University of Idaho
2012-2013 FACULTY SENATE AGENDA

Meeting #18

3:30 p.m. - Tuesday, February 19, 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 #17, February 12, 2013

III. Chair’s Report.

IV. Provost’s Report.

V. Committee Reports.
   Ubuntu (Nekich)
   Campus Planning (Hasko)
   Sabbatical:
   • FS-13-035: FSH 3720 – Sabbatical Leave (Sprague) (vote)

University Curriculum Committee
   • FS-13-036 (UCC-13-055): Regulation J (Frey)(vote)
   • FS-13-037 (UCC-13-060): General Education Language Revision (Frey)(vote)

VI. Other Announcements and Communications.
   • Parking & Transportation Services (Broadman)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Chair 2012-2013, Faculty Senate

Attachments: Minutes of 2012-2013 FS Meeting #17
FS-13- 035; 036; 037
A quorum being present, Senate Chair Bird called the meeting to order at 3:31pm.

Minutes: It was moved and seconded (Dodd, Hasko) to approve the minutes of meeting #16. Approved.

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

- Senate has received an appeal from a student regarding a University Judicial Council (UJC) decision. Chair Bird will appoint five senators, one of whom must be a student, to the appeals panel. Senators who have served on a UJC appeals panel this year are excused from participating in the appeals panel.
- Chair Bird attended Faculty Affairs Committee and Teaching & Advising Committee meetings during the past week. Additionally, senate leadership met with the Sabbatical Leave Evaluation Committee chair and also with Provost Baker. Chair Bird will send a summary of these meetings to senators via email.
- President Nellis has appointed Chair Bird to represent the faculty on a task force studying the possibility of a new university events center. The first meeting will be Monday, February 25. Professor Dan Eveleth, College of Business & Economics and past-chair of senate, will replace Chair Bird on the Hiring Task Force Advisory Council.
- Vice-chair Hartzell will be presiding at next week’s senate meeting, as Chair Bird will be travelling at that time.
- Next week’s senate guests will be Carl Root, Manager of Parking and Information Services, and Professor Jamie Nekich, chair of Ubuntu (senate committee).
- Faculty are invited to the monthly “Faculty Gathering” this Friday, February 15, from 4-6pm in the Clearwater-Whitewater Rooms at the Commons, hosted by the College of Education. There will be no informal faculty dialogue at Nectar Friday, February 15 and Friday, February 22, due to the faculty gathering this week and the jazz festival next week. The next informal faculty dialogue at Nectar will be Friday, March 1.

Provost’s Report. Provost Baker reported on the following items:

- The university-level promotions review committee met on Saturday, February 2, and reviewed 48 cases. Thank you to the faculty who participated in the committee work and discussions. Provost Baker will take the feedback from the committee and make his recommendations to President Nellis the next few weeks.
- Dan Ewart, Executive Director and CIO of ITS, gave the keynote address “Technology: Catch Up or Leap Ahead?” at this morning’s President’s Breakfast for Progress. Video link of the meeting is available at: http://www.uidaho.edu/president/news/progress#schedule
- Faculty are working on updating programmatic five-year-plans that are due to the State Board of Education (SBOE) next month. SBOE will work on these in April and U-Idaho will meet at that time with all other higher education institutions to determine what their academic plans are for the next five years.
University Budget and Finance Committee (UBFC). Chair Bird next invited Senator Ralph Budwig, chair of UBFC, to provide a brief committee report. The most recent meeting was devoted primarily to discussing spread pay vs. 9-month pay issues. The working group has recommended that U-Idaho keep the spread pay option. They are currently working at finding ways to address spread pay compliance issues but addressing these issues is much less expensive than originally thought. Senator Matt Morra, a member of UBFC, added that Keith Ickes, Executive Director for Planning and Budget, did a nice job of laying out how the budget office reviewed this matter by weighing all of the positives and negatives and then finding that it was not necessary to eliminate spread pay. For those who are interested in 9-month pay, it is a current option that needs to be more visible and attractive with a few minor problems needing to be resolved.

Faculty Textbook Adoption Process. Chair Bird then invited John Bales, VandalStore (bookstore) Director, to provide information about the textbook adoption process. Mr. Bales was accompanied by Larry Martin, Associate Manager, and Zack Christ, Financial Manager. Mr. Bales explained that VandalStore is able to contain student costs and improve the textbook adoption process by getting information more quickly from faculty. Students prefer to purchase printed textbooks and their first choice is to purchase used printed textbooks. VandalStore is able to acquire more used textbooks if the orders are placed earlier, since there are finite numbers of used textbooks available and VandalStore is competing with other bookstores for these same textbooks. For example, an order placed six weeks before classes begin may be filled with as many as 60% used texts, whereas an order placed two weeks before classes begin may be filled with 20% or fewer used texts. Also, the Higher Education Opportunity Act (HEOA) includes provisions regarding textbooks that apply to all higher education institutions receiving federal funding. VandalStore already provides information required by the HEOA law. Some additional information about VandalStore:

