University of Idaho
2012-2013 FACULTY SENATE AGENDA

Meeting #15
3:30 p.m. - Tuesday, January 29, 2013
Brink Hall Faculty Lounge
IWC Room 390 – Boise
213 – Coeur d’Alene
TAB 321B IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2012-13 Faculty Senate Meeting #14, January 22, 2013

III. Chair’s Report.

IV. Provost’s Report.

V. Unfinished Business and General Orders.
   • FS-13-021: CLASS – English Literature degree – additional location (Williams)

VI. Other Announcements and Communications.
   • Spread pay and Support for Increased Enrollment (Ickes)

VII. Committee Reports.

   University Curriculum Committee
   • FS-13-030 (UCC-13-040): MS Architecture to MS Integrated Design (Hoversten) (vote)

VIII. Special Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Chair 2012-2013, Faculty Senate

Attachments: Minutes of 2012-2013 FS Meeting #14
FS-13-021 (distributed earlier)
FS-13-030
Present: Baillargeon, Christiansen for Baker (w/o vote), Bird (Chair), Budwig (Boise), Dodd, Eckwright (w/o vote), Flores, Frey, Garrison, Goddard, Hartzell, Hasko, Hopper, Karsky, Kennelly, Kitchel, Manic (Idaho Falls), Miller, Ostrom, Pendegraft, Safaii, Smith, Strawn, Stuntzner (Coeur d’Alene), Teal, Ytreberg

Absent: Aiken, Morra, Qualls

Guests: 13

A quorum being present, Senate Vice-chair Trish Hartzell called the meeting to order at 3:30pm. Senate Chair Kenton Bird attended the meeting via two-way video from the Idaho Water Center in Boise.

Vice-chair Hartzell welcomed senators Megan Dodd, Graduate and Professional Student Association (GPSA) representative replacing Kate Cobb, and Leonard Garrison, who is completing the term for former senator Pamela Bathurst who is on sabbatical leave.

Vice-chair Hartzell observed that there were two sets of minutes to be approved, December 4, 2012, senate minutes; and minutes for the senate executive meeting held on December 11, 2012, to approve the list of graduating students.

Chair Bird offered a clarification on the December 4, 2012, minutes. He noted that Dr. Mark Nielsen, Associate Dean in College of Science (CoS), had made needed arithmetic corrections to the Math-Biology option on page 3 (item 5) of the Math-Biology PPF (program proposal form, formerly NOI, Notice of Intent), as requested by senate.

Minutes: It was moved and seconded (Baillargeon, Goddard) to approve the minutes of meeting #13. Motion carried. It was moved and seconded (Baillargeon, Goddard) to approve the minutes of the executive committee meeting. Motion carried with three abstentions: Senators Garrison, Pendegraft and Teal.

Chair’s Report. Chair Bird is enjoying his time at the Idaho Water Center, including a tour of the U-Idaho eco-hydraulics lab, but he looks forward to his return to “semi-tropical Moscow” after experiencing ice-station Boise’s -1 temperature. Chair Bird thanked Vice-Chair Hartzell for presiding over the meeting in Moscow and he reported on the following items:

President Nellis, Chair Bird and other university leaders are in Boise for “Education Week” with the Idaho Legislature. President Nellis will give his presentation to the Joint Finance-Appropriations Committee (JFAC) on Wednesday morning, viewable via Idaho Public Television (IPTV) video stream.

- U-Idaho is participating in a number of recruiting events this week in Boise, including:
  - Breakfast this morning with high school counselors from the Treasure Valley
  - “Meet the Vandals,” an event for more than 100 prospective students and their families and attended by President Nellis and nearly all University of Idaho deans and vice-presidents
  - A legislative breakfast tomorrow featuring U-Idaho students from all 35 state legislative districts who will be interacting, one-on-one, with senators and representatives.

