University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #6

3:30 p.m. - Tuesday, October 6, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2015-16 Faculty Senate Meeting #5, September 29, 2015 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Health Fair (Mahoney)

VI. Committee Reports.

   University Curriculum Committee:
   FS-16-004 (UCC-16-001b): Education – C&I Education Specialist Degree (Gathercoal)(vote)
   FS-16-007: Fall 2015/Spring 2016 Exam Schedule (Chermak/Hubbard)(vote)

VII. Special Orders.
   • University-wide Work Related Employee Training (Foisy/Keim/Walters)

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 #4
Health Fair
University-wide Training
FS-16-004&007
University of Idaho  
Faculty Senate Meeting Minutes  
2015-2016 Meeting #5, Tuesday, September 29, 2015

Present: Adams, Anderson, Boschetti, Brandt, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d’Alene), Jeffery, LaPrath, Latrell, Bird (w/o vote for Murphy), Nicotra, Royer, Stoll, Teal, Wiencek (w/o vote), Wolf. Absent: Barbour, Brewick, Hiromoto (Idaho Falls), Hrdlicka, Mahoney, Murphy, Perret, St. Claire. Guests: 8.

The Chair called the meeting to order at 3:32. A motion (Folwell/Wolf) to approve the minutes of September 22, 2015 passed without objection.

Chair’s Report: Chair Teal reminded the Senate that on Thursday October 8th Jack McIver will be conducting a session in the Faculty-Staff Lounge to assist faculty with research procedures and opportunities. Senators should mention this to all colleagues who might be interested. He also noted that Staff Council has inquired about the possibility of combining staff and faculty excellence awards in the same event. He wondered if there were any concerns about combining these events. One Senator stated that this was a good idea and no one indicated any concerns. The Provost noted that this had been discussed with the President and they were supportive. The Chair recognized Kenton Bird (subbing for Michael Murphy). Professor Bird announced that the Teaching and Advising Committee would be having a brainstorming session on Thursday October 13th at 1:45-3:00. The purpose of this meeting, as discussed last week in Senate, will be to have a conversation about how to improve student evaluations of teaching. This brainstorming session will be held in the Doceo Center which is in the basement of the Bruce Pittman Center.

Provost’s Report: Provost Wiencek reported that the task force to look at the spread pay issue is ready to start its review of the issue. The committee will be chaired by Becky Tallent from CLASS. Other faculty members include Jack Miller (Law), Yun Chung (Business), Marty Ytreberg (Science), and Sarah Nelson (CLASS). Representing the Staff will be Brandy Terwilliger (Human Resources), Melody Miller (Science), Wendy Kerr (Office of Sponsored Programs), Cretia Bunney (Payroll), and Mary Stout (Office of the Provost and Executive Vice President). General Counsel will also be present (non-voting) to provide legal advice, which is the major reason we might want to consider going to a different system. There are some state regulations to which we need to conform. The Provost would like to have a report from this group by the end of the academic year. If there are changes, the key is to mitigate any impact on faculty/staff.

Letters have gone out inviting nominations for people to participate in the strategic plan committee. The committee is up to around 38 members so they will have to break up into sub-groups. There will be opportunities for all members of the community to contribute. They will be working on developing some type of platform allowing for broad participation. A search committee, chaired by Larry Stauffer, is being formed for a new Dean of the College of Business. A search committee will be formed for a new V.P. of Research, which the Provost will chair. Among the issues the Provost has been discussing include how to develop a more transparent budget process and how to provide incentives for enrollment growth.

A Senator asked for further clarification regarding how we intend to measure enrollment growth. At the college level or by majors? The Provost noted that ultimately the budget model incentive will drive behavior. Close to 90% of a program budget will be allocated as it has been in the past. Maybe 10% of a department budget is related to enrollment. The University will continue to have the ability to invest in mission critical programs that might not have the ability to grow their enrollment. We will need to have a discussion about how we count enrollment. Some programs would prefer that we count the number of students they actually teach while others would prefer that we count majors. We will probably want to do both, but it is crucial that we avoid unintended consequences. There might need to be checks to ensure that departments don’t game the system. The Provost ended his report by reminding everyone that the President’s State of the University Address is on Monday, October 5th at 3:30.

