

**2023 – 2024 Faculty Senate – Pending Approval**Meeting # 25

Tuesday, March 19, 2024, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

**Absent:** Strickland (excused), Raney (excused), Blevins, Thaxton

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

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #24, March 5, 2024, were approved as distributed.

**Chair's Report:**

- Many thanks to our today's guests, Teresa Amos, Terry Soule, David Paul and Dean Kahler. Later in the meeting, they will engage with us in important conversations.
- A reminder of the exhibit of the AI/ML Task force from Monday, April 1, until Saturday, April 13. In the Reflections Gallery in the ISUB Building. We have received a large number of posters and videos. So, it's going to be a bigger than expected exhibit.

**Provost's Report:**

- The census date for spring was last week, and we are up overall 5.8% compared to last spring. Congratulations to everyone on this big accomplishment!
- We have four finalists visiting Moscow and Boise for the Dean opening in the College of law. For more information on the candidates and public events, visit <https://www.uidaho.edu/provost/administrative-searches>
- The SUCCESS Team is hosting a Town Hall tomorrow, at 3:30 PST. More at <https://uidaho.zoom.us/j/84282522599?from=addon>.
- March Faculty Gathering: Thursday, 4:30 to 6:30, in the Vandal ballroom, hosted by the College of Science. Please RSVP at <https://forms.office.com/r/rYZ95ku7Dg>.
- The College of Engineering is hosting a gathering in Idaho Falls, Tuesday, April 9, from 4:00 to 6:00.
- University of Phoenix: Not much new to report. We continue to work with the legislators, who plan to adjourn the session next Friday.
- Senator Shook sent some questions about Phoenix, following up on the discussion we had just before spring break:
  - Would you be able to provide a rough estimate of UI's total Phoenix cost to date, and from which UI fund lines were they paid for? Answer: When we received the questions, the updated number was \$11.3 million. This includes expenses paid to date. As more

work continues, especially with the legislature, expenses continue to increase. They are being paid using UI resources. We established a separate fund, so that all Phoenix expenses would go into one place and be tracked easily. This is how we tracked similar costs for the P3 utility project a few years ago, as well as the P3 housing project.

- How much is the decline in the UI reserve fund from these Phoenix expenses? Answer: The University doesn't have a single reserve fund. Reserves are held across the entire institution. Some are held centrally, but most of them are held in colleges or other units across campus. The university has cash reserves set aside and long-term investment accounts. While these transaction costs have impacted cash balances, there has not been any impact on the long-term investment accounts.
- Will less reserves result in holdbacks for academic units, increased quote taxes on colleges or department funds, or hiring freezes? Answer: No. Lower reserves do not automatically result in any of those things. They just result in lower reserves on our balance sheet, by as much as we spend.
- Is there a contingency plan for the costs already incurred, should the transaction not go through? Answer: We're hopeful it will close, and there's still a lot of work going on to find a path forward with the legislature. If it does not, the University will need to address the costs incurred. But we've been paying as we go, so, it will just take us longer to meet the State Board requirement for reserves. And obviously the State Board was in the middle of this transaction and knew that these costs were being incurred.
- Senator Shook had another question, about changes in Arizona bonding authority. Will that affect the bonding itself and the total cost of the bonds? Answer: I'll need to follow up and confirm. I heard there was a change, but I don't think it will create a real problem in the process.

#### **Committee Reports (voting):**

- Proposed changes to the Faculty Staff Handbook
  - FSH 1640.58 Ubuntu – Kristin Haltinner, Vice Chair of Faculty Senate, Attach. #3. Past chairs and members of Ubuntu have indicated that the committee membership was not working. The EDU had five ex officio seats and it was very burdensome for their offices to staff. We revised this to one voting seat chosen by the Chief Diversity Officer. The name for the Center for Disability Access and Resources needed to be updated. Given the importance of this office's participation, we also shifted them from ex officio to a voting member. IPO was also shifted to a voting membership. The faculty roles, undergraduate student roles, graduate student role, and remaining ex officio members remained the same. The committee also lacked clear term expectations, so these were added.  
Vote: 17/19 yes; 2/19 no. Motion passes.
- Proposed changed to the University Catalog
  - UCC 533 Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate – Terence Soule, Department Chair, Computer Science, Attach. #4.  
AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from

faculty in several departments to give students a strong interdisciplinary background. It is designed to give undergraduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

Discussion:

After some minor clarification, the senators were ready to vote.

Vote: 19/19 yes. Motion passes.

- UCC 534 Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate – Terence Soule, Department Chair, Computer Science, Attach. #5. Basically, they're the same. Many of our courses are 400/500 level. So, the graduate certificate includes the 500-level version of the same courses. The two certificates are separate.

Discussion:

A senator inquired whether CS prerequisites are required for the courses in the certificate. Terence responded that some courses have CS prerequisites, others may have Math prerequisites, but, overall, there is a good number of options.

Another senator asked whether students are educated about ethical use of AI/ML.

Terence said that CS majors are informed, but he cannot be sure about students from other majors.

Vote: 20/20 yes. Motion passed.

**Announcements and Communications:**

- Admissions Standards Proposal from UCC – David Paul, Chair of UCC. David Paul gave a brief overview of the recent discussions at UCC. They wanted to make a data-based decision about what is best. The data presented at UCC shows that lower high school GPA and lower SAT scores are associated with lower retention rates. Therefore, they felt there is no benefit to students by having lower admission standards. They also discussed the ethical aspects of admitting students who aren't successful and still must pay for it. They also felt the pre-pandemic admission standards were not especially burdensome.

Discussion:

Vice Chair Haltinner argued that enrollment is up, as reported by the Provost earlier, in part because we have lowered those standards. She shared some new information from Dean Kahler: In fall 2023, we admitted about 9,500 students, or 81% of the applicants. Under the pre-Covid criteria, we would have admitted 5,600 students, which is 48% of the total number of applicants. Thus, one must consider other aspects as well, such as lost faculty lines or jobs. It's important to consider the impact of this decision on the size of the student body and its possible implications. David Paul disagrees. By pre-Covid standards, students with GPA of 3.0 and higher were directly admitted, and those with GPA between 2.6 and 2.99 could still get in with a composite SAT score of 740. From 2023 UI data, 96% of the submitted SAT scores were 800 or above. Dean Kahler joined the conversation and confirmed the conclusions of his analysis. He looked at the 11,762 applicants for fall 2023 and tried to forecast how many of those students wouldn't have test scores, and how many would not be admissible using the pre-Covid criteria. He found a significant reduction in the number of students that would be directly admissible to the university.

The discussion moved to the ISAT as one of the standardized tests that we may accept or require for admissions. UCC felt they could not incorporate the ISAT in their recommendation due to lack of data. A senator pointed to ISAT data from 2019, the results of which seem less

biased regarding race, gender and socioeconomic status. David Paul reiterated that retention and success are not predicted by the ISAT.

