REvised
University of Idaho
2015-2016 Faculty Senate Agenda

Meeting #15

3:30 p.m. - Tuesday, January 19, 2016
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2015-16 Faculty Senate Meeting #14, December 8, 2015 (vote)

III. Chair’s Report.

IV. Provost’s Report.
   • NWCCU
   • FSH 3320 – Faculty Evaluation
   • Faculty Compensation

V. Other Announcements and Communications.

VI. Committee Reports.

    General Education (Bird)
    University Curriculum Committee:
    - FS-16-026 (UCC-16-023): NR – (name change) Biological & Agricultural Engineering to Soil and Water Systems (vote) (Makus) Postpone

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #14
Gen Ed Documents
FS-16-026
Present: Adams, Anderson, Barbour, Boschetti, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d’Alene), Hiromoto (Idaho Falls), Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, St. Claire, Teal, Stevenson for Wiencek (w/o vote), Wolf. Absent: Brandt, Foster, Hrdlicka, Perret, Royer, Stoll, Wiencek (w/o vote). Guests: 6 (1 Boise)

After a delay due to the inability to link to our off-site Senators, who were all patiently waiting, Chair Teal called meeting #14 to order at 3:37. (Note: We were unable to develop a satisfactory connection to our other sites). A motion (Folwell/St. Claire) to approve the minutes from the December 1, 2015 meeting passed unanimously.

Chair’s Report: Chair Teal announced that the next faculty gathering will be in the Vandal Ballroom from 4-6 on Monday, December 14th. It will be jointly hosted by the College of Business and the College of Art and Architecture. Chair Teal also shared a message from Senator Hrdlicka, who could not attend today, regarding last week’s report on the benefits survey. Senator Hrdlicka’s message suggested that the results of the survey were not shared because BAG was not confident in the integrity of the survey and they didn’t want people to base their expectations on the survey. Other factors besides the survey would go into determining benefits.

Chair Teal used the rest of his report to bring Senators up-to-date on various issues in which the Senate has expressed interest.

- There will be a memo coming out from Brian Foisy regarding internal hiring and there are also some changes being developed for People Admin.
- Liz Brandt and Don Crowley have been working with a task force to make some adjustments to the student disciplinary process.
- FAC has been working on the leave policy and hopes to have some proposed changes to the Senate by late January.
- UBFC has been working on a new budget process.
- Chair Teal has talked to the Provost about possible changes to Banner which would allow easier access to departmental budgets.
- Senate Leadership and FAC have been working with the Provost’s Office on possible changes to the annual faculty evaluation to make it a more meaningful process.
- The student evaluation forms will be back to us soon and the Provost has encouraged him to develop a Sli.Do poll to gauge interest in plus-minus grades.
- Senate Leadership will encourage IT and Distance Education to develop budget proposals to address the issues raised in the Senate meeting several weeks ago.

Provost’s Report: Vice Provost Jeanne Stevenson noted that Provost Wiencek was in Idaho Falls for a Town Hall gathering and sent his greetings. This was the last of the Town Halls and a working draft of the Strategic Plan should be available for comments soon. The goal is still to have it ready for a presentation to the State Board in April. There was a short discussion of whether a current draft was available for comment on Yellow Dig. Several people suggested that there was a draft of the plan available.

ASUI Resolutions: Chair Teal recognized Senator LaPrath who introduced several resolutions recently passed by ASUI. The first two resolutions honored Dr. Corinne Mantle-Bromley Dean of the College of Education and Dr. Jack McIver Vice President of Research and Economic Development for their significant
contributions to the University. Both are retiring in the coming year. The third resolution called upon University of Idaho professors to post grades on Blackboard. The discussion focused on the latter resolution. A variety of questions were raised.

- *Is Blackboard secure enough to avoid FERPA issues?* Senator LaPrath stated that some methods might be more secure than others but that the distance education office was working on providing different options to professors that would be secure.

