University of Idaho
2011-2012 FACULTY SENATE AGENDA

Meeting #19

3:30 p.m. - Tuesday, February 21, 2012
BRINK HALL FACULTY LOUNGE – Moscow
      IWC Room 390 – Boise
      128 – Coeur d’Alene
      TAB 321 IF4 – Idaho Falls

Order of Business

I.  Call to Order.

II. Minutes.
    • Minutes of the 2011-12 Faculty Senate Meeting #18, February 14, 2012

III. Chair’s Report.

IV. Provost’s Report.

V.  Other Announcements and Communications.
    • Interdisciplinary Group (Boll, Drown, Joyce, Soule)
    • RA/TA Policy (Chen, Ickes, McIver)

VI. Committee Reports.

    UCC:
    • FS-12-024: Regulation J-3 (General Education Core – not for vote) (Price/Shafii)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Paul Joyce, Chair 2011-2012, Faculty Senate

Attachments: Minutes of 2011-2012 FS Meeting #17
             BSCI Summary
             Graduate Waivers Plan, Timeline for TA Tuition Waivers, FSH 1565 H TA/RA Definitions
             FS-12-024
University of Idaho  
Faculty Senate Meeting Minutes  
2011-2012 Meeting #18, Tuesday, February 14, 2012

Present: Aiken, Baillargeon, Vice Provost Christiansen for Baker (w/o vote), Barlow, Bathurst, Bird, Bowlick, Budwig (Boise), Corry, Dakins (Idaho Falls), Eckwright (w/o vote), Goddard, Hartzell, Hasko, Hopper, Joyce (Chair), Marshall, Riesenberg, Safaii-Fabiano (Coeur d’Alene), Stark, Strawn  
Absent: Baker, Garrison, Halloran, Miller, Morra, Ostrom, Padgham-Albrecht, Pendegraft  
Guests: 1

A quorum being present, Senate Chair Joyce called the meeting to order at 3:30PM.

Minutes: It was moved and seconded (Barlow, Marshall) to approve the minutes of meeting #17. Approved unanimously.

Chair’s Report. The Chair reported on the following items:

- College of Agricultural and Life Sciences (CALS) hosts the Faculty Gathering/Interdisciplinary Research Reception in the Commons Whitewater Room on Friday, February 17, 4-6PM. During one of these gatherings last fall, Dr. Holly Wichman spoke to a group of young faculty about working on a proposal that is now a $10 million NIH COBRE (Centers of Biomedical Research Excellence) grant application. College of Letters, Arts and Social Sciences (CLASS) faculty are also involved with this grant. The Chair modestly mentioned that he, too, is a member of the grant writing team.

- Idaho State Board of Education (SBOE) met this week and one of the issues before the board is the ongoing problem at Idaho State University (ISU), where the senate was disbanded by SBOE last year. ISU recently wrote a constitution as the board had instructed them to do. ISU modeled their new constitution on Boise State University’s (BSU) constitution which was approved by the board last year. ISU’s administration heavily redlined the proposed constitution and as a result ISU faculty and administration continue to be at an impasse.

- Senate Leadership (Senate Chair, Vice Chair and Faculty Secretary) meets with President Nellis on February 22. Contact us if you have any concerns you would like us to bring to this meeting.

The Chair then ceded the remainder of his report time to Vice Chair Kenton Bird to speak about the core curriculum discussion at the University Curriculum Committee (UCC) meeting on Monday this week.

Vice Chair Bird praised the UCC and its chair, Dr. Bahman Shafii, for their principled and passionate discussion of the proposed core. Shafii had brought the core to UCC for discussion some weeks ago, then gave members several weeks to confer with their constituencies before bringing it back to UCC for a final discussion and vote at Monday’s meeting. UCC members made a slight change to the Great Issues seminar to allow more flexibility for faculty to create seminars that are not necessarily tied to UI signature events. The proposed core curriculum passed UCC on a 9-3 vote and will be coming to Senate next week for discussion. The substance of the proposed core was emailed to Senators today. Bird encouraged Senators to speak with their UCC representatives prior to next week’s Senate meeting.

Provost’s Report. Vice Provost Christiansen reported on the following items:

- SBOE continues to discuss mission and role statements that were approved for UI and other institutions at a September 2011 board meeting.
UI vice presidents and most direct reports to the Provost completed budget presentations this week. These presentations are a picture of where we are at this time. No budget decisions have been made yet as we need more information regarding total enrollment for Fall 2012, allocations from the legislature and the potential for a tuition increase.

UI College of Law is hosting presentations this week by Blake Morant, Dean and Professor of the Wake Forest University College of Law. Morant’s presentations pertain to the intersection of diversity and personal, professional and clients’ views of the law.

**Other Announcements and Communications.** Carl Root, Director of Parking and Transportation Services (PTS), was invited to speak about the reciprocal parking agreement with Washington State University (WSU). Root began by giving a brief update on recommended parking fee and lot changes (“2012-13 Final Recommendations” pdf available at: [http://www.uidaho.edu/parking](http://www.uidaho.edu/parking)). These are one-year fee recommendations with the following changes:

- Modest increases in the price of red, blue and residential parking permits;
- Lot 60 will remain a blue lot, but with no overnight parking.
- Proposed increases will be used to fund maintenance, snow removal and other construction mitigation and maintenance initiatives that were started last year.
- PTS would like to maintain a pedestrian core and make improvements for bicycles and transit.
- PTS plans to work with the Transportation Advisory Group this year to develop consensus on long-range plans as it anticipates and prepares for campus growth.

Root responded to the following questions from Senators:

*If this is a one-year fee change, will the fees return to current levels next year?* No, we need this increase to sustain our operation, although your question raises an interesting point for future considerations.

*How will we deal with the need for more parking as our campus grows?* UI currently has 44 acres devoted to parking and we have a surplus of parking within walking distance of campus. For example, the gold lot north of the law school is underutilized. We need to better utilize current parking, and Root prefers not to further develop parking in the campus core. PTS would like to minimize future capital expansion of the parking system.

Root next spoke about the reciprocal parking agreement with WSU. PTS was informed last summer that WSU was changing which lots would allow UI permits. Root believes this was part of the implementation of WSU’s campus master plan with the resulting effort to remove some parking from the campus core. WSU’s remaining core parking has become more valuable at $575 for a core parking permit vs. UI’s $325 gold permits. UI was not invited to negotiate on this change in policy but retaliation by UI would be an unhelpful response. Only 8-10 WSU permit holders park on the UI campus on an average day and generally they park in areas that do not impact UI permit holders. We currently do not have data on the number of UI permit holders parking at WSU on an average day. Root suggested this may be an issue to discuss at UI/WSU departmental levels or possibly at the administrative level. Additional information:

- WSU’s green permits formally were equivalent to UI’s gold permits.
- Green permit price is $426, still higher than the UI gold permit price.
- Gold permit holders are excluded from parking in structures.
- WSU’s yellow permit price is $261 so it would seem equitable for UI gold permit holders to be able to park in yellow lots – but that currently is not the case.
Root responded to the following questions from Senators:

Would it be possible to sell WSU visitor parking permits on the UI campus? That is a good suggestion and I will research it.

Could we arrange to purchase permits online, similar to buying and printing airline tickets online? There may be concerns about control and counterfeiting.

Could we ask WSU to make parking more available to UI permit holders, in the spirit of cooperation and collaboration, and to recognize the universities' shared goals of utilizing resources wisely? I'll look into it and report back and yes, I'll frame my questions in terms of collaboration and cooperation.

Is there any chance the UI/WSU shuttle will be revived? There have been no further conversations about this. WSU has a fairly compelling argument against supporting the shuttle, since ridership was mainly 50-60 UI students, and faculty and staff who work at WSU and live in Moscow. Also, the shuttle was cost prohibitive with an annual estimated increase of 8%. If we could find a quasi-public provider and use federal and/or state funds, we might be able to restore shuttle service.

The 30% increase in PTS “ticket forgiveness” is a very good thing. How did this come about?” We wanted to eliminate nuisance citations issued to permit holders who had forgotten to display their permits. A software upgrade at PTS allows for tracking of warnings to permit holders who forget to display permits.

University Curriculum Committee. Faculty Secretary Gail Eckwright briefly summarized the UCC’s discussion about the core curriculum at its January 23 and February 13 meetings. In response to a senator’s question about the core curriculum for students at distance sites, Vice Provost Christiansen explained that students in Coeur d’Alene or Idaho Falls complete their General Education courses at North Idaho College (NIC) or ISU and come into UI functionally looking like a transfer student in terms of general education. In the event there is a need for it, Dean Aiken has committed to providing essential courses in distance format. A senator asked about students who attend UI at Idaho Falls but do not have 14 credits when they begin the UI program (although they take many ISU courses throughout their program). Christiansen said her understanding is that these students who take courses at ISU or NIC become transfer students by nature of how they take courses, i.e., from ISU and NIC. Christiansen will investigate this matter further and report back.

FS-12-022rev: FSH 1565 E – minor edits (FYI). Eckwright presented minor edits in 1565 E-4 as an information item only, as per an earlier Senate discussion and vote on substantive changes to 1565 E (Meeting #15, January 24, 2012).

Adjournment: It was moved and seconded (Marshall, Baillargeon) to adjourn at 4:16PM. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary

Quote of the meeting: “… there is no question that surface parking is one of the lower forms of land use, one of the least attractive, least valuable forms of land use.”
The Building Sustainable Communities Initiative
University Wide Programs Summary
July 13, 2011

Prepared by Stephen R. Drown, Director,
Steve Hollenhorst, Past Director and Co-PI
and
Krystal Flack, BSCI Administrative Assistant
http://www.bioregionalplanning.uidaho.edu/

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The Building Sustainable Communities Initiative Overview

The mission of the Building Sustainable Communities Initiative (BSCI) is to prepare future public leaders, create and disseminate new knowledge, and assist communities and organizations in planning for sustainable development, sustainable efficient conservation planning and management, and sustainable human quality of life within and across bioregions. The program’s faculty, staff, and students work with communities to create community based plans, programs and policies that sustain and enhance their culture, resource base, built environment and economic vitality.

During the past five years, the initiative has brought together an interdisciplinary team of faculty from eight colleges, nine departments, and UI Extension to deliver state-of-the art programs with three interdependent components:

- *Academic Programs* in Bioregional Planning and Community Design (M.S. and graduate certificate).
- *Learning and Practice Collaborative* that engages University of Idaho faculty and students to assist communities with sustainable community planning and development.
- *Center for Effective Planning and Governance* in partnership with organizations such as the Northwest Community Development Institute to deliver professional training to local elected leaders and professionals.