- Seeks used copies first in printed textbooks, unless the request is for a newly published title
  - This decision is always driven by faculty and VandalStore will order whatever the faculty member requests
- Working to increase the rental program
- Offers all options whenever possible: print, buy/rent, digital
- Offers cash buyback program year round
- Keeps margins lower than industry standard: VandalStore 23%, industry 25%-28%

Mr. Bales, Mr. Martin and Mr. Christ responded to senators’ questions and comments as follows:

- How is the decision made on the number of textbooks to order in advance for classes? Is the decision correlated with enrollment? We do make decisions about how much product to bring in based on historical evidence as well as what the product is, whether it is new or used, and so forth. With university dollars we do not want to take a significant risk so we make an estimate. Also, we use sales’ history based on courses, number of books sold the previous semester, whether it is the same class and same teacher, and so on. Typically we work with faculty to come up with the best solution, but we do not always get it right. Some students purchase textbooks via the internet and as a result, sales-to-enrollment has dropped in many classes. VandalStore does have the ability to bring in additional books quickly, within 2-3 days, if needed. If we overbuy we are able to return books to the publisher, but that process involves significant costs with time, labor and shipping.
- Sometimes the book ordering interface between faculty and VandalStore works fine and other times it is frustrating, but I appreciate having the ability to email textbook orders to VandalStore. There is room for improvement in our system and we are there to fix things anytime you feel frustrated by the system.
• **How are U-Idaho faculty doing with placing orders for texts in a timely manner?** We did not gather that data for this meeting, but it is available and we can provide it to you if you would like us to do so.

• **Some reminders about textbook adoption are sent to departments, but I would appreciate a personal reminder.** We realize that not all faculty are working with the same internal structure, but if we do not hear from you, we will be contacting you.

• **What are the dates for fall semester textbook adoption?** Fall semester textbook adoption is at the end of March at about the same time as the first Vandal Friday. The date for summer school textbook adoption is the Friday before spring break. These dates do not change much from year-to-year.

• **If we see a big surge in class enrollment for a particular class during April registration, is that something VandalStore will identify or do you want the instructor to notify you of the enrollment increase?** It is helpful to tell us when you see anything different happening, e.g., increase in enrollment.

• **Are instructors able to specifically order older editions of textbooks for adoption after publishers have released newer editions?** The older editions do not “dry up” immediately and are often available for 6 months, but as time goes by fewer copies of the older edition are available. VandalStore’s ability to supply the older edition diminishes significantly one or two years after a new edition has been published. Sometimes older editions are available via the internet but costs increase as sources for the older editions “dry up.”

Chair Bird next invited Selena Grace, Idaho State Board of Education (SBOE) Chief Academic Officer, to speak about the Complete College Idaho (CCI) program. Ms. Grace began by providing historical information:

• In 2010 SBOE established a “60% completion goal”, i.e., 60% of Idahoans ages 25-34 will have a college degree or certificate by 2020
  o Percentage of degree or certificate holding Idahoans in 2010 was 32-33%; the percentage dipped, then rose to the current level of 34%

• After developing the goal the SBOE developed a plan that included taking a team to Austin, Texas, to develop a framework for the plan. Provost Baker is a member of the team, along with representatives from College of Southern Idaho (CSI), house and senate education committees, SBOE, the business community/Idaho Business for Education, the SBOE executive director and Ms. Grace

• Original plan was comprised of five strategies that eventually changed as a result of feedback from all regions of the state including higher education institutions, business communities, business leaders and K-12 superintendents

• The team refined the original plan and it was approved by SBOE in June 2012

• Now they are working with public higher education institutions to implement the plan

CCI plan contains the following five strategies:

• **Strengthen the pipeline.** Common Core State Standards are the primary focus of this strategy. There is a “misalignment” between K-12 and post-secondary education. The common core is a national effort that seeks to remedy the misalignment and to increase high school standards.

• **Transform remediation.** Many post-secondary Idaho students require remedial services. There is nearly a 50% misalignment between what is being taught at high schools and what will need to be taught with the new common core standards. Remediation reform is centered on assessment and placement practices and delivery models. All eight public institutions are involved with an assessment and placement committee which will hold a “remediation summit” on April 25-26.
• **Structure for success.** This strategy includes two key initiatives: establishing a web portal to provide accurate information about transfer and articulation policies and general education core reform.

• **Reward progress & completion.** SBOE wants to protect access to higher education without reducing the rigor of the curriculum. Initiatives for this strategy include: performance-based funding and a redesign of the statewide scholarship programs. The state currently provides around $3 million in scholarships and they are looking to consolidate these scholarship programs to a modified version of the opportunity scholarship. Both house and senate education committees support the legislation that will make this change. This reforms will not make it more certain that students will receive scholarships from the state, as state dollars are never certain, and if passed, this legislation will reduce the numbers of scholarships given to students but will increase the dollar amount per scholarship. The goal is to demonstrate the success of the scholarships and then be able to ask for more money.

