University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #24

3:30-5:00 p.m. - Tuesday, April 2, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
   - Minutes of the 2018-19 Faculty Senate Meeting #23, March 26, 2019 (vote)

III. Consent Agenda.

IV. Chair’s Report.

V. Provost’s Report.

VI. Unfinished Business and General Orders.

VII. Committee Reports.

   Faculty Affairs (Marty Ytreberg)
   - FS-19-080: FSH 3420 – Faculty Salaries (vote)
   - FS-19-081: FSH 1565 – Faculty Ranks & Responsibilities (Dan Eveleth) (introduction)

   University Curriculum Committee (vote)
     (Michelle McGuire)

VIII. Other Announcements and Communications.

   - Arena Financing (Brian Foisy)(FYI)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #23
Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Ellison, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kern (Coeur d’Alene), King, Kirchmeier, Laggis, Lawrence (for Wiencek w/o vote), Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Vella, Wiest. Absent: Dezzani, Lambeth, Luckhart, Wiencek. Guests: 5

Call to Order and Minutes. The chair called the meeting to order at 3:32 pm. A motion to approve the minutes (Lee-Painter/Seamon) passed unanimously.

Chair’s Report.

- The second UIdaho Bound event will be held this weekend, March 30. The chair encouraged faculty to participate and engage with incoming students.
- The 20th Annual Tutxinme Pu Powwow will be held on April 6-7, 2019 at the UI Kibbie Dome. The Native American Student Center, in conjunction with the Native American Student Association and the University of Idaho, hosts the powwow each year.
- The U of I Undergraduate Research Symposium will be held on April 29, 2019 at the Pitman Center from 11:30-1:30 PDT.
- There There by Tommy Orange has been selected as the 2019-20 U of I Common Read.

Provost Report. Vice Provost for Faculty Torrey Lawrence attended the meeting in the provost’s absence. He did not have a specific report.

FS-19-063rev: FSH 3320 C. - Administrator Evaluation (substitute FS-19-001). Professor Marty Ytreberg, Chair of the Faculty Affairs Committee (FAC), presented the proposal. Consideration of this proposal was postponed at Meeting #21 on March 5, 2019 so that Faculty Affairs could consider questions that arose during the senate discussion. The proposal under debate is the amended proposal presented as a seconded motion from FAC. The changes made by the committee clarify the procedure for maintaining the confidentiality of faculty and staff feedback.

A senator asked why staff had not been included in the process for triggering a review under sub-section C in response to discussion at the March 5th meeting. He stated that staff are often more directly involved with an administrator than are faculty because they work in close proximity to the administrator and may be privy to information not generally available to faculty. Ytreberg responded that the sense of FAC was that including staff in the petition process for a review would place many staff in a precarious position. He pointed out that many units have only one or two staff. He also pointed out that staff feedback is included in the feedback process and that no distinction is made between staff and faculty feedback. The senator responded that he believes many staff would participate in the petition process if they felt strongly that the administrator needed to be reviewed.

The faculty secretary pointed out that in some units with large numbers of staff, the inclusion of staff in the petition process would make it very difficult if not impossible to trigger a review if staff did not feel comfortable participating in the process. In addition she commented that staff do not have the protection of academic freedom which could be important depending on the situation. While UI policy is to protect the confidentiality of petitioners, under state law, if the petition is deemed to be part of a personnel record, the administrator may have access to the petition.
It was moved (Tibbals/De Angelis) to add staff to the process by amending two subsections of the proposal. Subsection C-4 would be amended as follows: “C-4. Review initiated by Faculty and Staff. An administrator review may be initiated through a petition signed by at least 50% of the faculty and staff members in the unit and delivered to the provost. The names and percentages of faculty and staff signing the petition shall be maintained in confidence by the provost.” Subsection C-4. 5 would be amended as follows: “5. Upon completion, the supervisor or provost shall notify the faculty and staff in the unit of the review.”

Ytreberg stated that on behalf of FAC, he would accept the proposed amendment of subsection C-4.5 as a friendly amendment to the proposal.

A senator asked whether the participation of staff would be required, or optional. The faculty secretary explained that unit staff would be counted in the number of individuals necessary to constitute 50% of the faculty and staff, but that the decision of whether to sign a petition would be up to the individual staff member.

A senator asked for clarification regarding the confidentiality of the petitioners. The faculty secretary explained that if the proposal passes, UI policy would be to protect the confidentiality of the petitioners. However, she noted that it is possible that the petition could be considered a personnel record and might, therefore, have to be provided to the administrator upon request under the Idaho Public Records Law. The senator followed up and asked whether staff and faculty could be retaliated against for signing such a petition. The faculty secretary responded that UI policy provides protection to faculty and staff against retaliation. [NB: Faculty-Staff Handbook (FSH) 3810 regarding retaliation applies to retaliatory conduct “which includes conduct that intimidates, threatens, coerces, or retaliates against any individual because that individual reports a perceived wrongdoing, inequity, or violation of law or UI policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or appeals procedure, or participates in a dispute resolution through Human Resources or the Office of the Ombuds.”]

