University of Idaho
Faculty Senate

2024 – 2025 Faculty Senate – Approved 4/1/2025, FS Mtg #28

Meeting # 27

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

Zoom only

Present: Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Quinett, Ramirez, Raney, Remy, Rinker, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne
Absent: Aus, Kolios
Guests: Luke Sheneman, Devin Becker, Norman Lee, Dan Ewart

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 #26, March 18, 2025, were approved as distributed.

Chair's Report:

- **ORED Listening Session.** Earlier this year, senate discussed the bureaucratic barriers to faculty success, one of the concerns mentioned was redundancies and complications in the grant application and reporting process. Two senators concerned with this issue proposed the idea of a listening session with ORED. In talking to Torrey, it was determined that the best group with whom to have this discussion is the Research Council, chaired by Vice President Nomura. Chair Haltinner talked to the group, and set up a conversation for April 16th at 3:00pm at the following zoom link: https://uidaho.zoom.us/j/83104628139. The focus of this conversation will be to work collaboratively to identify redundancies or other obstacles to grant applications and innovate ways to solve them. Any interested faculty are welcome to this discussion and brainstorming session.
- **ORED Town Hall.** On April 11th from 2-3pm, Vice President Nomura is hosting a town hall to discuss federal changes in the funding landscape. This can be attended in person in the Clearwater/Whitewater Room or on zoom at this link: https://uidaho.zoom.us/j/88120650272?from=addon
  Meeting ID: 881 2065 0272; Passcode: 476017
- **Hearts of Glass.** On Saturday, April 5th, the Center on Disabilities and Human Development will be hosting a film called Hearts of Glass at the Kenworthy. This film follows the development of an organization called Vertical Harvest – a hydroponic greenhouse that grows crops while providing jobs to people with disabilities. It is free and open to the public.
- **CETL Director interviews**. Open Sessions with the two finalists for the Director of CETL position will be this week and next. The first candidate will be W James Jacob, and the open session is March 26th at 10:30am in ALB 311 or at this zoom link: **https://uidaho.zoom.us/j/84403157143?from=addon.** The second candidate is Margaret Pinnel on April 4th at 10:30am in ALB 311 or at this zoom link: **https://uidaho.zoom.us/j/85339365000?from=addon**
- **Accommodation Exhaustion**. Back in September Senate discussed as a priority the challenge that faculty and staff have in meeting the varying accommodation needs of their students. Chair

Haltinner has been talking with Doug in CETL about this and he is working with CDAR to identify the most common accommodations and will be putting together a workshop for faculty regarding how they can design assignments to meet these accommodations. . This will happen sometime in April, and will be announced. .

- **Parking for Adjunct Faculty.** Back in the Fall Senate discussed a recommendation from the Non-Tenure Track Ad Hoc Committee regarding parking for adjunct faculty. Their recommendation was that, for those employees who receive very little pay, there should not be a fee for parking. In reviewing the policy and talking with Torrey and the parking committee and parking office it is clear that present policy permits departments to buy parking passes for employees whose "primary work location is not the Moscow campus" This read would accomplish the goals of that committee. Note that this will be handled at the College or Department level.
- **Revising Section 2 of the SBOE Policy.** The December resolutions of the SBOE require edits to section 2 of the board policy to accommodate the post tenure review process policy and the faculty code of conduct requirements. SBOE asked each institution to send two faculty and two administrators – the representatives from UI are Tim, Torrey, DKR and Kristin. The group had their first meeting last week and discussed additional sections of the much-outdated policy they wanted to offer edits to. Feel free to reach out to any of the four UI representatives with suggestions.
- **Who we are:** Aby Berger.
  Aby is on Faculty Senate as a representative of the Student Bar Association (SBA). SBA is basically the law school equivalent of ASUI on campus, but on a much smaller scale. The goal of SBA is to represent the student interests and serve as a liaison between students, faculty and administration. They host a variety of events throughout the school year. Aby is the SBA 2L council officer. She acts as an advocate on behalf of her class, and she is also on the Events Committee. Aby is an Idaho native born and raised in Wallace, a very small town up north. She graduated in 2021 with her bachelor's degree from the U of I and then earned her MS at Arizona State in 2022. A year later she joined the law school, where she is on the Women's Law Caucus Executive Board, and is a teaching assistant for Professor Running's legal writing class.

Provost's Report

- **Legislature.** JFAC (Joint Finance and Appropriations Committee) met to discuss higher education budgets. They approved additional funding requests but also included a 2 million dollar cut to the University of Idaho and a 2 million dollar cut to Boise State University, but it's not yet final. We will know more as their recommendations work through the legislative process.
- **Enrollment.** This spring we have 11,886 students. That's an increase of 4.2% from last spring, and the largest spring enrollment we have ever had. It is the 8th consecutive semester of enrollment growth, and all colleges grew compared to last spring.
- **For Outlook outage** or similar problems, check the OIT status webpage: https://status.uidaho.edu/
- UI April **Faculty Gathering** – RSVP: https://forms.office.com/r/8kHYwPLx1H

Discussion:

A senator asked whether the increased tuition revenue from the larger enrollment may offset the potential cuts from JFAC. Provost Lawrence replied that it's possible, but much is still unclear at this time.

Committee Reports

- Faculty Affair Committee (Vote)

- FSH 4000 – Academic Freedom and Responsibilities – Erin Chapman, Faculty Senator and Chair of FAC.
  FSH 4000 as it currently stands refers directly to the board policy. FAC proposes taking the language directly from the state board and placing it in FSH. Doing so will ensure that faculty are aware of and engaged with any future changes to the policy made by the board rather than automatically having our policy change (because of their change).
  The provost underlined that, if the SBOE makes changes and we conflict with those, the SBOE policy overwrites ours.
  Vote: 19/22 yes; 3/22 no. Motion passes.

- University Curriculum Committee (vote)
  - UCC 589 – Historic Preservation Undergraduate Academic Certificate – Shauna Corry, Senator and Dean – College of Art and Architecture.
    State of Idaho architectural historians have asked CAA for a professional development and continuing education online certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with a generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register, has identified the need to educate individuals to support completion of National Register submissions. There are a few similar certificates offered nationwide; we believe this certificate will address a regional and national need to educate individuals in support of preservation and conservation of the built environment.
    <u>Discussion:</u>
    There was a question about the intended audience for this certificate. They are professional historians, archaeologists, anthropologists, who will get a very focused education in what needs to happen for preparing documents and submittals to have a historic site review done.
    The next question was about the necessary qualifications to teach the new courses needed to offer the certificate. They plan to hire adjunct instructors who are qualified to teach those courses, with a position description guided by existing programs in architectural history and historic preservationists.
    Vote: 19/20 yes; 1/20 no. Motion passes.
  - UCC 585 Water and the Environment Undergraduate Academic Certificate – Eric Mittelstaedt, Department of Earth and Spatial Sciences.
    There is a need for a broad-based certificate in water at the undergraduate level, structured in a manner that undergraduate students can learn fundamentals of the hydrologic cycle, surface water, and explore various other topics in water. After the ENVS BS degree program was restructured in 2019, ENVS wanted to create a water option in the degree program, but the leadership of CALS, COS, and CNR agreed it would be preferable to create certificates that ENVS students (and others) could earn to gain some breadth and depth in water. We are now able to propose a broad-based water certificate to meet this need.
    There were no questions.
    Vote: 20/21 yes; 1/21 no. Motion passes.
  - UCC 587 – Climate Change and Solutions (MS), Eric Mittelstaedt, Department of Earth and Spatial Sciences

This MS degree is the companion to our bachelor's degree that was established a couple of years ago. It allows students to get a broad survey of potential climate change and solutions, degree options or classes. We have been expanding our climate repertoire, with about 10 different courses on climate within our department. This degree will give us a "4 plus 1" option with our undergraduate and MS degrees.
Discussion: None
Vote: 22/23 yes; 1/23 no. Motion passes.

Announcements and Communications

- Research Lab/Project Website Hosting Through RCDS – Luke Sheneman, Director, UI Research Computing & Data Services.
  Luke Sheneman introduced Research Computing and Data Services (RCDS). They are a core facility (or unit) within the Institute for Interdisciplinary Data Sciences. They work with web development and hosting as well as data management. For 15 years they supported U of I research projects. [Please see presentation included with these minutes to know more.]
  Discussion:
  There was a brief discussion about the upkeep and the cost. To start a project, the RCDS team would request a U of I budget index and operate as a service center. Typically, they work with the PI to develop the initial site and make sure it follows all accessibility guidelines they must adhere to. There's no cost for minor changes, but if the PI needs an entirely new capability, there may be additional cost. For most of these sites, especially the informational sites, we use a content management system where we can provide the PI with the ability to login and manage content on their own, if that's the preferred route.
- VERSO – Devin Becker, Associate Dean of Research and Instruction and Norman Lee, Research, Outreach and Engagement Librarian.
  Davin and Norman introduced VERSO, the university's research information management system and institutional repository and talked about adding webpages content to VERSO.
  [Please see presentation included with these minutes to know more.]
  Discussion:
  There was a question about the need for approval. Only the development of the initial site needs approval, not all future changes.
  Some senators, who were initially skeptical, reported positive experiences with VERSO.
  A senator noted that extension publications appear as newsletters, but they are not. The team will investigate it and come back with some recommendations.
  A senator asked about tutorials. The VERSO webpage contains FAQ and short tutorials for editing content. https://verso.uidaho.edu/
- Google Sites – Dan Ewart, Vice President of Information Technology and Chief Information Officer
  In addition to those just presented, another option is available to maintain one's website, free of charge and easy to use. The university can provide a Google login, with the same UI login credentials. On the Google screen there is an option called "sites" that allows anyone with an account to create a website and maintain it on their own. One can insert images, slides, YouTube videos and more. It is completely under faculty control. When you are ready to publish, just hit the "publish" button. If it is what you want, it gets published, and you receive a URL that can be distributed to anybody else.
  Discussion:
  In response to a question, Dan replied that the content can be edited essentially like a word document.

A senator asked whether, in the actual link to the website, one would see Google or University of Idaho. The senator thinks the latter would be more appropriate for an official professional site. Dan will look into this aspect.
A senator asked how google sites compare with Squarespace. Dan thinks they are similar.

New Business
There was none.

Adjournment
The meeting was adjourned at 4:39pm.

Respectfully Submitted,

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

Research Web Development and Hosting

Luke Sheneman

Director

Research Computing and Data Services (RCDS)

RCDS

High Performance Computing

Data Services

Campus + Falcon Supercomputer

AI

Data Management

Data Storage

Web/Mobile Apps

Staff

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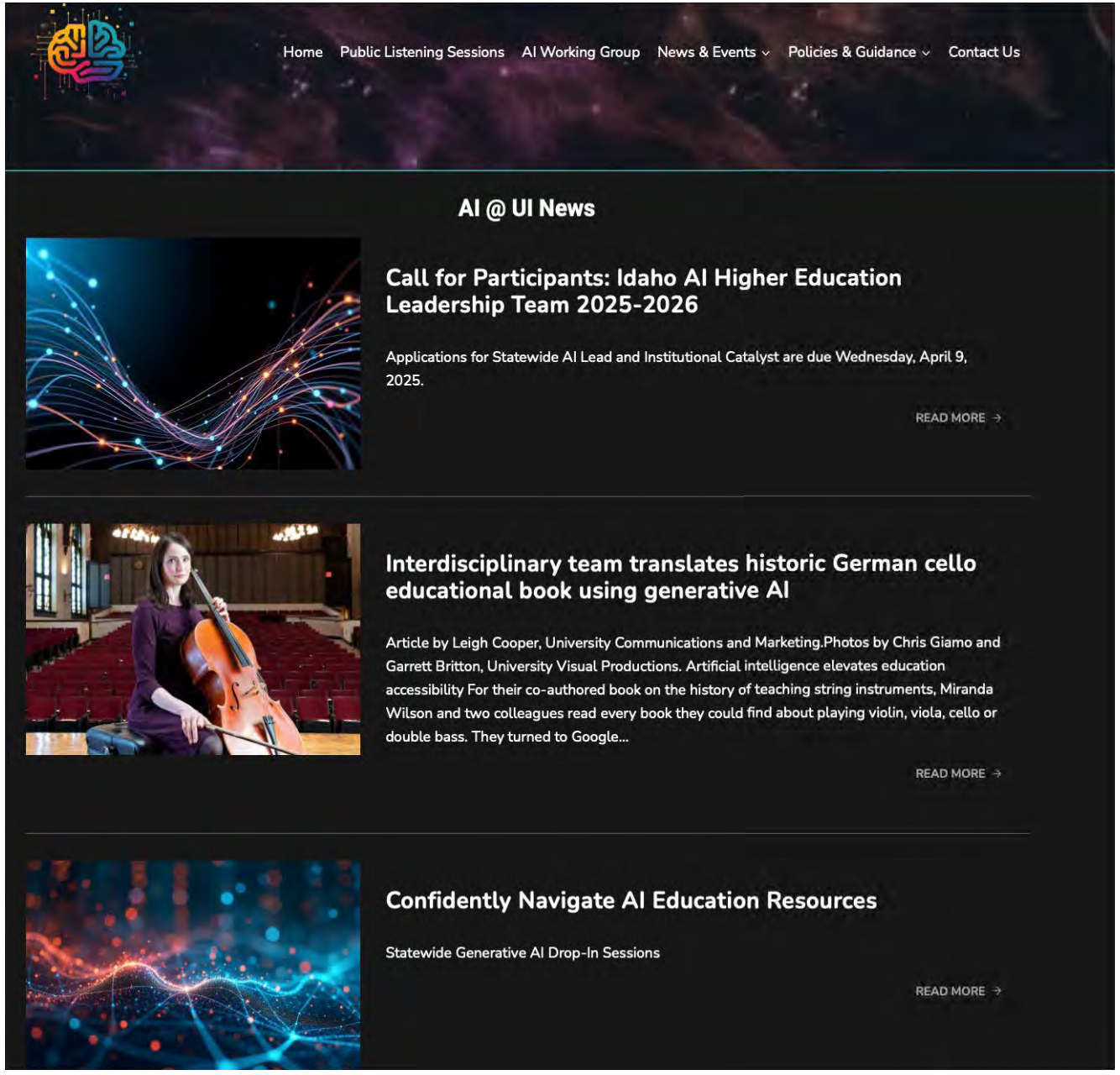

