

**2024 – 2025 Faculty Senate – Approved 1/14/25, FS Mtg #18**  
**Meeting # 17**

Tuesday, December 10, 2024, 3:30 pm – 5:00 pm  
Zoom only

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

**Absent:** Roberson, Sowisdral (excused)

**Guests:** Kim Salisbury, Céline Acord, Amy Thompson, Anne Ulliman, Neal Kessler, Rafael Murillo, Ray Pankopf

**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 #16, December 3, 2024, were approved as distributed.

**Chair's Report**

- The University Curriculum Committee (UCC) is working to address concerns about the growing number of certificates.
- Senate newsletter: primarily updates from committee work. Your input is welcome.
- Thanks to Nicole Larson for all of her hard work on policy support this semester. Diane Whitney is back and will introduce herself next.
- Who we are: Diane Whitney shared some background about herself. She received both her undergraduate and law degrees from the University of Idaho and spent the majority of her career in private practice in Moscow. A few years ago, she joined the U of I, first as a staff attorney in the office of general counsel, and later in her current role. Some interesting facts: There are about 346 policies between the FSH and the APM, and, until recent years, there was no system in place for regularly scheduled review. Diane and her team have made huge progress. They prioritize policies that have compliance implications. Last semester, they reviewed all APM Chapter 45, which contains the research administration policies. They are also trying to get everything into a more user-friendly and consistent format. A large part of the policy revision is driven by committee work. The other half of Diane's responsibilities is compliance for the office of general counsel. It's a joint appointment, half with the general counsel and half with the provost. Currently, a major project on the policy side is bylaws revision. There are approximately 55 sets of bylaws, and the last time they were all reviewed and approved was in 2009. Currently, they are focusing on P&T criteria. In closing, Diane thanked Nicole Larson for all her effort moving the bylaws work forward.

**Provost's Report**

- Our football team made the 3rd round of the playoffs. They will play on Friday at 6 pm at Montana State University, in Bozeman.
- Grades deadline: Tuesday December 17, at noon.
- Upward feedback process: The deadline is December 23.

**Committee Reports**

- University Curriculum Committee (Vote)
  - UCC 178: Marketing BSBUS – Sanjay Sisodiya, Department of Business,

Four sets of changes are embedded in this proposal. When the online option for the BSBUS in Marketing was introduced, the BBABUS was not available. With the online BBA launched, the need for the online BS is greatly reduced. There has been limited interest in the Marketing Analytics Emphasis. So, the Marketing Analytics certificate, which is more accessible, is replacing the low-enrollment major. Next, the Entrepreneurship emphasis has switched some of its coursework so that students can pick from a list of courses and thus have greater flexibility. Lastly, there is an update on the learning objectives because one of the emphases had the wrong learning objectives.

There were no questions.

Vote: 16/17 yes; 1/17 no. Motion passes.

- UCC 593: Geological Engineering BS – Alistair Smith, Department of Earth and Spatial Sciences.

Ahmad Kassem and Richard Nielsen, both from the department of Civil Environmental Engineering, are also present. Together, they are proposing a joint degree between the department of Earth and Spatial Sciences and Civil Environmental Engineering. This is to reestablish the BS in Geological Engineering that existed 20 years ago and was closed when mining was going down. But mining is going back up in the state. The main motivation behind bringing it back was a consortium of about 11 companies that approached North Idaho College, asking them to set up an agreement with the Colorado School of Mines. Their president, President Sweeney, reached out to our president and asked to help. And so, based on the industry input, we've designed this degree. You'll find in the packet the 7 letters of support strongly advocating for this degree to come back to the state of Idaho.

There were no questions.

Vote: 19/19 yes. Motion passes.

- Other Policy Reports

- FSH 1620 University-Level Committees – Kay Dee Holmes, Director of Research integrity.

**Kristin Haltinner:** We asked the chairs of the Faculty and Staff Policy Group and the Committee on Committees if they wanted to review this, but they both agreed that it was fine as is coming from and supported by the general counsel's office. So, it will require a motion if we choose to adopt it.

**Kay Dee Holmes:** The goal of this revision is to align the university policy with the expectations set in Idaho law. The current policy is that all of the committee meetings are open to the public, but this is broader than what is actually required by the Idaho Open Meetings (OML) law. The committee members involved with the IRB, IACUC, and IBC believed that those committee meetings were always private. The change was cleared by the office of general counsel. It isn't a critical change. If Faculty Senate feels it is not necessary, or that we need to take another look, we are willing to do that. We hope that aligning those policies will benefit the University and the research enterprise as a whole.

**Tim Murphy:** A point of clarification on the committee reviews. The committee chairs who were consulted did not say that they were fine with the policy change. They said the matter was outside of their purview because it is a legally driven change. We actually haven't reviewed the merits of this because it is a legal change.

**Francesca Sammarruca:** This is a change in FSH 1620 University-Level Committees and should naturally land on the Committee on Committees. Furthermore, the faculty secretary is the policy owner for FSH 1620, and did not have the opportunity to have

a closer look. Reason for the confusion: The ORA committee meetings do not meet the threshold requirements for the Idaho Open Meeting (IOM) Law, but the requirements in FSH are broader than the requirements in the IOM law. That means that ORA meetings don't have to be open, but they could and still be compliant. A second question: Would these arguments apply to other university-level committees, including Faculty Senate? In the cover sheet it says that the change is made to be in compliance. That seems to imply that other university-level committees that open their meetings (but do not reach the IOM requirements) are not compliant. Or are they choosing to open their meetings to the public even though they are not required to?

**Kay Dee Holmes:** “out of compliance” means that it does not align perfectly with what is required by the law, which could create conflicting and problematic situations for the university, where state law says one thing and university policy says another.

**Francesca Sammarruca:** To avoid those conflicting situations, FSH could simply say that these committees close their meetings to the public because they think it is better to do so, and because they don't have to be open, but not because they would, otherwise, be out of compliance.

**Kay Dee Holmes:** I did not look at any of the other university committees. It would be for the office of general counsel to look at this policy and see how it applies across the board.

**Tim Murphy:** Following on what Francesca said, which I think is a good point, it would help me understand whether these committees discuss some confidential matter.

**Kay Dee Holmes:** These committees review protocols for research and the IACUC reviews protocols for research that involve animal research. The Institutional Review Board reviews protocols for research that involve human subjects, and the IBC committee reviews research and safety with regard to biohazardous materials. All of them have a confidentiality component, especially the projects that involve human subjects. Those are heavily regulated by the Federal Government. But I believe that those need to be kept confidential because of the human factor. There might be faculty members who do human or animal subject research and may not want that information getting out to the public. It's also my understanding that it's pretty standard with other universities that these meetings are expressly confidential and not open to the public.

[Tim Murphy confirms with Kay Dee Holmes that general counsel reviewed this change.]

**Francesca Sammarruca:** Why not treat this as one of those committees that are closed for confidentiality reasons, and not for compliance? I think that most of our committees could be part of the confusion potentially generated by the language. [A brief conversation followed between Kay Dee and Francesca about the best way to describe and motivate the change.]

**Kay Dee Holmes:** This is up to the Faculty Senate. Our goal is to hopefully benefit the university and research that goes on, but if we need to rework this, we will.

**Tim Murphy:** If I understand correctly, Francesca's point is that this change is not required by Idaho law, it is allowed under Idaho law, and it is desired, because the office of research would like these meetings to be confidential. Is that correct?

[Francesca Sammarruca confirms that the above describes her point exactly.]

**Senator:** Let's say a product came from one of these committees, and I am not comfortable with this product. Would I be allowed to attend? Are only specific individuals allowed to attend this kind of meeting? If someone from the public wants to attend and submits a request, would the request be immediately denied?

**Kay Dee Holmes:** My understanding is that the committee chair has the authority to decide if someone can or cannot attend those meetings. So, if someone puts in a request that they want to attend it. That will be reviewed by the committee chair, and they will either approve it or deny it. The purpose of these committees is to ensure that the research in those areas with human subjects and with animal subjects or biohazardous materials does align with what is required by the Federal Government. So, these individuals are familiar with the Federal Government's regulations on how research can be conducted safely and properly in those situations and protect the best interests of the research subjects, whether it is humans or animals.

Kristin Haltinner checks with Kay Dee Holmes that the matter is not urgent. With no motion from the floor, FSH 1620 D-17 is referred to the Committee on Committees. They meet again in January and will report back to the senate in the spring semester.

### **Announcements and Communications:**

- Long Range Campus Development Plan – Kim Salisbury, Raymond Pankopf, Neal Kessler. Raymond Pankopf, director for architectural and engineering services at the U of I, started the presentation. The institution has a current long range campus development plan that was developed and implemented in the late 1990s. That plan has served us extremely well and has guided the University through a series of developments over the last 20-25 years. That plan was originally developed under an initiative called Vision 2020. Now it's time to think about a campus plan that guides us into the future. They have set the beginning of 2050 as a target, basically 25 years out from when the plan is completed and approved. They have engaged Neal Kessler and his team at the Smith Group to help us through that planning process.

Neal Kessler is a senior principal with Smith Group and lead planner for the long-range campus development plan Vision 2050. Neal Kessler emphasized the importance of being transparent, collaborative, and iterative with their process, and outreaching to stakeholders. They have met with hundreds of folks face-to-face, thousands participated in surveys on how people use the campus. It is a three-phase process, *Understand, Explore, Realize*. The exploratory phase is where they came up with a number of different ways to address many of the issues. They have just entered the 3rd phase, where they continue to discuss those different ideas and come up with a consensus plan. When they were on campus last October, they presented different scenarios, and, in November, they presented a preliminary plan based on the input from campus. They hope to complete the plan in late spring of 2025. It is a fully integrated planning effort, guided by overarching long range ideas. They have looked somewhat deeper at four areas: athletics, medical education, and wellness and health services. Those studies are ongoing in parallel with the LRCDP.

(See the LRCDP webpage <https://vision2050-uidaho.webflow.io/> for schedules, maps, and other documents shown by the group during their ppt presentation, and more.)

#### Discussion:

A senator asked whether closing part of 6th Street would make it difficult for faculty to park. Many parking lots, especially for the engineering buildings, are accessed from 6th Street. Neal Kessler replied that they are looking very carefully at the parking situation. He doesn't think that any parking space will be removed by closing 6th Street, but those parking lots may have to be accessed in a different way.

A senator, who serves on the Campus Planning Advisory Committee, never heard anything about the plan. The committee is not engaged with this process. Apparently, the committee didn't meet at all during the last academic year, and so far, no meeting is scheduled to talk about this planning process, which is now entering the final stage. How can the campus

planning advisory committee engage with this process? Ray Pankopf responded that they want to engage with the campus planning committee, and, in fact, he has been trying to find a way to make that happen. They will visit the committee, if they meet in the spring, and solicit their input.

- Resolution on Equity and Inclusion – Debb Thorne and Erin Chapman

This resolution was put together by a group of Senators as a response to the State Board of Education's proposed restrictions on DEI.

**Deborah Thorne:** We are bringing this resolution forward to the full Senate for discussion, and hopefully approval. The objective is for the Senate to go on record voicing our concern over the direction of the SBOE and the Idaho legislature challenging support for programs that are valued by our students and us.

**Senator:** In the 4<sup>th</sup> paragraph, can the language be more inclusive? There are percentages for the disproportion between white students and students of color. There should be data on other kinds of diversity, besides race. Otherwise, it looks great.

