

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – **Pending Approval**

Meeting #1

Approved at mtg. #2 on 12.9.2020

Wednesday, September 16, 2020, at 2:30 pm (PT) / 3:30 pm (MT)

Zoom only

President Scott Green Presiding

- President Green called the meeting to order at 2:31 pm (PT).
President Green opened the meeting expressing gratitude to the Nez Perce people on whose land the university stands. The University of Idaho recognizes that it is our academic responsibility to build strong relationships with the indigenous people and to ensure integrity of tribal voices.
- In Memoriam – President Green
President Green read the names of the colleagues who passed away since the last University Faculty Meeting. (The list of names is attached to these minutes.) President Green then called for a moment of silence.
- Meeting Logistics – Faculty Secretary Sammarruca
Secretary Sammarruca reminded the audience that University Faculty meetings are open to anyone wishing to attend and that the Zoom link has been broadly distributed. Meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She reviewed the meeting logistics for this Zoom-only general faculty meeting. The polling function in Zoom will be used to conduct the votes. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on a separate survey. Zoom will tabulate the response. However, after the meeting, we will verify that the votes came from eligible voters. Questions should be asked during the Q&A period using the “raise hand” feature. This meeting is being recorded and will be available to watch on the Faculty Senate website.
- Quorum count: Faculty Secretary Sammarruca
99 voting members of the faculty were required for a quorum, and 117 eligible voters were in attendance. Thus, a quorum was present. The Secretary noted that the quorum count can be less than the number of votes which she records because people may have joined the meeting later.
- Approval of minutes
President Green asked if there were any edits to the minutes of the 2019-2020 University Faculty meeting #4, May 6, 2020. The Secretary noted that she corrected two typographical errors on p.8 of the minutes. A motion (Kirchmeier/Corry) to approve the minutes of the 2019-2020 University Faculty Meeting #4 – with the minor editorial corrections noted above – passed.
- Announcements – President Green

- Concerning the smoke situation, a memo from Interim Provost Lawrence and Vice President Foisy was sent today to the university community. No in-person classes are allowed on September 17 and 18.
- We will return to normal operation on Monday, September 21.
- COVID-19 testing will continue as planned.
- Special Orders – Faculty Senate Chair Kirchmeier
 - Proposed Changes/Additions to Faculty-Staff Handbook: FSH 6990 Communicable Disease Emergency Response (vote) – Attach. #2

Chair Kirchmeier provided a brief background and description for the proposed policy. When Covid-19 first hit, we quickly realized that we needed to depart from existing policies to respond to the pandemic. To that end, we drafted an emergency policy, FSH 6990. This emergency policy allowed us to deviate from existing policy only to the extent needed to respond to the pandemic. Using the emergency policy 6990, we were able to quickly make changes to our existing policies, including: holding the University Faculty Meeting online; extending deadlines related to Promotion and Tenure; and changing the grading system to pass/fail. Emergency policies like FSH 6990 expire after 180 days. Unfortunately, we are still living with the pandemic and, furthermore, the possibility of future health emergencies exists. Therefore, we put together a committee of faculty and staff from across the University who created a permanent version of FSH 6990 that is basically the same as the emergency FSH 6990. It allows us to work together and quickly deviate from existing policy only to the extent necessary to respond to a public health emergency caused by a communicable disease outbreak.

There were no questions or comments for Chair Kirchmeier.

Vote: the proposed addition of FSH 6990 was approved with: 93% votes in favor, zero against, and 7% abstentions.

- Introduction of new faculty members and recognition of 2020 promoted/tenured faculty, new members of the administration, and internal changes in administration.

Each college dean introduced the new members of the faculty and the faculty who were promoted/tenured this year by name and unit. (List of names attached to these minutes.) The readers were:

 - Introducing Torrey Lawrence as the newly appointed Interim Provost – Senate Chair Kirchmeier
 - Changes in University Administration – Interim Provost Lawrence
 - Art & Architecture – Dean Shauna Corry
 - Agricultural and Life Sciences – Associate Dean Matt Doumit
 - Engineering – Dean John Crepeau
 - Natural Resources – Department Head Lisette Waits
 - Letters, Arts, and Social Sciences – Associate Dean Mark Warner
 - Science – Dean Ginger Carney
 - Business and Economics – Dean Mark Chopin
 - Education, Health, and Human Sciences – Dean Philip Scruggs
 - Law – Dean Jerry Long
 - Counseling and Testing Center – Dean Blaine Eckles
 - University Library – Dean Ben Hunter
 - WWAMI – Director Jeff Seegmiller

- President's Remarks

President Green welcomed the new faculty members and those granted promotion and tenure last spring.

Our country, state, and higher education are facing serious challenges. Plans with a high level of details have been made to reopen our Moscow campus and our Center Executive Officers are working to ensure a safe environment for employees and students.

The Provost and his team have implemented a plan for our Moscow campus to ensure that our students have the opportunity to attend classes in person. Our faculty continue to deliver the world-class, transformative education for which we are known. The President has heard many positive comments from both students and faculty who are grateful to be back in the classroom.

President Green recognized the faculty's creativity in delivering great teaching despite the pandemic. He described the joy of hearing students practicing the clarinet on the Admin Lawn to accommodate for social distancing – the sound of our faculty helping our students develop.

The President said that his remarks will focus on the ongoing testing efforts meant to keep the university open this fall, the enrollment status, and some good news from the past few months.

The university has tested every student attending in-person classes this fall in Moscow and has safely isolated those who tested positive for COVID-19. We have been averaging about 1.1% positivity for COVID-19 swabs run through our in-house lab. That includes more than 8,500 tests for students, faculty, and staff before and since classes the beginning of classes. 31 students who tested positive were cared for in the on-campus isolation facilities. The vast majority have been cleared by Public Health to return to their residences. We currently have four students in our isolation facility. Surveillance testing will continue to be one tool to keep the virus in check. Last week's focus was on students in two on-campus residence hall wings due to some wastewater surveillance testing that came back positive. Six students in those areas tested positive for the virus. The team will continue to test random samples and encourages all faculty, staff, and students to participate in ongoing testing if asked. Wastewater will be tested twice weekly as part of the surveillance program. President Green thanked the employees who volunteered to take part in the ongoing testing, especially those who tested because of travel over Labor Day weekend. These ongoing efforts, along with the hard work of faculty during the summer to prepare for delivering classes in multiple formats, will help keep our in-person experience viable through Thanksgiving Break. The surge in cases in Whitman County created additional challenges, but President Green is confident that we can keep in-person instruction going if we all follow our protocols. President Green expressed appreciation for everyone's heightened observance of Healthy Vandal pledge rules. Acting responsibly is something we owe to each other, and reports indicate we have been doing so. Only eight calls have gone to Public Safety and Security regarding face coverings and other COVID-related concerns. We must continue on this path, as we should continue to be responsive to changes that seem to happen daily.

The pandemic has had an impact on our numbers. We had high-quality applications increase by 16% prior to the fall semester and acceptances rise by 14%. That was before COVID-19. Normally,

with those numbers we would be up 3-4% . Final enrollment numbers will not be available until October, but we can expect to be down about 5%. About half of that decline occurred in the non-degree category, or part-time students, so the financial impact is not as substantial as it may appear. Also, our dual-credit enrollment is yet to be known, and that can change our numbers. Those numbers are better than the 15% decline some projected initially at the start of the pandemic. They are a testament to Dean Kahler's team and SEM's efforts with both getting new students to enroll and to retain the students we have. We've already begun recruiting for next year's class and we are well aware of the challenges. Many high schools in the West where we recruit remain closed or, if open, are not available for recruiting efforts. We are a destination campus that sells itself, but we need to get people here.

President Green thanked everyone for their efforts, including furlough, to address our deficits. There are some significant successes to report. Budget decisions over the past year have cut our cash flow burn rate by \$22 million, from \$23.5 million in FY 2019 to \$1.5 million this past fiscal year, and our FY20 operating deficit has been reduced from \$19 million to under \$1 million. We have passed a budget that, depending on any lingering effects due to COVID-19 and our related ability to remain open for live instruction, should completely eliminate our operating deficit by FY22. Overall budget discussions will continue as we review enrollment numbers and changes brought on by the pandemic.

Despite the recent challenges, we have seen a fair amount of validation for our story that will help us recruit more students. The University of Idaho was already ranked in the top 6% of all public universities, and just this week we saw a jump in our rankings by U.S. News and World Report. We broke into the Top 50 in the Best Value rankings – and not just by a small margin. We rose 42 positions to No. 37 this year – the top two schools on the list are Harvard and Princeton. In fact, the list is primarily loaded with private schools. We are ranked 3rd among public universities in the nation on that list, behind the University of North Carolina and University of Virginia, which also makes us the No. 1 Best Value Public School in the West. We are preparing to market that recognition. The Best Value rankings look at our overall academic quality related to our price and financial aid picture. It helps that we are able to offer \$30 million in scholarships and waivers each year, including to the more than 50 Vandal Promise scholars who are getting help bridging the \$5,000-cost gap in the cost of attendance thanks to donor support. We made significant progress on that front and we will continue our fund-raising efforts.

The best value ranking, and our improvements in both the Public School and National University categories, strengthens our position as one of the best public schools in the country and an affordable option for students. The President expressed gratitude for what everyone brings to the institution. The U of I educational experience, through the work provided by all faculty and staff, elevates the lives of our students as they prepare for their experiences beyond the classroom. President Green proceeded to congratulate our undergraduate business, undergraduate engineering, and undergraduate computer science programs, which were singled out and praised by U.S. News. Our work educating students, paired with our research mission, will help get us noticed and increase enrollment in future years.

The President noted that we are making great strides on the research front as well. You may have heard that we have been invited to join the Center for the Integration of Research, Teaching and

Learning (CIRTL), a network of about 35 research universities across the U.S. and Canada committed to enhancing STEM undergraduate education and preparing future STEM faculty. Other members include Columbia, Cornell, Johns Hopkins, Michigan State, UCLA, and Yale. We also continue to see progress with Idaho CAFE, the nation's largest agricultural research center we are building in the Magic Valley. In yet another step forward, the U.S. Department of Agriculture recently awarded a \$10 million grant to the University of Idaho to fund research at the dairy facility that will spur bioeconomic research to support sustainability, crop productivity, and nutrient recycling in the state's dairy industry – the third largest in the nation. Moreover, our research working group has delivered its white paper providing a roadmap to reach R-1 research status as an institution, which is very achievable.

The President applauded what we have achieved in only a few months both in our response to COVID-19 and our ability to provide a transformational experience for our students. He recalled experiences from his previous career, working with an unlimited budget to hire world-class talent and very competent teams. But the accomplishments he witnessed over this summer would make any world-class organization proud. From Dan New working for weeks straight without a break setting up our own COVID-19 testing lab, to Cami McClure and her team preparing to receive and care for those students who tested positive, to Dan Ewart's team deploying new technology throughout our statewide operations, to Lindsey Brown and Torrey working through the complexities of hybrid and reduced occupancy classes, and Toni Broyles coordinating it all. And behind each of them were equally committed teams. We still have 10 more weeks before the Fall Break, and we know we will face challenges during that time. We will do all we reasonably can to respond to those threats to our campus. President Green said he is looking forward to when we can again gather in large groups without a computer screen, when COVID is something we can reflect upon and be grateful for a return to a more normal pace – a time when we can finally celebrate together.

The President opened the floor to questions.

Discussion

A faculty inquired about funding for Higher Education from the State of Idaho. Governor Little has restored \$99 million for K-12 Idaho public schools using money from federal COVID relief funds. Is there any prospect that U of I and other sister institutions will receive a similar restoration of money that was cut earlier this year? If so, could that money be used to offset some of the testing and screening costs we had to sustain to prepare for the semester? President Green said he was hopeful when he learned of the K-12 restoration, but unfortunately the Governor has stated that he cannot do more. However – President Green continued – he does not expect more cuts. As for recovering some of the costs, he hopes that some form of a Care Act will pass. We have applied for many grants – one of them to expand bandwidth capabilities in some Centers in North Idaho. We are waiting for an appeal to be cleared so we can begin the work. The Faculty followed up noting that Idaho revenue collections for the past two months have come in much larger than forecast. Although two months does not make a trend, it does indicate that Idaho's underlying economy is strong. Has this been discussed with the State Board in conjunction with the current budget and the next? President Green reported that he does not expect any more holdbacks from the Governor. He is hopeful that our situation will improve, thanks to both the "rainy day" funds and the healthy revenue collections.

A faculty asked about the R-1 status: what is the status of our progress towards that goal? President Green said that the Working Group did great work and, after working on the White Paper, they became confident that the goal is achievable. We will be well-positioned for the year after next. Investments in Ph.D. students and postdocs are crucial. The Working Groups are pretty confident. We already have the research of an R-1 institution. Increasing investments in Ph.D. students and postdocs will be a primary focus. Furthermore, P3 funds will help us get through investments in our Ph.D. graduate students and postdocs.

A faculty heard of universities that shut down because of COVID-19 explosions. How are things going in universities around the country? President Green replied that it is too soon to say. We are in a relatively good position, but we are concerned about what is happening in Pullman. We need to stay vigilant. We are aggressively monitoring our environment through surveillance testing and testing of wastewater for our living facilities. We are off to a good start and many people are taking notice of what we are doing here. But we need to remain focused and react quickly when we see a threat, such as the one we have seen in Whitman County. We will test all of our employees from Whitman County and people in the living areas around the dorms where the virus was found in the wastewater. Having our own lab is a very unique feature – it gives capabilities we wouldn't have otherwise, and we have been able to help people in the Moscow community.

Hearing no more questions, President Green called for a motion to adjourn.

- Adjournment.
Motion to adjourn: Meeuf/Kirchmeier. The meeting was adjourned at 3:30 pm (PT).

Respectfully Submitted

Francesca Sammaruca

Secretary of the University Faculty




OFFICE OF THE PRESIDENT
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DATE: September 16, 2020

TO: Francesca Sammarruca, Faculty Secretary
Barbara Kirchmeier, Faculty Senate Chair

CC: Torrey Lawrence, Interim Provost & Executive Vice President
Diane Whitney, Policy Coordinator
Russell Meeuf, Faculty Senate Vice Chair

FROM: C. Scott Green, President 

SUBJECT: Response to items from University Faculty Meeting of September 16, 2020

In response to your memo of September 16, 2020 following the University Faculty Meeting and pursuant to Faculty-Staff Handbook (FSH) 1520, the item listed immediately below is approved. I have provided approval on a shortened timeframe as the temporary emergency policy it replaces expires on this date.

- FSH 6990 Communicable Disease Emergency Response

In addition, I approve the continuance of the action items initially approved under the emergency policy, now authorized under the permanent policy FSH 6990.

- Timing Extension for P & T Applications During 2021-22 and Beyond, approved 4/18/20
- Remote Participation in UFM, as amended 9/11/20



University of Idaho
Faculty Secretary

To: University of Idaho Faculty and Staff

From: Francesca Sammarruca,
Secretary of the University Faculty

Date: September 18, 2020

Subject: Presidential Action on University Policies, Fall 2020

This notice is to communicate presidential actions taken on policies that have been passed through a General Policy Report or University Faculty Meeting, as required per [FSH 1420 A-1 c.](#) and [1540 C.](#)

The policy listed below was presented and approved by the faculty at University Faculty Meeting No. 1 on September 16, 2020. See President Scott Green's memo dated September 16, 2020, [available online](#). Under "UFM Presidential Action," click "2020-2021" and then click "September 18, 2020."

Approved:

- **Faculty-Staff Handbook**
 - FSH 6990 Communicable Disease Emergency Response

Francesca Sammarruca
Secretary
University Faculty

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University of Idaho

2020 – 2021 University Faculty Meeting Agenda

Meeting #1

Wednesday, September 16, 2020, at 2:30pm (PT) / 3:30pm (MT)
ZOOM only

President Scott Green Presiding

- I. Call to Order – *President Green*
- II. In Memoriam – *President Green*
- III. Meeting Logistics – *Faculty Secretary Francesca Sammarruca*
- IV. Quorum count – *Faculty Secretary Francesca Sammarruca*
- V. Approval of Minutes (vote) – *President Green*
 - Minutes of the 2019-2020 University Faculty Meeting #4 (May 6, 2020) **Attach. #1**
- VI. Announcements – *President Green*
- VII. Special Orders– *Faculty Senate Chair Barbara Kirchmeier*
 - FSH 6990 Communicable Disease Emergency Response (vote) **Attach. #2**
 - Reading of new faculty and recognition of promotion and tenure by College Deans
- VIII. President’s Remarks and discussion
- IX. Adjournment – *President Green*

Attachments:

- **Attach. #1** Minutes of the 2019-2020 University Faculty Meeting #4 (May 6, 2020)
- **Award #2** FSH 6990 Communicable Disease Emergency Response

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – Pending Approval

Meeting #4

Wednesday, May 6, 2020, at 2:30pm (PT) / 3:30pm (MT)

ZOOM only

President Scott Green Presiding

- President Green called the meeting to order at 2:30pm (PT).
- President Green read the names of those who died since the last General Faculty Meeting:

Dean Lavern Vettrus
General Manager of ASUI and Student Union Emeritus
April 2020

President Green requested a moment of silence in honor of the colleague who passed away.

- Meeting Logistics – Faculty Secretary Sammarruca
Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She reviewed the meeting logistics for the first ZOOM-only general faculty meeting. A Zoom link has been sent to all faculty. Authentication will be required so only people with “uidaho” emails will be able to enter the meeting space. Microsoft Forms will be used for voting by sending the link to the meeting participants in the chat feature. Microsoft Forms also authenticates via email address. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on a separate survey. Forms will tabulate the response, however, after the meeting we will verify that the votes came from eligible voters. People will be able to ask questions by raising their hand and the monitor will call on them. Public viewing is possible via Live Stream on UI Live. The link will be provided in the Daily Register.
- Quorum count: Faculty Secretary Sammarruca
107 voting members of the faculty were required for a quorum. 158 eligible voters were present. A quorum was present.
- Approval of minutes –
A motion (Kirchmeier/Grieb) to approve the minutes of the 2019-2020 University Faculty Meeting #3 (February 26, 2020) as distributed was approved with 140 votes in favor and 19 abstentions.
- Announcements –

- The State of the University Address will be distributed tomorrow as a video.
- After communications with student leaders, President Green decided to hold the commencement for Spring 2020 graduates on August 1. Attendance is optional, but President Green hopes that many will attend to support the class of 2020. Graduates will also have the opportunity to walk at the December commencement or next May.
- Special Orders – Faculty Senate Chair Grieb

Chair Grieb expressed appreciation for the work that went into the preparation of the first Zoom faculty meeting. There are 30 items to discuss. Attachments numbered 2 through 21 are voting items, those numbered 22 through 31 are advisory or informational. The 20 voting items will be discussed individually but are regrouped in two polls—the first poll will cover items 2 through 11, the second will cover items 12 through 21.

 - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-20-016: FSH 1565 D-5, Academic Ranks and Responsibilities – Librarian
This comes as a seconded motion from the Library Affairs Committee. The purpose is to update the description of the position to be more consistent with the American Library Association and with the way we actually practice.
 - UP-20-018: FSH 1640.89, 1640.90, UCGE and GEAC
This concerns the merger of two standing committees, UCGE and GEAC. They do closely related work and support each other, so it is most efficient to combine them. GEAC will be absorbed into UCGE.
 - UP-20-019: FSH 1565, Academic Ranks and Responsibilities – Emeriti
This policy needed some review and clarifications. Most of the changes are simply clarifications, such as: committees on which Emeriti can serve, travel funding, access to office supply, library resources, email. All of that is preserved. One of the substantive changes is the process for obtaining emeritus status. Eligible faculty now can request emeritus status in their resignation letter. If they do not request it, they will be contacted by their department and asked whether they wish to request the status. There are rare exceptional circumstances under which the emeritus status can be denied to an eligible faculty or granted to a faculty otherwise not eligible. Some clarity has been added concerning those exceptional circumstances.
 - UP-20-020: FSH 1540, Standing Rules of the University Faculty – UFM Participation
The 05/06/2020 faculty meeting is being run *via* Zoom under temporary emergency policy due to COVID-19. The proposed revision to FSH 1540 will allow full participation *via* Zoom at any time. This is likely to increase participation.
 - UP-20-023: FSH 1640.08, Admissions Committee
This change recognizes the need for a wider bandwidth in the Admission Committee to process applications more efficiently and to better serve historically underserved populations. A representative of the American Language and Culture Program will be part of the committee membership.
 - UP-20-024: FSH 3175, Financial Stewardship Responsibilities (move from APM 25.01)
This creates a new policy on Financial Stewardship Responsibilities. The items in attachment #7 have historically been part of the APM. However, APM should be largely for procedures, that is, non-policy issues. This item and the next (FSH 3730) are being moved to FSH and codified as policy. On the other hand, the items in attachment # 31 stays in APM since it concerns financial procedures.
 - UP-20-026: FSH 3730, Retirement Privileges and Programs
This is an update to the OPEB policy communicated this semester. The changes concern the eligibility criteria for Tier 1 through 4, see p.35-36 of the meeting binder.

- Proposed Changes to the University of Idaho Catalog ([vote](#))
 - UCC-20-62a,b,c: Masters' Degree Credits, Doctoral Degree Requirements, Non-Degree Requirements

This is to update class level and number of credits required for MS and Ph.D. degrees. To reflect best practices as seen by Graduate Council.
 - UCC-20-53: Upper-Division Credit Requirements

We are changing the number of upper-division credit requirement in the Catalog from 40 to 36. As we removed the limit on community college credits (previously set to a maximum of 70), some adjustments had to be made to not overburden our course and curricular demands.
 - UCC-20-55: Independent Study Courses

The first change is that approval is now with the academic advisor rather than the dean. In addition, some language has been added to identify Independent Study Courses (ISC) as non-UI sponsored ISC as opposed to correspondence courses.

There was a question from Jim Alves-Foss, Department of Computer Science, about graduate credits: of the maximum 45 credits in Doctoral Research and Dissertation, 6 credits of Non-Thesis Research 599 or Thesis and Research 500 can be included. Because the 45 pure research credits now include MS research, are we asking Ph.D. students to take more credits of coursework? If so, what was the intention?

The question was addressed by Jerry McMurtry: the cap of 45 dissertation credits is still the same, but now we are allowing to count those additional credits of 599 or 500 towards the doctoral study plan. Some students come into the Ph.D. program directly from the BS program and never took 500-level credits, others bring those credits from their MS degree. There was still some confusion and the discussion continued. Finally, it was clarified that students who earn a Thesis MS and then switch to a Ph.D. program bring a number of research credits that will be counted towards the 45 research credits, not the 33 coursework credits. Thus they will have to take additional courses to satisfy the requirement of 78 credits in total. For instance, in Computer Science, 21 credits of coursework and 9 credits of MS Thesis are typically required for the research Master's. Therefore, students who switch to the Ph.D. program after earning the MS in Computer Science would have to take additional 12 credits of lecture-style classes in order to reach the minimum of 33.

There was a request for clarification from Jodie Nicotra (English Department), about the meaning of "workshop" in attachment #9.

Jerry McMurtry took the question and said that workshop credits are associated with the course number 503, designated as "workshop".

There were no more questions or comments on attachments #2 to #11.

The votes on the 10 items above were as follows:

UP-20-016: FSH 1565 D-5, Academic Ranks & Responsibilities - Librarian Attach. #2

Approve – 160; Do Not Approve – 1; Abstain – 16

UP-20-018: FSH 1640.89, 1640.90, UCGE and GEAC Attach. #3

Approve – 158; Do Not Approve – 0; Abstain – 19

UP-20-019: FSH 1565, Academic Ranks and Responsibilities - Emeriti Attach. #4

Approve – 158; Do Not Approve – 1; Abstain – 18

UP-20-020: FSH 1540, Standing Rules of the University Faculty-UFM Participation Attach. #5

Approve – 168; Do Not Approve – 0; Abstain – 9

UP-20-023: FSH 1640.08, Admissions Committee Attach. #6

Approve – 148; Do Not Approve – 7; Abstain – 21

UP-20-024: FSH 3175, Financial Stewardship Responsibilities Attach. #7

Approve – 138; Do Not Approve – 3; Abstain – 35

UP-20-026: FSH 3730, Retirement Privileges and Programs Attach. #8

Approve – 134; Do Not Approve – 8; Abstain – 35

UCC-20-62a,b,c: Masters' Degree Credits, Doctoral Degree Requirements, Non-Degree Requirements Attach. #9

Approve – 122; Do Not Approve – 28; Abstain – 26

UCC-20-53: Upper-Division Credit Requirements Attach. #10

Approve – 146; Do Not Approve – 13; Abstain – 18

UCC-20-55: Independent Study Courses Attach. #11

Approve – 158; Do Not Approve – 1; Abstain – 18

Chair Grieb moved to the next set of voting items. He explained that he wishes to make some comments on attachment #20, before proceeding with items #12 to #21.

- UCC-20-54: Replacing a Grade by Repeating a Course
If a student repeats a course, the highest grade will be the one that counts for their GPA and transcripts, for both graduate and undergraduate students. Chair Grieb pointed to a mistake in paragraph 2 under E5b in attachment #20. It should say that the highest grade earned, not the one earned in the repeated course, is the one that counts.
- UCC-20-60: First-Year Admission Requirements
This is an update to reflect updates in the SAT.
- UCC-20-63: GenEd Catalog Changes
This removes English 313 and English 317 from the oral communication requirements for GenEd. They can still be taken to satisfy any major's interdisciplinary requirements, but they are not allowed to count towards the GenEd oral communication requirements, as they are writing courses.
- UCC-20-13: Posthumous Degrees
With the recommendation of the Registrar, we now have a policy that allows granting a posthumous degree to a student who had substantially completed a degree.
- UCC-20-32: Changes to B.A. and B.S. in Sociology
The Criminal Emphasis has been removed. The two emphases are now "Inequality and Globalization" and "General Sociology".
- UCC-20-64: PEP 495 as Senior Experience
The only change is the addition of PEP 495 Practicum. This is the perfect capstone for students in Movement Science, College of Education.
- UCC-20-69: COGS Continuing Registration, Finishing Status, Provisional Admission Policy
This is an update on enrollment policy and registration. Rather than annual enrollment, we now have continuous registration and clarity on the "finishing status" for graduate students.
- UCC-20-71: MS in Dietetics and Related Courses
This proposal from CALS adds a Master's degree in Dietetics. The required courses and resources are described in attachment #18.
- UCC-20-14: Honors Policy
This specifies the policy for graduating with honors and the requirements for *cum laude*, *magna cum laude*, and *summa cum laude*.

Chair Grieb asked if there were any questions on the items before attachment #20.

Question: is the posthumous degree policy applicable to past students or only going forward?

Chair Grieb answered that it is applicable only going forward.

Question: what counts as continuous enrollment for graduate students?

Chair Grieb read the answer: Continuous Enrollment is a special course from which graduate students register in place of credit-bearing courses any semester they are not attending the U of I.

Following up on the question whether this special course would show up on the schedule, Jerry McMurtry explained that Continuous Registration is a status a student enters into if they are not currently taking courses but are in the graduate program. It is basically a reduced fee to remain registered in the Graduate School. It will be course 710, while the Finishing Status course will be numbered 720.

There were no more questions or comments on items #12 to #19.

Discussion on item #20:

Question from Jim Alves-Foss: years ago, the original wording was put in place because undergraduate students were abusing the rules by retaking a class several times until they passed or to get a good GPA, even though their combined GPA was not low enough to disqualify them. Why are we changing the policy?

Chair Grieb replied that the policy as it came to Senate from Graduate Council and UCC stated that the last grade earned would be the one that counts. This recommendation seems to be the most common in colleges and university across the Northwest. To most Senators, it didn't seem fair that a student who had passed a class could later on failed it, so the policy was amended by Senate for both graduate and undergraduate students. In the case of P/F, if a student first earns a P, retakes the class for a letter grade and fails it, the student will keep the P in the course. But, if they earn a letter grade upon retake, P would be replaced with the letter grade.

There were no more questions on item #20.

Rula Awwad-Rafferty (Interior Architecture and Design) points out some typos item #13.

Question: what is the standard practice across the country with regard to repeating a course:

Chair Grieb replied that the most common practice in the Northwest is to take the last grade earned, but he is not sure what that is across the country.

- UCC-20-70: Admissions Committee
This comes from UCC. We have now more clarity on what should be included in a petition to the Admission Committee.

The votes on the 10 items above were as follows:

UCC-20-60: First-Year Admission Requirements Attach. #12

Approve – 160; Do Not Approve – 2; Abstain – 7

UCC-20-63: GenEd Catalog Changes Attach. #13

Approve – 152; Do Not Approve – 4; Abstain – 13

UCC-20-13: Posthumous Degrees Attach. #14

Approve – 161; Do Not Approve – 0; Abstain – 8

UCC-20-32: Changes to B.A. and B.S. in Sociology Attach. #15

Approve – 149; Do Not Approve – 1; Abstain – 19

UCC-20-64: PEP 495 as Senior Experience Attach. #16

Approve – 153; Do Not Approve – 2; Abstain – 14

UCC-20-69: COGS Continuing Registration, Finishing Status, Provisional Admission Policy Attach. #17

Approve – 148; Do Not Approve – 6; Abstain – 15

UCC-20-71: MS in Dietetics and Related Courses Attach. #18

Approve – 154; Do Not Approve – 2; Abstain – 13

UCC-20-14: Honors Policy Attach. #19

Approve – 157; Do Not Approve – 0; Abstain – 12

UCC-20-54: Replacing a Grade by Repeating a Course Attach. #20
Approve – 133; Do Not Approve – 21; Abstain – 15
UCC-20-70: Admissions Committee Attach. #21
Approve – 150; Do Not Approve – 2; Abstain – 17

A clarification was asked by Diane Carter (Communication) on voting and non-voting items. Chair Grieb explained that non-voting items can be of two kinds: 1. very minor changes to FSH or changes made for consistency with SBOE policy; 2. APM items, on which faculty do not vote.

- Minor Amendments Pursuant to FSH 1460 (no vote)
 - UP-20-027: FSH 3920, Dismissal and Discipline of Exempt Employees
 - UP-20-028: FSH 3930, Separation of Classified Employees
Updates to bring the policy in line with SBOE requirements.
- Faculty Staff Handbook (Informational Item – no vote)
 - UP-20-012: FSH 3090, Temporary Hourly Employment
Updates for language consistency.
- Administrative Procedures Manual (Informational Items – no vote)
 - UP-20-008: APM 55.39, Retiree Benefits
Updates to be in line with Medicare rules.
 - UP-20-009: APM 50.04, Verifying Employment Eligibility for New Employees
Updates for best practices. A similar description applies to the other APM items. They are being updated either to reflect best practices or to reflect what is being done.
 - UP-20-010: APM 50.53, Temporary Hourly Employment
 - UP-20-011: APM 50.55, Writing Results-Oriented Job Descriptions
 - UP-20-021: APM 20.23, Payment Card Processing
 - UP-20-022: APM 40.23, Solid Waste Disposal
 - UP-20-024: APM 25.02 Controls over Deficit Spending; 25.03 Operating Deficits – Prior Accumulated Material Deficits; 25.04 Operating Deficits – Current Year; 25.05 Establishing Required Cash Reserve Targets
This item addresses the procedures corresponding to the policy in attachment #7.

There were no more questions. This concluded the Special Orders.

- President's Remarks and discussion –
President Green recognized and appreciated the faculty's hard work during the Spring semester. Everyone did an amazing job with the quick transition to online classes (more than 4,000 sessions). The class of 2020 has 1700 graduates, the largest Spring class in five years. Unfortunately, we cannot recognize these students next week. The Commencement on August 1 will kick off the return to campus.

We have started plans for a new return to campus. We are implementing a large number of safety measures for faculty, staff, and students. We will follow the Governor's "stages" when planning the reopening. By June 15, all functions should return to normal, provided we can do so safely. In the Fall, we plan to return to in-person instruction with a combination of "Hy-Flex" model to be best prepared for a quick transition. To comply with social distancing, students will attend classes on a staggered schedule. We will work hard through the summer and continue to work with health officials and the Governor's office. The silver lining: we have tested our ability to deliver classes in the digital learning space. We plan to assemble working groups to explore how we can deliver more classes and offer more degrees online. Cher Hendricks and Jerry McMurtry will oversee this project. We plan to invest more on our online capabilities.

President Green moved to the impact on the budget situation. We had to make tough decisions: budget cuts, personnel reduction, furlough, outsourcing. Through the actions taken this year, the budget deficit would have been completely eliminated by FY 2022. Unfortunately, COVID-19 and additional hold-backs could result in a loss of 15M or more. We expect 3.5M to come from federal support. Actually, we did better than expected. Next month, President Green will meet with the deans to evaluate the situation. Due to the Governor's 5% hold-back in addition to the previous 2%, we will have to implement mandatory furlough for all employees depending on income. An additional charge will start at salaries above 90K up to the highest paid employees to lessen the impact on lower paid employees. We have received feedback on the matter: some, but not all, think that furlough should fall mostly on the highest-paid employees. A communication will be sent by the end of the week. In addition, there is a hiring freeze, and paying overtime and paid administrative leave should be avoided.

President Green accepted the recommendations of the Academic Program Prioritization Taskforce (APPT). Thanks are due to Torrey Lawrence, John Wiencek, and all the APPT members who have evaluated 338 programs. Following those recommendations, the Material Science Engineering Department will be closed, while Geography and Geology will be combined. Other programs will be reviewed in a consolidation plan. President Green thanked the APPT for their hard work. Budget discussions will continue. We plan to reward collaborations and increased enrollment.

The white paper from the Sustainable Financial Model Working Group (SFMWG) is completed. The model will fix problems with the incremental approach currently used. This Fall we will identify the metrics to be used and define the next steps. We still need to define and finalize the metrics before the plan can roll out. To that end, we will put together working groups in the Fall. We will review results annually to check for unintended consequences. The final plan will be shared with university leadership, faculty and staff, to be finalized before implementation.

Public-private partnership for the facility known as the Steam Plant is an opportunity to find revenue. By entering in a long-term lease, we can obtain a large payment which we could use for an endowment to fund our priorities, such as research and scholarships. Partnership with industry brings in more research grant money. In this way, we would also have funds for maintenance rather than relying on the state, which hasn't always worked well. Brian Foisy is working on this. We will not make the deal unless we are sure it is a good one.

Student recruiting for Fall is proceeding virtually. We are a destination campus, so hopefully the situation will change soon. Students may consider sitting out a year. Applications are up by 16% and admissions by 12%. Strategic Enrollment Management (SEM) will conduct a virtual "UIdaho Bound" event, with a tour online. SEM is working hard to ensure that current students return. According to a recent survey, a small fraction may not return, either because of COVID-19 or financial problems, such as parents' loss of employment. Let's be engaged and reach out to them and find out what their concerns are.

The President concluded with expressing his appreciation for how quickly the faculty were able to pivot. He looks forward to everyone being on campus again.

Discussion –

A faculty asked whether the report from APPT can be shared. Torrey Lawrence replied that they were shared with Senate, but not with complete details, for reasons of privacy and sensitivity.

Torrey Lawrence is currently discussing with the committee about the best way to inform departments who wish to know their scores and the details of their evaluation.

A faculty questioned that this is an appropriate time to pay 300K to a firm for the Provost search. President Green said the cost for the search firm will be more like 60K. To conduct a national search is not cheap. 89% of a survey of leadership groups recommended a national search. The search for the Vice-President for Research (VPR) was delayed due to COVID-19. The search for the new Provost will take longer. The cost will be similar to the one for the VPR.

Can we go beyond (e.g. do more COVID-19 testing) than what is recommended by the general directions from Boise? President Green answered that we can. We are working with Gritman, to set up our own COVID-19 testing lab to get results in approximately 24-48 hours.

A faculty noted that the decision on outsourcing was good. Also, a furlough that scales with salary is fair. But this faculty was devastated by the personnel reduction in the International Program Office (IPO). President Green said he understands the concerns, but the reason for the reduction in IPO is that the number of international students will go down. But he agreed on the importance of our people being able to operate in a global world and appreciate different cultures. Torrey Lawrence added that IPO was not eliminated, although its size was reduced.

A faculty argued that the use of preferred names, rather than legal names, should be allowed everywhere on Vandalweb and Bblearn. The President agreed and will look into this.

A faculty thanked the Dean of Students. President Green concurred. He praised how the community came together.

There was a request for clarification about “modifications in safety” mentioned in the email that was received in the morning. President Green said those modifications include: testing on campus, making sure people in dorms are healthy, PPE, and social distancing.

When asked about the magnitude of the mandatory furlough for each salary bracket, President Green explained that the scaled furlough will not apply to every salary bracket, but the current recommendation is that at least 24 furlough hours will be required of everyone. The details are still to be worked out. All that can be said at this time is that there will be a sliding scale.

A faculty inquired whether the building of the “stadium” had stopped. President Green said the building of the arena did not stop. The funds for the arena cannot be used for any other purposes. In other words, we use it, or we lose it.

Who is the best person to contact with concerns about safety for Fall 2020? President Green said they can be addressed directly to him. He meets every day with Blain Eckels and Torrey Lawrence. (Blaine Eckels provided his email.)

There was a question on the safety of the air filtration system. President Green said that he does not have the expertise to address that question. He will ask Brian Foisy to get an update from Facilities.

A faculty proposed a salary cut for those who make more than 140k, in addition to mandatory furlough, as done at USU. President Green reiterated that the furlough scale will impact the highest-paid individuals to a larger degree.

There was a question about protecting faculty at high-risk from COVID-19 complications. President Green replied that the university will work with them to accommodate their needs.

President Green closed the discussion encouraging everyone to send additional questions directly to him. He thanked Joana Espinoza and Francesca Sammarruca for their work to coordinate this Zoom faculty meeting.

- Adjournment – Motion to adjourn: Kirchmeier/Grieb. The meeting was adjourned at 4:24pm (PT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty



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.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 6990 COMMUNICABLE DISEASE EMERGENCY RESPONSE**

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. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No

Name & Date: Kent Nelson, 8/25/20

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

Temporary emergency policy FSH 6990 COVID-19 Emergency Response was adopted 3/20/2020, allowing the University to depart from existing policy to the extent necessary to implement its response to the COVID-19 pandemic. That policy will expire 9/16/2020. In order to provide for the University’s continuing response to COVID-19, and to provide for University’s response to future communicable disease emergencies, an ad hoc committee was convened to draft this FSH 6990 Communicable Disease Emergency Response.

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

None in itself, although actions taken pursuant to it may have fiscal impacts.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

Temporary emergency policy FSH 6990 COVID-19 Emergency Response. Actions taken pursuant to the temporary policy may be viewed on the [Emergency Action Items](#) page of the UI COVID-19 site.

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.

To be effective as of the date of final approval.

FSH 6990

Communicable Disease Emergency Response

A. Scope. This policy applies to all University of Idaho students and employees.

B. Purpose. The purpose of this policy is to ensure that the University is able to respond quickly and effectively to protect the UI community and the interests of the institution in the event of a public health emergency caused by a communicable disease outbreak.

C. Definitions

1. Communicable disease: A disease which may be transmitted from one person or an animal to another person either by direct contact or through an intermediate host, vector, inanimate object, or other means which may result in infection, illness, disability or death.
2. Outbreak: An unusual rise in the incidence of a disease. An outbreak may consist of a single case.
3. Public health emergency: For the purposes of this policy, a communicable disease outbreak is determined to be a public health emergency by local, state, or federal health authorities.

D. Policy

1. Applicability. In the event of a communicable disease outbreak, the president will consult with local, state, or federal health authorities as appropriate. If the outbreak is determined by public health authorities to be a public health emergency, the president may take action under the provisions of D-2. In the absence of a declaration of public health emergency, and if necessary to protect the UI community and the interests of the institution, the president may, after consultation with public health authorities, and with the consent of Faculty Senate leadership and Staff Council leadership, take action under the provisions of D-2.
2. Temporary policies and procedures. To the extent necessary to implement or enforce the University's response to a public health emergency caused by a communicable disease outbreak, the University may establish temporary policies and procedures which may be inconsistent with existing policies and procedures. Prior to final implementation, the administration shall seek the input of affected constituencies, Staff Council leadership, and Faculty Senate leadership as appropriate and reasonable under the circumstances. Any such policy or procedure must be approved by the president or designee and published online, with a notice published in the Register as soon as reasonably practical.
3. Termination. If there is a declaration of public health emergency by local, state, or federal authorities, temporary actions under this policy will remain in effect only for so long as the declaration of public health emergency remains in effect. In the absence of a declaration of public health emergency, actions taken under this policy will remain in effect for up to 180 days.

Commented [WD(1)]: Definition drawn from <https://healthandwelfare.idaho.gov/Portals/0/Health/Epi/Disease%20Summaries/Rules%20Regulations.pdf>.

Commented [WD(2)]: Definition drawn from <https://healthandwelfare.idaho.gov/Portals/0/Health/Epi/Disease%20Summaries/Rules%20Regulations.pdf>; committee concerned about ambiguity but will address possible amendment to definition at later date.

Commented [WD(3)]: Board policy I.E.2.a. states that "[f]or the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents."

a. At any time prior to the expiration of 180 days, the president, in consultation with Faculty Senate leadership, Staff Council leadership, and public health authorities, may terminate the temporary actions if deemed no longer necessary.

b. Actions taken under this policy may be granted a one-time 180-day renewal by the president. Prior to renewing the actions, the president shall seek input from Faculty Senate leadership, Staff Council leadership, and public health authorities.

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E. Effective date. This policy shall be effective as of the date of final approval.

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – **Approved at Mtg #3 2.25.2021**

Meeting #2

Wednesday, December 9, 2020, at 2:30pm (PT) / 3:30pm (MT)

Zoom only

Provost/EVP Torrey Lawrence Presiding

- Provost Lawrence called the meeting to order at 2:32pm (PT).
- Provost Lawrence read the names of those who died between September 16 and December 1, 2020:

James Bikkie
Professor Emeritus of Vocational Teacher Education
October 2020

Edwin Arthur Dowding
Professor Emeritus of Agricultural Engineering
September 2020

Maynard Axel Fosberg
Professor Emeritus of Soil Science and Soil Morphology
September 2020

Donald R. Johnson
Professor Emeritus of Zoology
October 2020

Arthur “Doc” Partridge
Professor Emeritus of Forest Resources
October 2020

Roger Wallins
Professor Emeritus of English and Associate Dean Emeritus
August 2020

- Provost Lawrence requested a moment of silence in honor of the colleagues who passed away.
- Meeting Logistics – Faculty Secretary Sammarruca
University Faculty meetings are open to anyone wishing to attend and the Zoom link has been distributed broadly. However, only eligible faculty can vote. We will be using the polling function in Zoom to conduct the votes. The first vote will be to determine a quorum. Eligibility criteria are found in FSH 1520 II.1. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on separate surveys. Zoom will tabulate the responses and,

after the meeting, we will verify that the votes came from eligible voters. People will be able to ask questions by using the raise hand function in Zoom and the monitor will call on them. The chat function is on, but we ask that you wait for the Q&A period and then raise your Zoom hand. Priority will be given to raised hands over questions in the chat. This meeting is being recorded and will be available to watch on the Faculty Senate website.

- Quorum count: Faculty Secretary Sammarruca
100 voting members of the faculty were required for a quorum. 110 eligible voters were counted and thus a quorum was present.
- Approval of minutes – Provost Lawrence
Provost Lawrence asked if there were any corrections to the minutes of the 2020-2021 University Faculty Meeting #2 (September 16, 2020). There were none. The minutes of Meeting #2 were approved as distributed.
- Announcements – Provost Lawrence
 - We will celebrate our winter graduates with a virtual Winter Commencement. The event can be viewed live Saturday, December 12, 2020 at 11:30, at www.uidaho.edu/commencement
 - Colleges and departments went through the first cycle of the new Promotion and Tenure policy. Feedback and suggestions are invited. Please complete the survey at <https://bit.ly/UIPTFeedback> by January 20, 2021.
 - The deadline for completing the mandatory training is December 11. The training is available in Bblearn and directions can be found in today's Register.
 - Faculty may elect to exclude fall 2020 course evaluations through the online survey at https://uidaho.co1.qualtrics.com/jfe/form/SV_e41KiE1Nhf661IV by January 5, 2021.
 - Faculty who are up for Promotion and Tenure may request a one-year delay because of the pandemic. Requests can be submitted by March 15, 2021 through this link https://uidaho.co1.qualtrics.com/jfe/form/SV_erKM6dKzZT8i7Jj
- Special Orders– Faculty Senate Chair Barbara Kirchmeier
 - Items from Senate Consent Agenda
 - UCC-21-006: Final Exam Schedule for 2021-22
Senate Chair Kirchmeier asked if there were any requests to move the item from the Consent Agenda for discussion. There were none. Absent any objections, the Final Exam Schedule for 2021-22 was approved as distributed.
 - Resolutions
 - Diversity Resolution from Ubuntu
The Resolution came to Faculty Senate from Ubuntu. Under the leadership of Jan Johnson and Kristin Haltinner, the committee drafted a Resolution that reaffirms the U of I commitment to supporting equity, diversity, inclusion, and social justice through policy and procedures as well as campus and institutional culture. Ubuntu worked with a number of groups on campus over a year. Last October, the Resolution was brought to Senate, which adopted it. The Resolution is included in the binder for this faculty meeting. Senate Chair Kirchmeier invited everyone to

join her in thanking Jan, Kristin, and every member of Ubuntu for their excellent work with this project and with all the other issues undertaken by the committee.

- Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-02: FSH 1590 Unit Bylaws
This policy was revised by FAC to clarify procedures for developing and approving Unit Bylaws and to update the list of required contents, particularly to reflect the fact that, with the adoption of FSH 3500, promotion and tenure procedures should no longer be contained in Unit Bylaws. In the interest of efficiency when reviewing bylaws, the Provost will adopt a standard university template for Unit Bylaws, consistent with the revised FSH 1590. There were no questions or comments.
Vote – approved with 103 votes in favor.
 - UP-21-22: FSH 6100 Title IX Changes
On May 6, 2020, the US Department of Education issued new regulations amending federal policy that mandates how colleges and universities must investigate and adjudicate allegations of sexual harassment under Title IX – the federal law prohibiting discrimination on the basis of sex in education. The university must adopt a new policy to comply with the new federal regulations. The policy was approved by President Green on August 14, 2020, as a temporary emergency policy, and must now become a permanent policy. There were no questions or comments.
Vote – approved with 103 votes in favor.
- Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-015: Name Change for the Department of Accounting
Changing the name of the Department of Accounting to Department of Accounting and Management Information Systems better reflects the composition of the department.
 - UCC-21-020: Department Name Change for Psychology and Communication Studies
The new name – Department of Psychology and Communication – is more accurate and concise.
 - UCC-21-020: Name Change for the Diversity and Inclusion Certificate
The new name – Equity and Justice Certificate – better reflects the curriculum, learning outcomes, and up-to-date learning on issues of equity and justice.
 - UCC-21-020: Discontinue Emphases in History
This change has no student impact.
 - UCC-21-021: Discontinue the MAT in Art
There has not been an MAT in Art for many years. This change will clean up the state inventory by completing the official state discontinuation.
 - UCC-21-022: Department Name Change for Sociology and Anthropology
The name change to “Department of Culture, Society, and Justice” reflects the multidisciplinary scope of the programs housed in the department. There were no questions or comments.
Vote on the above six items:
 - UCC-21-015: Change Department Name in Accounting – approved with 115 votes in favor
 - UCC-21-020: Department Name Change for Psychology and Communication – approved with 113 votes in favor

- UCC-21-020: Name Change for the Diversity and Inclusion Certificate – approved with 112 votes in favor
 - UCC-21-020: Discontinue Emphases in History – approved with 113 votes in favor
 - UCC-21-021: Discontinue the MAT in Art – approved with 115 votes in favor
 - UCC-21-022: Department Name Change for Sociology and Anthropology – approved with 104 votes in favor
- Proposed Changes to the University of Idaho Catalog (vote), cont.
- UCC-21-022: Discontinue Emphases in Music Business
This is to reflect the rapidly evolving business climate and give students more choices and flexibility.
 - UCC-21-022: Name Change for Music and Discontinuation of Emphases
This change will result into a single pathway for the major, which will be named “Applied Music.”
 - UCC-21-022: Discontinue Emphases in Sociology
This change will result in there being one pathway to the Sociology degree. There will be no impact on currently enrolled students.
 - UCC-21-022: New Minor in Film & Television
The new minor will provide focused instruction in technical video production and media communication. It will build skills in videography and media production, supporting students in a variety of career tracks.
 - UCC-21-023: New UG Certificate in Small Business Management
The new certificate is designed for the individual who wants to expand and strengthen an existing business or start/manage a business.
 - UCC-21-024: Discontinue Molecular Biology and Biotech
This is in the effort to streamline the undergraduate degree offerings in the Biological Sciences. The degree being discontinued had significant overlap with the Microbiology and Biochemistry degrees that will continue to be offered.
- Vote on the above six items:
- UCC-21-022: Discontinue Emphases in Music Business – approved with 111 votes in favor
 - UCC-21-022: Name Change for Music and Discontinuation of Emphases – approved with 110 votes in favor
 - UCC-21-022: Discontinue Emphases in Sociology – approved with 106 votes in favor
 - UCC-21-022: New Minor in Film & Television – approved with 109 votes in favor
 - UCC-21-023: New UG Certificate in Small Business Management – approved with 113 votes in favor
 - UCC-21-024: Discontinue Molecular Biology and Biotech – approved with 106 votes in favor
- Faculty Staff Handbook (Informational Item – no vote)
- UP-21-03: FSH 1120 Origins and Growth of the University of Idaho
FSH 1120 is being deleted because it is a historical description of the university rather than a policy. The deleted material will be available at the library in the “Special Collections,” under the title “Campus History.”
 - UP-21-04: FSH 1140 Mission and Scope of Higher Education in Idaho

- UP-21-05: FSH 1220 Institutions of Higher Educations in Idaho
FSH 1140 and 1220 are being deleted because they duplicate SBOE policy. Their subject matter is within SBOE purview.
- UP-21-06: FSH 4320 Board Policy on Intercollegiate Athletics
FSH 4320 is being deleted because it restates SBOE policy, and is outside U of I policy-making authority.
- UP-21-07: FSH 4325 UI Organization of Intercollegiate Athletics
This is being deleted because it is mostly descriptive and does not serve any of the standard policy functions.
- UP-21-08: FSH 6925 Law Library
This is being deleted because it is mostly descriptive and does not serve any of the standard policy functions. Also, the information is subject to frequent updates and is available on the library website. The deletion of FSH 6925 has the approval of the Dean of the College of Law.
- UP-21-09: FSH 1240 Roles and Missions of the State Institutions of Higher Education
FSH 1240 is being deleted because it duplicates SBOE policy, and to the extent that it deals with other institutions, is outside U of I policy-making authority.

There were no questions on the informational items above.

- Administrative Procedures Manual (Informational Items – no vote)
 - APM 20.13 Communications and/or Computers
Updated to conform with tax law changes.
 - APM 40.32 Parking and Transportation Services
Revised to reflect more accurately the fact that university department budget numbers cannot be used to purchase parking permits or to pay for parking citations issued to U of I employees who work on the Moscow campus. They can be used to pay for permits and citations issued to Moscow campus visitors. The revisions include removal of Section A.6 “Bicycles.” Regulations on bicycle parking on campus are covered by the U of I Parking Regulations document. They are not administrative procedures and thus do not need to be included in the APM.

There were no questions on the informational items above.

This concluded the Special Orders part of the meeting. Faculty Senate Chair Barbara Kirchmeier expressed gratitude to everyone for their support and work during a challenging semester.

- Provost’s Remarks and Discussion
Provost Lawrence thanked those who participated in the provost search. He is honored and humbled by the trust the university has placed in him. After 23 years at the U of I, through ups and downs, Provost Lawrence said he is optimistic in spite of the challenges ahead. We have bright students, dedicated staff, and our faculty are experts recognized nationally and internationally. These are times of significant changes, especially due to the pandemic, and higher education is shifting quickly. Provost Lawrence said he looks forward to working with the university community.

At the December 12 virtual Commencement, every graduate will be recognized individually and will receive a celebratory gift box with vandal gear.

Looking forward to the next few months: the spring semester logistics will be similar to the fall logistics. Thanks to our improved testing capabilities, we are able to test students prior to January

13. We decided it is best to encourage students to come back to campus early and be tested between January 6 and January 12. The original plan to have classes online the first week of the semester might have resulted in students coming back after the Martin Luther King Day long weekend and still needing to be tested. A negative COVID test is required to attend classes and lists of ineligible students will be provided to the instructors, as in the fall. Starting in person on January 13 will make it easier to engage students from day one. We must continue to be vigilant – wear a mask and follow the directives in the Vandal Pledge. Following safety protocol is required until all of us receive the vaccine. We continue to test wastewater and use thermo scanners. We may switch to online class delivery for a week after spring break so that returning students can be tested.

Provost Lawrence concluded by acknowledging all faculty and staff for the efforts and time they put into preparing for different class-delivery methods. On behalf of President Green, the Provost expressed gratitude to faculty and staff for the many extra hours they invested and for their willingness to be creative, innovative, and responsive to our students, and wished everyone a restful and safe holiday season.

Discussion:

There was a question about the opening date for Residence Halls, January 10. Some students, especially international students, may need earlier access to dorms. Provost Lawrence responded that students should reach out to their dorm RA to request early check-in.

After thanking the provost for his leadership, a faculty noted that the state expects an unprecedented surplus of \$600 million by the end of the fiscal year in June. Some of this money will certainly be used for COVID relief. Will some of the “rainy days funds” be used to offset our COVID-related expenses and furlough? Provost Lawrence responded that universities have in fact raised similar questions with the State Board. The Provost said he is not aware of any specific plan. Spring enrollment is down by 4.4% compared to last year, but a lot can change by January 13. It seems ironic that, with such large surplus and the state doing well financially, people in higher education are facing furlough. These questions are likely to be revisited in the new year.

The same faculty, while recognizing the CETL team for their work through the pandemic, wondered about the effectiveness of the HyFlex model. Will we evaluate the effectiveness of the various class-delivery methods with hard data? The provost responded that Interim Vice Provost Diane Kelly-Riley is working with CETL to gather best practices. Course evaluations for the fall semester should be insightful. The Secretary added that a broad survey had been recently sent to collect data on faculty’s experiences with the various delivery methods.

There were no more questions or comments.

- Adjournments

The agenda being completed, Provost Lawrence adjourned the meeting at 3:20pm.

Respectfully Submitted

Francesca Sammaruca

Secretary of the University Faculty

University of Idaho

2020 – 2021 University Faculty Meeting Agenda

Meeting #2

Wednesday, December 9, 2020, at 2:30pm (PT) / 3:30pm (MT)
ZOOM only

Interim Provost/EVP, Torrey Lawrence Presiding

- I. Call to Order – *Provost Lawrence*
- II. In Memoriam – *Provost Lawrence*
- III. Meeting Logistics – *Faculty Secretary Francesca Sammarruca*
- IV. Quorum count – *Faculty Secretary Francesca Sammarruca*
- V. Approval of Minutes (vote) – *Provost Lawrence*
 - Minutes of the 2020-2021 University Faculty Meeting #1 (September 16, 2020) **Attach. #1**
- VI. Announcements – *Provost Lawrence*
- VII. Special Orders– *Faculty Senate Chair Barbara Kirchmeier*
 - Items from Senate Consent Agenda
 - UCC-21-006: Final Exam Schedule for 2021-22 **Attach. #2**
 - Resolutions
 - Diversity Resolution from Ubuntu **Attach. #3**
 - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-02: FSH 1590 Unit Bylaws **Attach. #4**
 - UP-21-11: FSH 6100 Title IX Sexual Harassment **Attach. #5**
 - Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-015: Change Dept. Name for Accounting **Attach. #6**
 - UCC-21-020: Change Dept. Name for Psychology and Communications **Attach. #7**
 - UCC-21-020: Change Name of the Diversity and Inclusion Certificate **Attach. #8**
 - UCC-21-020: Discontinue Emphases in History **Attach. #9**
 - UCC-21-021: Discontinue the MAT in Art **Attach. #10**
 - UCC-21-022: Change Dept. Name for Sociology and Anthropology **Attach. #11**
 - UCC-21-022: Discontinue Emphases in Music Business **Attach. #12**
 - UCC-21-022: Discontinue Emphases and Name Change in Music **Attach. #13**
 - UCC-21-022: Discontinue Emphases in Sociology **Attach. #14**
 - UCC-21-022: New Minor in Film & Television **Attach. #15**
 - UCC-21-023: New UG Certificate in Small Business Management **Attach. #16**
 - UCC-21-024: Discontinue Molecular Biology and Biotech **Attach. #17**
 - Faculty Staff Handbook (Informational Item – no vote)
 - UP-21-03: FSH 1120 Origins and Growth of the University of Idaho **Attach. #18**

- UP-21-04: FSH 1140 Mission and Scope of Higher Education in Idaho **Attach. #19**
 - UP-21-05: FSH 1220 Institutions of Higher Educations in Idaho **Attach. #20**
 - UP-21-06: FSH 4320 Board Policy on Intercollegiate Athletics **Attach. #21**
 - UP-21-07: FSH 4325 UI Organization of Intercollegiate Athletics **Attach. #22**
 - UP-21-08: FSH 6925 Law Library **Attach. #23**
 - UP-21-09: FSH 1240 Roles and Missions of the State Institutions of Higher Education **Attach. #24**
- Administrative Procedures Manual (Informational Items – no vote)
 - APM 20.13 Communications and/or Computers **Attach. #25**
 - APM 40.32 Parking and Transportation Services **Attach. #26**

VIII. Provost's Remarks and discussion

IX. Adjournment – *Provost Lawrence*

Attachments:

- **Attach. #1** Minutes of the 2019-2020 University Faculty Meeting #1 (September 16, 2020)
- **Attach. #2** Final Exam Schedule for 2021-22
- **Attach. #3** Diversity Resolution from Ubuntu
- **Attach. #4** FSH 1590 Unit Bylaws
- **Attach. #5** FSH 6100 Title IX Changes
- **Attach. #6** Change Dept. Name for Accounting
- **Attach. #7** Change Dept. Name for Psychology and Communications
- **Attach. #8** Change Name of the Diversity and Inclusion Certificate
- **Attach. #9** Discontinue Emphases in History
- **Attach. #10** Discontinue the MAT in Art
- **Attach. #11** Change Dept. Name for Sociology and Anthropology
- **Attach. #12** Discontinue Emphases in Music Business
- **Attach. #13** Discontinue Emphases and Name Change in Music
- **Attach. #14** Discontinue Emphases in Sociology
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- **Attach. #16** New UG Certificate in Small Business Management
- **Attach. #17** Discontinue Molecular Biology and Biotech
- **Attach. #18** FSH 1120 Origins and Growth of the University of Idaho
- **Attach. #19** FSH 1140 Mission and Scope of Higher Education in Idaho
- **Attach. #20** FSH 1220 Institutions of Higher Educations in Idaho
- **Attach. #21** FSH 4320 Board Policy on Intercollegiate Athletics
- **Attach. #22** FSH 4325 UI Organization of Intercollegiate Athletics
- **Attach. #23** FSH 6925 Law Library
- **Attach. #24** FSH 1240 Roles and Missions of the State Institutions of Higher Education
- **Attach. #25** APM 20.13 Communications and/or Computers
- **Attach. #26** APM 40.32 Parking and Transportation Services

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – Pending Approval

Meeting #1

Wednesday, September 16, 2020, at 2:30 pm (PT) / 3:30 pm (MT)

Zoom only

President Scott Green Presiding

- President Green called the meeting to order at 2:31 pm (PT).
President Green opened the meeting expressing gratitude to the Nez Perce people on whose land the university stands. The University of Idaho recognizes that it is our academic responsibility to build strong relationships with the indigenous people and to ensure integrity of tribal voices.
- In Memoriam – President Green
President Green read the names of the colleagues who passed away since the last University Faculty Meeting. (The list of names is attached to these minutes.) President Green then called for a moment of silence.
- Meeting Logistics – Faculty Secretary Sammarruca
Secretary Sammarruca reminded the audience that University Faculty meetings are open to anyone wishing to attend and that the Zoom link has been broadly distributed. Meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She reviewed the meeting logistics for this Zoom-only general faculty meeting. The polling function in Zoom will be used to conduct the votes. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on a separate survey. Zoom will tabulate the response. However, after the meeting, we will verify that the votes came from eligible voters. Questions should be asked during the Q&A period using the “raise hand” feature. This meeting is being recorded and will be available to watch on the Faculty Senate website.
- Quorum count: Faculty Secretary Sammarruca
99 voting members of the faculty were required for a quorum, and 117 eligible voters were in attendance. Thus, a quorum was present. The Secretary noted that the quorum count can be less than the number of votes which she records because people may have joined the meeting later.
- Approval of minutes
President Green asked if there were any edits to the minutes of the 2019-2020 University Faculty meeting #4, May 6, 2020. The Secretary noted that she corrected two typographical errors on p.8 of the minutes. A motion (Kirchmeier/Corry) to approve the minutes of the 2019-2020 University Faculty Meeting #4 – with the minor editorial corrections noted above – passed.
- Announcements – President Green

- Concerning the smoke situation, a memo from Interim Provost Lawrence and Vice President Foisy was sent today to the university community. No in-person classes are allowed on September 17 and 18.
- We will return to normal operation on Monday, September 21.
- COVID-19 testing will continue as planned.
- Special Orders – Faculty Senate Chair Kirchmeier
 - Proposed Changes/Additions to Faculty-Staff Handbook: FSH 6990 Communicable Disease Emergency Response (vote) – Attach. #2

Chair Kirchmeier provided a brief background and description for the proposed policy. When Covid-19 first hit, we quickly realized that we needed to depart from existing policies to respond to the pandemic. To that end, we drafted an emergency policy, FSH 6990. This emergency policy allowed us to deviate from existing policy only to the extent needed to respond to the pandemic. Using the emergency policy 6990, we were able to quickly make changes to our existing policies, including: holding the University Faculty Meeting online; extending deadlines related to Promotion and Tenure; and changing the grading system to pass/fail. Emergency policies like FSH 6990 expire after 180 days. Unfortunately, we are still living with the pandemic and, furthermore, the possibility of future health emergencies exists. Therefore, we put together a committee of faculty and staff from across the University who created a permanent version of FSH 6990 that is basically the same as the emergency FSH 6990. It allows us to work together and quickly deviate from existing policy only to the extent necessary to respond to a public health emergency caused by a communicable disease outbreak.

There were no questions or comments for Chair Kirchmeier.

Vote: the proposed addition of FSH 6990 was approved with: 93% votes in favor, zero against, and 7% abstentions.

- Introduction of new faculty members and recognition of 2020 promoted/tenured faculty, new members of the administration, and internal changes in administration.

Each college dean introduced the new members of the faculty and the faculty who were promoted/tenured this year by name and unit. (List of names attached to these minutes.) The readers were:

 - Introducing Torrey Lawrence as the newly appointed Interim Provost – Senate Chair Kirchmeier
 - Changes in University Administration – Interim Provost Lawrence
 - Art & Architecture – Dean Shauna Corry
 - Agricultural and Life Sciences – Associate Dean Matt Doumit
 - Engineering – Dean John Crepeau
 - Natural Resources – Department Head Lisette Waits
 - Letters, Arts, and Social Sciences – Associate Dean Mark Warner
 - Science – Dean Ginger Carney
 - Business and Economics – Dean Mark Chopin
 - Education, Health, and Human Sciences – Dean Philip Scruggs
 - Law – Dean Jerry Long
 - Counseling and Testing Center – Dean Blaine Eckles
 - University Library – Dean Ben Hunter
 - WWAMI – Director Jeff Seegmiller

- President's Remarks

President Green welcomed the new faculty members and those granted promotion and tenure last spring.

Our country, state, and higher education are facing serious challenges. Plans with a high level of details have been made to reopen our Moscow campus and our Center Executive Officers are working to ensure a safe environment for employees and students.

The Provost and his team have implemented a plan for our Moscow campus to ensure that our students have the opportunity to attend classes in person. Our faculty continue to deliver the world-class, transformative education for which we are known. The President has heard many positive comments from both students and faculty who are grateful to be back in the classroom.

President Green recognized the faculty's creativity in delivering great teaching despite the pandemic. He described the joy of hearing students practicing the clarinet on the Admin Lawn to accommodate for social distancing – the sound of our faculty helping our students develop.

The President said that his remarks will focus on the ongoing testing efforts meant to keep the university open this fall, the enrollment status, and some good news from the past few months.

The university has tested every student attending in-person classes this fall in Moscow and has safely isolated those who tested positive for COVID-19. We have been averaging about 1.1% positivity for COVID-19 swabs run through our in-house lab. That includes more than 8,500 tests for students, faculty, and staff before and since classes the beginning of classes. 31 students who tested positive were cared for in the on-campus isolation facilities. The vast majority have been cleared by Public Health to return to their residences. We currently have four students in our isolation facility. Surveillance testing will continue to be one tool to keep the virus in check. Last week's focus was on students in two on-campus residence hall wings due to some wastewater surveillance testing that came back positive. Six students in those areas tested positive for the virus. The team will continue to test random samples and encourages all faculty, staff, and students to participate in ongoing testing if asked. Wastewater will be tested twice weekly as part of the surveillance program. President Green thanked the employees who volunteered to take part in the ongoing testing, especially those who tested because of travel over Labor Day weekend. These ongoing efforts, along with the hard work of faculty during the summer to prepare for delivering classes in multiple formats, will help keep our in-person experience viable through Thanksgiving Break. The surge in cases in Whitman County created additional challenges, but President Green is confident that we can keep in-person instruction going if we all follow our protocols. President Green expressed appreciation for everyone's heightened observance of Healthy Vandal pledge rules. Acting responsibly is something we owe to each other, and reports indicate we have been doing so. Only eight calls have gone to Public Safety and Security regarding face coverings and other COVID-related concerns. We must continue on this path, as we should continue to be responsive to changes that seem to happen daily.

The pandemic has had an impact on our numbers. We had high-quality applications increase by 16% prior to the fall semester and acceptances rise by 14%. That was before COVID-19. Normally,

with those numbers we would be up 3-4% . Final enrollment numbers will not be available until October, but we can expect to be down about 5%. About half of that decline occurred in the non-degree category, or part-time students, so the financial impact is not as substantial as it may appear. Also, our dual-credit enrollment is yet to be known, and that can change our numbers. Those numbers are better than the 15% decline some projected initially at the start of the pandemic. They are a testament to Dean Kahler's team and SEM's efforts with both getting new students to enroll and to retain the students we have. We've already begun recruiting for next year's class and we are well aware of the challenges. Many high schools in the West where we recruit remain closed or, if open, are not available for recruiting efforts. We are a destination campus that sells itself, but we need to get people here.

President Green thanked everyone for their efforts, including furlough, to address our deficits. There are some significant successes to report. Budget decisions over the past year have cut our cash flow burn rate by \$22 million, from \$23.5 million in FY 2019 to \$1.5 million this past fiscal year, and our FY20 operating deficit has been reduced from \$19 million to under \$1 million. We have passed a budget that, depending on any lingering effects due to COVID-19 and our related ability to remain open for live instruction, should completely eliminate our operating deficit by FY22. Overall budget discussions will continue as we review enrollment numbers and changes brought on by the pandemic.

Despite the recent challenges, we have seen a fair amount of validation for our story that will help us recruit more students. The University of Idaho was already ranked in the top 6% of all public universities, and just this week we saw a jump in our rankings by U.S. News and World Report. We broke into the Top 50 in the Best Value rankings – and not just by a small margin. We rose 42 positions to No. 37 this year – the top two schools on the list are Harvard and Princeton. In fact, the list is primarily loaded with private schools. We are ranked 3rd among public universities in the nation on that list, behind the University of North Carolina and University of Virginia, which also makes us the No. 1 Best Value Public School in the West. We are preparing to market that recognition. The Best Value rankings look at our overall academic quality related to our price and financial aid picture. It helps that we are able to offer \$30 million in scholarships and waivers each year, including to the more than 50 Vandal Promise scholars who are getting help bridging the \$5,000-cost gap in the cost of attendance thanks to donor support. We made significant progress on that front and we will continue our fund-raising efforts.

The best value ranking, and our improvements in both the Public School and National University categories, strengthens our position as one of the best public schools in the country and an affordable option for students. The President expressed gratitude for what everyone brings to the institution. The U of I educational experience, through the work provided by all faculty and staff, elevates the lives of our students as they prepare for their experiences beyond the classroom. President Green proceeded to congratulate our undergraduate business, undergraduate engineering, and undergraduate computer science programs, which were singled out and praised by U.S. News. Our work educating students, paired with our research mission, will help get us noticed and increase enrollment in future years.

The President noted that we are making great strides on the research front as well. You may have heard that we have been invited to join the Center for the Integration of Research, Teaching and

Learning (CIRTL), a network of about 35 research universities across the U.S. and Canada committed to enhancing STEM undergraduate education and preparing future STEM faculty. Other members include Columbia, Cornell, Johns Hopkins, Michigan State, UCLA, and Yale. We also continue to see progress with Idaho CAFE, the nation's largest agricultural research center we are building in the Magic Valley. In yet another step forward, the U.S. Department of Agriculture recently awarded a \$10 million grant to the University of Idaho to fund research at the dairy facility that will spur bioeconomic research to support sustainability, crop productivity, and nutrient recycling in the state's dairy industry – the third largest in the nation. Moreover, our research working group has delivered its white paper providing a roadmap to reach R-1 research status as an institution, which is very achievable.

The President applauded what we have achieved in only a few months both in our response to COVID-19 and our ability to provide a transformational experience for our students. He recalled experiences from his previous career, working with an unlimited budget to hire world-class talent and very competent teams. But the accomplishments he witnessed over this summer would make any world-class organization proud. From Dan New working for weeks straight without a break setting up our own COVID-19 testing lab, to Cami McClure and her team preparing to receive and care for those students who tested positive, to Dan Ewart's team deploying new technology throughout our statewide operations, to Lindsey Brown and Torrey working through the complexities of hybrid and reduced occupancy classes, and Toni Broyles coordinating it all. And behind each of them were equally committed teams. We still have 10 more weeks before the Fall Break, and we know we will face challenges during that time. We will do all we reasonably can to respond to those threats to our campus. President Green said he is looking forward to when we can again gather in large groups without a computer screen, when COVID is something we can reflect upon and be grateful for a return to a more normal pace – a time when we can finally celebrate together.

The President opened the floor to questions.

Discussion

A faculty inquired about funding for Higher Education from the State of Idaho. Governor Little has restored \$99 million for K-12 Idaho public schools using money from federal COVID relief funds. Is there any prospect that U of I and other sister institutions will receive a similar restoration of money that was cut earlier this year? If so, could that money be used to offset some of the testing and screening costs we had to sustain to prepare for the semester? President Green said he was hopeful when he learned of the K-12 restoration, but unfortunately the Governor has stated that he cannot do more. However – President Green continued – he does not expect more cuts. As for recovering some of the costs, he hopes that some form of a Care Act will pass. We have applied for many grants – one of them to expand bandwidth capabilities in some Centers in North Idaho. We are waiting for an appeal to be cleared so we can begin the work. The Faculty followed up noting that Idaho revenue collections for the past two months have come in much larger than forecast. Although two months does not make a trend, it does indicate that Idaho's underlying economy is strong. Has this been discussed with the State Board in conjunction with the current budget and the next? President Green reported that he does not expect any more holdbacks from the Governor. He is hopeful that our situation will improve, thanks to both the "rainy day" funds and the healthy revenue collections.

A faculty asked about the R-1 status: what is the status of our progress towards that goal? President Green said that the Working Group did great work and, after working on the White Paper, they became confident that the goal is achievable. We will be well-positioned for the year after next. Investments in Ph.D. students and postdocs are crucial. The Working Groups are pretty confident. We already have the research of an R-1 institution. Increasing investments in Ph.D. students and postdocs will be a primary focus. Furthermore, P3 funds will help us get through investments in our Ph.D. graduate students and postdocs.

A faculty heard of universities that shut down because of COVID-19 explosions. How are things going in universities around the country? President Green replied that it is too soon to say. We are in a relatively good position, but we are concerned about what is happening in Pullman. We need to stay vigilant. We are aggressively monitoring our environment through surveillance testing and testing of wastewater for our living facilities. We are off to a good start and many people are taking notice of what we are doing here. But we need to remain focused and react quickly when we see a threat, such as the one we have seen in Whitman County. We will test all of our employees from Whitman County and people in the living areas around the dorms where the virus was found in the wastewater. Having our own lab is a very unique feature – it gives capabilities we wouldn't have otherwise, and we have been able to help people in the Moscow community.

Hearing no more questions, President Green called for a motion to adjourn.

- Adjournment.
Motion to adjourn: Meeuf/Kirchmeier. The meeting was adjourned at 3:30 pm (PT).

Respectfully Submitted

Francesca Sammaruca

Secretary of the University Faculty

Attach. #2

Miscellaneous Change Request

New Proposal

Date Submitted: 09/16/20 2:18 pm

Viewing: **Final Exam Schedules**

Last edit: 09/16/20 2:18 pm

Changes proposed by: Amy Kingston

Faculty Contact

In Workflow

1. Registrar's Office
2. UCC
3. Registrar's Office
4. Faculty Senate
Chair
5. President's Office

Approval Path

1. 09/21/20 11:35 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
2. 09/28/20 3:37 pm
Rebecca Frost
(rfrost): Approved
for UCC
3. 09/29/20 4:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

Faculty Name	Faculty Email
Dwaine Hubbard	dhubbard@uidaho.edu

Request Type Other

Effective Catalog 2021-2022

Year

Title Final Exam Schedules

Request Details

Please review the attached Fall 2021 (202110) and Spring 2022 (202120) final exam schedules for approval.

Attach State Form

Supporting [Final Exam Schedule Fall 21.pdf](#)
Documents [Final Exam Schedule Spring 22.pdf](#)

Reviewer

Comments

Key: 3

Fall Final Examination Schedule December 13-17, 2021

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

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

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

Spring Final Examination Schedule May 9-13, 2022

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

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

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
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- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Attach. #3

October 27, 2020

Title: Resolution on Equity, Diversity, Inclusion and Social Justice¹

Author: Ubuntu Committee

WHEREAS Equity, diversity, inclusion and social justice are core principles of the University of Idaho community;²

WHEREAS The University of Idaho “values people of diverse cultures, classes, races, ethnicities, sexes, gender identities, mental and/or physical abilities, citizenship, nationalities, sexual orientations, religious backgrounds, ages, epistemologies, academic disciplines, veteran status, life experiences, and identities”;³

WHEREAS Society is strengthened when all members have access, support, and resources to obtain an education;

WHEREAS Institutions of higher education committed to diversity must work toward fostering an equitable and inclusive educational environment that supports those who in the past were excluded and those who are presently excluded;

WHEREAS The perspectives of people from different life experiences enrich the educational and professional experience for all;

WHEREAS Equity, diversity, inclusion, and social justice promote personal growth and a healthy society for all people by challenging stereotypes, encouraging critical thinking, and fostering better communication with people of varied backgrounds;

WHEREAS Equity, diversity, inclusion, and social justice strengthen communities and the workplace;

¹ Equity - is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

Diversity - psychological, physical, and social differences that occur among any and all individuals.

