

Approved at Mtg #22
Feb. 20, 2024

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 21

Tuesday, February 13, 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 #20, February 6, 2024, were approved as distributed.

Chair's Report:

- Admission criteria: a proposal is forthcoming and will go through the appropriate process as mandated by FSH 4120 for permanent catalog changes. We are asked by the State Board to deliver a senate-approved proposal before the end of the month, if possible, thus, the timeline is tight. A meeting about admission standards in the state will take place in Boise on February 27.
- The Artificial Intelligence plus Machine Learning, AI+ML Exhibition will be in the Reflections Gallery, in the ISUB building, from Monday April 1st to Saturday April 13. The exhibition covers a selection of current AI projects from faculty and students at the U of I. There will be around 20 posters and interactive media on several monitors. The list of topics includes image analysis, computer vision with ML, generative AI, expertise and assessment, Chat GPT tutorials, animation with diffusion and machine learning, text to 3D scene. Please let your units know that they can submit via email to vtd@uidaho.edu. The deadline 03/17/2024.

Discussion:

A senator asked for clarification about the February 27th meeting. Who is attending this meeting? Do we know what kind of proposal is forthcoming? When will we see that proposal? Chair Gauthier's response: The meeting in Boise is a meeting of the board to decide what would work for a U of I, Boise State University and other institutions. So, it's not a decision meeting. It's more like a collegial discussion. Provost Lawrence: all 8 institutions should present admissions criteria by which they can be admitted through the state's direct admission letters. We must get those criteria to them rather soon, which is why we are under some pressure. Of course, this must tie into our new admissions criteria in the catalog, should we change them. We are gathering all the relevant information, so we can have a more informed conversation about the various options. Going into the ISAT test, some people feel very strongly that it's a great indicator of college success, but we need more information and ISAT data. So, we're still assembling all the pieces. And then, we can bring proposed admission standards forward through the process that Jean-Marc mentioned. If we decide on a change, it will be a permanent catalog change to be pursued by the processes outlined in FSH.

A senator argued that UCC has jurisdiction over the admission standards, but UCC has heard nothing about this. And if there's a proposal to change permanently our admission standards, it's not happening, and shouldn't happen, by next week. It should maybe happen a year from now, unless you just really want to short circuit the faculty governance process and rush something through without us being able to consider it. That's totally unfair and it's not following the process. If there's some other emergency, then it's understandable. Provost Lawrence's response: Our plan is to follow the process and go to UCC first. Senator: So, we're trying to have a proposal to discuss in a week. UCC should do a thorough reading and discuss it and then make a recommendation to bring to this body. Chair Gauthier: We were hoping to have all elements by this week. Senator: I don't see how it can be implemented this coming academic year. There's no way to go through a fair process. The Secretary noted that, while going through UCC is important and it's what we will do, FSH 1520 Constitution of the University Faculty gives to the faculty the responsibility to establish admission standards.

Question from another senator: What is the best way to deliver comments from constituents about admission standards? Should we bring them to senate or send them to the leadership?

Chair Gauthier's response: Please keep FSL in the loop about any feedback you receive.

Provost's Report:

- Three-minute Thesis Competitions. This is a statewide competition where our students give a three-minute presentation on their research. UI students received first place, second place, and third place. One of our very own, Abbey Rode, who is our GPSA representative at senate, won first place. She will go on to the regional competition as our state representative. Congratulations, Abbey!
- The next faculty gathering is two weeks, 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 spread the word.
- NWCCU, the U of I's accreditor, agreed with our assertion that the affiliation with the University of Phoenix is not a substantive change and requires no approval or further action by the commission. See today's memo from President Green.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 537 Bioethics Undergraduate Certificate – Aleta Quinn, Department of Politics and Philosophy.
The certificate has the purpose of demonstrating competence with conceptual issues and scientific reasoning and also ethical issues that arise and scientific practice specifically with respect to the life sciences.
No questions.
Vote: 21/21 yes. Motion passes.
- **Proposed Changes to the Administrative Procedures Manual (non-voting):**
 - APM 50.35 Compensation Guidelines for Exempt Employees (Deletion) – Ashley Rodriguez, Senior HR Business Partner, Human Resources.