**Kristin Haltinner:** The university does not collect data on sexuality as a category. There is data on gender (women vs. men), but not on non-binary or trans students, because we don't collect that data either.

**Senator:** I agree with the previous comment. It feels like a very narrow focal point within the discussion of equity and inclusion. Perhaps we could cite other student characteristics, for instance, international students or out-of-state students, students from rural communities, which is a big but often overlooked part of equity and inclusion. I agree with this document, but I'm worried that somebody may try and twist its meaning because of this particularly narrow data point in the document, even though we have a diverse student population across various categories and characteristics. International student data is collected. I don't know about rural or socioeconomic status. But even without data, a broader statement might strengthen the document.

**Erin Chapman:** Would it make more sense to simply cut that paragraph? We don't have data across other categories. Please suggest wording changes in the chat.

**Senator:** When you read this document, particularly the paragraph that was just pointed out, it makes it race-based in a way that is turning people off in the state. I think that language is very important. [Question for Kristin] What is the opinion of SBOE about making accommodations for people of diverse backgrounds, particularly when we are squeezing it into race?

**Kristin Haltinner:** I don't know the opinion of the SBOE in its entirety. There are differences in opinions on the board. Kurt Liebeck expressed concerns about closing the equity programs at the last board meeting. I don't know how many of you watched it, but we can find the link and put it in the chat. I raised with Josh the questions that Craig and others brought up last time. He said, *"I would want universities to continue to serve students unique needs through a broader student support center that creates connections for every student."* So, the perception from the board is to have a student support center that supports each student uniquely. But I didn't get a sense that there are particular issues that the board cares more or less about, within that framework.

**Senator:** My question is about timing. Is the intent to have this resolution voted on prior to the State Board passing their resolution, or after? From the first "resolved" section where Kurt Liebich is mentioned, it seems that it should be voted on before. If that's the idea, we appear to be very much "on the offensive" rather than defensive, which may have a negative impact on us. This is a political "hot potato" to be aware of. The timing is very important if we wish to have an understanding of what the language of the State Board's resolutions is before we vote on this resolution.

**Torrey Lawrence:** A brief update. One of the subcommittees of the board met last Thursday and discussed primarily the DEI resolution. We have not seen the final version of the text.

**Kristin Haltinner:** They will meet next Wednesday, see information in the chat. They have to put their materials out 48 hours in advance. Meeting materials will be available next Monday here: <https://boardofed.idaho.gov/event/board-meeting-boise-15-5/>

**Torrey Lawrence:** I put the link in the chat, and also the link to their last meeting. If you wanted to adopt something specific to their resolution, the general direction is obvious, although they are still working on some of the details. SBOE is meeting next Wednesday, Dec 18. You can watch the live stream on the SBOE's YouTube channel: [Idaho State Board of Education - YouTube](#).

**Kristin Haltinner:** [to Erin and Debb] My understanding is that the goal is not to be on the offensive or the defensive, but to contribute to the SBOE's conversation.

**Deborah Thorne:** Right. If we want to contribute to the conversation, then it needs to be completed and voted on prior to their votes. If we want to make our position clear in response to their resolutions, we can wait. There's a reason to do that too. The goal is to express our objection to these decisions coming down from the legislature and the State Board are, but also to establish support for our students, so that they know we are not just standing by. I think, as a body, the Senate has a responsibility to let folks know where we stand collectively.

**Senator:** A suggestion that might make this somewhat more powerful. There's nothing here that acknowledges the legitimacy or validity of their concern. The idea that we shouldn't make choices based on race is probably a good thing. There are legitimate concerns about the efficiency of resource allocation, while we are being divisive by creating offices for individuals or groups as opposed to offices for everyone. I think we could have a stronger, and better received, resolution addressing some of these thoughts directly before we release it. [Senator proceeds to clarify "validity."] For instance, the best way to address poverty is to leverage poverty. It is true that you might get more people of color by focusing policies on people of color. But if you address poverty, you are actually helping people in poverty, regardless of race. I think a lot of the pushback is coming from the interpretation that, if someone is white and poor, they don't get the same support as if they were black and poor.

**Erin Chapman:** I don't know if people realize how poorly funded some of these programs actually are. These restrictions are unfair to black and brown people and gay and trans people. They are not taking away the veteran's office, or the Native American students office. They're pretty focused on certain identities.

**Senator:** The way you can be better received is by trying to empathize with the valid part of their concern. That is not acknowledged here at all.

[Erin Chapman asks everyone to suggest language they think might be more helpful.]

**Senator:** All minorities historically have been disadvantaged and did not have the same access as other groups to economic development. So, it is important to mention that an office for minorities is needed to support them and make sure they have the same kind of tools to operate in society. Take, for example, inner city communities. You need to put more money in poor neighborhoods, and those are predominantly populated by minorities.

**Torrey Lawrence:** I would like to redirect this conversation, maybe thinking about where we are. The Board is considering resolutions. They want to see offices open to all students. I'm not advocating for that, but it is the situation we're dealing with.

**Kristin Haltinner:** Do you, as a Senate, want to participate in this conversation with the SBOE or not? Do you want to make a statement for students in the DEI offices or not? It doesn't have to be this statement. It could be another one. It is your decision.

**Barb Kirchmeier:** If we are going to act, it probably needs to be before we leave for break, because a lot will happen between today and the time that we move to break and come back

from break. We have a resolution that two of our senators put together. I move that we vote to approve the resolution that was brought to us today by members of this group.

**Senator:** Could we make a correction to the 4th paragraph and include international students and other categories?

**Kristin Haltinner:** We do not have a second yet. So, my understanding is that we can still edit the motion, not as a formal amendment, because we don't have a formal motion yet.

**Barb Kirchmeier:** I would clarify my motion to approve the resolution, as it was submitted with the updated language Stephanie proposes in the chat. Updated language: "WHEREAS The University of Idaho actively welcomes, serves and engages with a highly diverse student population, with students from nearly 70 countries and XX states. Equity and inclusion programs at the institution reflect the population of students and citizens that we serve."

[**Stefanie Ramirez** seconds the motion.]

**Kristin Haltinner:** [**Reads the motion.**] Would anyone like to speak in favor or against the motion?

**Stefanie Ramirez:** [**Referring to the edited motion.**] I do not want to make an assumption about the number of states. I assume it is all 50, but that needs to be checked.

**Senator:** I would like to hear from the authors of the resolution about the edits on the language, because perhaps they feel this is rushed. I was hoping we would wait, but it needs to be done before we go on break.

[Erin Chapman is comfortable with the amendment.]

**Deborah Thorne:** I think the emphasis should be on the range of diversity that we have here on campus. I would like to include trans people, queer people, and go right down the list of all the students on our campus that need to be recognized because their life experiences are not the same as the privileged students on our campus. But I think that what Stephanie suggests would be adequate.

[Tim Murphy asks for clarification on the edited language. It is clarified that the language in the chat will replace the paragraph with retention rates among students of color. Also, the "XX" will be replaced with the appropriate number before the meeting is over. Tim Murphy will designate this resolution as FS 24-25-2 for record keeping purposes.]

**Senator:** I support our DEI offices. I support the people there, and I support us supporting historically underrepresented groups. I would like those offices to stay indefinitely. I also think approving this motion is counterproductive to that goal.

There is a motion on the floor. Kristin Haltinner asked whether anyone else wished to speak, prioritizing people in favor of the motion. There were no requests.

Vote: 10 /18 in favor and 8/18 opposed. Resolution passes.

**Adjournment:**

Moved to adjourn (Barannyk, Kirchmeier). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

**University of Idaho**  
**2024 – 2025 Faculty Senate Agenda**

Meeting #17

Tuesday, December 10, 2024, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2024-2025 Faculty Senate Meeting #16 (December 3, 2024) **Attach. #1**
- III. Chair's Report
  - Who We Are – Diane Whitney, Director of University Policy and Compliance
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 178: Marketing BSBUS – Sanjay Sisodiya, Interim Department Head and Associate Professor – Department of Business **Attach. #2**
    - UCC 593: Geological Engineering BS – Alistair Smith, Department Chair and Professor – Department of Earth and Spatial Sciences **Attach. #3**
- VI. Other Policy Reports
  - FSH 1620 University-Level Committees (Motion & Vote) - Kay Dee Holmes, Assistant Director for Research Integrity **Attach. #4**
- VII. Other Announcements and Communications
  - Long Range Campus Development Plan – Kim Salisbury, Associate Vice President of Budget and Planning; Céline Acord, Project Manager – Architectural and Engineering Services; Ray Pankopf, Director – Architectural and Engineering Services; Amy Thompson, Space Planner – Architectural and Engineering Services; Anne Ulliman, CADD Center Manager – Architectural and Engineering Services; Neal Kessler, Senior Principal, Campus Planner – Smith Group; Rafael Murillo, Associate – Smith Group
  - Resolution on Equity and Inclusion – Debb Thorne, Senator from CLASS and Erin Chapman, Senator from CALS **Attach. #5**
  - Sabbaticals for Clinical Faculty and Instructors Discussion – Kristin Haltinner, Senate Chair **Attach. #6**
- VIII. New Business



## IX. Adjournment

### Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #16 (December 3, 2024)
- **Attach. #2** UCC 178: Marketing BSBUS
- **Attach. #3** UCC 593: Geological Engineering BS
- **Attach. #4** FSH 1620 University-Level Committees
- **Attach. #5** Resolution on Equity and Inclusion
- **Attach. #6** Sabbatical Analysis Report

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

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.

Discussion:

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](#)

| As of 29-Mar          |                    |
|-----------------------|--------------------|
| Current Base Salary ⓘ | Target Annual Pay  |
| <b>\$40,019.20</b>    | <b>\$44,678.40</b> |

# FY26 CEC DRAFT RECOMMENDATIONS



## **I** 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

## **I** 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.

**I** May be used to assist in bringing employees up to 80% of their target pay.

**I** Set the minimum percentage increase and then calculate the minimum dollar amount  
minimum percentage X \$75,000 = minimum dollar amount.

