

**University of Idaho**  
**2024 – 2025 Faculty Senate Agenda**  
Meeting #30

Tuesday, April 15, 2025, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2024-2025 Faculty Senate Meeting #29 (April 8, 2025) **Attach. #1**
- III. Chair’s Report
  - “Who We Are” Constantinos Kolias
- IV. Provost’s Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 157: Regulation J-3 Revisions – Barb Kirchmeier, Chair of UCGE; Director of General Education; Director of Idaho Study Abroad **Attach. #2**
  - Committee on Committees (Vote)
    - FSH 1640.82 Faculty Compensation Committee - Tim Murphy, Chair of ConC and Assistant Professor of Law **Attach. #3**
  - Faculty Affairs Committee (Vote)
    - FSH 1520 Constitution of the University Faculty – Francesca Sammarruca, Faculty Secretary and Professor of Physics and Erin Chapman, Professor of Family and Consumer Science and Chair of FAC **Attach #4**
  - Borah Foundation Committee
    - Report: Bal Krishna Sharma, Professor of English and Chen Wang, Assistant Professor of East Asian Politics; Co-Chairs of the Borah Foundation Committee
  - University Assessment and Accreditation Committee
    - Report – Taylor Raney, Chair of UAAC; Faculty Senator; Associate Dean for Undergraduate Studies and Director of Teacher Education (EHHS); Professor of Curriculum and Instruction

VI. Other Announcements and Communications

- Resolution on SB 1198 – Kelly Quinnett and Debb Thorne, Senators from CLASS, Erin Chapman, Senator from CALS, **Attach #5**
- OIT Summer Updates – Teresa Amos, Director for IT Planning and Initiatives

VII. New Business

VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #29 (April 8, 2025)
- **Attach. #2** UCC 157 Regulation J-3 Revisions
- **Attach. #3** FSH 1640.82 Faculty Compensation
- **Attach. #4** FSH 1520 Constitution of the University Faculty
- **Attach. #5** Resolution on SB 1198

**2024 – 2025 Faculty Senate – Pending Approval**

Meeting # 29

Tuesday, April 8, 2025, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Roe (excused), Raney (excused), Corry (excused)

**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 #28, April 1, 2025, were approved as distributed.

**Chair's Report:**

- The Vandal Gateway program was discussed at the University Curriculum Committee (UCC) yesterday. The UCC elected to continue with the current admission standards in the program. No further action needs to be taken at this time.
- Elections of AY 2025-26 senators need to be completed by April 15<sup>th</sup>. If you are not sure when your term ends, please let us know.
- The UFM is confirmed for May 7, 2:30pm to 4:00pm.
- Commencement. Moscow: CALS, CBE, COE, CNR, COS at 9:30am. CAAC, EHHS, Law and CLASS will have their ceremony at 2pm. Boise commencement is at 4pm on May 18<sup>th</sup> and Idaho Falls at 7pm on May 19<sup>th</sup>.
- The report from the University Assessment and Accreditation Committee is moved to next week, because Taylor Rainey is unavailable today. (No objections.)
- There are hopefully only two senate meetings left for this year. We expect that a number of policies will be ready for the senate in the next couple of weeks.
- **Who we are.** Kelly Quinnett, professor of theater and former senate chair. Kelly is a professor of theater and an actress. She is also a former chair of the faculty senate. Kelly shared some background about her family, education and career. Her experiences with this town, its community and the campus have been magical for Kelly, who joined the university in 1998. Her most life changing event is her becoming an “End of Life Doula” and a volunteer chaplain at the hospital. But mostly she helps support people who are terminally ill. She finds it important to ask two questions to the people who are at the end of their life are: how do they want to be remembered, and does the way they are living their life align with how they want to be remembered?

**Provost's Reports**

- NWCCU. Last week we had four evaluators on campus for two days. Their feedback was very positive. Provost Lawrence wants to thank everybody who was part of that, particularly the University Assessment and Accreditation committee, who worked hard on the report and to prepare for the NWCCU visit. We will get a report from the evaluators, which is a formative step in the accreditation process. The Commission will consider the report this summer.

