

2024 – 2025 Faculty Senate – Approved 3/4/2025, FS Mtg #25

Meeting # 24

Tuesday, February 25, 2025, 3:30 pm – 5:00 pm

Zoom only

Present: Aus, Barannyk, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Kolias, 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: Borrelli (excused)

Guests: Rebecca Frost

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 #23, February 18, 2025, were approved as distributed.

Chair's Report

- **Who we are:** Dean Representative Shauna Corry, CAA, Dean Senate Representative. Shauna shared her thoughts about her job, which she sees as moving the college forward, supporting her colleagues and helping them with professional development, helping them do the best they in relationship to the University's goals and strategies. Being a dean has been a truly rewarding part of her career, and made her a better researcher, a better leader, and a better person. Shauna showed pictures from their last college meeting, and other inspiring events in CAA. Deans work with the Foundation, with Development, and with the Alumni Association. Shauna displayed photos of the integrated design lab, sponsored by the Northwest Energy Efficient Association and Idaho Power. They do research and deliver lectures and workshops for the architectural and engineering industries in the Boise area, and rural energy audits throughout the state on hospitals, high schools and elementary schools, to figure out how we can get their energy to be more efficient. They've done a lot of work in Twin Falls on modeling drought issues. And of course, CAA works with the Pritchard Gallery. Recently, her college focused on increasing donations. Shauna also mentioned her work as the chair of the General Education committee. She appreciates the university and all the units that support us and help us be successful.

Discussion:

Francesca asked Shauna what, in her experience, is the most successful strategy for recruiting students. Shauna replied that meeting with them one on one and letting them meet faculty and student they'll be working with. Faculty are the key to getting students to come.

Tim was under the impression that art and architecture has a significant presence in Boise. He wonders whether it is a significant part of CAA. Shauna said that there are 54 students, but that's the largest number of students in Boise that are actually physically there. It started 18 years ago, when we knew we needed to have an urban presence and urban projects and, with those, also internships, which are hard to get in a rural area. The key thing about Boise is that 80% of the Master students have one or more internships with major firms in Boise. A few years ago, we received many requests for interior architecture and design to be there. Now we have freshman and sophomore interior architecture and design and architecture students, as well as first year landscape students along with landscape Master students. It is a great group of students, and it allows a lot of engagement with the city of Boise and robust industry interaction. It's an important area for us. We're happy to be there and we expect to grow.

Provost's Report

- The provost was traveling last week. He wants to congratulate all of us for the university's remarkable achievement of reaching R-1 status.
- They continue to monitor news from both the Federal and the state Government and watch for implications of the “Dear Colleague” letter from the Department Education that came about a week ago. <https://www.ed.gov/media/document/dear-colleague-letter-sffa-v-harvard-109506.pdf>
- Many people have questions about the NIH potentially capping indirect costs.
- CALS is searching for a new dean. An online feedback opportunity will open early next week: <https://www.uidaho.edu/provost/administrative-searches/cals-dean>
- Student housing. There are rumors that over 900 students are on the waiting list for housing. In fact, the number is around 300, similar to what it was last year at this time. Many rooms are held for freshmen because they are required to live on campus the first year. Once those deadlines have passed and there is a clear idea of what is needed, they release the rooms that are left. UI cannot guarantee housing for students who are not freshmen because we don't have an unlimited supply. The requirement that freshman live on campus comes from data that students who are living on campus, whether in the Greek system or in the dorms, have a much higher success rate. Also, there seems to be a concern that there's insufficient housing off campus for our students who are not freshmen. Actually, they do have the capacity, but people shouldn't wait until late August.
For housing questions, please have students reach out to housing@uidaho.edu or 208-885-6671 rather than a specific individual. The Housing Team will get the message to the correct person.
- **Announcement** (Francesca): **COGS** will offer the course “*Prestigious Fellowships I*,” INTR 512 Section 1, CRN: 79023. Tuesdays 5-6pm PST, starting the week of March 17.
Contact/Instructor: Michael Decker (Director, Graduate Student support) mdecker@uidaho.edu

Committee Reports

- Faculty and Staff Policy Group (FSPG) (vote)
 - FSH 3780 – Dependent Educational Tuition and Fee Reduction – Barbara Kirchmeier. Currently, one dependent of a U of I employee receives a 50% fee reduction. With the proposed revisions, a second dependent receives a 25% fee reduction, both dependents attending at the same time.
Discussion:
There were some questions about households where both parents are U of I employees. If one parent or both parents work at the U of I, they can get 50% and 25% fee reduction for a first and a second child, respectively, at the same time. A third child attending U of I in the same semester as the other two does not receive any reduction. Other scenarios were discussed along with possible additional revisions to the policy. One of these included the possible of permitting each UI employee in a marriage of two UI employees to receive the benefit independent of their spouse. In this potential, two students could receive the benefit at the 50% rate, one for each UI employee in a marriage. The conversation continued about the meaning of “household” for tax purposes. Two married individuals filing taxes separately are considered two households. It was suggested to move on with the current proposal and potentially consider other revisions at a later time. Kristin will refer these ideas to FSPG as they continue to look at this policy. This way, if approved at the UFM and by the president, the changes to expand the benefit as presented today will become effective July 1, 2025.
Proposed amendment (Chapman, Barannyk) to the FSPG motion: Add the phrase “as defined by [tax law/IRS]”.
Vote: 16/21 yes; 5/21 no. Approved.
Vote on the amended motion, pending approval from DFA on the added language:

19/21 yes; 2/21 no. Motion passes.

- UCC (vote)
 - UCC 147: Regulation J-3-E Changes – Rebecca Frost, Assistant Registrar & Barb Kirchmeier, Senator and Director of General Education and Independent Study Idaho
These are yearly updates to these regulations, with all courses that are being added or removed from the regulations contained in regulation J, which lists all of the courses that have been vetted for all of the different areas. Also, these regulations currently contain the wording changes that were previously approved by the Faculty Senate for the American Experience and the change of our senior capstone down a letter since we moved out International from the American experience.
No questions.
Vote: 17/17 yes. Motion passes.
 - UCC 148: Regulation J-3-E Changes – Rebecca Frost, Assistant Registrar & Barb Kirchmeier, Senator and Director of General Education and Independent Study Idaho
Similar to UCC 147. These are removals from our social and behavioral ways of knowing.
No questions.
Vote: 17/17 yes. Motion passes.
 - UCC 149: Regulation J-3-F American Experience – Rebecca Frost, Assistant Registrar & Barb Kirchmeier, Senator and Director of General Education and Independent Study Idaho.
This is to reflect the changes to the wording as previously approved by Faculty Senate, changing the name as well. We are adding a couple of courses to this list, and we are breaking this one out individually, apart from the international requirement.
No questions.
Vote: 17/17 yes. Motion passes.
 - UCC 151: Regulation J-3-G Change to J-3-F – Rebecca Frost, Assistant Registrar & Barb Kirchmeier, Senator and Director of General Education and Independent Study Idaho
This is to reflect the capstone change to J-3-H, because we had to move that one down.
No questions.
Vote: 19/19 yes. Motion passes.
 - UCC 374: Virtual Technology & Design BS – Jean Marc Gauthier.
These are two changes regarding seminar courses that are now part of the curriculum. These changes are needed for accreditation.
No questions.
Vote: 19/19 yes. Motion passes.
- Faculty Affairs Committee
 - Update on current/upcoming initiatives – Erin Chapman, Chair of the Faculty Affairs Committee
Erin Chapman reported on current and upcoming issues the committee is working on. These include the faculty code of conduct, the post-tenure review policy, the CV template, academic freedom, the disruption policy, and consideration of whether or not Senate should add a standing “Faculty Compensation Committee” to its list of committees. See attached slides for a summary of ongoing and future initiatives at **Faculty Affairs**.
No questions.

Announcements and Communications

- Update and discussion on General Education – Barb Kirchmeier, Director of General

Education

Barb Kirchmeier gave an update on General Education at U of I. [The presentation is included with these minutes.](#)

Overview of General Education at U of I

- General Education (Gen. Ed.) at the University of Idaho is a multi-year educational experience designed to complement students' major coursework.
- The curriculum aims to equip students with skills and competencies sought by employers, ensuring career readiness or further academic pursuits.

General Education Curriculum Structure

Students must complete courses across **nine categories**:

1. **Written Communication** – 6 credits from 3 available courses.
 2. **Oral Communication** – 3 credits from 4 available courses (only 2 offered regularly).
 3. **Scientific Ways of Knowing** – 8 credits from two disciplines, including labs, or 7 credits with a core science course and a lab (28 available courses).
 4. **Mathematical Ways of Knowing** – 3 credits from 10 available courses.
 5. **Humanistic and Artistic Ways of Knowing** – 6 credits from two disciplines (69 available courses).
 6. **Social and Behavioral Ways of Knowing** – 6 credits from two disciplines (75 available courses).
 7. **American Diversity (soon to be 'American Experience')** – 1 course (45 available courses).
 8. **International Requirement** – 1 course or an approved study abroad experience (136 available courses).
 9. **Capstone Experience** – 1 course (100 available courses).
- All Gen. Ed. courses are listed in **Section J-3** of the U of I catalog.

Course Overlapping (Double Dipping): Some courses fulfill multiple requirements. American Diversity or International courses may also count for **Humanistic and Artistic** or **Social and Behavioral Ways of Knowing** courses

- The first six categories (Ways of Knowing) follow **State Board of Education Policy 3.N**.
- The last three categories are **institutionally designated** and guided by the University Committee on General Education (UCGE).
- Learning outcomes for Ways of Knowing are embedded in state policy and are reviewed at the **Idaho General Education Summit**.
- University faculty provide feedback to help shape these competencies.

Foreign Language Requirement

- U of I does **not** require foreign language courses as part of Gen. Ed.
- Some colleges may require foreign language for BA or BS degrees.
- Other countries often have different language requirements at the K-12 and university levels.

Gen. Ed. Assessment Plan

Three primary assessment tools are used:

- **Disaggregated Assessment of Student Work** – Faculty submit signature assignment scores into **Anthology**.
- **Syllabus Review** – UCGE reviews syllabi to ensure alignment with learning outcomes.
- **Satisfaction Data** – Analysis of responses from the **Graduating Senior Survey** and **National Survey of Student Engagement (NSSE)**.

Faculty Engagement & Improvements

- Recent **Ways of Knowing Faculty Meetings** regarding general education assessment identified areas for improvement with the current assessment process that can be addressed by the following:
 - **Workshops** with CETL to help faculty design signature assignments.
 - **Rubrics** for Gen. Ed. courses to standardize student learning outcomes.
 - **Mapping exercises** to align Gen. Ed. outcomes with course and program goals.
 - **Encouraging faculty participation** in Gen. Ed. assessments.

State Board of Education Innovative Educator Awards

- Six awards (one per Gen. Ed. category) are given for **innovative teaching**.
- Faculty nominations are welcome. Contact Barb Kirchmeier for submissions.

Common Read Program Update

- The **Common Read** engages students, faculty, and the community in shared intellectual activities.
- Goals:
 - Introduce academic expectations for first-year students.
 - Promote respectful discourse.
 - Build community engagement.
- **Current Selection:** *The Anthropocene Reviewed*.
- **2025-2026 Selection Process:**
 - 18 books were recommended (no duplicates).
 - The **ad hoc Common Read Committee** selected six finalists.
 - A **top three** will be chosen and reviewed

Next Steps:

- Faculty feedback on potential nominees for the **Innovative Educator Awards**.
- Continued faculty engagement in Gen. Ed. **assessment workshops**.
- Final selection of the **2025-2026 Common Read**.

Discussion:

In response to a question, Barb explained that so-called double dipping is possible. For instance, one can use an American Diversity or an International class to also fulfill a Humanistic and Artistic or a Social and Behavioral Ways of Knowing class.

