University of Idaho
2017-2018 FACULTY SENATE AGENDA

Meeting #4

3:30 p.m. - Tuesday, September 12, 2017
Brink Hall Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2017-18 Faculty Senate Meeting #3, September 5, 2017 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.

VII. Special Orders.
   • Great Colleges to Work for Survey (Awwad-Rafferty)
   • American Language & Culture Program and International Marketing, Recruitment, & Retention (Schiffelbein/Brewick)
   • Green Dot (Salsbury)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Patrick Hrdlicka, Chair 2017-2018, Faculty Senate

Attachments: Minutes of 2017-2018 FS Meeting #3
Handouts
University of Idaho
Faculty Senate Meeting Minutes
2017-2018 Meeting #3, Tuesday, September 5, 2017

Present: Anderson (Mike), Anderson (Miranda), Arowojolu, Baird, Brandt (w/o vote), Cannon (Boise), Caplan, De Angelis, Ellison, Foster, Grieb, Ostrom (Idaho Falls), Hrdlicka, Jeffery, Johnson, Kern (Coeur d’Alene), Morgan, Morrison, Nicotra, Panttaja, Seamon, Tibbals, Vella, Watson, Wiencek (w/o vote).

Call to Order and Minutes: Chair Hrdlicka called the meeting to order at 3:30 pm. He reminded senators that two last minute revisions to the draft minutes were circulated earlier in the day and summarized the changes. A motion (Mike Anderson/Foster) to approve the minutes of 2017-18 Senate meeting #2, August 29, 2017, was approved unanimously.

Chair’s Report: Chair Hrdlicka made three announcements:
- The University Faculty Meeting at which President Staben will address the faculty will be on Wednesday, September 20th at 3:00 pm PDT/4:00pm MDT.
- Training on Zoom for interactive classes and meetings will be offered by the DOCEO center on September 18th and 21st.
- Senate Leadership has received several nominations for the NWCCU advisory committee. If senators still wish to make nominations they must do so by the end of this week, at which time nominations will be forwarded to the Provost.

After these reminders, Chair Hrdlicka emphasized the important communication role played by Senate. In addition to reporting on Senate activities to our faculty colleagues, he asked senators to consider including staff from their colleges in the communiques. Senate’s staff representatives do not have a good mechanism for reaching staff across the campus. Faculty Senators can help fill this communication gap by including college staff in their communications.

Provost Report: Provost Wiencek announced that the process of communicating the results of the Program Prioritization process has begun. Deans and vice presidents have had an opportunity to see the results and have been asked to share them with unit leaders. The results will be available to the university community by the end of this week. On Monday, September 11, two open forums to discuss the results will be held. Information on the results and the specifics of the forums will be available soon. The Provost emphasized that, as a result of initial communication about the results with the Institutional Planning and Effectiveness Committee (IPEC) and the deans, the decision has been made to move away from quintiles. Rather, individual department/program scores have been normed to indicate how programs are performing relative to each other. Reallocation targets have been provided to the vice presidents who will make determinations about how to implement the reallocations for their area. He also advised that a conversation is underway about how to improve the process in future years.

A senator asked what would happen to the position control policy, if the concept of quintiles is abandoned? The Provost explained that the quintile/position control idea had the potential to create difficulty for vice presidents and deans by undermining their ability to manage their own budgets. Under the new approach the vice presidents will work at the college and unit level to implement an area-wide reallocation. For example, academic departments will work with the dean to determine how the college will meet its reallocation target. An additional benefit of the re-configured approach is that it will allow time for units to plan how to meet their share of the reallocation. The Provost emphasized that most units will come out of the process with a net positive change in their budgets. He noted that the revenue generated through this reallocation will be returned in the form of increased market-based compensation for faculty and staff, and stipends/tuition waivers for TAs.
Another senator asked how the process of investing in units to build them up will move forward? The Provost responded that units will be able to make proposals for reinvestment and expansion through University Budget & Finance Committee (UBFC). A Senator expressed concern that because we do not have sufficient resources to fully fund our initiatives this year, would the UBFC resources for next year already be obligated to completing this year’s priorities? The Provost responded that he believes we can fund most, if not all, of the TA initiative in the first year. Market-based compensation may take multiple years to fully implement and will remain on the radar as a funding priority in years to come. How this impacts our ability to fund additional future projects, through the UBFC process, will depend on whether we are successful in increasing enrollment.