- Legislature. Prior to adjourning on Friday, they did pass an enhancement budget for the university, which includes a one-time time, 2 million dollars cut. There is some added funding but also cuts. They also passed Senate Bill 1198 regarding DEI (more on this later).
- An active shooter training exercise will take place on Thursday afternoon this week in the Memorial Gym. The area will be taped off. There will be uniformed law enforcement personnel on campus. It is a drill.
- The Lionel Hampton Jazz Festival is on April 15<sup>th</sup> through April 18<sup>th</sup> (Tuesday through Friday). Those whose classrooms will be impacted have already been contacted multiple times, so they should be aware. World class artists as well as thousands of students will be on campus. It is a great chance to meet and connect with students.
- On Wednesday the 16<sup>th</sup> and Thursday the 17<sup>th</sup>, the State Board of Education is meeting on our campus, in the International Ballroom. Meetings are open to the public. The agenda is still to be determined. If employees want to attend they are welcome to do so..
- Deferred pay begins next August. All nine-month faculty may elect the deferred pay option through the salary agreement process in May. Thanks to Diane Kelly-Riley, Faculty Senate, HR and all the people who have been involved in the implementation of this option moving forward. Nine-month faculty can elect to be on the twelve-month deferred pay cycle that starts with their contract in August and goes all the way through the following summer. Watch for communications about this topic.

Discussion:

There was a question about speaking at the Board meeting. Yes, anyone can speak as a private citizen but not on behalf of the university. The SBOE office manages this and takes requests on their webpage.

The discussion focused on the reasons for the budget cut. There have been comments from legislators that it's because of DEI issues, but no specific reason was given in the legislation. The university did comply with previous DEI legislation.

The discussion moved to the two international individuals who had their visas revoked and possible ICE involvement. The visas were affiliated with the U of I. The university has not had any interactions with ICE at this point and notice of visa changes was not provided to the university. The provost said that they are trying to support those students as much as they can. The issue of international travel for university employees who are not US citizens was addressed again. Are there any directions from the International Program Office (IPO)? Provost Lawrence informed Senate that the university has not taken a position on this matter. He encourages people to reach out directly to International Programs about their travel plans if they have questions. Everyone, including US citizens, should also evaluate their destination, as some countries are "high risk."

## **Committee Reports**

- University Curriculum Committee (vote)
  - UCC 586 – Hydrology Graduate Academic Certificate, Eric Mittelstaedt, Department of Earth and Spatial Sciences.  
This is the graduate equivalent of the Undergraduate Water and the Environment certificate that was passed recently. It is about giving graduate students access to hydrology and groundwater courses that may supplement the degrees they're working on, or, if they're in industry, give them an option of getting a certificate for that. It is called Hydrology, as opposed to Water and the Environment, to avoid conflicting names across campus.

Discussion

A senator wondered about the significance of certificates at the graduate level. Eric replied that a certificate indicates a specialty in a particular area. If a student wishes to go

for a master's in environmental science and also show to a future employer that they have specific skills in hydrology, they may consider this certificate. It's a way of allowing our graduates to diversify their potential employers or skills.

Vote: 18/19 yes; 1/19 no. Motion passes.

- **Sabbatical Leave Committee (SLC) Report – Chantal Vella, Chair of SLC**  
The Sabbatical Leave Committee has had a busy year. They reviewed six requests for modifications to previously approved sabbaticals, and those requests included reducing the sabbatical duration from one academic year to one semester, changing sabbatical location, adding acquired funding for salary support, and postponing sabbatical to secure extramural funding. In Fall 2024, the committee reviewed 22 sabbatical applications from faculty across seven different colleges. The sabbatical projects varied widely and were interesting to read. They included enhancing research capabilities and expertise with advanced training, conducting specific research studies, establishing collaborations nationally and internationally, designing and engaging in performances, writing papers, reviews, books, and textbooks. The committee will be reviewing spring sabbatical applications next week, and I believe we have five. We're also starting a comprehensive review of the sabbatical leave policy, at the request of senate leadership and the policy coordinator.

#### Discussion

A senator asked whether there is a timeframe for approved sabbaticals that were not taken to be kept on file, and whether the faculty would have to start from scratch. Chantal replied that, if the new application is for the same sabbatical, the original sabbatical application could be resubmitted for consideration but would require updated outside letters to show current support.

Another senator inquired about the possibility of one-semester sabbaticals, where faculty receive their full salary, rather than one-year sabbaticals, during which they receive 50% of their salary. Chair Haltinner provided some context as follows: until approximately 2017 or 18, sabbaticals were funded by the provost office, but only a few people were able to take them. Since then, they have been funded by the colleges, and each college has different policies.