The entire initiative is linked together by a “bioregional” approach to planning that considers the ecological functions and socio-economic patterns of a region, builds more inclusive civic constituency, and emphasizes regional resources and energy sources to inform community and economic development policy and design.
Following are the accomplishments over the last five years, along with Continuing Needs. These accomplishments and needs are derived from the goals and deliverables in the original proposal.

1. Hiring of Core Faculty

Completed:
• 7 new core faculty positions secured from 6 departments:
  o Dave Paul - HPERD
  o Mike Lowry - Civil Engineering
  o Phil Watson – Agricultural Economics & Rural Sociology
  o Sandra Pinel - Conservation Social Sciences
  o Tammi Laninga - Conservation Social Sciences (half-time, non-tenure track)
  o Tim Frazier - Geography
  o Manoj Shrestha - Political Science

Joint Appointments in place for 4 faculty

Needed:
• Complete joint appointments
• Obtain permanent CNR support for Laninga position at the half time, tenure-track level
• Follow through on CAA faculty position for a physical landscape planner

2. Establish Contributing Faculty

Completed:
• 10 contributing faculty secured from 5 departments:
  o Gary Austin, Nick Sanyal, Wendy McClure, Rula Awwad-Rafferty, Steve Drown, Steve Hollenhorst, Ed Krumpe, Lorie Higgins, Ray Dezzani, Michael Kyte

• Position descriptions and joint appointments developed for several faculty

Needed:
• Include BSCI involvement in position descriptions for all contributors
• Establish joint appointments for all contributors

3. Secure Extension Faculty Appointments

Completed:
• Secured half-time appointment - Extension Specialist in Bioregional Planning and Landscape Architecture for Steve Drown position

Needed:
• Continue this appointment, building cross relationships with Extension
• Formalize appointment for Laura Laumatia, Extension Faculty, Tribal Planning and Community Development
• Strengthen relationship with Extension faculty in Community Development area

4. Hire Director

Completed:
• Interim Director in place: Steve Drown, Chair Landscape Architecture

Needed:
• Fill position at .5 FTE with permanent hire
• Permanent funding for .5 FTE, CAA covers other .5 FTE
• Preference for PhD in Planning, AICP & expertise in Landscape Planning located in Landscape Architecture
5. Establish Program Manager Position

Completed:
• Program manager in place, funded by BSCI funds (Michele Vachon)

Needed:
• Use professional fees as base for salary
• Eventually establish as self-supported through funding from community Learning Practice Collaborative projects

6. Develop University-Wide Administrative Organization

Completed:
• M.S. and certificate degrees located in COGS to maximize cross-college participation, collaboration, and interdisciplinarity
• Administrative support for degree program in place through College of Art and Architecture, Department of Landscape Architecture
• Outreach programs administered through College of Art and Architecture
• Joint JD/BioP Degree in approval process for 2012

Needed:
• Formal administration of M.S. and certificate through CAA, Landscape Architecture
• Formalize relationship with the Office of Community Partnerships
• Potential relationship with Sustainability Center

7. Create M.S. and Certificate Programs

Completed:
• M.S. and graduate certificate programs developed and approved by SBOE and NWCCU
• Developed degree and certificate program course requirements
• Courses created and implemented (average enrollment about 15 students/course)
  • 11 new graduate courses created, serving BIOP and other UI graduate programs:
    o BIOP 520 Introduction to Planning and Bioregional Thought (3 cr., Laninga)
    o BIOP 521 Comprehensive Local and Regional Planning (3 cr., Pinel)
    o BIOP 522 Planning Methods (3 credits, team)
    o BOP 530 Planning Theory and Professional Ethics (3 cr., Pinel)
    o BIOP 560 Studio I (4 cr., Laninga & Watson)
    o BIOP 561 Studio II (4 cr. major professors)
    o CSS 582 Natural Resource Policy (3 cr., Wilson)
    o POLS 572 Local Gov. Politics and Admin. (3 cr., Shrestha)
    o CE 573 Transportation Planning (3 cr., Lowry)
    o AGEC 504 ST: Regional and Community Economic (3 cr., Watson)
    o AGEC 504 Regional Economic Methods (3 cr. Watson)
    o PEP 532 Health and Community Development (3 cr., Paul)
  • 4 existing courses substantially revised to serve program with wide appeal to larger UI graduate community
• Created degree program guidelines (admissions requirements, routing forms, etc.)
• Graduate handbook developed
• Study plan committee established for all graduate students
• Final project performance expectations and assessment measures developed
• Created electronic review process for graduate program applicants
• Completed program assessment plan and submitted to UI Academic Affairs
• Purchased subscriptions of planning journals for Library – Library now maintains them
• Student club established, affiliated with the American Planning Association – named best ASUI club in first year

Needed:
• Begin preparing for accreditation application and self-study

8. Recruit High-Quality Graduate Students

Competed:
• 22 students currently in program
• 20 graduated from program as of Spring 2011
• 14 new students admitted for Fall ‘11

Needed:
• Enrollment goal by Fall 2011: 40 students (20 first year, 20 second year)

9. Recruit Full Fee-Paying Graduate Students

Completed:
• Research assistantships used to attract national caliber students, establishing BIOP Program as a unique graduate planning program, on track for accreditation
• 20% of students now enrolled without assistantships and paying fees
• AmeriCorps grant received to fund 10 BIOP students half-time for 2011/2012
• Five Year USDA BioFuels grant obtained to fund 10 BIOP students full time for 2011/2012

Needed:
• Transition to mix of full-fee paying students and students on grant funded assistantships
• Recruit national caliber students, paying full fees
• Negotiate revenue return as an incentive for attracting fee-paying students

10. Secure Professional Fees

Completed:
• $500/student/semester Professional Fee obtained, estimated at $25,000/year

Needed:
• Focus funds on enhancing learning experience for students

11. Create Learning Practice Collaborative Model of Community Outreach

Completed:
• 4 major LPCs completed or in progress (Coeur d’Alene Tribe/Plummer, Cascade, Priest River, Clearwater Basin)
• 12 student projects or internships completed or in progress
• Fee for service model in place for LPCs and student projects

Needed:
• Increase number of contracts and revenue returns
• Continue to improve coordination of LPCs with Extension and Council for Outreach and Engagement

12. Get Involved in Statewide Professional Leadership
Completed:

• Involved in establishing stand alone state APA Chapter
• Sponsored first state planning conference
• Leadership role in statewide assessment of local and regional comprehensive plans, in partnership with state APA chapter, Idaho SmartGrowth, and BSU
• Delivery of professional certification training credits through the American Institute of Certified Planners
  • Delivery of non credit courses in partnership with the Northwest Community Development Institute (2009-2011)

Needed:

• Faculty and student representation on board of state APA chapter
• Expand AICP certificate maintenance training program

13. Secure External Funding - Federal, State & Foundation

Completed:

• Approximately 20 grants secured by faculty, totaling $1.1 million
• Pending grants totally $1.5 million
• Most grants have gone through faculty's home department

Needed:

• Need infrastructure assistance from OSP/RO
• Improve UI systems for outreach program contract management
• Improve model for F&A sharing

14. Secure Program Space

Completed:

• Secured 1 studio space (CAA 101) exclusively for program, and shared access to CAA 109

Needed:

• Need additional space for second year studio
• Office space needed for Director & Program Manager (AA 109?, other?)

15. Establish Development Program

Completed:

• Director and Program Manager currently filling this role

Needed:

• Development support needed for all University-wide programs and COGS
### Partial List of BSCI Student and Faculty Engagement

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<td>Rails to Trails Summer Internship - J. Boal</td>
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Strategic Plan and Performance Metrics (Draft 2)
The Building Sustainable Communities Initiative (BSCI)
Bioregional Planning and Community Design

Goal 1: Teaching and Learning
Enable student success in a rapidly changing world through transformed teaching and learning.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategy 1: Streamline policies and practices to enable creative program revision and course scheduling. As the Bioregional Planning and Community Design program faculty work toward national accreditation, it is important that specific course content be taught to meet core standards. We also have the opportunity as a group of interdisciplinary faculty, to maintain a transparent and open dialogue about the program curriculum, to be open to new alliances with other university programs and agencies, and to offer the program to a diverse group of constituents. We will prioritize program policies and practices that embrace and define the concept and effectiveness of bioregional planning to the fullest degree possible.

Performance Metrics – The Planning Accreditation Board (PAB) visit in 2013 will demonstrate that specific courses (BioP 520: Bioregional Thought and Practice, BioP 522: Bioregional Planning Methods and BioP 560: Bioregional Planning Studio) fully articulate the significance of a bioregional approach to planning and that these courses and others in the program result in interdisciplinary student and faculty scholarship of the highest quality. 2012 will result in the successful implementation of the joint JD/Bioregional Planning degree program.

Strategy 3: Use external and internal assessments to keep teaching and learning vital: The Bioregional Planning and Community Design program faculty and staff will be working with the Planning Accreditation Board (PAB) to achieve Initial Accreditation status for the MS degree in the spring of 2013. This will require the faculty and staff of the program to thoroughly assess and evaluate the current curriculum and make any changes in program learning outcomes to clearly define the unique emphasis of bioregional planning while successfully meeting the professional standards of this accrediting body.

Performance Metrics – The Planning Accreditation Board (PAB) Accreditation visit in 2013 will result in successful initial accreditation status for the MS Bioregional Planning and Community Design degree.

Objective B: Develop integrative learning activities that span the student’s entire university experience.

Strategy 1: Engage alumni and stakeholders as partners in student mentoring. The BSCI and the Bioregional Planning and Community Design program engage community outreach and scholarship that brings students in contact with professional planners in the state and region. We will optimize these relationships to fully engage professional planners and others to bring richness and depth to the students’ service learning education experience.

Performance Metrics – Ongoing Learning Practice Collaborative activity in the Clearwater Valley will result in collaborative partnerships with professional planners and agencies. Other partnerships such as the University Extension Rapid Response Design Team project in SE Idaho will successfully engage professional mentors in the region and serve as a model for future community engagement projects.
Strategy 5: Increase opportunities for student interaction and interdisciplinary Collaboration. Since the program’s inception in 2006, the BSCI and Bioregional Planning and Community Design faculty and students have led the way in partnering across the university to transform interdisciplinary education and outreach. We will prioritize the expansion of our current partnerships through funding for place based community internships and research assistantships with new faculty partners in Extension, Business and Economics, Letters and Science and Engineering.

Performance Metrics – FY2012 Learning Practice Collaborative activity will expand to successfully work with Business and Economics students in collaborative community engagement. A grant will be also obtained from AmeriCorps to fund the placement of Bioregional Planning students as interns in specific Idaho Communities for the next three years.

Goal 2: Scholarly and Creative Activity
Promote Excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Objective A: Strengthen all scholarly and creative activities consistent with the University’s strategic missions and signature areas.