We are proposing to delete this APM, because the information contained in this item is now maintained on the Human Resources website.
No questions.

Announcements and Communications:

- Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician.

Beau is an occupational safety specialist with Environmental Health and Safety (EHS). He talked about safety resources at the university. For more information, visit <https://www.uidaho.edu/dfa/division-operations/ehs>. There, one can find detailed description of [first aid](#).

Reach out to Beau at safety@uidaho.edu for any questions on high-quality first aid kits. First aid kits are a departmental responsibility to purchase and upkeep.

EHS also manages the Automatic External Defibrillator (AED) program as an integral part of the university's commitment to safety. They maintain a Moscow [AED map](#) and list. We have approximately 80 AED in total and probably about 70 on the main campus. We do have quite a few on our extensions as well.

For information on all safety training, follow the link to <https://www.uidaho.edu/dfa/division-operations/ehs/safety-training>

Beau is the only instructor now. He tries to offer at least one CPR class per month. Just email Beau or follow the links. He can help you sign up and register for the class or arrange for a special class just for your group.

Discussion:

Senators made very useful suggestions, such as including the floor number on the maps, which would facilitate locating the first aid kit or the AED.

Senator: Is it possible to take a refresher course in First Aid? Beau: Unfortunately upon further discussion with leadership EHS cannot offer CPR training to those who do not need the CPR certification. EHS needs a department index number before you can register for CPR training. If you do not need a CPR card, you can just sit in the class. Since we have a limit of 8 people per class, priority is given to those who need a CPR card, but you can join the next class. The same applies to cases when the department cannot pay for the class.

Senator: The 911 operator asks for the precise location of the emergency. Most of us know building names but not street addresses. Will this cause a delay in the emergency response? Beau suggested giving the 911 operator as much information as possible on the location, although they should be able to identify the building's location from its name. A senator suggested placing the building postal address on the AED device, which was received as a great suggestion.

- First Gen Forward Designation – Brooke Blevins, Dean, College of Education, Health and Human Sciences

The number of first generation (First Gen) students continues to increase on our campus (currently, about 50% of our students are First Gen). To help us think more comprehensively about how we serve First Gen. Students, we have begun an initiative to be part of the First Gen Scholars Network, which is part of NASPA and comes from the Center for First Generation Student Success. Alongside Dean Kahler, Jenny LeBeau, the Office of the Dean of Students, our Center for Multicultural Affairs, our Center for Disabilities Access Resources, and several other

institutional partners, the College of Education, Health, and Human Sciences is embarking on submitting a proposal to have us recognized as part of the First Gen Scholars Network. They hope to find a faculty member who would partner with us in the initial proposal stage, which is a data gathering phase. They want to make sure they have faculty representation.

Some of the benefits: it's free of charge for us. The institution must be a member of NASPA and celebrate First Gen Students' Day, both of which requirements we already meet.

This is a free opportunity to network with other institutions serving First Gen students in our State. BSU is a member of this network, and so is LCSC. As a member of this network, BSU is a step ahead of us. We shouldn't be left behind in the state of Idaho. As we're thinking about how we improve graduation and retention rates, this is going to play a pivotal role in how we can better serve our First Gen Students.

We'll receive public identification as a member of the network; we will be listed on the Center's website and will connect with a team of folks who are heavily involved in research and practice around first generation student success; we will have the opportunity to participate in professional development; We'll be able to work together to craft institutional mission and vision, particularly around First Gen student success.

We will set goals and monitor progress. They are gathering data and planning how to best analyze it.

Discussion:

There was a reminder that a faculty member who's had the experience of being a First Gen Student is preferable.