The motion passed with 12 votes in favor and 10 against.

The faculty secretary raised the possibility that, in light of the amendment, the percentage required to trigger a review under subsection C should be reconsidered because the large number of staff in some units might make it impossible to undertake such a review. A senator suggested that further collaboration between FAC and staff leadership might be able to resolve this issue. Ytreberg stated that FAC would be open to such collaboration, but emphasized that FAC believes the bar for triggering a review under subsection C should be high and that the committee would be reluctant to lower the percentage. He emphasized that staff have full participation in the annual review process and that staff input must be considered as part of a review under subsection C.

It was moved (Grieb/Lee-Painter) that amended subsection C-4 be further amended to provide as follows “C-4. Review Initiated by Faculty. An administrator review may be initiated through a petition signed by at least 40%—50% of the faculty and staff members in the unit or 50% of the faculty members and delivered to the provost. The names and percentages of the faculty and staff signing the petition shall be maintained in confidence by the provost.”

A senator expressed concern that faculty members were governing staff participation in the evaluation process. She asked if the policy applied to staff reviews of staff? The faculty secretary explained that the faculty senate is the governing body that establishes policy in the FSH. The FSH applies to the entire institution – faculty and staff. She stated that slow steps were being made to foster further inclusion of
staff in the governance process. Finally, she pointed out that the policy under consideration applies only to administrators who have a faculty appointment.

A senator asked how staff would be defined? Would staff include custodians, teaching assistants, post docs, or shared staff such as those from University Marketing and Communications or from Information Technology? Ytreberg also explained that the term unit is broadly defined at UI and includes not just academic departments, but also large units such as colleges.

A senator stated that he had concerns about expanding the petitioning process in a review under subsection C to include staff. He stated that most faculty who take on administrative responsibilities do so out of a sense of institutional commitment and often at the expense of activities that would be more professionally rewarding. Including staff in the petition process would undermine faculty control of the academic mission. He explained that he could envision situations in which staff and faculty perspectives on an administrator’s performance might vary greatly. He pointed out that with the growth of administrators, an expanded petition process would include the growing number of staff.

A motion (Schwarzlaender/Chopin) was made to again postpone further consideration so that the question of which staff could participate in the petition process could be addressed. A senator asked whether it would be possible to revisit the question of including staff in the petitioning process upon further consideration after the postponement. The faculty secretary stated that because additional information would be made available regarding which staff would participate, the question could be reconsidered after the postponement. The motion passed unanimously.

FS-19-025 (UCC-19-054): Family & Consumer Science, Discontinue Food Option. Consideration of this proposal was postponed because no representative of the unit was available to explain the proposal.

Faculty Secretary. The chair explained that he would invite discussion of the next four proposals, all of which related to the restructure of the Faculty Secretary position, together. He indicated that he would undertake individual votes on each proposal. The faculty secretary reminded senators that consideration of a motion to amend FSH 1570 was postponed at Meeting #22, March 19, 2019 after discussion at senate revealed the need to consider several issues. She explained that the proposal currently being presented addresses the issues. It includes a clearer advocacy role for the faculty secretary, provides that the faculty secretary shall serve as the secretary of the faculty senate and establishes clear lines of collaboration and communication between the faculty secretary and the policy coordinator.

FS-19-071rev: FSH 1570 - Secretary of the Faculty. It was moved (Tibbals/Morgan) that the pending motion regarding FSH 1570 be amended as presented. The motion to amend passed unanimously. The pending motion regarding FSH 1570 then passed unanimously.

FS-19-072: FSH 1520 – Constitution of the University Faculty (requires quorum at UFM). A motion (Lee-Painter/Wiest) to amend the constitution as presented passed unanimously.

FS-19-073: FSH 1580 – Bylaws of Faculty Senate (requires quorum at UFM). A motion (Tibbals/Morgan) to amend the bylaws passed unanimously

Chair Johnson next explained that four editorial changes implementing the changed position responsibilities of the faculty secretary were presented for senators’ information.

**FS-19-074: FSH 1640.91 – UCC (FYI)**

**FS-19-075: FSH 1640.41 – Faculty/Staff Policy Group (FYI)**

**FS-19-076: FSH 1640.28 – Committee on Committees (FYI)**

**FS-19-077: FSH 1640.42 – Faculty Affairs (FYI)**

**Parking Update.** Rebecca Couch the Director of Parking and Transportation Services (PTS) presented upcoming changes in the parking and transportation system. These changes are part of the PTS strategic plan. The changes align with PTS efforts to enhance the campus alternative transportation network, address customer priorities regarding space availability and permit affordability, and further the PTS goals of utilizing improved parking technology, improving parking lot maintenance, and improving overall quality of parking.

As part of its process PTS has consulted many stakeholders including the City of Moscow, students, faculty and staff. Ten proposed changes are detailed on the PTS website. PTS has already begun implementing the first four changes as a result of previous input from stakeholders. They are seeking input at this time on the last six changes.

Couch first reviewed the four changes currently being implemented.

1. The Gotcha Mobility Bike Share program will be launched in early August in partnership with the City of Moscow. This program will include 50 pedal-assist 3-bikes. They can be used community-wide for up to 30 minutes per day at no cost.