Inclusion - the act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.

Social Justice- to take action as an advocate for a just society where all people have a right to fair and equitable treatment, support and resources.

https://uh.edu/cdi/diversity_education/resources/pdf/terms.pdf

² <https://www.uidaho.edu/diversity>

³ <https://www.uidaho.edu/diversity>

WHEREAS Education within a diverse setting prepares students to become good global citizens in an increasingly complex, pluralistic world; it fosters mutual respect and teamwork; and it helps build community;

WHEREAS Increasing and innovating global prosperity (economic, scientific, social, and cultural) in the 21st century requires us to recognize the talents and abilities of all, especially those from diverse backgrounds and cultures;

WHEREAS Equity, diversity, inclusion, and social justice are crucial for increasing recruitment, enrollment and retention of students, faculty, and staff at the University of Idaho;

WHEREAS Diversity programs at Idaho universities are being challenged by members of the Idaho legislature who argue that “[the] drive to create a diversified and inclusive culture becomes divisive and exclusionary because it separates and segregates students”;⁴

WHEREAS This argument reflects a fundamental misunderstanding of the efficacy and importance of equity, diversity, inclusion, and social justice programs with respect to attracting, supporting and educating all students to improve the quality of life for individuals, families, and communities in Idaho and beyond;

BE IT RESOLVED That the University of Idaho reaffirms its commitment to supporting equity, diversity, inclusion and social justice not only through its policies and procedures, but through its campus and institutional culture. Having diverse bodies in an academic setting is only enriching for all students if the institution they contribute to and learn and grow within is committed to protecting those people by providing robust institutional support to ensure that protection;

BE IT FURTHER RESOLVED That as part of this commitment we remain dedicated to recognizing the importance of students, faculty, and staff from historically marginalized communities as they overcome obstacles to thrive. We further vow to ensure an equitable environment at the University of Idaho. Our vision of diversity and social justice is inclusive and includes people who are minoritized because of their gender identity, race, ethnicity, religion, sexuality, nation of origin, size, age, veteran status, family status, socio-economic status, diverse abilities, and other unique and important identities;

BE IT FURTHER RESOLVED That as a university community, we remain committed to providing, expanding, and funding appropriate and thoughtful partnerships with current programming offices, and maintaining and extending support to such programs that are devoted to increasing equity, diversity, inclusion, and social justice on campus. These include the Office of Equity and Diversity, Women’s Center, the College Assistance Migrant Program, the Native American Student Center, the Office of

⁴ <https://www.idahostatesman.com/news/local/education/boise-state-university/article232600507.html>

Multicultural Affairs, the LGBTQA Office, the International Programs Office and the Green Dot program, and areas such as recruitment and retention, student success, academic programming, instructor training, curriculum development, advising, and extracurricular opportunities.

BE IT FURTHER RESOLVED We also affirm a renewed commitment to ensuring the mental and physical safety—and a provision of needed support—for students, faculty and staff from historically marginalized backgrounds as they navigate their experience at the University of Idaho. Finally, we affirm a commitment to maintain, fund, and expand academic programs focused on equity, diversity, inclusion and social justice on campus (e.g. Africana Studies; American Indian Studies; Certificate in Diversity and Inclusion, Latin American Studies; Women, Gender, and Sexuality Studies).



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1590 Unit Bylaws**

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. All changes must be made using "track changes."

Originator: Diane Whitney, Policy Coordinator

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

Reviewed by General Counsel X Yes ___No Name & Date: Jim Craig 9/1/20

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

This policy has been revised by FAC to clarify the procedure for development and approval of unit bylaws and to update the list of required contents, particularly to reflect the fact that with the adoption of FSH 3500, P & T procedure should no longer be contained in unit bylaws. In order to promote efficiency in the review and approval of unit bylaws, the provost will adopt a standard university bylaws template, which will be in concordance with the contents required by FSH 1590.

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

Standardizing bylaws contents and format will significantly reduce the administrative burden of reviewing them.

- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

Many FSH policies affect the drafting of unit bylaws, notably FSH 1420, 3320, 1540, and 3500.

- 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 ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
2020

January February 2019

1590

UNIT BY-LAWS

PREAMBLE: Responding to widespread disparities among unit bylaws, the Faculty-Staff Handbook and Regents policies, this section was adopted by the university faculty at its April 27, 2004 meeting. In 2012 changes were made to provide guidance, clarify language, and define "unit". In July 2014 language was added to ensure tenure-track faculty are involved in review of non-tenure-track faculty. In July 2018 the elimination of the requirement to do annual position descriptions in FSH 3050 necessitated a change to this policy to remove language that referred to an annual process. [rev. 7-12, 7-14, 1-19]

A. Definitions.

~~A-1. Unit: For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560. [add. 7-12]~~

BA. Development and Approval of BylawsPolicy.

~~A-1. Each recognized unit shall will develop a set of bylaws (see Regents Policy III. C. 3 RGP I.A.2 and RGP I.C.2), setting forth the rules (see B-1 below) by which the unit is governed [for specifics with regard to promotion and tenure see FSH 3050 B, 3320, 3520 G-1 and 3560 E-1]. For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560.~~

~~A-2. Unit bylaws are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy (see RGP I.A.4.):~~

- ~~a. Applicable federal laws and regulations~~
- ~~b. Applicable state laws and regulations These bylaws should be consistent with college bylaws and Faculty Staff Handbook.~~
- ~~c. Board of Regents/State Board of Education policies and procedures~~
- ~~d. University-wide policies and procedures~~
- ~~e. College/division policies and procedures~~
- ~~f. Unit/Department policies and procedures.~~

~~A-3. Units shall develop their bylaws in collaboration with appropriate unit administrators. When possible, bylaws should be developed in collaboration with the dean. B The bylaws must be approved by a majority of unit faculty (see FSH 1520 II.1, II.3 and FSH 1540 A). If applicable, this should be done in collaboration with the dean. These bylaws must then be sent to the following unit faculty approval, bylaws are sent to the policy coordinator for review, who may review them in consultation with general counsel. The bylaws then Bylaws then The policy coordinator shall then, as appropriate, send the bylaws for approval to the dean, the provost, the president, and, if required, Board of Regents (RGP I.S.3, II.B.3, II.G.1.A.2). The unit policy coordinator shall provide the provost with a copy of the final approved bylaws. [rev. 7-12, ed. 7-14]3.~~

~~A-2. For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560.~~

~~A-3. Unit bylaws are subordinate to policies within the Faculty Staff Handbook and college bylaws. College bylaws are subordinate to policies within the Faculty Staff Handbook (RGP I.A.4).~~

~~Departments/programs may incorporate or adopt college bylaws by reference and colleges may incorporate or adopt~~

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specific relevant Faculty Staff Handbook provisions. The majority of the faculty of the unit, must approve the bylaws and any revisions (see FSH 1520 II.1, II.3, & IV.8; and FSH 1540 A).

~~A-42. At least every five years, each uUnit shall review their bylaws and go through the steps in A-31 and revisions must be approved by a majority of unit faculty (see FSH 1520 II.1, II.3 and FSH 1540 A), the president, and Board of Regents, as required by Regents Policy III C. 3 (RGP I.A.2). [rev. 7-12, ed. 7-14]~~

~~3. Unit bylaws are subordinate to policies within the Faculty Staff Handbook, and college bylaws. College bylaws are subordinate to policies within the Faculty Staff Handbook (RGP I.A.4).~~

~~A-3. eEach unit should shall review its bylaws annually for consistency with college bylaws and the Faculty Staff Handbook. (uUnits are strongly encouraged to seek assistance from General Counsel). The bylaws will shall undergo a thorough review and be re-approved at least every five years, and copies shall be sent to the offices of the Faculty Secretary and Provost. [rev. 7-12, ed. 12-13]~~

B-1-B. Content. A unit's bylaws should shall contain the following information ~~aeoording~~and conform to the standard university bylaws template provided by the pProvost: [ed. 7-12, 7-14]

- ~~the mission statement of the unit, including the objectives of the unit and its role; The name, objectives, and authority of the unit.~~
- ~~The membership of the unit.~~
- ~~For each administrative position, the title, responsibilities, procedures for appointment, procedures for formal review, and term of appointment.~~
- ~~Policies on unit governance, including rules of order, meeting procedures, quorum, attendance participation at meetings, student representation, and voting rights.;~~
- ~~Policies on standing and special committees, including function, membership and selection procedure, terms of office, meeting procedures, and vacancies.~~
- ~~The organizational structure of the unit, including the responsibilities of the unit administrator and the constitution and function of committees, their terms, and selection procedure;~~
- ~~specific unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hirings are conducted; [ed. 7-12]~~
- ~~the unit's criteria and procedures for annual performance evaluation and third-year review;~~
- ~~the makeup of all review committees (third year, periodic and promotion) will include tenure-track faculty; [add. 7-14]~~
- ~~The unit's criteria and procedures for appointment to rank, annual performance evaluation and third-year review.~~
- ~~The unit's substantive promotion and tenure criteria (note that procedural requirements for promotion and tenure reside exclusively in the Faculty Staff Handbook) guidelines [see 3050, B-1] and procedures. [ed. 7-12]~~
- ~~Specific unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hiring are conducted. [ed. 7-12]~~
- ~~pthe p~~procedures for amendment of the bylaws (note B-2 above).

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Faculty Staff Handbook (FSH)

X Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 6100 TITLE IX SEXUAL HARRASSMENT**

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. All changes must be made using "track changes."

Originator: Erin Agidius, Director OCRI

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No Name & Date: Jim Craig, 8/12/2020

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

On May 6, 2020, the U.S. Department of Education issued new regulations amending 34 C.F.R. Part 106 mandating how colleges and universities must investigate and adjudicate allegations of sexual harassment under Title IX, the federal law prohibiting discrimination on the basis of sex in educational programs and activities. As a result, the University must adopt a new policy to comply with these regulations. The policy presented herein was adopted by President Green as a temporary emergency policy on August 14, 2020, and is now presented, without further changes, for adoption as a permanent policy.

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

None.

- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 3200, 3220, 3205, 3215, 3810

- 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.

FSH 6100
TITLE IX SEXUAL HARASSMENT

A. STATEMENT OF PURPOSE

A-1. The core purpose of this policy is the prohibition of all forms of sexual harassment.

A-2. This policy is designed to treat all parties equally. All provisions of this policy must be interpreted as applying equally to both parties.

A-3. The University presumes that the respondent is not responsible for any conduct alleged in a report or formal complaint until a determination regarding responsibility is made at the conclusion of this grievance process.

B. APPLICABILITY. This policy applies to sexual harassment occurring in a University education program or activity and against a person while in the United States. Allegations of sexual harassment to which this policy applies can only be addressed through this policy, and may not be addressed by any other University policy. To the extent this policy conflicts with any other University policy, this policy shall control. Other sexual misconduct is addressed under other University policies.

C. VIOLATION. Sexual harassment, as defined in this policy, is prohibited.

D. DEFINITIONS

D-1. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the University's Title IX Coordinator or any University official who has authority to institute corrective measures on behalf of the University. The University officials with authority to institute corrective measures on behalf of the University include the president, provost, vice presidents, vice provosts, associate vice presidents, associate vice provosts, Dean of Students, director of Housing and Residence Life, director of Fraternity and Sorority Life, executive director of Public Safety and Security, Title IX Coordinator, senior executive in Human Resources, deans, associate deans, department chairs, Athletic Director, Associate Athletic Director for NCAA compliance, Center executive officers, Chief Diversity Officer, and the Internal Auditor.

D-2. Advisor means a person chosen by a party or appointed by the University to accompany the party to meetings, hearings, or interviews related to the grievance process and to conduct cross-examination for the party at the hearing, if any.

D-3. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. If the complainant is under 18 years of age, the complainant's parent or guardian may also be considered a complainant.

D-4. Consent is knowing, voluntary, and clear permission by word or action to engage in sexual activity. Consent can be withdrawn at any time.

D-5. Dating violence is violence on the basis of sex committed by a person who is in or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.

D-6. Day(s) means a business day that the university is open for normal operation, not including Saturdays, Sundays, fall recess, winter recess, spring recess, or University holidays.

D-7. Domestic violence is violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Idaho; or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family laws of Idaho.

D-8. Education program or activity includes locations, events, or circumstances over which the University exercises substantial control over both the respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the University

D-9. Formal complaint means a document filed with the Title IX Coordinator in accordance with section [E-2]alleging sexual harassment against a respondent and requesting that the University investigate the allegation of sexual harassment.

D-10. Good cause, when referring to the extension of any deadline, may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

D-11. Hearing administrator. The hearing administrator shall be responsible for ensuring that the administrative duties relating to the live hearing process are carried out in accordance with this policy. The hearing administrator shall be the senior executive of Human Resources in cases in which the respondent is an employee, and the Dean of Students in all other cases.

D-12. Investigator means the person or persons charged by the University with investigating a formal complaint and drafting the final investigative report.

D-13. Party means either the complainant(s) or respondent(s). Parties includes the complainant(s) and respondent(s), collectively.

D-14. Relevant evidence means any evidence that tends to make a fact more or less probable than it would be without the evidence.

a. Questions and evidence about the complainant's sexual predisposition or prior sexual behaviors are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

b. Relevant evidence does not include a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity, or assisting in the capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party gives voluntary written consent to use the records in the grievance process and hearing.

D-15. Remedies means any measures implemented after a finding of responsibility that is designed to restore or preserve the complainant's equal access to the University's education program or activity. Such remedies may include the same measures implemented as supportive measures, but may be disciplinary or punitive in nature, and may burden the respondent.

D-16. Report of sexual harassment means any situation in which the University has actual knowledge of an alleged incident of sexual harassment occurring in an education program or activity.

D-17. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. If the respondent is under 18 years of age, the respondent's parent or guardian may also act on behalf of the respondent.

D-18. Sexual assault means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, including the following:

a. Rape: The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

b. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

c. Sexual assault with an object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

d. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

e. Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

f. Statutory rape: Sexual intercourse with a person who is under the statutory age of consent.

D-19. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

a. A University employee conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;

b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or

c. Sexual assault, dating violence, domestic violence, or stalking.

D-20. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

D-21. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's educational environment, or deter sexual harassment.

D-22. Title IX Coordinator means at least one official designated by the University to ensure compliance with Title IX and the University's Title IX program. References to the Title IX Coordinator may also encompass a designee of the Title IX Coordinator for specific tasks.

E. RESPONSE TO REPORT OF SEXUAL HARASSMENT

E-1. Receipt of Report. Upon receipt of a report of sexual harassment the Title IX Coordinator will:

a. Promptly contact the complainant to:

1. Discuss the availability of supportive measures;

2. Consider the complainant's wishes with respect to supportive measures by engaging in a meaningful dialogue with the complainant to determine which supportive measures may restore or preserve equal access to the University's education program or activity without unreasonably burdening the respondent;
3. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
4. Explain to the complainant the process for filing a formal complaint.

b. Implement appropriate supportive measures for both the respondent and complainant. Supportive measures may be implemented with or without the filing of a formal complaint.

1. Supportive measures must be designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party. Supportive measures may be designed to protect the safety of all parties or the University's educational environment, or deter sexual harassment. Supportive measures may include:

- (a) Referral to counseling, medical, or other healthcare services;
- (b) Extensions of deadlines or other course-related adjustments;
- (c) Modifications of work or class schedules;
- (d) Provision of campus escort services;
- (e) Mutual restrictions on contact between the parties;
- (f) Changes in work or housing arrangements;
- (g) Leaves of absence;
- (h) Referral to community-based providers;
- (i) Student financial aid counseling;
- (j) Education of the institutional community or community subgroup(s);
- (k) Safety planning;
- (l) Increased security and monitoring of certain areas of the campus;
and

(m) Other similar measures deemed appropriate by the Title IX Coordinator.

2. The Title IX Coordinator has sole authority to determine what supportive measures are to be implemented. The Title IX Coordinator must document the reasons for approving or denying supportive measures.

3. The University must keep confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining confidentiality would not impair the ability of the University to provide the supportive measures.

c. If the complainant decides not to file a formal complaint, the Title IX Coordinator will determine whether or not to file a formal complaint. In determining whether to file a formal complaint, the Title IX Coordinator may consider, among other things, whether there is a pattern of alleged misconduct involving the same respondent; whether a complainant's allegations involved violence, use of weapons, or similar factors; or whether the safety of the University community requires the filing of a formal complaint.

E-2. Filing of Formal Complaint

a. Only the complainant or the Title IX Coordinator may file a formal complaint.

b. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the University's education program or activity.

c. A formal complaint may be filed by any of the following methods:

1. Completing and submitting the online complaint form available at www.uidaho.edu/report;

2. Downloading and completing the complaint form available at www.uidaho.edu/report, or by requesting it from the Title IX Coordinator, and returning the form to the Title IX Coordinator in person, by mail, or through email to TitleIX@uidaho.edu; or

3. By sending a document to the Title IX Coordinator in person, by mail, or through email to TitleIX@uidaho.edu. The document must:

(a) Indicate the complainant's desire to file a formal complaint;

(b) Contain the basic allegations of the respondent's conduct that allegedly constitutes sexual harassment; and

(c) Contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint.

E-3. Confidentiality

- a. The University must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness.
- b. This confidentiality requirement does not apply when disclosure is:
 - 1. Permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99; or
 - 2. Required by law; or
 - 3. Required to carry out the purposes of this policy or 34 CFR Part 106, including the conduct of any investigation, hearing, or judicial proceeding.

F. FORMAL COMPLAINT

F-1. Notice of Allegations

- a. Upon receipt of a formal complaint the Title IX Coordinator must provide a notice of allegations to the known parties.
- b. The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
- c. This notice must be written and sent simultaneously to all known parties, with the following information:
 - 1. The University of Idaho's grievance process, including any informal resolution process;
 - 2. The allegations of potential sexual harassment, which shall include the following details:
 - (a) Identities of the parties involved in the incident, if known;
 - (b) The conduct allegedly constituting sexual harassment; and
 - (c) The date and location of the alleged incident, if known;
 - 3. The right to an advisor of their choosing, who may be a friend, colleague, attorney, family member, advocate or other person;
 - 4. The right to inspect and review evidence;

5. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will not be made until the conclusion of the grievance process; and
 6. A statement that knowingly providing false statements or knowingly submitting false information during the grievance process violates University policy and may subject the person to disciplinary action outside of this grievance process.
- d. If, during the course of an investigation, the University decides to investigate additional allegations that are not in the initial notice of allegations, an amended notice of allegations must be provided to the parties whose identities are known.

F-2. Dismissal of Formal Complaint

- a. A formal complaint must be dismissed without investigation if:
1. The conduct alleged in the formal complaint would not constitute sexual harassment as defined in section D-19 even if proven; or
 2. The conduct did not occur in a University of Idaho education program or activity; or
 3. The conduct did not occur against a person in the United States.
- b. A formal complaint may be dismissed at any point in time during the investigation if:
1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the formal complaint; or
 2. The respondent is no longer enrolled or employed by the University of Idaho; or
 3. Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations in the formal complaint.
- c. If a formal complaint is dismissed, the Title IX Coordinator shall send the parties written simultaneous notice of the dismissal, which will include the reason(s) for the dismissal.
- d. A dismissal of a complaint under this policy does not preclude action under another University policy.

F-3. Meeting with Parties. Each party will be given an opportunity to meet with the investigator(s) within a reasonable period of time after the notice of allegations is provided to the parties. The investigator should contact each party no later than five days

after the notice of allegation is provided to the parties in order to schedule the meeting. A party is not required to meet with an investigator. Prior to the meeting, the investigator shall provide the party with written notice of the date, time, location, names of participants, and the purpose of the meeting. The written notice must give the party sufficient time to prepare to participate in the meeting. A separate written notice must be provided prior to each meeting with the parties.

F.4. Investigation

a. Parties may, but are not required to, provide information for investigators to consider at any point in time during the investigation, prior to the dissemination of the final investigative report. The information may include, but is not limited to:

1. The names of potential witnesses to interview;
2. Suggested questions to ask the other party or other witnesses;
3. Written information relevant to the allegations, including, but not limited to text messages, police reports, witness statements, medical records, and social media posts or messages;
4. Video or audio recordings;
5. A written response to the notice of allegations;
6. Expert witnesses and/or expert witness reports; and
7. Any other inculpatory or exculpatory information the party would like the University to consider.

b. Investigators will conduct their own inquiry to gather relevant information, including, but not limited to:

1. Documentary information;
2. Inculpatory evidence;
3. Exculpatory evidence;
4. Names of witnesses, including fact and expert witnesses;
5. Witness interviews;
6. Suggested questions to ask the other party or witnesses.

c. Without the voluntary written consent of the person to whom the records pertain, the University cannot access, consider, disclose, or otherwise use a person's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or

paraprofessional capacity, or assisting in that capacity, and which are made and maintained in connection with the person's treatment.

d. The University shall not prohibit the parties from discussing the allegations under investigation, nor shall the University prohibit parties from conducting their own investigation.

e. All parties and witnesses will be provided a written summary of their respective meeting(s). A party or witness may submit comments on the summary within two days of receipt of the summary.

F.5. Preliminary Investigative Report

a. Once investigators conclude the investigation, investigators will draft a preliminary investigative report. This preliminary investigative report will be provided to all parties (either in hardcopy or electronically) to inspect and review. The preliminary investigative report must include a summary of all relevant information gathered during the Investigation including, but not limited to:

- 1.** A summary of the complainant's interview(s);
- 2.** A summary of the respondent's interview(s);
- 3.** A list of witnesses contacted;
- 4.** A summary of witness interviews; and
- 5.** All other evidence obtained as part of the investigation that is relevant to the allegations, including evidence upon which investigators do not intend to rely.

b. The investigator shall provide a preliminary investigative report and all evidence gathered by the investigator that is directly related to the allegations to both parties and their advisors for review and inspection.

c. Parties will have ten days to submit a written response to the preliminary investigative report. This response may include requests for additional investigation, additional witnesses to be interviewed, or additional questions to ask of witnesses. Requests for extensions will be granted at the discretion of the Title IX Coordinator for good cause. Written notice of the extension of the deadline will be provided to all parties, and will apply equally to all parties.

d. Investigators will consider any timely written response submitted by a party prior to completing the final investigative report. If investigators determine additional investigation is appropriate, investigators will conduct the additional investigation and then draft a revised preliminary investigative report and provide the parties an additional ten days to review and provide a written response.

F.6. Final Investigative Report

a. Upon conclusion of the investigation, taking into consideration the timely written response of the parties, if any, investigators will create a Final Investigative report that includes all information provided in the preliminary investigative report as well as:

- 1.** The timely responses from the parties to the preliminary investigative report;
- 2.** A list of necessary witnesses who should be requested to appear at the live hearing; and,
- 3.** As necessary, an assessment of the credibility of the parties and relevant witnesses, provided however that the investigator shall not make a determination as to whether a party or witness is credible or not credible.

b. The final investigative report shall not include any recommended findings or conclusions.

G. LIVE HEARING PROCESS

G-1. Final Investigative Report Submission

- a.** Once a final investigative report is complete, the Title IX Coordinator will forward the final investigative report to the hearing administrator.
- b.** Upon receipt of the final report, the hearing administrator shall forward the report to each party simultaneously using the party's official University of Idaho email address or through any other electronic means reasonably calculated to provide immediate access to the report. The hearing administrator shall also provide a notice of hearing to the parties at the same time as the final investigative report. The notice of hearing shall include the following information:
 - 1.** A statement that a live hearing will be convened for the purpose of determining whether the respondent is responsible for violating this policy;
 - 2.** The date, time, and location for a live hearing. If the hearing will be held electronically, the notice shall include instructions on how to participate in the live hearing;
 - 3.** A copy of or a link to the hearing procedures contained in this section;
 - 4.** A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made after the conclusion of the hearing;
 - 5.** A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney, and that if they do not have an advisor, the University will provide an advisor to the party for the sole purpose of assisting with cross-examination;

6. A statement that if a party needs an accommodation on account of a disability to participate in the hearing, the party should contact Human Resources if the party is an employee and the Center for Disability Access and Resources if the party is a student or anyone other than an employee;
 7. A list of the witnesses that were identified in the final investigative report as necessary witnesses and a statement that the hearing administrator will attempt to contact these witnesses and arrange for their presence at the hearing;
 8. The deadlines referenced in section G-1 c; and
 9. The name of the hearing officer and the names of those appointed to serve on the hearing panel.
- c. No later than five days after the notice of hearing and final investigative report are provided to the parties, each party must, if desired, submit the following information to the hearing administrator:
1. Any written statements or arguments for the hearing panel to consider in making the decision of responsibility;
 2. The identity of the advisor the party will bring to the live hearing or, if the party will not provide an advisor, a request for the University to provide an advisor for the party at the live hearing;
 3. The identity of any additional witness the party requests to have present at the hearing, provided, however, that if the witness was not interviewed during the investigation, the witness may not appear at the hearing. The parties shall be reminded that the University cannot force anyone to be present at the hearing or to give any statements at the hearing. The parties are encouraged, but are not required, to have the hearing administrator contact the witnesses to request their presence. Each party may contact witnesses directly to request their presence at the hearing as long as there is not a no-contact order prohibiting the party from contacting a specific witness; and
 4. If desired, a request to participate in the live hearing in a separate room through virtual technology.

G-2. Hearing Administrator Duties

- a. Prior to the live hearing, the hearing administrator shall:
1. Appoint a hearing officer to preside over the live hearing from the list of approved hearing officers;
 2. Notify the chair of the Title IX hearing board of the need to convene a hearing panel for a live hearing and request the chair to appoint a hearing panel;

3. Schedule a date and time for the live hearing. The live hearing shall be held no earlier than ten days after the delivery of the final investigative report, and no later than twenty days after delivery of the final investigative report. The hearing administrator may extend the date of the hearing at the request of a party or otherwise for good cause, provided that written notice is provided to the parties of the delay and the reasons for the delay;
 4. Attempt to contact the witnesses identified in the final investigative report as necessary witnesses and any witness identified by the parties, in order to request the witnesses' presence at the hearing; provided, however, that the University cannot force anyone to be present at the hearing or to give any statements at the hearing;
 5. Schedule and arrange for a room or rooms in which to hold the hearing;
 6. Make arrangements for any technology, such as recording equipment and video conference technology and equipment, necessary to hold the hearing;
 7. Prepare a hearing packet and provide the hearing packet to the hearing officer, the members of the hearing panel, and the parties at least three days prior to the hearing. The hearing packet shall consist of the final investigative report; copies of the notice of allegation(s); copies of any written statements the parties provided in response to the final investigative report which were submitted prior to the submission deadline; and copies of the notice of hearing.
- b.** The hearing administrator shall be responsible for ensuring that an audio or audio/video recording is made of the hearing.
- c.** The hearing administrator shall be present during the hearing panel's deliberations, but shall not vote on the decision regarding responsibility.

G-3. Hearing Officer

a. Qualifications

1. The senior executive of Human Resources, Dean of Students, provost, and General Counsel shall determine the appropriate qualifications for a person to serve as a hearing officer and shall make a list of approved hearing officers available to the hearing administrator.
2. Each person approved to serve as a hearing officer must, prior to being appointed to serve as a hearing officer in any case, shall complete the training specified in section L.
3. The hearing officer must not have a conflict of interest or bias for or against either party specifically; or, generally for or against complainants or respondents.

b. Duties

1. The hearing officer shall preside over the live hearing in accordance with the procedures set forth in this section and shall serve as chair of the hearing panel, but shall only vote in determining whether the respondent is responsible for violating the sexual harassment policy and on determining the appropriate sanctions, if any, in the event of a tie vote among the other members of the hearing panel.
2. The hearing officer may be physically present at the location of the parties or may conduct the hearing virtually through technology that enables all participants to see and hear each other simultaneously. If the hearing officer is not physically present at the same location as the parties, the parties and their advisors shall be in separate rooms and shall participate in the hearing virtually.
3. The hearing officer shall ensure that a written decision is drafted and finalized no later than ten days after the conclusion of the live hearing.

G-4. Title IX Hearing Board

- a. The Student Conduct Board, as set forth in FSH 1640.83 will make up the Title IX Hearing board.
- b. When the hearing administrator notifies the chair of the Title IX Hearing Board of the need to convene a hearing panel, the chair shall appoint either three or five members of the Title IX Hearing Board to serve as a hearing panel in each case. The chair shall notify the hearing administrator of the names of those appointed as soon as possible in order to allow the hearing administrator to provide the names of the hearing panel members to the parties in the notice of hearing.
- c. A member of the Title IX Hearing Board shall not serve on any hearing panel or appeal panel in any case where the member has a conflict of interest or bias for or against either party specifically, or generally for or against complainants or respondents.
- d. Prior to being appointed to serve on any hearing panel, each member of the Title IX Hearing Board shall complete training on the definition of sexual harassment; the scope of the University's education program or activity; the University's investigation and grievance process; how to conduct hearings; how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; any technology to be used at a live hearing; and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

- e. The chair of the Title IX Hearing Board may only appoint a student to serve on hearing panels in cases in which all parties are students.
- f. Proceedings before the Title IX Hearing Board, whether before a hearing panel or appeal panel, are confidential and protected by state and federal law. In specific disciplinary cases, members of the Title IX Hearing Board must protect the confidentiality of the information they receive in fulfilling their duties as members of the Title IX Hearing Board. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the Title IX Hearing Board chair, the Office of General Counsel, the hearing administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.

G-5. Live Hearing Process

- a. All parties, witnesses, advisors and other participants should be present in the same physical location for the hearing. However, either party, at the request of the party, or any other participant at the discretion of the hearing administrator or hearing officer, may appear at the live hearing virtually, with technology enabling participants to simultaneously see and hear each other. Participation by audio only shall be prohibited.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties; each individual party's advisor; the investigator(s); the hearing administrator; the Title IX Coordinator (or designee); one or more attorneys or support staff from the Office of General Counsel; the hearing officer; members of the hearing panel appointed to hear the case; and the witnesses, provided that each witness shall only be present while the witness is answering questions. In rare cases, the hearing officer may allow someone not on this list to attend the hearing, after consulting with the Title IX Coordinator and the Office of General Counsel to ensure compliance with all applicable confidentiality requirements.
- c. The live hearing shall be recorded either by audio or by audio/video.
- d. Order of proceedings. The live hearing shall proceed in the following manner to the extent possible, provided that the hearing officer may allow deviations from this order in the hearing officer's discretion:
 - 1. **Opening Statements.** Each party may, but is not required to, make an opening statement. The party's advisor is not allowed to make the opening statement on behalf of the party.

2. Witnesses

(a) The hearing officer shall call each witness and party to answer questions in the following order: 1) complainant, 2) respondent, 3) non-party witnesses in any order determined by the hearing officer.

(b) Only witnesses who were previously interviewed as part of the investigation may appear at the hearing.

(c) Prior to asking any questions of a witness or party, the hearing officer shall read the following statement to each party and witness. The statement need not be read verbatim, but shall consist substantially of the following: “You are hereby advised that you are not required to answer any questions posed to you during this hearing. However, if you refuse to answer any relevant question, none of your statements made at any time to any person may be considered by the hearing panel in deciding whether the respondent is responsible for violating the University of Idaho’s Title IX sexual harassment policy. If you choose to answer the questions, you must answer the question truthfully. If you knowingly provide false information you may be disciplined by the University of Idaho. This hearing is being recorded. Do you have any questions?”

(d) The hearing officer shall ask the following questions of each party and witness prior to cross-examination. The hearing officer may, but is not required to, ask additional questions of any party or witness at any time during the hearing. The following questions need not be asked verbatim, but shall be substantially as follows:

i. “Have you had a chance to review the summary of your statements contained in the final investigation report?”

ii. “Does the summary accurately reflect your knowledge of the facts at issue in this case?” If the answer is no, the hearing officer shall ask the witness or party to identify the parts of the summary are not accurate.

iii. “Is there anything contained in that summary that you would like to expand upon or clarify?”

iv. To be asked only of the complainant and the respondent: “Is there anything else you would like to tell me regarding the facts of the situation? If so, please do so now.”

(e) Neither a party nor a party’s advisor is allowed to conduct direct examination of any party or witness.

3. Cross-Examination. After the hearing officer asks the initial questions, each party shall thereafter be given the opportunity to conduct cross-examination of the witnesses and other party, but cross-examination is not required. Under no

circumstances shall a party be allowed to directly cross-examine a party or witness; rather, all cross-examination must be conducted by the party's advisor. A party's advisor is not allowed to cross-examine the party they are advising. If an advisor is also a witness, neither the party nor the advisor/witness may cross-examine the party's own advisor/witness. However, a party is allowed to provide additional information after cross-examination is complete in order to address questions asked during cross-examination.

4. Prior to any cross-examination, each witness, including each party, shall be instructed not to answer the question asked until the hearing officer makes a determination regarding the relevance of the question asked. Before the witness or party answers the question, the hearing officer must first determine whether the question is relevant. The hearing officer may, but is not required to, allow each party's advisor to make a brief argument regarding the relevance of the question. If the hearing officer determines that the question is not relevant, the hearing officer must exclude the question and direct the witness or party to not answer the question. The hearing officer must also provide a brief explanation for the decision to exclude the question. The hearing officer may provide a more detailed explanation in the written decision if necessary or desired. If the question is relevant, the hearing officer shall allow the witness to answer the question.

5. Closing Statement. At the conclusion of the presentation of evidence, each party may, but is not required to, make a closing statement to the hearing officer. The party's advisor is not allowed to make the closing statement on behalf of the party.

e. Written evidence may not be provided at the live hearing, except written evidence which is already included in the final investigative report.

G-6. Decision

a. The hearing officer shall provide to the hearing administrator a written decision regarding responsibility and sanctions within ten days after the conclusion of the live hearing. The hearing administrator shall simultaneously provide the written decision to the parties and their advisors.

b. In making the decision, the hearing panel shall consider and objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, contained in the hearing packet and the oral evidence presented at the live hearing. In making the decision, the hearing panel may not rely on any statement of a party or witness who, after being requested to attend the hearing by the hearing administrator, does not submit to cross-examination at the live hearing. The hearing panel may not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

c. The hearing panel shall determine whether the respondent violated the Title IX sexual harassment policy using a preponderance of the evidence standard.

d. The written decision must include the following:

- 1.** Identification of the allegations alleged to be in violation of the University's sexual harassment policy;
- 2.** A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- 3.** Findings of fact supporting the determination;
- 4.** Where necessary to the decision, a credibility determination of the parties and witnesses, provided however that a credibility determination may not be based on a person's status as a complainant, respondent, or witness;
- 5.** Conclusions regarding the application of the University's Title IX sexual harassment policy;
- 6.** A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- 7.** If the respondent is found responsible, the sanctions imposed on the respondent, including a statement of the sanctions and rationale for the sanctions.
- 8.** Whether remedies designed to restore or preserve equal access to the University's programs will be provided to the complainant; and
- 9.** The procedures and permissible bases for either party to appeal the decision.

f. Should the hearing panel find that the respondent is responsible for violating this policy, prior to determining the appropriate sanction to be imposed, the hearing administrator shall disclose to the panel any appropriate previous disciplinary history regarding the respondent. The hearing administrator shall also serve as a resource to the hearing panel to help the panel determine appropriate sanctions that are reasonably consistent among similar cases.

g. All hearing panel decisions shall be by majority vote.

- 1.** The hearing panel may return the matter for additional investigation if the hearing panel determines that: The investigator(s) failed to properly investigate the allegation and the failure was both substantial and to the party's detriment; or

2. There is new information that could substantially affect the outcome and the new information could not have been discovered before the issuance of the final investigative report.

h. Sanctions imposed by the hearing panel shall not go into effect until either the time period for an appeal has expired and no appeal has been filed or until the decision is upheld on appeal. If the sanctions for an employee respondent includes termination of employment, the sanction shall not go into effect until reviewed and approved by the President.

H. ROLE OF ADVISORS

H-1. Parties may have an advisor of their choice present with them for all meetings and interviews, if they so choose. The parties may select whomever they wish to serve as their advisor. While it is not recommended to choose an advisor who is also a witness in the process, should a party decide to do so, any bias or conflict of interest of the witness may negatively affect the credibility of the witness and/or party.

H-2. All advisors are subject to the same limitations, whether they are attorneys or not. The advisor may not make a presentation and may not speak on behalf of the party to the investigators or other decision-makers except to conduct cross-examination during the live hearing, as described below.

H-3. The parties are expected to ask and respond to questions on their own behalf throughout the investigation. While the advisor generally may not speak on behalf of a party, a party may request a break in order to speak privately with the party's advisor, may consult quietly with the party's advisor, and/or may quietly pass notes during any meeting or interview, as long as they do not unreasonably disrupt the process. For longer or more involved discussions, the party and the party's advisor should ask for breaks to step out of meetings to allow for private consultation. If breaks become disruptive to the process, such requests may be denied or the meeting rescheduled.

H-4. Advisors may be given an opportunity to meet with the administrative officials conducting interviews/meetings in advance of the interviews or meetings. This pre-meeting allows advisors to clarify any questions they may have and allows the University an opportunity to clarify the role the advisor is expected to take. This pre-meeting is intended only to allow the advisor to inquire about the advisor's role and the process, in order to minimize procedural discussion during the interview, and is not an opportunity for the advisor to discuss the case specifics.

H-5. Advisors are expected to refrain from interference with the University's investigation and resolution. Advisors who step out of their role will be warned only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting or hearing. If the advisor's continued interference occurs at the live hearing, the University will provide the party with an advisor to conduct cross-examination. If the advisor's continued interference

occurs at any other meeting, the meeting may then be rescheduled to allow the party to obtain a different advisor.

H-6. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by University. The University may exclude any advisor who fails to abide by these expectations. Each party is responsible for ensuring that the party's advisor abides by these restrictions and may be subject to discipline for the advisor's failure to comply with these restrictions.

H-7. A party may elect to change advisor during the investigation, and is not obligated to use the same advisor throughout. The parties are expected to inform the investigators of the identity of their advisors at least one (1) day before the date of their first meeting with investigators (or as soon as possible if a more expeditious meeting is necessary or desired). The parties are expected to provide timely notice to investigators if they change advisors at any time. Changing advisors does not delay the investigation, interview, meeting, or hearing process.

H-8. University-provided advisors

a. In the event any party appears at a live hearing without an advisor, the University will provide an advisor to the party without charge for the sole purpose of conducting cross-examination during the live hearing. The University-provided advisor may not assist the party in anything other than conducting cross-examination.

b. The Title IX Coordinator shall be responsible for recruiting and training university employees to serve as advisors, and shall ensure that advisors assigned to a party do not have an impermissible bias or conflict of interest.

I. APPEALS

I-1. Any party may appeal a decision to dismiss the formal complaint and the hearing panel's decision. Appeals must be submitted in writing to the hearing administrator and must set forth the grounds for the appeal. The appeal must be filed no later than five days after the decision is delivered to the parties. The hearing administrator shall ensure that all parties and their advisors receive a copy of the appeal and any response to the appeal submitted by the non-appealing party(ies).

I-2. Appeals are limited to the following grounds:

a. Procedural irregularity that affected the outcome of the matter;

b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;

c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter;

d. The sanctions imposed are substantially disproportionate to the severity of the violation (the imposition of an administrative fee is not a sanction, and therefore cannot be appealed); or

e. The decision is not based on substantial information. A decision is based on substantial information if there are facts in the case that, if believed by the decision-maker, are sufficient to establish that the decision is correct.

I-3. An appeal shall be limited to a review of the decision, the hearing packet (if any), any written material considered in the decision, the recording of the live hearing (if one was held), any written materials submitted with the appeal, and any response to the appeal submitted by the non-appealing party(ies). Where an appeal is based on new evidence, the new evidence may be considered only to determine whether the information was reasonably available at the time of the decision and whether the new evidence could affect the outcome of the matter.

I-4. Appeal Panel Procedures

a. The chair of the Title IX Hearing Board shall appoint three or five members of the Board to serve on the appeal panel, and shall designate one member to serve as chair of the appeal panel. Any member who served on a hearing panel shall not serve on the appeal panel on the same case. A student may not serve as chair of an appeal panel, and may not serve on an appeal panel unless all parties are students.

b. Any non-appealing party may file a response to the appeal in support of, or challenging, the outcome. The written response must be provided to the hearing administrator within five days after notice of the appeal is provided to the party.

c. The appeal panel shall issue a written decision. The decision should be issued within ten days of receiving all appeal materials. The written decision shall describe the result of the appeal and the rationale for the result. The chair of the appeal panel shall provide the written decision to the hearing administrator, who will then simultaneously provide the decision to the parties.

I-5. Results of the Appeal Panel. The appeal panel may:

a. Uphold the decision;

b. Uphold the finding that the respondent violated this policy, but revise the sanction(s);

c. Return the matter for reconsideration; or

d. Return the matter for additional investigation.

I-6. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the appeal panel is the final institutional decision. If the

decision upholds the findings that the respondent is responsible for violating this policy, the sanctions imposed shall go into effect immediately. Provided, however, that if the sanction for an employee respondent includes termination of employment, the sanction shall not go into effect until reviewed and approved by the President.

J. POSSIBLE SANCTIONS AND REMEDIES

J-1. The sanctions which may be imposed upon any employee determined to have violated this policy range from a written warning to termination, and may include one or more of the following:

- a.** Written warning;
- b.** Letter of reprimand;
- c.** No-contact directive;
- d.** Reassignment of position and/or location;
- e.** Modification of duties;
- f.** Withholding of pay increase;
- g.** Pay decrease;
- h.** Demotion;
- i.** Suspension without pay;
- j.** Termination.

J-2. The sanctions which may be imposed upon any student determined to have violated this policy range from a warning to expulsion, revocation of degree, or withholding of degree, and may include any of the following:

- k.** Warning;
- l.** Probation;
- m.** No-contact directive;
- n.** Community service;
- o.** Loss of privileges;
- p.** Restitution;
- q.** Educational sanctions;

- r. On-campus housing suspension;
- s. On-campus housing expulsion;
- j. Suspension, which may include the imposition of conditions that must be fulfilled before the student may re-enroll;
- t. Expulsion;
- u. Revocation of admission;
- v. Revocation of degree;
- w. Withholding of degree;
- x. Trespass from some or all University property.

J-3. The sanctions which may be imposed upon any other person over whom the University exercises substantial control determined to have violated this policy may include any of the following:

- a. Warning;
- b. Loss of privileges;
- c. Trespass from some or all University property;
- d. Termination or suspension of affiliation with the University;
- e. Exclusion from participating in any University program or activity.

J-4. The range of remedies which may be provided to any complainant, after the respondent is found responsible for violating this policy, includes, but is not limited to, the following:

- a. Relocation of the respondent's or complainant's work location, residence hall or apartment assignment;
- b. Issuance or continuation of a no-contact order;
- c. Changing the respondent's and/or complainant's supervisor, or supervisory chain;
- d. Approval of flex-time or flex-place work arrangements;
- e. Course modification;
- f. Changing the complainant's or respondent's class schedule;

- g.** Modifying academic guidelines or requirements;
- h.** Prohibiting respondent from entering some or all University buildings or property;
- i.** Any supportive measures provided to the parties;

K. EMERGENCY MEASURES

K-1. Emergency removal.

- a.** The University may remove a respondent from any education program or activity on an emergency basis if, after undertaking an individualized safety and risk analysis, the University determines that the respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment, and that threat justifies removal.
- b.** The following persons shall be responsible for making the determination of whether the respondent poses an immediate threat: For student respondents, the Dean of Students; for faculty respondents, the Provost; for non-faculty employees, the Vice-President for Finance and Administration; for all other respondents, the Executive Director for Public Safety and Security.
- c.** The Threat Assessment and Management Team should be consulted in making the determination of whether a respondent poses an immediate threat if it can be convened in a timely manner.
- d.** Immediately following the decision to remove the respondent from an education program or activity, the person making the determination shall deliver notice of the decision to the respondent. The respondent may appeal the decision within five days of being notified of the decision by submitting a written statement to the person making the determination. The respondent may, however, request a modification based on changed circumstances at any time prior to the final institutional decision regarding whether the respondent violated this policy.

K-2. Administrative leave. Administrative leave may be used at any time for non-student employees, in accordance with University policy, and is not considered to be an emergency removal. Before a student employee may be placed on administrative leave arising out of an allegation of sexual harassment, the University must use the above procedures for an emergency removal.

L. TRAINING REQUIREMENTS

- L-1.** The University will train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process on the following matters:
- a.** The definition of sexual harassment;
 - b.** The scope of the University's education program or activity;

- c. How to conduct an investigation;
- d. How to conduct the University's grievance process including hearings, appeals, and informal resolution processes; and
- e. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

L-2. In addition to training on the matters in section L-1, the University will train decision-makers and hearing officers on:

- a. The technology to be used at a live hearing; and
- b. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

L-3. In addition to training on the matters in section L-1, the University will train investigators on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

L-4. All training materials used must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

L-5. The University must make the training materials publicly available on its website and available upon request for inspection by members of the public.

M. RECORD KEEPING. The University must maintain the following records for a period of seven years:

M-1. Each sexual harassment investigation, including any determination regarding responsibility and the recording or transcript of the hearings, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant;

M-2. Any appeal and the result therefrom;

M-3. Any informal resolution and the result therefrom; and

M-4. All training materials.

N. INFORMAL RESOLUTION PROCESS

N-1. At any time prior to a determination regarding responsibility, the University and the parties may participate in an informal resolution process whereby the parties agree to an appropriate resolution without further investigation, hearing, or appeal. The agreed-upon resolution may include the use of alternative dispute resolution methods.

N-2. The informal resolution process can only be offered when:

- a.** A formal complaint is filed,
- b.** The Title IX Coordinator determines that an informal resolution process is appropriate,
- c.** Both parties agree in writing to the informal resolution process and procedures, and
- d.** The formal complaint does not include allegations that an employee sexually harassed a student.

N-3. Prior to engaging in an informal resolution process, the parties will receive written notice with the following information:

- a.** A copy of the Notice of Allegations provided in accordance with section F-1;
- b.** The procedures to be used to reach the agreement; and
- c.** The information contained in section N-4 currently.

N-4. Informal resolution process requirements

- a.** All parties must agree to a resolution under the informal resolution process. If all parties are unable to reach a mutually agreeable outcome, the formal investigation process will resume.
- b.** A party may submit a written request to withdraw from the informal resolution process and resume the formal grievance process at any time prior to a signed informal resolution agreement.
- c.** After all parties sign a written agreement, the parties are precluded from resuming the formal complaint process arising from the same allegations.
- d.** All records of the informal resolution process will be maintained with the records of the complaint, but will not be included in the final investigative report should the informal resolution process fail to result in a written agreement.
- e.** All disciplinary sanctions, remedies, supportive measures or alternative outcomes are available to use in the informal resolution process.

N-5. All informal resolution agreements must be approved by the University. For student respondents, the Dean of Students has the authority to approve the agreement. For faculty respondents, the Provost has the authority to approve the agreement. For all other respondents, the Vice-President for Finance and Administration has the authority to approve the agreement.

N-6. Any executed informal resolution agreement is the final institutional decision and cannot be appealed.

O. RETALIATION

O-1. Retaliation is prohibited.

a. No person may intimidate, threaten, coerce, or discriminate against any individual:

- 1.** for the purpose of interfering with any right or privilege secured by Title IX or this policy, or
- 2.** because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

b. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

O-2. The exercise of rights protected under the First Amendment does not constitute retaliation.

O-3. Charging an individual with a policy violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. However, -a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

O-4. Complaints alleging retaliation under this policy may be filed as set forth in section E.

P. OTHER

P-1. Amnesty. The provisions of FSH 2310 shall apply to reports and formal complaints of sexual harassment under this policy, and shall be extended to all parties regardless of their status or affiliation with the University.

P-2. All documents required under this policy shall be delivered either in person or by email to the person's official University email account, if possible; otherwise the document shall be delivered by any means reasonably likely to reach the person. If the document is sent by email to the person's official University of Idaho email address, the document is deemed received upon delivery to the person's email inbox.

P-3. Any reference to a University official by title shall include any equivalent University official should that title no longer exist, and includes that official's designee.

Miscellaneous Change Request

New Proposal

Date Submitted: 10/07/20 10:55 am

Viewing: **Change the Dept. Name in Accounting**

Last edit: 10/07/20 10:55 am

Changes proposed by: Joana Espinoza

Faculty Contact

In Workflow

- 1. Registrar's Office
- 2. UCC
- 3. Faculty Senate Chair
- 4. President's Office
- 5. State Approval
- 6. NWCCU

Approval Path

- 1. 10/07/20 11:07 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 2. 10/12/20 4:27 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Darryl Woolley	dwoolley@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change the Dept. Name in Accounting

Request Details

Change the name of the Department of Accounting to the Department of Accounting and Management Information Systems.

Rational from the college/department:

The Management Information Systems faculty have moved from the business department to

the accounting department. The change in name better reflects the composition of the department.

Attach State Form

Supporting Documents [acct name change.pdf](#)

Reviewer

Comments

Key: 10

Miscellaneous Change Request

New Proposal

Date Submitted: 10/21/20 2:19 pm

Viewing: **Change Dept. Name in Psych and Comm**

Last edit: 10/21/20 2:19 pm

Changes proposed by: Joana Espinoza ()

Faculty Contact

In Workflow

1. **Assessment**
2. **Curriculum Review**
3. **Registrar's Office**
4. **UCC**
5. **Faculty Senate Chair**
6. President's Office
7. State Approval
8. NWCCU

Approval Path

1. 10/22/20 4:21 pm
Sara Mahuron
(sara): Approved for Assessment
2. 10/27/20 6:02 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
3. 10/28/20 9:31 am
Amy Kingston
(amykingston): Approved for Registrar's Office
4. 11/02/20 3:35 pm
Rebecca Frost
(rfrost): Approved for UCC

Faculty Name	Faculty Email
Ben Barton	barton@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change Dept. Name in Psych and Comm

Request Details

The department of Psychology & Communication Studies is requesting to change their department name to Psychology & Communication. They feel the new department name will be more accurate and concise.

Attach State Form [group_b_form - PSYC COMM name change.pdf](#)

Supporting

Documents

Reviewer

Comments

Program Change Request

Date Submitted: 10/21/20 2:27 pm

Viewing: **82 : Equity Diversity and Justice Inclusion**

Academic Certificate

Last edit: 10/21/20 10:58 pm

Changes proposed by: Joana Espinoza

Catalog Pages Using
this Program

[Diversity and Inclusion Undergraduate Academic Certificate](#)

Faculty Contact

In Workflow

1. 465 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. Assessment
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Post-UCC Registrar
9. Faculty Senate Chair
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/21/20 3:37 pm
Joana Espinoza (jespinoza):
Approved for 465 Chair
2. 10/21/20 4:02 pm
Joana Espinoza (jespinoza):
Approved for CLASS Review
3. 10/21/20 4:03 pm
Joana Espinoza (jespinoza):
Approved for 18 Curriculum Committee Chair
4. 10/22/20 4:31 pm
Sara Mahuron

- (sara): Approved for Assessment
- 5. 10/27/20 6:28 pm
Rebecca Frost (rfrost): Approved for Curriculum Review
- 6. 10/28/20 9:27 am
Amy Kingston (amykingston): Approved for Registrar's Office
- 7. 11/02/20 4:33 pm
Rebecca Frost (rfrost): Approved for UCC
- 8. 11/05/20 12:28 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

Faculty Name	Faculty Email
Ryanne Pilgeram	rpilgeram@uidaho.edu

Change Type

Description of Change

Academic Level Undergraduate

College Letters Arts & Social Sciences

Department/Unit: Sociology & Anthropology

Effective Catalog 2021-2022

Year

Program Title

Equity Diversity and **Justice Inclusion** Academic Certificate

Program Credits **12**

CIP Code 30.2301 - Intercultural/Multicultural and Diversity Studies.

Curriculum:

All required coursework must be completed with a grade of 'C' or better ([O-10-a](#)).

Academic Exploration Component

SOC 201	Intro to Inequity and Justice	3
Select 6 credits of upper-division emphasis electives from the following:		6
AIST/HIST 316	American Indian History	
AMST 301	Studies in American Culture	
ANTH 102	Cultural Anthropology	
ANTH 327	Belief Systems	
ANTH/AIST 329	Contemporary North American Indians	
ANTH 412	Human Variation	
ANTH/AIST/RELS 422	Contemporary Pacific Northwest Indians	
ANTH 462	Human Issues in International Development	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
COMM 432	Gender and Communication	
COMM 491	Communication and Aging	
CRIM 421	Gender and Crime	
CRIM 439	Inequalities in the Justice System	
EDCI 302	Teaching Culturally Diverse Learners	
ENGL 380	Studies in U.S. Ethnic Literatures	
ENGL 382	Studies in Queer Literature	
ENGL 383	Studies in African American Literature	
ENGL 384	Studies in American Indian Literature	
ENGL 481	Seminar in Women's Literature	
FCS 410	Growing Old in a New Age	
HIST 315	Comparative African-American Cultures	
HIST 420	History of Women in American Society	
HIST 441	Slavery and Freedom in the Americas	
JAMM 340	Media and Diversity	
JAMM 446	Women in the Media	
JAMM 490	Issues in Global Media	
MUSH 201	History of Rock and Roll	
MUSH 410	Studies in Jazz History	
POLS 423	Politics, Policy and Gender	
PSYC 315	Psychology of Women	
PSYC 330	Human Sexuality	

PSYC 419	Adult Development and Aging
SOC 327	Sociology of the Family
SOC 340	Environmental Sociology and Globalization
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 465	Environmental Justice
WGSS 367	Topics in Women's, Gender, and Sexuality Studies
WGSS 410	Feminist Theory and Action

Application Component Electives

Select 3 credits, no more than 6 credits can apply to this certificate.

3

ANTH 203	Workshop
ANTH 403	Workshop
SOC 203	Workshop
SOC 403	Workshop

Experiential Learning

Total Hours

12

Courses to total 12 credits for this certificate

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We are renaming our certificate to better reflect our learning outcomes. Our certificate aims to teach students the fundamental issues surrounding equality and justice. While the previous name, diversity and inclusion, is part of that, this name changes better reflects our overall curriculum and learning outcomes. Furthermore, by renaming the certificate, CVs will better reflect students' up-to-date learning on issues of equity and justice.

Supporting Documents **[Diversity Certificate.pdf](#)**

Requires TECC Review **No**

Reviewer
Comments

Program Change Request

Date Submitted: 10/21/20 2:54 pm

Viewing: **2 : History (BA)**

Last edit: 11/02/20 11:25 am

Changes proposed by: Joana Espinoza

Catalog Pages Using
this Program

[History_\(B.A.\)](#)

Faculty Contact

In Workflow

1. 015 Chair
2. CLASS Review
3. 18 Curriculum
Committee Chair
4. Registrar's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Post-UCC Registrar
10. Faculty Senate
Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path

1. 10/21/20 3:34 pm
Joana Espinoza
(jespinoza):
Approved for 015
Chair
2. 10/21/20 4:02 pm
Joana Espinoza
(jespinoza):
Approved for CLASS
Review
3. 10/21/20 4:03 pm
Joana Espinoza
(jespinoza):
Approved for 18
Curriculum
Committee Chair

- 4. 10/22/20 4:42 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 5. 10/22/20 4:44 pm
Sara Mahuron
(sara): Approved for
Assessment
- 6. 10/27/20 6:08 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 10/28/20 9:34 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 8. 11/02/20 3:41 pm
Rebecca Frost
(rfrost): Approved
for UCC
- 9. 11/05/20 11:34 am
Amy Kingston
(amykingston):
Approved for Post-
UCC Registrar

Faculty Name	Faculty Email
Ellen Kittell	kittell@uidaho.edu

Change Type Change curriculum requirements
Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Dropping American and European emphases.

Academic Level Undergraduate

College	Letters Arts & Social Sciences			
Department/Unit:	History			
Effective Catalog Year	2021-2022			
Program Title	History (BA)			
Program Credits	120			
CIP Code	54.0101 54.0102 - History, General. American History (United States):			
Emphasis/Option				
CIP Code(s)	<table border="1"> <thead> <tr> <th>Code(s)</th> </tr> </thead> <tbody> <tr> <td>54.0103</td> </tr> <tr> <td>54.0101</td> </tr> </tbody> </table>	Code(s)	54.0103	54.0101
Code(s)				
54.0103				
54.0101				

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the general requirements for the B.A. degree, and: **American Emphasis**

Select 18 credits from the following American history courses:

18

HIST-310	The Civil War and Reconstruction
HIST-315	Comparative African-American Cultures
HIST-316	American Indian History
or AIST-316	American Indian History
HIST-318	Colonial America: A Collision of Peoples
HIST-319	19th-century America: Expanding America
HIST-320	20th-century America: The Colossus
HIST-325	The Long 1960s
HIST-414	History and Film
HIST-454	Pictures and Power: Photography, Politics, and American History
HIST-461	Idaho and the Pacific Northwest
HIST-462	History of the American West
HIST-420	History of Women in American Society
HIST-424	American Environmental History
HIST-430	U.S. Diplomatic History
HIST-441	Slavery and Freedom in the Americas
HIST-463	Fashion and Identity in American Culture

Select 15 credits in related fields from the following: 1

15

Any AIST Course	
ANTH-329	Contemporary North American Indians

ANTH 422	Contemporary Pacific Northwest Indians
ANTH 431	Historical Archaeology
ANTH 436	North American Prehistory
ANTH 443	Pacific Northwest Archaeology
ARCH 483	Urban Theory and Issues
ART 302	Modern Art and Theory
ART 303	Contemporary Art and Theory
ART 313	Hist/Theory of Mdrn Design II
ART 382	History of Photography
ART 407	New Media
CRIM 325	Family, Violence, and Society
CRIM 439	Inequalities in the Justice System
DAN 421	Dance History and Contemporary Views
ENGL 221	History of Film 1895-1945
ENGL 222	History of Film 1945-Present
ENGL 322	Studies in Environmental Literature and Culture
ENGL 277	Survey of American Literature I
ENGL 278	Survey of American Literature II
ENGL 380	Studies in U.S. Ethnic Literatures
ENGL 382	Studies in Queer Literature
ENGL 384	Studies in American Indian Literature
ENGL 432	Seminar in Film Theory and Criticism
ENGL 473	Seminar in Regional Literature
ENGL 477	Documentary Film
ENGL 481	Seminar in Women's Literature
FOR 310	Indigenous Culture and Ecology (Max 9 credits)
FOR 484	Forest Policy and Administration
FTV 100	Film History and Aesthetics
GEOG 420	Land, Resources, and Environment
JAMM 100	Media and Society
JAMM 340	Media and Diversity
JAMM 341	Mass Media Ethics
JAMM 378	American Television Genres
JAMM 379	Hollywood Portrayals/Journalst
JAMM 440	Critical Issues in Mass Media
JAMM 444	Mass Media and Public Opinion
JAMM 445	History of Mass Media
JAMM 446	Women in the Media
JAMM 447	Screenwriting
LARC 151	Introduction to the Built Environment
MUSH 201	History of Rock and Roll

MUSH 410	Studies in Jazz History
MUSH 419	Studies in Music Since 1900
MUSH 430	History of Musical Theatre
NEZP/AIST 101	Elementary Nez-Perce I
NEZP/AIST 102	Elementary Nez-Perce II
NRS/POLS 462	Natural Resource Policy
POLS 275	American State and Local Government
POLS 331	American Political Parties and Elections
POLS 332	American Congress
POLS 333	American Political Culture
POLS 338	American Foreign Policy
POLS 423	Politics, Policy and Gender
POLS 428	American Political Thought
POLS 437	American Presidency
POLS 467	Constitutional Law
POLS 468	Civil Liberties
POLS 471	Federalism in Practice
POLS 472	Local Government Politics and Administration
SOC 311	Development of Social Theory
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies
WMST 367	Topics in Women's and Gender Studies
WGSS 410	Feminist Theory and Action

Select one Non-American History course from the following areas:

3

- European
- Latin America
- Asia
- History of Science
- Health
- Environment

Total Hours

0

<u>HIST 290</u>	The Historian's Craft	3
<u>HIST 495</u>	History Senior Seminar	3
Select 12 credits of 100- or 200-Level History courses		12

Emphases

Select one of the following emphases:

36-41

- American
- European
- General

Select 21 credits of 300- or 400-level History courses 21

Select 20 credits from related fields 20

Total Hours 59

A. Courses to total 120 credits for this degree

~~B. European Emphasis Courses to total 120 credits for this degree~~
~~C. General Emphasis Courses to total 120 credits for this degree~~

Select 21 credits of 300 and 400-level History courses 21

Select 20 credits from related fields 20

Total Hours 0

~~1. Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student's related fields requirement.)~~

Select 18 credits from the following European history courses: 18

HIST/RELS 341	Ancient Greece
HIST 342	Alexander the Great and the Hellenistic World
HIST 343	The Roman Republic
HIST/RELS 344	The Roman Empire
HIST 357	Women in Pre-Modern European History
HIST 371	History of England
HIST 372	History of England
HIST 442	Medieval Church
HIST 443	The Medieval State: Europe in the High and Late Middle Ages
HIST 445	Medieval English Constitutional and Legal History: 1066-1485
HIST 447	The Renaissance
HIST 448	The Reformation
HIST 449	Tudor-Stuart Britain 1485-1660
HIST 452	Europe in the Age of the Revolution, 1770-1880
HIST 456	Anti-Semitism and the Holocaust
HIST 466	Eastern Europe Since 1774
HIST 467	Russia to 1894
HIST 468	Russia and Soviet Union Since 1894

Select 15 credits from the following related fields: 15

ART 302	Modern Art and Theory
ART 303	Contemporary Art and Theory
ENGL 267	Survey of British Literature I
ENGL 268	Survey of British Literature II
FLEN 307	Institutions of the European Union
FLEN 324	Topics in German Literature in Translation (Max 6 credits)
FREN 407	French & Francophone Literatures (Max 9 credits)
FREN 408	French and Francophone Culture and Institutions (Max 9 credits)
GERM 420	Topics in German Culture & Literature - Themes (Max 6 credits)
RELS 448	The Reformation

SPAN 305 Culture and Institutions of Spain

SPAN 401 Readings: Spanish Literature

Select one Non-European History course from the following areas:

3

US

Latin America

Asia

History of Science

Health

Environment

Select a minor in one of the following European languages: 1

French

German

Spanish

Total Hours

0

1 No more than 6 credits at the 100 or 200 level.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

- 1) Students should be able to explain the historical context that shapes human consciousness and action and identify those factors which shape continuity and change in diverse human communities.**
- 2) Students should recognize the rich diversity of human artifacts, reflect upon how they illuminate the historical past, and use them to make meaning of the human experience.**
- 3) Students should understand historical evidence and interpretation, assess their strengths and weaknesses, and situate both in broader scholarly debate.**
- 4) Students can formulate historical questions and engage in independent research and inquiry.**
- 5) Students demonstrate command of formal language and can exchange ideas in a cogent, coherent, and respectful manner.**
- 6) Students can apply historical knowledge so they can reflect upon global human experience and complexity.**

Summarize how the learning outcomes will be assessed for the proposed curriculum.

NA - No change, just adding Learning Outcomes that were missing.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

No student impact. Please note no CIP code change but the primary CIP code is 54.0101 so that needs to be the only one left. Also curriculum forms are part of the attachment.

Supporting Documents **[Short Form BA History Discontinue Emphases.pdf](#)**
[History-General_BA.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Ellen Kittell (kittell) (10/21/20 3:42 pm): I approve the discontinuation of the emphasis areas of American, European, and General History as represented in the supporting documents.

Rebecca Frost (rfrost) (11/02/20 11:25 am): 4 year plan added by Rebecca Frost.

Miscellaneous Change Request

New Proposal

Date Submitted: 10/21/20 2:07 pm

Viewing: **Discontinue MAT in Art**

Last edit: 10/21/20 2:07 pm

Changes proposed by: Joana Espinoza

Faculty Contact

In Workflow

1. **Assessment**
2. **Curriculum Review**
3. **Registrar's Office**
4. **UCC**
5. **Graduate Council Chair**
6. **Faculty Senate Chair**
7. President's Office
8. State Approval
9. NWCCU

Approval Path

1. 10/22/20 4:20 pm
Sara Mahuron
(sara): Approved for Assessment
2. 10/27/20 6:02 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
3. 11/04/20 10:20 am
Amy Kingston
(amykingston): Approved for Registrar's Office
4. 11/09/20 3:33 pm
Rebecca Frost
(rfrost): Approved for UCC
5. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):

Approved for
Graduate Council
Chair

Faculty Name	Faculty Email
Shauna Corry	scorry@uidaho.edu

Request Type Other

Effective Catalog 2021-2022
Year

Title Discontinue MAT in Art

Request Details

We have not had the MAT in Art for many years, however the official state discontinuation was never completed. Therefore it has stayed on our state inventory even though it's no longer in the catalog. This is just to clean up the inventory and have the official discontinuation on file.

Attach State Form [CAA Discont MAT w Budget.pdf](#)

Supporting
Documents

Reviewer
Comments

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Art and Architecture
Name of Department(s) or Area(s):	Art and Design


Program Identification for Proposed Discontinued Program:

Title:	MAT Art
Degree/Certificate:	Master of Art Teaching
Method of Delivery:	Online
CIP code:	13.1302
Proposed Discontinuation Date:	Summer 2021

Indicate whether this request is a discontinuation of either of the following:

- | | |
|--|---|
| <input type="checkbox"/> Undergraduate Program
<input type="checkbox"/> Undergraduate Certificate
<input type="checkbox"/> Administrative/Instructional Unit
<input type="checkbox"/> CTE Program (check all that apply)
<input type="checkbox"/> Basic Technical Certificate
<input type="checkbox"/> Intermediate Technical Certificate
<input type="checkbox"/> Advanced Technical Certificate
<input type="checkbox"/> Associate of Applied Science Degree | <input checked="" type="checkbox"/> Graduate Program
<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Other

 |
|--|---|



Oct. 15, 2020

College Dean (Institution) Date	State Administrator Date
Graduate Dean (as applicable) Date	Academic Affairs Program Manager Date
FVP/Chief Fiscal Officer (Institution) Date	Chief Financial Officer Date
Provost/VP for Instruction (Institution) Date	Chief Academic Officer, OSBE Date

President

Date

SBOE/Executive Director Approval

Date

1. Provide rationale for the discontinuance.

The program was essentially closed and taught out in 2009. The discontinuance was initiated by the former Dean but was not approved by the Art + Design and College of Art and Architecture curriculum committees. The initial discontinuation proposal did not go to the UCC.

This year, the Art + Design and the college curriculum committees voted to formally discontinue the program.

2. Teach-out Plans/Options for currently enrolled students.

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The program has been taught out. There are no students in the program.

b. Is there an alternative program/major or field of study? If so, please describe.

The MFA in Studio Art and Design remains available to students.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Eastern Illinois Univ.	MA	Master of Arts in Art Education (online)
Univ. of Florida	MA	Master of Arts in Art Education (online)
Ohio State Univ.	MA	Master of Arts in Art Education (online)
Univ. of Nebraska	MA Ed	Master of Arts in Art Education (online)

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY_17-18_	FY__18-19	FY_19-20_	FY__20-21 (most recent)	FY_17-18_	FY_18-19_	FY_19-20_	FY__20-21 (most recent)
BSU								
ISU								
UI	0	0	0	0	0	0	0	0
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

There will be no effect on the other programs or the mission of the institution.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

There will be no effect on the faculty and staff as a result of discontinuance.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There will be no financial effect on the program or institution as there are no resources currently dedicated to teaching and no students enrolled in the program. We have not marketed the program and have not recruited students.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 20-21</u>		<u>FY _____</u>		<u>FY _____</u>		<u>FY _____</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0						
B. Shifting enrollments								
Total Enrollment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

II. REVENUE

	<u>FY 20-21</u>		<u>FY _____</u>		<u>FY _____</u>		<u>FY _____</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00						
2. Institution Funds	\$0.00	\$0.00						
3. Federal	\$0.00	\$0.00						
4. New Tuition Revenues from Increased Enrollments	\$0.00	\$0.00						
5. Student Fees	\$0.00	\$0.00						
6. Other (i.e., Gifts)	\$0.00	\$0.00						
Total Revenue	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 20-21		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00						
2. Faculty	\$0.00	\$0.00						
3. Adjunct Faculty	0	\$0.00						
4. Graduate/Undergrad Assistants	0	\$0.00						
5. Research Personnel	0	\$0.00						
6. Directors/Administrators	0	\$0.00						
7. Administrative Support Personnel	0	\$0.00						
8. Fringe Benefits	0	\$0.00						
9. Other:	0	\$0.00						
Total Personnel and Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	<u>FY 20-21</u>		<u>FY</u>		<u>FY</u>		<u>FY</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00	\$0.00						
2. Professional Services	\$0.00	\$0.00						
3. Other Services	\$0.00	\$0.00						
4. Communications	\$0.00	\$0.00						
5. Materials and Supplies	\$0.00	\$0.00						
6. Rentals	\$0.00	\$0.00						
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00						
8. Miscellaneous	\$0.00	\$0.00						
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 20-21</u>		<u>FY</u>		<u>FY</u>		<u>FY</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0.00	\$0.00						
2. Equipment	\$0.00	\$0.00						
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 20-21</u>	<u>FY</u>	<u>FY</u>	<u>FY</u>
D. Capital Facilities				
Construction or Major Renovation	\$0.00			
E. Other Costs				
Utilities	\$0.00			
Maintenance & Repairs	\$0.00			
Other				
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	

Miscellaneous Change Request

New Proposal

Date Submitted: 10/26/20 10:18 am

Viewing: **Change the name of the Dept. of Sociology & Anthropology**

Last edit: 10/26/20 10:18 am

Changes proposed by: Joana Espinoza

Faculty Contact

In Workflow

1. Registrar's Office
2. UCC
3. Faculty Senate Chair
4. President's Office
5. State Approval
6. NWCCU

Approval Path

1. 10/28/20 9:26 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
2. 11/02/20 4:05 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Brian Wolf	bwolf@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change the name of the Dept. of Sociology & Anthropology

Request Details

The Department of Sociology & Anthropology requests to change their department name to the Department of Culture, Society and Justice. They feel it reflects the multi-disciplinary scope of the programs housed in the department including the renamed criminology degree.

Attach State Form [Dept name change form.pdf](#)

Supporting
Documents
Reviewer
Comments

Program Change Request

Date Submitted: 09/12/20 4:36 pm

Viewing: **200 : Music: Business (BMUS)**

Last edit: 11/04/20 1:40 pm

Changes proposed by: Leonard Garrison ()

Catalog Pages Using
this Program
[Music: Business \(B.Mus.\)](#)

Faculty Contact

In Workflow

1. 022 Chair
2. CLASS Review
3. 18 Curriculum
Committee Chair
4. 18 Dean
5. Registrar's Office
6. Provost's Office
7. Assessment
8. Curriculum Review
9. Registrar's Office
10. UCC
11. Faculty Senate
Chair
12. UFM
13. President's Office
14. State Approval
15. NWCCU

Approval Path

1. 09/13/20 3:06 pm
Vanessa Sielert
(vanessas):
Approved for 022
Chair
2. 09/30/20 11:20 am
Charles Tibbals
(ctibbals): Approved
for CLASS Review
3. 10/01/20 8:06 pm
Mark Warner
(mwarner):
Approved for 18
Curriculum
Committee Chair

- 4. 10/01/20 8:12 pm
Mark Warner
(mwarner):
Approved for 18
Dean
- 5. 10/13/20 11:04 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 6. 10/21/20 3:40 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
- 7. 10/22/20 4:22 pm
Sara Mahuron
(sara): Approved for
Assessment
- 8. 10/27/20 6:05 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 9. 11/04/20 10:33 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 10. 11/09/20 3:58 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Leonard Garrison	leonardg@uidaho.edu

Change Type Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Discontinuing Emphases

Academic Level	Undergraduate
College	Letters Arts & Social Sciences
Department/Unit:	Music
Effective Catalog Year	2021-2022
Program Title	Music: Business (BMUS)
Program Credits	120
CIP Code	50.1003 - Music Management.
Emphasis/Option	
CIP Code(s)	

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)) and: ~~General Business Emphasis-~~

ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BLAW 265	Legal Environment of Business	3
BUS 190	Integrated Business and Value Creation	3
ENTR 415	New Venture Creation	3
MHR 311	Introduction to Management	3
MKTG 321	Marketing	3

~~Select 9 credits from upper division Business electives:~~ ~~9~~

~~Total Hours~~ ~~0~~

COMM 101	Fundamentals of Oral Communication	2
<u>ACCT 201</u>	Introduction to Financial Accounting	3
<u>ACCT 202</u>	Introduction to Managerial Accounting	3
<u>ECON 202</u>	Principles of Microeconomics	3-4
or <u>ECON 272</u>	Foundations of Economic Analysis	
<u>MHR 311</u>	Introduction to Management	3
<u>MKTG 321</u>	Marketing	3
<u>MUSA 115</u>	Studio Instruction	2
<u>MUSA 124</u>	Studio Instruction (3 Courses of <u>MUSA 124</u> to total 6 cr should be taken)	6
MUSA 145	Piano Class for Music Majors/Minors	1
MUSA 146	Piano Class for Music Majors/Minors	1

<u>MUSA 208</u>	Music Conversation and Improv	1
<u>MUSA 245</u>	Piano Class for Music Majors/Minors	1
<u>MUSA 246</u>	Piano Class for Music Majors/Minors	1
<u>MUSA 324</u>	Studio Instruction (3 courses of <u>MUSA 324</u> to total 6 cr should be taken)	6
Select MusA Ensembles in 8 different semesters	1	8
Emphases		
Select one of the following emphases:		27-30
Arts Administration		
Entrepreneurship		
General Business		
<u>MUSA 490</u>	Half Recital	0
<u>MUSC 139</u>	Aural Skills I	2
<u>MUSC 140</u>	Aural Skills II	2
<u>MUSC 141</u>	Theory of Music I	2
<u>MUSC 142</u>	Theory of Music II	2
<u>MUSC 239</u>	Aural Skills III	2
<u>MUSC 240</u>	Aural Skills IV	2
<u>MUSC 241</u>	Theory of Music III	2
<u>MUSC 242</u>	Theory Of Music IV	2
<u>MUSH 111</u>	Introduction to World of Music	3
Select three courses from the following:		9
<u>MUSH 201</u>	History of Rock and Roll	
<u>MUSH 321</u>	Music in Society I	
<u>MUSH 322</u>	Music in Society II	
<u>MUSH 323</u>	Music in West Civ III	
<u>MUSH 410</u>	Studies in Jazz History	
<u>MUSX 101</u>	Orientation for Music Majors	0
<u>MUSX 140</u>	Recital Attendance (Seven semesters required)	0
<u>MUSX 250</u>	Intro Career Skills in Music	2
<u>MUSX 410</u>	Current Topics in Music Business	3
Select one of the following:		1-12
<u>MUSX 350</u>	Co-Op Professional Seminar	
<u>MUSX 498</u>	Internship	
One of the following options:		15
Option 1: Select 15 credits from the following:		
<u>MHR 411</u>	Acquiring Human Capital	
<u>MHR 417</u>	Deploying and Developing Human Capital	
<u>ORGS 155</u>	Financial Literacy	
<u>ORGS 210</u>	Introduction to Organizational Sciences	
<u>ORGS 305</u>	Nonprofit Organizations	
<u>ORGS 320</u>	Budgeting for Small Organizations	

<u>ORGS 321</u>	Workplace Motivation
<u>ORGS 322</u>	Workplace Soft Skills
<u>ORGS 407</u>	Advanced Nonprofit Organizations
<u>ORGS 415</u>	Planning Professional Conferences and Events
<u>PSYC 441</u>	Human Relations in the Workplace

Option 2:

<u>ACCT 482</u>	Enterprise Accounting
<u>ENTR 414</u>	Entrepreneurship
<u>ENTR 415</u>	New Venture Creation

and select 6 credits from the following:

<u>BUS 429</u>	Vandal Solutions
<u>MIS 353</u>	Application Development
<u>OM 378</u>	Project Management
<u>OM 456</u>	Quality Management

Total Hours

89-101

1 See "[Ensemble participation](#)" for requirements.

A.Arts Administration Emphasis B.Entrepreneurship Emphasis C.Courses to total 120 credits for this degree

ACCT-201	Introduction to Financial Accounting	3
ACCT-202	Introduction to Managerial Accounting	3
ACCT-482	Enterprise Accounting	3
MHR-311	Introduction to Management	3
MKTG-321	Marketing	3
ENTR-414	Entrepreneurship	3
ENTR-415	New Venture Creation	3

Select 6 credits from the following courses: 6

MIS-353	Application Development
OM-378	Project Management
BUS-429	Vandal Solutions
OM-456	Quality Management

Total Hours 0

ACCT-201	Introduction to Financial Accounting	3
ACCT-202	Introduction to Managerial Accounting	3
MHR-311	Introduction to Management	3
MKTG-321	Marketing	3
ORGS-210	Introduction to Organizational Sciences	1

Select 15 credits from the following: 15

MHR-411	Acquiring Human Capital
MHR-417	Deploying and Developing Human Capital
ORGS-155	Financial Literacy
ORGS-305	Nonprofit Organizations

ORGS-320	Budgeting for Small Organizations
ORGS-321	Workplace Motivation
ORGS-322	Workplace Soft Skills
ORGS-407	Advanced Nonprofit Organizations
ORGS-415	Planning Professional Conferences and Events
PSYC-441	Human Relations in the Workplace

~~Total Hours~~

~~0~~

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

Interpret and present musical ideas through performance

Demonstrate proficiency in major performing medium

Communicate musical ideas verbally

Demonstrate understanding and application of financial principles

Create and enact a business plan appropriate to degree emphasis

Communicate effectively using online media (e.g. web design, electronic media)

Summarize how the learning outcomes will be assessed for the proposed curriculum.