The references to market-based compensation led to a number of specific questions on that initiative. A Senator asked how faculty will know what their target market salary is? The Provost stated that Human Resources is developing a web-based tool where each employee will be able to view their market salary target. Vice President Ewart offered that the tool for staff will be available on 10/1. The process is not as far along for the faculty. However, the provost’s office is developing a master spreadsheet with compensation targets that enable deans to answer such questions in the near future. Another Senator asked whether we will know the salary targets for others in our departments? The Provost emphasized that we will have access to the data for our positions. The information we get will be based on the national market information for our discipline. Aggregated data for the UI will eventually be available, but it will not be specific to individuals. A Qualtrics survey is being developed through which each faculty member will have the ability to determine the CIP code that best describes them. Deans will also weigh in on these selections and a decision will be made by the provost after reviewing the recommendations by the deans, chairs and faculty. The process will be documented for future use and/or revision. A senator asked how faculty working in interdisciplinary areas will be assigned CIP Codes? The Provost indicated that CIP codes for faculty assigned to more than one department would be employed and weighted consistent with the time allocation in the contract. Informal interdisciplinary teaching assignments would not impact the determination of market salary for a given position. The Senator stated that we must be certain to ensure that we do not discourage interdisciplinary work through this compensation process. The Provost agreed and thanked the Senator for this insight.

**Migration of Information Technology Help Services to the new Technology Solutions Partners (TSPs).**

Vice President Dan Ewart thanked Senate for their time. He noted that through feedback from faculty, staff and students, and as part of its strategic planning process, Information Technology Services (ITS) identified a need to be more responsive to these groups, including specific units/areas on campus. As a result, ITS has launched a new model this semester. Tech support provided within individual units will remain available and will be the point of entry for those units for tech support. In addition, ITS has embedded tech support personnel in eight regions around campus. These embedded IT support personnel will be known as TSPs. They are part of a new group within IT named the Customer Experience and Engagement group that is headed by Brian Cox. He then turned the presentation over to Mr. Cox to explain this new model. Mr. Cox explained that the TSPs have been provided specialized training to enhance their ability to support staff and faculty. ITS has produced a number of communications to ease the transition to this new system. First, they are not turning people away who contact the helpdesk or other IT support access points, but rather are funneling those requests to the applicable TSP. In addition, ITS has developed signage and reference cards that should assist faculty and staff to reach their assigned TSP. The latest information is available on uidaho.edu/tsp. In the end, the biggest change is that faculty and staff will not access tech support through the Helpdesk. The Helpdesk will transition to support only students.

A senator asked whether the TSPs will be at their physical office locations from 8-5. VP Ewart answered that they will be available during normal business hours. However, while their office is home base, they
may often be out providing support. Cox elaborated that faculty and staff will have phone numbers (including cell phone numbers) and emails that are all interconnected and will be routed directly to their TSP. A senator asked whether support would be available during weekends? Cox indicated that currently, ITS is not officially staffed for weekends. The TSPs will take advance requests for weekend support and will endeavor to meet those needs, where possible. A senator asked why some of the buildings on campus were not included in a TSP region on the map? Mr. Cox explained that those colleges/units have their own specialized tech support staff. Finally, a senator asked how the TSP program would work for off-campus faculty and staff at the Centers. Center tech support staff will be primarily responsible for supporting Center faculty and staff. Each Center has also been assigned a backup TSP support person. At some point in the future, ITS expects to reach out to remote sites to determine needs and potential for additional support.

