

2024 – 2025 Faculty Senate – Approved 3/25/25, FS Mtg #27

Meeting # 26

Tuesday, March 18, 2025, 3:30 pm – 5:00 pm Zoom only

Present: Aus, Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Kolios, Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Quinett, Pimentel, Ramirez, Raney, Remy, Roe, Sammaruca (w/o vote), Shook, Tohaneanu, Thorne
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 Nguyen, 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 disjointed 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 credentialed 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-Riley 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
2024 – 2025 Faculty Senate Agenda

Meeting #26

Tuesday, March 18, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #25 (March 4, 2025) **Attach. #1**
- III. Chair's Report
 - Who We Are – Nichole Vietz, Administrative Specialist, Provost Office
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - UCC 513: Child Development Undergraduate Academic Certificate – Ling-Ling Tsao, Associate Professor – School of Family and Consumer Sciences **Attach. #2**
 - UCC 581: Managing Facilities for Efficiency and Health Undergraduate Academic Certificate – Damon Woods, Director and Research Associate Professor – Integrated Design Lab **Attach. #3**
 - Committee on Committees
 - Call for Volunteers – Tim Murphy, Chair of Committee on Committees
- VI. Other Announcements and Communications
 - Decisions on Clinical vs. Tenure Track Lines – Diane Kelly-Riley, Vice Provost for Faculty
 - Update on Ongoing Senate Priorities – Kristin Haltinner, Senate Chair **Attach. #4 / Attach. #5**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #25 (March 4, 2025)
- **Attach. #2** UCC 513: Child Development Undergraduate Academic Certificate
- **Attach. #3** UCC 581 Managing Facilities for Efficiency and Health Undergraduate Academic Certificate
- **Attach. #4** Summary of Discussion re: relationship with legislature/public
- **Attach. #5** Ongoing Senate Initiatives

2024 – 2025 Faculty Senate – Pending Approval

Meeting # 25

Tuesday, March 4, 2025, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Corry (excused), Aus (excused), Haltinner (excused), Kolios, McKenna, Strickland (excused)

Guests: Jerry McMurtry

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 #24, February 25, 2025, were approved as distributed.

Chair’s Report (presented by the vice chair)

- **Class Schedule.** The “classic” class scheduler has not been updated with summer or fall classes at this point, and it’s not clear whether it will be updated. At the same time, the new class search tool may not be active for several months. One can still use the class search tool behind the authenticated interface, but it is also available publicly from the registrar’s website. So, everyone should be able to see their classes in there, although the new tool it’s not as user friendly as the classic version.

Discussion:

A senator, and their department, are very concerned that not having the class schedule up to date and published will impact enrollment. People reported not seeing any classes offered by their departments. Tim Murphy said that FSL will continue to seek answers and will share any information as it becomes available.

Others reported encountering similar difficulties when searching for their classes. A senator pointed out that a resolution requesting the old class schedule to continue was passed by senate earlier.

Rebecca Frost and Ted Unzicker said that, because of the switch to the four-digit course numbers, they had to build the schedule from scratch. If departments or courses are missing, it’s probably because those departments have not yet sent them in, although there is a deadline. Registrar Lindsey Brown added that this page is one of the webpages.uidaho.edu that OIT plans to decommission.

Tim Murphy reiterated that the class schedule is an active issue.

The following links were placed in the chat:

<https://banner.uidaho.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>

<https://www.uidaho.edu/registrar/classes>

<https://www.uidaho.edu/-/media/uidaho-responsive/files/registrar/faculty/scheduling/fall.pdf?la=en&rev=dcbff6ec21f54045943394f503c612c0>

Fidelity. Fidelity sent out an email for folks wanting to schedule one-on-one sessions for questions on the optional retirement plan. If you didn't receive one of those and you would like to schedule a session, let us know and we'll help you figure out how to access the registration interface. Anyone who is on the optional retirement plan should have received a personal email.