Francesca will send all committee chairs a reminder to follow [FSH 1620 E-13 and E-14](#) when preparing their year-end report. For convenience, she will include a simple template.

### **Announcements and Communications**

- **Strategic Planning Update – Barb Kirchmeier, senate representative in the strategic planning group.**  
Barb started by showing the timeline, that's a little off the original one. Using feedback from all the different listening sessions held with internal and external stakeholder groups, they developed a set of what they are calling "strategic pillars." These are common threads that were brought up in nearly every conversation with every group of stakeholders leading up until sometime February. Barb then proceeded to share a "draft framework," which is a first attempt at outlining what strategic pillars might look like. Using these draft pillars, two members of the strategic planning council were assigned to each draft pillar, to organize conversations with different groups across campus and externally to gather feedback on what kind of signature initiatives they might see falling under each pillar. So, we now have some draft initiatives that might fall under each pillar. For example, one of the draft pillars is to expand access and transform the student experience to drive student success. One of the draft initiatives that was suggested is to expand flexible online learning opportunities for high demand industry.  
There will be a Town Hall on the 6<sup>th</sup> of May, followed by a public comment period from the 6<sup>th</sup> through the 16<sup>th</sup>. On the website below, there's a place to enter ideas and comments. Please submit those by the end of the day this Thursday, April 10<sup>th</sup>.

<https://www.uidaho.edu/president/university-working-groups/strategic-plan>

### **New Business**

SB 1198 (as amended): <https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2025/legislation/S1198E1.pdf>

The provost was asked to discuss SB 1198 and their potential impact on the university and higher education in the state. He gave a brief overview of the bill's contents such as its purpose, DEI definitions, prohibitions, curricular restrictions, reporting requirements, role of the state's attorney general, private cause of action, and topics the bill purports to not change or prevent.

Senators had many questions.

In the social sciences, as well as in health and family studies, history and more, diversity and equity are embedded in the discipline. What can instructors teach in the current climate? Are instructors at risk of being reported by students and losing their jobs? Can entire programs be cut? Is it allowed to talk about DEI without advocating for it? Clearly, impact on the curriculum is a major concern.

What is the university and SBOE doing to push back against this challenge to academic freedom and the integrity of disciplines?

Could the "*private cause of action*" given to students and staff by SB 1198 be abused and create a climate of terror? What can we tell our students who are concerned about their academic trajectory here at the U of I? At which point do we cease to be an educational institution, because we are prevented from talking about critical issues? At which point does this undermine our ability to even function as a robust liberal arts institution?

Ideas were shared on the best way to start much needed conversations. At this time, there's a lot to understand, starting from the many definitions given in the bill and how they apply to what UI faculty do. UI leadership will work with our regents to identify the best way to navigate through this bill. The university expressed concerns along the way but the bill passed with strong support in the house and senate.

A Faculty Senate resolution could make a statement, but it's unlikely to produce changes in the law. As private citizens, UI employees and students are free to take initiatives, such as speaking to the legislators, or partake in peaceful demonstrations. As an institution, UI will proceed stepwise and stay focused on our values while solutions are identified to maintain our curriculum and be compliant with the law. At this time, there are many questions that need answers.

### **Adjournment**

The meeting was adjourned at 5:04pm.

Respectfully Submitted,

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

# 157: REGULATION J-3 REVISIONS

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## In Workflow

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

## Approval Path

1. Tue, 01 Apr 2025 16:13:09 GMT  
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Tue, 01 Apr 2025 16:23:31 GMT  
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
3. Tue, 08 Apr 2025 17:01:06 GMT  
Sydney Beal-Coles (sbeal): Approved for UCC

## New Proposal

Date Submitted: Fri, 21 Mar 2025 21:09:34 GMT

### Viewing: Regulation J-3 Revisions

Last edit: Fri, 21 Mar 2025 21:09:33 GMT

Changes proposed by: Rebecca Frost

### Faculty Contact

Faculty Name	Faculty Email
Barb Kirchmeier	barbara@uidaho.edu

### Request Type

Add/Drop/Change an academic regulation

### Effective Catalog Year

2025-2026

### Title

Regulation J-3 Revisions

### Request Details

Revision to Regulation J-3 to update introductory language as well as to bring credit requirements into compliance with Idaho State Board policy III.N.

Please see attached document for revisions.