- Senate leadership invites all senators and faculty to informal gatherings on Fridays in the back room of Nectar, located on 6th St., beginning at 4pm, no RSVP needed. These are agenda-less sessions and are an opportunity for you to stop by and chat about issues or concerns with Kenton, Trish and Gail. Gail has offered to buy the first bottle of wine. These informal gatherings will take place every Friday except on those Fridays when there is a “Faculty Gathering” scheduled at the university Commons.
• Brink Lounge construction project has been assigned to a new architect, due to a retirement in Facilities. Construction will begin in late March 2013 and be completed in July 2013. Senate will continue meeting in Brink Lounge for the first half of the semester. After Spring Break, senate meetings will be held in the Commons. Send any comments about the project to Chair Bird at: kbird@uidaho.edu

• President Nellis has formed the Vision 2020 Task Force to develop objectives and strategies for meeting his goal of 16,000 students statewide and 50% increase in sponsored research by 2020. The task force is chaired by Bob Smith, Associate Vice-President (AVP) at Idaho Falls Center, with Keith Ickes, Executive Director for Planning and Budget, serving as co-chair of the task force. Chair Bird will represent Faculty Senate on the task force which meets weekly beginning next week. Senate has invited AVP Smith to provide a midterm report at a senate meeting after spring break. A Staff Affairs representative will also be appointed to the task force. Send any questions and/or suggestions about how the University of Idaho should grow over the next years to Chair Bird kbird@uidaho.edu

• Next week senate’s meeting will include visits by Keith Ickes and Archie George, Director of Institutional Research and Assessment. Mr. Ickes will address spread pay as well as questions relating to how U-Idaho diverts resources to departments and programs. Mr. George will give a report on faculty salary compression and inversion. [The chair subsequently learned that Mr. George will not attend because his analysis of faculty salaries is not complete.]

Provost’s Report. Provost Baker is in Boise for Education Week. Jeanne Christiansen, Vice-Provost for Academic Affairs, reported on the following items:

• All faculty should have received a communication about program assessment. Faculty need to include learning outcomes in course syllabi. In order to contribute to continuous improvement for our programs faculty will need to discuss the effectiveness of meeting course outcomes at the close of the semester. The vice-provost encouraged all to engage in this dialogue at departmental and program levels.

• There were two student deaths over the weekend. Faculty who may be concerned about students in their classes are encouraged to contact the Dean of Students’ office or the Counseling and Testing Center. There are resources available and support for students and employees as we work through these difficult situations. In response to a senator’s question, the vice-provost said that U-Idaho does not have data on how we compare to other residential campuses in these matters but that she would work to get that information over the next few weeks.

Vice-chair Hartzell then invited Dr. Christiansen and guests Jayme Jacobson and Linda Strong-Gollberg to speak about distance education, dual enrollment and summer session. By way of introduction, Dr. Christiansen said that U-Idaho intends to expand the depth and breadth of online instruction, further develop dual enrollment programs and increase summer session offerings. Ms. Strong-Gollberg, coordinator for summer programs and dual enrollment, began by explaining that dual credit is a state-mandated program that allows high school students to take and complete college courses for credit that may be applied to both high school and college graduation. Additional information:

• The State Board of Education (SBOE) primarily intends for dual credit courses to offer advanced opportunity and programs for secondary students to enhance post-secondary goals.

• The goal is to reduce overall costs associated with education and training.

• Dual credit programs enhance collaboration between university faculty and high school instructors; and build closer relationships between the university faculty and area communities.

• Courses administered through the dual credit program are all catalog listed courses.
• High school instructors who teach dual credit courses are approved and certified by the sponsoring departments. Teacher certification workshops are offered during the summer and one example is the Grace Nixon English Institute.

• The state sets dual credit fees for all public institutions. Fees currently are $65/credit hour.

• U-Idaho’s dual credit program has more than doubled since 2009 in head-count and credit hours.

• U-Idaho has MOUs (memorandum of understanding) with 75 high schools primarily in north Idaho, and offers 29 unique courses to those high schools.