• **Leverage partnerships.** The initiatives for this strategy are the least-well identified and we are still working to better define this strategy. Great things are happening in communities and regions around the state in partnerships with groups such as Albertson’s Foundation and Idaho Business for Education.

Additional points:

- CCI is a living document that will continue to be modified and changed
- The group worked to identify state-wide initiatives that are large-scale and high-impact
- They also included institution- or agency-specific initiatives that were already happening
- All reform efforts are heavily guided by faculty, particularly those pertaining to remediation and general education reform

Ms. Grace responded to questions and comments as follows:

- **How would you characterize the discussions among directors of writing and faculty from English departments regarding cut-off scores? What about the additional metric?** Faculty and directors of writing are members of the assessment and placement subcommittee of the remediation reform group. These content experts will be guiding the discussion and their work will begin in April and continue through fall with the plan to implement in 2014. The subcommittee will be looking at lower division composition and math classes only and the recommendations that they bring forward will help guide the work for assessment and placement. What we choose, is less important than choosing something that we are able to apply uniformly and measure. Conversations at the national level suggest that we have done a disservice to students by allowing only cut-scores to place them in classrooms. Students at the tipping point often get placed in remedial classes when they would be as successful in a credit-bearing class. The assessment and placement subcommittee goal is to look at this and if they choose to continue using only the cut-scores, then they will establish a way to measure that. Some national data indicates that GPAs should be included in student portfolios because GPAs may be better predictors of student success and persistence than the ACT and SAT cut-scores.

- **U-Idaho historically has not offered remedial math classes. Is there an expectation from the state that we join our sister institutions in offering remedial math classes or will that remain an institutional prerogative?** One of our goals is to get away from offering traditional remedial classes at all institutions including community colleges. It is not that we will stop serving those students, but rather that we will serve them in a different way via technology or additional faculty or different class structures, and so on. The Polya math lab on the U-Idaho campus is a great model of the empirium approach to remediation and various people from other
institutions have come to U-Idaho to meet with Professor Monte Boisen to learn how to implement similar labs at their institutions.

- **CCI was not a part of the governor’s budget this year. Is there any hope for funding from the legislature or are we stuck at this point?** We are likely “stuck” at this point. The finance committee of the board asked the colleges and universities to focus their requests on remediation and general education reform. We asked for new money to fund each of the institutions based upon their proposals, but it was not included in the governor’s budget. Another request was for $6.3 million new money for performance-based funding and the governor recommended half of that amount which will now go forward to the Joint Finance-Appropriations Committee as part of the budget request.

- **Is it realistic to plan for 60% of Idahoans ages 25-34 to have a college degree or certificate by 2020 when we are currently at 34%?** Anything is possible, but it probably is not realistic. But it is important to strive for a goal and we are looking at 60% of one part of the population. We are focused on the 25-34 age group because they are the workforce engine and they will drive the overall economic climate in the state.

- **One of the terms used is “return on investment” which is a vicious circle of needing to spend money to make money – and that is just not happening.** You are correct, if you want to change the educational climate in the state you have to fund it and that has been an historical challenge. SBOE advocates more funding for both higher education and K-12.

- **Do we have the capacity in the state to handle the 60% who will be getting college degrees or certificates?** Yes. I do not have those figures with me but we have done an analysis of the demographics of the state and I would be happy to share that information with you.

- **The common core state standards are part of a national model. Some people are concerned that these standards are highly prescribed and have course consequences for those who do not meet the standards, it allows for less variation in meeting the standards, and so on. This leads to teaching to the task and it leads to less depth in the students at the University of Idaho.** The common core state standards seek to change what was done with Nickleby (“No Child Left Behind”). With the state standards states needed to have an assessment in place and they needed to demonstrate that they were making progress. Many states lowered standards after students failed to meet standards which resulted in very low standards for some states. Common core standards enable states to move away from teaching to prescribed tests and allows for greater analytical, qualitative and quantitative analysis of students.

- **How do our efforts to articulate a vision for general education coincide with these statewide objectives, are there implications for our continuing examination of general education?** [Senator Rodney Frey responded to this question] This is a work in progress and has been ongoing for years. U-Idaho has a unique form of general education with interdisciplinary components, although general education is very disciplinary-specific.

- **How do we find a common core within the university system?** We are continuing these discussions and there is nothing finalized yet.