- **UI Benefits vs. State Plan.** This is an issue we're actively working on. We are making arrangements to bring in someone who can provide the necessary information and answer questions about this. Also, we still need a volunteer senator to sit on the Benefits Advisory Committee. If you would like to nominate someone or yourself, please send an email to Kristen. It's important that we are active on this committee, looking out for our benefits.
- **Who we are:** Steve Shook.
Steve shared some background about his upbringing and education. He and his seven siblings were first-generation college students. Steve attended Purdue University, where he earned BS degrees in Forest Management and in Forest Products, followed by a master's degree in Wood Science and Engineering at the University of Illinois and a PhD in Marketing at the University of Washington. Steve has been at the U of I since 1998, with appointments at CBE and CNR, which is currently Steve's home college. Steve's teaching is largely based on business management and marketing. His research is mostly focused on innovation management in the wood products and residential construction industries. Steve has served on boards for nonprofit and for-profit organizations, has been involved with the USAID project in Ukraine, and was an expert witness in international trade cases and antitrust cases. Steve's personal interests are running, hiking, reading, and beekeeping.

Provost's Report

- UI March Faculty Gathering – Tuesday, March 18, 2025, from 4:30-6:30 PM PT, in the EHHS Building, First Floor. Please complete this [RSVP form](#) if you plan to attend.
- Legislature. The university base budget has passed, but the enhancement budgets are not yet final. Information on CEC will be shared when it is final.

No questions.

Committee Reports

- Faculty and Staff Policy Group (FSPG (vote))
 - FSH 3780 – Dependent Educational Tuition and Fee Reduction – Barbara Kirchmeier. Currently, one dependent receives a 50% fee reduction. With the proposed revisions, a second dependent receives a 25% fee reduction, both attending at the same time. Tim Murphy provided some context. This was approved last week by Faculty Senate, subject to confirmation that the amended language is acceptable to DFA and consistent with the tax code, but it turned out that neither condition is satisfied. It also appears that the tax code does not define the term household in a way that is helpful to what we're trying to accomplish with this policy. So, last week's motion failed because we couldn't meet the conditions. The policy is back as a seconded motion from the Faculty and Staff Policy Group (FSPG) as originally presented, not as modified. We have the option to approve the current version from FSPG, that was also at least tentatively approved by the administration and that we are confident could be in place for the next academic year, while we continue working on the two-employee household issue going into next year (option 1). The second option is to modify the policy with language to address the two-employee household situation, pass it at Senate and send it up (option 2). If the proposed policy is not approved by the administration, there would be no modification to the policy in place for next year. The third option is not to approve

anything at this time and continue working until we have exactly what we want, and send that up, which is quite unlikely to be done this year.

Barb said that FSPG would like to make this benefit available to as many people as possible starting July 1st of this year, and then continue to work on it, rather than making no benefit extension available to anyone. FSPG supports option 1.

Discussion:

A senator spoke in favor of option 1. There were no comments against the motion.

Vote: 17/17 yes. Motion passes.

Motion to charge FSPG with investigating the issue of two-employee households (Chapman, Barannyk).

Vote: 16/16 yes. Motion passes.

- Committee on Committees (Vote)

- FSH 1620 University Level Committees – Kay Dee Holmes, Assistant Director for Research Integrity.

Tim Murphy noted that the policy cover sheet circulated in the binder was not the most updated version and displayed the correct version on the screen. There was no objection to considering the seconded motion from the Committee on Committees with the updated policy cover sheet.

Kay Dee Holmes explained that the proposed revisions ensure that the IRB, IBC, and IACUC committee meetings are not open to the public. Those committees meet regularly to discuss protocols for research with animal subjects, biohazards and human subjects. This change to the policy would allow those committees to meet and freely discuss privately. If someone wants to attend those meetings, they can send a request, and the committee chair has discretion to grant the request. This change is in line with Idaho public meetings law.

No questions.

Vote: 18/18 yes. Motion passes.