The curriculum is assessed through established departmental protocols.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The revisions in this degree reflect the rapidly evolving business climate and also eliminate emphases, which the university is discouraging, while giving students more choice and flexibility and retaining the ability to obtain an Entrepreneurship Certificate within the degree as an option.

There will be no added faculty workload.

Supporting Documents [Music Business_BMus.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Rebecca Frost (rfrost) (10/06/20 1:24 pm): 4-year plan added by Rebecca Frost

Joana Espinoza (jespinoza) (10/21/20 3:40 pm): Provost office has reviewed and approved the removal of these emphases.

Rebecca Frost (rfrost) (10/27/20 6:05 pm): As a note - This curriculum is eliminating the MUSA 145 and MUSA 145 courses, however, these courses are required pre-requisites for MUSA 245 & MUSA 246 which ARE still required. This should be taken into consideration when looking at the total credits required for graduating with this degree.

Key: 200

Program Change Request

Date Submitted: 09/12/20 8:03 am

Viewing: **194 : Applied Music (BA or BS)**

Last edit: 11/04/20 10:25 am

Changes proposed by: Leonard Garrison

Catalog Pages Using
this Program

[Music \(B.A. or B.S.\)](#)

Faculty Contact

In Workflow

1. **022 Chair**
2. **CLASS Review**
3. **18 Curriculum
Committee Chair**
4. **18 Dean**
5. **Provost's Office**
6. **Assessment**
7. **Curriculum Review**
8. **Registrar's Office**
9. **UCC**
10. **Faculty Senate
Chair**
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path

1. 09/13/20 2:08 pm
Vanessa Sielert
(vanessas):
Approved for 022
Chair
2. 09/30/20 10:58 am
Charles Tibbals
(ctibbals): Approved
for CLASS Review
3. 10/01/20 8:05 pm
Mark Warner
(mwarner):
Approved for 18
Curriculum
Committee Chair
4. 10/01/20 8:12 pm
Mark Warner

- (mwarner):
Approved for 18
Dean
- 5. 10/08/20 2:01 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
- 6. 10/19/20 7:48 am
Sara Mahuron
(sara): Approved for
Assessment
- 7. 10/21/20 6:45 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 8. 11/04/20 10:25 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 9. 11/09/20 3:57 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Leonard Garrison	leonardg@uidaho.edu

Change Type Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Discontinue Emphases so it is one pathway for the major, which will be renamed as "Applied Music."

Academic Level Undergraduate

College Letters Arts & Social Sciences

Department/Unit: Music

Effective Catalog 2021-2022

Year

Program Title

Applied Music (BA or BS)Program Credits **120**

CIP Code 50.0901 - Music, General.

Emphasis/Option

Code(s)

CIP Code(s)

~~50.0902~~

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the [General Requirements for B.A. or B.S. Music Degrees](#), the CLASS requirements for the B.A. or B.S. degree, and:

MUSA 245	Piano Class for Music Majors/Minors	1
MUSA 246	Piano Class for Music Majors/Minors	1
MUSA 115	Studio Instruction	2
MUSA 124	Studio Instruction (6 credits are required in major instrument or voice)	6
MUSA 145	Piano Class for Music Majors/Minors	1
MUSA 146	Piano Class for Music Majors/Minors	1
MUSA 208	Music Conversation and Improv	1
MUSA 324	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSA 490	Half Recital	0
MUSC 139	Aural Skills I	2
MUSC 140	Aural Skills II	2
MUSC 141	Theory of Music I	2
MUSC 142	Theory of Music II	2
MUSC 239	Aural Skills III	2
MUSC 240	Aural Skills IV	2
MUSC 241	Theory of Music III	2
MUSC 242	Theory Of Music IV	2
MUSH 111	Introduction to World of Music	3
MUSH 321	Music in Society I	3
MUSH 322	Music in Society II	3
MUSH 323	Music in West Civ III	3
MUSX 101	Orientation for Music Majors	0
MUSX 140	Recital Attendance (Seven semesters required.)	0

Emphases**Select one of the following emphases:****24****Applied Music**

History and Literature**Theory**

MUSX 250	Intro Career Skills in Music	2
Select MusA Ensembles in 8 different semesters 1		8
Total Hours		50

A. Applied Music Emphasis Courses to total 120 credits for this degree and include at least 66 credits in non-music courses
 Note: Students whose primary instrument is voice must substitute MUSX 283-MUSX 284 Diction for Singers for four credits of non-music electives, thus reducing the non-music credits from 66 to 62. **Theory Emphasis**

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits required in major instrument or voice)	4
MUSC 442	Musical Analysis	2
MUSC 480	Senior Thesis in Music Theory I	1
MUSC 481	Senior Thesis in Music Theory II	1
Select 4 credits of 300 or 400-level MusC Electives		4
Select MusA Ensembles in eight different semesters: 1		8
Total Hours		0

MUSA 115	Studio Instruction	2
MUSA 124	Studio Instruction (6 credits are required in major instrument or voice)	6
MUSA 324	Studio Instruction (8 credits are required in major instrument or voice)	8
MUSA 490	Half-Recital	0
Select MusA Ensembles in 8 different semester		8
Total Hours		0

B. History and Literature Emphasis (not available as a B.S.) Courses to total 120 credits for this degree and include at least 66 credits in non-music courses
C. Courses to total 120 credits for this degree and include at least 66 credits in non-music courses.

1 Keyboard majors: of these eight, two semesters must be MUSA 315 Code Title:

Guitar majors: of these eight, two semesters must be MUSA 365 Code Title:

Note: French or German are recommended to fulfill the Foreign Language Requirement for the B.A.

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSH 480	Senior Thesis in Music History I	1
MUSH 481	Senior Thesis in Music History II	1
Select 2 credits of 300 or 400-Level MusC electives		2
Select 4 credits of 300 or 400-Level MusH electives		4
Select MusA Ensembles in 8 different semesters 1		8
Total Hours		0

1 Keyboard majors: of these eight, two semesters must be MUSA 315 Collaborative Piano.

Guitar majors: of these eight, two semesters must be MUSA 365 Chamber Ensemble.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

~~Applied Music Emphasis~~ The student will be able to interpret and present musical ideas through performance.

The student will demonstrate expertise in major performing medium.

The student will be able to communicate musical ideas verbally.

The student will be able to self-assess performance skills accurately.

The student will demonstrate the ability to explain music in the context of wider culture.

~~History and Literature Emphasis~~ The student will develop expertise in academic writing. The student will place music in cultural and historical context. ~~Theory Emphasis~~ The student will develop expertise in academic writing. The student will communicate musical ideas verbally. The student will demonstrate understanding of musical form.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

NA - Just deleting heading, which is no longer needed since there are now no emphases and the learning outcomes apply to the entire major.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Few students have chosen the Music History and Music Theory Emphases. The Applied Music degree is intended for double majors, but some students drop out of this degree because they find it difficult to complete the music courses along with their other requirements. To address this issue, we propose to substitute the first year of class piano (which previously was not a degree requirement) for the second; in effect, students would only have to take one year of class piano, and they could delay this to their second year. Also, students would take only six semesters of studio instruction rather than eight, allowing students to start the degree late.

There will be no added faculty workload.

Supporting Documents [Music-Applied Music_BA.xlsx](#)
[Music-Applied Music_BS.xlsx](#)
[GRP B CURR CHANGE Music BA-BS.pdf](#)

Requires TECC Review **No**

Reviewer

Comments

Rebecca Frost (rfrost) (10/05/20 11:29 am): 4-year plans added by Rebecca Frost.

Key: 194

Program Change Request

Date Submitted: 10/21/20 2:43 pm

Viewing: **294 : Sociology (BA or BS)**

Last edit: 11/10/20 8:30 pm

Changes proposed by: Joana Espinoza ()

Catalog Pages Using
this Program
[Sociology_\(B.A. or B.S.\)](#)

Faculty Contact

In Workflow

1. 465 Chair
2. CLASS Review
3. 18 Curriculum
Committee Chair
4. Registrar's Office
5. UCC
6. Faculty Senate
Chair
7. UFM
8. President's Office
9. State Approval
10. NWCCU
11. Assessment

Approval Path

1. 10/21/20 3:37 pm
Joana Espinoza
(jespinoza):
Approved for 465
Chair
2. 10/21/20 4:02 pm
Joana Espinoza
(jespinoza):
Approved for CLASS
Review
3. 10/21/20 4:03 pm
Joana Espinoza
(jespinoza):
Approved for 18
Curriculum
Committee Chair
4. 10/22/20 5:04 pm
Amy Kingston
(amykingston):
Rollback to 465

- Chair for Registrar's Office
- 5. 11/02/20 10:23 am
Brian Wolf (bwolf):
Approved for 465 Chair
- 6. 11/06/20 9:20 am
Charles Tibbals (ctibbals): Approved for CLASS Review
- 7. 11/06/20 9:37 am
Mark Warner (mwarner):
Approved for 18 Curriculum Committee Chair
- 8. 11/10/20 8:33 pm
Amy Kingston (amykingston):
Approved for Registrar's Office
- 9. 11/10/20 8:33 pm
Amy Kingston (amykingston):
Approved for UCC

Faculty Name	Faculty Email
Brian Wolf	bwolf@uidaho.edu

Change Type Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Discontinuing emphases so there will just be one major Sociology degree path now.

Academic Level Undergraduate

College Letters Arts & Social Sciences

Department/Unit: Sociology & Anthropology

Effective Catalog 2021-2022

Year

Program Title

Sociology (BA or BS)

Program Credits **120**

CIP Code 45.1101 - Sociology.

Emphasis/Option

CIP Code(s)

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student's advisor):

Inequalities and Globalization**Select one of the following:****3**

- CRIM 421 Gender and Crime
- CRIM 439 Inequalities in the Justice System
- SOC 423 Economic (In)Justice in the United States
- SOC 424 Sociology of Gender
- SOC 427 Racial and Ethnic Relations

Select one of the following:**3**

- SOC 460 Capstone: Sociology in Action

Select from these emphasis electives:**15**

- AIST/ANTH 314 Tribal Sovereignty and Federal Policy
- AIST/ANTH 321 Tribal Elders Series
- AIST 344 Indigenous Ways of Knowing
- AIST 422 Contemporary Pacific Northwest Indians
- ANTH 462 Human Issues in International Development
- CRIM 335 Terrorism, Society and Justice
- CRIM 336 Comparative Criminal Justice Systems
- CRIM 421 Gender and Crime
- SOC 327 Sociology of the Family
- SOC 340 Environmental Sociology and Globalization
- SOC 341 Science, Technology, and Society
- SOC 342 Gender and Science
- SOC 343 Power, Politics, and Society
- SOC 345 Extremism and American Society
- SOC 346 Responding to Risk
- SOC 350 Food, Culture, and Society
- SOC 403 Workshop
- SOC 404 Special Topics
- SOC 420 Sociology of Law

SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 428	Self and Society
SOC 465	Environmental Justice
SOC 466	Climate Change and Society
SOC 498	Internship (No more than 6 credits may be counted toward major.)
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)

~~Total Hours~~ ~~0~~

ANTH 100 Introduction to Anthropology 3

SOC 101 Introduction to Sociology 3

SOC 201 Intro to Inequity and Justice 3

~~SOC 311~~ ~~Development of Social Theory~~ ~~3~~

SOC 211 **Development of Social Theory** **3**

Select two courses from the following: 6

SOC 309 Social Science Research Methods

SOC 416 Qualitative Social Sci Methods

SOC 417 Social Data Analysis

STAT 153 **Introduction to Statistical Reasoning**

STAT 251 Statistical Methods

Select one course from the following: 3

CRIM 421 Gender and Crime

CRIM 439 Inequalities in the Justice System

SOC 423 Economic (In)Justice in the United States

SOC 424 Sociology of Gender

SOC 427 Racial and Ethnic Relations

Select 9 credits in related fields in the following subjects: AIST, AFST, ANTH, CRIM, ECON, ENVS, FREN, GEOG, GERM, HIST, IS, POLS, PSYC, SPAN, STAT, and WGSS 1 9

Emphases

Select one of the following emphases: ~~21~~

~~Inequalities and Globalization~~

~~General~~

Select one of the following: **3**

SOC 460 **Capstone: Sociology in Action**

SOC 462 **Senior Practicum**

18 upper-division sociology electives **18**

Total Hours 51

Courses to total 120 credits for this degree

If students prefer an area of concentration to organize those additional 18 credits, they may select from one of the following lists:

~~1E.g. American Indian Studies, Africana Studies, Anthropology, Criminology, Economics, Environmental Science,~~

~~Geography, History, Political Science, Psychology, Statistics, and Women's, Gender, and Sexuality Studies~~

A. Inequalities and Social Action

Select one of the following:

3

- CRIM 421 Gender and Crime
- CRIM 439 Inequalities in the Justice System
- SOC 423 Economic (In)Justice in the United States
- SOC 424 Sociology of Gender
- SOC 427 Racial and Ethnic Relations
- WGSS 201 Introduction to Women's, Gender, and Sexuality Studies

Select one of the following:

3

- AIST/ANTH 314 Tribal Sovereignty and Federal Policy
- AIST/ANTH 321 Tribal Elders Series (no more than 3 credits)
- AIST 344 Indigenous Ways of Knowing
- AIST 422 Contemporary Pacific Northwest Indians
- ANTH 462 Human Issues in International Development

Select four additional courses from the following:

12

- AIST/ANTH 314 Tribal Sovereignty and Federal Policy
- AIST/ANTH 321 Tribal Elders Series (no more than 3 credits)
- AIST 344 Indigenous Ways of Knowing
- AIST 422 Contemporary Pacific Northwest Indians
- ANTH 425 Popular Culture and Consumerism
- ANTH 462 Human Issues in International Development
- CRIM 320 Deviant Behavior
- CRIM 335 Terrorism, Society and Justice
- CRIM 336 Comparative Criminal Justice Systems
- CRIM 421 Gender and Crime
- CRIM 439 Inequalities in the Justice System
- SOC 327 Sociology of the Family
- SOC 340 Environmental Sociology and Globalization
- SOC 341 Science, Technology, and Society
- SOC 342 Gender and Science
- SOC 343 Power, Politics, and Society
- SOC 345 Extremism and American Society
- SOC 346 Responding to Risk
- SOC 350 Food, Culture, and Society
- SOC 403 Workshop
- SOC 404 Special Topics
- SOC 420 Sociology of Law
- SOC 423 Economic (In)Justice in the United States
- SOC 424 Sociology of Gender
- SOC 427 Racial and Ethnic Relations

<u>SOC 428</u>	Self and Society
<u>SOC 465</u>	Environmental Justice
<u>SOC 466</u>	Climate Change and Society
<u>SOC 498</u>	Internship (no more than 6 credits)
<u>SOC 499</u>	Directed Study (no more than 6 credits)
<u>WGSS 498</u>	Internship in Women's, Gender, and Sexuality Studies (no more than 3 credits)

Total Hours

18

~~Inequalities and Globalization Courses to total 120 credits for this degree~~ **B. Environment, Science and Society**

Select one of the following:

3

CRIM 421	Gender and Crime
CRIM 439	Inequalities in the Justice System
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations

Select one of the following:

3

SOC 460	Capstone: Sociology in Action
--------------------	--

Select from these emphasis electives:

15

AIST/ANTH 314	Tribal Sovereignty and Federal Policy
AIST/ANTH 321	Tribal Elders Series
AIST 344	Indigenous Ways of Knowing
AIST 422	Contemporary Pacific Northwest Indians
ANTH 462	Human Issues in International Development
CRIM 335	Terrorism, Society and Justice
CRIM 336	Comparative Criminal Justice Systems
CRIM 421	Gender and Crime
SOC 327	Sociology of the Family
SOC 340	Environmental Sociology and Globalization
SOC 341	Science, Technology, and Society
SOC 342	Gender and Science
SOC 343	Power, Politics, and Society
SOC 345	Extremism and American Society
SOC 346	Responding to Risk
SOC 350	Food, Culture, and Society
SOC 403	Workshop
SOC 404	Special Topics
SOC 420	Sociology of Law
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 428	Self and Society

SOC 465	Environmental Justice
SOC 466	Climate Change and Society
SOC 498	Internship (No more than 6 credits may be counted toward major.)
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)

Total Hours

0

Select one of the following:

3

<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 341</u>	Science, Technology, and Society

Select one of the following:

3

<u>AIST/ANTH 314</u>	Tribal Sovereignty and Federal Policy
<u>AIST/ANTH 321</u>	Tribal Elders Series (no more than 3 credits)
<u>AIST 344</u>	Indigenous Ways of Knowing
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>ANTH 462</u>	Human Issues in International Development

Select four additional courses from the following:

12

<u>AIST/ANTH 314</u>	Tribal Sovereignty and Federal Policy
<u>AIST/ANTH 321</u>	Tribal Elders Series (no more than 3 credits)
<u>AIST 344</u>	Indigenous Ways of Knowing
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>ANTH 462</u>	Human Issues in International Development
<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 341</u>	Science, Technology, and Society
<u>SOC 342</u>	Gender and Science
<u>SOC 343</u>	Power, Politics, and Society
<u>SOC 345</u>	Extremism and American Society
<u>SOC 346</u>	Responding to Risk
<u>SOC 350</u>	Food, Culture, and Society
<u>SOC 403</u>	Workshop
<u>SOC 404</u>	Special Topics
<u>SOC 420</u>	Sociology of Law
<u>SOC 423</u>	Economic (In)Justice in the United States
<u>SOC 424</u>	Sociology of Gender
<u>SOC 427</u>	Racial and Ethnic Relations
<u>SOC 465</u>	Environmental Justice
<u>SOC 466</u>	Climate Change and Society
<u>SOC 498</u>	Internship (no more than 6 credits)
<u>SOC 499</u>	Directed Study (no more than 6 credits)

Total Hours

18

General Courses to total 120 credits for this degree

Select one course from the following:

3

<u>SOC 460</u>	Capstone: Sociology in Action
----------------	-------------------------------

Select 18 credits from upper-division emphasis electives:

18

- AIST-321 Tribal Elders Series (No more than three credits may be counted toward this major.)
- AIST-344 Indigenous Ways of Knowing
- CRIM-325 Family, Violence, and Society
- CRIM-335 Terrorism, Society and Justice
- CRIM-337 Violence and Society
- CRIM-439 Inequalities in the Justice System
- SOC-327 Sociology of the Family
- SOC-340 Environmental Sociology and Globalization
- SOC-341 Science, Technology, and Society
- SOC-342 Gender and Science
- SOC-343 Power, Politics, and Society
- SOC-345 Extremism and American Society
- SOC-346 Responding to Risk
- SOC-350 Food, Culture, and Society
- SOC-403 Workshop
- SOC-404 Special Topics
- SOC-416 Qualitative Social Sci Methods
- SOC-417 Social Data Analysis
- SOC-420 Sociology of Law
- SOC-423 Economic (In)Justice in the United States
- SOC-424 Sociology of Gender
- SOC-427 Racial and Ethnic Relations
- SOC-428 Self and Society
- SOC-465 Environmental Justice
- SOC-466 Climate Change and Society
- SOC-498 Internship (No more than 6 credits may be counted toward major.)
- SOC-499 Directed Study (No more than 6 credits may be counted toward major.)

Total Hours

0

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?

No 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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

Students will demonstrate their comprehension of and ability to apply research methods used in the social sciences.

Students will demonstrate a working knowledge of the leading sociological theories.

Graduating seniors will demonstrate a working knowledge of the dominant forms of social inequality.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Direct measures include pretest of incoming freshman, posttest of graduating seniors as well as portfolios. Indirect measures include an exit survey and focus group of capstone students.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This will not impact students currently enrolled. We will continue teaching the same courses. Newly enrolled students will have the opportunity to select courses to create concentration areas based on their areas of interest in sociology.

Please note that curriculum forms are part of the attachment.

Supporting Documents [CLASS Discont SOC Emphases.pdf](#)
[Sociology_BA.xlsx](#)
[Sociology_BS.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (10/22/20 5:04 pm): Rollback: Needs new curriculum and learning outcomes before it can proceed. Thanks! Amy K

Rebecca Frost (rfrost) (11/05/20 2:07 pm): 4 year plan added by Rebecca Frost.

Key: 294

Program Change Request

New Program Proposal

Date Submitted: 10/23/20 2:19 pm

Viewing: **431 : Film & Television Production Minor**

Last edit: 11/04/20 3:24 pm

Changes proposed by: Joana Espinoza

Faculty Contact

In Workflow

1. 008 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. 18 Dean
5. Provost's Office
6. Assessment
7. Curriculum Review
8. Registrar's Office
9. UCC
10. Faculty Senate Chair
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/23/20 5:03 pm
Robin Johnson
(rsjohnson):
Approved for 008
Chair
2. 10/26/20 8:57 am
Charles Tibbals
(ctibbals): Approved
for CLASS Review
3. 10/26/20 9:39 am
Mark Warner
(mwarner):
Approved for 18
Curriculum
Committee Chair
4. 10/26/20 9:39 am
Mark Warner
(mwarner):

- Approved for 18
Dean
5. 10/26/20 10:13 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
6. 10/26/20 10:23 am
Sara Mahuron
(sara): Approved for
Assessment
7. 10/26/20 12:56 pm
Amy Kingston
(amykingston):
Rollback to CLASS
Review for
Curriculum Review
8. 10/26/20 2:35 pm
Charles Tibbals
(ctibbals): Approved
for CLASS Review
9. 10/26/20 2:54 pm
Mark Warner
(mwarner):
Approved for 18
Curriculum
Committee Chair
10. 10/26/20 2:55 pm
Mark Warner
(mwarner):
Approved for 18
Dean
11. 10/26/20 3:14 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
12. 10/27/20 2:43 pm
Sara Mahuron
(sara): Approved for
Assessment

- 13. 11/04/20 2:39 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 14. 11/04/20 3:24 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 15. 11/09/20 3:34 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Robin Johnson	rsjohnson@uidaho.edu

Academic Level Undergraduate

College Letters Arts & Social Sciences

Department/Unit: Journalism & Mass Media

Effective Catalog 2021-2022

Year

Program Title

Film & Television Production Minor

Degree Type Minor

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 20

Attach Program
Change

CIP Code 50.0601 - Film/Cinema/Video Studies.

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 program be Regional or Statewide Responsibility?

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

None. All courses in the minor are currently offered and staffed regularly.

Curriculum:

ENGL 231	Introduction to Screenwriting	3
FTV 100	Film History and Aesthetics	3
FTV 122	Audio-Video Foundations	1
JAMM 275	Intro to Film & TV Production	4
JAMM 374	Intermediate Film & TV Prod	3

Choose two courses from the following:

ENGL 447	Screenwriting	
FTV 425	Directing for the Screen	
FTV 475	Course FTV 475 Not Found	
FTV 476	Course FTV 476 Not Found	
JAMM 474	Video Post-Production	
JAMM 477	Documentary Film and TV	

Total Hours 20

Courses to total 20 credits for this minor.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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 be able to:

- Shoot & edit professional quality video
- Write clear, communicative scripts that achieve intended meanings and effects
- Apply concepts in visual communication based on an understanding of cinematic language

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

Minors in Film & Television Production will participate in some of the existing assessment protocols for the FTV major, which measure similar learning outcomes. For example, minors who take the Advanced Filmmaking sequence will participate in the knowledge test and the capstone project assessments (their data can be separated out to compare the learning of minors versus majors).

Additionally, instructors across the production elective courses (JAMM 474, JAMM 477, ENGL 425, and ENGL 447) will implement standardized learning activities deployed across each class that assess student progress toward the learning outcomes.

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

Results from all assessment activities in FTV are shared with FTV affiliated faculty each year, prompting annual discussions of curriculum and pedagogy to ensure student success.

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

- FTV Knowledge Test—A multiple choice test covering basic terminology in filmmaking, film history, and videographic storytelling. The test is administered in FTV 100 and JAMM 475 with the results compared, allowing faculty to measure knowledge and growth in these core areas across the curriculum.
- FTV Capstone Project Evaluation. Student capstone projects produced in JAMM 475 and 476 are assessed annual by media professionals outside of the University using rubrics geared toward learning outcomes.
- Production Elective Learning Activities. A project in each of the production electives will be assessed using a unified rubric to make annual comparisons of student learning in the intermediate stages of the curriculum.

When will assessment activities occur and at what frequency?

The knowledge test and the capstone projects are assessed annually. Assessments of production electives occurs every term.

Student Learning Outcomes

Learning Objectives

Students will be able to:

- Shoot & edit professional quality video
- Write clear, communicative scripts that achieve intended meanings and effects
- Apply concepts in visual communication based on an understanding of cinematic language

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The minor in Film & Television Production provides focused instruction in technical video production and media communication. The minor builds technical skills in videography and media production, supporting students pursuing a variety of career tracks.

Supporting Documents [FTV Minor \(group-b-form\).pdf](#)

Requires TECC Review No

Reviewer
Comments

Amy Kingston (amykingston) (10/26/20 12:56 pm): Rollback: Needs Learning Outcomes, please. Amy K

Sara Mahuron (sara) (10/27/20 2:42 pm): verified with Russ Meeuff by email that outcomes for minor and major are differentiated.

Key: 431

Program Change Request This is a request for a NEW UG Certificate

~~Program Reactivation Proposal~~

Date Submitted: 10/07/20 11:19 am

Viewing: **424 : Small Business Management Academic Certificate**

Last approved: 10/07/20 9:26 am

Last edit: 11/04/20 5:48 pm

Changes proposed by: Joana Espinoza

Faculty Contact

In Workflow

1. **079 Chair**
2. **13 Curriculum Committee Chair**
3. **13 Dean**
4. **Provost's Office**
5. **Assessment**
6. **Curriculum Review**
7. **Registrar's Office**
8. **UCC**
9. **Faculty Senate Chair**
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/07/20 12:45 pm
Joana Espinoza (jespinoza):
Approved for 079 Chair
2. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Curriculum Committee Chair
3. 10/07/20 12:49 pm
Joana Espinoza (jespinoza):
Approved for 13 Dean
4. 10/07/20 12:49 pm
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
- 5. 10/20/20 9:55 am
Sara Mahuron
(sara): Approved for
Assessment
- 6. 10/21/20 6:56 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 11/04/20 5:49 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 8. 11/09/20 4:21 pm
Rebecca Frost
(rfrost): Approved
for UCC

History

- 1. Oct 5, 2020 by
Joana Espinoza
(jespinoza)
- 2. Oct 7, 2020 by Amy
Kingston
(amykingston)

Faculty Name	Faculty Email
Scott Metlen	metlen@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Reactivating an academic certificate and adjusting the requirements

Academic Level	Undergraduate
College	Business & Economics
Department/Unit:	Business
Effective Catalog Year	2021-2022
Program Title	Small Business Management Academic Certificate
Program Credits	12
CIP Code	52.0201 - Business Administration and Management, General.

Curriculum:

<u>MHR 310</u>	Leading Organizations and People	3
<u>MHR 311</u>	Introduction to Management	3
Select two of the following:		6
<u>ENTR 414</u>	Entrepreneurship	
or <u>ENTR 415</u>	New Venture Creation	
<u>MHR 411</u>	Acquiring Human Capital	
<u>MHR 416</u>	Managing Reward Systems	
<u>MHR 417</u>	Deploying and Developing Human Capital	
<u>MHR 418</u>	Managing Organization Design and Leading Changes	
<u>MHR 441</u>	Maintaining Employee and Labor Relations	
<u>ORGS 305</u>	Nonprofit Organizations	

Total Hours

12

Courses to total 12 credits for this Certificate.

~~College reports that there are no new curriculum requirements. They submitted the following requirements: We propose to create a Small Business Management certificate with the following requirements: MHR 310 MHR 311 Choose TWO Elective (3er): ENTR 414 OR ENTR 415 MHR 411 MHR 416 MHR 417 MHR 418 MHR 441 OrgSci 305~~

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

Entrepreneurship Emphasis:

The student will be able to evaluate the benefits and costs of starting a new business.

The student will be more strategic in their entrepreneurial thinking.

The student will develop a strong understanding of business models and how to pitch a new business idea.

The student will be able to analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment

Management Emphasis:

The student will develop a strong understanding of the principles that guide effective planning, organizing, leadership, and control in small organizations, large businesses, family businesses and start-ups.

The student will understand the principles and practices that help a company attract and acquire talented and motivated human capital.

The student will develop a strong understanding of human resource planning, including succession planning and practices needed to address temporary gaps in talent.

The student will understand the interplay between business needs and the training and development of employees.

The student will acquire the ability to design, execute, and evaluate effective training and leadership development programs.

The student will be able to identify and solve organizational design problems taking the business idea and different stakeholder interests as a point of departure.

The student will be able to analyze issues related to organizational design and identify potential processes of organizational design change.

The student will understand the importance of strategic human resource management and how it contributes to enhancing organizational effectiveness.

~~see above~~

Summarize how the learning outcomes will be assessed for the proposed curriculum.

To address the Entrepreneurship-Oriented Learning Objectives each Entrepreneurship course (i.e., Bus 414 and 415) involves a culminating project including a written and oral presentation of a business plan (i.e., in Bus 414) and an elevator pitch presentation (in Bus 415). Evaluation of these projects is done by the Director of Idaho Entrepreneurs and by external pitch and business plan competition judges.

With respect to the management-oriented learning objectives, assessment is performing in the following courses:

MHR 310 and 311 - Objective 1: Multiple choice and short-answer essay exam questions.

MHR 411 - Objectives 2 & 3: One significant, claim-evidence-warrant essay question on each exam and 15 applied homework assignments. MHR 416- Objective 2 & 8: Culminating individual and team projects (one each).

MHR 417 - Objectives 4 & 5: Weekly applied homework assignments and a culminating team project.

MHR 418 Objectives 6, 7 & 8: Culminating individual and team projects (one each).

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

The CBE and each area within the CBE conduct annual reviews to assess our programs.

Findings from these assessments are used to modify courses, add/drop courses and modify teaching and learning practices and assessment processes. The area will compile results from each course to track student learninQ throuQhout the year and make adjustments as needed.

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

Direct measures: Culminating projects and course exams, experiential-learning-oriented homework assignments, peer evaluations and observing student behaviors during mentoring sessions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We propose to create a Small Business Management certificate with the following requirements:

MHR 310

MHR 311

Choose TWO Elective (3 cr):

ENTR 414 OR ENTR 415

MHR 411
MHR 416
MHR417
MHR 418
MHR 441
OrgSci 305

Idaho is often listed among the best places to live and among the "friendliest" places to start and grow a business. The Small Business Management certificate is designed for the individual who wants to expand and strengthen an existing business (e.g., a family business) or to launch and manage a business through the startup phase and beyond.

Our primary goals for this certificate are to:

1. Increase the go-on rate by offering a program that will attract: 1) First Generation students (primarily) who are interested in developing entrepreneurial and management skills and experience that they can use to grow and sustain their families' businesses; and 2) Students who want to launch and then manage a new business.
2. Help future Idaho entrepreneurs and small business owners prepare to effectively launch, sustain and/or grow their businesses, thereby contributing to the state's economy; an economy that relies heavily on new and small businesses.

With respect to family businesses "less than one third of family businesses survive the transition from first to second generation ownership. Another 50% don't survive the transition from second to third". The "biggest issue with many family businesses is that they get stuck doing things the same way they have operated for years even when the business outgrows that structure" (Forbes, 2013).

Consistent with the conclusions drawn in the Forbes article, a 2012 Harvard Business School study found that a major reason why family businesses fail is because the family is "ill-equipped to handle complex business issues" that become more pronounced as a business grows. And, often the challenges are "critical strategic challenges"

96.6% of Idaho businesses are small businesses with fewer than 500 employees. In Idaho, about 56% of employees work for small firms with fewer than 500 employees and 43% work for firms with fewer than 100 employees. On the national stage, family businesses generate over 50% of the US Gross National Product (GNP).

Therefore, by offering a certificate that builds upon the College of Business and Economics strong cross-disciplinary core curriculum and by providing students the opportunity to develop their entrepreneurial thinking and management knowledge and skills they will be well prepared to start and manage a new business or help their existing family businesses grow. Based upon anecdotal evidence that our college advisors hear from potential students across the state, it is clear that a major hurdle for some to make a commitment to a four-year degree is clear

evidence of the value that they will gain from their commitment to "going on" The courses packaged in this certificate provide identifiable evidence that can be used to justify a family member in a family business 'going-on'.

With respect to those potential students who are interested in starting a new business, evidence suggests that the 'management' aspects of this certificate are just as important as 'entrepreneurial' aspects. For examples,

- According to one study, "among the successful business-owning Millennials studied in the research, some 78% come from families with a history of running their own businesses" and therefore had some familiarity with effective entrepreneurial and management practices. In addition, the "report found that retail (12.5%), professional services (8.5%) and technology (7.3%) were the top three wealth creation sectors among Millennials, while financial services, social media and e-commerce were identified as industries of the future. Also, "the report found that their (successful) operations typically have more resources, with an average headcount of 122.2 staff members compared to 29.9 for Baby Boomers" thus, placing a greater emphasis on the need for strong leadership and management skills.
- The Small Business Administration says that the small-business owners who are successful at "starting & managing" a business have leadership skills, the ability to make effective decisions and the knowledge and skill needed to manage employees; and they have the ability to bring together all of the functional areas (e.g., finance, accounting, human resources, marketing, information technology) in order to run and grow the business.
- "Poor management" is often cited as the number one reason for small business failure. The potential demand for a certificate that can be used by existing or potential small business owners is not insignificant. According to the most recent U.S. Census Survey results:
 - Small Business accounts for 60 to 80 percent of all new jobs in America
 - 28.2% of small businesses are family-owned
 - 1 in 2 are home-based
 - 31.7% of small business owners are between the ages of 25 and 44 .
 - 50.8% of small business owners have a four-year degree
 - 46.9% of small business owners are involved in managing day-to-day operations .
 - 75.4% of small businesses have full-time paid employees .

Supporting

[Small bus Certificate.pdf](#)

Documents

Requires TECC

No

Review

Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:20 am): Edits made to standardize outcome statements; sent email to Scott Metlen to approve changes to formatting; waiting for response before approval (sara@uidaho.edu)

Sara Mahuron (sara) (10/20/20 9:55 am): minor edits, approved by Scott Metlen via email 10/20 (minor grammatical edits to learning outcomes and formatting of)

Amy Kingston (amykingston) (10/20/20 2:02 pm): I updated the program title to include "Academic Certificate" to match catalog formatting.

Rebecca Frost (rfrost) (10/21/20 6:54 pm): Rebecca Frost created the curriculum block.

Key: 424

Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 10/08/20 3:10 pm

Viewing: **193 : Molecular Biology and
Biotechnology (BSMBB)**

Last edit: 10/08/20 3:10 pm

Changes proposed by: Joana Espinoza

Catalog Pages Using
this Program

[Molecular Biology and Biotechnology_\(B.S.M.B.B.\)](#)

Final Catalog 2020-2021

Rationale for
Inactivation

In Workflow

1. **006 Chair**
2. **19 Curriculum
Committee Chair**
3. **19 Dean**
4. **Provost's Office**
5. **Assessment**
6. **Curriculum Review**
7. **Registrar's Office**
8. **UCC**
9. **Faculty Senate
Chair**
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/08/20 3:11 pm
Joana Espinoza
(jespinoza):
Approved for 006
Chair
2. 10/08/20 3:13 pm
Joana Espinoza
(jespinoza):
Approved for 19
Curriculum
Committee Chair
3. 10/08/20 3:16 pm
Joana Espinoza
(jespinoza):
Approved for 19
Dean

4. 10/08/20 3:16 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
5. 10/19/20 7:43 am
Sara Mahuron
(sara): Approved for
Assessment
6. 10/21/20 6:44 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/10/20 11:46 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 11/16/20 3:44 pm
Rebecca Frost
(rfrost): Approved
for UCC

This is an effort to streamline the undergraduate degree offerings in Biological Sciences. This degree had significant overlap with the Microbiology and Biochemistry degrees that will still be offered.

Attach State Form

[COS Discont MBB w Budget.pdf](#)

Faculty Contact

Change Type

Description of Change

Academic Level Undergraduate

College Science

Department/Unit: Biological Sciences

Effective Catalog 2020-2021
 Year
 Program Title
 Molecular Biology and Biotechnology (BSMBB)
 Program Credits
 CIP Code 26.0204 - Molecular Biology.
 Emphasis/Option
 CIP Code(s)

Curriculum:

To graduate in this program, students must earn a minimum grade of 'C' in [BIOL 114](#), [BIOL 115](#), and [BIOL 115L](#).

Required course work includes the university requirements (see [regulation J-3](#)) and:

BIOL 114	Organisms and Environments	4
BIOL 115	Cells and the Evolution of Life	4
& 115L	and Cells and the Evolution of Life Laboratory	
BIOL 250	General Microbiology	5
& BIOL 255	and General Microbiology Lab	
BIOL 310	Genetics	4
& BIOL 315	and Genetics Lab	
BIOL 312	Molecular and Cellular Biology	4
& BIOL 313	and Molecular and Cellular Laboratory	
BIOL 380	Biochemistry I	6
& BIOL 382	and Biochemistry I Laboratory	
BIOL 400	Seminar	1-16
BIOL 454	Biochemistry II	3
BIOL 485	Prokaryotic Molecular Biology	3
or BIOL 487	Cellular & Molec Basis Disease	
CHEM 111	General Chemistry I	4
& 111L	and General Chemistry I Laboratory	
CHEM 112	General Chemistry II	5
& 112L	and General Chemistry II Lab	
CHEM 277	Organic Chemistry I	4
& CHEM 278	and Organic Chemistry I: Lab	
CHEM 372	Organic Chemistry II	3
MATH 170	Calculus I	4
PLSC 488	Genetic Engineering	3
STAT 251	Statistical Methods	3
or STAT 301	Probability and Statistics	
Select 8-10 credits of Approved Electives from the following:		8-10

BIOL 432	Immunology
BIOL 433	Pathogenic Microbiology
BIOL 444	Genomics
BIOL 447	Virology
BIOL 461	Neurobiology
BIOL 474	Developmental Biology
BIOL 482	Protein Structure and Function
BIOL 485	Prokaryotic Molecular Biology 2
BIOL 487	Cellular & Molec Basis Disease 2
FS 416	Food Microbiology
FS 417	Food Microbiology Laboratory
PHIL 361	Professional Ethics
or PHIL 450	Ethics in Science
PLSC 476	Cell Biology

Select four credits from the following: 4

BIOL 301	Undergraduate Research
BIOL 401	Undergraduate Research
BIOL 499	Directed Study
PLSC 440	Advanced Laboratory Techniques

Select one of the following Senior Experience courses: 2

BIOL 401	Undergraduate Research
BIOL 407	Practicum in Biology Laboratory Teaching
BIOL 408	Human Anatomy and Physiology Laboratory Pedagogy
BIOL 411	Senior Capstone

Select one of the following: 3

ENGL 207	Persuasive Writing
ENGL 208	Personal & Exploratory Writing
ENGL 317	Technical Writing
ENGL 318	Science Writing

Select one of the following sequences: 4

PHYS 111	General Physics I
& 111L	and General Physics I Lab
PHYS 211	Engineering Physics I
& 211L	and Laboratory Physics I

Select one of the following: 4

PHYS 112	General Physics II
& 112L	and General Physics II Lab
PHYS 212	Engineering Physics II
& 212L	and Laboratory Physics II

Total Hours 85-102

Courses to total 120 credits for this degree

1 Additional classes can be substituted with prior approval from advisor and chairperson.

2 Either [BIOL 485](#) or [BIOL 487](#) may be used as an elective if not taken above as a required course.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning
outcomes
changed?

Learning Objectives

The student will be able to apply mathematical, chemical, and biological principles to solve modern molecular biological problems.

The student will be able to use different modes of thinking to examine concepts and issues related to the molecular life sciences and to explore creative avenues, solve complex problems, and make consequential decisions.

The student will be able to use different modes of thinking to examine concepts and issues related to the molecular life sciences and to explore creative avenues, solve complex problems, and make consequential decisions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Supporting
Documents

Requires TECC
Review

Reviewer
Comments

Idaho State Board of Education Proposal for Discontinuation

Date of Proposal Submission:	10-07-2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Science
Name of Department(s) or Area(s):	Department of Biological Sciences

Program Identification for Proposed Discontinued Program:

Title:	Molecular Biology and Biotechnology
Degree/Certificate:	Bachelor of Science in Molecular Biology and Biotechnology
Method of Delivery:	Traditional delivery
CIP code:	260210
Proposed Discontinuation Date:	Summer 2021

Indicate whether this request is a discontinuation of either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Undergraduate Program
<input type="checkbox"/> Undergraduate Certificate
<input type="checkbox"/> Administrative/Instructional Unit
<input type="checkbox"/> CTE Program (check all that apply)
<input type="checkbox"/> Basic Technical Certificate
<input type="checkbox"/> Intermediate Technical Certificate
<input type="checkbox"/> Advanced Technical Certificate
<input type="checkbox"/> Associate of Applied Science Degree | <input type="checkbox"/> Graduate Program
<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Other
 |
|---|--|

College Dean (Institution) Date <div style="text-align: center; margin-top: 10px;"> </div> <div style="text-align: right; margin-top: 10px;">Oct 07 2020</div>	State Administrator Date
Graduate Dean (as applicable) Date	Academic Affairs Program Manager Date
FVP/Chief Fiscal Officer (Institution) Date	Chief Financial Officer Date
Provost/VP for Instruction (Institution) Date	Chief Academic Officer, OSBE Date
President Date	SBOE/Executive Director Approval Date

1. Provide rationale for the discontinuance.

This is an effort to streamline the undergraduate degree offerings in Biological Sciences. This degree had significant overlap with the Microbiology and Biochemistry degrees that will still be offered.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

All courses needed for the degree are still offered as electives in other degrees. However, we will employ a four year teach-out to phase out the degree.

- b. Is there an alternative program/major or field of study? If so, please describe.

The department retains majors in Biology, Microbiology, Biochemistry, and Medical Science. These degrees offer sufficient choice to students interested in the biological sciences.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Department advisors will work with current students to complete their degrees or students may opt to switch to one of the other majors.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State Univ.	Bachelor of Science in Biology	Cellular, Molecular, and Biomedical Emphasis
BYU-Idaho	Bachelor of Science in Biology	Biotechnology Emphasis
University of Montana	Bachelor of Science	Cellular and Molecular Biology

Eastern Washington University	Bachelor of Science in Biology	Biotechnology Option
--------------------------------------	---------------------------------------	-----------------------------

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY16_	FY17_	FY18_	FY19_ (most recent)	FY16 -	FY17	FY18	FY19 (most recent)
BSU								
ISU								
UI	37	30	29	29	11	11	4	12
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

No significant impact. The small number of students in this major will be easily absorbed by the related majors. Offerings in biological sciences remain strong at the university.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

No anticipated reductions. Courses used by this major are also used by students in the other related majors, so teaching needs will not be impacted. Advising will be somewhat streamlined.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY _____		FY _____		FY _____		FY _____	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	_____	_____	_____	_____	_____	_____	_____	_____
B. Shifting enrollments	_____	_____	_____	_____	_____	_____	_____	_____
Total Enrollment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

II. REVENUE

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	_____	_____	_____	_____	_____	_____	_____	_____
2. Institution Funds	_____	_____	_____	_____	_____	_____	_____	_____
3. Federal	_____	_____	_____	_____	_____	_____	_____	_____
4. New Tuition Revenues from Increased Enrollments	_____	_____	_____	_____	_____	_____	_____	_____
5. Student Fees	_____	_____	_____	_____	_____	_____	_____	_____
6. Other (i.e., Gifts)	_____	_____	_____	_____	_____	_____	_____	_____
Total Revenue	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other:								
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
D. Capital Facilities Construction or Major Renovation	_____	_____	_____	_____	_____	_____	_____
E. Other Costs							
Utilities	_____	_____	_____	_____	_____	_____	_____
Maintenance & Repairs	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____
Total Other Costs	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>
TOTAL EXPENDITURES:	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>
Net Income (Deficit)	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>	<u> \$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

	There are no reductions in staff/resources impacted by this discontinuance. The courses needed for this major are used as required courses/



POLICY COVER SHEET

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<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.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Chapter & Title: **FSH 1120 ORIGINS AND GROWTH OF THE UNIVERSITY OF IDAHO**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Chapter & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes No Name & Date: Jim Craig, 8/28/20

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

FSH 1120 is not policy, but rather a historical description of the University. The material will continue to be available in the UI Library special collection "Campus History," available online at <https://www.lib.uidaho.edu/special-collections/>.

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.

Referenced in FSH 1220, also proposed for deletion, and in FSH 1520.

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

Effective immediately.

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

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

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

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

ORIGINS AND GROWTH OF
THE UNIVERSITY OF IDAHO

PREAMBLE: This section sketches a very brief history of the University of Idaho. Fuller information can be found in Statutes and Decisions Relating to the University of Idaho by Harrison Dale, former president of the university (Boise, 1944) [see the Appendix], Beacon for Mountain and Plain: Story of the University of Idaho by Rafe Gibbs (Moscow, University of Idaho Press, 1962), This Crested Hill: An Illustrated History of the University of Idaho by Keith C. Peterson (Moscow, University of Idaho Press, 1987). This section was written by the Faculty Secretary's Office for the 1979 edition of the Handbook and has been updated so as to maintain currency of information from time to time since. Unless otherwise noted, the text is as of July 1996. [ed./rev. 7-98]

CONTENTS:

- A. Origins
- B. The University Today

A. ORIGINS. [See also Appendix I.]

A-1. Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

A-2. After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity. Though the university is to be governed under regulations as may be prescribed by law, the regents were specifically given control of the funds and conditions of employment. Thus, the Board of Regents (designated in the territorial act as a body corporate and named "The Regents of the University of Idaho") has wide ranging authority not inherent in the governing board of the other institutions in Idaho's state system of higher education.

A-3. The regents were also empowered to appoint the university president to administer the institution and serve as president of the university faculty and of the constituent and associated faculties. As provided in the territorial act, the president is the "executive head of the instructional force" and gives "general direction to the instruction and scientific investigation of the university." The act also entrusted the immediate government of the University of Idaho to the faculty. The tradition that the faculty, the president, and the regents are jointly responsible for governing this university has continued to the present.

UI FACULTY-STAFF HANDBOOK

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

Section 1120: Origins and Growth of the University of Idaho

July 2006

A-4. James H. Forney was named acting president from 1881-1892 and Franklin B. Gault became the first president, welcoming about 30 students and one other professor when the university officially opened its doors, October 3, 1892. Most of the students who entered in 1892 were at the preparatory level; thus, the first graduating class in 1896 numbered only four (two men and two women). The following year the first master's degree was awarded, and the next year saw the appointment of a new president, Joseph P. Blanton, who served until 1900. Since then, UI has had the following presidents: James A. MacLean (1900-1913), Melvin A. Brannon (1914-1917), Ernest H. Lindley (1917-1920), Alfred H. Upham (1920-1928), Frederick J. Kelly (1928-1930), Mervin G. Neale (1930-1937), Harrison C. Dale (1937-1946), Jesse E. Buchanan (1946-1954), Donald R. Theophilus (1954-1965), Ernest W. Hartung (1965-1977), Richard D. Gibb (1977-1989), Elisabeth A. Zinser (1989-1995), Thomas O. Bell, Interim President (1995-1996), and Robert A. Hoover, (1996-2003), Gary G. Michael, Interim President (2003-2004), Timothy P. White, (2004-2008) Steve Daley-Laursen, Interim President (2008-2009), M. Duane Nellis (2009-2013) and Donald L. Burnett Jr., Interim President (2013-2014), Charles (Chuck) A. Staben (2014-present). *[rev. 7-06, rev. 8-13, 3-14]*

A-5. The university catalog for 1893 states that the "college or department of arts," "the college or department of letters," and "the college or department of agriculture" offered five "collegiate courses": "the classical; the scientific; the mechanic arts and civil engineering; the agriculture; the English." The College of Letters and Science was formally established in 1900. Colleges established later, though not necessarily under their current names, are: Agriculture (1901), Engineering (1907), Law (1909), Mines and Earth Resources (1917), Forestry, Wildlife and Range Sciences (1917), Education (1920), Business and Economics (1925), and Art and Architecture (1981). Graduate work has been under the supervision of the College of Graduate Studies since it was created in 1925. The Lionel Hampton School of Music (1969) and the School of Communication (1972) function within the College of Letters and Science, and the Margaret Ritchie School of Family and Consumer Sciences (1974) functions within the College of Agriculture. At UI, schools are not independent academic units.

B. THE UNIVERSITY TODAY.

B-1. The University of Idaho serves as the flagship research and land grant institution of the state, is a Carnegie Doctoral/Research Extensive institution, is a principal center for professional education, and is the state's preeminent center for comprehensive and research-oriented graduate programs. *[ed. 7-06]*

B-2. UI is a member of the National Association of State Universities and Land Grant Colleges. It is accredited by the Northwest Commission on Colleges and Universities and accredited or approved for specific programs by the Accreditation Board for Engineering and Technology, American Bar Association, American Chemical Society, American Dietetics Association, American Society of Landscape Architects, Association of American Law Schools, Council for the Accreditation of Counseling and Related Educational Programs, National Architectural Accrediting Board, National Association of Schools of Art and Design, National Association of School Psychologists, National Association of Schools of Music, National Council for Accreditation of Teacher Education, and Society of American Foresters. *[ed. 7-06]*

B-3. As noted in A-1, substantial federal land grants were made available during the territorial days and allocated to the university; the income from these properties still contributes to its support. Nevertheless, the institution's main support is from annual legislative appropriations and, primarily for auxiliary services, from student fees. The university also receives gifts, grants, and endowments for scholarships, teaching, research, and development from many sources, both public and private, in part through the UI Foundation and the Idaho Research Foundation.

B-4. Since its small beginning, the student body has grown to over 13,000 undergraduate, graduate and professional students and is made up largely of full-time students who live on campus or within easy commuting distance. Though most of the students come from Idaho, every state in the union and approximately 85 foreign countries are represented. There are more than 750 full-time faculty members in teaching, research, and service and approximately 1500 staff and professional personnel. In addition, the university operates instructional/outreach and research centers and stations around the state, offers a wide variety of high school and college courses by correspondence, conducts general extension services and continuing education programs in many localities, and participates in numerous interinstitutional programs. The main campus alone now covers over 300 acres and is the site of more than 50 major buildings. Other university lands, including the nearby university farms and experimental forest, exceed 8,000 acres. *[ed. 7-06]*

UI FACULTY-STAFF HANDBOOK

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

Section 1120: Origins and Growth of the University of Idaho

July 2006

~~**B-5.** Following deliberations and recommendations from the specially appointed University Vision and Resources Task Force (summer 2004) and subsequent open commentary period, the sixteenth president of the University, Timothy P. White, developed the Plan for Renewal of People, Programs and Place (February 2005). The Plan is crafted around our identity as a student-centered, research-extensive and engaged learning community. The plan may be viewed on the web at: <http://www.president.uidaho.edu/documents/Strategic%20Directions2-11-05.pdf&pid=78760&doc=1> [rev. 7-05, 7-06]~~



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1140 MISSION AND SCOPE OF HIGHER EDUCATION IN IDAHO**

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. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No

Name & Date: Kent Nelson 5/15/20

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

FSH 1140 is purely duplicative of SBOE policy. Its subject matter lies squarely within the purview of the SBOE and is in fact pre-empted by SBOE policy.

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.

Cross-referenced in preamble to FSH 1320.

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.

1140

MISSION AND SCOPE OF PUBLIC HIGHER EDUCATION IN IDAHO

PREAMBLE: The following statement of the mission and scope of public postsecondary education in Idaho was adopted on March 3, 1983, by the State Board of Education and Board of Regents of the University of Idaho. A section of the statement, dealing with the mission and scope of post secondary vocational technical education, is not reproduced here. See also 1240, 1320, and 1340. [ed. 7-97]

CONTENTS:

- A. Introduction
- B. The Roles of Postsecondary Education
- C. Principles Governing Instructional Programs

A. INTRODUCTION.

A-1. The state of Idaho has the responsibility to provide educational opportunities for its citizens. To this end the state supports a system of postsecondary education, governed by the State Board of Education, made up of its postsecondary schools, colleges, and universities. The institutions' programs include a wide range of postsecondary offerings. Thus the system, through its institutions, is capable of awarding certificates and degrees at the associate, baccalaureate, master's, and doctoral levels.

A-2. Institutional role and mission statements [see 1240], together with this description of the system's mission and scope, form the basic planning document to guide future decisions about public postsecondary education in Idaho. This planning document will allow the board to encourage diversity among the state's institutions by two different means: (a) by authorizing programs that are compatible with the institutions' role and mission statements and with that of the system of postsecondary education and (b) by supporting the different emphases and specialized programs on the several campuses.

A-3. The scope and mission of postsecondary education will inevitably change. Therefore, the principles stated in this document must be reviewed and either reaffirmed or revised on a regular basis.

B. THE ROLES OF POSTSECONDARY EDUCATION. The mission and scope of public postsecondary education in Idaho must reflect the state's economy, geography, demography, and culture. The relevance of these must be stated in order to articulate the system's general aims and the principles for achieving them.

B-1. If Idaho is to develop and sustain a strong economic, cultural, and technological base, and if its citizens are to be equipped to lead satisfying and responsible lives, its educational institutions must provide quality instruction in the liberal arts, technology, professional careers, and basic and applied sciences.

B-2. The needs of Idaho are changing, and the educational institutions must be capable of changing to meet new needs.

B-3. Idaho, because of its widely dispersed population, cannot realistically provide complete geographic "equality" of access to all educational programs in all regions of the state.

B-4. The long distances within the state, its diversified topography, and the locations of its existing institutions require that each one provide access to general education programs.

B-5. While granting that all institutions have regional missions, and that all, therefore, will provide essential courses for regional clientele, a number of programs offered by the institutions must serve a primarily statewide mission.

UI FACULTY-STAFF HANDBOOK

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

Section 1140: Mission and Scope of Public Higher Education in Idaho

2006 (editorial)

~~**B-6.** The discovery of new knowledge through research is an essential component in developing quality instruction. The knowledge gained through research also forms the cornerstone of many of the public services that the educational institutions provide the state's citizens.~~

~~**B-7.** Public service is an important responsibility of the institutions.~~

~~**C. PRINCIPLES GOVERNING INSTRUCTIONAL PROGRAMS.** The principles to guide policy making for instructional programs may conveniently be sorted into three classes: [C-1] those governing existing programs, [C-2] those governing new programs, and [C-3] those governing review of existing programs. The principles governing existing programs may usefully be further divided into two subclasses: [C-1 a] principles relevant to the programs that must be made available in all regions of the state, and [C-1 b] principles relevant to programs offered by single institutions.~~

~~**C-1. Principles Governing Existing Instructional Programs.**~~

~~**a. Programs Made Available in All Regions of the State.**~~

~~(1) Recognizing our citizens' needs for an understanding of human institutions and values, for an appreciation of their physical world and the things in it, and for basic skills in communication, mathematical calculations, and problem-solving, access to a broad core of studies in the liberal arts and sciences must be provided in all of the state's institutions. Such studies are fundamental to all academic programs.~~

~~(2) Certain professional and specialized programs widely needed by citizens and industries throughout the state (e.g., programs in education and business) may be made available in each region by the appropriate colleges and universities as consistent with their roles and missions. *[ed. 7-00]*~~

~~(3) Duplication of certain programs is not only permissible, but is essential to the overall mission of postsecondary education.~~

~~(4) Given the limitations of resources available to postsecondary education, institutions are encouraged to take maximum advantage of articulation, consortia, or other cooperative arrangements with other postsecondary institutions to deliver their educational services.~~

~~**b. Programs Not Uniformly Available at Institutions.**~~

~~(1) Programs of statewide significance (hereafter designated "statewide programs") shall be assigned as the responsibility of an appropriate institution. (a) Such programs shall be delivered by institutions capable of providing them at a high level of quality. (b) The offering of such programs carries with it the responsibility for meeting statewide rather than just regional needs. Institutions offering them must have adequate resources, and must be prepared through their budgetary processes to meet needs outside their regions by any of a variety of delivery methods. (c) Duplication of statewide programs can rarely be considered as justifiable.~~

~~(2) The Board recognizes the need to provide a number of programs—usually technical or vocational in their aims—to meet the specific industrial or economic activities of a given region. (a) Such programs are usually offered by a SINGLE regional institution. (b) Because such programs are highly subject to changing economic and industrial needs, they may be created, altered, or eliminated on a very brief timetable.~~

~~**C-2. Principles Governing the Establishment of New Programs.**~~

~~**a.** The development of new programs will be initiated when there is a clear need for them.~~

UI FACULTY-STAFF HANDBOOK

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

Section 1140: Mission and Scope of Public Higher Education in Idaho 2006 (editorial)

~~b. The need for new programs will be assessed by the Academic Affairs Council. New program areas, once identified, will be assigned by the board to the appropriate institution for the purposes of planning.~~

~~e. The board shall establish incentives to encourage the internal reallocation of resources as the primary method for funding new programs.~~

~~d. Student exchange programs, resource sharing, and tuition reciprocity are encouraged as means for providing access to essential programs not available in the state.~~

~~**C-3. Principles Governing the Review of Existing Programs.** Over future years, the roles and missions of institutions will change. Because the demand and funding for programs fluctuates, and the need for them may change radically over time, the board requires that all programs be subject to systematic review.~~

~~a. The number of people served by postsecondary education will be determined by the level of funding.~~

~~b. Institutions will be encouraged to shift resources internally to meet changing needs whenever possible.~~

~~e. The board and its institutions shall strictly scrutinize all programs for continuing need and current levels of effectiveness, especially high cost programs.~~

~~d. The board and its institutions will consider alternative ways of supplementing funding for high cost, low enrollment programs.~~



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.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1220 INSTITUTIONS OF HIGHER EDUCATION IN IDAHO**

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. All changes must be made using “track changes.”

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No

Name & Date: Kent Nelson 4/27/20

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

FSH 1220 is purely descriptive, not policy, and to the extent that it deals with other institutions is outside the scope of the UI’s policymaking authority.

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.

Referenced in FSH 1240.

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 ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

2006 (editorial)

1220

INSTITUTIONS OF HIGHER EDUCATION IN IDAHO

PREAMBLE: This section enumerates and briefly describes the various institutions of higher education found in the state of Idaho, both public and private ones. It was first introduced to the Handbook in December of 1980 and has been revised from time to time since so as to maintain currency of information.

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CONTENTS:

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- A. — State System of Higher Education
- B. — Private Institutions

A. STATE SYSTEM OF HIGHER EDUCATION. The major components of the state system of higher education in Idaho include the State Board of Education and Board of Regents of the University of Idaho (a single body) and the public institutions of higher education. A basic objective is to provide a coordinated system in which the individuality of each institution is maintained, the students are afforded an education of high quality, and the Idaho taxpayers are assured of maximum efficiency and economy:

— **A-1. STATE BOARD OF EDUCATION AND BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO.** The board is responsible, in varying degrees, for the following institutions and agencies in Idaho: the state institutions of higher education, the public school system, the community colleges, the State Department of Education, the Divisions of Vocational Education and Vocational Rehabilitation, the State School for the Deaf and the Blind, the Eastern Idaho Vocational Technical School, the State Library, the State Historical Society, and the Idaho Educational Public Broadcasting System. [See also 1120 A-2 and 1520 I-1.] The staff in the Office of the State Board of Education, located at Boise, assists the board in all matters pertaining to its constitutional and statutory responsibilities:

— **A-2. UNIVERSITY OF IDAHO.** UI's history is outlined in 1120, its role and mission in 1240 B, and its particular functions and objectives in 1320. [ed. 7-97]

— **A-3. LEWIS-CLARK STATE COLLEGE.** LCSC was established as Lewiston State Normal School in 1893. In 1947 the name was changed to North Idaho College of Education and changed again in 1955 to Lewis Clark Normal School. The legislature restored its four-year status in 1965 and gave the college its present name in 1971. For the statement of LCSC's role and mission, see 1240 B-2 e. [ed. 7-97, 12-13]

— **A-4. IDAHO STATE UNIVERSITY.** Located in Pocatello, ISU was established as the Academy of Idaho in 1901, renamed the Idaho Technical Institute in 1915, reorganized as UI's Southern Branch in 1927, designated as Idaho State College in 1947, and granted university status in 1963. For the statement of ISU's role and mission, see 1240 B-4. [ed. 7-97, 12-13]

— **A-5. BOISE STATE UNIVERSITY.** Founded in 1932, BSU began as a church-related junior college. After the church ties were severed in 1939, it was financed through taxation by a junior-college district. After becoming a four-year institution in 1965, Boise College entered the state system in 1969 as a comprehensive state college. University status was granted in 1974. For the statement of BSU's role and mission, see 1240 B-1. [ed. 7-97]

— **A-6. NORTH IDAHO COLLEGE.** Established in Coeur d'Alene in 1933 as a private junior college, NIC became a publicly supported institution in 1939. As a community college, it offers four associate degrees; its basic responsibilities include providing the first two years of a standard four-year program, vocational-technical preparation, and adult education programs. Upper-division courses are sometimes offered on campus through UI.

— **A-7. COLLEGE OF SOUTHERN IDAHO.** This two-year comprehensive community college located at

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1220: Institutions of Higher Education in Idaho

2006 (editorial)

Twin Falls has served the Magic Valley area of southern Idaho since 1964. Its primary function is to provide the first two years of college-level instruction, vocational-technical preparation, and adult education programs; it confers associate degrees in arts, sciences, and applied science.

——— **A-8. EASTERN IDAHO TECHNICAL COLLEGE.** EITC was established by the legislature in 1970 to provide postsecondary vocational-technical programs in eastern Idaho. The school is located at Idaho Falls and its primary responsibility is to students of the 10 counties that constitute Junior College District Six.

B. PRIVATE INSTITUTIONS. In addition to the public institutions described above, there are four private institutions of higher education in Idaho. Though these are not supported by the state and, therefore, are not under the aegis of the state board, they contribute significantly to higher education in Idaho, complementing the programs of the publicly supported institutions.

——— **B-1. RICKS COLLEGE.** Ricks College was founded in Rexburg in 1888 by the Church of Jesus Christ of Latter-day Saints as the Bannock Stake Academy. When it was recognized by the Idaho State Board of Education in 1917, the name was changed to Ricks Normal College. Its present name dates from 1923. Ricks College provides a comprehensive program for freshmen and sophomores both in vocational-technical fields and in the arts and sciences. It confers associate degrees and one-year certificates.

——— **B-2. ALBERTSON'S COLLEGE OF IDAHO.** Located in Caldwell and founded in 1891 as the College of Idaho, this four-year institution is church-related (Presbyterian) but nonsectarian in instruction. It offers baccalaureate degrees in 30 major fields and master's degrees in education.

——— **B-3. NORTHWEST NAZARENE COLLEGE.** Located in Nampa and founded in 1913, Northwest Nazarene College is affiliated with the Church of the Nazarene. This four-year, liberal arts college has a balanced program in the humanities, natural sciences, social sciences, and fine arts. NNC grants associate and baccalaureate degrees; it also offers master's degrees in education.

——— **B-4. COLLEGE OF ST. GERTRUDE.** Operated by the Sisters of St. Benedict at Cottonwood and incorporated in 1956 to offer junior-college work, the College of St. Gertrude is a small school offering the degree of Associate in Arts. Its courses are offered in an evening program only and have been accepted for transfer to UI.



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 4320 BOARD POLICY ON INTERCOLLEGIATE ATHLETICS**

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. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No

Name & Date: Jim Craig, 8/24/20

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

FSH 4320 merely restates SBOE policy and therefore is outside the UI's policymaking authority.

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

None.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 4325 UI Organization of Intercollegiate Athletics.

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.

4320

BOARD POLICY ON INTERCOLLEGIATE ATHLETICS

PREAMBLE: This section outlines the Board of Regents' policy on intercollegiate athletics. A previous avatar appeared in the 1979 Handbook. This section was rewritten in July of 1987 to reflect changes in the Regents' policy. For further information, contact the President's Office (208-885-6365).

A. DELEGATION OF AUTHORITY. The regents have delegated to the president authority for the conduct of UI's intercollegiate athletic program [see 4325 for a description of the program]. The board requires that the program be administered in conformity with its policies and those of the organizations and conferences with which UI is affiliated. The board's basic policy is contained below.

B. POLICY.

- **B-1.** The board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the board.
- **B-2.** In the area of intercollegiate athletics, the board seeks to establish programs which provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees, reflect accurately the priorities and academic character of its institutions, and serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation.
- **B-3.** Given these goals, the board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the board will, from time to time, in the context of this policy statement, promulgate, as necessary, regulations governing the conduct of athletic programs at its institutions.



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 4325 UI ORGANIZATION OF INTERCOLLEGIATE ATHLETICS**

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. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No

Name & Date: Jim Craig 8/26/20

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

FSH 4325 is proposed for deletion because it is mostly descriptive and doesn't serve any policy function (e.g., to guide decisionmaking, mandate or constrain actions, mitigate institutional risk, etc.).

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

None.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 4320 Board Policy on Intercollegiate Athletics, which is also proposed for deletion.

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.

4325

UI ORGANIZATION OF INTERCOLLEGIATE ATHLETICS

PREAMBLE: This section outlines the organization of intercollegiate athletics at UI, including a statement of philosophy. The original avatar of this section was a part of the 1979 Handbook. It was rewritten in February of 1980 to reflect the consolidation of men's and women's sports into a single athletic program. Since that time it has been revised to mark the dropping of men's baseball and women's field hockey (June, 1981) and men's swimming (November, 1986), and the addition of women's soccer, swimming, and golf (July, 2006). In July of 1996 it was revised to take note of the shift to the Big West athletic conference and in July of 2006 a shift to the Western Athletic Conference. For further information, contact Athletic Department (208 885 0200). See also 4320.

CONTENTS:

- A. Athletic Department
- B. Statement of Philosophy
- C. Competitive Structure
- D. Sports Information

A. ATHLETIC DEPARTMENT. The intercollegiate athletic program is administered by the Athletic Department. The department consists of the director of athletics, assistant director/senior women's administrator, senior associate athletic director, assistant director for development, and the staff, coaches, and trainers for seven men's and nine women's teams. Approximately 330 students participate in intercollegiate athletics. *[rev. 7-06]*

B. STATEMENT OF PHILOSOPHY.

B-1. The Athletic Department adheres to the belief that intercollegiate athletics is an integral part of the educational framework of the university. The athletic program for men and women serves as a method of education by which a significant contribution may be made to the total development of the student athlete.

B-2. The athletic program serves to inspire the pursuit of excellence through the honest effort and personal integrity of all concerned and through the provision of coaching, facilities, and equipment to enable student athletes to realize their potential. In this way, the athletic program can be a source of pride for all associated with the university.

B-3. The primary objective of the athletic program is to provide a quality competitive intercollegiate program for UI student athletes that will enrich their lives, enhance the image of the institution, and be complementary to the academic mission of UI.

C. COMPETITIVE STRUCTURE. UI belongs to both regional and national athletic associations. Any full-time undergraduate student who meets the standards for eligibility of the governing association is eligible to participate in intercollegiate athletics. For men's and women's athletics, membership is held in the Western Athletic Conference and in Division I of the National Collegiate Athletic Association (NCAA). UI fields teams for men in football, basketball, cross country, indoor track and field, outdoor track and field, tennis, and golf. Women's teams compete in volleyball, basketball, indoor track and field, outdoor track and field, tennis, cross country, soccer, swimming, and golf. *[rev. 7-06]*

D. SPORTS INFORMATION. The director of sports information is responsible for publicity, promotion, and public relations for the intercollegiate athletic program. The duties of the director's office include preparation of publications and news releases, relations with sports news media, and coordination of press box arrangements. *[ed. 7-97]*



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 6925 LAW LIBRARY**

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. All changes must be made using “track changes.”

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator: Jerry Long, Dean, College of Law

Reviewed by General Counsel X Yes ___No Name & Date: Jim Craig, 9/18/20

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

FSH 6925 is mostly descriptive and procedural and does not serve any of the standard functions of policy such as guiding decision making, mitigating institutional risk, etc. The information is subject to frequent updates and is already housed on the library website. This deletion has the support of the Dean of the College of Law.

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.

Referenced in FSH 6920.

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.

6925

LAW LIBRARY

~~PREAMBLE: This section provides information on the Law Library. For further information contact the Law Library (208-885-2160).~~

~~**A. GENERAL.** The College of Law maintains a library that houses the largest collection of legal materials in the state. The collection includes: statute and case law from all federal and state jurisdictions, Canada, and Great Britain; law reviews and other legal periodicals; treatises relating to legal subjects; also, indexes and digests of law. The Law Library is a selective U.S. government depository and receives documents related to legal research only.~~

~~**B. CIRCULATION POLICY.** Members of the UI community are free to use the Law Library for legal research. On presentation of proper identification, patrons may borrow treatises and any materials with~~

~~white check-out cards for a two-week period. Statutes and codes, reports of court decisions, periodicals, some loose-leaf services, and such reference aids as indexes, digests, and directories may not circulate. Materials in the reference-aid category may not be removed from the area in which they are shelved; all other noncirculating items may be checked out on blue "carrel slips" for in-library use only.~~

~~**C. PHOTOCOPY SERVICES.** Photocopies of library materials will be furnished either on cash payment or, with proper identification and budget number, on charge to departmental budgets.~~



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.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency X Minor Amendment

Policy Number & Title: **FSH 1240 ROLES AND MISSIONS OF THE STATE INSTITUTIONS OF HIGHER EDUCATION**

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. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel x Yes ___ No Name & Date: Kent Nelson 4/27/20

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

FSH 1240 is duplicative of SBOE policy and, to the extent that it deals with other institutions, is beyond the policymaking authority of the University of Idaho.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

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

1240

ROLES AND MISSIONS OF THE STATE

INSTITUTIONS OF HIGHER EDUCATION

PREAMBLE: On March 3, 1983, when the State Board of Education and Board of Regents of the University of Idaho adopted the statement of the mission and scope of the system of public postsecondary education (see 1220); it also approved statements of the role and mission of each of the institutions that make up the system (see also 1320). That statement was revised on October 28, 1983, January 23, 1991, and again on August 10, 2007. On April 21, 1998 a completely new set of role and mission statements was adopted by the Board, retaining much of the substance of the former statement. [In this version a certain amount of renumbering has taken place and certain headings added for the convenience of the reader. The institutions are listed alphabetically by their official names.] In every case the >Programs and Services' section for the various institutions is listed in order of emphasis. For further information, contact the Provost's Office (208-885-6448).

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CONTENTS:

- A. Introduction
 - A-1. Goals of the State Board/Board of Regents
 - A-2. Vision of the State Board/Board of Regents
 - A-3. Role of the Institutions
 - A-4. Statement of Cooperation
 - B. Role and Mission Statements
 - B-1. University of Idaho
 - B-2. Other State Institutions

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A. INTRODUCTION

A-1. Goals of the State Board of Education/Board of Regents. The goal of the State Board of Education is to provide an effective, integrated educational system which serves the needs of all Idahoans. The Idaho postsecondary educational system is comprised of Boise State University, the College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis Clark State College, North Idaho College, and the University of Idaho. There are programs at each institution which have been developed as areas of emphases and which may become statewide. The colleges and universities have consciously displayed their emphases of these programs through the selective allocation of funds, the attraction of qualified faculty, the attainment of recognition such as specialized program accreditation, and the production of qualified graduates. These special academic and applied technology emphases shall be encouraged to flourish until there is conclusive evidence that any program should be altered. As an integral part of its mission statement, each institution will designate areas of primary emphasis. These programs shall constitute the highest priorities for funding support and maintenance of instructional excellence.

A-2. Vision of the State Board/Board of Regents. Our vision is to improve the education system to a level of effectiveness that allows all learners to develop their full potential as individuals and contributors to society.

A-3. Role of the Institutions. The role of the institutions is to provide a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers.