• U-Idaho units or programs determine how fees are distributed between partnering high schools and sponsoring units. For example, College of Letters, Arts and Social Sciences (CLASS) shares $20 of the $65/credit hour fee with the partnering high school. The math department will share up to half of the fee depending upon teacher qualifications, i.e., teachers with masters’ degrees are given a higher percentage.

• At this time, dual credit fees are not withheld by U-Idaho upper administration, although there has been some discussion about a revenue sharing model. Ms. Strong-Gollberg asked that all participating units consider following the CLASS example of returning $20 per credit to the participating high school and perhaps sharing an additional $5-10 with the dual credit program to help cover travel and program administration costs.

• Dual credit course fees generally go back to a college X-account. Pay for U-Idaho faculty participating in the dual credit program is negotiated at the college or department level.

• High school students who wish to take a dual credit course on the U-Idaho campus will have a different fee structure. There is also a different fee structure for high school students who take the same course online.

• Dual credit students are admitted as “non-degree seeking” students and dual credit courses are transcripted on non-degree transcripts. For high school students who become U-Idaho students, dual credit courses automatically transfer to degree program transcripts at the end of the students’ freshman year.

• Colleges participating in the dual credit program do incur some expense liability that varies from college-to-college. Dual enrollment staff are currently working with the state on a fee analysis in order to identify those expenses, but at this time there are no figures.

Ms. Strong-Gollberg then presented an overview of summer session programs:

• Summer session offers a flexible schedule with a full selection of face-to-face and online courses, including: 40 core courses, 117 internet-based courses, 8 virtual meeting courses, three hybrid courses and two videoconferencing courses.

• Summer session offers smaller class size and students may complete 3-6 credits in 4-6 weeks.

• Summer session offers 4-week-, 6-week, 8-week- and 12-week-long courses.

• No out-of-state tuition is charged for summer courses for degree-seeking and non-degree-seeking students.

• Fees are $311/credit for undergraduate students in summer 2013, plus any associated lab or course fees.

• Registration for summer 2013 opens March 25 and continues through July 8.

• Enrollment for summer 2012 remained somewhat stable, despite nationwide trends of decreasing summer enrollments.

• U-Idaho plans to grow the summer program through:
  o Assertive marketing campaign.
  o Working closer with specific student populations, such as international students, pre-med students and student athletes.
  o Encourage students to view summer session as a “3rd semester” and a way to ease spring and fall credit loads.
Ms. Strong-Gollberg responded to senators’ questions as follows:

- **Are there differential fees for internships and other offerings where departments do not incur direct instructional costs? Could we offer a reduced per credit charge for internships and thereby increase the number of students who register for credit and help boost summer session enrollment?**
  
  SBOE sets the fees across the state and we would need to bring them into the conversation. Summer sessions data indicates that the greatest numbers of enrollees are seniors, graduate students and non-degree-seeking students. Focus group discussions reveal that many students are not required to register for internships and they are unsure of the benefits of participating in an internship. Students are reluctant to pay fees for internships when their programs may not require them. Units that may want to continue this conversation should email summer@uidaho.edu.

- **Is institutional financial aid available to students during summer session? Do students need to transfer financial aid funds over to the summer?**
  
  This is a matter of planning rather than a matter of transferring funds. Summer session comes at the end of the academic year. If students anticipate attending summer session, they will want to allocate and save back some financial aid to help cover summer session costs. Students need to be half-time, taking at least six credits to be eligible for financial aid during summer session. Information regarding institutional financial aid for summer sessions is available at: [http://summer.uidaho.edu/cost/financial-aid/](http://summer.uidaho.edu/cost/financial-aid/)

Vice-chair Hartzell next introduced Ms. Jayme Jacobson, Distance and Extended Education (DEE) instructional designer. Ms. Jacobson provided the following information on MOOCs (Massive Open Online Course):

- MOOCs are not offered through U-Idaho at this time, but nationwide there is some demand for these frequently free courses.
- Some MOOCs enroll 100,000 students and while most MOOCs are fairly crude in design, they are rapidly becoming more sophisticated.
- Some anecdotal evidence suggests that some online MOOCs are better than some face-to-face classes.
- Students in MOOCs experience great connectivity with other students and form spontaneous groups.
- MOOCs provide access to those areas that do not otherwise have access to university courses.
- No MOOCs have generated any revenue for institutions offering them and while there are ideas for generating revenue from MOOCs, nothing practical has come forward.
- There are a number of “big players” for MOOC platforms, but MOOCs may be taught on any CMS.
- Questions remain about how MOOCs are credentialed.
- MOOCs are becoming a catalyst for discussions about the future of online education and how we define a “course.”