Announcements and Communications

- Discussion on Potential Impacts of Federal Grant Changes – Jerry McMurtry, Dean of COGS and Torrey Lawrence, Provost

Provost Lawrence provided some general context on possible disruptions at the federal level. One group contains federal research funding and includes both threats to the grants themselves and possible changes to F&A rates (or indirect costs). Those disruptions could have significant impact on the university, but almost all of them are held up in court. Another group includes matters around DEI at the federal level, such as executive orders from President Trump, or the “Dear Colleague” letter which came two and a half weeks ago from the Department of Education. Last Friday, they stated that the letter was clear but added a 12-page FAQ. Then, there are miscellaneous items, like President Trump’s tweet with threats against what he called illegal protests on college and university campuses in higher education. The landscape is constantly changing, and people are confused. University officials are watching carefully and working with our partners McAllister & Quinn, our primary support group in Washington, DC. Influential organizations like APLU and ACE are very engaged in this conversation. We’re communicating with some of our state legislators about the impact that some of these disruptions would have on the university, and we hope they can help advocate for us at the national level.

Next, Jerry McMurtry will talk about TAs and RAs.

We have 284 TAs across campus. They are all institutionally funded, so there's no threat to TA funding at this point. In time. The budget is robust and, so, TAs will be there to support our faculty and our students. On the other hand, RAs are primarily funded through grants and contracts. We have about 307 RAs around campus, and they could be impacted. Although there has been no impact up to this point, students and faculty are worried. If we get a “stop work” order, the work on those grants must stop. The funding is held up and the faculty can't continue their line of research. We haven't seen that yet and we don't know whether it is going to happen. We're hopeful that this will play out in the courts later and that everything will be as usual in the immediate future. We read that some large institutions (Louisiana State, Pennsylvania University of Pittsburgh, USC, University of Washington), have started to freeze graduate applications and research-based programs. We are going to continue admitting students, encourage them to apply, help them get their applications in and get them out to departments for review. We are processing all international applications and issuing I-20 s. We can't control what happens when students go for their visa interview, but we'll open that opportunity for them as rapidly as we can, and we have no intention of slowing down on the admissions side.

Discussion:

There was a question on the meaning of “illegal protest.”

Provost Lawrence mentioned that President Trump will give an address to Congress in the evening. It's not clear what an illegal protest is. Perhaps legal scholars may define what that might be. We have a solid protest policy and guidance for students. Of course, protesters cannot disrupt, and that could be the illegal part.

The discussion moved back to federal funding. A senator participated in one of the NSF review panels last week and, overall, things proceeded in a timely manner. The NSF officers said that people should submit proposals and assume that the agency is accepting them. But nobody knows what is going to happen after that.

The provost emphasized that we should not stop submitting proposals or doing the work we do. There's no reason at this point to do that. Jerry McMurtry agreed.

Graduate student senator Phillip Hagen, GPSA President, reported receiving a large volume of email with questions he cannot answer. Graduate students are pretty concerned right now. He urged the faculty to let their graduate students know they are looking out for them.

A senator pointed out that, if we lose funding that support international students or postdocs, they will lose their legal status and must leave immediately.

Dean McMurtry is communicating with IPO about circumstances that would place our international students in peril. In fact, if the funding is cut off, they'll have to find additional resources or be out of status and then have to leave. We're paying close attention to that.

Torrey Lawrence added that the key thing is to be aware of the potential impact on the students. Should we be in one of those situations, we're going to look for solutions and stay focused on the students. We are not doing anything proactively, because it would be premature. Different universities and states are taking different approaches.

- The last item on the agenda was postponed with no objections.

New Business

There was none.

Adjournment

The meeting was adjourned at 4:20pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