**I** 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:

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

# POINTS OF EMPHASIS



- I Advocate for staff equity, transparency, and consistency in compensation
- I Support the long-term goal to achieve calculated target salaries for all employees
- I CEC allocations have not kept pace with inflation in recent years
- I 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



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

# GO FROM HERE CONT.



Identify 2-3 staff compensation topics for potential improvements

## I 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

## I 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](mailto: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

# 178: MARKETING (BSBUS)

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## In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (yunchung@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; Ivictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

## Approval Path

1. Tue, 05 Sep 2023 16:11:28 GMT  
Theodore Unzicker (tunzicker): Rollback to Initiator
2. Thu, 07 Sep 2023 21:04:40 GMT  
Mya Groza (myagroza): Rollback to Initiator
3. Fri, 08 Sep 2023 22:31:51 GMT  
Mya Groza (myagroza): Rollback to Initiator
4. Mon, 11 Sep 2023 19:45:33 GMT  
Mya Groza (myagroza): Approved for 079 Chair
5. Wed, 13 Sep 2023 17:35:25 GMT  
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
6. Fri, 29 Sep 2023 20:36:27 GMT  
Lisa Victoravich (lvictoravich): Approved for 13 Dean
7. Fri, 06 Oct 2023 17:30:22 GMT  
Linda Lundgren (lindalundgren): Rollback to Initiator
8. Sat, 07 Sep 2024 00:20:24 GMT  
Sanjay Sisodiya (sisodiya): Approved for 079 Chair
9. Tue, 17 Sep 2024 23:35:25 GMT  
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
10. Fri, 20 Sep 2024 17:46:03 GMT  
Theodore Unzicker (tunzicker): Rollback to 079 Chair for 13 Dean
11. Fri, 20 Sep 2024 19:02:18 GMT  
Sanjay Sisodiya (sisodiya): Approved for 079 Chair
12. Fri, 27 Sep 2024 20:24:49 GMT  
Yunhyung Chung (yunchung): Approved for 13 Curriculum Committee Chair
13. Mon, 30 Sep 2024 04:08:41 GMT  
Lisa Victoravich (lvictoravich): Approved for 13 Dean
14. Thu, 24 Oct 2024 18:29:38 GMT  
Sande Schlueter (sandeschlueter): Approved for Provost's Office
15. Thu, 24 Oct 2024 18:45:31 GMT  
Christine Slater (cslater): Approved for Assessment
16. Mon, 04 Nov 2024 20:12:37 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
17. Wed, 06 Nov 2024 18:41:48 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
18. Wed, 13 Nov 2024 16:22:58 GMT  
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
19. Thu, 21 Nov 2024 18:21:25 GMT  
Sydney Beal-Coles (sbeal): Approved for UCC

## History

1. Jun 15, 2021 by Rebecca Frost (rfrost)
2. Apr 26, 2022 by Sanjay Sisodiya (sisodiya)
3. Jul 14, 2022 by V00814390
4. Aug 15, 2022 by V00814390
5. Aug 15, 2022 by V00814390
6. Dec 13, 2022 by Michael McCollough (mccollou)

Date Submitted: Thu, 14 Dec 2023 16:15:06 GMT

**Viewing: 178 : Marketing (BSBUS)**

**Last approved: Wed, 14 Dec 2022 00:52:03 GMT**

**Last edit: Thu, 21 Nov 2024 18:15:15 GMT**

Changes proposed by: Sydney Beal-Coles

### Faculty Contact

| Faculty Name       | Faculty Email       |
|--------------------|---------------------|
| Michael McCollough | mccollou@uidaho.edu |

### Change Type (Choose all that apply)

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

Only change an existing program component from face to face on-line delivery (not the entire major)

Add/Edit Learning Outcomes

### Description of Change

Remove the distance option from the BS option. With the new online BBA the need to deliver the online BS has been greatly reduced and a lack of resources does not allow us to offer both the online BBA and the online BS.

Eliminate the Marketing Marketing Analytics Emphasis which is being replaced with a Marketing Analytics Certificate.

Update the Entrepreneurship Emphasis to match the Entrepreneurship curriculum in the minor and certificate utilizing the ENTR 300-level courses in the catalog. Removed ACCT 482 from the Entrepreneurship emphasis curriculum and made a replacement with ENTR 314, 315, 316, 317, 318, 319, 320, 321, 322, and 323 where students are able to choose three 1-2 credit hour courses instead.

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

No

### Academic Level

Undergraduate

### College

Business & Economics

### Department/Unit:

Business

### Effective Catalog Year

2025-2026

### Program Title

Marketing (BSBUS)

### Program Credits

120

### CIP Code

52.1401 - Marketing/Marketing Management, General.

### Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), the college requirements, and:

| Code   | Title | Hours         |
|--|-------|---------------|
| College of Business & Economics Requirements ( <a href="https://catalog.uidaho.edu/colleges-related-units/business-economics/#generalgraduationrequirementstext">https://catalog.uidaho.edu/colleges-related-units/business-economics/#generalgraduationrequirementstext</a> ) |       | 54-57         |
| <b>Major Requirements</b>  |       | <b>24-44</b>  |
| <b>Total Hours</b>   |       | <b>78-101</b> |

## Major Requirements

| Code     | Title                         | Hours |
|----------|-------------------------------|-------|
| MKTG 324 | Consumer Behavior             | 3     |
| MKTG 421 | Marketing Research & Analysis | 3     |
| MKTG 428 | Marketing Management          | 3     |

### Emphases

|   |       |
|---|-------|
| Select one of the following emphases:   | 15-35 |
| General Marketing ( <a href="https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#generalmarketing">https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#generalmarketing</a> )     |       |
| Sales Management ( <a href="https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#salesmanagement">https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#salesmanagement</a> )        |       |
| Entrepreneurship ( <a href="https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#entrepreneurship">https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#entrepreneurship</a> )      |       |
| PGA Golf Management ( <a href="https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#pgagolfmanagement">https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#pgagolfmanagement</a> ) |       |

|                    |              |
|--------------------|--------------|
| <b>Total Hours</b> | <b>24-44</b> |
|--------------------|--------------|

## A. General Marketing Emphasis

| Code                         | Title   | Hours     |
|------------------------------|---|-----------|
| <b>Product Elective</b>      |   | <b>3</b>  |
| MKTG 427<br>or MKTG 495      | Services Marketing<br>Product Development and Brand Management  |           |
| <b>Pricing Requirement</b>   |   | <b>3</b>  |
| MKTG 424                     | Pricing Strategy and Tactics                                    |           |
| <b>Place Elective</b>        |   | <b>3</b>  |
| MKTG 425<br>or MKTG 426      | Retail Distribution Management<br>Marketing Channels Management |           |
| <b>Promotions Elective</b>   |   | <b>3</b>  |
| MKTG 420<br>or MKTG 422      | Integrated Marketing Communication<br>Sales Management          |           |
| <b>Business Elective</b>     |   | <b>3</b>  |
| One 300-400 level CBE course |   |           |
| <b>Total Hours</b>           |   | <b>15</b> |

Courses to total 120 credits for this degree

## B. Sales Management Emphasis

| Code                                | Title                                  | Hours    |
|-------------------------------------|--|----------|
| BUS 303                             | Business Negotiations                  | 3        |
| MKTG 422                            | Sales Management                       | 3        |
| MKTG 432                            | Advanced Sales Management              | 3        |
| <b>Sales Electives</b>              |  | <b>6</b> |
| Select 6 credits from the following |  |          |
| MGT 417                             | Deploying and Developing Human Capital |          |
| MKTG 420                            | Integrated Marketing Communication     |          |
| MKTG 423                            | Digital Marketing Strategy             |          |
| MKTG 424                            | Pricing Strategy and Tactics           |          |
| MKTG 425                            | Retail Distribution Management         |          |
| MKTG 426                            | Marketing Channels Management          |          |
| OM 470                              | Supply Chain Analytics                 |          |
| Sales Practicum/Sales Internship    |  |          |

|   |                  |
|---|------------------|
| Select three credits from the following | 3                |
| BUS 429                                 | Vandal Solutions |
| MKTG 398                                | Internship       |

**Total Hours** 18

Courses to total 120 credits for this degree.

## C. Entrepreneurship Emphasis

| Code     | Title                | Hours |
|----------|----------------------|-------|
| ENTR 414 | Entrepreneurship     | 3     |
| ENTR 415 | New Venture Creation | 3     |

### Entrepreneurship Electives

|  |   |
|--|---|
| Select three credits from the following: | 3   |
| ENTR 314                                 | Startup Innovation and Ideation                         |
| ENTR 315                                 | Feasibility Analysis                                    |
| ENTR 316                                 | Business Model Design                                   |
| ENTR 317                                 | Intellectual Property and Legal Issues for New Ventures |
| ENTR 318                                 | Prototype Development                                   |
| ENTR 319                                 | New Venture Marketing                                   |
| ENTR 320                                 | New Venture Funding                                     |
| ENTR 321                                 | Accounting for Entrepreneurs                            |
| ENTR 322                                 | Social Ventures   |
| ENTR 323                                 | Launching Tech Ventures                                 |

### Marketing Electives

|                                       |  |
|---------------------------------------|--|
| Select one course from the following: | 3  |
| MKTG 420                              | Integrated Marketing Communication       |
| MKTG 422                              | Sales Management                         |
| MKTG 424                              | Pricing Strategy and Tactics             |
| MKTG 425                              | Retail Distribution Management           |
| MKTG 426                              | Marketing Channels Management            |
| MKTG 427                              | Services Marketing                       |
| MKTG 482                              | International Marketing                  |
| MKTG 495                              | Product Development and Brand Management |

### Entrepreneurship Practicum/Internship/Vandal Solutions

|                                      |                                  |
|--------------------------------------|----------------------------------|
| Select 3 credits from the following: | 3                                |
| BUS 429                              | Vandal Solutions (Max 6 credits) |
| MKTG 398                             | Internship                       |

### Business Elective

|                              |   |
|------------------------------|---|
| One 300-400 level CBE course | 3 |
|------------------------------|---|

**Total Hours** 18

Courses to total 120 credits for this degree

## D. PGA Golf Management Emphasis

| Code    | Title   | Hours |
|---------|---|-------|
| PGA 103 | Introduction to PGA Golf Management                 | 2     |
| PGA 105 | Introduction to PGA Teaching and Coaching (Level 1) | 3     |
| PGA 205 | Intermediate PGA Teaching and Coaching (Level 2)    | 3     |
| PGA 305 | Advanced PGA Teaching and Coaching (Level 3)        | 3     |
| PGA 150 | PGA Golf Management I                               | 3     |
| PGA 251 | PGA Golf Management II                              | 3     |
| PGA 298 | Internship (Max 6 credits)                          | 4     |
| PGA 385 | PGA Golf Management III                             | 3     |
| PGA 398 | Internship (Max 6 credits)                          | 6     |

### Pricing Requirement

|          |   |   |
|----------|---|---|
| MKTG 424 | Pricing Strategy and Tactics <sup>2</sup> | 3 |
|----------|---|---|

### Place Elective

|          |                                |   |
|----------|--------------------------------|---|
| MKTG 425 | Retail Distribution Management | 3 |
|----------|--------------------------------|---|

|                            |  |          |
|----------------------------|--|----------|
| or MKTG 426                | Marketing Channels Management            |          |
| <b>Product Elective</b>    |  | <b>3</b> |
| MKTG 427                   | Services Marketing                       |          |
| or MKTG 495                | Product Development and Brand Management |          |
| <b>Promotions Elective</b> |  | <b>3</b> |
| MKTG 420                   | Integrated Marketing Communication       |          |
| or MKTG 422                | Sales Management                         |          |