- *Is the problem whether students are getting timely feedback from professors or is there a real desire for grades to be posted on BB Learn? Will every class need to do this?* Senator LaPrath suggested that not every class would need to use BB Learn but that students would like at least the important documents like a syllabus and grades posted.

- Several Senators suggested that such a move might lead to unintended consequences such as removing opportunities for students to have conversations with professors about how they are doing in the class.

- There were also some concerns about whether posting raw scores might miss some of the nuances of how final grades are determined.

**FS-16-025 (UCC-16-020a): Law—L.L.M.:** Senator Adams in his capacity as Dean of the College of Law discussed the proposal to create a new Master of Law (LL.M). This new degree is aimed at attracting international lawyers. Most all of the courses required to offer this degree to international students are currently offered. The goal of the program is to strengthen a foreign lawyer’s knowledge of American law. There were no concerns raised and the proposal passed without objection (17-0-1).

**FS-16-019 (UCC-16-022a): CLASS—General Studies:** Professor Traci Craig (Associate Dean of CLASS) came forward to present a variety of proposals from CLASS. The first proposal seeks to obtain approval for delivering the current General Studies degree fully available via distance education. Although the program was already available online, it is thought that obtaining this formal approval will aid in the accreditation process and also help in marketing the program to a broader population of students.

A Senator expressed concern about whether there are exit strategies when we develop distance programs given some of the problems the University is currently experiencing with its distance delivery capability. Professor Craig noted that most of the courses required are online courses and do not rely heavily on technology. The proposal passed 16-1-1.

**FS-16-020 (UCC-16-022b): CLASS—Sociology-Criminology:** This proposal also seeks approval to offer the Criminology major through distance education. It will require creating some online courses that are not currently offered. The proposal passed 16-0-2.

**FS-16-021 (UCC-16-022c): CLASS—History:** The History department is currently close to being able to offer its program online; but, will have to create a senior experience course online. The proposal passed 16-0-2.

**FS-16-022 (UCC-16-022d): CLASS—Organizational Science:** This program was originally developed for off-campus students and this proposal will make it capable of being offered fully online. The proposal passed 16-0-2.

**FS-16-023 (UCC-16-022e): CLASS—Psychology:** Within CLASS the Psychology program has the most experience with online courses. With a small change in curriculum it can now be offered fully online. The proposal passed 16-0-1.
**FS-16-024 [UCC-16-022f]: CLASS—Masters in Public Administration:** This proposal seeks to make the current MPA capable of reaching students from rural areas in the state. The proposal does seek to obtain new resources to offer this program fully online. The proposal passed 17-0-1.

**Sabbatical Leave 2017-18.** The list of faculty who have been approved for sabbatical leave for 2017-18 was presented to the Senate. With the exception of an off the record question about covering classes, there were no questions raised and the list passed without objection.

**FS-16-017: FSH 3710—Leave Policy:** Crowley explained that ten years ago the Faculty Senate had tried to amend FSH 3710 to include domestic partners. At the time, Senate was told that such a change would not be accepted because it would violate the recently passed amendment to the Idaho Constitution which stated: “a marriage between a man and a woman is the only domestic legal union that shall be valid.” In response, the Senate approved a footnote in FSH 3710 A-3 which reflected Senate’s desire to include domestic partners. Given the decision last June by the U.S. Supreme Court stating that states could not prohibit same sex marriages, the footnote in FSH 3710 is no longer necessary.

A Senator suggested that the word “including” be added to the parenthetical reference to adoption or foster arrangement. This was accepted as a friendly amendment. A Senator asked whether a partner was included in the new language. Professor Crowley stated that was the intention of the change. The changes passed without objection.

