University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #17

3:30 p.m. - Tuesday, January 29, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2018-19 Faculty Senate Meeting #16, January 22, 2019 (vote)

III. Consent Agenda.

IV. Chair’s Report.

V. Provost’s Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.
   • Budget (John Wiencek/Brian Foisy)

VIII. Committee Reports.

   University Curriculum Committee (vote)
   • FS-19-051 (UCC-19-024 – Joint JD/MPA Program (Brian Ellison)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments:
   Minutes of 2018-2019 FS Meeting #16
   FS-19-047, FS-19-051
Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Grieb, Jeffrey, Keim, Kern (Coeur d’Alene), Kirchmeier, Lambeth, Lawrence (for Wiencek, w/o vote). Luckhart, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Vella, Wiest.
Absent: Ellison, Johnson, Laggis, Wiencek
Guests: 10

Call to Order and Minutes. In the absence of the chair, who was ill, the vice chair called the meeting to order at 3:30 pm. A motion to approve the minutes (Morgan/Lee-Painter) passed unanimously.

Chair’s Report.
- The chair reminded senators that all proposed policy changes must be forwarded to the Faculty Secretary’s Office by April 8 to permit sufficient time for review prior to consideration by senate. However, it is best to get changes in sooner rather than later to avoid a backlog. The last day for senate to consider policy changes for inclusion on the University Faculty Meeting is April 16. The Committee on Committees will be sending out a notice to all committee chairs this week reminding them of these deadlines.
- The Committee on Committees reports a record high level of faculty interest in serving on committees. Approximately 2/3 more faculty submitted committee preference forms this spring than in past years. Vice Chair Grieb added that the change is likely due to the use of a Qualtrics survey to gather faculty interest. He thanked the Faculty Secretary Liz Brandt and Ann Thompson, who provides support for the faculty secretary and for senate leadership, for their work on the survey. The Faculty Secretary added that Professor Dan Campbell in the College of Education Health and Human Services (CEHHS) provided invaluable support in developing the survey.
- General Education Forum this Friday, January 25 at noon in the Clearwater/Whitewater rooms in the Commons and by ZOOM at uidaho.zoom.us/j/433992061. The focus of the forum will be to discuss potential changes in the UI general education requirements regarding ISEM courses. Faculty may provide anonymous feedback on the changes by following this link: https://uidaho.us6.list-manage.com/track/click?u=e8b26a2bdf3335ca7d0c9eef&id=f396c37f00&e=ada0d88d8e. The changes have recently been approved by the University Committee on General Education (UCGE) and have been forwarded to the University Curriculum Committee (UCC).

Provost Report. Vice Provost Torrey Lawrence gave the report in the absence of Provost Wiencek who is in Boise for Legislative Week. Lawrence reported that the provost will discuss the budget at next week’s senate meeting. He also noted that the response rate on the faculty evaluation of administrator’s survey was substantially higher this year than in the past. The evaluation was circulated via a Qualtrics survey by his office (as opposed to circulating hard copy evaluation forms via the colleges). In the past, fewer than 10 evaluation forms have been received. This year almost 100 have been received. Lawrence was happy to be able to report this increased level of faculty engagement.

A senator asked how the information in the faculty evaluation of administrators is kept confidential. Lawrence responded that the survey was administered by the Office of Institutional Effectiveness and Assessment using prevailing research standards to protect confidentiality. Survey participants were given the option of providing their name. Also, the survey results will be provided by Institutional Effectiveness directly to the supervisor of the administrator being evaluated.
University Curriculum Committee Report

- **FS-19-039** (UCC-19-043 & 43a) – Name Change – Interior Design to Interior Architecture & Design/Prefix Change. The vice chair took the name change and the prefix change in the proposal separately. Professor Rula Awwad-Rafferty presented the proposals for the College of Art and Architecture (CAA). This change better reflects the structure and curriculum of the program and aligns with national definitions of both interior architecture and interior design. Interior Architecture is akin to an enhanced Interior Design program. In addition, the CAA believes that the change will increase employment opportunities for students. The name change passed unanimously. The prefix course number change reflects the new name of the program. This change also passed unanimously.

- **FS-19-040** (UCC-19-028a & 28) – New Virtual Technology & Design Certificate. Professor John Anderson presented the proposal for CAA. He explained that the Virtual Technology and Design (VTD) program has been working to re-align their curriculum to promote advancement and recruitment, and also to foster a dual enrollment possibility in the future. The proposed certificates will assist in this process. Other universities offer similar certificates. However, Anderson believes UI can offer a more attractive program. Once this is vetted through the university, the proposed certificate must be approved by CAA accreditors. The proposal passed unanimously.

