

Approved at Mtg #24
March 5, 2024

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 23

Tuesday, February 27, 2024, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Lawrence (excused), Miller.

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

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #22, February 20, 2024, were approved as distributed.

Chair's Report:

- After meeting with Boise State University and the Idaho State Board of Education admissions change workgroup, we received more data and some answers to your questions. See attached slide. Dave Paul (UCC) requested more data before the next UCC meeting. FSL will review the information and data tomorrow at our Wednesday meeting and prepare a packet including the latest data from Wes. All the information we gather will go to UCC and their recommendation will come to Faculty Senate.

Provost's Report, delivered by Vice Provost for Faculty Diane Kelly-Riley:

- The next faculty gathering is today, from 4:30 to 6:30. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurry. The next will be on March 21, 2024, Vandal Ballroom, hosted by COS. <https://www.uidaho.edu/provost/faculty-gathering>
- Midterm grades are due March 11.
- Discussion: With reference to Senate Bill 1357, a senator asked if there is any insight on what the implications for us can be, such as the university inability to provide training in diversity and inclusion. Vice Provost Kelly-Riley concurs that the bill is concerning. Nothing is definite yet. She will share the question with the Provost, who may be in a better position to address it. Of course, anyone, acting as a private citizen, can contact their legislators to express their concerns. Faculty Senate is very concerned about the potential impact of this bill.

Suggestion: invite Yolanda Bisbee to visit with Faculty Senate.

There were inquiries concerning a recent article on Idaho Ed News, see link below, <https://www.idahoednews.org/top-news/u-of-i-funnels-7-3-million-of-phoenix-consulting-to-greens-former-employer/>, and a request for updates on the lawmakers' resolution to sue the University of Idaho to stop the University of Phoenix purchase, see link below, <https://idahocapitalsun.com/2024/02/15/idaho-legislators-threaten-lawsuit-to-stop-university-of-phoenix-purchase/>. Vice Provost Kelly-Riley will inform Provost Lawrence of these questions.

There was a reminder that both LC and U of I are on the JFAC agenda tomorrow, at 7:00am MT.

Announcements and Communications:

- Language regarding Faculty Senate membership, FSH 1520 – Kristin Haltinner, Vice Chair of Faculty Senate, Attach #2.

Kristin led a discussion on possible revisions of FSH 1520 Constitution of the University Faculty Article V, Section 2. The question is whether we should clarify and/or modify the current language “...*The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator...*” This means that every college has one senator, and one more for every additional 50 FTE faculty in the college. Kristen considered several scenarios (see Attach.2). All options, other than keeping the current policy, impact the membership, namely, some colleges would lose or gain senate representatives.

Discussion:

A senator asked whether there is a need for a change, and, if so, what the reasons are. Other senators noted that the current policy disadvantages small colleges regarding the addition of a second senator. On the other hand, it was also acknowledged that it may be hard to fill new seats from small colleges, who have less service capacity, without additional workload for the college delegates.

A senator demonstrated that the current language gives most stability of senate membership with respect to changes in the number of faculty in the colleges.

Ultimately, there was consensus that no substantive changes should be made, although the current language could be clarified.

- Committee on Committees Update – Kristin Haltinner, Vice Chair of Faculty Senate.
Review of Committee Audit. Members of the Committee on Committees are looking into selected committees which may need revisions/repurposing:
 - FSH 1640.20 University Budget & Finance Committee. Revisit roles under the new budget model.
 - FSH 1640.43 Faculty Appeals Hearing Board. Procedures, scope of the board.
 - FSH 1640.58 Ubuntu. Simplify membership – too many non-voting members who seldom attend.
 - FSH 1640.81 University Staff Compensation Committee. Large workload.
 - FSH 1640.10 Americans with Disabilities Act Advisory Committee. Unfilled seats. There are ideas but no money. Reinstatement of the budget for this committee?
 - FSH 1640.36 Dismissal Hearing Committee. Heavy emotional load, summer meetings not anticipated in FSH 1640.36.
 - FSH 1640.77 Scientific Misconduct Committee. The workload became large last year, possibly because of a note in the Daily Register.
 - FSH 1640.06 Administrative Hearing Board. Lack of gender diversity since a long time.Other updates:
 - Adding one non-voting seat from the VGP team on the Admission Committee.
 - Committee preference survey. Appointments will be made in March.
 - Sustainability Certificate. Last Fall, Faculty Senate appointed the existing interdisciplinary faculty-led committee as an *ad-hoc* program committee to serve as the ‘relevant unit and college’ authorized to submit curricular proposals per FSH 4120-E.

This committee is empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. They are now seeking approval to turn the *ad hoc* committee into a permanent university-level committee.

- As a reminder, the Secretary points to recently revised FSH 1620 University-Level Committees, in particular FSH 1620 E-13 “ *Prepare a succinct year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed. The report must contain: number and approximate frequency of the committee meetings; committee goals; committee accomplishments...*”

New Business:

- OIT changes:
 - New online software approval ticketing process. Suggestion: invite Teresa Amos or Dan Ewart to clarify.
 - MyUI will soon replace VandalWeb. Suggestion: invite Dan Ewart for updates.

- Generally, fees for membership in professional organizations are not reimbursed by the university. Why so and are there exceptions?

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:40pm.

Respectfully Submitted,

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

YEAR 2019

Cohort = 22000 students

% of student that qualify for the letter of 8

ISAT 3/3 = 34%

ISAT 3/3 or GPA 3.0 = 64%

ISAT 3/3 and GPA 3.0 = 30%

ISAT 3/2 and GPA 2.8 = 66%

ISAT 3/3 and GPA 2.8 = 32%

ISAT 3/3 or GPA 2.8 = 72%

Class of 2021 - GPA 2.8 = 61%

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #23

Tuesday, February 27, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #22 February 20, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Announcements and Communication
 - Language regarding Senate membership, FSH 1520 – Kristin Haltinner, Vice Chair of Faculty Senate **Attach #2**
 - Committee on Committee Update – Kristin Haltinner, Vice Chair of Faculty Senate
- VI. New Business
- VII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #22 February 20, 2024
- **Attach. #2** FSH 1520

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 22

Tuesday, February 20, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.

Absent: Miller

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

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #21, February 13, 2024, were approved as distributed.

Chair's Report: None. Chair Gauthier will use this time for the New Business part of the meeting.

Provost's Report:

- The next faculty gathering is two weeks from today, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please [RSVP](#).
- We don't have an education week in the Legislature as we've had in the past. Next week, U of I is going to be at both the Education Committees and JFAC. And we're seeing a lot more interest in what's happening in Boise right now. Just a reminder – that university resources are not to be used for political activity. Sometimes people, accidentally and with good intentions, may give the impression that they are speaking on behalf of the University or use their university email address. You are welcome to reach out to your representatives and legislators, but you should do that on a personal account such as Gmail. I just wanted to remind people as we get into the busier part of the session.

Discussion:

A senator saw a report that Moody's is evaluating our credit ratings based on the purchase of the University of Phoenix and asked the Provost for comments. Provost Lawrence responded that the question is best addressed to our financial team. It's complex, and beyond his area of expertise, but he will follow up. From the beginning there has been discussion and analysis of the impact of the acquisition on U of I's credit rating. It's been minimal but some different opinions came out recently which we don't agree with. The Provost will check with Brian Foisy and come back to this question.

Back to the issue of political activities, a senator added some comments. It's their understanding that we are allowed to identify ourselves as faculty at the University of Idaho, but we must say that we are acting/speaking as an individual, not as a university representative. Provost Lawrence: Reporting your job title or role is different than speaking on behalf of the institution. But sometimes people don't make it very clear whether it's one or the other. Thanks for clarifying, but it really does get confusing and can be misinterpreted. It's probably better to err on the side of caution, and just be a citizen of the State.

Vice Chair Haltinner inquired about an article in the Daily News, which reports that U of I minimized the risks of the purchase, saying that losses will be limited to \$10M per year. She asked whether they are referring to risks taken by “Four Three Education” and not the University of Idaho. Provost Lawrence has not seen the article. He will review it and come back to this question.

Committee Reports (voting):

- **Proposed changes to the University Catalog**

- UCC 239 Geology (BS) – Renee Love, Earth and Spatial Sciences, Attach. #2.
Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas. This option is essential for professional licensing in Geology.
Discussion: None.
Vote: 20/20 yes. Motion passes.
- UCC 525 Graphic Design Undergraduate Certificate – Stacy Isenbarger, Art and Design, Attach. #3.
We have several students who have come to the college of art and architecture to take a suite of classes because they're excited about graphic design. But we don't have a minor in that area or a certificate. We see this as an opportunity to attract students who are coming in as professionals in other fields, or students who are coming to us from other areas of campus. They take these courses and have that certificate to showcase on their resume.
Discussion: None.
Vote: 21/21 yes. Motion passes.
- UCC 542 Indigenous Research and Education Graduate Certificate – Philip Stevens, Culture, Society and Justice Attach. #4.
This is a graduate certificate in indigenous research and education. This proposal is in response to the desire within Indigenous communities and other invested communities for an interdisciplinary research graduate certificate. We are working with Natural Resources and Education.
Discussion: None
Vote: 21/21 yes. Motion passes.
- UCC 110 B-4 Regulation Edit – Lindsey Brown, University Registrar, Attach. #5.
We would like to add additional language to the B-4 regulation titled "Registration for Courses Without Completion of Prerequisites" (see specific language in the attached document). This change clarifies the regulation in regard to allowing faculty to drop students who do not (or no longer) meet prerequisites for a course. It includes a time frame that this may be processed and communicated to the student. (It was clarified that the revisions as shown on the last page of the attachment are the ones being proposed.)
Discussion:
Some senators asked for clarification about the process. Lindsey responded that academic departments run reports of students who no longer meet course prerequisites and then send the list to her office to drop the students. There are new capabilities supposed to come out this summer for our student information systems that may make

this process more automated. Then, we would run it as a part of our end of term processing.

Senator: I understand that the purpose is to capture situations where students are taking a class in one semester that would meet the prerequisite for a next semester class they want to register for. If they fail that class, they no longer meet the prerequisite. Lindsey: Yes. It has been a longstanding practice. Now, we are codifying it in policy.

In response to another question, Lindsey clarified that the faculty can wave prerequisites. If they do wave it, then, of course, the student wouldn't get dropped.

Senator: How does this actually work? Students don't even have grades three days prior to the next semester in the spring. How do they know, unless somebody notifies them that they're about to fail? Lindsey: Generally, in between spring and fall we have plenty of time. However, in between fall and spring, time can be tight. That's when a quick turnaround is necessary, so that the students have adequate time to find an alternative course and maintain their full-time status. We want to make sure that they are adequately informed and set up for success. Although there's generally enough time in between fall and spring, my office is still working on some of those reports during the closure.

Vote: 22/23 yes. Motion passes.