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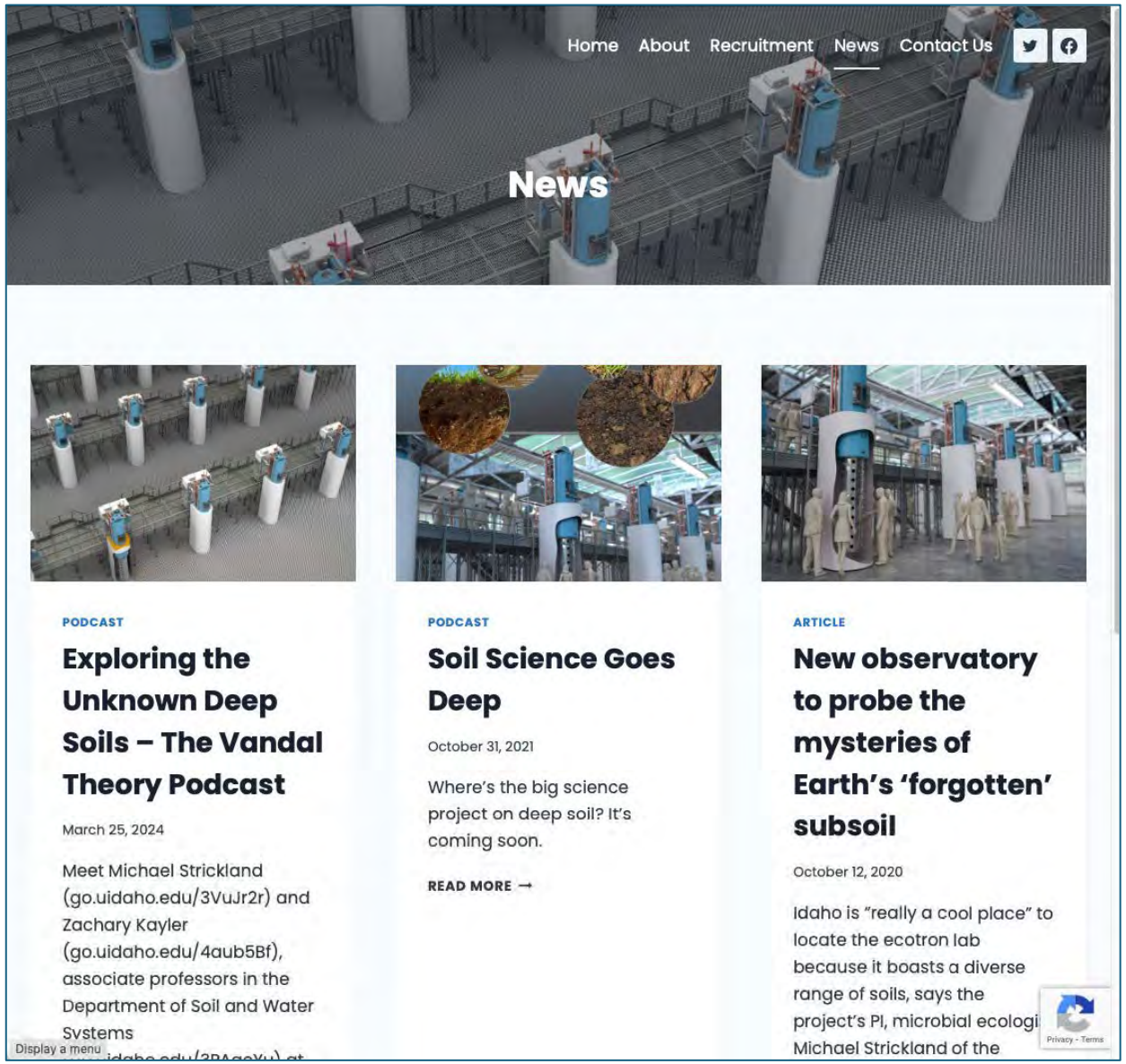

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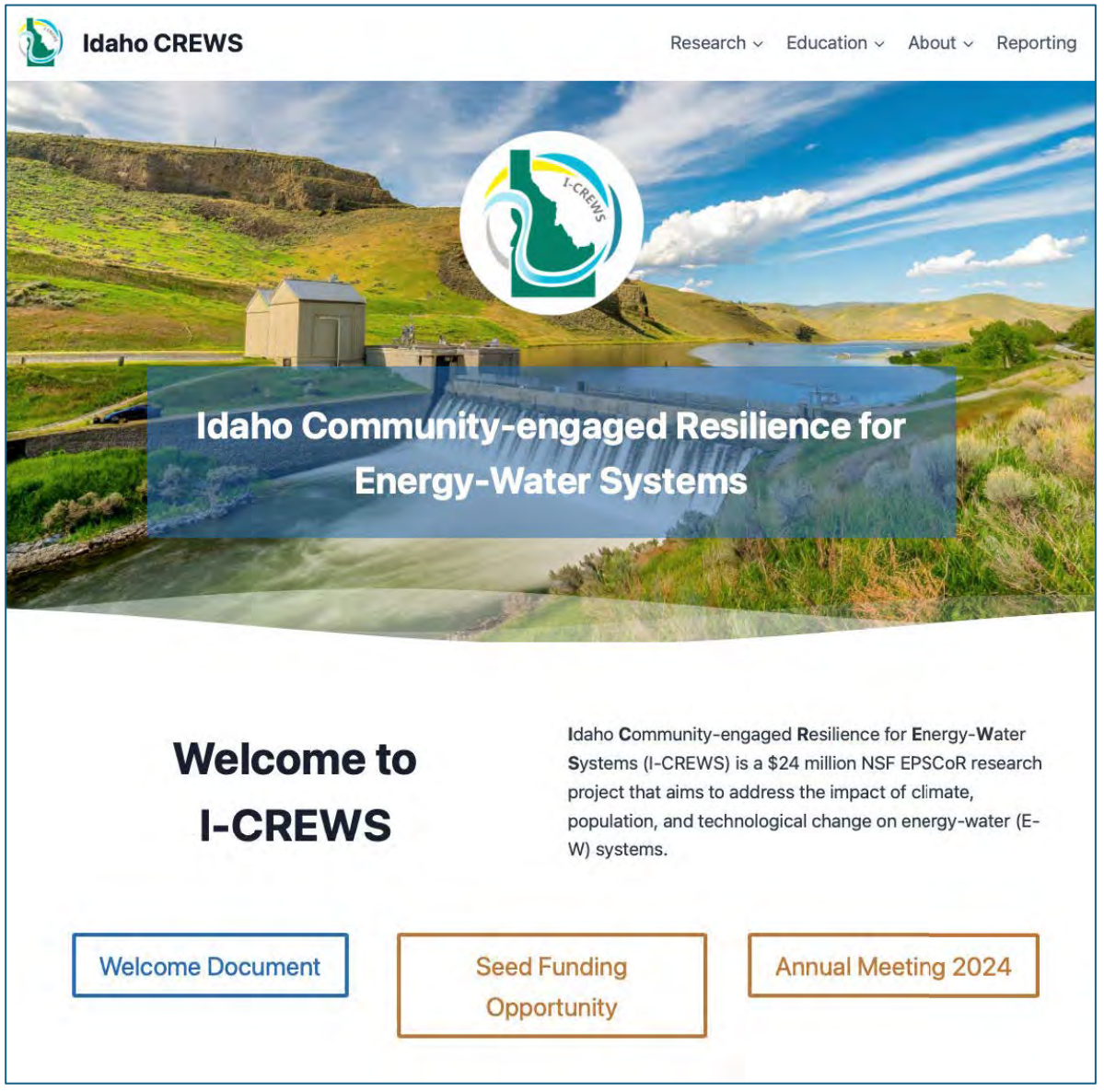

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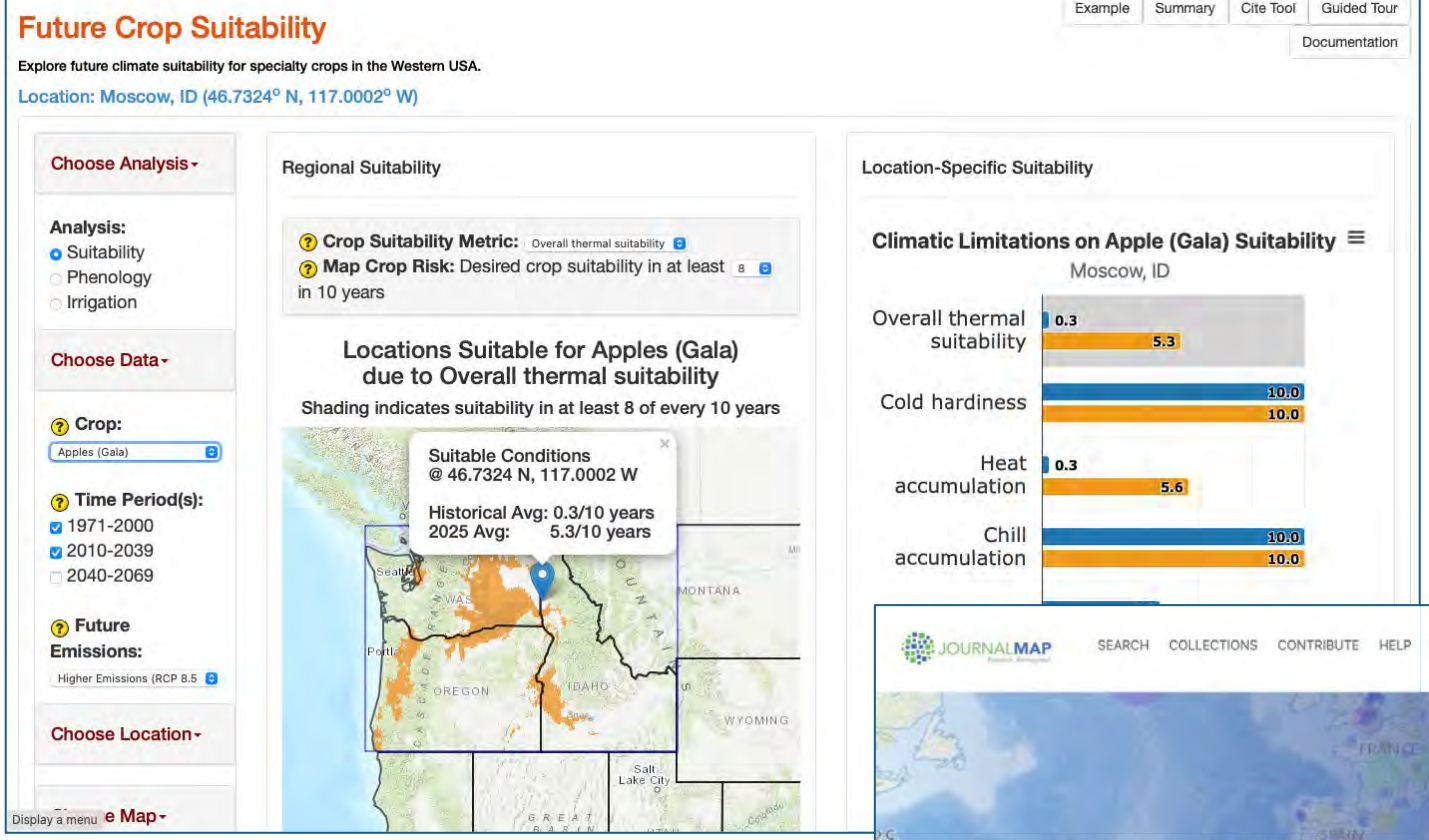

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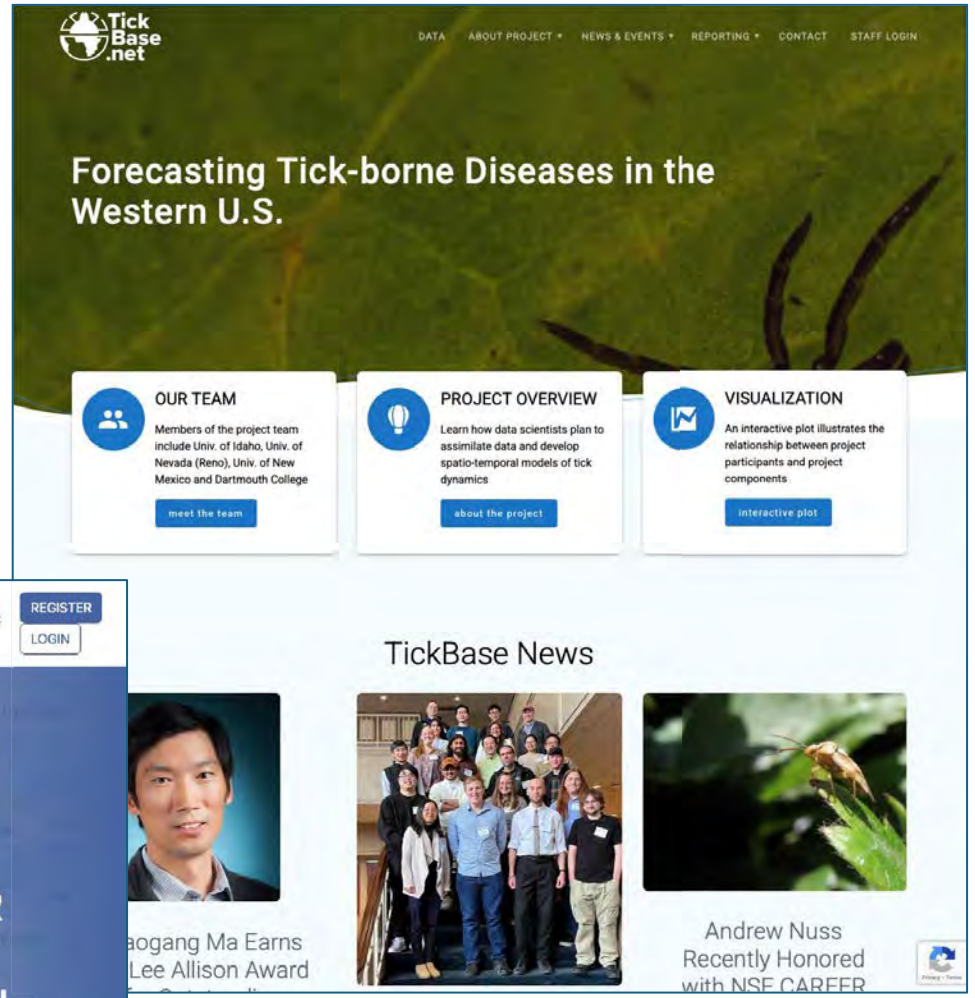