A senator asked under which category foreign languages fall. Barb responded that it depends on the level of foreign language. Addressing a follow-up question from the senator, Barb confirmed that our General Education curriculum does not require students to take a foreign language. Different colleges have different requirements for their BA and BS degrees, and they might have that requirement built in at the college level or at the discipline or degree level, but we don't have it built in our overall Gen Ed requirement. All of the other public institutions in the state share the same approach.

Francesca asked about changes to assessment and accreditation. Barb said they are thinking of ways to approach it differently. Gwen Gorzelsky added that the University may not renew the contract with Anthology. The email that went out asked folks not to invest time in entering any data for the current year into Anthology, because that time might be wasted.

The remaining item on the agenda – [a discussion on ongoing senate priorities](#) – was postponed with no objections.

New Business

There was none.

Adjournment

The meeting was adjourned at 4:57pm.

Respectfully Submitted,

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



University
of Idaho

FACULTY AFFAIRS COMMITTEE

REPORT TO SENATE | FEB. 25, 2025



CURRENT MEMBERS OF FAC

(THANK YOU!)

VOTING MEMBERS

- I Leontina Hormel (CLASS)
- I Laura Holyoke (CoEHHS)
- I Michael McGriff (CLASS)
- I Sara Mahdavi (CALs)
- I Jennifer Johnson-Leung (CoS)
- I Jessica Gunder (LAW)
- I Chelsea Pennick (CNR)
- I Bob Borrelli (CoE)

EX-OFFICIO & SUPPORT

- I Francesca Sammarruca
- I Diane Kelly-Riley
- I Diane Whitney
- I Kristin Haltinner
- I Tim Murphy



FAC IS CURRENTLY REVIEWING...

(OR WILL BE SOON)

- I** Recommendation to create a Faculty Compensation/Salary Committee (per charge by Senate)
- I** FSH 3130: Disruption of University Operations (will go to FSPG next)
- I** Draft Faculty Code of Conduct (working with Office of the Provost on this)
- I** Draft Post-Tenure Review (working with Office of the Provost on this)



ADDITIONAL ITEMS FOR FAC AGENDA...

- I FSH 1565: Academic Ranks & Responsibilities (working with Office of Provost on this)
- I Brief report on by-law review process (from Office of Provost and Policy Coordinator)
- I FSH 4700: General Responsibilities of Instructor (via UTC)
- I CV Template (via working group; waiting on second round of suggested revisions)
- I Benefits/Health Insurance discussion



University
of Idaho

GENERAL EDUCATION

Barb Kirchmeier, Director of General Education
barbara@uidaho.edu

February 25, 2025

GEN ED @ U OF I



The U of I General Education Curriculum is a multi-year educational experience designed to complement the coursework in each student's major. The U of I General Education Curriculum also helps students obtain the skills and competencies employers are looking for.

Students at University of Idaho must take courses in the following nine categories to complete the U of I General Education Curriculum:

- **Written Communication** (6 credits, depending on placement; UI lists 3 classes)
- **Oral Communication** (3 credits; UI lists 4 classes, but only 2 are offered regularly)
- **Scientific Ways of Knowing** (8 credits from two different disciplines which include two accompanying labs, OR 7 credits which includes a Core Science course (CORS) and one course with an accompanying lab; UI lists 28 classes)
- **Mathematical Ways of Knowing** (3 credits; UI lists 10 classes)
- **Humanistic and Artistic Ways of Knowing** (6 credits from two different disciplines; UI lists 69 classes)
- **Social and Behavioral Ways of Knowing** (6 credits from two different disciplines; UI lists 75 classes)
- **American Diversity (American Experience)** (1 course; UI lists 45 classes)
- **International** (1 course or an approved study abroad experience; UI lists 136 classes)
- **Capstone Experience** (1 course; UI lists 100 classes)



The courses that fall into each of the above categories can be found in the [Catalog](#) in [section J-3](#).

GEN ED @ U OF I



U of I General Education Courses must work towards specific competencies or learning objectives.

- **Competencies defined by Idaho State Board of Education Policy III.N:**
 - **Written Communication**
 - **Oral Communication**
 - **Scientific Ways of Knowing**
 - **Mathematical Ways of Knowing**
 - **Humanistic and Artistic Ways of Knowing**
 - **Social and Behavioral Ways of Knowing**
- **Learning Objectives defined by University Committee on General Education (UCGE)**
 - **American Diversity (Experience)**
 - **International**
 - **Capstone Experience**

GEN ED @ U OF I – WAYS OF KNOWING REPRESENTATIVES



U of I sends ways of knowing representatives to annual Idaho General Education Summit each year.

- **GEM Area Representatives at 2024 General Education Summit:**
 - **Written Communication: Tyler Easterbrook**
 - **Oral Communication: Diane Carter**
 - **Scientific Ways of Knowing: Robert Heinse**
 - **Mathematical Ways of Knowing: Tim Boester**
 - **Humanistic and Artistic Ways of Knowing: Margot Volem**
 - **Social and Behavioral Ways of Knowing: Annette Folwell**



GENERAL EDUCATION ASSESSMENT

GEN ED ASSESSMENT @ U OF I



The General Education assessment strategy is designed to focus on evaluating the student learning competencies relative to the SBOE General Education learning Outcomes and the U of I Learning Outcomes. It is designed to be embedded, integrated, sustainable and meaningful.

The General Education assessment strategy entails a combination of three primary assessment tools :

- **Disaggregated assessment of artifacts/signature works by individual faculty.**
 - Faculty teaching in general education will select a signature assignment or artifact defined as containing two or more General Education competencies or learning outcomes.
 - Faculty enter the disaggregated data into Anthology and reflect on the findings.
 - Data will be reviewed by DGE, UCGE, and specific discipline or at the college level.
- **Rotating syllabi review by General Education category by UCGE.**
 - Completed: American Diversity (Experience), International, Social Sciences, Science, Math.
 - Current: Oral Communication and Humanities.
 - Future work: Written Communication and Senior Experience.
- **Satisfaction data from the Graduating Senior Survey & NSSE conducted by IEA.**



GEN ED ASSESSMENT @ U OF I



Meetings with "ways of knowing" faculty with goals to

1. Bring together faculty and TAs who teach in this ways of knowing area.
2. Share the results from the 2022-2023 and 2023-2024 assessment collection.
3. Identify one learning outcome that, as a group, we want to focus on improving and brainstorming ways we might do that.

Results:

- Develop workshops to help faculty design "signature assignments" that will help us capture information about how students are performing on learning outcomes.
- Build rubrics that faculty in each "ways of knowing" could use in their Canvas courses to help capture information about student performance on learning outcomes.
- Help faculty map general education learning outcomes to course and/or program learning outcomes.
- Think about ways faculty may opt to incorporate durable skills into their general education assessments.
- Consider ways to increase participation in data gathering.



GENERAL EDUCATION AWARDS

STATE BOARD OF EDUCATION AWARDS



INNOVATIVE EDUCATOR AWARDS

The 2024 award recipients stood out for their exceptional work in developing durable skills including critical thinking, problem-solving, communication, teamwork and adaptability within their general education curricula.

Award: \$500 + invitation to be recognized and speak at the 2025 General Education Summit (?)

Eligibility: U of I can nominate six faculty, one in each of the “ways of knowing” categories of general education:

- **Written Communication**
- **Oral Communication**
- **Scientific Ways of Knowing**
- **Mathematical Ways of Knowing**
- **Humanistic and Artistic Ways of Knowing**
- **Social and Behavioral Ways of Knowing**





COMMON READ

COMMON READ PROGRAM

The Common Read is a program designed to engage the UI and Moscow community, its students, staff, faculty and community members, in a unified intellectual activity. For first-year students, it introduces them to academic expectations, respectful discourse, and community building.

The 2024-2025 Common Read is *The Anthropocene Reviewed*, a collection of personal essays by John Green. Chosen by the Common Read Selection Committee, this book was a Goodreads Choice winner for nonfiction in 2021 and a #1 New York Times Bestseller. Green, known for *The Fault in Our Stars* and *Turtles All the Way Down*, also hosts a popular podcast.

2025-2026 Selection Process:

1. Asked for recommendations from community; received 18.
2. Reviewed recommendations and picked six finalists.
3. Reading the finalists now; will select top three on Friday. Will share with UCGE chair, VPAI, CLASS Dean, etc. for feedback.
4. Announced to campus community after spring break.

IDEAS FOR IMPROVING THE COMMON READ PROGRAM



- I Find a new class (or series of classes) to “host” the book (to ensure that students are reading the whole book)
- I Schedule speakers for both the fall and spring semesters (COMM 101 requirement to attend a keynote speaker)
- I Pick a book that can easily be divided into shorter sections
- I Pick a book earlier to give people a chance to plan to use it in their classes, develop programming related to the Common Read, etc.
- I Create a Common Read standing committee staffed by Faculty Senate with representation from all colleges
- I Create a Common Read module that could be inserted into FYE courses already being taught
- I Use the Common Read at new student orientation (and transfer student orientation) events
- I Invite the Common Read author as the graduation speaker? Convocation speaker?
- I Identify a funding source for Common Read programming

HOW TO GET INVOLVED WITH GENERAL EDUCATION AND THE COMMON READ PROGRAM

Select “University Committee on General Education” on your UI committee preference form and volunteer to be a GEM area representative at the Idaho General Education Summit held in October every year.

Use the Common Read text in your classes and encourage your students to attend the Common Read Keynote event.

Send in a recommendation for a future Common Read text.

Attend General Education events and volunteer to teach a General Education course offered by your department.

QUESTIONS? FEEDBACK?

- How can I better support General Education Faculty at the U of I?



University of Idaho
2024 – 2025 Faculty Senate Agenda
Meeting #24
Tuesday, February 25, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #23 (February 18, 2025) **Attach. #1**
- III. Chair's Report
 - Who We Are: Shauna Corry, Dean and Senator from CAA
- IV. Provost's Report
- V. Committee Reports
 - Faculty Staff Policy Group (Vote)
 - FSH 3780: Dependent Educational Tuition and Fee Reduction – Barb Kirchmeier, FSPG member and Senator **Attach. #2**
 - University Curriculum Committee (Vote)
 - UCC 374: Virtual Technology & Design BS – Jean Marc Gauthier, Program Director and Associate Professor – Virtual Technology & Design **Attach. #3**
 - UCC 147: Regulation J-3-E Changes – Rebecca Frost, Assistant Registrar & Barb Kirchmeier, Senator and Director of General Education and Independent Study Idaho **Attach. #4**
 - UCC 148: Regulation J-3-E Changes – Rebecca Frost and Barb Kirchmeier **Attach. #5**
 - UCC 149: Regulation J-3-F American Experience – Rebecca Frost and Barb Kirchmeier **Attach. #6**
 - UCC 151: Regulation J-3-G Change to J-3-F – Rebecca Frost and Barb Kirchmeier **Attach. #7**
 - Faculty Affairs Committee
 - Update on current/upcoming initiatives – Erin Chapman, Chair of Faculty Affairs Committee and Faculty Senator
- VI. Other Announcements and Communications
 - Update and discussion on General Education – Barb Kirchmeier, Director of General Education
 - Update on Ongoing Senate Priorities – Kristin Haltinner, Senate Chair **Attach. #8 / Attach. #9 / Attach. #10**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #23 (February 18, 2025)
- **Attach. #2** FSH 3780: Dependent Educational Tuition and Fee Reduction
- **Attach. #3** UCC 374: Virtual Technology and Design BS
- **Attach. #4** UCC 147: Regulation J-3-E Changes
- **Attach. #5** UCC 148: Regulation J-3-E Changes
- **Attach. #6** UCC 149: Regulation J-3-F American Experience
- **Attach. #7** UCC 151: Regulation J-3-G Change to J-3-F
- **Attach. #8** Summary of discussion re: relationship with legislature/public
- **Attach. #9** Ongoing Senate Initiatives
- **Attach. #10** Report on impact of expanding sabbaticals to clinical faculty

2024 – 2025 Faculty Senate – Pending Approval

Meeting # 23

Tuesday, February 18, 2025, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Lawrence (excused), Raney (excused), Maas, Miller, Koliass

Guests: Rebecca Hastings, Dulce Kersting-Lark, Delphine Keim, Katie Miner, Eric Wolbrecht, Carol Billings, Anne Perrigüey

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 #22, February 11, 2025, were approved as distributed.