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**Total Hours** **42**

**Courses to total 134 credits for this degree**

*Students must pass the PGA Player Ability Test.*

*Students must have a 12.0 handicap or better to enter this program.*

*Students must also be a U.S. citizen to be eligible for PGA membership.*

**Degree Maps:**

**General Marketing Emphasis**

|  | <b>Hours</b> |
|--|--------------|
| <b>Fall Term 1</b>                                       |              |
| BUS 190  | 3            |
| COMM 101   | 3            |
| ENGL 101   | 3            |
| MATH 143   | 3            |
| Scientific Ways of Knowing Course                        | 4            |
| <b>Hours</b>   | <b>16</b>    |
| <b>Spring Term 1</b>                                     |              |
| ENGL 102   | 3            |
| Humanistic and Artistic Ways of Knowing Course           | 3            |
| Scientific Ways of Knowing Course                        | 4            |
| American Diversity Course                                | 3            |
| Elective Course  | 1            |
| <b>Hours</b>   | <b>14</b>    |
| <b>Fall Term 2</b>                                       |              |
| ACCT 201   | 3            |
| BLAW 265   | 3            |
| ECON 201   | 3            |
| PHIL 208   | 3            |
| STAT 251   | 3            |
| <b>Hours</b>   | <b>15</b>    |
| <b>Spring Term 2</b>                                     |              |
| ACCT 202   | 3            |
| BUS 354  | 3            |
| ECON 202   | 3            |
| MGT 310  | 3            |
| ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201 | 3            |
| <b>Hours</b>   | <b>15</b>    |
| <b>Fall Term 3</b>                                       |              |
| FIN 301  | 3            |
| MKTG 321   | 3            |
| MIS 350  | 3            |
| OM 370   | 3            |
| Social and Behavioral Ways of Knowing Course             | 3            |
| <b>Hours</b>   | <b>15</b>    |
| <b>Spring Term 3</b>                                     |              |
| MKTG 324   | 3            |
| UPDV Economics, Major Elective Course                    | 3            |
| Elective Course  | 3            |
| Elective Course  | 3            |
| MKTG 420 OR MKTG 422                                     | 3            |
| <b>Hours</b>   | <b>15</b>    |
| <b>Fall Term 4</b>                                       |              |
| MKTG 421   | 3            |
| UPDV CBE, Major Elective Course                          | 3            |
| Elective Course  | 3            |
| MKTG 427 OR MKTG 495                                     | 3            |
| MKTG 425 OR MKTG 426                                     | 3            |
| <b>Hours</b>   | <b>15</b>    |



**Spring Term 4**

|                      |                              |            |
|----------------------|------------------------------|------------|
| BUS 490              | Strategic Management         | 3          |
| MKTG 428             | Marketing Management         | 3          |
| MKTG 424             | Pricing Strategy and Tactics | 3          |
| Elective Course      |                              | 3          |
| International Course |                              | 3          |
| <b>Hours</b>         |                              | <b>15</b>  |
| <b>Total Hours</b>   |                              | <b>120</b> |

**Sales Management Emphasis****Fall Term 1**

|                                   |  |           |
|-----------------------------------|--|-----------|
| BUS 190                           | Integrated Business and Value Creation | 3         |
| COMM 101                          | Fundamentals of Oral Communication     | 3         |
| ENGL 101                          | Writing and Rhetoric I                 | 3         |
| MATH 143                          | Precalculus I: Algebra                 | 3         |
| Scientific Ways of Knowing Course |  | 4         |
| <b>Hours</b>                      |  | <b>16</b> |

**Spring Term 1**

|  |                         |           |
|--|-------------------------|-----------|
| ENGL 102                                       | Writing and Rhetoric II | 3         |
| American Diversity Course                      |                         | 3         |
| Humanistic and Artistic Ways of Knowing Course |                         | 3         |
| Scientific Ways of Knowing Course              |                         | 4         |
| Elective Course                                |                         | 1         |
| <b>Hours</b>                                   |                         | <b>14</b> |

**Fall Term 2**

|              |                                      |           |
|--------------|--------------------------------------|-----------|
| ACCT 201     | Introduction to Financial Accounting | 3         |
| BLAW 265     | Legal Environment of Business        | 3         |
| ECON 201     | Principles of Macroeconomics         | 3         |
| PHIL 208     | Business Ethics                      | 3         |
| STAT 251     | Statistical Methods                  | 3         |
| <b>Hours</b> |                                      | <b>15</b> |

**Spring Term 2**

|  |                                       |           |
|--|---------------------------------------|-----------|
| ACCT 202   | Introduction to Managerial Accounting | 3         |
| BUS 354  | Business Analytics                    | 3         |
| ECON 202   | Principles of Microeconomics          | 3         |
| MGT 310  | Leading Organizations and People      | 3         |
| ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201 |                                       | 3         |
| <b>Hours</b>   |                                       | <b>15</b> |

**Fall Term 3**

|  |  |           |
|--|--|-----------|
| FIN 301                                      | Financial Resources Management                         | 3         |
| MKTG 321                                     | Marketing  | 3         |
| MIS 350                                      | Managing Information                                   | 3         |
| OM 370                                       | Introduction to Operations and Supply Chain Management | 3         |
| Social and Behavioral Ways of Knowing Course |  | 3         |
| <b>Hours</b>                                 |  | <b>15</b> |

**Spring Term 3**

|   |                       |           |
|---|-----------------------|-----------|
| MKTG 324  | Consumer Behavior     | 3         |
| BUS 303   | Business Negotiations | 3         |
| UPDV Economics, Major Elective Course   |                       | 3         |
| Elective Course   |                       | 3         |
| MGT 417 OR MKTG 420 OR MKTG 423 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR OM 470 OR Sales Practicum/Sales Internship |                       | 3         |
| <b>Hours</b>  |                       | <b>15</b> |

**Fall Term 4**

|                 |                               |           |
|-----------------|-------------------------------|-----------|
| MKTG 421        | Marketing Research & Analysis | 3         |
| MKTG 422        | Sales Management              | 3         |
| Elective Course |                               | 3         |
| Elective Course |                               | 3         |
| Elective Course |                               | 3         |
| <b>Hours</b>    |                               | <b>15</b> |

**Spring Term 4**

|   |                           |            |
|---|---------------------------|------------|
| BUS 490   | Strategic Management      | 3          |
| MKTG 428  | Marketing Management      | 3          |
| MKTG 432  | Advanced Sales Management | 3          |
| International Course  |                           | 3          |
| MGT 417 OR MKTG 420 OR MKTG 423 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR OM 470 OR Sales Practicum/Sales Internship |                           | 3          |
| <b>Hours</b>  |                           | <b>15</b>  |
| <b>Total Hours</b>  |                           | <b>120</b> |

## Entrepreneurship Emphasis

|  |  | Hours              |
|--|--|--------------------|
| <b>Fall Term 1</b>   |  |                    |
| BUS 190  | Integrated Business and Value Creation                 | 3                  |
| COMM 101   | Fundamentals of Oral Communication                     | 3                  |
| ENGL 101   | Writing and Rhetoric I                                 | 3                  |
| MATH 143   | Precalculus I: Algebra                                 | 3                  |
| Scientific Ways of Knowing Course  |  | 4                  |
|  |  | <b>16</b>          |
| <b>Spring Term 1</b>   |  |                    |
| ENGL 102   | Writing and Rhetoric II                                | 3                  |
| Humanistic and Artistic Ways of Knowing Course   |  | 3                  |
| American Diversity Course  |  | 3                  |
| Scientific Ways of Knowing Course  |  | 4                  |
| Elective Course  |  | 1                  |
|  |  | <b>14</b>          |
| <b>Fall Term 2</b>   |  |                    |
| ACCT 201   | Introduction to Financial Accounting                   | 3                  |
| BLAW 265   | Legal Environment of Business                          | 3                  |
| ECON 201   | Principles of Macroeconomics                           | 3                  |
| PHIL 208   | Business Ethics  | 3                  |
| STAT 251   | Statistical Methods                                    | 3                  |
|  |  | <b>15</b>          |
| <b>Spring Term 2</b>   |  |                    |
| ACCT 202   | Introduction to Managerial Accounting                  | 3                  |
| BUS 354  | Business Analytics                                     | 3                  |
| ECON 202   | Principles of Microeconomics                           | 3                  |
| MGT 310  | Leading Organizations and People                       | 3                  |
| ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201   |  | 3                  |
|  |  | <b>15</b>          |
| <b>Fall Term 3</b>   |  |                    |
| FIN 301  | Financial Resources Management                         | 3                  |
| MKTG 321   | Marketing  | 3                  |
| MIS 350  | Managing Information                                   | 3                  |
| OM 370   | Introduction to Operations and Supply Chain Management | 3                  |
| Social and Behavioral Ways of Knowing Course   |  | 3                  |
|  |  | <b>15</b>          |
| <b>Spring Term 3</b>   |  |                    |
| MKTG 324   | Consumer Behavior                                      | 3                  |
| UPDV Economics, Major Elective Course  |  | 3                  |
| Elective Course  |  | 3                  |
| Elective Course  |  | 3                  |
| BUS 429 OR MKTG 398  |  | 3                  |
| ENTR 314 OR ENTR 315 OR ENTR 316 OR ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322 OR ENTR 323 |  | 3                  |
|  |  | <b>15</b>          |
| <b>Fall Term 4</b>   |  |                    |
| ENTR 414   | Entrepreneurship                                       | 3                  |
| MKTG 421   | Marketing Research & Analysis                          | 3                  |
| BUS 429 OR MKTG 420 OR MKTG 422 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR MKTG 427 OR MKTG 482 OR MKTG 495              |  | 3                  |
| ENTR 314 OR ENTR 315 OR ENTR 316 OR ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322 OR ENTR 323 |  | 3                  |
| International Course   |  | 3                  |
|  |  | <b>15</b>          |
| <b>Spring Term 4</b>   |  |                    |
| BUS 490  | Strategic Management                                   | 3                  |
| ENTR 415   | New Venture Creation                                   | 3                  |
| MKTG 428   | Marketing Management                                   | 3                  |
| ENTR 314 OR ENTR 315 OR ENTR 316 OR ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322 OR ENTR 323 |  | 3                  |
| UPDV CBE, Major Elective Course  |  | 3                  |
|  |  | <b>15</b>          |
|  |  | <b>Total Hours</b> |
|  |  | <b>120</b>         |

## PGA Golf Management Emphasis

|                    |  | Hours |
|--------------------|--|-------|
| <b>Fall Term 1</b> |  |       |
| BUS 190            | Integrated Business and Value Creation | 3     |
| COMM 101           | Fundamentals of Oral Communication     | 3     |
| ENGL 101           | Writing and Rhetoric I                 | 3     |
| MATH 143           | Precalculus I: Algebra                 | 3     |
| PGA 103            | Introduction to PGA Golf Management    | 2     |