Strategy 2. Increase the number of endowed faculty positions and postdoctoral, graduate and undergraduate fellowships. Research assistantships and funding for community-based internships are critical to enrolling qualified graduate students. We will prioritize grants that provide research assistantships for our planning students and work with federal and state agencies as well as foundations to create fulfilling and productive community internships.

Performance Metrics – Twenty-five research assistantships per year have been obtained for MS Bioregional Planning and Community Design students for the next five-year period as part of several large grants administered by Professor Steven Hollenhorst, Associate Dean, College of Natural Resources.

Strategy 3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence. Much of the success of the Bioregional Planning and Community Design program and the BSCI is the result of faculty, students and staff willingness to bridge disciplinary boundaries and focus on community planning problems that synergize discipline specific skills and theory. We will continue to prioritize time and resources for students, faculty and staff in their efforts create to planning technologies, methods and scholarship that address the the University’s signature areas: 1) interface between wilderness and human settlement; 2) the integration of localized and regional agriculture, and; 3) the creation of bioregional alternative energy resources.

Performance Metrics – The next two years will demonstrate that the interdisciplinary Bioregional Planning and Community Design faculty will have provided effective leadership in the above three signature areas.

Objective B: Enable faculty, student and staff engagement in interdisciplinary scholarship and creative activity.

Strategy 2: Expand opportunities for graduate interdisciplinary research and engagement: The Bioregional Planning and Community Design program will work with the newly formed Office of Community Partnerships to expand the concept of the Building Sustainable Communities Initiative (BSCI) to include more university programs and address university level strategic engagement.
Strategy 3: Develop criteria for evaluating engaged scholarship: The Bioregional Planning and Community Design faculty will collaborate with University Extension and the Outreach and Engagement Council to develop clear metrics for the scholarship of engagement that recognize the impact of engagement as well as the define more clearly the role of peer review in the scholarship of engagement.

Performance Metrics – Faculty from Bioregional Planning will partner during FY2012 with University Extension and the Outreach and Engagement Council to successfully develop metrics and guidelines for the Scholarship of Engagement.

Goal 3: Outreach and Engagement
Meet society’s critical needs by engaging in mutually beneficial partnerships

Objective A: Develop processes, systems and rewards that foster faculty, staff and student outreach and engagement.

Strategy 1. Increase internal visibility of our outreach and engagement activities to further interaction and develop synergies across the University. Faculty and program leadership will strengthen alliances with University Extension, the Office of Community Partnerships and the Center for Student Service Learning to increase the visibility of our successful Learning Practice Collaborative program and attract other university programs to these transformational experiences. We will also prioritize more effective collaboration with the College of Art and Architecture, Waters of the West and the Sustainable Idaho university wide program to achieve sustainable outreach and engagement efficiencies.

Performance Metrics – Ongoing Bioregional Planning and Community Design faculty work with University Extension, the Office of Community Partnerships and the Center for Service Learning will result in the creation of guidelines and policies by the end of FY2013 that clearly articulate opportunities and processes for engaging faculty, staff and students in statewide community planning and design. By the end of 2012, the College of Art and Architecture, Waters of the West, Sustainable Idaho and the Building Sustainable Communities Initiative will have defined opportunities and polices for effective outreach, scholarship and teaching collaboration.

Strategy 2. Develop clear criteria for evaluating outreach and engagement. The Bioregional Planning and Community Design faculty will collaborate with University Extension and the Outreach and Engagement Council to develop clear metrics for engagement that recognize the impact of outreach and its contribution to faculty scholarship.

Performance Metrics - Faculty from Bioregional Planning will partner during FY2012 with University Extension and the Outreach and Engagement Council to successfully develop metrics and guidelines that effective measure the impact of outreach and its contribution to faculty scholarship.

Strategy 3. Recognize and reward engagement with communities, businesses, non-profits and agencies. The BSCI and the Bioregional Planning and Community Design faculty partnered effectively with University Extension to receive the prestigious Kellogg/Peter McGrath Community Engagement Award, Western Region for the University of Idaho and its partnership
with the Coeur d’Alene Tribe. We will continue to pursue this level of recognition for faculty and students who successfully partner with other university programs in strategic outreach and engagement.

Performance Metrics – Innovative and transformative Bioregional Planning and Community Design engagement, teaching and scholarship will continue to be recognized and awarded at the regional and national level.

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategy 1: Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing priority issues: The Bioregional Planning and Community Design program will strengthen its relationship with the new Office of Community Partnerships to expand the concept of the Learning Practice Collaborative to other university programs and Idaho communities.

Performance Metrics – The next five years will demonstrate that the Bioregional Planning and Community Design program and the BSCI have made significant contributions to the role and mission of the new Office of Community Partnerships through sponsored scholarship and engagement and effective participation in strategic University of Idaho community development initiatives.

Strategy 3. Increase the external visibility of our outreach and engagement activities. We will prioritize strategic partnerships with programs such as the University of Idaho Urban Research and Design Center, the Northwest Community Development Institute and the new Boise State University Community and Regional Planning program to enhance our effectiveness of our scholarship and community engagement in the Northwest and Inter-Mountain West. We will also reward and incentivize faculty to continue our current publishing success with peer-reviewed documents such as the Journal of Higher Education Outreach and Engagement.

Performance Metrics – The research and engagement activities of Bioregional Planning and Community Design program in five years time will result in the successful full accreditation of the program and national peer recognition. The next two years will result in successful academic collaboration between the UI Bioregional Planning and Design program and the new Boise-based BSU Community and Regional Planning program.

Strategy 4: Coordinate plans to increase external funding for outreach and engagement. The faculty and staff of the Bioregional Planning and Community Design Program will increase partnerships with university programs and state and federal agencies to increase funding for future Learning Practice Collaborative engagement in support of faculty scholarship and graduate student research.

Performance Metrics – The next five years will demonstrate that the BSCI and the Bioregional Planning and Community Design program have generated substantial revenues that support faculty scholarship and the recruitment of a diversified group of highly qualified students. The next ten years will demonstrate that graduates of the program are providing leadership in the practice and scholarship of the profession.
Goal 4: Community and Culture

Be a purposeful, ethical, vibrant and open community

Objective A: Be a community committed to access and inclusion

Strategy 1: Recruit and retain a diverse student body. The Bioregional Planning and Community Design program through its outreach partnership with Idaho tribal communities will target the recruitment of Native American students. Building on our success in this area thus far, we will work with the University of Idaho International Programs Office to prioritize the successful recruitment of graduate students from targeted international universities.

Performance Metrics – Recruiting efforts over the next five years will result in the successful recruitment of a highly diversified Bioregional Planning and Community Design student population. Targeted recruiting efforts as an extension of our outreach to Idaho tribal communities will result in the successful recruitment of a representative number of Idaho Native students.

Strategy 2: Recruit and retain a diverse faculty and staff. As the Bioregional Planning and Community Design program matures, we will build on our successful effort to expand our relationships with a diverse group of faculty and scholars from around the world. We commit to the continued hiring of an internationally and culturally diverse group of faculty to sustain and enhance the bioregional mission of the program.

Performance Metrics – The next five years will demonstrate that the Bioregional Planning and Design faculty are a diverse population of highly productive, talented teachers and scholars.

Strategy 4. Build extended community partnerships to enhance an environment that values diversity. Engagement Partnerships across the university and within Idaho communities have provided the BSCI and Bioregional Planning and Community Design faculty and students the opportunity to experience a broad range of values regarding environmental, cultural and economic stewardship. We will continue to dedicate our teaching, outreach and scholarship to the transformation of our students, our communities and ourselves to enhance our collective value for a diversified planning profession.

Performance Metrics – 2015 will demonstrate that BSCI and Bioregional Planning and Community Design engagement has resulted in a measureable level of economic and social transformation in the communities we have worked with and that our student’s professional education has been enhanced by this engagement.

Objective C: Be a community committed to productivity, sustainability and innovation.

Strategy 2. Develop and promote activities to increase collaboration with unconventional partners. Outreach and engagement in Idaho communities has enabled our students and faculty to work with and learn from with many unconventional partners, such as small rural communities, who would not normally be engaged in the classroom. We will commit to continuing this rewarding but often challenging collaboration to create transformational learning experiences for our professional planning students.

Performance Metrics - 2015 will demonstrate that BSCI and Bioregional Planning and Community Design engagement with Idaho communities has resulted in a measureable level transformational learning that effectively prepares our graduates for successful professional
planning practice. This transformational learning has also distinguished the program internationally.

**Strategy 4: Create efficiencies through innovative collaboration, shared goals and common experiences.** The Bioregional Planning and Community Design program is comprised of faculty representing 7 University of Idaho Colleges. The faculty and leadership of the program will work closely with Waters of the West and the Sustainable Idaho initiatives to engage in cost-effective, transdisciplinary engagement and research.

**Performance Metrics - By the end of 2012, Waters of the West, Sustainable Idaho and the Building Sustainable Communities Initiative will have defined opportunities and polices for effective outreach, scholarship and teaching collaboration.**

**Strategy 5: Invigorate the community by promoting an attitude of leadership in excellence.** The BSCI and the interdisciplinary faculty of the Bioregional Planning and Community Design program have lead the University of Idaho in creating new partnerships and interdisciplinary scholarship, learning and engagement. **We will build on our record of integrated learning to enhance the University of Idaho’s national reputation in the scholarship of engagement and community transformation.**

**Performance Metrics – Faculty of Bioregional Planning will continue our current publishing success with peer-reviewed documents, such as the Journal of Higher Education Outreach and Engagement, thereby enhancing the University of Idaho’s national reputation over the next five years an institution committed to transformational outreach and engagement.**

**Strategy 6: Steward our financial assets, infrastructure and human resources to optimize performance.** We will continue to prioritize our role as a University Wide Program, strategically expanding our internal partnerships to optimize our effectiveness and seeking institutional funding and new sources of revenue that enable us to expand our bioregional collaboration with programs external to the University of Idaho.

**Performance Metrics – By spring of 2012, hire a half-time Director to lead the program. By 2014, The BSCI and the Bioregional Planning program will have achieved a sustainable level of external engagement and scholarship revenue to enhance the delivery of the program, and demonstrated that the joint appointment of faculty from a wide array of disciplines is an effective means to economic and academic sustainability.**
Environmental Science and Water Resources: Overview

The Environmental Science (EnvS) Program is the largest interdisciplinary academic program at the University of Idaho (UI), committed to undergraduate and graduate research and education. The EnvS Program was established in 1993. The Water Resources (WR) program was launched in 2007 as part of the Waters of the West Blue Ribbon Initiative. The Professional Science Master (PSM) program was launched in 2010 with funding from the National Science Foundation. EnvS launched the UI Sustainability Center through Blue Ribbon Initiative funds.

