University of Idaho
Faculty Senate

2024 – 2025 Faculty Senate
Meeting # 16
Tuesday, December 3, 2024, 3:30 pm – 5:00 pm
Zoom only

Approved 12/10/2024, FS Meeting #17

Present: Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Remy, Rinker, Roberson, Roe, Shook, Sowisdral, Strickland, Thorne, Tohaneanu
Absent: Aus, Sammarruca (excused), Raney
Guests: Michele Mattoon

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

Approval of Minutes (vote):

The minutes of the 2024-25 Meeting #15, November 19, 2024, were approved with one correction – Senator Borrelli was absent.

Chair's Report

- Who we are: Alex Maas. I am a resource economist. I focus on water issues. Although I have since realized that most water issues are not economic in nature, they are political in nature. So, I have turned away from that and now I just use my empirical and quantitative skills to explore questions that I wish to pursue. That can go from traffic fatalities to marijuana legalization, land use policy and fire. I have an undergraduate degree in English Education from Boston University and then worked for a while as a rock climbing and mountain guide. That was a different life. I went back and earned a Ph.D. I would describe myself as a neo positivist. Epistemologically speaking, I do believe there are real facts, but I think the language around those facts matters. I was hired as a water cluster hire, and I do a lot of grant work.

Provost's Report

- Commencement is this Saturday. At 9:30: Colleges of Art and Architecture, Education, Health and Human Sciences, Law, and CLASS. At 2:00pm: College of Agricultural and Life Sciences, Business and Economics, Engineering, Natural Resources and College of Science. All ceremonies will be in the ICCU arena.
- Our football team made the playoffs. We are hosting a round-2 game on Saturday at 6pm.
- "Talks with Torrey." This Thursday at 11:30.
- A memo went out yesterday about the upward feedback process, where, by policy, everyone has a chance to give feedback on leaders and administrators across the institution. It is anonymous unless you put your name on the form. This is a great chance to provide feedback that can help people be better in their roles. The deadline is December 23.

A few announcements from Vice Provost Diane Kelly-Riley;

- Applications are open for the Idaho Academic Leadership Academy, for people who are interested in exploring what it means to be an academic leader. It is run by people within the state of Idaho faculty and others interested in academic leadership in the state. The

applications are due on December 31. It is all expense paid for a week in Boise sometime in early June, and it is a great chance for people who are interested in being a department chair or an academic leader. Five people from U of I attended last year.

- Two faculty gatherings coming up, see RSVP information in the chat. This Thursday, CALS is hosting the faculty gathering at the Potato Seed Germplasm Building, from 4:30 to 6:30 pm. Next Tuesday, the College of Law is hosting a faculty gathering in Boise at the Front Street Building, Room 221, from 4:30 to 6:30pm Mountain Standard Time. Please encourage your colleagues to attend.
  Discussion:
  Kristin had a question about the memo that went out today, about paying for our benefits over the weeks that we are not receiving paychecks. How will we ensure we are not paying them twice once we start receiving paychecks and paying benefits? Provost Lawrence replied that there is a plan in place, worked out by Diane Kelly-Riley and HR. It ensures that the benefits continue, and those payments will have to be made, but they are exactly the payments that would have been made otherwise. It is difficult to go over the details in the short time that's available.
  Kristin suggested that people may bring this question to "Talks with Torrey." Tim added that this is a significant question, being asked by more than one person, and should be answered as soon as possible. Kristin will include it on the agenda for the first senate meeting in January.

Consent Agenda

- Sabbatical Leave Committee -- List of faculty approved for sabbaticals
  Approved by unanimous consent.
  A senator asked how the one-semester sabbaticals are funded. Kristin's understanding is that each college has its own policy related to sabbatical leave.

Committee Reports

- University Curriculum Committee (Vote)
  - UCC 563: German for the Professions Undergraduate Academic Certificate – Rachel Halverson, Director of the School of Global Studies
    Rachel made a statement applicable to all four certificates in languages for professions. This is a trend in modern language instruction because students are interested in an applied learning approach. Japanese, Chinese, and German do not have majors and, therefore, this is an opportunity for students to continue their study beyond the minor level, and have their proficiency assessed. Students are very pragmatic about their language learning. They want to use those skills professionally, and they want to have documentation of that proficiency.
    There were no questions.
    Vote: 22/22 yes. Motion passes.
  - UCC 564: Chinese for the Professions Undergraduate Academic Certificate – Rachel Halverson
    There were no questions.
    Vote: 21/22 yes; 1/22 no. Motion passes.
  - UCC 570: Spanish for the Professions Undergraduate Academic Certificate – Rachel Halverson
    No questions.
    Vote: 22/22 yes. Motion passes.

- UCC 579: Global Citizenship Undergraduate Academic Certificate – Rachel Halverson
  This is to provide students with a way of documenting a global focus to their studies. That includes language study. Electives include options like intercultural communication and history. We want our students to be competitive in the market, and these skills and global awareness are exactly what employers are looking for.
  Discussion:
  A senator asked whether students must have an undergraduate minor to get the certificates for the professions, or they can earn just the certificate. Rachel clarified that the certificate is not for students with a minor, it is for students who want to go further and are looking for options where their continued language instruction comes with a documented finish.
  Vote: 21/21 yes. Motion passes.
- UCC 582: Japanese for the Professions Undergraduate Academic Certificate – Rachel Halverson
  There were no questions.
  Vote: 21/21 yes. Motion passes.
- UCC 98: English Literature Minor – Tara McDonald, English Department, Chair.
  Rachel will present it because Tara is unable to attend. From Tara: *We are simply changing the name of the English minor to English Literature minor to reflect the course content more accurately, because English has other minors, (creative writing, professional writing, etc.).*
  There were no questions.
  Vote: 21/21 yes. Motion passes.
- UCC 559: Undergraduate Research Academic Certificate – Kris Waynant, Chemistry Department
  The office of undergraduate research has undertaken a massive effort to create a certificate for undergraduate research across all eight of the undergraduate-serving colleges. One of the reasons for this effort is to offer a reward at the end of an undergraduate research experience that is part of all colleges. It also helps with tracking how many undergraduate researchers are on campus at any time because they are signing up for a program.
  Discussion:
  A senator was under the impression that math is completely ignored in the curriculum. Kris Waynant replied that they intend to continue developing the curriculum, but they received no response to their emails about math courses.
  Vote: 18/22 yes; 4/22 no. Motion passes.
- UCC 142: Revision of Academic Regulation J-3-f – Barbara Kirchmeier, Director of Independent Study
  This proposal was presented to the Gen. Ed. Committee and to UCC. Both committees have voted and approved to move it forward, though those votes were not unanimous. The request is to make three changes to J. 3 F. The first one is to change the name of the General Education section currently referred to as “American Diversity” to “American Experience.” The second one is to revise the catalog description to reflect the name change and remove any reference to "diversity." The third change is to separate the American Experience group from the international group. No curriculum changes are proposed to the international section other than it would become a separate section in the catalog. These

proposed changes do not change any of the courses that fall into either of the named general education categories, nor do they change any of the disciplinary learning outcomes for any courses in these categories. It does mean that the learning outcomes for the “American Experience” category needed to be updated; Kirchmeier offered to share those changes if anyone wanted to see them.

Discussion:

Some senators expressed concern and frustration about redlining the term "diversity."

Barb Kirchmeier provided some background. The legislators requested information from each of the state institutions about any required courses that have any tenants of DEI. For U of I, this is the Gen. Ed. category titled American Diversity, from which students have a variety of classes to choose. There was still concern among the legislators about a requirement to complete DEI work before graduation. They had a second meeting just yesterday. During that meeting, somebody from the Legislative Services Office presented research on the definitions of DEI. They found that states looking to strengthen DEI efforts typically define DEI in terms of correcting past actions and seeking to provide opportunities to underserved communities, while states that wish to limit DEI typically define it in terms of divisive concepts or teaching that one group is superior or inferior to others. Our purpose in the American Diversity Gen. Ed. category was never to instruct students in a divisive way, or to teach that one group is superior or inferior to others. So, we see DEI being defined in a way that does not actually represent our intent for any of these classes, and we are trying to reframe that. While it feels shocking to take out a word that we have used for decades, the connotation of that specific word holds unintended power.

The Provost explained that the change was prompted by recent scrutiny from the Idaho State Legislature and their DEI Committee. The committee’s focus on concerns about perceived DEI requirements drove the decision to revise the category title. The Provost emphasized that the courses themselves remain unchanged and continue to offer broad perspectives. Senator Kirchmeier noted that the revised title better aligns with the actual content of the courses currently offered under this section. The category's learning outcomes and course requirements would remain consistent with past practices.

There was concern that removing all references to diversity might discourage minority students and make it harder for them to find courses that reflect their experiences and identities or something they want to explore as part of their time at the university. Some may not do the legwork to go and look for all those classes to see that they are inclusive.

A recommendation was put forth to make these courses more visible and accessible through advising resources and online tools. Others expressed interest in contributing to these conversations to ensure students are aware of the inclusive nature of these courses.

More senators expressed sadness and disappointment about the need to remove "diversity," noting that "experience" does not fully capture the original intent of the category. On the other hand, political pressure necessitates this change.

Senator Kirchmeier proposed working with faculty and advisors to develop a resource page highlighting courses in the American Experience category and their focus on social and cultural diversity.

Vote: 18/21 yes; 3/21 no. Motion passes.

- UCC 584: Electrical Engineering – Global (BSEE) -- Joseph Law, Department Chair, Electrical and Computer Engineering
  The Global BSEE curriculum is identical to the U of I's existing BSEE curriculum, except that the 1st two years the curriculum will be taught at Hiroshima University and the students would be matriculated U of I students from their first semester going forward. The students are expected to come from countries surrounding the South China Sea, such as Vietnam, Malaysia, Indonesia, etc. The program has a different name, so that it can be accredited separately by the engineering and technology accreditation organization.
  There were no questions.
  Vote: 19/20 yes; 1/20 no. Motion passes.

- Staff Compensation Committee Recommendations – Michele Mattoon, Chair of Staff Compensation Committee
  Slides for this presentation are provided with the minutes.
  Michele provided some context for the University Staff Compensation Committee (SCC), FSH 1640.8. They have produced draft recommendations for FY26 Change in Employee Compensation (CEC). When finalized, they will be presented to the President and other leadership. Next week, they will go to the Staff Council to ask for their feedback and their vote of support. Michele started with some useful definitions. CEC is the annual salary funding provided by the state legislature to our general education-based budget. The SCC recommendations are centered around the general education piece of it. The term "market rate" refers to salary amounts determined by analyzing and averaging compensation data for similar positions across comparable entities. The university introduced this system 7 years ago and is still using it. The term "target annual pay" considers somebody's market rate, but also considers specifics of the person filling the position, such as additional level of education, their prior equivalent experience, their time and service at the U of I, etc. It starts out at 80% or higher. Percentage points are given for these additional factors to determine a staff's target annual pay. Staff can see their target annual pay on MyUI. The SCC goal is to get everybody to (at least) their target annual pay. In their recommendations, SCC expresses support for faculty promotions and the requirements for that. They are asking for matching funds for staff salaries.
  A focus of these matching funds this year is ensuring all eligible employees are brought up to at least 80% of target pay. They also recommend an across-the-board (ATB) to address inflationary pressures on staff compensation.
  Step #1 is to get every eligible staff member to at least 80% of their targeted salary. Step #2: With the remaining funds, direct 75% to an across the board raise (A minimum percentage increase or a minimum dollar increase calculated on a $75,000 annual salary), whichever is greater , and 25% to "strategic/merit" raise, which should be used to address unit salary inequities, unit salary compression, make further progress toward target pay, or recognize outstanding performers.
  To summarize the points of emphasis: staff equity, transparency, bring everyone to target (long term goal), CEC commensurate to inflation, make staff retention a priority.
  <u>Discussion:</u>
  A question as to whether the CEC money is divided into two pools, for staff and faculty, was addressed by Provost Lawrence. It is not divided. It is given to units, who then determine how it is divided within their unit between faculty and staff.

Provost Lawrence requested clarification regarding the 75%/25% split, and how much is left after getting everybody to 80%. Michele replied that, since there is no way to know how much money the legislature will give us this year, they made some projections based on FY25 CEC. Kim Salisbury has put together a quick tool to do that analysis. If, in FY25, everybody had been brought up to 80%, that would have been 43% of the pool of money. If we dispersed the remaining money at the 75%/25% level, we could have given a 1.25% increase to everyone.

- Ad Hoc Salary Committee Recommendations – Alex Maas, Chair of Ad Hoc Faculty Salary Committee
  Slides for this presentation are included with the minutes.
  Alex provided a brief context for how the committee came to be. He reported that the committee was unable to gain access to any of the target data, which complicates their task. Some committee members thought this should be a permanent committee, with access to target data. One of the slides suggests that the percent change in payroll from 2019 to 2024 by unit/ college has been largely centralized and the colleges payrolls have not increased much. Low faculty morale is understandable, based on the percentage behind inflation that faculty salaries currently are. Staff is also behind inflation, though slightly less. Staff targets are increasing much faster than faculty, and faster than the national market. Therefore, one of the ad hoc committee's recommendations is to keep these pools separate and proportionally constant, because we have CIP codes that cannot be modified, while staff have job families, which resulted in much higher targets growth than faculty CIP codes.
  Our first recommendation is to treat staff and faculty pools separately. Our second recommendation is a set of steps, conditional to separating the two pools, in a specific order. First step: Set promotion and tenure funds aside. This is possible because we know what those are going to be. The next recommended step is to bring all faculty up to 80% of the target. Much like Michelle suggested, of the remaining pool, 75% goes to what we call "proportional uniform raises," and 25% goes to performance-based incentives. The last step is awarding those promotion and tenure raises that were set aside. So, those other steps happen before we hit the tenure/promotion bumps. After that, anyone below 80% should be moved to 80% of target, which is a minimal acceptable bottom that we have decided as a university (ideally, it would be 100%). The remaining funds are going into a formula (see slides) where every individual gets their total amount of dollars away from 105% of their target. We picked 105% because we use averages. This will move people proportionally closer to the target based on how far away they are. This process would get everyone to the exact proportion they are away from target. The committee thinks it is fair, because it does proportionally close the salary gap, and it encourages equity for the same reason. It is also very transparent. We do need merit incentives. So, in addition to having 25% go to performance-based incentives, we also recommend that the committee revisits FSH 3320 and produce a better, more transparent method for allocating merit-based raises. There are strong feelings towards merit-based raises because people feel they are unfair and obscure. Because promotion increase has not changed since 2006, we also recommend that number to increase by $750 each year over the next 5 years, such that its spending power gets closer to where that promotion raise was when it was first instituted.
  Motion "To adopt the ad hoc committee's recommendations, and to direct the committee to prepare a letter to President Green, consistent with the recommendations" by Tim Murphy, seconded by Erin Chapman.

Discussion: None.
Vote: 20/20 yes. Motion passes.
A senator asked why they chose 105% instead of 100%, to which Alex replied that those targets are just averages. In this way, more people will get CEC raises.
Provost Lawrence requested a clarification, see slide with "Changes in Payroll" and the next one with "Salaries." The provost asked whether the committee is considering the total payroll expenses in a unit or salaries comparable to each other. CEC and payroll expenses are not the same thing – the latter could change due, for instance, to rearrangements within the unit.
Alex clarified that the committee is considering the total payroll expenses by unit.
Provost Lawrence noted that P&T funds are currently taken "off the top." If funds are divided at the top between faculty and staff, there will be less funds for faculty, as P&T would be funded by the "faculty bucket." Alex said that the committee is aware of that challenge. Nevertheless, they were concerned about a continuous proportional change of the total payroll expenses going away from faculty, who are getting a less percentage of payroll every year.

Announcements and Communications:

- SBOE Resolutions – Torrey Lawrence, Provost and Executive Vice President
  The legislators formed a DEI committee, who met twice. SBOE was having a separate discussion on a similar topic. Resistance against DEI has been going on for the last few years and may become stronger after the elections. Other institutions in the state (ISU, BSU) have already made changes to their DEI initiatives. On November 21, SBOE discussed draft resolutions – see memo from President Green, Blaine Eckles, and Yolanda Bisbee from November 22. This week, there will be more meetings of the SBOE, and, on December 19, the SBOE (our Regents) will meet. They are expected to adopt resolutions whose directions are already clear, aside from details.
  Provost Lawrence gave a verbal description of three resolutions, still being worked out.
  1. On DEI offices and their future. Student centers should serve all students. Institutions cannot require students or employees to declare a gender identity.
  2. On governance and the power of the president. There are also elements of post-tenure review and requirements for a faculty code of conduct.
  3. Freedom of expression. Academic freedom, academic responsibilities, protests. Course details publicly available.

  More will be known this week after the SBOE meetings, which U of I leadership is attending. We continue to focus on our students and how we can best support them and all employees.
  Answers to previously submitted questions.
  - Does the SBOE resolution refer only to state funds?
    Answer: No. We moved funds for all DEI off state appropriate funds and on to student fees. It is no longer about state funds.
  - What about DEI efforts being required in the broader impact section of federal grants?
    Answer: There is an exception in the current draft resolution for anything required by grants.
  - Can student clubs and organizations operate freely? Can ASUI push back against this?

Answer: Student clubs are also an exception. We will continue to support student needs as we see fit.

- Do first gen, athletics, fraternity life, represent an identity?
  Answer: They talk about personal identifying characteristics, but it's not clear what those are.
- Can DEI committees still exist?
  Answer: That is hard to say, because it depends on how they are operating. But all the work we do to support students can continue. It just might be done in a different context and in some other way.
- What about groups like Athena?
  Answer: Employee affinity groups are on the exception list as of today.
- Is there data showing an unmet need for support for students not using DEI programs?
  Answer: There may be data, but this is not necessarily what the SBOE is looking at. It is more about political ideals than a data driven process.
- If the (DEI) offices do close, can we ensure that students know how to reach out for help?
  Answer: We will make sure that students have a way to ask for help and get the help they need. That is our primary focus.
- Will faculty Senate have a role in writing the faculty code of conduct?
  Answer: Yes, we will do this through our normal approval process.
- There are questions about the section on post tenure review and faculty termination. Answer: The questions point to some incorrect assumptions. These policies are already in place. We need to tweak our post tenure and add a slightly different post tenure review process than what we do now. It can be done in a manageable way, and we will tackle it in the spring.
  In summary, there is still a lot to figure out. Many of the answers might be determined by how things evolve in the next week and a half.
- "Talks with Torrey" is on Thursday. More information may have become available by then.
- If DEI offices close, what happens to those spaces?
  Answer: The spaces will likely remain open for student use, and people will be reassigned so they can best serve our students.

Due to the late hour, the remaining items are dropped from the agenda.

Adjournment:
The agenda was not completed. Motion to adjourn (Murphy, Maas). The meeting was adjourned at 5:26pm.

Respectfully Submitted,

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

University of Idaho

UNIVERSITY STAFF COMPENSATION COMMITTEE

FY26 CHANGE IN EMPLOYEE COMPENSATION (CEC) DRAFT RECOMMENDATIONS

UNIVERSITY STAFF COMPENSATION COMMITTEE

FSH 1640.81

Purpose:

- Advise the president, provost and the vice president for finance and administration on matters pertaining to staff compensation
- Be involved strategically in the university annual CEC process
- Initiate and/or respond to the study of staff compensation policies and issues
- Provide periodic reports to Staff Council and Faculty Senate on matters pertaining to staff compensation

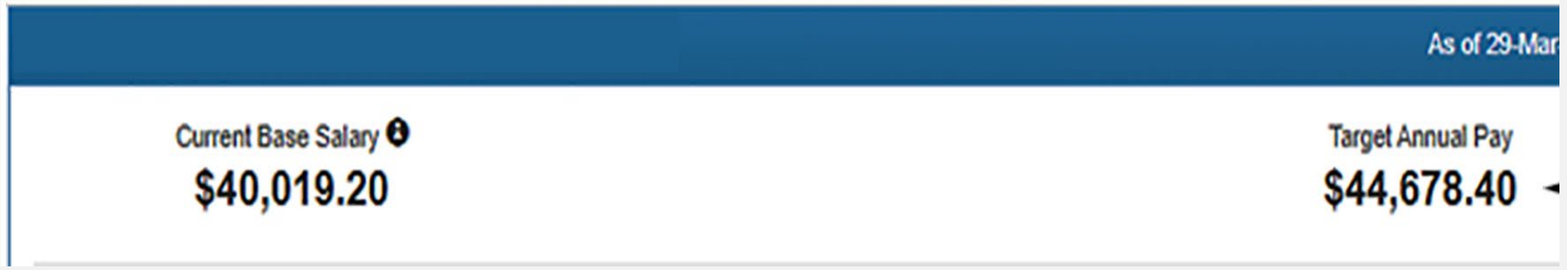
TERMS

Change in Employee Compensation (CEC): represents the annual salary funding increase designated by the state legislature for our general education base budget.

Market Rates: salary amounts determined by analyzing average compensation data for similar positions across comparable entities.

Target Annual Pay: considers the specific position's market rate and factors in the unique contributions an individual brings to a specific position. It utilizes a minimum target compa-ratio (80% or greater) with credit for higher level of education than is required, prior equivalent experience, time in U of I service, and time in U of I equivalent responsibility level.

Staff can see their Target Annual Pay here: MyUI-Administrative Tasks-Target Annual Pay



FY26 CEC DRAFT RECOMMENDATIONS

Step #1 – 80% of Target Pay

Bring eligible employees up to 80% of target pay
Note: faculty promotion funding should be matched to assist in bringing staff positions up to 80% of target pay

Step #2

Remaining funding after bringing employees up to 80% of target pay split:

75% for Across-the-Board Pay
25% for Strategic/Merit Pay

RECOMMENDATIONS CONT.

75% of Remaining Funding Dedicated to Across–the-Board Pay

A minimum percentage increase or a minimum dollar increase (calculated on a $75,000 annual salary), whichever is greater, for each eligible employee.

- May be used to assist in bringing employees up to 80% of their target pay.
- Set the minimum percentage increase and then calculate the minimum dollar amount minimum percentage X $75,000 = minimum dollar amount.
- Examples:

1% minimum increase or a $750 minimum increase
1.5% minimum increase or a $1,125 minimum increase
2% minimum increase or a $1,500 minimum increase

RECOMMENDATIONS CONT.

25% of Remaining Funding Dedicated to Strategic/Merit Pay

Funds for unit leaders to make progress toward one or more of the following unit objectives:

- Address salary inequities
- Mitigate salary compression or inversion
- Make further progress toward target pay ranges
- Recognize outstanding performers

POINTS OF EMPHASIS

- Advocate for staff equity, transparency, and consistency in compensation
- Support the long-term goal to achieve calculated target salaries for all employees
- CEC allocations have not kept pace with inflation in recent years
- Advocating for increases in staff pay to retain valuable employees and urge leadership to adopt staff retention as a university-wide priority.

WHERE DO WE GO FROM HERE

- Present draft recommendations to Staff Council in December and request a vote of support
- Submit committee recommendations to President Green in December

GO FROM HERE CONT.