   A senator questioned choice of offering bikes to help reduce vehicles on campus. She believes people would be more likely to use a zip car than a bike so they can travel to buy groceries, etc. Couch responded that the bikes are one step in the overall plan. At present, the funds for the bike share program are available. The bikes will support on-campus trips as well as off-campus travel. While PTS realizes that many people will not use bikes to replace cars, offering the use of bikes may provide a good alternative.

2. Lot 35 north of the Student Health Center will be converted from a gold lot to an hourly pay lot. As part of this plan, the lot will be paved. Currently the lot is a sloped, gravel lot that creates difficulty during the winter and is unsightly. The goal of the change is to increase short term parking in the campus core –23 hourly pay spaces will be added. PTS will provide coupon codes for guests and is hoping to implement a mobile pay option that will allow users to add time electronically.

3. The metered parking in Lot 53 will be converted to “access permit required” spaces. In addition, the campus walkway entry from University Ave. at Pine Street will be moved to University Avenue and Ash Street (one block east). The meters in the area resulted in traffic jams in the campus core as users hunted for spaces or drove into the area to drop off or pick up riders. The changed configuration will limit traffic and discourage drop offs.
A senator commented that art and architecture students are often required to transport bulky projects to and from the campus core. She expressed concern that the elimination of the metered parking and ability to make drop offs will create problems for these students. Couch responded that temporary delivery permits are available free online to UI affiliates. The permit must be printed in advance.

4. A major traffic and parking realignment in the areas of University and Idaho Streets will be undertaken. Purple permit on-street parking will be converted to gold parking. The direction of University Avenue, Ash and Idaho Streets, which are all one-way streets, will be reversed. The purpose of the street direction reversal is to reduce traffic on the campus walkway. The change will make it clearer that the walkway is not accessible to cars. A loading zone will be provided. The street reversal also opens the possibility of a future transit stop in the area. Changing parking on streets from purple to gold permits will increase safety and aesthetics. Because of the switch to gold permits, overnight parking will not be allowed. This will facilitate better snow removal and street cleaning. The change will happen this summer. Temporary signage and flashing warnings will be in place by August 1st.

A senator asked whether there is a parking option for those who only occasionally drive cars to campus. Couch responded that 10 day parking permits are available.

A senator expressed concern about the elimination of the purple permits for students. As a result of the proposed changes, 100 fewer purple will be available. Couch responded that some of the changes contemplated for the future will add more useable student parking options.

Couch next addressed the remaining six changes on which PTS is currently seeking stakeholder input.

5. Orange Lot 6 between College Avenue and Narrow Street will be converted from an orange commuter lot to a purple lot. Currently the lot is underused by orange permit holders. As a result of converting the lot, 28 additional purple spaces will be gained over and above those lost in other proposals.

6. Free and unregulated street parking on Railroad Street and College Avenue will be converted to red commuter permit parking. At present, these street parking spots are being used for vehicle storage and by students in nearby apartments. By converting the lots, safety will be enhanced. Currently, because parking on these streets is not part of the UI parking plan, services such as assisting with dead batteries cannot be provided in these areas. In addition, aesthetics will be improved. The change will add 32 commuter spaces to replace the loss of Lot 6 (see proposal 5).

7. Blue Lot 60 (the Sweet Avenue lot behind the Transit Center) will be converted to a red lot. Demand for blue permit parking on the east side of campus is increasing. Demand on the west side of campus is quite low. East side commuter lots are full, while west side commuter lots have many open spaces. PTS is converting the lot to provide a disincentive for blue parking on the east side of campus and an incentive to use the available spaces on the west side of campus.

8. Lot 104 near the WWAMI Building on Sweet Avenue will be reopened as a red permit lot. The rationale for making this a red lot instead of a blue lot is the same rationale as applied to the conversion of Lot 60 (see proposal 7 above). This change will add 41 red permit spaces on the east side of campus.
9. Lot 107 (on the east side of the Student Recreation Center (SRC)) is being converted from a free lot to an hourly pay lot with a 2.5 hour time limit. Currently the lot is very full with cars often waiting in line to park. Students are using the lot as free parking to attend class. Enforcement of the time limit for using the lot is erratic. Meanwhile, the pay lot on the west side of the SRC is empty much of the time. PTS has been working with SRC management on how to manage this parking situation. Once the change is implemented, PTS will monitor the situation and can adjust the rates for parking and the time limits.

A senator asked whether permit holders could park in the lot without paying. Couch responded that this has been considered but would be very difficult to enforce and may increase illegal parking as a person might buy one of the less expensive permits and then park all day in the SRC lot closer to the campus core.

A senator asked whether Lot 1 could be shifted to a red permit lot. This lot is close to the SRC and might provide an option. Couch responded that PTS could consider this change. Couch indicated her willingness to consider creative solutions that would allow faculty, staff and students to park close to the SRC, but not facilitate illegal or unsafe parking. She stressed that safety and access are her biggest concerns with this problem and that she is not concerned about revenues.