Retention Guide: Chair Teal introduced Jeff Dodge (Associate Dean of the College of Law) and Jesse Martinez (Director of Multicultural Affairs) who are co-chairs of the Student Recruitment and Retention Committee. They
have developed a Retention Resource Guide, which has been distributed both in hard copy and electronically as a resource to faculty and staff. The resource guide lists the top ten reasons that students do not stay in college and then provides the resources on campus that might help students deal with these issues. Their plan is to update the guide every two years.

The Chair thanked them for developing this useful guide but wondered if it might be made available on Vandal Web. Professor Dodge remarked that is something they could look into.

**Distance Education:** The Chair introduced Terry Ratcliff (Executive Director of Distance & Extended Education) to discuss the status of distance education at the University of Idaho (UI). Mr. Ratcliff made a handout available, which outlined the basic structure of distance education on campus and reviewed some of the guidelines and plans. He has developed a report for the Provost, which has not yet been fully vetted.

He noted that distance education on campus and in the state has been highly decentralized and acknowledged that there is a need for a plan clarifying the role of distance education in our future. He has spent most of his time in the last year trying to make sure we are in compliance with the various regulatory bodies that have a role in governing distance education. Mr. Ratcliff stated that at least one-third of our students take one of our online courses each semester. He also suggested that distance education can help us meet our enrollment goals. These courses also provide a significant revenue stream for the UI.

Mr. Ratcliff discussed the development of online programs. Many of these programs have developed in an incremental basis and thus we don’t have a clear idea of the breadth or rationale of our online programs. He expects that we will have a clearer picture of our online programs by October 15th. He believes that online programs should be market driven. It currently takes us around 18 months to get from market research to the approval of an online program, which suggests we are not as nimble as we ought to be.

A Senator read a letter from a colleague, which essentially stated that the UI should get out of distance education unless we are willing to support the development of high quality programs. The Provost noted that this is clearly a discussion we need to have. We do not have a ready source of funding that can be tapped, but we do need to decide whether we are going to invest in distance education. He also commented that the President believes that distance education is an important part of obtaining our enrollment goals. Several Senators commented that when we are having this conversation we need to make sure we solicit the views of faculty who have been heavily involved in teaching online courses.

Another Senator stated that we were unlikely to be able to compete with some other major universities that offer online courses, adding that a heavy investment in online education might play against our strength as a residential campus. The Provost noted that we have a presence around the state and some of those students are place bound. Some universities (like Maryland) have completely separated their traditional campus from their distant offerings.

A Senator commented that she doesn’t see why we aren’t moving faster to reach out to students around the state who are place bound. A student Senator reinforced this view by stating that he has taken around 40 online courses. As a Marine he would not have been able to complete his education had he not been able to access such courses. He wondered about the $35 fee per credit for online courses and whether that fee could be increased to improve the quality of our online courses.

A Senator stated that he welcomed the focus on online courses and that such attention was definitely needed. He expressed concern that online courses have been developed rather haphazardly without careful attention to what the impact of that might be. Indeed, he has listened to students who were frustrated with having to take an online course, which wasn’t even offered by an existing UI faculty member. Another Senator emphasized the need for more centralized support for those wishing to develop an online course. Mr. Ratcliff responded that we did lack institutional support, but that there were instructional designers who were an underused resource for those seeking to design a course. Another Senator wondered about the incentives for online course development that
used to be offered. Mr. Ratcliff responded that while we are not currently offering such incentives, incentives would be one of his recommendations.

A Senator noted that we should be aware that there are differences between online courses and distance courses offered by video and that some courses are offered at other sites and beamed back to Moscow. Finally, a Senator asked whether a program had to be approved before it could go online. The Provost responded that if a program was 100% online there was a different fee structure and that the Board was having a debate about what constituted a 100% online program. It was also noted that a proposal to have an online program would need to be on the 5-year plan but that yearly updates to the plan were allowed.

**FS-16-006: FSH 1640.83—Student Appeals Committee.** Vice Chair Liz Brandt explained that this proposal was an attempt to address some issues associated with student appeals from SDRB to the Faculty Senate. In the past we have simply chosen from Senators who volunteered to serve on these appeals when they arise. In order to develop a group of faculty and students who have some background and knowledge of the process of student appeals as well as some training in Title IX issues, this proposal seeks to form a committee of nine members (six faculty and three students) from which an appeals panel of three will be formed. The proposal passed unanimously.