**Information Technology Committee.** Vice-chair Hartzell introduced Dr. Robert Stone, professor of accounting and chair of the Information Technology Committee (ITC). ITC is comprised of seven faculty members, one student representative, Registrar, Executive Director of Information Technology Services (ITS) and Vice-President for Research and Economic Development.

ITC serves as a sounding board for a variety of U-Idaho technology issues, including:

- Recent change-over in email servers for students and coming in spring for faculty and staff. New email platform is a Microsoft product with enhanced features and better security. The change-over was in the planning stages for 6-8 months.
- Review proposals for purchase of new data hardware and software.
- Specific issues:
Use of clickers in classes and varying clicker technologies from different companies.

ASUI request to set up lab printers to default to duplex printing, which was approved by ITC and will be implemented this semester. A desktop icon will enable computer-lab-users to select single-sided print, if desired. Alysha Van Zante, ASUI Director of Sustainability, was instrumental in bringing this initiative forward.

**FS-13-020. Regulation L.** Vice-Chair Hartzell invited Vice-Provost Christiansen and Andrew Brewick, Director of University Advising Services, to provide a summary of proposed changes to Regulation L. As part of retention initiatives, the vice-provost and Dr. Bruce Pitman, Dean of Students, offer a workshop to first year, first-semester students who are on academic probation at the end of their first semester. They have collected some data about these students and their levels of success and performance in the next two semesters, if they continue at U-Idaho. Those students who achieve less than a 1.0 GPA in their first semester are unlikely to be successful in the future at U-Idaho. The proposed changes in Regulation L will place those students on academic disqualification after their first semester (in most cases it is after the second semester) but they are still able to petition the university to return in the spring semester or they may sit out a semester like any other student. The data was collected from incoming fall cohorts for 2008, 2009 and 2010, and the data revealed a natural watershed point at the 1.0 GPA. Of those who earned less than 1.0 GPA in their first term, 81% either dropped out or were on some form of disqualification by the end of the second semester; 87% are in that same category or on disqualification after their third semester. Of those students who earned less than a 1.0 GPA in their first semester only 7% returned to good standing after three semesters. This proposed change does not disproportionately affect students who self-identify as nonwhite, as those students are performing slightly better. Students who are working below 1.0 GPA are not necessarily cognitively unable to do coursework; rather, it is their behaviors, developmental levels and motivation that prevent them from being successful. Judicial officers in the residence halls and dean of students’ office often are familiar with students working below 1.0 because oftentimes these are students who are engaging in behaviors that lead them to be academically unsuccessful. These students also cause “collateral damage” in their residence halls, fraternities and sororities, so in some ways this regulation change also offers protection for other students. Proposed changes to Regulation L have the support of associate deans and the committee on academic advising.

Nancy Krogh, Registrar, and Mr. Brewick responded as follows to senators’ questions and concerns:

- **After the first semester disqualification are these students able to re-enroll in the following fall?** They would be reinstated for fall, with no further effort on their part, but they could also petition to return in the spring semester immediately following their disqualification.

- **What happens to students who live on campus and choose not to petition to return the following semester?** Are they reimbursed for their housing fees? Housing is prorated and they will receive a prorated amount of housing fees they have paid, not necessarily including the deposit.

- **If students are disqualified at the end of the first semester, that does not give them the opportunity to register for the second semester?** Those students will already have registered for second semester during their first term, but when they are disqualified they are dropped.