New Business:

- Update on Admission Criteria – Chair Gauthier. (The slides are attached to these minutes.)
Brief background: Two of the state institutions, BSU and U of I, send to prospective students a “letter of 8” or a “letter of 6.” In the first case, they are notified that they can attend any of the 8 public institutions in the state. In the second case, they are not admitted into either BSU or U of I, but they can attend any of the other 6 institutions.
Summary of the options for admission criteria: We could decide to set a new GPA threshold; or to leave it as it is presently. We can also require a combination of GPA and standardized test scores. (Note from a senator: We're under an emergency action. So, the actual admission criteria (temporarily changed by the emergency action) include the GPA and a standardized test. If we do nothing when the emergency action expires, we go back to requiring the GPA and some standardized test.)
Chair Gauthier proceeded to share data on the differences between ISAT and SAT outcomes. The data is from 2019, because of all that happened afterwards. Such comparison is very difficult given the different nature of the tests and the populations who took them. Instead, Chair Gauthier has prepared some visual comparisons by gender, race, and socioeconomic status for each of the indicators under consideration – ISAT (ELA and Math), SAT, GPA. The comparisons indicate that we don't know enough about those elements to determine a final answer. Still, some trends can be seen. Looking, for example, at the comparison by race, we can see some very strong differences that are, to some extent, mitigated in the SAT outcomes by race. Comparing the outcomes of ISAT ELA and ISAT Math by race suggests that combining those with the GPA may be a reasonable approach.
Discussion:
Senator: Do we have data to compare SAT scores within schools as opposed to across Idaho?
Chair Gauthier: I'm still unclear as to whether we have access to that data.
Senator: Some of our constituents would like to have SAT/ACT scores available, even if optional. They're helpful to some departments. Another question: do your graphs indicate that looking at

the GPA only is misleading? They are too high. Chair Gauthier: Yes, there is clearly grade inflation that favors a particular population.

Senator: Did the data go through some form of statistical analysis to check whether differences are statistically significant? Chair Gauthier: No. The data is limited. I think this is the first year where the data has been more rigorous than in the past.

Senator: There was an article in the Daily News about Washington determining that there's a significant amount of grade inflation. The graph you showed seems pretty good evidence of grade inflation benefiting a particular population. Do you have a similar graph, on the same scale, comparing GPA and SAT or GPA and ISAT? Chair Gauthier: Unfortunately, I don't, but I can ask.

Senator: Aren't we supposed to have a recommendation by next week? Chair Gauthier explained that the timeline has changed. First, UCC will make their recommendation at the beginning of March, which will then come to Senate. Senator's follow-up comment: UCC should look at things we've looked at in the past, like success rate of students admitted at different GPA levels and different SAT levels. I think it's our responsibility to the students to make sure they're going to succeed when they get here.

Senator: You just presented test scores and GPA for students who graduated from Idaho high schools in spring of 2019. Do you know if in 2019 students were still required to take the SAT/ACT? I know they're required to take the ISAT. Do we have any information about what year they completed the ISAT versus the ACT or SAT? The point of the question is that ISAT is taken in the junior year, and, typically, so are ACT and SAT. But they can repeat that test. I'm just trying to figure out how these elements are comparable. Chair Gauthier: The people from the 2019 data took the tenth grade ISAT in the 2016-2017 school year and graduated in the 2018-2019 school year. I don't know if they repeated the test. Senator's follow-up comment: If we're looking at a standardized test taken in tenth grade, two years prior to high school graduation, I'm not sure that those are accurately measuring what a student is able to do when they are preparing to enter our first-year courses on campus. Chair Gauthier: I think the people from ISAT mentioned that it was a test for tenth grade, not a test for entering, but they were trying to show that it doesn't make a big difference. Senator: Many times, we talk about admission scores also being used as placement scores so that a certain score on SAT/ACT or ISAT presumably would help place students into the first-year courses that they are most qualified for. As somebody who used to work with first year writing students, I am concerned with the timing of completion of standardized tests, especially if we are going to continue collecting ISAT scores from students in tenth grade, and potentially use them for admissions and placement. Chair Gauthier: The data also shows that the GPA alone is not a fair indicator. There are large differences among GPAs from different places. Also, the choice of courses that go into the GPA can change from one place to the other. It's hard to deal with such limited data.

Provost: I just confirmed with my colleague in the State Board Office that the ISAT is moved to eleventh grade, so that it could be used for the purpose of college admissions. But it will be a number of years before we see enough data from 11th grade results. So one element of this big decision about admissions is ISAT. And of course, we still have SAT/ACT and GPA.

Senator: I am still confused about what decisions are actually being made. On the one hand, it sounds like the State Board is making a decision, on the other, it sounds like we are making an independent decision. Provost: We determine our admission criteria. Our bylaws, as you all know, say the faculty determine admission criteria, and we'll go through the proper process. But we must fold our criteria into the state "direct admit" system, which could be complicated by another test that's completely different, the ISAT. We need to learn more about ISAT. Jean-Marc is going to a meeting next week for further discussion about how the ISAT is being used in the

state. Hearing more about that will be very useful before we make a final recommendation. The statewide direct admit can really help us by communicating to students accurately if they get into the U of I. There's also value in us being aligned with Boise State. We need to do what's best for us, but it would be nice if we aligned, so we don't have a "letter of 6" and a "letter of 7" with U of I on its own. I don't know exactly how things will play out with the state discussion.

Senator: To recap, we must decide what our admission standards are for our own purposes. At the same time, there's some kind of deadline where that decision gets communicated to the state so it can be folded into the direct admit process. Provost: I don't think we want to be on an island. It will have to be in coordination with others, which is part of these meetings that Jean-Marc is going to. Chair Gauthier: The minimum GPA is also problematic. A GPA of 2.6 is not very discerning – almost everybody could get into the U of I – whereas a GPA of 3 would really separate two different groups. But I think we need to look at the problems one by one.

Senator: Do you know when these letters are sent to students? I assume, probably before the application season. Provost: We can't wait until then. Our own admission materials are printed in late spring and start being used at events such as Envision Idaho. So we have an internal deadline by which we really need to do this, and we need to do it rather soon. This statewide conversation originally gave us a deadline of next week, but that was extended because we need more discussion, and we don't even have all the information about ISAT.

Senator: Does the communication to admitted students go to students and to colleges and universities? Provost: It goes to students about the four-year institutions and the four two-year schools. That's where we get the 8. We have four community colleges and four universities and colleges.

Secretary: Do you know if anybody feels that a test for a particular state is not a good idea?

Chair Gauthier: Yes, that's another component of the discussions. It's complicated, because those tests are run by companies who are trying to sell the test.

Senator: In response to that, it's part of a consortium including a number of states. The assessment consortium is nationally known. I'm not concerned with it as a valid measure.

Provost: My understanding is that all standardized tests are run by companies. But the ISAT is designed around the Idaho learning objectives and that's how it's tailored for different states. So, they have similar methodology. But some of the content itself aligns with what the State is trying to teach, which may or may not align exactly with SAT/ACT.

Secretary: That's what concerns me, what the State is trying to teach. I don't think what you learn in English, History, Biology, Algebra etc. should be state dependent. I'm probably over concerned.

Provost: In summary, if the University of Idaho chooses to use ISAT somehow in admissions, that would only be possible for in-state students. For example, Washington students are not going to have those scores, so that's something we'll have to deal with.

- FSH 2300 Student Code of Conduct and Resolution Process – Senator Steve Shook. Steve will go over the UCC meeting from about two weeks ago, concerning FSH 2300 and changes to the General Catalog. UCC received the request to edit General Catalog policies F-1 and O. 2. The part of the policy of concern for F-1 says that a grade of incomplete is assigned as a temporary grade during the pendency of a conduct resolution process under FSH 2300 Student Code of Conduct and Resolution Process. In O-2, one reads that "Consequences for academic dishonesty may be imposed by the course instructor subject to the requirements of FSH 2300." So, F-1 and O-2 point back to FSH 2300, approved by Faculty Senate and at the UFM last fall. So it's active right now. Relevant policies UCC looked at:

FSH 2300.F-9.a. Instructors may issue an academic outcome separate from any outcome that Dean of students may impose if under the code, there is a finding of responsibility for academic dishonesty/conduct. If there's no finding of responsibility for academic dishonesty/misconduct, the policies below apply:

FSH 2300.F-9.b.10. "The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student."

FSH 2300.F-9.b.11. "In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of 'incomplete' until the process is complete." UCC decided to table the request mostly because of two concerns. One is an academic freedom issue and the other one is an existing policy issue. One of the basic tenets of academic freedom is that faculty can determine, without any outside influence, what the student evaluation will be for any course that the faculty member is teaching. This is actually already codified in our policy and the General Catalog. There is FSH 1640.02.C-4 and C-5, which sets the Academic Hearing Board stipulated procedures. These policies recognize the relationship between academic freedom and grades and contemplate issues arising from grades resulting from academic dishonesty. Similar comments apply to General Catalog Policy E-6, which says that the assignment of grades and correction grades are the sole prerogative of the instructor, which goes against FSH 2300, stating that a faculty member cannot assign a grade until they get the decision back from the Dean of students. At UCC, we believe this is a violation of academic freedom and FSH 1640. They Academic Hearing Board (AHB) cannot change a grade or require that it be changed. That's largely due to E. 6 in the General Catalog. It may order that the grade it considers appropriate also be recorded on the student's academic records. Policies E. 5 or C. 5 state that it's within the purview of the Hearing board to hear an appeal against the grade imposed by instructors as a result of academic misconduct.

Discussion:

A senator recalls a policy by which a faculty member cannot change grade once it's been made final unless there's been a procedural or computational error. Steve: There is, along with a time window associated with that. And there's another issue with I believe it's You know, if you give them an incomplete grade, a student has the ability to drop a course and never get a grade if they can still drop the course, and the faculty member has no ability to assign an academic grade. Follow-up question: So even within the one-year period, would this this scenario you're putting forward here this. You think this would fit within the ability of a faculty member to change the grade under E-6? Steve: I believe it does.

Secretary: I think it would fit into procedural errors, but we need to look at that.

Blaine Eckles: Basically, what we're trying to do is assert the due process rights for students that may be found in violation of the code of conduct. Our advice here is not to come to a conclusion. Faculty do have the right to grade a student on the merits of whatever work they do, but they don't have a right to make the determination. Students have the right to an appeal process. We can easily continue to work on the language, and I know Cari is working on that. We have had situations where faculty members have assigned a grade to a student, but they were never notified about the rights to appeal. We're trying to make sure this kind of situation is addressed. Steve, you point out an excellent point, which I want to make sure we address. We don't want students that have engaged in academic dishonesty and violated our code to get out of a penalty that a faculty member assigns by withdrawing from the course. I've actually reinstated students previously, when they've tried to use that loophole. Those are some things we need to continue working through. But we absolutely need to make sure the due process

rights of students are protected, because we're legally bound to do that. So we can absolutely continue working on that language. We are not far from a converging point.

Lindsay Brown: as we look at revising this language, currently the catalog is silent as to whether a student can withdraw even with the dishonesty grade. It is something that we run into quite frequently, and I would love to see it addressed.

Blaine Eckles: It's complex. Which is why we want to make the policy as clear as possible. We're happy to continue working on the language that respects the academic freedom of our faculty in the assignment of grades, but also understand the due process rights for our students under the student code of conduct.

Steven: How would Faculty Senate leadership like UCC to proceed? I'm assuming working with Cari and Blaine on these policies and with Lindsey about dropping out of a course to avoid disciplinary actions under FSH 2300.

Provost: Do you have an idea what you want changed, or is that up for further discussion?

Steve: I think it's up for further discussion. I shared a lot with Cari already and with FSL. It's probably going to come from the DoS office through UCC.