10. Couch provided a schedule of parking permit price increases.

A senator expressed concern that, as a whole, the changes will most impact working students who must commute to and from campus. Couch appreciated her concern and expressed her thought that increasing alternative transportation such as bus services would help such students.

A senator noted that parking in Moscow is easier and less expensive than in Boise. Couch pointed out that demand is less in Moscow than in Boise and that Boise has more public transportation options for students and employees. A senator expressed the view that parking in Moscow is relatively affordable and plentiful. Couch responded that in the long run there will be a need for more parking on the periphery of campus. PTS plans to increase the number of new parking lots, but does not have a plan for adding a parking structure due to funding limitations. If such a structure is built, permit prices will need to increase. Current rates provide only enough funds to maintain our parking facilities. PTS is also trying to promote options for getting to and from Moscow that will alleviate the need for students to drive cars to campus.

A senator commented that revenues from parking will increase by $500,000 over the next five years. She asked what this increased funding will be used for? Couch explained that the increased funding will be used to meet current PTS maintenance needs. She pointed out that re-surfacing the Kibbie Dome lot last year cost $300,000. She also stated that PTS is investing some of the money in alternative transportation such as the bike share program. They are working to develop a scooter program, ride share services, and other smart transit services. Finally, PTS is taking over Vandal Access Program for people with disabilities and is taking on more snow removal.

Couch concluded by thanking senators and encouraging them to continue to provide feedback.

The agenda having been completed, a motion (Keim/Lee-Painter) to adjourn passed unanimously. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted, Liz Brandt, Faculty Secretary & Secretary to the Faculty Senate
**Pending proposal including Tibbals amendment and proposed Grieb amendment AND Definition of staff for purposes of participating in a petition**

FS-19-063 (FS-19-001-Substitute) - FSH 3320 C. – Administrator Evaluation

**C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS.** This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

**C-1. Annual Performance Evaluation of Administrators.** Each administrator holding an appointment as a faculty member shall complete a position description pursuant to FSH 3050, and shall complete the annual performance evaluation process described above. The performance evaluation shall be conducted by the person to whom the administrator directly reports. The evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator’s position description includes expectations in these areas. The evaluator shall also review the administrator’s performance in the area of University Service and Leadership. An administrator’s annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation form appended to this policy. The review shall state whether the administrator met or did not meet expectations.

**C-2.** This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator’s position description. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator’s performance to the evaluator. The evaluator may use Form 2 (linked at the bottom of this policy) or other mechanisms to gather such feedback. All feedback will be collected by Institutional Effectiveness and Accreditation (IEA) to maintain confidentiality. Identifying information will be redacted from the feedback by IEA before the feedback is provided to the evaluator.

**C-3.** No Expectation of Continued Service. Administrators do not have an expectation of continued service in their administrative appointments. The President, Provost and/or Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in his or her administrative capacity.

**F-1.** Review Initiated by Faculty and Staff. An administrator review may be initiated through a petition signed by at least 50% of the faculty members or 40% of the faculty and staff members in the unit and delivered to the provost. The names and percentages of faculty and staff signing the petition shall be maintained in confidence by the provost.

1. For purposes of this policy only, the voting faculty members in the unit may sign a petition seeking administrator review. Full-time, board-appointed classified and exempt staff who...
report directly to the administrator under review, or whose supervisor reports directly to the
administrator under review may sign a petition seeking administrator review.

12. A review under this sub-section shall be conducted by a three person committee
appointed by the provost or dean composed of at least one individual in similar positions to
the administrator as well as at least one tenured faculty member from the unit. The review
shall focus on the administrator’s performance of the responsibilities.

32. The committee shall consider the following information:
   a. Any report submitted by the administrator regarding their performance;
   b. Input from the administrator’s supervisor regarding their performance;
   c. Input from the faculty and staff in the unit;
   d. Input from other constituencies that engage with the administrator.

43. The committee shall prepare a written report summarizing its findings and
recommendations regarding the administrator’s performance. This report shall be provided
to the administrator. The administrator shall have the opportunity to respond to the
committee report. The committee report, and any response, shall be forwarded to
administrator’s supervisor and the provost.

54. The supervisor and provost may provide further feedback and performance
recommendations to the administrator based on the report.

65. Upon completion, the supervisor or provost shall notify the faculty of the
unit of the review.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

[3/09]

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

Chapter & Title:  FSH 3420 – Faculty Salaries

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

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

Originator(s):
(Please see FSH 1460 C)

Marty Ytreberg  2/8/19

Name  Date

Policy Sponsor:  (If different than originator.)

Name  Date

Reviewed by General Counsel  ___Yes ____No Name & Date: ______________________

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

The policy was updated to reflect the current practices used for salary decisions and to ensure uniformity of these practices across all units.

II.  Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
None.

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

FSH 3120 and FSH 4250 – references to 3420 are in these two policies, these two policies appear to be outdated as well.