**FS-16-013: FSH 5300—Copyright, Protectable Discoveries and Other Intellectual Property Rights.** Chair Teal welcomed Vice-President Jack McIver to speak to the proposed changes in the Copyright policy in FSH 5300 (due to the problems with Scopia we were unable to connect to Casey Inge from General Counsel’s Office who had intended to present the changes and address questions). Dr. McIver noted that this version of FSH 5300 had been edited to reflect the concerns raised by Faculty Senate earlier this semester. Chair Teal added that Vice Chair Brandt, unable to be at the Senate today, had endorsed the changes saying they fully addressed her earlier concerns. Dr. McIver noted that changes sought to clarify the scope of UI sponsored material in B-2b and how that relates to the retention of rights by faculty in B-2a. A Senator asked about the reference to “resources related to the public.” Dr. McIver responded that this reference was to general resources like the library. A motion (St. Claire/Wolf) to accept the proposed changes to FSH 5300 passed unanimously.

**Adjournment:** With no new business on the agenda a motion (Mahoney/St. Claire) to adjourn passed unanimously at 4:40.

Don Crowley,
Secretary to Faculty Senate and Faculty Secretary
August 8, 2015

Ms. Lodi Price
Executive Assistant to the Provost and Executive Vice President
University of Idaho
875 Perimeter Drive, MS 3152
Moscow, ID 83844

Dear Ms. Price:

This is to certify that the Northwest Commission on Colleges and Universities (NWCCU) is the regional institutional accrediting agency for colleges and universities in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington. The Northwest Commission on Colleges and Universities is recognized as a reliable authority on regional, institutional accreditation by the United States Department of Education.

This letter serves to verify that the University of Idaho, located in Moscow, Idaho, has been accredited continuously by NWCCU since receiving initial accreditation in 1918. The Northwest Commission on Colleges and Universities accredits the University of Idaho at the baccalaureate, master's and doctoral degree levels. The Commission most recently reaffirmed the accreditation of the University in Spring 2015 on the basis of a Year Seven Mission Fulfillment and Sustainability evaluation. The University's next comprehensive evaluation is scheduled for Spring 2022.

I hope this information is helpful. Please contact me if you have questions regarding the University's accredited status with the Northwest Commission on Colleges and Universities.

Sincerely,

Elsa J. Buckley-Gossett
Coordinator, Communications and External Relations

cc: Dr. Chuck Staben, President
Dr. Sandra E. Elman, President, NWCCU
Accreditation Reaffirmation

The Northwest Commission on Colleges and Universities (NWCCU) informed President Chuck Staben that the University’s regional accreditation was reaffirmed July 20, 2015.

Regional accreditation, a voluntary process, provides a mechanism to recognize colleges and universities that meet defined standards of practice and quality. The University of Idaho was first accredited in XXXX and continues that status today.

The accreditation process, a seven year cycle, begins with an initial report in Year One of the cycle. This is followed by a Mid-Cycle on-site review with a particular focus on student learning. The comprehensive report developed for the Year Seven visit includes information on institutional changes since the previous report; Mission, Core Themes, and Expectations; Resources and Capacity; Institutional Planning, Core theme Planning, Assessment, and Improvement; and Mission Fulfillment, Adaptation, and Sustainability.

The University of Idaho hosted the Year Seven site visit in spring 2015. A team of seven members from within the NWCCU region conducted an on-site visit to ascertain that the University addressed and provided documentation that each of the standards was addressed and met. Team members reviewed the Year Seven Report; interviewed University administrators, faculty, staff, and students; visited various facilities; had the opportunity to observe classes; and gathered information relative to the standards and self-study. The team documents its observations and findings in a report submitted to NWCCU with its commendations and recommendations.

The NWCCU decision included three commendations: 1) recognition of the University’s “innovative and interdisciplinary” program of General Education, 2) the impact of the Leadership Academy on faculty and staff leadership development, and 3) the significant initiatives to improve public safety and engage the University community in ensuring the welfare of others. The Commission identified recommendations for continuing attention and improvement. These included: 1) more clearly identifying the benchmarks for missing fulfillment, 2) more consistently use assessment results to determine fulfillment of the mission, 3) more consistently formalize and evaluate institutional planning cycles and results, and 4) use these data to define the future of the University consistent with its mission.