Chair’s Report

- The State Board meets this week. <https://boardofed.idaho.gov/event/board-meeting-boise-18-2/>
- Please fill in your committee preference form.
- Proposed extensions of the Tuition Benefit for Dependents were approved last week by the Faculty and Staff Policy Group (FSPG) and will come to the senate next week.
- **Who we are:** Bob Borrelli, Senator from COE.
Bob shared some background on his education and career path. He obtained his PhD in nuclear engineering from UC Berkley. After that, Bob spent two years at the University of Tokyo in a postdoc position. He joined the U of I in 2015 where he was awarded tenure in 2021. He is very active in the American Nuclear Society and joined Faculty Senate to get more involved university wide. Bob will be in Moscow around the end of April. Let him know if you would like to meet and chat.

Vice Provost Report

- Torrey is on his way to Boise for the SBOE meetings on Wednesday and Thursday.
- Congratulations to all of us for achieving R-1 status!
<https://www.uidaho.edu/news/news-articles/news-releases/2025/021325-r1>
- We continue to monitor federal orders that are coming through, as well as the state legislature activities. A “Dear Colleague” letter came late on Friday night from the Department of Education. We are taking a thoughtful and intentional approach and trying to see what implications it might have. <https://www.ed.gov/media/document/dear-colleague-letter-sffa-v-harvard-109506.pdf>
- CALS is searching for a new dean. One candidate was on campus last week, and two more are visiting soon. The second candidate’s open session is on Thursday, February 20th, from 10:30 to 11:30, in the ISUB Clearwater Whitewater room, and the third candidate will be here on Thursday the 27th. Details for the open sessions are on the website.
<https://www.uidaho.edu/provost/administrative-searches/cals-dean>

Committee Reports

- UCC (vote)

- UCC 505: Interaction design Undergraduate Academic Certificate – Delphine Keim, Art and Design.
This is in parallel with their Graphic Design Certificate. It is useful for professional development because the skill set students acquire is in high demand.
Discussion:
Noticing that all three courses are taught by the same instructor, a senator asked whether that instructor being unavailable would be a problem. Delphine replied that there is another faculty member who can cover those classes.
Vote: 17/17 yes. Motion passes.
- UCC 532: Food, Nutrition and Wellness Undergraduate Academic Certificate – Katie Miner, School of Family and Consumer Science.
The certificate gives a foundation in Food, Nutrition and Wellness at the entry level.
Discussion:
There was a request of clarification concerning the certificate being a “steppingstone to future certificates or degrees.” Katie said that people can earn the certificate and find employment, though not as a registered dietician. Alternatively, they can build on that and move to the advanced level certification.
Vote: 18/18 yes. Motion passes.
- UCC 576: Mechanical Design and Manufacturing Undergraduate Academic Certificate –Eric Wolbrecht, Mechanical Engineering.
This certificate is designed to provide undergraduate students with specialized knowledge and skills in product development and manufacturing engineering, which is a rapidly growing and evolving industry. This certificate program is intended to prepare students for careers in this or related fields, as well as future graduate studies in this field. More of these may be offered either via Engineering Outreach or directly online. It also includes a machine shop three-class training sequence which contributes as one class. Our Advisory Board tells us that it’s valuable to get some machining experience.
Discussion:
Tim asked whether this is related to the change that the senate approved a couple of weeks earlier. Eric responded that the changes to the Bachelor of Science certainly are beneficial to this, as students will have the opportunity to take tech electives and earn more certificates because they'll have a broader range, and the certificates will do a great job of channeling their energy. They anticipate that most students would only take one certificate, but they'll have six after this one. In summary, it is primarily targeted at their undergraduate students, who can earn both a bachelor's degree and one of these six certificates. It is an option, not a requirement. They are pretty excited about it. Their Advisory Board keeps telling us we have more diverse needs than ever in terms of the skill set required of new engineers.
Vote: 17/18 yes; 1/18 no. Motion passes.
- UCC 55: Career and Technical Education BSED – Carol Billing, Curriculum and Instruction.
They just reorganized things. Nothing was added or dropped. The Ed core and the CTE core classes, which are required for all four endorsements, are now together in the catalog pages. After that, they listed each of the four endorsement areas. Upon evaluation of all the CTE options, many of the same classes were found to be required across all options. Those common classes were moved to the General Career and Technical Education Requirements.
No questions.
Vote: 19/19 yes. Motion passes.

- UCC 566: French for the Professions Undergraduate Academic Certificate – Anne Perriguet, School of Global Studies.
French 310 was designed to help students needs better function in the workplace using their language skills. The focus is, of course, on language and culture. The class is also part of a certificate that we just created and was approved recently.
Discussion:
In response to a question, Anne clarified that this is a new level, not a higher-level course. There was a question about FREN vs. FLEN, in particular, which courses in the certificate provide *cultural competence*. Anne replied that culture is usually part of every single class they teach, but the FLEN courses address culture in more depth. FLEN stands for foreign language but taught in English. The FLEN classes that students can take to earn the certificate include French literature and French cinema. There is also a cultural experience with travel abroad that's being taught now, which is FLEN 315.
Vote: 17/18 yes; 1/18 no. Motion passes.

Announcements and Communications

- Archiving web content – Digital Archivist Rebecca Hastings, U of I Special Collections & Archives, gave a presentation on Archiving Web Content. The presentation is included with these minutes.

Discussion:

There were questions about what can be archived (faculty websites starting with uidaho.edu can), and whether an archived item can be updated. Rebecca replied that they can capture a particular URL multiple times and if they try to capture duplicate information, it will be recognized. Dulce Kersting-Lark, also on the call, added that they are also thinking about how to handle those websites that are different than the branded website redesign. They might end up archiving all the webpages and capturing all of them. It's important to keep in mind that what they capture is a moment in time. They're archiving a picture of the page, not the page itself, an interactive and high-quality picture where you can click on working links. But, if something is altered, it will not alter what is in the archive. It's best to let them know, so they can do another capture.

To the question of whether one can purchase more storage space, Rebecca responded that those conversations are currently happening.

Tim said that the Wayback Machine is not useful anymore. None of the pictures or contents of a webpage are there. From the example Rebecca showed, it seems she is actually capturing all of the content. The question is whether we can expect that 10 years from now it will all still be there. Rebecca explained that she can capture it over and over again until she has grabbed the site exactly as it is represented now and archive it. It captures things in a more stable way than Wayback. It's also a way of making sure that we have a backup, and we are not 100% reliant on the Internet.

For more information, visit

<https://www.lib.uidaho.edu/special-collections/donations.html>

https://www.webpages.uidaho.edu/info_literacy/

https://docs.google.com/spreadsheets/d/1SLVI_59DZUCtDHxAjuKJGQ17Zzyto2aIOAWr3Q9M8SQ/edit?usp=sharing

- Discussion on the impact on faculty productivity from bureaucratic and compliance tasks. Points raised by the senators:
 - Applying for grants: one must first enter everything in VERAS and then again in grants.gov.
 - Issues with taking our computers abroad (point raised previously).
 - Required documentation for travel authorization (point raised previously).

- Financial receipt tracking, reconciling expenditures can sometimes be very frustrating.
- Late fees for cutting checks (when students are late filling in their time sheets).
- Salaries and cost of housing.
- Annual performance review: the report has to be prepared during the Winter Break.
- There is too much administrative burden piled on in our day-to-day job, such as multiple logins/authentications every time we use a classroom computer.
- “Parental” responsibilities that are put on faculty to oversee their students – early warning grades, mid semester grades, kudos, etc.
- Volume of work for members of hiring committees.
- Learning many different systems, because they keep changing.
- Reduced staff support while handling larger volume of work.
- Reduced staff support may prompt a unit to cancel events that are good for recruiting and university showcasing.
- Slow or no response from accounting or other offices (likely to be related to reduced staff support).

New Business

There was none.

Adjournment

The agenda being completed, the meeting was adjourned at 4:52pm.

Respectfully Submitted,

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

Archiving Web Content

Rebecca Hastings
Digital Archivist
University of Idaho Special Collections & Archives

I. Background

- “The Special Collections and Archives (Spec) department supports stakeholder access to **unique and rare materials that are crucial to studying the history of the university, the state, and the region**. A significant portion of Spec’s holdings are not duplicated anywhere else in the world, and the archives are **curated to serve the needs of students, faculty, and the community**.” (University of Idaho Library Annual Manual 2024-25, p. 22).
- Conventional/analog materials (paper, film, etc.), digitized materials, and born-digital materials, including web content.
- Ad hoc web collecting by Library/Spec employees with various tools until Archive-It contract began on Dec. 1, 2024 (website redesign the initial impetus for the contract).
- **Archive-It**: a paid service of the Internet Archive. Similar to the Wayback Machine (captures web content as it appears on a given date), but with more customized, regularized, predictable captures and an institutional page for organizing accessible collections of captures.



The leading web archiving service
for collecting and accessing
cultural heritage on the web
Built at the Internet Archive

<https://archive-it.org/>

II. Spec's Archive-It Procedures

- Digital Archivist:
 - Creates a collection
 - Enters URLs (web addresses) associated with that collection
 - Prompts Archive-It to capture the web content at those URLs
 - Fills out collection/item metadata
 - Connects capture to Special Collections and Archives finding aid
 - Saves WARC/WACZ to local storage
- Typically starts with test captures, which can be deleted or saved. Capture “rules” can be adjusted.

<input type="checkbox"/> Seed URL	Groups	Status	Frequency	Type	Access	Last Crawl	Crawls	Wayback
<input type="checkbox"/> https://www.uidaho.edu/diversity/edu/womens-center/event...	—	Active	One-Time	Standard+	Public	Jan 03 2025	2	Wayback >
<input type="checkbox"/> https://uiwomenscenter.wordpress.com/	—	Active	One-Time	Standard	Public	Jan 27 2025	6	Wayback >
<input type="checkbox"/> https://www.uidaho.edu/diversity/edu/womens-center/	—	Active	One-Time	Standard	Public	Dec 17 2024	3	Wayback >

List of URLs associated with the University of Idaho Women's Center Archive-It collection

III. Web Archiving Thus Far

- Not capturing the entire pre-redesign University of Idaho website: Spec is not records management; curated collecting is more manageable in terms of quality control, description, and accessibility; data budget is limited.
- Web material captured thus far: uidaho.edu webpages for each college, law school, student life, a few other thematic groupings; Argonaut student newspaper website (monthly captures).
- Developed an Archive-It collection of web material that was removed from the University of Idaho website following the Idaho State Board of Education's resolutions on "DEI ideology" (<https://boardofed.idaho.gov/meetings/board/archive/2024/121824/04%20IRSA.pdf>).
- Most U of I Archive-It collections are still private (under construction); Argonaut and Women's Center are public.

