University of Idaho
2010-2011
FACULTY SENATE AGENDA

Meeting #16

3:30 p.m.
Tuesday, February 8, 2011
BRINK HALL FACULTY LOUNGE

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2010-11 Faculty Senate Meeting #15, February 1, 2011

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Instituting Institutes and Intellectual Property Challenges/Solutions (McIver/Merrell)

VI. Committee Reports.

   UCC:
   FS-10-021: UCC-11-052: Regulation J-3-d (Christiansen)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Dan Eveleth, Chair 2010-2011, Faculty Senate

Attachments:
Minutes of Meeting #15
FS-10-021
University of Idaho  
Faculty Senate Meeting Minutes  
2010-11 Meeting #15 Tuesday February 1, 2011  

Absent: Duval, Fairley. Visitors/Guests: 4  

A quorum being present, the Chair opened the meeting at 3:35 p.m.  

Minutes: It was moved to accept the minutes of meeting #14 (Padgham-Albrecht/Bathurst)  

Chair’s Report: The Chair noted that the issues recently raised around institutional support for international faculty had been progressed. The Director of the International Programs Office would be coming to a senate meeting soon. Senators had been asked last week to reflect with constituent faculty to determine whether course bottlenecks were a broader problem. The chair asked senators to check with their colleges and colleagues and be ready to report back on any others to add to the list. Next week the senate would also consider an NOI recommending changes to the core curriculum coming from UCC. The Chair asked senators to be familiar with the NOI in order to conduct an informed discussion next week. Additional changes that had been recommended by UCGE had not been approved by UCC due to some concerns including the lack of a section listing newly proposed diversity courses. The NOI had been returned to UCGE for further clarification.  

Provost’s Report: Provost Baker was also interested in seeing the additional revisions to the core curriculum come forward as deadlines for implementation will be tight. He also acknowledged that it was very important that the committees were thoughtful and thorough in their review process. He noted that the executive leadership had been in Boise last week. President Nellis delivered a compelling presentation to the Joint Finance and Appropriations Committee (JFAC). The return on investment of state funds to the university yielded almost $1 Billion, a significant contribution to the state economy. In addition, the university had faced a cut of $20 million in state support over the past three years. In response, the university had eliminated 203 faculty and staff positions, closed 35 degree programs, consolidated department administrative structures, reorganized extension from four to three districts, increased enrollment and research funding. Essentially, the university was now a much more efficient organization, and now was in great need of some additional resources. The next day, forty University of Idaho students from different electoral districts invited their home area legislators to a legislative breakfast. The legislators were excited and interested to interact with the students. Student senator Limbaugh added that ASUI and the alumni association sponsored the students to attend. The students were enthusiastic about their opportunity to send a message to legislators to be supportive of higher education.  

The Provost noted the state budget shortfall was now larger than predicted, in part due to an earlier calculation error. The order of the projected shortfall had been revised from about $35 million to about $185 million. There were various solutions proposed including increased
revenues through various state taxation revisions, while others were proposing to cut expenditures. He added that the importance of the university to the state had been further supported by the separate presentation to JFAC by the Dean of the College of Agriculture and Life Sciences, John Hammel. In one of his arguments he showed how the development of an improved crop took 15 years from its beginnings in research through to farm-scale production. Thus, cuts made now would have ramifications to state crop productivity many years away. The Provost had also visited many sites in the state’s south, accompanied by the Executive Director of Planning and Budget, Keith Ickes. During their tour, the impact of the university across Idaho was conveyed by examples such as a vaccine developed to fight disease in the state’s important trout industry through to the broad activities of 4H across the state. Evidence of the scale and breadth of the economic impact of the university was abundant at every site visited. He also noted that the Annual Extension Conference would be held from April 5 to 7 and would feature an engagement day on April 6. More information on the day would be available nearer to the date of the event.

The Chair introduced the next item: a response to requests for information about how to prevent emergencies and what to do in the case of emergency situations on campus. Risk Management Officer, Nancy Spink and Vice Provost for Student Affairs, Bruce Pitman joined the meeting to address the topic. Ms. Spink was pleased and excited that senate was interested in learning more about the issues. With the recent shooting incident at the University of Arizona, concerns were heightened. Ms. Spink provided a hand-out entitled “Behaviors of Concern” that outlined various emergency response numbers and a website with a link on the Student Affairs webpage, that had information and educational videos at: http://www.uidaho.edu/emergencymanagement/behavior. Things to look for as an indicator of possible developing behaviors of concern include a change in otherwise expected (normal) behavior of an individual. The philosophy is “If you see something, say something”. A helpful portal was also available on the Student Affairs webpage. This is entitled “VandalCare”.