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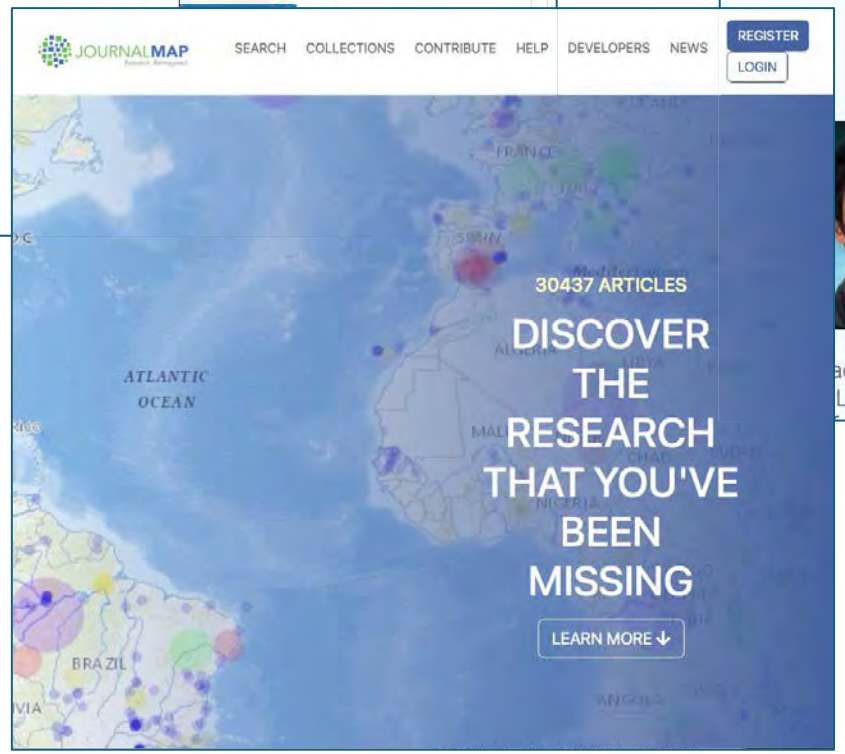

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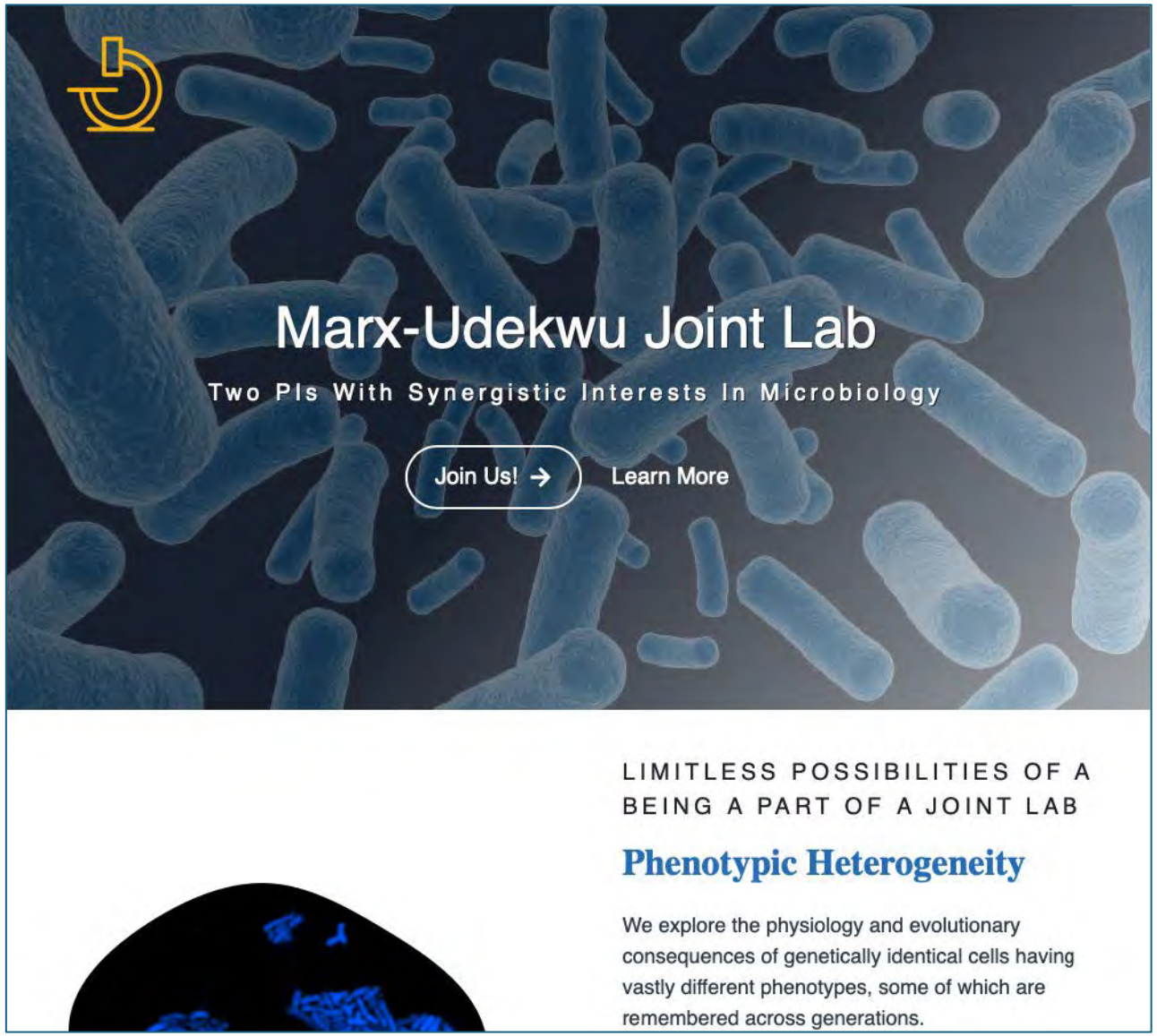

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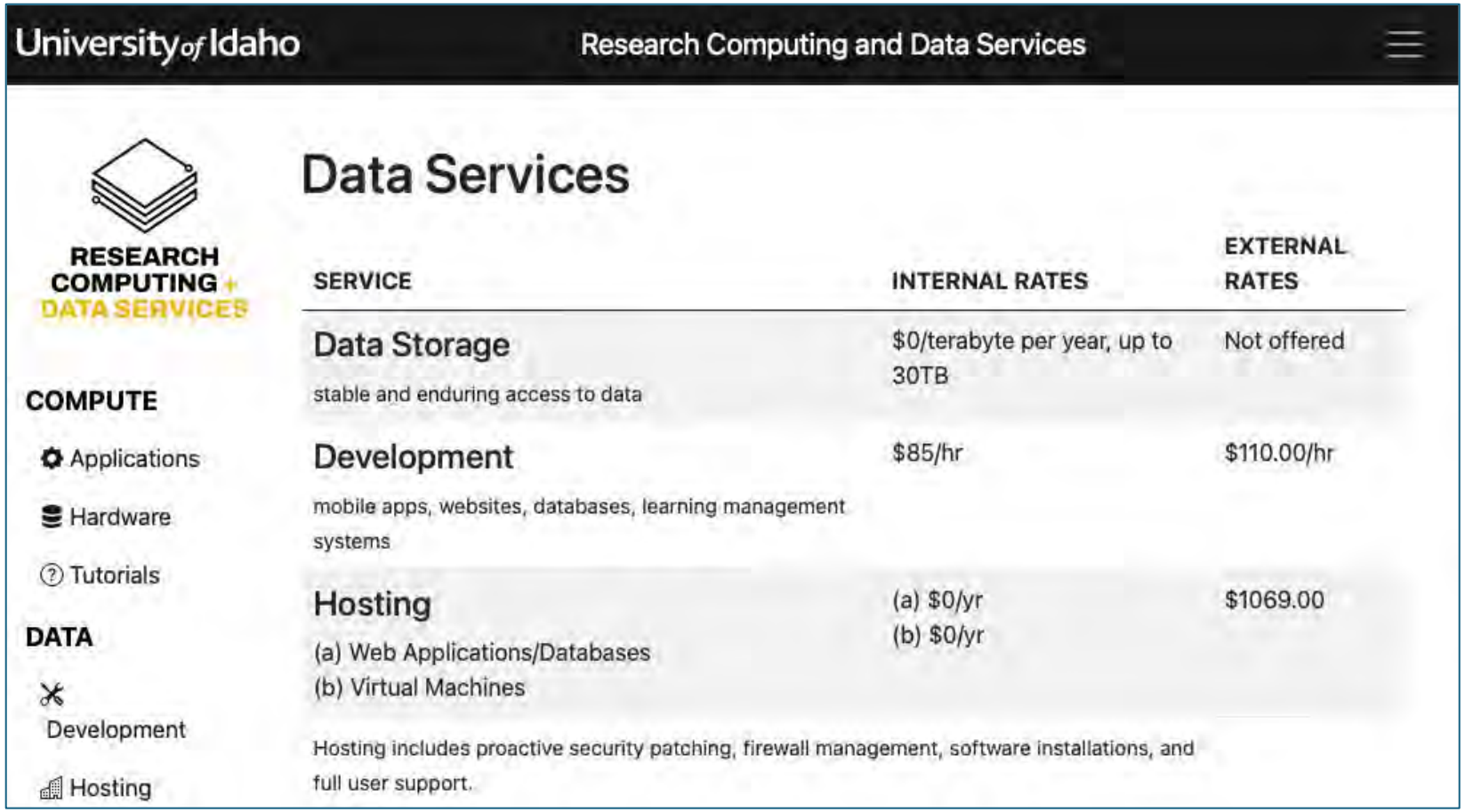
RCDS – Web Development and Hosting