- **FS-19-041** (UCC-19-031) – New Natural Science Teaching Endorsement. Professor Taylor Raney presented the proposal for the College of Education Health and Human Services. This is a new composite endorsement. This has been authorized by the state and we are adding the courses to make this available. A senator asked whether there is a way to offer some of the endorsements at a distance. Raney responded that the courses for the endorsement are outside CHHS in the content areas. If the content area does not have the distance courses, the endorsement cannot be offered online. The proposal passed unanimously.

- **FS-19-042** (UCC-19-032) – New Sociology/Anthropology Teaching Endorsement. Professor Raney also presented the proposal for a new teaching endorsement in Sociology/Anthropology. This effort reflects collaboration between CEHHS and the Department of Sociology and Anthropology. The proposal passed unanimously.

- **FS-19-043** (UCC-19-033) – New Drama Teaching Endorsement. Professor Raney also presented the proposal which reflects collaboration between CEHHS and the Theater Department. The proposal passed unanimously.

- **FS-19-044** (UCC-19-034a & 34) – New Culturally Responsive Pedagogy Certificate/Catalog Changes (Aleksandra Hollingshead). Professor Hollingshead presented the proposal for CEHHS. The certificate has been created through funding received from CEHHS and the College of Letters Arts and Social Sciences (CLASS). The certificate will consist of twelve credit hours. Six credits are from existing courses. Six credits will be from a group of one credit online courses that have been created for this program. A senator commented positively on the fact that the certificate will be available online. Hollingshead agreed that students will be able to complete the certificate online. She added that the six one credit online courses are available to take at any time because they are asynchronous. The proposal passed unanimously.

- **FS-19-045** (UCC-19-035) – Minor Name Change Communication Studies to Communication. Professor Todd Thorsteinson presented the change for CLASS. The purpose of the name change is to bring the name of the minor into alignment with the name of the re-approved Communication Major. The proposal passed unanimously.

- **FS-19-046** (UCC-19-036) – Certificate Name Change Diversity & Stratification to Diversity & Inclusion. Professor Kristin Haltinner presented the proposal for CLASS. She is the director of the certificate program. Haltinner explained that this certificate is the largest certificate program on campus. The name change is being made to reflect current trends in the field. Haltinner also noted that the name is more hopeful! The proposal passed unanimously.
Faculty Secretary. The vice chair introduced the topic of re-structuring the Faculty Secretary’s Office. He reminded faculty that the goal is to make the faculty secretary position more attractive and to preserve the role and influence of the faculty secretary. He turned the discussion over to current Faculty Secretary Liz Brandt for further comments. Brandt explained that, based on the discussion, senate leadership will craft a proposal including revisions to FSH 1570 for further consideration by senate. She reminded senators that, as currently conceived, the faculty secretary is a 50% appointment with responsibility for fostering faculty governance and also is the policy coordinator for the university. The hope was that senior faculty with substantial experience during their final phase of employment would be interested. This has not necessarily proven to be the case. Over the past fifteen years there have been few faculty interested in the position. She also explained that the policy responsibilities of the faculty secretary position have increased and are likely to continue to increase, making the position quite difficult and consuming more than 50% time.

A number of concerns and questions arose in the discussion:

- **How will the restructure impact faculty governance and how it works on campus?** Senators expressed the belief that unless the responsibilities of the position are reduced, the job would not be “doable” as a 25% position. The faculty secretary’s activities in fostering and supporting faculty governance can be reasonably accomplished through a 25% appointment as contemplated by the proposed restructure. The faculty secretary will need to coordinate closely with the Policy Coordinator to ensure that faculty committees remain involved in the policy process and to remain informed of policy developments moving forward to faculty senate. Senators pointed out the draft organizational chart does not show any formal reporting or informational relationship between the policy coordinator and the faculty secretary. They suggested that this relationship be formalized in the final proposal.

In the course of the discussion, Brandt pointed out the importance to faculty and staff of enhancing the policy process. She stated that currently, faculty are being harmed because our policies are ambiguous and unclear. She believes that the enhanced policy coordinator position will assist in resolving some of our current policy issues.
Finally, both Brandt and Vice Provost Lawrence pointed out that the creation of the position of Vice Provost for Faculty has significantly increased the capacity of the provost office to address faculty issues. Brandt and Lawrence stated that collaboration between the two positions was extremely helpful.