**Academic Initiatives.** Chair Hrdlicka introduced Vice Provost for Academic Initiatives, Dr. Cher Hendricks by stating that her position is the result of a recent change of structure in the Provost’s area to focus on faculty development, new programs and student recruitment.

Dr. Hendricks summarized her initial priorities and responsibilities as: 1) assisting with the development of new academic programs, 2) fostering undergraduate education, 3) advancing the new Center for Excellence in Teaching and Learning, and 4) supporting student success initiatives, as well as other duties as assigned.

Regarding academic program development, she indicated the university has begun investing funds in market analysis for new programs. This analysis will become a regular part of the determination on whether to move forward with a particular program. She is also looking at ways to proactively identify possible markets into which the UI might move with a new program. The challenge is to balance the creative efforts of faculty against the shrinking resources for higher education. UI needs to be more strategic in our creative program development efforts. Hendricks also stated that changes are taking place in the state that make it prudent for the UI to focus on market analysis. The State Board of Education is committed to making sure new programs are likely to be of interest to students, that students actually enroll, and that the students are retained at the university.

Regarding undergrad education, Dr. Hendricks stated that she is responsible for a number of disparate programs – general education, undergraduate research, service learning, and the honors program. This is a somewhat disconnected portfolio and she is seeking how to share resources efficiently.

Dr. Hendricks did not focus on the Center for Excellence in Teaching and Learning because the new director of the center, Brian Smentkowski will be presenting to Senate soon.

Hendricks also plans to focus on student success initiatives, including looking at how undergraduate students get through programs in a timely way. In addition, she will address under-preparation for college level study through the lens of state expectations.

A senator asked whether Dr. Hendricks plans to focus on graduate students. She pointed out that graduate student education is the primary focus of the College of Graduate Studies. However, she will direct her efforts toward new programs aimed at moving the strategic plan forward. She will be collaborating with Dean Jerry McMurtry on these efforts. In answer to a question about student involvement, Dr. Hendricks indicated that she is looking at ways to bring students into the process. The questioner suggested using ASUI as a resource.
In answer to further questions, Dr. Hendricks stated that given the cost and our current resources, market analysis would be conducted for new programs, but not for program enhancement. The analysis is expensive and she will be exploring how to make market information available more broadly throughout the program planning process. She emphasized the need to work collaboratively with faculty who propose new programs and with processes of the UCC to improve the quality of proposals and their eventual success.

Regarding distance learning she will be coordinating together with Vice Provost Kahler who has recently hired a new director of distance and extended education. Her focus will be on the curriculum, teaching and program development aspects of distance education.

A senator asked about how the university plans to address writing across the curriculum. Hendricks responded that she plans to address writing across the curriculum as part of an overall evaluation of General Education.

**Title IX:** Jim Craig, Associate General Counsel and Erin Agidius, Director of the Office of Civil Rights and Investigations gave senators an overview of Title IX issues confronting the university. Mr. Craig reviewed the requirements of Title IX and stressed that they are far broader than ensuring equality for student athletics. In particular, Title IX governs the UI’s responsibility to address sexual harassment (including sexual assault). Craig also addressed the due process expectations imposed on the university when addressing sexual harassment and assault issues. He summarized the law stating that the UI must give notice and an opportunity for a hearing to individuals accused of sexual harassment. However, the law is vague on the specific minimum requirements. These requirements – to address sexual harassment on campus and to provide due process to those accused of harassment – can be in tension with each other.

Ms. Agidius addressed the application of these requirements to the UI. She stressed that all employees have an obligation to report instances of sexual harassment that might fall under Title IX. Reports should be made to the Office of Civil Rights and Enforcement within 24 hours. She stated that once a faculty or staff member knows of a situation, the law assumes that the UI as a whole knows. The timeline for taking action on possible instances of harassment is short. The Department of Education guidance suggests we must act within 60 days. Because of this compressed timeline, the institution needs to begin an investigation as soon as possible. Ms. Agidius also emphasized that because employees must make reports of possible sexual harassment, we cannot promise confidentiality to any individual who speaks to us. We can, however, try to keep issues as private as possible. Faculty and staff do not have to be the investigator or counselor. Agidius suggested that we take a non-judgmental approach and that we work to provide resources to individuals who come to us.