Provost Lawrence noted that reverting to pre-Covid standards would put UI in a very different situation with respect to state-wide direct admissions – students could be admitted to 8 or 7 of the 8 schools. We would be out of line with BSU. Our mission as a land grant institution is access, teaching the people in the state, not being an elite institution. At the same time, we want to admit students who we are reasonably confident have a high probability of being successful. But we cannot forget that there is a core to our mission. Access versus limiting for success are conflicting points. There was some additional discussion on the importance of identifying the best balance between facilitating access and admitting students who are ready for college.

Provost Lawrence commented on the admissions criteria issue being complicated by a generational issue, impacting children who were not yet in high school during the pandemic. Furthermore, pre-Covid criteria are lower because they allow automatic admission down to a GPA of 2.2 with a certain test score, which is a lower standard than automatic admission with a 2.6, as we do now. Below that threshold, they can be admitted and receive extra support through the VGP. Thus, the real difference is that pre-Covid criteria require test scores. The current emergency criteria do not require test scores but set a higher bar on the minimum GPA. The Provost suggested talking about “different” rather than “higher” or “lower.”

Before closing the discussion, Chair Gauthier had one final remark. He was intrigued by some conversations at the State Board about being able to predict where students will require additional help based on the ISAT score. Chair Gauthier thanked everyone for the productive discussion.

- SUCCESS Update – Erin Chapman, School of Family and Consumer Science, Dan Eveleth, Department of Business, Attach. #2.  
Dan briefly reviewed the history of SUCCESS. It started with a call from the President for a working group to come up with initiatives that would have the potential impact of increasing six-year graduation rate from the current one to the average for R1 universities, which is 77%. Based upon an initial round of input from the U of I community, the SUCCESS Team identified three types of initiatives that have been successful at other universities and that build upon our existing strengths: 1) Expand and enhance common experiences; 2) Increased use of evidence-based teaching practices; 3) Provide earlier applied learning opportunities. (Read more at <https://www.uidaho.edu/provost/academic-initiatives/student-success-initiative>.)  
At this point in the process, the team is looking for two basic types of information. First: If there was an initiative on, for example, early applied learning opportunities, what form would that take in your unit? Perhaps there are things you're already doing that you would like to expand, or your unit is talking about some new ideas. What are those ideas? What form would they take in your unit? What kind of support would you need to either expand existing initiatives in your unit or develop new ideas? We welcome your feedback. There is a link to a survey in your binder where you could comment on any or all of the three types of initiatives.  
Link to Stage 2 Feedback Survey:  
[https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU5scQ5\\_mUx5Er\\_b1revX2YQpUOUFMRTthOVEFaM1RUMFIUREFVTVIWSkdaQS4u&origin=lprLink](https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU5scQ5_mUx5Er_b1revX2YQpUOUFMRTthOVEFaM1RUMFIUREFVTVIWSkdaQS4u&origin=lprLink)  
Link to tomorrow's campus-wide meeting: <https://uidaho.zoom.us/j/84282522599?from=addon>  
Discussion:



A senator asked whether making a first-year experience part of the Gen Ed curriculum was ever considered. Dan replied that they did talk about it. They also discussed the idea of a first-year experience being something that all students would go through rather than a more local one. They settled on the idea of supporting and nurturing the amazing local efforts already going on, so that people could customize them to fit their unique needs.

- Phi Kappa Phi President Search – Dean Panttaja, Vice Provost for Academic Initiatives. Nationally the Chapter was instituted in 1960 as an interdisciplinary honors society. They have over 4 million dollars a year and give out fellowships. We have had 6 students over the last 4 years earn some of those fellowships to go on to our graduate school or other graduate schools. We are requesting senators to get the word out there. We're also looking for people who are willing to serve and run the Chapter, and we will pay for their membership every year that they work as officers. There should be a president, a vice president, and a secretary, but we've managed to just work with the president for the last 15 years. We have till January to get new officers up to speed. It's quite simple, and it's nice to meet these very talented students and share a little time with them and help them apply for these fellowships. Nomination Form can be found at <https://forms.office.com/r/j3BzgtDD0u?origin=lprLink>

- MyUI – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology. At OIT, they have been working through some issues with the user experience and logins. Specifically, based on certain browsers, people were being logged out and ended up in a loop. So, we have opted to delay replacing Vandal Web until these problems can be addressed. No new actions have been put in place yet, although there is a variety of new cards that are showing up in MyUI. I would invite everybody to take the opportunity to have a look and play around. Feel free to send us your feedback.

Discussion:

Chair Gauthier mentioned a long list of questions he prepared based on people's concerns. Some of those issues have been out for some time, such as how faculty can be involved in technological choices through some form of shared governance on issues that impact their research and teaching, or AI concerns. Should we reschedule another time after Teresa has prepared to address those questions? Teresa agreed to this course of action.

Discussion:

Chair Gauthier mentioned aspects on the user testing side that need improvement. In his opinion, video tutorials are not helpful.

A senator brought up former questions about new requirements of ticket approval for purchasing common software like Slack and Dropbox and having to get OIT approval before one can get reimbursed for that software through Chrome River. Teresa mentioned some miscommunication problems they are having with Accounts Payable. They are getting those worked out. As for Dropbox or other similar storage mechanisms or locations, there is a concern from a security perspective, because we would be in a situation where we don't know where the university's data is. This could impact our eligibility for Federal grants. But all that information is being put into the broader response to the questions Teresa and Dan received over the weekend from Chair Gauthier. The senator looks forward to a broader discussion.

Provost Lawrence pointed out that we do have an Information Technology committee that's meant to have this type of discussion. I suggest we use these committees. That's why we have them.

Chair Gauthier emphasized the importance of working together and thanked everybody for these important discussions.

**New Business:**

None.

**Adjournment:**

The agenda being completed, the Chair adjourned the meeting at 4:46pm.

Respectfully Submitted,

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

**University of Idaho**  
**2023 – 2024 Faculty Senate Agenda**

Meeting #25

Tuesday, March 19, 2024 at 3:30 pm  
Zoom Only

- I. Call to Order
  - II. Approval of Minutes
    - Minutes of the 2023-24 Faculty Senate Meeting #24 March 5, 2024 **Attach. #1**
  - III. Chair's Report
  - IV. Provost's Report
  - V. Announcements and Communications
    - Admissions Standards Proposal from UCC – David Paul, Chair of UCC
    - SUCCESS Update – Erin Chapman, School of Family and Consumer Science, Dan Eveleth, Department of Business **Attach. #2**
    - Phi Kappa Phi President Search – Dean Panttaja, Vice Provost for Academic Initiatives
    - MyUI – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology
  - VI. Committee Reports (voting)
    - Proposed changes to the Faculty Staff Handbook
      - FSH 1640.58 Ubuntu – Kristin Haltinner, Vice Chair of Faculty Senate **Attach. #3**
    - Proposed changes to the University Catalog (voting)
      - UCC 533 Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate – Terence Soule, Department Chair, Computer Science **Attach. #4**
      - UCC 534 Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate – Terence Soule, Department Chair, Computer Science **Attach. #5**
  - VII. New Business
  - VIII. Adjournment
- Attachments
- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #24 March 5, 2024
  - **Attach. #2** SUCCESS
  - **Attach. #3** FSH 1640.58
  - **Attach. #4** UCC 533
  - **Attach. #5** UCC 534

**2023 – 2024 Faculty Senate – Pending Approval**

**Meeting # 24**

Tuesday, March 5, 2024, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Long, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammaruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

**Absent:** Kenyon (excused), Strickland (excused)

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

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #23, February 27, 2024, were approved with the addition of new ASUI representative Alivia Buchen to the list of members present on 02/27/2024.