Blaine Eckles: We're happy to continue working. And I agree with Lindsay. We want to see a change to the policy that basically reinstates students so that they cannot avoid the appropriate outcome or penalty.

There was some additional discussion on the importance of reporting instances of academic dishonesty to the Dean of Students.

- **Space for the Healing Garden.**
A senator reported concerns from constituents about the location chosen for the Healing Garden, between PEB and the Ed Building. Was there an in-depth analysis of how that space is used? Furthermore, they think that the location, in between two buildings looking down at it, is not a private space suitable for a place of reflection. Dean of Students Blaine Eckles, chair of the Healing Garden committee, explained that the committee selected that site after considering several options. An in-depth analysis of how the space is used was not conducted and is not typical in the construction of any building. Another senator suggested posting a note in the Daily Register to let people know that the stakes are up in the location and invite them to send any comments to the Dean of Students.
- **FSH 1520 Faculty Senate Bylaws. Number of senators per College – Vice Chair Haltinner.**
This concerns the current policy regarding the makeup of Senate. The language confused me for a while, so I wanted to run by you all an idea to simplify it. Currently, the policy states that *“each college, except for COGS, elects one Senator for each 50 or a major fraction thereof, full time equivalent faculty members in the college provided, however, that each college has at least one senator.”* This is how I understand the current policy: when we have 0 to 76 full time equivalent seats in a college, we get one seat at Senate, and then from there up, it's one more for each additional group of 50. What if we just use that 50 across the board, so that one seat is 0 to 49, 50 to 99 is 2 seats, and so on. Note, though, that this change would impact the representation. She wanted to run this by the senate for feedback.
Discussion:
Generally, senators seemed interested in continuing the conversation. Although the current language is accurate, more clarity would be helpful. One part of this proposal is just to clarify the current language. There were no objections to this. But adding additional seats is a much more significant step, to be considered very carefully.
Some senators thought that, with more people, it may be harder to find consensus.

The Provost was concerned that, the more people we have, the harder it is to fill those positions for some colleges. It has been difficult to fill the current number of roles, so additional senators also take people out of other committee service. We should consider how much service capacity we have.

Vice Chair Haltinner: I wonder if there is a good reason to go up to 76 for that second rep, and only increments of 50 after that. That seems odd. The Provost doesn't know the background on that.

For the next meeting, Vice Chair Haltinner will map how the college representation would change, should the policy be revised as suggested.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:54pm.

Respectfully Submitted,

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

Admissions

ISAT & SAT - Reference year 2019

Eligibility requirements are dependent upon the admissions requirements of Boise State University and the University of Idaho. These two institutions mark the difference between the “Letter of 8” and “Letter of 6” groups. Students receiving a “Letter of 8” can be admitted into any of Idaho’s public institutions while those receiving the “Letter of 6” are not admitted into either Boise State University or University of Idaho.

1. We can decide about a new GPA threshold

or

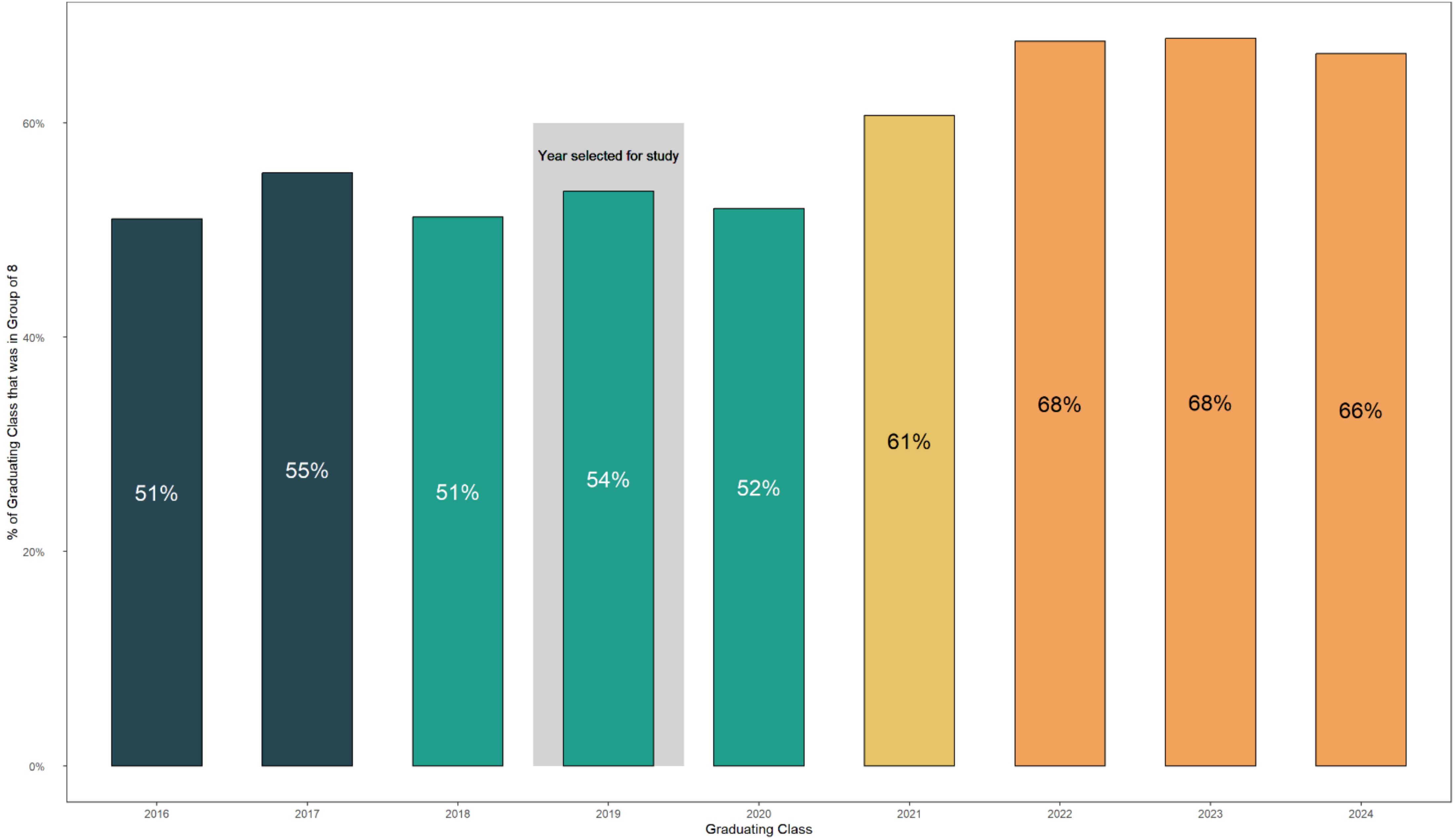
2. We could leave the GPA threshold similar to what we have.

or

3. We can change the admission criteria by requiring both GPA and SAT/ACT, or GPA and ISAT.

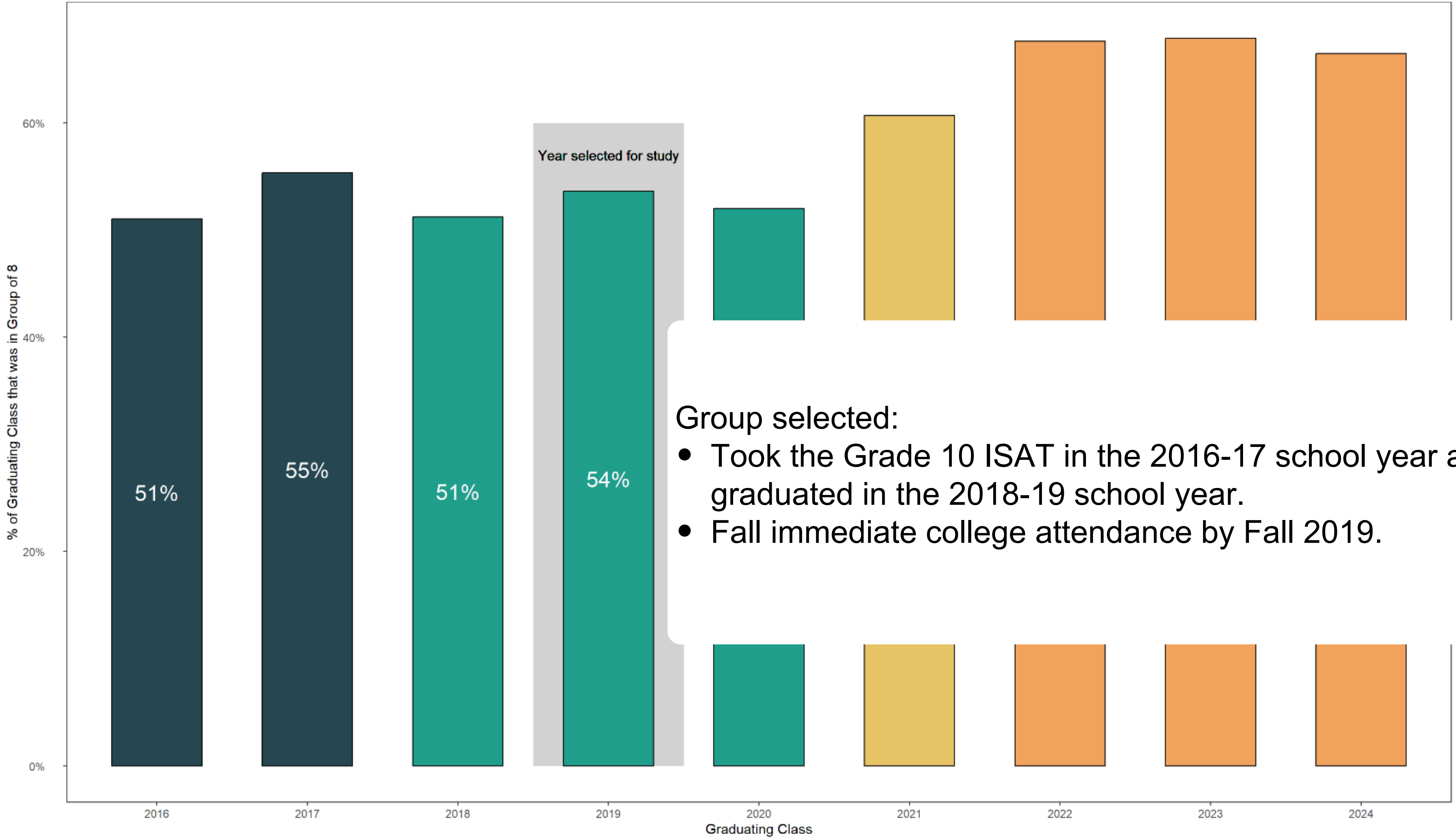
Group of 8 Requirements

- (GPA \geq 3.0 or SAT*GPA \geq 2835) No Test Requirement
- (GPA \geq 3.0 or SAT*GPA \geq 2835) + (SAT or ACT Score Required)
- GPA \geq 2.8 No Test Requirement
- GPA \geq 2.6 No Test Requirement