### Supporting Documents

Proposed revision to J-3.docx

Key: 157

### J-3. General Education Curriculum ~~and Learning Outcomes~~

At the University of Idaho, we are committed to preparing students with the skills necessary to thrive in an evolving and interconnected world. Employers today seek graduates with durable skills—transferable competencies that remain valuable regardless of industry or career path. These skills align with the National Association of Colleges and Employers (NACE) competencies, which emphasize the importance of:

- **Critical thinking and problem-solving** – Analyzing complex issues and making informed decisions
- **Communication** – Effective written and oral communication in various settings
- **Teamwork and collaboration** – Working effectively with others to achieve common goals
- **Professionalism and work ethic** – Demonstrating integrity, accountability, and ethical decision-making
- **Leadership** – Using interpersonal skills to motivate and guide others toward a common goal
- **Technology proficiency** – Applying knowledge of emerging tools and digital literacy in the workplace
- **Career and self-development** – Taking initiative in personal and professional growth

These competencies, highly valued by employers, align with the University of Idaho’s General Education Curriculum. Our general education courses help students develop durable skills while aligning with Idaho State Board of Education general education policies. This curriculum ensures that graduates are adaptable, analytical, and ethically responsible individuals capable of meeting workforce needs and contributing meaningfully to society.

#### General Education Requirements

First-year baccalaureate and associate degree-seeking students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential; to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. See the University Learning Outcomes for more information.

A student working toward a baccalaureate or associate degree must complete **the necessary** coursework in **the seven nine general education** categories **described below** (J-

3-a through J-3-hg), ~~This requirement is to be satisfied by~~ earning a total of 36 credits ~~and while~~ meeting the minimum ~~number of credits specified requirements~~ for each category.

~~(Transfer students have two options for may~~ fulfilling this requirement ~~through one of two options, detailed in ; these are described under~~ "[General Education Requirements for Transfer Students](#)" in the Undergraduate Admission section of this catalog).

University of Idaho general education courses ~~accepted as transferable that can transfer as general education courses~~ to other Idaho state-funded institutions ~~as general education credits~~ are ~~listed designated~~ as General Education Matriculated ~~-(GEM)~~ courses in the General Catalog. ~~The list of c~~Courses ~~that fulfill requirements in~~ fulfilling each category ~~are is~~ reviewed ~~and updated annually each year and the list is updated~~ in the Spring. Students and advisors ~~are encouraged to check should review~~ the ~~updated~~ list when it is published ~~in the spring to be aware of any additional courses that have been added to meet specific requirements to identify newly approved courses. A c~~courses ~~that are approved to satisfy a for~~ general education ~~requirement credit~~ can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

*Note: Remedial courses ~~may not cannot~~ be used to satisfy ~~any of this requirement general education requirements~~. Degree-seeking students must be enrolled in [ENGL 101](#), [ENGL 101P](#), or [ENGL 102](#) in their first semester in residence and ~~in each subsequent continue enrollment each~~ semester until they ~~have passed pass~~ [ENGL 102](#). They must ~~also be enrolled enroll~~ in [MATH 108](#) or ~~in a~~ course that meets the general education requirement in ~~mathematics, statistics, or computer science~~ [Mathematical Ways of Knowing](#) in their first year in residence and ~~in each subsequent continue enrollment each~~ semester until ~~the general education requirement in mathematics, statistics, or computer science has been satisfied they fulfill the Mathematical Ways of Knowing requirement~~.*

### **J-3-a. Written Communication (3-6 6 credits, depending on placement)**

The purpose of this requirement is to develop the ability to organize one's thoughts; to express them simply and clearly through oral, written, and visual means; to observe the standards and conventions of language usage; and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of [ENGL 102](#).

1. To fulfill this requirement, students must complete [ENGL 101](#) or [ENGL 101P](#) and [ENGL 102](#) ~~and attain satisfactory scores for both courses with a C or higher~~. The following specific provisions apply to the English composition component:
  - a. ~~Based on placement, a student may be required to take up to 6 credits to satisfy this requirement~~: Students are provisionally placed in a required English composition course based on their SAT Verbal and/or ACT English scores. The University of Idaho offers an additional placement tool, the Write Class

UIdaho: <https://www.uidaho.edu/class/english/academics/first-year/placement>. Students who are placed directly into ENGL 102 will be awarded credit and grades of P for ENGL 101 after successfully completing ENGL 102.

b. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for [ENGL 101](#) or [ENGL 101P](#) and [ENGL 102](#). Additionally, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for [ENGL 101](#) or [ENGL 101P](#) and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for [ENGL 101](#) or [ENGL 101P](#) and [ENGL 102](#).