- **Reverse credit is a program that allows a student from a two-year institution to transfer to U-Idaho, for example, to earn additional credits that could then be transferred back to the two-year-institution to apply toward an associate’s degree. Is this something new or are other Idaho institutions engaging in this practice? How do the four-year institutions feel about having students take their courses to use for a degree elsewhere?** This was a hot trend nationally, for a while, and people have mixed feelings about it. SBOE applied for a grant to cover planning costs for this program but did not receive the grant. Reverse credit allows students who have between two and four years of credit to complete a degree. We will continue to have discussions about reverse credit and we will revisit this in the future, but it is not a top priority at this time.
• Do the distinct goals of bringing in a common core while at the same time increasing to 60% the number of people in the 25-34 age bracket who have degrees or certificates counteract one another? Students across the state come from different interests, environment, skills, culture, experience, and are different in that they may be advanced in one area and not in another.

• Will a common core for all students at secondary or post-secondary levels detract from the goal of getting a broad-based population into a certificate or degree that is well-suited to their interests and skills? Increased standards at the high school level will decrease our graduation rate. The federal government requires a cohort analysis that begins with 9th grade and Idaho will be doing that cohort analysis for the first time this year. We expect the number of graduates to drop due to changes in how we collect the data. We also expect to see a decrease in graduation rates when we begin testing on the common core because content will be more rigorous at the high schools. It will take time to bring students up to that level.

Ms. Grace invited senators to reach out to her with any questions or comments they may have regarding CCI. Email: Selena.Grace@osbe.idaho.gov phone: 208-332-1592

Adjournment: It was moved and seconded (Pendegraft, Miller) to adjourn at 4:48pm. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary and Secretary to Faculty Senate

Quote of the meeting: “Spread pay is here to stay!”
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy) [3/09])

Faculty/Staff Handbook [FSH]  □ Addition  □ Revision*  □ Deletion*  □ Emergency
Minor Amendment □

Chapter & Title: FSH 3720: Sabbatical Leave

Minor Amendment □

Chapter & Title: _____________________________________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s): Nancy Sprague   Feb. 11, 2013
(Please see FSH 1460 C)
Name Date
Telephone & Email: 208-885-6248 nsprague@uidaho.edu

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email: _____________________________________________

Reviewed by General Counsel  ____Yes  _x___No  Name & Date: _____________________________________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

   The purpose is to update the sabbatical leave reporting process by having faculty submit their reports electronically as a PDF instead of as 10 paper copies, upon returning from sabbatical leave.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

   This will have a positive impact by saving on printing costs and time.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _____________________________________________

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APM
F&A Appr.: __________
[Office Use Only]
SABBATICAL LEAVE

PREAMBLE: This section describes the terms of eligibility for sabbatical leave for UI faculty. The policy is derived from, and incorporates all of, the State Board of Education, Governing Policies and Procedures, II-G. 3 b. This section was an original part of the 1979 Handbook and has been changed in only editorial ways since. Except where explicitly noted, the text is as of July 1996. Further information is available from the current chair of the Sabbatical Leave Evaluation Committee. [ed. 6-09]

CONTENTS:
A. General Policy
B. Purpose
C. Period of Leave and Salary
D. Restrictions on Service and Salary
E. Annual Job Description
F. Changes in Sabbatical
G. Return
H. Application for Leave
I. Rating System
J. Procedure for Rating
K. Criteria Used in Evaluating Proposals

A. GENERAL POLICY. Members of the UI faculty [see 1520 II-1] with tenure at the time of sabbatical leave, and the rank of senior instructor or above, or the equivalent of such rank, may be granted sabbatical leave after six full academic years of service at UI or after six full academic years have elapsed since the faculty member’s most recent sabbatical leave at UI. Sabbatical leave is granted on the basis of application by the faculty member and recommendation by the Sabbatical Leave Evaluation Committee (SLEC) [see 1640.74] and upon approval by the Faculty Senate and the president or designee. Sabbatical leave applications by faculty members in the Cooperative Extension System (CES) are handled separately: conditions of leave for these faculty members are established and funding is provided by the CES and their applications are evaluated by a committee of the CES. [ed. 7-01, 7-02, 6-09]

B. PURPOSE. The primary purpose of a sabbatical leave is to enhance the faculty member’s value to UI. Specifically, a sabbatical leave is to be used for one or more of the following purposes:

B-1. Research, scholarship, or study intended to result in publication or invention.

B-2. Refresher courses or a program of study, work, or travel designed to keep the faculty member abreast of the latest developments in his or her area of specialization.

B-3. Work toward an advanced degree.

C. PERIOD OF LEAVE AND SALARY. A sabbatical leave is for either one-half academic or fiscal year at full pay or a full academic or fiscal year at half pay, depending on the type of appointment held by the faculty member. Note that those on full year sabbaticals must arrange for full year life insurance and disability benefits if so interested. [See APM 55.42] [ed. 1-11]

D. RESTRICTIONS ON SERVICE AND SALARY. The decision as to the acceptability of a proposal will not be based on whether additional remuneration may be received, but rather on the probability that the faculty member will enhance his or her value to UI. Teaching elsewhere or working in research laboratories of industry or government may be approved if such activities can be expected to contribute significantly to the acquisition of useful ideas and practices. In no case will leave be granted primarily for the purpose of augmenting the person’s income. The benefit to UI must be
E. ANNUAL JOB DESCRIPTION. The faculty member is expected to note sabbatical purpose and goals on the annual faculty job description. Performance evaluation will reflect the faculty member’s purpose and goals while on sabbatical.