Group of 8 Requirements

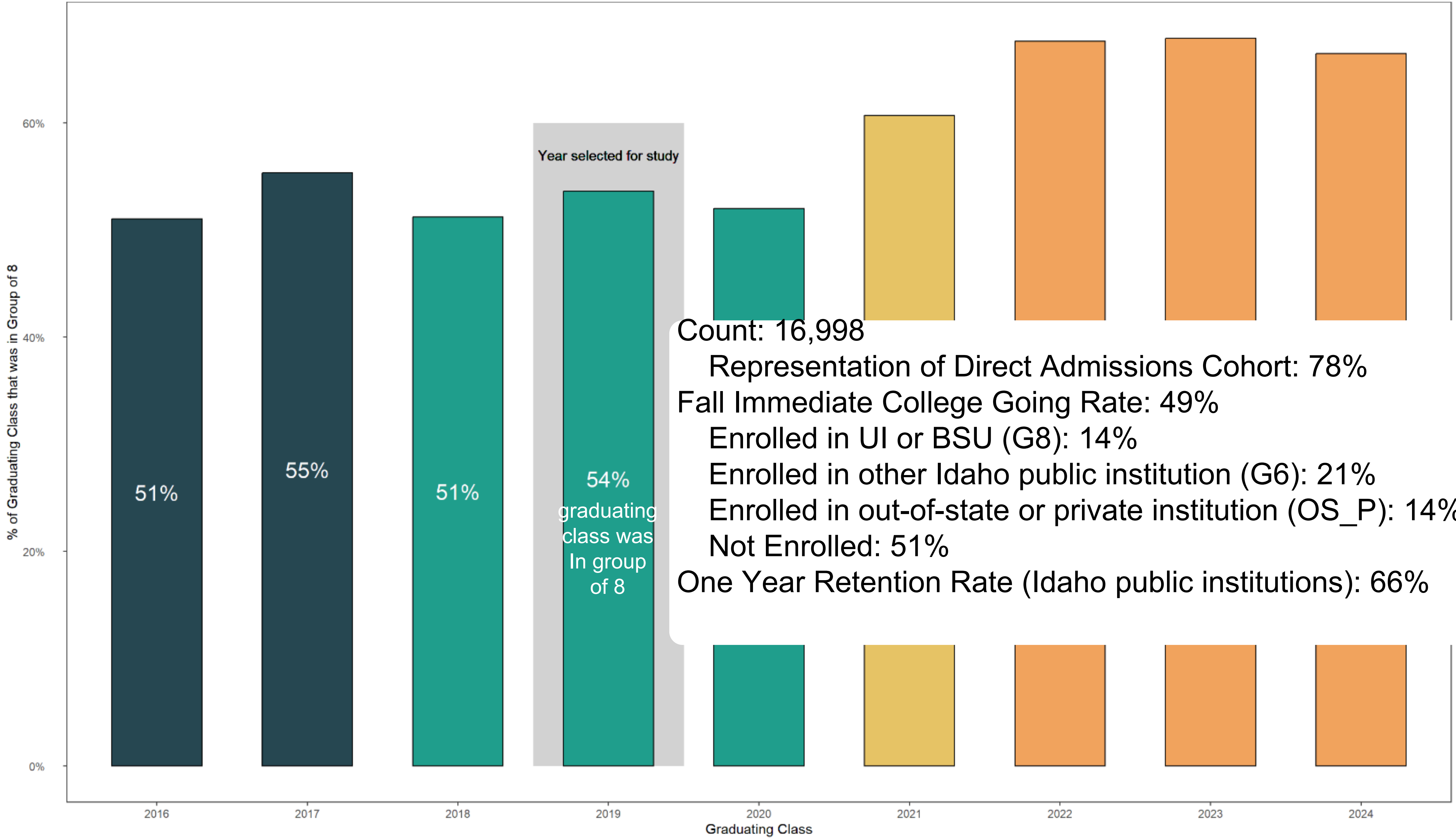
- (GPA \geq 3.0 or SAT*GPA \geq 2835) No Test Requirement
- (GPA \geq 3.0 or SAT*GPA \geq 2835) + (SAT or ACT Score Required)
- GPA \geq 2.8 No Test Requirement
- GPA \geq 2.6 No Test Requirement



Group selected:

- Took the Grade 10 ISAT in the 2016-17 school year and graduated in the 2018-19 school year.
- Fall immediate college attendance by Fall 2019.

Group of 8 Requirements (GPA >= 3.0 or SAT*GPA >= 2835) No Test Requirement (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required) GPA >= 2.8 No Test Requirement GPA >= 2.6 No Test Requirement



Count: 16,998
 Representation of Direct Admissions Cohort: 78%
 Fall Immediate College Going Rate: 49%
 Enrolled in UI or BSU (G8): 14%
 Enrolled in other Idaho public institution (G6): 21%
 Enrolled in out-of-state or private institution (OS_P): 14%
 Not Enrolled: 51%
 One Year Retention Rate (Idaho public institutions): 66%