U of I accepts credits earned in comparable writing courses taken at other accredited institutions (see credit limitation in J-5-d).

**J-3-b. Oral Communication (2-3 credits)**

Students who receive a passing grade in one of the following courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in the following areas:

1. [Researching, organizing and preparing spoken messages for dissemination in public settings,](#)
2. [Oral language use and presentation, and](#)
3. [Ethically assessing and addressing audience needs and interests,](#)
4. [Listening to evaluate other people’s reasoning, evidence, and communication strategies, and](#)
5. [Understanding key Communication theories, perspectives, principles, and concepts related to oral communication.](#)

1.

Code	Title	Hours
<a href="#">AGED 101</a>	Verbal Communication in Agriculture, Food, and Natural Resources	3
<a href="#">COMM 101</a>	Fundamentals of Oral Communication	3
<a href="#">COMM-150</a>	<a href="#">Online Oral Communication</a>	<a href="#">3</a>
<a href="#">PHIL-102</a>	<a href="#">Reason and Rhetoric</a>	2

Course List



## 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](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

X Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **1640.82 FACULTY COMPENSATION COMMITTEE**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

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

**Policy originator: Tim Murphy, Chair of Committee on Committees**

**Policy sponsor, if different from originator:**

**Reviewed by General Counsel:**  Yes  No Name & Date: Karl Klein 3/24/25

**Comprehensive review?**  Yes  No

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

This change will create the Faculty Compensation Committee as decided by Faculty Affairs Committee, based upon a charge from Faculty Senate to review the issue.

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

No financial impact is expected.

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.

**UNIVERSITY FACULTY COMPENSATION COMMITTEE**

**A. FUNCTION.** The function of the University Faculty Compensation Committee (UFCC) is:

**A-1.** To prepare advice and recommendations for the president, provost and the vice president for finance and administration on matters pertaining to faculty compensation and to submit such advice and recommendations for consideration and approval at Faculty Senate;

**A-2.** To be involved strategically in the university annual Change in Employee Compensation (CEC) process. The committee will advise on the CEC process and faculty compensation goals, and participate in University hearings and meetings related to such process;

**A-3.** To investigate, initiate, and/or respond to policy proposals and other issues related to faculty compensation. In particular, the committee will investigate and initiate policy changes and practical proposals for establishing and maintaining adherence to the goal of the market-based compensation scheme of raising actual faculty salaries to 100% of target;

**A-4.** To provide periodic reports to Faculty Senate on matters pertaining to faculty compensation; and

**A-5.** To diligently pursue any further charges made to the committee by Faculty Senate.

**B. INFORMATION GATHERING.** The committee is empowered to directly seek any information relevant to its function from the appropriate offices within the University. Further, the provost (or their designee) is the point of contact for the committee to the administration and is responsible for notifying the committee of relevant matters pertaining to faculty compensation and assisting the committee in obtaining relevant information.

**C. STRUCTURE AND MEMBERSHIP.** The committee is composed of twelve members as follows: the voting members will consist of nine University faculty members; the ex officio (w/o vote) members include the vice president for finance and administration (or designee), the director of human resources (or designee), and the provost (or designee). The committee's chair will be selected by the Committee on Committees and approved by Faculty Senate. The membership is appointed by the Committee on Committees and approved by Faculty Senate and will consist of a broad representation of the university faculty community, including consideration of work location outside of Moscow, tenure status, faculty classification, primary academic home, and years of service at the University.



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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **FSH 1520 CONSTITUTION OF THE UNIVERSITY FACULTY**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

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

**Originator: Francesca Sammarruca, Faculty Secretary**

**Policy Sponsor, if different from Originator: Torrey Lawrence, Provost**

**Reviewed by General Counsel**     Yes  No

**Name & Date:** Karl Klein 4/8/25

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Revisions (mostly in Article V Section 7 Clause A and Section 8) are needed to provide missing information in the selection process of alternate senators in case of a senator's absence or recall.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
  
None.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
FSH 1580 Bylaws of Faculty Senate.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

# UI FACULTY-STAFF HANDBOOK

## CHAPTER ONE:

### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

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1520

#### CONSTITUTION OF THE UNIVERSITY FACULTY

**LAST REVISION:** September 2022

#### **CONTENTS:**

Preamble

Article I. General Provisions

Article II. Faculty Classifications

Article III. Faculty Meetings

Article IV. Responsibilities of the University Faculty

Article V. Faculty Senate

Article VI. Rules of Order

Article VII. Amendments

**PREAMBLE.** The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

#### **ARTICLE I--GENERAL PROVISIONS.**

**Section 1. Regents.** The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents.

**Section 2. President.** The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1520: Constitution of the University Faculty

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**Section 3. Faculty Senate.** This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate.