**Chair's Report:**

- About the admissions criteria, yesterday UCC voted to return to our pre-Covid admissions standards. I just wanted to say that we have a large spectrum of students in Idaho, and we need to offer them a variety of options. ISAT is a new test that we need to take it in consideration.

**Provost's Report:**

- Midterm grades are due March 11. This is a great chance to reach out to students who need extra help.
- Comments on the article found at <https://www.idahoednews.org/top-news/u-of-i-funnels-7-3-million-of-phoenix-consulting-to-greens-former-employer/>  
Provost Lawrence read a statement from President Green categorically denying any conflict of interest in the hiring of the Hogan Lovells firm. He has been gone from the firm for several years and has no financial interests in it. The firm was hired for its expertise in regulatory services and outstanding reputation. They are the best of the best. In fact, the Chief Justice of the United States Supreme Court, John Roberts, was a partner at Hogan Lovells. Knowing that our state and our university deserves the best due diligence available, our University Counsel Kent Nelson hired Hogan Lovells for this work. The article seems an attack to discredit President Green and the university.
- Comments on legislative actions regarding the University of Phoenix affiliation, see <https://idahocapitalsun.com/2024/02/15/idaho-legislators-threaten-lawsuit-to-stop-university-of-phoenix-purchase/>.

On Thursday and Friday, the House State Affairs Committee had two hearings. On Thursday they did ask us some questions, but on Friday they relied primarily on the viewpoints of the opposite side, and only asked us one question in an hour and a half of presentations. House Concurrent Resolution 25 can be summarized in four main points (see "Let It Be Resolved..." section): Asking the State Board of Education to reconsider their May 18, 2023 decision; Asking the State Board to reconsider the affiliation until they can be more involved; Asking the State Board and the university to fully cooperate with the legislature about the affiliation. We've answered questions and participated in hundreds of meetings with legislators. So, we feel like we've cooperated from the start. The final point of the bill is that it authorizes the speaker and pro temp to act as an agent of the legislature if there were to be any legal action. The coverage on this point has

been a little confusing. The purpose of this part of the resolution is not to take legal action but to authorize two individuals to act should it be needed. Resolution 25 passed the House today with a vote of 49 in favor and 21 against and goes to Senate next. We continue to have conversations with legislators daily about all of this.

- A couple of other things from last week's meetings. Senate Bill 1357 (like the legislation in Texas and Florida), could remove all DEI staff and programming from universities. It's currently not past the legislature, and we don't know if it will reach the floor in either chamber. The university is concerned and we've made those concerns known.

Addressing a question placed in the chat, the Provost said that it's not clear who stands to benefit from blocking the University of Phoenix acquisition. A lot of these questions are not necessarily judging the affiliation itself, but really the power and the authority around.

As private individuals, you can address your legislators with opinions and concerns about all these legislative measures.

There are two other topics regarding legislature. One is around remote work. We don't know if it will pass, but we'll know soon, as we're entering the final month or so of the legislative season. They're hoping to adjourn before the end of March. The other one is CEC. It was very encouraging to see that the Education committee wanted to understand how only half of an approved standard CEC goes to fund the universities, and they were very interested in learning more about fully funding it.

Discussion:

A senator expressed deep concern about President Green's decision to hire Hogan Lovells having turned into a big PR problem, at a time when our opponents are trying to make waves. President Green should have been aware of the consequences, even if only based on perceptions. The president, not GC, bears the responsibility for these decisions. Furthermore, the massive redaction of documents signals no transparency. The Provost responded that there was awareness, but the decision was driven by the reality that this firm is one of the best. As for redacted documents, some confidential information is protected by law. We are following the law. (This point was supported and elaborated on by a senator with legal training.)

Chair Gauthier asked whether there is a back-up plan should the Phoenix transaction fail. The Provost responded that many discussions are going on. They will continue to address concerns as they become known to them.

Another senator brought up the financial piece of the deal that would result into expenses of \$10M per year for the U of I. They are wondering how much the university is pouring into a deal which may not even happen, and if it does happen, our payout is at least a year in the future. While debates are still going on, it would help to talk about the financial piece. Provost Lawrence responded: Concerning the upfront costs we've already invested, any business transaction requires costs. We've had a massive team of experts because we felt it was important to fully vet this. It is a large amount of money. Part of the closing transaction details may include reimbursement of transaction costs. As for our 10-million-dollar revenue piece, we don't have to wait a year, because it's included in the closing costs being finalized. As with any business, there is a risk of getting into it, should one decide to walk away. But we're committed to this transaction and so are the university of Phoenix and the sellers. He encouraged everybody to look at the big picture. A lot has been invested because it was worthy of that for our own safety, and to mitigate risks as much as possible.

Vice Chair Haltinner suggested to keep in mind the broader issue of transparency, besides the PR problems. She is very reassured to hear that the money will be reimbursed in closing. She asked Provost Lawrence to confirm that, should the deal not close, the money already invested is lost. The Provost confirmed.

A senator argued that the perception of nepotism may be likely, if President Green has friends among his previous business associates. Another senator, who watched the JFAC meeting, was puzzled by some of the narrative and reactions, because the Phoenix deal and the role of JFAC are separated.

Next, the discussion focused on the possible impact of current controversial issues on other appropriation decisions from the legislature. Senators are worried about possible repercussions on next year's appropriation decisions. Provost Lawrence: It's very hard to predict what JFAC or any legislative body is going to do. SBOE and U of I have fully cooperated with the legislators since May. We will respond to their needs and requests as they come in.

### **Committee Reports (voting):**

- Proposed changes to the Faculty Staff Handbook:
  - FSH 1640.08 Admissions Committee – Kristin Haltinner, Vice Chair of Faculty Senate, Attach. #2  
The Vandal Gateway Program requests inclusion on the Admissions Committee as a nonvoting member. Like the other nonvoting members on the committee, the Vandal Gateway Program director has important insights into the types of support offered at UI for people requesting admissions appeals. This proposal is coming from the Committee on Committees.  
Discussion:  
A senator noted that VGP is currently a pilot program, and thus this addition may have to be removed if the program isn't continued. It should be clear that this action doesn't make VGP more likely to be approved.  
A senator proposed to amend by adding "or designee" next to "the director of the Vandal Gateway Program."  
A senator asked whether we could approve it for one year only. Policy Coordinator Diana Whitney replied that there is no mechanism to change a policy for just one year.  
Motion to amend (Tibbles, Mittelsteadt) adding "or designee" next to "the director of the Vandal Gateway Program."  
Vote on the amendment: 21/22 yes; 1/22 no.  
Vote on amended motion: 19/22 yes; 3/22 no. Motion passes.
  - FSH 2700 Student Evaluation of Teaching – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences and Chair, Faculty Affairs Committee, Attach #3.  
Alistair Smith gave a brief background on these revisions to FSH 2700. They involved a multi-year Senate Taskforce that included representatives from ASUI leadership and input from the Faculty Affairs Committee and the University Teaching Committee and were focused on reducing bias and discrimination associated with the questions that are counted towards candidate's student course evaluation summaries used in the tenure and promotion processes. Revisions align FSH 2700 with changes already approved under FSH 1565 C.1.a that reframed evaluations to, instead, feedback on teaching effectiveness. Smith commented that the name of the policy should reflect the change to FSH 2700 Student Feedback on Teaching Effectiveness. The format of the policy was updated to align it with the rest of the FSH, namely by adding purpose, scope, policy, and procedure sections. Revisions also included clarifying when mid-semester formative feedback occurs, and how the data can be used. Revisions also introduced an appeals mechanism for instructors to