The University is initiating the process for development of the next University strategic plan in fall 2015. The articulation of goals and strategies for the strategic plan will include a review, refinement, and update of strategies, benchmarks, and measures of performance. The increased coordination of these processes will streamline University practices and reporting for the NWCCU and University of Idaho Board of Regents/State Board of Education.

The University is in the process of developing the Year One report for the next cycle of accreditation, due to NWCCU January 2016.

Comments and suggestions are welcome and can be directed to provost@uidaho.edu.

John Wiencik
Provost and Executive Vice President
**FACULTY ANNUAL EVALUATION**

FSH 3320 : Form 1  
review period:

Faculty Name:  
V Number:  
Unit(s):  
Administrative Title:  
(if applicable)  
Evaluator(s):

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>PD %</th>
<th>Achievements and Impacts not listed on Curriculum Vitae</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING AND ADVISING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSH 1565 C-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOLARSHIP and CREATIVE ACTIVITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSH 1565 C-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTREACH and EXTENSION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSH 1565 C-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY SERVICE &amp; LEADERSHIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSH 1565 C-4, 1420E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Commentary on Faculty Performance

Recommendations (optional):

☐ Faculty member is making progress on the goals defined in the position description, and contributes positively to life and learning at the University of Idaho.

☐ Faculty member is not meeting University of Idaho performance expectations.

---

**Unit Administrator Signature**  
Date

**Unit Administrator (joint appointments [if applicable])**  
Date

**Faculty Signature**  
Date

**Dean Signature**  
Date
Interdisciplinary/Center Administrator Comments Attached (if applicable). The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative. (FSH 3050 B-2, 3320 A-1 d, 3520 E-1, G-3, G-4c, and 3560 C,E-2d).

Faculty Comments Attached (optional). The faculty member is allowed to include comments that respond to the administrator's evaluation.

Dean's Comments Attached (optional). If there are any significant difference in the commentary or recommendations between the department chair and college dean, the dean shall include a narrative stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f

Disclosure of Conflicts

FSH 6240

- If you have a conflict to disclose then you also will need to complete Form FSH 6240A.
- If there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change.
- Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240B

I DO NOT have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.

I DO have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report. I have submitted FSH 6240A and a plan to manage each conflict or apparent conflict to my unit administrator.

Faculty Signature Date

Unit Administrator Signature Date
Name: __________________________________________  Evaluator(s): ______________________________________

Unit(s): ____________________________  ____________________________

Administrative Title (if applicable): ________________________________________________________________

Employee V#: ____________________________

NOTE: Faculty and administrator(s) are to review and address the objectives as stated on the previous year’s position description.

<table>
<thead>
<tr>
<th>Position Description (PD) Responsibilities</th>
<th>PD %</th>
<th>Numeric Score*</th>
<th>PD% x score = total</th>
<th>COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING AND ADVISING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(FSH 1565 C-1; Strategic Action Plan Goal 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCHOLARSHIP and CREATIVE ACTIVITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(FSH 1565 C-2; Strategic Action Plan Goal 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OUTREACH and EXTENSION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(FSH 1565 C-3; Strategic Action Plan Goal 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIVERSITY SERVICE &amp; LEADERSHIP</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(FSH 1565 C-4, 1420E; Strategic Action Plan Goal 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Scoring Key
5 = Exceptional performance
4 = Above expectations
3 = Meets expectations
2 = Below expectations
1 = Unacceptable performance

Scoring Example:

<table>
<thead>
<tr>
<th>PD%</th>
<th>Numeric Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising 50%</td>
<td>4</td>
<td>.50 x 4 = 2.0</td>
</tr>
<tr>
<td>Scholarship 35%</td>
<td>2</td>
<td>.35 x 2 = .7</td>
</tr>
<tr>
<td>Outreach &amp; Extension 10%</td>
<td>3</td>
<td>.10 x 3 = .3</td>
</tr>
<tr>
<td>Univ. Service &amp; Leadership 5%</td>
<td>3</td>
<td>.05 x 3 = .15</td>
</tr>
</tbody>
</table>

Unit Adm. Score (transfer total to box below) 3.15 = 3.2

Unit administrators and college deans may extend the weighted score one decimal place.