F. CHANGES IN SABBATICAL. If a faculty member must change the purpose, place, or time of the sabbatical leave, he or she must submit a written request, with recommendation from the dean and unit administrator, to the SLEC for approval. This request must state the rationale for the changes and document how the sabbatical leave plan will reflect these changes. Upon approval by the SLEC, any changes will be sent to the provost. [ed. 8-11]

G. RETURN. The faculty member is expected either to return to the active service of UI for at least one academic year after completion of the leave or to repay the money received from UI while on leave, unless the president approves a waiver of this requirement. Within six weeks after returning, the faculty member must submit to the SLEC a complete report of his or her activities while on leave. These copies of a complete report are distributed by the SLEC chair to members of the SLEC, the provost, the faculty secretary, and the faculty member’s dean and unit administrator. [rev. 7-97, 7-02, ed. 8-11]

H. APPLICATION FOR LEAVE. An application is submitted to the SLEC with recommendation from the unit administrator and dean. The SLEC evaluates the proposal in accordance with subsections I, J, and K, below. Therefore, the application should present the merit of the proposed leave clearly and convincingly and should be prepared with the care and thoroughness of a paper submitted for publication. The application should consist of the following [rev. 7-97, ed. 7-02, ed. 8-11]:

H-1. Cover Page. Include a title indicative of the proposed sabbatical activity, the period of requested leave, name and rank of the applicant, and signatures of the administrators approving the application.


H-3. Description of Proposed Sabbatical. Major headings should include a detailed statement of what the applicant plans to do while on sabbatical, the objectives and significance of the proposed activities, the value of these activities to the applicant’s UI obligations, the feasibility and methods of accomplishing the objectives, and the applicant’s qualifications pertinent to the proposed activities. This section should consist of not more than four single-spaced typewritten pages. [rev. 7-97]

H-4. Curriculum Vitae. Include a standard University of Idaho curriculum vitae.

H-5. Appendix. Evaluation of the proposal by college dean and unit chair, letters of acceptance from persons with whom the applicant plans to work, itinerary, and other supportive documentation should be appended to the application. [ed. 7-98, 7-02, ed. 8-11]

I. RATING SYSTEM. The application will be rated by the SLEC according to the following system:

I-1. Merit and feasibility of the proposal, 60 percent. [rev. 7-97]

I-2. Applicant’s record or potential for research, teaching, service and/or other pertinent activity, 25 percent. [add. 7-97]

I-3. Length of service to UI, up to 15 percent. Each year of service, counting from the faculty member’s initial appointment or from his or her most recent sabbatical leave, whichever is later, is assigned a weight of one point, limited to a maximum of 15. [ren. and rev. 7-97]

J. PROCEDURE FOR RATING. To give sufficient time for planning of sabbatical leaves, applications must be submitted at least 10-17 months before the beginning of the academic year during which the leave is to be taken. The
SLEC meets in April of each year to consider applications received by March 31 for the academic year beginning 17 months later. The committee rates the applications according to the rating system specified in I and makes recommendations to the Provost who notifies applicants of the university’s preliminary approval or disapproval. In this round of sabbatical applications the provost notifies no more applicants than a number equal to 60 percent of the sabbatical leaves expected to be available for the year under consideration. Faculty members who do not apply for sabbatical leave by March 31 may apply on or before November 1 for the academic year beginning 10 months later. The SLEC meets in November to consider new applications (and reconsider resubmitted applications). The SLEC again makes recommendations to the provost who submits a list of those faculty members recommended by the SLEC and proposed by the provost in both April and November to Faculty Senate for final approval. If there is substantial change in an applicant’s plans, he or she must submit a new plan through the unit administrator, dean, and the SLEC for approval. If the new plan is not approved, the applicant may request leave without pay. [rev. 7-97, ed. 7-00, 6-09, ed. 8-11]

K. CRITERIA USED IN EVALUATING PROPOSALS.

**K-1. Preparation, Thought, and Documentation:** Organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, preliminary work done on the project in addition to the planning, letters of appointment and acceptance, other documents supportive of the proposal, and the applicant’s plans for travel, if that is an integral feature of the proposal. [rev. and ren. 7-97]

**K-2. Benefit to UI and to Applicant:** Contribution to applicant’s knowledge and understanding, contribution to teaching or other assigned duties at UI, publications or other scholarly works resulting from the project, enhancement of professional status, recognition for UI, and contribution to special projects or to UI programs. [rev. and ren. 7-97]