|  |  |            |
|--|--|------------|
| Scientific Ways of Knowing Course                        |  | 4          |
|  | <b>Hours</b>   | <b>18</b>  |
| <b>Spring Term 1</b>                                     |  |            |
| ENGL 102   | Writing and Rhetoric II                                | 3          |
| PGA 150  | PGA Golf Management I                                  | 3          |
| Humanistic and Artistic Ways of Knowing Course           |  | 3          |
| Scientific Ways of Knowing Course                        |  | 4          |
| American Diversity Course                                |  | 3          |
|  | <b>Hours</b>   | <b>16</b>  |
| <b>Summer Term 1</b>                                     |  |            |
| PGA 298  | Internship   | 2          |
|  | <b>Hours</b>   | <b>2</b>   |
| <b>Fall Term 2</b>                                       |  |            |
| ACCT 201   | Introduction to Financial Accounting                   | 3          |
| BLAW 265   | Legal Environment of Business                          | 3          |
| ECON 201   | Principles of Macroeconomics                           | 3          |
| PGA 251  | PGA Golf Management II                                 | 3          |
| STAT 251   | Statistical Methods                                    | 3          |
|  | <b>Hours</b>   | <b>15</b>  |
| <b>Spring Term 2</b>                                     |  |            |
| ACCT 202   | Introduction to Managerial Accounting                  | 3          |
| BUS 354  | Business Analytics                                     | 3          |
| ECON 202   | Principles of Microeconomics                           | 3          |
| MGT 310  | Leading Organizations and People                       | 3          |
| PGA 105  | Introduction to PGA Teaching and Coaching (Level 1)    | 3          |
|  | <b>Hours</b>   | <b>15</b>  |
| <b>Summer Term 2</b>                                     |  |            |
| PGA 298  | Internship   | 2          |
|  | <b>Hours</b>   | <b>2</b>   |
| <b>Fall Term 3</b>                                       |  |            |
| FIN 301  | Financial Resources Management                         | 3          |
| MKTG 321   | Marketing  | 3          |
| MIS 350  | Managing Information                                   | 3          |
| OM 370   | Introduction to Operations and Supply Chain Management | 3          |
| PGA 205  | Intermediate PGA Teaching and Coaching (Level 2)       | 3          |
|  | <b>Hours</b>   | <b>15</b>  |
| <b>Spring Term 3</b>                                     |  |            |
| MKTG 324   | Consumer Behavior                                      | 3          |
| PGA 385  | PGA Golf Management III                                | 3          |
| MKTG 424   | Pricing Strategy and Tactics                           | 3          |
| UPDV ECON, Major Elective Course                         |  | 3          |
| MKTG 420 OR MKTG 422                                     |  | 3          |
|  | <b>Hours</b>   | <b>15</b>  |
| <b>Summer Term 3</b>                                     |  |            |
| PGA 398  | Internship   | 3          |
|  | <b>Hours</b>   | <b>3</b>   |
| <b>Fall Term 4</b>                                       |  |            |
| MKTG 421   | Marketing Research & Analysis                          | 3          |
| Social and Behavioral Ways of Knowing Course             |  | 3          |
| MKTG 425 OR MKTG 426                                     |  | 3          |
| MKTG 427 OR MKTG 495                                     |  | 3          |
| ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201 |  | 3          |
|  | <b>Hours</b>   | <b>15</b>  |
| <b>Spring Term 4</b>                                     |  |            |
| BUS 490  | Strategic Management                                   | 3          |
| MKTG 428   | Marketing Management                                   | 3          |
| PGA 305  | Advanced PGA Teaching and Coaching (Level 3)           | 3          |
| PHIL 208   | Business Ethics  | 3          |
| International Course                                     |  | 3          |
|  | <b>Hours</b>   | <b>15</b>  |
| <b>Summer Term 4</b>                                     |  |            |
| PGA 398  | Internship   | 3          |
|  | <b>Hours</b>   | <b>3</b>   |
|  | <b>Total Hours</b>                                     | <b>134</b> |

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

### **Student Learning Outcomes**

**Have learning outcomes changed?**

Yes

#### **Learning Objectives**

##### **General Marketing Emphasis**

1. Students will demonstrate skills in designing and executing consumer research to address specific marketing questions (MKTG 324).
2. Students will determine the appropriate level, scope and depth of information required for decision making (MKTG 421).
3. Students will develop a marketing plan, focusing on setting marketing objectives, and developing strategy and marketing programs to achieve these objectives (MKTG 428).

##### **Sales Management Emphasis**

1. Students will demonstrate an understanding of relevant theories as they apply to the field of business negotiations and bargaining (BUS 303).
2. Students will demonstrate skills in designing and executing sales management programs (MKTG 422).
3. Students will demonstrate an understanding of the components and complexities of leading and managing a professional B2B sales teams (MKTG 432).
4. Students will apply strategies to motivate, train, compensate and reward a professional B2B sales team (MKTG 432).

##### **Entrepreneurship Emphasis**

1. Students will evaluate the benefits and costs of starting and operating a business (ENTR 4140).

##### **PGA Golf Management Emphasis**

1. Students will demonstrate an understanding of professional golf principles.

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

When the BSBUS MKTG online option was added we did not have the online only BBA BUS program available. Now with the online BBA launched the need for the online BS is greatly reduced and the CBE can not afford to offer both the online BBA and an online option for the BS.

There has been limited student interest in the Marketing Analytics Emphasis. We believe that a Marketing Analytics Certificate will be more approachable to students and have higher interest. Therefore, we are replacing the Marketing Analytics Emphasis with a Marketing Analytics Certificate.

Last year, when we changed the Entrepreneurship Minor and Certificate, we failed to update the Marketing with Entrepreneurship Emphasis and have provided an update to reflect the current courses being offered.

We are updating the PGA curriculum to reflect the change of RSTM 105, 205, and 305 with PGA 105 205, and 305. This is simply a change to the course prefix that was previously done however the MKGT PGA Emphasis was not updated at the time.

The learning objectives for Marketing-General Marketing Emphasis and Marketing-Sales Management Option, Marketing-Entrepreneurship Emphasis have been updated to reflect what is currently being taught and to align to specific coursework in the respective offerings.

**Reviewer Comments**

**Theodore Unzicker (tunzicker) (Tue, 05 Sep 2023 16:11:28 GMT):** Rollback: Per your request. Ted

**Mya Groza (myagroza) (Thu, 07 Sep 2023 21:04:40 GMT):** Rollback: Please add in the PGA 105, 205, 305 updates

**Mya Groza (myagroza) (Fri, 08 Sep 2023 22:31:52 GMT):** Rollback: Please update PGA 105, 205, and 305 in the degree maps. Please change under the Entrepreneurship Electives in the Entrepreneurship Emphasis 'select three credits from the following' replacing credits where courses currently is.

**Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 17:30:22 GMT):** Rollback: Rolling back to department for following changes: It appears the Program Learning Outcomes for the Marketing Analytics Emphasis should be revised and included under the title Marketing Analytics Certificate. In the Description of Change please add the plan to remove the marketing analytics courses from the PGA Golf Management Emphasis. The Entrepreneurship Emphasis will need to come up to 120 credits.

**Sydney Beal-Coles (sbeal) (Mon, 08 Apr 2024 15:57:55 GMT):** Replaced MHR courses with MGT courses per subject prefix change

**Theodore Unzicker (tunzicker) (Fri, 20 Sep 2024 17:46:03 GMT):** Rollback: Per Sanjay's request.

**Rebecca Frost (rfrost) (Mon, 18 Nov 2024 23:20:49 GMT):** Updated 4-year plans for Entrepreneurship and PGA options to reflect changes.

**Sydney Beal-Coles (sbeal) (Thu, 21 Nov 2024 18:15:15 GMT):** PGA option credit total corrected per UCC 11/18/24 meeting

Key: 178

# 593: GEOLOGICAL ENGINEERING (BS)

## In Workflow

1. 125 Chair (rnielsen@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. Wed, 25 Sep 2024 03:03:32 GMT  
Richard Nielsen (rnielsen): Approved for 125 Chair
2. Thu, 26 Sep 2024 00:27:02 GMT  
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 26 Sep 2024 00:28:57 GMT  
Suzanna Long (long): Approved for 08 Dean
4. Thu, 26 Sep 2024 18:45:42 GMT  
Christine Slater (cslater): Approved for Assessment
5. Tue, 01 Oct 2024 18:35:12 GMT  
Nicole Remy (nremy): Approved for DLI
6. Tue, 19 Nov 2024 15:06:50 GMT  
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Tue, 19 Nov 2024 22:18:31 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 22 Nov 2024 15:39:14 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Fri, 22 Nov 2024 16:12:00 GMT  
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Fri, 06 Dec 2024 22:54:52 GMT  
Sydney Beal-Coles (sbeal): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 25 Sep 2024 02:37:43 GMT

**Viewing: 593 : Geological Engineering (BS)**

**Last edit: Mon, 09 Dec 2024 18:44:45 GMT**

Changes proposed by: Emad Kassem

### Faculty Contact

| Faculty Name | Faculty Email      |
|--------------|--------------------|
| Emad Kassem  | ekassem@uidaho.edu |

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

No

### Academic Level

Undergraduate

### College

Engineering

**Department/Unit:**

Civil & Environmental Engr

**Effective Catalog Year**

2025-2026

**Program Title**

Geological Engineering (BS)

**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**

123

**Attach Program Change**

Geological Engineering SBOE Full Proposal\_Form\_11\_19\_24.docx

**CIP Code**

14.3901 - Geological/Geophysical Engineering.

**Emphasis/Option CIP Code(s)**

**Code(s)**

14.3901

**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**

None.

**Curriculum:**

To graduate in this program, a grade of C or better is required in all math, science, and engineering courses used to fulfill degree requirements. Students may accumulate no more than 14 credit hours of D or F in math, science, or engineering courses. Included in this number are multiple repeats of a single class or single repeats of multiple classes, as well as courses transferred from other institutions. Students who exceed 14 credits of D or F will be permanently disqualified from pursuing the B.S. degree in Geological Engineering at the University of Idaho. To complete this degree, all students must show proof of registering for the Fundamentals of Engineering (FE) Exam.

Required course work 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      |
|-----------------------|--|------------|
| AMST 3010             | Studies in American Culture              | 3          |
| CE 1110               | Civil Engineering Drafting               | 3          |
| CE 2110               | Engineering Surveying                    | 3          |
| CE 2150               | Civil Engineering Analysis and Design    | 3          |
| CE 3250               | Fundamentals of Hydrologic Engineering   | 3          |
| CE 3600               | Fundamentals of Geotechnical Engineering | 4          |
| CE 4930               | Senior Design I                          | 2          |
| CE 4940               | Senior Design II                         | 3          |
| CHEM 1111             | General Chemistry I                      | 3          |
| CHEM 1111L            | General Chemistry I Laboratory           | 1          |
| COMM 1101             | Fundamentals of Oral Communication       | 3          |
| ECON 2201             | Principles of Macroeconomics             | 3          |
| or ECON 2202          | Principles of Microeconomics             |            |
| or ECON 2720          | Foundations of Economic Analysis         |            |
| ENGL 1102             | Writing and Rhetoric II                  | 3          |
| ENGR 1230             | First Year Engineering                   | 2          |
| ENGR 2100             | Engineering Statics                      | 3          |
| ENGR 2200             | Engineering Dynamics                     | 3          |
| ENGR 2400             | Introduction to Electrical Circuits      | 3          |
| ENGR 3350             | Engineering Fluid Mechanics              | 3          |
| ENGR 3500             | Engineering Mechanics of Materials       | 3          |
| ENGR 3600             | Engineering Economy                      | 2          |
| GEOG 1650             | Human Geography                          | 3          |
| or GEOG 2000          | World Cultures and Globalization         |            |
| GEOL 1110             | Physical Geology for Science Majors      | 3          |
| GEOL 1110L            | Physical Geology for Science Majors Lab  | 1          |
| GEOL 2490             | Mineralogy and Optical Mineralogy        | 4          |
| GEOL 3450             | Structural Geology                       | 4          |
| GEOL 3610             | Geology and the Environment              | 3          |
| GEOL 4220             | Principles of Geophysics                 | 4          |
| GEOL 4280/GEOE 428    | Geostatistics                            | 3          |
| HYDR 4090             | Quantitative Hydrogeology                | 3          |
| MATH 1170             | Calculus I                               | 4          |
| MATH 1750             | Calculus II                              | 4          |
| MATH 1830             | Introduction to Data Science in Python   | 3          |
| MATH 2750             | Calculus III                             | 3          |
| MATH 3100             | Ordinary Differential Equations          | 3          |
| PHIL 1103             | Introduction to Ethics                   | 3          |
| PHYS 2110             | Engineering Physics I                    | 3          |
| PHYS 2110L            | Laboratory Physics I                     | 1          |
| STAT 3010             | Probability and Statistics               | 3          |
| <b>CE Electives</b>   |  |            |
| CE 4600               | Geotechnical Engineering Design          | 3          |
| CE 4840               | Engineering Law and Contracts            | 3          |
| <b>GEOE Electives</b> |  |            |
| GEOE 4070             | Rock Mechanics                           | 3          |
| GEOE 4650             | Excavation and Materials Handling        | 3          |
| <b>Total Hours</b>    |  | <b>123</b> |

Courses to total at least 123 credits for this degree, not counting Math below 1170 or English below 1102.