The screenshot displays the University of Idaho Library's Archive-It interface. At the top left is the University of Idaho Library logo. To the right, it identifies the organization as 'University of Idaho Library', an 'Archive-It Partner Since: Dec, 2024', with an 'Organization Type: Colleges & Universities' and a 'Organization URL: https://www.lib.uidaho.edu/special-collections/'. Below this is a 'Narrow Your Results' section with filters for 'Subject' (Arts & Humanities (1), Society & Culture (1), Universities & Libraries (1)) and 'Creator' (University of Idaho (2)). A search bar contains the text 'Enter search terms here' with 'Search' and 'Clear' buttons. Below the search bar are tabs for 'Collections', 'Sites', and 'Search Page Text'. The results show 'Page 1 of 1 (2 Total Results)'. Two items are listed: 'The Argonaut' and 'Women's Center'. Each item includes an 'Archived since' date (Dec, 2024), a 'Description', and a 'Creator' (University of Idaho). The 'The Argonaut' description states it is a student newspaper produced by the University of Idaho Student Media in the Department of Student Involvement, published since 1898. The 'Women's Center' description states it was an organization of University of Idaho's campus that served to promote gender equity in the community and provided opportunities intended to support, educate, and empower individuals. The origin of the Women's Center is found in a small committee appointed by University President Ernest Hartung in 1972, to tackle the high female student drop-out rate. This committee later grew to speak to broader issues pertaining to women on campus, including employees. The Women's Center closed in January 2025. The web material includes the Women's Center page on the University of Idaho website and the Women's Center Blog hosted by WordPress. This material is part of the Women's Center records collection (UG 71) held by University of Idaho Special Collections and Archives. The subject is 'Arts & Humanities, Universities & Libraries, Society & Culture' and the creator is 'University of Idaho'. The page number 'Page 1 of 1 (2 Total Results)' is shown at the bottom right.

Public page for the University of Idaho Archive-It account (<https://archive-it.org/organizations/2809>)

III. Web Archiving Thus Far



Women's Center

Collected by: University of Idaho Library

Archived since: Dec, 2024

Description: The Women's Center was an organization of University of Idaho's campus that served to promote gender equity in the community and provided opportunities intended to support, educate, and empower individuals. The origin of the Women's Center is found in a small committee appointed by University President Ernest Hartung in 1972, to tackle the high female student drop-out rate. This committee later grew to speak to broader issues pertaining to women on campus, including employees. The Women's Center closed in January 2025. The web material includes the Women's Center page on the University of Idaho website and the Women's Center Blog hosted by WordPress. This material is part of the Women's Center records collection (UG 71) held by University of Idaho Special Collections and Archives.

Subject: Arts & Humanities, Universities & Libraries, Society & Culture

Creator: University of Idaho

Narrow Your Results

There are no further ways to narrow your results.

Sites for this collection are listed below. Narrow your results at left, or enter a search query below to find a site, specific URL or to search the text of archived webpages.

Sites Search Page Text

Page 1 of 1 (3 Total Results)

Sort By: Title (A-Z) | Title (Z-A) | URL (A-Z) | URL (Z-A)

URL: <https://uiwomenscenter.wordpress.com/>

Captured once on January 27, 2025

URL: <https://www.uidaho.edu/diversity/edu/womens-center/>

Captured 2 times between December 17, 2024 and December 19, 2024

URL: <https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary/>

Captured 2 times between December 19, 2024 and December 19, 2024

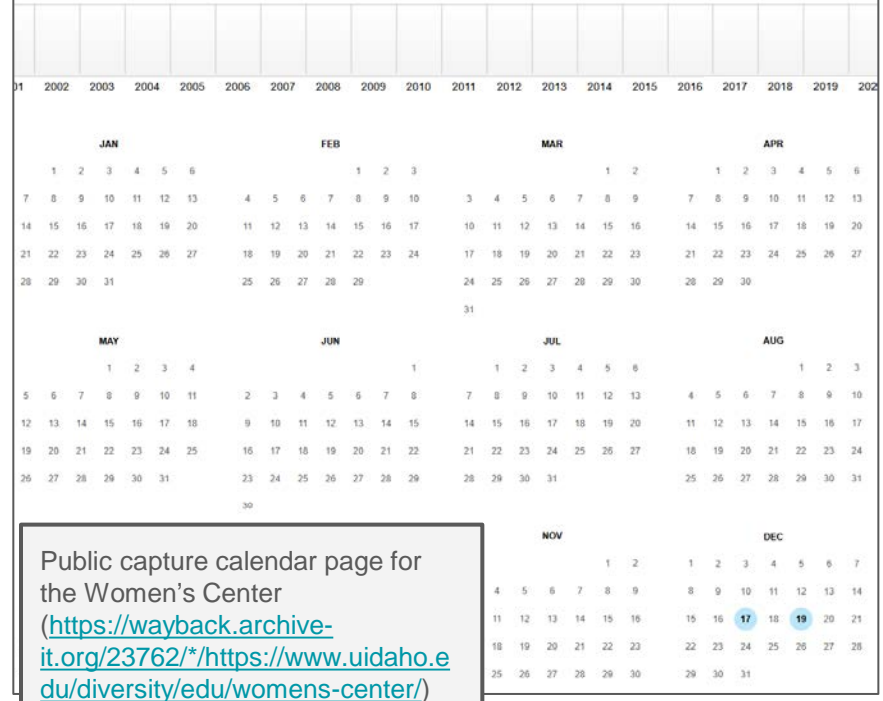
Page 1 of 1 (3 Total Results)

Public page for the Women's Center collection (<https://archive-it.org/collections/23762>)

Women's Center, archived by University of Idaho Library

Searched for <https://www.uidaho.edu/diversity/edu/womens-center/>

Saved 2 times between December 17, 2024 and December 19, 2024.



Public capture calendar page for the Women's Center (https://wayback.archive-it.org/23762/*/https://www.uidaho.edu/diversity/edu/womens-center/)

III. Web Archiving Thus Far

You are viewing an archived web page collected at the request of [University of Idaho Library](#) using [Archive-It](#). This page was captured on 17.03.03 Dec 17, 2024, and is part of the [Women's Center](#) collection. The information on this web page may be out of date. See [All versions](#) of this archived page. Found 0 archived media items out of 0 total on this page. [Metadata](#) [Enable QA](#)



Prospective Students ▾ Current Students ▾ Parents ▾ Alumni ▾ Faculty & Staff ▾

Academics Admissions Student Life Research Outreach About Leadership Diversity Athletics Events News Directory A - Z

Women's Center

About Us +

Events +

Request a Presentation

Get Involved +

Campus & Community Resources

Campus Lactation Rooms

Scholarships

Women's, Gender & Sexuality Studies

What's Up Weekly Newsletter

Athena +

Campus Violence Prevention Program +

CONTACT US

Women's Center

Memorial Gym Suite 109

Mailing Address:
875 Peetometer Drive MS 1064
Moscow, ID 83844-1064

Phone: 208.895.2777
Fax: 208.895.4285
Email: wcenter@uidaho.edu



Center of Attention

An Unorthodox Path Toward Gender Equality

[READ MORE](#)

▲ / DIVERSITY / OFFICE OF EQUITY AND DIVERSITY / WOMEN'S CENTER

Women's Center

The Women's Center promotes and advocates for gender equity on campus and in the community. We facilitate opportunities for learning and activism to support and empower all individuals in building an inclusive and compassionate society.

Located on the ground floor of the [Memorial Gym](#) Room 109, the Women's Center strives to offer a safe environment for all. The center includes a kitchenette with



Our Blog

A collective of writers and photographers attempting to promote

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[Overview of the Collection](#)

[Historical Note](#)

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▼ [Detailed Description of the Collection](#)

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[Financial Materials](#)

[Conferences, Workshops, and Events](#)

[Grants](#)

[Publications](#)

[Graphic Materials](#)

[Audio Visual Materials](#)

[Web Materials](#)

[Names and Subjects](#)

13	410	VIDEO Cassette - TO MAKE A STUDY OF OUR LIVES - Speaker : Judy Smith Copy 2	1979
13	411	Video Cassette - Happy Birthday, Dr. Kirg 28 min. Released Dec. 1985 (2 copies)	1985
13	412	Video Cassette - Health Care Reform Sept. 21, 1994 & Sept. 27, 1994	1994
13	413	Video Cassette - Health Care Reform : Idaho Congressional Delegates	1994
13	414	Video Cassette - ASA Presentations Sept. 27, 1994 PI Beta Phi Betsy Thomas & Gwen Snow	1994
13	415	Video Cassette - Women's Center Program Conciliation Agreement at U of I March 8, 1988	1988

Series VIII: Web Materials

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Container(s)	Description	Dates
Online	Women's Center Web Page	2024
Online	Women's Center's 50th Anniversary Web Page	2022-2023
Online	The University of Idaho Women's Center's Blog	2013-2023

Names and Subjects ▼

[Return to Top](#)

Subject Terms

- Correspondence
- Equality
- Sex discrimination
- Sexual harassment--Prevention
- Sexual minorities
- Social advocacy
- Women's rights
- Women's studies

Finding aid prepared by Courtney E. Berge and Eri Geslani; updated Rebecca Hastings in 2025.
2021

Archived Women's Center website

Women's Center records (UG 71) archival finding aid ([https://archiveswest.orbiscascade.org/ark:80444/xv822644](https://archiveswest.orbiscascade.org/ark:/80444/xv822644))

IV. Requesting Web Archiving

- Some web material is being captured on archivists' own initiative.
- **Spec will take University of Idaho website archiving requests.** Caveats:
 - Material should fit Spec's collecting scope ("archival research materials that document the history and culture of Idaho and the University of Idaho") (<https://www.lib.uidaho.edu/special-collections/>).
 - Archive-It captures may be limited by our data budget (256 GB/year). Interactive or data intensive features are not a good fit for Archive-It (other capture methods possible).
 - Some materials (such as embedded PDFs) may be downloaded as individual files rather than captured as web pages.

To request web archiving:

- Make a copy of this Google Sheet:
https://docs.google.com/spreadsheets/d/1SLVI_59DZUCtDHxAjuKJGQ17Zzyto2aIOAWr3Q9M8SQ/edit?usp=sharing
 - File > Make a copy
 - Rename as desired
- Fill in:
 - Page URL (required)
 - Page title
 - Page description
 - Linked/embedded files to capture
- Email document or link to Spec:
 - rhastings@uidaho.edu and/or
 - libspec@uidaho.edu



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3780 – Dependent Educational Tuition and Fee Reduction**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

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

Policy originator: Faculty Senate

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

Reviewed by General Counsel: __ Yes Name & Date: Karl Klein, 2/20/25

Comprehensive review? __ No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

In 2024 Faculty Senate created an ad hoc committee to examine the possibility of expanding the dependent tuition benefit to include more than one child/dependent at a time. This committee worked with the DFA and President’s Office to develop the changes herein. These changes include the addition of a second eligible dependent at a rate of 25% off tuition. (The first child will continue to receive the 50% reduction).

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

<\$55,000 (estimated)

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

N/A

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

July 1

3780

DEPENDENT EDUCATIONAL TUITION AND FEE REDUCTION

LAST REVISION: January 1, 2012.

A. General: The dependent educational tuition and fee reduction benefit (benefit) is a ~~50%~~ reduction in residential (in-state) ~~student~~ tuition and fees for ~~dependents of eligible employees~~ for up to two eligible dependents enrolled in University of Idaho ~~undergraduate or graduate academic credit courses in the same semester~~. The benefit is a 50% reduction of resident tuition and fees for a first dependent and a 25% reduction of resident tuition and fees for a second dependent. No other fees are waived by this benefit; for example, the benefit does not include additional fees associated with specific courses (e.g., web-based courses or special course and lab fees), specific academic programs (e.g., professional fees), or specific services (e.g., insurance or student activities). The benefit does not apply to noncredit courses, winter intersession or summer session courses, continuing education courses, professional development courses, or courses offered through ~~but not limited to~~, Independent Study in Idaho, Institutional Online Programs, Self-Support Programs, the College of Law, the Executive MBA Program, the Doctorate of Athletic Training, Professional Practices Doctorate, the McCall Outdoor Science School or the WWAMI Medical Program. There is no limitation on the number of credits that may be taken per semester.