ISAT Math

ISAT ELA

5,652
(33%)
GPA: 2.64

5,108
(30%)
GPA: 3.08

3,942
(23%)
GPA: 3.45

2,296
(14%)
GPA: 3.71

2,200
(13%)
GPA: 2.47

3,720
(22%)
GPA: 2.75

6,705
(39%)
GPA: 3.18

4,373
(26%)
GPA: 3.61



Level 1

Level 2

Level 3

Level 4

Level 1

Level 2

Level 3

Level 4

2118

2529

2614

2697

Math

2491

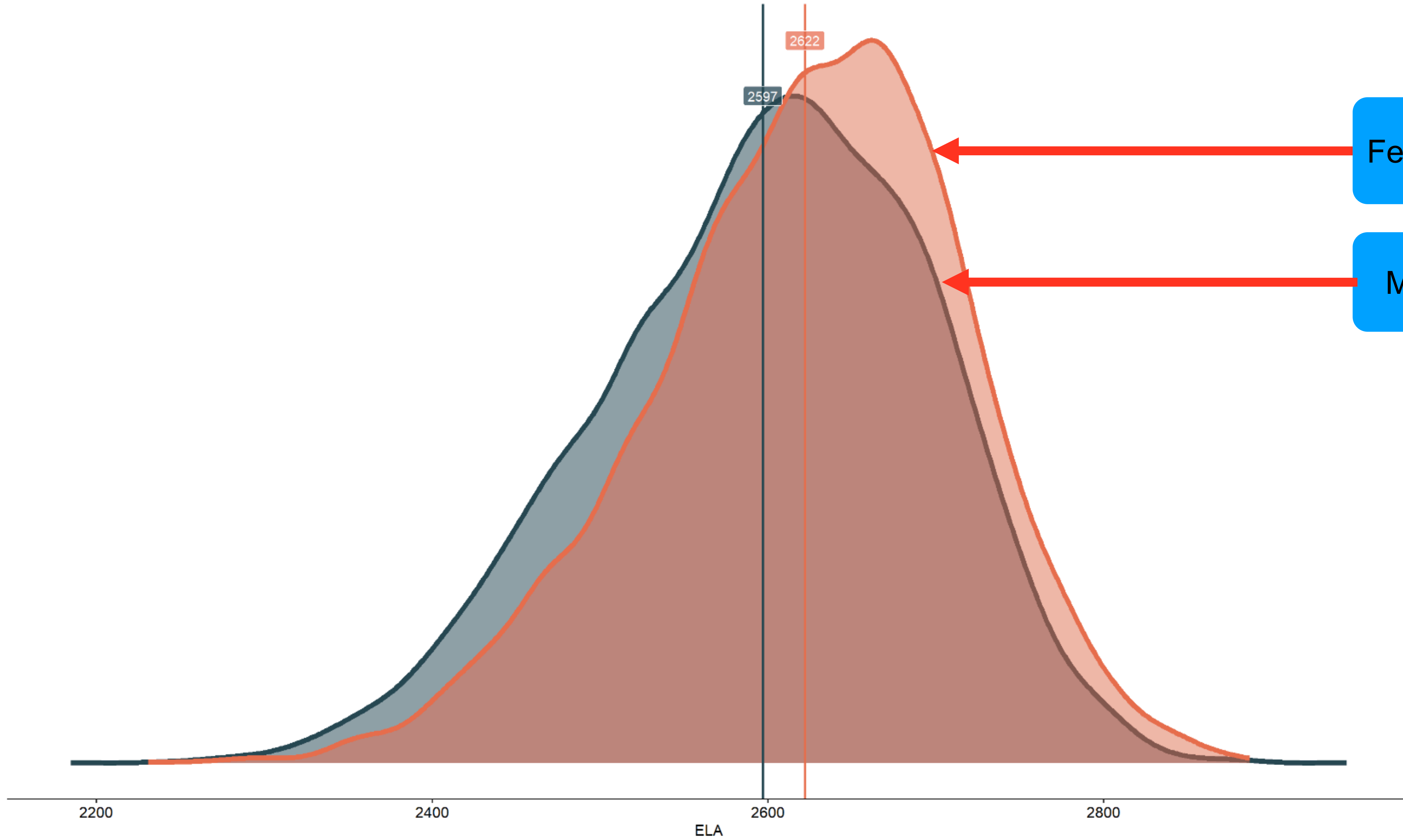
2577

2677

ELA

ISAT
ELA

gender Male Female

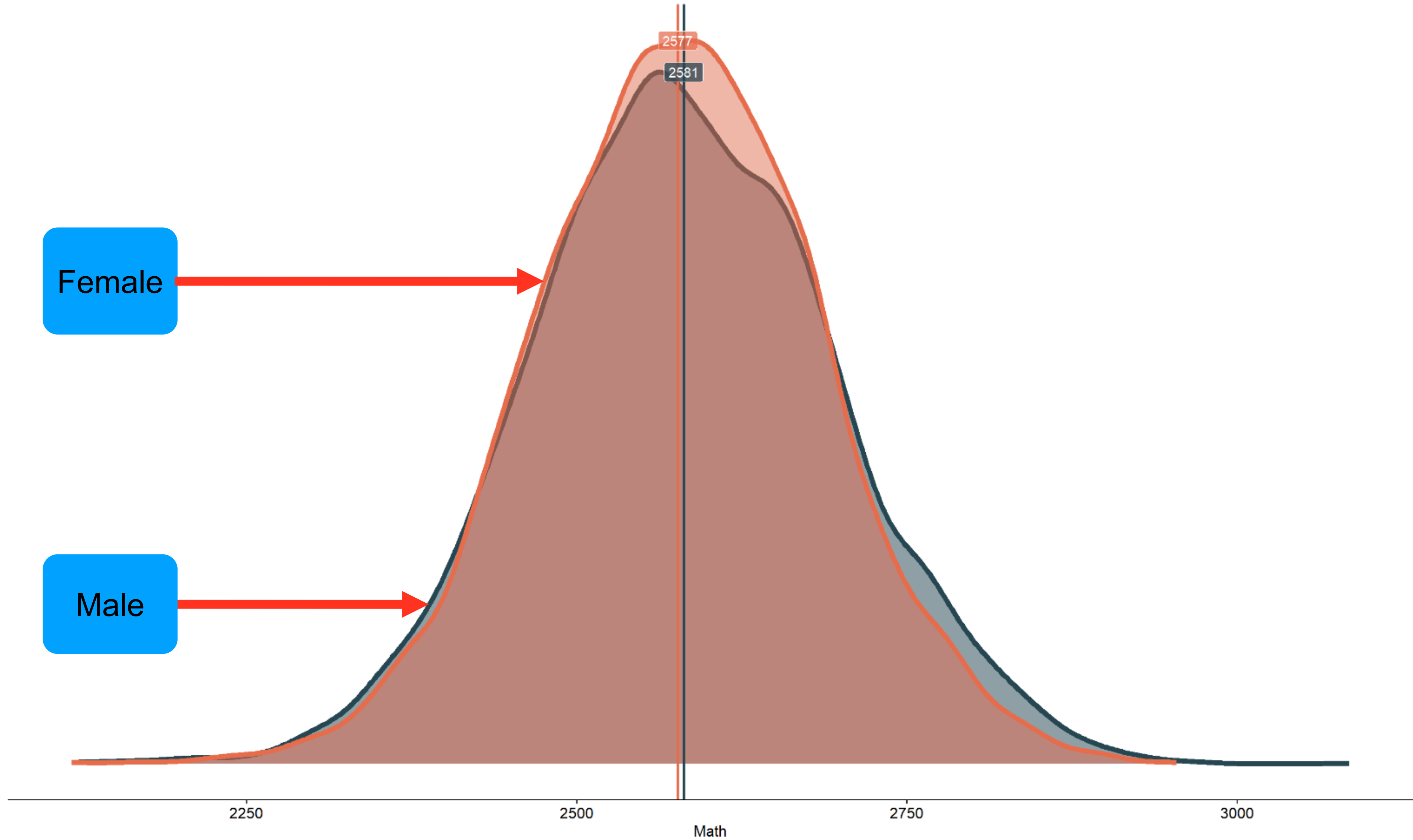