**Adjournment.** With no other business on the agenda a motion (Latrell/Chung) to adjourn passed unanimously at 4:47.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate
Enrollment and Faculty Capacity

John Wiencek
Faculty Senate
October 6, 2015
HERI Faculty Survey Results

- Posted on IRA website
  http://www.uidaho.edu/research/institutional-research-and-assessment/surveys

The survey data identified some areas faculty felt were points of pride and where performance was good.

- Faculty are satisfied or very satisfied with job security and report their research and teaching are valued by their departments.
- A high percentage of faculty are engaged in academic research that spans multiple disciplines, including undergraduates in research, and using real-life problems in their courses.
- Faculty value the partnerships achieved with communities through collaboration and public service and acknowledge their responsibility to work with surrounding communities to address local issues.

While there were good things that emerged from the survey, it does not come as a surprise that UI faculty are very concerned about university budget and finance issues, including salary and benefits.

- A large number of faculty indicated that institutional budget cuts have been a source of stress during the period 2012 – 2014.
- Many expressed low satisfaction with their salaries and benefits.

These are clearly areas where improvement is needed and university leadership is committed to making significant progress to strengthen the budget and bring employee salaries up where they should be.

Survey data also indicate that there is room for the administration to improve communication about policy and other institutional business in a way that is more transparent, open and inclusive of faculty concerns. We take this input seriously and are making a concerted effort to communicate more openly and often on issues important to our UI community.
Get Salaries to 100% of Market

• FY2011 Financial Report:
  Salaries and Benefits = $102.4 million

Faculty compensation stats

On average 16.7% below market wage

Assuming staff same (?)

$17.1 Million shortfall
Probably now ~ $20 Million
At 20:1 Student to Faculty Ratio, additional 2156 student FTEs can be accommodated = $15.1 million/yr revenue
HEALTH & REC FAIR

WEDNESDAY, OCTOBER 14, 2015
1-5p.m. at the Student Recreation Center

Health Screenings
Biometrics* - SRC Classroom, 7a.m. - 11a.m.
Free Screening for University of Idaho faculty and staff.
Includes: glucose, blood pressure, cholesterol, full lipid profile and body mass index.
On-site consultation of results.
Employees must bring their Blue Cross of IdahoID
*Fasting is recommended. In order to get most accurate numbers, please refrain from eating 12 hours prior to test.

Bone Density Scan - SRC Classroom, 7a.m. - 11a.m.
Cost: $15 (cash or check)

Vaccines
Flu Shot - Gold Gym, 1p.m. - 5p.m.
Free vaccine for University of Idaho students, faculty, staff and employee dependents (over the age of 16).
Must bring your Vandal ID

Meningitis Vaccine - Gold Gym, 1p.m. - 5p.m.
Free vaccine for University of Idaho students only.
Must bring your Vandal ID

Health and Rec Fair
SRC Silver and Gold Gyms, 1p.m. - 5p.m.
Over 50 local and regional vendors. Free and open to the public.
• CPR demonstrations
• Vision screenings
• Dental resources
• Nutrition tips
• Diabetes education
• Sun safety education
• Free Wellness classes
• 6 minute fitness test
• Ergonomic education
• Complimentary chair massages
• Free climbing
• Soft taco bar

Join us for full-day of events
Prizes | Food | Screenings | Flu Shots | Health Education

...all in the name of HEALTH!

Thank You To Our Sponsors
GRITMAN MEDICAL CENTER | Palouse Play | FUN | Blue Cross of Idaho

For more information visit us at uidaho.edu/health-rec-fair

Complete the Health and Rec Passport and you can be entered into the raffle drawings.
Only students can enter the grand prize drawing.
MEMORANDUM

DATE:       June 5, 2015

TO:         John Wienczek
            Provost & Executive Vice-President

FROM:       Paul Gathercoal
            Professor & Chair

SUBJECT:    Correct of Education Specialist (Ed.S.) Degree in C&I Omission from the List of Online Degrees

An Ed.S. degree in Curriculum and Instruction was inadvertently omitted from the list of online degrees submitted to the University Curriculum Committee (UCC), last year. The C&I department began 100% distance delivery of its’ Ed.S. degree in Fall 2010. The list of degrees submitted last year included our department’s Master of Education (M.Ed.) degree, however, the list failed to include our Ed.S. degree.