The Program’s *primary emphasis* is on teaching students interdisciplinary approaches to understanding and solving environmental and water resources problems, with a strong foundation in engineering and science, supported by social, economic, legal and political realities. Degrees are offered in Moscow, Idaho Falls, Coeur d'Alene, Boise, Twin Falls. Online degrees are offered anywhere. EnvS has one faculty member in Idaho Falls. All programs rely on faculty participation from nearly all colleges. Degrees attract highly qualified students!

**Enrollment (total > 350):**

EnvS: 170 undergraduates, 100 graduate students (M.S., Ph.D.), online Water Science M.S., and non-degree certificate programs in Environmental Contamination Assessment and Environmental Water Science).

WR: 55 graduate students (M.S., Ph.D.) in Engineering & Science, Science & Management, and Law, Management & Policy, including concurrent degree with J.D. in Law (only in country!).


**Courses:** EnvS 101 (Intro to EnvS) is largest service course at UI (~350 every fall & spring). EnvS 101, 102, and 225 are online. Program has helped development of 22 other online courses at UI. WR 506 is premier course in Interdisciplinary Methods at UI. PSM includes new (online) courses in Business Principles, Ethics and Technical Writing.

**Human and Office Resources:** the program has a full-time director, academic advisor, admin II, communications coordinator, and half-time admin I. Total general ed funding for the program is ~$268k for salaries and $33k for TAs. PSM grant funds 50% admin assistant. Additional funds have been requested at last budget hearings. Main office is Morrill Hall 216. Student offices are in Morrill Hall 202, 214, Gauss Johnson 105, and Blake Hall 111, 112 (hold appr. 15 grads).

**Reporting Structure:** Dean committee: chaired by coordinating Dean Burnett (Law). Other members: Aiken (CLASS), Baird (Library), Chen (COGS), Hammel (CALS), Hoversten (AA), Pregitzer (CNR), Stauffer (Eng), and Wood (Science).

**External Funding:** past three years: NSF-PSM ($692k), NSF-GK-12 (~$3M), NSF-REU (~$575k), NSF-Bridge ($586k), NASA ($548k), SBOE, IDEQ, INL.

**Challenges & Needs:** sustainable financial support (increase in Gen Ed budget for 50% Admin I, Director salary, travel and operating expenses); uniform messages from deans to dept chairs/heads to faculty that students in interdisciplinary programs count equally; access to fund raising currently organized by college; and sustained commitment from the university leadership for integration across disciplines. Current TA/RA out-of-state tuition waiver policy change is a concern for external support for grad students.
Bioinformatics and Computational Biology (BCB)
Faculty Senate Report 2012
By
Paul Joyce-Director

BCB Vision Goals and Impact:
Biology is undergoing an information revolution. Technological advances in the last two decades have created an avalanche of biological data, and this challenge will only increase in the immediate future. The manipulation, analysis and interpretation of large, complex datasets is thus central to much of biology. The common approach to this issue generally involves a division of labor between data generation and data analysis. For example, biologists generate massive genomic datasets and bioinformaticians develop programs to organize, analyze and display data. However, it has become increasingly clear that success in science requires an integrative approach that unites experimental design, data collection, analysis and interpretation in a common framework. Our unique program gives students a quantitative and conceptual framework that transcends specific biological problems.

The University of Idaho provides world-class interdisciplinary training in Bioinformatics and Computational Biology. Instead of training students to be skilled in one specific area, we equip students with a set of quantitative tools and conceptual skills that prepare them to integrate theoretical and empirical research endeavors. Our approach focuses on critical thinking and problem solving that can be applied across the spectrum of challenges in biological research: from developing mathematical models, to organizing and analyzing data, to understanding issues of biological complexity. The technology of the day is fleeting, but mastering the timeless principles that underlie solutions to biological problems enables scientists to tackle new questions and incorporate new technologies without reinvention.

The University of Idaho began prioritizing interdisciplinary training in 2003 with the creation of the Bioinformatics and Computational Biology graduate program (BCB). This interdisciplinary program includes faculty with expertise in Biology, Mathematics, Statistics, and Computer Science. Currently, the BCB program requires research rotations and core courses that facilitate both "breadth" and "depth". Our performance demonstrates that we have delivered on the promise of a highly marketable transformative graduate education. The 19 PhD students who graduated between 2006-2011 have gone on to prestigious postdoctoral positions (e.g., University of Chicago, Yale University, University of Michigan, see table below for a complete listing of the current employment of our graduates) and have obtained tenure track faculty positions at institutions with higher national profiles than the University of Idaho (e.g., at Baylor College of Medicine, Oregon Health Sciences, University of Minnesota, University of Florida, Florida State University).

With the advent of next generation sequencing and next generation bioinformatics approaches, we now require "next generation" scientists. Our vision is to bring together computational and empirical approaches in a unified, interdisciplinary graduate training program focused on evolutionary processes. Our primary goal is to train a new generation of scientists with the quantitative skills to merge empirical and theoretical approaches and have a profound impact on STEM (Science, Technology, Engineering and Mathematics) graduate training.

Unique Aspects of the BCB Program:
The BCB approach to graduate education is a three step process: building a strong foundation, gaining interdisciplinary breadth and depth, and conducting cutting edge research. A detailed description to our unique program can be found on our newly revamped webpage http://www.uidaho.edu/cogs/bcb. Here we highlight three unique and distinct aspects of our program.

Rotations: Our very successful semester-long BCB lab rotation program is a distinct feature of our program. Lab rotations are common in Biology graduate programs, but the BCB rotation is unusual in requiring students to explore out of their comfort zones. A student with a mathematical or computational emphasis
will rotate in a biology lab where they will conduct hands-on empirical work. Students from the biological sciences will rotate with a computational group. The rotations facilitate cross fertilization, foster strong interdisciplinary collaborations between both students and faculty, and often lead to new funding.

**BCB Facilitates Undergraduate Research:** The University of Idaho has existing programs designed to facilitate undergraduate research; many of these can be strengthened and integrated with strong connections to BCB. First, BCB faculty recently received an NSF award from the Interdisciplinary Training for Undergraduates in Biological and Mathematical Sciences program (UBM). This program facilitates undergraduate research and is based on many of the same principles underlying BCB. Second, BCB faculty participate in the INBRE (IDEA Network for Biomedical Research Excellence). This program has a strong undergraduate outreach and training component that facilitates research at institutions with limited research capacity. Third, the HOIST initiative (Helping Orient Indian Student and Teachers) provides research opportunities for Native American undergraduates.

**BCB Alignment with the University Strategic Plan and UI Priorities:**
The mission of BCB directly mirrors Goal 1 of the University of Idaho Strategic plan. We have created an adaptable, integrative curriculum at the graduate level to prepare scientists for continued success in a rapidly changing world. We have developed co-curricular activities that are tightly integrated with our current program. This BCB program is also wholly consistent with Goal 2 of the Strategic Plan of the University in that it expands opportunities for ongoing interactions among students and faculty, increases financial support for graduate and undergraduate interdisciplinary research, enhances national and international visibility of the University’s contributions to interdisciplinary scholarship, and builds partnerships with other educational institutions. It also is catalyst for the submission of other large, interdisciplinary research proposals and sustaining successful projects that are already funded. As part of BCB training, students partner with faculty to experience the rewards of outreach and engagement (Goal 3) and become members of a well-established research community that is vibrant and open, and that teaches and fosters ethical conduct in science (Goal 4).

The BCB program falls under the auspices of IBEST. For over two decades the Initiative for Bioinformatics and Evolutionary Studies (IBEST) has been a 'grass roots' organization of faculty and research programs at the University of Idaho that share an interest in evolutionary and computational biology. This organization has grown over time and now includes a wide spectrum of activities and funding sources. The strength of this theme was recognized by President Nellis in his inauguration as President when he announced that *Real Time Evolution* was a signature area of the University. Most recently, IBEST has become a level 3 entity, making it the newest Institute on campus. The Bioinformatics and Computational Biology (BCB) graduate program will find a home under the Institute umbrella.

**Return on investment:**

**Administration:** BCB is a highly efficient program with a very small administrative budget.

**Instruction:** Because we partners with other departments for course delivery, the educational aspects are extremely cost effective. Math 563-Mathematical Genetics has historically had the highest enrollment of all mathematics graduate courses. The NSF BEACON program provides opportunities for online course delivery from Michigan State University that is offered to our students without additional costs.

**Student Support:** Since BCB has no teaching assistantships within any of the participating departments, it relies heavily on grant dollars to support its students. For every dollar the university invests in BCB student support it is matched by eleven dollars in grant support.
**Return on Investment:** The University has invested about six hundred thousand dollars into the BCB program over the entire nine year lifetime of the program. During that period BCB students have participated in over eighty million dollars in research activity. **That is a 130 fold return on investment.**

**Scientific Impact:** Below is a list of the positions held by BCB graduates. The true impact of a program is measured by the success of its students. We know that graduates in BCB not only earn more money, but because they are involved in an emerging field they have both a strong scientific as well as economic impact.