- **Will the restructure reduce the power and influence of the faculty secretary?** They expressed the concern that reducing the percentage of time for the position might result in a comparable reduction of influence for the faculty secretary. Senators also pointed out that the proposed policy coordinator will be a staff member and will not have any decision-making authority. Rather the policy coordinator will be a resource and facilitator for policy. Senators also expressed concern about the continued growth of mid-level administrators, particularly in a time of few resources. Brandt acknowledged that a reduction in power and influence of the faculty secretary is a risk of the proposed restructure. She stated that she believes this depends upon the skills of the next faculty secretary. She also stated that the current structure has similar risks, if there are no appropriate applicants for the position.

- **Senators raised the possibility of retaining the faculty secretary as a 50% position devoted exclusively to faculty governance.** Brandt stated that she did not think the faculty governance responsibilities of the position demanded that much time.

- **Should the faculty secretary have a multi-year appointment?** Senators expressed the belief that continuity in the position of faculty secretary is important. Only with a multi-year appointment can the faculty secretary have the context and experience to assist faculty governance. Continuity will also give the faculty secretary the ability to establish relationships and communication channels on behalf of faculty.

- **How will the faculty secretary’s “buyout” work?** Senators recognized that the faculty secretary policy must have a workable and flexible buyout provision. Such a provision is important to make the faculty secretary position attractive. But also, while current UI’s administration has been supportive and flexible, senators recognized that this might not always be the case. Effective policy regarding the buy-out for the secretary will be important in such a circumstance. It was noted that the policy provisions for the buyout of the chair and vice chair should also be reviewed and possibly revised.

- **Will we be able to attract strong faculty to the position?** Senators suggested that having a well drafted buyout provision would be crucial to attracting a good faculty secretary. In addition, they suggested that a concerted effort to educate faculty about the role and responsibilities of the faculty secretary would aid the process. Several senators expressed the belief that many faculty do not really know what the faculty secretary does. Others emphasized that having a tightly drafted position description is important. It was also recommended that the Faculty Secretary position be actively marketed to the general faculty, and that a pool of potentially qualified and interested faculty be identified and maintained. Finally, senators discussed changing the name of the position might help – “Secretary of the University Faculty” might be more attractive than “Faculty Secretary.” Finally, they also speculated that eliminating the “secretary” title might help.

The agenda having been completed, a motion (Keim/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Liz Brandt, Faculty Secretary &Secretary to the Faculty Senate
Faculty Senate Update
Budget Reductions in Academic Affairs

John Wieneck
Provost and Executive Vice President
January 29, 2019
Overall enrollment flat BUT 16.67% decline in degree seeking students since 2011 -> ~$15 million revenue

Reserves depleted in FY2018 – Provost office and SEM covered $2.1 million shortfall on one time basis
<table>
<thead>
<tr>
<th>EXECUTIVE</th>
<th>PP AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>553,756</td>
</tr>
<tr>
<td>Provost / Academic Affairs</td>
<td>3,176,976</td>
</tr>
<tr>
<td>Finance &amp; Administration</td>
<td>934,806</td>
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<tr>
<td>Information Technology</td>
<td>215,962</td>
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<tr>
<td>Research</td>
<td>15,076</td>
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<tr>
<td>Advancement</td>
<td>103,424</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>5,000,000</strong></td>
</tr>
</tbody>
</table>
Academic Affairs Budget Reduction Target

• Shared Advising Model Funding was included in this budget reallocation

• Total of $519,921 (Collegiate Funds) and $536,065 (Provost office funds) combined to form new Shared Advising organization (total of 18 already existing positions simply being re-budgeted to new unit)

• Non-academic units reduction (in aggregate) to base is $1.20 million or 4.23% (does not include Shared Advising Model funding)

• Academic colleges reduction (in aggregate) to base is $1.98 million or 3.31% (does not include Shared Advising Model funding)
Factors Considered in Assigning Cuts to Units

• Recommendation of Deans Council and Direct Reports – we will meet our cut this FY
• Everyone will participate in the cut
• Start working towards a distribution (or reduction) of resources relative to priorities and benchmarks – be strategic, not across the board
• Short timeframe for decisions – Nov 2018 to Feb 2019
• State Board of Education policy regarding the utilization of program prioritization process
Budget Reductions – Student/Faculty/Administrative Service Units