- Slate Presentation – Dean Kahler, Vice Provost Strategic Enrollment Management and Brenda White, Slate Strategy Director

Slate is a tool to communicate with prospective graduate and undergraduate students and is useful in many more applications. Our contract with VandalStar is about to expire. Slate is already available and would replace Vandal Star, which costs us \$159K per year. It has not yet been discontinued; we want the faculty to participate in this dialogue. Functions that we can easily move from Vandal Star, to mention a few, are appointment scheduling, setting flags and reporting capabilities.

Discussion:

The Secretary said that this may be a welcome change, since many faculty have been unhappy with VandalStar, to her knowledge.

What features are improved by Slate over Vandal Star? Response: Besides the saving aspect, Slate is flexible and customizable. Vandal Star is very limited and is not a communication tool.

With Slate, users can build portals.

A senator agreed that Vandal Star was not everyone's favorite. However, when we make a change, we must learn a new system, which will also present problems.

There are no additional software costs.

Are there any other costs? Response: There will be training costs and such. Slate may even eliminate the need for other software.

Some senators remained concerned about another switch. Chair Gauthier noted that a huge number of people use Slate, so we can easily get feedback about the system. Vice Provost Dean Kahler confirmed that this is currently the most popular tool. Most important, it's customizable, meaning that users can change what they don't like into something that fits their needs.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:30pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #21

Tuesday, February 13, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #21 February 6, 2024 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports
 - Proposed changes to the University Catalog (voting)
 - UCC 537 Bioethics Undergraduate Certificate – Aleta Quinn, Department of Politics and Philosophy **Attach. #2**
 - Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 50.35 Compensation Guidelines for Exempt Employees (Deletion) – Ashley Rodriguez, Senior HR Business Partner, Human Resources **Attach. #3**
- VI. Announcements and Communications
 - Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician
 - First Gen Forward Designation – Brooke Blevins, Dean, College of Education, Health and Human Sciences
 - Slate Presentation – Dean Kahler, Vice Provost Strategic Enrollment Management and Brenda White, Slate Strategy Director
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #21 February 6, 2024
- **Attach. #2** UCC 537
- **Attach. #3** APM 50.35

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 20

Tuesday, February 6, 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, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Strickland (excused), Maas (excused), Rode, Mischel

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 #19, January 30, 2024, were approved as distributed.

Chair's Report:

I would like to share a few notes about admissions. As we all know, the criteria for admissions are the prerogative of the faculty. The State Board of Education plans to draft a proposal. U of I and BSU are on the so called "list of 8." Our task is to make recommendations about admission criteria by the end of February, a tight timeline. This is an important item of the Faculty Senate Spring agenda. We will reach out to the admissions committee.

To provide a brief history, since Covid, we have operated under an emergency action, by which direct admission is based on a GPA of 2.6 and ACT/SAT are not required. This needs to be revised. We can change the GPA threshold or leave it as is. We can change the admission criteria by requiring both GPA and SAT/ACT, or GPA and ISAT.

From what I heard at the meeting with SBOE, this is a summary of the advantages and disadvantages of each criteria.

- Regarding GPA, it is the most consistent metric, and many agree that it's the best indicator of future student success. GPA is not reported consistently by all schools in the state, making it less rigorous.
- Regarding SAT, some universities have dropped the requirements for standardized exams.
- Regarding ISAT, ISAT is specific to Idaho and not possible for out of state students who cannot take ISAT and who may take the SAT/ACT.

One option is to keep admission standards as they have been since the emergency action – GPA only – and possibly adjust the threshold. If an applicant has a lower GPA, we could require a combined GPA and SAT and additional material. Please send your feedback and questions (e.g. how do you want to proceed? Shall we come up with a proposal next week? Others?)

Discussion:

A senator clarified that the authority to make matriculation decisions is with UCC, not the admission committee. Chair Gauthier agrees but argues that input from the admission committee is helpful. Another senator proposes keeping ACT/SAT scores optional, but using them when needed, for instance, in scholarship decisions.