#### Degree Maps:

| Fall Term 1 |   | Hours |
|-------------|---|-------|
| COMM 1101   | Fundamentals of Oral Communication      | 3     |
| ENGR 1230   | First Year Engineering                  | 2     |
| GEOL 1110   | Physical Geology for Science Majors     | 3     |
| GEOL 1110L  | Physical Geology for Science Majors Lab | 1     |



|   |  |            |
|---|--|------------|
| GEOG 1650<br>or GEOL 2000                 | Human Geography<br>or Seminar  | 3          |
| MATH 1170                                 | Calculus I   | 4          |
| <b>Hours</b>                              |  | <b>16</b>  |
| <b>Spring Term 1</b>                      |  |            |
| CE 1110                                   | Civil Engineering Drafting   | 3          |
| ENGL 1102                                 | Writing and Rhetoric II  | 3          |
| ENGR 2100                                 | Engineering Statics  | 3          |
| PHYS 2110                                 | Engineering Physics I  | 3          |
| PHYS 2110L                                | Laboratory Physics I   | 1          |
| MATH 1750                                 | Calculus II  | 4          |
| <b>Hours</b>                              |  | <b>17</b>  |
| <b>Fall Term 2</b>                        |  |            |
| CE 2110                                   | Engineering Surveying  | 3          |
| CHEM 1111                                 | General Chemistry I  | 3          |
| CHEM 1111L                                | General Chemistry I Laboratory   | 1          |
| ENGR 2200                                 | Engineering Dynamics   | 3          |
| MATH 2750                                 | Calculus III   | 3          |
| STAT 3010                                 | Probability and Statistics   | 3          |
| <b>Hours</b>                              |  | <b>16</b>  |
| <b>Spring Term 2</b>                      |  |            |
| CE 2150                                   | Civil Engineering Analysis and Design  | 3          |
| CE 3600                                   | Fundamentals of Geotechnical Engineering   | 4          |
| ENGR 3350                                 | Engineering Fluid Mechanics  | 3          |
| ENGR 3500                                 | Engineering Mechanics of Materials   | 3          |
| MATH 3100                                 | Ordinary Differential Equations  | 3          |
| <b>Hours</b>                              |  | <b>16</b>  |
| <b>Fall Term 3</b>                        |  |            |
| CE 3250                                   | Fundamentals of Hydrologic Engineering   | 3          |
| ENGR 2400                                 | Introduction to Electrical Circuits  | 3          |
| GEOL 3610                                 | Geology and the Environment  | 3          |
| MATH 1830                                 | Introduction to Data Science in Python   | 3          |
| PHIL 1103                                 | Introduction to Ethics   | 3          |
| <b>Hours</b>                              |  | <b>15</b>  |
| <b>Spring Term 3</b>                      |  |            |
| GEOE 4070<br>or GEOE 4650                 | Rock Mechanics<br>or Excavation and Materials Handling   | 3          |
| GEOL 2490                                 | Mineralogy and Optical Mineralogy  | 4          |
| GEOL 3450                                 | Structural Geology   | 4          |
| GEOL 4280<br>or GEOE 4280                 | Geostatistics<br>or Geostatistics  | 3          |
| <b>Hours</b>                              |  | <b>14</b>  |
| <b>Fall Term 4</b>                        |  |            |
| AMST 3010                                 | Studies in American Culture  | 3          |
| CE 4930                                   | Senior Design I  | 2          |
| ENGR 3600                                 | Engineering Economy  | 2          |
| GEOE 4070<br>or GEOE 4650                 | Rock Mechanics<br>or Excavation and Materials Handling   | 3          |
| HYDR 4090                                 | Quantitative Hydrogeology  | 3          |
| <b>Hours</b>                              |  | <b>13</b>  |
| <b>Spring Term 4</b>                      |  |            |
| CE 4600                                   | Geotechnical Engineering Design  | 3          |
| CE 4840                                   | Engineering Law and Contracts  | 3          |
| CE 4940                                   | Senior Design II   | 3          |
| ECON 2201<br>or ECON 2202<br>or ECON 2720 | Principles of Macroeconomics<br>or Principles of Microeconomics<br>or Foundations of Economic Analysis | 3          |
| GEOL 4220                                 | Principles of Geophysics   | 4          |
| <b>Hours</b>                              |  | <b>16</b>  |
| <b>Total Hours</b>                        |  | <b>123</b> |

**5-Year Plan**

|                    |                                    | <b>Hours</b> |
|--------------------|------------------------------------|--------------|
| <b>Fall Term 1</b> |                                    |              |
| COMM 1101          | Fundamentals of Oral Communication | 3            |
| ENGL 1101          | Writing and Rhetoric I             | 3            |
| ENGR 1230          | First Year Engineering             | 2            |
| MATH 1143          | Precalculus I: Algebra             | 3            |
| MATH 1144          | Precalculus II: Trigonometry       | 1            |
| <b>Hours</b>       |                                    | <b>12</b>    |

**Spring Term 1**

|           |                            |   |
|-----------|----------------------------|---|
| CE 1110   | Civil Engineering Drafting | 3 |
| ENGL 1102 | Writing and Rhetoric II    | 3 |
| MATH 1170 | Calculus I                 | 4 |
| PHIL 1103 | Introduction to Ethics     | 3 |

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**Hours** **13**

**Fall Term 2**

|                           |  |   |
|---------------------------|--|---|
| CE 2110                   | Engineering Surveying                                  | 3 |
| CHEM 1111                 | General Chemistry I                                    | 3 |
| CHEM 1111L                | General Chemistry I Laboratory                         | 1 |
| GEOG 1650<br>or GEOG 2000 | Human Geography<br>or World Cultures and Globalization | 3 |
| GEOL 1110                 | Physical Geology for Science Majors                    | 3 |
| GEOL 1110L                | Physical Geology for Science Majors Lab                | 1 |

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**Hours** **14**

**Spring Term 2**

|   |  |   |
|---|--|---|
| CE 2150                                   | Civil Engineering Analysis and Design  | 3 |
| ECON 2201<br>or ECON 2202<br>or ECON 2720 | Principles of Macroeconomics<br>or Principles of Microeconomics<br>or Foundations of Economic Analysis | 3 |
| ENGR 2100                                 | Engineering Statics  | 3 |
| MATH 1750                                 | Calculus II  | 4 |

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**Hours** **13**

**Fall Term 3**

|            |                            |   |
|------------|----------------------------|---|
| ENGR 2200  | Engineering Dynamics       | 3 |
| MATH 2750  | Calculus III               | 3 |
| PHYS 2110  | Engineering Physics I      | 3 |
| PHYS 2110L | Laboratory Physics I       | 1 |
| STAT 3010  | Probability and Statistics | 3 |

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**Hours** **13**

**Spring Term 3**

|           |  |   |
|-----------|--|---|
| CE 3600   | Fundamentals of Geotechnical Engineering | 4 |
| ENGR 3350 | Engineering Fluid Mechanics              | 3 |
| ENGR 3500 | Engineering Mechanics of Materials       | 3 |
| MATH 3100 | Ordinary Differential Equations          | 3 |

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**Hours** **13**

**Fall Term 4**

|           |  |   |
|-----------|--|---|
| CE 3250   | Fundamentals of Hydrologic Engineering | 3 |
| ENGR 2400 | Introduction to Electrical Circuits    | 3 |
| GEOL 3610 | Geology and the Environment            | 3 |
| MATH 1830 | Introduction to Data Science in Python | 3 |

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**Hours** **12**

**Spring Term 4**

|                           |   |   |
|---------------------------|---|---|
| GEOG 4070<br>or GEOE 4650 | Spatial Analysis and Modeling<br>or Excavation and Materials Handling | 3 |
| GEOL 2490                 | Mineralogy and Optical Mineralogy                                     | 4 |
| GEOL 3450                 | Structural Geology  | 4 |
| GEOL 4280<br>or GEOE 4280 | Geostatistics<br>or Geostatistics                                     | 3 |

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**Hours** **14**

**Fall Term 5**

|                           |   |   |
|---------------------------|---|---|
| AMST 3010                 | Studies in American Culture   | 3 |
| CE 4930                   | Senior Design I   | 2 |
| ENGR 3600                 | Engineering Economy   | 2 |
| GEOG 4070<br>or GEOE 4650 | Spatial Analysis and Modeling<br>or Excavation and Materials Handling | 3 |
| HYDR 4090                 | Quantitative Hydrogeology   | 3 |

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**Hours** **13**

**Spring Term 5**

|           |                                 |   |
|-----------|---------------------------------|---|
| CE 4600   | Geotechnical Engineering Design | 3 |
| CE 4840   | Engineering Law and Contracts   | 3 |
| CE 4940   | Senior Design II                | 3 |
| GEOL 4220 | Principles of Geophysics        | 4 |

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**Hours** **13**

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**Total Hours** **130**

## 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.**

By graduation, students will be able to attain the following learning outcomes:

1. Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Ability to 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. Ability to communicate effectively with a range of audiences.
4. Ability to 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. Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Ability to develop and conduct appropriate testing or experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Identify and assess the physical processes that govern the Earth's geological system.
9. Ability to understand effective strategies for extracting critical minerals, while balancing the potential environmental impacts, and options for reducing those impacts.
10. Ability to understand engineering sciences including statics, properties/strength of materials, and geomechanics.

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

i) Indirect Assessment.

1. Summary grades in introductory coursework: This will focus on courses that provide a foundation in the fundamental concepts in geological, physical and engineering systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOL 111L, ENGR 123).
2. Summary grades in upper division coursework: This will focus on required courses and assessed by assignments, projects, exams and final grades.
3. Summary grades in required courses in mathematics and statistics: This will focus on grades in MATH 170, MATH 175, MATH 275, and STAT 301.
4. Summary grades in required coursework in written and oral communication: This will focus on the General Education Communication requirements, as well as the GEOE 493 and GEOE 494 Senior Design Capstone courses, which requires communication of project results in both oral and written form.
5. Career Placement Rates: We will collect data on graduate school and career placement rates.
6. Survey of Graduating Seniors: An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.
7. Advisory Board (Focus Group): An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will include industry and state agency members and department alumni and members of the Idaho Mining Association's Idaho Mining Advocacy Project (IMAP), which was formed in 2024 to promote the shared interests of Idaho's mining industry, educational institutions, and professional & governmental organizations. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress. The board will respond with recommendations for improvement in specific course level proficiency and skills outcomes.

ii) Overarching Assessment Activities.