B. Employee: ~~A:~~ A board-appointed University employee on regular appointment who works at least half-time (including those on official leave) is eligible for the dependent educational tuition reduction benefit. A dependent may receive the benefit if the employee is eligible on the first day of the academic term. Only ~~a single~~ two dependents per household, per semester, are at a time is eligible for this benefit.

C. Dependent: A dependent of a University employee is eligible as defined by the Federal income tax code, Section 152. The University reserves the right to request copies of tax returns or other supporting documentation.

C-1. An eligible dependent:

- (a) must be an admitted, degree-seeking student who has met all normal academic requirements for the course(s) taken;
- (b) may receive only one ~~50%~~ dependent educational tuition and fee reduction per semester, and may use the tuition and fee reduction benefit for a maximum of eight semesters (applies to both full and part time students);
- (c) of an employee whose employment terminates due to death or permanent disability shall continue to be eligible for this program until the dependent meets one of the below, whichever comes first:
 - completes a degree
 - reaches the maximum number of eight semesters

D. Application: Applications require approvals/signatures signed approvals of the employee, and the dependent(s), and Human Resources. ~~Applications must be filed before tuition is paid for the semester in which the benefit will be applied.~~ The benefit is not automatically renewed; it must be applied for each semester. Fraudulent certification of dependent eligibility by an employee is grounds for discharge and the employee shall be required to repay all costs associated with the benefit.

E. Termination: If an employee's appointment is terminated during a semester for which the employee's dependent(s) is/are registered for academic work under this policy, the academic work must be terminated unless the applicable tuition is paid, except in the case where employment is terminated due to death or permanent disability.

Version History

Adopted January 2012.

374: VIRTUAL TECHNOLOGY AND DESIGN (BS)

In Workflow

1. 235 Chair (rulaa@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (none)
6. UCC (none)
7. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
8. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
9. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
10. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
11. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 24 Sep 2024 20:52:37 GMT
Rula Awwad-Rafferty (rulaa): Approved for 235 Chair
2. Thu, 26 Sep 2024 19:37:15 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Wed, 23 Oct 2024 18:27:27 GMT
Rebecca Frost (rfrost): Approved for Degree Map Review
4. Mon, 28 Oct 2024 15:04:10 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
5. Tue, 29 Oct 2024 18:10:24 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
6. Tue, 05 Nov 2024 21:28:22 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
7. Thu, 06 Feb 2025 20:42:00 GMT
Christine Slater (cslater): Approved for Assessment

History

1. Sep 8, 2022 by Rebecca Frost (rfrost)
2. Jan 25, 2023 by Stacy Isenbarger (stacyi)
3. Apr 3, 2023 by Sydney Beal-Coles (sbeal)
4. Feb 14, 2024 by Stacy Isenbarger (stacyi)
5. Feb 21, 2024 by Sydney Beal-Coles (sbeal)

Date Submitted: Tue, 24 Sep 2024 20:04:28 GMT

Viewing: 374 : Virtual Technology and Design (BS)

Last approved: Wed, 21 Feb 2024 19:21:22 GMT

Last edit: Thu, 06 Feb 2025 20:41:44 GMT

Changes proposed by: Jean-Marc Gauthier

Faculty Contact

Faculty Name	Faculty Email
Jean-Marc Gauthier	gauthier@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Description of Change

VTD 201 and VTD 301 seminar courses are added to the list of required courses as per accreditation requests.

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

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Design and Environments

Effective Catalog Year

2025-2026

Program Title

Virtual Technology and Design (BS)

Program Credits

120

CIP Code

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects.

Curriculum:

This is a four-year curriculum leading to a B.S. in Virtual Technology and Design (VTD). After the first year of study, academic achievement is reviewed to determine eligibility for continued study in VTD. Only students with a 2.5 or higher grade-point average are eligible to continue in the studio sequence. Another review is conducted at the end of the second year of study. Applicants to the second and third year are required to submit an electronic media based portfolio containing examples of their art and design work. Applicants should contact the program coordinator regarding acceptable media formats. The submission should also contain a transcript of any college work outside the UI. The deadline for third year applications is the close of the spring semester. Results of the evaluation will be made known to applicants by the end of June. Students accepted into the third and fourth years of the curriculum are required to maintain a minimum GPA of 3.0 and to receive a grade of C or higher in all required VTD courses.

Note: Students who have not been accepted into the second year of the curriculum may not enroll in VTD 2000-level design courses. Students who have not been accepted into the third year of the curriculum may not enroll in VTD 3000-level design courses. Students who have left the program or fail a design studio course may only re-enter the curriculum by application to the program admissions committee.

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
VTD 1010	Introduction to Virtual Reality	3
ART 1210	Integrated Design Process	3
VTD 1510	Virtual World Building 1	2
VTD 1520	Virtual World Building 2	2
VTD 1530	Virtual World Building 3	2
VTD 1540	Virtual World Building 4	2
CS 1120 or VTD 2470	Computer Science I Intro to Scripting and Parametric Design	4
PHYS 1111	General Physics I	3
PHYS 1111L	General Physics I Lab	1
VTD 2010	History & Theory of VR	3
VTD 2450	Advanced Modeling	3
VTD 2460	Advanced Lighting and Materials	3
VTD 2530	Virtual Design I	3
VTD 2540	Virtual Design II	3
VTD 2710	Cross-Reality Technology I	3
VTD 3010	Theory & Applications of VR	3
VTD 3550	Virtual Design III	4
VTD 3560	Virtual Design IV	4
VTD 3670	Animation and Visual Effects	3
VTD 3720	Cross-Reality Technology 2	3
VTD 4000	Seminar ¹	3
VTD 4570	Capstone Design Studio I	6
VTD 4580	Capstone Design Studio II	6

History or Theory Courses

Advisor-Approved History or Theory course ²	3
--	---

Directed Electives

Select three Directed Elective Courses ³	8-9
---	-----

Total Hours	83-84
--------------------	--------------

Courses to total 120 credits for this degree

¹ Take VTD 4000 or advisor approved 4000-level History/Theory Course (3cr).

² Course must be associated with the disciplines of architecture, art, film, media, music or theatre, with approval of the VTD program.

³ Elective courses that allow a student to develop an emphasis area or breadth in a supporting discipline, with approval of VTD program.

Degree Maps:

Fall Term 1	Hours
ART 1210 Integrated Design Process	3
ENGL 1101 Writing and Rhetoric I	3
MATH 1143 Precalculus I: Algebra	3
VTD 1010 Introduction to Virtual Reality	3
VTD 1510 Virtual World Building 1	2
VTD 1520 Virtual World Building 2	2
Hours	16
Spring Term 1	
ENGL 1102 Writing and Rhetoric II	3
PHYS 1111 General Physics I	3
PHYS 1111L General Physics I Lab	1
VTD 1530 Virtual World Building 3	2
VTD 1540 Virtual World Building 4	2
Humanities and Artistic Ways of Knowing Course <small>Art 100 suggested</small>	3
Hours	14
Fall Term 2	
VTD 2450 Advanced Modeling	3
VTD 2460 Advanced Lighting and Materials	3
VTD 2530 Virtual Design I	3
Scientific Ways of Knowing Course	4
Oral Communication Course	3
Hours	16
Spring Term 2	
CS 1120 Computer Science I	4
or VTD 2470 or Intro to Scripting and Parametric Design	
VTD 2540 Virtual Design II	3
VTD 2710 Cross-Reality Technology I	3
Humanistic and Artistic Ways of Knowing Course	3
Social and Behavioral Ways of Knowing Course	3
Hours	16
Fall Term 3	
VTD 2010 History & Theory of VR	3
VTD 3550 Virtual Design III	4
VTD 3720 Cross-Reality Technology 2	3
Directed, Major Elective Course	3
International Course	3
Hours	16
Spring Term 3	
VTD 3010 Theory & Applications of VR	3
VTD 3560 Virtual Design IV	4
VTD 3670 Animation and Visual Effects	3
Directed, Major Elective Course	3
Social and Behavioral Ways of Knowing Course	3
Hours	16
Fall Term 4	
VTD 4000 Seminar	3
VTD 4570 Capstone Design Studio I	6
American Diversity Course	3
Hours	12
Spring Term 4	
VTD 4580 Capstone Design Studio II	6

Directed, Major Elective Course	3
History or Theory, Major Elective Course	3
Elective Course	2
Hours	14
Total Hours	120

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

Students find their path(s) as an emerging designer, builder, storyteller and researcher in U of I's Virtual Technology and Design program.

VTD students create virtual experiences to transform the way people across the globe work and play.

They use technology-enabled design skills to build a portfolio of projects showing their ability to solve complex problems in industry, healthcare, and build the next generation of entertainment.

In our interdisciplinary curriculum, students learn to innovate and add value to existing applications of technology through hands-on experience in digital design and virtual design with real clients to prepare for their career.

Students learn to create virtual technologies for gaming, animated films, simulations, business and education and other applications while studying art and design, computer science, animation, storytelling and much more.

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

The program has decided to move from more open seminar course choices to three specific course offerings.

Reviewer Comments

Rebecca Frost (rfrost) (Wed, 23 Oct 2024 18:26:38 GMT): Removed option for VTD 2470 listed in degree map with CS 1120. No other option exists in the curricular requirements. If this is in error the department should add this course to their curriculum and it can be added back to the map.

Key: 374

147: REGULATION J-3-E CHANGES

In Workflow

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

Approval Path

1. Tue, 04 Feb 2025 23:59:55 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 05 Feb 2025 00:13:52 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
3. Tue, 11 Feb 2025 19:07:36 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
4. Wed, 12 Feb 2025 00:37:30 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 04 Feb 2025 22:20:20 GMT

Viewing: Regulation J-3-e Changes

Last edit: Tue, 04 Feb 2025 22:20:20 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost on behalf of UCGE	rfrost@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2025-2026

Title

Regulation J-3-e Changes

Request Details

J-3-e Humanistic and Artistic Ways of Knowing

Add:

HIST 2710 Gods, Heroes, and Monsters: Myth in the Ancient World 3 cr.
 HIST 4440 Ancient Greece: From Bronze Age to Alexander 3 cr.
 HIST 4500 Topics in Ancient History 3 cr.
 THE 4520 Theatre Historiography 3 cr.