Identify 2-3 staff compensation topics for potential improvements

- Employee Retention, with a focus on pay equity
  - Increase transparency
  - Increase communication
  - Investigate potential additional salary funding
  - Address pay inequities and inconsistencies
  - Longevity and experience recognition
  - Increase employee benefits, incentives and support
  - Investigate creating a staff co-op
- Additional Supervisor and Unit Leader Training
  - Market and Target System Information Session
  - Considerations During CEC Process
  - Compensation Solutions Workshop
  - Supervisor-Employee Compensation Communication Skills

STAFF COMPENSATION COMMITTEE

COMPTASKFORCE@UIDAHO.EDU

Michele Mattoon, Chair and Voting Member - Office of Sponsored Programs
Eric Anderson, Voting Member - Career Services
Lindsey Brown, Voting Member – Registrar’s Office
Cretia Bunney, Voting Member – Payroll Services
Amy Huck, Voting Member – College of Natural Resources
Kim Osborne, Voting Member – College of Art & Architecture
Elana Salzman, Voting Member – College of Law (withdrawn from committee, searching for a replacement)
Tammy St. John-Tesky, Voting Member – Computer Science, Coeur d’Alene Center
Heather Taff, Voting Member – College of Letters, Arts and Social Sciences
Kim Salisbury, Ex Officio/Non-Voting Member – DFA Budget and Planning
Brandi Terwilliger, Ex Officio/Non-Voting Member – Human Resources

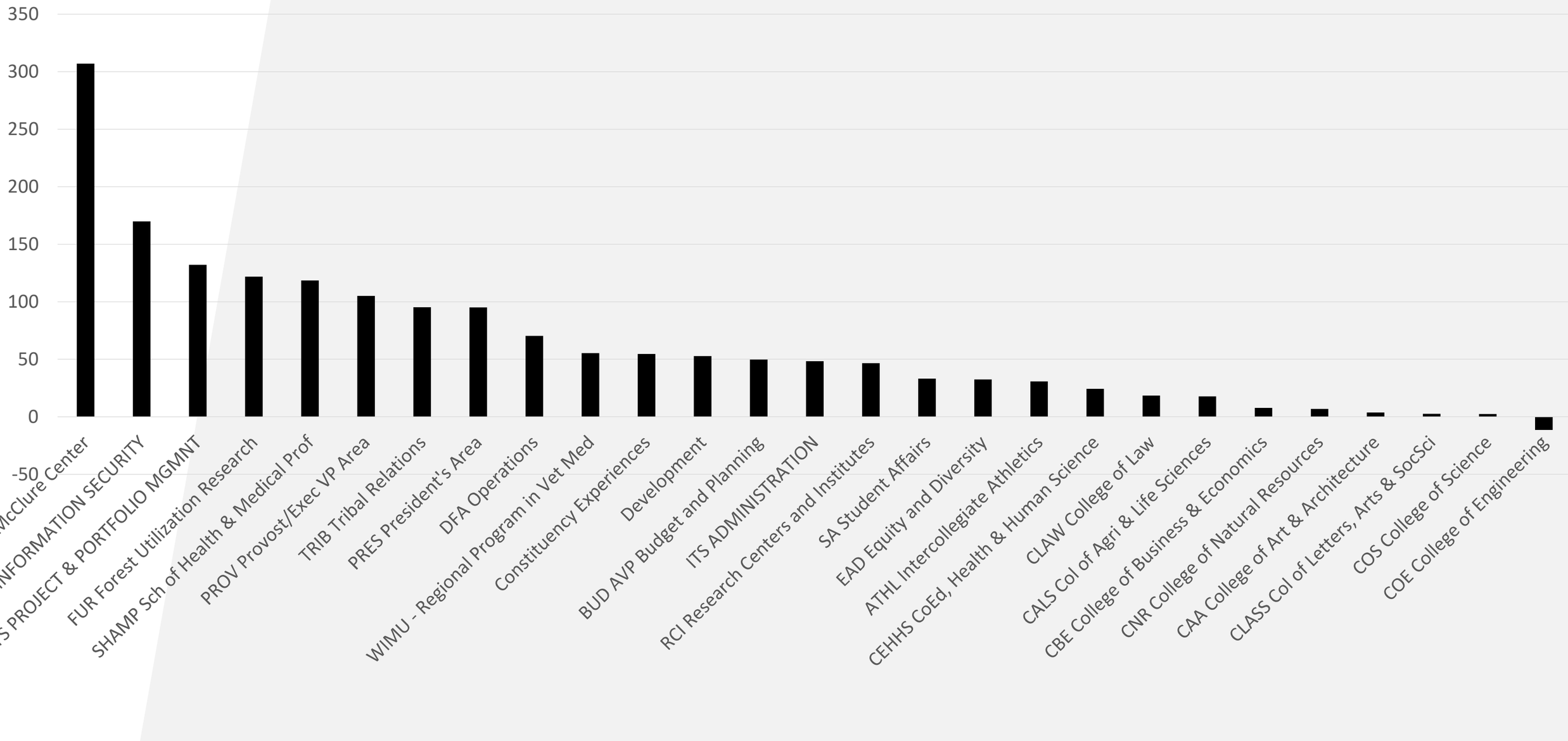
University of Idaho
College of Agricultural and Life Sciences

RECENT TRENDS & RECOMMENDATIONS FOR CEC

ALEXANDER MAAS
CHAIR AD HOC SALARY COMMITTEE

*ALL ESTIMATES ARE PRELIMINARY BASED ON BEST DATA AVAILABLE

% CHANGE IN PAYROLL 2019 TO 2024 BY UNIT/COLLEGE



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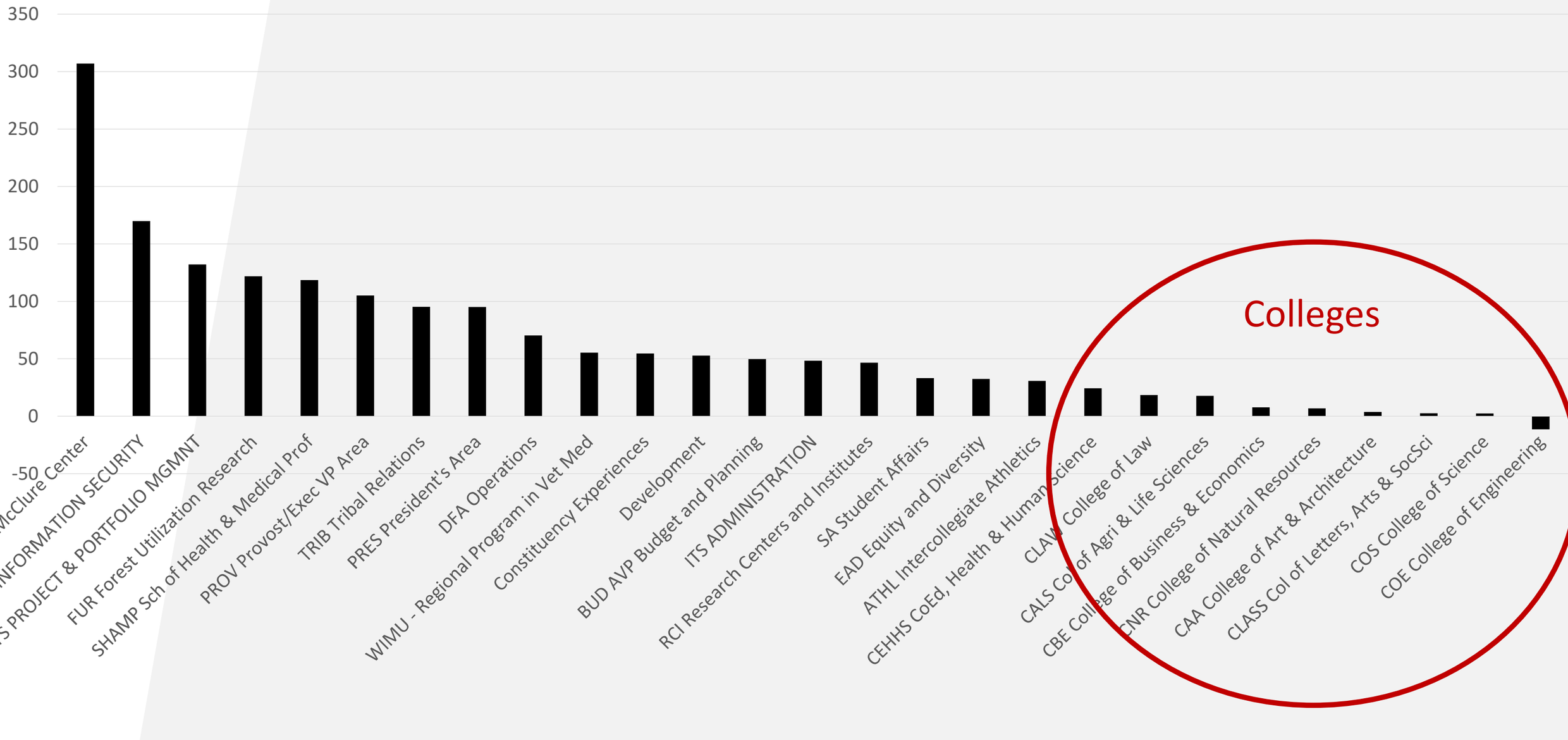
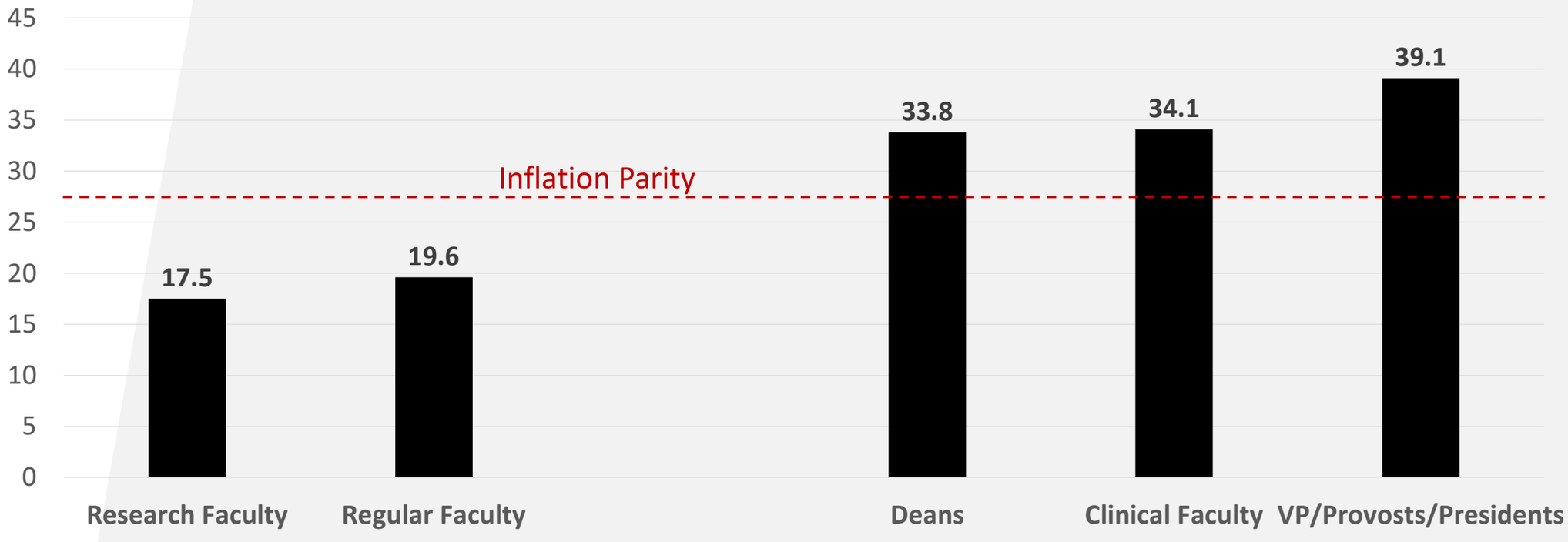


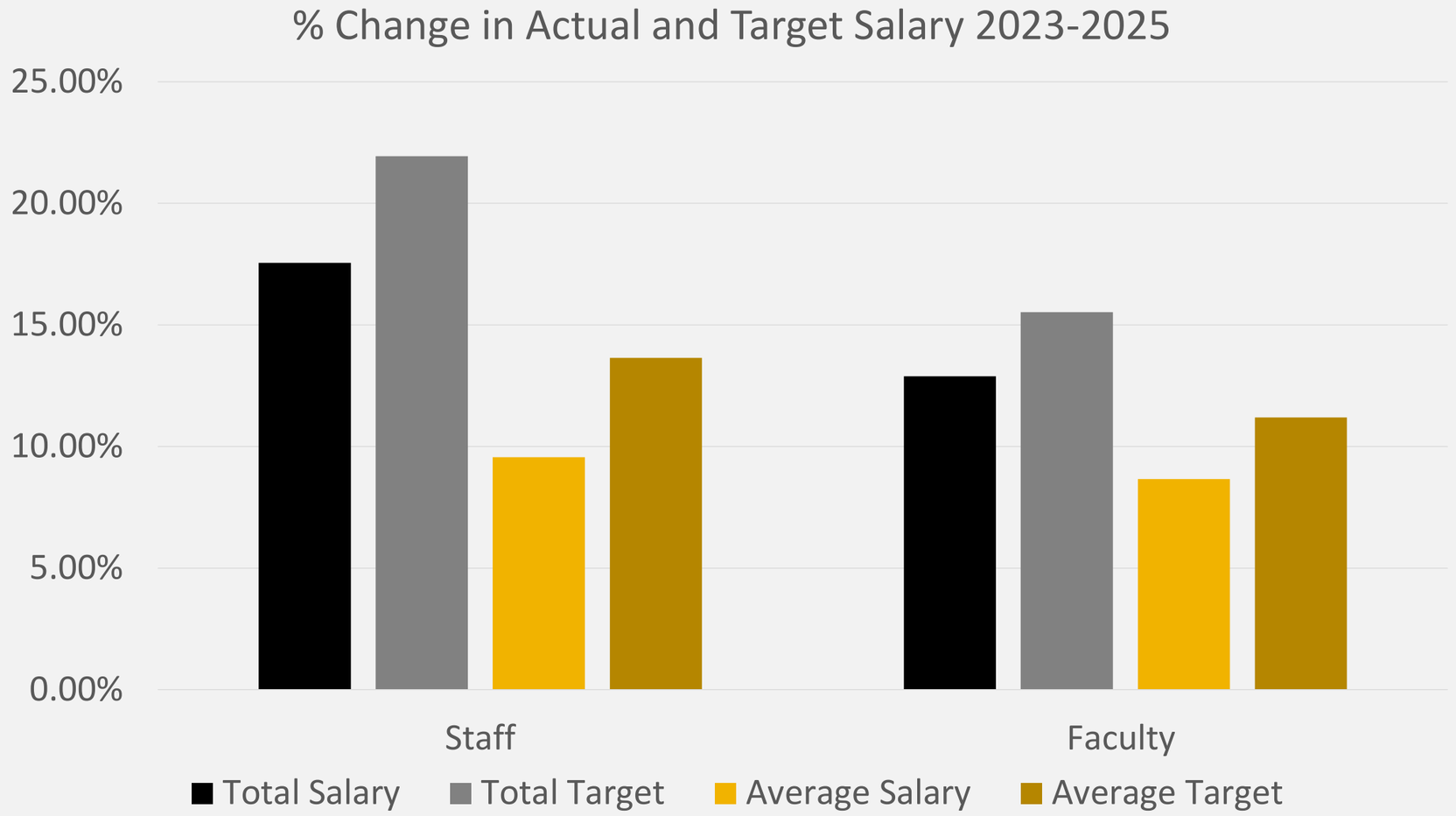
SALARY BY FACULTY TYPE (BUDGET BOOKS)



On pace: Across 25 years salary would be ~61% of 2018 levels

PAYROLL STAFF AND FACULTY

- ~12.4% in cumulative nominal wage growth, June 2022-2024
- Staff actual and target salaries are growing faster than faculty.
- Actual salary growth (per person) is behind the labor market averages for both staff and faculty.
- Faculty % of Total Payroll continues to decrease (1.01%) in two years. (up to 11% since 2018 based on BB)



University of Idaho
College of Agricultural and Life Sciences

RECOMMENDATIONS

ASSUMING CEC IS POSITIVE (A BIG IF)

WE PROPOSE THE FOLLOWING TO BEST ALIGN WITH MARKET BASED COMPENSATION GOALS WHILE BALANCING OTHER OBJECTIVES.

Staff and Faculty Pools should be initially separated based on current proportions of total salaries ($100,968,825 for staff and $78,958,087 for faculty = 43.2% of total CEC). Raises across groups should be independent of one another.

Staff and Faculty CEC pools should remain separate for the following reasons:

1) CIP codes and promotion are transparent and (mostly) fixed.
2) Job families and SOC codes lack the same objectivity.
3) Staff salary targets are outpacing faculty targets and national wage growth, as such, any CEC distribution based on “distance from target” is problematic.

CEC DISTRIBUTION TO FACULTY

BASED ON THE TOTAL ALLOTMENT AVAILABLE TO FACULTY, THE FOLLOWING ACTIONS SHOULD BE TAKEN IN ORDER:

1) Set Promotion and Tenure Funds Aside

2) Bring all Faculty to 80% of Target

Calculate remaining pool

3) 75% of remaining pool goes to Proportional, Uniform Raises

4) 25% of remaining pool goes to Performance-based incentives

5) Promotion and Tenure Raises are Awarded

1) SET PROMOTION AND TENURE FUNDS ASIDE

Funds for promotion and tenure are calculated and set aside.

Rationale: Promotion and Tenure raises are the few guaranteed raises faculty receive. In line with the CEC and market-based compensation, this ordering first brings people closer to the appropriate target before promotion funds are awarded. These should be seen as a reward for promotion and not as a mechanism for moving them closer to target, as such these funds are awarded after all other steps.

2) BRING ALL FACULTY TO 80% OF TARGET

Funds are used to bring any remaining faculty below 80% to 80% of target.

Rationale: As in prior years, a minimally acceptable bottom should be maintained for faculty who consistently meet or exceed overall expectations. Aspiration ally, this minimally acceptable percent of target number should move towards 100% for faculty members who consistently meet or exceed (high) overall expectations.

3) PROPORTIONAL UNIFORM RAISES

Replace “across the board” raises with a proportional raise formula that reflects our market-based stated goals. If faculty are at, or above, 105% of target , no raise is received. Otherwise, use the below formula for all faculty.

$$Raise_i = \frac{\$\ away\ from\ \ 105\%\ of\ \ target_i}{\sum_{i=1}^{N} \$\ away\ from\ 105\%\ of\ \ target_i} * [Total\ Available]$$

i indexes individuals 1 to N, where N equals the total number of individuals below 105%.

3) PROPORTIONAL UNIFORM RAISES

$$Raise_i = \frac{\$\ away\ from\ \ 105\%\ of\ target_i}{\sum_{i=1}^{N} \$\ away\ from\ 105\%\ of\ target_i} * [Total\ Available]$$

$\$\ away\ from\ 105\%\ target_i =$ $ of salary for individual who is below 105% of target. This part calculates how much each employee's salary currently falls short of a pre-set target salary. If an employee's current salary is close (or above) the target, they are "behind" by only a small amount, while others with larger gaps are further "behind."

$\sum_{i=1}^{N} \$\ away\ from\ 105\%\ of\ target_i =$ Total of all employees' dollar amount below 105% of targets. This is the combined shortfall for all employees, adding up how much everyone is collectively behind 105% of all targets. This value represents the overall raise amount necessary for all employees to be at 105% of target.

$Total\ Available =$ 75% of the amount remaining in CEC pool after steps 1&2.

***Formula Application**:* Each employee's raise is determined by dividing their individual shortfall by the total shortfall for all employees. This gives a percentage that represents their "share" of the need. Multiplying this percentage by the total available gives the dollar amount each employee will receive in the raise.

3) PROPORTIONAL UNIFORM RAISES

Rationale: This approach is consistent with our market-based compensation model and easy to implement and meets the criteria below.

Fairness: Proportional to Target Salary Gap: This formula ensures that employees who are further behind will be moved proportionally closer to their target. For example, in a given year someone at 80% may move to 86%, while someone at 95% may only move to 97%, the actual proportional increases depend on the total funds available. By focusing on the shortfall rather than a flat percentage increase, it prioritizes narrowing salary gaps rather than giving uniform raises that are not rooted in a market-based approach.

Encourages Progress Toward Salary Equity: With limited funds, this approach directs the money to help all employees progress toward their target salaries. This makes it an efficient and strategic way to allocate raises. Over time, using this formula helps reduce disparities, aligning all employees more closely to their market-based target salaries.

Transparent and Objective: The formula is based on measurable targets and current salary figures, making it straightforward to calculate and communicate; whereas picking a 1% raise in arbitrary in nature and leaves “residuals” to be awarded in less transparent ways.

4) PERFORMANCE-BASED INCENTIVES

Despite the wide-ranging faculty opinions on if and how performance-based raises should be allocated, there is consensus among the committee that the current allocation of funds from this pool lacks transparency and may be ineffective. While this pool is generally distributed at the dean's discretion, the communication of the requirements and expectations related to this allocation has been inadequate. As such, we also recommend FAC update FSH 3320 to include an additional process for allocating these funds.

Rationale: This step incentives individual productivity and allow supervisors to retain high-performing individuals who may otherwise pursue higher compensation elsewhere

4) PERFORMANCE-BASED INCENTIVES

Beyond our scope, but suggest FSH 3320 include the following steps:

1. Deans of each college formally announce and post the specific criteria by which performance-based raises will be awarded *before* the evaluation period begins. These criteria can include extramural funding, teaching evaluations, excellence in service and leadership etc.
2. Department chairs formally announce who within their unit is being recommended for performance-based raises to the Dean.
3. Department chairs formally announce who within their unit receives performance-based raises each year.

5) APPLY PROMOTION AND TENURE FUNDS

Promotion and tenure raises should be prioritized and adjusted for inflation.

We propose that these raises occur as normal but increase by $750 each year for the next five years.

Rationale: The raises associated with promotions have not changed since 2006. In practice, this means that faculty "real" promotion rates have decreased by 37%. For example, the equivalent spending power of a $6,000 raise in 2006 would require a raise of approximately $9,500 in 2024.

University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #16
Tuesday, December 3, 2024, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
- Minutes of the 2024-2025 Faculty Senate Meeting #15 (November 19, 2024) **Attach. #1**

III. Chair's Report
- Alex Maas, Senator from CALS and Associate Professor of Agricultural Economics and Rural Sociology

IV. Provost's Report

V. Committee Reports
- Sabbatical Leave Committee (Consent)
  - List of faculty approved for sabbaticals **Attach. #2**

- University Curriculum Committee (Vote)
  - UCC 563: German for the Professions Undergraduate Academic Certificate – Rachel Halverson, Director of the School of Global Studies and Professor **Attach. #3**
  - UCC 564: Chinese for the Professions Undergraduate Academic Certificate – Rachel Halverson **Attach. #4**
  - UCC 570: Spanish for the Professions Undergraduate Academic Certificate – Rachel Halverson **Attach. #5**
  - UCC 579: Global Citizenship Undergraduate Academic Certificate – Rachel Halverson **Attach. #6**
  - UCC 582: Japanese for the Professions Undergraduate Academic Certificate – Rachel Halverson **Attach. #7**
  - UCC 98: English Literature Minor – Tara McDonald, Department Chair and Professor – English Department **Attach. #8**
  - UCC 559: Undergraduate Research Academic Certificate – Kris Waynant, Associate Professor, Chemistry Department **Attach. #9**
  - UCC 142: Revision Academic Regulation J-3-f – Barbara Kirchmeier, Director of Independent Study and Staff Representative for Faculty Senate **Attach. #10**
  - UCC 584: Electrical Engineering – Global (BSEE) -- Joseph Law, Department Chair and Associate Professor – Electrical and Computer Engineering **Attach. #11**

- Staff Compensation Committee
  - Recommendations – Michele Mattoon, Chair of Staff Compensation Committee

- Ad Hoc Salary Committee
  - Recommendations – Alex Maas, Chair of Ad Hoc Faculty Salary Committee

VI. Other Announcements and Communications
- SBOE Resolutions – Torrey Lawrence, Provost and Executive Vice President
- Certificate Programs – Kristin Haltinner, Faculty Senate Chair

VII. Other Policy Business
- Sabbatical Leave Policy – Kristin Haltinner, Faculty Senate Chair **Attach. #12**

VIII. New Business

IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #15 (November 19, 2024)
- **Attach. #2** Sabbatical Leave Committee Memo
- **Attach. #3** UCC 563: German for the Professions Undergraduate Academic Certificate
- **Attach. #4** UCC 564: Chinese for the Professions Undergraduate Academic Certificate
- **Attach. #5** UCC 570: Spanish for the Professions Undergraduate Academic Certificate
- **Attach. #6** UCC 579: Global Citizenship Undergraduate Academic Certificate
- **Attach. #7** UCC 582: Japanese for the Professions Undergraduate Academic Certificate
- **Attach. #8** UCC 98: English Literature Minor
- **Attach. #9** UCC 559: Undergraduate Research Academic Certificate
- **Attach. #10** UCC 142: Revision to Academic Regulation J-3-f
- **Attach. #11** UCC 584: Electrical Engineering – Global (BSEE)
- **Attach. #12** Non-Tenure Track Ad Hoc Committee Sabbatical Report and Recommendations

Attach. #1

University of Idaho
Faculty Senate

2024 – 2025 Faculty Senate – Pending Approval
Meeting # 15
Tuesday, November 19, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Aus, Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner (chair), Hu, Kenyon, Kirchmeier, Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne.
Absent: Sowisdral, Aus
Guests: Jerry McMurtry

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

Approval of Minutes (vote):

The minutes of the 2024-25 Meeting #14, November 12, 2024, were approved with one correction – Senator Raney was absent.