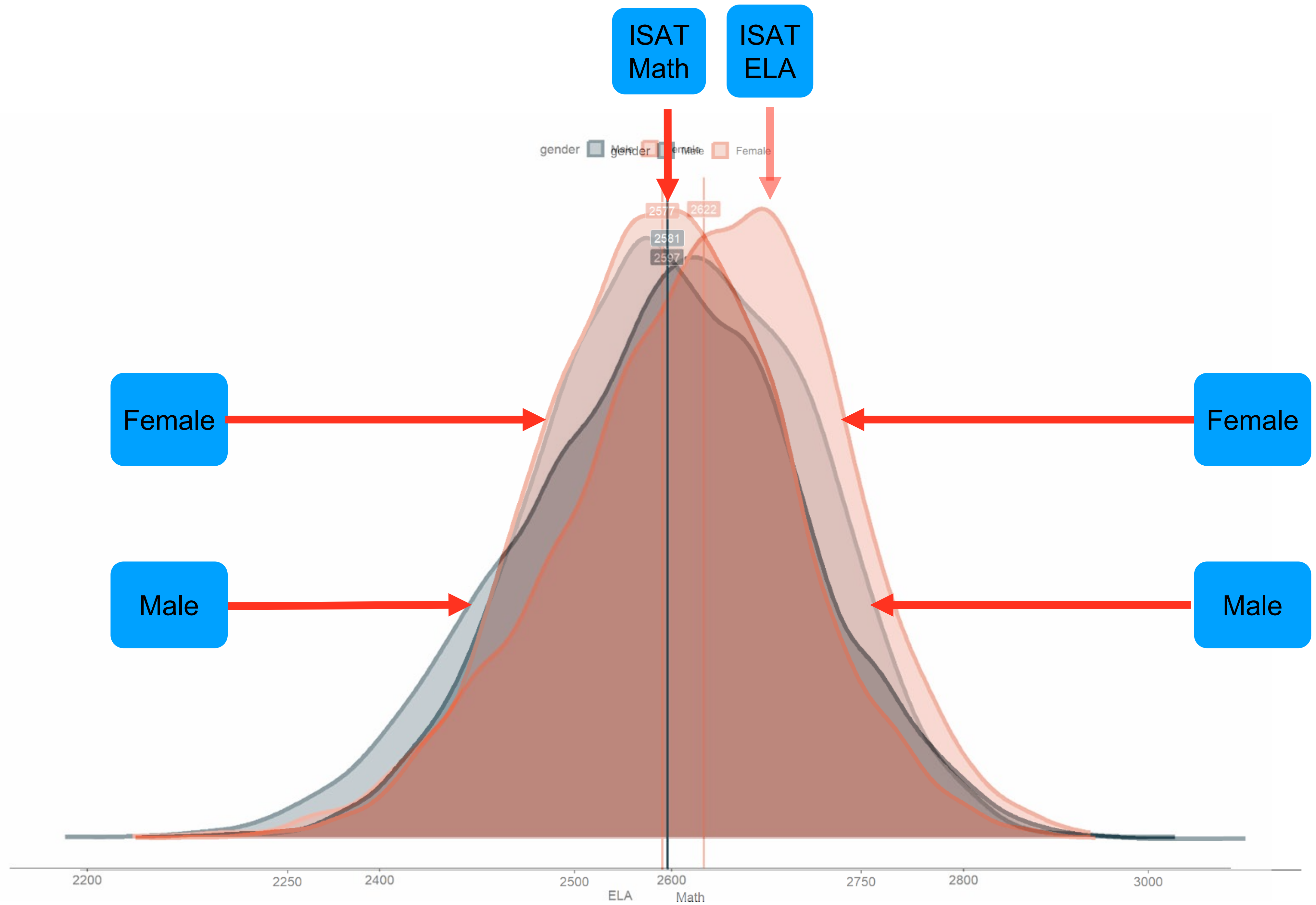
Female

Male

ISAT Math

gender Male Female



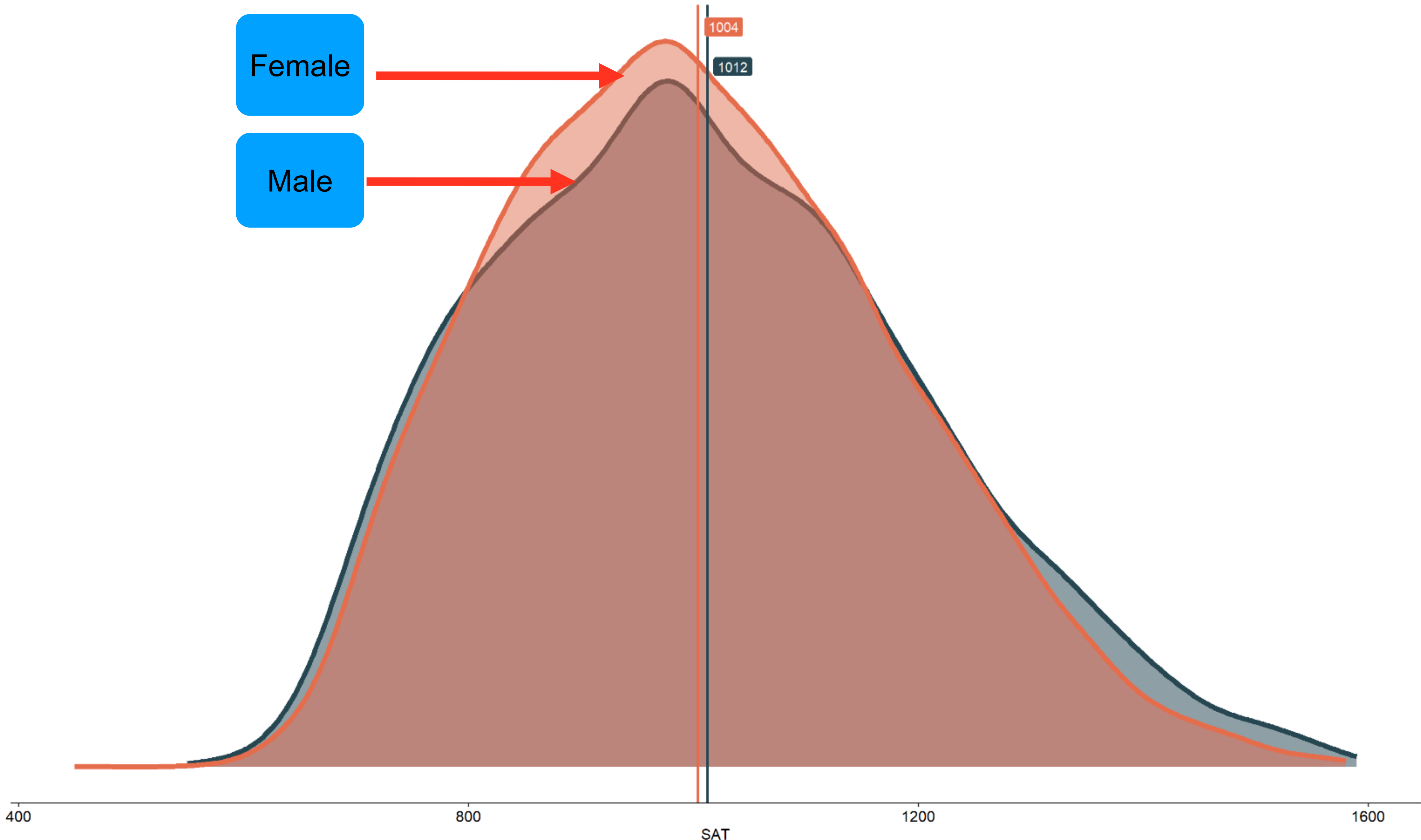


SAT

gender Male Female

Female

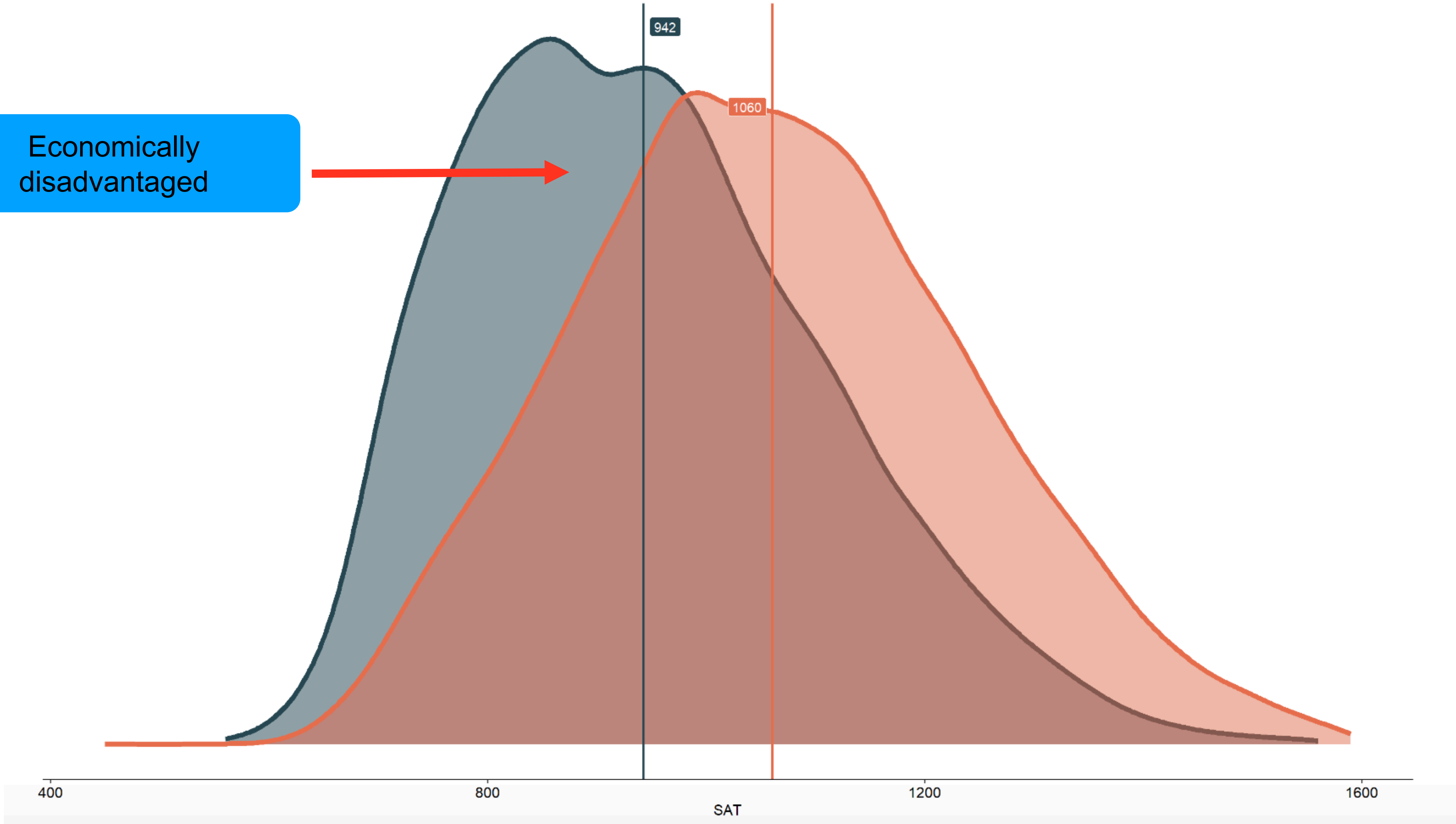
Male



SAT

econ_dis Yes No

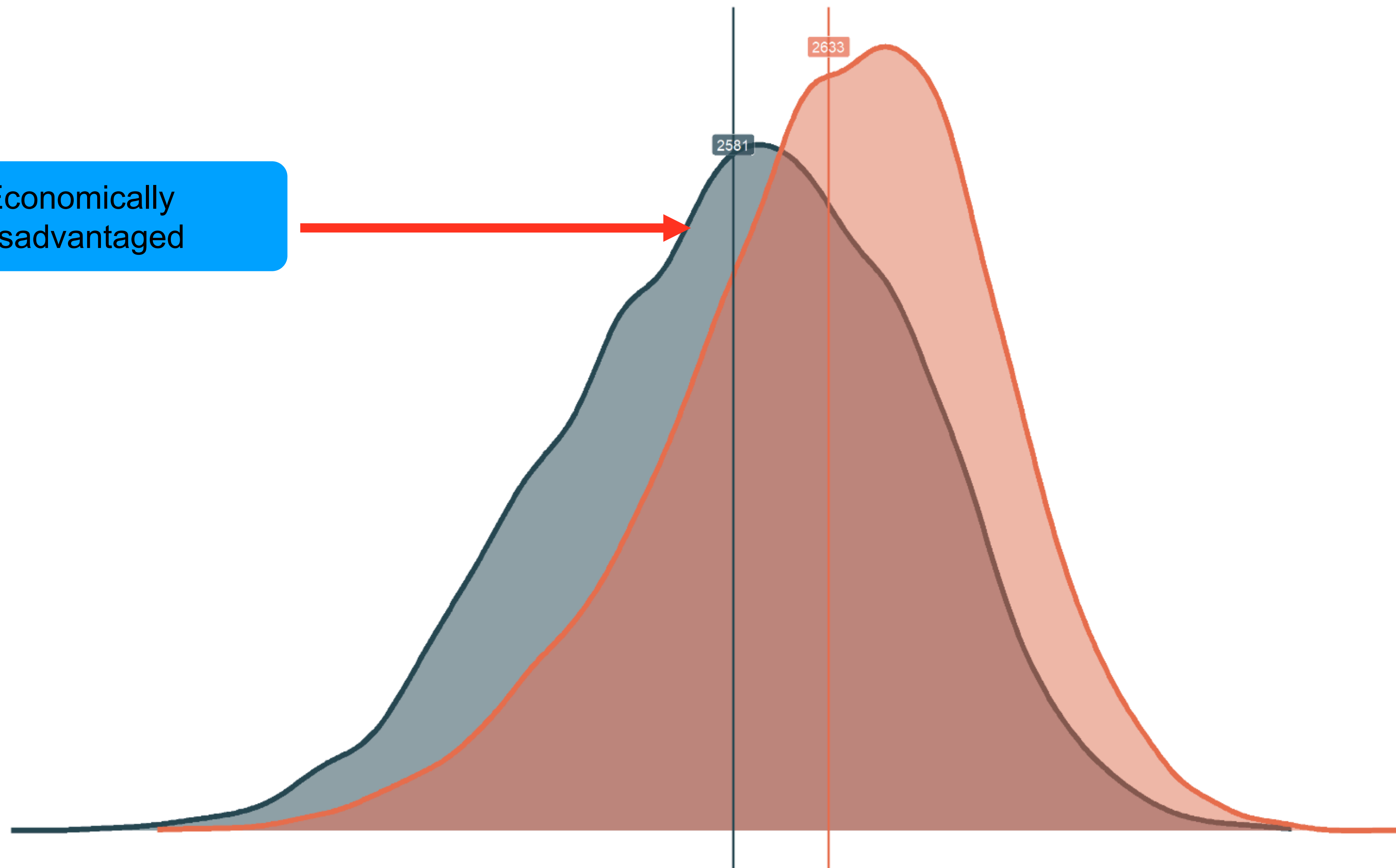
Economically disadvantaged



ISAT
ELA

econ_dis Yes No

Economically
disadvantaged



2200

2400

ELA

2600

2800

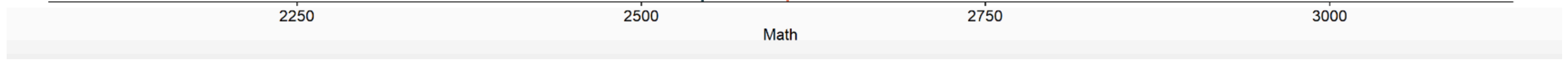
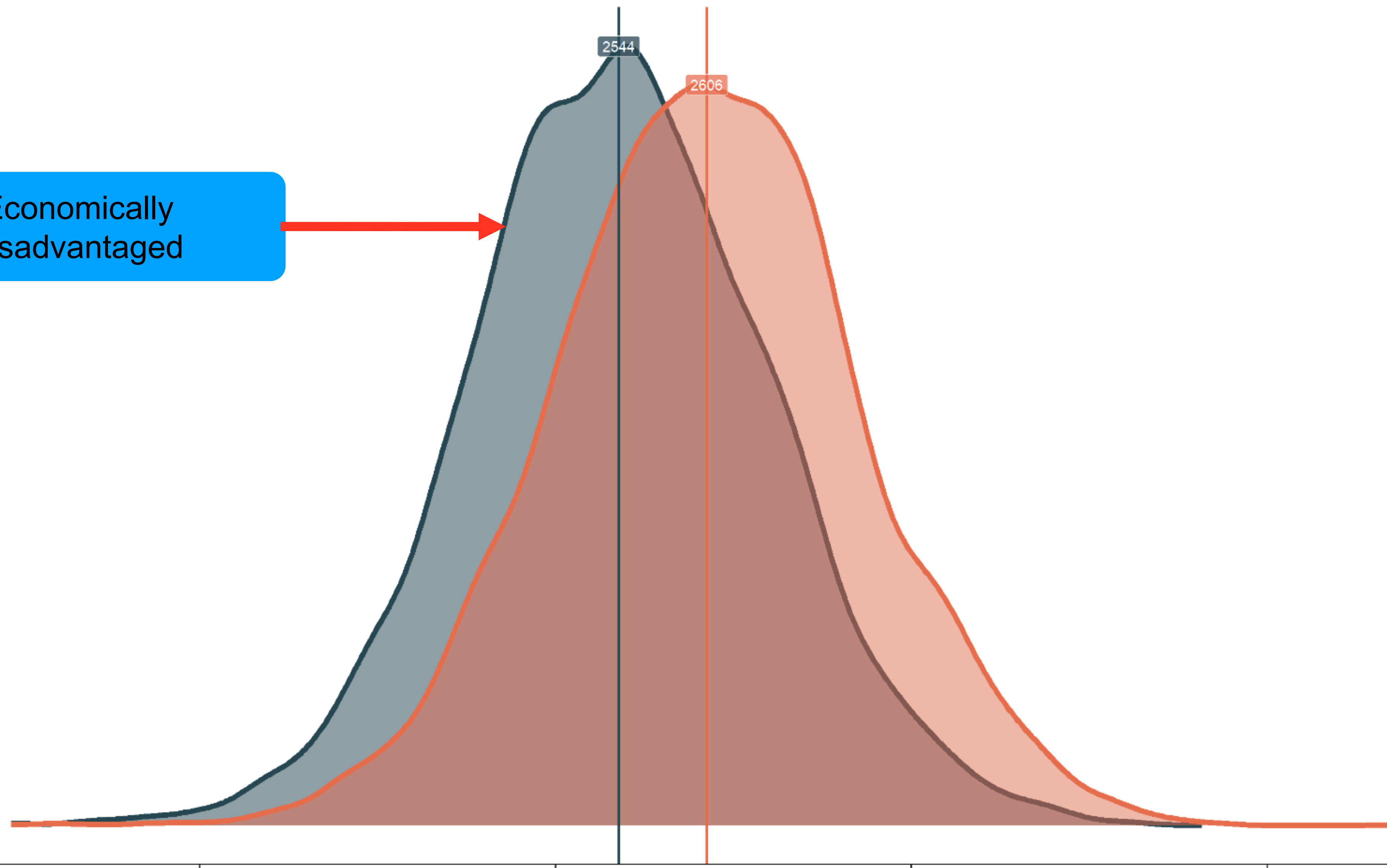
2581