<table>
<thead>
<tr>
<th>Former BCB students</th>
<th>Current Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdo, Zaid</td>
<td>Associate Professor of Mathematics and Statistics, University of Idaho</td>
</tr>
<tr>
<td>Feng, Hua</td>
<td>Statistical Research Coordinator, University of Florida, Department of Epidemiology, College of Medicine</td>
</tr>
<tr>
<td>Bankhead, Armand R.</td>
<td>Assistant Professor of Medical informatics and Clinical Epidemiology, Oregon Health Science University, Portland Oregon</td>
</tr>
<tr>
<td>Guan, Yongtao</td>
<td>Postdoctoral Fellow, Department of Human Genetics and Department of Statistics, University of Chicago, 2006-2010. Assistant Professor, Baylor College of Medicine, Houston Texas, since fall 2010.</td>
</tr>
<tr>
<td>Ponciano, Jose Miguel</td>
<td>Assistant Professor, Department of Biology, University of Florida, since 2010.</td>
</tr>
<tr>
<td>Castellanos</td>
<td>Assistant Professor of Biological Sciences, Florida State University</td>
</tr>
<tr>
<td>Shyu, Tse-Ming (Conrad)</td>
<td>Research Scientist, Department of Microbiology and Immunology, Virginia Commonwealth University</td>
</tr>
<tr>
<td>Beisel, Craig Jason</td>
<td>Computational Statistician, Information Project Manager at Unum Corporation, Portland Maine.</td>
</tr>
<tr>
<td>Johnson, Audra KK</td>
<td>Bioinformatics Software Engineer, University of Washington, Seattle WA</td>
</tr>
<tr>
<td>Bent, Stephen James</td>
<td>Postdoctoral Fellow, Yale University, 2006-2010, Assistant professor of Biological Sciences, University of Adelaide, Australia, since fall 2010</td>
</tr>
<tr>
<td>Wei, Wei</td>
<td>Assistant Professor of Biomedical Informatics and Computational Biology, University of Minnesota, Rochester, since 2010</td>
</tr>
<tr>
<td>Pierson, Jacob D.</td>
<td>Law Student, University of Idaho</td>
</tr>
<tr>
<td>Buzbas, Erkan Ozge</td>
<td>Postdoctoral Fellow, Department of Human Genetics and Biostatistics, University of Michigan</td>
</tr>
<tr>
<td>Evans, Jason Owen</td>
<td>Computer Software Engineer, Facebook</td>
</tr>
<tr>
<td>Hu, Xiaojun</td>
<td>Postdoctoral Fellow, Laboratory of Immunopathogenesis and Bioinformatics (LIB), Clinical Services Program (CSP) SAIC-Frederick, Inc. NIAID, NIH Contractor</td>
</tr>
<tr>
<td>Zhong, Xue</td>
<td>Postdoctoral Fellow, University of Idaho</td>
</tr>
<tr>
<td>Matt Settles</td>
<td>Bioinformatics Scientist, University of Idaho</td>
</tr>
<tr>
<td>Benjamin Oswald</td>
<td>Postdoctoral Fellow, Department of Biological Sciences, Notre Dame University</td>
</tr>
</tbody>
</table>
The University of Idaho has announced goals to reach 16,000 headcount enrollment by 2020; grow a successful, quality graduate program; and achieve a 50% increase in sponsored research activity by 2020 as well. In order to meet these goals, the university must be more strategic in both its programmatic and financial decisions. Many of our peer institutions have moved through similar growth patterns and we can benefit from their experience and from the “best practices” that have resulted from thoughtful review of institutional successes in this type of growth. In each potential application of these best practices or “lessons learned”, we must be thoughtful in tailoring our application of these principles to the specific financial, policy and programmatic context here at the University of Idaho. The changes to the administration of graduate student out of state tuition waivers, outlined below, are designed to help meet all three of these institutional goals and do so in a manner that is both financially and programmatically sustainable.

Explanation of Waivers

- An Out of State Tuition (OST) waiver represents the difference in price between full nonresident graduate tuition and fees and the tuition and fees charged to resident graduate students. For FY12, a full OST waiver is worth $12,520 in waived tuition. The $12,520 is tuition revenue only. Resident graduate tuition and fees are not included in the waiver. For FY12, resident graduate tuition and fees are $6,682.

- Individual student responsibility for the resident graduate tuition and fees depend on individual circumstances. For example, for an RA whose stipend is funded on a grant, the grant may pay the full resident graduate tuition and fee charge for that student. In some instances TAs and RAs are expected to pay their resident graduate tuition and fee charge from their own funds; in some cases stipend amounts are increased to (fully or partially) account for this expense.

- The College of Graduate Studies has a budget for a limited number of “ISTs” – instate tuition scholarships that are awarded to students to pay for the resident graduate tuition and fee charge.

- As tuition and fee rates change over time, the gap between resident graduate tuition and fees and nonresident tuition and fees will change – generally by becoming larger. We say that a budget for financial assistance, such as the TA or RA OST waiver budget, is “indexed” if the annual budget process increases the funding for the budget in order to sustain an equal number of waivers at the now higher waiver value.
TA OST Waiver Plan

Plan Fundamentals

- The overall budget for TA and COGS OST waivers will be managed by the Dean of the College of Graduate Studies.
- The TA OST waiver budget will be an “indexed” waiver budget. This is represented in the numbers below where it is noted that the FY13 budget for TA OST waivers will be $0.2 million higher than were actual waived tuition revenues for the current year (FY12).
- The budget for OST waivers for graduate teaching assistants (TAs) and COGS awards for fiscal year 2013 (FY13) will be $2.6 million.
- For Fiscal Year 2012 (FY12), the fiscal year we are currently in, the University provided a total of 414 semester awards of partial or full OST waivers for graduate teaching assistants.
- This resulted in waiving $2.2 million in tuition revenue.
- The College of Graduate Studies also issued OST waivers for a variety of national fellowship recipients (Muskie, Fulbright, etc.) as well as contractually obligated waivers for some international programs (with Egypt and other countries).
- These COGS waivers resulted in waiving about $200,000 in tuition revenue.
- The total value of TA and COGS OST waivers for FY12 is $2.4 million.
- The FY12 distribution of 414 partial or full OST waivers is very consistent with the volume of OST waivers over the prior two fiscal years, which shows a relative level of stability in the number of TA positions available, as well as a relative stability in the number or percentage of graduate students, particularly in TA heavy programs, who are nonresidents. This suggests that the existing budget for TA OST waivers is a reasonable starting point for OST waiver management.

Basics of TA OST Waiver Management (Initial Process)

- Each college will receive an official count of current TA positions that have been linked to a full or partial TA OST waiver for FY12 (although, generally, each college or department will already know that number from their decision to fund stipends).
- The college will know which of those full or partial waivers will be freed up for FY13 reassignment due to students graduating from the program, moving to research assistantships, or otherwise fulfilling the terms of their TA appointment.
- The waivers being “released” in this manner will have a certain dollar value.
- Colleges and departments can reissue these “released” TA OST waivers, up to the current value, to new graduate students for FY13 – with similar terms and conditions as other current TA appointments.
- Colleges or departments may offer waivers as appropriate based on historical yield rates for admitted graduate students. For example, if the past three years experience has been that, on average, the department enrolls about 50% of the nonresident graduate students to whom it offers an OST waiver, then the department (or college) could continue to offer twice as many TA OST waivers as they have available waivers in their allocated waiver pool.
Growing the Number of TA OST Waivers

- Currently the decision to create a new TA position and fund the appropriate stipend is held at the college or department level, although the practice may vary by college. There is currently no plan to change this arrangement.

- The first step for a unit to determine whether they can increase the number of TA OST waivers is to determine whether there are excess released waivers available within the college that can be reissued to meet this need.

- If the college wishes to increase the overall number and financial value of its TA OST waivers, it may request such an increase as part of the annual budget setting process. The college/department would still be responsible for providing the stipend portion of the TA position.

- At the University level, the Dean of COGS may make an annual budget request to increase the number of TA OST waivers.

- The College of Graduate Studies, along with the Office of the Provost/Executive Vice President, will have some flexibility in awarding additional TA OST waivers to meet pressing situations (e.g., short term large increase in class sections).

- The university is currently trying to follow a budgeting process that funds $180,000 for instructional activity for each 100 student FTE increase to the overall institutional enrollment. A portion of these funds are calculated on the basis of the likely need to increase the number of TA positions. When new TA positions are centrally funded in this manner, there will be an appropriate increase to the TA OST budget for the nonresident portion of this TA increase.

Graduate Enrollment and Graduate Enrollment Growth in Relation to TA OST Plan

- It is an appropriate component of the university’s graduate enrollment plan to evaluate the efficacy of using either Teaching Assistants or Adjunct faculty or Instructors to meet a program, college or institutional instructional need.

- The COGS Dean, along with the Provost/Executive Vice President will work with the Deans of the other academic units to determine the appropriate distribution of these TA waivers, with the expectation that the distribution with be used strategically to meet key university goals and objectives.

RA OST Waiver Plan

Plan Fundamentals and Background

- The overall budget for RA OST waivers will be managed by the Office of the Vice President for Research and Economic Development.

- The budget for OST waivers for graduate research assistants (RAs) for FY13 will be $2.8 million. For the near term future (2-3 years) we do not expect this overall budget to be an “indexed” budget. However, grandfathered waivers will be indexed to the changing value of
the difference between nonresident graduate tuition and fees and resident graduate tuition and fees.
- For FY12 the university provided a total of 538 semester awards of partial or full OST waivers to graduate research assistants. This is equivalent to 234 full year, full value RA OST waivers.
- This resulted in waiving $2.8 million in tuition revenue. This compares to waiving $2.66 million in tuition revenue in FY11 and waiving $1.9 million in FY10.

Basics of Waiver Management

Grandfathering

- All current RA OST waiver commitments will be honored for the duration of the original written commitment to the graduate student. These individual waivers will be “indexed”.
- RA OST waivers at existing values will be honored for existing contract and awards and for those proposals that are funded and were submitted before April 1, 2012.
- New proposals and competitive grant renewals will be expected to follow the new RA waiver guidelines of this RA OST waiver plan after April 1, 2012.

Research Assistants Not Funded on Research Grants

- Some units have created research assistant positions which are not funded on research grants and contracts. In this case, the department pays the RA stipend from departmental funds.
- For nonresident students in such positions, an OST RA waiver has been provided to the student. Sometimes in such circumstances the RA stipend is set at a dollar amount that includes an allowance for all or part of the resident graduate student tuition and fees. In any case, the graduate student is responsible for paying the resident graduate tuition and fees.
- As commitments to individual students expire, colleges, departments or programs will need to apply to the Vice President for Research and Economic Development (VPRED) for approval to reissue the RA OST waiver under these circumstances.
- Any proposed new or increased number of RA OST waiver awards under these circumstances (stipend not paid on sponsored programs) will need approval from VPRED prior to making the award.

Research Assistants Funded on Research Grants

- This is the more typical circumstance in which a research proposal has been submitted with provisions in the proposal to provide for one or more RA stipends as well as tuition and fee support for these RAs.
- New research proposals submitted after April 1, 2012 should request reimbursement for the full value of nonresident graduate tuition and fees whenever possible.
- New proposals and competitive grant renewals that include support for RAs will be required to charge a “floor” value of $11,000 for nonresident graduate student tuition and fees. In
such circumstances, an application for an RA OST waiver should be submitted to VPRED for the difference between the “floor” value and the then current total nonresident graduate tuition and fee rate.

- This “floor” value will increase on an annual basis by the dollar amount of the increase to nonresident graduate tuition and fees (this is not the percentage increase in nonresident graduate tuition and fees). This means that the value of an RA OST waiver in this situation will remain unchanged as tuition and fee rates increase, i.e., there is no need to “index” these waivers.
- Requests for an exception to this floor value must be made to VPRED at least two weeks prior to the proposal due date and will be managed much like current requests for an F&A waiver to charge a grant and contract an F&A rate that is less than the full approved rate for the institution.
- If the granting agency mandates a tuition and fee rate that is less than the “floor” value (as defined above), then VPRED will grant an exception to the minimum tuition and fee charge and will charge no less than the highest value allowed by the granting agency.

**RA OST Waiver Budget Management by Office of Research and Economic Development**

- Requests to submit proposals with tuition and fee values less than the “floor” value, will be limited to the amount of such waivers within the FY13 $2.8 million RA OST waiver budget. As with TA OST waivers, the number of proposals that can be approved with tuition rates lower than the “floor” value will be determined by the rolling three year average yield rate on such grants.