A-4. Statement of Cooperation. In order to increase student access and to provide efficient use of resources, the institutions shall collaborate in hosting programs and cooperate to meet the educational needs of all Idahoans, including those who are at a distance from campus.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1240: Roles and Missions of the State Institutions of Higher Education
August 2007

B. ROLE AND MISSION STATEMENTS

B-1. UNIVERSITY OF IDAHO

a. Type of Institution. The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates. *[ed. 8-07]*

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business, education liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum. *[ed. 8-07]*

b. Programs and Services* *[ed. 7-00]*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and professional programs

Graduate Research: Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs

Extension Services, Continuing Education and Distance Learning: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region

Associate Education: None

Certificates/Diplomas: Offers academic certificates representing a body of knowledge, that do not lead to a degree *[add. 8-07]*

Technical and Workforce Training: None

*Programs and Services are listed in order of emphasis.

c. Constituencies Served. The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state and regional postsecondary institutions in serving these constituencies. *[ed. 7-00]*

B-2. OTHER STATE INSTITUTIONS: Mission statements for all other Idaho state institutions can be accessed through their main Web site given below:

a. Boise State University: <http://www.boisestate.edu/>

b. College of Southern Idaho: <http://www.csi.edu/>

c. Eastern Idaho Technical College: <http://www.eite.edu/>

d. Idaho State University: <http://www.isu.edu/>

e. Lewis-Clark State College: <http://www.lcsc.edu/>

f. North Idaho College: <http://www.nic.edu/>



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)
 Addition Revision* Deletion* Emergency Minor Amendment
 Policy Number & Title:

Administrative Procedures Manual (APM)
 Addition Revision* Deletion* Emergency Minor Amendment
 Policy Number & Title: **20.13 Mobile**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Linda Campos

Policy Sponsor, if different from Originator:

Reviewed by General Counsel _Yes _No Name & Date: Jim Craig, 10/22/2020

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
APM is outdated. Tax law has changed and UI practice has changed as a result.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None. Practice has already changed to conform to tax law changes
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.
For compliance reasons, would prefer that this be effective immediately. Practice is already in alignment with policy, but written guidance to support is crucial and is part of our corrective action plan related to an Internal Audit review.

General Counsel Notes from 12/17 conference

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20.13 -- University Communication Devices and Services

Last updated July 2, 2008

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A. General. Communication is critical to successful operation of the university. The university provides for communication devices and services that are necessary for conducting official university business, operations, research, and academic activities. Methods of communication The decision of which device(s) to use is are at the discretion of the appropriate college, division, or department supervisor subject to current UI communication device and service standards.

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It is the policy of the University of Idaho that the use of university owned communication devices and services purchased with university funds and owned by the university is for official university business.

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B. Scope. This policy applies to all users of voice and data communication devices and services, both university- and personally owned, used for conducting university business. —see definitions below. Department heads and persons in equivalent positions are responsible for the business and financial operations of their unit, including the development and implementation of appropriate operating procedures and internal controls. Oversight of communication devices and services fall within that realm of responsibility. Department heads are responsible for ensuring accountability for and compliance with these policies and procedures.

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BC. Definitions.

CB-1. Communication Devices and Services. This refers to any type of communication device used in university communications, both university- or personally owned. These or service, include, but are not limited to, such as cell computers; laptops; tablets; phones, including—cellular, analog, digital, satellite, etc.; personal digital assistants (PDA's), satellite phones, personal laptops, Blackberry devices, fax machines; two way radios; and pagers. computers, and land line telephones or any other communication device.

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CB-2. Communication Services. These refer to services that facilitate university communications on a communication device. These Communication services Services include, but are not limited to, email services; text messaging; data, network, and Internet access; cellular services; include local and long distance traditional telephone services; data services; and web and software applications; and network connectivity.

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CB-3. Personally Owned Communication Devices and Services. These are communication devices and services, owned and contracted by an individual, purchased with from non-other than university, personal funds. (university funds include grant funds and gift funds) and owned by an individual. Common personally owned communication devices and services include cell phones, personal digital assistants (PDA's), computers, and Blackberries, with the related services of email, text messaging, Internet access, and cellular service.

CB-4. University Owned Communication Devices and Services. These are communication devices and services, purchased and contract purchased with university funds, and owned by the university. (University funds include grant funds and gift funds). These devices generally are used on campus and, subject to applicable use policies, are to be used for university-related business. They are often connected to or dependent on the wired infrastructure or are located in university buildings. Common university owned devices and services include fax machines, two

General Counsel Notes from 12/17 conference

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way radios, satellite phones, pagers, computers, and land line telephones, with the related services of local and long distance services, network connectivity, and email.

D. C. Policy. The university provides university owned communication devices and services that are necessary for conducting university business operations, research, and academic activities. The decision of which device(s) to provide is at the discretion of the appropriate division or department supervisor.

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D-1. All use of university-owned communication devices and services that are subject to federal taxation laws are to be used exclusively for official university business and no personal use is allowed other than as provided in APM 30.12 (B-2).

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D-2. No University owned communication device may be used for personal use in a fashion that gives rise to taxable income to the user, (such as personal use of university provided cell phones).

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All use of communication devices and services used for university business, both university- and personally -owned, are subject to UI policies and state laws regarding acceptable technology use.

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D-3. All data on university-owned communication devices and services, used for university business, regardless of device ownership, belongs to the university. This data is subject to state public records laws, university security policies, and can be removed from the device to protect university data or university technology resources.

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D-4. A supervisor may not require an employee to use a personally -owned device for university business, other than to be available for emergency communications or routine matters such as scheduling or authentication. Should an employee use All data arising from use of a personally -owned communication device or service for university business, they are not authorized to store sensitive data on the device and they are expected to maintain security of the device so that no other person has access to university data.

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D-5. Use of personally -owned devices for performing university business is allowed only when the device meets or exceeds all IT standards for device management and configuration appropriate for the types of data handled, per APM 30.11 and related IT policies and standards. Some types of data may be restricted from use on personally -owned devices.

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D-6. Any data arising from use of a personally -owned device for university business belongs to the university and is subject to state public records laws and university security policies. The university may require the user to produce the personally -owned communication device to university officials or make available the personally -owned communication service to university officials for purposes of monitoring university data and removal where necessary to protect university data or university technology resources.

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D-7. Personally contracted communications services will not be used or placed on university owned devices.
The university will not provide for communication services on a personally-owned communication device.

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General Counsel Notes from 12/17 conference

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Reimbursements or stipends for university/University use of personally owned communication devices and services must be justified and follow published university/University defined processes for justification, documentation, and allowance amounts. [Reference See section F herein, E. below]

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~~D-8. Use of mobile communication devices is prohibited while driving university vehicles. (What about allowing hands free use, navigation, — needs more research - what are peer institutions doing?)~~ Employees shall observe safe-driving protocols and applicable state and local laws governing the use of mobile communication devices while driving University-owned vehicles and in using such mobile devices to conduct university/University business while driving other vehicles.

~~A.~~

~~E. Noncompliance.~~

~~Noncompliance with this policy may result, depending upon the nature of the non-compliance, in institutional sanctions from the appropriate university/University disciplinary body and may be subject to civil and criminal penalties.~~

~~F. Procedures.~~

~~Procedures and requirements for requesting a communications stipend are located on the Controller's Office Accounts Payable web site. <https://www.uidaho.edu/finance/controller/accounts-payable/ap-forms>~~

~~G. Contact Information.~~

~~Questions regarding this policy may be directed to the Controller's Office. controller@uidaho.edu.~~

~~H. References.~~

- ~~- APM 30.12 – Acceptable Use of Technology Resources~~
- ~~- APM 05.08 – Risk Management – Vehicle Coverage and Use~~

~~Use of university owned communication devices must comply with Idaho law and university policies. In general, the university does not provide mobile communication devices. This includes cellular phones and Blackberry devices. University owned communications devices may not be used for commercial or profit-making purposes or political purposes, or for personal use where such use incurs a cost to the university and is not academically related.~~

~~D. Procedures.~~

~~D-1. Personally Owned Communication Devices and Services – Frequent Use for University Purposes. Employees whose job duties require the frequent use of mobile communication devices or communications services for university business will be given a taxable allowance to compensate for the business use of a personally-owned mobile communications device and/or service. Employees will be responsible for contracting for services, purchasing the equipment, and all payments of their personal contracts with their communication service provider.~~

~~D-2. Review of Use of Personally Owned Communication Devices and Services for University purposes:~~



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Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 40.32 PARKING AND TRANSPORTATION SERVICES**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Rebecca Couch

Policy Sponsor, if different from Originator: Brian Foisy

Reviewed by General Counsel Yes No Name & Date: Kent E Nelson 11.16.20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion. The revision involves adjustment to language in section A-3, reflecting more accurately that university department budget numbers cannot be used to purchase parking permits or pay parking citations for employees who work on the Moscow campus, but that budget numbers can be used to pay for permits and citations issued to visitors to the Moscow campus. The deletion involves removing section A-6. Bicycles. Regulations on bicycle parking on campus are covered within the UI Parking Regulations document (owned by PTS and on our website), bicycle parking regulations are not an administrative procedure and therefore do not need to be included in the PTS APM section.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. No impact to other UI policies or procedures as a result of these proposed changes to APM 40.32. The revision is adding clarity to the policies already happening on campus regarding payment (with budget numbers) for permits and citations for guests but not for employees.

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.

40.32 -- Parking and Transportation Services

December 6, 2013

A-1. Enforcement. The University of Idaho ("University") Parking Regulations are enforced at all times. All users of the parking system are responsible for observing parking regulations. Enforcement of parking regulations on dedicated streets, alleys and the campus walkway zone is under the joint jurisdiction of the Moscow Police Department ("MPD") and Parking and Transportation Services ("PTS") of the University.

BA-2. Scope. Faculty, staff, students, and visitors of the University must pay to park a vehicle on the University campus. This can be done through the purchase and display of parking permits, which can be purchased from PTS, or through payment at meters and/or pay station lots.

A-3C. Use of Departmental Budget.

C-1. Use of Budget Numbers. University employees cannot use a departmental budget number to pay for parking permits or parking citations issued to employees whose primary work location is on the UI -Moscow campus. Use of a departmental budget number to pay for parking permits or citations issued to visitors to the Moscow campus is allowed. -to individuals and attached to personal accounts- [rev. 12-13]

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A-3-a-C-2. Responsibility ~~for~~ Department Parking Fees. Payment of parking fees, to include permits and citations, issued and/or assigned to department accounts ~~is~~are the responsibility of the department, and a budget number may be used for payment of balances owed. Although each campus department is ultimately responsible for its own parking debt, as a matter of departmental internal policy, individuals may be required to pay for citations assigned to department accounts, that were issued to them while using a department-issued permit and/or operating a department-owned vehicle. [add. 12-13]

A-4D. Parking Citations. Parking citations are issued to vehicles in violation of the University Parking Regulations.

A-4-a-D-1. Appeals. Citations may be appealed within ~~fifteen (15)~~ days from the date the citation was issued. All citation appeal decisions are made by the University Parking Committee (FSH 1640.66). After ~~fifteen (15)~~ days, citations may no longer be appealed and must be paid.

A-4-bD-2. Unpaid Citations. Unpaid citations will be posted to student or employee accounts. Unpaid citations, or other charges, may result in:

- (a) ineligibility to purchase a permit,
- (b) a revoked permit,
- (c) a hold being placed on a student's record, affecting the ability to register for classes for the following semester and to receive a diploma,
- (d) the charges being sent to a collection agency.

Vehicles containing multiple unpaid citations may be immobilized or impounded.

~~A-4.eD-3. Vehicles Not Registered Through PTS.~~ Vehicles that park on campus and are not registered through PTS may incur a plate search fee in addition to the fine amount of each citation received. This fee covers costs associated with identifying vehicle owners and accurately assessing fines owed.

~~A-5D-4. Department- Purchased Parking Permits.~~ Department- purchased parking permits must be used in accordance with the University Parking Regulations. Employees may not use department- purchased permits (~~d~~Departmental permit, ~~s~~Service permit, ~~d~~Delivery permit, or ~~v~~Vendor permit) for personal use. These permits must be used only while conducting work-related business that requires mobility and the use of a vehicle. [*ed. 12-13*]

~~A-6. Bicycles.~~ Moscow city ordinances, state laws, and University requirements (APM 35.35 G-1) apply to the operation of bicycles on University property.

~~A-6.a. Bicycle Parking.~~ Bicycles are only to be parked in designated bicycle racks. Attaching bicycles to any object other than a bicycle rack is prohibited. Bicycles found in violation of this policy are subject to immediate removal if posing a safety or maintenance issue, at the discretion of PTS. Bicycles parked outside of designated bicycle racks, but not posing an immediate safety or maintenance issue, will be subject to removal after being issued a 24-hour impound notice. Bicycles may not be brought into University general education buildings and will be dealt with by the University in accordance with APM 35.35 G-1.

~~A-6.b. Abandoned or Disabled Bicycles.~~ An abandoned or disabled bicycle is defined as a bicycle that appears to not have moved from its location for an extended amount of time, or due to dysfunctional or broken parts, cannot safely be operated. This includes, but is not limited to the following:

- ~~• No seat on bike,~~
- ~~• Flat tires,~~
- ~~• Bent rims,~~
- ~~• Broken or no chain on bike,~~
- ~~• Missing pedals,~~
- ~~• Cobwebs, dust, grass or branches collecting or growing over the bike~~

~~Abandoned or disabled bicycles will be tagged and if the bicycle or the tag is not removed within one (1) week, the bicycle may be impounded. Impounded bicycles are turned over to MPD and may be included in MPD's unclaimed property auction.~~

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – **Pending Approval**

Meeting #3

Approved at mtg 4 05.05.21

Wednesday, February 25, 2021, at 2:30pm (PT) / 3:30pm (MT)

Zoom only

President Scott Green Presiding

- President Green called the meeting to order at 2:30pm (PT).
- President Green read the names of those who died, based on information received by the Provost Office from December 2, 2020 through February 12, 2021:

James Edward Calvert Jr.

Professor Emeritus of Mathematics and Department Chair Emeritus

January 2021

Robert D Carver

Extension

Professor Emeritus of Agricultural Economics

December 2020

John Ehrenreich

Professor Emeritus of Range Resources and

Dean Emeritus of the College of Forestry, Wildlife and Range Sciences

January 2020

John Gallian

Extension Professor Emeritus of Crop Management and Sugar Beet Specialist

October 2020

John Henry
Extension Professor Emeritus of Agriculture
November 2020

John Holup
Professor Emeritus of Marketing Education
December 2020

Ivan Hopkins
Extension Professor Emeritus
January 2021

Valerie Kennedy
Professor Emerita of Geology
September 2020

Stephen Peebles
Extension Professor Emeritus
November 2020

Jean Showell
Extension Professor Emeritus
October 2020

- President Green requested a moment of silence in honor of the colleagues who passed away.
- Meeting Logistics – Faculty Secretary Sammarruca
University Faculty meetings are open to anyone wishing to attend and the Zoom link has been broadly distributed. However, only eligible faculty can vote. We will be using the polling function in Zoom to conduct the votes. The first vote will be to determine a quorum. Eligibility criteria are found in FSH 1520 II.1. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on separate surveys. Zoom will tabulate the responses and,

after the meeting, we will verify that the votes came from eligible voters. People will be able to ask questions by using the raise-hand function in Zoom and the monitor will call on them. The chat function is on, but we ask that you wait for the Q&A period to raise your Zoom hand. Priority will be given to raised hands over questions in the chat. This meeting is being recorded and will be available to watch on the Faculty Senate website.

- Quorum count: Faculty Secretary Sammarruca
98 voting members of the faculty were required for a quorum. 107 eligible voters were counted and thus a quorum was present.
- Approval of minutes – President Green
President Green asked if there were any corrections to the minutes of the 2020-2021 University Faculty Meeting #2 (December 9, 2020). There were none. The minutes of Meeting #2 were approved as distributed.
- Special Orders– Faculty Senate Chair Barbara Kirchmeier
 - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-10: Removal of FSH 1440 – Administrative Organization Policy
This is actually just a link to organizational charts. It is being removed for cleanup.
Vote – approved with 91% in favor.
 - UP-21-12: Edits to FSH 1640.42 – Faculty Affairs Committee
Removing one word to clarify roll of the committee.
Vote – approved with 94% in favor.
 - Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-030: Change of CIP code for the Master’s in Architecture
The purpose is to enable the Master’s program to be listed as a STEM program – it will be more competitive and attract more international students. Senate was satisfied that the program has a sufficient level of rigor to be a STEM program.
Vote – approved with 89% in favor.
 - UCC-21-025: Discontinuation of the B.S. in Natural Resource Conservation
This degree is being discontinued because its content will be rolled into the B.S. in Environmental Science. Rationale: The Environmental Science B.S. degree, especially the Social Science Option, and the Natural Resources Conservation B.S. degree have considerable overlap.
Vote – approved with 95% in favor.
 - UCC-21-025: Change of emphases in the B.S. in Environmental Science
Making these changes will result in more delineated career options and thus increased marketability. The changes to the Environmental Science curriculum are proposed concurrently with the discontinuation of the B.S. in Natural Resources Conservation presented above.
Vote – approved with 94% in favor.

- UCC-21-025: Change of CIP code for the M.S. and the Ph.D. in Natural Resources
Incorrect CIP codes were assigned to these degrees initially. These changes will correct the mistake.
Vote – approved with 93% in favor.
- UCC-21-030: Move the B.S. in Ecology & Conservation Biology to the Department of Fish and Wildlife Sciences
The College of Natural Resources requests that the B.S. in Ecology & Conservation Biology be moved to the Department of Fish and Wildlife Science, which, since a long time, has provided most of the teaching and advising efforts to support this degree. A department of Natural Resources actually does not exist – an oddity that needed to be corrected.
Vote – approved with 94% in favor.
- UCC-21-030: New undergraduate certificate in Natural Resource Management
Adding this new certificate will help non-degree students and address the demand for continuing education of current federal employees.
Vote – approved with 96% in favor.
- UCC-21-030: Add an option to the Master in Natural Resources
It is proposed to add a Fish and Wildlife Science and Management Option to the existing degree, and to change curricular requirements for the Fire Ecology and Management Option and the Integrated Natural Resources Option. This new option focuses on the online market, thus it is expected to increase enrollment in that sector.
Vote – approved with 96% in favor.
- UCC-21-026: Change of name of the Department of Agriculture & Extension Education
The name change is to better reflect the content of the programs and to clarify that Extension is another part of CALS.
Vote – approved with 89% in favor.
- UCC-21-028: New minor in Human and Community Engagement
This minor combines classroom instruction on human and community development theories and models with opportunities for engagement in the local community. It will benefit students who are interested in community-based leadership positions.
Vote – approved with 87% in favor.
- UCC-21-028: New undergraduate certificate in Precision Agriculture
The certificate covers the basics of precision agriculture. It is expected to be popular not only in Agriculture, but also in Engineering and Natural Resources. It will be offered both online and in person.
Vote – approved with 94% in favor.
- UCC-21-028: New minor in Sustainable Food Systems
This minor is being proposed together with the next item to give students the opportunity to enhance their base knowledge of agriculture and sustainability.
Vote – approved with 94% in favor.
- UCC-21-028: New minor in Water Science and Management

A new minor in Water Science and Management is needed. Exposure to basic Water Science may be useful for other disciplines as well.

Vote – approved with 94% in favor.

- UCC-21-029: Add an online component to the Master’s in Music
This is to provide an online option to the in-person option for this degree.
Vote – approved with 90% in favor.
- UCC-21-029: Add online component to the M.S. in Movement and Leisure Science and to the B.S. in Recreation, Sports, and Tourism Management
This is to provide online options to the in-person options for these degrees.
Vote – approved with 88% in favor.
- UCC-21-030: Change the name of math emphasis, Applied Quantitative Modeling
The name change – from “Applied Quantitative Modeling” to “Applied Modeling and Data Science” – and accompanying revisions to the curriculum, intend to refocus the current Quantitative Modeling Option to include process-driven and data-driven modeling. Students will be more competitive in the data-driven world.
Vote – approved with 92% in favor.
- UCC-21-030: Change the name of the certificate in Data Analytics
This is to better reflect the current content of the program.
Vote – approved with 90% in favor.
- UCC-21-030: New minor in Groundwater Hydrology
The proposed program will support and align with the new Environmental Science curriculum. It could also be of interest to students in Civil Engineering who are considering a career in hydrology. There is no overlap with existing programs, such as Water and Soil. This minor is technically very narrow and specific to groundwater (traditionally under the purview of Geological Sciences), not water resources.
Vote – approved with 94% in favor.
- UCC-21-028: Change of name of the B.S. in Operations Management
This is a minor name change to better reflect the degree.
Vote – approved with 92% in favor.
- UCC-21-028: New undergraduate certificate in Business Analytics
This can be used by Business majors to increase their job skills. It complements, but is not in competition with, other certificates, such as the one offered by Statistics. Students majoring in Operations and Supply Chain Management can add this certificate to their degree and gain those skills in less time than it would take for the minor.
Vote – approved with 88% in favor.
- UCC-21-029: Move the Professional Science Master (P.S.M.) to the College of Graduate Studies and change the emphases
The P.S.M. has not been taught in CNR for several years. It is being moved to COGS with changed emphases to encourage enrollment and interdisciplinary work.
Vote – Approved with 81% in favor.

- Additional proposed changes to the Catalog are being distributed in a General Policy Report (GPR), available to view on the Senate website. Also, the GPR will appear on the Daily Register tomorrow.
- Administrative Procedures Manual (Informational Items – no vote)
 - APM 90.53 – UI Photo Services Communications and/or Computers
 - APM 90.54 – Printing and Design
 - APM 90.55 – Video ProductionAll are being removed because they should not be in policy in the first place.

This concluded the Special Orders part of the meeting. Faculty Senate Chair Barbara Kirchmeier expressed gratitude to everyone for their support and work during a challenging semester.

- President's Remarks and Discussion
President Green acknowledged all the faculty and staff who have worked hard over the past year to keep us open to live instruction. It hasn't been easy, but together we made it happen.

Last summer, President Green asked the university community to support him through a path which, although narrow, would help us avoid substantial financial deficits and related job losses. We are now close to our goal. We should be proud of how we have overcome obstacles and helped keep the university on a sustainable financial track. We have all helped the university not just survive, but also to thrive once we are through the pandemic.

Heroes among our colleagues helped get our lab open, executed on our testing protocols, and put themselves at personal risk to care for our students. These brave individuals remained engaged under incredible pressure and enabled us to safely open and avoid financial exigency, which would have cost us staff, as well as both tenured and untenured faculty jobs. Their work has saved lives. President Green said he looks forward to celebrating our accomplishments and many successes once this pandemic is behind us.

Spring semester is off to a good start. We continue to see COVID test results under 2% positivity since the beginning of the year. The number of positive cases remains in the single digits on most weeks. We are aggressively working to eliminate the few clusters we have seen this week. Importantly, through the efforts of faculty and staff, Public Health reports that not a single case of COVID-19 has been traced back to a classroom. While our community is beginning to receive vaccinations, we intend to remain vigilant until Public Health tells us the risk has subsided. We will continue testing throughout the semester and we will conduct a campus-wide re-test of our students after Spring Break. The Student Recreation Center will be Gritman Medical Center's primary site when the quantity of vaccines to administer is larger than their facility can handle. The current group includes the general population age 65 and older.

Together with other institutions, our university is advocating for moving front-line employees into a priority list for the vaccine in Group 3 – the next group. If the proposal is successful, our faculty and staff could begin receiving vaccines in early April. Students would be part of the general population in Group 4 unless they were eligible to be in Groups 1-3.

One big change starting this weekend is the return of more in-person events. Football kicks off Saturday in the Kibbie Dome, the first of three home games over the next month. We are planning six in-person May Commencement ceremonies in Moscow. Additional in-person ceremonies will honor graduates in Boise and Idaho Falls. Each will be smaller and follow state restrictions and Healthy Vandal protocols. Final announcements will come in mid-March.

COVID protocols are having an impact on recruitment efforts. High school students filling out the Common Idaho Application are down over 20%, which is seriously impacting our four-year institutions. This is because the K-12 system is experiencing a much higher percentage of failing students due to the interruptions brought on by the pandemic. This means that those seniors who normally would qualify may be questioning whether to attend a four-year institution and may be outside of our qualified pool. The situation is even more serious for the U of I than the others as we are a destination campus and students who would normally entertain coming to Moscow may elect to stay home. Additionally, many of our students come from rural areas, which are especially hard-hit due to lack of resources. Finally, those students who do come to our campus will need additional support. Our preliminary numbers are not too bad given the environment SEM is operating in. Overall applications are down about 4% compared to last year. The good news is that, while resident admissions are down 5%, overall admissions are up 7% thanks to strong interest from out-of-state students. Strategic Enrollment Management continues to recruit students here in Idaho, as well as California and other WUE states. We're marketing our Best Value rankings and using the "We're Closer Than You Think" headline with WUE students. We had a 21% increase in WUE students last fall, the second year in a row of double-digit gains for that group. There are indications that this pattern may continue. Non-resident applications are up about 27% compared to last year and non-resident admissions are up 38%, indicating a higher quality pool. President Green encouraged everyone to be recruiters by showing their support for the university. Something as simple as wearing Vandal gear can send a message to potential students that we are a close-knit Vandal family and proud of our university. Let's encourage the students in our life to visit campus, and tell them about the return on investment that comes with a Vandal degree.

Obviously, our enrollment teams have had to pivot as state restrictions continue to change. The first three UIdaho Bound recruitment events – in March, April and May – will be online. Strategic Enrollment Management will then allow prospective students on campus for 10 additional UIdaho Bound events held under Healthy Vandal protocols. We had to change the way we engage with students in high schools. Very few schools are open to recruitment, but President Green did visit with a group on Friday at Bishop Kelly High School in Boise. In-person visits are very important to support our efforts at recruiting Idaho students. It was refreshing to see the enthusiasm and excitement these students have about attending college.

The President moved on to the governor's funding proposal in the Idaho Legislature. The governor's budget certainly is not rich, but unlike last year, it includes a few items that will be beneficial to the university. First, it brings back the 5% we lost in FY21. That's the 5% holdback we primarily covered through mandatory furlough. The governor also included \$3M in matching funds to update the Idaho Center for Plant and Soil Health at Parma. The money will be combined with \$3M from eight different commodity groups, plus \$1M from CALS, to replace aging structures. The researchers at Parma do important work for the state, including identifying airborne plant pathogens, important nematode research, and plant health research that together improve yields and protect against crop loss. In addition, \$700K in state money is included for industry-requested greenhouses to expand tree seedling production to about 500,000 annually at the Pitkin Forest Nursery. This expansion

allows a return of some seedling production to Idaho currently delivered from Canada. If the governor's higher education budget is approved, we will join ISU and BSU in freezing in-state tuition for a second year in a row this spring. We should know more about our state funding in the coming weeks.

President Green spoke to both JFAC and the House and Senate committees during Higher Education Week in January. The committees did recognize and commend the university for the hard work we have done to eliminate our deficits. President Green took the opportunity to explain how our faculty and staff not only met the financial targets we put out there – but exceeded them.

The university is doing relatively well financially given the pandemic. Our expenses are down considerably, but so are our revenues. We have lost programmatic revenues in some of our colleges, including programs like MOSS in CNR and the Energy Executive Program in the College of Business that could not happen during a pandemic. We have seen decreases in our auxiliary revenues from the student rec center, housing, and dining among many other areas. On the other side of the ledger we have also seen a drop-off in F&A revenues. We will be reporting a fiscal year-to-date loss as of the end of December to the SBOE of approximately \$4 million. Despite this, President Green explained that we are in better shape than that number implies. This loss is an improvement of \$3 million over last year. We have also received a new round of relief funding that, unlike the previous round, can be used to offset revenue loss. Unfortunately, we cannot go back to use it to cover losses last semester, but it can be used going forward. This should help us remain on a stable financial path through the end of the fiscal year. We will have a better picture of where we will end up once we have some more clarity on how and when we can use those funds.

We continue to move forward on the recommendations coming out of the various university working groups. As a reminder, the white papers generated from these working groups are available on our website. We will begin implementing the Vandal Hybrid budget model for this coming fiscal year. We are starting modest, tying only 10% of a college's funding to performance against metrics for the first year, and we will also keep a small amount in a fund to address any unintended consequences we encounter. As we continue to revise the model over the coming year, and our colleges and support departments adjust to it, we expect those percentages to increase over time. The outcome will be a much more stable funding model for the university that creates the right incentives, directing funds to colleges that increase enrollment, credit hours taught and efficiency, and helps prevent the huge operating deficits we have experienced in recent years.

We are also moving forward with the recommendation of the online education working group. The working group's recommendation calls for keeping a mix of the digital and in-person elements we've been utilizing for the past year, improving the delivery of programs in our areas of strength and where there is demand in the marketplace. Importantly, there have been four previous online education white papers produced by our university, none of which were executed. One of the primary reasons for this was there was no senior administrator brought in to oversee the program. The working group found that this is a key success factor for the high-quality programs they studied, so we are going to hire a Vice Provost to lead this charge. By properly organizing and funding distance learning, we will attract students who cannot afford to come to Moscow for their education. Faculty will have additional opportunities to develop curriculum and, frankly, make more money by delivering courses and programs in this growing space. If we don't make this investment we can expect the same outcome as the prior four attempts that all failed. We have already lost

valuable time and ground to our competitors. This investment is good for the university, faculty, and students and thus we intend to move quickly.

The final working group that has completed its work addresses our path to R-1 recognition. We will be investing in post-docs and graduate students to help our faculty accomplish their research objectives. Given that we are due for a review this coming year, and the reviews are on a 3-year cycle, we expect it will take four years of investment to receive this recognition. The benefit to the university will be a larger share of federal research dollars, higher quality research programs enjoyed by those universities with R-1 recognition, and a greater ability to attract quality faculty and students. All of these investments are being funded by P3 proceeds rather than Gen Ed or F&A budgets, so there is no financial downside of these investments for our colleges or departments.

The President reiterated that we can be proud of what we have accomplished together over the past year. Not only have we navigated a budget crisis and a pandemic, but we have also positioned ourselves to achieve great things once this pandemic has passed. We are a university on the rise because of everyone's hard work and commitment to our university. Before opening the floor for questions, President Green expressed gratitude for everyone's support and continued dedication to our university over the past year.

Discussion:

A faculty, who was on the online working group, suggested that Dean Panttaja would be the right person for the task. President Green replied that Dean Panttaja is already quite busy. Furthermore, the key factor for success is empowering someone to take leadership so that we can move quickly.

The discussion moved to student evaluations of faculty. A faculty noted that we should train students to write helpful evaluations – sometimes, they are even offensive. Another faculty suggested that perhaps student evaluations should be eliminated, because they are sexist and discriminatory – we, as an institution, should lead the way with some alternative means of evaluation, which is more accurate and more equitable than the current model. Provost Lawrence responded that it is a large project, requiring a few years of trying new tools. In the meantime, we are required by SBOE to have an evaluation process. The faculty asked whether we are required to use the current evaluations in promotion and tenure. The Provost replied that the recent changes to the P&T policy have opened the door to additional evidence for the purpose of evaluating teaching – this year, we have seen some new materials in the P&T packets, a trend that is increasing. Another faculty agreed on the discriminatory nature of the current evaluation system – we must reject discrimination and refocus ourselves on diversity. There should be a way to delete offensive words from the evaluations.

A faculty expressed appreciation to President Green for his commitment to make preferred names possible in online space. The President noted that it was a team effort. Thanks to Dan Ewart, we are almost there.

Concerns were expressed about the Idaho Freedom Foundation (IFF) rhetoric targeted against Boise State and our university, and recent attacks on higher education. President Green responded that we are watching and we are prepared to respond if we have to do so. He hopes the upcoming report from people affiliated with IFF will get no traction. Yolanda Bisbee added that she appreciates the effort spent dealing with this rhetoric. It is difficult to see these attacks on all the good work we are doing.

We are getting to the point where diversity is more integrated, through the efforts of diversity teams in every college.

Referring to the President's remarks about a loss of \$4M, a faculty asked about possible consequences, such as furlough or program cuts. The President said that \$4M is an interim number as of the end of December, and doesn't fully reflect our position. We are in a better situation than last year, when that number was larger by \$3M. He does not expect more cuts but he is concerned about the fall enrollment and its possible impact. We are working hard with SEM to address the problem of in-state students who are failing and don't feel confident enough to apply for college. President Green said that, overall, he is comfortable with the way we navigated through the pandemic. We will be able to do some reinvestments and hopefully fill some vacant positions. Almost all colleges have operated below the budgets that were set last year, which is remarkable. The Provost noted that this year there will be no academic program prioritization (APP), which is required every five years. Program prioritization (PP) for non-academic units is also required and will probably be done next year – it will tie directly with the new budget model.

There was a question on diversity guidelines and training for search committees. President Green said that members of search committees are required to go through training. Resources are available on the AAEO website on how to do fair and equitable searches and advertising. Yolanda Bisbee added that Elissa Keim, Director of the Office of Workforce Diversity, is happy to meet with individuals who want to go beyond the basic training. There were no more questions or comments.

- Adjournments

The agenda being completed, President Green adjourned the meeting at 3:45pm.

Respectfully Submitted

Francesca Sammaruca

Secretary of the University Faculty

University of Idaho
2020 – 2021 University Faculty Meeting Agenda
Meeting #3
Thursday, February 25, 2021, at 2:30pm (PT) / 3:30pm (MT)
ZOOM only

President Scott Green Presiding

- I. Call to Order – *President Green*
- II. In Memoriam – *President Green*
- III. Meeting Logistics – *Faculty Secretary Francesca Sammarruca*
- IV. Quorum count – *Faculty Secretary Francesca Sammarruca*
- V. Approval of Minutes (vote) – *President Green*
 - Minutes of the 2020-2021 University Faculty Meeting #2 (December 9, 2020) **Attach. #1**
- VI. Announcements – *President Green*
- VII. Special Orders– *Faculty Senate Chair Barbara Kirchmeier*
 - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-10: Removal of FSH 1440 – Administrative Organization **Attach. #2**
 - UP-21-12: Edit to FSH 1640.42 – Faculty Affairs Committee **Attach. #3**
 - Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-030: Change of CIP code for the Master’s in Architecture **Attach. #4**
 - UCC-21-025: Discontinuation of the B.S. in Natural Resource Conservation **Attach. #5**
 - UCC-21-025: Change of emphases in the B.S. in Environmental Science **Attach. #6**
 - UCC-21-025: Change of CIP code for the M.S. and the Ph.D. in Natural Resources **Attach. #7**
 - UCC-21-030: Move the B.S. in Ecology & Conservation Biology to the Department of Fish and Wildlife Sciences **Attach. #8**
 - UCC-21-030: New undergraduate certificate in Natural Resource Management **Attach. #9**
 - UCC-21-030: Add an option to the Master in Natural Resources **Attach. #10**
 - UCC-21-026: Change of name of the Department of Agriculture & Extension Education **Attach. #11**
 - UCC-21-028: New minor in Human and Community Engagement **Attach. #12**
 - UCC-21-028: New undergraduate certificate in Precision Agriculture **Attach. #13**
 - UCC-21-028: New minor in Sustainable Food Systems **Attach. #14**
 - UCC-21-028: New minor in Water Science and Management **Attach. #15**
 - UCC-21-029: Add online delivery to the Masters in Music **Attach. #16**
 - UCC-21-029: Add online component to the M.S. in Movement and Leisure Science and to the B.S. in Recreation, Sports, and Tourism Management **Attach. #17**
 - UCC-21-030: Change the name of math emphasis Applied Quantitative Modeling **Attach. #18**
 - UCC-21-030: Change the name of the certificate in Data Analytics **Attach. #19**
 - UCC-21-030: New minor in Groundwater Hydrology **Attach. #20**

- UCC-21-028: Change of name of the B.S. in Operations Management **Attach. #21**
- UCC-21-028: New undergraduate certificate in Business Analytics **Attach. #22**
- UCC-21-029: Move the P.S.M. to the College of Graduate Studies and change the emphases **Attach. #23**

- Administrative Procedures Manual (Informational Items – no vote)
 - APM 90.53 – UI Photo Services **Attach. #24**
 - APM 90.54 – Printing and Design **Attach. #25**
 - APM 90.55 – Video Production **Attach. #26**

VIII. President's Remarks and discussion

IX. Adjournment – *President Green*

Attachments:

- **Attach. #1** Minutes of the 2020-2021 University Faculty Meeting #2 (December 9, 2020)
- **Attach. #2** FSH 1440
- **Attach. #3** FSH 1640.42
- **Attach. #4** Change of CIP code for the Master's in Architecture
- **Attach. #5** Discontinuation of the B.S. in Natural Resource Conservation
- **Attach. #6** Change of emphases in the B.S. in Environmental Science
- **Attach. #7** Change of CIP code for the M.S. and the Ph.D. in Natural Resources
- **Attach. #8** Move the B.S. in Ecology & Conservation Biology to the Department of Fish and Wildlife Sciences
- **Attach. #9** New undergraduate certificate in Natural Resource Management
- **Attach. #10** Add an option to the Master in Natural Resources
- **Attach. #11** Change of name of the Department of Agriculture & Extension Education
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- **Attach. #21** Change of name of the B.S. in Operations Management
- **Attach. #22** New undergraduate certificate in Business Analytics
- **Attach. #23** Move the P.S.M. to the College of Graduate Studies and change the emphases
- **Attach. #24** APM 90.53
- **Attach. #25** APM 90.54
- **Attach. #26** APM 90.55

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – Pending Approval

Meeting #2

Wednesday, December 9, 2020, at 2:30pm (PT) / 3:30pm (MT)

Zoom only

Provost/EVP Torrey Lawrence Presiding

- Provost Lawrence called the meeting to order at 2:32pm (PT).
- Provost Lawrence read the names of those who died between September 16 and December 1, 2020:

James Bikkie
Professor Emeritus of Vocational Teacher Education
October 2020

Edwin Arthur Dowding
Professor Emeritus of Agricultural Engineering
September 2020

Maynard Axel Fosberg
Professor Emeritus of Soil Science and Soil Morphology
September 2020

Donald R. Johnson
Professor Emeritus of Zoology
October 2020

Arthur “Doc” Partridge
Professor Emeritus of Forest Resources
October 2020

Roger Wallins
Professor Emeritus of English and Associate Dean Emeritus
August 2020

- Provost Lawrence requested a moment of silence in honor of the colleagues who passed away.
- Meeting Logistics – Faculty Secretary Sammarruca
University Faculty meetings are open to anyone wishing to attend and the Zoom link has been distributed broadly. However, only eligible faculty can vote. We will be using the polling function in Zoom to conduct the votes. The first vote will be to determine a quorum. Eligibility criteria are found in FSH 1520 II.1. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on separate surveys. Zoom will tabulate the responses and,

after the meeting, we will verify that the votes came from eligible voters. People will be able to ask questions by using the raise hand function in Zoom and the monitor will call on them. The chat function is on, but we ask that you wait for the Q&A period and then raise your Zoom hand. Priority will be given to raised hands over questions in the chat. This meeting is being recorded and will be available to watch on the Faculty Senate website.

- Quorum count: Faculty Secretary Sammarruca
100 voting members of the faculty were required for a quorum. 110 eligible voters were counted and thus a quorum was present.
- Approval of minutes – Provost Lawrence
Provost Lawrence asked if there were any corrections to the minutes of the 2020-2021 University Faculty Meeting #2 (September 16, 2020). There were none. The minutes of Meeting #2 were approved as distributed.
- Announcements – Provost Lawrence
 - We will celebrate our winter graduates with a virtual Winter Commencement. The event can be viewed live Saturday, December 12, 2020 at 11:30, at www.uidaho.edu/commencement
 - Colleges and departments went through the first cycle of the new Promotion and Tenure policy. Feedback and suggestions are invited. Please complete the survey at <https://bit.ly/UIPTFeedback> by January 20, 2021.
 - The deadline for completing the mandatory training is December 11. The training is available in Bblearn and directions can be found in today's Register.
 - Faculty may elect to exclude fall 2020 course evaluations through the online survey at https://uidaho.co1.qualtrics.com/jfe/form/SV_e41KiE1Nhf661IV by January 5, 2021.
 - Faculty who are up for Promotion and Tenure may request a one-year delay because of the pandemic. Requests can be submitted by March 15, 2021 through this link https://uidaho.co1.qualtrics.com/jfe/form/SV_erKM6dKzZT8i7Jj
- Special Orders– Faculty Senate Chair Barbara Kirchmeier
 - Items from Senate Consent Agenda
 - UCC-21-006: Final Exam Schedule for 2021-22
Senate Chair Kirchmeier asked if there were any requests to move the item from the Consent Agenda for discussion. There were none. Absent any objections, the Final Exam Schedule for 2021-22 was approved as distributed.
 - Resolutions
 - Diversity Resolution from Ubuntu
The Resolution came to Faculty Senate from Ubuntu. Under the leadership of Jan Johnson and Kristin Haltinner, the committee drafted a Resolution that reaffirms the U of I commitment to supporting equity, diversity, inclusion, and social justice through policy and procedures as well as campus and institutional culture. Ubuntu worked with a number of groups on campus over a year. Last October, the Resolution was brought to Senate, which adopted it. The Resolution is included in the binder for this faculty meeting. Senate Chair Kirchmeier invited everyone to

join her in thanking Jan, Kristin, and every member of Ubuntu for their excellent work with this project and with all the other issues undertaken by the committee.

- Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-02: FSH 1590 Unit Bylaws

This policy was revised by FAC to clarify procedures for developing and approving Unit Bylaws and to update the list of required contents, particularly to reflect the fact that, with the adoption of FSH 3500, promotion and tenure procedures should no longer be contained in Unit Bylaws. In the interest of efficiency when reviewing bylaws, the Provost will adopt a standard university template for Unit Bylaws, consistent with the revised FSH 1590. There were no questions or comments.
Vote – approved with 103 votes in favor.
 - UP-21-22: FSH 6100 Title IX Changes

On May 6, 2020, the US Department of Education issued new regulations amending federal policy that mandates how colleges and universities must investigate and adjudicate allegations of sexual harassment under Title IX – the federal law prohibiting discrimination on the basis of sex in education. The university must adopt a new policy to comply with the new federal regulations. The policy was approved by President Green on August 14, 2020, as a temporary emergency policy, and must now become a permanent policy. There were no questions or comments.
Vote – approved with 103 votes in favor.
- Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-015: Name Change for the Department of Accounting

Changing the name of the Department of Accounting to Department of Accounting and Management Information Systems better reflects the composition of the department.
 - UCC-21-020: Department Name Change for Psychology and Communication Studies

The new name – Department of Psychology and Communication – is more accurate and concise.
 - UCC-21-020: Name Change for the Diversity and Inclusion Certificate

The new name – Equity and Justice Certificate – better reflects the curriculum, learning outcomes, and up-to-date learning on issues of equity and justice.
 - UCC-21-020: Discontinue Emphases in History

This change has no student impact.
 - UCC-21-021: Discontinue the MAT in Art

There has not been an MAT in Art for many years. This change will clean up the state inventory by completing the official state discontinuation.
 - UCC-21-022: Department Name Change for Sociology and Anthropology

The name change to “Department of Culture, Society, and Justice” reflects the multidisciplinary scope of the programs housed in the department. There were no questions or comments.
Vote on the above six items:
 - UCC-21-015: Change Department Name in Accounting – approved with 115 votes in favor
 - UCC-21-020: Department Name Change for Psychology and Communication – approved with 113 votes in favor

- UCC-21-020: Name Change for the Diversity and Inclusion Certificate – approved with 112 votes in favor
 - UCC-21-020: Discontinue Emphases in History – approved with 113 votes in favor
 - UCC-21-021: Discontinue the MAT in Art – approved with 115 votes in favor
 - UCC-21-022: Department Name Change for Sociology and Anthropology – approved with 104 votes in favor
- Proposed Changes to the University of Idaho Catalog (vote), cont.
- UCC-21-022: Discontinue Emphases in Music Business
This is to reflect the rapidly evolving business climate and give students more choices and flexibility.
 - UCC-21-022: Name Change for Music and Discontinuation of Emphases
This change will result into a single pathway for the major, which will be named “Applied Music.”
 - UCC-21-022: Discontinue Emphases in Sociology
This change will result in there being one pathway to the Sociology degree. There will be no impact on currently enrolled students.
 - UCC-21-022: New Minor in Film & Television
The new minor will provide focused instruction in technical video production and media communication. It will build skills in videography and media production, supporting students in a variety of career tracks.
 - UCC-21-023: New UG Certificate in Small Business Management
The new certificate is designed for the individual who wants to expand and strengthen an existing business or start/manage a business.
 - UCC-21-024: Discontinue Molecular Biology and Biotech
This is in the effort to streamline the undergraduate degree offerings in the Biological Sciences. The degree being discontinued had significant overlap with the Microbiology and Biochemistry degrees that will continue to be offered.
- Vote on the above six items:
- UCC-21-022: Discontinue Emphases in Music Business – approved with 111 votes in favor
 - UCC-21-022: Name Change for Music and Discontinuation of Emphases – approved with 110 votes in favor
 - UCC-21-022: Discontinue Emphases in Sociology – approved with 106 votes in favor
 - UCC-21-022: New Minor in Film & Television – approved with 109 votes in favor
 - UCC-21-023: New UG Certificate in Small Business Management – approved with 113 votes in favor
 - UCC-21-024: Discontinue Molecular Biology and Biotech – approved with 106 votes in favor
- Faculty Staff Handbook (Informational Item – no vote)
- UP-21-03: FSH 1120 Origins and Growth of the University of Idaho
FSH 1120 is being deleted because it is a historical description of the university rather than a policy. The deleted material will be available at the library in the “Special Collections,” under the title “Campus History.”
 - UP-21-04: FSH 1140 Mission and Scope of Higher Education in Idaho

- UP-21-05: FSH 1220 Institutions of Higher Educations in Idaho
FSH 1140 and 1220 are being deleted because they duplicate SBOE policy. Their subject matter is within SBOE purview.
- UP-21-06: FSH 4320 Board Policy on Intercollegiate Athletics
FSH 4320 is being deleted because it restates SBOE policy, and is outside U of I policy-making authority.
- UP-21-07: FSH 4325 UI Organization of Intercollegiate Athletics
This is being deleted because it is mostly descriptive and does not serve any of the standard policy functions.
- UP-21-08: FSH 6925 Law Library
This is being deleted because it is mostly descriptive and does not serve any of the standard policy functions. Also, the information is subject to frequent updates and is available on the library website. The deletion of FSH 6925 has the approval of the Dean of the College of Law.
- UP-21-09: FSH 1240 Roles and Missions of the State Institutions of Higher Education
FSH 1240 is being deleted because it duplicates SBOE policy, and to the extent that it deals with other institutions, is outside U of I policy-making authority.

There were no questions on the informational items above.

- Administrative Procedures Manual (Informational Items – no vote)
 - APM 20.13 Communications and/or Computers
Updated to conform with tax law changes.
 - APM 40.32 Parking and Transportation Services
Revised to reflect more accurately the fact that university department budget numbers cannot be used to purchase parking permits or to pay for parking citations issued to U of I employees who work on the Moscow campus. They can be used to pay for permits and citations issued to Moscow campus visitors. The revisions include removal of Section A.6 “Bicycles.” Regulations on bicycle parking on campus are covered by the U of I Parking Regulations document. They are not administrative procedures and thus do not need to be included in the APM.

There were no questions on the informational items above.

This concluded the Special Orders part of the meeting. Faculty Senate Chair Barbara Kirchmeier expressed gratitude to everyone for their support and work during a challenging semester.

- Provost’s Remarks and Discussion
Provost Lawrence thanked those who participated in the provost search. He is honored and humbled by the trust the university has placed in him. After 23 years at the U of I, through ups and downs, Provost Lawrence said he is optimistic in spite of the challenges ahead. We have bright students, dedicated staff, and our faculty are experts recognized nationally and internationally. These are times of significant changes, especially due to the pandemic, and higher education is shifting quickly. Provost Lawrence said he looks forward to working with the university community.

At the December 12 virtual Commencement, every graduate will be recognized individually and will receive a celebratory gift box with vandal gear.

Looking forward to the next few months: the spring semester logistics will be similar to the fall logistics. Thanks to our improved testing capabilities, we are able to test students prior to January

13. We decided it is best to encourage students to come back to campus early and be tested between January 6 and January 12. The original plan to have classes online the first week of the semester might have resulted in students coming back after the Martin Luther King Day long weekend and still needing to be tested. A negative COVID test is required to attend classes and lists of ineligible students will be provided to the instructors, as in the fall. Starting in person on January 13 will make it easier to engage students from day one. We must continue to be vigilant – wear a mask and follow the directives in the Vandal Pledge. Following safety protocol is required until all of us receive the vaccine. We continue to test wastewater and use thermo scanners. We may switch to online class delivery for a week after spring break so that returning students can be tested.

Provost Lawrence concluded by acknowledging all faculty and staff for the efforts and time they put into preparing for different class-delivery methods. On behalf of President Green, the Provost expressed gratitude to faculty and staff for the many extra hours they invested and for their willingness to be creative, innovative, and responsive to our students, and wished everyone a restful and safe holiday season.

Discussion:

There was a question about the opening date for Residence Halls, January 10. Some students, especially international students, may need earlier access to dorms. Provost Lawrence responded that students should reach out to their dorm RA to request early check-in.

After thanking the provost for his leadership, a faculty noted that the state expects an unprecedented surplus of \$600 million by the end of the fiscal year in June. Some of this money will certainly be used for COVID relief. Will some of the “rainy days funds” be used to offset our COVID-related expenses and furlough? Provost Lawrence responded that universities have in fact raised similar questions with the State Board. The Provost said he is not aware of any specific plan. Spring enrollment is down by 4.4% compared to last year, but a lot can change by January 13. It seems ironic that, with such large surplus and the state doing well financially, people in higher education are facing furlough. These questions are likely to be revisited in the new year.

The same faculty, while recognizing the CETL team for their work through the pandemic, wondered about the effectiveness of the HyFlex model. Will we evaluate the effectiveness of the various class-delivery methods with hard data? The provost responded that Interim Vice Provost Diane Kelly-Riley is working with CETL to gather best practices. Course evaluations for the fall semester should be insightful. The Secretary added that a broad survey had been recently sent to collect data on faculty’s experiences with the various delivery methods.

There were no more questions or comments.

- Adjournments

The agenda being completed, Provost Lawrence adjourned the meeting at 3:20pm.

Respectfully Submitted

Francesca Sammaruca

Secretary of the University Faculty



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.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1440 ADMINISTRATIVE ORGANIZATION**

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. All changes must be made using “track changes.”

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel x Yes ___ No Name & Date: Kent Nelson 4/27/20

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

The Faculty-Staff Policy Group recommends deletion of FSH 1440 because it is not policy and simply links to a chart on the provost’s website. The chart will continue to be available after removal of this item from the FSH.

- 2. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

1440

~~ADMINISTRATIVE ORGANIZATION~~

~~(Chart on next page)~~

1640.42
FACULTY AFFAIRS COMMITTEE (FAC)

A. FUNCTION.

A-1. To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.

A-2. To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern. *[ed. 7-09]*

A-3. To serve as a point of ~~first~~ contact involving questions of interpretation and application of policies affecting the welfare of faculty members such as promotion and tenure. *[rev. 7-17]*

B. STRUCTURE. Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee). The Vice Provost for Faculty and the Faculty Secretary serve as ex officio members without vote. *[rev. 7-08, 1-19, 7-19]*

Attach. #4

Program Change Request

Date Submitted: 10/21/20 2:01 pm

Viewing: **35 : Architecture (MARCH)**

Last edit: 12/09/20 11:44 pm



Catalog Pages Using
this Program
[Architecture \(M.Arch.\)](#)

Faculty Contact

In Workflow

1. 235 Chair
2. 09 Curriculum
Committee Chair
3. Assessment
4. Curriculum Review
5. Graduate Council
Chair
6. Graduate Council
Chair
7. Registrar's Office
8. UCC
9. Faculty Senate
Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/21/20 2:06 pm
Gregory Turner-
Rahman
(gtrahman):
Approved for 235
Chair
2. 10/21/20 2:06 pm
Gregory Turner-
Rahman
(gtrahman):
Approved for 09
Curriculum
Committee Chair
3. 10/22/20 4:29 pm
Sara Mahuron

- (sara): Approved for Assessment
4. 10/27/20 6:09 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
5. 11/13/20 9:21 am
Lauren Perkinson
(perkinson): Approved for Graduate Council Chair
6. 12/01/20 1:47 pm
Amy Kingston
(amykingston): Approved for Graduate Council Chair
7. 12/09/20 2:34 pm
Amy Kingston
(amykingston): Approved for Registrar's Office
8. 12/09/20 11:44 pm
Amy Kingston
(amykingston): Rollback to Registrar's Office for UCC
9. 01/20/21 2:18 pm
Amy Kingston
(amykingston): Approved for Registrar's Office
10. 01/25/21 3:51 pm
Rebecca Frost
(rfrost): Approved for UCC

Faculty Name	Faculty Email

Randall Teal

Faculty Name

rteal@uidaho.edu Faculty Email

Change Type

CIP code change

Description of Change

Change CIP Code (Group B)

Academic Level

Graduate

College

Art & Architecture

Department/Unit:

Art and Architecture

Effective Catalog

2021-2022

Year

Program Title

Architecture (MARCH)

Program Credits

45

CIP Code

04.0902 ~~04.0201~~ - **Architectural and Building Sciences/Technology. Architecture:**

Emphasis/Option

CIP Code(s)

Curriculum:

Master of Architecture. Major in Architecture

Candidates must fulfill the requirements of the [College of Graduate Studies](#) and the [Architecture](#) program. Thirty-six of the 45 credits required for this degree must be at the 500-level, including the following courses: [ARCH 510](#) (2 credits), [ARCH 553](#) (6 credits), [ARCH 554](#) (6 credits), and [ARCH 556](#) (6 credits). The remaining courses required to complete credits for this degree may be 400- or 500-level architecture courses or 300- or 400-level courses in supporting areas.

Equivalent students must be approved by the graduate program coordinator. Graduate students without an undergraduate architecture degree may also earn an accredited M.Arch. degree. Those students are placed in the program according to their academic qualifications, and depending on the background of the applicant, up to six years of study may be required to complete the degree requirements. Candidates must fulfill the requirements of the [College of Graduate Studies](#) and the [Architecture](#) program. Master of Architecture degree requirements are listed below.

Required courses include:

ARCH 510	Graduate Project Seminar	3
ARCH 553	Integrated Architectural Design	6

ARCH 554	Architectural Design: Vertical Studio	6
ARCH 556	Graduate Project	6
ARCH 568	Technical Integration in Design	3
ARCH 575	Professional Practice	3
Select Graduate Architecture Electives from the following:		6
ARCH 502	Directed Study	
ARCH 504	Special Topics	
ARCH 511	Native American Architecture	
ARCH 512	Identity and Place in Global Space	
ARCH 520	Architectural Research Methods	
ARCH 521	China Program Preparation Seminar	
ARCH 522	China's Urbanization Seminar	
ARCH 523	Cultural & Ethical Issues in Global Architectural Practice	
ARCH 552	Alternate Graduate Design Experience	
ARCH 570	Natural Lighting	
ARCH 571	Building Performance Evaluation	
ARCH 573	Daylight Design and Simulation	
ARCH 574	Building Performance Simulation for Integrated Design	
ARCH 580	British Green Architecture	
ARCH 585	Urban Design Seminar	
ARCH 599	Non-thesis Master's Research	

Total Hours

33

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Boise

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Students completing the graduate project seminar will demonstrate the ability to apply architectural theory to their design research and process and will be able clearly explain the theoretical basis or bases of their design solutions.

Students completing the graduate project studio will demonstrate advanced graphic communication skills, including architectural drawings, analytical diagrams, information graphics, and physical and digital models.

Students completing the comprehensive studio will demonstrate effective design synthesis skills, including the integration of material, structural, environmental control, and other building systems.

Students completing the professional practice course will demonstrate a thorough understanding of ethical standards, civic outreach, legal issues, and economic issues as they relate to the profession.

Students completing the Graduate Project Seminar will demonstrate advanced skills for research and critical thinking as it informs design problem analysis and definition.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Please see the 2nd attachment for rationale

Supporting Documents [Arch CIP CODE Haglund group-b-form change-final.docx](#)
[STEMrationale2.docx](#)

Requires TECC Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (12/09/20 11:44 pm): Rollback: Holding for future agenda due to time constraints.

Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 10/08/20 1:14 pm

Viewing: **223 : Natural Resource Conservation (BSNATRESCCONSV)**

Last approved: 10/07/20 11:12 am

Last edit: 10/08/20 1:14 pm



Catalog Pages Using this Program

[Natural Resource Conservation \(B.S.Nat.Resc.Consv.\)](#)

Final Catalog 2020-2021

Rationale for Inactivation

In Workflow

1. 153 Chair
2. 11 Curriculum Committee Chair
3. 11 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/08/20 1:15 pm
Joana Espinoza (jespinoza):
Approved for 153 Chair
2. 10/08/20 1:16 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
3. 10/08/20 1:17 pm
Joana Espinoza (jespinoza):
Approved for 11 Dean

4. 10/08/20 1:18 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
5. 10/19/20 8:33 am
Sara Mahuron
(sara): Approved for
Assessment
6. 10/21/20 6:47 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/25/20 11:23 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 11/30/20 4:39 pm
Rebecca Frost
(rfrost): Approved
for UCC

History

1. Oct 6, 2020 by
Joana Espinoza
(jespinoza)
2. Oct 7, 2020 by
Joana Espinoza
(jespinoza)

The College of Natural Resources is the administrative home of the campus-wide Environmental Science Program at the University of Idaho. Over time the Environmental Science B.S. degree (in particular the Social Science Option) and the Natural Resource Conservation B.S. degree developed a significant deal of content overlap, particularly in the areas of environmental planning, policy, and natural resource management. As a result these two programs often competed for students who were seeking expertise in the environmental social sciences.

Environmental Science programs are seeing significant enrollment growth across the country. We are poised to tap into this enrollment growth at the University of Idaho given our prominence as a state that enjoys a tremendous reputation in natural resource and environmental stewardship. As a result we propose a coordinated action where we 1) redesign the Environmental Science (ENVS) B.S. degree to more formally include environmental planning, policy, and natural resource management (in addition to other emphases), while also 2) discontinuing the Natural Resource Conservation (NRC) B.S. degree. In this way, we will be able to 1) streamline undergraduate offerings by eliminating unnecessary redundancy, 2) consolidate our undergraduate programs under the popular Environmental Science degree umbrella, and 3) initiate strategic branding and marketing of the Environmental Science program at the University of Idaho.

Following this rationale, the faculty of the Department of Natural Resources and Society voted in support of this discontinuance proposal with the condition that the proposed changes to the Environmental Science curriculum be adopted concurrent with this proposal. Fifteen of sixteen faculty voted, with the final vote tally on 9/1/2020 in support of this proposal being 12 yes, 0 no, and 3 abstain

Attach State Form

[CNR - Discont NRC w Budget.pdf](#)

Faculty Contact

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type

Description of Change

Academic Level Undergraduate

College Natural Resources

Department/Unit: Natural Resources & Society

Effective Catalog 2020-2021

Year

Program Title
Natural Resource Conservation (BSNATRESCCONSV)

Program Credits 120

CIP Code

03.0201 - Natural Resources Management
and Policy.

Emphasis/Option

CIP Code(s)

Curriculum:

Required Course work includes the university requirements (see [regulation J-3](#)) and:

ECON 202	Principles of Microeconomics	3
FOR 221	Principles of Ecology	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 101	Exploring Natural Resources	2
NRS 125	Introduction to Conservation and Natural Resources	3
NRS 235	Society and Natural Resources	3
NRS 310	Social Science Methods	4
NRS 311	Public Involvement in Natural Resource Management	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
NRS 387	Environmental Communication Skills	3
NRS 498	Internship	1-6
STAT 251	Statistical Methods	3

Select one of the following:

3-4

[MATH 143](#) College Algebra

[MATH 160](#) Survey of Calculus

[MATH 170](#) Calculus I

Emphases

Select one of the following emphases:

50-72

[Conservation Planning and Management](#)

[Conservation Science](#)

Total Hours

87-115

A. Conservation Planning and Management Emphasis

To graduate a student must earn an average GPA of 2.30 or higher in all NRS courses.

COMM 101	Fundamentals of Oral Communication (or one semester of a foreign language course)	2-4
ENGL 207	Persuasive Writing	3
or ENGL 208	Personal & Exploratory Writing	
ENVS 225	International Environmental Issues Seminar	3
or IS 322	Int'l Environmental Governance	
NRS 364	Politics of the Environment	3
NRS 462	Natural Resource Policy	3
NRS 475	Local and Regional Environmental Planning	3

<u>NRS 476</u>	Env Proj Mgmt/Decision Making	4
<u>POLS 101</u>	American National Government	3
or <u>POLS 275</u>	American State and Local Government	
<u>PSYC 101</u>	Introduction to Psychology	3
<u>SOC 101</u>	Introduction to Sociology	3
Select one of the following:		4
<u>BIOL 102</u>	Biology and Society	
& <u>102L</u>	and Biology and Society Lab	
<u>BIOL 115</u>	Cells and the Evolution of Life	
& <u>115L</u>	and Cells and the Evolution of Life Laboratory	
Select one of the following:		3
<u>ENGL 313</u>	Business Writing	
<u>ENGL 316</u>	Environmental Writing	
<u>ENGL 317</u>	Technical Writing	
<u>ENGL 322</u>	Studies in Environmental Literature and Culture	
Select one of the following:		3
<u>AGEC 477</u>	Law Ethics and the Environment	
<u>ENVS 479</u>	Introduction to Environmental Regulations	
<u>NRS 386</u>	Managing Complex Environmental Systems	
Select one of the following:		4
<u>CHEM 101</u>	Introduction to Chemistry	
& <u>101L</u>	and Introduction to Chemistry Laboratory	
<u>CHEM 111</u>	General Chemistry I	
& <u>111L</u>	and General Chemistry I Laboratory	
<u>GEOL 101</u>	Physical Geology	
& <u>101L</u>	and Physical Geology Lab	
Select one of the following:		3-4
<u>NRS/FOR 472</u>	Remote Sensing of the Environment	
<u>NRS/REM 440</u>	Restoration Ecology	
<u>NRS 478</u>	LIDAR and Optical Remote Sensing Analysis	
Select one of the following:		3-4
<u>BIOL 314</u>	Ecology and Population Biology	
<u>FOR 326</u>	Fire Ecology	
<u>NRS 450</u>	Global Environmental Change	
<u>REM 340</u>	Ethnobotany	
<u>REM 429</u>	Landscape Ecology	
<u>REM 459</u>	Rangeland Ecology	
& <u>REM 460</u>	and Integrated Field Studies in Rangelands	
<u>WLF 370</u>	Management and Communication of Scientific Data	
<u>WLF 440</u>	Conservation Biology	
Contract Courses 1		12-18

Total Hours

62-72

Courses to total 120 credits for this degree

1 Students must submit a contract for a minimum of 12 credits, completed through prior consultation and approval from the faculty advisor. Courses taken to fulfill major requirements above cannot be double counted for contract courses. All contract courses must be upper division (University of Idaho 300-, 400-, or 500-level courses).

Students may fulfill their contract requirement by completing a University approved minor, certificate, or approved study abroad experience. Students are encouraged to make choices that strengthen their expertise and demonstrate proficiency in an area of professional interest.

B. Conservation Science Emphasis.

To graduate, a student must earn an average GPA of 2.00 or higher in all courses taught in the [College of Natural Resources](#) and complete an approved professional work experience in natural resources.

NRS 364	Politics of the Environment	3
or NRS 462	Natural Resource Policy	
Select one writing course:		3
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 313	Business Writing	
ENGL 316	Environmental Writing	
ENGL 317	Technical Writing	
Select one of the following:		3-4
NRS 475	Local and Regional Environmental Planning	
NRS 476	Env Proj Mgmt/Decision Making	
NRS 490	Wilderness and Protected Area Management	
Select one of the following:		4
CHEM 101	Introduction to Chemistry	
& 101L	and Introduction to Chemistry Laboratory	
CHEM 111	General Chemistry I	
& 111L	and General Chemistry I Laboratory	
Select one of the following:		4
BIOL 114	Organisms and Environments	
BIOL 115	Cells and the Evolution of Life	
& 115L	and Cells and the Evolution of Life Laboratory	
Natural Resource Science Restricted Electives		33
Select 33 credits of Natural Resource Science Restricted electives from the following (at least 15 credits must be at the 400-level):		
Fishery Science		
Select at least 6 credits from the following:		
FISH 314	Fish Ecology	
FISH 315	Fish Ecology Field Techniques and Methods	

FISH 415	Limnology
FISH 418	Fisheries Management
FISH 422	Concepts in Aquaculture
FISH 424	Fish Health Management
FISH 430	Riparian Ecology and Management

Fire Ecology and Management

Select at least 2 credits from the following:

FOR 326	Fire Ecology
FOR 433	Fire and Fuel Modeling
FOR 450	Fire Behavior
FOR 454	Air Quality, Pollution, and Smoke

Forestry and Renewable Materials

Select at least 9 credits from the following:

FOR 220	Forest Biology & Dendrology
FOR 275	Forestry Resource Sampling
FOR 330	Terrestrial Ecosystem Ecology
FOR 424	Silviculture Principles and Practices
FOR 430	Forest Operations
FOR 431	Low Volume Forest Roads
FOR 436	Cable Systems
FOR 462	Watershed Science and Management
FOR 468	Forest and Plant Pathology
FOR 472	Remote Sensing of the Environment
FSP 321	Properties of Forest and Sustainable Products
FSP 436	Biocomposites
FSP 438	Introduction to Lignocellulosic Chemistry
FSP 444	Primary Forest Products Manufacturing
FSP 450	Biomaterial Deterioration/Protect
FSP 491	Biomaterial Product and Process Development Lab
FSP/MKTG 495	Product Development and Brand Management

Rangeland Ecology and Management

Select at least 6 credits from the following:

REM 341	Systematic Botany
REM 410	Principles of Vegetation Monitoring and Measurement
REM 411	Wildland Habitat Ecol & Assmnt
REM 429	Landscape Ecology
REM 440	Restoration Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
REM 460	Integrated Field Studies in Rangelands

Wildlife Science

Select at least 6 credits from the following:

WLF 314	Ecology of Terrestrial Vertebrates
WLF 315	Techniques Laboratory
WLF 370	Management and Communication of Scientific Data
WLF 440	Conservation Biology
WLF 448	Fish and Wildlife Population Ecology
WLF 482	Ornithology
WLF 492	Wildlife Management

Total Hours

50-

51

Courses to total 120 credits for this degree

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? No Change

Learning Objectives

Conservation Science Option

Graduates will be able to communicate effectively. In particular, graduates will be able to create and practice effective oral, written, and graphic communication with diverse audiences, especially within interdisciplinary

teams and with stakeholders in the fields of conservation and environmental science, planning, and management. Graduates will be able to critically evaluate and integrate concepts and knowledge from ecological, social, economic and political perspectives. They will master basic concepts, apply key concepts and knowledge from social-ecological sciences, and effectively implement current research technologies (e.g., GPS, Remote Sensing, GIS, statistical packages, data collection and management, and environmental and social assessment techniques) individually and in teams to create, manage, and deliver outcomes relating to conservation and environmental science, planning, and management.

Graduates will be able to integrate and critically assess diverse viewpoints and perspectives that increase their ability to effectively manage natural resources and the environment. Graduates will also be able to demonstrate reflection and expanded levels of empathy as applied to professional goals through both independent and interdisciplinary team-based work in relation to a variety of societal activities and levels of governance.

Graduates will be able to define and apply sustainable natural resource management best practices as ethical and socially responsible; they will be able to examine ethical dilemmas and make ethically informed choices. Graduates will also be able to identify and evaluate the role of natural resource policy and regulation, economics, and markets, their development, and the application of frameworks used in conservation planning and management at various scales (from landscape to regional to international levels); they will also be able to connect the historical development of conservation and environmental philosophies with modern day methods that currently drive conservation and environmental policy, management, and planning.

Graduates will be able to synthesize ideas and information to identify, analyze, and address natural resource issues. They will critically evaluate and apply planning and management principles, processes, and best practices (e.g., appropriate theoretical and applied project frameworks, philosophies, policies, decision making, and strategic planning) using appropriate technologies (e.g. geospatial and data collection/analysis/management tools), and develop planning and management skills to productively address conservation and environmental issues across scales.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Supporting
Documents

Requires TECC No
Review

Reviewer
Comments

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	September 1, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Department of Natural Resources and Society

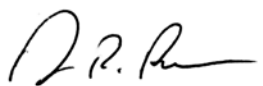
Program Identification for Proposed Discontinued Program:

Title:	Natural Resource Conservation
Degree/Certificate:	Bachelor's of Science
Method of Delivery:	Face-to-Face
CIP code:	
Proposed Discontinuation Date:	Fall Semester 2021

Indicate whether this request is a discontinuation of either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Undergraduate Program | <input type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other | |

N/A

Graduate Dean (as applicable)	Date	State Administrator, IDCTE	Date
	Sept 25, 2020		
College Dean (Institution)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date

President

Date

SBOE/Executive Director Approval

Date

1. Provide rationale for the discontinuance.

The College of Natural Resources is the administrative home of the campus-wide Environmental Science Program at the University of Idaho. Over time the Environmental Science B.S. degree (in particular the Social Science Option) and the Natural Resource Conservation B.S. degree developed a significant deal of content overlap, particularly in the areas of environmental planning, policy, and natural resource management. As a result these two programs often competed for students who were seeking expertise in the environmental social sciences.

Environmental Science programs are seeing significant enrollment growth across the country. We are poised to tap into this enrollment growth at the University of Idaho given our prominence as a state that enjoys a tremendous reputation in natural resource and environmental stewardship. As a result we propose a coordinated action where we 1) redesign the Environmental Science (ENVS) B.S. degree to more formally include environmental planning, policy, and natural resource management (in addition to other emphases), while also 2) discontinuing the Natural Resource Conservation (NRC) B.S. degree. In this way, we will be able to 1) streamline undergraduate offerings by eliminating unnecessary redundancy, 2) consolidate our undergraduate programs under the popular Environmental Science degree umbrella, and 3) initiate strategic branding and marketing of the Environmental Science program at the University of Idaho.

Following this rationale, the faculty of the Department of Natural Resources and Society voted in support of this discontinuance proposal with the condition that the proposed changes to the Environmental Science curriculum be adopted concurrent with this proposal. Fifteen of sixteen faculty voted, with the final vote tally on 9/1/2020 in support of this proposal being 12 yes, 0 no, and 3 abstain.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The last cohort of students entering the NRC program will begin their program in Fall, 2020. We will continue to support the program for for six years, or until the last NRC major has graduated, whichever comes first. This is very attainable because all but one of the courses required for the current NRC program will continue to be offered under the ENVS umbrella.

- b. Is there an alternative program/major or field of study? If so, please describe.

Yes, the ENVS program has been redesigned to include an emphasis in Policy, Planning and Management. This ENVS degree emphasis will contain all but one of the courses currently included in the discontinued NRC degree. As a result, students will be able to switch to this degree pathway with no disruption.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Faculty and Staff who currently support the NRC degree will continue to advise students in both the newly designed ENVS degree emphasis in Policy, Planning, and Management, as well as the

outgoing NRC degree during the teach-out.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Utah State University	B.S. Undergraduate	Recreation Resource Management: The Recreation Resource Management degree prepares students for careers in managing outdoor recreation settings. Students who pursue this degree might work in a visitor center or as an interpreter at a public forest or rangeland, state or national park, or wilderness area. Because these jobs require an understanding of both the land itself and the people who visit these areas, this degree offers a solid foundation in both the biological and social sciences.
Washington State University	B.S. Undergraduate	Environmental and Ecosystems Sciences: The Environmental and Ecosystems Sciences (EES) major at WSU features a broad interdisciplinary science and social science core coupled with a flexible advanced curriculum. This flexibility allows students to choose in-depth studies in an area of interest, minors, and hands-on research and management experience and to prepare for graduate school and management careers.
University of Montana	B.S. Undergraduate	Resource Conservation: Resource Conservation integrates classroom learning with hands-on field experiences and internships to prepare students for a range of conservation professions. Students develop a foundation in conservation science and then focus on the issues and topics they are most passionate about. Students can emphasize climate and environmental change, community conservation, ecology, environmental policy, international conservation, rangeland management and ecology, water resources, wilderness studies, or wildland fire management, or design their own emphasis working with faculty advisors.

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
BSU	N/A							
ISU	N/A							
UI	55	54	50	37	12	14	10	7
LCSC	N/A							

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

Because we are coordinating the discontinuance of this program by integrating the content into the redesigned ENVIS program, we anticipate that ENVIS will see increased enrollment. We anticipate that the size of ENVIS will increase not only by the number of students who traditionally enrolled in the NRC degree, but by greater amounts because ENVIS is a more visible degree option for high school students. We expect this change to have a long term positive impact on the land grant mission of the UI because it is likely that more students will be served, and these students will be able to more effectively interact with employers and other stakeholders due to the reconfiguration of the ENVIS degree to include the NRC content.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

Faculty and staff will be reassigned to support the newly redesigned ENVIS degree. Because the content of the new degree emphasis within ENVIS is very similar to the NRC degree being discontinued, we expect that the transfer of expertise to the ENVIS program will be seamless.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Please see attached. Thank you.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY _____		FY _____		FY _____		FY _____	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	_____	_____	_____	_____	_____	_____	_____	_____
B. Shifting enrollments	_____	_____	_____	_____	_____	_____	_____	_____
Total Enrollment	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

II. REVENUE

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	_____	_____	_____	_____	_____	_____	_____	_____
2. Institution Funds	_____	_____	_____	_____	_____	_____	_____	_____
3. Federal	_____	_____	_____	_____	_____	_____	_____	_____
4. New Tuition Revenues from Increased Enrollments	_____	_____	_____	_____	_____	_____	_____	_____
5. Student Fees	_____	_____	_____	_____	_____	_____	_____	_____
6. Other (i.e., Gifts)	_____	_____	_____	_____	_____	_____	_____	_____
Total Revenue	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	_____	_____	_____	_____	_____	_____	_____	_____
2. Faculty	_____	_____	_____	_____	_____	_____	_____	_____
3. Adjunct Faculty	_____	_____	_____	_____	_____	_____	_____	_____
4. Graduate/Undergrad Assistants	_____	_____	_____	_____	_____	_____	_____	_____
5. Research Personnel	_____	_____	_____	_____	_____	_____	_____	_____
6. Directors/Administrators	_____	_____	_____	_____	_____	_____	_____	_____
7. Administrative Support Personnel	_____	_____	_____	_____	_____	_____	_____	_____
8. Fringe Benefits	_____	_____	_____	_____	_____	_____	_____	_____
9. Other:	_____	_____	_____	_____	_____	_____	_____	_____
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
D. Capital Facilities Construction or Major Renovation							
E. Other Costs							
Utilities							
Maintenance & Repairs							
Other							
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

All courses in the discontinued Natural Resources Conservation (NRC) degree will be offered in the newly redesigned Environmental Science (ENVS) degree that will now include an NRC-type emphasis area. As a result, all faculty teaching these courses will continue to teach and advise students in the redesigned ENVS degree. We expect enrollment in these courses to grow due to the popularity of ENVS degrees that have relatively higher visibility to high school students."