- **How and when are students notified of academic disqualification?** Academic standings usually are available the week after finals. Students who are academically disqualified will receive an email message from the Registrar’s Office informing them that they need to check their academic standing. Students then have 1-2 weeks to file an appeal.

- **Do students need to begin repaying their student loans if they sit out for a semester on academic disqualification?** I do not know the answer to this question, but I do know that students can defer loans during that semester. Loan deferrals are automatic if students demonstrate a desire to return
or register for the next semester. We can find information for this question and make it available to students so that they understand the repercussions.

- **What is the exact dis-enroll date for spring courses?** There is no exact date. The Registrar’s Office works with Student Financial Aid Services and Student Accounts to set this date. They also work with advising services to give students opportunity to meet with their advisors before their financial aid is disbursed. There is a window when students have received the disqualification notice, but are still in classes. This will work the same as for continuing students who are disqualified now, i.e., the students will get the notice when grades are run and academic standing is posted. They will have an opportunity to appeal generally before the winter break.

- **The one-week appeal window before winter break seems short, particularly with all of the other processes that colleges are handling at that time.** That is true, but that is the system we currently use and colleges are able to reinstate without sacrificing students’ registration.

- **Are we making it more difficult for those 7% who will eventually succeed? Will this regulation change cause the 7% to go down to 0% due to a loss of opportunity after the first semester? Will these students lose the opportunity to enroll in particular courses for second semester because they have been dropped?** That 7% represents students who had some extraordinary circumstances in their first semester. I do not feel that the proposed changes will cause the 7% to fall to a lower percentage. These students could still go through the college petition process. If they complete the petition process in a timely manner, this regulation change will not prevent them from continuing in the spring semester and will not affect their registration, i.e., the registration they create in November will remain the same. Their registration is in jeopardy only for the short time between semesters if they have not petitioned their college.

- **Is it necessary to include the sentence “First-year students (see Admissions Status) who achieve less than a 1.0 grade point average at the end of the semester will be placed on first academic disqualification” twice in the proposed changes, both in L-2-a and L-3-a?** We deliberately put that sentence in both places because many people read only part of a regulation and we wanted to ensure that the regulation is totally transparent in who will be affected by it.

Regulation L comes as a seconded motion from the University Curriculum Committee (UCC). Motion carried.

**FS-13-023: Final Exam Schedule.** Vice-Chair Harzell invited Dr. Bahman Shafi, Chair of the UCC, to provide background on the Final Exam Schedule and Regulation H. Senate had referred two items pertaining to final exams to UCC for review and discussion, i.e., the number of days in the final exam week or starting the week earlier; and reevaluating the “conflict” period for scheduling exams. Dr. Shafi explained that after some discussion and based upon input from faculty in their respective colleges, UCC members declined to further review these items by votes of 9-1 on both measures.

**FS-13-025 (UCC-13-044a): Regulation H.** Dr. Shafi explained that H-1-b requires instructors to meet with classes during final exam week. This requirement is not observed by all instructors and perhaps it would be better to eliminate the requirement. UCC investigated SBOE regulations regarding required contact hours for classes and found that it is not necessary to meet during final exam week in order to satisfy contact hour requirements. UCC voted unanimously in favor of dropping this requirement. Dr. Krogh added that the Registrar’s Office will continue to consider final exam week as an instructional week, as many instructors do meet with their classes during finals’ week.

Dr. Shafi and Dr. Krogh responded to senators’ questions and comments as follows:

- **Some students have complained that they are given exams during dead week. Will more instructors give final exams during dead week if we eliminate the need for instructors to meet with their classes**
during final exam week? This was the chief concern of our UCC student representative, but UCC members did not reach a consensus nor was there a detailed discussion on this topic.