Chair's Report

- Brief review of topics for the rest of the semester: After the break, we should hear from the Staff Compensation Committee and the ad hoc faculty compensation committee about their recommendations for salary raises. At the December 10th meeting, the last of the semester, we'll have the long-term campus planning team to talk about their proposal and get feedback from us. We should also have a report from the non-tenure track ad hoc committee.
- Announcement from Erin Chapman: **Athena Mentorship Program Call for Applicants.** The Athena Professional Organization announces its call for applications for the 2025 Mentorship Program cohort! The Athena Mentorship Program is a semester-long initiative to promote an inclusive and equitable climate for women working at University of Idaho. U of I employees who are Athena members, regardless of gender, are eligible to apply to be mentors and mentees. Athena membership is required to participate in the program. Membership dues are $20 for the year. The mentorship program application form will close on Friday, January 10, 2025, and the program will begin on Wednesday, February 5, 2024.

Provost Lawrence will be late. A motion (Chapman, Raney) to change the order of the agenda was approved (18/19 yes). The Provost's Report was moved after Committee Reports.

Committee Reports

- University Curriculum Committee (vote)
  - UCC 138 – Update FSH 4130 Standard Course Numbers. Ted Unzicker, Associate Registrar.
    Discussion:
    Tim Murphy inquired about the process. Since changes in FSH are involved, did the UCC proposal follow the normal process, through legal review?
    Francesca does not think UCC 138 needs to go through the GC office, because the changes to FSH are closely intertwined with curriculum.
    Diane Kelly-Riley suggested routing it through FAC.

After some additional exchanges, there was a motion (Chapman, Shook) to send UCC 138 to the Interim Policy Coordinator, Nicole Larson.
Motion: To refer this item to the Policy Coordinator.
Vote: 15/15 yes. Motion passes.

- UCC 77 – Crop Science and Management (BSPLSC). Tim Prather, Senior Associate Director of the Rangeland Center.
  Discussion:
  A senator inquired about the math requirements being limited to very basic courses, Math 143 or 160 or 170. Tim Prather replied that their degree program has never been structured to require higher-level math classes.
  Vote: 17/17 yes. Motion passes.
- UCC 266 – Kinesiology. Philip Scruggs, Department Chair, Movement Sciences.
  The department of Movement Sciences and the College of Education, Health and Human Sciences are proposing a program name refinement, from Kinesiology and Leisure Sciences (M.S.) to just Kinesiology (M.S). They are also proposing a Ph.D. in Kinesiology.
  Discussion:
  Tim Murphy inquired about the "leisure sciences" part of the name, which was recently added and is now being removed. Is there any actual curriculum change other than the name? Philip confirmed that it is primarily the name. They are working on a Ph.D. program that will be named Ph.D. in Kinesiology, and they want the names of the two programs to align. Also, their current focus and future direction are best captured under the Kinesiology name.
  Vote: 18/19 yes; 1/19 no. Motion passes.
- UCC 567 – Robotics Engineering Undergraduate Academic Certificate. Eric Wolbrecht, Department Chair, Mechanical Engineering.
  UCC 567, 574, and 576 are synergistically related to some changes they made to the degree. Two required courses were removed and replaced with electives, from which students can select to earn the newly added certificates. All certificates are from 400-level classes and target areas of emphasis that would be appealing to students, faculty expertise, and industry partners.
  Discussion:
  In response to questions about the student population targeted by this certificate, Eric replied that a student seeking this certificate would need to have a strong engineering background, such as people who already have a bachelor's degree in mechanical or related field.
  Tim Murphy followed up with a similar question. If these certificates are targeted at existing students, why aren't they handled as areas of emphasis? Eric said they decided to go the certificate route, like other departments in their college have done.
  Vote: 17/18 yes; 1/18 no. Motion passes.
- UCC 574 – Computer-Aided Engineering Undergraduate Academic Certificate. Eric Wolbrecht.
  This certificate is focused on modern techniques. While the core classes remain, they added courses such as Finite Element Analysis, which is application of numerical techniques to mechanical systems. The emphasis is on how we use computer aided techniques, numerical methods, software, etc. to solve modern engineering problems.
  There were no questions.
  Vote: 18/19 yes; 1/19 no. Motion passes.

- UCC 575 – Thermal Energy System Design and Analysis Engineering Undergraduate Academic Certificate. Eric Wolbrecht.
  This certificate has a required class, one of those that have been removed from the requirements for the entire Bachelor of Science in mechanical engineering. Students interested in this area can choose this certificate.
  There were no questions.
  Vote: 18/19 yes; 1/19 no. Motion passes.
- UCC 578 – Disability and Inclusive Human Services Undergraduate Academic Certificate. Erik Luvaas, Program Director for CDHD and Clinical Assistant Director, Movement Sciences.
  This certificate is aimed at formalizing curriculum that represents available resources at the University of Idaho concerning disability. It is an important piece of curriculum for the Center on Disabilities and Human Development to put forth and eventually expand in terms of course offerings.
  There were no questions.
  Vote: 17/18 yes; 1/18 no. Motion passes.
- UCC 135 – Integrated Architecture and Design (MS). Yumna Kurdi, Virtual Technology and Design.
  This is a college-wide program at the College of Art and Architecture. It was previously in the architecture program, and most of the curriculum was related to only architecture. The curriculum has been revised and made more appropriate for a college-wide curriculum, where students can take courses from each of the five different programs in the college.
  There were no questions.
  Vote: 17/17 yes. Motion passes.

Provost's Report

- **November 22 deadline for spring textbook orders.**

- **December faculty gathering**. In Moscow: December 5, 4:30-6:30pm PT, hosted by CALS, in the Seed Potato Germplasm building; In Boise: December 10, 4:30-6:30pm MT, hosted by the College of Law.
  https://www.uidaho.edu/provost/faculty-gathering
  RSVP: https://forms.office.com/r/EMhEPnEdNB

- **FLSA memo**: University of Idaho will not need to implement changes to employee salaries or classifications that would have otherwise been required to comply with the proposed FLSA adjustment. This ruling means that our current salaries and classifications regarding exempt and non-exempt employees will remain unchanged, and no additional adjustments to salaries or classifications are needed.
  Discussion:
  A senator inquired about the separation of promotion and tenure requirements, which they heard about in a departmental meeting. The question was about bylaws and was addressed by Vice Provost Kelly-Riley. Her office has been working through college and university bylaws, nearly all of which are out of date. Many of the existing bylaws do not reflect the updated procedures in FSH 3500 and in FSH 3510, covering promotion and tenure and the 3rd year review processes, respectively. There are faculty who are eligible for tenure and faculty who are not eligible for tenure but are eligible for promotion. It is important that people understand

what the requirements are to be promoted in rank, going from instructor to senior instructor, or going from assistant to associate to full. Also, every college/unit needs to have clear criteria for earning tenure, for those who are tenure eligible. This effort is happening and has been going on for the last four years. It is about giving faculty from the different units a clear understanding of what the expectations are to be promoted or tenured.

The senator had some follow-up comments. There are tenure eligible faculty and non-tenure track faculty, which indicates some separation in promotion criteria. On the other hand, promotion and tenure for tenure-track faculty are almost tied together.

Diane Kelly-Riley noted that they are considered together but are technically separate entities. For example, good teaching is something we expect from all our faculty, and many non-tenure track faculty have predominantly teaching appointments. Again, it is important to articulate the expectations in those responsibility areas for faculty and then what is expected of tenure-eligible faculty to be awarded tenure.

In response to a question, Diane Kelly-Riley said that there is a template that colleges and units can use as a guidance for their bylaws.

A senator inquired about the expected timeline for units to get a response after submitting their bylaws. Their college submitted it about two years ago and they are still operating on their old bylaws.

Vice Provost Kelly-Riley recommended contacting Interim Policy Coordinator Nicole Larson for updates. Provost Lawrence added that some departments submitted bylaws before the college bylaws were done, and the two sets were not aligned, which means the unit must do it again. Staff changes have also delayed this exceptionally large project. There are hundreds of sets of bylaws, and they are legally binding. So, it is important to be thorough. Provost Lawrence appreciates everybody's patience.

Announcements and Communications:

- TA Salaries – Jerry McMurtry, Dean of the College of Graduate Studies.

  Jerry showed a screen with information from all the colleges and departments and the TA salaries going back to 2021, when COGS started moving forward (see attached slides). In 2017, they restructured the way TA salaries were determined. The senate played a significant role in the efforts to obtain additional money. At that time, U of I TA salaries were in the 9th percentile nationally and some were flagged by HR as not meeting minimum wage, $7. 25 an hour. They were able to recapture some general education dollars used for TA stipends and reallocate them into a central budget that would serve all students across all departments. Before that, TAs did not receive insurance or tuition coverage. COGS was able to give out a few tuition scholarships, but it was not enough, and it was not equitable across all TAs. Another big effort was put forward to obtain additional money to cover TA tuition and fees. The TA stipends were in the 50th percentile of the Oklahoma State salary study, a large national study that looks at faculty salaries. They also survey graduate assistant salaries – the only group in the country that does a national survey. Fifty-seven institutions contributed to the survey, that included 34,824 TAs. COGS worked with the deans and came up with a base salary that would be appropriate for the programs within their CIP code. CALS wanted to break theirs by department. CAA wanted to keep them together, and so did CBE, EHHS, COE and COGS. CLASS and CNR kept them all equal, while COS broke theirs by department. Later, they discussed having a flat base rate for all TAs. Some departments were concerned that the base rate would be enough to recruit talented students. Having different rates for Master or Ph.D. students was also discussed, but ruled out, because all TAs are doing the same work and so they ought to be compensated equally.

The data on the slides (included with these minutes) go back to 2021 and show an increase every year because of the CEC increases that the President and Provost have prioritized for TAs to keep us aligned with the national averages. The minimum was raised to $15,000, because living is getting more expensive. The most important thing is that we have been able to keep up with tuition and fee increases as well, and so our TAs do not have to shoulder any of the burden of tuition and fees. They get that covered through this central budget that we have in cogs, and we've been able to get additional funds to cover that increase when tuition and fees have increased.

Discussion:

A senator asked whether all TA salaries are still at the 50th percentile, and whether there are plans to raise them, especially as we aim for R1 status.

Jerry responded that TA salaries vary. He will happily share the recently released 2023-24 data later.

A senator asked where and when all the salary monies got consolidated in Jerry's office. Where did the additional TA salary funds and funds to cover tuition come from, and where does it continue to come from?

Jerry replied that, at first, the money would have been from Gen. Ed. There were 110 different budgets being used to pay TAs, and all of that came under COGS. Then, an additional 2.3 million dollars to round out the entire TA budget came from central resources, thanks to the hard work of Faculty Senate.

A senator wondered whether the national surveys include information on the number of TAs by major or discipline. Jerry does not have data on that.

In closing, Jerry highlighted the importance of more and better-paid TAs, for our general education efforts, as well as to recruit the best students we can.

- Continuing Discussion on Faculty Senate Leadership Continuity – Kristin Haltinner

  Kristin summarized the discussion from the previous week. She and Tim, as well as some senators, perceive that adding the position of past chair to faculty senate leadership would help with things like the continuity of projects, some of which span multiple years, especially if a vice chair declines to become chair. Then the new chair would have an advisor.

  Some of the cons that were mentioned last time was that it might make it harder for us to find people willing to serve, given the additional time commitment, especially for people who are on multi-year grants. Kristin opened the discussion.

  Discussion:

  Francesca provided clarification on the Senior Leadership Council, formerly President's Cabinet. For the 1st time, a president (President Green) opened the council to a representative of the faculty. That was the time when Terry Grieb was the chair and Barb was the vice chair. It could have been any of the three FSL members. We discussed it and agreed that sending the faculty secretary (3-year appointment, renewable), would make more sense for keeping continuity, the very thing that you all are seeking.

  A senator asked whether there are any requirements to be in the senate leadership. Francesca replied that Senate officers must be faculty.

  Alex Maas was ready to make a motion. Erin Chapman said she would second it.

  Kristin: We do not have language for the motion.

  Debb: I move to vote on the recommended change.

  Kristin: The motion would be for us to draft the redline policy.

  Erin: I'll second that motion.

  Tim proceeded to write the motion in the chat.

Kristin: There are a couple of options. We could send this to the Faculty and Staff Policy Group (FSPG) to draft. FSPG deals with policies that affect both staff and faculty. I will refer these two amendments to Deb for consideration. First, we must vote on the amendments, right? But these are to clarify the motion. Deb, can you please clarify your motion?
Debb**:** To clarify the motion that I initially made: I move that the recommended changes go to FSPG to write up.
Kristin: Are we recommending that they consider the past chair position specifically?
Francesca: That would be part of the motion. Is that fixed, or will the committee have different options? As we discussed last time, there are many less drastic ways for the past chair to give a contribution. Does the committee have any discretion on what they write?
Debb: The committee would not have discretion per se, but they should draft something that reflects the conversations around a past chair staying on.
Tim posted the following motion in the chat:" Refer *the issue of faculty senate leadership continuity to the Faculty and Staff Policy Group with direction to modify existing policy to provide for a past chair position."*
Alex: The motion should say that there would be an automatic ascension of the vice chair to chair, with confirmation from Senate, and that there will be an ongoing chair position that will be filled by the outgoing chair each year. Just a little more clarity about the steps that we would ask the committee to take.
Tim wrote the proposed amendment as: "*Provide automatic ascension of the vice chair to the chair position after their 1st year as vice chair, subject to a vote of Senate rejecting such ascension."*
Kristin: There is a motion on the floor, seconded by Erin, "*To refer the issue of faculty senate leadership continuity to the Faculty and Staff Policy Group with direction to modify the existing policy to provide for a past chair position and to provide automatic ascension of the vice chair to the chair position after the 1st year as vice chair, subject to a vote of Senate rejecting such an ascension.*" Would anyone like to speak in favor or against the motion?
Tim Murphy: From a procedural perspective, we need to work ourselves back through this. There is a motion that was never seconded. We now have a proposed amendment. Technically, we should be discussing the amendment alone and voting on that. If the amendment is adopted, then we can go back to the full motion.
Kristin: Is there any discussion on the amendment?
Senator: Does it need to say anything like "*unless a vote of Senate rejects such ascension, or if the vice chair does not want to serve.*" If the vice chair does not want to ascend to the chair position, they should be able to say that.
A senator asked whether the title of the position – Past Chair or Former Chair or something else – would be part of the motion.
Kristin: First, we need to resolve this amendment issue. Does anyone want to speak to this specific amendment?
Francesca: Last time I think pretty much everybody agreed that the most pressing issue is continuity from vice chair to chair, but there is nothing here that instructs FSPG to also add some language like "The vice chair is expected to serve as the next chair, aside from extraordinary circumstances," which would include a vote of no confidence. Should the same language also apply to the past chair?
Erin: I echo what Francesca said about writing that there is an expectation that you will ascend, except under extraordinary circumstances and/or a vote of no confidence.
Kristin: It sounds like an amendment to the amendment. Erin, are you making a motion to amend the amendment? Tim and Erin, I believe the amendment to the amendment is that this

would provide automatic ascension of the vice chair to the chair position after the 1st year as vice chair, except in extraordinary situations, including a vote of no confidence. Is that correct?
Erin: There is an expectation of ascension, right?
Kristin: Do you mean that "automatic ascension" should be "expected ascension"?
Erin: It needs to be known that it is an expectation.
Francesca: There is still a senate vote. I mean, the vice chair is expected to run for the position and may be voted out.
Kristin: So the amendment to the amendment is that we would replace the word "automatic" with "expected" and at the end, instead of "subject to a vote of senate rejecting such," provide "expected ascension of the vice chair to the chair position after the 1st year as vice chair, subject to a vote of Senate rejecting such ascension or the vice chair choosing not to ascend.
Tim: A procedural point. This amendment was never seconded. We should have seconded it before beginning the discussion. We need to do it now if we're going to continue the discussion on it.
Kristin: Do you mean the motion to amend the amendment?
Tim: No. We never had a seconded amendment. There is a proposed amendment on the floor that has not been seconded.
Debb: I'll second it.
Kristin: Alex, are you speaking for or against the amendment?
Alex: I guess against, but only to clarify that the second part of the initial motion is more important than this. We need a second amendment. But the part about the vice chair serving on in the advisory role is to me the more important part here.
Kristin: It still exists in the original motion. We will circle back to it.
Barb: I am worried that we are getting lost in the weeds. We are asking a committee to consider making changes to FSH 1580, Section 2 Vice Chair, and add Section 4 Continuing Chair (or something similar).
Kristin: The proposed amendment is in the chat. It reads "*To provide expected ascension of the vice chair to the chair position after the 1st year as vice chair, subject to a vote of Senate rejecting such ascension or the vice chair choosing not to ascend*."
There was no more discussion.
Vote: 18/18 yes. Approved.
Kristin: We are back to the original motion which now reads "*To refer the issue of faculty senate leadership continuity to the Faculty and Staff Policy Group with direction to modify existing policy to provide for a past chair position and provide expected ascension of the vice chair to the chair position after the 1st year as vice chair, subject to a vote of Senate rejecting such ascension or the vice chair choosing not to ascend.*" Would anyone like to speak in favor or against the motion?
There were no additional comments.
Vote: 19/19 yes. Motion passes as amended.

New business:
None.

Adjournment:
The meeting was adjourned at 4:53pm.

Respectfully Submitted,

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

Attach. #2

University of Idaho

OFFICE OF THE PROVOST
AND EXECUTIVE VICE PRESIDENT
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MEMORANDUM

TO: Kristin Haltinner, Chair, Faculty Senate
Tim Murphy, Vice Chair, Faculty Senate

FROM: Torrey Lawrence, Provost and Executive Vice President
Diane Kelly-Riley, Vice Provost for Faculty

DATE: November 21, 2024

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2025-26 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABBATICAL TERM
Sarah Campbell	College of Letters, Arts and Social Sciences	Theatre Arts	Spring 2026
Rajal Cohen	College of Letters, Arts and Social Sciences	Psychology and Communication	Spring 2026
Raymond Dixon	College of Education, Health and Human Sciences	Curriculum and Instruction	Spring 2026
Catherine Egan Loiacono	College of Education, Health and Human Sciences	Movement Sciences	Spring 2026
Fritz Fiedler	College of Engineering	Civil and Environmental Engineering	AY 2025-26
Scott Grieshaber	College of Science	Biological Sciences	Spring 2026
Matthew Hedman	College of Science	Physics	Spring 2026
Adam Jones	College of Science	Biological Sciences	Spring 2026
Leda Kobziar	College of Natural Resources	Forest, Rangeland and Fire Sciences	Spring 2026
Katherine Lee	College of Agricultural and Life Sciences	Agricultural Economics and Rural Sociology	AY 2025-26
Kristine Levan	College of Letters, Arts and Social Sciences	Culture, Society and Justice	Spring 2026
Michael McCollough	College of Business and Economics	Business	Fall 2025

Gregory Möller	College of Agricultural and Life Sciences	Soil and Water Systems	Fall 2025
Youngkyun Park	College of Business and Economics	Business	AY 2025-26
Erika Rader	College of Science	Earth and Spatial Sciences	AY 2025-26
Stefanie Ramirez	College of Business and Economics	Business	Spring 2026
Jae Ryu	College of Agricultural and Life Sciences	Soil and Water Systems	Fall 2025
Deborah Stenkamp	College of Science	Biological Sciences	Fall 2025
Kenneth Wallen	College of Natural Resources	Natural Resources and Society	Spring 2026
Alexander Woo	College of Science	Mathematics and Statistical Sciences	AY 2025-26
Sarah Wu	College of Engineering	Chemical and Biological Engineering	Fall 2025
Ata Zadehgol	College of Engineering	Electrical and Computer Engineering	AY 2025-26

Attach. #3

563: GERMAN FOR THE PROFESSIONS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 034 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 26 Aug 2024 20:11:20 GMT
   Rachel Halverson (rhalverson): Approved for 014 Chair
2. Mon, 26 Aug 2024 23:10:31 GMT
   Charles Tibbals (ctibbals): Rollback to Initiator
3. Mon, 26 Aug 2024 23:29:10 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
4. Fri, 30 Aug 2024 16:49:16 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
5. Thu, 05 Sep 2024 15:01:52 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
6. Thu, 12 Sep 2024 00:51:19 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
7. Tue, 17 Sep 2024 17:51:10 GMT
   Christine Slater (cslater): Rollback to 18 Dean for Assessment
8. Thu, 19 Sep 2024 05:40:21 GMT
   Sean Quinlan (quinlan): Rollback to 034 Chair for 18 Dean
9. Thu, 19 Sep 2024 18:45:30 GMT
   Rachel Halverson (rhalverson): Rollback to Initiator
10. Thu, 19 Sep 2024 19:00:04 GMT
    Rachel Halverson (rhalverson): Approved for 034 Chair
11. Fri, 27 Sep 2024 16:18:03 GMT
    Charles Tibbals (ctibbals): Approved for CLASS Review
12. Fri, 27 Sep 2024 16:57:23 GMT
    Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
13. Fri, 27 Sep 2024 17:07:10 GMT
    Sean Quinlan (quinlan): Approved for 18 Dean
14. Thu, 03 Oct 2024 23:56:20 GMT
    Christine Slater (cslater): Approved for Assessment
15. Fri, 04 Oct 2024 15:53:45 GMT
    Nicole Remy (nremy): Approved for DLI
16. Fri, 11 Oct 2024 22:29:19 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
17. Tue, 15 Oct 2024 18:30:42 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
18. Wed, 16 Oct 2024 14:42:54 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office

19. Tue, 29 Oct 2024 17:54:29 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
20. Tue, 05 Nov 2024 17:38:07 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 19 Sep 2024 18:59:08 GMT

Viewing: 563 : German for the Professions Undergraduate Academic Certificate

Last edit: Thu, 24 Oct 2024 23:39:27 GMT

Changes proposed by: Rachel Halverson

Faculty Contact

Faculty Name	Faculty Email
Rachel J. Halverson	rhalverson@uidaho.edu

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2025-2026

Program Title
German for the Professions Undergraduate Academic Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
16.0500 - Germanic Languages, Literatures, and Linguistics, General.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

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

Discribe the financial impact

There is no financial impact of the request. The required courses and qualified instructors are already in place.

