps the Department reach an expanded student population and will help the University achieve its mission of training students to be strong communicators. Many creative writing students go on to put their skills to work as marketing writers, copyeditors, and writers for a range of businesses. By becoming more aware of audience and genre expectations and learning a variety of writing techniques, as well as working in a hands-on publishing internship for Thistle or Fugue literary journals if students choose to take those classes, students in the certificate program will gain valuable skills, which can dovetail with their degrees in the humanities and/or in STEM fields. Since many students are interested in creative writing, this certificate will allow students to pursue that interest while gaining more codified skills.

This certificate program uses existing faculty; no additional hires are required.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Fri, 20 Sep 2024 18:06:50 GMT): Program Description: The creative writing certificate is suitable for students and for those already employed who want to advance their understanding of techniques of creative writing and publishing, as taught by published writers. Students can work deeply in one genre (fiction, nonfiction, or poetry), while gaining familiarity and practice with the other two genres. Students also have the opportunity to participate in internships in publishing with the literary journals Thistle and Fugue. Students will become more aware of audience and genre expectations and learn a variety of writing techniques as they develop a portfolio of fiction, nonfiction, and/or poetry. The certificate is available in person in Moscow.

Sande Schlueter (sandeschlueter) (Fri, 20 Sep 2024 18:08:06 GMT): Changed answer for self-support from yes to no as per AT on 9/13/24; yes marked in error but program does not require additional faculty or funds.

Sydney Beal-Coles (sbeal) (Tue, 24 Sep 2024 23:14:23 GMT): Made four-digit course number switch

Sydney Beal-Coles (sbeal) (Tue, 01 Oct 2024 17:51:00 GMT): Program description added to curriculum section to be visible in the catalog

Sydney Beal-Coles (sbeal) (Tue, 01 Oct 2024 18:08:47 GMT): Rollback: Approved too early: still awaiting clarification from Erin on electives phrasing

Key: 562

September 23, 2024

Resolution to Continue the Publication of the University of Idaho Class Schedule

(<https://www.webpages.uidaho.edu/schedule/>)

Whereas it is the responsibility of the University Curriculum Committee “to recommend policies and procedures concerning the matriculation, advising, and registration of students.” [FSH 1640.91.A. -2.]

Whereas the Office of the Registrar has communicated to faculty and staff that it intends to cease the publication of the online Class Schedule and provide information contained in the Class Schedule through the Banner Class Search tool.

Whereas the *University of Idaho General Catalog* stipulates that course information will be “listed in the class schedule.”

Whereas the *University of Idaho General Catalog* stipulates that course and lab fees will be “noted in the Comment section for each course in the online Course Schedule.”

Whereas the *University of Idaho General Catalog* stipulates that cooperative programs will “be listed in the Class Schedule.”

Whereas the *University of Idaho General Catalog* (Policy O-7) stipulates that “Departments are required to submit the names of instructors for all course sections for publication in the class schedule.”

Whereas the *University of Idaho General Catalog* (Policy O-9) stipulates that “it is the responsibility of the registrar to see that listings in the class schedule conform to the respective course descriptions.”

Whereas the Class Schedule is a critical, high value online publication that is extensively used by faculty, staff, and students for advising and registration purposes due to the utility it provides users in the format of its presentation of information relative to the Class Search tool.

Resolved, the University Curriculum Committee strongly recommends that the Office of the Registrar continue to publish the online Class Schedule so as to allow for the continued efficient and effective advising and registration of students.

Resolved, the University Curriculum Committee recommends that this resolution be delivered to Faculty Senate for their consideration.

University Curriculum Committee
(Resolution vote: 11-0)