Supporting Documents

J-3-e HAWOK.docx

Key: 147

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Some courses on the list may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

Code	Title	Hours
<u>AGED 2630</u>	History of U.S. and World Agriculture	3
<u>AIST 1010</u>	Elementary Nez Perce I	4
<u>AMST 3010</u>	Studies in American Culture	3
<u>ARCH 1510</u>	Introduction to the Built Environment	3
<u>ART 1100</u>	Introduction to Art: Why Art Matters	3
<u>ART 2050</u>	Visual Culture	3
<u>ART 2130</u>	History and Theory of Modern Design	3
<u>ART 3020</u>	Modern Art and Theory	3
<u>ART 4070</u>	New Media	3
<u>CHIN 1010</u>	Elementary Chinese I	4
<u>CHIN 1020</u>	Elementary Chinese II	4
<u>DAN 1000</u>	Dance in Society	3
<u>ENGL 1175</u>	Literature and Ideas	3
<u>ENGL 2570</u>	Survey of Western World Literature I	3
<u>ENGL 2580</u>	Survey of Western World Literature II	3
<u>ENGL 2670</u>	Survey of British Literature I	3
<u>ENGL 2680</u>	Survey of British Literature II	3
<u>ENGL 2770</u>	Survey of American Literature I	3
<u>ENGL 2780</u>	Survey of American Literature II	3
<u>ENGL 2900</u>	Introduction to Creative Writing	3
<u>ENGL 3220</u>	Climate Change Fiction	3

Code	Title	Hours
ENGL 3450	Shakespeare	3
FLEN 2100	Introduction to Classic Mythology	3
FLEN 2430	English Word Origins	3
FLEN 3130	French/Francophone Literature in Translation	3
FLEN 3240	Topics in German Literature in Translation	3
FLEN 3310	Japanese Anime	3
FLEN 3910	Hispanic Film	3
FLEN 3940	Latin American Literature in Translation	3
FREN 1101	Elementary French I	4
FREN 1102	Elementary French II	4
FTV 1000	Film History and Aesthetics	3
GERM 1101	Elementary German I	4
GERM 1102	Elementary German II	4
HIST 2700	Introduction to Greek and Roman Civilization	3
HIST 2710	Gods, Heroes, and Monsters: Myth in the Ancient World	3
HIST 3570	Women in Pre-Modern European History	3
HIST 3790	History of Science II: 1700-Present	3
HIST 4140	History and Film	3
HIST 4420	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 4430	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 4440	Ancient Greece: From Bronze Age to Alexander	3
HIST 4450	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 4470	The Renaissance	3
HIST 4480	The Reformation	3
HIST 4500	Topics in Ancient History	3
HIST 4850	Chinese Social and Cultural History	3
JAPN 1010	Elementary Japanese I	4
JAPN 1020	Elementary Japanese II	4
LARC 1500	Landscape, Culture and the Environment	3
LAS 3910	Hispanic Film	3
LAS 3940	Latin American Literature in Translation	3
MUST 1040	Course MUST 1040 Not Found	
MUST 1060	Course MUST 1060 Not Found	
MUST 1080	Course MUST 1080 Not Found	
MUST 1110	Course MUST 1110 Not Found	
MUST 2010	Course MUST 2010 Not Found	
MUSI 1100	Introduction to Music	3
PHIL 1103	Introduction to Ethics	3
PHIL 2000	Philosophy of Alcohol	3

Code	Title	Hours
PHIL 2010	Critical Thinking	3
PHIL 2080	Business Ethics	3
PHIL 2400	Belief and Reality	3
PHIL 3510	Philosophy of Science	3
PHIL 3610	Professional Ethics	3
RELS 4430	The Medieval State: Europe in the High and Late Middle Ages	3
RELS 4480	The Reformation	3
RSTM 1060	Introduction to Sport Management	3
SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4
THE 1010	Introduction to the Theatre	3
THE 4520	Theatre Historiography	3
WGSS 2010	Introduction to Women's, Gender, and Sexuality Studies	3
Course List		

148: REGULATION J-3-E CHANGES

In Workflow

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

Approval Path

1. Tue, 04 Feb 2025 23:59:57 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 05 Feb 2025 00:13:55 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
3. Tue, 11 Feb 2025 19:07:38 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
4. Wed, 12 Feb 2025 00:37:37 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 04 Feb 2025 22:22:22 GMT

Viewing: Regulation J-3-e Changes

Last edit: Tue, 04 Feb 2025 22:22:21 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost on behalf of UCGE	rfrost@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2025-2026

Title

Regulation J-3-e Changes

Request Details

J-3-e Social and Behavioral Ways of Knowing

Remove:

IS 3250 The Contemporary Muslim World 3 cr.

IS 3260 Africa Today 3 cr.

IS 3500 Sports and International Affairs 3 cr.

Supporting Documents

J-3-e SBWOK.docx

Key: 148

J-3-e. Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society, and ideas that shape the behaviors of individuals, communities, and societies. With these skills, students can critically address the social issues of our contemporary world.

Some courses on the lists may also satisfy the American diversity or international requirement.

Approved Social and Behavioral Ways of Knowing Courses:

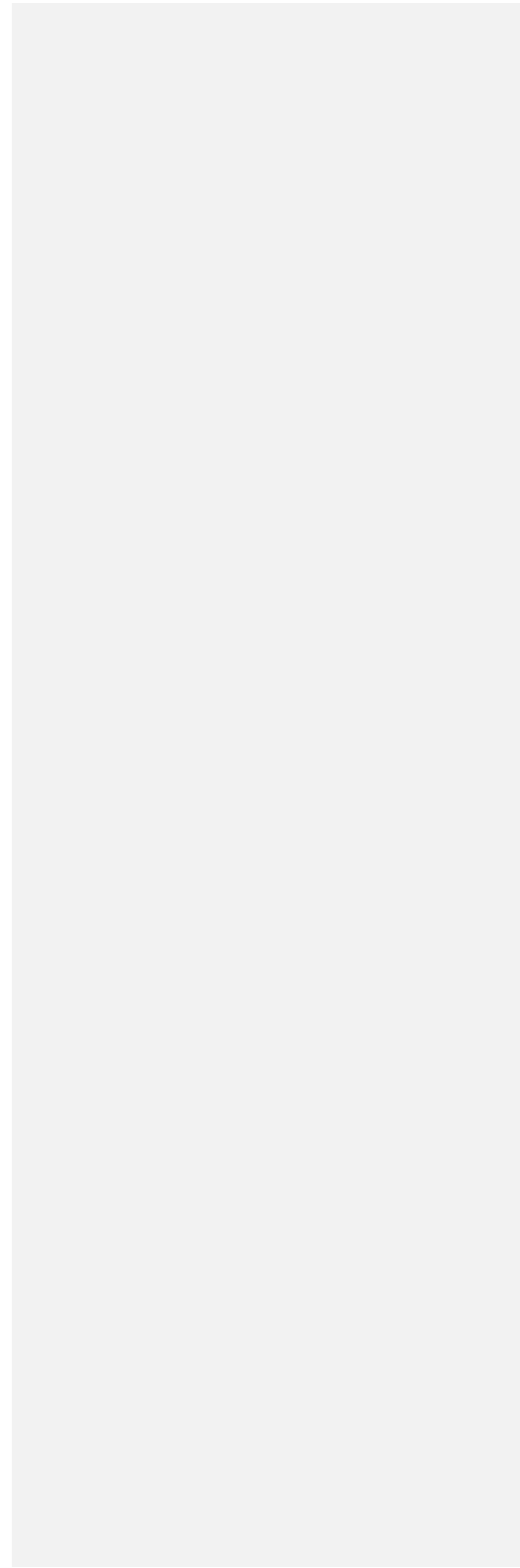
Code	Title	Hours
ANTH 1000	Introduction to Anthropology	3
ANTH 1101	Biological Anthropology	3
ANTH 1102	Cultural Anthropology	3
ANTH 2610	Language and Culture	3
ANTH 3290	Contemporary North American Indians	3
ANTH 3500	Food, Culture, and Society	3
ANTH 4620	Human Issues in International Development	3
COMM 2330	Interpersonal Communication	3
COMM 3350	Intercultural Communication	3
COMM 4100	Conflict Management	3
CRIM 1010	Introduction to Criminology	3
CRIM 3360	Comparative Criminal Justice Systems	3
CRIM 4390	Inequalities in the Justice System	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
ECON 2720	Foundations of Economic Analysis	4
EDCI 2010	Contexts of Education	3
EDCI 3010	Learning, Development, and Assessment	3
FLEN 2700	Introduction to Greek and Roman Civilization	3
FLEN 3070	Institutions of the European Union	3
FOR 2350	Society and Natural Resources	3

Code	Title	Hours
GEOG 1650	Human Geography	3
GEOG 2000	World Cultures and Globalization	3
GEOG 2600	Introduction to Geopolitics	3
GEOG 3650	Geopolitics and Conflict	3
HDFS 1050	Individual and Family Development	3
HIST 1101	World History I	3
HIST 1102	World History II	3
HIST 1111	United States History I	3
HIST 1112	United States History II	3
HIST 1800	Introduction to East Asian History	3
HIST 3150	Comparative African-American Cultures	3
HIST 3800	Disease and Culture: History of Western Medicine	3
HIST 4200	Course HIST 4200 Not Found	
HIST 4240	American Environmental History	3
HIST 4300	U.S. Diplomatic History	3
HIST 4380	Course HIST 4380 Not Found	
HIST 4390	Modern Latin America	3
HIST 4400	Social Revolution in Latin America	3
HIST 4410	Slavery and Freedom in the Americas	3
HIST 4520	Europe in the Age of the Revolution, 1770-1880	3
HIST 4540	Pictures and Power: Photography, Politics, and American History	3
HIST 4560	Anti-Semitism and the Holocaust	3
HIST 4570	Course HIST 4570 Not Found	
HIST 4600	Course HIST 4600 Not Found	
HIST 4610	Idaho and the Pacific Northwest	3
HIST 4620	History of the American West	3
HIST 4660	Eastern Europe Since 1774	3
HIST 4670	Russia to 1894	3
HIST 4680	Russia and Soviet Union Since 1894	3
HIST 4820	Japan, 1600 to Present	3
HIST 4840	Course HIST 4840 Not Found	
IS 3250	The Contemporary Muslim World	3
IS 3260	Africa Today	3
IS 3500	Sports and International Affairs	3
JAMM 1000	Media and Society	3
LAS 4620	Human Issues in International Development	3
MKTG 3210	Marketing	3
MVSC 2010	Survey of Health, Fitness, Sport, and Wellbeing	3
NRS 1250	Introduction to Conservation and Natural Resources	3
NRS 2350	Society and Natural Resources	3
POLS 1101	American National Government	3

Formatted Table

Code	Title	Hours
POLS 2050	Introduction to Comparative Politics	3
POLS 2370	Introduction to International Politics	3
POLS 3070	Institutions of the European Union	3
POLS 3310	American Political Parties and Elections	3
POLS 3320	American Congress	3
POLS 3330	American Political Culture	3
POLS 3380	American Foreign Policy	3
POLS 3810	European Politics	3
PSYC 1101	Introduction to Psychology	3
RSTM 1040	Recreation, Sport, and Tourism in Healthy Communities	3
RSTM 3800	Principles of Travel and Tourism	3
SOC 1101	Introduction to Sociology	3
SOC 3500	Food, Culture, and Society	3

Course List



149: REGULATION J-3-F AMERICAN EXPERIENCE

In Workflow

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

Approval Path

1. Tue, 04 Feb 2025 23:59:59 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 05 Feb 2025 00:13:57 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
3. Tue, 11 Feb 2025 19:07:40 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
4. Wed, 12 Feb 2025 00:37:48 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 04 Feb 2025 22:28:23 GMT

Viewing: Regulation J-3-f American Experience

Last edit: Mon, 10 Feb 2025 19:38:36 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost on behalf of UCGE	rfrost@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2025-2026

Title

Regulation J-3-f American Experience

Request Details

J-3-f American Experience

Change in name reflects the change to American Experience as approved by Faculty Senate 12/3/24

ADD:

BLST 2010 Introduction to Black Studies 3 cr.

HIST 3520 The Long 1960s 3 cr.

Supporting Documents

J-3-f American Experience.docx

Key: 149

J-3-f. One American [Diversity Experience](#) course

As we live in an increasingly [diverse and multicultural complex](#) world, the purpose of these courses is to prepare students to understand, communicate, and collaborate with those from [diverse different](#) communities within the United States and throughout the world.

The American [diversity experience](#) courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural [diversity differences](#) in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of [diversity multiple perspectives](#), and how social, economic, and/or political forces have shaped American communities. ~~Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.~~

One course chosen from the approved American [diversity Experience](#) courses listed below is required. If a student takes a General Education course in another category that also appears on the list of approved American [diversity Experience](#) courses, then this requirement is considered to be completed.