Curriculum:

The German for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in German-speaking countries in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in German and will be able to communicate effectively in spoken and written German in a professional setting.

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
GERM 3010	German Reading and Writing	3
GERM 3020	German Listening and Speaking	3
GERM 4100	German for the Professions	3
Complete STAMP 4S Proficiency Assessment [1]		
One of the following:		3
FLEN 3070	Institutions of the European Union	
FLEN 3220	German Culture through Film	
GERM 3040	German Culture and Society	
GERM 3070	German Film	
GERM 4020	Advanced Speaking and Writing	
Total Hours		**12**

Courses to total 12 credits for this certificate

[1] Please contact the School of Global Studies for information regarding the STAMP 4S.

Distance Education Availability

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

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

No

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.

Communicative proficiency: With completion of the Certificate of German for the Professions, students will be able to understand relatively sophisticated spoken German and will be able to recognize and emulate characteristic traits of various types of tasks, specifically communicating with people in professional settings. They will increase the bank of vocabulary and rhetorical expressions with which they are familiar and which they can deploy themselves.

• Aligned with University learning outcomes: 2- Think & create; and 3- Communicate.

2. Cultural understanding and acquisition of knowledge: Students will think critically about cultural matters of the German-speaking professional world, in connection and in comparison with those of the United States.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 4- Clarify purpose & perspective; and 5- Practice citizenship.

3. Analytical ability: Students will gain skills in spoken German to attain specific aims. In relation to cultural analysis, students will gain ability to draw connections between cultural values and assumptions.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 3- Communicate; 4- Clarify purpose & perspective; and 5- Practice citizenship.

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

Completion of the proficiency assessment STAMP 4S is required for the certificate. This evaluation of students' ability to comprehend aurally, speak, read and write German provides an accurate assessment of how well students have met the intended learning outcomes of the certificate, specifically the targeted cultural and linguistic proficiency to navigate a professional environment in German-speaking countires. It also provides a detailed report of what students can do in the language that they include in applications for graduate school, internships and/or jobs.

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

SGS faculty review the results of STAMP 4S each academic year to assess how our courses are ensuring that students achieve the target proficiency level for each respective program, in the case of the certificate for German for the Professions an Intermediate proficiency in the language.

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

STAMP 4S is a direct assessment of student learning.

When will assessment activities occur and at what frequency?

STAMP 4S occurs at point of certificate completion.

Student Learning Outcomes

Learning Objectives

1. Students will demonstrate reading, writing, speaking, and listening skills in German at a proficiency level of Intermediate Mid on the ACTFL Proficiency Scales.

2. Students will exhibit knowledge of cultural practices, history, and societal norms in German-speaking communities through written assignments, research projects, oral presentations, and/or examinations.

3. Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in German-speaking communities, including professional settings such as business, hospitality, or education through role-playing scenarios, written assignments, and interpersonal and presentational speaking assessments.

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 rational 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 German for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in German-speaking countries in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in German and will be able to communicate effectively in spoken and written German in a professional setting.

The Certificate in German for the Professions will not produce any added workload.

Reviewer Comments

Charles Tibbals (ctibbals) (Mon, 26 Aug 2024 23:10:31 GMT): Rollback: As requested.

Christine Slater (cslater) (Tue, 17 Sep 2024 17:51:10 GMT): Rollback: These student learning outcomes could be refined to make them more specific, measurable, and action-oriented. 1. "Students will gain a foundation in linguistic skills in German and cultural knowledge about German-speaking countries." Suggestions for Improvement: Consider making the outcome more specific about the level of linguistic skills (e.g., basic conversational skills, ability to read and write at a certain proficiency level). It could be more measurable by specifying how this foundation will be demonstrated (e.g., through conversations, written exams, or projects). Revised version: "Students will demonstrate basic conversational skills in German and exhibit knowledge of cultural practices, history, and societal norms in German-speaking countries." 2. "Students will be able to understand and navigate everyday work life in German-speaking countries in a variety of professional settings." Strengths: Focuses on practical, real-world applications, which is a great goal for language learners. Suggestions for Improvement: This outcome could benefit from specifying how understanding and navigation will be measured (e.g., role-playing scenarios, presentations, written assessments). Also, defining "a variety of professional settings" more clearly will help both students and instructors focus on relevant fields (e.g., business, healthcare, or education). Revised version: "Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in German-speaking countries, including professional settings such as business, hospitality, or education." General Tips: Ensure that each

outcome is observable (how will the student demonstrate this knowledge?) and measurable (how will you assess that they have achieved this?).

Sean Quinlan (quinlan) (Thu, 19 Sep 2024 05:40:21 GMT): Rollback: Please see Slater's comments.

Rachel Halverson (rhalverson) (Thu, 19 Sep 2024 18:45:30 GMT): Rollback: Update SLO

Rebecca Frost (rfrost) (Tue, 15 Oct 2024 18:30:30 GMT): Updated curriculum to reflect 4-digit course numbers.

Key: 563

Attach. #4

564: CHINESE FOR THE PROFESSIONS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 034 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 30 Aug 2024 17:43:05 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 06 Sep 2024 16:03:22 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 06 Sep 2024 20:01:00 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:22 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 18:06:09 GMT
   Christine Slater (cslater): Rollback to 18 Dean for Assessment
6. Thu, 19 Sep 2024 05:40:10 GMT
   Sean Quinlan (quinlan): Rollback to 18 Curriculum Committee Chair for 18 Dean
7. Thu, 19 Sep 2024 14:44:56 GMT
   Annette Folwell (folwell): Rollback to Initiator
8. Fri, 20 Sep 2024 01:07:47 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
9. Fri, 27 Sep 2024 16:19:34 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
10. Fri, 27 Sep 2024 16:57:27 GMT
    Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
11. Fri, 27 Sep 2024 17:07:18 GMT
    Sean Quinlan (quinlan): Approved for 18 Dean
12. Thu, 03 Oct 2024 23:58:25 GMT
    Christine Slater (cslater): Approved for Assessment
13. Fri, 04 Oct 2024 15:53:35 GMT
    Nicole Remy (nremy): Approved for DLI
14. Fri, 11 Oct 2024 22:41:01 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
15. Tue, 15 Oct 2024 18:37:57 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
16. Wed, 16 Oct 2024 14:43:32 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
17. Tue, 29 Oct 2024 17:54:39 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
18. Tue, 05 Nov 2024 17:38:44 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 20 Sep 2024 00:08:08 GMT

Viewing: 564 : Chinese for the Professions Undergraduate Academic Certificate

Last edit: Thu, 24 Oct 2024 23:40:25 GMT

Changes proposed by: Mengying Zhai

Faculty Contact

Faculty Name	Faculty Email
Mengying Zhai	mzhai@uidaho.edu

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2025-2026

Program Title
Chinese for the Professions Undergraduate Academic Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
16.0301 - Chinese Language and Literature.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Discribe the financial impact

There is no financial impact of the request. The required courses and qualified instructors are already in place.

Curriculum:

The Chinese for the Professions Certificate equips students with a foundation in linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in Chinese-speaking communities in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in Chinese and will be able to communicate effectively in spoken and written Chinese in a professional setting.

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
CHIN 3100	Advanced Chinese 1: Oral Communication	3
CHIN 3120	Advanced Chinese 2: Reading & Translation	3
CHIN 3140	Advanced Chinese 3: Writing & Grammar	3
Complete STAMP 4S Proficiency Assessment [1]		
One of the following:		3
FLEN 3250	Contemporary Chinese Culture and Customs	
FLEN 3260	Chinese Cinema in Translation	
FLEN 3270	Chinese Literature in Translation	
Total Hours		**12**

Courses to total 12 credits for this certificate

[1] Please contact the School of Global Studies for information regarding the STAMP 4S.

Distance Education Availability

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

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

No

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.

Communicative proficiency: With completion of the Certificate of Chinese for the Professions, students will be able to understand relatively sophisticated spoken Chinese and will be able to recognize and emulate characteristic traits of various types of tasks, specifically communicating with people in professional settings. They will increase the bank of vocabulary and rhetorical expressions with which they are familiar and which they can deploy themselves.

• Aligned with University learning outcomes: 2- Think & create; and 3- Communicate.

2. Cultural understanding and acquisition of knowledge: Students will think critically about cultural matters of the Chinese-speaking professional world, in connection and in comparison with those of the United States.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 4- Clarify purpose & perspective; and 5- Practice citizenship.

3. Analytical ability: Students will gain skills in spoken Chinese to attain specific aims. In relation to cultural analysis, students will gain ability to draw connections between cultural values and assumptions.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 3- Communicate; 4- Clarify purpose & perspective; and 5- Practice citizenship.

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

Completion of the proficiency assessment STAMP 4S is required for the certificate. This evaluation of students' ability to comprehend aurally, speak, read and write Chinese provides an accurate assessment of how well students have met the intended learning outcomes of the certificate, specifically the targeted cultural and linguistic proficiency to navigate a professional environment in Chinese-speaking communities. It also provides a detailed report of what students can do in the language that they include in applications for graduate school, internships and/or jobs.

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

SGS faculty review the results of STAMP 4S each academic year to assess how our courses are ensuring that students achieve the target proficiency level for each respective program, in the case of the certificate for Chinese for the Professions an Intermediate proficiency in the language.

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

STAMP 4S is a direct assessment of student learning.

When will assessment activities occur and at what frequency?

STAMP 4S occurs at point of certificate completion.

Student Learning Outcomes

Learning Objectives

1. Students will demonstrate reading, writing, speaking, and listening skills in Chinese at a proficiency level of Intermediate Mid on the ACTFL Proficiency Scales.

2. Students will exhibit knowledge of cultural practices, history, and societal norms in Chinese-speaking communities through written assignments, research projects, oral presentations, and/or examinations.

3. Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in Chinese-speaking communities, including professional settings such as business, hospitality, or education through role-playing scenarios, written assignments, and interpersonal and presentational speaking assessments.

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 rational 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 Chinese for the Professions Academic Certificate equips students with a foundation in linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in Chinese-speaking communities in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in Chinese and will be able to communicate effectively in spoken and written Chinese in a professional setting.

The Certificate in Chinese for the Professions will not produce any added workload.

Reviewer Comments

Christine Slater (cslater) (Tue, 17 Sep 2024 18:06:09 GMT): Rollback: These student learning outcomes could be refined to make them more specific, measurable, and action-oriented. 1. "Students will gain a foundation in linguistic skills in Chinese and cultural knowledge about Chinese-speaking countries." • Suggestions for Improvement: o Consider making the outcome more specific about the level of linguistic skills (e.g., basic conversational skills, ability to read and write at a certain proficiency level). o It could be more measurable by specifying how this foundation will be demonstrated (e.g., through conversations, written exams, or projects). Revised version: • "Students will demonstrate basic conversational skills in Chinese and exhibit knowledge of cultural practices, history, and societal norms in Chinese-speaking countries." 2. "Students will be able to understand and navigate everyday work life in Chinese-speaking countries in a variety of professional settings." • Strengths: o Focuses on practical, real-world applications, which is a great goal for language learners. • Suggestions for Improvement: o This outcome could benefit from specifying how understanding and navigation will be measured (e.g., role-playing scenarios, presentations, written assessments). o Also, defining "a variety of professional settings" more clearly will help both students and instructors focus on relevant fields (e.g., business, healthcare, or education). Revised version: • "Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in Chinese-speaking countries, including professional settings such as business, hospitality, or education." General Tips: • Ensure that each outcome is observable (how will the student demonstrate this knowledge?) and measurable (how will you assess that they have achieved this?).

Sean Quinlan (quinlan) (Thu, 19 Sep 2024 05:40:10 GMT): Rollback: Please see Slater's comments.

Annette Folwell (folwell) (Thu, 19 Sep 2024 14:44:56 GMT): Rollback: Please see Slater's comments and chat with Prof Halverson.

Rebecca Frost (rfrost) (Tue, 15 Oct 2024 18:37:50 GMT): Updated curriculum to reflect 4-digit course numbers.

Key: 564

Attach. #5

570: SPANISH FOR THE PROFESSIONS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 034 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sat, 31 Aug 2024 00:50:09 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 06 Sep 2024 16:03:42 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 06 Sep 2024 20:01:07 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:31 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 18:14:40 GMT
   Christine Slater (cslater): Rollback to 18 Dean for Assessment
6. Thu, 19 Sep 2024 05:39:51 GMT
   Sean Quinlan (quinlan): Rollback to 034 Chair for 18 Dean
7. Thu, 19 Sep 2024 18:48:38 GMT
   Rachel Halverson (rhalverson): Rollback to Initiator
8. Sun, 22 Sep 2024 14:55:14 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
9. Fri, 27 Sep 2024 16:19:36 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
10. Fri, 27 Sep 2024 16:57:31 GMT
    Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
11. Fri, 27 Sep 2024 17:07:24 GMT
    Sean Quinlan (quinlan): Approved for 18 Dean
12. Fri, 04 Oct 2024 00:01:40 GMT
    Christine Slater (cslater): Approved for Assessment
13. Fri, 04 Oct 2024 15:53:29 GMT
    Nicole Remy (nremy): Approved for DLI
14. Wed, 23 Oct 2024 21:09:12 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
15. Thu, 31 Oct 2024 16:39:41 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
16. Mon, 04 Nov 2024 18:39:30 GMT
    Sydney Beal-Coles (sbeal): Approved for Registrar's Office
17. Tue, 05 Nov 2024 17:55:53 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
18. Tue, 12 Nov 2024 22:47:31 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Sat, 21 Sep 2024 20:09:51 GMT

Viewing: 570 : Spanish for the Professions Undergraduate Academic Certificate

Last edit: Mon, 04 Nov 2024 18:39:10 GMT

Changes proposed by: Lori Celaya

Faculty Contact

Faculty Name	Faculty Email
Lori Celaya	lcelaya@uidaho.edu

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2025-2026

Program Title
Spanish for the Professions Undergraduate Academic Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
16.0905 - Spanish Language and Literature.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Curriculum:

The Spanish for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in Spanish-speaking communities in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in Spanish and will be able to communicate effectively in spoken and written Spanish in a professional setting.

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
SPAN 3010	Advanced Grammar	3
SPAN 3020	Advanced Composition	3
SPAN 3100	Spanish for the Professions I	3
or SPAN 3130	Spanish for the Professions II	
Three credits in Upper-Division SPAN Coursework		3
Complete STAMP 4S Proficiency Assessment [1]		
Total Hours		**12**

Courses to total 12 credits for this certificate

[1] Please contact the School of Global Studies for information regarding the STAMP 4S.

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

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.

Communicative proficiency: With completion of the Certificate of Spanish for the Professions, students will be able to understand relatively sophisticated spoken Spanish and will be able to recognize and emulate characteristic traits of various types of tasks, specifically communicating with people in professional settings. They will increase the bank of vocabulary and rhetorical expressions with which they are familiar and which they can deploy themselves.

• Aligned with University learning outcomes: 2- Think & create; and 3- Communicate.

2. Cultural understanding and acquisition of knowledge: Students will think critically about cultural matters of the Spanish-speaking professional world, in connection and in comparison with those of the United States.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 4- Clarify purpose & perspective; and 5- Practice citizenship.

3. Analytical ability: Students will gain skills in spoken Spanish to attain specific aims. In relation to cultural analysis, students will gain ability to draw connections between cultural values and assumptions.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 3- Communicate; 4- Clarify purpose & perspective; and 5- Practice citizenship.

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

Completion of the proficiency assessment STAMP 4S is required for the certificate. This evaluation of students' ability to comprehend aurally, speak, read and write Spanish provides an accurate assessment of how well students have met the intended learning outcomes of the certificate, specifically the targeted cultural and linguistic proficiency to navigate a professional environment in Spanish-speaking countries. It also provides a detailed report of what students can do in the language that they include in applications for graduate school, internships and/or jobs.

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

SGS faculty review the results of STAMP 4S each academic year to assess how our courses are ensuring that students achieve the target proficiency level for each respective program, in the case of the certificate for Spanish for the Professions an Intermediate proficiency in the language.

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

STAMP 4S is a direct assessment of student learning.

When will assessment activities occur and at what frequency?

STAMP 4S occurs at point of certificate completion.

Student Learning Outcomes

Learning Objectives

1. Students will demonstrate reading, writing, speaking, and listening skills in Spanish at a proficiency level of Intermediate Mid on the ACTFL Proficiency Scales.

2. Students will exhibit knowledge of cultural practices, history, and societal norms in Spanish-speaking communities through written assignments, research projects, oral presentations, and/or examinations.

3. Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in Spanish-speaking communities, including professional settings such as business, hospitality, or education through role-playing scenarios, written assignments, and interpersonal and presentational speaking assessments.

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 rational 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 Spanish for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in Spanish-speaking countries in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in Spanish and will be able to communicate effectively in spoken and written Spanish in a professional setting.

The Certificate in Spanish for the Professions will not produce any added workload.

Reviewer Comments

Christine Slater (cslater) (Tue, 17 Sep 2024 18:14:40 GMT): Rollback: These student learning outcomes could be refined to make them more specific, measurable, and action-oriented. 1. "Students will gain a foundation in linguistic skills in Spanish and cultural knowledge about Spanish-speaking countries." • Suggestions for Improvement: o Consider making the outcome more specific about the level of linguistic skills (e.g., basic conversational skills, ability to read and write at a certain proficiency level). o It could be more measurable by specifying how this foundation will be demonstrated (e.g., through conversations, written exams, or projects). Revised version: • "Students will demonstrate basic conversational skills in Spanish and exhibit knowledge of cultural practices, history, and societal norms in Spanish-speaking countries." 2. "Students will be able to understand and navigate everyday work life in Spanish-speaking countries in a variety of professional settings." • Strengths: o Focuses on practical, real-world applications, which is a great goal for language learners. • Suggestions for Improvement: o This outcome could benefit from specifying how understanding and navigation will be measured (e.g., role-playing scenarios, presentations, written assessments). o Also, defining "a variety of professional settings" more clearly will help both students and instructors focus on relevant fields (e.g., business, healthcare, or education). Revised version: • "Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in Spanish-speaking countries, including professional settings such as business, hospitality, or education." General Tips: • Ensure that each outcome is observable (how will the student demonstrate this knowledge?) and measurable (how will you assess that they have achieved this?).

Sean Quinlan (quinlan) (Thu, 19 Sep 2024 05:39:51 GMT): Rollback: Please see Slater's comments.

Rachel Halverson (rhalverson) (Thu, 19 Sep 2024 18:48:38 GMT): Rollback: Hi, Lori, Chistine has rolled this back to us with requests to edit the SLO's. I'll send you what I have done for German for you to use as a template. Please edit the SLO's and resubmit by 9/22/2024 at the latest. Thank you! Rachel

Sydney Beal-Coles (sbeal) (Mon, 28 Oct 2024 19:23:22 GMT): Updated curriculum to four-digit course numbers

Key: 570

Attach. #6

579: GLOBAL CITIZENSHIP UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 034 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 11 Sep 2024 19:56:37 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 13 Sep 2024 17:02:31 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 13 Sep 2024 17:04:34 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 19 Sep 2024 05:40:30 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Thu, 19 Sep 2024 21:12:39 GMT
   Christine Slater (cslater): Approved for Assessment
6. Thu, 19 Sep 2024 22:18:43 GMT
   Nicole Remy (nremy): Approved for DLI
7. Thu, 24 Oct 2024 17:35:23 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 31 Oct 2024 16:49:08 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 04 Nov 2024 18:37:13 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 05 Nov 2024 18:02:09 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 12 Nov 2024 22:46:04 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Wed, 11 Sep 2024 18:15:05 GMT

Viewing: 579 : Global Citizenship Undergraduate Academic Certificate

Last edit: Thu, 31 Oct 2024 16:48:59 GMT

Changes proposed by: Erin Damman

Faculty Contact

Faculty Name	Faculty Email
Erin Kimball Damman	damman@uidaho.edu

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

No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2025-2026

Program Title
Global Citizenship Undergraduate Academic Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
45.0901 - International Relations and Affairs.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Discribe the financial impact
There is no financial impact of the request. The required courses and qualified instructors are already in place.

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
FLEN 4010	Topics in Global Studies	3
One course from the following:		3
IS 3220	International Environmental Governance	
IS 3230	Global Economic Governance	
IS 3250	The Contemporary Muslim World	
IS 3260	Africa Today	

IS 3500	Sports and International Affairs	
IS 3840	African Politics	
IS 4400	International Organizations and International Law	
IS 4410	International Protection of Human Rights	
IS 4800	Politics of Development	
One course from the following:		3
ANTH 1102	Cultural Anthropology	
COMM 3350	Intercultural Communication	
HIST 1800	Introduction to East Asian History	
HIST 3150	Comparative African-American Cultures	
HIST 4300	U.S. Diplomatic History	
HIST 438	Modern Mexico and the Americas	
HIST 4390	Modern Latin America	
HIST 4400	Social Revolution in Latin America	
HIST 4680	Russia and Soviet Union Since 1894	
HIST 4820	Japan, 1600 to Present	
HIST 484	Modern China, 1840s to Present	
POLS 2050	Introduction to Comparative Politics	
POLS 2370	Introduction to International Politics	
POLS 3070	Institutions of the European Union	
POLS 3380	American Foreign Policy	
POLS 4200	Introduction to Asian Politics	
POLS 4490	World Politics and War	
Any CHIN course		
Any FREN course		
Any GERM course		
Any IS course		
Any JAPN course		
Any SPAN course		
3000- or 4000-level FLEN course		
One course in one of the following subject areas:		3
CHIN		
FREN		
GERM		
JAPN		
SPAN		
Total Hours		**12**

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

No

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.

1. Communicative proficiency: Multidisciplinary coursework will equip students to effectively communicate and collaborate with colleagues, clients, and neighbors from a range of cultural, ethnic, political, and linguistic backgrounds.

• Aligned with University learning outcomes: 2- Think & create; and 3- Communicate.

2. Cultural understanding and acquisition of knowledge: Students will think critically about inter-cultural and international communication.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 4- Clarify purpose & perspective; and 5- Practice citizenship.

3. Analytical ability: through the combination of social science and language courses, students will be able to analyze global events and see them through a multi-cultural lens, helping them practice global citizenship.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 3- Communicate; 4- Clarify purpose & perspective; and 5- Practice citizenship.

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

FLEN 401 requires students to put all of these learning outcomes (communication, analysis, and understanding) into practice both in the classroom and through both written and oral assignments. These assignments will be evaluated according to departmental standards.

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

SGS curriculum committees will evaluate class grades and course evaluations for FLEN 401 when assessing the certificate annually.

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

Grades from FLEN 401 is a direct measure of student learning. Class evaluations is an indirect measure, but still valid indicator for this certificate.

When will assessment activities occur and at what frequency?

FLEN 401 is taught every Spring semester, so assessment will occur annually.

Student Learning Outcomes

Learning Objectives

- Students will be able to analyze global issues from international and multi-cultural lenses.
- Students will be able to effectively communicate and collaborate with colleagues, clients, and neighbors from a range of cultural, ethnic, political, and linguistic backgrounds.

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 rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This certificate serves two major purposes: 1. It provides students with a focused set of courses with substantive training in international diplomatic and culturally sensitive thinking. 2. The certificate offers non-majors the opportunity to get substantial training in the area of global literacy. It is anticipated that the Global Citizenship Certificate will be attractive to students pursuing degrees in a range of academic disciplines, especially students contemplating careers with potential cross-cultural or international components.

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

Reviewer Comments

Sande Schlueter (sandeschlueter) (Thu, 24 Oct 2024 17:28:22 GMT): Program Description: The Certificate in Global Citizenship prepares students to practice global citizenship and enter the diverse workforce in an interconnected economy. Multidisciplinary coursework will equip students to effectively communicate and collaborate with colleagues, clients, and neighbors from a range of cultural, ethnic, political, and linguistic backgrounds.