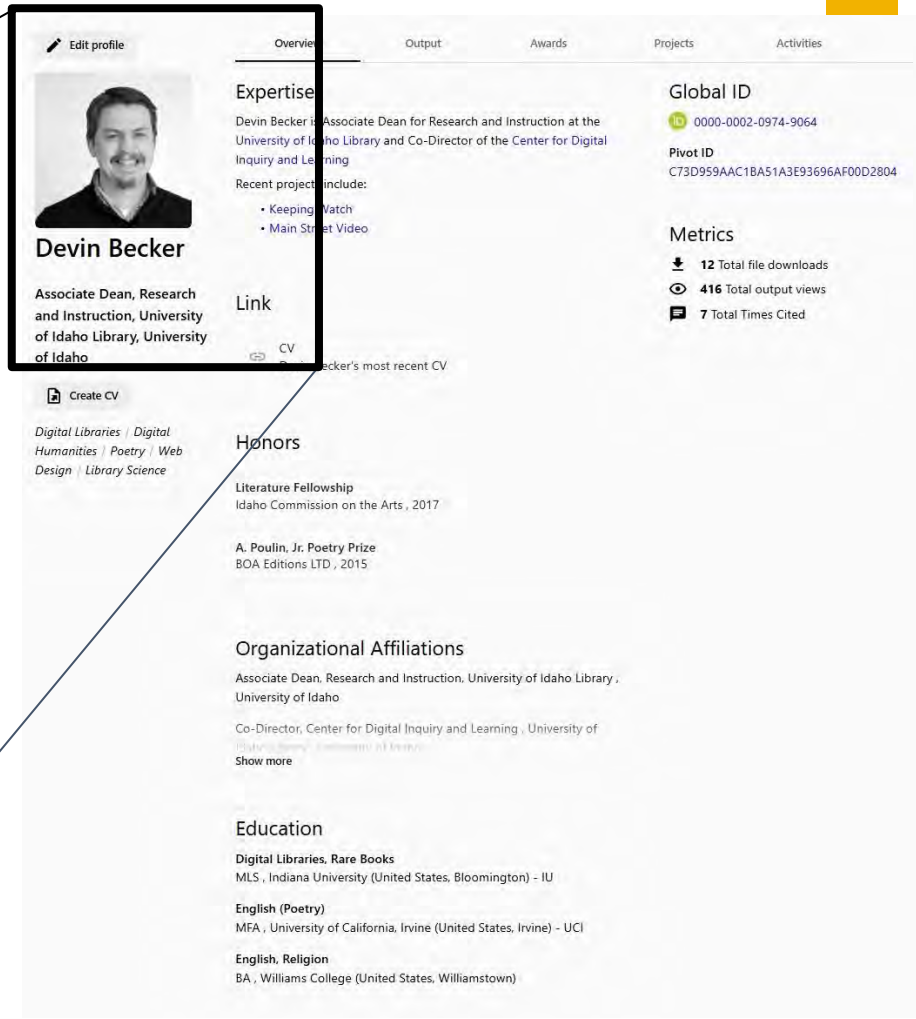


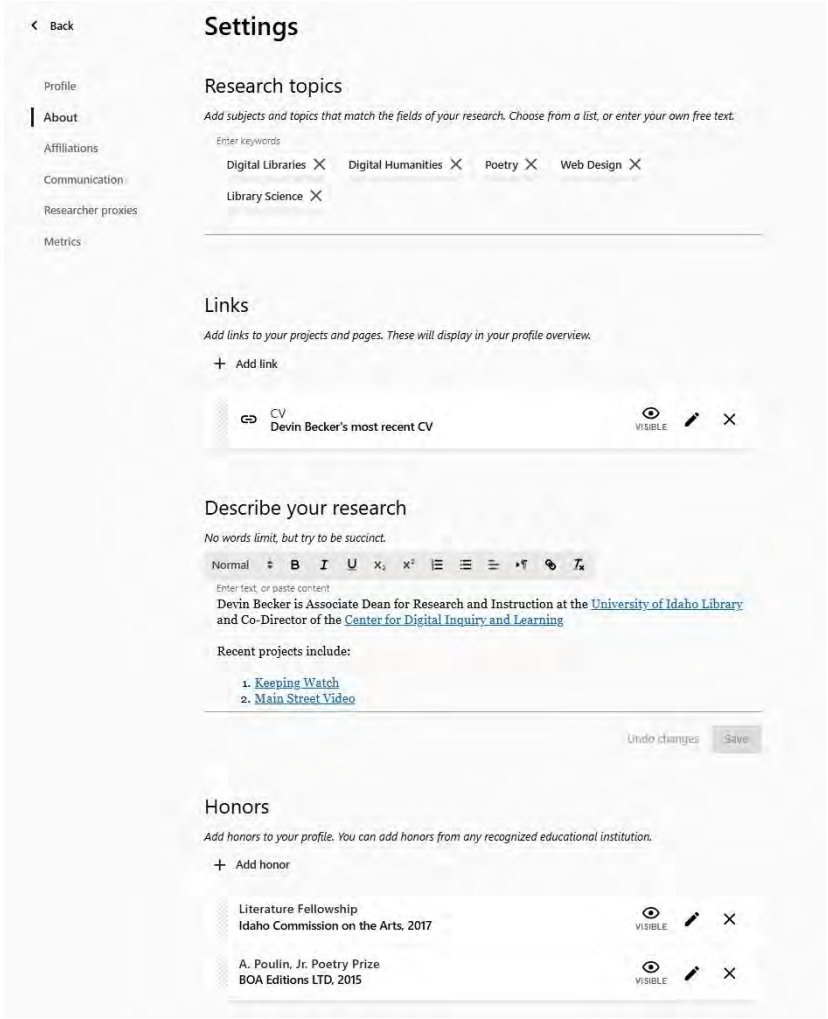
RCDS@uidaho.edu

University of Idaho
Library

Adding Webpages Content to VERSO

Editing biographical info

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About
Affiliations
Communication
Researcher proxies
Metrics
Research topics
Add subjects and topics that match the fields of your research. Choose from a list, or enter your own free text.
Enter keywords
Digital Libraries
Digital Humanities
Poetry
Web Design
Library Science
Links
Add links to your projects and pages. These will display in your profile overview.
Add link
CV
Devin Becker's most recent CV
VISIBLE
Describe your research
No words limit, but try to be succinct.
Normal
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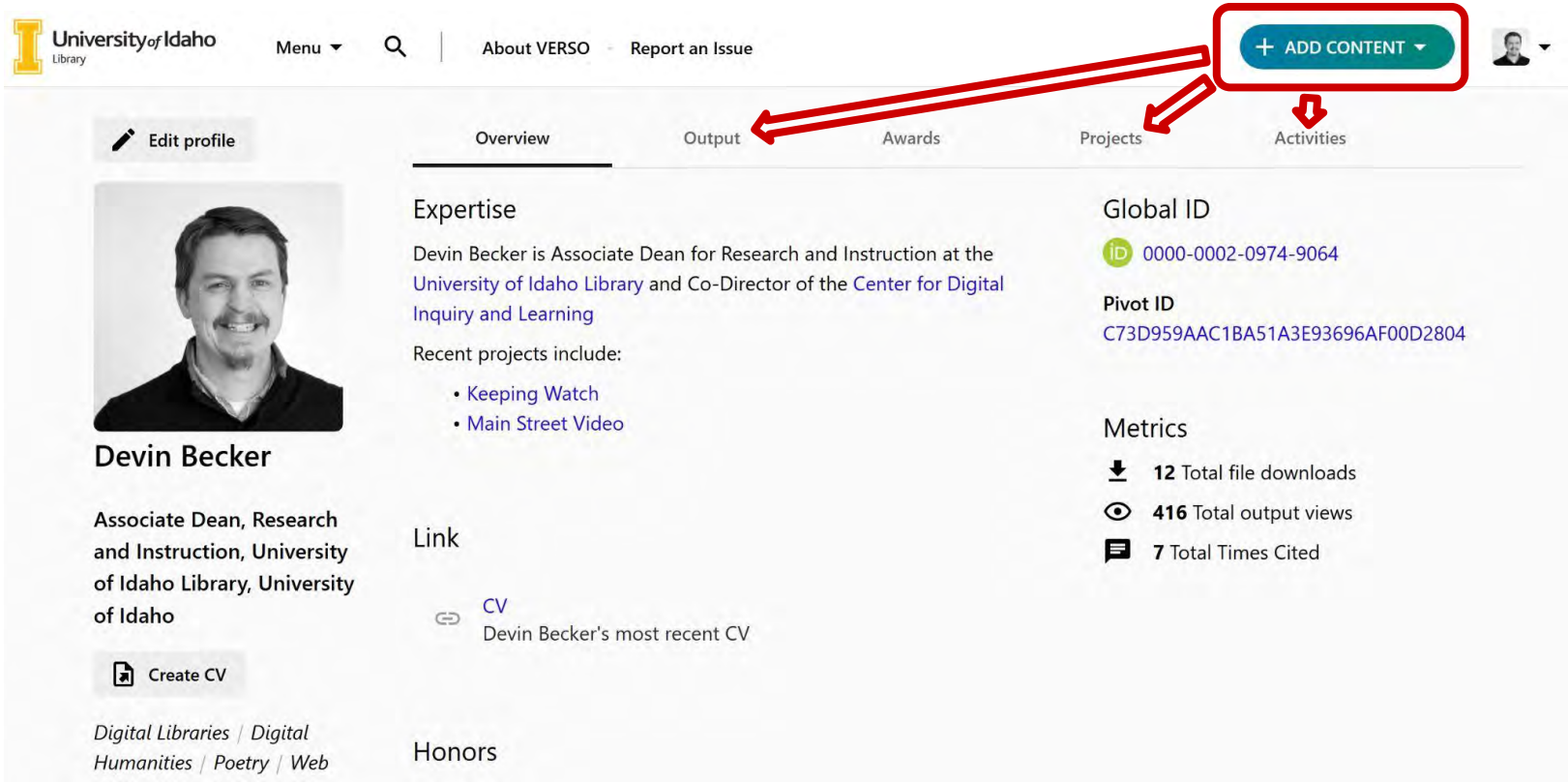
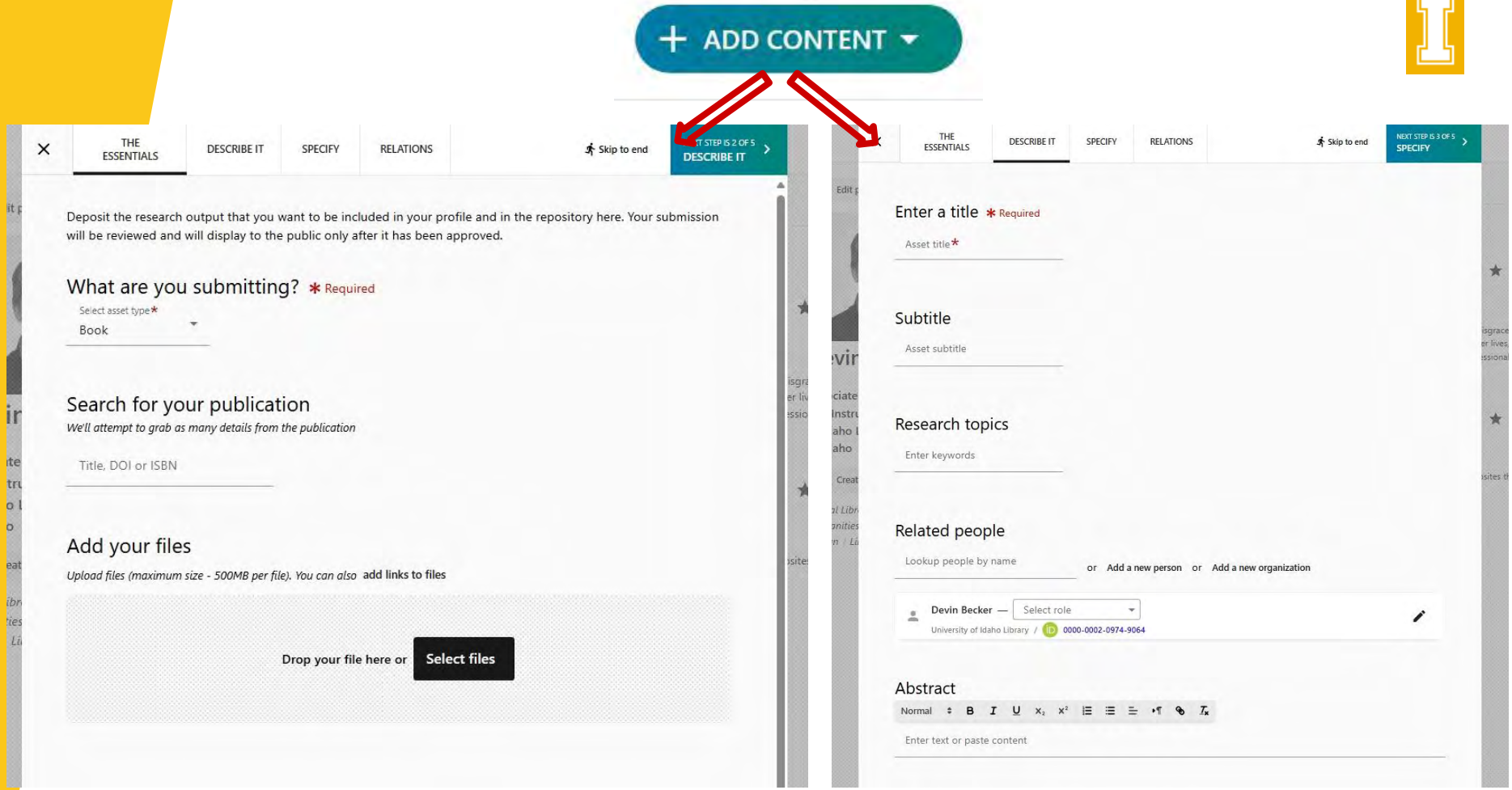
Devin Becker is Associate Dean for Research and Instruction at the University of Idaho Library and Co-Director of the Center for Digital Inquiry and Learning
Recent projects include:
1. Keeping Watch
2. Main Street Video
Undo changes
Save
Honors
Add honors to your profile. You can add honors from any recognized educational institution.
Add honor
Literature Fellowship
Idaho Commission on the Arts, 2017
VISIBLE
A. Poulin, Jr. Poetry Prize
BOA Editions LTD, 2015
VISIBLE

Editing scholarship, teaching, etc.

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DESCRIBE IT
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What are you submitting? * Required
Select asset type*
Book
Search for your publication
We'll attempt to grab as many details from the publication
Title, DOI or ISBN
Add your files
Upload files (maximum size - 500MB per file). You can also add links to files
Drop your file here or
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Devin Becker — Select role
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Conference/Event

- Conference paper
- Conference poster
- Conference presentation
- Conference program
- Poster
- Presentation

Creative Work

- Choreography
- Dance
- Design and architecture
- Drama
- Essay
- Exhibition catalog
- Fiction (novel, short story)
- Film
- Musical composition
- Musical performance
- Musical score
- New media
- Non-fiction
- Other creative works
- Painting
- Poetry
- Script
- Sculpture
- Set design
- Theater

Dataset

- Dataset

Interactive Resource

- Blog
- Podcast
- Virtual reality environment
- Webinar
- Website

Other

- Map
- Model
- Other
- Patent

Posted Content

- Accepted manuscript
- Preprint
- Working paper

Publication

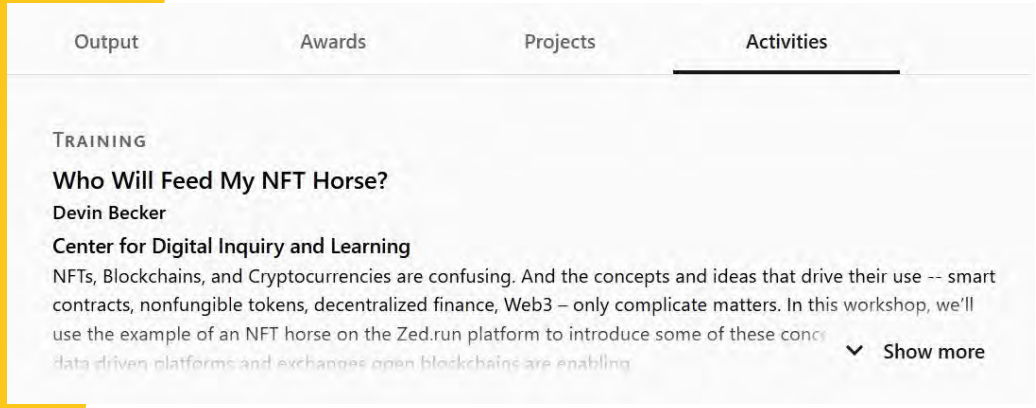
- Abstract
- Annotation
- Bibliography
- Book
- Book chapter
- Conference proceeding
- Dictionary entry
- Edited book
- Editorial
- Encyclopedia entry
- Journal article
- Journal issue
- Letter/Communication
- Magazine article
- Newsletter article
- Newspaper article
- Report
- Review
- Technical documentation
- Translation

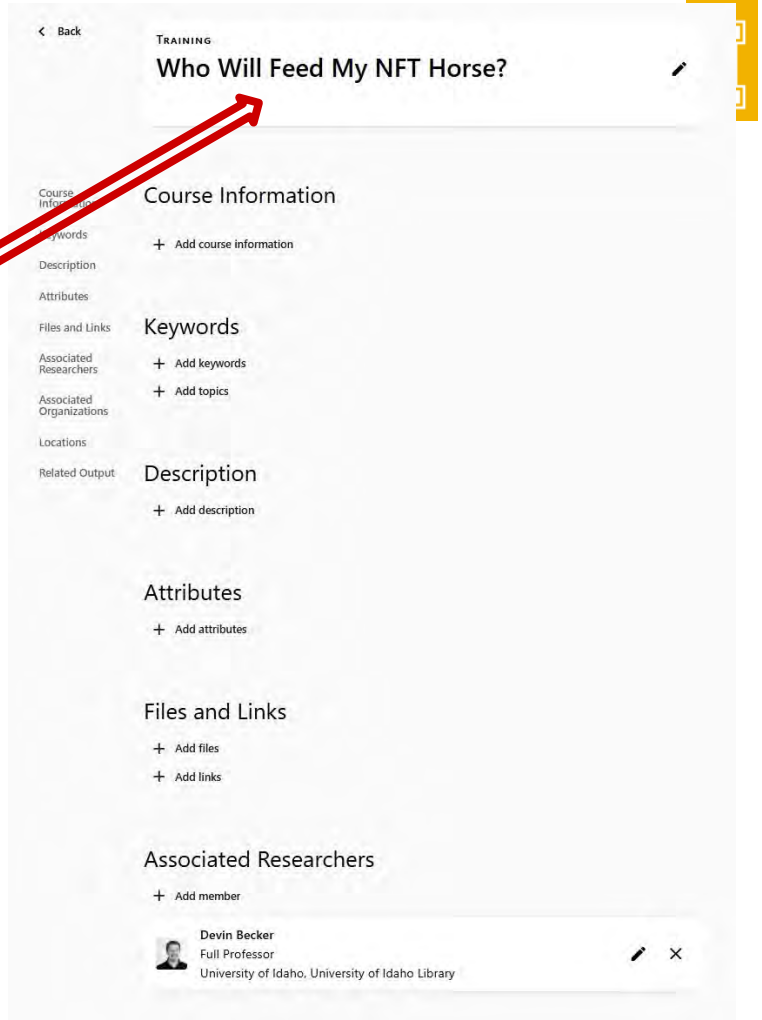
Software

- Code
- Workflow

Teaching/Learning

- Assignment/exercise
- Course workbook
- Flashcards
- Lecture
- Lecture outline
- Online course module
- Other learning objects
- Study guide
- Syllabus
- Teaching activity
- Teaching case study
- Teaching manual/handbook
- Test/quiz question bank
- Textbook
- Tutorial
- Video teaching demonstration


Output
Awards
Projects
Activities
TRAINING
Who Will Feed My NFT Horse?
Devin Becker
Center for Digital Inquiry and Learning
NFTs, Blockchains, and Cryptocurrencies are confusing. And the concepts and ideas that drive their use -- smart contracts, nonfungible tokens, decentralized finance, Web3 – only complicate matters. In this workshop, we'll use the example of an NFT horse on the Zed.run platform to introduce some of these conc
data driven platforms and exchanges open blockchains are enabling
Show more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TRAINING
Who Will Feed My NFT Horse?
Course Information
Keywords
Description
Attributes
Files and Links
Associated Researchers
Associated Organizations
Locations
Related Output
Course Information
Add course information
Keywords
Add keywords
Add topics
Description
Add description
Attributes
Add attributes
Files and Links
Add files
Add links
Associated Researchers
Add member
Devin Becker
Full Professor
University of Idaho, University of Idaho Library

Need more?