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

If not a minor amendment forward to: ___________________________________________

Track # __________

Date Rec.: _____________

Posted: t-sheet ______

h/c ___________

web___________

Register:  ______________

(Office Use Only)

Policy Coordinator
Appr. & Date:
[Office Use Only]

FSH
Appr.  _____________
FC  _____________
GFM  _____________
Pres./Prov.  _____________
[Office Use Only]

APM
F&A Appr.:  _____________
[Office Use Only]

[Office Use Only]
PREAMBLE: This section describes the procedures used to determine faculty salaries, including salaries for summer session, salaries for other teaching activities not covered by the basic appointment, and additional compensation for administrative appointments. Cf. RGP II.G.

NOTE: It is the Regents' policy to define "faculty" for purposes of salary and other reporting purposes as follows: "Faculty" includes all persons whose specific assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold the academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. This category also includes deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) whose principal activity is instructional. Not included are teaching or research assistants or medical interns or residents. The material in this section was all an original part of the 1979 Handbook. Revisions since that time have varied from major (2002) to minor (1988); with regard to subsection B-2 it is worth noting that the caveat that UI's salary-adjustment guidelines are constrained by legislative and regents' actions was added in June 1988, while F-1 was modified slightly at the same time so as to clarify the regents' intentions concerning payments for work done above and beyond regular duties. In 2009 it was discovered that language in 3320 A-2 a-f was identical to B-1 through B-6 of this policy. Thus, FSH 3320 A-2 a-f was removed and FSH 3320 A-2 g became B-7 in this policy. Unless otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151).

CONTENTS:
A. Salary Adjustment Guidelines
B. Salary Determination

A. FACULTY SALARY Market Compensation. -ADJUSTMENT GUIDELINES.

NOTE: When the faculty established these guidelines in the late 1960s, it intended that the salary-adjustment process (see 3420) be implemented using these principles as guidelines within constraints that may be imposed by the legislature or the regents. [ed. 7-02]

A-1. SALARY ADJUSTMENTS. Salaries shall be determined with reference to nationally validated market salary rates, pursuant to a model developed in consultation with the faculty and shall be communicated annually.

B. Performance Compensation. If funds are available for performance increases, the following process shall be followed for determining compensation for performance:

B-1. Basis: Performance increases shall be based on the performance of responsibilities in the faculty member's position description. Faculty members must meet expectations in all areas of responsibility; excellence in any category of responsibility can be the basis for a performance increase.

Process: The Provost and Faculty Senate Leadership shall develop and annually review guidelines on how performance compensation will be determined. Such guidelines will reside on the provost website.

B-2. Recommendations: The relative number of faculty within units in a college shall be considered in determining the number of recommendations for each unit if the number of such recommendations is limited.

B-3. Unit Administrator's Report. The unit administrator shall write a report to the dean recommending faculty for performance increases:

a) The report shall briefly state the reasons for each recommendation and prioritize the recommendations.
b) The recommendations shall be closely related to and supported by annual performance evaluations.

c) The unit administrator may recommend how funds should be distributed.

B-4. College Administrative Consultation: The dean shall confer with the unit administrators and other relevant faculty administrators regarding how to best allocate performance increases within the college to advance the strategic objectives of the units, college and university.

B-5. College Recommendation: Based on the unit administrators' reports and the college administrative consultation, the dean shall recommend performance increases to the provost.

B-6. Future Performance: Unit administrators and deans shall meet with any faculty member who wants to discuss their salary to encourage conversation about future performance.

Factors to be considered in recommending salary adjustments are:

a. Cost of Living. First consideration is given to cost-of-living adjustments for all faculty members. This adjustment should be a uniform percentage of the salary of each faculty member at a given salary level, but need not be the same percentage at all salary levels.

b. Promotions, Inequities, and Special Situations. Second consideration is given to: (a) adjustment of inequities, and (b) providing for special situations.

c. Incentive. Third consideration is given to providing an increment, in addition to the authorized cost-of-living adjustment, as an encouragement to those whose service has been sufficiently deserving. Unit administrators and deans, in consultation with their faculties, may establish criteria for this level of salary increase and may establish two subcategories within it. [ed. 7-09]

d. Outstanding Performance. Final consideration is given to rewarding those whose performance is recognized by virtually all observers as exceptional. Subject to budgetary constraints and applicable presidential directives, unit administrators and deans may determine the size of such increments. [ed. 7-09]

A-2. SALARY MODEL. Each year the budget office issues Salary Guidelines, which provide information on how to apply the University's Salary Model given the fiscal issues relevant to the upcoming fiscal year. The Salary Model is maintained by institutional research & assessment and can be read at http://www.uihome.uidaho.edu/default.aspx?pid=99819 [ed. 7-07, 7-09]

A-3. CONSULTATION PROCEDURES.

a. In matters of salary adjustments, the primary role of the Faculty Senate’s University Budget & Finance Committee is to participate in the determination of the total amount of money to be made available for these adjustments. In applying these guidelines, the provost should work closely with the Faculty Affairs Committee and Provost Council. [7-05, 7-09]

b. The Faculty Senate is legally interested in salary-adjustment matters and expects that, when they are being considered by the Faculty Affairs Committee, the chair of that committee will keep the council informed of the committee’s recommendations so that the University Budget & Finance Committee may, in turn, be informed of the manner in which the guidelines are being applied. [ed. 7-09]

c. A faculty member who believes that his or her salary is not equitable may grieve the salary recommendation through the Faculty Appeals Hearing Board. 3840.