Sydney Beal-Coles (sbeal) (Tue, 29 Oct 2024 19:03:16 GMT): Updated curriculum with four-digit course numbers

Rebecca Frost (rfrost) (Thu, 31 Oct 2024 16:48:59 GMT): Updated formatting to catalog standard.

Key: 579

Attach. #7

582: JAPANESE FOR THE PROFESSIONS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 034 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sat, 14 Sep 2024 23:06:50 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 20 Sep 2024 16:56:23 GMT
   Charles Tibbals (ctibbals): Rollback to 034 Chair for CLASS Review
3. Fri, 20 Sep 2024 17:01:33 GMT
   Rachel Halverson (rhalverson): Rollback to Initiator
4. Fri, 20 Sep 2024 21:28:14 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
5. Fri, 27 Sep 2024 16:19:39 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
6. Fri, 27 Sep 2024 17:12:47 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
7. Fri, 27 Sep 2024 17:18:27 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
8. Thu, 03 Oct 2024 23:53:53 GMT
   Christine Slater (cslater): Approved for Assessment
9. Fri, 04 Oct 2024 15:53:24 GMT
   Nicole Remy (nremy): Approved for DLI
10. Thu, 24 Oct 2024 20:09:22 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
11. Thu, 31 Oct 2024 16:49:26 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Mon, 04 Nov 2024 18:38:17 GMT
    Sydney Beal-Coles (sbeal): Approved for Registrar's Office
13. Tue, 05 Nov 2024 17:56:05 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
14. Tue, 12 Nov 2024 22:46:12 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Fri, 20 Sep 2024 18:48:01 GMT

Viewing: 582 : Japanese for the Professions Undergraduate Academic Certificate

Last edit: Mon, 04 Nov 2024 18:37:43 GMT

Changes proposed by: Azusa Tojo

Faculty Contact

Faculty Name	Faculty Email
Azusa Tojo	atojo@uidaho.edu

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2025-2026

Program Title
Japanese for the Professions Undergraduate Academic Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
16.0302 - Japanese Language and Literature.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Curriculum:

The Japanese for the Professions Certificate equips students with the foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in Japanese-speaking communities in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in Japanese and will be able to communicate effectively in spoken and written Japanese in a professional setting.

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
FLEN 3310	Japanese Anime	3
JAPN 3010	Japanese Reading and Writing	3
JAPN 3030	Japanese Listening and Speaking	3
JAPN 3100	Course JAPN 3100 Not Found (Japanese Culture for Professional Life)	3
Complete STAMP 4S Proficiency Assessment [1]		
Total Hours		**12**

Courses to total 12 credits for this certificate

[1] Please contact the School of Global Studies for information regarding the STAMP 4S.

Distance Education Availability

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

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

No

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.

Communicative proficiency: With completion of the Certificate of Japanese for the Professions, students will be able to understand relatively sophisticated spoken Japanese and will be able to recognize and emulate characteristic traits of various types of tasks, specifically communicating with people in professional settings. They will increase the bank of vocabulary and rhetorical expressions with which they are familiar and which they can deploy themselves.

• Aligned with University learning outcomes: 2- Think & create; and 3- Communicate.

2. Cultural understanding and acquisition of knowledge: Students will think critically about cultural matters of the Japanese-speaking professional world, in connection and in comparison with those of the United States.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 4- Clarify purpose & perspective; and 5- Practice citizenship.

3. Analytical ability: Students will gain skills in spoken Japanese to attain specific aims. In relation to cultural analysis, students will gain ability to draw connections between cultural values and assumptions.

• Aligned with University learning outcomes: 1- Learn & integrate; 2- Think & create; 3- Communicate; 4- Clarify purpose & perspective; and 5- Practice citizenship.

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

Completion of the proficiency assessment STAMP 4S is required for the certificate. This evaluation of students' ability to comprehend aurally, speak, read and write Japanese provides an accurate assessment of how well students have met the intended learning outcomes of the certificate, specifically the targeted cultural and linguistic proficiency to navigate a professional environment in Japanese-speaking communities. It also provides a detailed report of what students can do in the language that they include in applications for graduate school, internships and/or jobs.

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

SGS faculty review the results of STAMP 4S each academic year to assess how our courses are ensuring that students achieve the target proficiency level for each respective program, in the case of the certificate for Japanese for the Professions an Intermediate proficiency in the language.

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

STAMP 4S is a direct assessment of student learning.

When will assessment activities occur and at what frequency?

STAMP 4S occurs at point of certificate completion.

Student Learning Outcomes

Learning Objectives

1. Students will demonstrate reading, writing, speaking, and listening skills in Japanese at a proficiency level of Intermediate Mid on the ACTFL Proficiency Scales.

2. Students will exhibit knowledge of cultural practices, history, and societal norms in Japanese-speaking communities through written assignments, research projects, oral presentations, and/or examinations.

3. Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in Japanese-speaking communities, including professional settings such as business, hospitality, or education through role-playing scenarios, written assignments, and interpersonal and presentational speaking assessments.

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 rational 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 Japanese for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in Japanese-speaking communities in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in Japanese and will be able to communicate effectively in spoken and written Japanese in a professional setting.

This certificate meets industry demand. This certificate was specifically requested by Micron.

The Certificate in Japanese for the Professions will not produce any added workload.

Reviewer Comments

Charles Tibbals (ctibbals) (Fri, 20 Sep 2024 16:56:23 GMT): Rollback: Please update the learning outcomes to meet C. Slater's concerns with prior language certificates.

Rachel Halverson (rhalverson) (Fri, 20 Sep 2024 17:01:33 GMT): Rollback: Hi, Azusa,Christine is rolling back all our certificates with suggestions for the Student Learning Outcomes. I'll send you via email what how I have responded for the German certificate to use as a template. Please respond to Christine's feedback by 9/22 at the latest and resubmit this proprosal. Thanks so much! Rachel

Key: 582

Attach. #8

98: ENGLISH LITERATURE MINOR

In Workflow

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

Approval Path

1. Tue, 27 Aug 2024 18:21:00 GMT
   Tara MacDonald (tmacdonald): Approved for 012 Chair
2. Fri, 30 Aug 2024 16:10:46 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 05 Sep 2024 15:02:01 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:39 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 17:56:23 GMT
   Christine Slater (cslater): Approved for Assessment
6. Thu, 19 Sep 2024 22:18:54 GMT
   Nicole Remy (nremy): Approved for DLI
7. Wed, 16 Oct 2024 20:04:20 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Mon, 21 Oct 2024 16:11:44 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 22 Oct 2024 22:41:08 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Tue, 29 Oct 2024 17:53:50 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 05 Nov 2024 17:37:18 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

Date Submitted: Tue, 27 Aug 2024 18:18:38 GMT

Viewing: 98 : English Literature Minor

Last edit: Thu, 24 Oct 2024 23:38:19 GMT

Changes proposed by: Tara MacDonald

Faculty Contact

Faculty Name	Faculty Email
Tara MacDonald	tmacdonald@uidaho.edu

Change Type (Choose all that apply)

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Description of Change

Changing from "English" to "English Literature" to more accurately reflect the curriculum in the minor.

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
English

Effective Catalog Year
2025-2026

Program Title
English Literature Minor

Program Credits
21

CIP Code
23.0101 - English Language and Literature, General.

Curriculum:

Code	Title	Hours
ENGL 2150	Introduction to English Studies	3
Select two survey courses from the following:		6
ENGL 2570	Survey of Western World Literature I	
or ENGL 2580	Survey of Western World Literature II	
ENGL 2670	Survey of British Literature I	
or ENGL 2680	Survey of British Literature II	
ENGL 2770	Survey of American Literature I	
or ENGL 2780	Survey of American Literature II	
Select four Upper-Division English courses [1]		12
Total Hours		**21**

Courses to total 21 credits for this minor

[1] Chosen from any course at the 3000- or 4000-level; at least two must be literature courses, and at least one must be at the 4000-level.

Distance Education Availability

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

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?
No

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 rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This minor has always been a Literature minor but has been mistakenly called just the "English" minor. This has lead to confusion as English has other minors (in Creative Writing, for example). We would like to change it to English Literature to better reflect the content.

No added workload.

Reviewer Comments

Sydney Beal-Coles (sbeal) (Thu, 24 Oct 2024 23:38:19 GMT): Switched curriculum to four-digit course numbers

Key: 98

Attach. #9

559: UNDERGRADUATE RESEARCH ACADEMIC CERTIFICATE

In Workflow

1. 938 Chair (gwen@uidaho.edu)
2. 00 Curriculum Committee Chair (sbeal@uidaho.edu)
3. 00 Dean (00 Dean@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 15 Oct 2024 22:31:21 GMT
   Sande Schlueter (sandeschlueter): Approved for 938 Chair
2. Wed, 16 Oct 2024 19:45:54 GMT
   Theodore Unzicker (tunzicker): Approved for 00 Curriculum Committee Chair
3. Thu, 17 Oct 2024 22:54:23 GMT
   Sydney Beal-Coles (sbeal): Approved for 00 Dean
4. Fri, 18 Oct 2024 19:17:15 GMT
   Christine Slater (cslater): Approved for Assessment
5. Fri, 18 Oct 2024 23:10:29 GMT
   Nicole Remy (nremy): Approved for DLI
6. Tue, 22 Oct 2024 21:24:25 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Wed, 23 Oct 2024 17:08:13 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Mon, 28 Oct 2024 15:05:28 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Thu, 31 Oct 2024 16:54:00 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Tue, 05 Nov 2024 17:46:27 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 30 Sep 2024 23:05:45 GMT

Viewing: 559 : Undergraduate Research Academic Certificate

Last edit: Tue, 29 Oct 2024 21:39:55 GMT

Changes proposed by: Taylor Raney

Faculty Contact

Faculty Name	Faculty Email
Kris Waynant	kwaynant@uidaho.edu

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

No

Academic Level

Undergraduate

College

University-Wide Program Administration

Department/Unit:
University-Wide Program Administration

Effective Catalog Year
2025-2026

Program Title
Undergraduate Research Academic Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
45.0102 - Research Methodology and Quantitative Methods.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Curriculum:

The 12-credit certificate may be completed by students across any undergraduate program across the university. To be eligible, students must take at least six credits from each of two categories and submit evidence of research dissemination.

Core research courses focus on developing competency with respect to research skills and methods, requiring application through development of hypotheses, literature review, data collection, analysis, and research ethics. Students relate fundamental research skills in real-world scenarios. Applied research courses focus on application of discipline-specific research skills and methods. There, students apply appropriate research methods to their discipline through collection and analysis of data. Students report on data findings using relevant analytical methods and tools.

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

Code	Title	Hours
Core Research		
Select at least 6 credits from the following:		6
BE 2420	Biological Engineering Analysis and Design	
BIOL 1020	Biology and Society	
BIOL 2500	General Microbiology	
BIOL 3100	Genetics	
CHEM 2530	Quantitative Analysis	
CHEM 2770	Organic Chemistry I	

ECON 3950	Regional Economic Analysis	
ESHS 4550	Design & Analysis of Research in Movement Sciences	
HIST 2900	The Historian's Craft	
PHIL 2010	Critical Thinking	
PHIL 2020	Introduction to Symbolic Logic	
PHIL 3120	Decision Theory	
PHYS 2110	Engineering Physics I	
POLS 2350	Political Research Methods and Approaches	
POLS 3360	Political Research Methods and Approaches II	
POLS 3850	Political Psychology	
POLS 4370	American Presidency	
POLS 4900	Senior Experience	
SOC 3090	Social Science Research Methods	
STAT 2510	Statistical Methods	
Applied Research		
Select at least 6 credits from the following:		6
AGED 4110	Research Methods in Agricultural Education, Leadership, & Communications	
ANTH 4160	Qualitative Social Science Methods	
BE 4220	Tissue Biomechanics	
BE 4230	Tissue Engineering and Regenerative Medicine	
BE 4990	Directed Study	
BIOL 3010	Undergraduate Research	
BIOL 4010	Undergraduate Research	
CHEM 4910	Research	
CYB 3100	Cybersecurity Technical Foundations	
CYB 4200	Digital Forensics	
EDCI 3280	Elementary Social Studies Education	
EDCI 3290	Elementary Science Education	
EDCI 4080	Integrated Elementary Methods Practicum I	
ENGL 3100	Critical Theory	
ENGL 3170	Technical Writing II	
ENGL 3200	Grant Proposal Writing	
ESHS 4950	Practicum	
ESHS 4980	Internship in Exercise Science & Health	
FN 4911	Community Nutrition	
HIST 4950	History Senior Seminar	
HIST 4980	Internship	
MKTG 4210	Marketing Research & Analysis	
PLSC 4020	Undergraduate Research in Plant Science	
POLS 4860	Authoritarian Regimes	
SOC 4160	Qualitative Social Science Methods	
SOC 4170	Social Data Analysis	
THE 4520	Theatre Historiography	
THE 4530	Topics in World Theatre History	
Total Hours		**12**

Courses to total 12 credits for this certificate.

Distance Education Availability

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

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

No

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.

1. Students will apply fundamental research methodologies, including literature review, data collection, analysis and interpretation.
2. Students will contextualize and communicate how their research adds to the existing literature in the field.
3. Students will demonstrate principles of ethical conduct in research.
4. Students will critically evaluate scholarly literature, databases, and primary sources.

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

The culminating requirement of the Undergraduate Research Academic Certificate is an expectation to participate in the UI Undergraduate Research Symposium or another venue for dissemination. Candidates will be evaluated against the learning objectives using a validated rubric during that event or separately for any student participating in an alternative forum. Candidates will also complete a survey regarding their perceptions of their capacity to engage in meaningful research.

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

Each year, the Office of Undergraduate Research Director and Undergraduate Research Committee will 1) meet to discuss assessment findings, 2) develop recommendations and implement as appropriate, and 3) share recommendations with instructors and academic deans.

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

Direct: Assessment of undergraduate research presentations using a validated rubric
Indirect: Survey to assess students' perceptions of their capacity to contribute to the literature in their field

When will assessment activities occur and at what frequency?

Annually, each Spring

Student Learning Outcomes

Learning Objectives

1. Students will apply fundamental research methodologies, including literature review, data collection, analysis and interpretation.
2. Students will contextualize and communicate how their research adds to the existing literature in the field.
3. Students will demonstrate principles of ethical conduct in research.
4. Students will critically evaluate scholarly literature, databases, and primary sources.

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 rational 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.

Engagement in undergraduate research is identified as a high impact practice by the American Association of Colleges and Universities for positively affecting the student experience in higher education. Benefits of such practice include development of critical thinking skills, enhanced understanding of research methodologies and confidence in using them, deeper understanding of principles explored in regular course work, students' perceptions in themselves as researchers in their fields, increased degree completion and graduate school acceptance rates, enhanced satisfaction in the quality of undergraduate experiences, and feelings of connectedness with others engaged in the work. These positive outcomes are not limited to students with above-average GPAs. Those with below-average GPAs who engage in undergraduate research demonstrate strong outcomes and catchup growth to their higher-performing peers.

The development of this certificate will systematize the great work already happening in silos around our learning community, making it more accessible to individuals from underrepresented populations. Such students benefit from engagement in research through feelings of connectedness with faculty and other students engaged in the work, positively impacting retention and graduation metrics as well as graduate school application and go-on rates.

The proposal addresses all five of the university's learning outcomes: Learn and Integrate, Think and Create, Communicate, Clarify Purpose and Perspective, and Practice Citizenship.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Tue, 15 Oct 2024 22:31:18 GMT): This is a university-wide program.

Rebecca Frost (rfrost) (Wed, 23 Oct 2024 17:08:03 GMT): Updated certificate requirements formatting to catalog standards.

Sande Schlueter (sandeschlueter) (Tue, 29 Oct 2024 15:11:15 GMT): Program Description: The Undergraduate Research Certificate provides students with structured, hands-on research experiences across various disciplines. Through coursework and faculty-mentored research projects, students develop critical skills in inquiry and creativity, data analysis, and academic writing. This program prepares students for advanced study or careers in research-intensive fields as well as practical application, enhancing their ability to contribute meaningfully to scholarly, artistic, and professional communities. Completion of the certificate showcases a student's commitment to rigorous, evidence-based exploration and/or creative expression towards the application of knowledge in real-world contexts.

Sydney Beal-Coles (sbeal) (Tue, 29 Oct 2024 21:39:55 GMT): BIOL 2770 removed and replaced with CHEM 2770 per correspondence with Taylor Raney

Key: 559

Attach. #10

142: REVISION TO J-3-F

In Workflow

1. Registrar's Office (none)
2. UCC (none)
3. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
4. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
5. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
7. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 18 Nov 2024 16:16:11 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 20 Nov 2024 20:27:12 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC

New Proposal

Date Submitted: Fri, 15 Nov 2024 16:22:35 GMT

Viewing: Revision to J-3-f

Last edit: Mon, 18 Nov 2024 16:47:12 GMT

Changes proposed by: Barbara Kirchmeier

Faculty Contact

Faculty Name	Faculty Email
Barb Kirchmeier	barbara@uidaho.edu

Request Type

Other

Effective Catalog Year

2025-2026

Title

Revision to J-3-f

Request Details

Revision to J-3-f includes the following:

1. Change in name to general education category: American Diversity to American Experience.
2. Update in language describing the American Experience general education category.
3. Separation of American Experience and International general education categories into their own catalog sections (J-3-f: American Experience; J-3-g: International) with the understanding that the subsequent J-3 sections would need relabeled, too.

No changes to the curriculum--the courses that fall under the American Experience or International general education categories.

Supporting Documents

Proposed revisions to J-3-f.docx

Key: 142

Attach. #11

584: ELECTRICAL ENGINEERING - GLOBAL (BSEE)

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 23 Sep 2024 15:46:31 GMT
   Joseph Law (joel): Approved for 129 Chair
2. Wed, 25 Sep 2024 21:53:05 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Wed, 25 Sep 2024 22:44:26 GMT
   Suzanna Long (long): Approved for 08 Dean
4. Thu, 26 Sep 2024 15:59:00 GMT
   Christine Slater (cslater): Approved for Assessment
5. Thu, 26 Sep 2024 23:58:05 GMT
   Nicole Remy (nremy): Approved for DLI
6. Fri, 01 Nov 2024 15:25:01 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Mon, 04 Nov 2024 19:49:37 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Wed, 06 Nov 2024 18:42:46 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 06 Nov 2024 18:43:28 GMT
   Theodore Unzicker (tunzicker): Rollback to Registrar's Office for Ready for UCC
10. Thu, 07 Nov 2024 23:14:33 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 13 Nov 2024 16:20:53 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Wed, 20 Nov 2024 20:27:35 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 23 Sep 2024 15:44:46 GMT

Viewing: 584 : Electrical Engineering - Global (BSEE)

Last edit: Thu, 07 Nov 2024 23:42:36 GMT

Changes proposed by: Joseph Law

Faculty Contact

Faculty Name	Faculty Email
Joseph Law	joel@uidaho.edu

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

Yes

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Electrical & Computer Engr

Effective Catalog Year
2026-2027

Program Title
Electrical Engineering - Global (BSEE)

Degree Type
Major

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

Program Credits
128

Attach Program Change
SBOE_BSEE_Hiroshima_Full_Proposal_Form_11_01_24.docx
Budget-Proposal-Form-BSEE-Global - V5.xlsx

CIP Code
14.1001 - Electrical and Electronics Engineering

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?
Yes

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Greater than $250,000 per FY

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

Discribe the financial impact
The revenue will is projected to exceed the cost of this program. Details are in the budget tables of the State Form.

Curriculum:

Required coursework includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/)) and:

Code	Title	Hours
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
CS 1120	Computer Science I	4

ECE 1010	Foundations of Electrical and Computer Engineering	2
ECE 2100	Electrical Circuits I	3
ECE 2110	Electrical Circuits Lab I	1
ECE 2120	Electrical Circuits II	3
ECE 2130	Electrical Circuits II Lab	1
ECE 2400	Digital Logic	3
ECE 2410	Logic Circuit Lab	1
ECE 2920	Sophomore Seminar	0
ECE 3100	Microelectronics I	3
ECE 3110	Microelectronics I Lab	1
ECE 3200	Energy Systems I	3
ECE 3210	Energy Systems I Laboratory	1
ECE 3300	Electromagnetic Theory	3
ECE 3310	Electromagnetics Laboratory	1
ECE 3400	Microcontrollers	3
ECE 3410	Microcontrollers Lab	1
ECE 3500	Signals and Systems I	3
ECE 3510	Signals and Systems I Lab	1
ECE 4800	EE Senior Design I	3
ECE 4810	EE Senior Design II	3
ECE 4910	Senior Seminar	0
ENGR 2100	Engineering Statics	3
ENGR 2200	Engineering Dynamics	3
ENGR 3600	Engineering Economy	2
MATH 1170	Calculus I	4
MATH 1750	Calculus II	4
MATH 2750	Calculus III	3
MATH 3100	Ordinary Differential Equations	3
MATH 3300	Linear Algebra	3
PHIL 1103	Introduction to Ethics	3
or AMST 3010	Studies in American Culture	
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1
STAT 3010	Probability and Statistics	3
Select one of the following:		3-4
ECON 2201	Principles of Macroeconomics	
ECON 2202	Principles of Microeconomics	
ECON 2720	Foundations of Economic Analysis	
Select 18 credits of Technical electives taken from upper-division Engineering, Math, Physics, Statistics, and Computer Science courses: [1]		18
ECE 4100	Microelectronics II	
or ECE 4180	Introduction to Electronic Packaging	
ECE 4200	Energy Systems II	
ECE 4300	Microwave and Millimeter Wave Circuits	
or ECE 4320	Propagation of Wireless Signals	
or ECE 4340	Antenna Principles and Design	
ECE 4400	Digital Systems Engineering	
or ECE 4430	Distributed Processing and Control Networks	
ECE 4500	Signals and Systems II	
or ECE 4700	Control Systems	
ECE 4600	Semiconductor Devices	
or ECE 465	Introduction to Microelectronics Fabrication	
Total Hours		**108-109**

[1] Students may request, after approval by their academic advisor and the Petition Committee, to use other upper division technical courses in the College of Science or in Engineering Management (EM) in partial fulfillment of this requirement. Of these eighteen credits a minimum of twelve credits must be selected from electrical engineering courses including at least nine credits from these courses.

Courses to total 128 credits for this degree, not counting ENGL 1101 , MATH 1143 , and other courses that might be required to remove deficiencies.

Students majoring in electrical engineering must earn a grade of P in ECE 2920 and a grade of C or better in each of the following courses for graduation and before registration is permitted in upper-division electrical and computer engineering courses:

Code	Title	Hours
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
CS 1120	Computer Science I	4
ECE 2100	Electrical Circuits I	3
ECE 2110	Electrical Circuits Lab I	1
ECE 2120	Electrical Circuits II	3
ECE 2130	Electrical Circuits II Lab	1
ECE 2400 & ECE 2410	Digital Logic and Logic Circuit Lab	4
ENGR 2100	Engineering Statics	3
ENGR 2200	Engineering Dynamics	3
MATH 1170	Calculus I	4
MATH 1750	Calculus II	4
MATH 2750	Calculus III	3
MATH 3100	Ordinary Differential Equations	3
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1

Students majoring in electrical engineering or computer engineering must meet the college requirements for admission to classes (see "Admission to Classes (https://catalog.uidaho.edu/colleges-related-units/engineering/)" under College of Engineering (https://catalog.uidaho.edu/colleges-related-units/engineering/)).

Any student majoring in electrical engineering may accumulate no more than five (5) letter grades of Ds and Fs in mathematics, science, or engineering courses that are used to satisfy graduation requirements. Included in this number are multiple repeats of a single class or single repeats in multiple classes and courses transferred from other institutions. Specifically excluded are D or F grades from laboratory sections associated with courses.