Code	Title	Hours
AIST 3200	Native American & Indigenous Film	3
AIST 4110	Native American Architecture	3
AIST 4220	Contemporary Pacific Northwest Indians	3
AIST 4840	Native American and Indigenous Literature	3
AMST 3010	Studies in American Culture	3
ANTH 3290	Contemporary North American Indians	3
ANTH 3500	Food, Culture, and Society	3
ANTH 4220	Contemporary Pacific Northwest Indians	3
ARCH 4110	Native American Architecture	3
BLST 2010	Introduction to Black Studies	3
COMM 4320	Gender and Communication	3
CORS 2320	Science on Your Plate: Food Safety, Risks and Technology	3
CRIM 4390	Inequalities in the Justice System	3

Code	Title	Hours
DAN 1000	Dance in Society	3
EDCI 3020	Teaching Culturally Diverse Learners	3
ENGL 3800	U.S. Ethnic Literature	3
ENGL 3840	Native American and Indigenous Literature	3
ENGL 4020	Internship in Tutoring Writing	3
HIST 1111	United States History I	3
HIST 1112	United States History II	3
HIST 3160	American Indian History	3
HIST 3520	The Long 1960s	3
HIST 4140	History and Film	3
HIST 4200	Course HIST 4200 Not Found	
HIST 4240	American Environmental History	3
HIST 4540	Pictures and Power: Photography, Politics, and American History	3
HIST 4610	Idaho and the Pacific Northwest	3
HIST 4620	History of the American West	3
IAD 4430	Universal Design	3
JAMM 3400	Media and Diversity	3
JAMM 4410	Advanced Concepts in Media and Diversity	3
JAMM 4450	History of Mass Media	3
MUSH 1040	Jazz: An African American Art Form	3
MUSH 1060	Women in American Popular Music	3
MUSH 4100	Course MUSH 4100 Not Found	
MUSI 1100	Introduction to Music	3
MVSC 2010	Survey of Health, Fitness, Sport, and Wellbeing	3
POLS 1101	American National Government	3
POLS 3330	American Political Culture	3
POLS 4680	Civil Liberties	3
PSYC 3150	Psychology of Women	3
PSYC 4190	Adult Development and Aging	3
RELS 4220	Contemporary Pacific Northwest Indians	3
RSTM 1060	Introduction to Sport Management	3
SOC 2010	Introduction to Inequity and Justice	3
SOC 3500	Food, Culture, and Society	3
WGSS 2010	Introduction to Women's, Gender, and Sexuality Studies	3

Course List

151: REGULATION J-3-G CHANGE TO J-3-F

In Workflow

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

Approval Path

1. Wed, 05 Feb 2025 00:00:04 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 05 Feb 2025 00:14:01 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
3. Tue, 11 Feb 2025 19:07:43 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
4. Wed, 12 Feb 2025 00:37:59 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 04 Feb 2025 22:36:07 GMT

Viewing: Regulation J-3-g change to J-3-f

Last edit: Tue, 04 Feb 2025 22:36:06 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost on behalf of UCGE	rfrost@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2025-2026

Title

Regulation J-3-g change to J-3-f

Request Details

Pursuant to the splitting of Regulation J-3-f American Experience and International Course into two regulations, J-3-f American Experience and J-3-g International as approved by the Faculty Senate on 12/4/24, the current Regulation J-3-g Capstone Experience must be adjusted to Regulation J-3-h.

Supporting Documents

J-3-h.docx

Key: 151

J-3-h. Capstone Experience

One course chosen from the approved Capstone Experience courses listed below.

Approved Capstone Experience Courses:

Code	Title	Hours
AGEC 4780	Advanced Agribusiness Management	3
AGED 4710	Senior Capstone in Agricultural Education	2
AGED 4980	Internship	1-10
ANTH 4550	Anthropology Senior Research	3
ARCH 4540	Course ARCH 4540 Not Found	
ART 4100	Professional Practices	2
ART 4900	BFA Art/Design Studio	6
ART 4950	Critical Art Writing Seminar	3
ATD 4240	Senior Experience: Apparel Design Studio	4
AVS 4500	Issues in Animal Agriculture	2
BE 4780	Engineering Design I	3
BE 4790	Engineering Design II	3
BE 4910	Senior Seminar	1
BIOL 4010	Undergraduate Research	1-4
BIOL 4070	Practicum in Biology Laboratory Teaching	2-6
BIOL 4080	Human Anatomy and Physiology Laboratory Pedagogy	2-4
BIOL 4110	Senior Capstone	2
BIOL 4250	Experimental Field Ecology	3
BUS 4900	Strategic Management	3
CE 4940	Senior Design II	3
CHE 4540	Process Analysis and Design II	3
CHEM 4090	Proseminar	1
COMM 4530	Communication Theory	3
CRIM 4610	Capstone: Justice Policy Issues	3
CRIM 4620	Senior Practicum	3
CRIM 4640	Criminology Abroad	3
CS 4810	CS Senior Capstone Design II	3
CYB 4810	Cybersecurity Senior Capstone Design II	3
DAN 4900	Senior Project	2
ECDE 4970	INTERN: Preschool	1-16
ECE 4810	EE Senior Design II	3
ECE 4830	Computer Engineering Senior Design II	3
ECON 4900	Economic Theory and Policy	3
EDCI 4010	Internship Seminar	1
EDCI 4850	Secondary Internship	15
ENGL 4400	Professional Writing Portfolio	3
ENGL 4900	Creative & Literary Portfolio	3

Code	Title	Hours
ENT 4380	Pesticides in the Environment	3
ENVS 4970	Senior Research	2-4
ESHS 4950	Practicum	1
ESHS 4980	Internship in Exercise Science & Health	1-16
FIRE 2213	Vegetation Management	3
FIRE 4310	Prescribed Burning Lab	3
FISH 4180	Fisheries Management	4
FISH 4730	ECB Senior Presentation	1
FISH 4950	Fisheries Seminar	1
FL 4010	SGS Capstone Experience	1
FN 4920	Nutrition Education	3
FOR 2590	Forest Harvesting Practicum	3
FOR 4151	Course FOR 4151 Not Found (The Resilient Landscape)	3
FOR 4400	Silviculture Principles and Practices (The Resilient Landscape)	4
FOR 4730	ECB Senior Presentation	1
FS 4890	Food Product Development	3
FSP 4730	ECB Senior Presentation	1
FSP 4950	Product Development and Brand Management	3
FTV 4760	Advanced Filmmaking II	3
GEOG 4930	Senior Capstone in Geography	3
GEOL 4900	Geology Field Camp	3
HDFS 4010	Professional Ethics and Practice in CFCS	1
HIST 4950	History Senior Seminar	3
IAD 4520	Interior Architecture and Design VI	6
INDT 4840	Industrial Technology Capstone I	3
INTR 2500	Career Purpose and Insight	0-1
INTR 4010	Career and Leadership Development	2
INTR 4400	Honors Presentations	1
INTR 4540	Honors Program Seminar	3
IS 4950	International Studies Senior Seminar	3
JAMM 4480	Law of Mass Media	3
LARC 4800	Course LARC 4800 Not Found	
MATH 4150	Cryptography	3
MATH 4370	Mathematical Biology	3
ME 4240	Mechanical Systems Design I	3
ME 4260	Mechanical Systems Design II	3
MKTG 4950	Product Development and Brand Management	3
MSE 4540	Process Analysis and Design II	3
MUSA 4900	Half Recital	0
MUSA 4910	Recital	0
MUSC 4900	Senior Recital	0
MUST 4320	Practicum: Music Teaching	11

Code	Title	Hours
MVSC 4860	Community Health Assessment, Planning, and Intervention	3
NR 4210	Course NR 4210 Not Found	
NRS 4730	ECB Senior Presentation	1
NRS 4760	Environmental Project Management and Decision Making	4
ORGS 4100	Capstone Project in Organizational Sciences	1-6
PHIL 4900	Senior Seminar	3
PHYS 4920	Senior Research	1
PLSC 4380	Pesticides in the Environment	3
POLS 4900	Senior Experience	3
PSYC 4150	History and Systems of Psychology	3
REM 4560	Integrated Rangeland Management	3
REM 4730	ECB Senior Presentation	1
RSTM 4980	Internship in Recreation, Sport, and Tourism	1-16
SOC 4600	Capstone: Sociology in Action	3
SOC 4620	Senior Practicum	3
SOIL 4270	Sustainable Food Systems	3
STAT 4360	Applied Regression Modeling	3
THE 4830	Senior Capstone Project	1
VTD 4570	Capstone Design Studio I	6
WLF 4730	ECB Senior Presentation	1
WLF 4920	Wildlife Management	4

Course List

Ideas from Senate Discussion (and Subsequent Constituent Emails) Regarding Our Relationship with the Legislature and Public Image

I. Core Challenges

False perception of how contemporary classrooms are run (no longer a top down/lecture-based model, but a rich discussion – mutual exchange of ideas)

False perception that UI is “too contemporary” – that we deviate from what Idaho is – but we are Idaho. Our land grant mission is not a new idea!

We hear a lot about what the legislature thinks of us, but we do not (know how to?) create/capitalize on/have opportunities to share who we know ourselves to be

We spend a lot of time responding to the legislature but not sharing the beauty that is us

II. Ideas for Improving Relationship with Legislature

Talk to SBOE as a starting point

Work with SBOE to remind state legislature that they are the ones charged with much of what the legislature seems to be doing

Enlist the help of students/send additional delegations of students to legislature – have them talk about their learning experiences

Send a delegation of faculty to the legislature build relationships with policymakers

Enlist the help of honorary degree recipients to engage with and lobby policymakers

Enlist the help of alumni to engage with and lobby policymakers

Provide opportunities for the directors of different centers to create relationships with law makers

Consider messaging that forefronts the economic impact we have on the state/the historical impact we have on the state

Invite legislators to come to campus and see what we do first hand

Help policymakers see the value faculty can offer in decision-making around legislative goals such as water use/conservation

III. Ideas for Improving Public Image

Marketing campaign based on our legacy in Idaho – potential slogan: “We are Idaho”

- Underlying themes/tones: pride in the work we do; our legacy in the state

Feature faculty on social media to help people see/understand the knowledge production we do and how important it is

Feature faculty/student efforts on social media to showcase the cool things we do (example, archaeology digs at high school)

Work with JAMM students to develop sizzle reels featuring key aspects of the university/what we do