**K-3. Applicant’s Record of or Potential for Research, Teaching, Service and/or Other Pertinent Activity:** Publications, performances, grants, postdoctoral fellowships, leaves, participation in relevant professional organizations, record of achievement on previous grants and leaves, evaluation by unit administrator and dean, and evidence of excellence in teaching, service, or other evidence of contribution to the university. [rev. and ren. 7-97; ed. 7-98, ed. 8-11]
SABBATICAL LEAVE EVALUATION FORM [rev. 7-97]

APPLICANT’S NAME

SEMESTER(S) APPLIED FOR

PURPOSE OF LEAVE

I--VALUE OF PLAN (Maximum 60 points)

A. Preparation, Thought, and Documentation (where appropriate)  
(For preparation and thought, consider the following: organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, and preliminary work begun on project beyond planning; for documentation consider the following: itinerary, letters of appointment, letters of acceptance, and other supportive documentation if applicable.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7

Points ___

B. Benefit to University and Individual  
(Consider the following: contribution to applicant’s knowledge and understanding, contribution to teaching or other assigned duties at university, publications or other scholarly works resulting from project, enhancement of professional status, recognition for university, contribution to special projects or programs within university.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7

Points ___

II. APPLICANT’S RECORD OR POTENTIAL FOR RESEARCH, TEACHING, SERVICE AND/OR OTHER PERTINENT ACTIVITY (Maximum 25 points)

(Consider the following: publications, performances, grants, post-doctoral fellowships, leaves, participation in relevant organizations, record of achievement of previous grants and leaves, evaluation by unit administrator and dean, including their assessment of the proposal and annual evaluation forms, evidence of excellence in teaching, service, or other evidence of contributions to the university, as required by the applicant’s position description.) [ed. 8-11]

Excellent 23-25; Good 19-22; Average 13-18; Poor 8-12; Unacceptable 0-7

Points ___

III--SERVICE (Maximum 15 points)

(One point awarded for each year of service to university since the last sabbatical leave to a maximum of 15 points.)

Points ___

EVALUATOR _________________________________________

DATE ________________________________________________ Total Points ___
TO: University Curriculum Committee

FROM: University Committee for General Education

RE: Additions to the General Education Course Lists - Regulation J

DATE: January 28, 2013

Approved Natural Science Courses:

Biol 102, 102L Biology and Society and Lab (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)
EnVS 101 Introduction to Environmental Science, and EnVS 102 Field Activities in Environmental Sciences (4 cr)*
Geog 100, 100L Physical Geography and Lab (4 cr)
Geol 101, 101L Physical Geology and Lab (4 cr)
Geol 102, 102L Historical Geology (4 cr)
MMBB 154, 155, and MMBB 155, Introductory Microbiology and Lab (4 cr)*
MMBB 250, 255 and MMBB 255/Biol 255, General Microbiology and Lab (5 cr)*
Phys 100, 100L Fundamentals of Physics and Lab (4 cr)*
Phys 103, 104 General Astronomy and Lab (4 cr)*
Phys 111, 111L General Physics I and Lab (4 cr)
Phys 112, 112L General Physics II and Lab (4 cr)
Phys 211, 211L Engineering Physics I and Lab (4 cr)
Phys 212, 212L Engineering Physics II and Lab (4 cr)
Soil 205, 206 The Soil Ecosystem and Lab (4 cr)*

Approved Humanities Courses:

AmSt 301 Studies in American Culture (3 cr)
Art 100 World Art and Culture (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 or AIST 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 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:

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)
PoIS 101 Introduction to Political Science and American Government (3 cr)
PoIS 205 Introduction to Comparative Politics (3 cr)
PoIS 275 American State and Local Government (3 cr)
PoIS 338 American Foreign Policy (3 cr)
Psych 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 250 Social Conflict (3 cr)
The 386 Documentary Film (3 cr)

Approved International Courses:

AgEc 481 Agricultural Markets in a Global Economy (3 cr)
AgEd 406 Exploring International Agriculture (3 cr)
Anth 220 Peoples of the World (3 cr)
Anth 261 Language and Culture (3 cr)
Anth 462 Human Issues in International Development (3 cr)
Arbc 101 Elementary Modern Standard Arabic I (4 cr)
Arbc 102 Elementary Modern Standard Arabic II (4 cr)
Art 100 World Art and Culture (3 cr)
Art 208 Italian Renaissance Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
Comm 335 Intercultural Communication (3 cr)
Econ 446 International Economics (3 cr)
Econ 447 Economics of Developing Countries (3 cr)
Engl 221 History of World Cinema I (3 cr)
Engl 222 History of World Cinema II (3 cr)
Engl 485 Global Literatures in English (3 cr)
FCS 411 Global Nutrition (2 cr)
FCS 419 Dress and Culture (3 cr)
FLEN 395 The European Union (3 cr)
FLEN 308 European Immigration and Integration (3 cr)
FLEN 313 French/Francophone Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 331 Japanese Anime (3 cr)
FLEN 391 Hispanic Film (3 cr)
FLEN 393 Spanish Literature in Translation (3 cr)
FLEN 394 Latin American Literature in Translation (3 cr)
Fren 101 Elementary French I (4 cr)
Fren 102 Elementary French II (4 cr)
Fren 201 Intermediate French I (4 cr)
Fren 202 Intermediate French II (4 cr)
Fren 301 Advanced French Grammar (3 cr)
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<tr>
<th>Course Code</th>
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<tr>
<td>Soc 367</td>
<td>Global Justice (3 cr, max arr)</td>
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<td>Soc 343</td>
<td>Political Sociology (3 cr)</td>
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<td>Soc 340</td>
<td>Social Change &amp; Globalization (3 cr)</td>
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<td>American Political Culture (3 cr)</td>
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<td>Geog 165</td>
<td>Human Geography (3 cr)</td>
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<td>Geog 350</td>
<td>Geography of Development (3-4 cr)</td>
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<td>Geog 360</td>
<td>Population Dynamics and Distribution (3-4 cr)</td>
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<td>Germ 301</td>
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<td>Germ 302</td>
<td>Advanced German Speaking and Writing (3 cr)</td>
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<tr>
<td>Germ 420</td>
<td>Topics in German Culture and Literature - Themes (3 cr, max 6)</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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<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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<td>Hist 366</td>
<td>Intellectual and Cultural History of Modern Europe (3 cr)</td>
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<td>Hist 372</td>
<td>History of England (3 cr)</td>
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<tr>
<td>Hist 414</td>
<td>History and Film (3 cr, max 6)</td>
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<td>Hist 421</td>
<td>Pirates of the Caribbean and Beyond (3 cr)</td>
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<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>Slavery and Freedom in the Americas (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>Russia to 1894 (3 cr)</td>
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<td>Hist 468</td>
<td>Russia and Soviet Union Since 1894 (3 cr)</td>
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<td>Hist 469</td>
<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>Global Media (3 cr)</td>
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<td>Japanese Speaking (3 cr)</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>
<td>Studies in World Music (3 cr)</td>
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<td>PoIS 205</td>
<td>Introduction to Comparative Politics (3 cr)</td>
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<td>PoIS 237</td>
<td>International Politics (3 cr)</td>
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<td>American Foreign Policy (3 cr)</td>
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<td>Western European Politics (3 cr)</td>
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<td>Global Justice (3 cr, max arr)</td>
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</tbody>
</table>

**Approved American Diversity Courses:**

- AIST 320: The Celluloid Indian: American Indians in Popular Film (3 cr)
- AIST 401: Contemporary American Indian Issues (3 cr)
- AIST 420: Native American Law (3 cr)
- AIST 422, Art 422, or Rel 422: Plateau Indians (3 cr)
- AIST 478: Tribal Nation Economics and Law (3 cr)
- AIST 484 or Eng 484: American Indian Literature (3 cr)
- AmSt 301: Studies in American Culture (3 cr)
- Anth 329: North American Indians (3 cr)
- Anth 350 or Soc 350: Food, Culture, and Society (3 cr)
- Arch 411 or AIST 411: Native American Architecture (3 cr)
- Comm 432: Gender and Communication (3 cr)
- Comm 491: Communication and Aging (3 cr)
- EDCI 302: Teaching Culturally Diverse Learners (4 cr)
- Engl 380: Introduction to U.S. Ethnic Literatures (3 cr)
- Engl 481 or FLEN 481: Women’s Literature (3 cr)
- Engl 483: African American Literature (3 cr)
- FCS 414: Idaho’s Journey Toward Diversity and Human Rights (1 cr, max 3)
- FLEN 391 or LAS 391: Hispanic Film (3 cr)
- FLEN 394 or LAS 394: Latin American Literature in Translation (3 cr)
- Hist 111: Introduction to U.S. History (3 cr)
- Hist 112: Introduction to U.S. History (3 cr)
- Hist 315 or LAS 315: Comparative African-American Cultures (3 cr)
- Hist 411: Colonial North America, 1492-1763 (3 cr)
- Hist 415: Civil War and Reconstruction, 1828-1877 (3 cr)
- Hist 417: United States, 1919-1960 (3 cr)
- Hist 418: Recent America, 1960-present (3 cr)
- Hist 420: History of Women in American Society (3 cr)
- Hist 423: Idaho and the Pacific Northwest (3 cr)
- Hist 425: Immigration and Ethnicity in the United States (3 cr)
- Hist 436 or AIST 426: Red Earth White Lies: American Indian History 1840-present (3 cr)
- Hist 428: History of the American West (3 cr)
- ID 443: Universal Design (3 cr)
- JAMM 340: Cultural Diversity and the Media (3 cr)
- JAMM 445: History of Mass Media (3 cr)
- MusH 410: Studies in Jazz History (3 cr)
- PoIS 101: Introduction to Political Science and American Government (3 cr)
- PoIS 333: American Political Culture (3 cr)
- PoIS 335: American Interest Groups & Social Movements (3 cr)
- Psy 315: Psychology of Women (3 cr)
- Psy 419: Adult Development and Aging (3 cr)
- Soc 101: Introduction to Sociology (3 cr)
Soc 230  Social Problems (3 cr)
Soc 250  Social Conflict (3 cr)
Soc 301 or Anth 301  Introduction to Diversity and Stratification (3 cr)
Soc 422 or RelS 423  Religion, Culture & Society (3 cr)
Soc 423  Social Class & Stratification (3 cr)
Soc 424  Sociology of Gender (3 cr)
Soc 427 or Anth 427  Racial and Ethnic Relations (3 cr)
Soc 450  Dynamics of Social Protest (3 cr)
Span 306 or LAS 306  Culture and Institutions of Latin America (3 cr)
Span 411  Chicano and Latino Literature (3 cr)
Span 413  Spanish American Short Fiction (3 cr)
WmSt 201  Introduction to Women's Studies (3 cr)