• Cuts comparable to Academic Units prior to consideration of advisor funding
• Cuts followed program prioritization methodology in place

Budget Reductions - Colleges

• Colleges resource allocation benchmarked to national peers in an approximate way
• Appropriately normed allocation of resources compared to Mission Centrality criterion of program prioritization process
• Access to funds via current vacancies
## Budget Reductions

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget Reduction</th>
<th>Ged Ed Budget</th>
<th>% Cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAA</td>
<td>$71,482</td>
<td>$3,155,200</td>
<td>2.27%</td>
</tr>
<tr>
<td>CALS</td>
<td>$158,654</td>
<td>$3,461,029</td>
<td>4.58%</td>
</tr>
<tr>
<td>CBE</td>
<td>$198,700</td>
<td>$4,658,275</td>
<td>4.27%</td>
</tr>
<tr>
<td>CEHHS</td>
<td>$398,645</td>
<td>$4,889,824</td>
<td>8.15%</td>
</tr>
<tr>
<td>CLASS</td>
<td>$410,000</td>
<td>$11,312,630</td>
<td>3.62%</td>
</tr>
<tr>
<td>CNR</td>
<td>$378,256</td>
<td>$5,133,822</td>
<td>7.37%</td>
</tr>
<tr>
<td>CoEng</td>
<td>$437,539</td>
<td>$11,304,806</td>
<td>3.87%</td>
</tr>
<tr>
<td>COS</td>
<td>$288,752</td>
<td>$10,621,526</td>
<td>2.72%</td>
</tr>
<tr>
<td>LAW</td>
<td>$158,125</td>
<td>$5,360,423</td>
<td>2.95%</td>
</tr>
<tr>
<td><strong>Subtotal (Academics)</strong></td>
<td>$2,500,153</td>
<td>$59,897,535</td>
<td>4.17%</td>
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<tr>
<td><strong>Shared Advising Funding</strong></td>
<td>$519,921</td>
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<td></td>
</tr>
<tr>
<td><strong>Net (Academics)</strong></td>
<td>$1,980,232</td>
<td>$59,897,535</td>
<td>3.31%</td>
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<tr>
<td>COGS</td>
<td>$49,755</td>
<td>$6,919,498</td>
<td>0.72%</td>
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<tr>
<td>SEM</td>
<td>$275,781</td>
<td>$5,474,190</td>
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<tr>
<td>Library</td>
<td>$196,444</td>
<td>$7,136,438</td>
<td>2.75%</td>
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<tr>
<td>Provost Office</td>
<td>$765,941</td>
<td>$2,441,489</td>
<td>31.37%</td>
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<tr>
<td>Student Affairs</td>
<td>$147,849</td>
<td>$1,667,197</td>
<td>8.87%</td>
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<tr>
<td>Boise</td>
<td>$104,762</td>
<td>$751,238</td>
<td>13.95%</td>
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<tr>
<td>Idaho Falls</td>
<td>$87,515</td>
<td>$1,625,118</td>
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<tr>
<td>Northern Idaho</td>
<td>$50,964</td>
<td>$926,573</td>
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<tr>
<td>Vice Provost Faculty</td>
<td>$5,568</td>
<td>$297,323</td>
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<td>Vice Provost Academic Affairs</td>
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<td><strong>Subtotal (Non-academics)</strong></td>
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<tr>
<td><strong>Shared Advising Funding</strong></td>
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<tr>
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<td>$1,196,744</td>
<td>$28,292,406</td>
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<tr>
<td><strong>Total</strong></td>
<td>$3,176,976</td>
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</tbody>
</table>
Future Adjustments

• Deans Council will continue work on Delaware Cost Study assessment of Colleges and/or programs to improve fidelity and consistency

• Enrollment growth is vital

• University-wide faculty hiring process will be utilized actively to invest new revenue and/or reallocate current revenue to fund our entire mission