1. Student Feedback on Teaching of Courses and Instructors: Course feedback allows students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the students' needs.
2. Internal Review: The Department of Civil and Environmental Engineering and the Department of Earth and Spatial Sciences will conduct every 5 years a joint review of course offerings and course goals for alignment with program learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. These reviews will provide

the departments with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

### iii) Direct Assessment.

1. Student Self Reflections: Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., we will ask students to name the three most important things they have learned in a program).
2. Senior Design Projects: We will use our courses with integrative projects and our capstone experience course (GEOE 493 and 494) to enable direct assessment of the quality of our degree program and the degree to which students have mastered the degree Learning Outcomes. The seniors conduct design projects for industry sponsors, where they work together with those sponsors to solve industry-specific problems over a year-long project. The end point of the year-long project is the University of Idaho College of Engineering's annual Engineering Design EXPO. The design team must present their work to the sponsor at multiple stages during the design process to ensure they are meeting the objectives and specifications set by the sponsor. The design team also must also present their final product as an oral presentation to EXPO judges and in an active question and answer session to the public (including K-12 students), faculty, and other EXPO judges. They must also create formal documentation to explain the uses and specifications of their final product to the sponsor. As part of the EXPO presentation process, the EXPO judges record their comments on a standard rubric. This allows the judges to gauge the degree to which the student design team has integrated and understood the project and their ability to communicate the concepts to an audience. These surveys will be used to help the faculty evaluate and improve courses within the degree.
3. Class Discussion Participation: In at least one of the core courses, we will include multiple class discussion exercises, where the level of student participation will be recorded.
4. Case Study Analysis: In the core and option areas we have several courses that require students to participate in case studies.
5. Observations from laboratory work: Students will be evaluated on their ability to use the material learned throughout their degree program in courses that require laboratory work, field work. Furthermore, most of the upper-division courses include substantial laboratory or fieldwork.
6. Alumni Career Survey: We will conduct rolling surveys at 5- and 10 years post-graduation to assess whether graduates are working in careers relevant to the degree. Through this direct measure, we will also invite past graduates to comment on their perceptions of strengths and weaknesses in the curricula to enable continual improvement. We will also directly assess whether our graduates can:
  - a. Demonstrate proficiency and excellence in engineering and communication when applying engineering fundamentals to a variety of geological engineering design problems and investigations and when communicating design solutions.
  - b. Demonstrate professional development and lifelong learning through assessing ascension towards leadership roles, attainment of professional licensure, continued education, or participation in professional societies and community organizations.
  - c. Demonstrate an understanding of the global, societal, environmental and ethical context of their engineering as shown in just and sustainable engineering solutions and efforts to foster equitable professional environments.

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

Assessment findings will be based on student outcomes from selected junior- and senior-level classes. These assessment findings will be discussed periodically in a faculty meeting, and actions to improve the course or the curriculum will be decided upon. The results of those actions will be discussed in each subsequent review cycle.

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

Assessment-focused exam questions and homework assignments and student projects, including a capstone senior design project, will be used as direct assessments of student learning. Senior exit interviews will be used as indirect assessments.

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

Assessment findings collected from the selected junior- and senior-level classes will be collected and reviewed by the faculty at least once every other year.

## **Student Learning Outcomes**

### **Learning Objectives**

By graduation, students will be able to demonstrate the following skills proficiently:

1. Ability to apply mathematics including differential equations, calculus-based physics, and chemistry, to geological engineering problems.
2. Ability to identify rocks and minerals and proficiency in geological science topics including the application of geologic field proficiency to engineering practice.
3. Ability to visualize and solve geological problems in three and four dimensions.
4. Ability to apply principles of geology and elements of geophysics.
5. Ability to apply engineering knowledge to design solutions for geological engineering problems in one of the following areas: the distribution of physical and chemical properties of earth materials, including hydrogeology, and fluid hydrocarbons; the effects of surface and near-surface natural processes; the impacts of construction projects; the impacts of exploration, development, and extraction of natural resources, and consequent remediation; disposal of wastes; and other activities of society on these materials and processes, as appropriate.

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

We propose to establish a new Bachelor of Science degree in Geological Engineering. This is a new degree and is not replacing an existing program. The University of Idaho previously offered a BS in Geological and Mining Engineering until 2004, when that degree program was discontinued following a broad decline in the mining industry in the state and nation. However, the national need for critical minerals, which we describe in more detail below, has led to a resurgence in the mining industry in Idaho and nationally, with a demand for trained professionals outpacing supply. The proposed degree re-envisioned the original BS in Geological and Mining Engineering to meet the needs of the current mining industry challenges, with core courses covering environmental regulations, engineering and law contracts, and hydrology, in addition to the standard array of engineering and geological science courses.

This new degree is part of a broader initiative, in partnership between the Department of Civil and Environmental Engineering (U of I College of Engineering), the Department of Earth and Spatial Sciences (U of I College of Science), and North Idaho College, to enable several options and degrees to meet the urgent workforce training needs of the mining industry in Idaho and across the country. The proposed program represents a partnership between the two U of I departments, to be led by the Department of Civil and Environmental Engineering within the College of Engineering.

No new resources are proposed to implement this degree.

#### **Supporting Documents**

Letter of Support 1.pdf  
Letter of Support 6.pdf  
Letter of Support 5.pdf  
Letter of Support 4.pdf  
Letter of Support 3.pdf  
Letter of Support 2.pdf  
BS Geological Engineering-8-9-24.xlsx

#### **Reviewer Comments**

**Sande Schlueter (sandeschlueter) (Mon, 04 Nov 2024 23:30:26 GMT):** corrected self-support answer from yes to no as per confirmation from ASmith on 11.04.24

**Sande Schlueter (sandeschlueter) (Mon, 11 Nov 2024 20:58:14 GMT):** Program Description: The B.S. In Geological Engineering provides students with a functional understanding of the physical geology and engineering principles required to solve modern mining problems associated with the extraction of critical and essential minerals. Critical minerals are minerals and mineral materials that are essential to the economic and national security of the United States. Essential minerals are fundamental to energy production, transportation, pharmaceuticals, cosmetics, food, and agricultural industries. This joint degree between the Department of Civil and Environmental Engineering and the Department of Earth and Spatial Sciences was created in partnership with regional industry and representatives from North Idaho College to provide multiple pathways for Idaho's students to gain necessary career-ready skills.

**Rebecca Frost (rfrost) (Tue, 19 Nov 2024 22:18:10 GMT):** Moved courses into catalog standard listing. Verified 4-year plan. Added a 5-year plan including ENGL 1101 and MATH 1143/1144.

**Sydney Beal-Coles (sbeal) (Mon, 09 Dec 2024 18:44:45 GMT):** Added line regarding College of Engineering policy for MATH 1170 and ENGL 1102

Key: 593



## POLICY COVER SHEET

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

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **FSH 1620, D-17**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

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

**Originator:** Kay Dee Holmes, Assistant Director for Research Integrity

**Policy Sponsor, if different from Originator:** Chris Nomura, VPRED

**Reviewed by General Counsel**  Yes  No **Name & Date:** Manisha Wilson, 11/26/2024

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Ensure that IRB, IBC, IACUC committee meetings are not open to the public to protect confidentiality and to comply with Idaho Open Meetings Law. Idaho Law does not require the foregoing committee meetings to be open to the public.
- 2. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
None.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

## 1620 - University-Level Committees

### Owner:

- **Position:** Faculty Secretary
- **Email:** facsec@uidaho.edu

**Last updated:** January 01, 2023

### [A. Purpose](#)

### [B. Scope](#)

### [C. Function, structure, and membership of University-Level Standing Committees](#)

### [D. Regulations governing committees](#)

### [E. Guidelines for University-Level Committee Chairs](#)

**A. PURPOSE.** This policy regulates university-level standing committees, including their establishment, discontinuance, responsibilities, appointment, and operation.

**B. SCOPE.** This policy applies to all university-level standing committees.

**C. FUNCTION, STRUCTURE, AND MEMBERSHIP OF UNIVERSITY-LEVEL STANDING COMMITTEES.** University-Level Standing Committees comprise all committees listed in FSH 1640 A. The function, structure, and membership of each committee is set forth in FSH 1640 B. The list of members appointed to serve on the standing committees in FSH 1640 A-1 is published on the [Faculty Senate website](#) after the beginning of the academic year by the Committee on Committees. Committees in FSH 1640 A-1 are also referred to as “standing committees under the jurisdiction of the Faculty Senate.” All faculty who qualify under FSH 1520 II and all board-appointed staff are eligible to serve on these committees.

**D. REGULATIONS GOVERNING COMMITTEES.** The following is a codification of the general regulations governing university-level committees:

**D-1.** As used here, “committee” is a general term denoting any university-level standing or special committee, subcommittee, council, board, senate or similar bodies.

**D-2.** The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, the University-Level Standing Committees identified in FSH 1640 A-1 are policy actions that require approval by the Faculty Senate.

**D-3.** *Ad hoc* committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

**D-4** University-Level Standing Committees identified in FSH 1640 A-2 are appointed, charged, restructured, and discontinued as specified in the committee description.

**D-5.** The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of FSH 1640 A-1 committees. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members.

**D-6.** Staff and student members of FSH 1640 A-1 committees are selected and recommended by their respective leaderships. The Committee on Committees appoints the recommended members, subject to confirmation by the Faculty Senate. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee's annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on Staff Council itself, it is expected that the employee will first secure the consent of their supervisor before becoming a candidate.)

**D-7.** Ordinarily, no FSH 1640 A-1 committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

**D-8.** Unless otherwise noted within the structure of a committee in FSH 1640 A-1, chairs are selected by the Committee on Committees. The chairs of these committees generally are rotated so that no committee comes to be identified with one person.

**D-9.** The president of the university, or the president's designee, is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of the Faculty Senate, the president or the president's designee serves without vote.

**D-10.** The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of the Faculty Senate.

**D-11.** Students are to be represented, if they so desire, on FSH 1640 A-1 committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives names of those approved by the ASUI, GPSA and SBA to fill positions established for student members of FSH 1640 A-1 committees. If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on



which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum.

**D-12.** The membership of individual members of FSH 1640 A-1 committees may not be terminated involuntarily except for cause and with the concurrence of the Committee on Committees with the possibility of appeal by the member to the Faculty Senate.

**D-13.** University-level committees meet on the call of the chair. Committees under the jurisdiction of the Faculty Senate may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members.

**D-14.** A quorum for any committee under the jurisdiction of the Faculty Senate consists of at least 50% of its voting members, unless otherwise stated in the committee structure.

**D-15. Voting**

**a.** Proxy votes are not permitted in committees under the jurisdiction of the Faculty Senate.

**b.** Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of allowable email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc.

**D-16.** Unless otherwise provided, assignments to standing committees begin on the official opening date of the academic year.

**D-17. Open committee meetings.**

**a.** Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and *ad hoc* committees, however created, are open to the public, with the exception of those meetings, or ~~those~~ parts of meetings, that deal with (1) confidential employee or student matters, or (2) protocols to be reviewed for determination by the Institutional Review Board, Institutional Biosafety Committee, or Institutional Animal Care and Use Committee. ~~But~~ Also see D-17.d.

**b.** Observers may speak only by invitation of the chair.

**c.** Observers may use their own recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through the appropriate channels and pay the full costs involved in producing the copy.

**d.** An exception to the exception stated in D-17.a is permitted in hearings on appeals when the appellant demands in writing before the hearing board's first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the authority to close the hearing to the public if, in the chair's opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the authority to exclude prospective witnesses from the hearing until they have testified.

**D-18.** Standing committees under the jurisdiction of the Faculty Senate are to keep minutes and to distribute them as provided in E-8.

**D-19.** Rules of order. See FSH 1520 VI.

**E. GUIDELINES FOR FSH 1640 A-1 COMMITTEE CHAIRS.** These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognizes that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

**E-1.** At the beginning of each semester, contact committee members to identify a set meeting time when committee members are available through the semester (for committees that do not have set meeting times already established).