The C&I department requests the inclusion of its’ Ed.S. degree on the list of degrees delivered 100% online. I recommend the UCC consider this action and add the Ed.S. in Curriculum & Instruction to the list of online programs in the AY 16-17 General Catalog.
Fall Final Examination Schedule  
December 11-15, 2016

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.

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- Common final exam periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The conflict exam periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- Online classes, which have in person finals, will have the final examination the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.
# Fall Final Examination Schedule

**May 8-12, 2017**

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

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<td>4:30 PM</td>
<td>Friday</td>
<td>3:30 PM - 5:00 PM</td>
</tr>
</tbody>
</table>

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- Online classes, which have in person finals, will have the final examinations the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.
Recommendation for University of Idaho Work-Related Training
For Employees, Supervisors and Managers
October 1, 2015

Background

University compliance and skill development programs are a reflection of an organizational culture that is defined by norms or beliefs shared by the university community. This culture is shaped by the organization’s leadership and is often expressed in terms of shared values and guiding principles. In turn, these values and principles are reinforced by systems and procedures, including work-related education and professional development, implemented throughout the organization. Together, these values, guiding principles, systems and procedures form a University’s professional development program.

Work-Related Training Needs and Recommendations

The Need: University-Wide Work-Related Education
The University of Idaho’s employee work-related education and professional development needs are essential for university compliance, employee competence, employee retention, and transfer of institutional knowledge. The SBOE, through Kent Nelson, our University of Idaho Compliance Officer, has stipulated that the University must provide evidence of compliance training for our activities, employees, and outcomes. In January 2015, FSH 3185 – Employee Work-Related Education was adopted. This policy, a companion to FSH-3180 (Employee Professional Development and Learning), addresses work-related education across the University as a component of the University’s compliance program.

Recommendation 1: Designate Required University-Wide Work-Related Education Requirement for all University of Idaho Employees to include:

*Our Inclusive Workplace (Discrimination and Sexual Harassment Prevention, Title IX) (30 minutes)
*Stewardship of Resources (20 minutes)
Mission and Goals (10 minutes)

Scheduled for development and deployment in 2016
Cultural Competency (30 minutes)
Information Security (20 minutes)

*Unless completed within last three years

Initial completion to occur between January 1, 2016 and December 15, 2016
During fall 2014, the University deployed its first university-wide work-related education online training module, Our Inclusive Workplace. The Our Inclusive Workplace training module explained employee responsibilities to help recognize, prevent and respond to situations like sexual or other types of harassment or discrimination of any kind.

In collaboration with the Office of General Counsel, Internal Audit and Human Rights, Access and Inclusion, PDL recommends that two additional online training modules be required for all university employees in 2015/2016: Stewardship of Resources (topics covered include: conflict of interest, ethics and resource stewardship) and University Mission and Goals. We recommend adding Information Security and Cultural Competency (topics covered include: diversity and cultural competency skills) next year to this required list.

The Need: Job-Specific Work-Related Education for Supervisors and Managers

Supervisors and managers are the connection between University of Idaho policy and action and administration and employees. For this reason, a supervisor or manager’s proficiency in technical (legal, regulatory and policy), management and leadership skills is important for their personal success, organizational performance, staff morale, productivity and retention and to protect the University. Aligning with President Staben’s desire for the University of Idaho to “get better,” this program will help our supervisors to move from good to better to best and ultimately help us achieve excellence and accountability.

Recommendation 2: Implement Required Job-Specific Work-Related Education for Supervisors and Managers to include:

Performance Management (30 minutes)
Performance Evaluations (30 minutes)
Navigating the Employment Legal Landscape (2 modules totaling 60 minutes)
Strategies for Selection and Hiring (2 modules totaling 60 minutes)

Scheduled for development and deployment in 2016
UI Safety, Security and Risk (30 minutes)

Initial completion to occur between January 1, 2016 and April 30, 2016

Building these modules into the Supervisor Excellence Program will allow managers to (optionally) fulfill the program and gain full certification by taking 6 hours of electives.