• Finance model will change dramatically in coming years, academic affairs needs to adjust accordingly
<table>
<thead>
<tr>
<th></th>
<th>FY 19 Allocation</th>
<th>Reduction in FY20</th>
<th>Current DCS Ratio</th>
<th>Avg PP Mission Score</th>
<th>% Cut</th>
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</thead>
<tbody>
<tr>
<td>CAA</td>
<td>3,155,200.00</td>
<td>71,482.01</td>
<td>0.69</td>
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<td>2.27%</td>
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<tr>
<td>CALS</td>
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<td>0.80</td>
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<tr>
<td>CBE</td>
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<td>198,700.33</td>
<td>0.68</td>
<td>0.57</td>
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<td>CEHHS</td>
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<td>398,644.91</td>
<td>1.13</td>
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<tr>
<td>CLASS</td>
<td>11,312,630.00</td>
<td>410,000.00</td>
<td>0.58</td>
<td>0.50</td>
<td>3.62%</td>
</tr>
<tr>
<td>CNR</td>
<td>5,133,822.00</td>
<td>378,255.60</td>
<td>1.34</td>
<td>0.72</td>
<td>7.37%</td>
</tr>
<tr>
<td>CoEng</td>
<td>11,304,806.00</td>
<td>437,539.21</td>
<td>1.25</td>
<td>0.87</td>
<td>3.87%</td>
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<tr>
<td>COS</td>
<td>10,621,526.00</td>
<td>288,752.02</td>
<td>0.83</td>
<td>0.72</td>
<td>2.72%</td>
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<tr>
<td>LAW</td>
<td>5,360,423.00</td>
<td>158,125.00</td>
<td>1.21</td>
<td>0.82</td>
<td>2.95%</td>
</tr>
<tr>
<td>Total</td>
<td>59,897,535.00</td>
<td>2,500,153.08</td>
<td></td>
<td></td>
<td>4.17%</td>
</tr>
</tbody>
</table>
Continued refinement justified ...

• SCH should be assigned to unit paying the instructor’s salary, which is not always the College home of a course
• Sort out dual listed and cross listed SCH as well as team taught courses
• Assure cost and SCH split for joint appointments are accurate
• Remove non-instructional costs such as Dean’s office/administration
• Fold into dashboards that we are developing for program/department review process
More Details ...

- Memo
- Web based open meeting
UBFC Approvals versus Funded

Submitted for consideration during the 2019 regular legislative session - $2,959,500 (Requested from State)

Raven Scholars (#12) Not recommended. 2-9. Previously decided very high priority.
Case Managers (#27) Recommended. 9-0. Previously decided very high priority.
Disability Compliance (#74) Not recommended. 4-5. Previously decided high priority.
Library Bridge Funding (#81) Recommended. 10-0.

Funded by program prioritization reallocations - $2,000,000

Data Leakage Protection (#2) Recommended. 9-2.
Email Filtering (#3) Recommended. 7-5.
Campaign Budget (#23) (see above)
UCM Advertising (#28) Not recommended. 0-5. Executive priority.
Wireless Networks (#40) Recommended. 6-5.
Diversity Funding (#48) Recommended. 7-0.
Writing Center (#54) Recommended. 9-0.
Service Center Coordinator (#60) Recommended. 9-0.
UBFC Approvals versus Funded (Cont)

Funded by annual gainsharing process - $2,900,000 (One-time Money given)

Data Leakage Protection (#2) Recommended. 9-2.
Jazz Fest Salaries (#9) Recommended. 9-2.
UCM Advertising (#28) Not recommended. 0-5. Executive priority.
Wireless Networks (#40) Recommended. 6-5.
Faculty Startup Packages (#62) Recommended. 9-1.
Business Analytics Major (#65) Recommended. 10-0.
Banner 9 Implementation (#66) Recommended. 8-1.
General Counsel Position (#72) Recommended. 9-2.
Online Degrees (#70) / New or Expanded Academic Programs (#73) Not recommended. 1-6. Executive priority/
Library Bridge Funding (#81) Recommended. 10-0.

Funded by Central reallocations, Provost’s Office reallocations, and/or unit funds - $1,495,085 (Other funding provided outside Prog Prior and one-time gainsharing)

OCRI Funding (#7) Recommended. 9-1.
COS Salary Gap (#20) Recommended. 7-4.
Supplemental Instruction (#31) Recommended. 7-2.
Support Microbiology Lab (#34) Recommended. 6-1.
Video Conferencing (#51) Not recommended. 0-6.
Healthy Active Student Body (#59) Recommended. 8-0.
UCM MarCom Staff (#76) Recommended. 8-3.
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the department chair will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