Within the constraints on choice of technical electives noted above, students may choose sets of electives to develop proficiencies in certain areas of emphasis. Three such areas are currently available: one in communications, one in integrated circuit design, and one in power. The course requirements for each of these areas are described below.

Communications Emphasis

This emphasis prepares students for a variety of careers in the communications industry. Students should take a total of 18 credits from the following:

Code	Title	Hours
Core Courses		
Select 9 credits from the following:		9
ECE 4100	Microelectronics II	
ECE 4300	Microwave and Millimeter Wave Circuits	
ECE 4500	Signals and Systems II	
Technical Electives		
Select 9 credits from the following:		9
ECE 4320	Propagation of Wireless Signals	
ECE 4450	Introduction to VLSI Design	
ECE 4520	Communication Systems	
ECE 4550	Information and Coding Theory	
Total Hours		**18**

Microelectronics Emphasis

This emphasis prepares students for a variety of careers in the semiconductor industry. It includes courses in analog/RF and mixed-signal integrated circuit (IC) design, semiconductors, and IC packaging. Students should take a total of 18 credits from the following:

Code	Title	Hours
Required credits:		
ECE 4100	Microelectronics II	3
ECE 4600	Semiconductor Devices	3
Select 3 core credits from the following:		3
ECE 4150	Analog Integrated Circuit Design	
ECE 4180	Introduction to Electronic Packaging	
Select 3 credits from the following:		3
ECE 4400	Digital Systems Engineering	
ECE 4300	Microwave and Millimeter Wave Circuits	
ECE 4500	Signals and Systems II	
ECE 465	Introduction to Microelectronics Fabrication	
Select 6 additional credits of technical electives from the following:		6
ECE 4150	Analog Integrated Circuit Design	
ECE 4180	Introduction to Electronic Packaging	
ECE 4190	Image Sensors and Systems	
ECE 4450	Introduction to VLSI Design	
ECE 4620	Quantum Mechanics for Electrical Engineers	
ECE 465	Introduction to Microelectronics Fabrication	
Total Hours		**18**

Power Emphasis

This emphasis prepares students for a variety of careers with electric utilities, consulting firms, and manufacturing and design firms. Students should take a total of 18 credits from the following:

Code	Title	Hours
ECE 4200	Energy Systems II	3
ECE 4210	Introduction to Power Systems	3
ECE 4220	Power Systems Analysis	3
ECE 4270	Power Electronics	3
Select 3 credits from the following:		3
ECE 4100	Microelectronics II	
ECE 4300	Microwave and Millimeter Wave Circuits	
ECE 4400	Digital Systems Engineering	
ECE 4500	Signals and Systems II	
Select 3 additional credits of technical electives		3
Total Hours		**18**

Degree Maps:

Four-Year Plan

Fall Term 1		Hours
CS 1120	Computer Science I	4
ENGL 1101	Writing and Rhetoric I	3
MATH 1170	Calculus I	4
Humanistic and Artistic Ways of Knowing Course		3
Oral Communication Course		3
	Hours	**17**
Spring Term 1		
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
ECE 1010	Foundations of Electrical and Computer Engineering	2
MATH 1750	Calculus II	4
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
ENGL 1102	Writing and Rhetoric II	3
	Hours	**17**

Fall Term 2		
ECE 2100	Electrical Circuits I	3
ECE 2110	Electrical Circuits Lab I	1
ENGR 2100	Engineering Statics	3
MATH 3100	Ordinary Differential Equations	3
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1
AMST 3010 or PHIL 1103	Studies in American Culture or Introduction to Ethics	3
	Hours	**17**
Spring Term 2		
ECE 2120	Electrical Circuits II	3
ECE 2130	Electrical Circuits II Lab	1
ECE 2400	Digital Logic	3
ECE 2410	Logic Circuit Lab	1
ECE 2920	Sophomore Seminar	0
ENGR 2200	Engineering Dynamics	3
MATH 2750	Calculus III	3
ECON 2201 or ECON 2202 or ECON 2720	Principles of Macroeconomics or Principles of Microeconomics or Foundations of Economic Analysis	3
	Hours	**17**
Fall Term 3		
ECE 3100	Microelectronics I	3
ECE 3110	Microelectronics I Lab	1
ECE 3200	Energy Systems I	3
ECE 3210	Energy Systems I Laboratory	1
ECE 3300	Electromagnetic Theory	3
ECE 3310	Electromagnetics Laboratory	1
ENGR 3600	Engineering Economy	2
American Diversity Course		3
	Hours	**17**
Spring Term 3		
ECE 3400	Microcontrollers	3
ECE 3410	Microcontrollers Lab	1
ECE 3500	Signals and Systems I	3
ECE 3510	Signals and Systems I Lab	1
MATH 3300	Linear Algebra	3
STAT 3010	Probability and Statistics	3
	Hours	**14**
Fall Term 4		
ECE 4800	EE Senior Design I	3
ECE 4910	Senior Seminar	0
UPDV Technical, Major Elective Course		3
International Course		3
Social and Behavioral Ways of Knowing Course		3
ECE 4100 OR ECE 4180 OR ECE 4200 OR ECE 4300 OR ECE 4320 OR ECE 4340 OR ECE 4400 OR ECE 4430 OR ECE 4500 OR ECE 4600 OR ECE 4650 OR ECE 4700		3
	Hours	**15**
Spring Term 4		
ECE 4810	EE Senior Design II	3
UPDV Technical, Major Elective Course		3
UPDV Technical, Major Elective Course		3
ECE 4100 OR ECE 4180 OR ECE 4200 OR ECE 4300 OR ECE 4320 OR ECE 4340 OR ECE 4400 OR ECE 4430 OR ECE 4500 OR ECE 4600 OR ECE 4650 OR ECE 4700		3
ECE 4100 OR ECE 4180 OR ECE 4200 OR ECE 4300 OR ECE 4320 OR ECE 4340 OR ECE 4400 OR ECE 4430 OR ECE 4500 OR ECE 4600 OR ECE 4650 OR ECE 4700		3
	Hours	**15**
	Total Hours	**129**

Five-Year Plan

Fall Term 1		**Hours**
ENGL 1101	Writing and Rhetoric I	3
MATH 1143	Precalculus I: Algebra	3
MATH 1144	Precalculus II: Trigonometry	1
CS 1112	Computational Thinking and Problem Solving	3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	**13**

Spring Term 1		
CS 1120	Computer Science I	4
ECE 1010	Foundations of Electrical and Computer Engineering	2
ENGL 1102	Writing and Rhetoric II	3
MATH 1170	Calculus I	4
	Hours	**13**
Fall Term 2		
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
MATH 1750	Calculus II	4
MATH 3300	Linear Algebra	3
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
	Hours	**15**
Spring Term 2		
ECE 2100	Electrical Circuits I	3
ECE 2110	Electrical Circuits Lab I	1
ECE 2920	Sophomore Seminar	0
ENGR 2100	Engineering Statics	3
MATH 3100	Ordinary Differential Equations	3
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1
	Hours	**14**
Fall Term 3		
ECE 2120	Electrical Circuits II	3
ECE 2130	Electrical Circuits II Lab	1
ECE 2400	Digital Logic	3
ECE 2410	Logic Circuit Lab	1
ENGR 2200	Engineering Dynamics	3
MATH 2750	Calculus III	3
	Hours	**14**
Spring Term 3		
ECE 3100	Microelectronics I	3
ECE 3110	Microelectronics I Lab	1
ECON 2201 or ECON 2202 or ECON 2720	Principles of Macroeconomics or Principles of Microeconomics or Foundations of Economic Analysis	3
STAT 3010	Probability and Statistics	3
Oral Communication Course		3
	Hours	**13**
Fall Term 4		
ECE 3200	Energy Systems I	3
ECE 3210	Energy Systems I Laboratory	1
ECE 3300	Electromagnetic Theory	3
ECE 3310	Electromagnetics Laboratory	1
ENGR 3600	Engineering Economy	2
AMST 3010 or PHIL 1103	Studies in American Culture or Introduction to Ethics	3
	Hours	**13**
Spring Term 4		
ECE 3400	Microcontrollers	3
ECE 3410	Microcontrollers Lab	1
ECE 3500	Signals and Systems I	3
ECE 3510	Signals and Systems I Lab	1
UPDV Technical, Major Elective Course		3
Social & Behavioral Ways of Knowing Course		3
	Hours	**14**
Fall Term 5		
ECE 4800	EE Senior Design I	3
ECE 4910	Senior Seminar	0
International Course		3
UPDV Technical, Major Elective Course		3
ECE 4100 OR ECE 4180 OR ECE 4200 OR ECE 4300 OR ECE 4320 OR ECE 4340 OR ECE 4400 OR ECE 4430 OR ECE 4500 OR ECE 4600 OR ECE 4650 OR ECE 4700		3
	Hours	**12**
Spring Term 5		
ECE 4810	EE Senior Design II	3
UPDV Technical, Major Elective Course		3

American Diversity Course	3
ECE 4100 OR ECE 4180 OR ECE 4200 OR ECE 4300 OR ECE 4320 OR ECE 4340 OR ECE 4400 OR ECE 4430 OR ECE 4500 OR ECE 4600 OR ECE 4650 OR ECE 4700	3
ECE 4100 OR ECE 4180 OR ECE 4200 OR ECE 4300 OR ECE 4320 OR ECE 4340 OR ECE 4400 OR ECE 4430 OR ECE 4500 OR ECE 4600 OR ECE 4650 OR ECE 4700	3
Hours	**15**
Total Hours	**136**

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript, and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

Distance Education Availability

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

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

No

Geographical Area Availability

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

Moscow
Other

Where?

Hiroshima, Japan

Student Learning Outcomes

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

The student will be able to:

1. identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3. communicate effectively with a range of audiences.

4. recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. acquire and apply new knowledge a

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

Each outcome will be mapped to a course. Homework assignments, exam problems, presentations, or projects in the courses will be used to assess the outcome mapped to it.

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

The department assessment committee will review assessment results and make recommendations at a faculty meeting. The faculty will discuss results and recommendations and decide on actions to improve the program.

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

Homework assignments, exam problems, presentations, or projects in the courses will be used to assess the outcomes.

When will assessment activities occur and at what frequency?

Assessment will occur each semester.

Student Learning Outcomes

Learning Objectives

The student will be able to:

1. identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. communicate effectively with a range of audiences.
4. recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. acquire and apply new knowledge as needed, using appropriate learning strategies.

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 rational 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 University of Idaho (UI) proposes to create an additional international UI location at Hiroshima University (HU) in Hiroshima Japan, in partnership with HU. At the proposed location on HU's campus, UI will offer the first two years of an existing approved degree program, the Bachelor of Science Electrical Engineering (BSEE). Completion of the BSEE counts toward eligibility for the Professional Engineer's license (PE) to practice engineering, which requires a four-year degree from a program accredited by the Accreditation Board of Engineering and Technology (ABET). The existing UI BSEE is ABET accredited, and the HU-UI BSEE will seek separate ABET accreditation, as separate accreditation is required by ABET for a program where the first two years are offered at a separate location.

To deliver the first two years of the program at HU, UI will hire HU faculty as adjunct instructors to deliver UI's existing curriculum for each degree to be offered. UI will also provide a full-time program coordinator and a full-time instructor to help deliver face-to-face general education requirements on the HU campus. Similarly, UI will contract with HU to provide student support services for BSEE students. Further, HU has existing high-quality educational facilities that UI will use to teach BSEE students on the HU campus. University of Idaho will compensate HU for use of these facilities and for student support services by providing HU a proportion of tuition revenues from the program. We have appended the memorandum of understanding (MOU) for this arrangement. While students will complete their foundational coursework at HU, they will matriculate as UI students to do so. These foundational courses offered at HU will be taught in English. After completing their initial two years of study, students will come to UI's main campus in Moscow, ID for the remaining two years of study needed to complete the baccalaureate degree program. Thus, participating students will be enrolled as UI degree-seeking students throughout their degree programs, both while they study at HU and while they do so in Moscow.

Students who begin the BSEE program at HU will be integrated with UI students once they come to Moscow for their final years of coursework, except that the senior-level capstone experience will incorporate greater opportunity to work with industry partners from their home countries. At the same time, these students will be tracked as a separate cohort to enable UI to measure the financial impact and viability of the two BSEE cohorts (HU-Moscow and Moscow-only). This tracking will permit UI to monitor the financial viability of each program and adjust as needed to ensure financial sustainability. Further, the BSEE program – an existing approved academic program – incorporates content from two other existing approved programs, the Bachelor of Science Computer Engineering (BSCompE) and the Bachelor of Science Computer Science (BSCS). One benefit of building the BSEE program is that the first two years of this program are almost identical to the first two years of the BSCompE and BSCS programs. Therefore, when students arrive in Moscow, they will have the opportunity to pursue one of three pathways: the BSEE, the BSCompE, or the BSCS.

This project will enable international students from across East and Southwest Asia – notably Vietnam, South, Korea, Indonesia, and Malaysia – who are interested in the BSEE or one of the two related degree programs to do so while gaining valuable experience studying in another culture. The project will help address pressing workforce shortages, not just in Idaho or the Pacific Northwest but globally, which are intensifying as the nation's elderly population grows in proportion to its working-age population. Further, the project will particularly benefit BSEE students completing their degree program entirely at UI's Moscow, ID campus. It will provide UI's Moscow-only students with expanded opportunities to collaborate with and learn from peers from different cultural backgrounds. Collaborative inter-disciplinary teams are required to complete many engineering projects. Many such teams include engineers from a variety of cultural backgrounds. Therefore, engineers need training that prepares them to work effectively in such teams. The proposed HU-UI partnership will benefit Moscow-only UI BSEE students by substantially increasing their opportunities to develop the skills required to succeed in inter-disciplinary, multi-cultural engineering teams. As a result, Moscow-only students' work-readiness upon graduation will be significantly enhanced, as will their capacity to advance in their careers. Further, the proposed partnership will

create a core group of engineers specialized in the global semiconductor industry -- graduates who will be poised to become leaders on the international stage. The project will also benefit HU. It will enable HU to expand the number of students on its campus while adhering to nationally established enrollment caps. The increased student presence on HU's campus will allow the university to apply for resources from the Japanese central government that will benefit all students on the campus. Further, Micron Technology and other international industry partners have expressed strong support for the proposed partnership, which will help to meet its needs for well-trained engineers, both in Asia and in the U.S.

In addition, the HU-UI partnership will build on HU's existing – and growing – collaborations with entities in Vietnam, particularly Vietnam's Ministry of Education and Training, its Ministry of Planning and Investment, and its Ministry of Home Affairs. Through these collaborations, HU is participating in existing projects in Vietnam and will launch a branch campus focusing on agricultural programs there this fall. These existing HU partnerships will provide important experiential learning opportunities for students. Examples include the "Setouchi" Semiconductor Co-Creation Consortium and the North Hanoi Smart City project, which uses technology to address challenges in energy, education, environment, healthcare, and transportation. By leveraging these partnerships, the project will offer experiential learning opportunities that will equip students to achieve programs' learning outcomes, which, for all three programs, include designing and implementing solutions to complex engineering problems.

Additional workload will be covered by additional clinical, tenure track faculty, and TA's.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Mon, 21 Oct 2024 17:30:49 GMT): updated program title to reflect name on SBOE proposal; as per conversation with Joe L - changed yes to no on fiscal impact question and changed yes to no on self-support fee question

Sande Schlueter (sandeschlueter) (Mon, 21 Oct 2024 17:33:33 GMT): CORRECTION: updated program title to reflect name on SBOE proposal; as per conversation with Joe L - changed no to yes on fiscal impact question and changed yes to no on self-support fee question

Rebecca Frost (rfrost) (Mon, 04 Nov 2024 19:49:08 GMT): Updated degree maps to 4-digit course numbers. Verified maps and clarified the ECE Electives in the 5-year plan.

Theodore Unzicker (tunzicker) (Wed, 06 Nov 2024 18:43:28 GMT): Rollback: Holding for 26/27 approvals.

Sydney Beal-Coles (sbeal) (Thu, 07 Nov 2024 23:42:36 GMT): Updated curriculum to four-digit course numbers and removed inactive courses from elective options (ECE 413 and 417)

Key: 584

Attach. #12

SABBATICAL ANALYSIS REPORT

Prepared by Kristin Haltinner, Faculty Senate Chair; Tim Murphy, Faculty Senate Vice Chair; Erin Chapman, Chair of Faculty Affairs Committee; and Florian Justwan, Chair of the Ad Hoc Committee on Non-Tenure Track Faculty

HISTORY OF SABBATICALS AT THE UNIVERSITY OF IDAHO

The University of Idaho Sabbatical Leave Policy (FSH 3720) was adopted in 1979. The articulated purpose of sabbatical is to "encourage scientific inquiry, research, artistic creation, technical expertise, innovation in teaching or to acquire professional skills or training."

	Number of Sabbaticals Taken*
AY 08-09	4
AY 09-10	5
AY 10-11	7
AY 11-12	4
AY 12-13	8
AY 13-14	15
AY 14-15	12
AY 15-16	24
AY 16-17	20
AY 17-18	10
AY 18-19	16
AY 19-20	36
AY 20-21	20
AY 21-22	24
AY 22-23	21
AY 23-24	36
AY 24-25	26

*Data Provided by Vice Provost for Faculty Affairs

Until approximately 2013, sabbaticals were centrally funded by the Provost's Office. Under this model, there was a set amount of funding available for sabbaticals. Sabbatical proposals were ranked by the Sabbatical Leave Evaluation Committee and the top ranked sabbaticals were awarded until funding was exhausted. From 2008-2013 an average of 5.6 sabbaticals were awarded per academic year.

	Number of Sabbaticals Taken*
AY 19-20	36
AY 20-21	20
AY 21-22	24
AY 22-23	21
AY 23-24	36
AY 24-25	26

Total Over Six Years	163
Average Per Year	27.16666667
Median Per Year	25

*Data Provided by the Vice Provost for Faculty

Around 2013, funding for sabbaticals shifted to the colleges. Different colleges have different policies regarding the availability of semester vs. academic year sabbaticals due to their financial impacts. Since this shift, the average number of sabbaticals taken per academic year has risen to 21.7. In the last six years the average number of sabbaticals taken was 27, the median 25.

SABBATICAL PROCESS AND CURRENT ELIGIBILITY

Currently a tenured faculty member is eligible to apply for sabbatical after six years of employment at UI. Once a sabbatical is taken, they are then eligible to reapply six years after their previous leave.

A sabbatical may be either one semester or one academic year long. A faculty member taking a semester long sabbatical receives their full salary. An awardee taking a yearlong sabbatical receives half of their salary for the year. The availability of semester-long sabbaticals is limited

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in some colleges due to the nature of sabbatical funding. During a sabbatical a faculty member continues to receive benefits.

A faculty member interested in taking a sabbatical must apply through the Sabbatical Evaluation Committee and is assessed on the level of preparation, thought, and documentation of the project; the project's benefit to UI and the applicant (including contribution to teaching); and the applicant's record of success at UI. Upon returning from sabbatical, an applicant must return to UI for at least one academic year or repay the money they received while on sabbatical.

RATIONALE FOR EXPANDING SABBATICALS TO CLINICAL AND INSTRUCTIONAL FACULTY AT UI

UI policy regarding sabbaticals includes a recognition of the importance of facilitating faculty in their pursuit of "innovation in teaching" and "to acquire professional skills or training." For clinical faculty members and instructors, many of whom are teaching as many as eight courses per year, there is little time to reimagine, expand, update, and renovate courses in light of contemporary and emerging scholarship. There is, similarly, little time to develop new skills in their work.

FSH 3720 – Sabbatical Leave

B. PURPOSE. Sabbaticals are designed to encourage scientific inquiry, research, artistic creation, clinical/technical expertise, innovation in teaching or to acquire professional skills or training.

The mission of the University of Idaho is to "shape the future through innovative thinking, community engagement, and transformative education." This is to be accomplished, in part, through "excellence in teaching" and engagement with the Idaho community.

As clinical faculty and instructors contribute significantly to the education of undergraduate and graduate students, it is imperative to the University's mission that they have ample time to stay abreast of contemporary scholarship, emerging pedagogical developments, novel technological advances in teaching, and to update their courses accordingly. Doing so requires leave from teaching to provide the time required for such engagement. Additionally, some clinical faculty engage in scholarship (in both traditional research areas and in pedagogy), yet they currently lack the ability to take a sabbatical to focus on these activities.

Sabbaticals also intend to provide time for faculty to engage in "scientific inquiry, research, artistic creation, [and] clinical/technical expertise." Position descriptions vary by program, but some clinical faculty also conduct research or are in technical fields. There are also some faculty who are "research faculty" who are also clinical faculty.

Other universities in our region offer sabbatical to clinical faculty and/or instructors, not just tenured faculty. Idaho State University outlines its sabbatical leave policy in ISUPP 403 which states that "members of the tenured or clinical faculty who have completed at least six years of full-time employment since appointment to the faculty or since their last sabbatical are eligible

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for sabbatical leave." Lewis-Clark State College does not distinguish between the type of faculty eligible for sabbatical and extends it to faculty after "six (6) full academic years of service at Lewis-Clark State college or after six (6) full academic years have elapsed since the faculty member's most recent sabbatical leave."

Washington State University refers to sabbatical as "professional leave and retraining" and is currently running a pilot program to allow "associate or professor rank career-track faculty who are on continuous or multiyear appointments and have at least six years of service" to apply. The current WSU policy only applies to "faculty on permanent appointment" who have "completed at least five years of active service for Washington State University."[1]

Many of our peer or aspirational peer institutions also extend sabbaticals to faculty not on the tenure track. For example, the University of Washington extends sabbaticals to "faculty and librarians" in their "seventh academic year… or their seventh academic year of service after returning from a previous sabbatical leave." The University of Minnesota grants sabbatical for tenure track and "contract" (what we would call clinical) faculty after their sixth year of employment and six years after a previous sabbatical. Several additional land-grant, R1 institutions also offer sabbaticals to groups beyond tenure track faculty.

CURRENT RATE OF SABBATICAL AWARDING – UNIVERSITY WIDE

To assess the financial and/or practical impact of providing sabbaticals to non-tenure-track faculty, we reviewed historical numbers for sabbaticals taken at UI. Assessing the rate at which faculty take sabbaticals is not straightforward, however. Over the past six years fewer than 30% of eligible faculty have taken sabbaticals. This is an overestimate calculated by dividing the number of people taking sabbatical by the number of faculty members in their 6th, 12th, 18th, 24th, 30th, 36th (etc) year. However, if people opt not to apply for sabbatical in their 6th year, they remain eligible to apply. This calculation assumes everyone applies according to a 6-year schedule and thus overestimates the rate at which people take sabbaticals. Table 1 shows the number of faculty in their 6th, 12th, 18th (etc) year, the number taking sabbatical each year, and the percentage of eligible faculty taking sabbaticals.

In sum, the following assumptions were made in these calculations:

- People applied for sabbatical in their 6th, 12th, 18th, 24th, 30th, 36th, or 42nd (etc.) year. (Many faculty apply at longer intervals which would make our estimate higher than reality.)
- People with over six years of service have not left UI in the last six years. (Many have; thus our estimate is, again, higher than reality.)

[1] Note: Washington State does not use the term clinical faculty or instructor – they use "career track" and "short term track."