Write op-eds about the cool work we do

IV. Internal Things to Work on

Communicate about legislature with other institutions/faculty senates

Talk the language of the people (not academic-speak/jargon) so people understand

Attach. #9

Issue	Primary Directors	Secondary Directors	Process Followed/Status	Relevant	Other Info or Questions
Accommodation Exhaustion from Faculty	Teaching Committee		Discussed at FS priorities meeting. Referred to UTC. UTC worked with CETL and CDAR to develop training programs for staff but was unable to envision ways to alleviate burden. Now sent to CETL to consider UDL trainings or other options to support faculty by reducing the lift. Kristin met with CETL on 2.4, planning a UDL Training for Spring		
Class Scheduler Elimination	UCC	Advising Committee?	UCC brought resolution to FS. FS drafted modified resolution. Sent issue to UAC. UAC drafted a list of features required of the (new) course schedule that the (old) course schedule had. FSL sent this to Registrar with request to work with Ellucian (software developer) to make improvements. Registrar responded to each feature with the work they've been doing to try to improve. Registrar, FSL, UAC representative to met with software developer in January. Identified four changes to program that would meet needs. Developer is working on incorporating those. 2/20/25 update - Lindsey checked with Ellucian and their timeline is to roll out updates this summer but it may be delayed a bit in implementation on UI's side for testing.		
Class Location Process	Teaching Committee		FS discussed issue as a priority in August. Sent to UTC. UTC affirms it is a priority. Registrar's office offers that the software doesn't permit this feature. UTC requests FSL to work with Registrar on this moving forward.		
Flex Work Policy	FSL	FAC	Constituents brought concerns to FSL. FSL to meet with Provost on this issue. 2.21.25, constituents request revisions to FSH 3250. Kristin to support them in their efforts. Bring through FSPG when/if changes are made.		add information about appeals process, do we also need to revise language in FAHB to include this then? How do we define the amount of time TT faculty need to be on campus? How do we enforce this for people who teach online from home and don't come in?
Sabbaticals for NTT	FSL	FAC	Recommendations and report made by Ad Hoc NTT committee with help of FSL. FSL brought topic to Deans. Support from some, concerns about costs from others. FSL brings topic to GC - confusion about SBOE policy. TEM and KMH discussion with SBOE suggests willingness to edit language to expand eligibility. Policy review in April for other changes to same section. Kristin to serve on committee		
Extended contracts for NTT	FSL		NTT Ad Hoc Committee brought issue to FSL. Initial conversation (2/25) with SBOE suggests willingness to discuss further.		
Tuition Benefit for Dependents	Ad Hoc Committee	FSL	Ad Hoc Committee Created (AY 23-24), discussions with DFA/President, DFA writes redline. Next steps - reviewed by FSPG and GC. Coming to Senate 2/25/25		
Parking for Adjuncts	Parking Committee	FAC	Issue originated with NTT Ad Hoc Committee. Discussions at Parking Committee with Office of Security and Parking. Discussions at FAC. Conversation with TL indicates policy is accurate and passes can be purchased for people whose primary work location is not Moscow campus (i.e. judges, etc)	APM	

Issue	Primary Directors	Secondary Directors	Process Followed/Status	Relevant	Other Info or Questions
Change to Fee Structure re: Parking	Parking Committee	FSL	Priority mentioned at August retreat. FSL brought to Parking Committee. Parking Committee talked with Office of Security and Parking. No traction as yet. On hold as we prioritize the adjunct parking issue. KH met with Lee Espey in January - broader issue is this will cause an increase in demand and there is no parking available. Cost to build ramps is quite high.		
Prorated Reimburesment for Parking	FAC	Parking Committee	Torrey followed up. No traction.		
Health Care	Benefit Advisory Committee		Talking with Brandi, trying to charge advisory committee. Concerns about whether or not the state plan is better for employees than the UI plan. Concerns about whether the state plan is available for unmarried domestic partners. Brandi to come offer a comparison at a March 25 meeting. Seeking senator to serve on committee.		
Salaries	Ad Hoc Committee	FSL	Ad Hoc Committee Created (AY 24-25). Representation from UBFC, FAC, Staff Compensation Committee. Recommendations presented at senate. Motion made/seconded. Unanimous support. Letter drafted for Torrey. Sent 12/17. Likely discussion on merit pay other salary issues will go to FAC. February, 2025 update - committee requests new structure, to be voted on by Senate		
Grade Rollout Timing	Lyudmila	Teaching Committee?	Lyudmila discussed in October, soliciting input from others		
APM vs. FSH	FSPG	FS	Originated as priority at August/September retreat. DW, TM, KH looking through list of all FSH and APM policies and assigning faculty committees to them for relevant reviews as appropriate	FSH 1460, FSH 1520	FSH 1460 is the source of authority for policy approval procedure. It gives jurisdiction to senate over policies "within the purview of faculty governance." Some issues are unambiguously within the purview of faculty governance, specifically those enumerated in FSH 1520 Article IV; however, that's where the clarity ends. Under the current system, the issue technically is not whether an item is "in the APM" or "in the FSH," because that's not defined in policy; rather, the issue is what is within the purview of faculty governance.
Advising Policy	Advising Committee	FSPG?	Topic came from Provosts office and EC as a residual priority from years past that got lost. FSL charged UAC. UAC continues efforts on revisions to policy - giving consideration to white paper		
FS Leadership Continuity	FSL	FSPG?	FSL brought topic to Senate. Senate voted 19:0 to refer it to FSPG to approve a redline. FSPG voted unanimously to approve the redline. Next steps: review by GC/back to Senate for approval. Senate approved Feb 25, to UFM in May		Related poilcy for review at ConC - should position be assigned to chair a committee?
Erosion of Faculty Governance			Ongoing conversations with FSL and Provost office		
Faculty Appeals Hearing Board Redlines	FAHB	Provost Office	AFT and Provost office joint concerns discussed AY 23-24. FSL broad draft redline from AFT to Provost. Redline with DKR and Torrey, AK (chair of FAHB) waiting for edited redline		

Issue	Primary Directors	Secondary Directors	Process Followed/Status	Relevant	Other Info or Questions
VGP Review	UCC	Faculty Senate	UCC instigated scheduled review of VGP. UCC developed metrics to assess VGP success. EJ (UCC Chair), FSL, CLASS leadership, VGP staff, IR met to discuss and plan assessment. Data should be ready to present end of February/March		
Public School Academic Calendar	Faculty Senate		Priority identified at FS retreat in August/September. Email discussions with school board. Kristin on school district calendar committee to recommend perspectives approved at FS meeting. Calendar committee to meet in January		Request - earlier start for MSD 281
Senate Member on Strategic Plan	FSL		Barb appointed - request update at FS		Barb said yes!
Identify staffing loss/shortages	FSL/Staff Council		Priority identified at FS retreat, shared by staff counsel (in discussions with FSL). FSL trying to get data from HR		
Faculty Compensation Committee Permanent?	Ad Hoc Committee and FAC		Priority identified at FS retreat. FS charged FAC to make recommendation. On FAC's agenda for January, partnering with Ad Hoc Committee and Staff Compensation		
Staff Council Position	FSL	Provost Office	Idea originated by Staff Council. FSL and Staff Council discussing		
Faculty classifications (1565)	FAC	Faculty Senate	Not sure origin - Provost office? Redline with DKR and Torrey, FAC waiting		
Clinical Tenure			State Board Policy seems to suggest intention for Clinical Faculty and Instructors to have tenure		
Meaningful Presence on Campus Meaning	FSL/Provost		Conversation with FSL/Provost		
FSH 3320 - Merit Raises Policy	Ad Hoc Committee and FAC		Priority identified at FS retreat. Charged Ad Hoc committee to consider. Ad Hoc committee or FAC will consider in spring		
Faculty Code of Conduct?	Might be mandated by State Board		Likely to be mandated by SBOE. Provost office to take first draft, send to FSL for first review. Then likely to FAC. Recently learned may not need to do until next year.		
Senate Newsletter			Kristin project. Working with UCM to distribute week of 12/16, finals week in May or end of April		
Promotion Amount Increase			FS charged Ad Hoc committee to consider salaries. Ad Hoc committee identified lack of change to promotion level as a problem. Ad Hoc committee or FAC will consider in spring		
T&P Schedule (5 years instead of 6)			Perhaps something to consider in partnership with creation of post tenure review process. FSL/Provost discussion		
Post Tenure Review			Mandated by SBOE. Provost office to take first draft, send to FSL for first review. Then likely to either FS, FAC, FSPG depending on nature of code. Discussions with SBOE in February suggest this should be delayed until next AY.		
Staff Recognition for Service			Met w/ Brandi on Feb. 3. Currently is an individualized determination by relevant supervisor. No clear path to achieve this other than rewriting all staff contracts. Staff Council is continuing to work on this.		
Staff Council position					
Conception of FSL					
Panic Buttons in 1-2 classrooms	FSL	UAT	Quick chat with TL and LE - need to assess cost, practicality, training, scheduling restraints. Suggest instead to install keycard locks to two classroom as a pilot project this year. Support by provosts office, campus security, registrar. Next step - discuss with instructional space committee		

Issue	Primary Directors	Secondary Directors	Process Followed/Status	Relevant	Other Info or Questions
Diploma Names			Lindsey checking with GC; Kristin to follow up		
Long term campus plan			Ensure they work with campus planning committee - particular issues: family locker rooms in mem gym, ADA accessibility (Vincent's project)>. KH to meet with Steve, Bruce, and Lee in February		
Intercollege curriculum	UCC	Ad Hoc Committee	Redlines to two policies forthcoming - 1640 (will go through ConC) and 4120 (to be reviewed by ConC and come through FAC)		
Academic Freedom Policy?	FAC		Currently we just refer to SBOE policy. We do not do that anywhere else in FSH (that I know of). This results in a situation in which SBOE can change the policy and faculty wouldn't know. Do we want to make the current SBOE policy our policy in FSH? To discuss at FAC		
Other Issues Not in Committee	Next Steps				
After school care					
Childcare					
Campus Safety					
Transparency in Clinical vs. Tenure Lines	Torrey/DRK to discuss at March meeting				
Inequitable Administrative Stipends	Ad Hoc Salary committee to review in Spring				
Staffing shortages	Trying to get data from HR/elsewhere				
Faculty approval of new hire offers					
Potential Resolutions/Other Issues					
Request parking offer prorated refunds to people affected by Gold lot closure					
Outline of priorities for senate so KH has them when going to the public school calendar meeting	Done				
Clarifying metric for merit pay raises					
In support of equity programs	Done				
In support of DOS's desire to expand childcare options					
Resolution - APMs should be under the purview of Senate					
Return to Pensions	Identified as priority at FS retreat. FSL contacted Brandi to learn history. Waiting to get information from Brandi				
Questions re: Deferred pay and benefits					

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

*Data Provided by the Vice Provost for Faculty

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

SABBATICAL PROCESS AND CURRENT ELIGIBILITY

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

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

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.”¹

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

CURRENT RATE OF SABBATICAL AWARDING – UNIVERSITY WIDE

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

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

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

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

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

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

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

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

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

CLINICAL FACULTY

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

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

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

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

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total across all years
Number of Additional Eligible Faculty	9	11	8	10	15	18	71
Estimate of Additional Sabbatical Awards (Total number * 30%)	2.7	3.3	2.4	3	4.5	5.4	21.3
							Average Additional Sabbaticals Per Year
							3.55

INSTRUCTORS

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

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

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

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

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

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

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

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

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

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

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

ELIGIBLE TENURED FACULTY PER YEAR

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

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

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

CLINICAL FACULTY:

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

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

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

INSTRUCTORS:

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

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

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

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

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

CAA

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

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

CALS

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

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

CBE

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

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

Total Over Six Years	2	0.64	4	1.28
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EHHS

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

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

CLASS

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

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

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

CLAW

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

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

CNR

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

	Number of Clinical Faculty Eligible	Estimated Additional Clinical Sabbaticals (Number x 46% - the college rate of	Number of Instructors Eligible	Estimated Additional Instructor Sabbaticals (Number x 46% -
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		sabbatical awarding)		the college rate of sabbatical awarding)
AY 19-20	0	0	0	0
AY 20-21	0	0	0	0
AY 21-22	0	0	0	0
AY 22-23	0	0	0	0
AY 23-24	1	0.46	0	0
AY 24-25	4	1.84	1	0.46
Average Per Year	0.83	0.38	0.17	0.08
Median Per Year	0	0	0	0
Total Over Six Years	5	2.3	1	0.46

COE

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

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

COS

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

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

AT LARGE – LIBRARY

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

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

AT LARGE – WWAMI

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

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

OTHER (PROVOST OFFICE, STUDENT AFFAIRS, UNIVERSITY RESEARCH)

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

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

Total Over Six Years	7	0.77	0	0
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CURRENT ALTERNATIVE TO SABBATICAL: PROFESSIONAL IMPROVEMENT LEAVE

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

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

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

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

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

STATE BOARD POLICY

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

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

“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.

DRAFT

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

DRAFT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRAFT

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

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

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

Years of
Service

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

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

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

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

DRAFT

Instructors Who Have Served Over Six Years By College

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