Vice Provost Pitman expressed his enthusiasm for presenting to senate and introduced Assistant Dean of Students, Laura Hutchison whose role it is to conduct evaluations of risk situations. He noted that the Office of Student Affairs was staffed by a team of professionals who care deeply about our students. Since the tragedy at Virginia Tech in 2007, assessment of risk has been comprehensively restructured. In providing further background information, he described the regular weekly meetings between Student Affairs staff, law enforcement and the counseling center. A prime objective was to rapidly identify students who may be at risk to themselves and to others. Student Affairs dealt with these kinds of issues regularly. Several times each week the office receives calls from concerned parents and faculty and these calls are usually in response to noticing unusual behavior or changes in behavior. Student Affairs responds by developing an action plan and quickly evaluating the situation. In response to suicidal behaviors the counseling center is involved and a standardized protocol is implemented. By way of preparing instructors who work mostly with freshmen, Student Affairs conducts GA and TA training early each fall. An outline of behaviors to watch for and Student Affairs contact information are provided.
What is the protocol for an emergency involving an armed intruder?
There are three video clips on the Student Affairs website about developing the survivor mindset. They can also be shown in class. When severe behavioral problems occur, processes are quickly put in place to remove the student from campus. Often, parents are involved in the process.

Have there been any instances of students returning later to seek revenge?
There has been a situation in which a former student returned about 18 months after being expelled from campus. In this instance a student was shot and killed in Moscow as well as two others, one in Boise and one in Arizona.

If a student is displaying changed behavior in class, should the instructor ignore the change or is there a protocol to follow?
Invoke the philosophy of “Dare-to-care”. The instructor can show interest in the student’s well-being by asking how they are doing. This is not a violation of student privacy. If the student wishes to respond or not, they are at liberty to do so. It is important to ask and show compassion. This can lead to a better outcome for the student.

One of the challenges appears to be able to piece information together from multiple sources to identify that a student’s behavior has changed and is not just a response to a single class situation, for example.
The communication of behaviors of concern to the appropriate response groups is a challenge but it is a strength of the UI as we have a very communicative culture.

It would be useful to have a training program for young instructors in how to manage a classroom.
Student Affairs could provide some assistance. Groups of faculty in a training environment often have combined wisdom to share.

What should an instructor do if a family member calls with concerns about a student suffering depression? What is the policy as providing information would be against FERPA laws?
In this situation, it is best to refer the family member to the Student Affairs Office. If the issue is big enough for a family member to call, it is likely to be much larger than just something that is affecting a student in a single class.

It was noted that the Student Counseling Center is an important resource for student support. It is appropriate for instructors to call and convey anything that is noticed in terms of unusual behavior.

Do leaders of sororities and fraternities receive training to connect with institutional assistance if they recognize a student at risk?
These leaders often do connect with Student Affairs when a problem is noticed.

Is there any information for students at student orientation on what to look for in students at risk?
Not presently, but this is something that Student Affairs will look into implementing.
What is the policy about having guns on campus?
All forms of firearms are prohibited on campus. For students who hunt, there is a check service for holding guns that is run by the Moscow police and access is available 24/7.

Would it be appropriate to have some language in course syllabi outlining acceptable/unacceptable behavior in class?
Setting boundaries in the classroom is up to the faculty. In addition, the Student Code of Conduct clearly outlines boundaries of behaviors.

Sabbatical Leave: The next item of business was approval of sabbatical leave as circulated. Moved (Edwards/A Marshall) and approved unanimously.

FS-11-020 - NOI UCC 10-11-11. Education: Professional Practices, Doctor of Education Degree. The background was that Brigham Young University Idaho (BYU Idaho) had recently moved from being a two year institution to a four year degree granting institution. It specialized in undergraduate education and was now the largest university in Idaho with over 20,000 students. UI had entered into an MOU with BYU Idaho following a study of the potential demand for training for the faculty at BYU Idaho. It was established that there was a strong demand for the training. It would be implemented via a cohort training model that would provide strong peer support for the students. The model also was designed to facilitate part-time study. The degree was not a research degree but one designed to provide excellent teaching skills for the BYU Idaho faculty many of whom had masters level education in technical disciplines. The program would be offered on a self-sustaining basis and would stand alone with fees covering the costs of offering the degree. It was noted that the NOI had been vetted and approved by the college faculty, the College of Graduate Studies and UCC. Coming as a seconded motion the question was called. Approved with one opposed.