challenge inclusion of feedback in their records. As part of the revisions process, a new standard form for mid-semester formative feedback was created (it did not exist previously) and a revised standard form for end-of-semester formative feedback was developed. Finally, a mechanism to support instructors not meeting teaching effectiveness expectations was introduced.

Discussion:

In response to a question, Smith confirmed that instructors can still include additional questions.

Another senator argued that completing the course valuations should be a requirement for the students. Smith said that the committee discussed it but decided against it.

There is a preamble to explain the scope, but more information should be given to the students before making it mandatory. Some additional discussion followed about the pros and cons of mandatory evaluations. It may be something to consider in the near future, to increase the response rate and a more realistic distribution of positive and negative comments.

The discussion moved to FSH 2700 Form D-3 (mid-term formative feedback) and D-4 (end-of-the-semester feedback). Some senators asked for clarification on the questions that are or are not required for the purpose of P&T and annual evaluation, and the N/A option if students feel the question is not relevant to their course. Smith pointed to the instructions at the top of the forms. Only the five questions marked with an asterisk count for P&T and annual evaluations. The others are purely formative.

A senator asked about the second question in the Teaching Delivery part of form D-4, that refers to the course applied learning components. Although it's just formative, they worry that this item might influence students in a negative direction, even if the course is not supposed to have applied learning components. From survey design theory, a particular question in the survey will influence what comes before and what comes after. Smith noted that the present order can be rearranged. They are not proposing an order. The task force consulted with experts in the social sciences and law faculty, as well as experts on gender bias issues. Narrative is encouraged where students can provide constructive feedback. And again, if hate speech or insulting comments appear in the narrative, the instructor has the right to ask to have those tossed. If the chair, dean and the vice provost for faculty deny the request, they can appeal to the FHAB. The task force included an appeal mechanism because many international faculty have had nasty evaluations that remain in their permanent records. It was time to improve this process. As for the order in which the questions are presented, when this goes into Anthology, those with the asterisk may come first, followed by the formative feedback. The senator had also some concern about assignments being the main theme in the course content part of form D-4.

Many agreed that, overall, this proposal is a huge step forward.

Vice Chair Haltinner pointed to the second question on "Syllabus and Course Expectations." She is not comfortable with the wording "... was easy to access and coherently organized." Access is mostly about technology. If a system fails, that will reflect poorly on the instructor. Furthermore, "coherently organized" means something different to different people. Smith responded that the five starred questions were selected by FAC, but Senate is welcome to make changes.

Erin Chapman gave some additional background on how the questions were chosen. She agreed that there could be some subjectivity in assessing what's coherently organized.

Another senator echoed the concern about technology being an issue. If something doesn't work, the instructor would be held accountable. Also, in the first sentence of FSH 2700 D-3, the word "will" implies that the formative mid-semester feedback is required.

A senator asked whether it is possible to integrate this survey with Canvas. Can we give some form of reward, such as a few extra points, to the students who submit feedback? Smith replied that every instructor already has that ability.

There was a request for clarification about dropping the "neutral" category from the possible choices for the starred questions. Smith confirmed that it was removed and explained that the reason for the removal is that under the old format, the neutral answer reflected a score of 3.0, which equated to not meeting expectations, which was not the intent of a neutral response. Smith explained that in the new forms, where N/A is allowed, as per the proposed revision to FSH 2700, those responses are no longer recorded. Smit also, clarified that N/A will not be an option for the asterix questions.

Proposed amendments (Mittelsteadt, Maas):

In the first sentence of FSH 2700 D-3, replace "will" with the word "may." Under "Syllabus and Course Expectations" in the end-of-semester evaluations, the question that says "The course syllabus was easy to access and coherently organized" shall be removed from consideration as one of the five questions (thereby reducing the number of questions to 4) used in tenure, promotion and evaluation.

Vote on the amendments: 17/19 yes; 2/19 no.

Vote on the amended motion: 16/19 yes; 3/19 no. Motion carries.

- FSH 3500 Promotion and Tenure – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences and Chair, Faculty Affairs Committee Attach. #4  
Revision to add a reference to FSH 2700 regarding the questions in student feedback on teaching that can be counted toward a candidate's student course evaluation summaries used in the tenure and promotion processes.  
No questions.  
Vote: 19/19 yes.

#### **Announcements and Communications:**

- Online Software Approval Ticketing Process – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology.

A senator inquired about the recent change from OIT that requires preapproval to get reimbursed through Chrome River for the purchase of some common software. What is the thought process for doing that?

Teresa didn't have background to prep with, so she is not able to give any specifics on this question. She will look into the matter and report to senate at a later time.

This conversation will continue when Teresa returns to senate, along with the one on the transition to MyUI.

#### Additional discussion:

A senator reported submitting a ticket 20 days earlier for a well-established software called CMA, Comprehensive Meta Analysis, developed by NIH and used by many federal agencies. It's needed for two Ph.D. students for their Prelim Exam. They have eight weeks to complete the exercise. This senator is very concerned about the timeline. They may have to readjust the Ph.D.

Prelims schedule, which will create additional complications. Teresa will investigate this specific ticket and communicate to the senator what she finds out.

- A senator reported comments from several faculty about the recent satisfaction survey from OIT. The space to provide commentary is insufficient, about 60 words. Teresa replied that Dan Ewart was aware of that feedback and has resolved the problem with institutional research.
- Women's Leadership Conference – Laurel Meyer, Education Abroad Advisor/Marketing Coordinator, International Programs Office.  
Laurel Meyer is one of the planning co-chairs for the Women's Leadership Conference, and the Athena co-president for staff. After a five-year hiatus, the Women's Leadership Conference is returning to campus on April 2. The registration link went live today on the conference website, <https://www.uidaho.edu/diversity/edu/womens-center/events/womens-leadership-conference>. Please share this opportunity with all your colleagues. It is a full-day event, and it is free. It's a joint conference between the University of Idaho and Washington State University. Most of the seats are reserved for either members of U of I or WSU, but there are some limited seats available for community members as well. We're not necessarily inviting students to attend, but if there's a student who's motivated and would like to attend, they're welcome to register. But that's not our target audience. Over the next couple of days, the website will be updated with the full schedule. For any questions, please contact Laurel Meyer at [laurelm@uidaho.edu](mailto:laurelm@uidaho.edu).