Rounding: .5 and above round up; .4 and below round down.

(Continued on next page)
☐ Interdisciplinary/Center Activities: The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative attached to the position description used for this evaluation. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3320 A-1 d, 3520 E-1, G-3, G-4c, and 3560 C,E-2d).

☐ Unit Administrator’s Attachment: A narrative on progress towards tenure, promotion, and/or continued satisfactory performance is to be completed by all evaluators for all faculty using separate pages and attach to this form (if there is a disagreement, see FSH 3320 A-1 e&f). Include the following areas, as appropriate: advancement, interdisciplinary activity, activity at centers, professional development and professional service (FSH 1565 B). If the narrative(s) is/are not attached the form will be returned to the unit by the college.

Unit Administrator Signature/DATE

Unit Administrator (joint appointments if applicable)/DATE

Faculty Comments:

Faculty Signature/DATE

Dean Signature/DATE

☐ Dean’s Attachment: If there are any differences in any category of scoring between the department chair and college dean, a narrative shall be attached stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f). If the narrative is not attached the form will be returned to the College by the provost.

Second Faculty Signature (if applicable)/DATE

☐ FSH 6240 Required Disclosure of Conflicts

You must complete this disclosure annually with your performance evaluation. If you have a conflict to disclose then you also will need to complete Form FSH 6240A. Likewise, if there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change. University of Idaho FSH Policy 6240 Conflicts of Interest or Commitment is available at http://www.webpages.uidaho.edu/fsh/6240.html. If you have any questions about the form or about specific potential or actual conflicts of interest, please contact your unit administrator or the Chair of the university’s Ethical Guidance and Oversight Committee. Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240 B – Disclosure of Outside Employment or Consulting for Compensation.

☐ I have reviewed FSH 6240 and DO NOT have any conflicts of interest, conflicts of commitment or apparent conflicts to report. Please sign and date below.

☐ I have reviewed FSH 6240 and DO have conflicts of interest, conflicts of commitment or apparent conflicts to report. Please, sign below, and fill out form FSH 6240A. Submit completed FSH 6240A to your unit administrator along with separate pages describing a plan to manage each conflict or apparent conflict.

Your signature below certifies that you have reviewed FSH 6240 regarding disclosure of conflicts, and that the information that you provide regarding disclosure of any conflict is accurate to the best of your knowledge as of the date of this document, and you commit to providing an update if a material change occurs in the information you have provided.

Faculty Signature/DATE

Unit Administrator/DATE
## REQUEST FOR INCREASED COMPENSATION

**FSH ???**
- **Review Period:**

**Faculty Name:**
- **V Number:**
- **Unit(s):**
- **Administrative Title:**
  (if applicable)

**Evaluator(s):**

<table>
<thead>
<tr>
<th>Merit</th>
<th>Equity</th>
<th>Cost of Living</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>____%</td>
<td>____%</td>
<td>____%</td>
<td>____%</td>
</tr>
</tbody>
</table>

**Justification for Increased Compensation**

(Faculty Annual Evaluation should be reviewed as part of this request).

---

**Unit Administrator Signature**

__________________________

**Date**

**Unit Administrator (joint appointments [if applicable])**

__________________________

**Date**

**Dean Signature**

__________________________

**Date**

**Provost Signature**

__________________________

**Date**
In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student’s major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. The state of Idaho’s General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

   a. The General Education curricula must be thirty-six (36) credits or more.
   b. Thirty (30) credits or more of the General Education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy.
   c. Six (6) or more credits of the General Education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

---

**Fig. 1: General Education framework reflecting AAC&U Essential Learning Outcomes**

<table>
<thead>
<tr>
<th>GEM (30 cr. or more)</th>
<th>Institutional (6 cr. or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Skills</td>
<td>Ways of Knowing</td>
</tr>
</tbody>
</table>
Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
N. Statewide General Education