<table>
<thead>
<tr>
<th>Dept Chair Name:</th>
<th>Christopher Williams Email: <a href="mailto:chrisw@uidaho.edu">chrisw@uidaho.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Statistical Science</td>
</tr>
<tr>
<td>College:</td>
<td>Science</td>
</tr>
<tr>
<td>Dept/Unit Curriculum Committee Approval Date:</td>
<td>08/30/2018 Vote Record: unanimous 12-0</td>
</tr>
<tr>
<td>Dept Chair Signature of Approval</td>
<td>Chris Williams</td>
</tr>
<tr>
<td>College Curriculum Committee Approval Date:</td>
<td>09/27/2018 Vote Record: Unanimous (7-0)</td>
</tr>
<tr>
<td>Dean Signature of Approval</td>
<td>Ginger Carney</td>
</tr>
<tr>
<td>Primary Point of Contact:</td>
<td>Mark Nielsen Email: <a href="mailto:markn@uidaho.edu">markn@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Briefly describe the change you are requesting: The Statistical Science Department would like to discontinue the Process and Performance Academic Certificate. There have been no students in this option for several years and there doesn’t seem to be a demand for the certificate.

What is the financial impact of the requested change?

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $250,000 per FY:</td>
<td></td>
</tr>
</tbody>
</table>

**Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.

Describe the financial impact: There will be no financial impact as no courses will stop being offered as the courses used for this degree are used for other graduate degrees.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

There have been no students in this option for several years and there doesn’t seem to be a demand for the certificate.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name: 

New Name: 

Current Degree: 

New Degree: 

Other Details: 

Effective Date: 

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request:  □ Yes  □ No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing:  □ Yes  □ No

**Note: If you answered YES to this question, complete the table below:

<table>
<thead>
<tr>
<th>SLO#</th>
<th>List Old Learning Outcomes</th>
<th>New Learning Outcome, if changed (if no change, write N/A and move to next outcome)</th>
<th>New Direct Measure (list student work product and explain how it will be evaluated)</th>
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<tbody>
<tr>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO#3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO#4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO#5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement.

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<table>
<thead>
<tr>
<th>Create New</th>
<th>Discontinue</th>
<th>Implementation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Level</td>
<td>Undergraduate Level</td>
<td>Law Level</td>
</tr>
</tbody>
</table>

Are new courses being created: (circle your response)  No  Yes  **If yes**, how many courses will be created: 

If the request is for an option or emphasis, enter the associated major and degree:

| Major: Statistics | CIP Code: | Degree: Academic Certificate |

Enter the name of the program component in the appropriate row:

<table>
<thead>
<tr>
<th>Option:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Emphasis:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minor:</th>
</tr>
</thead>
</table>

| Academic Certificate less than 30 credits: Process and Performance Excellence Graduate Academic Certificate (16 credits as listed in current [2018-19] catalog) |

Teaching Endorsement (Major/Minor):

Provide a summary/description of the program component using 50 words or less:

‘There have been no students in this option for several years and there doesn’t seem to be a demand for the certificate.’
### Learning Outcomes and Assessment Information
*This section must be completed if program component request section is completed*

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:

   

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

   

3. How will you ensure that the assessment findings will be used to improve the program?

   

4. What direct and indirect measures will be used to assess student learning?

   

5. When will assessment activities occur and at what frequency?

### Distance Education Availability
*This section must be completed if program component request section is completed*

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU), the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—*

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?  

<table>
<thead>
<tr>
<th>Yes*</th>
<th>No</th>
</tr>
</thead>
</table>

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?  

| Yes | No |
Geographical Area Availability
This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

<table>
<thead>
<tr>
<th>Location</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moscow</td>
<td></td>
</tr>
<tr>
<td>Coeur d’Alene</td>
<td></td>
</tr>
<tr>
<td>Boise*</td>
<td></td>
</tr>
<tr>
<td>Idaho Falls*</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>Location(s):</td>
</tr>
</tbody>
</table>

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.
**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)**

**Instructions:** Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the department chair will e-mail the completed form to gracemiller@uidaho.edu.

**Deadline:** This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session. When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

---

**Submission Information**

<table>
<thead>
<tr>
<th>Dept Chair Name:</th>
<th>Graham Hubbs</th>
<th>Email: <a href="mailto:hubbs@uidaho.edu">hubbs@uidaho.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>CLASS</td>
<td></td>
</tr>
<tr>
<td>Department/Unit:</td>
<td>Politics and Philosophy</td>
<td></td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>September 7, 2017</td>
<td>Vote Record: 10 - 0</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>September 20, 2017</td>
<td>Vote Record: 8 - 0</td>
</tr>
<tr>
<td>Primary Point of Contact:</td>
<td>Brian A. Ellison</td>
<td>Email: <a href="mailto:bellison@uidaho.edu">bellison@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Briefly describe the change you are requesting:  
**The University of Idaho offers both the JD and the MPA. We will offer the programs jointly to though a JD/MPA program.**

---

**What is the financial impact of the requested change?**

| Greater than $250,000 per FY: | X |
| Less than $250,000 per FY:    |   |

**Note:** If financial impact is greater than $250,000, you must complete a Program Proposal form.

Describe the financial impact: There is not a financial impact. No new faculty or resources are requested.