B. SALARY DETERMINATION. This process is carried out at the unit and higher levels of academic administration. Each year the provost specifies the definitions of the salary increment categories to be used and prescribes their proportionate distribution. A “Salary Recommendation” form is completed for each faculty member according to the schedule established by the provost. [See also 3380 E and 3420.] [ed. 7-09]
B-1. Unit Action. The unit administrator enters a recommended salary-increment category in the space provided on each salary form. This recommendation will reflect the performance evaluation described in A, relative salary position, and other relevant factors. Special considerations should be noted in the “Comments” section at the bottom of the form or by an accompanying written statement. The unit administrator will submit written justification if his or her assignment of specified salary-increment categories departs substantially from the prescribed distribution. Such justifications are taken into consideration by the dean in arriving at an equitable college-wide distribution among the categories. The unit administrator forwards the salary form for each faculty member to the dean, together with a listing of all members of the unit. [ed. 7-09]

B-2. College Action. Deans, at their discretion, may require administrative officers under their jurisdiction to supplement their salary-increment recommendations by such means as copies of the evaluation forms, written statements, or personal conferences. The dean enters a recommended salary-increment category in the space provided on each salary form. The dean’s distribution of faculty members among the salary categories is guided by the recommended proportions and takes into account possible differences in qualifications and merit among departments; e.g., it may be that the average members of an outstanding department are given consideration equal to that accorded the top members of an average department. When this stage has been completed, the dean meets individually with each unit administrator for review of the dean’s recommendations. The dean forwards the salary form for each faculty member to the provost. [ed. 7-09]

B-3. Presidential Action. Review and action by the provost consists primarily of making adjustments necessary to arrive at an equitable distribution of faculty members among salary-increment categories for UI as a whole. After a recommended salary-increment category has been established at the unit, college, and presidential levels, a copy is sent to the faculty member. The president determines, on the basis of funds available, the salary-increment range applicable to each category.

B-4. Budget Office Action. The Budget Office provides computer printouts showing current salary and tentative salary for the coming year and sends the appropriate list to each dean.

B-5. Review and Adjustment. The dean, in consultation with each unit administrator in the college, makes corrections and minor adjustments as necessary to place each faculty member on the proper salary basis within the department. The aggregate of final salary recommendations must fall within the total salary-increase budget established for the college. [ed. 7-09]

B-6. Final Approval. The provost, after consultation with the deans, approves the corrected lists. When they have been approved by the president and the regents, faculty members are officially notified of their salaries for the coming year and “Salary Agreement” forms [see 3080 E-2] are sent to them for completion.

B-7. Merit-based Salary Increases Not Funded. If, in any year or consecutive preceding years, funding is not provided for merit-based salary increases or funding is only provided for cost-of-living increases, the annual review reports will be retained at the unit level. At each time as merit-based salary increases are available, the recommendation for merit increases shall be based upon the average scores of the current period and any preceding consecutive periods for which merit-based funding was not provided. [7-09 moved from FSH 3320 A-2.4]
Term/Tenure-Track Task Force (QTT)
Explanation of Changes

The Term/Tenure-Track Taskforce (QTT) was formed during the spring of 2018 to address policy issues that have emerged as units and colleges have implemented the various faculty ranks in FSH 1565 differently. The charge to the Taskforce is attached to this document. After identifying issues and studying the approach of various universities around the country, the QTT is proposing changes to UI policy to simplify and clarify faculty ranks.

1. Fewer Ranks. The first change is to amend FSH 1565 to provide for three faculty ranks: Professor (including assistant, associate and full), Instructor (including instructor and senior instructor) and Adjunct (for all appointments of 49% or less).

This change eliminates the following ranks: lecturer, clinical professor (assistant, associate and full), research professor (assistant, associate and full), extension faculty with the rank of instructor and senior instructor, extension faculty with the rank of professor (assistant, associate and full), librarian with the rank of instructor, librarian with the rank of professor (assistant, associate and full), psychologist with the rank of assistant professor and licensed psychologist with the rank of professor (associate and full). These ranks have been folded into the three ranks above or moved into their own specific section (see #4 below).

Rather than delineating so many different ranks, each faculty members’ specific assignment and responsibilities will be set forth in the position description. To facilitate this process, slight tweaks to the four areas of faculty responsibility (teaching, scholarship and creative activities, outreach and university service and leadership) have been made to ensure that the work of faculty in very specialized fields such as psychologists and librarians is adequately reflected in the four areas of responsibility.

2. Clear lines between ranks. Revisions to the descriptions of the three ranks have been made to provide clear lines between ranks.

**Adjunct Faculty.** All part time faculty will have the rank of adjunct faculty. This is true whether the part time faculty member has an appointment for one semester to teach a single class or whether a part time faculty member has a continuing part time appointment. Adjunct faculty may include faculty whose primary employment is elsewhere but who perform limited services for UI, faculty whose sole employment is as part time faculty at UI, and faculty who have a staff appointment at UI but who assume some faculty responsibilities. Adjunct faculty do not have voting rights except as provided in FSH 1520. Responsibilities of adjunct faculty are governed by their employment contracts and may include responsibilities within any of the four areas of faculty responsibility.