Additionally, these modules would be accessible to all employees and optional for anyone not required to take them.

The University of Idaho Supervisory Excellence Program builds on a common core of managerial/supervisory competencies and enhances supervisory excellence at the University of Idaho. Benefits include:

- Improving employee morale, engagement and ultimately retention.
- Improving the quality of supervision by teaching the skills to hire and develop an effective team, manage optimal performance and maintain a positive work culture.
- Increasing supervisor and manager knowledge in critical areas of their legal and ethical responsibilities while decreasing institutional risk.
Recommendation 3: For the purpose of this proposal only, define supervisors and managers as anyone supervising (having authority to undertake or recommend a tangible employment action and/or direct an employee's work activities) an employee, but include department and program heads (e.g. Principal Investigators) even if they do not supervise people directly. An employee is defined as anyone receiving compensation for work performed including temporary employees and work study students.

Recommendation 4: Stress the learning opportunities and advantages of taking these online learning modules. Stress how these modules can contribute to professional growth and the development of new knowledge and skills. Stress how they may factor in to promotional opportunities within the University.

Hold both employees and their supervisors accountable for not fulfilling these job requirements. Accountability may include negative performance evaluations and potential corrective action up to dismissal.

Responsibilities

Per FSH 3185, it is the responsibility of the employee to complete required work-related education. It is the responsibility of the supervisor or manager to provide support and reasonable accommodation so that an employee can participate in work-related education.

All employees who are supervisors or managers must attend the required supervisor training classes within the time frames established. Supervisors are responsible for ensuring that those employees they lead or supervise are notified of required trainings, both basic trainings for all employees and those additional specific trainings required for their particular job duties, and that compliance with required trainings is addressed in the employee's performance evaluation.

Additional trainings may be relevant to an employee's job as required by the employee's supervisor or through an assessment of task specific job duties or conditions of the workplace. Where such trainings are required or necessary to perform job duties, those trainings are encompassed in this policy. Non-required trainings, and trainings which are not required to perform job duties, may be considered opportunities for employee growth and development.

Recommendation 5: All employees are responsible to initially complete required all-employee online sessions between January 1, 2016 and December 15, 2016 and supervisors must complete the supervisor core skill modules between January 1, 2016 and April 30, 2016 allowing for inclusion in the 2016 performance evaluations. This may affect the 2017 pay increase determinations based on the 2016 performance management cycle. Future required training modules will need to be completed by December 31 of the calendar year, to better coincide with the annual performance cycle.

New employees and new supervisors are required to complete the core supervisory training modules within three months of their employment start date or their start date with those new responsibilities (if they have not previously completed them).
Recommendation 6: Require supervisors and managers to participate in refresher training (review of required training modules) every three years.

Credit for non-University of Idaho Training on University-Wide Work Related Topics
Credit for completion will not be given to employees who completed similar training on university-wide work related topics at another employer.

Employee Time Commitment
University-Wide Work Related Education: The proposed university-wide work related education currently includes 55 minutes required training (30 minutes if they already completed Our Inclusive Workplace). If the additional two modules are developed, they will add about 50 more minutes. Refresher training on all topics will be required every three years. New employees must successfully complete all university-wide work related education within two months of hire.

Job-Specific Work-Related Education for Supervisors and Managers: The proposed required supervisor/manager training entails approximately 3 hours of required training in the first cycle through April 2016. Supervisors have the option of completing an additional 6 hours of electives to obtain a Supervisory Excellence Program Certificate of Completion. Supervisors and managers are expected to participate in 6 hours of “refresher training” of required modules every three years.

Extension Request for Training Completion
Extension of the deadline for training completion may be granted by Human Resources in the event of extenuating circumstances, preventing the employee from fulfilling the training requirement. An extenuating circumstance is defined as an event that is unforeseeable, unpreventable or expected to have a significant impact on job performance. All extension requests must be made in writing and specify a deadline by which the training shall be completed.