**New Business:**

None.

There will be no meeting next week (spring break).

**Adjournment:**

The agenda being completed, the Chair adjourned the meeting at 5:03pm.

Respectfully Submitted,

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



## POLICY COVER SHEET

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

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **FSH 1640.58 UBUNTU**

### Administrative Procedures Manual (APM)

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

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

**Originator: Kristin Haltinner, Chair Committee on Committees**

**Policy Sponsor, if different from Originator: Torrey Lawrence, Provost**

**Reviewed by General Counsel**      \_\_\_ Yes \_\_\_ X \_\_\_ No                      Name & Date:

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

Past chairs and members of Ubuntu have indicated that the committee membership was not working. The EDU had five ex officio seats and it was very burdensome for their offices to staff. We revised this to one voting seat chosen by the Chief Diversity Officer. The name for the Center for Disability Access and Resources needed to be updated. Given the importance of this office’s participation, we also shifted them from ex officio to a voting member. IPO was also shifted to a voting membership.

The faculty roles, undergraduate student roles, graduate student role, and remaining ex officio members remained the same.

The committee also lacked clear term expectations so these were added.

**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.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1640: Committee Directory

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#### 1640.58 UBUNTU

**A. CONTEXT.** Ubuntu, as explained by Desmond Tutu, is essential to the interconnectedness of being human and living in interdependent communities. Ubuntu is affirming and inclusive of others because we all belong to a larger whole which is diminished when any members are humiliated, disrespected or oppressed. People with Ubuntu enrich themselves but do so in ways that enable the community and all its members to also improve. In this spirit the Ubuntu committee is established to advance these ideals.

#### **B. FUNCTION.**

**B-1.** Ubuntu will promote the values of respect, understanding, and fairness within our diverse university experience; review university policies and programs affecting under-represented and/or under-served students, staff, and faculty in consultation with appropriate representatives as necessary across campus; recommend changes and additions in university policies and programs that enhance student/staff/faculty success and advancement. {See also [FSH 4340](#).}

**B-2.** Ubuntu will monitor and advance the university's affirmative action and equal opportunity programs [see [FSH 3060](#)] being a strong and active voice ensuring that the university's programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee will also work closely with the Americans with Disabilities Act Advisory Committee (ADA) to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at the university. Ubuntu also recommends policies and procedures to address specific disabled access challenges at the university, consistent with requirements of applicable regulations and regents' policy ensuring that the 'spirit of the law' is followed.

**B-3.** This committee will advise the president on matters of equal opportunity, ensuring that UI's programs, activities and services are available to persons with learning, sensory, physical and other disabilities, and identify avenues for ensuring the campus community creates a fair and inclusive environment for all.

**B-4.** This committee will also discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee. It will also submit periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes (see [FSH 1460](#)).

**C. STRUCTURE.** Four faculty ~~, one of whom serves as chair each serving three-year terms;~~ ~~two~~ Five staff members (including at least one from Staff Council, one from the Office of Equity and Diversity Unit (appointed by the Chief Diversity Officer), a representative from the International Programs Office (appointed by the Director), and a representative from the Center for Disability Access and Resources (appointed by the Director)), each serving three-year terms. ~~;~~ ~~two student~~ Two undergraduate students (including one undergraduate (ASU) the ASUI Director of Diversity Affairs and Inclusion), each serving a one-year term. ~~One~~ one graduate student (appointed by GPSA or SBA), serving a one-year term, one of whom belongs to an under-represented and/or under-served student population ~~and~~ the following ex officio members without vote or their designees: ~~the ASUI Director of Diversity Affairs, Coordinator of Student Support Services~~ a representative from Student Affairs, ~~the Director of Multicultural Affairs, the Director of the Women's Center,~~ a representative from Human Resources, the Director of [the Office of Civil Rights and Investigations](#), ~~the Director of Diversity and Community, the Coordinator for Disability Support Services, the Director of International Programs, the LGBTQA Coordinator, and the Director of the Native American Student Center or the Native American Tribal Liaison.~~ The chair will be chosen by the Committee on Committees and will be a voting member in their third year of service.

# 533: ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING (AI/ML) UNDERGRADUATE CERTIFICATE

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## In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

## Approval Path

1. Thu, 21 Sep 2023 02:48:24 GMT  
Terence Soule (tsoule): Approved for 131 Chair
2. Thu, 28 Sep 2023 16:00:48 GMT  
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 28 Sep 2023 16:32:38 GMT  
Suzanna Long (long): Approved for 08 Dean
4. Sat, 07 Oct 2023 01:29:00 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 21:09:19 GMT  
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Thu, 21 Dec 2023 20:23:08 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 16 Jan 2024 21:35:15 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 24 Jan 2024 16:38:25 GMT  
Sydney Beal (sbeal): Approved for Ready for UCC
9. Mon, 04 Mar 2024 18:02:58 GMT  
Sydney Beal (sbeal): Approved for UCC

## New Program Proposal

Date Submitted: Thu, 21 Sep 2023 02:46:45 GMT

**Viewing: 533 : Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate**

**Last edit: Mon, 04 Mar 2024 18:02:39 GMT**

Changes proposed by: Terence Soule

### Faculty Contact

Faculty Name	Faculty Email
Terence Soule	tsoule@uidaho.edu

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

No

### Academic Level

Undergraduate



**College**

Engineering

**Department/Unit:**

Computer Science

**Effective Catalog Year**

2024-2025

**Program Title**

Artificial Intelligence and Machine Learning (AI/ML) Undergraduate 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**

11.0102 - Artificial Intelligence.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

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

Less than \$250,000 per FY

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

**Discribe the financial impact**

The financial impact will be fairly small. All of the courses in the certificate are already being taught so there is no additional resources required. We anticipate that the certificate will make some of our classes more appealing because students taking them will be able to get a certificate. This is likely to lead to a small, but manageable increase in class sizes. Additionally, the presence of the certificate will have a small positive impact on recruitment by making some programs more attractive, which will lead to an increase in enrollment and additional tuition revenue.

**Curriculum:**

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background.

Important advising information can be found at <https://www.uidaho.edu/engr/departments/cs/degrees/cs> (<https://www.uidaho.edu/engr/departments/cs/degrees/cs>).

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
CS 475	Machine Learning	3
or CS 477	Python for Machine Learning	
CS 488	Applied Data Science with Python	3
CS 474	Deep Learning	3
<b>Select one of the following:</b>		<b>3</b>
CS 470	Artificial Intelligence	
CS 487	Adversarial Machine Learning	
CS 489	Semantic Web and Open Data	
CS 472	Evolutionary Computation	

**Total Hours** 12

**Courses to total 12 credits for this certificate**

## Distance Education Availability

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

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

Yes

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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?**

Coeur d'Alene  
Idaho Falls  
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.**

- Understand the fundamental concepts and algorithms in machine learning and artificial intelligence
- Be able to apply machine learning algorithms to analyze, model, and solve real-world problems
- Be able to implement and evaluate Python-based machine learning solutions for problems such as data classification and clustering
- Develop leadership and teamwork ability with others through group discussion and course projects

**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 objective will be accomplished through quizzes, homework, exams, and case-study projects, with a focus on the core required courses.