Senators asked Agidius to provide more specific guidance on what sorts of situations should be reported. A Title IX statement for inclusion in course syllabi was also suggested. Agidius promised to provide such information along with other resources to assist faculty with Title IX compliance issues.

The time for the meeting having come to an end, a motion (Foster/Vella) to adjourn was unanimously approved. The meeting was adjourned at 4:58 pm.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate
Outline

1. International Enrollment Overview – Mary Ellen
   a. Highlight successful partnerships/initiatives
   b. Highlight overall enrollment and college enrollment

2. ALCP Overview – Katie
   a. Purpose/Mission
      i. Celebrating 25th Anniversary
      ii. Expect 10 year re-accreditation in December
      iii. ALCP benefits and resources
   b. Enrollment benefits:
      i. Provide students access to UI
      ii. Matriculation rates
      iii. Graduate conditional admission
   c. Partnerships and workshops for working with English language learners
ALCP Students’ Language Level

- Level 0-1 (5)
- Level 2 (8)
- Level 3 (16)
- Level 4 (21)
- Level 5 (14)
- Level 6 (1)

Represented Countries

- Oman
- India
- Saudi Arabia
- Thailand
- Colombia
- Brazil
- Mexico
- Libya
- Japan
- China
- Taiwan
- Kuwait
- South Korea

MISSION

The ALCP provides non-native English speakers with the linguistic, academic, social, and cultural skills necessary to successfully navigate university environments in the United States.
**Academic Emphasis**

**English Language**
- Reading Composition
- Listening and Speaking
- Grammar
- Academic Writing
- Intro to Research

**U.S. Academic Values**
- Academic Honesty
- MLA Citation
- Extrinsic vs. Intrinsic Motivation/Learning
- Process vs. Product Oriented
- US Classroom Cultural Norms
  - Participation, group work, essays, presentations, and reading strategies.

**Enrollment Benefits**
- Provide university access to more students
- Prepare students to successfully communicate in English
- Offer individual academic advising and small class sizes

**Conditional Admission**
Conditional admission may be granted to applicants who qualify academically, but have not yet met the University of Idaho minimum English language requirements for full admission. Conditional admission is offered for ALL undergraduate majors and many graduate majors.

**Matriculation**
- 75% of Undergraduate students in ALCP matriculate to UI.
- 90% of Graduate students in ALCP matriculate to UI.

**Success Rate**
73% passing rate in Level 5.

**Accreditation**
ALCP is accredited by CEA, the Commission on English Language Accreditation.

**Faculty**
The ALCP has 4 full-time instructors and 3 part-time lecturers, who are experts in teaching English as a second language.
INTERNATIONAL PROFILE

Total UI Enrollment
- International Students (762)
- Domestic Students (9,458)

International Student Enrollment
- Grad/Law (275)
- Undergraduates (394)
- Non-Degree (31)
- ALCP (62)

Top Countries Represented
- China (173) 23%
- Saudi Arabia (155) 20%
- Nepal (52) 7%
- India (44) 6%
- Bangladesh (18) 2%
- Kuwait (18) 2%
- South Korea (19) 2.5%
- Mexico (19) 2.5%
- Nigeria (19) 2.5%
- Iran (19) 2.5%
- Canada (25) 4%

7.5% of UI students are International, representing 73 different countries.
International Student Academic Areas

- Business and Economics (100)
- Art and Architecture (50)
- Agriculture and Life Sciences (51)
- Science (67)
- Non-Degree/Exchange (31)
- Natural Resources (27)
- Letters, Arts, and Social Sciences (45)
- Law (5)
- ALCP (62)
- Engineering (314)
- Education (30)