**Instructors.** Instructors are not required to have a terminal degree. Instructors have responsibilities only in the areas of teaching and university service and leadership. Required university service and leadership may not exceed 10% of an instructor’s level of effort. An instructor may, from time to time, with the approval of their unit administrator, assume additional responsibilities. However, an instructor cannot be required to assume such additional responsibilities. Instructors are promotable to Senior Instructor. Note, as explained later, senior instructor is no longer a tenurable rank.

**Professors.** Professors are required to have a terminal degree. Professors have responsibilities in the four areas of faculty responsibilities. All professors must have responsibilities in the area of University Service and Leadership. Responsibilities would be dictated by the individual
professor’s position description and could focus substantial amounts of effort in one area over others – for example in research or in outreach.

The goal of this simplification is to address the problems of inconsistency and inequity that currently exist. UI currently has faculty in the clinical faculty rank who have the identical responsibilities of faculty in the professor rank. We have research professors who are tenure-track and who are not tenure-track – their position descriptions are identical. Instructors and clinical professors often share very similar position descriptions.

3. **Clear requirements for Tenurable ranks.** Professor is the only tenurable rank. Professors may be term professors or tenured (tenurable) professors. To be tenurable, a position must have responsibilities in all four areas of faculty responsibility. Tenure is a privilege that imposes responsibilities across the range of faculty responsibilities. Still, each tenure-track and tenured faculty member’s position description will be specific and may emphasize some areas of responsibility over others. For example, a faculty member heavily engaged in research may report 10% Service and leadership, 5% outreach, 10% teaching (supervising graduate students, giving periodic lectures, etc.) and 75% research. Another faculty member focus on teaching may have a position description that includes 75% teaching, 10% university service and leadership, 10% scholarship and 5% outreach.

The goal of this revision is to provide clear guidance on whether a position must be a tenure-track position. The sense of the committee is that tenure must require scholarship, but also that the privilege of tenure imposes upon faculty the full range of responsibility for shared governance and for the university’s external mission.

4. **Clear lines between faculty positions that do not fit the four areas of responsibility or are not truly ranks.**
   a. **Extension. New FSH 1566.** New FSH 1566 provides further specialized requirements for extension faculty. No specialized extension faculty rank will exist anymore. Extension faculty will have the rank of Instructor or Professor. For some time now, extension has worked under a set of guidelines that provide a link to UI policy in the FSH. These guidelines are not formalized in the FSH but are the result of collaboration between extension and the provost’s office. Under the QTT proposal, the guidelines would now become part of policy.
   b. **Officer Education. New FSH 1568.** Faculty in the officer education program are UI faculty pursuant to agreements between UI and the military. The responsibilities of these faculty are set forth in these agreements and are not always consistent with the four areas of faculty responsibility in 1565. For this reason, the provisions of 1565 relating to officer education have been moved, without revision, to new FSH 1568. The stature and role of faculty in the officer education program will not change.
   c. **Honorary Faculty Titles – University Distinguished Professor and Emeritus. New FSH 1569.** University Distinguished Professor and Emeritus professor are honorary designations and not faculty ranks. The responsibilities of a University Distinguished Professor do not change upon obtaining the designation. Emeritus professors do not have any responsibilities and are not employees of the UI. However, they may be hired as adjunct faculty at less than 49% time. For this reason, these two honorary designations have been moved, with only minor edits, to a new section – FSH 1569.
   d. **Affiliate Faculty. New FSH 1572.** The definition of affiliate faculty is being changed (again). This change is required, in part, because of the change in the definition of adjunct faculty. The new rank of adjunct faculty includes all part time faculty with appointments of .49 or less.
whether they are staff of the university, employed elsewhere or simply part time UI faculty. The new affiliate faculty designation allows interdisciplinary faculty who do not have a formal joint appointment, but who provide support and services to more than one department to be designated as affiliate faculty in their non-primary department. The provision has been moved from 1565, because designation as affiliate generally does not carry unique responsibilities or change the faculty member’s existing responsibilities.

e. **Distinguished Scholars and Visiting Faculty. New FSH 1573.** New 1573 creates a new designation of distinguished scholar and tightens up the definition of visiting faculty.

a. Distinguished scholars are individuals who are not UI employees but who are affiliated with UI for various purposes. The College of Law, for example, might wish to designate an Idaho Judge spending time in residence at the college as a distinguished scholar. Likewise, the College of Education, Health, and Human Services might wish to designate a leading education reform specialist who supports the college in an ongoing basis as a distinguished scholar. The designation might also be used for faculty from another institution who are spending sabbatical time at UI conducting research or engaging in other collaborative activities on campus. Distinguished scholars may be appointed as adjunct faculty under appropriate circumstances.

b. Visiting faculty are temporary, full time employees who are at the institution for one to two years. Typically, such faculty are filling a temporary vacancy created by a sabbatical or leave of absence. These faculty do not fit the definition of adjunct faculty because they are full time. However, from an HR perspective they are only temporary employees.

f. **Graduate Students and Post Docs. New Policy 1701.** The provisions of 1565 relating to graduate students and post docs have been moved to new FSH 1701. These people are not faculty and for this reason should not be included in the FSH provision regarding faculty ranks and responsibilities. If the decision is made to treat post docs as faculty at some time in the future, revisions can be undertaken at that time to effectuate the change.