The Provost noted that the present unrest in Egypt was a source of stress and concern for our Egyptian students and others who may be visiting Egypt. If students needed additional assistance, or if anyone knows of students in Egypt, they are asked to contact the Director of International Programs, Rebecca Brown.

Adjournment: It was moved (A. Marshall/J. Marshall) to adjourn at 4:57 p.m. The motion carried unanimously.

Respectfully submitted,

Rodney A. Hill, Faculty Secretary and Secretary to Faculty Senate
TO: University Curriculum Committee  
RE: Change to Regulation J-3-d [Summer 2011]  
DATE: December 2, 2010

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<thead>
<tr>
<th>J-3-d. General Core Studies (18 cr): Within the requirements below, students must complete at least one upper division course, and must complete courses from at least three different disciplines. Core Discovery/Integrated Seminar courses may not be counted towards the three discipline requirement.</th>
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<tbody>
<tr>
<td>1. Core Discovery/Integrated Seminar (7-3 cr): One course from CORE-1SEM 103101-149-199 (open to freshmen only) and one course from CORE 153-199 (open to freshmen and sophomores only).</td>
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<td>2. Humanities (3-6 cr): One Six credits course chosen from the approved humanities courses listed below.</td>
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<td>3. Social Sciences (3-6 cr): Six credits One course chosen from the approved social science courses listed below.</td>
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<td>4. International Course: One course chosen from the approved international courses listed below. Students are required to complete one International course. If a student takes a Core Discovery/Integrated Seminar Humanities or Social Science course that also appears on the list of approved International courses then this requirement is considered to be completed. If this requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.</td>
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<td>5. Additional Course(s) (2-53 cr): Additional coursework to total 18 credits chosen from the approved capstone, humanities, social sciences, and/or international courses listed below.</td>
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**Approved Humanities Courses:**
- AmSt 301 Studies in American Culture (3 cr)
- Art 100 World Art and Culture (3 cr)
- Art 202 Early Modern Art and Aesthetics (3 cr)
- Art 205 Visual Culture (3 cr)
- Art 213 History and Theory of Modern Design I (3 cr)
- Art 302 Modern Art and Theory (3 cr)
- Art 382 History of Photography (3 cr)
- Art 407 New Media (3 cr)
- Dan 100 Dance in Society (3 cr)
- Engl 175 Introduction to Literary Genres (3 cr)
- Engl 257 Literature of Western Civilization (3 cr)
- Engl 258 Literature of Western Civilization (3 cr)
- Engl 342 Survey of British Literature (3 cr)
- Engl 344 Survey of American Literature (3 cr)
- Engl 345 Shakespeare (3 cr)
- Engl 375 The Bible as Literature (3 cr)
- Engl 481 Women’s Literature (3 cr)
- Engl 484 American Indian Literature (3 cr)
- FLEN 313 Modern French Literature in Translation (3 cr)
- FLEN 324 German Literature in Translation (3 cr)
- FLEN 394 Latin American Literature in Translation (3 cr)
- IS 370 Africa’s Calling; The Culture of Ghana (3 cr)
- MusH 101 Survey of Music (3 cr)
- MusH 201 History of Rock and Roll (3 cr)
- Phil 103 Ethics (3 cr)
- Phil 201 Critical Thinking (3 cr)
- Phil 240 Belief and Reality (3 cr)
- Phil 351 Philosophy of Science (3 cr)
- Phil 361 Professional Ethics (3 cr)

**The 101 Introduction to the Theatre (3 cr)**
**The 468 Theatre History I (3 cr)**
**The 469 Theatre History II (3 cr)**
**WmnSt 201 Introduction to Women’s Studies (3 cr)**