**Section 4. Constituent Faculties.** The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

**Clause A. College Faculties.** The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

**Clause B. Faculties of Subdivisions.** If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

**Clause C. Interim Government.** The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

**Clause D. Matters of Mutual Concern.** The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit.

#### ARTICLE II--FACULTY CLASSIFICATIONS.

**Section 1. University Faculty.** The university faculty comprises the president, provost, and all faculty in the following ranks, including those serving in administrative positions: professors; associate professors; assistant professors; senior instructors; instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, or clinical designations, (e.g., “assistant research professor” and “assistant clinical professor”)); visiting faculty on full-time appointment who have completed at least two consecutive semesters; and lecturers currently on at least half-time appointment who have completed two semesters, whether consecutive or not, on half-time appointment within the preceding three years. See FSH 1565 for definitions of faculty ranks. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties.

**Section 2. Emeriti.** Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.]

#### Section 3. Associated Faculties.

**Clause A.** The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents.

**Clause B.** Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1520: Constitution of the University Faculty

---

constituent faculty's representation on the Faculty Senate.

**Section 4. General Faculty.** "General faculty" is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

**ARTICLE III--FACULTY MEETINGS.** Meetings of the university faculty may be called at any time, with due notice, by the president. Procedure for meetings of the university faculty is governed by FSH 1540 Standing Rules of the University Faculty.

**ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY.** Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

**Section 1. Standards for Admission.** The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

**Section 2. Academic Standards.** The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

**Section 3. Courses, Curricula, Graduation Requirements, and Degrees.** Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

**Section 4. Scholarships, Honors, Awards, and Financial Aid.** The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

**Section 5. Conduct of Students.** The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.]

**Section 6. Student Participation.** The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them.

**Section 7. Selection of Officers.** The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

**Section 8. Governance of Colleges and Subdivisions.** The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.]

**Section 9. Faculty Welfare.** The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1520: Constitution of the University Faculty

---

**Section 10. The Budget.** Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.]

**Section 11. Committee Structure.** The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640]

**Section 12. Organization of the University.** The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

**Section 13. Bylaws of the Faculty Senate.** The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.]

#### ARTICLE V--FACULTY SENATE.

**Section 1. Function.** The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.]

**Section 2. Structure.** The senate is constituted as follows:

##### Clause A. Elected Members.

**(1) College Faculties.** The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.

**(2) University Centers.** The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college or discipline specific.

**(3) Faculty-at-Large.** Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.<sup>1</sup>

<sup>1</sup> The constitution of the university faculty originally provided that faculty status could be conferred by presidential designation on certain administrative and service officers who did not hold academic rank. When the faculty, on May 13, 1986, amended the constitution by, among other things, deleting that provision, it explicitly granted continuing membership, for the duration of their then current incumbencies, to those officers who on that date were members by virtue of presidential designation. These officers are members of the constituency known as the faculty-at-large.

**(4) Dean.** The academic deans elect one of their number to serve with vote in the senate.

**(5) Staff.** The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate.

**(6) Students.** Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1520: Constitution of the University Faculty

---

election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.]

**Clause B. Members *Ex Officiis*.** The president or the president's designated representative and the secretary of the faculty are members *ex officio* of the senate, with voice but without vote.

**Section 3. Officers.** Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate.

**Section 4. Terms of Office.** Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3].

**Section 5. Eligibility.** Every member of the university faculty is eligible to vote for members of the senate representing ~~their~~~~his or her~~ college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate.