Program Change Request

Date Submitted: 10/21/20 3:05 pm

Viewing: **105 : Environmental Science (BSENV5)**

Last edit: 11/30/20 4:04 pm



Catalog Pages Using
this Program

[Environmental Science \(B.S.Env.S.\)](#)

Faculty Contact

In Workflow

1. 257 Chair
2. 11 Curriculum Committee Chair
3. Registrar's Office
4. Assessment
5. Curriculum Review
6. Registrar's Office
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/21/20 3:50 pm
Joana Espinoza (jespinoza):
Approved for 257 Chair
2. 10/21/20 3:53 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
3. 11/04/20 5:39 pm
Amy Kingston (amykingston):
Approved for Registrar's Office
4. 11/09/20 8:11 am
Sara Mahuron

- (sara): Approved for Assessment
- 5. 11/13/20 1:24 pm
Rebecca Frost (rfrost): Approved for Curriculum Review
- 6. 11/25/20 10:54 am
Amy Kingston (amykingston): Approved for Registrar's Office
- 7. 11/25/20 11:19 am
Amy Kingston (amykingston): Approved for Registrar's Office
- 8. 11/30/20 4:12 pm
Rebecca Frost (rfrost): Approved for UCC

Faculty Name	Faculty Email
Lee Vierling	leev@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)
Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Overhauling emphases - see rationale

Academic Level Undergraduate
College Natural Resources
Department/Unit: Environmental Science
Effective Catalog 2021-2022
Year

Program Title

Environmental Science (BSENV5)

Program Credits **120**

CIP Code 03.0104 - Environmental Science.

Emphasis/Option

CIP Code(s)

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the general requirements for the B.S. degree, and:

BIOL 114	Organisms and Environments	4
COMM 101	Fundamentals of Oral Communication (OR one semester of a foreign language course)	2-3
or COMM 233	Interpersonal Communication	
<u>ENVS 101</u>	Introduction to Environmental Science	3
<u>ENVS 102</u>	Field Activities in Environmental Sciences	1
<u>ENVS 201</u>	Careers in the Env Sciences	3
<u>ENVS 300</u>	(s) Environmental Sci Seminar	1-16
<u>ENVS 498</u>	Internship	1
FOR/NRS 375	Introduction to Spatial Analysis for Natural Resource Management	
or GEOG 385	GIS Primer	
FOR/NRS 472	Remote Sensing of the Environment	
GEOG 301	Meteorology	
GEOG 313	Global Climate Change	
GEOG 401	Climatology	
GEOG 483	Remote Sensing/GIS Integration	
GEOL 361	Geology and the Environment	
MATH 175	Calculus II	
PHYS 111	General Physics I	
& 111L	and General Physics I Lab	
PHYS 112	General Physics II	
& 112L	and General Physics II Lab	
PHYS 211	Engineering Physics I	
& 211L	and Laboratory Physics I	
PHYS 212	Engineering Physics II	
& 212L	and Laboratory Physics II	
SOIL 205	The Soil Ecosystem	
WLF 482	Ornithology	
<u>STAT 251</u>	Statistical Methods	3

or STAT 301

Probability and Statistics

Choose one course from the following:

3

~~BIOL 314 Ecology and Population Biology~~~~FOR/REM Principles of Ecology~~~~221/WLF 220~~~~GEOG 410 Biogeography~~~~NR 321 Ecology~~ENVS 225 International Environmental Issues SeminarENVS 400 ~~Course ENVS 400 Not Found~~

1-16

AIST 314 Tribal Sovereignty and Federal Policy~~ENVS 479 Introduction to Environmental Regulations~~~~ENVS 577 Law Ethics and the Environment~~~~IS 322 Int'l Environmental Governance~~~~NRS 311 Public Involvement in Natural Resource Management~~~~NRS/POLS 364 Politics of the Environment~~~~NRS/POLS 462 Natural Resource Policy~~

Choose one course from the following:

3-4

~~AGEC 451 Applied Environmental and Natural Resource Economics~~~~AIST 344 Indigenous Ways of Knowing~~~~ANTH/SOC 465 Environmental Justice~~~~HIST 424 American Environmental History~~ECON 202 **Principles of Microeconomics**ECON 272 Foundations of Economic Analysis~~GEOG 345 Global Economic Geography~~~~NRS/FOR 235 Society and Natural Resources~~~~NRS 383 Natural Resource and Ecosystem Service Economics~~~~SOC 350 Food, Culture, and Society~~

Water - one course from the following:

3-4

~~ASM 315 Irrigation Systems and Water Management~~~~BE 453 Northwest Climate and Water Resources Change~~

Choose one course from the following:

3

GEOL 309 Ground Water Hydrology

Sustainability and Integration - one course from the following:

3

~~ENVS 415 Environmental Lifecycle Assessment~~~~ENVS 428 Pollution Prevention~~~~ENVS 484 History of Energy~~~~ENVS 485 Energy Efficiency and Conservation~~~~FS 436 Principles of Sustainability~~~~GEOG 435 Climate Change Mitigation~~~~ENVS 386 Managing Complex Environmental Systems~~~~REM 456 Integrated Rangeland Management~~

Technical—three courses from the following:

3-12

BIOL 115	Cells and the Evolution of Life
& 115L	and Cells and the Evolution of Life Laboratory
BIOL 250	General Microbiology
BIOL 483	Mammalogy
BIOL 489	Herpetology
CHEM 253	Quantitative Analysis
& CHEM 254	and Quantitative Analysis: Lab
CHEM 275	Carbon Compounds
CHEM 277	Organic Chemistry I
<u>ENVS 450</u>	Environmental Hydrology
<u>FISH 415</u>	Limnology
<u>FOR 462</u>	Watershed Science and Management

Choose one course from the following:

4

GEOG 100	Physical Geography
& 100L	and Physical Geography Lab
GEO 101	Physical Geology
& 101L	and Physical Geology Lab
GEO 111	Physical Geology for Science Majors
& 111L	and Physical Geology for Science Majors Lab
SOIL 205	The Soil Ecosystem
& SOIL 206	and The Soil Ecosystem Lab

ENVS 497 Senior Research

ENGL 316 Environmental Writing

3

or ENGL 317 Technical Writing

or ENGL 318 Science Writing

PHIL 452 Environmental Philosophy

3

NRS 476 Env Proj Mgmt/Decision Making

Emphasis

Select one of the following options:

20-62

Select one of the following emphases:

53-68

Ecological Restoration

ENVS 428 Pollution Prevention

ENVS 429 Environmental Audit

GEO 375 Geology of National Parks

REM 407 GIS Application in Fire Ecology and Management

REM 459 Rangeland Ecology

Policy, Planning, and Management

Culture and Communication

Integrated Sciences

Sustainability Sciences (Online only)

Biophysical Science

Total Hours

78-

109

~~A. Biological Science Option~~ This option is suitable for students wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. **Ecological Restoration Emphasis**

BIOL 250	General Microbiology	3
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Lab	2
NRS 310	Social Science Methods	4
PHIL 452	Environmental Philosophy	3
Choose one course from the following:		3
ENGL 316	Environmental Writing	
ENGL 317	Technical Writing	
ENGL 318/JAMM 328	Science Writing	
NRS 387	Environmental Communication Skills	
WLF 370	Management and Communication of Scientific Data	
Choose one course from the following:		3
ENGL 322	Studies in Environmental Literature and Culture	
HIST 424	American Environmental History	
Choose one course from the following:		3
GEOG 313	Global Climate Change	
GEOG 410	Biogeography	
GEOG 435	Climate Change Mitigation	
GEOG 455	Societal Resilience and Adaptation to Climate Change	
Choose one course from the following:		3
ENVS/NRS 386	Managing Complex Environmental Systems	
GEOG 420	Land, Resources, and Environment	
NRS 235	Society and Natural Resources	
NRS 311	Public Involvement in Natural Resource Management	
SOC 466	Climate Change and Society	
SOC 340	Environmental Sociology and Globalization	

Choose one course from the following:**3**

<u>ENVS 479</u>	Introduction to Environmental Regulations
<u>GEOG 488</u>	Geography of Energy Systems
<u>NRS/POLS 364</u>	Politics of the Environment
<u>NRS/POLS 462</u>	Natural Resource Policy
<u>NRS 488</u>	NEPA in Policy and Practice

Choose one course from the following:**4**

<u>MATH 160</u>	Survey of Calculus
------------------------	---------------------------

Select 4 electives from at least two of the following areas:**20****Plant Protection:**

ENT-322	General and Applied Entomology
PLSC-338	Weed Control
PLSC-410	Invasive Plant Biology
PLP-415	Plant Pathology
SOIL-446	Soil Fertility

Animal Ecology:

WLF-314	Ecology of Terrestrial Vertebrates
WLF-315	Techniques Laboratory
WLF-440	Conservation Biology 1
WLF-448	Fish and Wildlife Population Ecology 1

Aquatic Ecology (Take all three courses):

FISH-314	Fish Ecology
FISH-415	Limnology
FISH-430	Riparian Ecology and Management

Forest and Range Systems:

FOR-330	Terrestrial Ecosystem Ecology
FOR-426	Global Fire Ecology and Management
REM-411	Wildland Habitat Ecol & Assmnt
REM-429	Landscape Ecology

<u>MATH 170</u>	Calculus I
------------------------	-------------------

Choose one sequence from the following:**4-5**

<u>GEOG 100</u>	Physical Geography
& <u>100L</u>	and Physical Geography Lab
<u>GEOL 111</u>	Physical Geology for Science Majors
& <u>GEOL 101L</u>	and Physical Geology Lab
<u>SOIL 205</u>	The Soil Ecosystem
& <u>SOIL 206</u>	and The Soil Ecosystem Lab

Choose one course from the following:**3**

<u>FOR/REM 221</u>	Principles of Ecology
<u>WLF 220</u>	Principles of Ecology

Choose one course from the following:**3**

ENVS 428**Pollution Prevention****ENVS 429****Environmental Audit****FS 409**

Princ Environmental Toxicology

SOIL 425**Microbial Ecology****SOIL 438****Pesticides in the Environment****SOIL 454****Pedology****Water:****ENVS 450****Environmental Hydrology****FOR 462****Watershed Science and Management****GEOL 309****Ground Water Hydrology****GEOL 410****Groundwater Field Methods****HYDR 412****Environmental Hydrogeology****Geospatial Tools (take at least 3 of the 6 courses listed below):****FOR 472****Remote Sensing of the Environment****GEOG 385****GIS Primer****GEOG 424****Hydro Apps/GIS&Remote Sensing****GEOG 475****Intermediate GIS****GEOG 483****Remote Sensing/GIS Integration****LARC 495****GIS Applications in Land Planning 2****Climate Change and Ecosystems (Take all three courses):****GEOL 361****Geology and the Environment****INDT 364****Hazardous Materials****Choose one course from the following:****3****BE 433****Bioremediation****SOIL 422****Environmental Soil Chemistry****SOIL 452****Environmental Water Quality****Choose 3 credits from the following:****3****FISH 496****Intro to Aquatic Restoration****PLSC 419****Plant Community Restoration Methods****REM 280****Introduction to Wildland Restoration****REM/NRS 440****Restoration Ecology****REM 459****Rangeland Ecology****Soils:****Choose one course from the following:****3****AGEC 477****Law Ethics and the Environment****NRS 311****Public Involvement in Natural Resource Management****NRS 383****Natural Resource and Ecosystem Service Economics**

Total Hours

58-59

Courses to total 120 credits for this degree***± Either WLF 440%7C or WLF 448%7C may be used as a depth elective.***

B. Physical Science Option ~~This option is suitable for students wishing to pursue technical careers in environmental professions such as air, soil, and water pollution abatement, hazardous waste management, waste minimization, and ecological restoration.~~ **Policy Planning and Management**

Select 4 electives from at least two of the following areas:

20

Water:

ENVS 450	Environmental Hydrology
FOR 462	Watershed Science and Management
GEOL 309	Ground Water Hydrology
GEOL 410	Groundwater Field Methods
HYDR 412	Environmental Hydrogeology

Hazardous Waste:

BE 433	Bioremediation
BE 452	Environmental Water Quality
BIOL 380	Biochemistry I
CHEM 418	Environmental Chemistry
ENVS 479	Introduction to Environmental Regulations
FS 409	Princ Environmental Toxicology

Geology:

GEOL 335	Geomorphology
GEOL 361	Geology and the Environment
GEOL 422	Principles of Geophysics
GEOL 423	Principles of Geochemistry

Mathematics and Statistics:

MATH 175	Calculus II
MATH 275	Calculus III
MATH 310	Ordinary Differential Equations
STAT 431	Statistical Analysis

Soils:

CHEM 418	Environmental Chemistry
SOIL 415	Soil and Environmental Physics
SOIL 422	Environmental Soil Chemistry
SOIL 454	Pedology

Economics and Management (take both courses):

OM 378	Project Management
ENVS 428	Pollution Prevention

Geospatial Tools (take at least 3 of the 4 courses):**FOR 472 Remote Sensing of the Environment****GEOG 385 GIS Primer****GEOG 424 Hydro Apps/GIS&Remote Sensing****GEOG 483 Remote Sensing/GIS Integration****Climate Change and Emissions Reduction:****ENVS 485 Energy Efficiency and Conservation****ENVS/NRS 475 Local & Regional Env Planning 3****NRS 235 Society and Natural Resources 3****NRS 310 Social Science Methods 4****NRS 311 Public Involvement in Natural Resource Management 3****NRS/POLS 364 Politics of the Environment 3****NRS 383 Natural Resource and Ecosystem Service Economics 3****NRS 387 Environmental Communication Skills 3****NRS/POLS 462 Natural Resource Policy 3****NRS 476 Env Proj Mgmt/Decision Making 4****Choose one course sequence from the following: 4****CHEM 101 Introduction to Chemistry
& 101L and Introduction to Chemistry Laboratory****CHEM 111 General Chemistry I
& 111L and General Chemistry I Laboratory****BIOL 114 Organisms and Environments****Choose one course sequence from the following: 4-5****GEOG 100 Physical Geography
& 100L and Physical Geography Lab****GEOL 101 Physical Geology
& 101L and Physical Geology Lab****GEOL 111 Physical Geology for Science Majors
& GEOL 101L and Physical Geology Lab****SOIL 205 The Soil Ecosystem
& SOIL 206 and The Soil Ecosystem Lab****Choose one course from the following: 3-4****MATH 143 College Algebra****MATH 160 Survey of Calculus****MATH 170 Calculus I****Choose one course from the following: 3****GEOG 313 Global Climate Change****~~GEOG 401~~ Climatology****~~GEOG 435~~ Climate Change Mitigation****FOR/REM 221 Principles of Ecology****WLF 220 Principles of Ecology**

Choose one course from the following:**3**

<u>ENGL 316</u>	Environmental Writing
<u>ENGL 317</u>	Technical Writing
<u>ENGL 318/JAMM 328</u>	Science Writing
<u>WLF 370</u>	Management and Communication of Scientific Data

Choose one course from the following:**3-4**

<u>BIOL 314</u>	Ecology and Population Biology
<u>FOR 326</u>	Fire Ecology
<u>NRS/REM 440</u>	Restoration Ecology
<u>REM 429</u>	Landscape Ecology
<u>REM 459</u>	Rangeland Ecology
<u>REM 460</u>	Integrated Field Studies in Rangelands
<u>WLF 440</u>	Conservation Biology

Choose one course from the following:**3**

<u>AGEC 477</u>	Law Ethics and the Environment
<u>ENVS 386</u>	Managing Complex Environmental Systems
<u>& NRS 386</u>	and Managing Complex Environmental Systems
<u>IS 322</u>	Int'l Environmental Governance

Choose one course from the following:**3-4**

<u>NRS 472</u>	Remote Sensing of the Environment
<u>NRS 478</u>	LIDAR and Optical Remote Sensing Analysis

Total Hours

55-59

Courses to total 120 credits for this degree

~~C. Physical Science 2 Option This option is only available to students in Coeur d'Alene and Idaho Falls.~~ Culture and Communication

Select 4 electives from at least two of the following areas:

20~~Water:~~

CE 433	Water Quality Management
ENVS 450	Environmental Hydrology
FISH 540	Wetland Restoration
GEO 309	Ground Water Hydrology

~~Mathematics and Statistics:~~

MATH 175	Calculus II
MATH 275	Calculus III
MATH 310	Ordinary Differential Equations
STAT 431	Statistical Analysis

~~Management Tools (take three of the following):~~

ENVS 415	Environmental Lifecycle Assessment
ENVS 428	Pollution Prevention

GEOG-385	GIS-Primer
GEOG-475	Intermediate-GIS
GEOG-424	Hydro-Apps/GIS&Remote Sensing
HNDT-364	Hazardous Materials
HNDT-448	Project and Program Management
Environmental Policy and Regulations (Take three of the following):	
NRS-572	Human Dimensions of Restoration Ecology
ENVS-429	Environmental Audit
ENVS-436	Principles of Sustainability
ENVS-479	Introduction to Environmental Regulations
ENVS-482	Natural Resource Policy and Law

Energy Systems:

GEOG-453	Water and Energy Systems
ENVS-484	History of Energy
ENVS-485	Energy Efficiency and Conservation
HNDF-415	Impact of Technology on Society
HNDF-434	Power Generation and Distribution

Sustainability Science:

ENVS-415	Environmental Lifecycle Assessment
ENVS-428	Pollution Prevention
ENVS-436	Principles of Sustainability
FS-409	Princ Environmental Toxicology
HNDF-457	Lean to Green Sustainable Technology

<u>ENGL 322</u>	Studies in Environmental Literature and Culture	3
<u>ENVS/NRS 386</u>	Managing Complex Environmental Systems	3
<u>NRS 235</u>	Society and Natural Resources	3
<u>PHIL 352</u>	Philosophy, Politics, and Economics	3
<u>HIST 424</u>	American Environmental History	3
<u>PHIL 452</u>	Environmental Philosophy	3

Choose one course sequence from the following: 4

<u>CHEM 101</u>	Introduction to Chemistry
& <u>101L</u>	and Introduction to Chemistry Laboratory
<u>CHEM 111</u>	General Chemistry I
& <u>111L</u>	and General Chemistry I Laboratory
<u>BIOL 114</u>	Organisms and Environments

Choose one course sequence from the following: 4-5

<u>GEOG 100</u>	Physical Geography
& <u>100L</u>	and Physical Geography Lab
<u>GEOL 101</u>	Physical Geology
& <u>101L</u>	and Physical Geology Lab

GEOL 111 **Physical Geology for Science Majors**
& GEOL 101L **and Physical Geology Lab**
SOIL 205 **The Soil Ecosystem**
& SOIL 206 **and The Soil Ecosystem Lab**

Choose one course from the following: **3-4**

MATH 143 **College Algebra**
MATH 160 **Survey of Calculus**
MATH 170 **Calculus I**

Choose one course from the following: **3**

GEOG 313 **Global Climate Change**
FOR/REM 221 **Principles of Ecology**
WLF 220 **Principles of Ecology**

Choose one course from the following: **3**

ENGL 316 **Environmental Writing**
ENGL 317 **Technical Writing**
ENGL 318/JAMM 328 **Science Writing**

Choose one course from the following: **3**

GEOG 420 **Land, Resources, and Environment**
SOC 340 **Environmental Sociology and Globalization**
SOC 341 **Science, Technology, and Society**
SOC/ANTH 350 **Food, Culture, and Society**

Choose one course from the following: **3**

PHIL 351 **Philosophy of Science**
PHIL 417 **Philosophy of Biology**
PHIL 450 **Ethics in Science**

Choose one course from the following: **3**

NRS/POLS 462 **Natural Resource Policy**
POLS/NRS 364 **Politics of the Environment**

Choose one course from the following: **3**

COMM 410 **Conflict Management**
NRS 387 **Environmental Communication Skills**

Choose one course from the following: **3**

GEOG 435 **Climate Change Mitigation**
GEOG 455 **Societal Resilience and Adaptation to Climate Change**

Choose one course from the following: **3**

SOC 342 **Gender and Science**
SOC 346 **Responding to Risk**
SOC 465 **Environmental Justice**
SOC 466 **Climate Change and Society**

Total Hours **53-55**

Courses to total 120 credits for this degree

~~D. Social Science Option This option is suitable for students wishing to pursue careers in environmental professions such as environmental regulation, land use planning, environmental administration, and as a pre-law program for environmental law.~~ **Integrated Sciences**

ENGL 309	Rhetorical Style	3
or ENGL 202	Intro to Professional Writing	
or PHIL 201	Critical Thinking	
SOC 309	Social Science Research Methods	3
or NRS 310	Social Science Methods	
<u>NRS 310</u>	Social Science Methods	4
<u>PHIL 452</u>	Environmental Philosophy	3
Choose one course sequence from the following:		3-4
<u>CHEM 101</u>	Introduction to Chemistry	
& <u>101L</u>	and Introduction to Chemistry Laboratory	
<u>CHEM 111</u>	General Chemistry I	
& <u>111L</u>	and General Chemistry I Laboratory	
<u>BIOL 114</u>	Organisms and Environments	
Choose one course sequence from the following:		4-5
<u>GEOG 100</u>	Physical Geography	
& <u>100L</u>	and Physical Geography Lab	
<u>GEOG 101</u>	Physical Geology	
& <u>101L</u>	and Physical Geology Lab	
<u>GEOG 111</u>	Physical Geology for Science Majors	
& <u>111L</u>	and Physical Geology for Science Majors Lab	
<u>SOIL 205</u>	The Soil Ecosystem	
& <u>SOIL 206</u>	and The Soil Ecosystem Lab	
Choose one course from the following:		3-4
<u>MATH 143</u>	College Algebra	
Select 5 depth electives from one of the following areas:		15
<u>MATH 160</u>	Survey of Calculus	
<u>MATH 170</u>	Calculus I	
Choose one course from the following:		3
<u>FOR/REM 221</u>	Principles of Ecology	
<u>WLF 220</u>	Principles of Ecology	
Choose one course from the following:		3
<u>ENGL 316</u>	Environmental Writing	
<u>ENGL 317</u>	Technical Writing	
<u>ENGL 318/JAMM 328</u>	Science Writing	

<u>NRS 387</u>	Environmental Communication Skills
FOR 484	Forest Policy and Administration
GEOG 330	Urban Geography
POLS 364	Politics of the Environment
POLS 451	Public Administration
POLS 454	Public Organization Theory
POLS 462	Natural Resource Policy
PSYC 416	Industrial/Organizational Psychology
<u>WLF 370</u>	Management and Communication of Scientific Data

Choose one course from the following:

3

<u>GEOG 313</u>	Global Climate Change
GEOG 411	Natural Hazards and Society
GEOG 435	Climate Change Mitigation
<u>GEOG 435</u>	Climate Change Mitigation
LARC 380	Water Conservation Technologies
LARC 480	The Resilient Landscape
<u>GEOG 455</u>	Societal Resilience and Adaptation to Climate Change
NRS 383	Natural Resource and Ecosystem Service Economics

Choose one course from the following:

3

<u>ENVS/NRS 386</u>	Managing Complex Environmental Systems
<u>ENVS 420</u>	Intro to Bioregional Planning
<u>ENVS 423</u>	Planning Sustainable Places
<u>GEOG 420</u>	Land, Resources, and Environment
<u>NRS 235</u>	Society and Natural Resources
<u>NRS 311</u>	Public Involvement in Natural Resource Management
<u>SOC 466</u>	Climate Change and Society
<u>SOC 465</u>	Environmental Justice

Choose one course from the following:

3

<u>AGEC 477</u>	Law Ethics and the Environment
<u>NRS/POLS 364</u>	Politics of the Environment
<u>NRS/POLS 462</u>	Natural Resource Policy
<u>ENVS 479</u>	Introduction to Environmental Regulations
PHIL 470	Philosophy of Law
POLS 364	Politics of the Environment
POLS 467	Constitutional Law
POLS 468	Civil Liberties
<u>GEOG 488</u>	Geography of Energy Systems
<u>NRS 488</u>	NEPA in Policy and Practice

Students must also take one additional upper division course across five different topic area bins 1

15

Advanced Technical
Climate Change

ACCT 482 Enterprise Accounting
 COMM 410 Conflict Management
 NRS 386 Managing Complex Environmental Systems

Communication

ARCH 151 Introduction to the Built Environment
 ARCH 266 Materials and Methods
 ARCH 463 Environmental Control Systems I
 ARCH 464 Environmental Control Systems II

Contaminants

ENVS 479 Introduction to Environmental Regulations
 ENVS 484 History of Energy
 ENVS 485 Energy Efficiency and Conservation

Earth Science

Ecology

Economics

Energy

Geospatial

Human Dimensions

Planning

Policy

Sustainability

Water

Students must also complete one minor, certificate, or accredited semester long academic program. 2 12-18

Total Hours

59-68

1 Please contact the department to see a "Class list by Topic" spreadsheet of available courses.

2 Please contact the department for approved minors, certificates and academic programs.

Courses to total 120 credits for this degree

-E. Sustainability Sciences (Online only) Biophysical Science Option

This option is intended for students at a distance wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. Students need to work closely with an academic advisor to plan the courses needed to fulfill degree requirements which are not available through distance delivery.

<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>BIOL 250</u>	General Microbiology	3
or <u>PHYS 111</u>	General Physics I	
<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1

<u>CHEM 112</u>	General Chemistry II	3
<u>CHEM 112L</u>	General Chemistry II Lab	2
Select one course sequence from the following:		4
<u>PHYS 111</u>	General Physics I	
& <u>111L</u>	and General Physics I Lab	
<u>PHYS 211</u>	Engineering Physics I	
& <u>211L</u>	and Laboratory Physics I	
Choose one course from the following:		4
<u>MATH 160</u>	Survey of Calculus	
<u>MATH 170</u>	Calculus I	
Earth Science - Choose one course sequence from the following:		4-5
<u>GEOG 100</u>	Physical Geography	
& <u>100L</u>	and Physical Geography Lab	
<u>GEOL 101</u>	Physical Geology	
& <u>101L</u>	and Physical Geology Lab	
Select 48 credits of electives, including at least one course from each of the following areas (all are available online):		48
<u>GEOL 111</u>	Physical Geology for Science Majors	
& <u>GEOL 101L</u>	and Physical Geology Lab	
<u>SOIL 205</u>	The Soil Ecosystem	
& <u>SOIL 206</u>	and The Soil Ecosystem Lab	
Ecology - Choose one course from the following:		3
<u>FOR/REM 221</u>	Principles of Ecology	
<u>WLF 220</u>	Principles of Ecology	
<u>BIOL 314</u>	Ecology and Population Biology	
Writing and Communication - Choose one course from the following:		3
<u>ENGL 316</u>	Environmental Writing	
<u>ENGL 317</u>	Technical Writing	
<u>ENGL 318/JAMM 328</u>	Science Writing	
<u>NRS 387</u>	Environmental Communication Skills	
<u>WLF 370</u>	Management and Communication of Scientific Data	
Environmental Ethics and Philosophy:		3
<u>PHIL 452</u>	Environmental Philosophy	
Select five of the following depth areas, and take at least 6 advisor-approved credits within each of the selected depth areas. 1		30
a. Mathematics, Physics, and Statistics		
<u>BE 452</u>	Environmental Water Quality	
<u>MATH 175</u>	Calculus II	
<u>MATH 275</u>	Calculus III	
<u>MATH 310</u>	Ordinary Differential Equations	
<u>PHYS 112</u>	General Physics II	

or [PHYS 212](#)
[PHYS 112L](#)
 or [PHYS 212L](#)
[STAT 301](#)
[STAT 431](#)

Engineering Physics II
General Physics II Lab
Laboratory Physics II
Probability and Statistics
Statistical Analysis

b. Social Dimensions:

[ENVS 423](#)
[ENVS 428](#)
[ENVS 484](#)
[FCS 411](#)
[INDT 415](#)
[IS 322](#)
[NRS 235](#)

Planning Sustainable Places
 Pollution Prevention
 History of Energy
 Global Nutrition
 Impact of Technology on Society
 Int'l Environmental Governance
Society and Natural Resources

c. Management Tools

[ENVS 415](#)
[ENVS 420](#)
[ENVS 428](#)
[ENVS 430](#)
[INDT 364](#)
[INDT 448](#)

Environmental Lifecycle Assessment
Intro to Bioregional Planning
 Pollution Prevention
Planning Theory and Process
Hazardous Materials
Project and Program Management

d. Geospatial Tools:

[GEOG 385](#)
[GEOG 424](#)
[GEOG 475](#)
[NRS/FOR 472](#)
[NRS 478](#)
[REM 407](#)

GIS Primer
 Hydro Apps/GIS&Remote Sensing
Intermediate GIS
Remote Sensing of the Environment
LIDAR and Optical Remote Sensing Analysis
 GIS Application in Fire Ecology and Management

e. Environmental Policy and Regulations:

[AGEC 477](#)
[ENVS 429](#)
[ENVS/FSP 436](#)
[ENVS 479](#)
[ENVS 482](#)
[NRS 488](#)
[POLS/NRS 462](#)

Law Ethics and the Environment
Environmental Audit
Principles of Sustainability
Introduction to Environmental Regulations
Natural Resource Policy and Law
NEPA in Policy and Practice
Natural Resource Policy

f. Energy Systems:

[GEOG 453](#)
[ENVS 484](#)
[FCS 411](#)
[ENVS 485](#)
[INDT 415](#)

Water and Energy Systems
 History of Energy
~~Global Nutrition~~
 Energy Efficiency and Conservation
 Impact of Technology on Society

INDT 434

g. Sustainability Science:

ENVS 420**ENVS 415****ENVS 423****ENVS 428****ENVS/FS 436****FS 409****FS-436****GEOG 313****INDT 457**

h. Water and Soils:

SOIL 452**ENVS 450****SOIL 205****SOIL 438****SOIL 446**

i. Restoration and Remediation:

BE 433**FISH 496****FOR 426****REM-221****PLSC 419****REM 280****REM 410****REM/NRS 440****REM-459****SOIL 422****SOIL 452****WLF 440****Power Generation and Distribution****Intro to Bioregional Planning****Environmental Lifecycle Assessment****Planning Sustainable Places****Pollution Prevention****Principles of Sustainability**

Princ Environmental Toxicology

~~Principles of Sustainability~~

Global Climate Change

Lean to Green Sustainable Technology**Environmental Water Quality**

Environmental Hydrology

The Soil Ecosystem

Pesticides in the Environment

Soil Fertility

Bioremediation**Intro to Aquatic Restoration**

Global Fire Ecology and Management

~~Principles of Ecology~~**Plant Community Restoration Methods****Introduction to Wildland Restoration**

Principles of Vegetation Monitoring and Measurement

Restoration Ecology

~~Rangeland Ecology~~**Environmental Soil Chemistry****Environmental Water Quality**

Conservation Biology

Total Hours

67-

68

1 Courses listed more than once cannot double count across depth areas.**Courses to total 120 credits for this degree.****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 ~~No~~

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

Sustainability Sciences Emphasis

~~Biological Science Option~~ Students will be able to apply environmental science principles **in biophysical within biological, physical, and social science contexts breadth areas, with a specialization to address societally relevant issues in apply knowledge of environmental science, management, and mitigation.**

~~mitigation in at least one area.~~ Students will be able to communicate environmental **science, management, science principles and mitigation principles and applications effectively through writing, oral, and graphical writing and oral presentations.**

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how integrate technical expertise with socio-cultural and why fundamentals political dimensions of biophysical and social science contribute to environmental sustainability at the local, national, and international level.

Policy, Planning, and Management Emphasis

~~problem-solving:~~

~~Social Science Option~~ Students will be able to **apply environmental science demonstrate the knowledge of foundational principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.**

~~the field of Environmental Science.~~ **Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.**

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how core principles of policy and planning work within societal frameworks to complement and advance management decisions in the field of environmental science.

Ecological Restoration Emphasis

Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.

Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how core ecological principles are used to implement effective scientific approaches to environmental restoration and remediation.

Culture and Communication Emphasis

Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.

Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how and why cultural influences can affect societal decisions regarding key issues of environmental science.

Integrated Sciences Emphasis

Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.

Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to integrate biophysical expertise with socio-cultural dimensions of environmental problem-solving.

~~Students will be able to demonstrate integrative research expertise that applies the scientific method for design, data collection, analysis, and reporting. Students will be able to integrate technical expertise with socio-cultural and political dimensions of environmental problem-solving.~~

Summarize how the learning outcomes will be assessed for the proposed curriculum.

See attachment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Change the name of the emphasis in Biophysical Sciences to Sustainability Sciences.

Remove the remaining emphases: Biological Sciences, Social Sciences, Physical Sciences, and Physical Sciences 2.

Add new emphases: Ecological Restoration; Policy, Planning, and Management; Culture and Communication; Integrated Sciences. Note these new emphases will have similar learning outcomes and needed resources as the old ones, but the names will better represent the overall program and career paths available to students.

Supporting Documents [CNRENV5 201\(1\).docx](#)
[ENVS-CurricChange\(25-Sep-20\)_LV.docx](#)
[CNRENV5-ChangeNameEmphasisAreas_UPDATED.docx](#)
[Environmental Science-Ecological Restoration_BSEnvS.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Joana Espinoza (jespinoza) (10/21/20 3:53 pm): Amy see my email before approving.

Sara Mahuron (sara) (11/05/20 2:46 pm): sent email to Lee Vierling. Need the outcomes for all the new emphases being created. I only see outcomes (I checked the attachments) for Sustainability Sciences, which will need to be renamed in the outcomes box. The other proposed new emphasis areas still need outcomes.

Sara Mahuron (sara) (11/09/20 8:09 am): Updated the learning outcomes for all emphases per Lee Vierline (received requested changes and additions from Lee via email). All changes pasted from his email.

Rebecca Frost (rfrost) (11/09/20 12:31 pm): Some issues with the curriculum with courses missing or having been deleted previously. The following curriculum problems exist: ENVS 300 - no record of this course exist. ENVS 446 - this course was discontinued and has been removed from this curriculum. ENVS 476 - no record of this course exists, and the listed cross-list NRS 476 has been put in its place. ENVS 420, ENVS 423, and ENVS 430 - no record of this course exists but it appears to be using a BIOP course title. ENVS 477 - no record of this course exists, but it is using the title of AGECE 477 and this has been used in its place. Most of these courses are in a choice list and will be removed if not remedied.

Amy Kingston (amykingston) (11/30/20 2:09 pm): The course issues mentioned by Rebecca were resolved in cooperation with the department.

Program Change Request

Date Submitted: 10/07/20 10:16 am

Viewing: **258 : Natural Resources (MS)**

Last edit: 10/07/20 10:16 am



Catalog Pages Using
this Program
[Natural Resources \(M.S.\)](#)

Faculty Contact

In Workflow

1. 151 Chair
2. 11 Curriculum Committee Chair
3. Assessment
4. Graduate Council Chair
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/07/20 12:46 pm
Joana Espinoza (jespinoza):
Approved for 151 Chair
2. 10/07/20 12:47 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
3. 10/19/20 9:03 am
Sara Mahuron (sara): Approved for Assessment
4. 10/28/20 8:53 am
Lauren Perkinson (perkinson):

Approved for
Graduate Council
Chair

5. 11/16/20 10:40 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
6. 11/25/20 11:24 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
7. 12/07/20 3:57 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type

Description of Change

Academic Level Graduate

College Natural Resources

Department/Unit: Natural Resources

Effective Catalog
Year 2021-2022

Program Title
Natural Resources (MS)

Program Credits **30**

CIP Code **03.0199** ~~03.0201~~ - Natural Resources
Conservation Management and Research,
Other. Policy:

Emphasis/Option

CIP Code(s)

Curriculum:

Master of Science. Major in Natural Resources.

Thesis and non-thesis options are offered with a major in natural resources. See the respective departmental sections for details.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Demonstrate understanding of the scientific method and qualitative/ quantitative analysis methods.

Critically synthesize existing knowledge in science and their natural resource discipline and describe how their research represents a step forward towards the generation of new knowledge.

Critically apply theories, methodologies, and knowledge to address important questions in natural resources.

Conduct research of significance in a natural resource discipline or as part of a disciplinary or an interdisciplinary or creative project.

- Plan and conduct this research or implement this project under the guidance of an advisor and/or committee while developing intellectual independence.
- Develop potential ability in disseminating oral communication to peers in disciplinary research areas.
- Develop potential ability in disseminating written communication to peers in disciplinary and/or interdisciplinary research areas.
- Develop potential ability in disseminating and presenting complex information to non-science groups.
- Develop potential expertise in a specialized research area in natural resources.
- Demonstrate self-defined pathway for career following defense.
- Develop potential ability for leadership in natural resource discipline.
- Interact productively with people from diverse backgrounds and team members with integrity and professionalism.
- Develop potential ability, through service, for the value of their discipline to the academy and community at large.
- Follow the principles of ethics in their field and in academia.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR’s current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR’s graduate degrees to be recognized as STEM degrees and, resultingly, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation’s Graduate Research Fellowship Program awards.

Supporting Documents [CNRChangeCIPShortForm.docx](#)

Requires TECC Review **No**

Reviewer Comments

Program Change Request

Date Submitted: 10/07/20 10:23 am

Viewing: **261 : Natural Resources (PHD)**

Last edit: 10/07/20 10:23 am

Catalog Pages Using
this Program

[Natural Resources \(Ph.D.\)](#)

Faculty Contact

In Workflow

1. **151 Chair**
2. **11 Curriculum
Committee Chair**
3. **Assessment**
4. **Graduate Council
Chair**
5. **Curriculum Review**
6. **Registrar's Office**
7. **UCC**
8. **Faculty Senate
Chair**
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/07/20 12:46 pm
Joana Espinoza
(jespinoza):
Approved for 151
Chair
2. 10/07/20 12:47 pm
Joana Espinoza
(jespinoza):
Approved for 11
Curriculum
Committee Chair
3. 10/19/20 9:06 am
Sara Mahuron
(sara): Approved for
Assessment
4. 10/28/20 8:51 am
Lauren Perkinson
(perkinson):

Approved for
Graduate Council
Chair

- 5. 11/16/20 10:40 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 6. 11/25/20 11:25 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 7. 12/07/20 3:57 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type

Description of Change

Academic Level Graduate
 College Natural Resources
 Department/Unit: Natural Resources
 Effective Catalog 2021-2022
 Year

Program Title
 Natural Resources (PHD)

Program Credits **78**

CIP Code **03.0199** ~~03.0201~~ - Natural Resources
Conservation Management and Research,
Other. Policy:

Emphasis/Option

CIP Code(s)

Curriculum:

Doctor of Philosophy. Major in Natural Resources.

General Ph.D. requirements apply. Doctoral candidates are required to have an understanding of the principles of resource management in areas other than that chosen as a specialization. There is no general college requirement of proficiency in a foreign language for the doctorate, but one may be required by an individual student's committee where this seems desirable.

There is only one major for the Ph.D. degree in Natural Resources. However, dissertation topics are selected from disciplinary areas within each department. The single designation for the major is in keeping with the college's philosophy of integrated resource management.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No Change

Learning Objectives

Students plan and conduct research or implement a project under the guidance of an advisor and/or committee while demonstrating intellectual independence.

Demonstrate original thought and insights to advance their discipline.

Develop skills in disseminating oral communication to peers in disciplinary research areas.

Demonstrate skills in disseminating written communication to peers in disciplinary and/or interdisciplinary research areas.

Demonstrate skills in disseminating and presenting complex information to non-science groups.

Demonstrate skills in synthesizing need of research focus to potential sponsors.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR's current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR's graduate degrees to be recognized as STEM degrees and, resultingly, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation's Graduate Research Fellowship Program awards.

Supporting Documents [CNRChangeCIPShortForm.docx](#)

Requires TECC Review **No**

Reviewer Comments

Program Change Request

Date Submitted: 10/08/20 2:58 pm

Viewing: **84 : Ecology and Conservation Biology
(BSECOLCONSBIOL)**

Last edit: 12/10/20 4:10 pm

Catalog Pages Using
this Program

[Ecology and Conservation Biology \(B.S.Ecol.Cons.Biol.\)](#)

Faculty Contact

In Workflow

1. 150 Chair
2. 151 Chair
3. 11 Curriculum
Committee Chair
4. Assessment
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate
Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/08/20 3:12 pm
Joana Espinoza
(jespinoza):
Approved for 150
Chair
2. 10/08/20 3:13 pm
Joana Espinoza
(jespinoza):
Approved for 151
Chair
3. 10/08/20 3:16 pm
Joana Espinoza
(jespinoza):
Approved for 11
Curriculum
Committee Chair
4. 10/20/20 10:59 am
Sara Mahuron
(sara): Rollback to

- 150 Chair for
Assessment
5. 10/23/20 3:14 pm
Lisette Waits
(lwaits): Approved
for 150 Chair
6. 10/26/20 1:17 pm
Steven Shook
(shook): Approved
for 151 Chair
7. 10/26/20 1:17 pm
Steven Shook
(shook): Approved
for 11 Curriculum
Committee Chair
8. 11/09/20 4:02 pm
Sara Mahuron
(sara): Approved for
Assessment
9. 11/16/20 11:38 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
10. 12/09/20 11:38 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
11. 12/10/20 4:10 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
12. 01/20/21 2:16 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

13. 01/25/21 4:03 pm
 Rebecca Frost
 (rfrost): Approved
 for UCC

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type Change curriculum requirements

Description of Change

Move program from Natural Resources to Fish and Wildlife Sciences and update learning outcomes.

Academic Level Undergraduate

College Natural Resources

Department/Unit: **Fish & Wildlife Sciences** ~~Natural Resources~~

Effective Catalog 2021-2022

Year

Program Title

Ecology and Conservation Biology (BSECOLCONSBIOL)

Program Credits **120**

CIP Code 26.1307 - Conservation Biology.

Emphasis/Option

CIP Code(s)

Curriculum:

Improving global environmental conditions requires researchers and other citizens who can understand ecological principles, who can analyze and interpret ecological conditions, and who can predict the consequences of alternative natural resource management decisions. Understanding the importance of social values and policy for ecology and management of rare, threatened, and endangered species and their habitat is necessary to reverse the order of their decline. In the ecology and conservation biology program, students learn to apply biological, ecological, social, and political understanding to solve problems related to long-term conservation of biological diversity and to sustainable management of ecosystems.

This degree combines the biological, ecological, and social sciences to provide

An interdisciplinary understanding of the composition, structure, and processes of ecosystems, and

The skills necessary to provide long-term planning for the conservation and sustainable management of populations, species, and ecosystems.

Students will examine topics from molecular to landscape scales and integrate the social and biophysical worlds. Graduates will be equipped to address the issues and problems of sustainable resource use, conservation of rare, threatened, or endangered biota, management of ecosystems, and long-term conservation of biological diversity. This program is flexible enough to adapt to the interests of individual students, while remaining firmly grounded in ecological principles applicable to species, populations, communities, landscapes, and ecosystems. It is distinctly different from the emphasis on management in the other forestry, wildlife, fisheries, range, and conservation social sciences programs, or the more general environmental science programs. Graduates of the program often continue advanced studies at national and international universities. This natural resources "liberal science" degree can also serve as pre-professional training for law school, or for professional positions in federal, state, and private environmental organizations including local and regional planning groups and consulting firms.

The program requires 120 credits, and students must choose either the Natural Resources Ecology or Conservation Biology option. Students pursuing a B.S.Ecol.Cons.Biol. must receive a grade of 'C' or better in each of the following 4 indicator courses to register in upper division courses in NRS/FISH/FOR/REM/WLF and to graduate with either option: [BIOL 114](#), [BIOL 213](#), [FOR 221](#), [NR 321](#), [STAT 251](#), or [WLF 220](#). Before students are allowed to begin their senior thesis or project ([NRS 485](#) or [NRS 497](#)), they must attend two evening thesis/project sessions and one senior poster presentation.

Required course work includes the university requirements (see [regulation J-3](#)) and:

BIOL 114	Organisms and Environments	4
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
BIOL 213	Struct/Functn Tree of Life	4
COMM 101	Fundamentals of Oral Communication	2
ECON 202	Principles of Microeconomics	3-4
or ECON 272	Foundatns of Economic Analysis	
ENGL 317	Technical Writing	3
or WLF 370	Management and Communication of Scientific Data	
FOR 220	Forest Biology & Dendrology	3
or REM 341	Systematic Botany	
FOR 235	Society and Natural Resources	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
NR 101	Exploring Natural Resources	2
NR 200	Seminar	1-16
NR 300	Ecology and Conservation Biology Thesis Seminar	1
NRS 383	Natural Resource and Ecosystem Service Economics	3
STAT 251	Statistical Methods	3

Select one of the following: 3-4

BIOL 314	Ecology and Population Biology
FOR/REM 221/WLF 220	Principles of Ecology
NR 321	Ecology

Select one of the following:		4
CHEM 101	Introduction to Chemistry	
& 101L	and Introduction to Chemistry Laboratory	
CHEM 111	General Chemistry I	
& 111L	and General Chemistry I Laboratory	
Select one of the following:		1
FISH 473	ECB Senior Presentation	
FOR 473	ECB Senior Presentation	
FSP 473	Ecology and Conservation Biology Senior Thesis	
NRS 473	ECB Senior Presentation	
REM 473	ECB Senior Presentation	
WLF 473	ECB Senior Presentation	
Select one of the following:		3
FISH 497	Senior Thesis (Max 6 credits)	
FOR 497	Senior Thesis (Max 98 credits)	
NR 497	Senior Thesis (Max 3 credits)	
REM 497	Senior Research and Thesis	
WLF 497	Senior Thesis (Max 6 credits)	
Options		
Select one of the following options:		36-43
Natural Resources Ecology		
Conservation Biology		
Total Hours		90-114

A. Natural Resources Ecology Option

The Natural Resources Ecology option combines ecological theory, field experience, and quantitative tools to gain an interdisciplinary understanding of the structure and function of ecosystems. This field covers ecological topics from local, regional, and landscape scales while integrating the social and biophysical worlds.

To graduate in this option, students must achieve a 'C' or better in the following six core courses: [FOR 330](#), [NR 200](#), [REM 429](#), [SOIL 205/SOIL 206](#), and [WLF 448](#).

FOR 330	Terrestrial Ecosystem Ecology	4
REM 429	Landscape Ecology	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
WLF 448	Fish and Wildlife Population Ecology	4
Select one of the following:		4

PHYS 100	Fundamentals of Physics	
& 100L	and Fundamentals of Physics Lab	
PHYS 111	General Physics I	
& 111L	and General Physics I Lab	

Select one Quantitative Resource Analysis Restricted elective from the following: 2-4

FOR 472	Remote Sensing of the Environment
GEOG 385	GIS Primer
NRS 310	Social Science Methods
REM 410	Principles of Vegetation Monitoring and Measurement 1
REM 411	Wildland Habitat Ecol & Assmnt 1
STAT 422	Survey Sampling
STAT 431	Statistical Analysis
WLF 411	Wildland Habitat Ecol & Assmnt

Select one Resource Management Restricted elective from the following: 3-4

FISH 418	Fisheries Management
FOR 424	Silviculture Principles and Practices
FOR 462	Watershed Science and Management
NRS 386	Managing Complex Environmental Systems
NRS 490	Wilderness and Protected Area Management
NRS 496	Monitoring Impacts in Protected Areas and Wilderness
REM 456	Integrated Rangeland Management
WLF 492	Wildlife Management

Select 10 credits of Ecology Restricted electives from the following: 2 10

BIOL 421	Advanced Evolution/Population Dynamics
BIOL 478	Animal Behavior
ENT 469	Introduction to Forest Insects
FISH 314	Fish Ecology
FISH 315	Fish Ecology Field Techniques and Methods
FISH 415	Limnology
FISH 430	Riparian Ecology and Management
FOR 326	Fire Ecology
FOR 468	Forest and Plant Pathology
GEOG 410	Biogeography
PLSC 410	Invasive Plant Biology
REM 440	Restoration Ecology
REM 459	Rangeland Ecology
REM 460	Integrated Field Studies in Rangelands
WLF 314	Ecology of Terrestrial Vertebrates
WLF 315	Techniques Laboratory
WLF 440	Conservation Biology

Select one Social/Political Restricted elective from the following: 2-3

COMM 410	Conflict Management
FOR 484	Forest Policy and Administration
GEOG 420	Land, Resources, and Environment
HIST 424	American Environmental History

NRS 311	Public Involvement in Natural Resource Management
NRS 387	Environmental Communication Skills
NRS 462	Natural Resource Policy
NRS 493	International Land Preservation and Conservation Systems
PHIL 452	Environmental Philosophy
POLS 364	Politics of the Environment

Total Hours

36-40

Courses to total 120 credits for this degree

1 Both [REM 410](#) and [REM 411](#) must be completed to satisfy Quantitative Resource Analysis Restricted Elective requirement.

2 At least 2 credits from [FISH 315](#), [FISH 415](#), [FISH 430](#), [REM 460](#), and/or [WLF 315](#)

B. Conservation Biology Option

The Conservation Biology option is centered around a multidisciplinary curriculum that provides students with training to work in jobs aimed at conserving the earth's biodiversity. This option provides a broad-based education that covers biological diversity from the genetic level to the landscape level, and it provides additional training in social sciences and management. In the words of Hunter (1996), "Conservation biology is cross-disciplinary, reaching far beyond biology into subjects such as philosophy, economics, and sociology; disciplines that are concerned with the social environment in which we practice conservation--as well as into subjects such as law and education that determine the ways we implement conservation."

To graduate in this option, students must achieve a 'C' or better in the following seven core courses: [BIOL 421](#), [NR 200](#), [PHIL 452](#), [REM 429](#), [WLF 440](#), and [WLF 448](#).

BIOL 310	Genetics	3
or GENE 314	General Genetics	
BIOL 421	Advanced Evolution/Population Dynamics	3
PHIL 452	Environmental Philosophy	3
REM 429	Landscape Ecology	3
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4

Select one Quantitative Resource Analysis Restricted elective from the following: 2-4

FOR 472	Remote Sensing of the Environment
GEOG 385	GIS Primer
NRS 310	Social Science Methods
REM 410	Principles of Vegetation Monitoring and Measurement 1
REM 411	Wildland Habitat Ecol & Assmnt 1
STAT 422	Survey Sampling
STAT 431	Statistical Analysis

Select one Resource Management Restricted elective from the following: 3-4

FISH 418	Fisheries Management
FOR 424	Silviculture Principles and Practices

FOR 462	Watershed Science and Management
NRS 386	Managing Complex Environmental Systems
NRS 490	Wilderness and Protected Area Management
NRS 496	Monitoring Impacts in Protected Areas and Wilderness
REM 456	Integrated Rangeland Management
WLF 492	Wildlife Management

Select 6 credits of Ecology Restricted electives from the following: 2

6

BIOL 478	Animal Behavior
ENT 469	Introduction to Forest Insects
FISH 314	Fish Ecology
FISH 315	Fish Ecology Field Techniques and Methods
FISH 415	Limnology
FISH 430	Riparian Ecology and Management
FOR 330	Terrestrial Ecosystem Ecology
FOR 326	Fire Ecology
FOR 468	Forest and Plant Pathology
GEOG 410	Biogeography
PLSC 410	Invasive Plant Biology
REM 440	Restoration Ecology
REM 459	Rangeland Ecology
REM 460	Integrated Field Studies in Rangelands
WLF 314	Ecology of Terrestrial Vertebrates
WLF 315	Techniques Laboratory

Select one Organismal Biology Restricted elective from the following:

3-4

BIOL 483	Mammalogy
BIOL 489	Herpetology
FISH 481	Ichthyology
WLF 482	Ornithology

Select two Social/Political Restricted electives from the following:

4-6

COMM 410	Conflict Management
ENVS 225	International Environmental Issues Seminar
FOR 484	Forest Policy and Administration
GEOG 420	Land, Resources, and Environment
HIST 424	American Environmental History
NRS 386	Managing Complex Environmental Systems
NRS 387	Environmental Communication Skills
NRS 462	Natural Resource Policy
NRS 311	Public Involvement in Natural Resource Management
POLS 364	Politics of the Environment

Total Hours

37-43

1 Both [REM 410](#) and [REM 411](#) must be completed to satisfy Quantitative Resource Analysis Restricted Elective

requirement.

2 At least 2 credits from [FISH 315](#), [FISH 415](#), [FISH 430](#), [REM 460](#), and/or [WLF 315](#)

Courses to total 120 credits for this degree

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

Natural Resources Ecology Option

1. Articulate disciplinary Identity:

Students will convey an accurate and nuanced understanding of the unique history and character of the discipline of Ecology and its distinctiveness from related disciplines, as well as their own personal rationale for matriculating within the discipline.

2. Work collaboratively: Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems
Conservation Biology Option
Locate, organize, analyze, and critically evaluate information: Students will demonstrate the ability to locate pertinent ecological, social, economic, and political information. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards
Understand principles and theories:

a. Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.

b. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

3. Locate, organize, analyze, and critically evaluate information. *information:*

a. Students will demonstrate the ability to locate ~~locate~~ pertinent ecological, social, economic ~~economic~~, and political information.

b. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards

4. Effectively communicate ideas and technical knowledge: *knowledge:*

Students will effectively utilize diverse forms of communication (written oral, visual) to convey information to scientific and nonscientific audiences in formal and professional formats.

5. Work collaboratively

Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems ~~Conservation Biology~~

Option

6. Practice ethical behavior

behavior:

Students will adhere to professional standards of ethics when using or synthesizing knowledge, doing research, employing field practices, engaging in conservation management, and when working with stakeholders.

Conservation Biology Option

1. Articulate disciplinary Identity: Students will convey an accurate and nuanced understanding of the unique history and character of the discipline of Conservation Biology and its distinctiveness from related disciplines, as well as their own personal rationale for matriculating within the discipline.

2. Understand principles and theories:

a. Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.

b. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

3. Locate, organize, analyze, and critically evaluate information.

a. Students will demonstrate the ability to locate pertinent ecological, social, economic and political information.

b. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards

4. Effectively communicate ideas and technical knowledge:

Students will effectively utilize diverse forms of communication (written oral, visual) to convey information to scientific and nonscientific audiences in formal and professional formats.

5. Work collaboratively

Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems

6. Practice ethical behavior

Students will adhere to professional standards of ethics when using or synthesizing knowledge, doing research, employing field practices, engaging in conservation management, and when working with stakeholders.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

changed to more than 25%

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Effective July 1, 2005, the University of Idaho began offering the B.S. Ecology and Conservation Biology (ECB) degree, which has been continuously managed under the Department of Natural Resources. This department houses the Forest, Wildlife and Range Experiment Station, the Idaho Cooperative Fish and Wildlife Research Unit, and all the college's graduate programs. The B.S. ECB degree is the only undergraduate degree offered by this department, which is inconsistent with the purpose and operation of the department (i.e., manage Experiment Station, Coop, and graduate studies).

Thus, the College of Natural Resources is requesting that the B.S. ECB be moved to the Department of Fish and Wildlife Sciences; this department has long provided the bulk of teaching effort and nearly all advising effort to support this undergraduate degree program.

Supporting Documents [CNR Move ECB to FWS.docx](#)
[Revised Outcomes 2020 Nat Rec \(002\).docx](#)
[Revised Outcomes 2020 Cons Bio \(002\).docx](#)
[Ecology and Conservation Biology - Conservation Biology_BSEcolConsBiol.xlsx](#)
[Ecology and Conservation Biology-Natural Resource Ecology_BSEcolConsBiol.xlsx](#)

Requires TECC Review **No**

Reviewer Comments

Sara Mahuron (sara) (10/20/20 10:59 am): Rollback: The Natural Resources Ecology degree option should have a minimum of 3 learning outcomes for a bachelors degree that articulates the depth and breadth of the program. Please add at least 2 more outcomes for this major/option. The Conservation Biology Option is a good example -- it has 4 comprehensive and robust outcomes. Please send questions to sara@uidaho.edu, thanks!!!

Sara Mahuron (sara) (11/09/20 4:02 pm): added the learning outcomes received via email; changed to more than 25%, approved to move forward

Rebecca Frost (rfrost) (12/10/20 10:55 am): 4 year plan added by Rebecca Frost.

Amy Kingston (amykingston) (12/10/20 4:10 pm): Rollback: Due to time constraints, saving for a future meeting.

Program Change Request

New Program Proposal

Date Submitted: 10/08/20 2:52 pm

Viewing: **426 : Natural Resource Management Academic Certificate**

Last edit: 12/09/20 11:45 pm



Faculty Contact

In Workflow

- 1. 161 Chair
- 2. 11 Curriculum Committee Chair
- 3. 11 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/08/20 3:13 pm
Joana Espinoza (jespinoza):
Approved for 161 Chair
- 2. 10/08/20 3:16 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 3. 10/08/20 3:17 pm
Joana Espinoza (jespinoza):
Approved for 11 Dean
- 4. 10/08/20 3:17 pm
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 10/20/20 8:39 am
Sara Mahuron
(sara): Rollback to
161 Chair for
Assessment
6. 11/11/20 9:43 am
Joana Espinoza
(jespinoza):
Approved for 161
Chair
7. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for 11
Curriculum
Committee Chair
8. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for 11
Dean
9. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 11/11/20 9:48 am
Sara Mahuron
(sara): Approved for
Assessment
11. 11/16/20 10:46 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
12. 11/25/20 11:21 am
Amy Kingston
(amykingston):

Approved for
 Registrar's Office
 13. 12/09/20 11:45 pm
 Amy Kingston
 (amykingston):
 Rollback to
 Registrar's Office for
 UCC
 14. 01/20/21 2:15 pm
 Amy Kingston
 (amykingston):
 Approved for
 Registrar's Office
 15. 01/25/21 4:01 pm
 Rebecca Frost
 (rfrost): Approved
 for UCC

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Academic Level Undergraduate
 College Natural Resources
 Department/Unit: Forest, Rangeland & Fire Sci
 Effective Catalog 2021-2022
 Year
 Program Title
 Natural Resource Management 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 24
 Attach Program
 Change
 CIP Code 03.0199 - Natural Resources Conservation and
 Research, Other.

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 program be Regional or Statewide Responsibility?

Statewide

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

All courses are already offered so no financial impact related to course development and delivery. Only costs associated with marketing and recruitment of students into the program.

Curriculum:

To complete the certificate, students must take a total of 24 credits from the courses listed in the program of study. All coursework must be completed with a grade of "C" or better. With CNR certificate committee approval, students may transfer up to six credits of course work from another institution to count towards their certificate program.

Select 24 credits from the following courses:

24

<u>REM 151</u>	Rangeland Principles
<u>FOR 221</u>	Principles of Ecology
<u>REM 252</u>	Wildland Plant Identification
<u>REM 253</u>	Wildland Field Plant Ident
<u>REM 280</u>	Introduction to Wildland Restoration
<u>GEOG 385</u>	GIS Primer
<u>REM 341</u>	Systematic Botany
<u>ENVS 450</u>	Environmental Hydrology
<u>ENVS 485</u>	Energy Efficiency and Conservation
<u>FISH 415</u>	Limnology
<u>FOR 451</u>	Fuels Inventory and Management
<u>FOR 454</u>	Air Quality, Pollution, and Smoke

FOR 484	Forest Policy and Administration
REM 407	GIS Application in Fire Ecology and Management
REM 410	Principles of Vegetation Monitoring and Measurement
REM 411	Wildland Habitat Ecol & Assmnt
REM 429	Landscape Ecology
REM 440	Restoration Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
WLF 440	Conservation Biology

Total Hours

24

Courses to total 24 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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

Other

Where?

100% online

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 that complete the Natural Resource Management certificate should be able to integrate technical “field” knowledge with analytical skills to solve important natural resource management problems.

Specifically, students should be able to:

1. Describe ecological processes, including human impacts that influence ecosystem change, and the future sustainability of natural resources.
2. Characterize natural resources and be familiar with methods to quantify at least one of these resources.
3. Identify desired future conditions to achieve natural resource-related objectives, prescribe management actions needed to achieve those objectives, and evaluate success of prescribed actions.

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

We will evaluate how well students are achieving the intended learning outcomes by:

1. Requiring all students achieve a letter grade of at least a letter grade of a “C” in all certificate courses.
2. Tracking performance in biology- and ecology-oriented courses completed as part of the certificate.
3. Tracking performance in methods-oriented courses completed as part of the certificate.
4. Tracking performance of management-oriented courses completed as part of the certificate.
5. Upon completion of coursework and after applying for certificate, successfully passing a comprehensive, online exam that addresses key aspects of the three learning outcomes.

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

Performance metrics will be collected at the end of each academic year of all students in the certificate program and reviewed by faculty in the Department of Forest, Rangeland and Fire Sciences. Depending on performance metrics, we will adjust course content and/or the course list associated with the certificate to ensure students are meeting the three learning objectives.

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

Measures of student performance will be related directly to the three learning objectives of the certificate. These include:

1. Tracking performance in biology- and ecology-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a "B" for courses that are biology- and ecology-oriented.
2. Tracking performance in methods-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a "B" for courses that are methods-oriented.
3. Tracking performance of management-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a "B" for courses that are management-oriented.
4. Tracking performance on a comprehensive exam that examines competencies associated with the three learning objectives following the completion of coursework for the certificate. Target: 80% of all students pass the comprehensive exam.

When will assessment activities occur and at what frequency?

Assessment will occur each annually, with performance data collected for all certificate students at the end of each academic year. Performance data will be reviewed with Department faculty and adjustments to the certificate structure and assessment made as need each fall.

Student Learning Outcomes

Learning Objectives

Students that complete the Natural Resource Management certificate should be able to integrate technical "field" knowledge with analytical skills to solve important natural resource management problems. Specifically, students should be able to:

Describe ecological processes, including human impacts that influence ecosystem change, and the future sustainability of natural resources.

Characterize natural resources and be familiar with methods to quantify at least one of these resources.

Identify desired future conditions to achieve natural resource-related objectives, prescribe management actions needed to achieve those objectives, and evaluate success of prescribed actions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Requested CIP code: 03.0199

Describe the proposed new program component or certificate to include overview of program:

This 24-credit certificate program is designed for individuals currently employed seeking career advancement or individuals considering employment with a federal land management organization (e.g., U.S. Forest Service, Bureau of Land Management, National Park Service). The certificate is designed to meet the GS-401 Natural Resource Management and Biological Sciences (0401) series and will prepare students for federal positions that manage, supervise, lead, or perform professional research, or scientific work in biology, agriculture, or natural resources management that is not classifiable to another more specific professional series in the Natural Resources Management and Biological Sciences Group, 0400. After completing this certificate program students will have the ability to apply sound science to solve complex natural resource natural resource management issues.

The GS-0401 OPM Qualification Standards are defined as:

Courses equivalent to a major course of study in biological sciences, agriculture or natural resources management, chemistry or at least 24 credit hours in biological sciences, natural resources, wildland fire management, forestry, or agriculture equivalent to a major field of study, plus appropriate experience of additional education that is comparable to that normally acquired through the successful completion of a full four-year course of study in the biological sciences, agriculture, or natural resources.

To complete the certificate, students must take a total of 24 credits from the courses listed in the program of study. All coursework must be completed with a grade of "C" or better. With CNR certificate committee approval, students may transfer up to six credits of course work from another institution to count towards their certificate program.

Select from the following courses; all coursework must be completed with a grade of 'C' or better.

REM 151 Rangeland Principles (3 credits)

FOR 221 Principles of Ecology (3 credits)

REM 252 Wildland Plant Identification (2 credits)
REM 253 Wildland Plant Identification Field Studies (1 credit)
REM 280 Introduction to Wildland Restoration (2 credits)
GEOG 385 GIS Primer (3 credits)
REM 341 Systematic Botany (3 credits)
ENVS 450 Environmental Hydrology (3 credits)
ENVS 485 Energy Efficiency and Conservation (3 credits)
FISH 415 Limnology (4 credits)

FOR 451 Fuels Inventory and Management (2 credits)
FOR 454 Air Quality, Pollution, and Smoke (3 credits)
FOR 484 Forest Policy and Administration (2 credits)
REM 407 GIS Application in Fire Ecology and Management (2 credits)
REM 410 Principles of Vegetation Measurement (2 credits)
REM 411 Wildland Habitat Ecology and Assessment (2 credits)
REM 429 Landscape Ecology (3 credits)
REM 440 Wildland Restoration Ecology (3 credits)
REM 456 Integrated Rangeland Management (3 credits)
REM 459 Rangeland Ecology (2 credits)
WLF 440 Conservation Biology (3 credits)

Courses to total at least 24 credits to complete this certificate.

Rationale:

There is strong demand for continuing education of current federal employees and those seeking positions with federal land management organizations. Many of these individuals are currently employed in seasonal and temporary positions with the federal government and have completed some course work at two-year or four-year colleges and universities. Others have completed four-year degrees; however, these degrees are in programs unrelated to natural resources (e.g., from liberal arts programs) making these individuals ineligible for advancement in natural resource management positions with the federal land management agency. The GS-0401 series is the entry point for advancement in the federal land management agencies.

Currently, the Department of Forest, Rangeland and Fire Sciences and College of Natural Resources is supporting students in meeting these standards. As these students participating are doing so as non-degree seeking students, they are limited in the number of courses they can enroll in each semester (seven credit hours) which delays coursework and completing the requirements to qualify for the GS-0401 credentials. The proposed certificate will allow these students the flexibility of enrolling as full-time students at the University of Idaho and complete the 24-credit requirement in one semester assuming the students transfer six credits from

the 21 credit requirement in one semester assuming the students transfer six credits from another institution that meet GS-0401 standards.

As we currently offer many of these courses online, there is little to no cost in developing and delivering this certificate. We also anticipate strong demand for this certificate from these non-traditional students, helping to increase enrollment in the Department and College as certificate-seeking students. We also believe that this certificate has the potential to increase enrollment in our B.S. and M.N.R programs as students complete the certificate and consider investing additional time and resources in their federal careers as future advancement above the GS-0401 level that will require additional study and coursework.

Supporting Documents [CNR new UG cert in FRFS.docx](#)

Requires TECC Review	No
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Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:39 am): Rollback: Please identify at least one direct measure per outcome statement or include descriptions of direct measures when describing the process that will be used to evaluate students. Currently, these appear to all be indirect measures that look at performance in courses, but not at the student's ability to perform individual outcome statement(s). For example, where/how will the program evaluate how well students "describe ecological processes?" Will there be an exam that asks students to do this, or a student presentation evaluated with a rubric for this outcome, etc... The plan must include direct measures for each or all outcomes. Please reach out to sara@uidaho.edu with questions, for help revising this, or to discuss further. Thanks!

Amy Kingston (amykingston) (12/09/20 11:45 pm): Rollback: Holding for future agenda due to time constraints.

Program Change Request

Date Submitted: 10/08/20 3:22 pm

Viewing: **226 : Natural Resources (MNR)**

Last edit: 02/03/21 2:24 pm



Catalog Pages Using
this Program
[Natural Resources \(M.N.R.\)](#)

Faculty Contact

In Workflow

1. 151 Chair
2. 11 Curriculum Committee Chair
3. Assessment
4. Graduate Council Chair
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/07/20 12:46 pm
Joana Espinoza (jespinoza):
Approved for 151 Chair
2. 10/07/20 12:47 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
3. 10/08/20 3:17 pm
Amy Kingston (amykingston):
Rollback to Initiator
4. 10/08/20 3:23 pm
Joana Espinoza (jespinoza):

- Approved for 151
Chair
5. 10/08/20 3:23 pm
Joana Espinoza
(jespinoza):
Approved for 11
Curriculum
Committee Chair
6. 10/19/20 8:47 am
Sara Mahuron
(sara): Approved for
Assessment
7. 10/28/20 8:53 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
8. 11/16/20 10:40 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
9. 11/25/20 10:47 am
Amy Kingston
(amykingston):
Rollback to
Graduate Council
Chair for Registrar's
Office
10. 12/21/20 4:11 pm
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
11. 01/04/21 4:10 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review

- 12. 01/20/21 2:14 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 13. 01/25/21 4:11 pm
Rebecca Frost
(rfrost): Approved
for UCC
- 14. 01/27/21 3:06 pm
Joana Espinoza
(jespinoza):
Approved for
Faculty Senate Chair
- 15. 02/03/21 2:20 pm
Joana Espinoza
(jespinoza): Rollback
to Faculty Senate
Chair for UFM

Faculty Name	Faculty Email
Leda Kobziar	lkobziar@uidaho.edu
Kerri Vierling (Grad Council Rep)	kerriv@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)
Change curriculum requirements
CIP code change

Description of Change

Add a Fish & Wildlife Science & Management Option. Change curricular requirements for Fire Ecology and Management Option and Integrated Natural Resources Option.

Academic Level Graduate
College Natural Resources
Department/Unit: Natural Resources
Effective Catalog 2021-2022
Year

Program Title

Natural Resources (MNR)

Program Credits **30**

CIP Code 03.0201 - Natural Resources Management and Policy.

Emphasis/Option

Code(s)

CIP Code(s)

13.1338

Curriculum:

Master of Natural Resources. Major in Natural Resources. Integrated Natural Resources Option.

The Master of Natural Resources (MNR) is an interdisciplinary course-based graduate program designed for current and aspiring professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecology; planning, policy and society; and tools and technology – into a systems view of natural resources. This unique professional degree is accessible to students of diverse academic backgrounds and will help graduates develop credentials and skills for the effective management of natural resources. The degree program can be completed entirely online or through a combination of online and on-campus courses. The MNR program can be combined with the certificate program specializing in fire **management ecology, management**, and technology.

The Integrated Natural Resources Option of the MNR covers a breadth of natural resource science and management subjects. The program provides knowledge and skills to support holistic, integrated approaches to careers in natural resources. The Integrated Natural Resources Option of the MNR consists of 30 semester credits (at least 7 credits from each of three MNR program categories - Ecology and Management; Policy, Planning, and Society; and Tools and Technology - plus **0-7 7** elective courses and 2 credits for a final **project/portfolio**) to total **30 credits. project**). Up to 12 semester credits can be transferred into the program from other institutions. Coursework must include a minimum of 18 credits numbered 500 or above.

Admission to the College of Graduate Studies requires a minimum 3.0 GPA, three letters of reference, and a statement of purpose.

Complete admission and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Select a minimum of 7 credits from each of the categories below:

21

Ecology and Management:

BE 450

Environmental Hydrology

ENVS 501**Seminar****FISH 415****Limnology****FISH 515**

Large River Fisheries

[FISH 525](#)[FISH 526](#)[FISH 540](#)[FOR 501](#)[FOR/ENVS/REM/WLF 504](#)[FOR 526](#)[REM 440](#)[REM 456](#)[REM 459](#)[REM 507](#)[REM 560](#)[WLF 440](#)[WLF 506](#)

Policy, Planning, and Society:

[NRS 572](#)[ENVS 520](#)[ENVS 523](#)[ENVS 530](#)[ENVS/FS 536](#)[ENVS 544](#)[ENVS 551](#)[ENVS 552](#)[ENVS 577](#)[ENVS 579](#)[FOR 546](#)[FOR 554](#)[FOR 584](#)[FOR 587](#)[NR 507](#)[NRS 501](#)[NRS 504](#)[NRS 555](#)[NRS 574](#)[NRS 576](#)

Tools and Technology:

[ENVS 544](#)[FOR 451](#)[FOR 554](#)[GEOG 524](#)[NR-525](#)[NRS-580](#)

Aquaculture in Relation to Wild Fish Populations

Climate Effects & Cons Manage

Wetland Restoration

Seminar**Special Topics**

Fire Ecology

Restoration Ecology

Integrated Rangeland Management

Rangeland Ecology

Landscape and Habitat Dynamics 1

Ecophysiology

Conservation Biology

External Speakers**Human Dimensions of Restoration Ecology****Course ENVS 520 Not Found****Course ENVS 523 Not Found****Course ENVS 530 Not Found**

Principles of Sustainability

Water Quality in the PNW**Enviro Social Science Methods**

Environmental Philosophy

Law Ethics and the Environment**Introduction to Environmental Regulations**

Science Synthesis and Communication

Air Quality, Pollution, and Smoke 2

Natural Resource Policy Development

Wildland Fire Policy

Moral Reasoning in Natural Resources

(s) Seminar**Special Topics****Human Dimensions of Nat Res**

Environmental Politics and Policy

Environmental Project Management and Decision Making**Water Quality in the PNW**

Fuels Inventory and Management

Air Quality, Pollution, and Smoke

Hydro Apps/GIS&Remote Sensing

Scientific Graphics Design**Restoration Ecology Practicum**

<u>NRS 578</u>	LIDAR and Optical Remote Sensing Analysis	
<u>NRS 580</u>	Restoration Ecology Practicum	
<u>NRS 592</u>	Emerging Media Outreach in Natural Resources	
<u>REM 407/510</u>	GIS Application in Fire Ecology and Management	
<u>REM 410</u>	Principles of Vegetation Monitoring and Measurement	
<u>REM 507</u>	Landscape and Habitat Dynamics	
<u>REM 520</u>	Advanced Vegetation Measurement and Monitoring	
<u>WLF 540</u>	Conservation Genetics	
<u>WLF 561</u>	Landscape Genetics	
Elective Courses:		7
<u>ENVS/FOR/NRS/WLF 504</u>	Special Topics	
-OR- any additional courses listed above -OR- advisor-approved electives to bring total to 30 credits		
Final Project/Portfolio:		2
<u>NR 599</u>	Non-thesis Master's Research	
Total Hours		30

Courses to total 30 credits for this degree

- 1 [REM 507](#) Landscape and Habitat Dynamics can be used to contribute to either the Ecology and Management requirement -OR- the Tools and Technology requirement (but not both).
- 2 [FOR 554](#) Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning, and Society requirement -OR- the Tools and Technology requirement (but not both).

Master of Natural Resources. Major in Natural Resources. Environmental Education and Science Communication Option

<u>NRS 501</u>	(s) Seminar	2
Ecology and Management		8
<u>NRS 560</u>	Place-based Ecology I	
<u>NRS 566</u>	Place-based Ecology II	
Human Dimensions		6
<u>NRS 565</u>	Science Communication and the Environment	
<u>NRS 575</u>	Leadership for the Environmental Educator	
Policy Planning and Law		6
<u>NRS 563</u>	Place Based Env. Education	
<u>NRS 568</u>	Environmental Education Teaching Practicum II	
Tools and Technology		6
<u>NRS 562</u>	Field Science Teaching	
<u>NRS 564</u>	Teaching Environmental Education in a Winter Environment	
<u>NRS 567</u>	Environmental Education Teaching Practicum I	
Case Study Project		3
<u>NRS 502</u>	Directed Study	

NRS 599 Non-thesis Master's Research

Select 3 credits from the following:

NRS 504 Special Topics

NRS 569 Environmental Education Teaching Practicum III

Total Hours

3

34

Courses to total 34 credits for this degree

Master of Natural Resources. Major in Natural Resources. Fire Ecology and Management Option.