2. The intent of the General Education framework is to:

   a. Establish statewide competencies that guide institutions’ determination of courses that will be designated as GEM courses;
   b. Establish shared rubrics that guide course/general education program assessment; and
   c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout General Education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:

   a. Written Communication
   b. Oral Communication
   c. Mathematical Ways of Knowing
   d. Scientific Ways of Knowing
   e. Humanistic and Artistic Ways of Knowing
   f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.

   a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

      i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
      v. Address readers’ biases and assumptions with well-developed evidence-based reasoning.
      vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
      vii. Read, interpret, and communicate key concepts in writing and rhetoric.

   b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

      i. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
N. Statewide General Education

ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.

iii. Understand interpersonal rules, roles, and strategies in varied contexts.

iv. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.

v. Employ effective verbal and nonverbal behaviors that support communication goals.

vi. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

i. Read, interpret, and communicate mathematical concepts.

ii. Represent and interpret information/data.

iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.

iv. Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.

ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.

iii. Interpret and communicate scientific information via written, spoken and/or visual representations.

iv. Describe the relevance of specific scientific principles to the human experience.

v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.

ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).

iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.

iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic and/or humanistic works through the creation of art or performance.

vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General Education curricula must reflect the following credit distribution:

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical Ways of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Ways of Knowing</td>
<td>7 (from two different disciplines with at least one laboratory or field experience)</td>
</tr>
<tr>
<td>Humanistic and Artistic Ways of Knowing</td>
<td>6 (from two different disciplines)</td>
</tr>
<tr>
<td>Social and Behavioral Ways of Knowing</td>
<td>6 (from two different disciplines)</td>
</tr>
<tr>
<td>Institutionally-Designated Credits</td>
<td>6</td>
</tr>
</tbody>
</table>
i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

ii. Additional GEM courses, beyond the General Education curricula, may be required within the major for degree completion.

b. This subsection pertains to Associate of Applied Science (AAS) degrees.

i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Mathematical Ways of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>Social and Behavioral Ways of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>Any General Education course</td>
<td>3</td>
</tr>
</tbody>
</table>

c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually to ensure consistency and relevance of General Education competencies related to their discipline.

b. The General Education Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Professional-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the General Education framework for each institution. GEM Committee duties are prescribed by the Board.

c. The institutions shall identify all General Education courses in their curricula and identify them on the state transfer web portal.
UI General Education requirements (2015-2016 Catalog)

ISEM 101
Integrated Seminar
(for first-year students)

3 credits

ISEM 301
Great Issues Seminar
(for sophomores or juniors)