An internal study on SAT scores was done at Dartmouth, where SAT is now reinstated, and reported in the New York Times, "*A Top College Reinstates the SAT*" (nytimes.com). A senator gave a brief summary. They analyzed their SAT numbers in relation to admissions and compared to the status when they did not have SAT scores due to COVID. They found that, because of the way they process SAT scores, not requiring the SAT actually puts underserved student populations at a disadvantage. The key point is how they use the SAT information – they compare SAT scores to the overall SAT

performance in their local schools, as opposed to a global average. The senator suggests searching for this data (where SAT scores are localized to specific schools). Do we use such data in admissions? Does the situation described in the article bare any resemblance to our admission process? Chair Gauthier thinks this is an interesting point to explore.

Vice Chair Kristin recalled that last week, Dean Kahler said that, from the analysis done here, specific to our university, they did not see a clear impact of SAT on U of I students in terms of retention. It was also emphasized that the New York Times article is about admissions, not retention.

A senator asked whether dropping the SAT requirement would in some way negatively impact our targeted intervention and retention strategies. We have many offices on campus whose job and mission are to make sure that struggling students are identified early and provide the necessary resources. Perhaps the SAT could provide an additional piece of information that could be helpful for early identification. Chair Gauthier said that he asked the same question at the SBOE meeting. Using SAT scores in this way seems to be part of the direction they want to go.

Referring to the article mentioned earlier, Provost Lawrence agreed with a previous comment that the article is about admissions, not retention, whereas our conversation with Dean Kahler was about retention. In relation to the Dartmouth case, we should ask ourselves whether we are bringing in students who do not have a high probability of success, which can be measured with retention data – but it’s still an admission decision, and their institution uses a much more selective process.

The Provost brought up the ISAT (Idaho Standards Achievement Test), now required in the state. ISAT is new and measures different parameters. Having no experience with this tool, we need to be sure we use it correctly and understand the meaning of the outcome scores. Furthermore, it’s only for Idaho students, which adds another level of complexity to the process for out of state students. Other senators echoed the Provost’s point regarding the New York Times article.

Provost’s Report:

- University Excellence Awards. Deadline for nomination: Friday, February 9.
<https://www.uidaho.edu/governance/faculty-staff/>
- There is significant delay with the federal government reporting FAFSA information, which is seriously impacting our financial aid process, especially problematic for new students. This delay is going to change our recruiting landscape for the next 6 to 9 months. Our Financial Aid Office is working to serve students in new ways.
Discussion: None.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 518 Semiconductor Design Undergraduate Certificate – Feng Li, Electrical & Computer Engineering, Attach. #2.
The certificate in semiconductor design is designed to provide undergraduate students with specialized knowledge and skills in the field of semiconductor design. This certificate program is intended to prepare students for careers in the semiconductor design industry or related fields, as well as future graduate studies in the field of semiconductor design. The departments currently offer these proposed courses required for the semiconductor design certificate, and these courses already have the required materials needed for the certification.
Vote: 20/20 yes. Motion passes.
 - UCC 503 Advanced Microelectronics Fabrication Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering Attach. #3.

The certificate in advanced microelectronics fabrication is designed to provide graduate students with specialized knowledge and skills in it. This certificate program is intended to prepare students for careers in the advanced microelectronics fabrication industry or related fields, as well as future graduate studies in the field of advanced microelectronics fabrication. The departments currently offer these proposed courses required for the advanced microelectronics fabrication certificate, and these courses already have the required materials needed for the certification.

In response to a question about the delivery mode, Feng Li said that several options are available, depending on the class.

Vote: 19/19 yes. Motion passes.

- UCC 524 High-Speed Circuits and Systems Graduate Academic Certificate – Ata Zadehgo, Electrical and Computer Engineering Attach. #4.