700
Int'l Students in Academic Programs

5%
of Undergrads

14%
of Graduate and Law

Top 10 International
Undergraduate Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>61</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>52</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>26</td>
</tr>
<tr>
<td>Computer Science</td>
<td>26</td>
</tr>
<tr>
<td>Finance</td>
<td>23</td>
</tr>
<tr>
<td>Operations Management</td>
<td>19</td>
</tr>
<tr>
<td>Accounting</td>
<td>18</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>16</td>
</tr>
<tr>
<td>Architecture</td>
<td>14</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>10</td>
</tr>
</tbody>
</table>

Top 10 International
Graduate Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering</td>
<td>37</td>
</tr>
<tr>
<td>Computer Science</td>
<td>36</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>17</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>16</td>
</tr>
<tr>
<td>Plant Science</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>14</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>9</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>9</td>
</tr>
<tr>
<td>Food Science</td>
<td>8</td>
</tr>
</tbody>
</table>
Presentation to Faculty Senate – 9/12/17

- Introduction of Women’s Center’s OVW campus grant program (see summary handout)
- Brief introduction to Green Dot Bystander Intervention Program (see summary handout)
- Specific ways for faculty to get involved in violence prevention initiatives on campus:
  - Host a Green Dot overview for your department
  - Sign up for a Green Dot training
  - Put a statement in your syllabus, e.g.
    I support Green Dot and violence prevention efforts across campus. My classroom and office are safe places. Please know you will be supported and heard if you have experienced any form of violence. Also, know you are not alone:
    UI Counseling and Testing Center – (208) 885-5138
    UI Women’s Center – (208) 885-2777
    Alternatives to Violence of the Palouse – (208) 883-4357
The Green Dot safety program is a bystander intervention program that gives participants the tools and resources to measurably reduce interpersonal violence in their community.

The program is based on the idea that most people will intervene or prevent an act of violence from occurring if they simply are inspired to do so and have resources they feel comfortable using.

Violence Prevention Programs offers engaging and empowering training of this program that cover:

- Building authentic, positive interpersonal relationships
- Promoting personal responsibility to maintain safe environments

In contrast to historical approaches to violence prevention that have focused on victims and perpetrators, the Green Dot strategy is predicated on the belief that individual safety is a community responsibility and shifts the lens away from victims/perpetrators and onto bystanders. The overarching goal is to mobilize a force of engaged and proactive bystanders.

The **Green Dot Overview** introduces the basic elements of the Green Dot Bystander Intervention program, focusing specifically on the vital role that university employees play in establishing and reinforcing the campus culture that students and colleagues exist within. The program will help employees understand the expanded role of “bystander” and to equip university employees to integrate within their current job functions, key behaviors that establish two norms: 1) power-based personal violence won’t be tolerated, and 2) everyone—including faculty, staff, and administrators—does their part to keep the campus community free from violence and fear of violence. This training is hands-on and action-oriented.

Green Dot overviews are available through the Violence Prevention Programs office by calling (208) 885-6757 or emailing askjoe@uidaho.edu.

Presentations can be customized to fit your program, department, college, or organization’s needs. All presentations are inclusive of diverse identities.
Office on Violence Against Women Campus Grant Project

What is the OVW Campus Grant Program?

In September 2016, the U.S. Department of Justice’s Office on Violence Against Women awarded the Women’s Center at the University of Idaho almost $300,000 to fund the Campus Violence Prevention Project. The grant award is funding efforts to engage the campus, community, and statewide organizations in developing and implementing culturally competent, community responsive prevention education programming and victim services at UI. The project will have a special outreach emphasis to students from diverse and multicultural backgrounds.

What are the grant goals?

**Goal 1:** Broaden campus and community engagement;
**Goal 2:** The reduction of sexual assault, domestic violence, dating violence, and stalking;
**Goal 3:** Effective and timely intervention.

These three overarching goals will be carried out through efforts in five key areas:

1. A coordinated community response team (CCRT);
2. Comprehensive prevention education and outreach;
3. Student conduct;
4. Law enforcement;
5. Victim services.