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	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25		Total across all years
Number of Eligible Faculty (6th, 12th, 18th, 24th, 30th, 36th, etc year of service)	59	77	82	58	78	88		442
Total Sabbaticals Taken	28	13	14	24	32	23		134
Percentage	47%	17%	17%	41%	41%	26%		30%

ESTIMATED IMPACT OF EXPANDING SABBATICALS TO CLINICAL AND INSTRUCTIONAL FACULTY AT UI – UNIVERSITY WIDE

To estimate the impact that expanding sabbaticals to clinical faculty and instructors would have, we took the total number of people in each group, looked at their years of service, and used the same rate of sabbatical use (30%) (See Appendix A for the full list). This number, again, is an overestimate both in the case of tenure track faculty but also in the case of clinical faculty and sabbaticals. Given that many colleges offer only full academic year sabbaticals and that these are paid at a rate of 50% of one's salary, it is likely that many clinical faculty (with target salaries at approximately 80% of their tenure track peers) and instructors (with target salaries at approximately 65% of their tenure track peers) will struggle to afford sabbaticals each time they are eligible.

In sum, the following assumptions were made in these calculations:

- People will apply for sabbatical in their 6th, 12th, 18th, 24th, 30th, 36th, or 42nd year. (Many wait and apply on a longer time table which would make our estimate higher than reality.)
- People with over six years of service have not left UI in the last six years. (Many people may have; thus, our estimate would be lower than reality.)
- Clinical faculty and instructors would take sabbaticals at the same rate as tenured faculty. (Many colleges require yearlong sabbaticals during which awardees receive 50% of their salary. For many clinical and instructor faculty this financial burden might reduce the frequency at which they take sabbaticals, thereby making our estimate higher than reality.)
- Colleges would offer additional sabbaticals to this group. (Many may try to keep the number of sabbaticals steady, resulting in no financial impact.)

CLINICAL FACULTY

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There are 71 clinical faculty members (including 15 research faculty) who have served more than six years at UI (See Appendix B for the list of clinical faculty by years of service). Clinical faculty can be promoted through the ranks of assistant professor, associate professor, and full professor.

The table below shows the number of faculty who have been employed at UI in six-year increments from each sabbatical year. So, for example, the faculty in our assessment of those eligible for sabbatical in AY 24-25 include those who were in their 6th, 12th, 18th, 24th, 30th, 36th, or 42nd year of employment at UI. Again, it is the case that people can apply for sabbatical on an extended schedule thus the number of eligible faculty each year is not a determinable number.

To estimate the number of additional sabbaticals that would be awarded if sabbaticals were available to clinical faculty, we took the number of eligible faculty and multiplied it by 30% - the estimated rate at which tenured faculty take sabbaticals (outlined above). This is likely an overestimate of the number of clinical faculty who will take sabbatical for the reasons described above.

As indicated in the table below, if clinical faculty had been eligible to apply for sabbaticals over the last six years it would have resulted in an increase of 71 eligible faculty members over the past six years. Using that 30% rate of sabbatical use, we estimate an additional 21.3 sabbaticals could be taken if the benefit is extended to clinical faculty. This is an average increase of 3.55 sabbaticals per year across the university – less than one per college.

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total across all years
Number of Additional Eligible Faculty	9	11	8	10	15	18	71
Estimate of Additional Sabbatical Awards (Total number * 30%)	2.7	3.3	2.4	3	4.5	5.4	21.3

Average Additional Sabbaticals Per Year
3.55

INSTRUCTORS

There are 75 instructors throughout the university including the extension offices. Most are junior faculty (fewer than six years) and are not included in the estimated impacts of tenure over

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the past six years. If retention rates remain the same, it is unlikely that these estimates will change. There are 32 instructors who would have been eligible for sabbaticals over the last six years.

The table below shows the number of faculty who have been employed at UI in six year increments from each sabbatical year (See Appendix C for list of eligible instructors by years of service). So, for example, the faculty in our assessment of those eligible for sabbatical in AY 24-25 include those who were in their 6th, 12th, 18th, 24th, 30th, 36th, or 42nd year of employment at UI. Again, it is the case that people can apply for sabbatical on an extended schedule thus the number of eligible faculty each year is not a precisely determinable number.

To estimate the number of additional sabbaticals that would be awarded if sabbaticals were available to instructors, we took the number of eligible faculty and multiplied it by 30% (the estimated rate at which tenured faculty take sabbaticals). This is likely an overestimate of the number of instructors who will take sabbatical (see rationale above).

As indicated in the table below, if instructors had been eligible to apply for sabbaticals over the last six years it would have resulted in an increase of 32 eligible faculty over the past six years. Using that 30% rate of sabbatical use we estimate an additional 9.6 sabbaticals if the benefit is extended to instructors. This is an average increase of 1.6 sabbaticals per year across the university – less than one per college.

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total across all years
Number of Additional Eligible Faculty	3	6	7	4	4	8	32
Estimate of Additional Sabbatical Awards (Total number * 30%)	0.9	1.8	2.1	1.2	1.2	2.4	9.6
							Average Additional Sabbaticals Per Year
							1.6

ESTIMATED IMPACT OF EXPANDING SABBATICALS TO CLINICAL AND INSTRUCTIONAL FACULTY AT UI BY COLLEGE

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Recognizing that colleges differ both in the rate at which faculty take sabbaticals and also the proportion of clinical faculty or instructors employed, we further examined these factors by college.

A summary chart shows the number of currently eligible faculty (total over six years), the rate of sabbatical use, the potential number of new faculty that would be eligible if sabbatical was extended to clinical faculty and instructors respectfully, and the number of additional sabbaticals this would lead to (if awarded) by college.

Over the past six years the colleges with the highest rate of sabbatical use (with the assumptions listed above) are CLASS and CLAW, both at 64%. The lowest rate is in CALS and COE at 9%. The only college that would see an impact of more than one sabbatical annually if leave is extended to clinical faculty is CLASS (1.7 people annually). The only college that would see an impact of at least one additional sabbatical per year if the leave is extended to instructors is also CLASS (1/year). CLASS is also the only college that would see an increase of more than one sabbatical if the leave is extended to both clinical faculty and instructors. This information is provided in more detail below.

	Number of Tenured Faculty with 6+ Years of Service	**Total Number of Sabbaticals Over Six Year**	**Rate of Sabbaticals**	**Number of Clinical Faculty with 6+ Years of service**	**Number of Instructors with Over 6+ Years of Service**	**Potential Annual Increase in Sabbaticals if Extended to Clinical**	**Potential Annual Increase in Sabbaticals if Extended to Instructors**
CAA	21	4	19%	5	1	<1 (0.2)	<1 (0.03)
CALS	117	10	9%	6	7	<1 (0.1)	<1 (0.1)
CBE	19	6	32%	2	4	<1 (0.1)	<1 (0.2)
EHHS	21	8	38%	11	3	<1 (0.7)	<1 (0.2)
CLASS	58	37	64%	16	9	1.7	1
CLAW	14	9	64%	4	0	<1 (0.4)	0
CNR	41	19	46%	5	1	<1 (0.4)	<1 (0.1)
COE	64	6	9%	7	1	<1 (0.1)	<1 (0.1)
COS	65	18	28%	4	6	<1 (0.2)	<1 (0.3)
At Large (Library)	9	2	22%	7	0	<1 (0.3)	0
At Large (WWAMI)	9	1	11%	7	0	<1 (0.1)	0
Other (Provost Office, Student Affairs, University Research)	9	1	11%	7	0	<1 (0.1)	0

ELIGIBLE TENURED FACULTY PER YEAR

To assess the impact of expanding sabbatical leave to clinical faculty by college, we first identified the *current* number of sabbatical-eligible faculty. This is presented in the table below by college and year of sabbatical eligibility. The far-right columns reflect the total number of sabbatical-eligible faculty across six years as well as the average and median per year.

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total	Average Per Year	Median Per Year
CAA	3	6	2	5	3	2	21	3.5	3
CALS	26	16	16	15	23	21	117	19.5	18.5
CBE	2	2	3	5	6	1	19	3.2	2.5
EHHS	9	2	3	2	3	2	21	3.5	2.5
CLASS	11	18	6	8	7	8	58	9.7	8
CLAW	4	3	1	5	1	0	14	2.3	2
CNR	10	7	10	7	2	5	41	6.8	7
COE	14	8	12	9	14	7	64	10.7	10.5
COS	9	7	7	18	13	11	65	1.5	1.5
At Large (Library and WWAMI)	1	1	2	2	4	2	11	0.5	0
Other (Provost Office, Student Affairs, University Research)	1	3	1	0	4	0	9	1.5	1

We then identified the number of clinical faculty by college who would be eligible if sabbatical was expanded. The table below shows the number of clinical faculty eligible by college and across the six-year period. The far right columns express the total number of would-be eligible clinical faculty over six years as well as the average and median per year.

CLINICAL FACULTY:

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total Over Six Years	Average Per Year	Median Per Year
CAA	2	1	1	0	1	0	5	0.8	1
CALS	1	2	0	1	2	0	6	1	1
CBE	0	0	1	0	1	0	2	0.3	0
EHHS	0	3	0	2	2	4	11	1.8	2
CLASS	2	0	4	4	3	3	16	2.7	3
CLAW	2	1	0	0	0	1	4	0.7	0.5
CNR	0	0	0	0	1	4	5	0.8	0
COE	0	2	0	0	2	3	7	1.2	1
COS	1	0	2	1	0	0	4	0.7	0.5

At Large (Library)	0	0	0	0	0	0	0	0	0
At Large (WWAMI)	0	0	0	2	3	2	7	1.2	1
Other (Provost Office, Student Affairs, University Research)	0	0	0	0	0	0	0	0	0

We then identified the number of clinical faculty and instructors by college who would be eligible if sabbatical was expanded. The table below shows the number of instructors eligible by college and across the six-year period. The far right columns express the total number of would-be eligible instructors over six years as well as the average and median per year.

INSTRUCTORS:

	AY 19-20	**AY 20-21**	**AY 21-22**	**AY 22-23**	**AY 23-24**	**AY 24-25**	**Total**	**Average Per Year**	**Median Per Year**
CAA	0	0	0	0	0	1	1	0.2	0
CALS	0	1	3	1	2	0	7	1.2	1
CBE	0	2	2	0	0	0	4	0.7	0
EHHS	0	2	0	0	0	1	3	0.5	0
CLASS	2	0	2	0	2	3	9	1.5	2
CLAW	0	0	0	0	0	0	0	0	0
CNR	0	0	0	0	0	1	1	0.2	0
COE	0	0	0	0	0	1	1	0.2	0
COS	1	0	2	1	1	1	6	1	1
At Large (Library)	0	0	0	0	0	0	0	0	0
At Large (WWAMI)	0	0	0	0	0	0	0	0	0
Other (Provost Office, Student Affairs, University Research)	0	0	0	0	0	0	0	0	0

To estimate the potential impact on each college, given their individual practices and population, we next calculated the rate of sabbatical use for each college.

	Number of Tenured Faculty with 6+ Years of Service	**Total Number of Sabbaticals Over Six Year**	**Rate of Sabbaticals**
CAA	21	4	19%
CALS	117	10	9%
CBE	19	6	32%
EHHS	21	8	38%
CLASS	58	37	64%

CLAW	14	9	64%
CNR	41	19	46%
COE	64	6	9%
COS	65	18	28%
At Large (Library)	9	2	22%
At Large (WWAMI)	9	1	11%
Other (Provost Office, Student Affairs, University Research)	9	1	11%

Finally, using the calculated sabbatical rate for tenured faculty by college, we estimated the potential increase in sabbaticals that would be awarded if sabbaticals were extended to clinical faculty. As mentioned earlier, we do suspect that clinical faculty and instructors will apply at a lower rate – especially in some colleges – due to the financial constraints of year long sabbaticals, but we used the rate of current sabbatical use to make these estimates. Therefore, we expect these rates to be higher than actual use. Also, as with the current model, departments, colleges, and the sabbatical leave committee will continue to have discretion over awarding sabbaticals.

CAA

CAA would see an average of 0.83 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional 0.17 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible CAA faculty (19%) they would see an average increase in annual sabbaticals of 0.16 for clinical faculty and 0.03 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	**Estimated Additional Clinical Sabbaticals (Number x 19% - the college rate of sabbatical awarding)**	**Number of Instructors Eligible**	**Estimated Additional Instructor Sabbaticals (Number x 19% - the college rate of sabbatical awarding)**
AY 19-20	2	0.38	0	0
AY 20-21	1	0.19	0	0
AY 21-22	1	0.19	0	0
AY 22-23	0	0	0	0
AY 23-24	1	0.19	0	0
AY 24-25	0	0	1	0.19
Average Per Year	0.83	0.16	0.17	0.03
Median Per Year	1	0.19	0	0
Total Increase Over Six Years	5	0.95	1	0.19

CALS

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CALS would see an average of 1 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional 1.2 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible CALS faculty (9%) they would see an average increase in annual sabbaticals of 0.09 for clinical faculty and 0.11 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 9% - the college rate of sabbatical awarding)	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 9% - the college rate of sabbatical awarding)
AY 19-20	1	0.09	0	0
AY 20-21	2	0.18	1	0.09
AY 21-22	0	0	3	0.27
AY 22-23	1	0.09	1	0.09
AY 23-24	2	0.18	2	0.18
AY 24-25	0	0	0	0
Average Per Year	1	0.09	1.2	0.11
Median Per Year	1	0.09	1	0.09
Total Over Six Years	6	0.54	7	0.63

CBE

CBE would see an average of 0.33 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional 0.67 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible CBE faculty (32%) they would see an average increase in annual sabbaticals of 0.10 for clinical faculty and 0.21 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 32% - the college rate of sabbatical awarding)	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 32% - the college rate of sabbatical awarding)
AY 19-20	0	0	0	0
AY 20-21	0	0	2	0.64
AY 21-22	1	0.32	2	0.64
AY 22-23	0	0	0	0
AY 23-24	1	0.32	0	0
AY 24-25	0	0	0	0
Average Per Year	0.33	0.10	0.67	0.21
Median Per Year	0	0	0	0

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Total Over Six Years	2	0.64	4	1.28

EHHS

EHHS would see an average of 1.83 additional faculty eligible for sabbatical if the benefit was extended to clinical faculty and an additional 0.5 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible CAA faculty (38%) they would see an average increase in annual sabbaticals of 0.70 for clinical faculty and 0.19 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	**Estimated Additional Clinical Sabbaticals (Number x 38% - the college rate of sabbatical awarding)**	**Number of Instructors Eligible**	**Estimated Additional Instructor Sabbaticals (Number x 38% - the college rate of sabbatical awarding)**
AY 19-20	0	0	0	0
AY 20-21	3	1.14	2	0.76
AY 21-22	0	0	0	0
AY 22-23	2	0.76	0	0
AY 23-24	2	0.76	0	0
AY 24-25	4	1.52	1	0.38
Average Per Year	1.83	0.70	0.5	0.19
Median Per Year	2	0.76	0	0
Total Over Six Years	11	4.18	3	1.14

CLASS

CLASS would see an average of 2.67 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional 1.5 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible CLASS faculty (64%) they would see an average increase in annual sabbaticals of 1.71 for clinical faculty and 0.96 for instructors.

	Number of Clinical Faculty Eligible	**Estimated Additional Clinical Sabbaticals (Number x 64% - the college rate of sabbatical awarding)**	**Number of Instructors Eligible**	**Estimated Additional Instructor Sabbaticals (Number x 64% - the college rate of sabbatical awarding)**
AY 19-20	2	1.28	2	1.28
AY 20-21	0	0	0	0
AY 21-22	4	2.56	2	1.28

DRAFT

AY 22-23	4	2.56	0	0
AY 23-24	3	1.92	2	1.28
AY 24-25	3	1.92	3	1.92
Average Per Year	2.67	1.71	1.5	0.96
Median Per Year	3	1.92	2	1.28
Total Over Six Years	16	10.24	9	5.76

CLAW

CLAW would see an average of 0.67 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty. They currently have no qualified instructors. If clinical faculty were to take sabbatical at the same rate as currently eligible CLAW faculty (64%) they would see an average increase in annual sabbaticals of 0.43 for clinical faculty (less than 1 person per year).

	Number of Clinical Faculty Eligible	**Estimated Additional Clinical Sabbaticals (Number x 64% - the college rate of sabbatical awarding)**	**Number of Instructors Eligible**	**Estimated Additional Instructor Sabbaticals (Number x 64% - the college rate of sabbatical awarding)**
AY 19-20	2	1.28	0	0
AY 20-21	1	0.64	0	0
AY 21-22	0	0	0	0
AY 22-23	0	0	0	0
AY 23-24	0	0	0	0
AY 24-25	1	0.64	0	0
Average Per Year	0.67	0.43	0	0
Median Per Year	0.5	0.32	0	0
Total Over Six Years	4	2.56	0	0

CNR

CNR would see an average of 0.83 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional 0.17 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible CNR faculty (46%) they would see an average increase in annual sabbaticals of 0.38 for clinical faculty and 0.08 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	**Estimated Additional Clinical Sabbaticals (Number x 46% - the college rate of**	**Number of Instructors Eligible**	**Estimated Additional Instructor Sabbaticals (Number x 46% -**

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		sabbatical awarding)		the college rate of sabbatical awarding)
AY 19-20	0	0	0	0
AY 20-21	0	0	0	0
AY 21-22	0	0	0	0
AY 22-23	0	0	0	0
AY 23-24	1	0.46	0	0
AY 24-25	4	1.84	1	0.46
Average Per Year	0.83	0.38	0.17	0.08
Median Per Year	0	0	0	0
Total Over Six Years	5	2.3	1	0.46

COE

COE would see an average of 1.17 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional 0.17 faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible COE faculty (9%) they would see an average increase in annual sabbaticals of 0.11 for clinical faculty and 0.02 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	**Estimated Additional Clinical Sabbaticals (Number x 9% - the college rate of sabbatical awarding)**	**Number of Instructors Eligible**	**Estimated Additional Instructor Sabbaticals (Number x 9% - the college rate of sabbatical awarding)**
AY 19-20	0	0	0	0
AY 20-21	2	0.18	0	0
AY 21-22	0	0	0	0
AY 22-23	0	0	0	0
AY 23-24	2	0.18	0	0
AY 24-25	3	0.27	1	0.09
Average Per Year	1.17	0.11	0.17	0.02
Median Per Year	1	0.09	0	0
Total Over Six Years	7	0.63	1	0.09

COS

COS would see an average of 0.67 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty and an additional faculty if extended to instructors. If these groups were to take sabbatical at the same rate as currently eligible COS faculty (28%) they would see an average increase in annual sabbaticals of 0.19 for clinical faculty and 0.28 for instructors (less than 1 person per year).

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 28% - the college rate of sabbatical awarding)	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 28% - the college rate of sabbatical awarding)
AY 19-20	1	0.28	1	0.28
AY 20-21	0	0	0	0
AY 21-22	2	0.56	2	0.56
AY 22-23	1	0.28	1	0.28
AY 23-24	0	0	1	0.28
AY 24-25	0	0	1	0.28
Average Per Year	0.67	0.19	1	0.28
Median Per Year	1	0.14	1	0.28
Total Over Six Years	4	1.12	6	1.68

AT LARGE – LIBRARY

The Library would see an average of 1.17 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty. There are currently no eligible instructors. If eligible clinical faculty were to take sabbatical at the same rate as currently eligible Library faculty (22%) they would see an average increase in annual sabbaticals of 0.26 for clinical faculty (less than 1 person per year).

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 22% - the college rate of sabbatical awarding)	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 22% - the college rate of sabbatical awarding)
AY 19-20	0	0	0	0
AY 20-21	0	0	0	0
AY 21-22	0	0	0	0
AY 22-23	2	0.44	0	0
AY 23-24	3	0.66	0	0
AY 24-25	2	0.44	0	0
Average Per Year	1.17	0.26	0	0
Median Per Year	1	0.22	0	0
Total Over Six Years	7		0	0

AT LARGE – WWAMI

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WWAMI would see an average of 1.17 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty. There are currently no eligible instructors. If eligible clinical faculty were to take sabbatical at the same rate as currently eligible WWAMI faculty (11%) they would see an average increase in annual sabbaticals of 0.13 for clinical faculty (less than 1 person per year).

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 11% - the college rate of sabbatical awarding)	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 11% - the college rate of sabbatical awarding)
AY 19-20	0	0	0	0
AY 20-21	0	0	0	0
AY 21-22	0	0	0	0
AY 22-23	2	0.22	0	0
AY 23-24	3	0.33	0	0
AY 24-25	2	0.22	0	0
Average Per Year	1.17	0.13	0	0
Median Per Year	1	0.11	0	0
Total Over Six Years	7	0.77	0	0

OTHER (PROVOST OFFICE, STUDENT AFFAIRS, UNIVERSITY RESEARCH)

Other at large programs collectively would see an average of 1.17 additional faculty eligible for sabbatical annually if the benefit was extended to clinical faculty. There are currently no eligible instructors. If eligible clinical faculty were to take sabbatical at the same rate as currently eligible other at large faculty (11%) they would see an average increase in annual sabbaticals of 0.13 for clinical faculty (less than 1 person per year).

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 11% - the college rate of sabbatical awarding)	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 11% - the college rate of sabbatical awarding)
AY 19-20	0	0	0	0
AY 20-21	0	0	0	0
AY 21-22	0	0	0	0
AY 22-23	2	0.22	0	0
AY 23-24	3	0.33	0	0
AY 24-25	2	0.22	0	0
Average Per Year	1.17	0.13	0	0
Median Per Year	1	0.11	0	0

DRAFT

Total Over Six Years	7	0.77	0	0

CURRENT ALTERNATIVE TO SABBATICAL: PROFESSIONAL IMPROVEMENT LEAVE

The University of Idaho also provides "Professional Improvement Leave." This leave is available to all faculty "with instructor rank or above, exempt employees and classified staff."

Like sabbatical, professional improvement leave is paid and one taking such leave retains their benefits. The goal for this leave includes time away for an employee to "attain or enhance a skill set that will result in a mutual benefit to both the university and the employee." The leave only applies in cases in which people will be gone more than two weeks. People eligible to take this leave must have served at UI for at least four years and two years must have passed since their sabbatical or last professional leave.

People requesting professional improvement leave must submit a letter to their supervisor at least three months in advance of their anticipated leave. This letter must explain the need for leave, its duration, and any funding associated. As with sabbaticals, one must return to service at the university for at least one year after their leave or pay back the money they were paid during the leave.

Professional improvement leave must be approved by one's supervisor, their dean or director, and the provost's office. Professional improvement leave is funded by one's college. It is often difficult for people with teaching contracts to access this leave, given their course commitments.

Professional improvement leave is different than sabbatical in that a) it does not go through the peer review process of the Sabbatical Leave Evaluation Committee, b) it is not awarded for a set length of time, c) it does not carry the same level of prestige as associated with tenure (in that tenure projects are required to improve one's ability to contribute to the mission of the university), and d) because it is not advertised in the way that sabbatical is,[2] many non-tenure-track faculty are not even aware that this type of leave is available to them.

STATE BOARD POLICY

There has been some debate as to whether state board policy allows sabbaticals for clinical faculty and instructors. This confusion is in part due to a lack of consistency in the terms used to refer to types of faculty between the University of Idaho and the State Board of Education. The State Board defines sabbatical eligible faculty as those who are either tenured or a "professional-technical faculty member." However, nowhere in the governing policies do they define what

[2] Multiple times per year, reminders are sent out about the application deadlines for sabbaticals.

DRAFT

"professional-technical faculty" means - rather, they discuss "academic faculty" which includes instructors, and "career technical faculty" which includes instructors and only applies to people teaching under the Division of Career Technical Education.

The state board policy also supports the right of tenure for all "academic faculty," including instructors. Thus, it appears the policy implies sabbaticals are similarly available to clinical faculty and instructors as, under state board policy, they are also eligible for tenure.

Idaho State University calls their policy "Faculty Sabbatical Leave" and Lewis and Clark State College uses the name "Sabbatical Leave." Both institutions offer sabbaticals to clinical faculty.