The Master of Natural Resources (MNR) is an interdisciplinary course-based graduate program designed for current and aspiring professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecology; planning, policy and society; and tools and technology – into a systems view of natural resources. This unique professional degree is accessible to students of diverse academic backgrounds and will help graduates develop credentials and skills for the effective management of natural resources. The degree program can be completed entirely online or through a combination of online and on-campus courses. The MNR program can be combined with the certificate program specializing in fire **management and technology. science.**

The Fire Ecology and Management Option provides depth to address wildfire management challenges facing society. Completing this option will help students advance their professional careers in wildland fire management, fuels management, and restoration by advancing knowledge of fire science, ecology, fire-related policy and social issues, and the latest tools and technology. The Option also reinforces fundamentals in applied ecology, natural resources management, communications, and other career-advancing knowledge and skills.

The Fire Ecology and Management Option of the MNR consists of 30 semester credits (14 credits of Core Courses; 2-3 credits of Ecology; 4 credits of Tools and Technology; 6 credits of Policy, Planning, and Society; **with** 2 credits of **electives; and 2 credits of** non-thesis research for a final **project or portfolio). project).** Up to 12 semester credits can be transferred into the program from other institutions. Admission to the College of Graduate Studies requires a minimum 3.0 GPA, three letters of reference, and a statement of purpose. Coursework must include a minimum of 18 credits numbered 500 or above.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Fire Science and Management Core

14

FOR 451

Fuels Inventory and Management

FOR 526

Fire Ecology

FOR 546

Science Synthesis and Communication

FOR 557

Advanced Fire Behavior

FOR 587

Wildland Fire Policy

FOR 599

Non-thesis Master's Research

Ecology and Management

3

FISH 526

Climate Effects & Cons Manage

FISH 540

FOR 501

FOR/REM/ENVS/WLF 504

REM 440

REM 459

REM 507

WLF 440

WLF 506

Tools and Technology

ENVS 551

FOR 454/554

~~FOR 554~~

NRS 578

NRS 580

REM 407/510

~~REM 410~~

~~REM 411~~

~~REM 510~~

REM 507

REM 520

Policy, Planning, and Society

~~NRS 573~~

ENVS 523

ENVS 530

ENVS 577

FOR 454/554

~~FOR 584~~

~~ENVS 536~~

FS 536

or **ENVS 536**

~~NR 507~~

NRS 501

NRS 504

NRS 555

NRS 574

NRS 576

NRS 588

Final Project

~~NR 599~~

~~Additional elective graduate courses to total a minimum of 30 credits~~

Elective Courses:

Wetland Restoration

Seminar

Special Topics

Restoration Ecology

Rangeland Ecology

Landscape and Habitat Dynamics 1

Conservation Biology

External Speakers

Enviro Social Science Methods

Air Quality, Pollution, and Smoke 2

~~Air Quality, Pollution, and Smoke 2~~

LIDAR and Optical Remote Sensing Analysis

Restoration Ecology Practicum

GIS Application in Fire Ecology and Management

~~Principles of Vegetation Monitoring and Measurement~~

~~Wildland Habitat Ecol & Assmnt~~

~~GIS Application in Fire Ecology and Management~~

Landscape and Habitat Dynamics 1

Advanced Vegetation Measurement and Monitoring

~~Planning & Decision Making for Watershed Management~~

Course ENVS 523 Not Found

Course ENVS 530 Not Found

Law Ethics and the Environment

Air Quality, Pollution, and Smoke 2

Natural Resource Policy Development

~~Principles of Sustainability~~

Principles of Sustainability

Principles of Sustainability

Moral Reasoning in Natural Resources

(s) Seminar

Special Topics

Human Dimensions of Nat Res

Environmental Politics and Policy

Environmental Project Management and Decision Making

NEPA in Policy and Practice

Non-thesis Master's Research

4

6

2

2

1

[ENVS/FOR/NRS 501](#)

Seminar

[ENVS/FOR/NRS/REM/WLF 504](#)

Special Topics

[WLF 506](#)

External Speakers

-OR- any additional courses listed above -OR- advisor-approved electives to bring total to 30 credits

Total Hours

30

Courses to total 30 credits for this degree

1 [REM 507](#) Landscape and Habitat Dynamics can be used for either the Ecology and Management requirement - OR- the Tools and Technology requirement (but not both).

2 [FOR 454](#) or [FOR 554](#) Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning and Society requirement -OR- the Tools and Technology requirement (but not both).

Master of Natural Resources. Major in Natural Resources. Restoration Ecology and Habitat Management Option.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Restoration Ecology and Habitat Management Core:

ENVS 579	Introduction to Environmental Regulations	3
or NRS 588	NEPA in Policy and Practice	
FISH 540	Wetland Restoration	3
NR 599	Non-thesis Master's Research	2
NRS 580	Restoration Ecology Practicum	2
REM 440	Restoration Ecology	3
REM 507	Landscape and Habitat Dynamics	3

Ecology and Management (choose two courses):

5-6

ENVS 544	Water Quality in the PNW
FISH 515	Large River Fisheries
FISH 525	Aquaculture in Relation to Wild Fish Populations
FOR 526	Fire Ecology
REM 429	Landscape Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
SOIL 422	Environmental Soil Chemistry
SOIL 446	Soil Fertility
WLF 440	Conservation Biology

Tools and Technology (choose 3 credits):

3

ENVS 450	Environmental Hydrology
FOR 451	Fuels Inventory and Management
GEOG 524	Hydro Apps/GIS&Remote Sensing

NRS 578	LIDAR and Optical Remote Sensing Analysis
PLSC 419	Plant Community Restoration Methods
REM 407	GIS Application in Fire Ecology and Management
REM 410	Principles of Vegetation Monitoring and Measurement
or REM 520	Advanced Vegetation Measurement and Monitoring
WLF 540	Conservation Genetics
WLF 561	Landscape Genetics

Policy, Planning, and Society (choose two courses):

5-6

BIOP 523	Planning Sustainable Places
ENVS 548	Drinking Water and Human Health
ENVS 579	Introduction to Environmental Regulations
FOR 584	Natural Resource Policy Development
FS 536	Principles of Sustainability
NR 507	Moral Reasoning in Natural Resources
NRS 576	Environmental Project Management and Decision Making
NRS 588	NEPA in Policy and Practice

Additional elective graduate credits to total a minimum of 30 credits

Total Hours

29-31

Courses to total 30 credits for this degree

Master of Natural Resources. Major in Natural Resources. Fish and Wildlife Science and Management Option.

All listed courses are available online. Additional courses are available for on-campus students and could be substituted for some of the courses below with advisor permission.

18 credits must be from 500 level courses.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

FISH 510	Advanced Fish and Wildlife Management	3
or NRS 555	Human Dimensions of Nat Res	
FISH 598	Internship	4
& NR 599	and Non-thesis Master's Research	
or FISH 502	Directed Study	
FOR 546	Science Synthesis and Communication	3
WLF 506	External Speakers	1
Select 8 credits of Fish & Wildlife Science Courses:		8
FISH 411	Fish Physiology	
FISH 415	Limnology	
FISH 516	Animal Movement, Dispersal and Migration	
FISH 521	Community Ecology	

<u>FISH 525</u>	Aquaculture in Relation to Wild Fish Populations
<u>FISH 526</u>	Climate Effects & Cons Manage
<u>FISH 515</u>	Large River Fisheries
<u>FISH 511</u>	Fish Physiology
<u>FISH 540</u>	Wetland Restoration
<u>FISH 550</u>	Ecology & Conservation of Freshwater Invertebrates
<u>FISH 551</u>	Freshwater Invertebrate Field Methods
<u>REM 411</u>	Wildland Habitat Ecol & Assmnt
<u>WLF 440</u>	Conservation Biology
<u>WLF 530</u>	Riparian Ecology
<u>WLF 540</u>	Conservation Genetics
<u>WLF 545</u>	Wildlife Habitat Ecology
<u>WLF 561</u>	Landscape Genetics
<u>WLF 562</u>	Landscape Genetics Lab
<u>WLF 575</u>	Behavioral Ecology

Select 3 credits in Quantitative & Statistical Methods:

3

<u>STAT 419</u>	Introduction to SAS/R Programming
<u>STAT 422</u>	Survey Sampling
<u>STAT 431</u>	Statistical Analysis
<u>WLF 503</u>	Workshop
<u>WLF 550</u>	Quantitative Analysis of Fish and Wildlife Populations
<u>WLF 551</u>	Applied Mixed Effects Modeling

Select one course in Policy, Planning & Society:

2-3

<u>BIOP 523</u>	Planning Sustainable Places
<u>BIOP 520</u>	Intro to Bioregional Planning
<u>BIOP 530</u>	Planning Theory and Process
<u>ENVS 577</u>	Law Ethics and the Environment
<u>ENVS 579</u>	Introduction to Environmental Regulations
<u>FISH 510</u>	Advanced Fish and Wildlife Management
<u>FOR 584</u>	Natural Resource Policy Development
<u>FOR 587</u>	Wildland Fire Policy
<u>NRS 475</u>	Local and Regional Environmental Planning
<u>NRS 574</u>	Environmental Politics and Policy
<u>NRS 576</u>	Environmental Project Management and Decision Making
<u>NRS 588</u>	NEPA in Policy and Practice

Electives from below -OR- any additional courses listed above to total 30 credits:

6-7

<u>BE/ENVS 450</u>	Environmental Hydrology
<u>ENVS 544</u>	Water Quality in the PNW
<u>FOR 451</u>	Fuels Inventory and Management
<u>FOR 526</u>	Fire Ecology
<u>FOR 554</u>	Air Quality, Pollution, and Smoke

GEOG 524

NRS/REM 440

NRS 472

NRS 552

NRS 578

NRS 580

REM 456

REM 459

REM 507

REM 520

REM/WLF/FISH/NRS/FOR 504

Hydro Apps/GIS&Remote Sensing

Restoration Ecology

Remote Sensing of the Environment

Current Lit in Remote Sensing

LIDAR and Optical Remote Sensing Analysis

Restoration Ecology Practicum

Integrated Rangeland Management

Rangeland Ecology

Landscape and Habitat Dynamics

Advanced Vegetation Measurement and Monitoring

Special Topics

Total Hours

30-32

Courses to total 30 credits for this degree

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene

Moscow

Other

Where?

McCall

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

~~Integrated Natural Resources Option~~ Students will **master** ~~be able to articulate ecological, social, and integrate~~ **information practical (management/education) perspectives and knowledge from ecological, social, economic** ~~their role in natural resources management or education/communication, and political perspectives – into a~~ **systems view of natural resource issues.** ~~how these can be effectively integrated.~~

~~Students will examine the ethical issues present in prominent problems in natural resources management, science, and/or education and show how ethical principles and frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems.~~ Students will **synthesize ideas demonstrate advanced oral, written and information visual techniques to identify, analyze articulate and problem-solve natural resource issues; demonstrate an application** ~~defend the significance and implications of this synthesis.~~ **their ideas in terms of challenges and trends in both scientific and societal (policy, planning, law, economics, management, education and/or communication) contexts.**

Students will demonstrate oral, written identify and visual techniques distinguish diverse viewpoints and perspectives, interpret these in relation to communicate complex natural resource ideas.

resources professions and practice, and examine and appraise their own professional goals in light of these perspectives. ~~Environmental Education and Science Communication Option~~ Students will **understand diverse viewpoints illustrate and perspectives reflect on knowledge and apply these to skills gained through the natural resources professions; demonstrate reflection program by creating and expanded understanding as applied to one's professional goals.** ~~presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research knowledge and experience.~~

Students will define and apply sustainable stewardship and/or management of examine the ethical issues present in prominent problems in natural resources as an ethical, socially responsible practice; understand ethical dilemmas management, science, and/or education and show how ethical principles and make ethical choices.

frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems: ~~Students will identify and distinguish diverse viewpoints and perspectives, interpret these in relation to natural resources professions and practice, and examine and appraise their own professional goals in light of these perspectives.~~

Summarize how the learning outcomes will be assessed for the proposed curriculum.

This is also to add an option of Fish and Wildlife Science and Management to the MNR. Here are the learning outcome questions and answers for the new option.

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

Graduates from the MNR- Fish and Wildlife Science and Management program will:

1) Master and integrate information and knowledge from ecological, social, economic and

- 1) Master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.
- 2) Synthesize ideas and information to identify, analyze and problem-solve natural resource issues; demonstrate an application of this synthesis.
- 3) Demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- 4) Understand diverse viewpoints and perspectives and apply these to the natural resources professions; demonstrate reflection and expanded understanding as applied to one's professional goals.

Define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; understand ethical dilemmas and make ethical choices.

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

Graduating students will illustrate and reflect on knowledge and skills gained through the program by creating and presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research knowledge and experience. This final project or portfolio, in which each student demonstrates and reflects on how they achieved the SLOS, will be evaluated by the MNR Faculty. Each SLO is scored by the faculty group to evaluate how well the program fulfills each of its objectives, and to identify areas where program improvements are needed. This feedback is discussed by the Core Faculty committee annually and strategies are identified for improvements, including but not limited to changes in course offerings (i.e. curricula), assignments, and content, and improved guidance and advising for the final project and/or portfolio.

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

Each semester we have graduating students whose performance in the final project/portfolio and presentation will provide direct evidence of whether we have achieved our goals. Where any deficiencies are evidenced, we discuss these at the start of the next semester with the core faculty group, which is largely responsible for teaching the majority of the courses in the program. We will discuss how course assignments and content can best be improved to remedy any identified deficiencies. We also pay close attention to student evaluations and feedback on the courses in the program and look for ways we can augment our materials and approaches to better ensure SLOs are achieved.

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

Direct measures include satisfactory demonstration of achieved SLOs, broadly characterized by integrated and holistic thinking about wildlife and fisheries science and management during the NR 599 MNR final oral presentation or final portfolio, and measured using a minimum score requirement on an objective scoring form by at least three MNR faculty. Courses in the program with assignments that directly address multiple SLOs include the Core Courses for the new curriculum. Specific faculty will be called upon to reflect on student SLO achievement in their courses as an indirect measure. In addition, indirect measures include assessment through our MNR program exit survey and interview. We expect that students use their projects or portfolios for employment applications. to share with their employers or

stakeholders, or to implement and integrate into their career activities and the perspectives and knowledge which they apply to their future endeavors.

When will assessment activities occur and at what frequency?

Assessment activities will occur bi-annually through the core faculty discussion of student performance on the final project/ portfolio at the beginning of each semester.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.



For the new option:

The new Option in Fish and Wildlife Science and Management will generally follow the existing curricular structure of the MNR program. This structure includes a set of subject-specific Core Courses, plus three categories requiring a minimum number of credits in each category. Students select from approved courses in each group. A final, comprehensive project or portfolio is required for 2 credits.

For the changes to the Integrated Natural Resources Option:

These minor changes reflect a realignment of the number of credits per category to reduce the need for substitution/waiver forms. As 504 Special Topics courses are created and offered anew, they can now be taken as electives if they fall under the ENVS, FOR, NRS, or WLF prefixes. With the previous curriculum revision which added courses to each category, and this year's addition of the seminars for students who can only take 1 credit in a given semester, the number of electives required could be as low as one credit and as high as seven credits. These revisions should reduce the number of substitutions required while preserving the flexibility of the program.

The final project capstone experience (NR 599) includes explicit student reflection and faculty

assessment of how the program has fulfilled each of the overall MNR SLOS below, as well as discussion about these SLOs. Faculty evaluate each student's final project or portfolio using a grading scale for each Objective, and providing feedback to the students for the SLOs below.

- Learn and Integrate: Students will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.
- Think and Create: Students will learn how to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; and demonstrate an application of this synthesis.
- Communicate: Students will demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- Clarify purpose and perspective: Students will understand diverse viewpoints and perspectives, and apply these to the natural resources professions; and demonstrate reflection and expanded understanding as applied to one's professional goals.

Practice Citizenship: Students will define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; and understand ethical dilemmas and how to make ethical choices.

For the changes to the Fire Ecology and Management Option:

These minor changes reflect minor corrections and reductions of redundancy in the current catalog listing. For example, including the undergraduate version of a course is not necessary for this graduate program. As 504 Special Topics courses are created and offered anew, they can now be taken as electives if they fall under the ENV5, FOR, NRS, or WLF prefixes, along with 501 Seminar courses under the same prefixes. These revisions should reduce the number of substitutions required while preserving the flexibility and meeting the intent of the program. The student learning outcomes specific to the Fire Ecology and Management Option of the MNR are assessed qualitatively (via instructor feedback) and quantitatively (via grading) across the required Core Courses, qualitatively through face-to-face interactions during final project presentations and exit interviews with the Program Director, and quantitatively in exit surveys of graduating students.

The final project capstone experience includes explicit student reflection and faculty assessment of how the program has fulfilled each of the overall MNR SLOS below, as well as discussion about these SLOs. Faculty evaluate each student's final project using a grading scale for each Objective, and providing feedback to the students for the SLOs below. Exit interviews and the exit survey provide additional qualitative and quantitative assessments of student achievement of learning objectives.

- Learn and Integrate: Students will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource

issues.

- Think and Create: Students will learn how to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; and demonstrate an application of this synthesis.
- Communicate: Students will demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- Clarify purpose and perspective: Students will understand diverse viewpoints and perspectives, and apply these to the natural resources professions; and demonstrate reflection and expanded understanding as applied to one's professional goals.
- Practice Citizenship: Students will define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; and understand ethical dilemmas and how to make ethical choices.

Supporting Documents [CNRChangeCIPShortForm.docx](#)
[CNR Add option to MNR .docx](#)

Requires TECC Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (10/08/20 3:17 pm): Rollback: Per your request :)

Sara Mahuron (sara) (10/19/20 8:46 am): Copied the learning outcomes for the fish and wildlife science and management option from the "summarize how the learning outcomes will be assessed" to the "learning outcomes" box. Standardized the formatting for the catalog to match the first 2 options.

Rebecca Frost (rfrost) (11/16/20 10:39 am): NRS 5XX "Human Dimensions of Natural Resources" has not been proposed. It was removed from the curriculum as it was an option. ENVS 5XX "Research Methods in Environmental Social Sciences" has not been proposed. It was removed as it was an option. FOR 544, NRS 507, and WLF 520 do not exist, or are not active. They have been removed from the curriculum as they were options. BIOP/ENVS 520, 523, 530 cross-lists do not exist. Currently BIOP courses exist in those numbers, but it should be explored as to if those will continue with the discontinuance of the BIOP degrees.

Amy Kingston (amykingston) (11/25/20 10:47 am): Rollback: I'm returning this to Grad Council because I've just added some requested curriculum changes to the Integrated Natural Resources Option and the Fire Ecology and Management Option. So those two things need Grad Council review. Thanks! Amy K

Amy Kingston (amykingston) (11/25/20 10:49 am): ENVS 520, 523, and 530 are showing as "Course Not Found" but that will be corrected once they are approved. They are courses being switched from BIOP to ENVS since the BIOP program has dissolved and faculty member Yaap

Vos is now part of the Environmental Science program. They were previously BIOP 520, BIOP 523, and BIOP 530.

Joana Espinoza (jespinoza) (02/03/21 2:20 pm): Rollback: Need option approved.

Miscellaneous Change Request

New Proposal

Date Submitted: 11/16/20 12:00 pm

Viewing: **Change Dept of Ag and Extension Education Name**

Last edit: 11/16/20 12:00 pm

Faculty Contact

In Workflow

1. Registrar's Office
2. UCC
3. Faculty Senate
Chair
4. UFM
5. President's Office
6. State Approval
7. NWCCU

Approval Path

1. 12/08/20 3:57 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
2. 12/14/20 4:04 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jim Connors	jconnors@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change Dept of Ag and Extension Education Name

Request Details

The Department of Agricultural and Extension Education would like to change their department name to the Department of Agricultural Education, Leadership and Communications.

The department does not offer any degree or major courses in extension education. Past changes in curriculum, courses, and faculty have resulted in increased offerings in agricultural leadership and communications. The proposed new name better reflects the programs and

degrees within the department.

Most similar departments at other land-grant universities have changed from Agricultural and Extension Education to some other name that includes references to Agricultural Education, Agricultural Communications, and Agricultural Leadership. This change will not only better reflect department offerings but it will keep the department in line with nationwide trends in the three disciplines.

Attach State Form [CALS - Change Dept Name in AEE.pdf](#)

Supporting
Documents

Reviewer
Comments

Program Change Request

New Program Proposal

Date Submitted: 10/15/20 3:41 pm

Viewing: **427 : Human and Community Engagement Minor**

Last edit: 12/09/20 11:18 pm

Faculty Contact

In Workflow

1. **063 Chair**
2. **07 Curriculum Committee Chair**
3. **07 Dean**
4. **Provost's Office**
5. **Assessment**
6. **Registrar's Office**
7. **UCC**
8. **Faculty Senate Chair**
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/13/20 4:11 pm
Michelle McGuire (smcguire):
Approved for 063 Chair
2. 10/15/20 3:09 pm
Brenda Schroeder (bschroeder):
Rollback to Initiator
3. 10/15/20 6:13 pm
Michelle McGuire (smcguire):
Approved for 063 Chair
4. 10/15/20 7:41 pm
Brenda Schroeder (bschroeder):
Approved for 07

- Curriculum
Committee Chair
5. 10/18/20 10:50 pm
Matthew Doumit
(mdoumit):
Approved for 07
Dean
 6. 11/16/20 11:55 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
 7. 11/16/20 12:03 pm
Sara Mahuron
(sara): Approved for
Assessment
 8. 12/09/20 11:19 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
 9. 12/14/20 4:27 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Erin Chapman	chapman@uidaho.edu
Sarah Bush	sabush@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Family and Consumer Sciences

Effective Catalog Year 2021-2022

Program Title
Human and Community Engagement Minor

Degree Type Minor

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 21

Attach Program
Change

CIP Code 44.0201 - Community Organization and
Advocacy.

Will the program be Self-Support?

Yes

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

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 negative fiscal impact is anticipated. This minor is a collaboration within the College of Agricultural and Life Sciences--the Margaret Ritchie School of Family and Consumer Sciences and the Department of Agricultural and Extension Education. Courses currently exist primarily within these two program areas and are covered by faculty teaching loads within the two departments.

Curriculum:

CLDR/FCS 220	Intro Human & Comm Engagement	1
CLDR 360	Ldrship and Comm Dynamics	3
CLDR/FCS 420	Adv Human & Comm Engage Exp	2
FCS 105	Individual and Family Development	3
Human Engagement: (Choose 6 credits from these courses, 3 of which must be from FCS.)		6

COMM 233	Interpersonal Communication
COMM 335	Intercultural Communication
COMM 340	Family Communication
COMM 410	Conflict Management
FCS 240	Intimate Relationships
FCS 254	Middle Childhood Development
FCS 334	Adolescence & Emerging Adult
FCS 340	Parent-Child Relationships in Family and Community
FCS 360	Sexuality Across the Lifespan
FCS 434	Adulthood and Aging within the Context of Family
FCS 436	Thry Chld & Family Dev
FCS 440	Contemporary Family Relationships
FCS 445	Issues in Work and Family Life

Community Engagement: (Choose 6 credits from these courses, 3 of which must be from CLDR.)

6

AGED 359	Developing 4-H Youth Programs
CLDR 450	Leading People and Teams
CLDR 480	Change & Power in Society
ORGS 305	Nonprofit Organizations
SOC 201	Intro to Inequity and Justice

Total Hours

21

Courses to total 21 credits for this minor

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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.

Student completing this minor will be able to:

1. Apply human and community engagement theories, models, and concepts to a range of real-world issues and settings.
2. Promote and engage in volunteer, advocacy, and social change opportunities.
3. Collaborate with others of diverse backgrounds and understand the importance of differing perspectives within a group or community.
4. Develop effective communication and leadership-based skills.
5. Develop strategies for addressing personal, organizational, and community issues.
6. Identify opportunities for increased success of a community-based organization.
7. Create a development plan for lifelong citizenship.

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

Assessment for the overall minor will be occur through multiple mechanisms. Course evaluations for the required courses; an exit survey for graduating minors; final report and reflection assignments from the service learning course, FCS/CLDR 420. Additionally, coordinating faculty in FCS and CLDR will meet with prospective minors regarding their minor goals and plans.

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

Collaborating faculty will meet each semester to review minor programmatic components and students progress and productivity within the required courses (FCS/CLDR 220; FCS 105; CDLR 360; and FCS/CLDR 440). Additionally, university and community partners will provide feedback in refining the minor components, including the required FCS/CLDR 420 service learning course, in which students are required to engage in direct engagement with individual, family and community development.

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

Learning outcomes will be assessed using both formative and summative assessment.

Formative assessment will occur through class discussion, learning activities, and self-reflection. Summative assessment will occur through individual projects (i.e., FCS/CDLR 220), and a final report and presentation (i.e., FCS/CDLR 420).

When will assessment activities occur and at what frequency?

For each of the required courses for this minor:

FCS/CLDR 220 (1 credit): Formative assessment will occur through class discussions and learning activities throughout the semester. Summative assessment will occur through individual projects, primarily at the conclusion of the semester course. Projects will include human and community engagement theory and model application-based assessments, a community leader interview, and reflection summaries and a final application paper.

FCS 105 (3 credits): Formative assessment will occur through class discussions and learning activities (approximately 13-15) throughout the semester. Summative assessment will occur through chapter quizzes (10 per semester), unit exams (3 per semester), and a comprehensive final lifespan project at the end of the semester.

CLDR 360 (3 credits): Formative assessment will occur through class discussions and learning activities throughout the semester. Summative assessment will occur through individual and group projects throughout the semester and at the conclusion of the course. Projects will include critical learning reflections, case studies, and a personal reflection on the learner's role as a change agent and a citizen leader. The final project will include an organizational profile of a local organization and the development of a case study around the organization.

FCS/CLDR 420 (2 credits): Formative assessment will occur through self-reflection throughout the semester as students are completing required service learning hours. Summative assessment will occur through a proposal, final report and presentation at the conclusion of the semester.

Student Learning Outcomes

Learning Objectives

Student completing this minor will be able to:

1. Apply human and community engagement theories, models, and concepts to a range of real-world issues and settings.
2. Promote and engage in volunteer, advocacy, and social change opportunities.
3. Collaborate with others of diverse backgrounds and understand the importance of differing perspectives

within a group or community.

- 4. Develop effective communication and leadership-based skills.
- 5. Develop strategies for addressing personal, organizational, and community issues.
- 6. Identify opportunities for increased success of a community-based organization.
- 7. Create a development plan for lifelong citizenship.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

A core theme of the University of Idaho’s mission is to challenge students to learn and integrate, think and create, communicate, clarify purpose and perspective, and practice citizenship. Additionally, UI service-learning places high importance on courses that integrate course content and community service. However, formal coursework does not exist to help students recognize their talents and strengths for serving their local communities, including individuals and families, personally and professionally in their future careers. This minor combines classroom instruction on human and community development theories and models with opportunities for application through engagement in the local community. Upon completion of this minor, graduates will be prepared to analyze community and societal-based issues and create collaborative social change and community development issues that are designed for the communities and the individuals across the lifespan they are working with. These graduates will be prepared to serve their communities as leaders and change agents.

As a collaborative effort between FCS and AEE, this minor will be supported and staffed by both departments. Additional course workload is minimal (a 1-credit introductory course and a 2-credit service learning course) and will be shared between coordinating faculty within FCS and AEE. Local and University partners are supportive regarding the service learning component of the minor (i.e., supervised service-learning experience placements in the community).

Supporting Documents [CLDR-FCS 220- Course Approval Form.docx](#)
[CLDR-FCS420- Course Outline.docx](#)
[CLDR-FCS220- Course Outline.docx](#)
[CLDR-FCS 420- Course Approval Form.docx](#)

Requires TECC Review	No
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Reviewer Comments

Brenda Schroeder (bschroeder) (10/15/20 3:09 pm): Rollback: The two courses mentioned in description as to be developed have been approved by UCC. Please remove from description. Thanks! -Brenda

Joana Espinoza (jespinoza) (10/19/20 3:54 pm): Made change to delivery. F2F in Moscow and 100% online.

Key: 427

Program Change Request

New Program Proposal

Date Submitted: 11/09/20 8:55 am

Viewing: **437 : Precision Agriculture Academic Certificate**

Last edit: 12/14/20 4:41 pm



Faculty Contact

In Workflow

- 1. 084 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 084 Chair
- 2. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/09/20 9:47 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/09/20 9:48 am
Joana Espinoza (jespinoza):

Approved for
Provost's Office

5. 11/17/20 12:18 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review

6. 12/09/20 11:29 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

7. 12/14/20 4:42 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jodi Johnson-Maynard	jmaynard@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Soil & Water Systems

Effective Catalog Year 2021-2022

Program Title
Precision Agriculture 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 16

Attach Program Change [Precision Ag Cert Short Form - Signed.pdf](#)

CIP Code 01.0299 - Agricultural Mechanization, Other.

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 program be Regional or Statewide Responsibility?

Regional

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

The certificate should not have a financial impact. All faculty positions required are in place and modest student laboratory fees will be assessed to cover the cost of maintaining equipment that receives additional use due to the new program.

Curriculum:

ASM 240	Comp Apps in Bio Systems	3
ASM 305	GPS and Precision Agriculture	3
ASM/REM 475	Course ASM 475 Not Found	3
ASM 409	Agricultural Tractors, Power Units and Machinery Management	3-4
or ASM 405	Precision Ag Science & Tech	
ASM 498/499	Internship	1-3
Total Hours		13-16

Courses to total 13 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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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.

1. Students familiar with methods of precision agriculture as applied to cropping systems, nutrient management, and water management/irrigation.
- 2t Students able to assess new technologies and objectively evaluate feasibility and benefits of precision agriculture technologies.
3. Students familiar with precision application implements, remote sensing, drones, and farm-data management software.
4. Students understand the social, economic, regulatory, and environmental context of agriculture, and identify the role of precision agriculture in addressing related challenges.

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

Learning outcomes will be assessed each year according to the existing University/College/Departmental process. This process includes data gathering according to identified metrics and benchmarks, reporting and discussion of findings at the departmental level.

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

Data gathered and findings generated during the assessment cycle will be discussed at a special faculty meeting focused on curriculum. Actions to improve identified weaknesses will be determined and implemented following the meeting.

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

i) Students familiar with methods of precision agriculture ...

Direct: Final paper or oral report in directed student or internship demonstrates proficiency regarding knowledge of the methods utilized in precision agriculture.

Indirect: Site supervisor assessment of learning and knowledge gained during student's internship.

Indirect: Grades received by enrolled students in each required course

Indirect: Student's self-assessment of knowledge on the exit survey

ii) Students able to assess and evaluate technologies ...

Direct: Quality of assignment in ASM 305 that focuses on limitations of precision ag data sets

Direct: Students' assessment of technology utilized in directed study project or internship within their final written/oral report.

Indirect: Student grades in ASM 305 assignments related to identification of challenges and benefits of precision agriculture technologies utilized in class.

Indirect: Students' self-assessment of their ability to assess precision agricultural technologies on exit survey

3) Students familiar with precision agriculture implements ...

Direct: Students' demonstration of familiarity with precision ag implements on final project for ASM 405 or 409

Indirect: Students' grades in ASM 405 or 409

Indirect: Site supervisor assessment of student's abilities to use implements and tools during internship

Indirect: Students' self-assessment of knowledge of precision ag implements, tools and software on exit survey

4) Students understand the social, economic, regulatory and environmental context of precision agriculture

Direct: Demonstration of understanding of the complex social, economic, regulatory and environmental issues in relation to precision ag on final project for ASM 305, 405, 498 and 499

Indirect: Students' grades in ASM 305, 405, 498 and 499

When will assessment activities occur and at what frequency?

Assessment will occur throughout the year and reporting takes place annually.

Student Learning Outcomes

Learning Objectives

Students familiar with methods of precision agriculture as applied to cropping systems, nutrient management, and water management/irrigation.

Students able to assess new technologies and objectively evaluate feasibility and benefits of precision agriculture technologies.

Students familiar with precision application implements, remote sensing, drones, and farm-data management software.

Students understand the social, economic, regulatory, and environmental context of agriculture, and identify the role of precision agriculture in addressing related challenges.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The certificate will be offered both on line and in-person and will cover the basics of precision agriculture including foundational concepts, equipment, drones/remote sensing and data management/analysis.

Supporting
Documents

Requires TECC No
Review

Reviewer

Comments

Rebecca Frost (rfrost) (11/16/20 11:27 am): ASM 405 does not exist. ASM 240 is showing deleted.

Amy Kingston (amykingston) (12/09/20 11:29 pm): There was a discrepancy with the number of required credit hours. Need to verify if it is 12 or 16.

Key: 437

Program Change Request

New Program Proposal

Date Submitted: 11/09/20 9:01 am

Viewing: **438 : Sustainable Food Systems Minor**

Last edit: 12/09/20 11:33 pm



Faculty Contact

In Workflow

- 1. **084 Chair**
- 2. **07 Curriculum Committee Chair**
- 3. **07 Dean**
- 4. **Provost's Office**
- 5. **Curriculum Review**
- 6. **Registrar's Office**
- 7. **UCC**
- 8. **Faculty Senate Chair**
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 084 Chair
- 2. 11/09/20 9:46 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/09/20 9:47 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/09/20 9:48 am
Joana Espinoza (jespinoza):

Approved for
 Provost's Office
 5. 11/16/20 11:30 am
 Rebecca Frost
 (rfrost): Approved
 for Curriculum
 Review
 6. 12/09/20 11:34 pm
 Amy Kingston
 (amykingston):
 Approved for
 Registrar's Office
 7. 12/14/20 4:45 pm
 Rebecca Frost
 (rfrost): Approved
 for UCC

Faculty Name	Faculty Email
Jodi Johnson-Maynard	jmaynard@uidaho.edu

Academic Level Undergraduate
 College Agricultural & Life Sciences
 Department/Unit: Soil & Water Systems
 Effective Catalog Year 2021-2022
 Program Title
 Sustainable Food Systems Minor
 Degree Type Minor

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 20
 Attach Program Change [CALs - new minor in Sustainable Foods.pdf](#)
 CIP Code 01.0308 - Agroecology and Sustainable Agriculture.

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 program be Regional or Statewide Responsibility?

Regional

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

None. We will use existing courses to create this minor.

Curriculum:

<u>SOIL 205</u>	The Soil Ecosystem	3
<u>SOIL 206</u>	The Soil Ecosystem Lab	1
<u>SOIL 210</u>	Introduction to Food Systems	3
<u>SOIL 417</u>	Market Garden Practicum	4
<u>SOIL 427</u>	Sustainable Food Systems	3
<u>AGED 451</u>	Communicating in Agriculture	3

Choose one of the following: 3

<u>SOC 350</u>	Food, Culture, and Society
<u>SOIL 446</u>	Soil Fertility
<u>FS 436</u>	Principles of Sustainability
<u>PLSC 451</u>	Vegetable Crops
<u>MVSC 486</u>	Healthy Active Lifestyle Assessment and Intervention

Total Hours 20

Courses to total 20 credits for this minor

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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.

- Be able to apply scientific principles and systems thinking to the development and management of sustainable agricultural and food systems.
- Understand how agronomic management practices relate to soil conservation and water quality .
- Demonstrate the ability to assess the sustainability of agricultural and food systems using a systems-based approach applying economic, social and natural-resource related criteria.
- Understand the roles and responsibilities of food systems professionals in society .
- Demonstrate the ability to effectively communicate science-based data to a variety of audiences and be able to convey the importance of a healthy, functioning, and robust food system.

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 students will occur primarily in the required courses:

Soil 210 - Initial introduction to systems thinking and application of whole systems analysis through project and presentation

- Soil 417 - Projects, weekly labs, and demonstration of learned farm management skills
- Soil 427 - Individual research papers, presentations and demonstrated knowledge of food systems
- AgEd 451 - Projects and presentations focused on various communication methods
- Soil 205/206- exams and quizzes and weekly labs focused on understanding soil properties and suitability of different land uses.

The minor will be assessed through student evaluations of instructors and student exit interviews with SFS advisor.

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

Examination of student projects and presentations in the above mentioned courses will be used to help evaluate how well the program learning goals and university learning outcomes are. Every year the instructor will use feedback from student survey's, one-on-one de-briefs of projects and group feedback to dictate necessary changes to instruction. Feedback from students will be used to improve learning outcomes, final project objectives and course content.

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

Direct assessment of student learning: Student work including presentations, projects, research papers, etc.

Indirect assessment of student learning: One-on-one meetings with SFS advisor at least once a year to discuss student learning and career goals and other formative assessments in various forms by the instructor.

When will assessment activities occur and at what frequency?

Direct and indirect assessment will occur while taking the core courses and throughout each semester. Indirect assessment will occur at least once a year and primarily upon completion of the minor.

Student Learning Outcomes

Learning Objectives

Be able to apply scientific principles and systems thinking to the development and management of sustainable agricultural and food systems.

Understand how agronomic management practices relate to soil conservation and water quality .

Demonstrate the ability to assess the sustainability of agricultural and food systems using a systems-based approach applying economic, social and natural-resource related criteria.

Understand the roles and responsibilities of food systems professionals in society .

Demonstrate the ability to effectively communicate science-based data to a variety of audiences and be able to convey the importance of a healthy, functioning, and robust food system.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This will be a new minor in the department of Soil and Water Systems. This new minor will give students the opportunity to enhance their base knowledge of agriculture and sustainability. Students will learn how to examine the food system using a systems perspective that will add depth to other majors. Students will learn principles of sustainability, organic agriculture, systems thinking and how to effectively communicate these concepts to a wide audience.

Supporting

Documents

Requires TECC Review	No
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Reviewer

Comments

Program Change Request

New Program Proposal

Date Submitted: 11/13/20 3:36 pm

Viewing: **440 : Water Science and Management Minor**

Last edit: 12/09/20 11:35 pm



Faculty Contact

In Workflow

- 1. 084 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 11/13/20 5:56 pm
Jodi Johnson-Maynard (jmaynard):
Approved for 084 Chair
- 2. 11/16/20 11:23 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/16/20 11:24 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/16/20 11:24 am
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
- 5. 11/17/20 11:29 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 6. 12/09/20 11:35 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 7. 12/14/20 4:46 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jodi Johnson-Maynard	jmaynard@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Soil & Water Systems

Effective Catalog 2021-2022

Year

Program Title
Water Science and Management Minor

Degree Type Minor

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 19

Attach Program [CALS - new minor in Water Science.pdf](#)
Change

CIP Code 40.0605 - Hydrology and Water Resources
Science.

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 program be Regional or Statewide Responsibility?

Regional

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

There will be no new classes developed specifically for this minor. The classes have the capacity to increase student numbers and therefore there will only be an indirect benefit from increased student credit hours for professors teaching these courses

Curriculum:

Choose one of the following:

4

[SOIL 205](#)

The Soil Ecosystem

& [SOIL 206](#)

and The Soil Ecosystem Lab

[GEOL 111](#)

Physical Geology for Science Majors

& [111L](#)

and Physical Geology for Science Majors Lab

[ASM 315](#)

Irrigation Systems and Water Management

3

or [SOIL 448](#)

Drinking Water and Human Health

[SOIL/ENVS 450](#)

Environmental Hydrology

3

or [SOIL 415](#)

Soil and Environmental Physics

[SOIL 452](#)

Environmental Water Quality

3

or [SOIL 444](#)

Water Quality in the Pacific Northwest

Select 6 credits from the following:

6

[GEOL 309](#)

Ground Water Hydrology

[GEOG 424](#)

Hydro Apps/GIS&Remote Sensing

[FISH 415](#)

Limnology

[FOR 462](#)

Watershed Science and Management

Total Hours

Courses to total 19 credits for this minor

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?

No

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

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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 learn fundamentals of the water balance and impacts of management on the transport and storage of water through a landscape as well as the impacts of management on water quality. Students will be develop the quantitative and communication skills necessary to work in careers where the availability, timing, and delivery of water impacts decisions on profitability and sustainability. Students will learn the fundamental physical, chemical and biological properties of soils. Students will be exposed to new digital technologies to track and manage water movement and storage across a landscape.

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

Each course was selected to develop and assess the ability of each student to achieve the basic learning outcomes of the minor. Most of the classes in the curriculum include applied water resources projects and written or often oral presentation of their hydrologic assessment. We will communicate with instructors to determine if students in this minor are adequately meeting class goals. We will also reach out to graduates of the program and interview them to determine whether specific coursework was beneficial and instructive.

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

The feedback from instructors and graduates will be used to evaluate and potentially modify the required coursework in the minor. We will also evaluate as new technology and tools become available whether new courses should be included in the minor. The minor includes 3 credits in a water quality and provides options to direct interest in either agricultural and natural resources water management. The minor includes course work that will build and assess the ability of students to master both quantitative hydrologic assessment skills as well as policy and oral/written communication skills.

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

We will use student class evaluations and interviews of recent graduates as well as communication with instructors.

When will assessment activities occur and at what frequency?

Assessments will occur annually at the end of spring semester.

Student Learning Outcomes

Learning Objectives

Students will learn fundamentals of the water balance and impacts of management on the transport and storage of water through a landscape as well as the impacts of management on water quality.

Students will be develop the quantitative and communication skills necessary to work in careers where the availability, timing, and delivery of water impacts decisions on profitability and sustainability.

Students will learn the fundamental physical, chemical and biological properties of soils.

Students will be exposed to new digital technologies to track and manage water movement and storage across a landscape.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Need for a new minor in Water Science and Management.

Supporting
Documents

Requires TECC Review	No
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Reviewer
Comments

Key: 440

Program Change Request

Date Submitted: 11/09/20 9:31 am

Viewing: **196 : Music (MMUS)**

Last edit: 12/09/20 11:43 pm



Catalog Pages Using
this Program
[Music \(M.Mus.\)](#)

Faculty Contact

In Workflow

1. 022 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. 18 Dean
5. Provost's Office
6. Curriculum Review
7. Graduate Council Chair
8. Registrar's Office
9. UCC
10. Faculty Senate Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path

1. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 022 Chair
2. 11/09/20 9:47 am
Joana Espinoza (jespinoza):
Approved for CLASS Review
3. 11/09/20 9:48 am
Joana Espinoza (jespinoza):
Approved for 18 Curriculum Committee Chair

4. 11/09/20 9:48 am
Joana Espinoza
(jespinoza):
Approved for 18
Dean
5. 11/09/20 9:48 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
6. 11/10/20 4:22 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
8. 12/09/20 2:06 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
9. 12/09/20 11:43 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
10. 01/07/21 11:18 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
11. 01/11/21 4:11 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Vanessa Sielert	vanessas@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Switching from in person only to 100% online availability

Academic Level Graduate

College Letters Arts & Social Sciences

Department/Unit: Music

Effective Catalog 2021-2022
Year

Program Title
Music (MMUS)

Program Credits **30**

CIP Code 50.0901 - Music, General.

Emphasis/Option
CIP Code(s)

Curriculum:

Master of Music. Major in Music.

Applicants for the M.Mus. degree may concentrate in music education; performance (with degree patterns in brass, choral conducting, keyboard, percussion, strings, voice and woodwinds); composition; piano pedagogy and performance studies; or collaborative piano. Admission to the Master of Music program varies by the area of concentration. Please see the [Lionel Hampton School of Music website](#) for the requisite application materials listed by concentration. Except for students enrolled in the Master of Music with a concentration in Music Education, all graduate music students must complete at least 18 semester hours of credit towards the Master of Music degree in residence on the University of Idaho Moscow campus.

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 ~~No~~

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No Change

Learning Objectives

The student will be able to interpret and present musical ideas through performance.

The student will be able to demonstrate expertise in major performing medium.

The student will be able to demonstrate proficiency in reading music.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Through the past eight months we have successfully transitioned into the ability to offer classes in a hyflex manner. Because of this transition, we now see the capability to offer our MMus at a distance as well as face-to-face without adding courses to our existing program, therefore increasing our student population to include those professionals who may not be able to move to Moscow for a variety of reasons including ties to their community, family and/or employment. This degree will be able to be completed synchronously remotely or in person.

Supporting
Documents

[MMus short form-revised.pdf](#)

Requires TECC
Review

No

Reviewer

Comments

Amy Kingston (amykingston) (12/09/20 11:43 pm): Rollback: Holding for future agenda due to time constraints.

Key: 196

Program Change Request

Date Submitted: 10/21/20 2:16 pm

Viewing: **266 : Movement and Leisure Sciences (MS)**

Last edit: 12/10/20 4:09 pm



Catalog Pages Using this Program

[Movement and Leisure Sciences \(M.S.\)](#)

Faculty Contact

In Workflow

1. 105 Chair
2. 15 Curriculum Committee Chair
3. Curriculum Review
4. Graduate Council Chair
5. Registrar's Office
6. Graduate Council Chair
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/21/20 3:35 pm
Joana Espinoza (jespinoza): Approved for 105 Chair
2. 10/21/20 3:46 pm
Joana Espinoza (jespinoza): Approved for 15 Curriculum Committee Chair
3. 10/22/20 11:31 am
Rebecca Frost (rfrost): Approved for Curriculum Review

4. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
5. 12/09/20 2:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
6. 12/09/20 2:19 pm
Amy Kingston
(amykingston):
Approved for
Graduate Council
Chair
7. 12/09/20 2:19 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 12/10/20 4:09 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
9. 01/07/21 11:17 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
10. 01/11/21 3:53 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Bruce Saxman	bsaxman@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)
CIP code change

Description of Change

providing this degree online as well as face to face
(please note, the CIP code was entered incorrectly initially so there is no request from the college for a CIP code change, just change the administrative error)

Academic Level Graduate

College Education, Health & Human Sci

Department/Unit: Movement Sciences

Effective Catalog 2021-2022
Year

Program Title

Movement and Leisure Sciences (MS)

Program Credits **30**

CIP Code **31.0301** ~~30-3101~~ - **Parks, Recreation and Leisure Facilities Management, General.**
~~Human-Computer Interaction.~~

Emphasis/Option

CIP Code(s)

Curriculum:

Master of Science. Major in Movement and Leisure Sciences.

This program provides students the skills, tools, and philosophy necessary to be servant leaders in organizations related to physical activity, sport and recreation

The department also participates in the interdisciplinary M.S. and Ph.D. in Neuroscience and the M.S. in Bioregional Planning and Community Development. Persons interested in doctoral study should visit the College of Education and departmental web page for more information about admission requirements and application procedures.

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 ~~No~~

If Yes, can 100% 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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Students are able to use inquiry (analytical/critical thinking) skills and techniques to effectively investigate problems and communicate knowledge related to leading healthy active lifestyles.

Students will understand the key components of wellness through a holistic perspective in relation to healthy active lifestyles.

Students understand the value of effective leadership, marketing, and/or ethics in working with individuals and/or groups to lead healthy active lifestyle experiences.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Students will be able to complete the MS more than 50% face to face or hybrid and they can complete the RSTM specialization in the MS 100% online.

Supporting Documents [RSTM Online Curriculum Change 9-11-2020 Signed.pdf](#)

Requires TECC

No

Review

Reviewer

Comments

Amy Kingston (amykingston) (12/10/20 4:09 pm): Rollback: Due to time constraints, saving for a future meeting.

Key: 266

Program Change Request

Date Submitted: 10/21/20 2:14 pm

Viewing: **280 : Recreation, Sport, and Tourism Management (BSREC)**

Last edit: 12/10/20 4:09 pm



Catalog Pages Using
this Program

[Recreation, Sport, and Tourism Management \(B.S.Rec.\)](#)

Faculty Contact

In Workflow

1. 105 Chair
2. 15 Curriculum Committee Chair
3. Curriculum Review
4. Registrar's Office
5. Registrar's Office
6. UCC
7. Faculty Senate Chair
8. UFM
9. President's Office
10. State Approval
11. NWCCU

Approval Path

1. 10/21/20 3:35 pm
Joana Espinoza (jespinoza):
Approved for 105 Chair
2. 10/21/20 3:46 pm
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
3. 10/22/20 11:31 am
Rebecca Frost (rfrost): Approved for Curriculum Review
4. 12/09/20 2:17 pm
Amy Kingston (amykingston):

- Approved for Registrar's Office
- 5. 12/09/20 2:18 pm
Amy Kingston (amykingston):
Approved for Registrar's Office
- 6. 12/10/20 4:09 pm
Amy Kingston (amykingston):
Rollback to Registrar's Office for UCC
- 7. 01/07/21 11:17 am
Amy Kingston (amykingston):
Approved for Registrar's Office
- 8. 01/11/21 4:00 pm
Rebecca Frost (rfrost): Approved for UCC

Faculty Name	Faculty Email
Bruce Saxman	bsaxman@uidaho.edu

Change Type Change curriculum requirements

Description of Change

Add online options to the B.S.Rec and M.S. MLS RSTM (specialization) degree program offerings to be taught alongside our existing face-to-face programs.

Academic Level Undergraduate

College Education, Health & Human Sci

Department/Unit: Movement Sciences

Effective Catalog 2021-2022

Year

Program Title

Recreation, Sport, and Tourism Management (BSREC)

Program Credits	120
CIP Code	31.0301 - Parks, Recreation and Leisure Facilities Management, General.
Emphasis/Option	
CIP Code(s)	

Curriculum:

A minimum cumulative university GPA of 2.25 is required of all recreation majors who seek to take upper-division courses. Recreation, Sport, and Tourism majors must also achieve a minimum cumulative university GPA of 2.25 to graduate with a B.S.Rec. degree.

Required course work includes the university requirements (see [regulation J-3](#)) and the following coursework:

Core Course Requirements

MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3
RSTM 104	Recreation, Sport, and Tourism in Healthy Communities	3
RSTM 280	Practicum in Recreation, Sport, and Tourism	1
RSTM 498	Internship in Recreation, Sport, and Tourism	9
Select 9 credits from the following:		9

RSTM 107	Outdoor Recreation and Adventure Sports
RSTM 424	Inclusive Physical Education and Recreation
RSTM 425	Programming and Marketing in Movement and Leisure Sciences
RSTM/PEP 430	Activity and Health in MLS
RSTM 485	Trends and Policies in Recreation, Sport and Tourism

Select 5 credits from the following: 5

MVSC 486	Healthy Active Lifestyle Assessment and Intervention
PEP 275/475	Moral Reasoning in Sport
RSTM 310	Outdoor and Adventure Leadership
RSTM 380	Principles of Travel and Tourism
RSTM 408	Experiential Education and Adventure Recreation
RSTM 490	Experience and Event Management

Select one of the following: 3

ENGL 207	Persuasive Writing
ENGL 313	Business Writing
ENGL 317	Technical Writing

Select one of the following: 3

COMM 233	Interpersonal Communication
COMM 335	Intercultural Communication
COMM 347	Persuasion
COMM 355	Organizational Communication

Total Hours 36

Courses to total 120 credits for this degree

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 ~~No~~

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Students shall demonstrate the following entry-level knowledge:

the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;

techniques and processes used by professionals and workers in these industries; and

the foundation of the profession in history, science and philosophy.

Students shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Students shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and/or related professions.

Students shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, tourism, or related organizations.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Adding an option to complete the B.S.Rec 100% online. Students will now have the option to take the entire program either online and still have the option to complete the program greater than 50% face to face and greater than 50% hybrid.

Supporting Documents [RSTM Online Curriculum Change 9-11-2020 Signed.pdf](#)
[Recreation Sport and Tourism Management_BSRec.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Rebecca Frost (rfrost) (12/10/20 10:38 am): 4 year plan added by Rebecca Frost.

Amy Kingston (amykingston) (12/10/20 4:09 pm): Rollback: Due to time constraints, saving for a future meeting.

Key: 280

Program Change Request

Date Submitted: 10/08/20 3:05 pm

Viewing: **253 : Mathematics (BS)**

Last edit: 01/25/21 10:08 am



Catalog Pages Using
this Program

[Mathematics \(B.S.\)](#)

Faculty Contact

In Workflow

1. **024 Chair**
2. **19 Curriculum
Committee Chair**
3. **Assessment**
4. **Curriculum Review**
5. **Registrar's Office**
6. **Registrar's Office**
7. **UCC**
8. **Faculty Senate
Chair**
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/08/20 3:12 pm
Joana Espinoza
(jespinoza):
Approved for 024
Chair
2. 10/08/20 3:15 pm
Joana Espinoza
(jespinoza):
Approved for 19
Curriculum
Committee Chair
3. 10/19/20 9:01 am
Sara Mahuron
(sara): Rollback to
19 Curriculum
Committee Chair for
Assessment
4. 10/21/20 3:49 pm
Mark Nielsen

- (markn): Approved
for 19 Curriculum
Committee Chair
5. 10/22/20 4:29 pm
Sara Mahuron
(sara): Rollback to
024 Chair for
Assessment
6. 11/06/20 8:08 pm
Hirotachi Abo (abo):
Approved for 024
Chair
7. 11/11/20 11:46 am
Mark Nielsen
(markn): Approved
for 19 Curriculum
Committee Chair
8. 11/11/20 11:47 am
Sara Mahuron
(sara): Approved for
Assessment
9. 11/16/20 9:57 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
10. 12/09/20 2:14 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
11. 12/09/20 2:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
12. 12/09/20 11:44 pm
Amy Kingston
(amykingston):
Rollback to

Registrar's Office for
UCC

13. 01/20/21 2:18 pm

Amy Kingston
(amykingston):

Approved for
Registrar's Office

14. 01/25/21 4:35 pm

Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Hirotschi Abo	abo@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Change the title of the option from "Applied - Quantitative Modeling" to "Applied - Modeling and Data Science" and the course requirements.

Academic Level Undergraduate

College Science

Department/Unit: Mathematics & Statistical Science

Effective Catalog 2021-2022

Year

Program Title
Mathematics (BS)

Program Credits **120**

CIP Code 27.0101 - Mathematics, General.

Emphasis/Option
CIP Code(s)

Code(s)
27.0301
27.0306

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)) and:

MATH 170	Calculus I	4
MATH 175	Calculus II	4
MATH 275	Calculus III	3
MATH 330	Linear Algebra	3
Options		
Select one of the following options:		36-54
General		
Applied - Computation		
Applied - Modeling and Data Science		
Applied - Mathematical Biology		
Total Hours		50-68

A. General Option

This is the traditional curriculum in Mathematics. It is more mathematically rigorous than the other options. It is especially good for secondary education majors and students intending to go to graduate school in Mathematics or other sciences.

Math Courses

MATH 176	Discrete Mathematics	3
MATH 215	Proof via Number Theory	3
MATH 310	Ordinary Differential Equations	3
MATH 461	Abstract Algebra I	3
MATH 471	Introduction to Analysis I	3

Select one of the following: 3

MATH 430	Advanced Linear Algebra
MATH 452	Mathematical Statistics
MATH 453	Stochastic Models
MATH 462	Abstract Algebra II
MATH 472	Introduction to Analysis II
MATH 476	Combinatorics

Select four math courses above 310 12

Supporting Courses

STAT 301	Probability and Statistics	3
CS 112	Computational Thinking and Problem Solving	3
or CS 120	Computer Science I	

Total Hours 36

Courses to total 120 credits for this degree

B. Applied - Computation Option

The emphasis is on the mathematics related to computer science and technology. With a major or minor in computer sciences this is a good preparation for work in the computer industry.

Math Courses

MATH 176	Discrete Mathematics	3
MATH 215	Proof via Number Theory	3
MATH 310	Ordinary Differential Equations	3
MATH 385	Theory of Computation	3
MATH 395	Analysis of Algorithms	3
MATH 415	Cryptography	3
MATH 428	Numerical Methods	3
or MATH 432	Numerical Linear Algebra	
MATH 452	Mathematical Statistics	3
or STAT 301	Probability and Statistics	

Select two additional courses from the following: 6

MATH 376	Discrete Mathematics II
MATH 426	Discrete Optimization
MATH 430	Advanced Linear Algebra
MATH 432	Numerical Linear Algebra
MATH 451	Probability Theory
MATH 452	Mathematical Statistics
MATH 461	Abstract Algebra I
MATH 462	Abstract Algebra II
MATH 476	Combinatorics

Supporting Courses

CS 120	Computer Science I	4
CS 121	Computer Science II	3

Total Hours 37

Courses to total 120 credits for this degree

€ Applied - ~~Quantitative~~ Modeling and Data Science Option

The emphasis is on the mathematics used to model phenomena in engineering, science, business **and and** economics. With a second major in one of these disciplines, this provides ideal preparation for graduate school.

Math Courses

MATH 176	Discrete Mathematics	3
MATH 215	Proof via Number Theory	3
MATH 183	Intro Data Science in Python	3
MATH 310	Ordinary Differential Equations	3
MATH 428	Numerical Methods	3
or MATH 432	Numerical Linear Algebra	
MATH 451	Probability Theory	3

<u>MATH 483</u>	Found of Machine Learning	3
or <u>MATH 438</u>	Mathematical Modeling	
<u>STAT 301</u>	Probability and Statistics	3
or <u>MATH 452</u>	Mathematical Statistics	
Select three additional courses from the following:		9
Select four additional courses from the following:		12
<u>CS 360</u>	Database Systems	
<u>CS/MATH 385</u>	Theory of Computation	
<u>CS/MATH 395</u>	Analysis of Algorithms	
<u>CS 411</u>	Parallel Programming	
<u>CS 415</u>	Computational Biology: Sequence Analysis	
<u>CS 420</u>	Data Communication Systems	
<u>CS 470</u>	Artificial Intelligence	
<u>CS 479</u>	Data Science	
<u>MATH 371</u>	Mathematical Physics	
<u>MATH 376</u>	Discrete Mathematics II	
<u>MATH 415</u>	Cryptography	
<u>MATH 420</u>	Complex Variables	
<u>MATH 426</u>	Discrete Optimization	
<u>MATH 428</u>	Numerical Methods	
<u>MATH 432</u>	Numerical Linear Algebra	
<u>MATH 437</u>	Mathematical Biology	
<u>MATH 438</u>	Mathematical Modeling	
<u>MATH 452</u>	Mathematical Statistics	
<u>MATH 453</u>	Stochastic Models	
<u>MATH 471</u>	Introduction to Analysis I	
<u>MATH 472</u>	Introduction to Analysis II	
<u>MATH 476</u>	Combinatorics	
<u>MATH 480</u>	Partial Differential Equations	
<u>MATH 483</u>	Found of Machine Learning	
<u>MIS 453</u>	Database Design	
<u>MIS 455</u>	Data Management for Big Data	
<u>ME 313</u>	Dynamic Modeling of Engineering Systems	
<u>SOC 417</u>	Social Data Analysis	
<u>STAT 431</u>	Statistical Analysis	

Quantitative Electives

Select 6 credits of advisor-approved quantitative electives in Science, Engineering, Business, Economics, etc. 6

These electives can be drawn from the above list, as long as they are not used to fulfill the elective requirement.

Supporting course

CS 120 **Computer Science I** **4**

Total Hours 39

Courses to total 120 credits for this degree

D. Applied - Mathematical Biology Option

This option offers training across Mathematics and Biology and provides the background to pursue a career in technical industries and to obtain graduate degrees in Biomathematics, Biostatistics, and Bioinformatics.

Math and Statistics Courses

<u>MATH 437</u>	Mathematical Biology	3
<u>MATH 451</u>	Probability Theory	3
<u>MATH 452</u>	Mathematical Statistics	3
<u>STAT 251</u>	Statistical Methods	3
or <u>STAT 301</u>	Probability and Statistics	

Select two courses from the following: 6

<u>MATH 310</u>	Ordinary Differential Equations
<u>MATH 453</u>	Stochastic Models
<u>STAT 431</u>	Statistical Analysis

Select two courses from the following: 6

<u>MATH 428</u>	Numerical Methods
<u>MATH 430</u>	Advanced Linear Algebra
<u>MATH 480</u>	Partial Differential Equations

Biology Courses

<u>BIOL 114</u>	Organisms and Environments	4
<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>BIOL 310</u>	Genetics	3
<u>BIOL 456</u>	Computer Skills for Biologists	3

Select 12 Credits Upper Division Biology courses 12

Supporting Courses

<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1

Total Hours 54

Courses to total 120 credits for this degree**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 ~~No~~

If Yes, can 100% 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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

Students should be able to think critically, apply problem solving strategies, and be able to construct and defend mathematical proofs.

Students should be able to use mathematical structures and the language of mathematics to formulate models for real-world problems.

Students should be able to effectively communicate their work and should gain experience working in collaborative settings.

Students should be able to interpret and extract relevant information from data using appropriate modeling techniques.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Direct assessment such as students' exam performance, presentations, and projects will be administered to students enrolled in designated courses. Indirect assessment takes form of exit interview and/or survey, which takes place towards the end of every academic year.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

There are fundamentally two kinds of modeling: the process-driven modeling that uses physical rules and mathematical formulas and the data-driven modeling that focuses more on the relationships between input and output data. With the advancement of computational powers and data availability, data-driven approaches are gaining immensely in importance. This name change and accompanying adjustment in curriculum seeks to refocus the current Quantitative Modeling Option to feature both of these aspects to modeling. Students in the program will thus gain skills critical to both fundamental approaches.

Supporting Documents [short-form-Math-QuantModOption.docx](#)
[curriculum-change-form-Math-QuantModelingOption.docx](#)
[Mathematics-Applied Modeling and Data Science_BS.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Sara Mahuron (sara) (10/19/20 9:01 am): Rollback: Please review the learning outcomes to ensure that they reflect the refocus in program name, as well as the rationale that explains the adjustment to curriculum and the refocus to include data-driven modeling (and the relevant critical skills students will gain). The option should include outcome(s) that capture what is/are unique. It is not currently clear that the outcomes listed are specific to this option. The value gained from this specific option, should be evident to students and the public when they view the list of outcomes and should be appropriately differentiated. This can often be accomplished by adding 1-2 unique outcome statements that are option specific. Please reach out to sara@uidaho.edu if you have questions about the outcomes (or believe I have misunderstood something), and/or want to discuss.

Sara Mahuron (sara) (10/22/20 4:29 pm): Rollback: Please review the learning outcomes to ensure that they reflect the refocus in program name, as well as the rationale that explains the adjustment to curriculum and the refocus to include data-driven modeling (and the relevant critical skills students will gain). The option should include outcome(s) that capture what is/are unique. It is not currently clear that the outcomes listed are specific to this option. The value gained from this specific option, should be evident to students and the public when they view the list of outcomes and should be appropriately differentiated. This can often be accomplished by adding 1-2 unique outcome statements that are option specific. Please reach out to sara@uidaho.edu if you have questions about the outcomes (or believe I have misunderstood something), and/or want to discuss.

Amy Kingston (amykingston) (12/09/20 11:44 pm): Rollback: Holding for future agenda due to time constraints.

Rebecca Frost (rfrost) (01/25/21 10:08 am): 4 Year plan added by Rebecca Frost.

Program Change Request

Date Submitted: 10/09/20 10:44 am

Viewing: **210 : Data Science Analytics Academic Certificate**

Last edit: 12/09/20 11:44 pm



Catalog Pages Using
this Program

[Data Analytics Graduate Academic Certificate](#)

Faculty Contact

In Workflow

1. 024 Chair
2. 19 Curriculum Committee Chair
3. Curriculum Review
4. Registrar's Office
5. Graduate Council Chair
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/09/20 10:44 am
Joana Espinoza (jespinoza):
Approved for 024 Chair
2. 10/09/20 10:45 am
Joana Espinoza (jespinoza):
Approved for 19 Curriculum Committee Chair
3. 10/21/20 6:45 pm
Rebecca Frost (rfrost): Approved for Curriculum Review
4. 11/10/20 8:23 pm
Amy Kingston

- (amykingston):
Approved for
Registrar's Office
- 5. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
- 6. 12/09/20 2:07 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 7. 12/09/20 11:44 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
- 8. 01/20/21 2:17 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 9. 01/25/21 4:33 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Hirotschi	Abo

Change Type

Description of Change

Academic Level Graduate

College Science

Department/Unit: Mathematics & Statistical Science

Effective Catalog Year: 2021-2022

Program Title
Data **Science Analytics** Academic Certificate

Program Credits: **12**

CIP Code: 45.0102 - Research Methodology and Quantitative Methods.

Curriculum:

All required coursework must be completed with a grade of 'B' or better ([O-10-b](#)).

Select one of the following:

		3
CS 472	Evolutionary Computation	
CS 475	Machine Learning	
OM 439	Systems and Simulation	
OM 456	Enterprise Quality Management	
MKTG 431	Marketing Analytics	
STAT 507	Experimental Design	
STAT 519	Multivariate Analysis	
STAT 565	Computer Intensive Statistics	
CS 479	Data Science	3
MIS 455	Data Management for Big Data	3
STAT 517	Statistical Learning and Predictive Modeling	3
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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The name change merely reflects the more current terminology for the subject matter. The content of the certificate has not changed.

JEE – confirmed with the college that they discussed this with the Data Science workgroup and the group supported this. They consider this a name change and the existing certificate already works interdisciplinary with other COS departments, Engineering and College of Business. The working group is working on an online certificate (this is not) that will likely be undergraduate. This is a grad certificate so there is not concern of overlap.

Supporting Documents [short-form-AnalyticsCertificate.docx](#)

Requires TECC Review **No**

Reviewer Comments

Amy Kingston (amykingston) (12/09/20 11:44 pm): Rollback: Holding for future agenda due to time constraints.

Program Change Request

New Program Proposal

Date Submitted: 10/21/20 3:22 pm

Viewing: **428 : Groundwater Hydrology Minor**

Last edit: 12/10/20 3:58 pm



Faculty Contact

In Workflow

- 1. 225 Chair
- 2. 19 Curriculum Committee Chair
- 3. 19 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/21/20 3:48 pm
Joana Espinoza (jespinoza): Approved for 225 Chair
- 2. 10/21/20 3:49 pm
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
- 3. 10/21/20 3:54 pm
Joana Espinoza (jespinoza): Approved for 19 Dean
- 4. 10/21/20 3:59 pm
Joana Espinoza (jespinoza):

- Approved for
Provost's Office
- 5. 10/22/20 4:31 pm
Sara Mahuron
(sara): Approved for
Assessment
- 6. 11/16/20 11:06 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 12/09/20 11:32 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 8. 12/10/20 3:58 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
- 9. 01/20/21 2:17 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 10. 01/25/21 4:14 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Leslie Baker	lbaker@uidaho.edu

Academic Level Undergraduate

College Science

Department/Unit: Geography & Geological Sciences

Effective Catalog 2021-2022

Year

Program Title

Groundwater Hydrology Minor

Degree Type Minor

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 20

Attach Program
Change

CIP Code 40.0605 - Hydrology and Water Resources
Science.

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 program be Regional or Statewide Responsibility?

Regional

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

Curriculum:

<u>GEOL 101</u>	Physical Geology	3
or <u>GEOL 111</u>	Physical Geology for Science Majors	
<u>GEOL 101L</u>	Physical Geology Lab	1

or GEOL 111L	Physical Geology for Science Majors Lab	
MATH 175	Calculus II	4
GEOL 309	Ground Water Hydrology	3
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
One of the following:		3
GEOL 431	Chemical Hydrogeology	
HYDR 412	Environmental Hydrogeology	
BE 450	Environmental Hydrology	
Total Hours		20

Courses to total 20 credits for this minor.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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 objective of this minor is to introduce students to concepts and professional practices used in the environmental and groundwater industries. After completing the required coursework, students will be able to:

- Understand the fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements use in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge;
- Plan, execute, and interpret data from aquifer slug and pumping tests;
- Understand the basics of groundwater quality and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances);
- Write consulting-style reports, keep legal-standard field notes, and gain exposure to aspects of fieldwork such as logistics, budgeting, and the development of safety plans.

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

Program assessment will be carried out primarily using student work products from GEOL 409 (Quantitative Hydrogeology) and GEOL 410 (Techniques of Groundwater Study), the two most advanced required courses in the minor.

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

Students that have taken the courses listed in previous years are routinely employed in the groundwater sector (public and private). Many of these students remain in contact with the Geological Sciences faculty long after graduation. They continue to offer suggestions for improving the coursework, and improve the educational experience. Continuous reassessment and revision has been a hallmark of the geology/groundwater program.

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

Direct assessment measures include performance on field and laboratory exercises, completion of problem sets outside of class, evaluation of written and oral communication skills, and the capacity to successfully field hydrologic tests such as aquifer slug and pumping tests. In addition, students are assessed on their ability to keep legal standard field notes, prepare a (rudimentary) safety plan, understand the basics of project budgeting, and anticipate logistical problems that arise in fieldwork. Indirectly, student learning is assessed by the frequency with which students graduating from the program are hired by industry, and their success in those positions.

When will assessment activities occur and at what frequency?

Departmental program assessment occurs on an annual basis. Assessment activities within classes are on-going during the semester, as well as at the conclusion of the course.

Student Learning Outcomes

Learning Objectives

The objective of this minor is to introduce students to concepts and professional practices used in the environmental and groundwater industries. After completing the required coursework, students will be able to:

- Understand the fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements use in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge;
- Plan, execute, and interpret data from aquifer slug and pumping tests;
- Understand the basics of groundwater quality and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances);
- Write consulting-style reports, keep legal-standard field notes, and gain exposure to aspects of fieldwork such as logistics, budgeting, and the development of safety plans.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The proposed program would support and align with the new Environmental Science curriculum. Students in the Integrated Sciences track of that curriculum will be able to select a minor of their choice. They are currently able to select the Geology minor, but with the importance of groundwater resources in Idaho, we believe there will be interest in this specific topic. It is expected that this minor may also be of interest to students majoring in Civil Engineering who wish to pursue careers in hydrology or geotechnical engineering. The minor provides tangible evidence of training in groundwater resources as a pathway to careers in industry and the public sector.

Supporting Documents [ShortForm_GroundwaterHydrologyMinor.docx](#)
[CurriculumChangeForm_GroundwaterHydrologyMinor.doc](#)

Requires TECC Review	No
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Reviewer Comments

Rebecca Frost (rfrost) (10/27/20 6:17 pm): GEOL 409 needs to be reactivated in order to be included in this curriculum.

Rebecca Frost (rfrost) (11/16/20 11:05 am): Changed GEOL 409 to HYDR 409. Same title, GEOL course does not exist, and the HYDR is being proposed.

Amy Kingston (amykingston) (12/10/20 3:58 pm): Rollback: Due to time constraints, holding for future meeting.

Program Change Request

Program Reactivation Proposal

Date Submitted: 10/07/20 11:05 am

Viewing: **301 : Operations and Supply Chain Management (B.S.)**

Last approved: 10/07/20 9:27 am

Last edit: 12/10/20 10:50 am



Catalog Pages Using this Program

[Operations Management \(B.S.Bus.\)](#)

Faculty Contact

In Workflow

- 1. 079 Chair
- 2. 13 Curriculum Committee Chair
- 3. 13 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/07/20 12:45 pm
Joana Espinoza (jespinoza):
Approved for 079 Chair
- 2. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Curriculum Committee Chair
- 3. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Dean
- 4. 10/07/20 12:49 pm
Joana Espinoza (jespinoza):

- Approved for
Provost's Office
5. 10/19/20 9:16 am
Sara Mahuron
(sara): Rollback to
079 Chair for
Assessment
 6. 11/20/20 11:39 am
Scott Metlen
(metlen): Approved
for 079 Chair
 7. 11/20/20 11:45 am
Scott Metlen
(metlen): Approved
for 13 Curriculum
Committee Chair
 8. 11/20/20 12:04 pm
Marc Chopin
(mchopin):
Approved for 13
Dean
 9. 11/20/20 12:51 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
 10. 11/20/20 3:03 pm
Sara Mahuron
(sara): Approved for
Assessment
 11. 12/09/20 2:31 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
 12. 01/25/21 3:43 pm
Rebecca Frost
(rfrost): Approved
for UCC

History

1. Oct 6, 2020 by Joana Espinoza (jespinoza)
2. Oct 7, 2020 by Amy Kingston (amykingston)

Faculty Name	Faculty Email
Scott	Metlen

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Change the program name from Operations Management to Operations and Supply Chain Management

Academic Level Undergraduate

College Business & Economics

Department/Unit: Business

Effective Catalog Year 2021-2022

Program Title
Operations and Supply Chain Management **(B.S.)**

Program Credits 120

CIP Code 52.0205 - Operations Management and Supervision.

Emphasis/Option CIP Code(s)

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the college requirements, and:

Colleges of Business & Economics Requirements	54-57
Major Requirements	25
Total Hours	79-82

Major Requirements

OM 378	Project Management	3
OM 439	Systems and Simulation	4
OM 456	Enterprise Quality Management	3
OM 470	Supply Chain Management	3
OM 472	Enterprise Planning & Sched	3
Select at least three courses from the following:		9

ENVS 428	Pollution Prevention
ME 410	Principles of Lean Manufacturing
STAT 431	Statistical Analysis

One 300-400 level CBE course 1

One Business, Culture, Economics or Language class 2

Total Hours 25

1300-400 level CBE: Excluding [MHR 311](#) and courses taken to complete the CBE Common Requirements.

2 Business, Culture, Economics, Language class must include a significant international experience component.

Courses to total 120 credits for this degree

A. PGA Golf Management Option

Required course work includes all Operations Management requirements and:

PGA 103	Introduction to PGA Golf Management	2
PGA 150	PGA Golf Management I	3
PGA 251	PGA Golf Management II	3
PGA 298	Internship (Max 6 credits)	4
PGA 385	PGA Golf Management III	3
PGA 398	Internship (Max 6 credits) 1	6
RSTM 105	Teaching Golf I	2
RSTM 205	Teaching Golf II	2
RSTM 305	Teaching Golf III	2
Total Hours		27

1 [PGA 385](#) or [PGA 398](#) can be used to cover the (nine credits) of OM electives.

Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.

Courses to total 129 credits for this degree

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%** ~~No Change~~

Learning Objectives

Students will develop and implement a program to improve the quality of organizational processes.

Students will demonstrate **an** understanding **of** the use **of** both “soft” project management skills (e.g., stakeholder management, conflict management, project leadership) and “hard” project management skills (e.g., budgeting, scheduling, risk management) to successfully manage a project through its life cycle (i.e., initiation, planning, execution, and closing).

Students will recommend process **improvements for a** ~~improvement strategies based on computers models of~~ business **process based on computer models** ~~processes~~ that they **created for the business process in question.** ~~create:~~

Students will be able ~~Ninety percent of graduating students develop solutions~~ to **and are expected to develop solutions to** common supply chain problems.

Students will develop, manage, and improve production planning and control and inventory management systems.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

The five required classes for the major all have evaluating mechanisms built in to assess the degree of success in achieving the major's objectives.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Changing the name of the Operations Management Major to Operations and Supply Chain Management.

Rationale from college/department:

Operations management and supply chain management are closely aligned disciplines with overlap between the two. Some universities offer an operations management major, others a supply chain management major, and many a combined operations and supply chain management majors. Our current operations management major has as much or more supply chain management content that some regional competitors offering combined operations and supply chain management degrees. The jobs that we are preparing our students for are in both operations and supply chain, but our current name works against students pursuing the supply chain management type of jobs, especially when the employer is not familiar with our major and doesn't understand that it covers both. The name change is to simply better communicate the true content of the degree and align with the language that the marketplace is looking for when recruiting our students.