The high-speed circuits and systems certificate is tailored to equip graduate students with the expertise needed to apply signal/power integrity and electromagnetic compatibility engineering principles to high-speed circuits and systems. This program aims to prime students for careers in the high-speed circuits and systems sector or analogous domains, as well as further graduate studies in high-speed circuits and systems. The department is already offering the stipulated courses for the high-speed circuits and systems certificate, and these courses are equipped with the necessary materials for certification.

Vote: 20/20 yes. Motion passes.

- UCC 546 Biomedical Engineering Undergraduate Certificate – Nathan Schiele, Chemical and Biological Engineering Attach. #5

Biomedical engineering professions are rapidly growing, and there is a critical need to train the next generation of biomedical engineers. Undergraduate student interest in biomedical engineering is high with an average of 70% of incoming biological engineering undergraduate students expressing interest in biomedical engineering and/or medical professions. No curricular changes nor additional teaching load is being proposed for this certificate. This 12-credit Biomedical Engineering Certificate is developed based on the courses already routinely offered in the BE program, College of Engineering and across campus. Assessments will occur as part of the BE program's annual review and University accreditation.

Vote: 20/20 yes. Motion passes.

- UCC 527 Cybersecurity PhD – Terence Soule, Department Chair, Computer Science Attach. #6

There is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely prerequisite for a healthy economy in the State of Idaho and the Nation. As noted above additional faculty and IT support will be needed to manage the added workload, particularly as it applies to increased graduate student mentoring, increased research, and the concurrent need for additional IT support for cybersecurity labs.

Vote: 20/21 yes; 1/21 no. Motion passes.

- **Changes to the Administrative Procedures Manual (non-voting):**

- APM 45.08 Cost Sharing (“Match”) on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs.
No presenter available.

Announcements and Communications:

- Computing Resources Available for Research – Luke Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science.

Luke explained how their team help enable and support research. He introduced the Collaborative Computing Center (C3+3), a statewide collaboration of the Idaho Universities and the Idaho National Laboratory (INL) to develop a regional educational and research system within the framework of statewide high-performance computing (HPC).

The core of the presentation was about the impressive features and capabilities of the Falcon supercomputer. They are recruiting users and offer Falcon workshops. For more information, visit <https://www.c3plus3.org>

The slides of the presentation can be downloaded from:

<https://www.northwestknowledge.net/cloud/index.php/s/glZ6m5z2asiSAqE>

Discussion:

It was suggested to advertise the workshops broadly. This incredible computing power can be a helpful recruiting tool for hiring.

In response to questions, Luke explained how to request a Falcon account. At the workshops, research computing experts show you how to log in, transfer data, submit jobs etc. Tutorials are also available on the webpage. It is a Linux environment. Obtaining an account requires a short quiz related to security. Students can request an account with the approval of their advisors.

For help with Falcon: help@c3plus3.org

- University of Phoenix Survey Taskforce – Kristin Haltinner, Vice Chair Faculty Senate Attach. #8
Kristin thanked the members of the task force. She went over the executive summary, and some of the most frequent themes that emerged from the survey. There are 130 pages of qualitative data, not yet coded. She suggested focusing the discussion on the best way to use and share this information. [Discussion starts]. For instance, one could identify common concerns people have and work with the Provost's office to mitigate them. Some of the concerns could be actual, rather than perceived risks, and those should be addressed and resolved. Some of the most frequently raised concerns are about possible U of I liability in lawsuits against the University of Phoenix, and possible damage to the U of I reputation. Provost Lawrence was asked to give a brief summary of the affiliation's current status. Provost Lawrence: The lawsuit filed by the Attorney General against the SBOE was resolved in favor of SBOE. There could be an appeal. Accreditation is under review. All other aspects of the bonding process are moving forward. The transaction could close in late spring, but it's not definite. As for liabilities, they stay with 4 3 Education, a 501 C3 organization. The university is contemplating taking on some liability, but nothing has been finalized yet.
Dean of Students Blaine Eckles congratulated Faculty Senate for this effort. It seems most respondents are in favor of the affiliation. This should be part of the communication that goes out.
Kristin mentioned another concern identified from the data. Employees were divided on whether the degree of involvement in the decision was consistent with shared governance. Kristin encouraged everyone to reach out with questions and feedback.