**E-2.** Hold an organizational meeting as early as possible in the Fall semester to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a secretary.

**E-3.** To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of faculty, staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process.

**E-4.** Establish the best means of getting in touch with each student member.

**E-5.** Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when

a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are matters that need to be considered.

**E-6.** Send an agenda to all members at least one day (24 hours) in advance of the meeting, if possible.

**E-7.** Review the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented.

**E-8.** Send agenda and approved minutes of each meeting of the committee to members of the committee. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., “minutes#1\_mmddyy.” It’s recommended that you forward the minutes to the next committee chair, after your term is completed.

Committees that address confidential employee or student matters, shall keep such minutes confidential.

**E-9.** Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee’s action to present their views to the committee.

**E-10.** Inform those who are affected by the committee’s actions of such actions.

**E-11.** Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise.

**E-12.** Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member.

**E-13.** Prepare a succinct year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed. The report must contain: number and approximate frequency of the committee meetings; committee goals; committee accomplishments. For committees that address confidential matters (see E-8), send the report to the Office of the Faculty Secretary for filing and archiving.

**E-14.** Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning.

**E-15.** Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines.

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## **Version History**

**Amended January 2024.** Comprehensive review. Revised throughout to clarify procedures and to highlight that all faculty with voting privileges and all board-appointed staff are welcome to serve on committees.

**Amended January 2018.** Changes were made to empower staff and students with making final decisions on whom they appoint.

**Amended July 2017.** Editorial changes.

**Amended January 2017.** Minor edits to update processes, to enable committees to vote by email under specific conditions, and to ensure that committee business is not delayed due to staff and student groups who sometimes struggle in finding individuals early in the fall semester.

**Amended July 2015.** Edit to ensure any major changes go forward to the general faculty to ensure faculty governance.

**Amended July 2014.** Edits to conform to change in quorum requirements in University Judicial Council/Student Disciplinary Review Board which came about due to student code of conduct policy changes.

**Amended January 2014.** This edit brought 1620 B-10 into conformity with FSH 1640.93 C which states that "Five members, at least two of which must be students" constitutes a quorum for the University Judicial Council.

**Amended July 2010.** Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments.

**Amended July 2008.** Minor changes were made to B-2, 13 and C-13.

**Amended January 2007.** This section was substantially revised to reflect current process.

**Amended July 2000.** Editorial changes.

**Adopted: No adoption date is available for this policy.**

**Title:** Resolution in Support of Equity and Inclusion

**Author:** University of Idaho Faculty Senate

**WHEREAS** Equity and inclusion are an institutional commitment of the University of Idaho and are essential to the mission of the state of Idaho's land grant institution<sup>1</sup>

**WHEREAS** Society is strengthened when all members receive an education and we must work toward fostering an equitable educational environment that supports students from communities who have not traditionally had access to higher education;

**WHEREAS** Education within a diverse setting prepares students to effectively participate in an increasingly complex, interconnected world; fosters mutual respect and teamwork; and helps strengthen community;

**WHEREAS** The retention rates among students of color at the University of Idaho remain lower than the rates for white students: white students made up 79% of first year enrolled students from 2013-2022 but 86% of graduates (in contrast, students of color made up 21% of first year enrolled students but only 14% of graduates).

**WHEREAS** Adequately funded equity, diversity, and inclusion programs are crucial for increasing recruitment, enrollment, and retention of students, faculty, and staff at colleges and universities<sup>2</sup>

**BE IT RESOLVED** That the University of Idaho faculty senate shares the concerns expressed by SBOE member, Kurt Liebich, that the proposed State Board of Education resolution will "get rid of stuff that really makes a difference" given his observations (which we affirm) that "every student comes to our campuses from a different starting point and for a student to be successful in college they need two things: One, they need the academic support... but they also need to be able to find their people... to find that close group of friends that can do this journey together."

**BE IT FURTHER RESOLVED** That the UI faculty senate affirms the State Board of Education's belief in the importance that universities provide an opportunity for multiple

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<sup>1</sup> University of Idaho. 2019. Diversity Plan: <https://www.uidaho.edu/-/media/uidaho-responsive/files/diversity/diversity-plan---fy-2019-revised.pdf?rev=f69f5b9770864eefada3581075026cf5>

<sup>2</sup> See: Sanders, Kimberly. 2016 "Black Cultural Centers: A Review of Pertinent Literature" *Urban Education Research and Policy Annuals*. 4(1); Bradley, Steven; James Garven; Wilson Law and James West. 2022. "The Impact of Chief Diversity Officers on Diverse Faculty Hiring." *Southern Economic Journal*. 89(1). Trent, Fallon; Carissa Dwiwardani; and Cassandra Page. 2021. "Factors Impacting the Retention of Students of Color in Graduate Programs." *Training and Education in Professional Psychology*. 15(3). Winkle-Wagner, Rachelle and Angela Locks. 2019. *Diversity and Inclusion on Campus*. New York: Routledge.

perspectives to be present on campus. As such, we confirm that having diversity of experience in an academic setting is enriching for all students.

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

**BE IT FURTHER RESOLVED** That as faculty, we remain committed to current programming offices, and maintaining and extending support to such programs that are devoted to increasing equity, diversity, and inclusion on campus. These include the Office of Veterans Affairs, the Women's Center, the College Assistance Migrant Program, the Native American Student Center, the Office of Multicultural Affairs, the LGBTQA Office, the International Programs Office, the Black and African American Cultural Center, and other support areas such as recruitment and retention, student success, academic programming, instructor training, curriculum development, advising, and extracurricular opportunities.

## 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.”

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 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

|                             | 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                           |
| <b>Total Over Six Years</b> | <b>163</b>                   |
| <b>Average Per Year</b>     | <b>27.16666667</b>           |
| <b>Median Per Year</b>      | <b>25</b>                    |

\*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



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.

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

#### **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.

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.”<sup>1</sup>

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 6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup>, 30<sup>th</sup>, 36<sup>th</sup> (etc) year. However, if people opt not to apply for sabbatical in their 6<sup>th</sup> 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 6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup> (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 6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup>, 30<sup>th</sup>, 36<sup>th</sup>, or 42<sup>nd</sup> (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.)

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<sup>1</sup> Note: Washington State does not use the term clinical faculty or instructor – they use “career track” and “short term track.”

|  | AY 19-20 | AY 20-21 | AY 21-22 | AY 22-23 | AY 23-24 | AY 24-25 | Total across all years |
|--|----------|----------|----------|----------|----------|----------|------------------------|
| <b>Number of Eligible Faculty (6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup>, 30<sup>th</sup>, 36<sup>th</sup>, etc year of service)</b> | 59       | 77       | 82       | 58       | 78       | 88       | 442                    |
| <b>Total Sabbaticals Taken</b>   | 28       | 13       | 14       | 24       | 32       | 23       | 134                    |
| <b>Percentage</b>  | 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 6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup>, 30<sup>th</sup>, 36<sup>th</sup>, or 42<sup>nd</sup> 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.)

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CLINICAL FACULTY

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 6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup>, 30<sup>th</sup>, 36<sup>th</sup>, or 42<sup>nd</sup> 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

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 6<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup>, 30<sup>th</sup>, 36<sup>th</sup>, or 42<sup>nd</sup> 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                         |
|--|----------|----------|----------|----------|----------|----------|--|
| <b>Number of Additional Eligible Faculty</b>                         | 3        | 6        | 7        | 4        | 4        | 8        | 32   |
| <b>Estimate of Additional Sabbatical Awards (Total number * 30%)</b> | 0.9      | 1.8      | 2.1      | 1.2      | 1.2      | 2.4      | 9.6  |
|  |          |          |          |          |          |          | <b>Average Additional Sabbaticals Per Year</b> |
|  |          |          |          |          |          |          | 1.6  |

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

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   |
| <b>Average Per Year</b>              | 0.83                                | 0.16   | 0.17                           | 0.03   |
| <b>Median Per Year</b>               | 1                                   | 0.19   | 0                              | 0  |
| <b>Total Increase Over Six Years</b> | 5                                   | 0.95   | 1                              | 0.19   |

CALS

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   |
| <b>Average Per Year</b> | 1                                   | 0.09  | 1.2                            | 0.11  |
| <b>Median Per Year</b>  | 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  |
| <b>Average Per Year</b> | 0.33                                | 0.10   | 0.67                           | 0.21   |
| <b>Median Per Year</b>  | 0                                   | 0  | 0                              | 0  |

|                             |   |      |   |      |
|-----------------------------|---|------|---|------|
| <b>Total Over Six Years</b> | 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   |
| <b>Average Per Year</b>     | 1.83                                | 0.70   | 0.5                            | 0.19   |
| <b>Median Per Year</b>      | 2                                   | 0.76   | 0                              | 0  |
| <b>Total Over Six Years</b> | 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   |

|                             |      |       |     |      |
|-----------------------------|------|-------|-----|------|
| 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 |
| <b>Average Per Year</b>     | 2.67 | 1.71  | 1.5 | 0.96 |
| <b>Median Per Year</b>      | 3    | 1.92  | 2   | 1.28 |
| <b>Total Over Six Years</b> | 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  |
| <b>Average Per Year</b>     | 0.67                                | 0.43   | 0                              | 0  |
| <b>Median Per Year</b>      | 0.5                                 | 0.32   | 0                              | 0  |
| <b>Total Over Six Years</b> | 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% - |
|--|-------------------------------------|---|--------------------------------|---|
|--|-------------------------------------|---|--------------------------------|---|

|                             |      | 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                                     |
| <b>Average Per Year</b>     | 0.83 | 0.38                 | 0.17 | 0.08                                     |
| <b>Median Per Year</b>      | 0    | 0                    | 0    | 0  |
| <b>Total Over Six Years</b> | 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  |
| <b>Average Per Year</b>     | 1.17                                | 0.11  | 0.17                           | 0.02  |
| <b>Median Per Year</b>      | 1                                   | 0.09  | 0                              | 0   |
| <b>Total Over Six Years</b> | 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   |
| <b>Average Per Year</b>     | 0.67                                | 0.19   | 1                              | 0.28   |
| <b>Median Per Year</b>      | 1                                   | 0.14   | 1                              | 0.28   |
| <b>Total Over Six Years</b> | 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  |
| <b>Average Per Year</b>     | 1.17                                | 0.26   | 0                              | 0  |
| <b>Median Per Year</b>      | 1                                   | 0.22   | 0                              | 0  |
| <b>Total Over Six Years</b> | 7                                   |  | 0                              | 0  |

**AT LARGE – WWAMI**

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  |
| <b>Average Per Year</b>     | 1.17                                | 0.13   | 0                              | 0  |
| <b>Median Per Year</b>      | 1                                   | 0.11   | 0                              | 0  |
| <b>Total Over Six Years</b> | 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  |
| <b>Average Per Year</b> | 1.17                                | 0.13   | 0                              | 0  |
| <b>Median Per Year</b>  | 1                                   | 0.11   | 0                              | 0  |

|                             |   |      |   |   |
|-----------------------------|---|------|---|---|
| <b>Total Over Six Years</b> | 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,<sup>2</sup> 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

<sup>2</sup> Multiple times per year, reminders are sent out about the application deadlines for sabbaticals.



“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 institutions 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

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 CLINICAL FACULTY WITH OVER SIX YEARS OF SERVICE SORTED BY COLLEGE**

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

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