---

**Rationale for Program Component Request or Name Change**

<table>
<thead>
<tr>
<th>Dept Chair Name:</th>
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</tbody>
</table>

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component, describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

**JD/MPA programs are offered by law schools across the country because many attorneys find positions in federal, state, and local governments. Additionally, there is a good deal of overlap in the JD and MPA curriculums since the Master of Public Administration is designed to train administrators for the public sector. Law students would be able to complete the JD and the MPA during the 3 year JD program with just a few additional courses. This would benefit the State of Idaho by expanding the pool of talent for public sector employment; it would also provide a benefit to law students interested in public sector employment. The JD/MPA program was developed in consultation with the MPA program and leadership of the College of Law and College of Graduate Studies.**

The JD is available in both Moscow and Boise. The MPA is available in Moscow and has been approved for distance delivery (online). The combination of these existing programs and the existing delivery modalities accomplishes the ability to jointly offer both degree programs. In this joint program, students seeking their JD can also take coursework that completes an MPA at the same time. The course articulation between the College of Law and the College of Letters, Arts, and Social Sciences is done at the advisor level and under the control of the Law College advisor. The full-time rate for the online MPA program is $7500 per year for 9 credits. The part time rate for the online MPA is $416.67 per credit. If the courses are taken face-to-face, the standard graduate rates published on the UI web site apply. These law students will almost universally be taking the MPA curriculum as part time students. Thus, the per credit charge is likely to be the same charged in most instances. The tuition dollars collected go to the same place that all tuition dollars flow at UI. The same goes for the application fee to join the program. That fee is collected by the College of Graduate Studies. The only money that is received by the college and department is a portion of the web fee if coursework is taken online. The amount that arrives in the college is about $25 per credit. We use that amount to support the growth and development of online education. Finally, it is worth noting that the face-to-face MPA is only available in Moscow.
### Name or Degree Change Only Requests

*Leave blank if not making a name and/or degree change only request*

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

<table>
<thead>
<tr>
<th>Current Name:</th>
<th>JD and MPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Name:</td>
<td>JD/MPA</td>
</tr>
<tr>
<td>Current Degree:</td>
<td></td>
</tr>
<tr>
<td>New Degree:</td>
<td></td>
</tr>
<tr>
<td>Other Details:</td>
<td></td>
</tr>
<tr>
<td>Effective Date:</td>
<td>August 2018</td>
</tr>
</tbody>
</table>

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: □Yes  ✕No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.**

Please indicate whether 25% or more of the program learning outcomes are changing: □Yes  ✕No

**Note: If you answered YES to this question, complete the table below.**

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<th>SLO#</th>
<th>List Old Learning Outcomes</th>
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### Program Component Request

*Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement*

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

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<tbody>
<tr>
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<td>Law Level</td>
</tr>
</tbody>
</table>

Are new courses being created: (circle your response)  No  Yes  If yes, how many courses will be created:  

If the request is for an option or emphasis, enter the associated major and degree:

<table>
<thead>
<tr>
<th>Major:</th>
<th>CIP Code:</th>
<th>No change to the individual programs/degrees</th>
<th>Degree:</th>
</tr>
</thead>
</table>

Enter the name of the program component in the appropriate row:

| Option: | |
|---------| |
| Emphasis: | |
| Minor: | |
| Academic Certificate less than 30 credits: | |
| Teaching Endorsement (Major/Minor): | |

Provide a summary/description of the program component using 50 words or less:
There are no changes to the existing programs/degrees. This proposal seeks to document the ability to jointly offer both programs efficiently, with no adverse effect for either program requirement or students.