**Graduate Enrollment Growth in Relation to the RA OST Waiver Plan**

- It is an appropriate component of the university’s graduate enrollment plan to evaluate the efficacy of using either graduate Research Assistants or Post-Docs or Research Scientists to meet the research needs of the institution.
- Desired growth of sponsored research activity to the target 2020 levels will require an increase in both the number of doctoral degrees awarded in research areas as well as a substantial increase in the number of Post Doc and Research Scientist positions in our research programs.
- The Vice President for Research and Economic Development, the Provost/Executive Vice President, and the Dean of the College of Graduate Studies will work with college Deans as well as other research leadership positions and faculty members to determine the appropriate balance between graduate enrollments and the use of non-graduate student research support.

**Growing the Number of RA OST Waivers**

- The future scope and size of the RA OST budget will be an outcome of the above referenced discussions, within the bounds of overall university funding and state support.
Timeline for TA Tuition Waivers and Fee Scholarships

**AY 2012-13**

February
- Get renewal info back from colleges for in-state fee scholarships
- By end of the month, notify colleges the number of in-state fee scholarships for AY 2012-13

March
- By March 1, get TA/OST info per college from Trina to review descriptions and residency status
- By March 5, notify colleges of number of OST’s per college
- By March 15, enter renewal of in-state fee scholarships into Banner

April
- Estimate needs for fall TA’s based on Vandal Friday numbers

May-July
- Work with Budget Office and HR to get new EPAF approval rule in place.
- Continue to update Banner with in-state fee scholarships as necessary
- By July30, receive list of TA’s from each college with notation of which ones will require OST’s
- Redistribute unused OST’s as appropriate and necessary

August
- Approve EPAF’s for all TA’s for AY 2012-13
- Redistribute any left over OST’s if necessary

**AY 2013-14 (and beyond)**

August/September
- Approve EPAF’s for all TA’s for AY 2012-13
- Redistribute any left over OST’s if necessary

October/November
- Dean and Associate Dean attend each college dean/director/dept head meeting and talk about graduate education. Distribute reports from AY 2012-13 and talk about projections for AY 2013-14.

By November 30
- Send info to each college, including TA definition and list of students who received OST’s and in-state fee scholarships AY 2012-13.

Mid-December (by last day of fall semester)
- Receive renewal information from colleges for following academic year.
By January 20
- Notify colleges numbers of in-state fee scholarships (renewals and new) available for next academic year, as well as number of TA OST’s.

March
- By March 1, receive names of in-state fee scholarship recipients for following year.
- By March 15, enter in-state fee scholarships into Banner.

April
- Estimate needs for fall TA’s based on Vandal Friday numbers

May-July
- Continue to update Banner with in-state fee scholarships as necessary
- By July 30, receive list of TA’s from each college with notation of which ones will require OST’s
- Redistribute unused OST’s as appropriate and necessary
Definitions for Graduate Student Appointees

The following was approved by Graduate Council 2-15-12 and will be submitted to the Faculty Secretary's Office

DISCUSSION DRAFT 021512

FSH 1565 H-2. GRADUATE STUDENT APPOINTEES

a. Teaching Assistant. Teaching assistants are academically qualified and registered graduate students, who perform duties related to the instructional efforts of the unit in which they are employed under the active supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G.) These duties, which must constitute at least 50 percent of a teaching assistant's effort, may include: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction, conduct classroom or laboratory instruction under the supervision of a full-time member of the faculty.

b. Research Assistant. Research assistants are academically qualified and registered graduate students, who perform professional-level work in support of scientific or clinical research. These positions are typically funded by research grants to provide research service to faculty researchers, the primary function of the position. Research assistants may also be required to assist faculty with instruction-related tasks, grade papers, and perform other nonteaching duties.
TO: University Curriculum Committee  
FROM: University Committee for General Education  
RE: Changes to Regulation J-3 [Summer 2012]  
DATE: December 9, 2011

Following the catalog language are copies of the proposals and rubrics for the American Diversity Courses, Senior Experience, and Great Issues Seminar.

J-3. Subject Requirements (Core Curriculum). All students entering the University of Idaho with fewer than 14 transcripted credits from a regionally accredited institution are to complete the University of Idaho core 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. A central component of this preparation is the requirement that a student working toward a baccalaureate degree must complete the necessary course work in the four categories described below. This requirement is to be satisfied by earning the minimum number of credits specified for each category. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a core requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a core course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 090, 101, or 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the core requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the core requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, 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 UI course Engl 102 and the completion of one additional course in this category.

Public Speaking. Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the six English classes included in the core are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. 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 and 102. Also, 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 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 and 102.

2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101  Fundamentals of Public Speaking (2 cr)  
Engl 207  Persuasive Writing (3 cr)  
Engl 208  Personal and Exploratory Writing (3 cr)  
Engl 209  Inquiry-Based Writing (3 cr)  
Engl 313  Business Writing (3 cr)  
Engl 316  Environmental Writing (3 cr)  
Engl 317  Technical Writing (3 cr)  
Phil 102  Reason and Rhetoric (2 cr)

J-3-b. Natural and Applied Science (8 cr which include two accompanying labs OR 7 cr which includes a CORS course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the core curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102  Biology and Society (4 cr)  
Biol 115  Cells and the Evolution of Life (4 cr)  
Biol 116  Organisms & Environments (4 cr)  
Chem 101  Introduction to Chemistry I (4 cr) OR Chem 111 Principles of Chemistry I (4 cr)  
Chem 112  Principles of Chemistry II (5 cr)  
CORS 205-297  Integrated Science (3 or 4 cr)
1. Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)*
2. Geog 100 Physical Geography (4 cr)
3. Geol 101 Physical Geology (4 cr)
4. Geol 102 Historical Geology (4 cr)
5. MMBB 154, 155 Introductory Microbiology and Lab (4 cr)*
6. MMBB 250, 255 General Microbiology and Lab (5 cr)*
7. Phys 100 Fundamentals of Physics (4 cr)
8. Phys 103, 104 General Astronomy and Lab (4 cr)*
9. Phys 111 General Physics I (4 cr)
10. Phys 112 General Physics II (4 cr)
11. Phys 211 Engineering Physics I (4 cr)
12. Phys 212 Engineering Physics II (4 cr)
13. Soil 205, 206 The Soil Ecosystem and Lab (4 cr)*

*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.

J-3-c. Mathematics, Statistics, or Computer Science (3 cr).
These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 101 Introduction to Computer Science (3 cr)
CS 112 Introduction to Problem Solving and Programming (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

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. Integrated Seminar courses may not be counted towards the three discipline requirement.

1. Integrated Seminar (3 cr): One course from ISem 101–105 (open to freshmen only).
2. Humanities (6 cr): Six credits chosen from the approved humanities courses listed below.
3. Social Sciences (6 cr): Six credits chosen from the approved social sciences courses listed below.

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 Great Issues course (ISem 301) or an 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. This requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

5. American Diversity: One course chosen from the approved American Diversity courses listed below. If a student takes a Great Issues course (ISem 301) or an Integrated Seminar, Humanities, or Social Science course that also appears on the list of approved American Diversity courses then this requirement is considered to be completed.

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 111 Introduction to Music Literature (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)
WmSt 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)
EDCI 301 Learning, Development, and Assessment (3 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)
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Germ 422</td>
<td>Topics in German Culture and Literature - Genres (3 cr)</td>
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<td>Germ 440</td>
<td>German Media through the Internet (3 cr)</td>
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<td>Hist 102</td>
<td>History of Civilization (3 cr)</td>
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<tr>
<td>Hist 180</td>
<td>Introduction to East Asian History (3 cr)</td>
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<td>Hist 315</td>
<td>Comparative African-American Cultures (3 cr)</td>
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<tr>
<td>Hist 366</td>
<td>Intellectual and Cultural History of Modern Europe (3 cr)</td>
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<tr>
<td>Hist 372</td>
<td>History of England (3 cr)</td>
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<td>Hist 414</td>
<td>(s) History and Film (3 cr, max 6)</td>
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<tr>
<td>Hist 421</td>
<td>Pirates of the Caribbean and Beyond (3 cr)</td>
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<tr>
<td>Hist 438</td>
<td>Modern Mexico and the Americas (3 cr)</td>
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<td>Hist 439</td>
<td>Modern Latin America (3 cr)</td>
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<td>Hist 440</td>
<td>Social Revolution in Latin America (3 cr)</td>
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<td>Hist 441</td>
<td>Comparative Slavery and Emancipation in the Atlantic World (3 cr)</td>
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<td>Hist 451</td>
<td>French Revolution and Napoleonic Era (3 cr)</td>
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<td>Hist 455</td>
<td>Modern Europe (3 cr)</td>
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<td>Hist 456</td>
<td>Anti-Semitism and the Holocaust (3 cr)</td>
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<td>Hist 457</td>
<td>History of the Middle East (3 cr)</td>
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<td>Hist 466</td>
<td>Eastern Europe Since 1774 (3 cr)</td>
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<td>Hist 467</td>
<td>Russia to 1894 (3 cr)</td>
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<td>Russia and Soviet Union Since 1894 (3 cr)</td>
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<td>Modern France, 1815-present (3 cr)</td>
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<td>Hist 481</td>
<td>America's Wars in Asia (3 cr)</td>
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<td>Hist 482</td>
<td>Japan, 1600 to Present (3 cr)</td>
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<td>Hist 484</td>
<td>Modern China, 1840s to Present (3 cr)</td>
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<td>Hist 485</td>
<td>Chinese Social and Cultural History (3 cr)</td>
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<td>IS 325</td>
<td>The Contemporary Muslim World (3 cr)</td>
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<td>IS 326</td>
<td>Africa Today (3 cr)</td>
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<td>IS 328</td>
<td>Canada Today (3 cr)</td>
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<td>IS 350</td>
<td>Sport and International Affairs (3 cr)</td>
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<td>IS 370</td>
<td>Africa’s Calling: The Culture of Ghana (3 cr)</td>
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<td>Ital 201</td>
<td>Intermediate Italian I (4 cr)</td>
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<td>JMM 490</td>
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<td>Japn 102</td>
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<td>LArc 390</td>
<td>Italian Hill Towns and Urban Centers (3 cr)</td>
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<td>MusH 420</td>
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<td>Western European Politics (3 cr)</td>
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<td>Introduction to Asian Politics (3 cr)</td>
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<td>PoIS 449</td>
<td>World Politics and War (3 cr)</td>
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<td>Politics of Development (3 cr)</td>
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<td>PoIS 487</td>
<td>Political Violence and Revolution (3 cr)</td>
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<td>Russ 201</td>
<td>Third Semester Russian (4 cr)</td>
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<td>Soc 336</td>
<td>Comparative Criminal Justice Systems (3 cr)</td>
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<td>Soc 340</td>
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<td>Global Justice (3 cr, max arr)</td>
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<td>Post-Colonialism (3 cr)</td>
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<td>Span 101</td>
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<td>Hist 423</td>
<td>Idaho and the Pacific Northwest (3 cr)</td>
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<td>History of Women in American Society (3 cr)</td>
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<td>Hist 418</td>
<td>Recent America, 1960-Present (3 cr)</td>
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<td>United States, 1919-1960 (3 cr)</td>
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<td>Hist 415</td>
<td>Civil War and Reconstruction, 1828-1877 (3 cr)</td>
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<td>Hist 411</td>
<td>Colonial North America, 1492-1763 (3 cr)</td>
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<td>Spanish Short Fiction (3 cr)</td>
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<td>Spanish American Short Fiction (3 cr)</td>
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<td>Hist 419</td>
<td>Latin America Theatre Through Literature (3 cr)</td>
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<td>Hist 420</td>
<td>Modern Spanish Theatre Through Literature (3 cr)</td>
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<td>Hist 112</td>
<td>Introduction to U.S. History (3 cr)</td>
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<td>Engl 483</td>
<td>African American Literature (3 cr)</td>
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<td>Introduction to U.S. Ethnic Literatures (3 cr)</td>
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<td>Engl 426</td>
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<td>Engl 432</td>
<td>Gender and Communication (3 cr)</td>
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<td>Engl 491</td>
<td>Communication and Aging (3 cr)</td>
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<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners (4 cr)</td>
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<td>EDCI 301</td>
<td>Studies in American Culture (3 cr)</td>
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<td>Anth 401</td>
<td>Contemporary American Indian Issues (3 cr)</td>
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<td>Anth 329</td>
<td>North American Indians (3 cr)</td>
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<td>Arch 411</td>
<td>Native American Architecture (3 cr)</td>
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<td>Span 301</td>
<td>Advanced Grammar (3 cr)</td>
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<td>Advanced Composition (3 cr)</td>
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<td>Span 303</td>
<td>Spanish Conversation (3 cr)</td>
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<td>Span 305</td>
<td>Culture and Institutions of Spain (3 cr)</td>
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<td>Span 306</td>
<td>Culture and Institutions of Latin America (3 cr)</td>
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<tr>
<td>Span 308</td>
<td>Proficiency in Reading (3 cr)</td>
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<tr>
<td>Span 311</td>
<td>Readings: Hispanic News Via Internet (3 cr)</td>
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<td>Span 401</td>
<td>Readings: Spanish Literature (3 cr)</td>
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<td>Span 402</td>
<td>Readings: Spanish American Literature (3 cr)</td>
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<tr>
<td>Span 411</td>
<td>Chicano and Latino Literature (3 cr)</td>
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<td>Span 412</td>
<td>Spanish Short Fiction (3 cr)</td>
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<td>Spanish American Short Fiction (3 cr)</td>
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<td>Span 419</td>
<td>Latin America Theatre Through Literature (3 cr)</td>
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<td>Span 420</td>
<td>Modern Spanish Theatre Through Literature (3 cr)</td>
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**Approved American Diversity Courses:**