Problems with your profile or outputs that you can't fix?

Contact lib-verso@uidaho.edu and we'll help you fix up your profile.

Services for Moving Webpages content

Contact the library if you need help moving your webpages.uidaho.edu content to a new website.

We can help you move to these free resources:

- GitHub Pages
- GitLab Pages

University of Idaho
Faculty Senate

University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #27
Tuesday, March 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 #26 (March 18, 2025) **Attach. #1**

III. Chair's Report
- Who We Are – Aby Berger

IV. Provost's Report

V. Committee Reports
- Faculty Affair Committee (Vote)
  - FSH 4000 – Academic Freedom and Responsibilities – Erin Chapman, Faculty Senator and Chair of FAC **Attach. #2**

- University Curriculum Committee (Vote)
  - UCC 589 Historic Preservation Undergraduate Academic Certificate – Shauna Corry, Senator and Dean – College of Art and Architecture **Attach. #3**
  - UCC 585 Water and the Environment Undergraduate Academic Certificate – Eric Mittelstaedt, Associate Professor – Department of Earth and Spatial Sciences **Attach. #4**
  - UCC 587 Climate Change and Solutions (MS) -- Eric Mittelstaedt, Associate Professor – Department of Earth and Spatial Sciences **Attach. #5**

VI. Other Announcements and Communications
- Research Lab/Project Website Hosting Through RCDS – Luke Sheneman, Director, UI Research Computing & Data Services
- VERSO – Devin Becker, Associate Dean of Research and Instruction and Norman Lee, Research, Outreach and Engagement Librarian
- Google Sites – Dan Ewart, Vice President of Information Technology and Chief Information Officer

VII. New Business

VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #26 (March 18, 2025)
- **Attach. #2** FSH 4000 Academic Freedom and Responsibilities
- **Attach. #3** UCC 589 Historic Preservation Undergraduate Academic Certificate
- **Attach. #4** UCC 585 Water and the Environment Undergraduate Academic Certificate
- **Attach. #5** UCC 587 Climate Change and Solutions (MS)

Attach. #1

University of Idaho
Faculty Senate

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Meeting # 26
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Zoom only

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Absent: Rinker (excused), Strickland

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

Approval of Minutes (vote)

The minutes of the 2024-25 Meeting #25, March 4, 2025, were approved as distributed.

Chair's Report

- A survey run by a Boise State Professor is going out to faculty to gather data on their relationship and opinions on artificial intelligence. https://boisestate.az1.qualtrics.com/jfe/form/SV_8BcXJISnUJQdpXg
- It's time to start thinking about electing new senators for AY 2025-26. Please remind your colleges or units about initiating the process. The last business meeting of the 2024-25 will be on April 22. Nominations and elections of the 2025-26 senate officers will happen at the April 29 and May 6 meetings with the new and returning senators.
- Last week, updates about the class scheduler were sent out. That website is updated and working. If your classes are not showing up, it is because the Registrar's office has not yet received them. Please check with your department.
- **Who we are:** Nichole Vietz moved here from Seattle in 2011. She worked in the provost office and in the president office, and she is now back in the provost office. Nichole has two grown sons, and she loves nature, hiking, and the occasional lazy day with a good movie.

  Thank you, Nichole, for all you do!

Provost's Report

- **Legislature.** The tuition setting process has begun and is expected to be completed at the April 16 and 17 meetings. A 5% increase has been requested by all the four-year institutions in the state. Notice of UI tuition increases (required by State Board policy): https://www.uidaho.edu/dfa/budget-and-planning/budgetoffice/
- **Federal disruptions**. We are watching for potential impact on us from the many changes happening at the federal level. 2,000 employees have been fired from the US Department of Education. Financial aid is a large part of our interaction with the US Department of Education (FAFSA, loans, etc.), and also the Integrated Postsecondary Education Data System (IPEDS), our main data source.
- **DEI.** A list of 52 institutions will be under investigation by the US Department of Education for this area. The University of Idaho is not on the list. It does include Boise State University and Washington State University.

- **International Students and Faculty** are worried. The International Programs office is a resource. If you know someone who might need support, you can also submit a CARE report on their behalf.
- **Faculty Webpages** and changes to our web system. Our current web system is undergoing a massive migration to a new platform, in large part due to accessibility compliance. Recently, concerns have been raised by faculty about their web pages that they have used for a long time. The recent communication from UCM and OIT includes several options for what people can do should they want to keep those web pages (over 900 of them), and several opportunities for faculty to move or manage their sites. One can request data so that nothing is lost. The deadline for all that is in May, so, people have a couple months to work on this. If you or your colleagues have questions, or you want to keep a web page, reply to that email and ask OIT for help. But again, 900 pages are all a little different, and require many different solutions. VERSO might be a great resource for pages containing largely CV-like material. We also have RCDS, which does a great job supporting web pages containing faculty research. We can help people find the right place to go.
  [From Senator Kenyon:
  If anyone notices issues with their VERSO profiles, they can reach out to lib-verso@uidaho.edu for assistance. The VERSO team can help you fix these issues as well as show you how to add/edit/remove publications yourself, if you choose to do so.]
- Guest Lecture by Pulitzer Prize winner Viet Thanh Nguye, this Thursday at 5PM in the Admin Auditorium. https://www.uidaho.edu/news/news-articles/news-releases/2025/031725-sympathizer
- DancersDrummersDreamers performance, this Thursday through Sunday, March 20-22, at the Hartung Theater: https://www.uitickets.com/

Discussion:

A senator found the VERSO solution for faculty profiles to be unacceptable. Publication lists and professional profiles should be the faculty's decision. Also, faculty are active in teaching, research and service to the community. All these tasks should not be spread out in different disjoined buckets. For U of I employees the web page is basically their business card. Any information about work related to the U of I should be hosted by the U of I. If one finds a free host server, can they link it to their U of I profile? Provost Lawrence said that the answer to the last question is an absolute yes. In fact, many faculty use other sites, and we do link to those. He suggested the senator work with the library to resolve challenges with VERSO, and to reconsider the nine suggestions provided in the email from OIT. The senator is still unhappy about a faculty's profile being spread out over different sites.

Tim Murphy reflected on the previous conversation. In academia, it's not uncommon to hold on to "legacy stuff," even if outdated. When the old systems are no longer supported, people often try supporting their own stuff somehow, which ends up in fragmented information. It's important to make sure everybody is brought in and that we come up with something that everybody can move forward with and embrace. With the deadline in May, some people may not have the time to rebuild web pages. In summary, in academia people are understandably frustrated when they must abandon the tools that have suited their professional needs for a long time.

While acknowledging the benefits of faculty having more control over their sites, a senator reported a positive experience with VERSO.

Francesca started a brief conversation about what is most useful to report in the talking points.

Committee Reports

- University Curriculum Committee (vote)
    - UCC 513: Child Development Undergraduate Academic Certificate – Ling-Ling Tsao – School of Family and Consumer Sciences
      The Child Development Certificate is being created to meet the needs of Idahoans, particularly early childhood professionals seeking accessible college-level coursework. The Idaho Head Start Collaboration Office approached us to explore options for increasing access to early childhood education courses statewide. This certificate is the first step toward developing stackable credentials and degree pathways in early childhood education. The program provides foundational knowledge essential for high-quality childcare and early learning environments.
      Discussion:
      There was a question about the meaning of stackable credentials. What would that look like for someone coming in who is not already in the bachelor's program? Ling-Ling explained that, especially in early childhood, there aren't many professionals who have a two-year or a four-year degree. Typically, they have a high school diploma plus a 12-credit of CdA child development associate, which is not a national certificate. It's very expensive to get a child development associate credential, but, if people work in Idaho, the Idaho Star scholarship can sponsor them if they are taking classes at an Idaho institution. To begin with, we hope they take a few classes. If they are willing to invest time and effort toward their college degree, this is the first step. Then, we can provide a second stackable, which could be some Gen. Ed. Credits.
      Vote: 19/19 yes. Motion passes.
    - UCC 581 Managing Facilities for Efficiency and Health Undergraduate Academic Certificate – Damon Woods, Director, Integrated Design Lab
      This is a 13-credit certificate within the College of Art and Architecture. It's been requested of us, through some major companies that have large facilities in Idaho. The goal is to equip those taking it with the skills they need to identify and optimize building performance, as well as manage and coordinate complex projects through interacting with personnel. So, some management courses are included.
      Discussion:
      There was a brief discussion to clarify an oversight in the submission paperwork. The program can be completed in person only in Moscow, not in Boise.
      Vote: 20/21 yes; 1/21 no. Motion passes.

- Committee on Committees – Tim Murphy, chair of the Committee on Committees.
  There are several spots on our committees that are designated for faculty senators. We have one spot on the University Budget and Finance Committee, two spots on the Campus Planning Advisory Committee, and one spot on the Grievance Committee for Student Employees. If you are interested in sitting on one of these committees and you are going to be on the senate next year, please let us know.

Announcements and Communications

- Decisions on Clinical vs. Tenure Track Lines – Diane Kelly-Riley, Vice Provost for Faculty
  Vice Provost Kelly-Riley gave a presentation on approaches to faculty staffing for university faculty positions (as defined in FSH 1565-D), which are currently being modernized. The proposed new framework for modernization has a tenure track and a professional track. The Vice Provost emphasized that staffing decisions balance the work functions and needs of the university and are currently guided by the Delaware Cost Study data on guidance for appropriate staffing levels. [For more details, please see the presentation attached to these minutes.]

Provost Lawrence followed up with an example from an actual (unnamed) UI department to demonstrate how staffing decisions are driven by the need to balance research needs, teaching needs, and budget. [The sheet is also attached to these minutes.] The rumor that we are not hiring tenure-track faculty is wrong. We are hiring most people in the capacity where they're needed and stable funding, a clear rationale for the work, and appropriately credentialled personnel are identified. We need variety to balance responsibilities to do the work we need to do.

Discussion:

Referring to the example shown on the provost's slide, a senator asked whether a reduction in tenure-track faculty would impact the department's ability to support the same number of PhD students. The provost acknowledged that this aspect is part of the bigger picture. The Vice Provost reiterated that there are reasons to have positions configured in certain ways. It's about available resources and the work that the unit and the college are doing.

Tim Murphy raised a different aspect. Sometimes, professional-track positions require lower credentials, but we hire higher-credential people. In this way, we become a training ground for people who are going to move on to other (higher credential) positions. Another issue is whether clinical positions have ever been converted to tenure-track positions. If so, who makes that decision? If the deans are making those decisions, that raises another concern, as deans are constantly changing. Perhaps those decisions should be made by the relevant faculties.

Provost Kelly-Riley that she does not have data to address whether people with higher credentials are being hired and then leave. In her observation, our university faculty ranks are quite stable. There's more flexibility about the credentials required for non-tenure eligible positions. Some are non-tenure-eligible research positions funded by grants, because they don't have a stable funding source. In rare instances where a position is converted from a non-tenure-eligible position to a tenure-eligible position, there is a process involving the dean, the department chair and the unit faculty, which replicates the search process. Because tenure-track positions are so highly competitive, we want to hire the best people in those positions through an open and competitive search. The conversion process requires multiple points of review, including AA/EEO, the unit faculty, the unit administrator and dean. The dean initiates the process which replicates a "mini search" process. Faculty in the unit provide feedback about the candidate.

A senator inquired about non-tenure-eligible research positions and whether waivers for non-tenure eligible faculty can be requested by a college. Vice Provost Kelly-Riley responded that it is up to the dean to make the argument that the waiver is needed because of a specialized type of expertise that the person has related to a specific grant. The senator suggested that a way to speed up the process would be very helpful, especially when the hire is contingent on funding and, thus, time sensitive.

Provost Lawrence added that some waivers can be arranged quickly, if the right people are available. Sometimes it may take longer, if we must do an abbreviated search.

A senator pointed out the difference in pay between non-tenure-track positions and tenure-track ones. According to the faculty member, her perception is that clinical faculty earn about 80% of tenure-track salaries, and top-level instructors around 70%. Provost Lawrence clarified that the rates of pay are variable based on experience and other factors and there is not a specific formula that keeps clinical faculty paid lower than tenure eligible faculty. The market drives those salaries. People would want to move on because the pay is different. The senator had a question about the conversion from a non-tenure track to a tenure-track. Can those faculty move to the tenure-track position with the rank to which they were promoted as non-tenure-track faculty? Vice Provost Kelly-Rily replied that, if a professional-track faculty were converted to a tenure-track faculty, they would go through the tenure process with the professorial rank they have earned.