- A potential unintended consequence of eliminating this part of Regulation H is that not giving exams will become the norm and those instructors who do give exams will likely suffer in their student evaluations.
- Is this regulation currently enforced, as written? Are we removing this requirement because it is not being observed? Perhaps we should consider enforcing this requirement rather than eliminating it? UCC representatives from all colleges were in favor of removing this requirement, with 10 in favor of removing it from Regulation H and one abstention.
- I have observed fewer students studying during finals week in recent times as compared with the past decade. My informal conversations with students indicate that more instructors are giving final exams during dead week. Sometimes students are given the opportunity to vote on when to hold the final exam, i.e., during final exam week or during dead week. Perhaps the entire Regulation H should be reviewed?
- There are two distinct issues: one regarding the requirement to meet during final exam week and the other regarding whether a final exam is given. For example, some courses may require a final paper or other work that is delivered to the instructor via email or some units may need to assess student performance at a time other than the end of the semester. Other departments may have “summary of learning” assessments, such as performances.

Regulation H comes as a seconded motion from UCC. Motion carried, 19-2.

FS-13-026 (UCC-13-051). Energy Systems Certificate and FS-13-027 (UCC-13-052). Sustainability Science Certificate. Vice-Chair Hartzell then invited Dr. Jan Boll, Director of Environmental Sciences and Water Resources, to speak about several Program Proposals (PPFs). These stand-alone certificates are for online course work in energy systems or sustainability science and the intended audience is non-degree-seeking undergraduate students. Certificates require 12 credits, as compared to academic minors which require 18 credits. These certificate programs give anyone the opportunity to gain strength in these areas and may be a bridge to graduate school. These items come as seconded motions from UCC. FS-13-026 carried, 21-0. FS-13-027 carried, 21-0.

FS-13-028 (UCC-13-053). Career and Technical Ed Engineering and Technology Education Option expansion. Vice-Chair Hartzell invited Dr. Paul Gathercoal, Chair of Curriculum and Instruction, to provide a summary of this PPF. Dr. Gathercoal explained that this proposed program will allow U-Idaho to engage in a partnership with the College of Southern Idaho (CSI). The program will allow students to complete an associate’s degree at CSI and then move into a teacher education/engineering and technology education option through U-Idaho. The program will be offered at CSI and online, as U-Idaho, Moscow, has fewer resources for the program than does CSI and this partnership is viewed as the most economic use of available resources. A tenure-track faculty member in this program is located on the Moscow campus and annual state grant funds will support a second faculty member to be located in Twin Falls. This item comes as a seconded motion from UCC. Motion carried, 21-0.

FS-13-029: Athletic Training 3+2 Program. Vice-Chair Hartzell invited Dr. Alan Nasypany, Director of the Athletic Training Education Program, to speak briefly about this proposal. This program will allow internal students the opportunity to major in exercise science for their first three years and then they could apply to the Master of Science degree in athletic training (MSAT) program in their senior year. Students accepted into the master’s program will have their first 30 credits of the M.S. program double-counted and will apply to both their graduate and undergraduate program. They are currently working on articulation agreements with other universities. This model is common to health professions. The program will accept 33 M.S. students and approximately 10-15 of those students will be internal 3+2
students. This program was approved by SBOE two years ago and is offering the first cohort this year. The internal 3+2 program was part of the original proposal and was approved in concept at that time. We are now bringing back the details of the program. This is not a formal new program. This item comes as a seconded motion from UCC. Motion carried, 20-0.

**FS-13-021. CLASS – English literature degree, additional location.** Due to the lateness of the hour, the presenter for this item, Professor Gary Williams, chair of English, was no longer available. This item will be among the first items on next week’s senate agenda.

Senators engaged in a brief discussion about the senate agenda and the apparent need to put action items earlier in the agenda. Senate leadership will continue this discussion.

**Adjournment:** It was moved and seconded (Baillargeon, Smith) to adjourn at 5:17pm. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary and Secretary to Faculty Senate
To: Kenton Bird, Chair, Faculty Senate  
From: Gary Williams, Chair, English  
Date: 16 January 2013  
Subj: English department proposal for 4-year degree in Coeur d'Alene

Kenton, after the Faculty Senate meeting of December 4, 2012, I invited the English faculty to contribute comments after reviewing the proposal to offer a 4-year English degree in collaboration with NIC faculty in Coeur d'Alene. Sixteen faculty members posted comments, which are reflected in the summary below. When the Senate reconvenes on January 22 and resumes discussion of this issue, I hope you will assure the Senators that the proposal has the strong approval of the English department.