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

3. How will you ensure that the assessment findings will be used to improve the program?

4. What direct and indirect measures will be used to assess student learning?

5. When will assessment activities occur and at what frequency?

**Distance Education Availability**

This section must be completed if program component request section is completed

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The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—*

1. The internet;
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3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

**Can 50% or more of the curricular requirements of this program component be completed via distance education?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>X</th>
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</tr>
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Program Component or Name Change Only – Group B – Updated 8/2017
Page 3 of 6
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
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**Geographical Area Availability**

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

<table>
<thead>
<tr>
<th>Area</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Boise*</td>
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*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

**Master of Public Administration:**

The Martin School and the Department of Political Science at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington. Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities. In addition to internships, all students are required to complete a practicum designed to deliver the skills needed in professional communication and employment. The program requires 36 hours of coursework and offers two tracks. The internship track is designed for students who have little or no public administration experience while the in-service track is designed for working professionals who seek to strengthen their leadership skills. Internship track students complete a 3 to 6-hour internship to gain hands-on experience in the governance of local government and communities. In-service students must complete 3 hours of POLS 559 Field Based Research in lieu of the internship.

Both tracks share a core curriculum of 18 hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 555</td>
<td>Seminar in Administrative Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>POLS 558</td>
<td>Research Methods for Local Government and Community Administration</td>
<td>3 cr</td>
</tr>
<tr>
<td>POLS 560</td>
<td>Seminar in Public Administration Professional Practice</td>
<td>3 cr</td>
</tr>
<tr>
<td>POLS 572</td>
<td>Local Government Politics and Administration</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
POLS 555    Public Administration Theory    (3 cr)
POLS 557    Governmental Budgeting    (3 cr)
POLS 565    Local Government Law    (3 cr)
POLS 572    Local Government Politics and Administration    (3 cr)
POLS 575    Public Personnel Administration    (3 cr)
POLS 558    Research Methods for Local Government and Community Administration    (3 cr)

Students will then develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program or other UI graduate programs.

Although no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 GPA and GRE General Test Scores that are no more than five years old. Three letters of recommendation are also required. Students with a lower GPA may, on occasion, be admitted provisionally.

The Department of Politics and Philosophy at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities.

The program requires 36 hours of coursework, which includes an 18-hour core:

Students develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program or other UI graduate programs. Students must also complete a final comprehensive examination.

Students with little or no public administration experience are required to complete a 3 to 6-hour internship to gain hands-on experience in the governance of local governments and communities. In-service students must complete 3 hours of PolS 559 Field Based Research in lieu of the internship.

The MPA program is available in both the traditional on-campus and on-line formats. Though no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 undergraduate GPA, and three letters of recommendation.
The MPA is also offered with the University of Idaho College of Law through a joint JD/MPA program. JD/MPA applicants must meet all the requirements for admission to the College of Law; applicants must apply to both the College of Law and the College of Graduate Studies for admission into the JD/MPA program.

Concurrent Degree in Law and Public Administration

The University of Idaho’s joint JD/MPA degree program provides students with the opportunity to earn both degrees in three to four years. Students must apply separately to and be admitted by the College of Graduate Studies/Master of Public Administration Program, the College of Law, and the Concurrent JD/MPA Degree Program.

The Master of Public Administration is a professional degree for those who seek leadership positions in government and public service. It is ideal for law students who intend to practice for local governments as city attorneys, prosecutors, and who intend to assume leadership roles in local, state, and federal agencies and governments. Students in the MPA program learn the mechanics of government, but the program is fundamentally designed to prepare professionals who hope to run governments. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

The MPA is offered in both traditional and on-line formats. The MPA program requires 36 hours of coursework and is built around an 18-hour core curriculum:

- PolS 555: Seminar in Public Administration Theory (3)
- PolS 557: Governmental Budgeting (3)
- PolS 565: Local Government Law (3)
- PolS 572: Local Government Politics and Administration (3)
- PolS 575: Public Personnel Administration (3)
- PolS 558: Research Methods for Local Government and Community Administration (3)

The program also requires an internship (3 to 6 hours) and 12 to 15 hours of elective credits.

By double counting two courses (6 hours) in the program toward the JD, and after fulfilling the elective requirements for the MPA, students may complete the JD/MPA degrees with an additional 9 to 12 hours of coursework beyond the JD curriculum. Students must also complete a final MPA comprehensive examination.

The courses to be double-counted must be taken after matriculation into the JD program of study. Under law school accreditation standards, there are limits to the total number of distance education credits that can be counted toward the JD; any MPA classes taken by distance education that are credited toward completion of the JD will count against that limit (see ABA Standards and Rules of Procedure Standards 306(e) and 311(d)).