513: CHILD DEVELOPMENT UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 063 Chair (kminer@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu, sandeschlueter@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
6. Curriculum Review (Curriculum Review@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Ling-Ling Tsao (ltsao@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Mon, 12 Jun 2023 18:43:44 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
2. Tue, 05 Sep 2023 19:47:43 GMT
Brenda Schroeder (bschroeder): Approved for CALS Review
3. Tue, 05 Sep 2023 19:49:29 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
4. Tue, 06 Feb 2024 14:02:54 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
5. Fri, 01 Mar 2024 19:36:45 GMT
Brenda Helbling (brendah): Approved for Provost's Office
6. Fri, 13 Dec 2024 00:02:19 GMT
Sydney Beal-Coles (sbeal): Approved for Curriculum Review
7. Mon, 27 Jan 2025 16:46:55 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 28 Jan 2025 21:18:22 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Tue, 28 Jan 2025 21:32:28 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Tue, 04 Feb 2025 17:05:46 GMT
Sydney Beal-Coles (sbeal): Rollback to Registrar's Office for UCC
11. Wed, 05 Feb 2025 22:00:47 GMT
Ling-Ling Tsao (ltsao): Approved for V00227388
12. Mon, 10 Feb 2025 16:29:45 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
13. Tue, 11 Feb 2025 20:37:26 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
14. Fri, 28 Feb 2025 17:46:04 GMT
Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Mon, 12 Jun 2023 18:39:13 GMT

Viewing: 513 : Child Development Undergraduate Academic Certificate

Last edit: Wed, 05 Feb 2025 22:00:28 GMT

Changes proposed by: Trevor White

Faculty Contact

Faculty Name	Faculty Email
Trevor White	Trevorw@uidaho.edu
Ling-Ling Tsao	ltsao@uidaho.edu

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

No

Academic Level

Undergraduate

College

Agricultural & Life Sciences

Department/Unit:

Family and Consumer Sciences

Effective Catalog Year

2025-2026

Program Title

Child Development 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

19.0706 - Child Development.

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 financial impact to the program by adding this certificate.

Curriculum:

The Child Development Certificate offers contemporary knowledge and skills for those interested in early childhood care and education. It paves the way for entry-level childcare employment or further academic studies, including early childhood education/special education, parenting, youth services, social work, and related fields. Individuals who complete the certificate will gain an understanding of early brain development and recognize the typical and atypical development of young children. They will learn to implement evidence-based, developmentally appropriate practices essential for working with young children and advocate for young children and their families' health and well-being.

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
ECDE 2100	Introduction to Early Childhood Education	3
ECDE 2340	Infancy and Early Childhood	3
ECDE 2350	Principles and Methods of Child Observation	3
ECDE 2540	Middle Childhood Development	3
or ECDE 3400	Parent-Child Relationships in Family and Community	3

Total Hours **12**

Courses to total 12 credits for this certificate.

Distance Education Availability

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

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

No

Geographical Area Availability

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

Moscow

Student Learning Outcomes**Learning Objectives**

After completing the program, students will be able to understand the developmental period of early childhood from birth through age 8, value each child as an individual with unique developmental variations and recognize how child development and learning occur in multiple contexts.

Students will be able to apply knowledge of developmental milestones to support young children's growth in physical, cognitive, social, and emotional domains through developmentally appropriate interactions and practices.

Students will be able to analyze and apply observation methods to assess and document children's development, using observations to inform best practices in early childhood settings.

Students will be able to recognize the influence of family, culture, and community on child development and be able to advocate for the well-being of young children and their families.

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.

Each course offered through the certificate will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Some of the examples may include but not limit to: in class activities and mini-assignments (ECDE 210: brain development, adverse childhood experiences, play in early childhood; ECDE 234 journal article discussion), midterm/quizzes (ECDE 234, ECDE 254), observation reports (ECDE 235: developmental milestones, language sample), and individual projects (ECDE 234: design a child developmental center).

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

Program faculty will meet each semester to discuss the program and implement needed improvements. Changes will be implemented as weaknesses become evident.

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

Program faculty will use rubric-based evaluation and portfolio format to assess student learning throughout the program. The portfolio will be introduced and start on the first class (ECDE 210) and then students will continue their portfolio throughout the certificate program.

When will assessment activities occur and at what frequency?

Assessments will be conducted annually.

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

The 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.

No additional workload is required, as all courses are already offered within the Margaret Ritchie School of Family and Consumer Sciences.

Reviewer Comments

Brenda Helbling (brendah) (Thu, 22 Feb 2024 19:23:05 GMT): Requested program description and changed (per Trevor White) to a "no" on self-support fee. BRH

Sande Schlueter (sandeschlueter) (Fri, 13 Dec 2024 00:01:38 GMT): This was in Curriculum Review since 3/1/24 and it appears no one is assigned to this workflow after talking w/SBC. Approved so that it could move through the process.