RECOMMENDATION

The faculty senate chair, vice chair, and chair of the Faculty Affairs Committee, in consultation with the Non-Tenure Track Ad Hoc Senate Committee recommend that the University of Idaho include clinical faculty and instructors in the existing sabbatical leave policy.

This would require the following changes to FSH:

- FSH 3720: Rename the policy "sabbatical and career development leave"; change the eligibility to include "all faculty who have served six years or more at UI or after six years have elapsed since their most recent sabbatical or professional leave"; change references throughout the policy from "sabbatical" to "sabbatical and career development leave"
- FSH 1640.74: Rename the "Sabbatical Leave Evaluation Committee" to the "Sabbatical and Career Development Leave Evaluation Committee"

Commented [KH1]: This may or may not be necessary - pending discussion with General Counsel

The University should preserve the professional improvement leave policy (FSH 3710) as it currently stands such that it is available to faculty for special projects (such as an extended training or visiting professorship) and staff.

We conclude that extending this benefit is a net positive for the University of Idaho. Doing so will enable teaching faculty to contribute to the fulfillment of the mission of the University of Idaho to provide "transformative education" through excellence in teaching. It also fits the purpose of sabbatical which includes the development of new "innovation in teaching." It will also extend the ability to develop one's scholarship to clinical faculty who hold research positions, in part or full.

Second, offering this benefit will strengthen the University of Idaho's ability to recruit and retain clinical faculty and instructors. Several peer institutional already extend this benefit to teaching faculty. As the target salaries for clinical faculty and instructors are lower than that of tenure track faculty, extending sabbatical is an essential part of supporting clinical faculty and

DRAFT

instructors and demonstrating our commitment to excellence in teaching through facilitating their professional development.

Finally, extending sabbaticals will boost morale at the University of Idaho by demonstrating to everyone that we listen to, hear, and support all of our team members – that all of our faculty's time and contributions to the university are valued.

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APPENDIX A: NUMBER OF TENURE TRACK FACULTY WITH OVER SIX YEARS OF SERVICE SORTED BY COLLEGE

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Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

First Name	Last Name	College	POSN Title	Current Faculty Rank	Current Tenure Status	Faculty Type	Years of Service
[redacted]	[redacted]	CAA College of Art & Architecture	Dean	Associate Professor	Tenured	Regular Faculty D-2	23.31
[redacted]	[redacted]	CAA College of Art & Architecture	Department Chair	Professor	Tenured	Regular Faculty D-2	26.3
[redacted]	[redacted]	CAA College of Art & Architecture	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	10.09
[redacted]	[redacted]	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	28.25
[redacted]	[redacted]	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.3
[redacted]	[redacted]	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	22.31
[redacted]	[redacted]	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	21.93
[redacted]	[redacted]	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	20.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.28
	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	17.17
	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.19
	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.19
	CAA College of Art & Architecture	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.16
	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.2
	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.13
	CAA College of Art & Architecture	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CAA College of Art & Architecture	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	12.42
	CAA College of Art & Architecture	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	10.87
	CAA College of Art & Architecture	Research Faculty	Professor	Tenured	Research Faculty D-3	11.16
	CALS Col of Agri & Life Sciences	District Director	Professor	Tenured	Area Extension Educator D-4	24.57
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	Area Extension Educator D-4	36.66
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	Area Extension Educator D-4	34.81
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	Area Extension Educator D-4	29.29
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	Area Extension Educator D-4	17.31
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	Area Extension Educator D-4	17.1

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	Area Extension Educator D-4	16.88
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	Area Extension Educator D-4	10.95
	CALS Col of Agri & Life Sciences	Associate Dean	Professor	Tenured	County Extension Educator D-4	25.3
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	30.15
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	28.37
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	25.13
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	25.12
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	24.9
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	24.76
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	24.74
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	24.73
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	23.46
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	23.42

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	23.36
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	20.39
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	19.25
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	18.94
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	17.29
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	16.76
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	15.99
	CALS Col of Agri & Life Sciences	Extension Faculty	Professor	Tenured	County Extension Educator D-4	15.95
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	15.93
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	15.14
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	13.82
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	13.24
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	12.52

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	11.97
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	11.87
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	11.25
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	11.14
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	9.52
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	9.39
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	9.2
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	8.89
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	8.79
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	8.17
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	7.78
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	7.36
	CALS Col of Agri & Life Sciences	Extension Faculty	Associate Professor	Tenured	County Extension Educator D-4	7.06

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	District Director	Professor	Tenured	Extension Specialist	34.08
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Extension Specialist	31.85
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	42.76
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	25.85
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist	25.12
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	24.74
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	24.21
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	24.15
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	22.77
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	20.99
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist	18.03

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist		16.56
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist		15.77
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist		14.37
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist		12.08
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist		11.18
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist		11.05
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist		10.12
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist		9.43
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist		9.08

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist	8.59
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist	8.37
	CALS Col of Agri & Life Sciences	Research Faculty-Ext Spec	Associate Professor	Tenured	Extension Specialist	8.21
	CALS Col of Agri & Life Sciences	Dean	Professor	Tenured	Regular Faculty D-2	8.7
	CALS Col of Agri & Life Sciences	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	17.35
	CALS Col of Agri & Life Sciences	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	8.82
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	44.29
	CALS Col of Agri & Life Sciences	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	32.79
	CALS Col of Agri & Life Sciences	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	29.2
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	25.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	25.16
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.78
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.77
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	21.05
	CALS Col of Agri & Life Sciences	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	19.95
	CALS Col of Agri & Life Sciences	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	18.65
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.22
	CALS Col of Agri & Life Sciences	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	16.18
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.12
	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	12.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.16
	CALS Col of Agri & Life Sciences	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	CALS Col of Agri & Life Sciences	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.21
	CALS Col of Agri & Life Sciences	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.1
	CALS Col of Agri & Life Sciences	Sr Associate Dean	Professor	Tenured	Regular Faculty D-2	16.33
	CALS Col of Agri & Life Sciences	Associate Dean	Professor	Tenured	Research Faculty D-3	27.12
	CALS Col of Agri & Life Sciences	Research Faculty	Assistant Professor	Ineligible	Research Faculty D-3	11.17
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	11.16
	CALS Col of Agri & Life Sciences	Research Faculty	Distinguished Professor	Tenured	Research Faculty D-3	36.2
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	35.78

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	34.62
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	31.25
	CALS Col of Agri & Life Sciences	Research Faculty	Distinguished Professor	Tenured	Research Faculty D-3	29.12
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	25.05
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	24.05
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	23.98
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	17.33
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	16.72
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	15.99
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	15.7

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	15.68
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	14.76
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	11.78
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	9.2
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	8.17
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	7.17
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	7.17
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	7.17
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	7.17
	CALS Col of Agri & Life Sciences	Research Faculty	Professor	Tenured	Research Faculty D-3	7.17
	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	7.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CALS Col of Agri & Life Sciences	Research Faculty	Associate Professor	Tenured	Research Faculty D-3	7.17
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	60.12
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	33.2
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	29.2
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	28.29
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	27.44
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.3
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	17.29
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	17.29
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	16.3
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	16.22
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	13.3
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.77
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.2
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.2
	CBE College of Business & Economics	Regular Faculty	Professor	Tenured	Regular Faculty D-2	8.29
	CBE College of Business & Economics	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CBE College of Business & Economics	Temporary Faculty	Associate Professor	Tenured	Regular Faculty D-2	33.2
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	44.29
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	27.06
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	25.16
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	19.78
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	18.17
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	16.16

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	16.16
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.8
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.8
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.19
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	12.42
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.31
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.31

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.8
	CEHHS CoEd, Health & Human Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.32
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.55
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CEHHS CoEd, Health & Human Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Assoc Department Chair	Professor	Tenured	Regular Faculty D-2	13.3

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Assoc Department Chair	Professor	Tenured	Regular Faculty D-2	9.32
	CLASS Col of Letters, Arts & SocSci	Dean	Professor	Tenured	Regular Faculty D-2	23.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	9.83
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	47.2
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	38.2
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	37.13
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	32.2
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	31.2

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	28.29
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.35
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.3
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.29
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.2
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	24.73
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	23.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	22.31

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.28
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.28
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.28
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.3
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.3
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	14.3
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	14.3

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	14.3
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	14.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	13.3
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	12.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	12.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	12.19
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.31

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.8
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.32
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.32
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.16
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.76

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	8.76
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.76
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Professor	Tenured	Regular Faculty D-2	8.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	CLASS Col of Letters, Arts & SocSci	Temporary Faculty	Associate Professor	Tenured	Regular Faculty D-2	38.79
	CLAW College of Law	Regular Faculty	Associate Professor	Tenured	Law Librarian D-5	19.03
	CLAW College of Law	Regular Faculty	Associate Professor	Tenured	Law Librarian D-5	8.62
	CLAW College of Law	Regular Faculty	Associate Professor	Tenured	Law Librarian D-5	8.29
	CLAW College of Law	Associate Dean	Professor	Tenured	Regular Faculty D-2	10.31
	CLAW College of Law	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	7.17
	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	20.32

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.4
	CLAW College of Law	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	16.18
	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.3
	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.31
	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.31
	CLAW College of Law	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.16
	CLAW College of Law	Regular Faculty	Professor	Tenured	Regular Faculty D-2	7.17
	CNR College of Natural Resources	Extension Faculty	Professor	Tenured	Area Extension Educator D-4	24.3
	CNR College of Natural Resources	Research Faculty-Ext Spec	Professor	Tenured	Extension Specialist	33.44
	CNR College of Natural Resources	Dean	Professor	Tenured	Regular Faculty D-2	9.16

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	34.29
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	28.1
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	27.45
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	27.29
	CNR College of Natural Resources	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	27.29
	CNR College of Natural Resources	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	26.95
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	25.87
	CNR College of Natural Resources	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	24.88
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.62

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	23.77
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	22.89
	CNR College of Natural Resources	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	22.86
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	21.24
	CNR College of Natural Resources	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	20.17
	CNR College of Natural Resources	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	20.07
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	20.07
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	19.73
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.3
	CNR College of Natural Resources	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	15.78
	CNR College of Natural Resources	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	13.56
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	12.19
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.31
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.16
	CNR College of Natural Resources	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.32
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.16
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	8.97

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CNR College of Natural Resources	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.63
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	7.17
	CNR College of Natural Resources	Regular Faculty	Professor	Tenured	Regular Faculty D-2	7.09
	CNR College of Natural Resources	Temporary Faculty	Professor	Tenured	Regular Faculty D-2	7.09
	CNR College of Natural Resources	Program Director	Associate Professor	Tenured	Research Faculty D-3	8.7
	CNR College of Natural Resources	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	19.44
	CNR College of Natural Resources	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	18.28
	CNR College of Natural Resources	Research Faculty	Assistant Professor	Ineligible	Research Faculty D-3	7.78
	CNR College of Natural Resources	Research Faculty	Assistant Professor	Ineligible	Research Faculty D-3	7.33

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	CNR College of Natural Resources	Research Faculty	Assistant Professor	Ineligible	Research Faculty D-3	7.06
	CNR College of Natural Resources	Research Faculty	Professor	Tenured	Research Faculty D-3	15.76
	COE College of Engineering	Instructor Faculty	Senior Instructor	Tenured	Instrutor or Sr Instructor D-1	27.02
	COE College of Engineering	Clinical Faculty	Associate Professor	Ineligible	Regular Faculty D-2	11.51
	COE College of Engineering	Regular Faculty	Associate Professor	On track	Regular Faculty D-2	10.16
	COE College of Engineering	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	10.05
	COE College of Engineering	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	7.43
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	47.23
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	38.2
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	37.62
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	37.2

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	35.2
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	33.5
	COE College of Engineering	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	33.2
	COE College of Engineering	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	32.2
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	32.2
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	31.79
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	31.17
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	30.15
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.88
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	24.84
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.15

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.15
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	23.31
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	23.23
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	22.77
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	22.14
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	20.76
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	18.88
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.3
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	15.79
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.19
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	12.19
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	11.26
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.23
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.16
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.16
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.16

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.16
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.32
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.24
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.2
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.2
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.2
	COE College of Engineering	Regular Faculty	Professor	Tenured	Regular Faculty D-2	9.16
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.16
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.16
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.28

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COE College of Engineering	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COE College of Engineering	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	11.01
	COE College of Engineering	Research Faculty	Assistant Professor	Ineligible	Research Faculty D-3	7.15
	COE College of Engineering	Research Faculty	Professor	Tenured	Research Faculty D-3	23.45
	COGS College of Graduate Studies	Dean	Professor	Tenured	Regular Faculty D-2	29.13
	COS College of Science	Dean	Professor	Tenured	Regular Faculty D-2	7.55
	COS College of Science	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	17.83
	COS College of Science	Regular Faculty	Assistant Professor	On track	Regular Faculty D-2	7.17
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	36.87
	COS College of Science	Regular Faculty	Distinguished Professor	Tenured	Regular Faculty D-2	36.2
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	35.77
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	35.08

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

[redacted]	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	34.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	29.2
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	28.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	27.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	27.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	27.2
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.78
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	26.3
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	25.3
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	25.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.31
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.23
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.15
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	24.15
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	22.54
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	22.22
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	21.37
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	21.02
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	20.2
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	19.28
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.28

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.17
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.17
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	18.15
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	17.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	17.29
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.63
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.16
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	16.1
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	14.76

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	14.19
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.3
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	13.19
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	12.31
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.77
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.77
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.16
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	11.16
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.94

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.78
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.78
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.31
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.31
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.2
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.16
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	10.01
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	9.78
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.76
	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	8.17
	COS College of Science	Regular Faculty	Professor	Tenured	Regular Faculty D-2	7.17

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

[redacted]	COS College of Science	Regular Faculty	Associate Professor	Tenured	Regular Faculty D-2	7.17
	COS College of Science	Temporary Faculty	Professor	Tenured	Regular Faculty D-2	23.23
	COS College of Science	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	16.03
	COS College of Science	Research Faculty	Associate Professor	Ineligible	Research Faculty D-3	10.12
	COS College of Science	Research Faculty	Distinguished Professor	Tenured	Research Faculty D-3	63.7
	GL General Library	Dean	Professor	Tenured	Librarian Data Sys Tech	18.34
	GL General Library	Library Faculty	Associate Professor	Tenured	Librarian Data Sys Tech	24.73
	GL General Library	Library Faculty	Professor	Tenured	Librarian Data Sys Tech	17.1
	GL General Library	Library Faculty	Professor	Tenured	Librarian Data Sys Tech	15.16
	GL General Library	Library Faculty	Professor	Tenured	Librarian Data Sys Tech	14.2
	GL General Library	Library Faculty	Associate Professor	Tenured	Librarian Data Sys Tech	9.18
	GL General Library	Library Faculty	Associate Professor	Tenured	Librarian Data Sys Tech	7.13
	GL General Library	Library Faculty	Associate Professor	Tenured	Librarian Reference & Teach	34.83
	GL General Library	Library Faculty	Associate Professor	Tenured	Librarian Reference & Teach	29.17
	PROV Provost/Exec VP Area	Provost & Exec VP	Professor	Tenured	Regular Faculty D-2	26.3

Appendix B: Number of Tenured Faculty With Over Six Years of Service Sorted by College

	SA Student Affairs	Licensed Psychologist	Professor	Tenured	Licensed Psychologist D-6	35.11
	SA Student Affairs	Psychologist	Professor	Tenured	Licensed Psychologist D-6	8.29
	UR University Research	Regular Faculty	Professor	Tenured	Regular Faculty D-2	21.17
	UR University Research	Regular Faculty	Professor	Tenured	Regular Faculty D-2	8.82
	VPAI Vice Provost for Acad Initiat	Director	Associate Professor	Tenured	Regular Faculty D-2	23.13
	VPF Vice Provost for Faculty	Director	Professor	Tenured	Regular Faculty D-2	7.21
	VPF Vice Provost for Faculty	Vice Provost	Professor	Tenured	Regular Faculty D-2	11.31
	WWAMI Medical Education Program	Director	Professor	Tenured	Regular Faculty D-2	17.29
	WWAMI Medical Education Program	Regular Faculty	Associate Professor	On track	Regular Faculty D-2	11.39
	WWAMI Medical Education Program	Regular Faculty	Professor	Tenured	Regular Faculty D-2	10.78

APPENDIX B: NUMBER OF CLINICAL FACULTY WITH OVER SIX YEARS OF SERVICE SORTED BY COLLEGE

DRAFT

Clinical Faculty Who Have Served More Than Six Years Sorted by College

First Name	Last Name	College	Department	POSN Title	Current Faculty Rank	Current Tenure Status	Faculty Type
[redacted]		CAA College c	CAA Art & D	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
		CAA College c	CAA Virtual	Research Fac	Associate Pro	Ineligible	Research Facu
		CAA College c	CAA Virtual	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CAA College c	CAA AA Inte	Research Fac	Associate Pro	Ineligible	Research Facu
		CAA College c	CAA Interio	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CALS Col of A	CALS Ag Ec	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CALS Col of A	CALS Famil	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CALS Col of A	CALS Entor	Research Fac	Associate Pro	Ineligible	Research Facu
		CALS Col of A	CALS Soils	Research Fac	Assistant Prof	Ineligible	Research Facu
		CALS Col of A	CALS Famil	Clinical Facul	Professor	Ineligible	Clinical Faculty
		CALS Col of A	CALS Soils	Clinical Facul	Assistant Prof	Ineligible	Instrutor or Sr I
		CBE College c	CBE Colleg	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CBE College c	CBE Busine	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS Lea	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS Lea	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Professor	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Clinical Facul	Assistant Prof	Ineligible	Instrutor or Sr I
		CEHHS CoEd	CEHHS De	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS Ctr	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
		CEHHS CoEd	CEHHS De	Temporary Fa	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Poli	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Psy	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Sch	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Lion	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Lion	Temporary Fa	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS The	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Psy	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS The	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Jour	Temporary Fa	Assistant Prof	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Lion	Clinical Facul	Professor	Ineligible	Clinical Faculty
		CLASS Col of	CLASS Mar	Assoc Directo	Professor	Ineligible	Clinical Faculty

Clinical Faculty Who Have Served More Than Six Years Sorted by College

	CLASS Col of	CLASS Psy(	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
	CLASS Col of	CLASS Jour	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	CLASS Col of	CLASS Engl	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	CLASS Col of	CLASS Mar	Clinical Facul	Professor	Ineligible	Clinical Faculty
	CLASS Col of	CLASS Psy(	Clinical Facul	Professor	Ineligible	Clinical Faculty
	CLAW Colleg	CLAW Coll	Clinical Facul	Professor	Ineligible	Clinical Faculty
	CLAW Colleg	CLAW Coll	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	CLAW Colleg	CLAW Coll	Clinical Facul	Professor	Ineligible	Clinical Faculty
	CLAW Colleg	CLAW Coll	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
	CNR College (	CNR Forest	Research Fac	Assistant Prof	Ineligible	Research Facu
	CNR College (	CNR Forest	Research Fac	Assistant Prof	Ineligible	Research Facu
	CNR College (	CNR Fish &	Research Fac	Assistant Prof	Ineligible	Research Facu
	CNR College (	CNR Natur	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
	CNR College (	CNR Interm	Research Fac	Associate Pro	Ineligible	Research Facu
	CNR College (	CNR Fish &	Research Fac	Associate Pro	Ineligible	Research Facu
	COE College (	COE Nucle	Research Fac	Assistant Prof	Ineligible	Research Facu
	COE College (	COE CDA C	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
	COE College (	COE CDA C	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	COE College (	COE Comp	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
	COE College (	COE Civil &	Research Fac	Associate Pro	Ineligible	Research Facu
	COE College (	COE Mecha	Clinical Facul	Associate Pro	Ineligible	Regular Faculty
	COE College (	COE Mecha	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	COS College (	COS Earth	Clinical Facul	Assistant Prof	Ineligible	Clinical Faculty
	COS College (	COS Biolog	Research Fac	Associate Pro	Ineligible	Research Facu
	COS College (	COS Physic	Research Fac	Associate Pro	Ineligible	Research Facu
	COS College (	COS Earth	Clinical Facul	Professor	Ineligible	Clinical Faculty
	RCI Research	RCI Idaho C	Research Fac	Professor	Ineligible	IGS Research F
	RCI Research	RCI Idaho C	Research Fac	Professor	Ineligible	IGS Research F
	SA Student Af	SA Counsel	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Professor	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty
	WWAMI Medi	WWAMI Me	Clinical Facul	Associate Pro	Ineligible	Clinical Faculty

Clinical Faculty Who Have Served More Than Six Years Sorted by College

Years of Service
8.66
10.87
11.16
12.42
18.21
8.94
9.16
11.16
11.17
14.17
19.32
22.89
32.74
7.17
7.17
7.28
8.17
8.17
9.32
11.23
13.17
16.16
17.29
17.41
18.17
7.17
7.17
7.17
8.92
9.2
10.16
10.31
10.31
12.17
14.35
15.16

Clinical Faculty Who Have Served More Than Six Years Sorted by College

15.3
15.93
22.31
24.11
26.16
12.11
12.31
13.51
17.14
7.06
7.33
7.78
14.78
18.28
19.44
7.15
7.17
7.17
8.75
11.01
11.51
14.57
9.21
10.12
16.03
24.76
29.06
35.37
7.17
7.11
7.79
8.17
8.17
8.84
9.16
9.16

APPENDIX C: NUMBER OF INSTRUCTORS WITH OVER SIX YEARS OF SERVICE SORTED BY COLLEGE

DRAFT

Instructors Who Have Served Over Six Years By College

First Name	Last Name	College	Current Faculty Rank	Current Tenu	Years of Service
[redacted]		CAA College of A	Senior Instructor	Ineligible	26.33
		CALS Col of Agri	Senior Instructor	Ineligible	8.17
		CALS Col of Agri	Senior Instructor	Ineligible	8.45
		CALS Col of Agri	Senior Instructor	Ineligible	9.78
		CALS Col of Agri	Senior Instructor	Ineligible	10.36
		CALS Col of Agri	Senior Instructor	Ineligible	10.43
		CALS Col of Agri	Senior Instructor	Ineligible	18.28
		CALS Col of Agri	Senior Instructor	Ineligible	28.14
		CBE College of E	Senior Instructor	Ineligible	11.92
		CBE College of E	Senior Instructor	Ineligible	12.19
		CBE College of E	Senior Instructor	Ineligible	17.94
		CBE College of E	Senior Instructor	Ineligible	24.76
		CEHHS CoEd, H	Instructor	Ineligible	7.17
		CEHHS CoEd, H	Senior Instructor	Ineligible	18.21
		CEHHS CoEd, H	Senior Instructor	Ineligible	18.28
		CLASS Col of Le	Senior Instructor	Ineligible	7.17
		CLASS Col of Le	Senior Instructor	Ineligible	13
		CLASS Col of Le	Senior Instructor	Ineligible	14
		CLASS Col of Le	Instructor	Ineligible	15.16
		CLASS Col of Le	Senior Instructor	Ineligible	17.53
		CLASS Col of Le	Senior Instructor	Ineligible	23.34
		CLASS Col of Le	Senior Instructor	Ineligible	25.17
		CLASS Col of Le	Senior Instructor	Ineligible	26.49
		CLASS Col of Le	Senior Instructor	Ineligible	34.95
		CNR College of I	Senior Instructor	Ineligible	14.39
		COE College of E	Senior Instructor	Ineligible	7.17
		COS College of S	Senior Instructor	Ineligible	10.31
		COS College of S	Senior Instructor	Ineligible	11.16
		COS College of S	Senior Instructor	Ineligible	14.45
		COS College of S	Senior Instructor	Ineligible	17.29
		COS College of S	Senior Instructor	Ineligible	21.66
		COS College of S	Senior Instructor	Ineligible	25.53