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

Faculty related to this certificate will have an annual meeting to discuss assessment findings and improvement. The assessment findings will be applied to 1) improve contents organization and materials presentation, and 2) update homework, quizzes and exams.

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

Direct measures include student results from homework, quizzes, exams and projects. Indirect measures including classroom discussions, office hours interactions, and student course evaluations.

**When will assessment activities occur and at what frequency?**

Assessments will occur each time the core, required courses are taught, roughly once per year, per course.

## Student Learning Outcomes

### Learning Objectives

Understand, explain, and use the fundamental concepts and algorithms in machine learning and artificial intelligence.

Apply machine learning algorithms to analyze, model, and solve real-world problems

Implement and evaluate machine learning solutions for common machine learning and artificial intelligence problems such as data classification and clustering.

Develop leadership and teamwork ability for work in and leading group projects.

**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.**

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background. It is designed to give undergraduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

### Supporting Documents

533 Program Description .pdf

### Reviewer Comments

**Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 00:32:27 GMT):** 10/3/23: LL uploaded program description.

**Sydney Beal (sbeal) (Mon, 04 Mar 2024 18:02:39 GMT):** Narrative text edited per UCC meeting 1/29/24

Key: 533

### 533 Program Description for: Artificial Intelligence and Machine Learning Undergrad Certificate

An undergraduate certificate in artificial intelligence and machine learning is a demonstration of the student's breadth and depth of knowledge in these rapidly expanding fields. The certificate develops the student's understanding of both the fundamentals and the applications of these fields and of how they interact. It prepares a student for immediate entry into AI and ML career paths.

# 534: ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING (AI/ML) GRADUATE CERTIFICATE

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## In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

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Terence Soule (tsoule): Approved for 131 Chair
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Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 28 Sep 2023 16:32:45 GMT  
Suzanna Long (long): Approved for 08 Dean
4. Sat, 07 Oct 2023 01:31:13 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 21:14:03 GMT  
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Thu, 21 Dec 2023 20:24:14 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 28 Dec 2023 17:31:03 GMT  
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
8. Tue, 16 Jan 2024 21:35:45 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 24 Jan 2024 16:40:24 GMT  
Sydney Beal (sbeal): Approved for Ready for UCC
10. Mon, 04 Mar 2024 18:04:56 GMT  
Sydney Beal (sbeal): Approved for UCC

## New Program Proposal

Date Submitted: Thu, 21 Sep 2023 02:46:59 GMT

**Viewing: 534 : Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate**

**Last edit: Mon, 04 Mar 2024 18:04:49 GMT**

Changes proposed by: Terence Soule

### Faculty Contact

Faculty Name	Faculty Email
Terence Soule	tsoule@uidaho.edu

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

No

**Academic Level**

Graduate

**College**

Engineering

**Department/Unit:**

Computer Science

**Effective Catalog Year**

2024-2025

**Program Title**

Artificial Intelligence and Machine Learning (AI/ML) Graduate 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**

11.0102 - Artificial Intelligence.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

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

Less than \$250,000 per FY

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

**Discribe the financial impact**

The financial impact will be fairly small. All of the courses in the certificate are already being taught so there is no additional resources required. We anticipate that the certificate will make some of our classes more appealing because students taking them will be able to get a certificate. This is likely to lead to a small, but manageable increase in class sizes. Additionally, the presence of the certificate will have a small positive impact on recruitment by making some programs more attractive, which will lead to an increase in enrollment and additional tuition revenue.

**Curriculum:**

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background.



Important advising information can be found at <https://www.uidaho.edu/engr/departments/cs/degrees/cs> (<https://www.uidaho.edu/engr/departments/cs/degrees/cs/>).

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

Code	Title	Hours
CS 575	Machine Learning	3
CS 588	Applied Data Science with Python	3
CS 574	Deep Learning	3
<b>Take one of the following:</b>		<b>3</b>
CS 570	Artificial Intelligence	
CS 587	Adversarial Machine Learning	
CS 598	Internship	
CS 572	Evolutionary Computation	

**Total Hours** **12**

**Courses to total 12 credits for this certificate**

## Distance Education Availability

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

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**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

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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?**

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Idaho Falls  
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.**

- Understand the fundamental concepts and algorithms in machine learning and artificial intelligence
- Be able to apply machine learning algorithms to analyze, model, and solve real-world problems
- Be able to implement and evaluate Python-based machine learning solutions for problems such as data classification and clustering
- Develop leadership and teamwork ability with others through group discussion and course projects

**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 quizzes, homework, exams, and case-study projects, with a focus on assessment in the required courses.

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

Faculty related to this certificate will have an annual meeting to discuss assessment findings and improvement. The assessment findings will be applied to 1) improve contents organization and materials presentation, and 2) update homework, quizzes and exams.

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**When will assessment activities occur and at what frequency?**

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## Student Learning Outcomes

### Learning Objectives

Understand, explain, and use the fundamental concepts and algorithms in machine learning and artificial intelligence.

Apply machine learning algorithms to analyze, model, and solve real-world problems

Implement and evaluate machine learning solutions for common machine learning and artificial intelligence problems such as data classification and clustering.

Develop leadership and teamwork ability for work in and leading group projects.

**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.**

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background. It is designed to give graduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

### Supporting Documents

534 Program Description.pdf

### Reviewer Comments

**Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 00:35:59 GMT):** 10/3/23: Program description uploaded for #534.

**Sydney Beal (sbeal) (Mon, 04 Mar 2024 18:04:49 GMT):** Narrative text edited per UCC meeting 1/29/24

Key: 534

#### 534: Artificial Intelligence and Machine Learning Graduate Certificate – Program Description

A graduate certificate in artificial intelligence and machine learning is a demonstration of the student's breadth and depth of knowledge of the state of the art in these rapidly expanding fields. The certificate develops student's research skills in these two fields and prepares them for careers developing the next generation of AI and ML tools and techniques.



## **Requesting Campus Feedback – Stage 2**

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### *Improving Student Success Via Revised Curricula and Instruction*

To strengthen U of I students' outcomes, President Green has charged a Step-Up Completion: Collaboration, Evidence, Synergies, and Support (SUCCESS) Team to propose initiatives for funding that are likely to increase our existing 61% six-year graduation rate to 77%, matching the current average at Research I institutions. Based upon an initial round of input from the U of I community, the SUCCESS Team identified three types of initiatives that have had success at other universities<sup>1-2</sup> and that build upon our existing strengths:

- **Expand and Enhance Common Experiences**
- **Increase Use of Evidence-Based Teaching Practices**
- **Provide Earlier Applied Learning Opportunities**



The team's next step is to develop proposals for each initiative. Your feedback will be critical to creating proposals that have the greatest potential to benefit U of I students' learning, academic achievement, and post-graduation success.