**Section 6. Elections.** Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

#### **Section 7. Vacancies.**

**Clause A.** If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in ~~the~~ ~~college or unit~~ constituency group acts as the member's ~~his or her~~ alternate in the senate with full vote. In the event that no such candidate is available, the senate chair shall ask the college or unit constituency group to appoint ~~elect~~ an alternate by a specified date, to serve as a voting member of the senate for the duration of the principal member's absence. If it is necessary for a member to be absent for more than four months, but less than one year, the college or unit constituency group shall hold a special election ~~is held~~ to fill the temporary vacancy. When the senate member returns, ~~they~~ ~~he or she~~ resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, the college or unit constituency group shall hold a special election ~~is held~~ to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

**Clause B.** The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

**Section 8. Recall.** The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the senate chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for ~~the~~ ~~his or her~~ defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1520: Constitution of the University Faculty

---

elect another senator. Regular procedures are followed in replacing the recalled person, ~~except that the chair of the senate appoints the chair of the election committee of the college or other unit.~~ During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. In the event that no such candidate is available, the senate chair shall ask the college or other unit constituency group to appoint an alternate to serve as a voting member of the senate during that interval.

**ARTICLE VI--RULES OF ORDER.** The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action.

**ARTICLE VII--AMENDMENTS.** This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

#### Version History

**Amended January 2024.** Article II, Section 1 revised to clarify that voting rights arise from faculty rank, so that non faculty in administrative roles do not have voting rights; and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

**Amended September 2022.** Clerical edit to correct cross-reference.

**Amended July 2022.** University faculty meeting procedure moved from Article III to FSH 1420 Standing Rules of the University Faculty. Outdated information regarding remote participation removed from Article V.

**Amended July 2019.** Language from FSH 1566 was moved to a footnote to Article V, Section 2, and language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.

**Amended July 2015.** Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies.

**Amended July 2014.** Editorial changes.

**Amended July 2013.** The Faculty Senate's membership was increased by one member to represent the Student Bar Association.

**Amended July 2012.** The Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two, and the required annual venue determination removed.

**Amended July 2011.** The clinical faculty rank was added and language with respect to associated faculty voting was clarified.

**Amended July 2009.** The Faculty Council changed its name to Faculty Senate, a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A).

**Amended July 2006.** Editorial changes.

## **UI FACULTY-STAFF HANDBOOK**

### **Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE** **Section 1520: Constitution of the University Faculty**

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**Amended July 2005.** Editorial changes.

**Amended July 2001.** Editorial changes.

**Amended July 2000.** Editorial changes

**Amended July 1999.** Editorial changes.

**Amended July 1997.** Editorial changes.

**Amended 1986.** Content of revision unknown.

**Adopted 1968.**

University of Idaho Faculty Senate  
Resolution on Senate Bill 1198 (2025)

WHEREAS, the University of Idaho is committed to the pursuit of knowledge, the free exchange of ideas, and the preparation of students to engage as thoughtful, informed citizens; and

WHEREAS, academic freedom is a foundational principle of American higher education, protecting the rights of faculty to teach, research, and publish without political or ideological interference; and

WHEREAS, the language of Senate Bill 1198 is overly broad and vague, creating uncertainty about what academic content, research, or university programming may be subject to restriction or elimination; and

WHEREAS, the bill undermines the professional autonomy of faculty and staff by subjecting curriculum to political oversight and potential reprisal; and

WHEREAS, these measures threaten to degrade the quality, competitiveness, and national reputation of higher education in Idaho by 1) discouraging prospective faculty, students, and research partners, and 2) denying University of Idaho students a robust and well-rounded education; and

WHEREAS, learning how to approach the study of the world from multiple perspectives (including those with which one disagrees); open inquiry from students; being able to argue one's own position civilly; and learning to productively disagree are cornerstones of an academic education and thoughtful and productive citizenship;

NOW, THEREFORE, BE IT RESOLVED, that the University of Idaho Faculty Senate expresses its deep concern regarding Senate Bill 1198 and urges the Idaho Legislature to rescind or substantially amend the legislation to preserve academic freedom and institutional integrity;

BE IT FURTHER RESOLVED, that the Faculty Senate calls upon university leadership and the State Board of Education to advocate publicly for the protection of academic freedom, shared governance, and the ability of public colleges and universities to foster inclusive, intellectually rigorous environments for learning and research;

BE IT FURTHER RESOLVED, that the Faculty Senate affirms its ongoing commitment to the values of academic freedom, inclusive excellence, and open inquiry, and stands in solidarity with faculty, staff, and students across the state who are impacted by this legislation.

Adopted by the Faculty Senate of the University of Idaho