Supporting Documents [OM name change.pdf](#)
[Operations and Supply Chain Management_BS.xlsx](#)
[Operations and Supply Chain Management-PGA Golf Management_BSBUS.xlsx](#)

Requires TECC Review	No
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Reviewer

Comments

Sara Mahuron (sara) (10/19/20 9:16 am): Rollback: Please review learning outcomes: For #3, should it be "computer's model" or "computers model?" For #4, please review the outcome statement for consistency in formatting. Something like, "Students will develop solutions to common supply chain problems." 90% could be the internal benchmark the program uses to determine how well it is doing in meeting this outcome. However, the outcome statement itself should apply to all students. These are simple fixes, but need to be fixed to move forward so that the outcomes are correct in the catalog. Please email any questions to sara@uidaho.edu or to discuss.

Rebecca Frost (rfrost) (12/10/20 10:50 am): 4 year plans added by Rebecca Frost.

Program Change Request

New Program Proposal

Date Submitted: 10/07/20 12:37 pm

Viewing: **425 : Business Analytics Academic Certificate**

Last edit: 12/09/20 4:31 pm



Faculty Contact

In Workflow

1. **078 Chair**
2. **13 Curriculum Committee Chair**
3. **13 Dean**
4. **Provost's Office**
5. **Assessment**
6. **Registrar's Office**
7. **UCC**
8. **Faculty Senate Chair**
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/07/20 12:44 pm
Joana Espinoza
(jespinoza):
Approved for 078
Chair
2. 10/07/20 12:48 pm
Joana Espinoza
(jespinoza):
Approved for 13
Curriculum
Committee Chair
3. 10/07/20 12:49 pm
Joana Espinoza
(jespinoza):
Approved for 13
Dean
4. 10/07/20 12:49 pm
Joana Espinoza
(jespinoza):

- Approved for
Provost's Office
5. 10/20/20 8:32 am
Sara Mahuron
(sara): Rollback to
078 Chair for
Assessment
6. 10/21/20 3:45 pm
Darryl Woolley
(dwoolley):
Approved for 078
Chair
7. 11/20/20 12:50 pm
Joana Espinoza
(jespinoza):
Approved for 13
Curriculum
Committee Chair
8. 11/20/20 12:50 pm
Joana Espinoza
(jespinoza):
Approved for 13
Dean
9. 11/20/20 12:51 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 11/20/20 3:02 pm
Sara Mahuron
(sara): Approved for
Assessment
11. 12/09/20 4:31 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
12. 01/25/21 3:45 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Darryl	Woolley

Academic Level Undergraduate

College Business & Economics

Department/Unit: Accounting

Effective Catalog 2021-2022

Year

Program Title

Business Analytics 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

Attach Program

Change

CIP Code 52.0301 - Accounting.

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 program be Regional or Statewide Responsibility?

Regional

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
no financial impact

Curriculum:

<u>BUS 354</u>	Business Analytics	3
or <u>STAT 431</u>	Statistical Analysis	
<u>MIS 440</u>	Data Visualization	3
Select two additional courses from the following:		6
<u>ACCT 421</u>	Accounting Data Analytics	
<u>BUS 354</u>	Business Analytics	
<u>ECON 453</u>	Econometrics	
<u>FIN 463</u>	Portfolio Management	
<u>MHR 417</u>	Deploying and Developing Human Capital	
<u>MIS 453</u>	Database Design	
<u>MIS 455</u>	Data Management for Big Data	
<u>MKTG 431</u>	Marketing Analytics	
<u>OM 439</u>	Systems and Simulation (prerequisite of <u>OM 370</u>)	
or <u>OM 470</u>	Supply Chain Management	
<u>STAT 419</u>	Introduction to SAS/R Programming 1	
or <u>STAT 422</u>	Survey Sampling	
or <u>STAT 426</u>	SAS Programming	
or <u>STAT 427</u>	R Programming	

1 May not choose these courses if STAT 431 is taken in lieu of BUS 354.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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 use inference, regression, times series, decision analysis, and optimization to analyze business problems.

Students will demonstrate basic programming and SQL skills as relating to data acquisition and access.

Students will analyze and assess data quality and use appropriate tools to clean the data.

Students will demonstrate use of a variety of data management tools and software for analysis.

Students will present information as visualizations for management decision making.

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

Students will demonstrate learning in tests and projects administered in MIS 440, Data Visualization,.

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

Two faculty will be overseeing the certificate and will analyze the data from the assessments for the two required courses. Additionally, alumni and advisory board members will provide an external review of the assessment with suggestions and changes as is appropriate.

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

Direct measures of knowledge will be completed by quizzes, exams, and assignments. Students will also have present analysis and findings to peers and faculty. This will provide direct measure of knowledge and indirect measure by receiving student feedback on presentations.

When will assessment activities occur and at what frequency?

For elective courses, an end of course summary of outcomes will be submitted to the associate dean at the end of the year. For the two required courses, formative assessment activities will occur at least twice during the course and added to the end of year summary which will also be submitted to the associate dean.

Student Learning Outcomes

Learning Objectives

Students will use inference, regression, times series, decision analysis, and optimization to analyze business problems.

Students will demonstrate basic programming and SQL skills as relating to data acquisition and access.

Students will analyze and assess data quality and use appropriate tools to clean the data.

Students will demonstrate use of a variety of data management tools and software for analysis.

Students will present information as visualizations for management decision making.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Analytics in business is the fastest growing component of the workforce. A certificate would attract UI students to the topic because of the workforce trends and would also be open to community members seeking additional knowledge of the topic for their job positions. The certificate has two required courses providing an overview of all stages of data analytics and allows students to select two courses that would provide specific knowledge on an analytics area (e.g., data management).

Supporting [19_ACCT_Data Analytics Certificate.docx](#)

Documents [18_ACCT_course-add-form-MIS4xx_DataVisualization RD.docx](#)

Requires TECC No

Review

Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:32 am): Rollback: Please review the learning outcomes -- specifically the verbs -- and revise to actionable verbs that articulate the student can do or show they did "learn" what is expected. The section that asks to "describe the assessment process" actually contains two measurable outcome statements (1.) the student will display how to access and clean data prior to analysis, and 2.) Students will perform analyses and display the information in appropriate format for decision-making). You may be able to swap out those outcome statements with the corresponding learning objectives above. Additionally, one of the "learning outcomes" (#4 in the list) states what students will experience (variety of data management tools). Please revise this to articulate what students will know or be able to do as a result of this "experience." Some examples of how these could be revised to be measurable outcomes: Students will demonstrate proficiency in basic programming and SQL skills as it related to data acquisition and data access. Or, Students can use a variety of data management tools and software for analysis. Or, Students will be able to present information as visualizations for managerial decision making. Please reach out to sara@uidaho.edu with questions or to discuss further.

Attach. #23

Program Change Request

New Program Proposal

Date Submitted: 11/24/20 12:09 pm

Viewing: **441 : Interdisciplinary Science and Technology (PSM)**

Last edit: 01/11/21 4:13 pm



Faculty Contact

In Workflow

1. 276 Chair
2. 20 Curriculum Committee Chair
3. 20 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Graduate Council Chair
8. Registrar's Office
9. UCC
10. Faculty Senate Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path

1. 11/24/20 12:16 pm
Jerry McMurtry (mcmurtry):
Approved for 276 Chair
2. 11/24/20 2:28 pm
Amy Kingston (amykingston):
Approved for 20 Curriculum Committee Chair
3. 11/24/20 2:29 pm
Amy Kingston (amykingston):
Approved for 20 Dean

- 4. 12/01/20 1:14 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
- 5. 12/02/20 9:02 am
Sara Mahuron
(sara): Approved for
Assessment
- 6. 12/02/20 9:12 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 12/18/20 11:26 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
- 8. 01/07/21 11:21 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 9. 01/11/21 4:14 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

Academic Level Graduate

College Graduate Studies

Department/Unit: Graduate Studies

Effective Catalog 2021-2022

Year

Program Title

Interdisciplinary Science and Technology (PSM)

Degree Type Major

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 30

Attach Program
Change

CIP Code 52.0216 - 52.0216

Emphasis/Option
CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will program be Regional or Statewide Responsibility?

Statewide

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

Curriculum:

Note: This program is under review by the State Board of Education and is not accepting new students at this time.

Professional Science Master. Major in Interdisciplinary Science and Technology.

The Professional Science Master (P.S.M.) degree is a partnership of the University of Idaho and regional employers, where graduates are immersed in enhanced learning and are faced with real-world learning scenarios. The P.S.M. is a national program with over 165 partner institutions participating in coordination with the National Professional Science Masters Association (NPSMA).

There are 3 requirements for the P.S.M. degree in Interdisciplinary Science and Technology:

12 credits of professional skills courses,

15 credits in the student's emphasis area, and

3 credits of elective skills courses.

Professional Skills Courses (12 credits)

12

At least three of the four skills courses must be taken at the 500 level. Joint-listed courses must be taken at the graduate level. At least two of the skills courses must be designated PSM core courses, which include [ENGL 522](#).

Scientific Communication

[AOLL 528](#) Program Planning, Development, and Evaluation

[ENGL 522](#) Communication for Science Professionals

[FOR 546](#) Science Synthesis and Communication

Scientific Ethics

[PHIL 450](#) Ethics in Science

[PHIL 552](#) Environmental Philosophy

Leadership and Innovation

[AOLL 583](#) Organizational Leadership

[BUS 552](#) Management of Scientific Innovation

[EDAD 530](#) Ethical Leadership and Law in Education

[MHR 513](#) Leadership and Organizational Behavior

Managing Projects and Budgets

[ACCT 582](#) Enterprise Accounting

[COMM 410](#) Conflict Management

Emphasis Area Courses (15 credits)

15

The following scientific tracks serve as emphasis areas. Students must select 15 credits of electives from one of these tracks:

Environmental Contamination

[ENVS 428](#) Pollution Prevention

[ENVS 450](#) Environmental Hydrology

[ENVS 541](#) Sampling and Analysis of Environmental Contaminants

[ENVS 579](#) Introduction to Environmental Regulations

[FOR 554](#) Air Quality, Pollution, and Smoke

[FS 509](#) Princ Environmental Toxicology

[FS 564](#) Food Toxicology

[SOIL 438](#) Pesticides in the Environment

Sustainable Soil and Land Systems

[AGEC/ENVS 577](#) Law Ethics and the Environment

[ENVS 428](#) Pollution Prevention

ENVS 485	Energy Efficiency and Conservation
ENVS 536	Principles of Sustainability
FISH 540	Wetland Restoration
FS 509	Princ Environmental Toxicology
GEOG 455	Societal Resilience and Adaptation to Climate Change
GEOG 513	Global Climate Change
REM 440	Restoration Ecology
WR 506	Interdisciplinary Methods in Water Resources

Climate Change

BE 553	Northwest Climate and Water Resources Change
BIOP 520	Intro to Bioregional Planning
FOR 462	Watershed Science and Management
GEOG 401	Climatology
GEOG 410	Biogeography
GEOG 420	Land, Resources, and Environment
GEOG 455	Societal Resilience and Adaptation to Climate Change
GEOG 513	Global Climate Change
NRS 510	Applications of Communication Theory in Natural Resource Management

Water Resources

BE 552	Environmental Water Quality
ENVS 450	Environmental Hydrology
FISH 540	Wetland Restoration
FOR 462	Watershed Science and Management
GEOG 524	Hydro Apps/GIS&Remote Sensing
HYDR 512	Environmental Hydrogeology
NRS 510	Applications of Communication Theory in Natural Resource Management
NRS 573	Planning & Decision Making for Watershed Management
WR 506	Interdisciplinary Methods in Water Resources

Management of Regulated River Systems

CE 421	Engineering Hydrology
CE 428	Open Channel Hydraulics
CE/ME 520	Fluid Dynamics
CE 535	Fluvial Geomorphology and River Mechanics
FISH 430	Riparian Ecology and Management
FISH 515	Large River Fisheries
NRS 510	Applications of Communication Theory in Natural Resource Management
NRS 573	Planning & Decision Making for Watershed Management

Ecohydrological Science and Management

BE 552	Environmental Water Quality
ENVS 450	Environmental Hydrology
FISH 415	Limnology

<u>FISH 430</u>	Riparian Ecology and Management
<u>FISH 515</u>	Large River Fisheries
<u>FISH 540</u>	Wetland Restoration
<u>FOR 462</u>	Watershed Science and Management
<u>GEOG 524</u>	Hydro Apps/GIS&Remote Sensing
<u>HYDR 512</u>	Environmental Hydrogeology
<u>NRS 510</u>	Applications of Communication Theory in Natural Resource Management
<u>NRS 573</u>	Planning & Decision Making for Watershed Management
<u>REM 440</u>	Restoration Ecology

Precision Nutrition for Animal and Human Health

<u>AGEC 451</u>	Applied Environmental and Natural Resource Economics
<u>BE 585</u>	Fundamentals of Bioenergy and Bioproducts
<u>BE 592</u>	Biofuels
<u>BE 594</u>	Thermochemical Technologies for Biomass Conversion
<u>ENVS/FS 536</u>	Principles of Sustainability
<u>FS 538</u>	Introduction to Physical Properties of Food
<u>FS 570</u>	Advanced Food Technology
<u>FSP 438</u>	Introduction to Lignocellulosic Chemistry
<u>FSP 536</u>	Biocomposites
<u>FSP 538</u>	Lignocellulosic Biomass Chemistry
<u>PLSC 407</u>	Field Crop Production
<u>PLSC 546</u>	Plant Breeding

Sustainable Food and Fiber

<u>AGED 406</u>	Exploring International Agriculture
<u>AGED 548</u>	Foundations of Extension Education
<u>ENVS/FS 536</u>	Principles of Sustainability
<u>FS 510</u>	Functional Foods and Health
<u>FS 516</u>	Food Laws
<u>FS 564</u>	Food Toxicology
<u>PLSC 407</u>	Field Crop Production
<u>PLSC 546</u>	Plant Breeding
<u>PLSC 551</u>	Vegetable Crops
<u>SOIL 417</u>	Market Garden Practicum
<u>SOIL 438</u>	Pesticides in the Environment
<u>SOIL 446</u>	Soil Fertility
<u>SOIL 527</u>	Sustainable Food Systems

Geographic Information Skills, Mapping, and Monitoring

<u>ECE 516</u>	Image Sensors and Systems
<u>FOR 554</u>	Air Quality, Pollution, and Smoke
<u>GEOG 524</u>	Hydro Apps/GIS&Remote Sensing
<u>REM 507</u>	Landscape and Habitat Dynamics

REM 510 GIS Application in Fire Ecology and Management

STAT 419 Introduction to SAS/R Programming

STAT 555 Statistical Ecology

Elective Science Skills (3 credits) 3

The elective skills course should complement the student's emphasis area, but does not have to be from within that emphasis area.

Total Hours 30

Courses to total 30 credits for this degree

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Boise

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.

No Change

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

No Change

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

No Change

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

No Change

When will assessment activities occur and at what frequency?

No Change

Student Learning Outcomes

Learning Objectives

Demonstrate an understanding of integrated environmental problem-solving based on a sound foundation in the principles of science.

Demonstrate mastery in financial and organizational management of scientific projects.

Communicate effectively, at a professional level through written work and oral presentations.

Demonstrate an understanding of ethical reasoning in scientific research and practice.

Demonstrate the ability to develop an innovation within an organization and drive adoption of the innovation by external stakeholders.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This proposal would move the P.S.M. to the College of Graduate Studies and change the name of three of the emphasis areas (which are not full, transcribed emphases). Bioenergy and Bioproducts becomes Precision Nutrition for Animal and Human Health. Water Resources Management becomes Water Resources. Sustainability Science becomes Sustainable Soil and Land Systems.

Supporting Documents

Requires TECC Review No

Reviewer

Comments

Amy Kingston (amykingston) (11/24/20 2:28 pm): Note: This is not a fully new program - it currently exists under the College of Natural Resources. In order to move it to the College of Graduate Studies, I've inactivate the existing program and rebuilt it here.

Key: 441



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.

Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 90.53 UI PHOTOGRAPHIC SERVICES**

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

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.

APM 90.53 UI Photographic Services merely describes unit operations and is not appropriate for placement in the APM. Current information is available on the Creative Services website.

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.

90.53 -- UI Photographic Services

July 21, 2009 (formerly APM 80.53)

A. General. UI Photo Services is a service branch of the University of Idaho operating within Information Technology Services (ITS). Photo Services provides a variety of quality and convenient services for the faculty, staff, and students of the University of Idaho.

A-1. Services Provided. Staff photographers and processing technicians are available for the production of slides, copy work, thesis and dissertation material, scientific and industrial photos, news and public relations photos, individual and group portraits, graphics and more.

A-2. Labor Fees. UI Photo Services' photographers' time is billed at a rate of \$40/hour, plus cost of materials. Higher billing is in effect for occasional non-university related work which meets certain qualifications at a rate of \$60/hour, plus cost of materials. Minimum 24 hours advanced notice is required for studio or location work. Weekend appointments must be confirmed by closing time Thursday.

B. Procedures. All orders that are to be charged to a university department or agency must be accompanied by a signed ID-G form [See 75.31]. Hours of operation are 8:00am-5:00pm, M-F, in UCC 105. IDGs, checks, cash, and Banner journal vouchers are accepted for payments. [ed. 7-09]

B-1. Non-University Orders. All services that are unrelated to the direct support of university departments, agencies or personnel are charged at a rate of 30% above those listed herein. [Note: This does not include the sale of materials alone, such as film, paper, and chemicals.]

C. Information. Any questions regarding UI Photographic Services should be addressed to Photo Service operations, at (208) 885-6342.



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.

Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 90.54 PRINTING AND DESIGN SERVICES**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

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.

APM 90.53 Printing and Design Services merely describes unit operations and is not appropriate for placement in the APM. Current information is available on the Creative Services website.

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.

90.54 -- Printing and Design Services

July 21, 2009 (formerly APM 80.54)

A. General. Printing and Design Services is a service branch of the University of Idaho operating within the Division of Educational Technologies and Services. The department provides printing services, publication design services, and campus copier services.

A-1. Printing Services. Printing Services provides a full range of professional printing services. Examples of services and publications include booklets and brochures, posters, folders and newsletters, catalogs, invitations, programs, flyers, and black-and-white to full color printing. Hours of operation are 8:00am-5:00pm, in the Alumni Center. ~~IDDs, checks, cash, and Banner journal vouchers are accepted for payments.~~

A-2. Publication Design Services. Publication Design Services provides consultation and products such as layouts, artwork, desktop publishing, illustrations, displays, designs, and printing consultation. Hours of operation are 8:00am-5:00pm, in the Alumni Center. ~~IDDs, checks, cash, and Banner journal vouchers are accepted for payments.~~

A-3. Campus Copier Services. State-of-the-art copy equipment is located in the UCC 222, (208) 885-7377, and the Student Union Building, (208) 885-7811. Free pickup and delivery service is available. Services include high-volume copying, oversize copies, lamination, theses, bindings, fax services, color copies, and coin and card-operated photocopiers. Hours of operation are 8:00am-8:00pm, M-Th, and 10:00am-5:00pm Friday, Saturday, and Sunday. ~~IDDs, checks, cash, and Banner journal vouchers are accepted for payments.~~

C. Information. Any questions regarding UI Printing and Design Services' technologies or capabilities should be addressed to Printing Services, at (208) 885-6293.



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.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 90.55 VIDEO PRODUCTION CENTER SERVICES**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

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.

APM 90.55 Video Production Center Services merely describes unit operations and is not appropriate for placement in the APM. Current information is available on the Creative Services website.

- 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.

~~90.55 -- UI Video Production Center Services~~

~~July 28, 2009 (formerly APM 80.55)~~

~~**Preamble:** The UI Video Production Center (VPC) is a service unit of Creative Services and Print Management, within University Communications and Marketing. The unit provides services for digital media production, event video services, web media, disc duplication, UITV-8 programming and more.~~

~~**A. Digital Media Production Services.** The VPC provides a wide range of media development services utilized by faculty and departments across campus. Normal business hours are 8:00am-5:00pm, M-F, closed during lunch hour. IDGs, checks, cash, and Banner journal vouchers are accepted for payments.~~

~~**A-1. Basic Services.** Basic services include on-location event and lecture taping, CD and DVD disc creation and duplication, and media conversions/encoding to electronic media file types.~~

~~**A-2. Advanced Services.** Advanced production services include digital recording and editing of video and audio, single and multi-camera production in the studio and on-location, live event video production for large screen projection, recording, and distribution on the internet.~~

~~**A-3. Program Development Services.** Program development services include scripting, program design, and production of projects for marketing, presentations, recruitment, training, instruction, and documentaries.~~

~~**A-4. UITV-8 Cable TV.** The Video Production Center schedules University of Idaho programming on UITV-8, a cable television channel available in Moscow. Through a cooperative operations agreement with KUID-TV/Idaho Public Television, UI programming is scheduled for weekdays between 4 and 10 pm, with the remainder of the schedule determined by KUID-TV/IPTV. UI departments interested in sponsoring programs and/or productions for UITV-8 should contact the VPC Manager for more information. UI programming schedules are posted at the VPC website.~~

~~**A-5. Other Video Services.** Coordination of complementary video services is facilitated through collaborative arrangements with University Support Services, University Communications and Marketing, University Outreach and Video Networking Services, KUID-TV, Engineering Video Outreach, CALS Educational Communications, and other university video-capable service units.~~

~~**B. Service Facilities.** Primary studio and production facilities are located in the SUB Room 030. The VPC offers video-audio links to the Idaho Commons, the Borah Theatre, SUB Conference rooms, and to KUID-TV for connections to the Kibbie Activity Center.~~

~~The VPC control room serves the VPC production studio in the SUB basement and the SUB Ballroom. A VPC video control room in the Kibbie Activity Center serves live events in that facility.~~

~~**C. Contact Information.** Any questions regarding UI Video Production Center technologies or capabilities should be addressed to UI Video Production Center, at (208) 885-0569, email videoctr@uidaho.edu, or visit www.its2.uidaho.edu/video.~~

University of Idaho

2020 – 2021 University Faculty Meeting Agenda

Meeting #4

Wednesday, May 5, 2021 at 2:30pm (PT) / 3:30pm (MT)

Zoom only

President Scott Green Presiding

- I. Call to Order – President Green
- II. In Memoriam – President Green
- III. Meeting Logistics – Faculty Secretary Francesca Sammarruca
- IV. Quorum – Faculty Secretary Francesca Sammarruca
- V. Approval of Minutes (vote) – President Green
 - Minutes of the 2020-2021 University Faculty Meeting #3 (February 25, 2021) **Attach. #1**
- VI. Special Orders–Faculty Senate Chair Barb Kirchmeier
 - Consent Agendas – 2021-22 Committee Appointments **Attach. #2**
 - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-13 FSH 1640.90 University Assessment and Accreditation Committee **Attach. #3**
 - UP-21-16 FSH 3500 Promotion and Tenure **Attach. #4**
 - UP-21-14 FSH 1640.24 Classified Position Appeal Board **Attach. #5**
 - UP-21-15 FSH 1640.08 Admissions Committee **Attach. #6 (pending approval Mtg #29)**
 - Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-036 Additions and Deletions to J-3-f **Attach. #7A**
 - UCC-21-036 Additions to J-3-e **Attach. #7B**
 - UCC-21-036 Additions to J-3-g **Attach. #7C**
 - UCC-21-034 COGS Language Change **Attach. #8**
 - UCC-21-037 M.S. in Groundwater Hydrology **Attach. #9**
 - Proposed Changes/Additions to Faculty-Staff Handbook (no vote)
 - FSH 3360 Probation, Promotion, Demotion, & Transfer of Classified Employees **Attach. #10**
 - Administrative Procedures Manual (Informational Item – no vote)
 - APM 05.12 Protecting Minors **Attach. #11**
 - APM 20.14 General (Non–Grant) Cost Transfers **Attach. #12**
 - APM 70.23 University International Travel **Attach. #13**

- Other Informational Items – no vote
 - Senate Adoption of Statement of Faculty Values **Attach. #14**
 - Senate Endorsement of University Staff Compensation Committee **Attach. #15**

VII. Announcements and Remarks – President Green

VIII. Adjournments

Attachments:

- **Attach. #1** Minutes of the 2020-2021 University Faculty Meeting #3 (February 25, 2021)
- **Attach. #2** Consent agenda: Committee on Committee new appointments
- **Attach. #3** FSH 1640.90
- **Attach. #4** FSH 3500
- **Attach. #5** FSH 1640.24
- **Attach. #6** FSH 1640.08
- **Attach. #7A** UCC-21-036 – J-3-f
- **Attach. #7B** UCC-21-036 – J-3-e
- **Attach. #7C** UCC-21-036 – J-3-g
- **Attach. #8** UCC-21-034
- **Attach. #9** UCC-21-037
- **Attach. #10** FSH 3360
- **Attach. #11** APM 05.12
- **Attach. #12** APM 20.14
- **Attach. #13** APM 70.23
- **Attach. #14** Senate adoption of statement of faculty values
- **Attach. #15** Senate endorsement of Univ. Staff Comp. Committee

University of Idaho

2020 – 2021 University Faculty Meeting Minutes – Pending Approval

Meeting #3

Wednesday, February 25, 2021, at 2:30pm (PT) / 3:30pm (MT)

Zoom only

President Scott Green Presiding

- President Green called the meeting to order at 2:30pm (PT).
- President Green read the names of those who died, based on information received by the Provost Office from December 2, 2020 through February 12, 2021:

James Edward Calvert Jr.

Professor Emeritus of Mathematics and Department Chair Emeritus

January 2021

Robert D Carver

Extension

Professor Emeritus of Agricultural Economics

December 2020

John Ehrenreich

Professor Emeritus of Range Resources and

Dean Emeritus of the College of Forestry, Wildlife and Range Sciences

January 2020

John Gallian

Extension Professor Emeritus of Crop Management and Sugar Beet Specialist

October 2020

John Henry
Extension Professor Emeritus of Agriculture
November 2020

John Holup
Professor Emeritus of Marketing Education
December 2020

Ivan Hopkins
Extension Professor Emeritus
January 2021

Valerie Kennedy
Professor Emerita of Geology
September 2020

Stephen Peebles
Extension Professor Emeritus
November 2020

Jean Showell
Extension Professor Emeritus
October 2020

- President Green requested a moment of silence in honor of the colleagues who passed away.
- Meeting Logistics – Faculty Secretary Sammarruca
University Faculty meetings are open to anyone wishing to attend and the Zoom link has been broadly distributed. However, only eligible faculty can vote. We will be using the polling function in Zoom to conduct the votes. The first vote will be to determine a quorum. Eligibility criteria are found in FSH 1520 II.1. Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on separate surveys. Zoom will tabulate the responses and,

after the meeting, we will verify that the votes came from eligible voters. People will be able to ask questions by using the raise-hand function in Zoom and the monitor will call on them. The chat function is on, but we ask that you wait for the Q&A period to raise your Zoom hand. Priority will be given to raised hands over questions in the chat. This meeting is being recorded and will be available to watch on the Faculty Senate website.

- Quorum count: Faculty Secretary Sammarruca
98 voting members of the faculty were required for a quorum. 107 eligible voters were counted and thus a quorum was present.
- Approval of minutes – President Green
President Green asked if there were any corrections to the minutes of the 2020-2021 University Faculty Meeting #2 (December 9, 2020). There were none. The minutes of Meeting #2 were approved as distributed.
- Special Orders– Faculty Senate Chair Barbara Kirchmeier
 - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
 - UP-21-10: Removal of FSH 1440 – Administrative Organization Policy
This is actually just a link to organizational charts. It is being removed for cleanup.
Vote – approved with 91% in favor.
 - UP-21-12: Edits to FSH 1640.42 – Faculty Affairs Committee
Removing one word to clarify roll of the committee.
Vote – approved with 94% in favor.
 - Proposed Changes to the University of Idaho Catalog (vote)
 - UCC-21-030: Change of CIP code for the Master’s in Architecture
The purpose is to enable the Master’s program to be listed as a STEM program – it will be more competitive and attract more international students. Senate was satisfied that the program has a sufficient level of rigor to be a STEM program.
Vote – approved with 89% in favor.
 - UCC-21-025: Discontinuation of the B.S. in Natural Resource Conservation
This degree is being discontinued because its content will be rolled into the B.S. in Environmental Science. Rationale: The Environmental Science B.S. degree, especially the Social Science Option, and the Natural Resources Conservation B.S. degree have considerable overlap.
Vote – approved with 95% in favor.
 - UCC-21-025: Change of emphases in the B.S. in Environmental Science
Making these changes will result in more delineated career options and thus increased marketability. The changes to the Environmental Science curriculum are proposed concurrently with the discontinuation of the B.S. in Natural Resources Conservation presented above.
Vote – approved with 94% in favor.

- UCC-21-025: Change of CIP code for the M.S. and the Ph.D. in Natural Resources
Incorrect CIP codes were assigned to these degrees initially. These changes will correct the mistake.
Vote – approved with 93% in favor.
- UCC-21-030: Move the B.S. in Ecology & Conservation Biology to the Department of Fish and Wildlife Sciences
The College of Natural Resources requests that the B.S. in Ecology & Conservation Biology be moved to the Department of Fish and Wildlife Science, which, since a long time, has provided most of the teaching and advising efforts to support this degree. A department of Natural Resources actually does not exist – an oddity that needed to be corrected.
Vote – approved with 94% in favor.
- UCC-21-030: New undergraduate certificate in Natural Resource Management
Adding this new certificate will help non-degree students and address the demand for continuing education of current federal employees.
Vote – approved with 96% in favor.
- UCC-21-030: Add an option to the Master in Natural Resources
It is proposed to add a Fish and Wildlife Science and Management Option to the existing degree, and to change curricular requirements for the Fire Ecology and Management Option and the Integrated Natural Resources Option. This new option focuses on the online market, thus it is expected to increase enrollment in that sector.
Vote – approved with 96% in favor.
- UCC-21-026: Change of name of the Department of Agriculture & Extension Education
The name change is to better reflect the content of the programs and to clarify that Extension is another part of CALS.
Vote – approved with 89% in favor.
- UCC-21-028: New minor in Human and Community Engagement
This minor combines classroom instruction on human and community development theories and models with opportunities for engagement in the local community. It will benefit students who are interested in community-based leadership positions.
Vote – approved with 87% in favor.
- UCC-21-028: New undergraduate certificate in Precision Agriculture
The certificate covers the basics of precision agriculture. It is expected to be popular not only in Agriculture, but also in Engineering and Natural Resources. It will be offered both online and in person.
Vote – approved with 94% in favor.
- UCC-21-028: New minor in Sustainable Food Systems
This minor is being proposed together with the next item to give students the opportunity to enhance their base knowledge of agriculture and sustainability.
Vote – approved with 94% in favor.
- UCC-21-028: New minor in Water Science and Management

A new minor in Water Science and Management is needed. Exposure to basic Water Science may be useful for other disciplines as well.

Vote – approved with 94% in favor.

- UCC-21-029: Add an online component to the Master’s in Music
This is to provide an online option to the in-person option for this degree.
Vote – approved with 90% in favor.
- UCC-21-029: Add online component to the M.S. in Movement and Leisure Science and to the B.S. in Recreation, Sports, and Tourism Management
This is to provide online options to the in-person options for these degrees.
Vote – approved with 88% in favor.
- UCC-21-030: Change the name of math emphasis, Applied Quantitative Modeling
The name change – from “Applied Quantitative Modeling” to “Applied Modeling and Data Science” – and accompanying revisions to the curriculum, intend to refocus the current Quantitative Modeling Option to include process-driven and data-driven modeling. Students will be more competitive in the data-driven world.
Vote – approved with 92% in favor.
- UCC-21-030: Change the name of the certificate in Data Analytics
This is to better reflect the current content of the program.
Vote – approved with 90% in favor.
- UCC-21-030: New minor in Groundwater Hydrology
The proposed program will support and align with the new Environmental Science curriculum. It could also be of interest to students in Civil Engineering who are considering a career in hydrology. There is no overlap with existing programs, such as Water and Soil. This minor is technically very narrow and specific to groundwater (traditionally under the purview of Geological Sciences), not water resources.
Vote – approved with 94% in favor.
- UCC-21-028: Change of name of the B.S. in Operations Management
This is a minor name change to better reflect the degree.
Vote – approved with 92% in favor.
- UCC-21-028: New undergraduate certificate in Business Analytics
This can be used by Business majors to increase their job skills. It complements, but is not in competition with, other certificates, such as the one offered by Statistics. Students majoring in Operations and Supply Chain Management can add this certificate to their degree and gain those skills in less time than it would take for the minor.
Vote – approved with 88% in favor.
- UCC-21-029: Move the Professional Science Master (P.S.M.) to the College of Graduate Studies and change the emphases
The P.S.M. has not been taught in CNR for several years. It is being moved to COGS with changed emphases to encourage enrollment and interdisciplinary work.
Vote – Approved with 81% in favor.

- Additional proposed changes to the Catalog are being distributed in a General Policy Report (GPR), available to view on the Senate website. Also, the GPR will appear on the Daily Register tomorrow.
- Administrative Procedures Manual (Informational Items – no vote)
 - APM 90.53 – UI Photo Services Communications and/or Computers
 - APM 90.54 – Printing and Design
 - APM 90.55 – Video ProductionAll are being removed because they should not be in policy in the first place.

This concluded the Special Orders part of the meeting. Faculty Senate Chair Barbara Kirchmeier expressed gratitude to everyone for their support and work during a challenging semester.

- President's Remarks and Discussion
President Green acknowledged all the faculty and staff who have worked hard over the past year to keep us open to live instruction. It hasn't been easy, but together we made it happen.

Last summer, President Green asked the university community to support him through a path which, although narrow, would help us avoid substantial financial deficits and related job losses. We are now close to our goal. We should be proud of how we have overcome obstacles and helped keep the university on a sustainable financial track. We have all helped the university not just survive, but also to thrive once we are through the pandemic.

Heroes among our colleagues helped get our lab open, executed on our testing protocols, and put themselves at personal risk to care for our students. These brave individuals remained engaged under incredible pressure and enabled us to safely open and avoid financial exigency, which would have cost us staff, as well as both tenured and untenured faculty jobs. Their work has saved lives. President Green said he looks forward to celebrating our accomplishments and many successes once this pandemic is behind us.

Spring semester is off to a good start. We continue to see COVID test results under 2% positivity since the beginning of the year. The number of positive cases remains in the single digits on most weeks. We are aggressively working to eliminate the few clusters we have seen this week. Importantly, through the efforts of faculty and staff, Public Health reports that not a single case of COVID-19 has been traced back to a classroom. While our community is beginning to receive vaccinations, we intend to remain vigilant until Public Health tells us the risk has subsided. We will continue testing throughout the semester and we will conduct a campus-wide re-test of our students after Spring Break. The Student Recreation Center will be Gritman Medical Center's primary site when the quantity of vaccines to administer is larger than their facility can handle. The current group includes the general population age 65 and older.

Together with other institutions, our university is advocating for moving front-line employees into a priority list for the vaccine in Group 3 – the next group. If the proposal is successful, our faculty and staff could begin receiving vaccines in early April. Students would be part of the general population in Group 4 unless they were eligible to be in Groups 1-3.

One big change starting this weekend is the return of more in-person events. Football kicks off Saturday in the Kibbie Dome, the first of three home games over the next month. We are planning six in-person May Commencement ceremonies in Moscow. Additional in-person ceremonies will honor graduates in Boise and Idaho Falls. Each will be smaller and follow state restrictions and Healthy Vandal protocols. Final announcements will come in mid-March.

COVID protocols are having an impact on recruitment efforts. High school students filling out the Common Idaho Application are down over 20%, which is seriously impacting our four-year institutions. This is because the K-12 system is experiencing a much higher percentage of failing students due to the interruptions brought on by the pandemic. This means that those seniors who normally would qualify may be questioning whether to attend a four-year institution and may be outside of our qualified pool. The situation is even more serious for the U of I than the others as we are a destination campus and students who would normally entertain coming to Moscow may elect to stay home. Additionally, many of our students come from rural areas, which are especially hard-hit due to lack of resources. Finally, those students who do come to our campus will need additional support. Our preliminary numbers are not too bad given the environment SEM is operating in. Overall applications are down about 4% compared to last year. The good news is that, while resident admissions are down 5%, overall admissions are up 7% thanks to strong interest from out-of-state students. Strategic Enrollment Management continues to recruit students here in Idaho, as well as California and other WUE states. We're marketing our Best Value rankings and using the "We're Closer Than You Think" headline with WUE students. We had a 21% increase in WUE students last fall, the second year in a row of double-digit gains for that group. There are indications that this pattern may continue. Non-resident applications are up about 27% compared to last year and non-resident admissions are up 38%, indicating a higher quality pool. President Green encouraged everyone to be recruiters by showing their support for the university. Something as simple as wearing Vandal gear can send a message to potential students that we are a close-knit Vandal family and proud of our university. Let's encourage the students in our life to visit campus, and tell them about the return on investment that comes with a Vandal degree.

Obviously, our enrollment teams have had to pivot as state restrictions continue to change. The first three UIdaho Bound recruitment events – in March, April and May – will be online. Strategic Enrollment Management will then allow prospective students on campus for 10 additional UIdaho Bound events held under Healthy Vandal protocols. We had to change the way we engage with students in high schools. Very few schools are open to recruitment, but President Green did visit with a group on Friday at Bishop Kelly High School in Boise. In-person visits are very important to support our efforts at recruiting Idaho students. It was refreshing to see the enthusiasm and excitement these students have about attending college.

The President moved on to the governor's funding proposal in the Idaho Legislature. The governor's budget certainly is not rich, but unlike last year, it includes a few items that will be beneficial to the university. First, it brings back the 5% we lost in FY21. That's the 5% holdback we primarily covered through mandatory furlough. The governor also included \$3M in matching funds to update the Idaho Center for Plant and Soil Health at Parma. The money will be combined with \$3M from eight different commodity groups, plus \$1M from CALS, to replace aging structures. The researchers at Parma do important work for the state, including identifying airborne plant pathogens, important nematode research, and plant health research that together improve yields and protect against crop loss. In addition, \$700K in state money is included for industry-requested greenhouses to expand tree seedling production to about 500,000 annually at the Pitkin Forest Nursery. This expansion

allows a return of some seedling production to Idaho currently delivered from Canada. If the governor's higher education budget is approved, we will join ISU and BSU in freezing in-state tuition for a second year in a row this spring. We should know more about our state funding in the coming weeks.

President Green spoke to both JFAC and the House and Senate committees during Higher Education Week in January. The committees did recognize and commend the university for the hard work we have done to eliminate our deficits. President Green took the opportunity to explain how our faculty and staff not only met the financial targets we put out there – but exceeded them.

The university is doing relatively well financially given the pandemic. Our expenses are down considerably, but so are our revenues. We have lost programmatic revenues in some of our colleges, including programs like MOSS in CNR and the Energy Executive Program in the College of Business that could not happen during a pandemic. We have seen decreases in our auxiliary revenues from the student rec center, housing, and dining among many other areas. On the other side of the ledger we have also seen a drop-off in F&A revenues. We will be reporting a fiscal year-to-date loss as of the end of December to the SBOE of approximately \$4 million. Despite this, President Green explained that we are in better shape than that number implies. This loss is an improvement of \$3 million over last year. We have also received a new round of relief funding that, unlike the previous round, can be used to offset revenue loss. Unfortunately, we cannot go back to use it to cover losses last semester, but it can be used going forward. This should help us remain on a stable financial path through the end of the fiscal year. We will have a better picture of where we will end up once we have some more clarity on how and when we can use those funds.

We continue to move forward on the recommendations coming out of the various university working groups. As a reminder, the white papers generated from these working groups are available on our website. We will begin implementing the Vandal Hybrid budget model for this coming fiscal year. We are starting modest, tying only 10% of a college's funding to performance against metrics for the first year, and we will also keep a small amount in a fund to address any unintended consequences we encounter. As we continue to revise the model over the coming year, and our colleges and support departments adjust to it, we expect those percentages to increase over time. The outcome will be a much more stable funding model for the university that creates the right incentives, directing funds to colleges that increase enrollment, credit hours taught and efficiency, and helps prevent the huge operating deficits we have experienced in recent years.

We are also moving forward with the recommendation of the online education working group. The working group's recommendation calls for keeping a mix of the digital and in-person elements we've been utilizing for the past year, improving the delivery of programs in our areas of strength and where there is demand in the marketplace. Importantly, there have been four previous online education white papers produced by our university, none of which were executed. One of the primary reasons for this was there was no senior administrator brought in to oversee the program. The working group found that this is a key success factor for the high-quality programs they studied, so we are going to hire a Vice Provost to lead this charge. By properly organizing and funding distance learning, we will attract students who cannot afford to come to Moscow for their education. Faculty will have additional opportunities to develop curriculum and, frankly, make more money by delivering courses and programs in this growing space. If we don't make this investment we can expect the same outcome as the prior four attempts that all failed. We have already lost

valuable time and ground to our competitors. This investment is good for the university, faculty, and students and thus we intend to move quickly.

The final working group that has completed its work addresses our path to R-1 recognition. We will be investing in post-docs and graduate students to help our faculty accomplish their research objectives. Given that we are due for a review this coming year, and the reviews are on a 3-year cycle, we expect it will take four years of investment to receive this recognition. The benefit to the university will be a larger share of federal research dollars, higher quality research programs enjoyed by those universities with R-1 recognition, and a greater ability to attract quality faculty and students. All of these investments are being funded by P3 proceeds rather than Gen Ed or F&A budgets, so there is no financial downside of these investments for our colleges or departments.

The President reiterated that we can be proud of what we have accomplished together over the past year. Not only have we navigated a budget crisis and a pandemic, but we have also positioned ourselves to achieve great things once this pandemic has passed. We are a university on the rise because of everyone's hard work and commitment to our university. Before opening the floor for questions, President Green expressed gratitude for everyone's support and continued dedication to our university over the past year.

Discussion:

A faculty, who was on the online working group, suggested that Dean Panttaja would be the right person for the task. President Green replied that Dean Panttaja is already quite busy. Furthermore, the key factor for success is empowering someone to take leadership so that we can move quickly.

The discussion moved to student evaluations of faculty. A faculty noted that we should train students to write helpful evaluations – sometimes, they are even offensive. Another faculty suggested that perhaps student evaluations should be eliminated, because they are sexist and discriminatory – we, as an institution, should lead the way with some alternative means of evaluation, which is more accurate and more equitable than the current model. Provost Lawrence responded that it is a large project, requiring a few years of trying new tools. In the meantime, we are required by SBOE to have an evaluation process. The faculty asked whether we are required to use the current evaluations in promotion and tenure. The Provost replied that the recent changes to the P&T policy have opened the door to additional evidence for the purpose of evaluating teaching – this year, we have seen some new materials in the P&T packets, a trend that is increasing. Another faculty agreed on the discriminatory nature of the current evaluation system – we must reject discrimination and refocus ourselves on diversity. There should be a way to delete offensive words from the evaluations.

A faculty expressed appreciation to President Green for his commitment to make preferred names possible in online space. The President noted that it was a team effort. Thanks to Dan Ewart, we are almost there.

Concerns were expressed about the Idaho Freedom Foundation (IFF) rhetoric targeted against Boise State and our university, and recent attacks on higher education. President Green responded that we are watching and we are prepared to respond if we have to do so. He hopes the upcoming report from people affiliated with IFF will get no traction. Yolanda Bisbee added that she appreciates the effort spent dealing with this rhetoric. It is difficult to see these attacks on all the good work we are doing.

We are getting to the point where diversity is more integrated, through the efforts of diversity teams in every college.

Referring to the President's remarks about a loss of \$4M, a faculty asked about possible consequences, such as furlough or program cuts. The President said that \$4M is an interim number as of the end of December, and doesn't fully reflect our position. We are in a better situation than last year, when that number was larger by \$3M. He does not expect more cuts but he is concerned about the fall enrollment and its possible impact. We are working hard with SEM to address the problem of in-state students who are failing and don't feel confident enough to apply for college. President Green said that, overall, he is comfortable with the way we navigated through the pandemic. We will be able to do some reinvestments and hopefully fill some vacant positions. Almost all colleges have operated below the budgets that were set last year, which is remarkable. The Provost noted that this year there will be no academic program prioritization (APP), which is required every five years. Program prioritization (PP) for non-academic units is also required and will probably be done next year – it will tie directly with the new budget model.

There was a question on diversity guidelines and training for search committees. President Green said that members of search committees are required to go through training. Resources are available on the AAEO website on how to do fair and equitable searches and advertising. Yolanda Bisbee added that Elissa Keim, Director of the Office of Workforce Diversity, is happy to meet with individuals who want to go beyond the basic training. There were no more questions or comments.

- Adjournments

The agenda being completed, President Green adjourned the meeting at 3:45pm.

Respectfully Submitted

Francesca Sammaruca

Secretary of the University Faculty

Committee	Employee Type	Last name	First Name	Last Yr. of	Department/Unit	College
Academic Hearing Board	Faculty	Wellman	Karen	2023-24	Law	LAW
Academic Hearing Board	Faculty	Scott	Elizabeth	2023-24	Landscape Architecture	CAA
Academic Petitions Committee	Faculty	Baggs	Belle	2023-24	Movement Sciences	CEHHS
Academic Petitions Committee	Faculty/CTC	Kaley	Rheanna	2023-24	CTC	CTC
Administrative Hearing Board	Faculty	Williams	Chris	2023-24	Math	COS
Administrative Hearing Board	Staff	Harner	Arch	2023-24	Research Assurances	ORED
Admissions Committee	Faculty	Baker-Eveleth	Lori	2023-24	Business	CBE
Arts Committee	Faculty	Gosse	Johanna	2023-24	Art & Design	CAA
Arts Committee	Faculty	Nomee	Shaina	2023-24	Ag and Ext. Education	CALS
Borah Foundation Committee	Faculty	Heeran	Geoffery	2023-24	Law	LAW
Borah Foundation Committee	Faculty	Blevins	Katie	2023-24	JAMM	CLASS
Borah Foundation Committee	Staff	Metlen	Sherrie	2023-24	Independent Study	DEE
Campus Planning Advisory Committee	Faculty	Wolbrecht	Eric	2023-24	Mechanical	ENGR
Classified Position Appeal Board	Classified Staff	Mazzocco	Patrick	2023-24	Pre Health Advising	Academic Advising
Classified Position Appeal Board	Classified Staff/Supervisor	Jameson	Arlette	2023-24	Benefits	HR
Classified Position Appeal Board	Faculty/Administrator	Johnson	Robin	2023-24	JAMM	CLASS
Commencement Committee	Faculty	Richardson	Clarissa	2023-24	Psychology & Communication	CLASS

Dismissal Hearings Committee	Faculty/Alternate	Warren	William	2023-24	County Ext.	CALS
Dismissal Hearings Committee	Faculty	Raney	Taylor	2023-24	Curriculum & Instruction	CEHHS
Dismissal Hearings Committee	Faculty	Schwarzlaender	Mark	2023-24	EPPN	CALS
Dismissal Hearings Committee	Faculty/Alternate	Kern	Anne	2023-24	Curriculum & Instruction	CEHHS
Dismissal Hearings Committee	Faculty/Administrator/Alternate	Barton	Ben	2023-24	Psychology & Communication	CLASS
Dismissal Hearings Committee	Faculty/Administrator/Alternate	Hubbs	Graham	2023-24	Politics & Philosophy	CLASS
Faculty Affairs Committee	Faculty/Department Chair	Nicotra	Jodie	2023-2024	English	CLASS
Faculty Affairs Committee	Faculty	Adjesiwor	Albert	2023-24	Extension	CALS
Faculty Affairs Committee	Faculty	Durgesh	Vihab	2023-24	Mechanical	ENGR
Faculty Affairs Committee	Faculty	Manrique Hoyos	Carolina	2023-24	Architecture	CAA
Faculty and Staff Policy Group	Staff	Jones	Lisa	2023-24	Plant Sciences	CALS
Faculty Appeals Hearing Board	Faculty	Folwell	Annette	2023-24	Psychology & Comm Studies	CLASS
Faculty Appeals Hearing Board	Faculty	Ruth	Alaena	2023-24	Eastern District	CALS
Faculty Appeals Hearing Board	Faculty/Alternate	Dong	Hanwen	2023-24	Library	Library
Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	Sanders	Shaakirrah	2023-24	Law	LAW
Honors Program Committee	Faculty/Academic Dean	Shook	Steve	2021-22		CNR
Intellectual Property Committee	Faculty	Maughan	Michael	2023-24	Mechanical Engr.	ENGR
Library Affairs Committee	Faculty/Humanities	Bilderback	Barry	2023-24	Music	CLASS

Officer Education Committee	Faculty	Baumann	Diane	2023-24	Culture, Society & Justice	CLASS
Parking Committee	Staff	Knickerbocker	Beth	2023-24	CBE	Academic Advising
Parking Committee	Faculty	Xing	Tao	2023-24	Mechanical Engr.	ENGR
Radiation Safety Committee	Faculty/Technical	Ahmadzadeh	Amin	2023-2024	Animal & Vet Sciences	CALS
Radiation Safety Committee	Faculty/Dean or Dept. Chair	Cole	Doug	2023-2024	Biology	COS
Sabbatical Leave Evaluation Committee	Faculty/Social Sciences	Thorsteinson	Todd	2023-24	Psychology & Communication	CLASS
Sabbatical Leave Evaluation Committee	Faculty/Humanities	Teague	Alexandra	2023-24	English	CLASS
Safety and Loss-Control Committee	Faculty/Library	Perret	Robert	2023-24	Library	Library
Safety and Loss-Control Committee	Faculty/CAA	Sini	Rafaella	2023-24	Landscape Architecture	CAA
Safety and Loss-Control Committee	Faculty/CBE	Stone	Robert	2023-24	Accounting	CBE
Safety and Loss-Control Committee	Faculty/CALS	Kim	Jang Ho	2023-24	FCS	CALS
Scientific Misconduct Committee	Faculty/Tenured	Kassem	Emad	2023-24	Civil & Environmental Engr.	ENGR
Scientific Misconduct Committee	Faculty/Tenured	Datta	Somantika	2023-24	Math	COS
Student Conduct Board	Faculty	McDunn	Benjamin	2023-24	Psychology & Communication	CLASS
Student Conduct Board	Staff	Smith	Jen	2023-24		Career Services
Student Conduct Board	Staff	Sheikh	Mahmood	2023-24	Vandal Scholarship Fund	Development

Student Financial Aid Committee	Faculty	Mai	Nhu	2023-24	Counseling and Testing	CTC
University Advising Committee	Faculty	Lynch	Laurel	2023-24	Soil & Water Systems	CALS
University Advising Committee	Assoc. Dean	Craig	Traci	2023-24	Psychology & Communication	CLASS
University Budget & Finance Committee	Faculty/CAA	Scott	Elizabeth	2023-24	Landscape Architecture	CAA
University Budget & Finance Committee	Faculty/CBE	Chen	Linda	2023-24	Accounting	CBE
University Committee for General Education	Faculty/SBOE GEM - Written Comm.	Ritcher	Jamaica	2023-24	English	CLASS
University Committee for General Education	Faculty/CNR	Goebel	Charles	2023-24	Forest, Rangeland and Fire Sciences	CNR
University Curriculum Committee	Faculty/CLASS	Justwan	Florian	2023-24	Politics & Philosophy	CLASS
University Curriculum Committee	Faculty/ENGR	Kassem	Emad	2023-24	Civil & Environmental Engr.	ENGR
University Curriculum Committee	Faculty/COS	Love	Renee	2023-2024	Geology	COS
University Curriculum Committee	Faculty/Library	Carr	Shelley	2023-24	Library	LIB
University Multi-Campus Communications Committee	Faculty/Moscow	Kirchmeier	Barbara	2023-24	English	CLASS
University Multi-Campus Communications Committee	Faculty/Alternate/ Idaho Falls	Ostrom	Lee	2023-24		Idaho Falls
University Multi-Campus Communications Committee	Faculty/Alternate/ CDA	Wargo	Liz	2023-24	Leadership & Counseling	CEHHS
University Security & Compliance Committee	Faculty	Hodwitz	Omi	2023-24	Sociology & Anthro	CLASS

University Teaching Committee	Faculty	Tsao	Ling-Ling	2023-2024	FCS	CALS
University Teaching Committee	Faculty	Sutton	Jessica	2023-24	Law	LAW
University Teaching Committee	Faculty	Halverson	Rachel	2023-24	Modern Languages & Cultures	CLASS

Last name	First Name	Committee	Employee Type	Last Yr. of Term	Department/Unit	College
Adjesiwor	Albert	Faculty Affairs Committee	Faculty	2023-24	Extension	CALS
Ahmadzadeh	Amin	Radiation Safety Committee	Faculty/Technical	2023-2024	Animal & Vet Sciences	CALS
Baggs	Belle	Academic Petitions Committee	Faculty	2023-24	Movement Sciences	CEHHS
Baker-Eveleth	Lori	Admissions Committee	Faculty	2023-24	Business	CBE
Barton	Ben	Dismissal Hearings Committee	Faculty/Administrator /Alternate	2023-24	Psychology & Communication	CLASS
Baumann	Diane	Officer Education Committee	Faculty	2023-24	Culture, Society & Justice	CLASS
Bilderback	Barry	Library Affairs Committee	Faculty/Humanities	2023-24	Music	CLASS
Blevins	Katie	Borah Foundation Committee	Faculty	2023-24	JAMM	CLASS
Carr	Shelley	University Curriculum Committee	Faculty/Library	2023-24	Library	LIB
Chen	Linda	University Budget & Finance Committee	Faculty/CBE	2023-24	Accounting	CBE
Cole	Doug	Radiation Safety Committee	Faculty/Dean or Dept. Chair	2023-2024	Biology	COS
Craig	Traci	University Advising Committee	Assoc. Dean	2023-24	Psychology & Communication	CLASS
Datta	Somantika	Scientific Misconduct Committee	Faculty/Tenured	2023-24	Math	COS
Dong	Hanwen	Faculty Appeals Hearing Board	Faculty/Alternate	2023-24	Library	Library
Durgesh	Vihab	Faculty Affairs Committee	Faculty	2023-24	Mechanical	ENGR
Folwell	Annette	Faculty Appeals Hearing Board	Faculty	2023-24	Psychology & Comm Studies	CLASS
Goebel	Charles	University Committee for General Education	Faculty/CNR	2023-24	Forest, Rangeland and Fire Sciences	CNR
Gosse	Johanna	Arts Committee	Faculty	2023-24	Art & Design	CAA
Halverson	Rachel	University Teaching Committee	Faculty	2023-24	Modern Languages &	CLASS
Harner	Arch	Administrative Hearing Board	Staff	2023-24	Research Assurances	ORED
Heeran	Geoffery	Borah Foundation Committee	Faculty	2023-24	Law	LAW
Hodwitz	Omi	University Security & Compliance Committee	Faculty	2023-24	Sociology & Anthro	CLASS
Hubbs	Graham	Dismissal Hearings Committee	Faculty/Administrator /Alternate	2023-24	Politics & Philosphy	CLASS
Jameson	Arlette	Classified Position Appeal Board	Classified Staff/Supervisor	2023-24	Benefits	HR

Johnson	Robin	Classified Position Appeal Board	Faculty/Administrator	2023-24	JAMM	CLASS
Jones	Lisa	Faculty and Staff Policy Group	Staff	2023-24	Plant Sciences	CALS
Justwan	Florian	University Curriculum Committee	Faculty/CLASS	2023-24	Politics & Philosophy	CLASS
Kaley	Rheanna	Academic Petitions Committee	Faculty/CTC	2023-24	CTC	CTC
Kassem	Emad	Scientific Misconduct Committee	Faculty/Tenured	2023-24	Civil & Environmental Engr.	ENGR
Kassem	Emad	University Curriculum Committee	Faculty/ENGR	2023-24	Civil & Environmental Engr.	ENGR
Kern	Anne	Dismissal Hearings Committee	Faculty/Alternate	2023-24	Curriculum & Instruction	CEHHS
Kim	Jang Ho	Safety and Loss-Control Committee	Faculty/CALS	2023-24	FCS	CALS
Kirchmeier	Barbara	University Multi-Campus Communications Committee	Faculty/Moscow	2023-24	English	CLASS
Knickerbocker	Beth	Parking Committee	Staff	2023-24	CBE	Academic Advising
Love	Renee	University Curriculum Committee	Faculty/COS	2023-2024	Geology	COS
Lynch	Laurel	University Advising Committee	Faculty	2023-24	Soil & Water Systems	CALS
Mai	Nhu	Student Financial Aid Committee	Faculty	2023-24	Counseling and Testing	CTC
Manrique Hoyos	Carolina	Faculty Affairs Committee	Faculty	2023-24	Architecture	CAA
Maughan	Michael	Intellectual Property Committee	Faculty	2023-24	Mechanical Engr.	ENGR
Mazzocco	Patrick	Classified Position Appeal Board	Classified Staff	2023-24	Pre Health Advising	Academic Advising
McDunn	Benjamin	Student Conduct Board	Faculty	2023-24	Psychology & Communication	CLASS
Metlen	Sherrie	Borah Foundation Committee	Staff	2023-24	Independent Study	DEE
Nicotra	Jodie	Faculty Affairs Committee	Faculty/Department Chair	2023-2024	English	CLASS
Nomee	Shaina	Arts Committee	Faculty	2023-24	Ag and Ext. Education	CALS
Ostrom	Lee	University Multi-Campus Communications Committee	Faculty/Alternate/Idaho Falls	2023-24		Idaho Falls
Perret	Robert	Safety and Loss-Control Committee	Faculty/Library	2023-24	Library	Library
Raney	Taylor	Dismissal Hearings Committee	Faculty	2023-24	Curriculum & Instruction	CEHHS
Richardson	Clarissa	Commencement Committee	Faculty	2023-24	Psychology & Communication	CLASS

Ritcher	Jamaica	University Committee for General Education	Faculty/SBOE GEM - Written Comm.	2023-24	English	CLASS
Ruth	Alaena	Faculty Appeals Hearing Board	Faculty	2023-24	Eastern District	CALS
Sanders	Shaakirrah	Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	2023-24	Law	LAW
Schwarzlaender	Mark	Dismissal Hearings Committee	Faculty	2023-24	EPPN	CALS
Scott	Elizabeth	University Budget & Finance Committee	Faculty/CAA	2023-24	Landscape Architecture	CAA
Scott	Elizabeth	Academic Hearing Board	Faculty	2023-24	Landscape Architecture	CAA
Sheikh	Mahmood	Student Conduct Board	Staff	2023-24	Vandal Scholarship Fund	Development
Shook	Steve	Honors Program Committee	Faculty/Academic Dean	2021-22		CNR
Sini	Rafaella	Safety and Loss-Control Committee	Faculty/CAA	2023-24	Landscape Architecture	CAA
Smith	Jen	Student Conduct Board	Staff	2023-24		Career Services
Stone	Robert	Safety and Loss-Control Committee	Faculty/CBE	2023-24	Accounting	CBE
Sutton	Jessica	University Teaching Committee	Faculty	2023-24	Law	LAW
Teague	Alexandra	Sabbatical Leave Evaluation Committee	Faculty/Humanities	2023-24	English	CLASS
Thorsteinson	Todd	Sabbatical Leave Evaluation Committee	Faculty/Social Sciences	2023-24	Psychology & Communication	CLASS
Tsao	Ling-Ling	University Teaching Committee	Faculty	2023-2024	FCS	CALS
Wargo	Liz	University Multi-Campus Communications Committee	Faculty/Alternate/CD A	2023-24	Leadership & Counseling	CEHHS
Warren	William	Dismissal Hearings Committee	Faculty/Alternate	2023-24	County Ext.	CALS
Wellman	Karen	Academic Hearing Board	Faculty	2023-24	Law	LAW
Williams	Chris	Administrative Hearing Board	Faculty	2023-24	Math	COS
Wolbrecht	Eric	Campus Planning Advisory Committee	Faculty	2023-24	Mechanical	ENGR
Xing	Tao	Parking Committee	Faculty	2023-24	Mechanical Engr.	ENGR



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

X Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1640.90 University Assessment and Accreditation Committee**

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. All changes must be made using "track changes."

Originator: Committee on Committees (Chair: Russ Meeuf)

Policy Sponsor, if different from Originator: Dean Panttaja

Reviewed by General Counsel Yes ___ No x Name & Date:

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

The addition of this new FSH committee formalizes the work of two existing ad hoc committees into a single standing committee to advise on issues of assessment and accreditation.

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.

Per FSH 1520.IV.11, this new committee will be maintained by Faculty Senate and its members appointed by Faculty Senate via the Committee on Committees (FSH 1640.28).

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

Effective July 1, 2021.

FSH 1640.90
University Assessment & Accreditation Committee (UAAC)

A. FUNCTION

A-1. Facilitate communication on the development and implementation of the program review process, student learning outcomes assessment, and university-wide student achievement and satisfaction surveys in respective departments and colleges. The UAAC will support the development of assessment activities that assess university-wide student learning outcomes to ensure a quality education and co-curricular experience, continuous program improvement, and compliance with accreditation standards.

A-2. Facilitate communication between Institutional Assessment and Accreditation (IAA) and faculty.

A-3. Develop and implement program and learning outcomes assessment guidelines based on SBOE and NWCCU expectations.

A-4. Recognize those who are actively engaged in assessment work.

A-5. Review and comment on results from university-wide assessment plans and individual program assessment plans and processes and recommend ways for improvement.

A-6. Provide input and feedback on the online UI student learning outcomes reporting system as requested.

A-7. Serve as subject matter experts from colleges and units on student learning outcomes assessment and continuous program improvement.

A-8. Review Annual Program Reviews (APR) and specialized accreditation reports and assist with feedback to programs and the Provost's Office.

A-9. Review NWCCU reports and recommendations and provide input or feedback.

A-10. Assist with special projects pertaining to accreditation or APRs, as appropriate.

A-11. Advise on matters related to ongoing collection of data and evidence for accreditation standards.

A-12. Maintain a timeline for accreditation reporting.

A-13. Advise IAA on accreditation issues, as requested.

B. STRUCTURE AND MEMBERSHIP. Eleven faculty representatives, comprising one from Library and one from each of the following colleges: Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts, and Social Sciences; Natural Resources; and Science. The representative from the College of Graduate Studies shall be named by their Dean. Preference shall be given to faculty members with expertise and experience in assessment and accreditation, and a chair shall be chosen by the Committee on Committees from among the faculty representatives, preferably a tenured faculty member. The following positions shall serve on the committee as ex officio members (without vote): the Vice Provost of Academic Initiatives or designee, Associate Director of Assessment & Accreditation, a recorder from the office of Assessment & Accreditation, a representative from the office of Equity, Diversity & Inclusion, a representative from the Division of Student Affairs, and a representative from Strategic Enrollment management.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 3500 Promotion and Tenure**

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. All changes must be made using “track changes.”

Originator: Richard Seamon, Chair (2020-2021), Faculty Affairs Committee

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No Name & Date: Kim Rytter, 4/22/21

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

Last year—in In January 2020—the UI’s promotion and tenure provisions were revised and, as revised, codified in FSH 3500. Now approval is sought for a set of revisions to FSH 3500 that are based on the experience of implementing them since then. The most important proposed revisions:

- (1) revised **A-2** (“Faculty Promotion”) to express the purpose of academic rank and the criteria for promotion;
- (2) clarify in **D-2.e.4** that external reviewers should be provided with the college and unit criteria for promotion or tenure; and
- (3) revise **F-1** to require the dean to consider representational balance in selecting nominees for appointment to the college-level promotion and tenure committee.

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

The fiscal impact is likely to be negligible.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

Not applicable.

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.

**FSH 3500
PROMOTION AND TENURE**

PREAMBLE: In January 2020, the university's promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510. ~~New policy FSH 3500 Promotion and Tenure will become effective April 1, 2020, and thereafter will govern all promotion and tenure procedure. Faculty hired before January 3, 2020, may elect not to be governed by the provisions of FSH 3500 C and instead be subject to the corresponding policies regarding the timing of promotion and tenure in place immediately prior to the approval of FSH 3500, specifically those in FSH 3520 and FSH 3560. Written notice of election not to be governed by FSH 3500 C must be provided to the unit administrator, dean and provost prior to April 1, 2020. See FSH 3500 I. After April 1, 2020, the text of FSH 3520 and FSH 3560 will continue to be available on the website of the Office of the Provost. For further information, contact the Office of the Provost.~~

A. INTRODUCTION.

A-1. Definitions.

- a. Academic Administrator.** ~~For purposes of this section,~~ "Academic administrator" means the president, provost, vice provosts, deans, associate/assistant deans, and department chairs/directors of academic units, and vice president for research, and shall not include persons occupying other administrative positions. (RGP II.G.6.i.i.)
- b. Board.** ~~As used throughout this section,~~ "Board" refers to the State Board of Education and Board of Regents of the University of Idaho.
- c. Faculty Member.** ~~For the purposes of this section and certain other sections that contain references to this subsection,~~ "Faculty member" ~~is defined~~ means as any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.
- d. Period under Review.** The "period under review" includes all years since appointment to the candidate's current rank.
- e. Unit.** ~~For the purposes of this section,~~ "Unit" means a school, division, or department (i.e., the first organizational unit below the college level), but the College of Law shall be considered a unit. For Extension educators, the unit shall be the Extension district.
- f. Unit Administrator.** The "unit administrator" is the administrator of the unit that holds ~~the promotion and/or tenure candidate's~~ faculty member's appointment. In the case of an interdisciplinary appointment, the administrator of the unit that holds the majority of the appointment shall be considered the unit administrator.
- g. University.** ~~As used throughout this section,~~ "University" and "UI" refer to the University of Idaho.

A-2. Faculty Promotion.

a. General Purpose. Academic rank represents and rewards the individual's performance as a scholar, teacher, and faculty member. Promotion to a higher rank is not automatic but is a decision made on an individual basis subject to university, college, and unit criteria. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member's performance in relation to the expectations listed in his or her position description and the criteria for promotion established in the unit and college bylaws.

Commented [WD(1): "His or her" changed to gender-neutral singular pronoun "their" throughout in furtherance of move toward inclusive language in policy.

b. Criteria. Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to faculty member candidates who effectively perform in the responsibility areas contained in FSH 1565 C as specified in the candidate's position description, and who meet university, college and unit criteria for promotion. Decisions are based on thorough and uniform evaluation of the candidate's performance. Promotion in rank is and granted only when there is reasonable assurance, based on performance, that the faculty member candidate will continue to meet the criteria for promotion. Each faculty member shall be evaluated based on the faculty member's individual position description. The faculty of each college or unit or both shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that unit or college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with the university requirements. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

Commented [WD(2): Moved to criteria, below.

c. Non-Tenure Track Faculty Promotion. Non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank. Full-time instructors are eligible for promotion to senior instructor. Senior instructor is not a rank from which a faculty member may be promoted (FSH 1565 D-1-b).

A-3. Faculty Tenure.

a. General Purpose. Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the need for protection from improper influences from either outside or inside the university. Tenure strengthens UI's ability to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted.

b. Definition General Provisions. Tenure is a condition of presumed continuing employment accorded to a faculty member, usually after a probationary period, on the basis of an evaluation and recommendation by a unit committee and administrator, a college committee and dean, a university committee, the provost, and the president. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed (RGP II.G.1.b). After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI (FSH 3910), except under conditions of financial exigency as declared by the board (FSH 3970), in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized elimination or substantial reduction in an academic program (RGP II.G.6.a).

c. Criteria. Tenure is granted only to full-time faculty members (RGP II.G.6.a) who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas contained in FSH 1565 C as specified in their position description and consistent with university, college and unit criteria. The faculty of each college or unit or both shall establish substantive tenure criteria consistent with the university requirements for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

d. Tenurable Ranks. The tenurable ranks are senior instructor, assistant professor, associate professor, and professor. Senior instructors, research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565.

A-4. Consideration of Promotion or Tenure Alone. The procedures in this policy apply to all cases including applications for only tenure or only promotion. As used in this policy, “promotion or tenure” means promotion or tenure or both.

B. ROLE OF THE PROVOSTGENERAL PROVISIONS.

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

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

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

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

B-4. Procedural Error Remediation. In the event of a procedural error, the provost, dean, unit administrator, and candidate shall confer and attempt to come to an agreement that resolves the error. The provost shall decide the resolution of the procedural error and communicate the decision to the candidate in writing. If the candidate agrees to the resolution in writing, he or she may not later object to the resolution. If the candidate does not agree to the resolution in writing, he or she retains the right to appeal the final institutional decision based on that procedural ground (see H-3 herein).

C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

C-1. Promotion.

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

1. Instructors. Full-time instructors shall be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor. Part-time instructors are not eligible for promotion.

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

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

4. Tenure Track and Non-Tenure Track Associate Professors. Faculty may be considered for promotion during their sixth full year of service, or thereafter, as an associate professor.

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

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

C-2. Tenure.

a. Timing of Tenure. A faculty member shall apply and be considered by the university for tenure during the sixth full year of probationary service. Consideration at that time is mandatory (RGP II.G.6.b.ii.). If an associate or full professor is not appointed with tenure, they are considered for tenure during the fifth full year of service. Satisfactory service in any tenurable rank may be used to fulfill the probationary period.

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

C-3. Special Circumstances.

a. Late Appointments. When the appointment begins after the eighth week of the start of the academic year (for academic year appointments) or after the eighth week of the fiscal year (for fiscal year appointments) then the timeline for promotion and tenure consideration begins the following year.

b. Transfer between Units.

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

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

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

c. Effect of Lapse in Service. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have ~~his or her~~their prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be

clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.1.i)

d. Credit toward Promotion or Tenure at Time of Appointment. Credit toward promotion or tenure ~~or both~~ may be granted at the time of appointment with the approval of the provost. Such credit must be documented in the letter offering the candidate employment at UI. Where credit toward promotion or tenure ~~or both~~ is approved, all evidence of success in the faculty member's areas of responsibility having arisen during the years for which credit is given shall be included in the candidate's dossier and must be considered in evaluating whether the candidate has demonstrated success in the applicable areas of responsibility. Credit toward promotion and tenure may be granted under the following circumstances:

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

e. Appointment with Tenure. Appointment with tenure may be offered under the following circumstances:

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

f. Administrative Appointment.

1. The role of an administrator is not tenurable.
2. A faculty member who serves as an academic administrator retains membership in ~~his or her~~their academic department and ~~his or her~~their academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in ~~his or her~~their academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)
3. A candidate may be initially appointed as an associate or full professor with tenure with the approval of the president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.

g. Unit Administrator under Review for Promotion or Tenure ~~or Both~~. If the unit administrator is scheduled to be evaluated for promotion or tenure ~~or both~~, the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

h. Conflicts of Interest. A faculty member who is a "related individual" to the candidate as defined in FSH 6241-A shall not participate in the process of promotion and tenure.

C-4. Extensions.

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

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

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

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

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

f. Procedure for Requesting an Extension:

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

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

3. The provost shall notify the faculty member, unit administrator, and dean of the action taken. No information regarding ~~the~~ extensions shall be included in the candidate's dossier.

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

D. PROMOTION AND TENURE DOSSIER. All materials provided by the candidate and by the unit administrator shall be compiled together into a single dossier in the manner prescribed by the provost's administrative guidance (B-2 herein).

D-1. Materials to be Provided by the ~~Faculty Member~~Candidate. The candidate shall submit the following materials:

a. Current Curriculum Vitae. The curriculum vitae ~~shall be~~ in the required UI format.

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

1. Context Statement. A Context Statement, written by the candidate, describing the candidate's academic unit and the candidate's responsibilities within ~~his or her~~their unit as established in the position description. It is intended to inform reviewers about the candidate's academic environment so that reviewers may consider the similarities and differences between their own academic unit and that of the candidate. The context statement should also describe the expectations placed on the candidate by interdisciplinary programs or research centers, the requirements of joint appointments or other

special circumstances. If applicable, the candidate shall indicate ~~his or her~~their choice of unit criteria for promotion and tenure under which to be evaluated, pursuant to D-2-a-2.

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

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

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

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

1. Annual review process and annual performance criteria.

2. Criteria for promotion and tenure. If criteria change during the period under review, the candidate shall choose the version of the criteria by which he or she will be evaluated. If a candidate does not select a version, the version in effect at the time of submission shall be used.

b. Position Descriptions and Annual Evaluations. Copies of the candidate's position description(s) (FSH 3050) and annual evaluations (FSH 3320) for the period under review.

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

d. Prior Reports. Copies of any third-year review committee reports and periodic review reports made during the period under review, along with the associated unit administrator's and dean's reports (as applicable) and any responses by the ~~faculty member~~candidate to the reports.

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

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

2. Selection. The reviewers to be solicited shall be chosen by the unit administrator, but at least two reviewers shall come from a list of at least eight qualified reviewers provided by the candidate in writing to the unit administrator by the deadline provided in B-2 herein. If the unit administrator cannot obtain letters from two reviewers on the candidate's list, the unit administrator shall ask the

candidate to identify further potential reviewers. The candidate may also provide the unit administrator with the names of up to two individuals who shall be excluded from consideration as an external reviewer. If the candidate fails to submit either list, the unit administrator shall select reviewers without that input from the candidate. These lists shall not be included in the dossier but shall be kept on record by the unit administrator.

3. Request Letters to the External Reviewers. The letters of request to the reviewers shall be based on a template provided by the provost.

4. Materials Provided to the External Reviewers. The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1.-b herein, ~~and~~ up to four examples of the candidate's scholarly and creative activity chosen by the candidate, and the sections of college and unit bylaws setting forth criteria for promotion or tenure. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

5. Criteria for External Review.

a) The review shall be limited to the candidate's scholarly and creative activity in relation to the applicable tenure and/or promotion criteria and the faculty member's position description(s).

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

c) The university shall make every effort to keep the names of the reviewers confidential from the candidate. The candidate may request to view the external reviewers' anonymized evaluations after the final institutional decision is made. Such requests shall be directed to the provost.

f. Additional Review Letters.

1. In the case of interdisciplinary appointments, administrators of units holding the minority of the candidate's appointment (see A-1.-d herein) may provide an additional review letter.

2. In the case of a candidate based at a UI center, the center executive officer may provide an additional review letter.

D-3. Submission of Dossier.

a. Deadline for Submission. A candidate's dossier in support of tenure and/or promotion, containing all of the materials described in section A, must be submitted to the unit administrator either prior to the beginning of the semester in which the review is scheduled to begin or prior to the submission of the candidate's materials to the external reviewers, whichever is earlier. In the event a unit administrator fails to provide materials within the timeline referenced in D-2 above, the candidate's deadline for submission shall extend to ten days after the provision of materials by the unit administrator.

1. External peer reviews need not be submitted as part of the dossier prior to the deadline, but must be received, if required, prior to any consideration of the dossier.

2. The dossier may be supplemented with scholarship or creative accomplishments occurring after submission. Supplementation must be made pursuant to the provost's administrative guidance.

b. Finalization of Dossier. Submission is final when the ~~faculty member~~candidate has signed a dossier submission form and provided the signed form to the unit administrator. Other than supplementation provided in D-3.-a herein, the dossier is final when submitted and may not be supplemented or altered after submission.

E. UNIT LEVEL REVIEW.

E-1. Unit Promotion and Tenure Committee.

a. Membership. The unit faculty shall elect a promotion and tenure committee for each candidate according to the criteria below. The unit faculty may delegate the selection of committee members to the unit administrator.