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<th>Course Title</th>
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<tbody>
<tr>
<td>AIST 320</td>
<td>The Celluloid Indian: American Indians in Popular Film (3 cr)</td>
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<tr>
<td>AIST 401</td>
<td>Contemporary American Indian Issues (3 cr)</td>
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<tr>
<td>AIST 420</td>
<td>Native American Law (3 cr)</td>
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<td>AIST 422</td>
<td>Plateau Indians (3 cr)</td>
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<tr>
<td>AIST 478</td>
<td>Tribal Nation Economics and Law (3 cr)</td>
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<td>AIST 484</td>
<td>American Indian Literature (3 cr)</td>
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<td>AmSt 301</td>
<td>Studies in American Culture (3 cr)</td>
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<tr>
<td>Anth 329</td>
<td>North American Indians (3 cr)</td>
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<tr>
<td>Anth 350</td>
<td>Food, Culture, and Society (3 cr)</td>
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<td>Arch 411</td>
<td>Native American Architecture (3 cr)</td>
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<td>Comm 432</td>
<td>Gender and Communication (3 cr)</td>
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<td>Comm 491</td>
<td>Communication and Aging (3 cr)</td>
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<tr>
<td>EDCI 301</td>
<td>Teaching Culturally Diverse Learners (4 cr)</td>
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<tr>
<td>Engl 300</td>
<td>Introduction to U.S. Ethnic Literatures (3 cr)</td>
</tr>
<tr>
<td>Engl 481</td>
<td>Women's Literature (3 cr)</td>
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<tr>
<td>Engl 480</td>
<td>Language and Communication (3 cr)</td>
</tr>
<tr>
<td>FCS 414</td>
<td>Idaho's Journey Toward Diversity and Human Rights (1 cr, max 3)</td>
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**Approved American Diversity Courses:**

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<th>Course Code</th>
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<tbody>
<tr>
<td>FLEN 391</td>
<td>Hispanic Film (3 cr)</td>
</tr>
<tr>
<td>FLEN 394</td>
<td>Latin American Literature in Translation (3 cr)</td>
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<tr>
<td>Hist 111</td>
<td>Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td>Hist 112</td>
<td>Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td>Hist 315</td>
<td>Comparative African-American Cultures (3 cr)</td>
</tr>
<tr>
<td>Hist 411</td>
<td>Colonial North America, 1492-1763 (3 cr)</td>
</tr>
<tr>
<td>Hist 415</td>
<td>Civil War and Reconstruction, 1828-1877 (3 cr)</td>
</tr>
<tr>
<td>Hist 417</td>
<td>United States, 1919-1960 (3 cr)</td>
</tr>
<tr>
<td>Hist 418</td>
<td>Recent America, 1960-Present (3 cr)</td>
</tr>
<tr>
<td>Hist 420</td>
<td>History of Women in American Society (3 cr)</td>
</tr>
<tr>
<td>Hist 423</td>
<td>Idaho and the Pacific Northwest (3 cr)</td>
</tr>
</tbody>
</table>

**Approved American Diversity Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Hist 425</td>
<td>Immigration and Ethnicity in the United States (3 cr)</td>
</tr>
<tr>
<td>Hist 426</td>
<td>Red Earth White Lies: American Indian History 1840-Present (3 cr)</td>
</tr>
<tr>
<td>Hist 428</td>
<td>History of the American West (3 cr)</td>
</tr>
<tr>
<td>ID 443</td>
<td>Universal Design (3 cr)</td>
</tr>
<tr>
<td>JAMM 340</td>
<td>Cultural Diversity and the Media (3 cr)</td>
</tr>
<tr>
<td>JAMM 445</td>
<td>History of Mass Media (3 cr)</td>
</tr>
<tr>
<td>MusH 410</td>
<td>Studies in Jazz History (3 cr)</td>
</tr>
<tr>
<td>Phil 381</td>
<td>American Indian Environmental Philosophy (3 cr)</td>
</tr>
<tr>
<td>PolS 101</td>
<td>Introduction to Political Science and American Government (3 cr)</td>
</tr>
<tr>
<td>PolS 333</td>
<td>American Political Culture (3 cr)</td>
</tr>
<tr>
<td>PolS 335</td>
<td>American Interest Groups &amp; Social Movements (3 cr)</td>
</tr>
<tr>
<td>Pave 315</td>
<td>Psychology of Women (3 cr)</td>
</tr>
<tr>
<td>Pave 419</td>
<td>Adult Development and Aging (3 cr)</td>
</tr>
<tr>
<td>Soc 101</td>
<td>Introduction to Sociology (3 cr)</td>
</tr>
<tr>
<td>Soc 230</td>
<td>Social Problems (3 cr)</td>
</tr>
<tr>
<td>Soc 250</td>
<td>Social Conflict (3 cr)</td>
</tr>
<tr>
<td>Soc 301</td>
<td>Introduction to Diversity and Stratification (3 cr)</td>
</tr>
<tr>
<td>Soc 422</td>
<td>Religion, Culture &amp; Society (3 cr)</td>
</tr>
<tr>
<td>Soc 423</td>
<td>Social Class &amp; Stratification (3 cr)</td>
</tr>
<tr>
<td>Soc 424</td>
<td>Sociology of Gender (3 cr)</td>
</tr>
<tr>
<td>Soc 427</td>
<td>Racial and Ethnic Relations (3 cr)</td>
</tr>
<tr>
<td>Soc 450</td>
<td>Dynamics of Social Protest (3 cr)</td>
</tr>
<tr>
<td>Span 306</td>
<td>Culture and Institutions of Latin America (3 cr)</td>
</tr>
<tr>
<td>Span 411</td>
<td>Chicano and Latino Literature (3 cr)</td>
</tr>
<tr>
<td>Span 413</td>
<td>Spanish American Short Fiction (3 cr)</td>
</tr>
<tr>
<td>WmSt 201</td>
<td>Introduction to Women's Studies (3 cr)</td>
</tr>
</tbody>
</table>

**Approved Capstone Senior Experience Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AgEc 478</td>
<td>Advanced Agribusiness Management (3 cr)</td>
</tr>
<tr>
<td>Art 490</td>
<td>BFA Art/Design Studio (6 cr, max 12)</td>
</tr>
<tr>
<td>Art 491</td>
<td>Information Design (3 cr, max 9)</td>
</tr>
<tr>
<td>Art 495</td>
<td>BFA Senior Thesis (2 cr, max 4)</td>
</tr>
<tr>
<td>BAE 478</td>
<td>Engineering Design I (3 cr)</td>
</tr>
<tr>
<td>BAE 479</td>
<td>Engineering Design II (3 cr)</td>
</tr>
<tr>
<td>Biol 411</td>
<td>Senior Capstone (2 cr)</td>
</tr>
<tr>
<td>Bus 490</td>
<td>Strategic Management (3 cr)</td>
</tr>
<tr>
<td>CE 494</td>
<td>Senior Design Project (3 cr)</td>
</tr>
<tr>
<td>ChE 452</td>
<td>Environmental Management and Design (3 cr, max 3)</td>
</tr>
<tr>
<td>ChE 454 or MSe 454</td>
<td>Process Analysis and Design II (3 cr)</td>
</tr>
<tr>
<td>ECE 481</td>
<td>EE Senior Design II (3 cr)</td>
</tr>
<tr>
<td>ECE 483</td>
<td>Computer Engineering Senior Design II (3 cr)</td>
</tr>
<tr>
<td>EDCI 401</td>
<td>Internship Seminar (1 cr)</td>
</tr>
<tr>
<td>EnvS 497</td>
<td>Senior Research (3 cr)</td>
</tr>
<tr>
<td>ForP 495</td>
<td>Product and Process Development and Commercialization (3 cr)</td>
</tr>
<tr>
<td>IS 495</td>
<td>International Studies Senior Seminar (3 cr)</td>
</tr>
<tr>
<td>LArc 480</td>
<td>The Emerging Landscape (3 cr)</td>
</tr>
<tr>
<td>ME 424</td>
<td>Mechanical Systems Design I (3 cr)</td>
</tr>
<tr>
<td>ME 426</td>
<td>Mechanical Systems Design II (3 cr)</td>
</tr>
</tbody>
</table>

**Approved Capstone Senior Experience Courses:**

1. **Add the following courses [Effective: Summer 2012]**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ISEM 301</td>
<td>(s) Great Issues Seminar (1 cr)</td>
</tr>
</tbody>
</table>

May be used as core credit in J-3-d. Open only to students who have earned at least 26 credits (sophomore status), the Great Issues Seminars are interdisciplinary courses typically linked with an annual signature event of the university (e.g., Bellwood Lecture, Borah Symposium, Runstad Lecture, Jazz Festival) that integrate the university learning outcomes and general education goals with a critical examination of the great issues topic of the event. Attendance at the event is maybe required. See www.web.uidaho.edu/core for specific course titles and descriptions.