New Business:

Senator Long was contacted last fall by the UBFC chair about the faculty role at the committee. Apparently, the chair was told that, within the new budget model, there isn't much room for faculty input. Senator Long and the UBFC chair met with FSL who then met with the Provost and the Vice Provost for Faculty to convey the complaint. Recently, the new chair of UBFC contacted Senator Long again because they had received no response.

The Secretary responded: FSL did meet with university leadership mid-October to raise the concern. In the meantime, the Committee on Committees had decided to undertake an audit of those committees whose chairs had reported (via a survey) problems with the scope, function, or structure of their committees, similarly to the UBFC case, and bring recommendations to Faculty Senate.

Adjournment:

The agenda being completed, the Chair called for a motion to adjourn. The meeting was adjourned at 4:44pm.

Respectfully Submitted,

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

537: BIOETHICS UNDERGRADUATE CERTIFICATE

In Workflow

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

Approval Path

1. Mon, 25 Sep 2023 22:07:36 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
2. Wed, 27 Sep 2023 19:40:35 GMT
Charles Tibbals (ctibbals): Rollback to Initiator
3. Wed, 27 Sep 2023 22:07:37 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
4. Wed, 27 Sep 2023 22:27:02 GMT
Charles Tibbals (ctibbals): Rollback to Initiator
5. Fri, 29 Sep 2023 19:04:14 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
6. Mon, 02 Oct 2023 16:28:30 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
7. Mon, 02 Oct 2023 21:37:04 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
8. Mon, 02 Oct 2023 22:04:44 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
9. Wed, 04 Oct 2023 00:35:31 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
10. Thu, 21 Dec 2023 20:25:04 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Tue, 16 Jan 2024 22:01:50 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 24 Jan 2024 16:49:39 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
13. Tue, 06 Feb 2024 18:15:58 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 27 Sep 2023 22:49:43 GMT

Viewing: 537 : Bioethics Undergraduate Certificate

Last edit: Wed, 24 Jan 2024 16:49:21 GMT

Changes proposed by: Aleta Quinn

Faculty Contact

Faculty Name	Faculty Email
Aleta Quinn	aquinn@uidaho.edu

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

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Politics & Philosophy

Effective Catalog Year

2024-2025

Program Title

Bioethics Undergraduate Certificate

Degree Type

Certificate

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

Program Credits

12

CIP Code

38.0104 - Applied and Professional Ethics.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

Courses are already taught regularly. There is no financial impact of the request.

Curriculum:

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

Code	Title	Hours
PHIL 103	Introduction to Ethics	3
Three credits from the following:		3
AVS 109	The Science of Animals that Serve Humanity	
AVS 110	Science of Animal Husbandry	

BIOL 114	Organisms and Environments	
BIOL 115	Cells and the Evolution of Life	
BIOL 310	Genetics	
ENVS 101	Introduction to Environmental Science	
FOR 235	Society and Natural Resources	
MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	
NRS 125	Introduction to Conservation and Natural Resources	
NRS 235	Society and Natural Resources	
PSYC 101	Introduction to Psychology	
PSYC 218	Introduction to Research in the Behavioral Sciences	
Three credits from the following:		3
PHIL 361	Professional Ethics	
PHIL 450	Ethics in Science	
PHIL 452	Environmental Philosophy	
Three credits from the following:		3
PHIL 209	Mind and Madness	
PHIL 351	Philosophy of Science	
PHIL 417	Philosophy of Biology	

Total Hours 12

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

Yes

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

No

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

Geographical Area Availability

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

Moscow

Student Learning Outcomes

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

Students will be able to analyze the ethical dimensions of legal, political, and societal decision-making with respect to biosciences.