**We encourage you to read about each initiative and then provide feedback.**

Your comments will help the team develop proposals that achieve the desired outcomes. It will be especially helpful to get your perspective on how we can support efforts that already exist and encourage the growth of new efforts.

Existing research shows that **each initiative supports all students**. This support includes students from historically under-represented

groups, such as first-generation and rural students. By ensuring that the proposed initiatives help these students (and all students), U of I is fulfilling our land-grant mission to provide broad access to higher education for Idahoans.

First-generation, rural, and other students from historically under-represented groups have different prior experiences and therefore have specific support needs.

**With these initiatives, U of I is building on existing programs that support these students effectively**, such as the [Vandal Gateway Program](#), [Student Athlete Support Services](#), and the [Raven Scholars Program](#).

*Descriptions of each initiative follow.*





# Expand and Enhance Common Experiences

*Common experiences, such as first-year seminars and learning communities, offer meaningful curricular and cocurricular experiences to enhance student learning, often using broad themes and varied curricular and co-curricular choices.<sup>3</sup>*

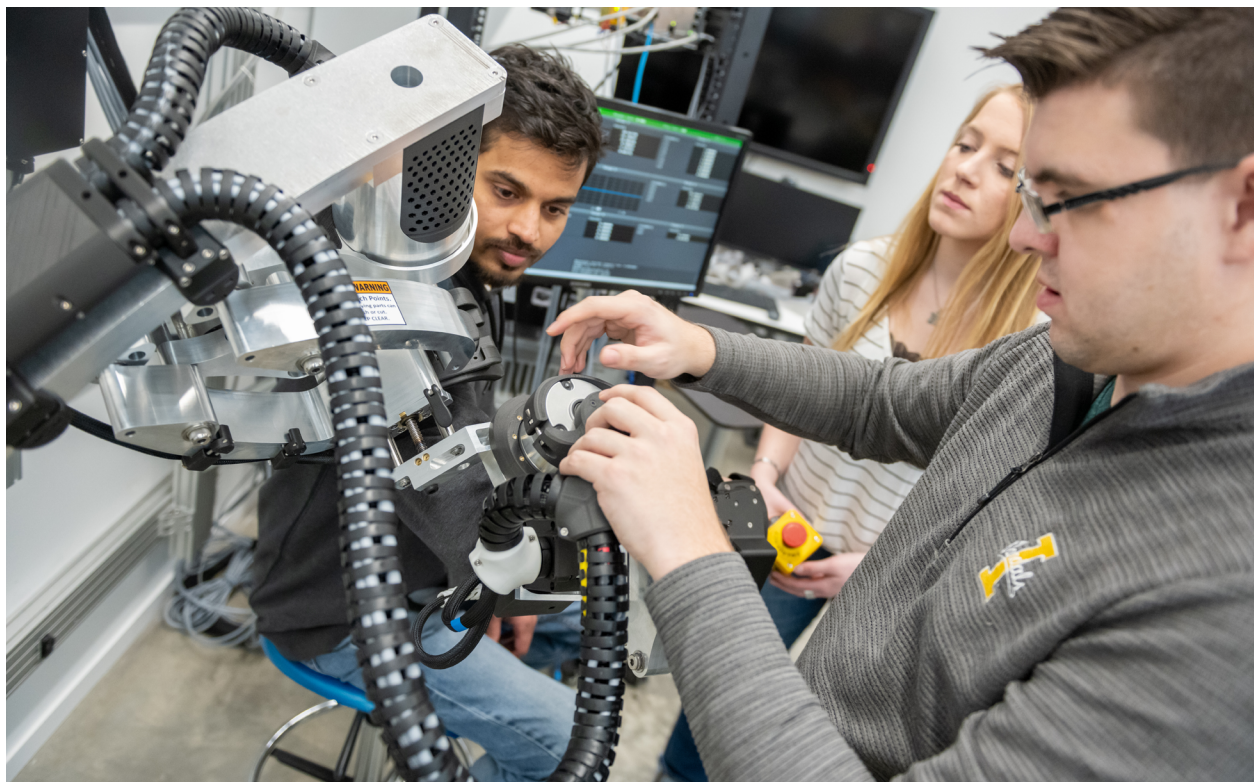
**Research:** shows common experiences (a) improve student success and GPA; (b) are consistently linked to higher retention and graduation rates; and (c) positively impact first-generation, racially/ethnically minoritized, conditionally admitted, and undeclared students.<sup>4,5,6,7,8,9,10</sup>

## **Possible Approaches:**

1. Bridge program to prepare students for a first-year experience (FYE).
2. Various FYE opportunities to introduce general education.
3. Links from FYE to sophomore-, junior-, and senior-year experiences.
4. A culminating experience that builds on students' earlier common intellectual experiences.
5. Support for core cognitive and non-cognitive skills.

**Example:** [Arizona State's highly rated First-Year Experience \(FYE\) Program](#)

**U of I Examples:** [TRIO Program](#), [Martin Institute Programs](#), and [Office of Multicultural Affairs Programs](#)





# Increase Use of Evidence-Based Teaching Practices

*Evidence-based teaching practices, such as active learning, promote higher-order thinking and self-directed learning through discussion, case studies, group work, problem solving, writing, sketching, and other instructor-guided activities.*

**Research:** A meta-analysis of 255 studies of STEM courses linked active learning to +6% average exam scores and +12 percentage points in course success rates, with traditional lecture students 1.5 times more likely to fail.<sup>11</sup> Substantial research has linked success in foundational courses to increases in both retention and graduation rates for all students, including those from historically under-represented groups.<sup>12,13,14,15,16, 17</sup>

## **Possible Approaches:**

1. Revise promotion and tenure criteria.
2. Establish evidence-based, inclusive teaching practices; offer leadership, elevate expertise, and emphasize research on learning and instruction.
3. Ensure faculty have resources needed to pursue evidence-based teaching practices.

**Example:** [Home • Active Learning and Inductive Teaching • Iowa State University \(iastate.edu\)](#)

**U of I Examples:** [Self-Directed Learning Modules](#), [Generation Z Learning Approaches](#), and [Center for Excellence in Teaching and Learning](#)



# Provide Earlier Applied Learning Opportunities

*Undergraduate research, internships, community-based learning, and other learning experiences in which students apply learning outside the classroom. Applied learning opportunities are linked to increased learning, graduation rates, and post-graduation success.*

**Research:** Undergraduate research has been linked to +4% to +10% in overall graduation rates and +13% STEM degree completion, with particular benefits for racially/ethnically minoritized and other historically under-represented groups.<sup>18,19,20,21</sup>

**Example:** [Echegoyan et al \(2019\)](#) showed a strong association between completing [UTEP's Freshman Year Research Intensive Sequence](#) and long-term retention for the 1,652 students they studied, 2015-2017 (~63% female, ~86% Hispanic).

**U of I Examples:** [Cooperative Education](#) and [Interdisciplinary Capstone Design Program](#)

## **Possible Approaches:**

1. Add co-op experiences, problem solving components, career experiences, and undergraduate research experiences.
2. Strengthen industry connections.
3. Engage community members as co-creators of learning and scholarship.