**Prereq:** Engl 102 and Sophomore Standing.
SENIOR EXPERIENCE RUBRIC

1. Experience emphasizes University of Idaho learning outcomes within the degree program (learn and integrate, think and create, communicate, clarify purpose and perspective, practice citizenship).

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<tbody>
<tr>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>Experience does not emphasize any of the University of Idaho learning outcomes.</td>
<td>Experience emphasizes some of the University of Idaho learning outcomes in the context of the degree program.</td>
<td>Experience focuses on the University of Idaho learning outcomes in the context of the degree program.</td>
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</tbody>
</table>

2. Experience integrates student learning within their degree program. (Note that the form of integration will depend on the program’s learning objectives and methods.)

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</tr>
<tr>
<td>Description does not clearly address integration of student learning within the degree program.</td>
<td>Description reflects some integration of student learning within their degree program.</td>
<td>Description indicates a high level of integration of student learning within the degree program.</td>
</tr>
</tbody>
</table>

3. Qualifications: If the individual teaching or monitoring the experience is not a full-time faculty member, please briefly describe his or her teaching or mentoring experience or in teaching in professional preparation.

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<tr>
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</tr>
<tr>
<td>Individual possesses no or minimal academic qualifications to teach or monitor a senior experience.</td>
<td>Individual is academically qualified at an acceptable level to teach or monitor senior experience.</td>
<td>Individual is academically highly qualified to teach or monitor senior experience.</td>
</tr>
</tbody>
</table>
Senior Experience

UCGE Proposal Criteria Suggestions

The University of Idaho Faculty is invited to submit proposals for Senior Experiences for the academic year 2012-2013.

DUE DATE FOR COMPLETED PROPOSALS: ____________________

Guidelines for the Senior Experience of the University Core:

The type of experience should be chosen to provide students within each degree program with the greatest opportunity to integrate that program’s specific goals and student outcomes within the context of the University’s learning outcomes (see below). Examples of senior experiences might include capstone courses, internships, externships, student teaching, student research, and service learning.

Proposals should consist of the following:

1) Instructor: Name and title of individual teaching or monitoring the senior experience. If the individual is not a full-time faculty member, please briefly describe his or her teaching or mentoring experience or in teaching in professional preparation.

2) Description. In one to two pages, describe the proposed senior experience, its objectives, and how the experience will integrate student learning within their degree program. Please include a list of likely materials and activities included in the experience and discuss how the experience emphasizes and measures the University of Idaho learning outcomes.

3) Department Support: A signature line indicating department support for the experience.

For more information, contact: Beth Price email: bethp@uidaho.edu Phone: 208-885-5778

University Learning Outcomes to be considered in the development of the course:

University Learning Outcomes

University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

a. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

b. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

c. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
d. Clarify purpose and perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

e. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
GREAT ISSUES CORE COURSE RUBRIC

1. Course Characteristics: Course requires attendance or participation in one or more signature event (e.g. the Bellwood Lecture, Austin Lecture, Borah Symposium, Jazz Festival, and VIEW business plan competition).

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</table>

- Course does not clearly require attendance or participation in a UI signature event.
- Course requires attendance at one UI signature event.
- Course requires attendance at two or more UI signature events or active participation in at least one event.

2. Course Outline and Description: Reflect predominant integration of multiple disciplines and educational experiences.

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- Course outline and description do not clearly address integration of disciplines or educational experiences.
- Course outline and description reflects some integration of disciplines or educational experiences.
- Course outline and description offer high level integration of disciplines or educational experiences.

3. Response to Criteria: Course addresses the University of Idaho Learning Outcomes.

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- Proposal does not demonstrate integration of learning outcomes in course design.
- Proposal mentions objectives and demonstrates some attempt to integrate learning outcomes in course design.
- Proposal describes a course specifically designed to help students achieve learning outcomes and links activities and assignments to course objectives.

4. Qualifications: If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

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</table>

- Course instructor possesses no or minimal academic qualifications to teach general education American diversity courses and has no history in teaching.
- Course instructor is academically qualified at an acceptable level to teach general education and has some history of successful teaching.
- Course instructor is academically highly qualified to teach general education courses and has a history of successful teaching.
The University of Idaho Faculty is invited to submit proposals for Great Issues courses for the academic year 2012-2013.

DUE DATE FOR COMPLETED PROPOSALS: ________________

Content Guidelines for the Great Issues Component of the University Core:
Courses fulfilling the core Great Issues requirement seek to integrate disciplines and university learning outcomes by engaging students in one of the University of Idaho’s signature events (e.g. the Bellwood Lecture, Austin Lecture, Borah Symposium, Jazz Festival, and VIEW business plan competition).

The focus of this requirement is to help students integrate educational experiences and to provide them with an opportunity to connect with faculty and librarians and ideas from disciplines outside their major.

Courses in this category may address American or international diversity, synergies between academic disciplines or majors, involvement in service learning or other outreach programs, development of cross-disciplinary teams, improving information literacy and research skills, and other key topics addressed by one or more of the university’s signature events.

These courses should be designed for students in their 2nd or 3rd year at the university.

Proposals should consist of the following:

1) Instructor: Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

2) Course Outline and Description: In one or two pages, briefly describe the course and its objectives, and provide as detailed a schedule and syllabus as possible. Include the proposed signature event that will serve as the focus of the course, likely texts and materials relevant to the integrated issues addressed in the course, and indicate possible supplementary activities you would like to incorporate. Describe how the course addresses the University Learning Outcomes listed below.

3) Department Support: A signature line indicating department support for the course.

For more information, contact: Beth Price  email: bethp@uidaho.edu  Phone: 208-885-5778

University Learning Outcomes to be considered in the development of the course:

University Learning Outcomes
University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.
a. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

b. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

c. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

d. Clarify purpose and perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

e. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
AMERICAN DIVERSITY CORE COURSE RUBRIC

1. Course includes one or more diversity attributes and characteristics (i.e. ability, age, ethnicity, gender, race, religion, sexual orientation, socioeconomic status).

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</table>

**Not Met:** Course does not clearly define diversity attributes.

**Minimally Met:** Course contains one attribute of diversity.

**Fully Met:** Course contains two or more attribute(s) of diversity.

2. Course Outline and Description: reflect predominantly domestic, United States expressions of diversity.

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</table>

**Not Met:** Course outline and description do not clearly address American issues of diversity.

**Minimally Met:** Course outline and description reflects some integration of American issues of diversity.

**Fully Met:** Course outline and description offer high level of domestic, United States diversity content.

3. Response to Criteria: Course addresses the objectives of American Diversity core course and University of Idaho Learning Outcomes.

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</table>

**Not Met:** Proposal makes no mention of objectives and does not demonstrate integration of objectives or learning outcomes into course design.

**Minimally Met:** Proposal mentions objectives and demonstrates some attempt to integrate objectives and learning outcomes into course design.

**Fully Met:** Proposal describes a course specifically designed to help students achieve objectives and learning outcomes and links activities and assignments to course objectives.

4. Qualifications: If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

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</table>

**Not Met:** Course instructor possesses no or minimal academic qualifications to teach general education American diversity courses and/or has nor or minimal history in teaching.

**Minimally Met:** Course instructor is academically qualified at an acceptable level to teach general education American diversity courses and has some successful history in interdisciplinary teaching.

**Fully Met:** Course instructor is academically highly qualified to teach general education American diversity courses and is known to be among the best instructors at UI or elsewhere.
American Diversity Courses

UCGE Proposal Criteria Suggestions

The University of Idaho Faculty is invited to submit proposals for American Diversity courses for the academic year 2012-2013.

DUE DATE FOR COMPLETED PROPOSALS: December 5th, 2011

Content Guidelines for the American Diversity Component of the University Core:
Courses fulfilling the core American Diversity requirement seek to engage students in critical inquiry into contemporary and historical issues of social and cultural diversity in the United States.

The focus of this requirement is to foster a greater awareness and understanding of our collective complexity as an American community by exploring the construction of differences in American society and by providing an overview of the social, economic, and political forces that have shaped the experiences of diverse communities throughout U.S. history.

Topics in the category may include issues of power and privilege, systems of inequality, and forms of institutionalized discrimination within American society. These courses provide a conceptual framework for analyses of diversity topics as they raise questions, stimulate thought and reflection, and challenge stereotypes and myths.

Proposals should consist of the following:

1) **Instructor**: Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

2) **Course Outline and Description**: In one or two pages, briefly describe the course and its objectives, and provide as detailed a schedule and syllabus as possible. Include likely texts and materials relevant to the diversity issues addressed in the course, and indicate possible speakers or other supplementary activities you would like to incorporate. Describe how the course addresses the objectives of American Diversity core courses listed below.

   a. Increase awareness of contemporary and historical issues surrounding social and cultural diversity in the U.S.
   b. Engage in critical inquiry into issues of diversity in the United States.
   c. Explore conceptual frameworks for analyzing diversity issues in American society.
   d. Emphasize critical thinking about our collective complexity and how social, economic, and/or political forces have shaped American communities.
   e. Stress collaborative work that provides students opportunities to raise questions, stimulate thought and reflection, and challenge diversity stereotypes and myths.

3) **Department Support**: A signature line indicating department support for the course.

For more information, contact: Beth Price  email: bethp@uidaho.edu  Phone: 208-885-5778
University Learning Outcomes to be considered in the development of the course:

University Learning Outcomes
University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

a. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

b. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

c. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

d. Clarify purpose and perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

e. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.