Sydney Beal-Coles (sbeal) (Tue, 04 Feb 2025 17:05:46 GMT): Rollback: Rolled back for more information in the rationale and learning objectives sections

Key: 513

581: MANAGING FACILITIES FOR EFFICIENCY AND HEALTH UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 232 Chair (rteal@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. Fri, 20 Sep 2024 02:35:15 GMT
Randall Teal (rteal): Approved for 232 Chair
2. Thu, 26 Sep 2024 19:36:16 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Wed, 02 Oct 2024 00:14:15 GMT
Shauna Corry (scorry): Approved for 09 Dean
4. Wed, 02 Oct 2024 16:41:27 GMT
Christine Slater (cslater): Approved for Assessment
5. Thu, 03 Oct 2024 16:33:39 GMT
Nicole Remy (nremy): Approved for DLI
6. Tue, 11 Feb 2025 19:42:00 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Tue, 18 Feb 2025 22:10:11 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 18 Feb 2025 23:22:32 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
9. Tue, 18 Feb 2025 23:31:03 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Mon, 03 Mar 2025 17:14:37 GMT
Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Thu, 19 Sep 2024 17:45:00 GMT

Viewing: 581 : Managing Facilities for Efficiency and Health Undergraduate Academic Certificate

Last edit: Tue, 18 Feb 2025 23:34:14 GMT

Changes proposed by: Stacy Isenbarger

Faculty Contact

Faculty Name	Faculty Email
Damon Woods	dwoods@uidaho.edu

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

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Architecture

Effective Catalog Year

2025-2026

Program Title

Managing Facilities for Efficiency and Health 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

13

CIP Code

04.0902 - Architectural and Building Sciences/Technology.

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 certificate uses existing courses. The courses proposed have seat availability and therefore shouldn't have any additional financial impact on departments supporting them at this time.

Curriculum:

This certificate is intended for those who wish to manage commercial and industrial buildings. Students will learn how to identify and measure specific metrics on building performance and understand the factors that affect indoor environmental performance such as indoor pollution, thermal performance, and sound transmission. The certificate also includes a course on project and personnel management so students will learn how to coordinate technical projects and set up workflows that will help them communicate when overseeing building infrastructure retrofits. The goal is to equip facility managers with the skills needed to operate increasingly complex buildings in a way that maximizes the health of the occupants and minimizes energy costs.

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
ARCH 4640	Environmental Building Performance	4
Select 3 credits related to Management:		3
MGT 3110	Introduction to Management	
MGT 3150	Corporate Social Responsibility and Sustainability	
IAD 4430	Universal Design	
EM 5100	Engineering and Technology Management Fundamentals	
EM 5130	Leading Technical Organizations	
Select 3 credits related to Indoor Environmental Quality:		3
IAD 3680	Materials for Health and Sustainability	
IAD 4000	Seminar (Design for Well-Being)	
FIRE/GEOL 4410	Air Quality, Pollution, and Smoke	
Select 3-4 credits related to Energy Efficiency:		3-4
ARCH 4630	Principles of Environmental Building Design	
ME 4140 or ME 5140	HVAC Systems	
ARCH 4170	Designing Net-Zero Spaces	
ARCH 5740/ME 5710	Building Performance Simulation for Integrated Design	
Total Hours		13-14

Courses to total 13-14 credits for this certificate

Catalog Program Description:

Department is working on the program description and will provide to VPAL office to update CIM proposal when it is ready.

Distance Education Availability

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

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

No

Geographical Area Availability

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

Boise
Moscow

Student Learning Outcomes

Learning Objectives

- Understand building performance metrics.
- Know how to measure building performance.
- Objectively compare a building's energy usage to its expected performance.
- Can plan and manage a technical project with a diverse team of personnel.
- Detail the factors that provide exceptional indoor environmental quality.
- Use energy modeling software to calculate the return on investment of energy efficiency upgrades.