Students will be able to analyze ethical dilemmas in the practice of science using philosophical theories and principles.

Students will be able to analyze conceptual and theoretical debates in the biosciences.

Students will be able to critically evaluate core texts and arguments in the field of bioethics.

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

The Philosophy Curriculum Committee will evaluate the program once per year, by discussing the structure and results of a signature assignment (an assignment with more than one program learning outcome). The Committee will recommend changes to instructors.

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

The Philosophy Curriculum Committee will meet each year to assess the Bioethics Certificate program, recommend changes to instructors, and discuss implementation and results of prior recommendations.

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

Direct measure: Signature assignment.

When will assessment activities occur and at what frequency?

Once per year, via a meeting of the Philosophy Curriculum Committee.

Student Learning Outcomes

Learning Objectives

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Students will be able to analyze ethical dilemmas in the practice of science using philosophical theories and principles.

Students will be able to analyze conceptual and theoretical debates in the biosciences.

Students will be able to critically evaluate core texts and arguments in the field of bioethics.

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

The curricular requirements reflect four components central to the contemporary discipline of bioethics (the study of ethical issues in the biosciences):

1. Basic understanding of a bioscience. Options are in the disciplines of biology (including animal & veterinary sciences), exercise & movement science, the environmental sciences (including forestry, natural resources and society), and psychology.
2. Introduction to philosophical ethics.
3. An advanced ethics course, applying ethical principles and theories to a bioscience.
4. A philosophy of science course, analyzing conceptual and theoretical challenges with respect to the conduct of science. PHIL 209 is a course on the philosophy of psychology.

There are no new courses. The certificate complements adjustments to the Bioethics Minor. It is anticipated that the Bioethics Certificate will be attractive to students pursuing degrees in a range of life science disciplines, as well as to professionals not enrolled in degree programs.

Supporting Documents

537 Program Description.pdf

Reviewer Comments

Charles Tibbals (ctibbals) (Wed, 27 Sep 2023 19:40:35 GMT): Rollback: I've updated the curriculum to match catalog formatting. Now it just needs the learning outcomes section complete. -CT

Charles Tibbals (ctibbals) (Wed, 27 Sep 2023 22:27:02 GMT): Rollback: Rolled back to Aleta at her request.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 22:41:03 GMT): LL attached program description.

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 21:08:11 GMT): LL uploaded Program Description for 537

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 21:08:23 GMT): LL uploaded Program Description for 537

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 21:08:35 GMT): LL uploaded Program Description for 537

Key: 537

537 Program Description

Bioethics addresses moral, social and political issues in the life sciences. The bioethics certificate prepares students for difficult decision-making both as potential producers and consumers of science and medicine. Coursework includes training in basic and more advanced ethics, and the structure of scientific research and theory, including the appropriate role of values in science.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.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* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 50.35 Compensation Guidelines for Exempt Positions**

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

Policy originator: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 12/28/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Information contained in this item is now maintained on the Human Resources website.
2. **Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

50.35—Compensation Guidelines for Exempt Positions

Last updated November 7, 2006

A. **General.** Upon request, Employment Services in Human Resources assists administrators in establishing appropriate salaries for exempt positions by working with departments to suggest appropriate titles and create or update effective, results-oriented job descriptions and by analyzing duties of a position and comparing those duties with similar positions at comparable universities. Employment Services also assists in reviewing vacant positions to ensure that each appointment that is submitted for Board of Regents approval meets the criteria for exempt employment status and ensures that the university is in compliance with federal and state regulations. *[ed. 11-06]*

A-1. **Evaluation Criteria.** Criteria used for this review and analysis include applicable provisions of the federal Fair Labor Standards Act (FLSA), the Americans with Disabilities Act of 1990, and state of Idaho codes.