Approved Senior Experience Courses:
AgEc 478  Advanced Agribusiness Management (3 cr)
Art 490  BFA Art/Design Studio (6 cr, max 12)
Art 491  Information Design (3 cr, max 9)
Art 495  BFA Senior Thesis (2 cr, max 4)
BAE 478  Engineering Design I (3 cr)
BAE 479  Engineering Design II (3 cr)
Biol 405  Practicum in Anatomy Laboratory Teaching (2-4 cr, Max 8)
Biol 407  Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408  Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411  Senior Capstone (2 cr)
Biol 495  Research in Molec/Cell/Dev Biology (cr arr)
Biol 496  Research in Ecology and Evolution (cr arr)
Biol 497  Research in Anatomy and Physiology (cr arr)
Bus 490  Strategic Management (3 cr)
CE 494  Senior Design Project (3 cr)
CS 481  CS Senior Capstone Design II (4 cr)
CSS 475 Conservation Management and Planning II (4 cr)
Che 452  Environmental Management and Design (3 cr, max arr)
Che 454 or MSE 454  Process Analysis and Design II (3 cr)
ECE 481  EE Senior Design II (3 cr)
ECE 483  Computer Engineering Senior Design II (3 cr)
EDCI 401  Internship Seminar (1 cr)
EnVS 497  Senior Research (3 cr)
Fish 418  Fisheries Management (4 cr)
Fish 495  Seminar (1 cr)
For 424  Forest Dynamics and Management (4 cr)
For 427  Prescribed Burning Lab (3 cr)
ForP 495  Product and Process Development and Commercialization (3 cr)
Hist 401 (s) Seminar (cr arr)
HPRD 486  Programming and Marketing for Healthy, Active Lifestyles (2 cr)
IS 495  International Studies Senior Seminar (3 cr)
LArc 480  The Emerging Landscape (3 cr)
ME 424  Mechanical Systems Design I (3 cr)
ME 426  Mechanical Systems Design II (3 cr)
MMBB 401 Undergraduate Research (1-4 cr, max 8)
MMBB 497 (s) Practicum in Teaching (2 cr)
REM 456  Integrated Rangeland Management (3 cr)
WLF 492  Wildlife Management (4 cr)
TO: University Curriculum Committee
FROM: Rodney Frey, Director of General Education
RE: Gen Ed Language Change
DATE: February 06, 2013

Proposal
16 November 2012
Submitted by Rodney Frey, Director of General Education

Proposal: Change wording of “Core” curriculum to “General Education” within the University of Idaho academic community.

Rationale: First proposed in the University of Idaho’s General Education Steering Committee in August 2010, the title change would better align the University of Idaho with state and national General Education identifiers, standards and initiatives. “General Education” is the working title used by our own University Committee on General Education (UCGE), by the Idaho State Board of Education, and by the Association of American Colleges and University, the leading national association committed to advancing and improving general and liberal education for all students. General Education is the typical term used throughout the nation by other institutions of higher education. Aligning the terminology to General Education within our university would also help alleviate student and faculty confusion and misunderstanding between Core and General Education curriculums.

Impact: The changes would impact wording used throughout the University of Idaho, including the Registrar’s office and on student’s Degree Audit (removing the “General Core Studies” and “UI Core” with one inclusive “General Education” category), and reflected in the University Catalog.

Support: The proposal is supported by the Vice Provost for Academic Affairs, the Registrar, the Dean of the College of Letters, Arts and Social Sciences, and the Director of General Studies.

Cost: Other than personnel time allocated in identifying and adjusting terminology, no funding costs are anticipated.