Provost Lawrence wanted to clarify a previous point about salary differences. It is not necessarily true that professional-track faculty are always paid less. They have a lower target salary based on the market rates, but that is not what determines their salary. Colleges are authorized to offer

between 80% and 125% of that target, and, thus, the salaries for the two different tracks can overlap considerably. There is no predetermined difference. Of course, salary is an important retaining factor for faculty at all levels. The senator added that the prestige of a tenure-track position versus a non-tenure track position might also be a motivator for leaving.
A senator shared their perspectives as a member of a grant-driven college. The ability of a new person to bring in large grants is a major factor in hiring decisions, because 50% or even 75% of the money is held at Central and can be utilized for a variety of purposes at the discretion of Central. Therefore, hiring that new person is not necessarily trading off a non-tenure track, lesser-credential, clinical person. It's the opportunity we would be missing by not bringing in the person who might be getting the large grants. The counterfactual is what would have happened had we hired the "better" candidate. How do you make those choices? Provost Lawrence reiterated that it all comes down to balancing the needs in each situation, and research is part of the discussion.

Due to the late hour, the last item could not be presented. Kristin gave a brief update on the issue of safety on campus, in particular the safety of instructors who teach controversial topics (reproductive freedom etc.) and may not feel safe in the classroom. Safety experts on campus recommended fixing all doors so that they are swipe-card accessible. This would also make it possible for security people to remotely lock doors. These changes are in progress.

There was a brief conversation about the possibility of fewer scholarships being available due to the changes happening at the federal level. It is impossible to predict. Whatever happens will impact all colleges and universities. Some universities are making significant changes, like accepting only half of the graduate students or imposing hiring freezes, perhaps because those institutions are far more dependent on federal grant funding than we are.

New Business
A problem with the email was reported. Apparently, Outlook web access is not working. There is no indication of when it will be fixed.

Adjournment
Motion to adjourn (Murphy, Barannyk). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

University of Idaho

FACULTY STAFFING

FACULTY SENATE
MARCH 18, 2025

DIANE KELLY-RILEY

VICE PROVOST FOR FACULTY

APPROACHES TO FACULTY STAFFING FOR UNIVERSITY FACULTY POSITIONS, FSH 1565 D

TENURE ELIGIBLE POSITIONS (FUNDING, CREDENTIALS AND HIGH STAKES REVIEW OF SCHOLARLY WORK):

REGULAR

RESEARCH

LIBRARIAN

EXTENSION

PROFESSIONAL POSITIONS (NOT ELIGIBLE FOR TENURE):

INSTRUCTOR

CLINICAL

RESEARCH

Staffing decisions balance the work functions and needs of the University—guided by benchmarked data provided by the Delaware Cost Study which provides guidance on staffing levels.

When established, these positions are considered permanent per FSH 3080 A-1, and the appointment for an individual who later occupies the position is governed by FSH 3900 for required non-renewal notifications or established contingency codes related to funding.

FORTHCOMING MODERNIZATION OF UNIVERSITY FACULTY CLASSIFICATIONS

FSH 1565-D

- In 2022, a faculty senate non-tenure track task force had a smaller group convene to discuss the limitations in current faculty classifications (particularly instructors)
- The current designations—clinical and instructors—do not represent the work of these faculty; we needed to define what these faculty do in their own right rather than defining what they don't do against the backdrop of "regular faculty."
- Last spring and fall, vetted a framework of updated faculty classifications with FAC, Faculty Senate, Deans and other groups.
- Policy language has been drafted updating these classifications in FSH 1565; in the queue for policy review and approval.

Proposed Framework for Modernization of FSH 1565-D

Tenure Track	General Responsibilities	Professional Track	General Responsibilities
		Instructor/Senior Instructor	Primary duties are teaching; includes appointments within extension and the library. Position also includes small service requirement.
Regular Faculty	Primary duties include significant responsibilities for teaching, scholarly or creative work, outreach and service.	Teaching Faculty	Primary duties are teaching and at least one or two other significant responsibility areas.
Research Faculty	Primary duties include significant responsibilities for scholarly or creative work and another significant responsibility area.	Scholarly Faculty	Primary duties are scholarly or creative activities and at least one or two other significant responsibility areas.
Extension Faculty	Primary duties include significant responsibilities for Extension and Outreach and another significant responsibility area.	Clinical Faculty	Primary duties are clinical or applied practice and at least one or two other significant responsibility areas.
Library Faculty	Primary duties include significant responsibilities for teaching, scholarly or creative work and service as demonstrated through Librarianship.		

AN EXAMPLE OF MEETING THE WORK NEEDS OF A UNIT

TT/NTT Faculty Balance

Context for this comparison:

* This is from an actual UI department
* TT faculty have a 2+2 teaching loads in this discipline
* Actual salary levels based are based on market rates
* Total budget must stay within their actual $821,000 personnel budget
* They could not cover their curriculum with 100% TT faculty (i.e. >40 courses per year)
* Concerns from faculty about limited research time due to teaching overloads
* DCS: peers in this CIP code averaged 58% TT

Position	Type	Salary	Courses	Type	Salary	Courses	Type	Salary	Courses	Notes
1	TT	82,100	4	TT	82,100	4	TT	82,100	4	
2	TT	82,100	4	TT	82,100	4	TT	82,100	4	
3	TT	82,100	4	TT	82,100	4	TT	82,100	4	
4	TT	82,100	4	TT	82,100	4	TT	82,100	4	
5	TT	82,100	4	TT	82,100	4	TT	82,100	4	
6	TT	82,100	4	TT	82,100	4	TT	82,100	4	
7	TT	82,100	4	TT	82,100	4	TT	82,100	4	
8	TT	82,100	4	TT	82,100	4	**Inst.**	**61,575**	**6**	
9	TT	82,100	4	**Inst.**	**61,575**	**6**	**Inst.**	**61,575**	**6**	
10	TT	82,100	4	**Inst.**	**61,575**	**6**	**Inst.**	**61,575**	**6**	
11	-	-	-	**Inst. (.5 FTE)**	**30,788**	**4**	**Inst.**	**61,575**	**6**	
TT %	100% TT			73% TT			64% TT			DCS: 58% TT
Total Salary		821,000			810,738			821,000		
Total Course Capacity			**40**			**48**			**52**	
Notes				**15% > DCS**	save 9,000	**20% incr.**	**6% > DCS**	same	**30% incr.**	

(rev. 3/18/25)

Attach. #2

University of Idaho

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 X Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment
Policy Number & Title: **FSH 4000 Academic Freedom and Responsibilities**

Administrative Procedures Manual (APM)
☐ Addition X 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: Kristin Haltinner

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: __x Yes Name & Date: Kim Rytter, 2/25/25

Comprehensive review? __ No

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

FSH 4000 as it currently stands refers directly to the board policy. We propose taking the language directly from the state board and placing it in FSH. Doing so will ensure that faculty are aware of and engaged with any future changes to the policy made by the board rather than automatically having our policy change (as a result of their change).

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

   None

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

   None

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

   July 1

UI FACULTY-STAFF HANDBOOK
CHAPTER FOUR:
GENERAL ACADEMIC POLICIES

4000

ACADEMIC FREEDOM AND RESPONSIBILITY

LAST REVISION: January 2023

A. Purpose
B. Scope
C. Definitions
D. Students
E. Faculty
F. Institutions

A. PURPOSE. It is the policy of the University of Idaho to protect the academic freedom and promote the academic responsibilities of faculty, students, and the institution as set forth in Board of Regents Policy III.B. Academic Freedom and Academic Responsibility. RGP III.B. This policy mirrors that adopted by the Idaho State Board of Education as it existed in February 2025.

B. SCOPE. This policy applies to all faculty and students at the University of Idaho.

C. DEFINITIONS

C.1. ACADEMIC FREEDOM is a long-standing philosophical, legal, and constitutional principle of freedom of speech that advances the right of postsecondary students, faculty, and institutions to pursue educational opportunities that seek, examine, apply, discuss, and build knowledge, theories, values, concepts, or ideas without fear of censorship, retaliation, or threat to institutional status.

C.2. ACADEMIC RESPONSIBILITY is the commitment by students, faculty, and institutions to strive to protect the academic freedom of others by appreciating their special position in the community, performing academic obligations with intellectual honesty, promoting the free exchange of ideas, and showing respect toward those with whom they both agree and disagree.

C.3. FACULTY are employed to forward the academic mission of a college or university through teaching, research, service, and other scholarly contributions. Students may assume similar employment with institutions as graduate teaching or research assistants. Further, post-doctoral researchers may assume similar employment with institutions. In addition to the foregoing definition, faculty are employees of the institution pursuant to Board Policy II.G.

C.4. STUDENT means any person duly admitted and enrolled at an institution under governance of the Board as defined in Board Policy III.

D. STUDENTS

D-1. ~~POLICY.~~ ~~It is the policy of the University of Idaho to protect the academic freedom and promote the academic responsibilities of faculty, students, and the institution as set forth in Board of Regents Policy~~

~~III.B. Academic Freedom and Academic Responsibility. RGP III.B.~~**ACADEMIC FREEDOM OF STUDENTS**~~.~~

In addition to constitutionally protected freedoms of speech, assembly, and religion, students have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus. Students shall not be subject to retaliation, or censorship in response to their beliefs, opinions, research, publications, creative activity, and participation in institutional governance. Students are subject to the responsibilities outlined in ~~paragraph~~section ~~2.b~~D-2~~.~~ of this policy. This academic freedom includes but is not limited to:

a. Instructional Environments

i. Students have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions expressed by faculty and fellow students, even as they continue to be responsible for the assigned course content.

ii. Students are entitled to fair and even treatment in all aspects of student-faculty relationships.

iii. Students may not be directed or otherwise compelled to personally affirm, adopt or adhere to any particular political, religious or philosophical tenet or ideology.

iv. Students shall not be evaluated on the basis of their adherence to any particular political, religious, or philosophical tenet or ideology.

b. Research, Publication, and Creative Activity

i. Students may pursue research topics of their choosing, pursuant to institutional research standards.

ii. Students have the right to publish and present their research as well as engage in the production and exhibition of creative works.

iii. Students are entitled to attribution for discoveries and original research conducted.

c. Participation in Institutional Governance

i. Students have the right to participate in institutional governance through appropriate institutional processes.

ii. Students have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation.

iii. In matters of disciplinary action, students have the right to due process and to be held accountable using academic standards and institutional procedures.

d. Community and Campus Involvement

i. Students have the right of free expression on and off campus.

ii. Students have the right to organize student associations and to request official recognition or status from their institution for such associations.

iii. Students have the right to be free from requirements to make personal or political choices against their beliefs or values

D-2. ACADEMIC RESPONSIBILITIES OF STUDENTS

Academic freedom carries certain responsibilities which broadly include contributions to the academic community, acknowledgement of the validity of a diverse range of perspectives, commitment to learning relevant information, and good stewardship of the academic community. Students assume, at minimum, the following responsibilities in relation to academic freedom:

a. By enrolling in a public postsecondary institution, students agree to adhere to the institutions' student codes of conduct and to respect the rights of others, including the right to express differing opinions. Students also agree to acknowledge that faculty may expose students to a broad range of diverse perspectives, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus.

Expression of dissent and attempts to produce change shall not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Students who seek to call attention to grievances must do so in accordance with institutional policies and procedures, and in ways that do not significantly impede the academic functions of the institution.

b. Students have a responsibility to engage in scholarship, learn material that is relevant to course outcomes, and adhere to course syllabi, institutional student codes of conduct, and other institutional policies related to research and publication.

c. Students are responsible for the academic integrity of their coursework, including, but not limited to, producing original works for assignments, completing assessments, and activities using their own knowledge and experience.

d. Students are responsible for conducting and reporting research in an ethical manner. The design, conduct, and presentation of research may exist beyond the contexts of a specific course. However, students are subject to an institution's expectations for scholarly inquiry and academic integrity.

e. Students shall not threaten the rights or the safety of others while exercising academic freedom. Students will frequently participate in pluralistic learning environments, but shall not be required to make personal or political choices against their beliefs or values.

E. FACULTY

E-1. ACADEMIC FREEDOM OF FACULTY

In addition to constitutionally protected freedoms of speech, assembly, and religion, faculty have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus. Faculty shall not be subject to retaliation or censorship in response to their research, publications, creative activity, pedagogy, participation in institutional governance, and all other official aspects of their job description.

When speaking or writing as a citizen, each faculty member should be free from institutional censorship or discipline.

Faculty are subject to the responsibilities outlined in ~~paragraph 3.b.~~section E-2 of this policy. This academic freedom includes but is not limited to:

a. Pedagogy and Curriculum Development

i. Faculty have the right to determine course content, including the use of relevant materials, subject to institutional curriculum development processes and policies.

ii. Faculty have the right to determine the instructional methodologies used to engage learners in the course content and evaluate student performance.

b. Research, Publication, and Creative Activity

i. Faculty may pursue research topics of their choosing, pursuant to institutional research standards.

ii. Faculty have the right to publish and present their research as well as engage in the production and exhibition of creative works, within the requirements of Board Policy V.M. related to intellectual property.

iii. Faculty are entitled to attribution for discoveries and original research.

c. Participation in Institutional Governance

i. Faculty have the right to participate in institutional governance.

ii. Faculty have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation.

iii. In matters of promotion, tenure, and disciplinary action, faculty have the right to due process and to be judged by their peers using established academic standards and institutional procedures

iv. Faculty have the right to participate in institutional processes that determine who may teach, what may be taught, how it shall be taught, and what methods will be used for student admission.