1 credit

SENIOR EXPERIENCE

1-3 credits

American Diversity

3 credits

International

Approved course or Study Abroad

Institutionally Designated Category (6+ cr.)
<table>
<thead>
<tr>
<th>ISEM 101</th>
<th>Spring 2016</th>
<th>Instructor Name</th>
<th>Department</th>
<th>Title</th>
<th>Honors?</th>
<th>WWW?</th>
<th>Capacity</th>
<th>Enrolled</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barry Bilderback</td>
<td>LHSOM</td>
<td>Musical Rhythms of the World</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Philip Stevens</td>
<td>Soc/Anth</td>
<td>Power &amp; Control: Educat. in USA</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>37</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Maggie Rehm</td>
<td>Psych/Comm</td>
<td>Gender in the U.S.</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>26</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Jan Johnson</td>
<td>English</td>
<td>Native American Survivance</td>
<td>N</td>
<td>N</td>
<td>36</td>
<td>30</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Jan Johnson</td>
<td>English</td>
<td>Native American Survivance</td>
<td>N</td>
<td>N</td>
<td>36</td>
<td>27</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Mark Warner</td>
<td>Soc/Anth</td>
<td>HON: Contemporary American Experience</td>
<td>N</td>
<td>N</td>
<td>30</td>
<td>14</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Kathy Aiken</td>
<td>History</td>
<td>Sports &amp; American Society</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Javier Rodriguez</td>
<td>LHSOM</td>
<td>World Music in Society</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Justin Barnes</td>
<td>JAMM</td>
<td>Sports &amp; American Society</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Sharon Stoll</td>
<td>Education</td>
<td>Sports &amp; American Society</td>
<td>N</td>
<td>N</td>
<td>36</td>
<td>36</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Shannon McGowan</td>
<td>MLC</td>
<td>Got Privilege?</td>
<td>N</td>
<td>N</td>
<td>36</td>
<td>31</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Benjamin James</td>
<td>Theatre</td>
<td>Nightmares in Red-White-Blue</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Benjamin James</td>
<td>Theatre</td>
<td>Nightmares in Red-White-Blue</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Adam M. Sowards</td>
<td>History</td>
<td>Into the Wild</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Elizabeth Sloan</td>
<td>Psych/Comm</td>
<td>The Creative Mind</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Elizabeth Sloan</td>
<td>Psych/Comm</td>
<td>Jupiter, Venus and Mars</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>39</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Thomas Andrew Drake</td>
<td>English</td>
<td>Love and Happiness</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Kenneth Virgil Faunce</td>
<td>History</td>
<td>Exploring Global Communities</td>
<td>N</td>
<td>Y</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Russell Eric Jackson</td>
<td>Psych/Comm</td>
<td>Origin of the Mind</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Sayantani Dasgupta</td>
<td>English</td>
<td>Globalization &amp; Food Tradition</td>
<td>N</td>
<td>N</td>
<td>38</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>744</td>
<td>694</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

Currently enrolled students who need ISEM 101 as of 1/14/2016. (Sophomores, juniors and seniors need permission of the director of General Education to enroll in an ISEM 101.)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>NEED_ISEM101</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Freshman</td>
<td>111</td>
</tr>
<tr>
<td>02-Sophomore</td>
<td>30</td>
</tr>
<tr>
<td>03-Junior</td>
<td>14</td>
</tr>
<tr>
<td>04-Senior</td>
<td>5</td>
</tr>
<tr>
<td>College</td>
<td>Instructor(s)</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Education</td>
<td>Raymond Dixon</td>
</tr>
<tr>
<td>CAA</td>
<td>Rula Awwad-Rafferty</td>
</tr>
<tr>
<td>Education</td>
<td>Brian Dulin, Taylor Rainey</td>
</tr>
<tr>
<td>CNR</td>
<td>George Newcombe</td>
</tr>
<tr>
<td>CALS</td>
<td>James Connor</td>
</tr>
<tr>
<td>CNR</td>
<td>Jo Ellen Force</td>
</tr>
<tr>
<td>CS/CLASS</td>
<td>J.J. Hammel, K. Aiken</td>
</tr>
<tr>
<td>CNR</td>
<td>Anthony Davis</td>
</tr>
<tr>
<td>CALS/CLASS</td>
<td>Jan Mason Rauk</td>
</tr>
<tr>
<td>CBE</td>
<td>J.J. Hammel/K. Aiken</td>
</tr>
<tr>
<td>CBE</td>
<td>Frank M. Wilhelm</td>
</tr>
<tr>
<td>CNR</td>
<td>Eric Aston</td>
</tr>
<tr>
<td>Engineering</td>
<td>James Clemmons</td>
</tr>
<tr>
<td>CBE</td>
<td>K.D. Hatheway Dial</td>
</tr>
<tr>
<td>Education</td>
<td>Cassidy Hall, Bradley Clark</td>
</tr>
<tr>
<td>Education</td>
<td>Sharon Stoll, Marcos Fennel</td>
</tr>
<tr>
<td>Engineering</td>
<td>Steven Yoder</td>
</tr>
</tbody>
</table>

Currently enrolled students who need ISEM 301 as of 1/14/2016:

<table>
<thead>
<tr>
<th>Class</th>
<th>NEED ISEM301</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Sophomore</td>
<td>1098</td>
</tr>
<tr>
<td>03-Junior</td>
<td>446</td>
</tr>
<tr>
<td>04-Senior</td>
<td>97</td>
</tr>
</tbody>
</table>