B. **Process.** Administrators desiring assistance in establishing or reviewing salaries for exempt positions should contact Employment Services at (208) 885-3611. *[ed. 11-06]*

C. **Procedure.**

C-1. Procedures for Initiating Review.

i) Departmental Action. The departmental administrator provides the classification and compensation analyst with an electronic copy of a draft job description. The information should include an approximate percentage of time needed to accomplish each element, notations by each element designating whether it is essential or marginal, and minimum and desirable qualifications needed to successfully perform the position duties *[See 50.55]*.

ii) Employment Services Response. Based on the results anticipated and the duties described in the draft job description, Employment Services will consult with peer institutions' data and refer to salary surveys. The analyst will also perform Hay point factoring (Idaho's job evaluation system) for the position. A salary range, including a minimum, market, and maximum rate of pay is then recommended to the hiring administrator. If the position does not comply with state or federal law as an exempt position, alternative courses of action will be recommended to the hiring administrator.

iii) Exception. University initiated review. Exempt positions may be reviewed at any time upon the written request of a departmental administrator which bears the written approval of the appropriate dean, vice president, or the provost, or when Employment Services has received information that the position may not comply with federal laws or regents policies regarding exempt employment. *[ed. 11-06]*

C-2. Actions following Review

— i) Actions Relating to FLSA Requirements.

a) Positions subject to FLSA Wage and Hour Requirements. If the Employment Services review determines that the position is subject to the wage and hour requirements of the FLSA, the administrator will be advised that the position needs to be converted to classified status. (This is necessary because the FLSA requires payment of overtime compensation at the time-and-a-half rate for hours worked over 40 hours in a workweek whereas persons in exempt positions are not eligible to earn overtime compensation.) To correct this situation and comply with FLSA requirements, the conversion to classified status must occur the following pay period and it is necessary to track hours worked each week. *[ed. 11-06]*

(1) In some situations, it is possible that all overtime worked during the prior three years would be payable or banked at the time-and-a-half rate if requirements of the FLSA had applied to the duties of the position during that time.

~~b) Positions not subject to FLSA Wage and Hour Requirements. If the Employment Services review confirms that the position is not subject to FLSA wage and hour requirements, the position will remain exempt. [rev. 11-06]~~

~~ii) Salary Adjustments:~~

~~a) Exempt Positions Converted to Classified Positions. If the exempt position is to be converted to a classified position, the conversion and salary adjustment (if any) must occur at the beginning of the first pay period after approval in writing by the dean or vice president. The salary must be within the range of the classified pay grade to which the position is assigned. [ed. 11-06]~~

~~b) Exempt Positions Not Converted to Classified Positions. Because exempt employees work on annual contracts wherein the annual salary has been agreed to in advance by both the employer and employee, absent a written statement explaining compelling justification, salary increases are offered to exempt employees only at the beginning of the next contract period (assuming the employee is re-appointed). Compelling justification warranting a salary increase during the contract period could include, but is not limited to, reasons such as: [ed. 11-06]~~

~~(1) A finding by the affirmative action officer that the salary is inequitable on the basis of protected status;~~

~~(2) Determination by Employment Services that the salary is below the minimum salary prescribed by Idaho code for exempt employees. [ed. 11-06]~~

~~(3) Temporary assignment of additional duties on a short term basis.~~

~~(4) Verification that, because of constraints on external support salary sources, the employee's annual salary increase occurs on a date other than at the beginning of the University fiscal year.~~

~~(5) Significant additional responsibilities.~~

~~c) All Salary Adjustments for Exempt Positions Require Regents Approval. Pursuant to Idaho State Board of Education Governing Policies and Procedures Section II, D, 3, any mid-year salary adjustments for exempt employees require regents approval. [ed. 11-06]~~

D. Information. Any questions regarding compensation guidelines for exempt positions should be addressed to Employment Services at (208) 885-3611. [ed. 11-06]