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.
2. The committee shall elect a chair from among their tenured members.
3. Because the promotion and tenure committee is a personnel committee, students and non-university employees shall not serve on the committee.
4. In cases considering promotion to full professor, unit administrators are encouraged to include full professors in the committee.
5. Neither the unit administrator nor the dean may serve as a member of a unit promotion and tenure committee.
6. If there are not three tenured faculty members available to serve on the committee, the unit administrator, in consultation with the dean, shall designate tenured faculty members from other units whose areas of expertise are closely related to the work of faculty in the unit. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.
7. Upon request by the candidate to the unit administrator, the unit administrator shall provide the candidate with the names of the committee members.

b. Basis for Evaluation. The unit administrator shall submit the completed dossier to the chair of the unit promotion and tenure committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to section B-2 herein. The committee shall not meet until the dossier and feedback have been available to all members for at least two weeks. The committee may provide the candidate with the opportunity to address the committee in support of ~~his or her~~their application for tenure and/or promotion. The committee shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion.

c. Unit Promotion and Tenure Committee Report. The committee shall write a report recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure ~~and~~or promotion of each candidate. Abstentions are not allowed. The chair of the committee shall deliver the report to the unit administrator. The report shall not be shared with faculty who are not members of the college or university promotion and tenure committees.

E-2. Unit Faculty Voting.

a. General.

1. The dossier must be made available at least two weeks prior to any voting.
2. Faculty who are eligible to vote may assemble to deliberate prior to voting.

3. Voting shall occur using a signed, written ballot in a format provided in the provost's administrative guidance in B-2 herein.

4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator.

5. Unit faculty voting results shall not be shared with the candidate's promotion and tenure committee.

6. Faculty are not required to vote but are encouraged to do so.

b. Voting by Tenured Faculty. In the case of tenure, the unit administrator shall solicit the vote of all tenured faculty members of the candidate's unit regarding whether the candidate should be granted tenure. Non-tenured faculty shall not be eligible to vote.

c. Voting by Promoted Faculty. In the case of promotion, the unit administrator shall solicit the vote of all faculty members of the candidate's unit of the same or higher rank as that to which the candidate seeks promotion. Faculty members of lower rank shall not be eligible to vote.

E-3. Unit Administrator.

a. Unit Administrator's Report. The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she shall disclose this as part of the report.

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

E-4. Forwarding Materials. The unit administrator shall forward the tenure and/or promotion dossier and all reports and the candidate's response, if any, to the dean.

F. COLLEGE LEVEL REVIEW.

F-1. College Promotion and Tenure Committee. Each college having more than one unit shall have a standing promotion and tenure committee. The members shall be tenured and shall serve staggered three-year terms. ~~Each unit shall have one representative elected by the unit faculty. Each unit within the college shall be represented by one faculty member, to be selected as follows: Each unit shall nominate two faculty members, from which the dean shall select one, giving consideration to representational balance in the makeup of the committee.~~ The committee shall elect its chair from among its members or may elect the dean or associate dean to serve as chair without vote. For the College of Business and Economics each major area shall serve as a "unit" for purposes of section F. Names of committee members shall be provided to the candidate upon request to the dean.

F-2. College Promotion and Tenure Committee Evaluation and Report. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. A tie vote will result in a recommendation of "undecided."

Commented [WD(3)]: This change made to promote representational balance in committee; as previously drafted, committee members were chosen by each unit without awareness of overall composition.

F-3. Dean's Report. The dean shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion then make a written recommendation as to whether each candidate should be promoted and/or tenured after considering the materials presented in the dossier (including all reports, responses and polling information), and advice of the college committee. The dean may also confer individually or collectively with unit administrators about the qualifications of the candidate.

F-4. Transmission of Reports to Candidate and Written Response. The dean shall provide the candidate with copies of the dean's report and the college promotion and tenure committee report. The candidate may provide a written response to the reports within five business days after receiving the reports.

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

G. UNIVERSITY LEVEL REVIEW.

G-1. University Promotion and Tenure Committee Composition. A university promotion and tenure committee of faculty members, chaired by the provost without vote, is appointed each year.

a. Nominations. One-third of the committee's membership shall be selected by the provost from the previous year's committee; the remaining members shall be selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senators. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

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

1. The vice president for research, the dean of the College of Graduate Studies and the provost's designee with primary responsibility for faculty promotion and tenure, to serve *ex officio* (without vote).
2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.
3. The committee shall include at least one tenured faculty member (RGP II.G.6.e).
4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

G-2. University Promotion and Tenure Committee Vote. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

G-3. Provost's Report. The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. The report shall include a rationale for each recommendation and the anonymized results of voting from the university promotion and tenure committee.

H. DECISION.

H-1. Presidential Approval. The president shall confer with the provost and make the decision regarding tenure and/or promotion for each candidate in light of the unit, college and university criteria for tenure and/or promotion. The awarding of tenure and/or promotion to an eligible faculty member is made only by a positive action of approval by the president.

H-2. Notice to the Candidate. The president shall give notice in writing to the candidate of the granting or denial of tenure and/or promotion by May 1 of the academic year in which the decision is made. (RGP II.G.6.c.) The provost's recommendation shall be forwarded to the candidate at that time. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. If the president fails to notify the candidate of the decision within the required timeframe, it is the responsibility of the candidate to inquire as to the decision.

H-3. Appeals. Appeals regarding promotion or tenure may be filed only after the final decision of the president, which shall be considered the institutional decision (see FSH 3840 B-2).

H-4. Denial of Tenure. If a faculty member is not awarded tenure, the president, at ~~his or her~~their discretion, may:

- a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or
- b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or
- c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

I. IMPLEMENTATION.

I-1. Effective Date. This policy shall be effective April 1, 2020.

I-2. Applicability.

- a. The provisions of section C herein (Schedule for Promotion and Tenure Consideration) shall apply to faculty hired after the final approval of this policy.
- b. Faculty hired before the adoption of this policy shall be governed by the provisions of section C herein unless written notice of election not to be governed by section C is provided to the unit administrator, dean and provost prior to April 1, 2020.
- c. Faculty who elect not to be governed by the provisions of section C herein are subject to the corresponding policies regarding the timing of promotion and tenure in place immediately prior to the adoption of this policy, specifically those in FSH 3520 and FSH 3560. These previous policies shall remain available on the provost's web page.

POLICY COVER SHEET

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

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

Chapter & Title: FSH1640.24 Classified Position Appeal Board (CPAB)

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

Chapter & Title:

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Brandi Terwilliger Name Date 885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Foisy Name Date 885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel Yes X No Name & Date: n/a

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. FSH1640.24 Removal of the Classified Position Appeal Board (CPAB) With the implementation of the market based system, the employee classification and compensation are not combined. With this separation, the committee is no longer needed. The classification appeal committee reviewed classification decisions that impact employee pay. This is no longer the catalyst that determines pay.

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

None

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

None

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

If not a minor amendment forward to:

Policy Coordinator Appr. & Date: [Office Use Only]

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

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

Track # Date Rec. Posted: t-sheet h/c web Register: [Office Use Only]

CLASSIFIED POSITION APPEAL BOARD (CPAB)

A. FUNCTION. To hear, on referral from the vice president for finance and administration, appeals from decisions of Human Resources (HR) regarding position classifications; to make recommendations to the vice president as to disposition of such appeals; and to advise the vice president on problems and procedures concerning position classification. *[ed. 7-06]*

B. STRUCTURE. Four members of the classified staff, at least one of whom holds a supervisory position; two faculty members, each of whom holds or has held an administrative position at UI; and, without vote, the director of employment services. The staff members are nominated by the Staff Council and the faculty members are nominated by the Committee on Committees. Members are appointed by the president and serve for three years, with one third taking office each year. The board elects its own chair. *[ed. 7-05, 7-18]*

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for finance. A $\frac{1}{2}$ Notice of Appeal $\frac{1}{2}$ form must be filed with the vice president, with a copy to the CPAB chair, within 30 days of the notification to the supervisor by HR of its decision. *[ed. 7-06, 9-15]*

C-2. The vice president will notify the director of employment services that a $\frac{1}{2}$ Notice of Appeal $\frac{1}{2}$ form has been received and that an advisory opinion is being requested from the CPAB. The vice president will request that HR supply seven copies of available documentation to the CPAB chair within 10 working days. CPAB will schedule a hearing at the earliest time convenient for all parties. *[ed. 7-06]*

C-3. The director of employment services, the employee, and his or her supervisor will be notified of the date, time, and place of the hearing. The format is as follows: The analyst from HR will present the basis for the decision that was made; the employee or supervisor, or both, will present reasons for disagreement; the human resources analyst will be given time for closing comments as will the employee and the supervisor. The board may ask questions for further clarification after the presentation. The board will then meet in closed session for deliberation. *[ed. 7-06]*

C-4. The CPAB will forward its recommendation to the vice president. The vice president will notify the employee, the employee's supervisor, the director of employment services, and the CPAB chair of the final decision. *[ed. 7-06]*



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.

Faculty Staff Handbook (FSH)
 Addition X Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **1640-08**

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. All changes must be made using "track changes."

Originator: Committee on Committees (chair: Russ Meeuf)

Policy Sponsor, if different from Originator:

Reviewed by General Counsel ___ Yes ___ No Name & Date:

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

These revisions add two new members to the Admissions Committee in order to assist the committee in its review processes: a representative from the Office of Multicultural Affairs, and a representative from the Vandal Gateway program. These new representatives will serve in an advisory role to help the committee process admissions appeals.

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

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

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

July 1, 2021

1640.08

ADMISSIONS COMMITTEE

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review. The Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower than those for regular admission to the University of Idaho. The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in [2500](#). (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in [2500](#); those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.) [*ed. 7-00, rev. 7-20*]

A-1. This committee traditionally meets during the summer. [*add. 7-08*]

B. STRUCTURE. Five members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture Program faculty, and the following without vote: director of admissions (or designee), a Student Support Services designee, the director of the Vandal Gateway Program, a representative from the Office of Multicultural Affairs, and a professional advisor. To assure a quorum alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. [*rev. 7-97, 7-06, 7-08, 7-19, 7-20 ed. 7-05, 4-12*]

Miscellaneous Change Request

In Workflow

1. [Registrar's Office](#)
2. [UCC](#)
3. [Post-UCC Registrar](#)
4. [Faculty Senate Chair](#)
5. [UFM](#)
6. [President's Office](#)
7. [State Approval](#)
8. [NWCCU](#)

Approval Path

1. 02/25/21 1:29 pm
Amy Kingston (amykingston): Approved for Registrar's Office
2. 03/01/21 4:22 pm
Rebecca Frost (rfrost): Approved for UCC
3. 03/17/21 1:52 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 02/17/21 10:03 am

Viewing: **Additions and Deletions to J-3-f**

Last edit: 02/17/21 10:03 am

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2021-2022

Title

Additions and Deletions to J-3-f

Request Details

Add the following courses to the list of American Diversity Courses:

JAMM 441

MUSH 104

MUSH 106

Delete the following courses from the list of American Diversity Courses:

HIST 315
LAS 306
SPAN 306

Add the following courses to the list of International Courses:

FTV 200
MUSH 111
RSTM 380

Delete the following courses from the list of International Courses:

HIST 414
SPAN 411
SPAN 413
Attach State Form
Supporting Documents
[J-3-f.pdf](#)
Reviewer Comments

Miscellaneous Change Request

In Workflow

1. [Registrar's Office](#)
2. [UCC](#)
3. [Post-UCC Registrar](#)
4. [Faculty Senate Chair](#)
5. [UFM](#)
6. [President's Office](#)
7. [State Approval](#)
8. [NWCCU](#)

Approval Path

1. 02/25/21 1:29 pm
Amy Kingston (amykingston): Approved for Registrar's Office
2. 03/01/21 4:21 pm
Rebecca Frost (rfrost): Approved for UCC
3. 03/17/21 1:52 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 02/17/21 9:56 am

Viewing: **Additions to J-3-e**

Last edit: 02/17/21 9:56 am

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2021-2022

Title

Additions to J-3-e

Request Details

Add to Humanistic and Artistic Ways of Knowing:

AGED 263

FTV 100

MUSH 104

MUSH 106

Add to Social an Behavioral Ways of Knowing:

JAMM 100

MKTG 321

RSTM 104

Attach State Form

Supporting Documents

[J-3-e.pdf](#)

Reviewer Comments

Miscellaneous Change Request

In Workflow

1. [Registrar's Office](#)
2. [UCC](#)
3. [Post-UCC Registrar](#)
4. [Faculty Senate Chair](#)
5. [UFM](#)
6. [President's Office](#)
7. [State Approval](#)
8. [NWCCU](#)

Approval Path

1. 02/25/21 1:29 pm
Amy Kingston (amykingston): Approved for Registrar's Office
2. 03/01/21 4:23 pm
Rebecca Frost (rfrost): Approved for UCC
3. 03/17/21 1:53 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 02/17/21 10:06 am

Viewing: **Additions to J-3-g**

Last edit: 02/17/21 10:06 am

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2021-2022

Title

Additions to J-3-g

Request Details

Add the following as Senior Experience Courses:

ANTH 455

DAN 490

INTR 440

INTR 454

MATH 437

STAT 436

Attach State Form

Supporting Documents

[J-3-g.pdf](#)

Reviewer Comments

Miscellaneous Change Request

In Workflow

1. [Graduate Council Chair](#)
2. [Registrar's Office](#)
3. [UCC](#)
4. [Post-UCC Registrar](#)
5. [Faculty Senate Chair](#)
6. [UFM](#)
7. [President's Office](#)
8. [State Approval](#)
9. [NWCCU](#)

Approval Path

1. 01/29/21 4:58 pm
Lauren Perkinson (perkinson): Approved for Graduate Council Chair
2. 02/03/21 12:27 pm
Amy Kingston (amykingston): Approved for Registrar's Office
3. 02/08/21 3:52 pm
Rebecca Frost (rfrost): Approved for UCC
4. 03/17/21 1:51 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 01/26/21 4:05 pm

Viewing: **Change COGS Language in Catalog**

Last edit: 01/26/21 4:21 pm

Changes proposed by: Amy Kingston

Faculty Contact

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

Request Type

Other

Effective Catalog Year

2021-2022

Title

Change COGS Language in Catalog

Request Details

Change the catalog language found at the following link, which is under the "Assistantships and Research Fellowships" tab on the College of Graduate Studies' page. The attached document shows the new, proposed text (both with and without mark-up).

<https://catalog.uidaho.edu/colleges-related-units/graduate-studies/#assistantshipsandresearchfellowshipstext>

Attach State Form

Supporting Documents

[COGS Catalog Language - With Mark-Up.docx](#)

[COGS Catalog Language - Original vs Proposed - No Mark-Up.docx](#)

Reviewer Comments

New Program Proposal

Date Submitted: 10/21/20 3:33 pm

Viewing: **429 : Groundwater Hydrology (MS)**

Last edit: 03/30/21 1:40 pm

Changes proposed by: Joana Espinoza

Faculty Contact

Faculty Name	Faculty Email
Ginger Carney	gingercarney@uidaho.edu

Academic Level

Graduate

College

Science

Department/Unit:

Geography & Geological Sciences

Effective Catalog Year

2022-2023

Program Title

Groundwater Hydrology (MS)

Degree Type

Major

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

30

Attach Program Change

[COS Master in Hydro w Budgetpdf.pdf](#)

CIP Code

40.0605 - Hydrology and Water Resources Science.

Emphasis/Option CIP Code(s)

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 program be Regional or Statewide Responsibility?

Regional

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

Curriculum:

Non-thesis Professional Option

This program is designed for individuals who wish to place less emphasis upon research in their plan of study, but want to gain experience in applying their knowledge to a substantial project of an applied nature. Projects may be aligned with internships or other work experiences. The student's advisory committee will consist of two faculty members from the Department. Projects must be documented and presented according to guidelines in the department handbook and approved by the student's committee.

Thesis Option

Each student's training and research plan is developed by the student and the major professor with the advisory committee's approval. Admission is based on the compatibility of the student's research interests with the areas of concentration offered by the department and the availability of a faculty member to serve as the student's mentor. A written thesis is required, but the thesis may be comprised of a manuscript in a form acceptable for publication in a refereed journal, while otherwise fulfilling the requirements of the Graduate College.

Code	Title	Hours
ENVS 450 or SOIL 450	Environmental Hydrology	3
GEOL 534	Geostatistics	3
HYDR 509	Quantitative Hydrogeology	3
HYDR 512	Environmental Hydrogeology	3
HYDR 576	Fundamentals of Modeling Hydrogeologic Systems	3
TM 482	Project Engineering	3

Code	Title	Hours
TM 510	Technology Management Fundamentals	3
Choose Thesis on Non-Thesis Option from Below:		9
Thesis Option:		
Advisor-approved electives (3-6 credits)		
GEOL 500	Master's Research and Thesis (3-6 credits)	
or HYDR 500	Master's Research and Thesis	
Non-Thesis Option:		
Advisor-approved electives (6 credits)		
GEOL 599	Research (3 credits)	
or HYDR 599	Research	
Total Hours		30
Course List		

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow

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 objective of this degree is to introduce students to concepts and professional practices used in the environmental and groundwater industry. After completing the required coursework, students will be able to:

- Understand fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements used in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge, and interpret the

results with a level of understanding expected of a groundwater professional;

- Plan, execute, and interpret data from groundwater tests commonly used in industry (i.e., aquifer slug and pumping tests);

- Understand groundwater quality issues and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances) as they apply to site assessment, site characterization, and remediation;

- Have received an introduction to the basics of groundwater modeling using standard industry tools (i.e., MODFLOW), and be able to assess the application of groundwater simulations to consulting-type problems in work done by others;

- Have experience writing consulting-style reports, keeping legal-standard field notes, and an understanding of the process of planning for fieldwork in a professional setting, including such factors as logistics, budgeting, and the development of safety plans;

- An in-depth knowledge of some area of specialization, chosen by the student and relevant to the student's professional interests, within the broader field of groundwater hydrology. This knowledge is gained during the preparation of the professional paper required for completion of the degree requirements.

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

Program assessment will be carried out primarily using student work products from HYDR 509 Quantitative Hydrogeology and GEOL 509 Techniques of Groundwater Study, the most advanced required courses in the degree. GEOL 509, in particular, is the capstone course that integrates the learning objectives of all the other classes. The ability of the students to use the skills and knowledge gained from previous courses, understand project planning and logistics, and synthesize their understanding to field a complex hydrologic test (a 24-hour aquifer pumping test), analyze the data, and prepare a professional report, is a comprehensive test of the students' mastery of the expected learning outcomes.

Student learning will be assessed on an on-going basis during the semester by performance on writing assignments, problem sets, oral presentations, and quizzes/exams. On the timescale of a student progressing through the program, student learning will be assessed on the basis of performance in the projects of the capstone course, GEOL 509. We also anticipate conducting exit interviews with graduating students to evaluate their holistic experience with the program. As mentioned in the previous question (12c), we expect to assess student learning at intervals throughout each semester, annually, and at the scale of time-to-degree. We also anticipate on-going assessment on longer timescales, through feedback from graduates and employers.

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

Still needed

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

Still needed

When will assessment activities occur and at what frequency?

Still needed

The objective of this degree is to introduce students to concepts and professional practices used in the environmental and groundwater industry. After completing the required coursework, students will be able to:

- Understand fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements used in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge, and interpret the results with a level of understanding expected of a groundwater professional;
- Plan, execute, and interpret data from groundwater tests commonly used in industry (i.e., aquifer slug and pumping tests);
- Understand groundwater quality issues and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances) as they apply to site assessment, site characterization, and remediation;
- Have received an introduction to the basics of groundwater modeling using standard industry tools (i.e., MODFLOW), and be able to assess the application of groundwater simulations to consulting-type problems in work done by others;
- Have experience writing consulting-style reports, keeping legal-standard field notes, and an understanding of the process of planning for fieldwork in a professional setting, including such factors as logistics, budgeting, and the development of safety plans;
- Have an in-depth knowledge of some area of specialization, chosen by the student and relevant to the student's professional interests, within the broader field of groundwater hydrology. This knowledge is gained during the preparation of the professional paper required for completion of the degree requirements.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The Department of Geological Sciences proposes a new Masters in Groundwater Hydrology. This will be a new program, added in addition to the existing graduate degrees in Geology, and targeted towards a specific employment track in groundwater modeling and groundwater

resources.

The proposed program will leverage existing classes that are offered regularly by the department.

Supporting Documents

Reviewer Comments

Joana Espinoza (jespinoza) (10/21/20 4:05 pm): Mark and Ginger, sorry to return this but the new CIM system asks additional Learning outcome questions that the state form that you filled out does not. I will need you to fill these out because we need them for our catalog and internal accreditation requirements.

Joana Espinoza (jespinoza) (10/21/20 4:06 pm): Rollback: See edited comments. We need all the learning outcome fields filled out. This form asks additional questions that the state form does not.

Mark Nielsen (markn) (10/21/20 4:09 pm): Rollback: See the noted information needed on assessment and learning outcomes

Rebecca Frost (rfrost) (01/05/21 12:07 pm): GEOL 515 was not available, so GEOL 509 was used. I updated the paperwork to reflect the new number. GEOL 509 was submitted as a 3 credit course so the requirements only total 29 credits. Something will need to be added in order to meet the 30 credit requirement.

Amy Kingston (amykingston) (02/04/21 1:33 pm): Rollback: See my email on 2/4/21 for a detailed explanation of what needs to be adjusted/clarified moving forward. Thanks! Amy K

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH3360 Probation, Promotion, Demotion, & Transfer of Classified Employees

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

Chapter & Title: _____

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Brandi Terwilliger 1/13/2020

Name Date
885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Foisy

Name Date
885-7590 brianfoisy@uidaho.edu

BF 2-2-21

Reviewed by General Counsel Yes No Name & Date: Kim Rytter 2/18/20

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update policy to properly align with current procedures, SBOE requirements, DOL guidance and be clear what each area entails. Changes will assist with AA/EEO reporting requirements and compliance.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
None

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
Noted in this policy are 3340, 3860, 3930 and APM50.02 but won't change the content

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

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

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

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

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

PROBATION, PROMOTION, DEMOTION, AND
TRANSFER OF CLASSIFIED EMPLOYEES

PREAMBLE: An original part of the 1979 Handbook, this section underwent a full revision in 2003 to bring it in line with Regents policy. In 2009 a definitions section was added, APM 50.15 was incorporated into this policy and various minor edits were made. For further information, contact Human Resources (208-885-3638). [ed 7-97, 7-03, rev. 7-09]

CONTENTS:

- [A. Definitions](#)
- [B. Probation](#)
- [C. Promotion](#)
- [D. Demotion](#)
- [E. Transfer](#)
- [F. Reporting](#)

A. DEFINITIONS.

A-1. Certification to Permanent Status/Certified Status. ~~In this section and related policy statements, reference to "certified status" means that the~~ An employee who has successfully completed the probationary period as required herein is certified to permanent (subject to removal only as provided for by Board of Regents and University of Idaho policy) status, also referred to as "certified."

A-2. Demotion. ~~Any personnel action Reassignment of an employee from his or her present position to a new position that: one that is in a lower pay grade and in which uses a different position control number; which is a r~~ Reductions of an employee from a position which the employee occupies in one classification to a position in another classification with a lower market rate.

~~calls for decreased responsibility or decreased skill level;
results in has a decreased market rate range; or and
and results in either a decreased salary or ineligibility for a salary increase.~~

~~The employee must have has previously held certified status or for which he or she meet has the minimum qualifications for the new position.~~

A-3. Permanent Status. Subject to removal only as provided for by Board of Regents and University of Idaho policy.-

Commented [WD(1)]: This revision is subject to Board approval. RGP II.D.1.b.

Commented [WD(2)]: Preface to comments below: RGP II.D.1.b. requires that UI policies and procedures for its classified employees "should be, in so much as practical, parallel to" IDAPA 15.04.01.

Commented [WD(3)]: IDAPA 15.04.01.179 defines demotions as "reductions of an employee from a position which the employee occupies in one classification to a position in another classification in a lower pay grade."

A-43. Probation. A working test period to provide unit administrators with an opportunity to evaluate a person's work performance and suitability for the position. ~~The probationary period for classified employees beginning a new position is six months.~~

A-54. Promotion. ~~Any personnel action. Reassignment of an employee from his or her present position to a new position that creates a~~ Advancement through the competitive process of an employee with permanent status from a position which he/she occupies in one (1) classification to a position in another classification having a higher market rate.

~~=~~

~~a. uses a different position control number;~~

~~ba. calls for increased responsibility or increased skill level;~~

~~cb. results in anhas an increased market rate range; and~~

~~dc. results in either increased salary or eligibility for a salary increase.~~

The employee must meet the minimum qualifications of the new position.

~~A career opportunity that involves greater responsibilities, and may also involve an increase in salary and a change in title. Promotions are not intended to be used where duties are changed on a temporary basis. A promotion is distinct from a reclassification in that it moves the employee into a different position, retaining little, if any, of the responsibilities of his or her previous position, as long as the employee meets the minimum qualifications of the position.~~

~~**A-5. Reclassification.** An employee retains the majority of his/her original responsibilities while accepting duties requiring a higher level of knowledge, skills or abilities.~~

~~**A-66. Transfer.** An opportunity for an employee to move~~ A personnel action that moves an employee into a different unit at the university with the same classification, level of responsibilities, and market rate range, and title.

Commented [WD(4)]: IDAPA 15.04.01.32 defines promotion as "The advancement through the competitive process of an employee with permanent status from a position which he occupies in one (1) classification to a position in another classification having a higher paygrade."

Commented [WD(5)]: IDAPA 15.04.01.40 defines transfer as "A change of work location of an employee in which the employee changes from one (1) position to another in the same classification or to another classification in the same pay grade."

B. PROBATION.

B-1. Required Probationary Period. Each employee, following ~~initial~~ initial appointment ~~or promotion~~ to a classified position, must successfully complete a probationary period of at least six full months. The probationary period in a given classification must be completed within a single unit and not be interrupted by resignation, ~~or termination or dismissal.~~ An employee who satisfactorily completes the probationary period becomes certified to permanent status, and thus received certified status. ~~An employee who has been separated during the probationary period (not certified), other than by "layoff" (see FSH 39303930-B), is not certified and must begin a new probationary period upon being rehired/reappointment or promoted to that classification and must meet the minimum qualifications for the position. ~~An~~ Employees who previously held certified status in a given classification classified position is ~~are not required to complete a subsequent probationary period.~~~~

[ed. 7-03, 7-09]

B-2. Evaluation. The ~~unit administrator~~ supervisor is encouraged to complete an employee ~~performance Individual Development Plan~~ development plan available on the Human Resources Development website at <http://www.uidaho.edu/human-resources>, and a ~~three3-month and 6-month evaluation~~ Staff Personnel Evaluations using the "Staff Personnel Evaluation" form (see FSH 3340), the forms for which are available provided on the Human Resources website at <http://www.uidaho.edu/human-resources>. Before the probationary period ends, the supervisor must complete a six-month evaluation and discuss it with the employee, and the second-level supervisor must review the evaluation. ~~The supervisor is required to complete a 6-month evaluation must be completed, discussed with the probationary employee, and reviewed by the second-level supervisor before the probationary period ends.~~ A probationary ~~(employment/employed at will)~~ employee may be dismissed, demoted, or, in the case of promotion, returned to his or her former classification, ~~without cause being assigned, upon the recommendation of the unit administrator at any time before the completion of the probationary period with prior approval of the executive director for human resources senior HR officer Human Resources executive or designee. Normally, a probationary employee whose appointment is to be terminated will be given two weeks' notice.~~ Dismissal under these circumstances is not a basis for recourse to the grievance procedures described in FSH 38603860. [rev. 7-02, 7-03, 7-09, ed. 7-10]

C. PROMOTION.

C-1. Eligibility for Promotion.

a. An employee may be considered for promotion on the basis of his or her past record, length of service, performance in the present position, and qualification to perform the duties of the higher positions. The employee must meet the minimum qualifications of the new position. A supervisor may promote an employee into a vacant position in the unit if they employee has demonstrated exceptional competency and skill for that position. ~~[See also 3380-D]~~ [ren. 7-09]

C-2.b. ~~A supervisor may promote an employee into a vacant position in the unit if the employee has demonstrated exceptional competency and skill for that position. [rev. & ren. 7-09]~~

C-3.b. A promotion may occur in a unit that is undergoing reorganization. In this case, the supervisor must provide to Human Resources written explanation of explanation of the office or unit changes and the reasons why the employee is qualified for the promotion is necessary. [rev. & ren. 7-09]

C-24. Probationary Period. If the employee is promoted into a ~~classifclassification-ied position~~ position in which they are for which he or she is not certified, a new six6-month probationary period is required (see FSH 3360, B-1). [rev. 7-03, ed. 7-09]

~~C-5.~~ When there is more than one internal candidate who meets the minimum qualifications for the position within the unit, the hiring administrator must, at a minimum, conduct a UI only search to document the candidate's qualifications and identify the most qualified individual. The hiring administrator must send an email to the Director of Human Rights, Access and Inclusion ~~Employee Development and Workforce Diversity~~ at ~~eo-aareview@uidaho.edu~~ ~~hr@uidaho.edu~~ requesting a UI only internal search stating that there is one promotional opportunity and more than one qualified internal candidate. *[add. 7-03, rev. 7-09, ed. 7-10]*

C-36. Procedure. The Director of ~~Employee Development and Workforce Diversity~~ Affirmative Action/Equal Opportunity officer ~~Human Rights, Access and Inclusion~~ is the approving authority for all promotions of classified employees. *[add. 7-03, ed. 7-09, 7-10]*

~~a.~~ When there is more than one internal candidate who meets the minimum qualifications for the position within the unit, the hiring administrator must, at a minimum, conduct a UI internal search to document the candidate's qualifications and identify the most qualified individual. The hiring administrator must send an email to the Affirmative Action/Equal Opportunity officer at ~~eo-aareview@uidaho.edu~~ requesting a UI internal search, stating that there is one promotional opportunity and more than one qualified internal candidate. *[add. 7-03, rev. 7-09, ed. 7-10]*

~~ab.~~ If more than one qualified internal candidate exists, ~~To promote an employee,~~ the unit ~~must~~ follows all affirmative action and equal employment opportunity policies by posting the position ~~for the required recruitment period~~ in the ~~Applicant Tracking online applicant tracking system~~ System (ATS) and evaluating ~~all the~~ applicants. ~~To be considered for the promotional position,~~ the employee ~~must apply~~ for the position using the ~~ATS online applicant tracking system~~. -See ~~APM 50.02~~. *[add. 7-09]*

~~bc.~~ Exceptions to ~~the requirement for~~ posting internal promotional opportunities require the review and approval of ~~the Director of Human Rights, Access and Inclusion~~ ~~The Affirmative Action/Equal Opportunity officer~~ ~~Director of Employee Development and Workforce Diversity~~ or designee. -The unit administrator must ~~work with the Human Resources Workforce Diversity office~~ at ~~e-mail the Director of Human Rights, Access and Inclusion~~ at ~~hr@uidaho.edu~~ ~~eo-aareview@uidaho.edu~~ to request an internal promotion ~~without a search~~, stating the justification for waiver of a search. ~~Information on the search waiver process and forms can be found at~~ ~~https://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action/recruitment-and-hiring/waivers~~. The unit must provide: *[add. 7-09, ed. 7-10]*

- 1) A current Results Oriented Job Description (ROJD), reviewed and approved by the classification and compensation analyst in Human Resources;
- 2) A resume from the promotion candidate;
- 3) The plans for the "to be vacant" position;
- 4) A salary recommendation (optional).

~~C-7d.~~ The unit must ~~complete and/or~~ upload the required forms and supplemental documentation within the online applicant tracking system ~~a standard Position~~

~~Authorization Form, and the forms~~ which must then be processed through regular approval channels. This includes any processes unique to the unit. [add. 7-09]

~~C-8c.~~ The ~~Affirmative Action/Equal Opportunity officer~~ ~~Director of Human Rights, Access and Inclusion~~ ~~Employee Development and Workforce Diversity~~ or designee will review and provide a written response to the request for promotion. The unit ~~CANNOT~~ shall not offer the position until it receives approval from ~~the~~ ~~the~~ ~~Human Resources Affirmative Action/Equal Opportunity officer~~ ~~Workforce Diversity, Director of Human Rights, Access and Inclusion~~. For additional information email ~~co-aareview~~ ~~hrat@uidaho.edu~~ ~~eaH (208) 885-4285~~. [add. 7-09, ed. 7-10]

D. DEMOTION.

D-1. Reasons for Demotion. An employee may be demoted, subject to the approval of the unit administrator ~~in consultation with and the~~ ~~executive director for human resources~~ ~~senior HR office~~ ~~Human Resources executive~~ or designee. The unit administrator may recommend the demotion of an employee for any of the following reasons: [ed. 7-02, ren. & ed. 7-09]

~~a. The reallocation or reclassification of a class or position to a lower pay grade.~~ ~~a. The restructuring of a position or unit.~~

-

~~abb.~~ The elimination of the employee's position because of lack of work or lack of funds.

-

~~c. Expiration of a temporary promotional assignment.~~ [add. 7-03]

~~abc.~~ The failure of the employee to complete successfully the probationary requirements of a higher position.

~~eed.~~ Disciplinary action for causes stated in ~~FSH 3930 C-1~~ but not ~~of a degree of severity that would~~ ~~sufficiently severe to~~ warrant ~~suspension or~~ dismissal.

~~fed.~~ At the request of the employee. [rev. 7-02]

D-23. Procedure. ~~The~~ ~~A unit administrator~~ ~~supervisor shall submit their's~~ recommendation that an employee be demoted ~~is submitted~~ through the dean or equivalent administrator ~~to Human Resources. Following consultation with HR, Concurrently, the unit administrator shall give~~ written notice ~~for demotion is given~~ to the employee and to the ~~executive director for human resources~~ ~~senior HR officer~~ ~~Human Resources executive~~ or designee. An employee with certified status must be given notice of demotion at least 15 calendar days before its effective date and must be given the reasons for the demotion. ~~For circumstances where~~ ~~When the demotion is not for disciplinary reasons, the provisions of FSH 3930 do not apply.~~ [ed. 7-03, ren. & ed. 7-09]

D-34. Effect of Demotion on Salary. When an employee is demoted, ~~his or her~~ ~~the new~~ salary is based on the ~~market rate range and target salary of the new position~~ ~~reduced to a step in the lower pay grade~~ as recommended by the unit administrator ~~in consultation with and the~~ ~~executive~~

~~director for human resources~~ senior ~~HR officer~~ Human Resources executive or designee. If demotion is due to failure to successfully complete the probationary requirements of the higher position, to which ~~he or she~~ the employee had been provisionally promoted, the salary after demotion will normally ~~coincide with~~ the salary the employee was receiving before promotion. [ed. 7-02, ren. & ed. 7-09]

E. TRANSFER.

E-1. Voluntary Transfer. An employee may voluntarily transfer from one unit to another in the ~~exact same position~~ title, classification, job duties and market rate range, ~~and pay grade~~.

E-2. Voluntary Transfer Procedure.

~~E-6.a.~~ A transfer request can ~~only~~ be made only by an employee who is beyond their initial or any performance probationary period, and cannot be requested if an employee has documented performance concerns within six months of the transfer request.

b. An employee who wishes to be transferred ~~should~~ must notify their current supervisor and make a written request to ~~his or her unit administrator and Employment Services~~ the Director of Human Resources senior ~~HR officer~~ Human Resources executive or designee which includes verification of notification to the employee's supervisor. ~~(An employee requesting transfer between units must also requires the employee to notify their current supervisor.)~~ The employee must also provide a current resume and other requested materials through Human Resources before a transfer request will be considered. [rev. 7-03, ren. and ed. 7-09]

c. A transfer is made without reduction in hourly wage unless such reduction is agreed to by the employee. [ed. 7-02, ren. 7-03, ren. and ed. 7-09]

~~E-2.~~ **Involuntary Transfer.** UI may transfer an employee involuntarily as long as there is no loss of compensation. The employee will be notified in writing by unit administrator of an involuntary transfer. [rev. 7-02, 7-03, rev. and ren. 7-09]

~~E-2.~~ An employee requesting transfer between units ~~must complete application~~ provide a current resume and other requested materials through Employment Services in HR Human Resources before a transfer request will be considered. [rev. 7-03, ren. and ed. 7-09]

~~E-3.~~ An employee requested transfer between units ~~also requires the written approval of the unit administrators concerned, the employee involved, and the director of employment services.~~ [add. 7-03, ren. and ed. 7-09]

~~E-4.~~ A transfer is made ~~without reduction in hourly wage unless such reduction is agreed to by the employee and the unit administrator.~~ [ed. 7-02, ren. 7-03, ren. and ed. 7-09]

E-35. Effect of Transfer. The transfer of an employee does not affect his or her prior earned credited state service. However, the transfer may affect the employee's leave accrual rate, which

is based on years of service, hours worked, and percentage of appointment. [rev. 7-02, 7-03, ren. 7-03, 7-09]

~~E 6. A transfer request can only be made by an employee who is beyond their initial or any performance probationary period, and cannot be requested if an employee has documented performance concerns within six months of the transfer request.~~

F. REPORTING.

~~F 1. Human Resources maintains records for new hires, promotions/demotions, transfers and terminations. This information Affirmative Action data is reported annually in the University of Idaho's Affirmative Action Plan, available by request at eo-aareview@uidaho.edu.~~

POLICY COVER SHEET

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

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

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: APM 05.12 – Protecting Minors

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

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

Originator(s): Nancy Spink 2/19/21
 (Please see FSH 1460 C) Name Date
Telephone & Email: 885-6177 nspink@uidaho.edu

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

Reviewed by General Counsel Yes No Name & Date: Jim Craig 2/26/21

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

Revision of policy to meet best practices from national experts, provide clear program guidance and training.

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

Fiscal impact would be limited to time spent training personnel. UI Risk has arranged for training at no cost to the units or individuals.

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

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

If not a minor amendment forward to: _____

Policy Coordinator
 Appr. & Date:

 [Office Use Only]

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

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

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

05.12 - Protecting Minors

Created/updated: TBD

Preamble: This policy adopts requirements to help ensure that the university meets its legal and ethical obligations to protect minors participating in university programs and visiting the university's campuses.

- A. Definitions
- B. Policy
- C. References ~~—Idaho Child Protective Act~~

A. Definitions.

~~Definitions are included in the Protection of Minors Standards, on file at UI Risk.~~

Commented [WD(1)]: With a shortened policy, many of the previous definitions can be deleted, but terms used in this APM should be defined in it. The Standards, of course, can continue to define terms used in that document.

~~A-1. Adult: A person aged 18 years or older.~~

~~A-2. Minor: A person under the age of 18 years.~~

~~A-3. Protection of Minors Standards: The document containing procedures, guidelines, and forms for implementation of this policy, on file at UI Risk. See C-1 herein.~~

~~A-4. Youth-Serving Program: Any program, activity, lab or research sponsored, controlled or funded by the University of Idaho that includes minors, except for official University courses not intended specifically for minors.~~

B. Policy.

~~B-1. All University of Idaho ("UI") programs involving minors shall operate their programs in a safe and secure manner. UI has zero tolerance for abuse. UI Youth-Serving Programs must shall implement the requirements of comply with the Protection of Minors Sstandards on file at UI Risk, which address in detail the following requirements :~~

- ~~a. Reporting of abuse, abandonment or neglect as mandated by the all incidents and concernsState of Idaho Child Protective Act. Failure to report is a misdemeanor.~~
- ~~b. Registration of all Youth-Serving Programs.~~
- ~~c. Selection and screening of all adults involved in Youth-Serving Programs.~~
- ~~d. Required training for all adults involved in Youth-Serving Programs.~~
- ~~a-c. Adherence to the Required code of behavior standards for adults working in Youth-Serving Programs.~~
- ~~f. Contractors, Facility Use Agreements and Non-UI Events.Adherence to protection of minors provisions in facilities use agreements.~~

Commented [WD(2)]: This change made because Standards apply this requirement only to Authorized and Supervised adults.

Commented [WD(3)]: This change made because Standards apply this requirement only to Authorized and Supervised adults.

B-2. UI employees and students working in public or private schools shall follow the operational guidelines of the school.

~~Failure to report abuse to legal authorities is a misdemeanor.~~

B-3. Any exemption from compliance with this policy must be ~~submitted~~ requested in writing to, and approved by, the UI Risk Manager.

C. References. ~~The State of Idaho Child Protective Act mandates reporting. For information, see~~

~~C-1. University of Idaho Protection of Minors Standards. on file at UI Risk.~~

~~C-2. State of Idaho Child Protective Act, I.C. § 16-1601 et seq.~~

~~Failure to report is a misdemeanor. This is a personal responsibility imposed on any person who fails to report.~~



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.

Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **20.14 – General (Non-grant) Cost Transfers**

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

Originator: Ron Town, University Controller

Policy Sponsor, if different from Originator: Linda Campos, AVP Finance

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.
To update and clarify the policy to the current practices as identified by internal audit.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None, cost transfers are a correction to the posting of cost that have occurred. No additional cost associated to moving to correct funding.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
45.07 - Cost Transfers on Sponsored Projects. No changes or impact. 45.07 clarifies additional information required for grant fund cost transfers.
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.
July 1, 2021

20.14 – General (Non-Grant) Cost Transfers

February 2, 2019 March 8, 2021

Contents:

- A. General
- ~~B. Significance of Cost Transfers~~
- ~~C. Procedures~~
- ~~D. Contact Information~~

A. **General.** ~~It is the responsibility of management to ensure that expenses are posted to the correct FOAPAL (Fund, Organization, Account, Program, Activity, Location) when the cost originally occurs. Cost transfers are necessary to correct an error, but fiscal units should implement internal controls (e.g., interoffice communications, training, supervisor review) to prevent errors and the frequent use of cost transfers correcting entries and should be avoided.~~ ~~used w~~When an expense is incorrectly posted, a cost transfer is required to move the expense to the correct FOAPAL. If multiple cost transfers per year are occurring, actions must be taken to correct the underlying issue(s). If assistance is needed, please contact General Accounting at gnrlacctg@uidaho.edu, processed on one budget or expense code and needs to be transferred to another. Cost transfers may be made on most budgets; however, if the transfer involves a grant or contract (~~"K" Accounts~~) fund, additional steps may be required. ~~See APM 45.07.~~

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~~B. Significance of Cost Transfers.~~ Cost transfers are perhaps the most sensitive area in financial management. They are an indication that something unusual happened and that further investigation may be required. Cost transfers may not be used as a means to transfer income from one account to another.

~~C. Procedures.~~ The following ~~guidelines are provided~~ procedures must be followed to ensure cost transfers are appropriate and authorized.

~~C.1. Proper Use of Cost Transfers.~~ ~~Cost transfers are to be used to correct an error. The only valid reason to use a cost transfer is to correct an error.~~ ~~Correcting the FOAPAL an expense is posted to.~~

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~~They are Invalid uses of cost transfers include but are not limited to not to be used to:~~

- ~~Clearing budget deficits by moving expenses;~~
- ~~Effecting a transfer of funds;~~
- ~~Spending down remaining balances;~~
- ~~Incurring charges against a fund with the intent of later cost transfers to move to the correct fund.~~

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~~B-2. Cost Transfer Entry.~~ All non-payroll cost transfers are entered in the Banner Journal Voucher form. Specific field requirements are:

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- ~~Journal Type – CT~~
- ~~Document Reference – Document code of the document posted in error~~
- ~~Document Text~~

~~o Cost Transfer document - A full explanation of the conditions that require the cost transfer. Insufficient document text will result in a dis-approved document with a request for additional text. Additional text requirements are:~~

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- ~~Date of original transaction~~
- ~~Name~~

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o Original document - A full explanation of the conditions that require the cost transfer. It is acceptable to use the same explanation as the cost transfer document. Additional text requirements are:

- Date of cost transfer
- Name
- Cost transfer document number

~~B-3. Timely Corrections. In no case will a cost transfer be authorized after the close of the fiscal year. G~~The University of Idaho requires that a corrective cost transferGenerally cost transfers should be completed within 90 days after the original incorrect transaction was posted of the original transaction, or fewer if necessary to complete before the close of the fiscal year. date to the account. In very limited circumstances, a cost transfer requested more than 90 days after the original transaction may be authorized if additional documentation, including an explanation of the internal control weakness that prevented a timely correction, is submitted with the request. The request must also identify the corrective action taken to prevent a reoccurrence. However, at the end of a budget or project period a shorter time to effect the correction will be required.Cost transfers substantially overmore than 90 days after the original transaction date may require additional documentation. Cost transfers requested for a closed fiscal year will not be authorized.

~~C-2. Proper Explanation Required.~~ Units must justify each cost transfer. The reason for the transfer must state in detail how the error occurred and why the transfer is necessary. See Paragraph B-1 for additional requirements if the transfer is entered more than 90 days after the month closed. Statements such as 'to correct error' or 'clerical error' are insufficient. Document numbers (JVs, IDs, TRs, etc.) must be referenced. Cross referencing text (cost transfer number, date, explanation, and name of person entering cost transfer) must be added to the original document on which the error occurred.

~~E-B-34. Payroll Cost Transfers.~~ For payroll cost transfers (non-K-accounts grant funds), refer to APM 55.02. For grants and contracts-related payroll cost transfers, refer to APM 45.07.

~~D-C. Contact Information.~~ Questions about cost transfers should be referred to Business Systems and Accounting ServicesGeneral Accounting, (208) 885-2430gnrlacctg@uidaho.edu. For grants- and contracts-related cost transfers, questions should be referred to the Office of Sponsored Programs, (208) 885-6689.

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POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Options: Addition, Revision*, Deletion*, Emergency, Minor Amendment

Chapter & Title: _____

Administrative Procedures Manual (APM)

Options: Addition, Revision* (checked), Deletion*, Emergency, Minor Amendment

Chapter & Title: _____

*Note: If revision or deletion, request original document from uofi-policy@uidaho.edu. All changes must be made using "track changes."

Originator (see FSH 1460 C) Kate Wray Chettri 12/19/2019
Name Date

Telephone & Email: 208-885-8475 kwrachettri@uidaho.edu

Policy Sponsor, if different from Originator : Dean Kahler

Reviewed by General Counsel __X__Yes ___No Name & Date: Jim Craig, 4/5/21

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

Following conversations with Linda Campos, Controller, Risk Management, Export Control analysts, the Executive Director of International Programs, and full review of major changes by the US State Department's system for international travel advisory levels, the international travel policy editing began to reflect updates, remove language around procedure, and clarify travel approval as it relates to Travel policy 70.05.

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

Revisions have no fiscal impact but are related to fiscal implications of Travel policy 70.05

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

Travel policy 70.05

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

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

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

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

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

APM 70.23 University International Travel

December 2019

A. Definitions-

A-1. Authorized Third Party. Any person not a University ~~faculty, staff, employee~~ or student, who is authorized to travel for University business, programs or other purposes, including, ~~without limitation,~~ volunteers, contractors, alumni, community members, guests, or public officials.

A-2. Faculty/Staff-Led ~~University~~ International Travel (FSIT). University International Travel led by a UI employee involving UI undergraduate or graduate students, ~~faculty, staff employees,~~ ~~aa~~ authorized ~~t~~third ~~p~~parties, alumni, or the public. ~~This FSIT~~ may include but is not limited to travel for study, research, field work, service, internship, or volunteer work.

A-3. International Travel. ~~Travel outside the 50 states of the U.S. Because travel to U.S. territories requires similar review in regard to risk, liability, and pre-departure assistance, for the purposes of this policy it is included in the definition of international travel.~~

A-43. Non-University International Travel. ~~Travel outside the United States~~International travel that is 1) not related to University business, programs, or other purposes; 2) ~~not within the course and scope of University employment or responsibilities of a faculty or staff member or Authorized Third Party, or~~ 3) not approved pursuant to the procedure outlined in B-1. ~~for which the University assumes no control or responsibility, and provides no credit or funding. Individuals are not entitled to any international travel-related benefits during Non-University Travel. The following are some examples of Non-University International Travel: Examples include-~~ personal travel, such as spring break or vacation travel, and travel that is not approved by the University. ~~For purposes of this definition, travel to United States territories and associated states is considered "travel outside the United States."~~

A-54. University International Travel. ~~Travel outside the United States~~International travel that: 1) is related to University business, programs, or other purposes, ~~or that is within the course and scope of University employment or responsibilities of a faculty or staff member or Authorized Third Party,~~ and 2) meets the conditions of and has been ~~reviewed and~~ approved consistent with the requirements set forth in this procedure. ~~For purposes of this definition, travel to United States territories and associated states is considered "travel outside the United States."~~

A-65. Travel ~~Warning~~ Advisory. Issued by the U.S. Department of State, ~~Travel Advisories are issued on a 4-point scale of increasing concern and describe the risks of travel to each country in the world. Advisory Levels are as follows: Level 1: Exercise normal precautions; Level 2: Exercise increased caution; Level 3: Reconsider travel; Level 4: Do not travel. to indicate the level of caution to should consider and describes associated risks within a country~~describe conditions that make a country it dangerous or unstable. ~~A travel warning~~An advisory level of 3 or 4 imply reconsideration of travel and/or do not travel recommendations as they indicate is also issued when the U.S. government's ability to assist American citizens is constrained, due to the closure of an embassy or consulate or because of a drawdown of its staff. A current list of countries with a U.S. Department of State Travel Warning can be found through the International Programs website The travel advisory and explanation of the advisory level assigned for each country of the world can be found atFurther

information on the Travel Advisory system and current Travel Advisories can be found at: <https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html>.

A-76. University International Emergency Management Team (“UIEMT”). An ad hoc ~~group committee~~ consisting of University administrators who support and assist ~~faculty, staff/employees~~ and students who are participating in University travel or are otherwise on University business abroad to address emergencies, such as ~~outbreaks of violence, political unrest, or medical emergencies~~. The UIEMT also considers requests for exceptions to this policy prior to international travel. ~~The UIEMT is composed of the Director of the International Programs Office, the Study Abroad Director, the Vice Provost for Student Affairs or representative, Office of Risk Management (Risk) representative(s), Legal Counsel (as needed), and other faculty/administrators as needed.~~

~~Note: Other University support services are available to support travelers when they return or to support the UIEMT, as necessary. These services include but are not limited to the Counseling and Testing Center, Student Health, and the Student Health Insurance Program.~~

B. International Travel Procedure for Approval, Reimbursement and University Travel Support.

B-1. Faculty/Staff/Employee International Travel. ~~In keeping with its commitment to compliance with federal law and to the safety of its employees and students, t~~The University of Idaho will ~~only not~~ authorize international travel by ~~faculty, staff/employees, authorized third parties, or students~~ on behalf of or under the auspices of the University; ~~only when the following have~~ occurred at least 30 days prior to travel, ~~unless permission for a shorter timeframe is explicitly granted by IPO; unless that travel has been reviewed and approved consistent with the procedures set forth herein and procedures supplemented by this section, including the University Administrative Procedures Manual (“APM”) Section 45.19, U.S. Export Controls; APM Chapter 70, Travel Management; and APM Chapter 05, Risk Management.~~

~~a. Advance a~~ Approval in advance through the use of a travel authorization (see APM 70.05);
and

b. Registration of travel with the International Programs Office (“IPO”) through its online international travel registration system available at: <https://uidaho-sa.terradotta.com/index.cfm?FuseAction=Abroad.Home>; which shall include

~~re Approval in advance through the use of a travel authorization (see APM 70.05);~~

Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, the Office of Research and Economic Development (“ORED”). (initiated within the international travel registry; APM 45.19).

Travel by employees to a country or region with a Level 3 Advisory is permitted, but discouraged, especially if alternative venues for projects and research are available. Travel by employees to a country or region with a Level 4 Advisory is highly discouraged. Employees are required to register their travel with IPO prior to departure.

~~Any international travel undertaken without prior review and approval required shall be considered Non-University International Travel, except under extraordinary circumstances, and will not be paid for or reimbursed by the University, including but not limited to charging of costs associated with Non-University International Travel to research grant or contracts. This exception shall not apply to travel to OFAC-sanctioned countries undertaken without such prior review and approval shall always be considered Non-University International Travel, and will not be paid for or reimbursed to the traveler by the University, including but not limited to charging of costs associated with Non-University International Travel to research grants and contracts. In addition, any traveler on Non-University International Travel will not be eligible for the University's coverage and insurance policies while travelling, and damages and the defense of any legal matters arising from the travel will be solely the individual's responsibility. While abroad on Non-University International Travel, University faculty, staff, authorized third parties or students on Non-University International Travel shall not represent that they are acting on behalf of or with the authorization of the University of Idaho. Nor shall University faculty, staff, authorized third parties, or students take University equipment or resources on Non-University International Travel. University-imposed sanctions may apply for non-compliance with this policy.~~

- ~~a. In order for international travel by University faculty, staff, or authorized third parties to be considered University International Travel, such travel must, prior to departure, be:~~
- ~~(i) Registered with the International Programs Office ("IPO") through its online international travel registration system available at: <http://www.uidaho.edu/international/ui-faculty-staff-opportunities/international-travel/international-travel-registration>;~~
 - ~~(ii) Reviewed by IPO and Risk for insurance or waivers that may be required under University policy and/or by UIEMT for travel to Travel Warning countries (see and Section B-4, below.)~~
 - ~~(iii) Approved in advance through the use of a travel authorization (see APM 70.05);~~
 - ~~(iv) Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, Office of Research and Economic Development ("ORED") (see Section B-3 below; [APM 45.19](#)).~~

~~To ensure adequate time for any review or approval required under Section B-1(a), all required information and materials should be submitted not later than thirty (30) days prior to departure. Responsible units may be unable to timely complete the necessary reviews and approvals when information or materials is supplied less than thirty (30) days prior to departure; the University does not, in these circumstances, guarantee completion of such approvals or reviews.~~

~~Responsible units receiving timely submitted materials for review under Section B-1(a) should complete review and/or provide approval or should communicate the reason for the denial or delay within twenty-one (21) days from receipt of the materials.~~

~~**B-2. Faculty/Staff/Faculty/Staff-Led International Travel-International Travel with Students. /LIT.**~~

~~Faculty and/or staff/Employees leading students abroad must submit a proposal and be approved for such travel through IPO's online international travel system by the specified deadlines: <https://www.uidaho.edu/academics/ipo/study-abroad/information-for-faculty-advisors>~~

- ~~b. In order for faculty and/or staff-led international travel to be considered FSIT (see definition in A-2 above), such travel must be:~~

~~(i) Approved by IPO by the deadlines listed below. Faculty/Staff leaders can submit a proposal for such travel through its online international travel system available at: <http://www.uidaho.edu/international/ui-faculty-staff-opportunities/taking-students-abroad>.~~

Term Abroad	Deadline
Fall, Fall Break Winter Intersession	December 1 of prior year
Spring, Spring Break, Summer	August 1 of prior year

- ~~(ii) Reviewed by IPO and Risk for insurance or waivers that may be required under University policy and/or by UIEMT for travel to Travel Warning countries (see APM 05.05 and Section B 4 below.)~~
- ~~(iii) Reviewed by IPO for adherence to University policies regarding risk management, FSIT program budget, student fee creation, and contracts.~~
- ~~(iv) Approved in advance through the use of a travel authorization (see APM 70.05);~~
- ~~(v) Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, ORED (see Section B 3 below; APM 45.19).~~

~~B-3. Student International Travel~~International Travel by University students.

~~In keeping with its commitment to compliance with federal law and to the safety of its employees and students, the~~The University of Idaho~~International Programs Office will authorize international travel by faculty, staff, authorized third parties, or students on behalf of or under the auspices of the University, only when the following has occurred by the deadlines required in the specific circumstances, but at least 30 days prior to travel, unless permission for a shorter timeframe is explicitly granted by IPO: -30 days prior to travel:~~

~~-~~ a. Advance approval through the use of a travel authorization, if applicable (see APM 70.05).;

b. Registration of travel with the International Programs Office (“IPO”) through its online international travel registration system available at: <https://www.uidaho.edu/academics/ipo/study-abroad>, which shall include r;

c. Review for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, Office of Research and Economic Development (“ORED”). (initiated within the international travel registration system; APM 45.19).

International Travel must be approved by IPO by the deadlines specified in the online application system: <https://www.uidaho.edu/academics/ipo/study-abroad/students>. Travel by students to a country or region with a Level 3 Advisory warrants further review and approval. If there is a compelling academic or other reason why a student must travel to a country or region with a Level 3 Advisory, the student must petition the UIEMT for approval by contacting abroad@uidaho.edu. Travel by students to a country or region with a Level 4 Advisory in place is prohibited.

c. In order for international travel by University students to be considered University International Travel, such travel must be:

(i) Approved by IPO by the deadlines listed below. Students can apply through its online international travel system available at: <http://www.uidaho.edu/international/study-abroad/steps-to-studying-abroad/step-2-apply>.

Term Abroad—Deadline

Fall—April 1

Fall Break—May 1

Academic Year—April 1

Winter Intersession—October 15

Spring—October 15

Spring Break—January 31

Summer—April 1

Non-Study Abroad Travel—30 Days Prior to Departure

(Ex. Conferences, meetings, short-term research activities)

(ii) Reviewed by IPO and Risk for insurance or waivers that may be required under University policy and/or by UIEMT for travel to Travel Warning countries (see [APM 05.05](#) and Section B-4 below).

(iii) Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, ORED (see Section B-3 below; [APM 45.19](#)).

Failure by a student to receive review and/or approval required under Section B-1 (c) may result in the student (i) not receiving academic credit, (ii) not being eligible to receive any financial aid, and/or (iii) having to reimburse the University for any University monies disbursed.

Timely registration and submission of required information for review under Section B-1 (a), (b) or (c) does not guarantee that the University can approve travel by the anticipated travel date (see e.g. Section B-2 below).

Any international travel undertaken without prior review and approval required under Section B-1 shall be considered Non-University International Travel, except under extraordinary circumstances, and will not be paid for or reimbursed by the University, including but not limited to charging of costs associated with Non-University International Travel to research grant or contracts. However, even under extraordinary circumstances, travel to OFAC sanctioned countries undertaken without such prior review and approval shall always be considered, without exception, Non-University International Travel, and will not be paid for or reimbursed to the traveler by the University, including but not limited to charging of costs associated with Non-University International Travel to research grants and contracts. In addition, any traveler on Non-University International Travel will not be eligible for coverage under the University's insurance policy while travelling, and the defense of any legal matters arising from the travel will be solely the individual's responsibility. While abroad on Non-University International Travel, University faculty, staff, authorized third parties or students on Non-University International Travel shall not represent that they are acting on behalf of or with the authorization of the University of Idaho. Nor shall University faculty, staff, authorized third parties, or students take University equipment or resources on Non-University International Travel. University imposed sanctions may apply for non-compliance with this policy.

B-2. Export Control and Trade Sanctions Review. The University, and University faculty, staff, authorized third parties, and students traveling abroad, must consider the effect of U.S. export

control and trade sanction and embargo laws and regulations on any proposed international travel to ensure that the University and the traveler(s) are in compliance with U.S. law. Violation of these complex laws and regulations can result in severe criminal and civil penalties to both the individual traveler and the University. University faculty, staff, authorized third parties, or students traveling abroad may become “exporters” through taking controlled technology or other controlled information (including, for example, information in papers or stored on laptop computers to a foreign country and/or disclosing such information to non-U.S. persons or through taking or shipping controlled tangible items (including, for example, laptops, sensors, test instrumentation, biological materials or other similar tangible goods) to a foreign country or non-U.S. person. Similarly, University personnel and students may engage in regulated transactions through engaging in financial transactions with, or providing goods or services to, countries or designated nationals of countries subject to trade sanctions or embargoes. In the case of Cuba, travel to the country itself is regulated and cannot be undertaken without appropriate federal authorization.

The University of Idaho’s export control analyst in the Office of Research and Economic Development will assist personnel in determining the applicability of export control and trade sanction and embargo regulations and obtaining any necessary licenses: (208) 885-6651 or ored-export@uidaho.edu. Should the analyst determine that a license is required, please note that it may take several months to receive a federal license determination, and, if granted, a license. It may take seven or more months for a license determination involving nations with OFAC-enforced sanctions. **University personnel requesting travel must plan accordingly.** Please see the University website for information about OFAC and other export regulations: <http://www.uidaho.edu/research/export-control>. For information regarding OFAC sanctions program countries, please see <http://www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx>.

B-3. Role of the International Programs Office in University International Travel. IPO provides reasonable services to assist in University International Travel, including, but not limited to, securing necessary insurance coverage for students, advising regarding insurance coverage for staff, faculty, and affiliate participants, providing and collecting necessary University waivers, student disciplinary and medical histories, and the monitoring of government and international sources for the latest information affecting the safety and security of regions where the travel is to take place. IPO also facilitates communications and acts as liaison between the University and all foreign centers and affiliated foreign universities. IPO services include:

- a.—Student Travel.** Programmatic, pre-departure, and risk management oversight.
- b.—Faculty/Staff University International Travel without Students or Others.** Traveler tracking and travel insurance advisement responsibilities.
- c.—Faculty/Staff Led University International Travel (FSIT) with Students or Others.** Programmatic, pre-departure, risk management, contract consultation and support, budget and program fee oversight, travel authorizations, student fee assessment, and payment of overseas vendors.
- d.—Program safety and security.** IPO is responsible for monitoring alerts and warnings regarding the regions in which University-approved student or FSIT is taking place.
 - (i) Students, authorized third parties, staff, and faculty participants will be notified prior to departure of any known issues, alerts, or warnings which may affect their destination. If the

travelers have already departed, the University will use reasonable measures to communicate any known necessary and relevant travel alerts/warnings to program participants.

- (ii) Severe security and safety concerns may result in the non-approval of travel, the suspension of international travel and withdrawal of all travelers from the region, and/or the amendment of the program curriculum (if applicable), with assistance provided by IPO, Risk, and other departments as necessary (see Section B-4 below).

e. IPO Fees. IPO will charge a per-participant application fee and depending on the program, a registration/programming fee for their services. Payment of these fees is required before the travel will be approved.

B-4. University International Travel to – Travel Warning Countries or Region with Level 3 and 4 Advisory. Travel to a country or region with a Level 3 or 4 Advisory is generally prohibited. Requests for exemptions from this prohibition may be made to the UIEMT by contacting abroad@uidaho.edu.

~~The University strongly discourages all travel to Travel Warning countries or regions where the Department of State has issued a Level 3 Advisory level when viable alternatives are available.~~

~~The University does not support travel to a country or region with a Level 4 Advisory level.~~

If a Travel Warning goes into effect during University travel, the U.S. Embassy/Consulate in that region must be contacted immediately and any guidance provided regarding immediate departure must be followed.

a. Student Travel. ~~University International Travel by students to a country with a Level 4 Advisory in place is prohibited. A country with a Level 3 Advisory warrants further review and approval. If there is a compelling academic or other reason why a student must travel to a country/region with a Level 3 Advisory, the student must petition the UIEMT for approval by contacting abroad@uidaho.edu~~

~~University International Travel by students to University-affiliated universities or programs where a Travel Warning is in place is prohibited, especially if alternative venues for projects and research are available. If there is a compelling academic or other reason why a student must travel to a Travel Warning country, the student can petition the UIEMT for approval to travel there. If the student receives approval from the UIEMT to travel to a Travel Warning country, the student should closely monitor the situation to determine if he/she should continue as planned, while keeping his/her safety foremost in mind. If permission is denied by the UIEMT and the student decides to travel to the Travel Warning country anyway, this travel will be considered Non-University International Travel and the student will not be eligible to receive academic credit, funding, or other kinds of support from the University.~~

~~—If a Travel Warning goes into effect during a University study/research program, the U.S. Embassy/Consulate in that region and IPO must be contacted immediately and any guidance provided regarding immediate departure must be followed. If a student chooses to remain in the country despite the guidance provided regarding immediate departure, the student's travel will be converted to Non-University International~~

~~Travel. The student's registration at the UI will be cancelled and any financial aid or other payments for said program will be recalled in accordance with federal financial aid regulations.~~

~~—Students who express the intent to travel to or remain in regions subject to Travel Warnings must sign a separate University Acknowledgement of Risk and Waiver of Liability form, recognizing such voluntary intent to travel to/remain in the region against the University's advice and releasing the University from any additional liability or return arrangements. This release will be kept on file with IPO.~~

~~—University units are prohibited from financially supporting student travel to Travel Warning countries through travel grants or any other means, except in the case that the travel has been preapproved by UIEMT. Every unit should discourage any travel to Travel Warning countries.~~

b. Employee Travel. Travel by employees to a country or region with a Level 3 Advisory is permitted, but discouraged, especially if alternative venues for projects and research are available. Travel by employees to countries with a Level 4 Advisory is highly discouraged. Faculty/staff members are required to register their travel with IPO prior to departure.

~~—The traveler's unit must consult with IPO and Risk prior to departure to a Travel Warning country to ensure appropriate insurance coverage for medical evacuation, security evacuation, and repatriation, the cost of which the units of the employee traveling must bear.~~

e. Faculty/Staff-Led International University Travel. Faculty/Staff-Led travel with students or others to Travel Warning countries/regions with a Level 3 or 4 advisory is prohibited.

C. Contact Information. Problems or questions concerning these requirements for international travel can be addressed to:

Study Abroad

—Email: abroad@uidaho.edu

—Phone: (208) 885-7870

—Fax: (208) 885-2859

Export Controls Analyst

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D. Forms and Examples.

D-1. Faculty/Staff/Affiliate Travel Registration

<http://www.uidaho.edu/international/ui-faculty-staff-opportunities/international-travel/international-travel-registration>

~~**D-2. Faculty-Staff-Led International Travel Proposal Form and Guidelines--**
<http://www.uidaho.edu/international/ui-faculty-staff-opportunities/taking-students-abroad>~~

~~**D-3. Student Process for University International Travel**
<http://www.uidaho.edu/international/study-abroad/steps-to-studying-abroad/step-2-apply>~~

B-5. Non-University International Travel. International travel without prior approval shall be considered Non-University International Travel, and will not be paid for or reimbursed by the University, including charging of costs to research grants or contracts; exceptions may be made in extraordinary circumstances, but never for travel to OFAC-sanctioned countries undertaken without prior approval. In addition, any traveler on Non-University International Travel will not be eligible for the University's coverage and insurance policies while traveling, and damages and the defense of any legal matters arising from the travel will be solely the traveler's responsibility. No traveler on Non-University International Travel shall represent that they are acting on behalf of or with the authorization of the University of Idaho. No traveler shall take University equipment or resources on Non-University International Travel. Sanctions may apply for noncompliance with this policy.

Further details and assistance related to this policy are available from the International Programs Office: abroad@uidaho.edu

Attach #14

Statement of Faculty Values

The Faculty Senate of the University of Idaho continues to reflect on the January 6, 2021 insurrection at the Capitol and condemns in the strongest terms and any form of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and in seeking knowledge by weighing appropriate evidence and rejecting intentional misinformation.

As citizens and educators who serve the university's land-grant mission, we prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. We are committed to democracy and due process, and to civil discourse and respectful communication.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, radicalism, racism, bigotry, and violence. We call for a collective commitment to shine light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty must continue to provide a transformative and ethical education for the next generation of leaders.



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To: University of Idaho Faculty Senate
From: University of Idaho Staff Compensation Committee
Date: February 11, 2021
Re: FY22 Staff CEC Allocation Recommendations

In preparation for the February 16 Faculty Senate Meeting, please find the attached draft memo regarding our committee's recommendations for the allocation of Change in Employee (CEC) funds for Fiscal Year 2022. It was reviewed and endorsed by Staff council on Wednesday, February 10.

We look forward to discussing our recommendations, and we will be asking the Senate to endorse the attached memo moving forward to President Green.



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To: Staff Council, Faculty Senate and University Administration
From: University of Idaho Staff Compensation Committee
Date: February 5, 2021
Re: FY22 Staff CEC Allocation Recommendations

FSH Policy 1640.81 provides for the Staff Compensation Committee to be strategically involved in the annual Change in Employee Compensation (CEC) process and to advise and provide reports to the administration, Staff Council, and Faculty Senate.

As we seek to fulfill our responsibility, we are providing this recommendation for the FY22 CEC and ask for your endorsement to the President.

Based on the Governor's proposed budget and discussions to date, the University of Idaho anticipates receiving a 2% CEC allocation to our General Education (GenEd) base budget for FY22. In addition, the university received a 2% CEC GenEd allocation for FY21 that was not utilized per direction provided by the state. However, because approximately half of our GenEd personnel cost is supported through tuition funding versus state allocated funds and the university has not increased tuition, what appears to be a 4% pool of funds is more accurately represented as slightly more than a 2% pool of available funds. As a committee, we have based our analysis and recommendations for implementation through utilization of both FY21 and FY22 CEC allocations.

Our recommendation for use of these funds is as follows based on current Budget Office distribution estimates:

- Although we receive some state funding for graduate student appointments (primarily TAs), it has been static for many years. It has been proposed that

a portion of the CEC funds be allocated to GenEd-funded graduate student appointments. Attracting and retaining the best and brightest graduate students is paramount to reaching our goal of Carnegie Highest Research (RI) status; we endorse using a proportional amount of CEC funds to advance graduate student competitiveness (est. \$130,339).

- When faculty successfully achieve tenure and/or advance in rank (P&T) they receive an increase in salary aside from any other university equity or merit adjustments. These increases have not been funded by the state in recent years and, out of budget necessity, administration has looked to CEC funds as the source for P&T increases. Staff recognize and support the use of CEC funds this year to celebrate these milestone achievements. (est. \$264,716)
- However, we request support for a proportional amount of funding to be dedicated to improving staff salary equity. Although significant progress was made from FY18 to FY20 to bring staff salaries up to their calculated target in our market-based compensation system, there is still significant progress to be made. There are currently 67 staff below 80% of their calculated target and 189 below 85%. (See Figure 1.a.) Using FY21 rates, as of mid-January, staff averaged 94.02% of their calculated target salaries and faculty averaged 97.799%. When FY22 data is available next month, we expect both faculty and staff percentages of target to drop.

At the start of FY20, a portion of the allocated CEC funding was used to bring staff up to 85% of their calculated target salaries. While market rates and target salaries continue to increase, salaries have not. Both staff and faculty are losing ground made in past years and, on average, staff are lagging farther behind target than faculty. Although the requested funding will not return us to the university-wide progress of 85% of target that was achieved in FY20, it would help close some of the growing gap. This recommended allocation provides funding to bring staff farthest behind up to 83.5% of target. (See Figure 1.b.) (est. \$253,114)

After the three above investments, an estimated \$2,160,931 in CEC funding remains. We recommend proportionally allocating the remaining funds based on percentage of total GenEd salaries by employee type; 51% to Faculty and 49% to Staff.

- We recognize the committee's position is not to advise on faculty compensation practice and therefore, we support an allocation model based on Faculty Senate and Provost's Office recommendations (est. \$1,104,674).
- For staff, we recommend Across the board (ATB) salary increases based on a percentage of target – 2020 was an extremely difficult year and staff have gone to extraordinary lengths to maintain business operations and support

our students. We would like to see everyone receive a portion of the CEC funding. We support an ATB approach and, for equity within the staff compensation system, we strongly recommend that the allocation be based on target salaries versus current salaries. (See Figure 2.)

If ATB allocations are made based on salary, the farther behind target an employee is, the farther disadvantaged they will be when their increase is calculated on their already lower-than-target salary. (est. \$1,056,257)

Although, as a committee, we discussed and considered an investment in merit-based increases for staff, we remain extremely concerned about institution-wide equity. Our conclusion was that, because everyone will receive an increase through an ATB distribution, we prioritized dedicating funds to raising salaries for those farthest behind their target salaries over merit to regain some of the ground lost the last two years.

University of Idaho staff continue to be supportive of our market-based compensation system and use of target salaries as a way of defining and maintaining equity. The system was implemented in December 2017 and we appreciate the university investment in FY18 through FY20. We fully appreciate the challenges the last few years have had in terms of maintaining and advancing employee compensation: a budget correction, state holdbacks, added expenses related to COVID, and a need to invest in growth initiatives. However, we urge Staff Council, Faculty Senate, and university administration to “stay the course” on our long-term goals to raise all employees’ salaries to their calculated target as a matter of institution-wide equity while working to identify funding and an allocation system for merit-based increases on top of equity for those who go above and beyond in service to the institution’s mission and goals.

Attached is early modeling of the two staff salary investments we recommend based on Mid-January staffing and FY21 market rates.

Figure 1.a. Current Staff Percentage of Target

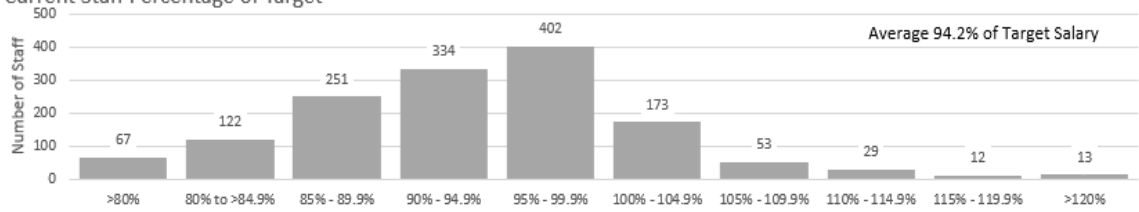


Figure 1.b. After Step 1: Equity Adjustment up to 83.5%

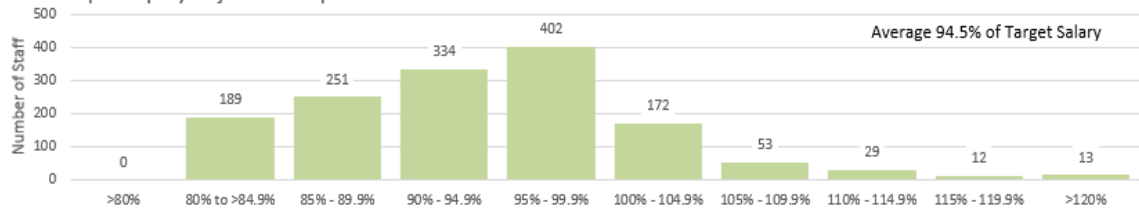


Figure 1.c. After Step 2: Accross the Board 2.7% of Target Salary

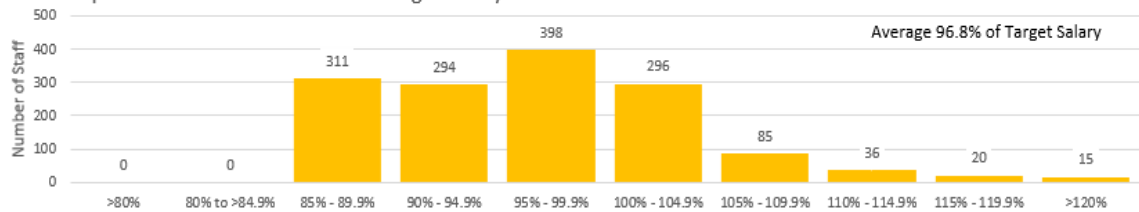


Figure 2. Staff Salaries as a Percentage of Target



All data is based on current and calculated target salaries January 14, 2021.