# Providing Your Feedback

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The SUCCESS team invites all members of campus to provide feedback on possible approaches for each of the three initiatives. There are **two ways to provide feedback** (you are welcome to participate in both ways if you desire):

1. **[Share your responses to survey questions](#)** in the feedback forms linked below:
  - **[Expand and Enhance Common Experiences](#)**
  - **[Increase Use of Evidence-Based Teaching Practices](#)**
  - **[Provide Earlier Applied Learning Opportunities](#)**
2. **Join an All-Campus Conversation** with the SUCCESS Team and Provost Lawrence from Wednesday, March 20 at 3:30 pm PT; 4:30 pm MT, via this **[Zoom link](#)**.

In both cases (i.e., the feedback forms and the all-campus conversation) you'll be asked for your thoughts in response to the following questions about each initiative:

- Please rank order the possible approaches for this initiative according to which you believe would be most effective, 1 high, 5 low.
- Please note existing U of I strengths these approaches could build on.
- What would it look like for this initiative to be implemented successfully in your program, department, or college?
- What types of support would be needed to implement this initiative in your program, department, or college?

**Note:** The SUCCESS Team will be reaching out to specific groups on campus who may wish to give feedback about the initiatives during one of the regular meetings, e.g., Faculty Senate, Dean of Students, the Associated Students of the University of Idaho (ASUI), College Assistance Migrant Program (CAMP), Student Support Services, and the Associate Deans.





# Process/Background

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To ensure that the final proposal is informed by perspectives from across campus, in **Stage 1** (late January/early February), the SUCCESS Team met with and surveyed approximately 100 members of eight shared governance and other campus groups.<sup>22</sup> During these meetings, the team shared information on six possible evidence-based initiatives that have increased learning and academic achievement on other campuses:

1. Revise General Education Curriculum
2. Expand and Enhance Common Learning Experiences
3. Increase Use of Evidence-Based Teaching Practices
4. Provide More Real-World Learning Opportunities Earlier
5. Streamline Degree Pathways
6. Better Support Historically Under-Represented Students.

Through a mixed-methods analysis of campus groups' comments, the team determined that campus feedback identified the three initiatives described above as most effectively positioned to leverage existing U of I strengths. Further, campus feedback indicated that it would be most effective to **integrate initiative #6, Better Support Historically Under-represented Students, into each of the three identified initiatives.** Therefore, the team will recommend this integration, which will require close collaboration with colleagues across U of I. This integration will help U of I better serve our growing numbers of first-generation and other students from historically under-represented groups. Finally, based on feedback from campus groups with relevant experience, the team will consider proposing that the cohort model be used in each of the identified initiatives. The proposed initiatives will build on the work already underway as part of U of I's Strategic Enrollment Project.



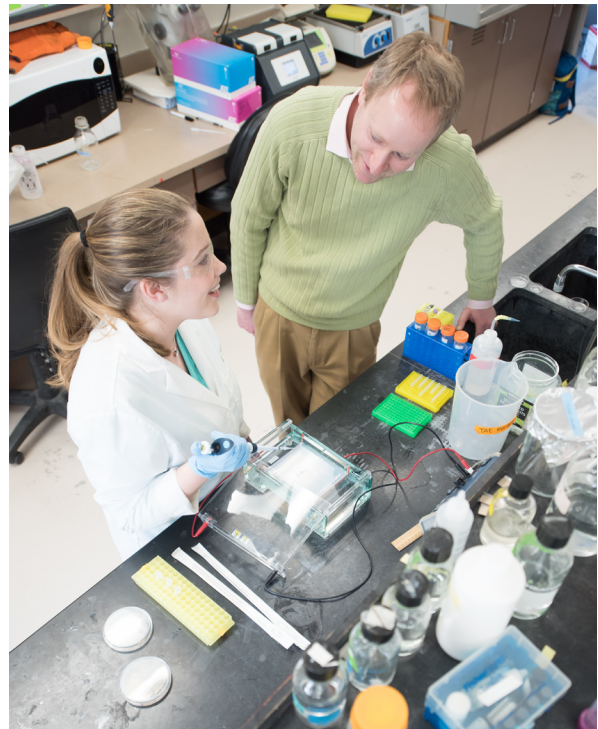
Importantly, the team will recommend that initiatives be implemented under **local direction, with centralized support**. The implementation plan will advocate that campus groups already pursuing related successful projects be incentivized to help lead implementation. For example, such groups might provide resources, consultation, and/or mentoring for colleagues developing similar projects. Incentives could include release time, summer stipends, access to professional development or other opportunities, and the like. These groups' leadership will support local direction by helping programs tailor approaches to their disciplines, cultures, and students' needs.

Further, the team will recommend a separate implementation plan for each initiative but emphasize that these plans should identify and leverage potential connections. For example, to implement common experiences and early applied learning in classrooms,

support for evidence-based teaching will be needed. Similarly, each initiative requires incentivizing faculty to adopting evidence-based approaches will build more explicit rewards into the annual review and the promotion and tenure processes.

Finally, please note that, based on campus feedback and SUCCESS Team discussions, the titles of two of the three identified initiatives have been tailored to better reflect U of I priorities, as follows:

- 2. *Expand and Enhance Common Experiences*** – “learning” omitted to indicate that some experiences will be curricular and others co-curricular.
- 4. *Provide Earlier Applied Learning Opportunities*** – “real-world” omitted to emphasize the connections between classroom and applied learning; “earlier” emphasized by new position in the title.



# References

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## *(Endnotes)*

- 1 [Bradley, 2021.](#)
- 2 [Boyer 2030 Report.](#)
- 3 [American Association of Colleges & Universities High-Impact Practices.](#)
- 4 [Jamelske, 2008.](#)
- 5 [Swanson et al., 2016.](#)
- 6 [Vaughan et al., 2014a.](#)
- 7 [Vaughan et al., 2014b.](#)
- 8 [Miller et al., 2014.](#)
- 9 [Vaughan et al., 2019.](#)
- 10 [Pickenpaugh, Yoast, Baker, & Vaughan, 2022.](#)
- 11 [Freeman et al., 2014.](#)
- 12 [Koch & Pistilli, 2015.](#)
- 13 [Cabrera, Burkum, & LaNasa, 2005.](#)
- 14 [Lewis & Terry, 2016.](#)
- 15 [Moore & Shulock, 2009.](#)
- 16 [Offenstein & Shulock, 2010.](#)
- 17 [Biswas et al., 2022.](#)
- 18 [Rodenbusch et al., 2016.](#)
- 19 [Rodrigo-Peiris, Xiang, & Cassone, 2018.](#)
- 20 [Indoft et al., 2019.](#)
- 21 [Bangera & Brownell, 2017.](#)
- 22 These groups included the academic associate deans, the Associated Students of the University of Idaho, a Career Services representative, the Dean of Students leadership team, department chairs/heads, Faculty Senate, representatives from units focused on equity, and Staff Council.