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 are required to take the course on Environmental Building Performance, which includes an hour each week dedicated to hands-on experiments. A course in management will assess the student's ability to oversee a project over the course of the semester and will be scored according to their ability to manage a complex workflow. Through taking a seminar course on the WELL criteria, on material selection, or air pollution, program participants will be assessed on their understand factors that affect the occupant experience in the space including how to limit indoor pollutants and maximize occupant health. Each of the courses in the Energy Efficiency block require students to learn how to use building energy modeling tools to predict building energy performance and savings.

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

Students must be able to demonstrate that they know the driving factors in building energy use (from ARCH 464) how to manage a complex project (Management Course Group), the parameters that affect Indoor Environmental Quality (IEQ Group), and how to deliver comfort, light, and ventilation efficiently (Energy Efficiency Group). If students consistently score poorly in a particular course group (Management, IEQ, or Energy Efficiency), then it will be an indication to strengthen the preparatory curriculum for those topics.

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

Direct measures to assess participants occur in either exam or project form in each course. Indirect assessment may come from observing how participants incorporate topics from classes in different groups and potentially within their studio or engineering projects.

When will assessment activities occur and at what frequency?

For the required course in Environmental Performance, students will complete four hands-on experiments to record thermal, visual, and auditory comfort levels within a building and to calculate building energy use intensity. Outcomes in the Management Course group will demonstrate the student's ability to develop a management plan for building operations and this work typically culminates in a semester-long project that makes up a significant portion of their grade in that course. Students taking either IAD 368 or FIRE 454 will sit through exams measuring their understanding of pollutants and transport mechanisms. Students in IAD 400 must present at least once in the semester on a topic related to indoor environmental performance and must do a semester-long development of a research topic in this field. Students taking a course in the Energy Efficiency group will have to build an energy model over the course of one semester to estimate the energy savings of different design scenarios.

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

Over the last five years, there have been multiple requests from industry partners for a certificate in facility management, particularly in the healthcare industry, by Idaho's largest employer, St. Luke's Healthcare Systems and by college advisory board members at the spring 2024 board meeting. Each year, close to one third of all energy used in the U.S. is for buildings. As buildings become increasingly complex, skilled facility managers are needed to operate the building to maximize the health of the occupants and minimize the energy usage. As commercial real estate adjusts to post-COVID occupancy patterns, those buildings with low utility costs and high occupant satisfaction will be in the highest demand, which can only be provided through effective facility managers.

With the only accredited architecture program in Idaho, a strong engineering program, and unique offerings in fire and air pollution, the U of I is well-positioned to offer courses that focus on both a building's architectural design intentions and the engineering management required of facility managers to make it operate according to those intentions. The college's Integrated Design Lab has been an educational leader in this space since 2004. The IDL was founded by the Northwest Energy Efficiency Alliance, which still supports the lab and has a vested interest in workforce development to minimize energy consumption in Idaho.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Tue, 26 Nov 2024 19:19:06 GMT): Program Description: This certificate is intended for those who wish to manage commercial and industrial buildings. Students will learn how to identify and measure specific metrics on building performance and understand the factors that affect indoor environmental performance such as indoor pollution, thermal performance, and sound transmission. The certificate also includes a course on project and personnel management so students will learn how to coordinate technical projects and set up workflows that will help them communicate when overseeing building infrastructure retrofits. The goal is to equip facility managers with the skills needed to operate increasingly complex buildings in a way that maximizes the health of the occupants and minimizes energy costs.

Sydney Beal-Coles (sbeal) (Tue, 18 Feb 2025 23:34:14 GMT): Made standard catalog formatting edits to curriculum box

Key: 581

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

I. Core Challenges

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

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

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

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

II. Ideas for Improving Relationship with Legislature

Talk to SBOE as a starting point

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

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

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

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

Enlist the help of alumni to engage with and lobby policymakers

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

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

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

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

III. Ideas for Improving Public Image

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

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

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

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

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

Write op-eds about the cool work we do

IV. Internal Things to Work on

Communicate about legislature with other institutions/faculty senates

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

Attach. #5

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

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

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

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