2633

ISAT Math

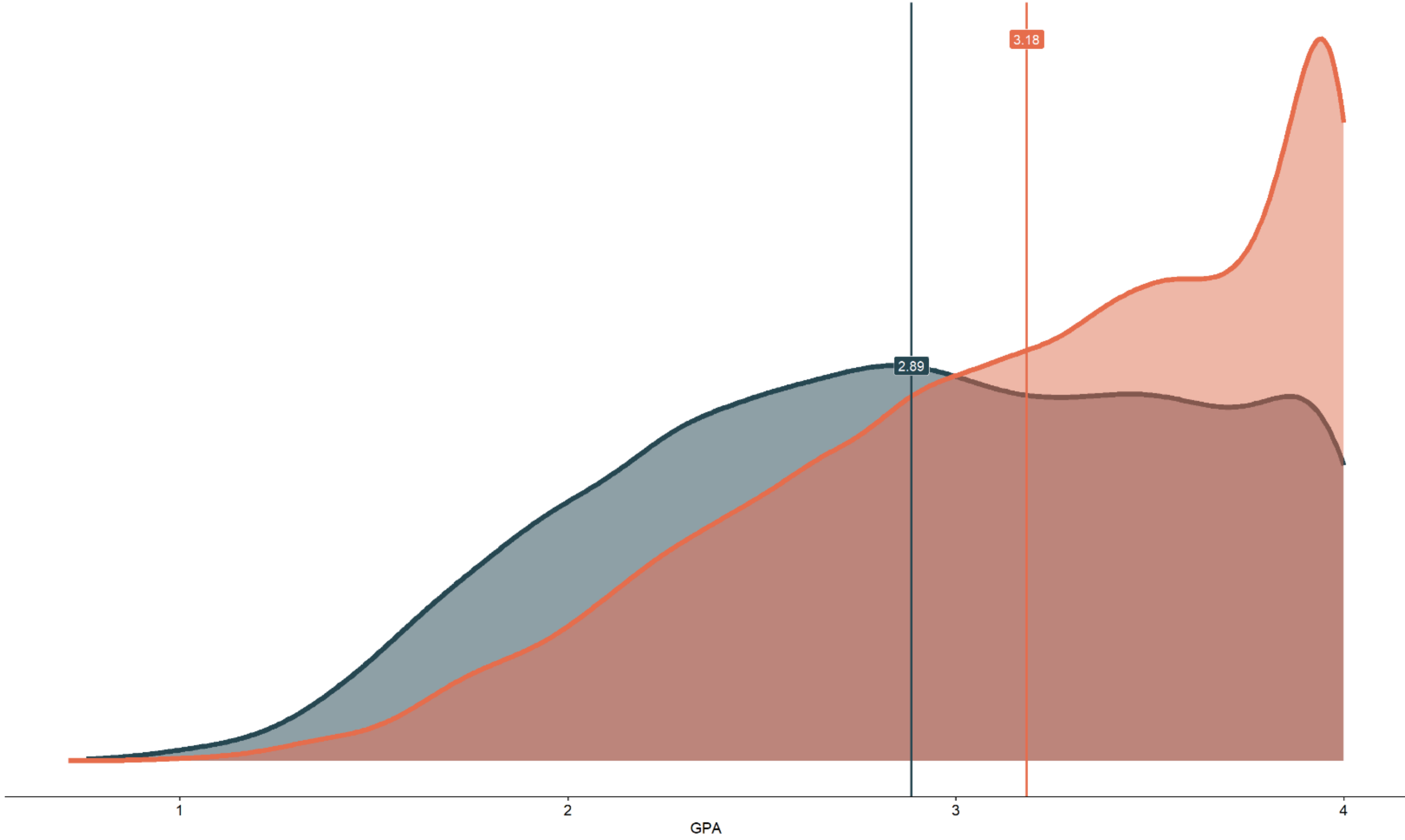
econ_dis Yes No

Economically disadvantaged



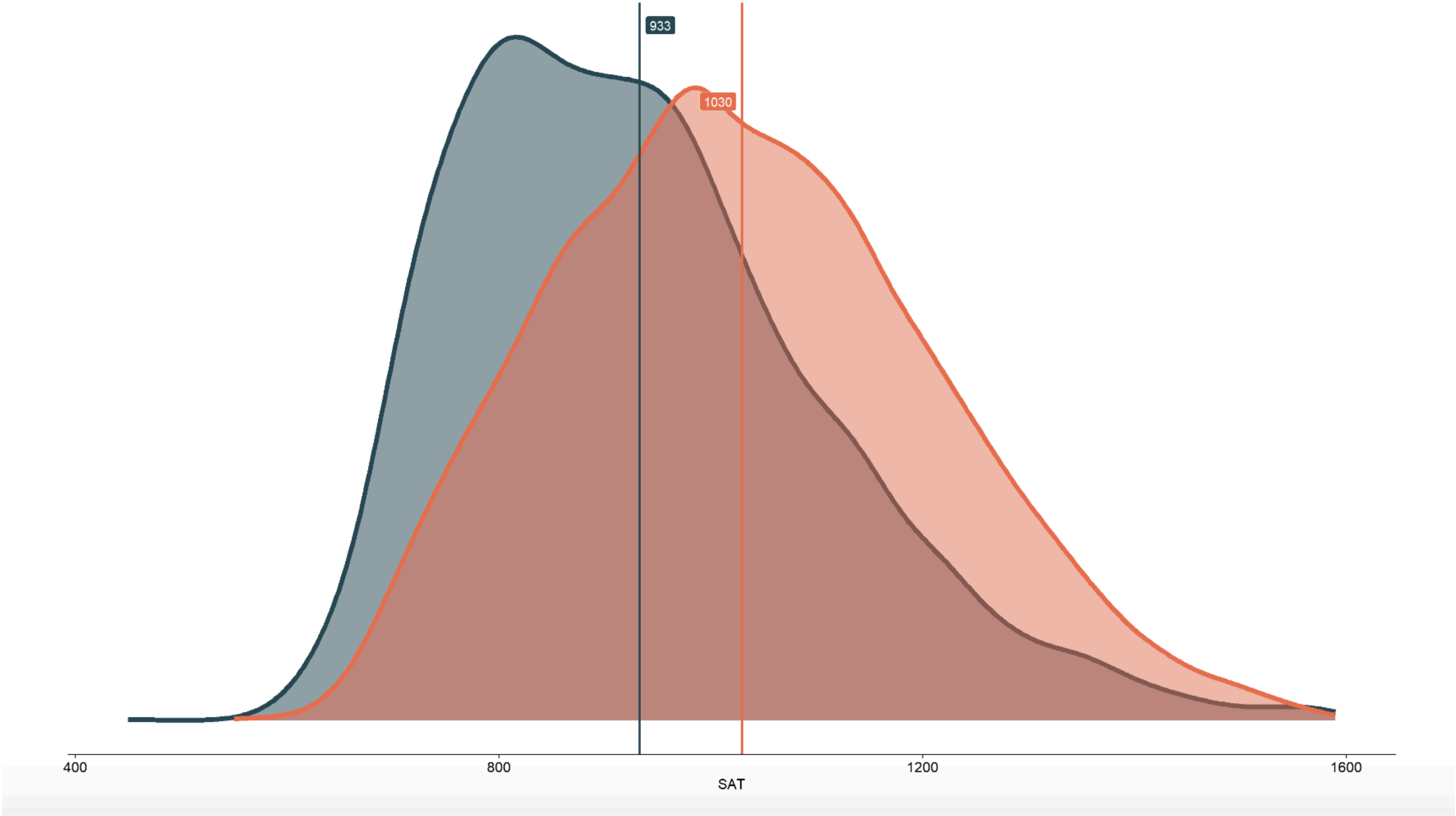
GPA

race ■ Any other ■ White



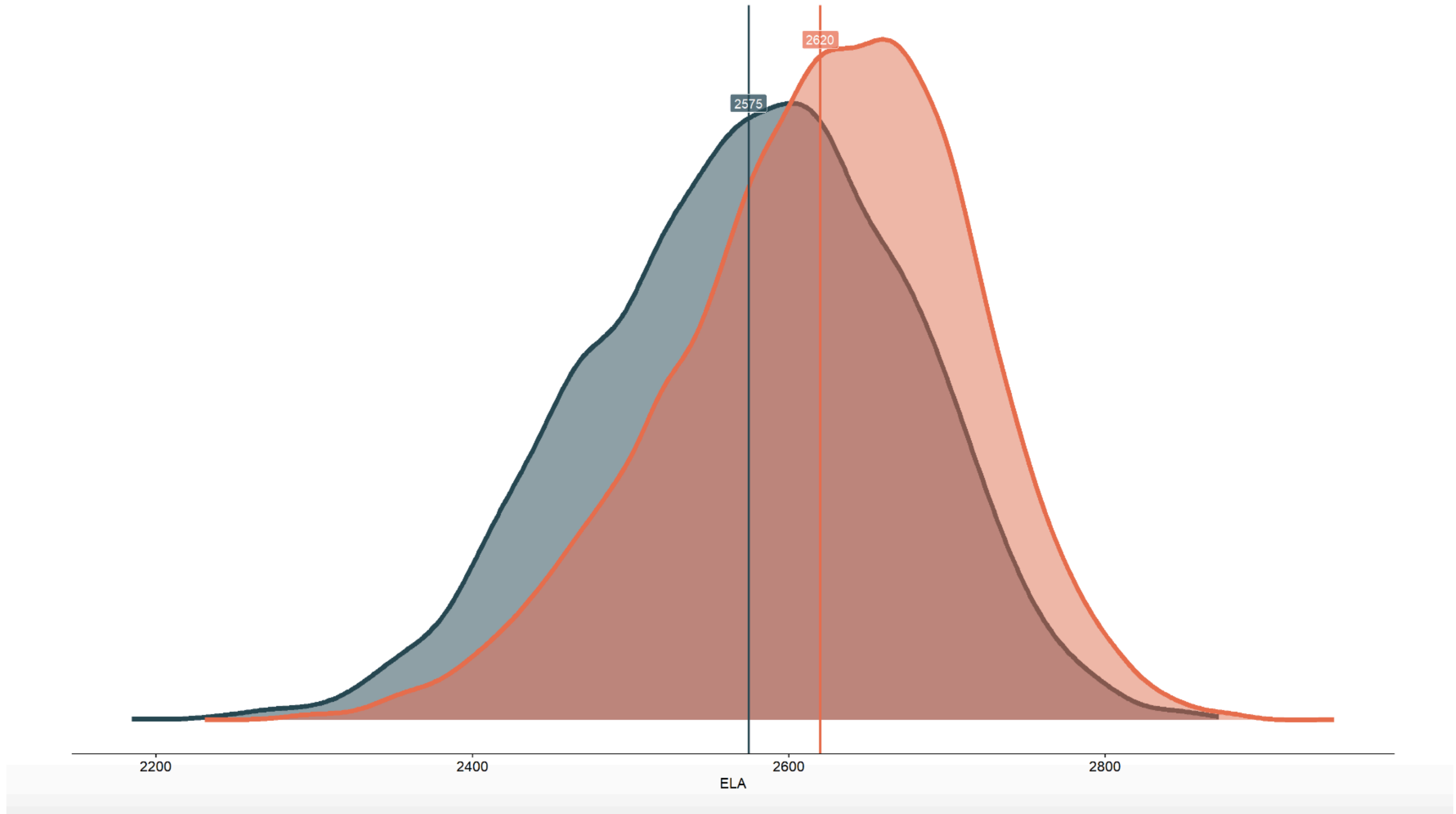
SAT

race Any other White



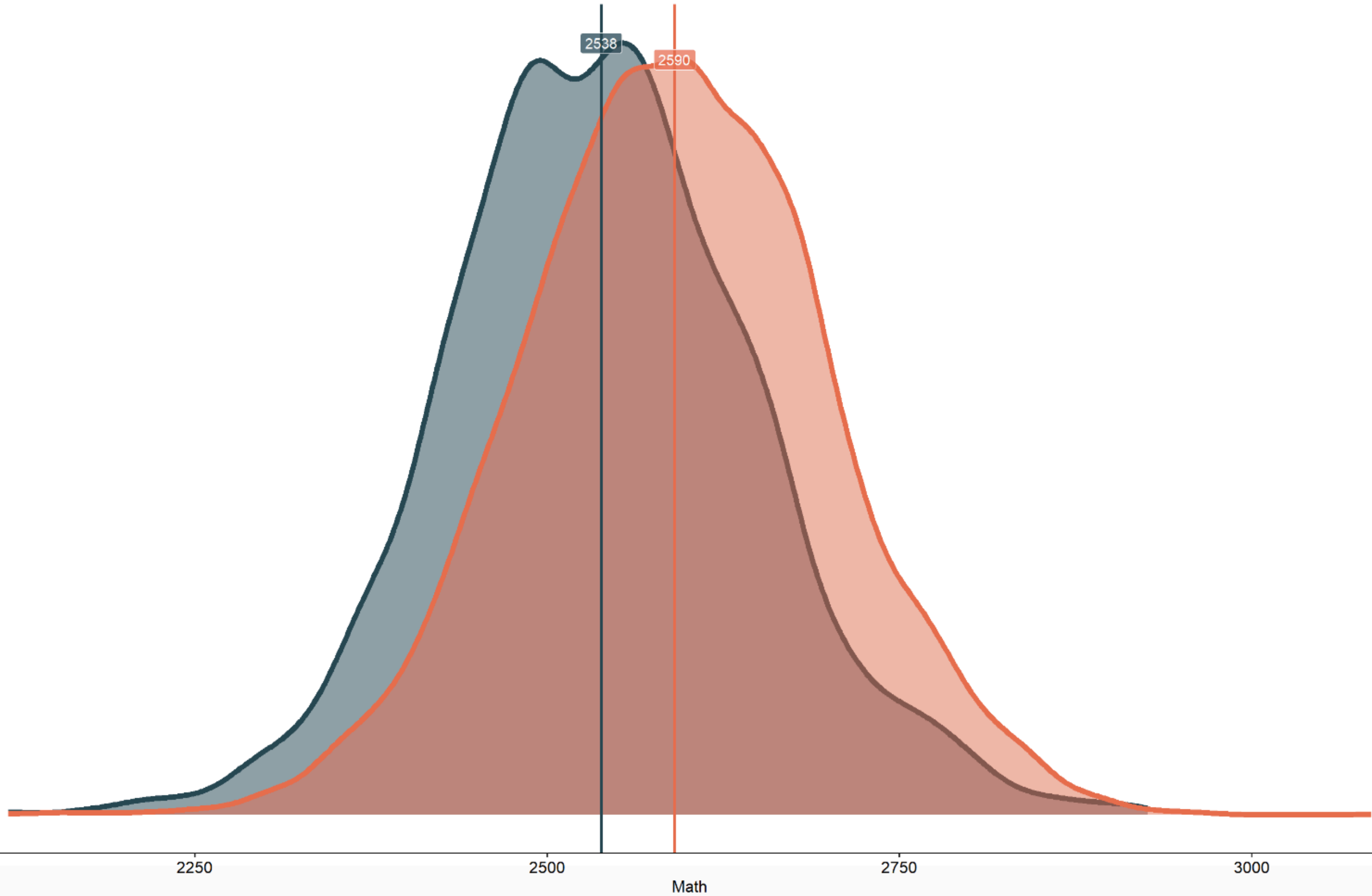
ISAT
ELA

race Any other White



ISAT Math

race ■ Any other ■ White



FSH 2300 – STUDENT CODE OF CONDUCT AND RESOLUTION PROCESS



Faculty approved complete rewrite of FSH 2300

- Faculty Senate - November 28, 2023
- University Faculty Meeting – December 6, 2023

University Curriculum Committee

- Agenda item UCC-24-053, February 5, 2024: Request to edit *General Catalog* policies F-1 and O-2 to bring consistency with new FSH 2300.
- UCC24-053 was tabled by UCC.

F-1. Assigning of “Incomplete Grades”

A grade of "Incomplete" is assigned only when the student has been in attendance and has done passing work up to a time within three weeks of the close of the semester, or within one week of the close of the summer session, **or as a temporary grade during the pendency of a conduct resolution process under FSH 2300 Student Code of Conduct and Resolution Process. Except when assigned under FSH 2300**, it may be assigned only upon agreement of the student and course instructor when extenuating circumstances make it impossible for the student to complete course requirements on time. (Extenuating circumstances include serious illness, car accidents, death of a family member, etc. It does not include lateness due to procrastination, the student’s desire to do extra work to raise their grade, allowing a student to retake the course, etc.) Graduate students on probation, see College of Graduate Studies section on Probation, Disqualification, and Reinstatement. If a grade of "Incomplete" is submitted, the instructor will assign a reversion grade in the event the missing work is not completed or at the end of the FSH 2300 conduct resolution process, as applicable. The instructor must also specify to the student the conditions and requirements for completing the deficient work.

O-2. Academic Performance

Instructors and students are responsible for maintaining academic standards and integrity in their classes. Consequences for academic dishonesty may be imposed by the course instructor **subject to the requirements of FSH 2300 Student Code of Conduct and Resolution Process**. Such academic consequences may include but cannot exceed a grade of "F" in the course. If the student deems the grade unfair, they may appeal through the appropriate departmental administrator and college dean, and finally to the Academic Hearing Board.

In addition to the academic consequences, **students who are found to have violated the Student Code of Conduct may also be subject to other outcomes, as described in FSH 2300.**



Changes to *General Catalog* policies F-1 and O-2 point back to FSH 2300.F-9. (Supplemental process and standards applying to allegations of academic dishonesty)

FSH 2300.F-9.a. “.... Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under the Code there is a finding of responsibility for academic dishonesty/misconduct.”

FSH 2300.F-9.b.10. “The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.”

FSH 2900.F-9.b.11. “In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of ‘incomplete’ until the process is complete.”

UCC’s decision to table the request to change in *General Catalog* policies F-1 and O-2 was based on academic freedom and existing policy.

Academic Freedom

“... the possibility that an instructor’s grade will be changed implicates academic freedom, and faculty, because of their training, disciplinary expertise, and classroom experience, are uniquely qualified to determine how academic freedom is best practiced and protected.” – American Association of University Professors (AAUP)

Existing Policy

***General Catalog* policy E-6 and FSH 1640.02.C-4 and C-5.** (Academic Hearing Board) recognize the relationship between academic freedom and grades and contemplate issues arising from grades resulting from academic dishonesty.



General Catalog policy E-6. “The assignment of grades and corrections of grades are the sole prerogative of the instructor and are reported by the instructor directly to the Registrar's Office via the U of I Faculty Web.”

FSH 1640.02.C-4. “Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student’s academic records.”

FSH 1640.02.C-5. “It is within the purview of the AHB to hear an appeal of a grade imposed by an instructor as a result of academic misconduct, e.g., cheating or plagiarism. Such a grade constitutes an evaluation and is not to be construed as a penalty.”

Example disregarding new FSH 2300 policy and following old policy

1. Instructor enters a grade of “F” to John Doe due to academic dishonesty, consistent with grade policy in instructor’s syllabus.
2. Instructor reports the incidence of Doe’s academic dishonesty to the Office of the Dean of Students (DOS).
3. DOS adjudicates Doe’s case and finds that Doe did not commit an act of academic dishonesty.