E-2. ACADEMIC RESPONSIBILITY OF FACULTY

Academic freedom carries with it certain responsibilities which broadly include maintaining competence in scholarship, exposing students to a diverse range of perspectives, ensuring that students are taught relevant information, and being good stewards of the academic community. Faculty assume, at minimum, the following responsibilities in relation to academic freedom:

a. Each faculty member of the institution is a citizen, a member of a learned profession, and a representative of the institution. Membership in the academic community imposes on faculty an obligation to respect the rights of others, including the right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. Expression of dissent and attempts to produce change shall not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Faculty who seek to call attention to grievances must do so in accordance with institutional policies and procedures, and in ways that do not significantly impede the academic functions of the institution. As a member of the academic community and a representative of the institution, each faculty member should at all times be intellectually honest, exercise appropriate restraint, and make every effort to indicate that he or she is not an official spokesperson for the institution. Furthermore, each faculty member must refrain from using institutional resources to further his or her interests or activities which are not a part of the assigned responsibilities to the institution.

b. Faculty members are expected to maintain professional competence in their field(s) of specialization, congruent with their teaching, service, and scholarly expectations.

c. Faculty are responsible for presenting the content in their courses in a way that is consistent with the collective goals of the institution, college, and department or program. When presenting content, faculty may expose students to an intellectual diversity of scholarly and creative views related to the faculty member's discipline and/or specific field of study.

d. Faculty shall meet their workload requirements established in their employment agreements. This may include the expectation that the faculty member conducts class, meets with and mentors

students, provides clear learning outcomes, and/or participates in group deliberations to develop instructional programs.

e. Faculty are responsible for participating in institutional processes to establish goals for student learning, to design and implement general programs of education and specialized study that intentionally cultivate intended learning, and to assess students' achievement.

f. Faculty shall not threaten the rights or the safety of students, other faculty, and administrators, while exercising academic freedom. Faculty may not refuse to enroll or teach a student because of the student's beliefs, interpretations, or applications of knowledge. Faculty have the responsibility to facilitate pluralistic learning and work environments, but shall not require others to make personal or political choices against their beliefs or values.

F. INSTITUTIONS

F-1. ACADEMIC FREEDOM OF INSTITUTIONS

Institutional rights to academic freedom are in concert with the academic freedom of students and faculty. A college or university has the autonomy to create and maintain an atmosphere which is most conducive to a diverse range of scholarship. Institutions have the right to develop processes that determine who may teach, what may be taught, how it shall be taught, and what methods will be used for student admission, pursuant to Board Policy III.Q.

Institutions perform functions, such as the selection of faculty and admission of students, that are intertwined with the exercise of academic freedom. The academic freedom of an institution is necessary to protect and support the academic freedom of those who comprise an institutional community.

F-2. ACADEMIC RESPONSIBILITY OF INSTITUTIONS

Academic freedom carries with it certain responsibilities which broadly include the educational functions of an institution, the ethical administration of academic affairs, and the protection of student and faculty academic freedom. Institutions assume, at minimum, the following responsibilities in relation to academic freedom:

a. Institutions have a responsibility to set, maintain, and enforce policies that protect the academic freedom and promote the academic responsibility of faculty and students

b. Institutions shall adopt appropriate procedures for transparently evaluating the members and activities of the academic community that are consistent with and respectful of the ideals of academic freedom.

c. Institutions shall also dedicate adequate resources, space, and programming toward the advancement of academic freedom among its greater community.

d. Institutions have a responsibility to create and deliver academic programs and shall develop appropriate policies and processes to aid content and curriculum delivery that are consistent with the ideals of academic freedom.

e. Institutions must create admissions and selection policies, procedures, and practices for students that are in harmony with the academic mission of the institution and that are consistent with the ideals of academic freedom.

f. Institutions have the responsibility to facilitate pluralistic learning environments, but shall not require others to make personal or political choices against their beliefs or values

G. LIMITATIONS

The following limitations exist to the academic freedom and academic responsibility of students, faculty, and institutions:

a. Academic freedom does not permit members of an institutional community to harass, threaten, or intimidate others.

b. Student academic freedom does not grant students the right to refuse to complete assigned coursework without consequence.

c. Academic freedom does not protect faculty members from colleague or student challenges to, or disagreement with, their instructional methods.

d. Academic freedom does not protect faculty or students from institutional or non-institutional penalties for violating the law.

e. Academic freedom does not confer the right to faculty or students to violate institutional policies; though academic freedom does confer the right of faculty and students to criticize such policies.

f. Academic freedom does not protect faculty or students from disciplinary action consistent with established institutional policies

g. Academic freedom does not protect faculty or students from sanctions or dismissal for professional misconduct or poor performance consistent with established institutional policies.

h. Academic freedom does not protect faculty or students from investigations into allegations of or discipline for scientific misconduct or other violations of institutional policy.

Version History

Amended January 2023. Revised to incorporate by reference Board of Regents Policy III.B. Academic Freedom and Academic Responsibility. Because Board of Regents policy addresses both faculty and student rights and responsibilities, this UI policy was moved from Chapter 3 Employment Information, where it was formerly FSH 3160, to Chapter 4 General Academic Policies.

Amended December 2006. Editorial changes.

Amended July 2000. Editorial changes.

Amended July 1997. Editorial changes.

Amended July 1996. Added section B-3-c.

Amended June 1989. Added section B-3a/b.

Adopted 1979.

Attach. #3

589: HISTORIC PRESERVATION UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 234 Chair (rulaa@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 01 Oct 2024 23:41:46 GMT
   Rula Awwad-Rafferty (rulaa): Approved for 234 Chair
2. Wed, 02 Oct 2024 00:11:58 GMT
   Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Wed, 02 Oct 2024 00:15:37 GMT
   Shauna Corry (scorry): Approved for 09 Dean
4. Wed, 02 Oct 2024 16:42:12 GMT
   Christine Slater (cslater): Approved for Assessment
5. Thu, 03 Oct 2024 16:33:41 GMT
   Nicole Remy (nremy): Approved for DLI
6. Tue, 11 Feb 2025 19:42:03 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Tue, 18 Feb 2025 22:10:53 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 18 Feb 2025 23:34:50 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
9. Tue, 18 Feb 2025 23:34:58 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Mon, 03 Mar 2025 17:14:35 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Sun, 29 Sep 2024 00:09:55 GMT

Viewing: 589 : Historic Preservation Undergraduate Academic Certificate

Last edit: Tue, 18 Feb 2025 23:24:09 GMT

Changes proposed by: Stacy Isenbarger

Faculty Contact

Faculty Name	Faculty Email
Raffaella Sini	rsini@uidaho.edu

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
Historic Preservation Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
12

CIP Code
30.1201 - Historic Preservation and Conservation.

Will the program be self-support?
Yes

Will the program have a professional fee?
No

Will the program have an institutional online program fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

If yes is selected for any of the questions above, justify the need for the additional fees needed or the self-support status.
Requesting a self support fee of $650 per credit - based on hiring of temp faculty to cover courses each term.

Financial Information

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

Note: If financial impact is greater than $250,000, you must complete a program proposal form.

Describe the financial impact
This is a new certificate that will require four new courses, and the college will hire instructors for each course. Course instruction will be paid for by the certificate fee. Course instruction will not add to existing instructor teaching loads.

Curriculum:

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

Code	Title	Hours
LARC 2550	Introduction to Historic Preservation	3
CAA 3800	United States History of the Built Environment	3
LARC 3420	Documenting and Interpreting the Built Environment	3
CAA 4800	Applied Historic Preservation Practice	3
Total Hours		**12**

Courses to total 12 credits for this certificate

Catalog Program Description:
Department is working on a program description and will provide to VPAI office for updating CIM proposal when it is done.

Distance Education Availability

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

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

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

Geographical Area Availability

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

Student Learning Outcomes

Learning Objectives

- learn the history of the built environment within the United States (including what is considered pre-history to the current era).
- be able to understand and apply historic preservation/conservation processes for the build environment.
- be able to complete submissions for the National Historic Register.

Student Learning Outcomes

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
Students will complete exams, papers, and projects (including preliminary register submissions) that show mastery of concepts and required knowledge.

How will you ensure that the assessment findings will be used to improve the program?
Periodically we will conduct a review of certificate earners on how they are using the certificate in terms of how many historic projects they are working on and the number of submissions to the National Register.

What direct and indirect measures will be used to assess student learning?
Exams and projects will be used to assess student learning, along with reflective essays on course units and activities. Class discussions will also support student learning and individual discussions with students will occur. Periodic review of student knowledge base with state historic office will help determine if the course work is successful in addressing the need.

When will assessment activities occur and at what frequency?
Assessment will occur throughout the courses with exams and project evaluations. Periodic review with the state historic office will also occur initially every year and then every two years.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.
State of Idaho architectural historians have asked our college for a professional development and continuing education online certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with a generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register has identified the need to educate individuals to support completion of National Register submissions. There are a few similar certificates offered nationwide; we believe this certificate will address a regional and national need to educate individuals in support of preservation and conservation of the built environment.

Supporting Documents
University of Idaho Historic Preservation Certificate Curriculum Proposal_Idaho SHPO[22].pdf

Key: 589

IDAHO STATE HISTORICAL SOCIETY

January 8, 2024

Shauna Corry
Dean, College of Art and Architecture
University of Idaho

Dear Dean Corry,

Thank you for meeting with Idaho State Historic Preservation Office (SHPO) staff late last year about the potential historic preservation certificate program in the College of Art and Architecture at the University of Idaho. SHPO is pleased to provide the requested curriculum proposal for a 12-credit online historic preservation certificate program. The enclosed information includes draft course descriptions for four courses that would assist students in meeting the Secretary of the Interior's Historic Preservation Qualification Standards for Architectural History.

In addition to outlining courses for a certificate program, the enclosed information includes an overview of classes that could be developed for an eventual 18-credit minor. This additional coursework would further enhance student learning outcomes and could include both newly developed courses and existing classes at the University.

Thank you for engaging with SHPO in this process, and please let my office know if we can provide any additional information or assistance as you move forward with this exciting endeavor. We greatly appreciate your leadership in this matter and firmly believe in the importance of establishing a historic preservation program in Idaho. Our staff stands ready to assist your efforts in any way that would be helpful.

Sincerely,

Jason Tippeconnic Fox
Architectural Historian
Idaho State Historic Preservation Office

Brad Little
Governor of Idaho

Janet Gallimore
Executive Director
State Historic
Preservation Officer

Administration:
2205 Old Penitentiary Rd.
Boise, Idaho 83712
208.334.2682
Fax: 208.334.2774

Idaho State Museum:
610 Julia Davis Dr.
Boise, Idaho 83702
208.334.2120

Idaho State Archives and State Records Center:
2205 Old Penitentiary Rd.
Boise, Idaho 83712
208.334.2620

State Historic Preservation Office:
210 Main St.
Boise, Idaho 83702
208.334.3861

Old Idaho Penitentiary and Historic Sites:
2445 Old Penitentiary Rd.
Boise, Idaho 83712
208.334.2844

HISTORY.IDAHO.GOV

University of Idaho Historic Preservation Certificate Program
Proposed Online Curriculum

*Course instructors should meet the Secretary of Interior's (SOI) Historic Preservation Professional Qualification Standards for Architectural History or Historic Preservation

Certificate Coursework (12 credits):

1. **Introduction to Historic Preservation:** Introduces the history, theory, and practice of historic preservation in the United States, with emphasis on the landscape of the field today. Students become familiar with the major players in the public and private sectors; career opportunities in the field, preservation tools and programs; the fundamentals of preservation law; the principals of preservation planning; and contemporary issues in the field such as diversity, equity, and inclusion, preserving the recent past, and sustainability. (3 credits)

2. **History of the Built Environment of the United States:** The course provides students with an understanding of the built environment of the United States from the pre-colonial period to the present; the primary focus will be American architecture to meet SOI standards, but the course will also encompass interiors, landscape architecture, and urbanism. Students will gain familiarity with common forms, styles, and terminology, with an emphasis on understanding social and cultural context and significance. Written assignments enable students to develop skills in researching, describing, and analyzing the built environment. (3 credits)

3. **Documenting and Interpreting the Built Environment:** Introduces the research methods and techniques for studying, recording, and interpreting buildings, districts, and landscapes. Class discussions and assignments focus on archival research skills and field methods. Students will learn how to "read" a building (a critical skill in the field), research the history of a property using primary and secondary information sources, write a history of the property, and interpret the meaning of historic places to a larger audience. (3 credits)

4. **Applied Historic Preservation Practice:** Introduces students to the various types of work in the preservation field in private and public practice and provides experience preparing common types of preservation documentation to professional standards. Course topics include Certified Local Governments, GIS, Historic Tax Credits, local preservation commissions and planning, National Register of Historic Places, non-profits, Secretary of Interior's Standards for the Treatment of Historic Properties, and Section 106. Class projects might include the preparation of design guidelines, historic resource surveys, historic structure reports, historic tax credit applications, and National Register nominations. (3 credits)

*If the potential 12-credit certificate program is later developed into an 18-credit minor, the following additional coursework would further enhance student learning.

Additional Minor Requirement:

1. **Historic Preservation Internship:** Students are required to complete an internship to gain professional experience in the field. Internship opportunities must be approved by the program coordinator and relate directly to historic preservation. Students work with their internship supervisor to develop a proposal to be submitted to the program coordinator for consideration.

2. **History of the Built Environment of the United States I and II:** Ideally, the survey of the built environment of the United States would ultimately be offered as two courses with the establishment of a minor. The first course would cover the pre-colonial period to the mid-19th century, and the second course would encompass the mid-19th century to the present.

Minor Electives (potential new courses):

1. **Historic Preservation Field School:** The field school (offered periodically in the summer) provides students with an intensive in-person, hands-on preservation experience in the field. Grounded in service-learning, and an immersive exploration of historic resources as an element and expression of the social and cultural life of the local community, the location of the field school could rotate between Moscow, Boise, and other locations in Idaho each year. Course projects vary but might include community presentations, historic surveys, National Register nominations, StoryMaps, walking tours, and other deliverables to benefit the local community. In some years, the field school might alternatively focus on introducing students to historic building trades.

2. **Historic Preservation Design Studio:** Introduces architecture students to the role of architects in historic preservation and "best practices" in the treatment of historic properties. This studio-based course provides students with experience in the adaptive reuse of historically significant properties, repurposing them to meet contemporary and future needs while honoring their past to create a richer local fabric. Projects could include both the rehabilitation of historic buildings and designing compatible new construction in historic districts.