Addressing the Differing Needs of Faculty or the More Experienced Supervisors
The SEP offers a variety of electives, some of which apply specifically to faculty or are better suited to more experienced supervisors. Over time, electives will expand to develop a higher-level leadership competencies for specific audiences (faculty chairs, research administration, senior leadership, etc.).

Evaluation
Evaluation and assessment help ensure training meets organizational, faculty and staff needs and are accomplishing what they intend to do. Evaluations will be distributed at the end of each
module. PDL will administer periodic pre- and post-testing to ensure appropriate learning has taken place.

**Executive Support**

The success of a cadre of required learning modules hinges on the support from the Executive team and Cabinet and adequate funding to see it through.

**Statewide Access**

The needs of employees located outside Moscow are critically important for all learning initiatives to be successful. While reaching all individuals in person is not always feasible, at least some in-person contact needs to be encouraged. In addition, options for e-learning, streaming video, webinar, and other methods of distance education are routinely considered.

The University maintains a small training facility in Administration 217, which comfortably seats 20-25 learners. This facility is probably not adequate for the learning opportunities proposed. Additional space, and subsequent funding, would be required to support this initiative. At the present time, Admin 217 contains all AV equipment (projector; computers; interactive whiteboard, flip charts, markers, etc.)

**Subject Matter Expert/Instruction**

Subject Matter Expert/Instruction, in most cases, is and would continue to be provided by the University's subject matter experts, including Human Resources, General Counsel, the Budget Office, Academic Affairs and other offices and departments on campus. Outside entities could be contracted with to help deliver specialized electives.

**Support**

PDL already has the technical expertise and capacity to develop, deploy and support university-wide training initiatives. PDL has previously been charged with developing, providing, administering and evaluating university-wide employee professional development initiatives.

**Tracking and Reporting University-Wide Work Related and Job Specific Work-Related Training**

Essential to managing required training requirements is the tracking and reporting results for the university as a whole, and individual colleges and administrative areas. Formal reporting will be provided by PDL on a quarterly basis. Informal reporting will be available through the University employee learning management system for all supervisors, managers and hiring authorities at any time.

**Training Module Completion Records**

PDL will record and maintain all module completion records in the university employee learning management system.
All University of Idaho Employees

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Delivery Format</th>
<th>Training Module Duration</th>
<th>Module Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho Mission and Goals</td>
<td>Web</td>
<td>10 minutes</td>
<td>Completed in 2014</td>
</tr>
<tr>
<td>*Our Inclusive Workplace (Discrimination &amp; Sexual Harassment Prevention, Title IX)</td>
<td>Web</td>
<td>25 minutes</td>
<td>Module deployed Fall 2014.</td>
</tr>
<tr>
<td>*Stewardship of Resources</td>
<td>Web</td>
<td>20 minutes</td>
<td>Module complete. Fall 2015 deployment.</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Web</td>
<td>Likely 30 minutes</td>
<td>To be developed and deployed in 2016</td>
</tr>
<tr>
<td>Information Security</td>
<td>Web</td>
<td>Likely 20 minutes</td>
<td>To be developed and deployed in 2016</td>
</tr>
</tbody>
</table>

University of Idaho Supervisors (Core Skill Modules)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Delivery Format</th>
<th>Training Module Duration</th>
<th>Module Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Management</td>
<td>Web</td>
<td>30 minutes</td>
<td>Module under development. Fall 2015 deployment.</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>Web</td>
<td>30 minutes</td>
<td>Module under development. Fall 2015 deployment.</td>
</tr>
<tr>
<td>Navigating the Employment Legal Landscape (FLSA, ADA, FMLA, Other policies, Documentation)</td>
<td>Web</td>
<td>60 minutes (broken in to two 30 minute modules)</td>
<td>Module under development. Fall 2015 deployment.</td>
</tr>
<tr>
<td>Strategies for Selection and Hiring Success</td>
<td>Web</td>
<td>60 minutes (broken in to two 30 minute modules)</td>
<td>Module under development. Fall 2015 deployment.</td>
</tr>
<tr>
<td>UI Safety, Security and Risk</td>
<td>Web</td>
<td>Likely 30 minutes</td>
<td>To be developed and deployed in 2016</td>
</tr>
</tbody>
</table>

*Unless online version was completed after January 1, 2013.*