4. DOS contacts instructor concerning their finding and requests that instructor reconsider Doe’s grade.
5. Instructor can either [a] change Doe’s grade through a grade revision (*General Catalog* Regulation E-6) or [b] not change Doe’s grade.
6. If Doe’s grade is not changed consistent with the DOS finding, then Doe has the right to appeal the grade instructor entered for the course to the Academic Hearing Board (FSH 1640.A-1.02.)
7. According to FSH 1640.A-1.02.C-4, “Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student’s academic record.”

Grade submitted should be consistent with instructor’s syllabus policy and should not be awarded arbitrarily or capriciously.

**FSH 1520: Constitution of the University Faculty
Article V, Section 2 - Information for Discussion**

For reference (and to allow you to make sure I didn't make any mistakes), this is the current FTE per college and faculty at large/current representation on Senate:

AY 23-24							
College/Represented Unit	Number of Faculty	FTE	Representatives				
CoEd, Health and Human Sciences	73	61	Taylor Raney				
Col of Agricultural & Life Sciences	204	200	Erin Chapman	Mark Schwarzlaender	Michael Strickland	Alex Maas	
Col of Letters, Arts & Social Sci.	167	142	Florian Justwan	Craig Miller	Kristin Haltinner		
College of Art & Architecture	49	40	Jean-Marc Gauthier				
College of Business & Economics	40	35	Stefanie Ramirez				
College of Engineering	83	80	Nathan Schiele	Bob Rinker			
College of Law	67	43	Jerry Long				
College of Natural Resources	57	53	Steve Shook				
College of Science	95	90	Lyudmyla Barannyk	Eric Mittelstaedt			
Faculty at Large	73	57.4	Jylisa Doney				
Staff (x2)	N/A		Barb Kirchmeier	Charles Tibbals			
Cda	N/A		Corey McKenna				
Student Bar	N/A		Kenneth Mischel				
Boise	N/A		Tim Murphy				
ASUI	N/A		KaraLin Reynolds				
Graduate Student	N/A		Abbey Rode				
IDF	N/A		Dakota Robertson				
Deans	N/A		Brooke Blevins				

Also: note that CLASS lost a seat last year.

	Potential Language/Policy Change (or not)	Impact on Current Membership
Current policy, current language	(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.	No change
Current policy, new Language	(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. After reaching a threshold of 75 full-time equivalent faculty, each college will then elect an additional senator for each 50 full-time-equivalent faculty members in the college. Therefore, colleges with 0-75 FTE faculty will have one senator, 76-125 FTE faculty will have two senators, 126-175 FTE faculty with have three senators, 176-225 FTE faculty	No change

	<p>will have four senators. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p>	
<p>50 FTE threshold and bar for additional seats</p>	<p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 50 full-time-equivalent faculty members in the college such that colleges with 0-49 FTE faculty will have one senator, 50-99 FTE faculty will have two senators, 100-149 FTE faculty will have three senators, 150-199 FTE faculty will have four senators, and 200-249 FTE faculty will have five senators. for each 50, or major fraction thereof, full-time-equivalent faculty members, in the , provided, however, that each college faculty elects at least one senator If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p>	<p>EHHS, CNR, and Faculty at Large each get a second senator; CALS gets a fifth senator</p>
<p>60 FTE threshold and bar for additional seats</p>	<p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 60 full-time-equivalent faculty members in the college such that colleges with 0-59 FTE faculty will have one senator, 60-119 FTE faculty will have two senators, 120-179 FTE faculty will have three senators, 180-239 FTE faculty will have four senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p>	<p>CHHS would gain a senator</p>
<p>65 FTE threshold and bar for additional seats</p>	<p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 65 full-time-equivalent faculty members in the college such that colleges with 0-64 FTE faculty will have one senator, 65-129 FTE faculty will have two</p>	<p>No change</p>

	<p>senators, 130-194 FTE faculty will have three senators, 195-259 FTE faculty will have four senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p>	
<p>70 FTE threshold and bar for additional seats</p>	<p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 70 full-time-equivalent faculty members in the college such that colleges with 0-69 FTE faculty will have one senator, 70-139 FTE faculty will have two senators, 140-209 FTE faculty will have three senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p>	<p>CALS would lose one senator</p>
<p>75 FTE threshold and bar for additional seats</p>	<p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 75 full-time-equivalent faculty members in the college such that colleges with 0-74 FTE faculty will have one senator, 75-149 two senators, 150-224 three senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p>	<p>CLASS and CALS would each lose a senator</p>