All grant activities will support and promote **Clery Act** and **Title IX** compliance, robust efforts to engage men, and cultural competence.

Campus and Community Partners

A coordinated community response approach ensures a timely, culturally relevant, and respectful response to sexual assault, domestic violence, dating violence and stalking committed on or off campus. Implementing such an approach requires establishing a Coordinated Community Response Team (CCRT). This team coordinates all prevention and intervention efforts; facilitates communication between key campus departments and community partners; ensures messages across efforts are consistent and reinforced; and ensures the system’s response to victims is seamless, consistent, and supportive.

CCRT Subcommittees

**Mobilizing Men**

The Mobilizing Men subcommittee creates and implements educational programming designed to engage campus men in gender-based violence prevention, with a focus on healthy masculinities, non-violent communication, and their roles as empowered bystanders. Members include:

- **Greg Lambeth**, Director, Counseling & Testing Center
- **Rob Spear**, Director, Athletics
- **Tyson Berrett**, Captain, Moscow Police Department
- **Hassel Morrison**, Associate Dean of Students
- **Emilie McLarnan**, Coordinator, Violence Prevention Programs
- **Chris Cook**, Director, Career Services
Barrie Steele, Director, Athletic Training  
Brian Hopper, Licensed Psychologist, Counseling & Testing Center  
Barb Beatty, University Ombuds (ad hoc)

Comprehensive Prevention  
This subcommittee is conducting an inventory of existing prevention training and assessing gaps for specific student populations, to identify culturally responsive and accessible strategies for broader implementation of educational programs for all students, staff, faculty, and community members. This group works closely with the Mobilizing Men subcommittee to ensure consistent application. Members include:

- Julia Keleher, Director, LGBTQA Office  
- James Fry, Chief, Moscow Police Department  
- Emily Tuschhoff, Director of Health Promotion  
- Erin Chapman, Professor, Family & Consumer Sciences  
- Emilie McLarnan, Coordinator, Violence Prevention Programs  
- Jesse Martinez, Director, Office of Multicultural Affairs  
- Bekah MillerMacPhee, OVW Project Director, Women’s Center

Policies, Procedures, and Protocols  
This subcommittee reviews existing University and local community policies, protocols, and procedures through a trauma-informed, culturally responsive lens to determine necessary updates, and identify areas for improvement. Members include:

- Shawn Dowiak, Assistant Dean of Students and Director, Fraternity & Sorority Life  
- Christine Wall, Executive Director, Alternatives to Violence of the Palouse  
- Cari Espenschade, Member, Student Disciplinary Review Board  
- Erin Agidius, Director, Office of Civil Rights & Investigations  
- Matt Dorshel, Executive Director, Public Safety & Security  
- Glen Downing, Air Force Officer Education Program  
- Liz Brandt, Secretary, Faculty Senate

Marketing and Messaging  
This subcommittee will create program-specific marketing and messaging to ensure consistency, inclusivity, broad appeal, and congruency with the goals set by the grant, and serve to communicate clear values and expectations to the Vandal community. Members include:

- Jodi Walker, Director of Communications, University Communications & Marketing  
- Summer Howard, Chair, Staff Council  
- Lysa Salsbury, Director, Women’s Center  
- Yolanda Bisbee, Chief Diversity Officer & Executive Director of Tribal Relations  
- Corey Ray, Associate Director, University Housing

Victim Services  
Through a trauma-informed lens, this subcommittee is reviewing existing services and responses to and for victims and survivors, to identify current strengths and opportunities for improvement. This subcommittee works closely with the Policies, Protocols, and Procedures subcommittee. Members include:

- Sydel Samuels, Director, Native American Student Center  
- Jill Crump, Assistant Director, Alternatives to Violence of the Palouse  
- Tim Bessst, Latah County Sherriff’s Office  
- Casey Green, Moscow Police Department, Campus Division  
- Evelina Martinez, Director, College Assistance Migrant Program  
- Jessica Long, Director, College of Law’s Victim Services Clinic