Best wishes,
Gary

Summary of discussion:

Almost everyone who weighed in on the question of whether the English department should proceed with the plan to offer a 4-year English option in Coeur d'Alene (88%) supports the idea enthusiastically.

Representative comments: “I very much hope this partnership is approved without further difficulties. It looks to me to benefit both U Idaho and NIC”; “Wow, this seems like such a great idea. I know so many students who have traveled from Coeur d’Alene to attend classes on the Moscow campus in order to fulfill English degree requirements, and it is really a hardship for many of them”; “I loved the idea of this when Gary brought it forward at our department meeting and support it still!”; “I’ve had a number of UI students living in CdA who find it difficult to drive to Moscow during the winter, and I think they’ll be well served by this – as would students who are currently attending NIC. It also benefits NIC faculty, and UI working with other colleges to improve access to four-year college degrees will look good to the SBOE.”

Two faculty members raised issues that we do need to address as the proposal moves forward. Quality control is central among them, and if the proposal is endorsed by the Provosts’ Council and the State Board, we will be in an excellent position to establish the conditions and standards under which our coursework is offered. We expect these will become models for other units considering similar alliances.

Representative comments: “Does this proposal set or follow a precedent/model of essentially outsourcing much/most of the degree to NIC faculty?”; “Is the UI to continue to pursue offering a variety of degrees at other locations taught primarily by local, typically community college faculty whose teaching loads as well as—to some extent—expertise, arguably does not 'match' what we offer to students on the Moscow campus?”; “Why should NIC faculty have to teach UI courses as an overload?”

The particulars of how we will deliver the degree, supposing it’s approved, are still under discussion, and the faculty will certainly continue to address the concerns raised by Senator Flores and others. (It perhaps needs to be reiterated that we do not intend to outsource all the instruction. In planning for fall 2013, for example, we have already established a 400-level course that will be offered by a UI faculty member in Moscow and via video in Coeur d’Alene.) Further planning is scheduled during a departmental retreat on January 26.
October 23, 2012

To: Provost Doug Baker
From: Mark E. Hoversten, Dean

RE: Proposal for Graduate Degree Name Change
MS Architecture to MS Integrated Design

Rational for Name Change: MS in Architecture to MS in Integrated Design

This is a request to change degree name only. This degree is the academic, research degree for the College of Art and Architecture. It does not affect the professionally accredited degrees offered in the college. The renaming of the Master of Science in Architecture as the Master of Science in Integrated Design is the latest step in a long tradition in the College of Art and Architecture. The College was established in 1984 in order to provide a forum for the integration of architecture-related design degrees in a studio-based, professional educational experience. Following a period when it was combined with letters, arts, and social sciences, the College was re-established in 2005 so that integration of professional architecture and design could be preserved. Since then, the College has eliminated departmental structure with the same goal of integrating the learning environment.

This name change recognizes the integration of the curriculum across the areas of architecture, landscape architecture, interior design, art, and virtual technologies and helps prepare graduates for the complex architecturally-related design professions. The name change reflects the state of the art in the architectural professions. The term “Integrated Design” specifically addresses the integrated nature of architectural education that national and international employers now seek.

Any future refinements of the curriculum responding to changes in the professions over time would be proposed for change through the university’s curriculum process as provided in institutional policy. After careful evaluation of the CIP code for Architecture and Related Services (04), the CIP code will remain the same.

In August, 2012, the SBOE approved the MS in Integrated Design as a new program in the 5 year plan. After a careful review, it was determined no substantial changes would be made to the curriculum so a name change was more appropriate.

I fully endorse this proposal.

Sincerely,

Mark Elson Hoversten, FASLA, AICP
Dean