Minor Electives (examples of existing U of I courses):

1. Global History of Architecture I and II (does not replace History of the Built Environment of the United States requirement)
2. Architectural Theory
3. Native American Architecture
4. History of Interiors I and II
5. History of Landscape Architecture
6. Idaho and the Pacific Northwest (History)
7. History of the American West (History)

Attach. #4

585: WATER AND THE ENVIRONMENT UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 19 Curriculum Committee Chair (gharley@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sat, 21 Sep 2024 15:40:19 GMT
   Alistair Smith (alistair): Approved for 224 Chair
2. Tue, 24 Sep 2024 18:37:56 GMT
   Grant Harley (gharley): Approved for 19 Curriculum Committee Chair
3. Wed, 25 Sep 2024 18:39:22 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
4. Thu, 26 Sep 2024 21:16:33 GMT
   Christine Slater (cslater): Approved for Assessment
5. Tue, 01 Oct 2024 18:35:28 GMT
   Nicole Remy (nremy): Approved for DLI
6. Wed, 06 Nov 2024 22:02:03 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Thu, 07 Nov 2024 19:43:33 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 07 Nov 2024 22:00:37 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 13 Nov 2024 16:22:34 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Mon, 09 Dec 2024 18:41:29 GMT
    Sydney Beal-Coles (sbeal): Rollback to Ready for UCC for UCC
11. Tue, 11 Feb 2025 20:38:57 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Fri, 28 Feb 2025 17:48:03 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Sat, 21 Sep 2024 12:26:46 GMT

Viewing: 585 : Water and the Environment Undergraduate Academic Certificate

Last edit: Fri, 28 Feb 2025 17:47:56 GMT

Changes proposed by: Eric Mittelstaedt

Faculty Contact

Faculty Name	Faculty Email
Eric Mittelstaedt	emittelstaedt@uidaho.edu

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

Academic Level
Undergraduate

College
Science

Department/Unit:
Earth & Spatial Sciences

Effective Catalog Year
2025-2026

Program Title
Water and the Environment Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
12

CIP Code
40.0605 - Hydrology and Water Resources Science.

Will the program be self-support?
No

Will the program have a professional fee?
No

Will the program have an institutional online program fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

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

Note: If financial impact is greater than $250,000, you must complete a program proposal form.

Describe the financial impact
There is no projected financial impact.

Curriculum:

The proposed certificate is designed to give students a broad overview of water in the environment, as well as a credential that could be beneficial when applying for positions after graduation in both the public and private sectors, such as environmental or geologic consulting companies.

All required coursework must be completed with a grade of C or better.

Code	Title	Hours
GEOL 3090	Ground Water Hydrology	3
GEOL 4100	Groundwater Field Methods	3

or GEOL 4130	Environmental Hydrogeology	
or HYDR 4120	Environmental Hydrogeology	
SOIL 4500	Environmental Hydrology	3
or CE 3250	Fundamentals of Hydrologic Engineering	
or FOR 4600	Watershed Science and Management	
Select one of the following:		3
BE 4530	Northwest Climate and Water Resources Change	
FISH 4150	Limnology	
FOR 4600	Watershed Science and Management	
GEOL 4240	Advanced Topics in Sedimentary Rocks	
GEOL 4310	Chemical Hydrogeology	
GEOL 4740	Stable Isotopes in the Environment	
HYDR 4090	Quantitative Hydrogeology	
SOIL 4440	Water Quality in the Pacific Northwest	
SOIL 4480	Drinking Water and Human Health	
Total Hours		**12**

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

Yes

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

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Learning Objectives

- Familiarity with the hydrologic cycle and the relation of surface water and groundwater that influences water quantity and water quality.
- An understanding of water resources and their relevance to human health, ecosystems, and our food supply.

Student Learning Outcomes

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

The proposed certificate includes only existing courses with established learning outcomes. Each class provides an assessment of a learning outcome relevant to a specific portion of the hydrologic cycle, such as groundwater hydrology and aquifers or environmental hydrology and surface water systems. Additionally, each course provides a relevant discussion and assessment of learning outcomes associated with our use of the water resources from monitoring of precipitation to evaluating groundwater quality.

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

Participants in the certificate program will be evaluated for their completion of the certificate (e.g., completion rate), time needed for completion of the certificate, and course preference. This information will provide information relevant to needed changes for removing barriers (e.g., course schedules/rotations, class substitutions) to improve certificate completion.

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

The proposed certificate includes only existing courses with established assessments. Direct assessments are conducted by the individual courses for assessing learning outcomes along with the certificate review of the success rate of certificate completion. No indirect assessments are proposed, such as qualitative surveys.

When will assessment activities occur and at what frequency?

The certificate review will occur biennially to assess certificate completion rates and course preferences.

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

There is a need for a broad-based certificate in water at the graduate level, structured in a manner such that undergraduate students can gain learn fundamentals of the hydrologic cycle (ground water (2 courses), surface water (one reqd course selected from several options) and explore various other topics in water (1 elective course)). The proposed certificate is structured similarly to the once-popular depth area in water that served Envs students. Since the BS Envs degree program was restructured in 2019, there has not been a vehicle for this for their students. At that time, Envs had wanted to create a water option in the degree program, but the leadership of CALS, COS, and CNR agreed it would be preferable for departments to create certificates that Envs students (and others) could earn to gain some breadth and depth in water. After a return to normal operations post-pandemic and other restructuring in ESS, we are finally able to propose a broad-based water certificate to fill this need. The establishment of this certificate will provide this opportunity for both Envs and other majors.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Wed, 06 Nov 2024 22:01:55 GMT): The proposed certificate is comprised of 12 credits in water-related courses, designed to give students a broad overview of water in the environment, as well as a credential that could be beneficial when applying for positions after graduation in both the public and private sectors, such environmental or geologic consulting companies. To earn the certificate, students must complete two courses in the realm of groundwater and/or environmental hydrogeology, one course in surface-water hydrology and one elective course. Students may choose from multiple courses in each requirement bin and will be able to fulfill requirements in a timely manner. We expect that the certificate will be attractive to students CALS, CNR, COS and the College of Engineering.

Sydney Beal-Coles (sbeal) (Thu, 07 Nov 2024 18:24:16 GMT): Formatted to standard catalog formatting and update curriculum to four-digit courses

Sydney Beal-Coles (sbeal) (Mon, 09 Dec 2024 18:41:29 GMT): Rollback: Awaiting further clarification on duplication of courses in curriculum before proposal can be considered

Sydney Beal-Coles (sbeal) (Tue, 11 Feb 2025 20:24:12 GMT): GEOL 4100, GEOL 4130, and HYDR 4120 removed from elective list per correspondence with Eric Mittelstaedt

Key: 585

Attach. #5

587: CLIMATE CHANGE AND SOLUTIONS (MS)

In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 19 Curriculum Committee Chair (gharley@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Eric Mittelstaedt (emittelstaedt@uidaho.edu)
13. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
14. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
16. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
17. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 24 Sep 2024 17:40:15 GMT
   Alistair Smith (alistair): Approved for 224 Chair
2. Tue, 24 Sep 2024 19:02:53 GMT
   Grant Harley (gharley): Approved for 19 Curriculum Committee Chair
3. Wed, 25 Sep 2024 18:36:26 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
4. Thu, 26 Sep 2024 18:44:41 GMT
   Christine Slater (cslater): Approved for Assessment
5. Tue, 01 Oct 2024 18:35:20 GMT
   Nicole Remy (nremy): Approved for DLI
6. Fri, 22 Nov 2024 18:10:29 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Fri, 22 Nov 2024 18:28:28 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 14 Feb 2025 17:06:16 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 18 Feb 2025 16:54:46 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 18 Feb 2025 17:03:15 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Fri, 28 Feb 2025 19:02:16 GMT
    Theodore Unzicker (tunzicker): Approved for UCC
12. Mon, 17 Mar 2025 15:04:21 GMT
    Theodore Unzicker (tunzicker): Approved for V00421247

New Program Proposal

Date Submitted: Tue, 24 Sep 2024 17:32:47 GMT

Viewing: 587 : Climate Change and Solutions (MS)

Last edit: Sat, 15 Mar 2025 13:24:37 GMT

Changes proposed by: Eric Mittelstaedt

Faculty Contact

Faculty Name	Faculty Email
Eric Mittelstaedt	emittelstaedt@uidaho.edu

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

Academic Level
Graduate

College
Science

Department/Unit:
Earth & Spatial Sciences

Effective Catalog Year
2025-2026

Program Title
Climate Change and Solutions (MS)

Degree Type
Major

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
30

Attach Program Change
MS Climate Change and Solutions SBOE Full Proposal 03_15_25.docx

CIP Code
40.0402 - Atmospheric Chemistry and Climatology.

Will the program be self-support?
No

Will the program have a professional fee?
No

Will the program have an institutional online program fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

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

Note: If financial impact is greater than $250,000, you must complete a program proposal form.

Curriculum:

This degreeprovides foundational knowledge in climate change science and mitigation strategies, while allowing students to pursue depth areas of their choosing such as research on specific impacts, mitigation, or adaptation strategies, the energy transition, geospatial aspects of decarbonization, climate action planning for communities, or natural hazards. Both thesis and non-thesis options are available.

See the department website for optional career path areas. Each student will design a study plan, in consultation with an advisor and graduate committee, that totals to 30 credit hours and includes the following requirements:

Code	Title	Hours
Required:		
GEOG 5130	Global Climate Change	3
GEOG 5350	Climate Change Mitigation	3
ESS 5010	Seminar	1
One course in tools or research methods relevant to their thesis or non-thesis project		3
Total Hours		**10**

For the thesis option, the study plan will include at least 6 credits and a maximum of 10 credits of thesis work (GEOG 5000 or GEOL 5000) and a minimum of 20 credits of coursework. For the non-thesis option, the study plan will include a 3 credits of GEOG 5990 or GEOL 5990 #(Non-thesis Master's Research) and 27 credits of course work.

For both options, a minimum of 18 credits must be completed at the 5000-level in related areas, as approved by the candidate's committee or non-thesis project advisor, including thesis and non-thesis course credit hours. The thesis research or non-thesis project portion of the program for each student consists of a substantial project in which the student demonstrates the ability to do rigorous independent work.

Catalog Program Description:

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Distance Education Availability

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

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

Yes

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

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Learning Objectives

1. Students will have an understanding of basic climate science, impacts and opportunities for mitigation of greenhouse gas emissions and enhancement of sinks.
2. Students will develop technical skills and research methodologies necessary to independently investigate key aspects of climate change science, impacts, mitigation strategies or adaptation.
3. Students will demonstrate their ability to collaborate with a faculty advisor and graduate committee to conduct independent research useful to either the scientific community or to a climate change-related goal of a partnering entity.
4. Students will demonstrate their ability to communicate effectively, professionally, and within group settings.

Student Learning Outcomes

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

Program assessment will occur through five principal mechanisms.

1. Cohort performance in indicator courses: The performance by cohorts in the two required foundational courses in the degree, the most commonly used courses to meet the “tools or research methods” requirement, and the 3-4 of the most commonly used elective courses, will together serve as an indicator of the overall quality of the program. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the degree.The benchmark metric will be initialized by measuring the percentage of cohorts to achieve at least a B within each indicator course.

2. Completion of integrative project: Each of the thesis or non-thesis options required the completion of an integrative project. Prior to the completion of each project the student will complete a self-reflective survey to assess the degree to which key concepts related to climate change were understood and applied.

3. End of degree survey: Prior to signing off on the completed integrative project, each student’s graduate advisory committee will complete a survey to assess the degree to which they felt the student demonstrated key concepts related to climate change and solutions. The survey will also collect additional information including the number of internal and external presentations conducted by the student, the number of publications submitted, whether the student applied or received funding to support their program, and whether they worked directly with partners in academia, operational agencies or the private sector in completing their independent projects.

4. Alumni and employer surveys: At two and four year intervals following graduation, alumni will be asked about their current employment. If employed in a relevant field, they will be asked to complete a brief survey about aspects of the program that helped prepare them to be successful in their job, and to identify any key aspects of preparation that were missing from the program. We will ask about specific ways in which the program can be improved to stay current with the needs of graduates in this new and evolving field. We will also solicit advice on potential new application areas given current and future needs. With their permission, we will also solicit their employers for similar information.

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

The above program outcomes and performance evaluation criteria will be reviewed on an annual basis to allow timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed based on enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs. Completion rate and time needed for completion will provide information relevant to needed changes for removing barriers (e.g., course schedules/rotations, class substitutions) to improve MS completion. The completeness and relevance of student's integrative projects (either thesis or non-thesis projects) will all the program to assess how the proposed coursework achieves desired student learning outcomes.

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

1) Indirect Assessment.
- Summary grades in required coursework
- Career Placement Rates: We will collect data on graduate school and career placement rates.
- Survey of Graduates: An online exit survey of all graduates will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.
- Industry surveys: Industry survey will be distribute to provide input and advice on the department's objectives and evolution.

2) Direct Assessment.
- Student Self Reflections: Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., we will ask students to name the three most important things they have learned in a program).
- Integrative Projects: Thesis or non-thesis projects will be evaluated to enable direct assessment of the quality of our degree program and the degree to which students have mastered the degree Learning Outcomes. We will create a rubric (1-2 pages) that each faculty member who attends the thesis presentation or evaluates the non-thesis project must complete to assess the quality of the student’s project presentation and their project. These surveys will be used to help the faculty evaluate and improve courses and course offerings within the degree.
- Alumni Career Survey: At two and four year intervals following graduation, alumni will be asked about their current employment. If employed in a relevant field, they will be asked to complete a brief survey about aspects of the program that helped prepare them to be successful in their job, and to identify any key aspects of preparation that were missing from the program.

When will assessment activities occur and at what frequency?

Assessment activities will occur biennially.

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

There is increased interest among students and growing employment opportunities for graduates with a broad understanding of climate change science and impacts, along with expertise in strategies for mitigation and adaptation to climate change. Through core coursework, students in this degree plan will gain a broad background and have the flexibility to specialize in a subfield of interest. Both a thesis and non-thesis option are provided to accommodate students interested in basic research, as well as non-thesis students interested in training for specific career paths. Potential career paths for graduates include (but are not limited to) climate action planning for private and public entities, natural hazards research and mitigation, and understanding of the pathways for transition of energy systems, including carbon capture and storage. The Dept of Earth and Spatial Science is well-positioned to offer this degree as a specialty area because of the decades-long strategic emphasis in both research and teaching in this arena, built in part by departmental leadership of NSF EPSCoR capacity-building grants from 2005-2013. Long-standing educational programs on which this is built include the offering of the core courses in Climate Change Science and Climate Change Mitigation since 2009 and 2007, respectively, along with the establishment of an undergraduate minor in 2010 (converted to a UG Academic Certificate in Climate Change in 2012) and the Graduate Academic Certificate in Climate Change in 2022.

Reviewer Comments

Rebecca Frost (rfrost) (Fri, 22 Nov 2024 18:28:25 GMT): Updated curricular requirements to catalog standard. College should verify minimum number of credits of Seminar that are required for the degree.

Sydney Beal-Coles (sbeal) (Tue, 18 Feb 2025 16:54:09 GMT): Updated curriculum and descriptions with four-digit course numbers

Key: 587