**Approved Social Science Courses:**
- AmSt 201 Introduction to Ethnic Studies (3 cr)
- Anth 100 Introduction to Anthropology (3 cr)
- Anth 220 Peoples of the World (3 cr)
- Anth 329 North American Indians (3 cr)
- Comm 233 Interpersonal Communication (3 cr)
- Comm 335 Intercultural Communication (3 cr)
- Comm 410 Conflict Management (3 cr)
- CSS 235 or For 235 Society and Natural Resources (3 cr)
- Econ 201 Principles of Economics (3 cr)
- Econ 202 Principles of Economics (3 cr)
- Econ 272 Foundations of Economic Analysis (4 cr)
- Geog 165 Human Geography (3 cr)
- Geog 200 World Regional Geography (3 cr)
- Geog 365 Political Geography (3 cr)
- Hist 101 History of Civilization (3 cr)
- Hist 102 History of Civilization (3 cr)
- Hist 111 Introduction to U.S. History (3 cr)
- Hist 112 Introduction to U.S. History (3 cr)
- JS 101 Introduction to the Justice System (3 cr)
- PolS 101 Introduction to Political Science and American Government (3 cr)
- PolS 205 Introduction to Comparative Politics (3 cr)
- PolS 275 American State and Local Government (3 cr)
- PolS 338 American Foreign Policy (3 cr)
- Psych 101 Introduction to Psychology (3 cr)
- Soc 101 Introduction to Sociology (3 cr)
- Soc 230 Social Problems (3 cr)
- Soc 250 Social Conflict (3 cr)
- The 386 Documentary Film (3 cr)

**Approved International Courses:**
- AgEc 481 Agricultural Markets in a Global Economy (3 cr)
- AgEd 406 Exploring International Agriculture (2 cr)
- Art 100 World Art and Culture (3 cr)
- Anth 220 Peoples of the World (3 cr)
- Anth 261 Language and Culture (3 cr)
- Anth 462 Human Issues in International Development (3 cr)
- Art 202 Early Modern Art and Aesthetics (3 cr)
- Art 208 Italian Renaissance Art and Culture (3 cr)
- Art 213 History and Theory of Modern Design I (3 cr)
- Art 302 Modern Art and Theory (3 cr)
- Art 303 Contemporary Art and Theory (3 cr)
- Art 313 History and Theory of Modern Design II (3 cr)
- Chin 201 Chinese Third Semester (4 cr)
- Chin 202 Chinese Fourth Semester (4 cr)
- Comm 335 Intercultural Communication (3 cr)
- CORE 107 Cultural Encounters: The Latino Story (4 cr)
- CORE 110 Globalization (4 cr)
- CORE 118 The Sacred Journey: Religions of the World (4 cr)
- CORE 117 The Movies, The World, and You (4 cr)
- CORE 127 War and Our World (4 cr)
- CORE 157 Cultural Encounters: The Latino Story (3 cr)
- CORE 163 Globalization (3 cr)
1. Drop the following courses [Effective: Summer 2011]

**CORE 103-149 Core Discovery (4 cr)**
May be used as core credit in J-3-d. Open to freshmen only. First semester of a year-long interdisciplinary, thematically based course, intended to introduce students beginning their university experience to a variety of humanities and social science disciplines and perspectives on topics of broad interest; all themes/sections emphasize discussion and frequent student-faculty and student-student interactions; each includes attention to issues of critical thinking, diversity, and methods of inquiry. Includes evening events, field trips, service-learning, and/or other activities to total 45 hours in addition to lectures. See www.webs.uidaho.edu/core for specific course titles and descriptions.

**CORE 153-199 Core Discovery (3 cr)**
May be used as core credit in J-3-d. Open to freshmen and sophomores. Second semester of a year-long interdisciplinary, thematically based course, intended to introduce students beginning their university experience to a variety of humanities and social science disciplines and perspectives on topics of broad interest; all themes/sections emphasize discussion and frequent student-faculty and student-student interactions; each includes attention to issues of critical thinking, diversity, and methods of inquiry. May include evening events, field trips, service-learning, and other activities. See www.webs.uidaho.edu/core for specific course titles and descriptions.

2. Add the following courses [Effective: Summer 2011]

**iSem 101-199 (s) Integrated Seminar (3 cr)**
May be used as core credit in J-3-d. An interdisciplinary, thematically based course, intended to introduce students beginning their university experience to a variety of humanities and social science disciplines and perspectives on topics of broad interest; all themes/sections emphasize discussion and frequent student-faculty and student-student interactions; each includes attention to issues of critical thinking, diversity, and methods of inquiry. Open to first year students only.

Notes:
- This proposal does not change the required number of credits for the General Education Core.
- The Integrated Seminar course is an integrated Humanities and Social Science course and counts towards the total of 15 credits for humanities and social sciences, but will not carry the specific designation of humanities or social science. When students complete an Integrated Seminar course for 3 credits, 6 credits of approved humanities course work, and 6 credits of approved social science coursework they will have obtained a combined total of 15 credits of Humanities and Social Science coursework.