5. **Elimination of Outdated Provisions.** Two provisions of the FSH are being deleted because of these changes. Old 1566 which merely documented the creation of the faculty-at-large has already been deleted by senate. The documentation has been moved to a historical footnote in the University Faculty Constitution – FSH 1520. In addition, FSH 3530 regarding Non-Tenure Track Faculty is being deleted. This provision was outdated. The tenure policy now requires that a majority of the faculty in a department be tenured or tenure-track. The ranks and tenure policy delineate the difference between term and tenure track faculty. For these reasons this policy is no longer needed.

6. **Phase-in of New Policy.** If passed, the new policy will impact incoming faculty only. Existing faculty will remain in their ranks as set forth in the current version of 1565. The current version will be included as an appendix to the new version. In addition, the new policy provides that faculty members may voluntarily convert to a parallel rank in the new policy with the support of the unit administrator, dean and provost. Faculty cannot be forced to convert.
Term/Tenure-Track Task Force (formation/charge)

The Faculty Affairs Committee together with Faculty Senate Leadership and the Provost are forming a task force to examine issues related to non-tenure track faculty. The task force will be chaired by Prof. Dan Eveleth of the College of Business and Economics. We expect that the work of the task force will begin this spring and continue through the 2018-19 academic year.

The desired outcomes of the task force’s work are to help the university community:

• Develop a shared understanding of (and commitment to) the roles and expectations of non-tenure track faculty.
• Increase fairness and consistency with respect to practices associated with recruiting, selecting, developing, rewarding, including, and managing non-tenure track faculty.

To achieve these goals the task force is charged with:

• Identifying the current, potentially disparate, beliefs about the roles and expectations of non-tenure-track faculty across the university.
• Developing a comprehensive understanding of the issues and concerns associated with the current state of affairs.
• Identifying sentiment about a future, aspirational state of affairs, and coalescing around a single view of the future that honors the identified sentiment.
• Making policy and practice-related recommendations to Faculty Affairs, Faculty Senate Leadership and the Provost that are designed to achieve the desired outcomes.
FACULTY RANKS AND RESPONSIBILITIES

A. Introduction

B. Definitions (Deleted, some included in responsibility areas where applicable.)

C. Responsibility Areas (very little was changed, basically added language to ensure all ranks that were folded into one of the new ranks would be covered)

1. Teaching and Advising
2. Scholarship and Creative Activities
3. Outreach and Extension
4. University Service and Leadership

D. University Faculty

   C-1. INSTRUCTOR (PROFESSOR)
   C-2. FACULTY: (INSTRUCTOR)
   D-3. RESEARCH FACULTY (folded into above)
   D-4. EXTENSION FACULTY (Moved, see 1566 below)
   D-5. LIBRARIAN: (folded into above)
   D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST: (folded into above)
   D-7. OFFICER-EDUCATION (Moved to 1568)
   D-8. UNIVERSITY Distinguished Professor (Moved to 1569 – honorary title)
   D-9. CLINICAL FACULTY (folded into above)

E. Emeriti (Moved to 1569 – honorary title)

F. Associated Faculty

   F-1. AFFILIATE FACULTY (Moved to 1572)
   C-3. ADJUNCT FACULTY (Moved to Section C)

G. Temporary Faculty (Deleted)

   G-1. LECTURER (Deleted – those currently holding this position will keep it)
   G-2. VISITING FACULTY AND DISTINGUISHED SCHOLAR (Moved to 1573)
   G-3. ACTING (Deleted – no longer used, was for faculty who had yet to finish their terminal paper)
   G-4. ASSOCIATE (Deleted – no longer used, to be hired as adjunct)

H. Non-Faculty

   H-1. POSTDOCTORAL FELLOW (Moved to 1701)
   H-2. GRADUATE STUDENT APPOINTEES (Moved to 1701)

I. Qualification of Non-faculty Members for Teaching UI Courses (Deleted – no longer used)

D. Implementation (new)

FSH Sections

1520: Constitution
1565: Ranks and Responsibilities
1566: Appointment to Faculty Status (Moved to 1520)
1566: Extension (Created from Extension section)
1568: Officer Education
1569: Honorary Titles – Distinguished Professor, Emeriti
1572: Affiliate Faculty
1573: Visiting Faculty and Distinguished Scholar 1701: Non-faculty
3520: Tenure
3530: Term
PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]

CONTENTS:
A. Introduction
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A. INTRODUCTION. In order to carry out its functions and to serve most effectively its students and the public, the university recognizes the ranks and responsibilities set forth in this policy. An individual faculty member’s specific rank and responsibilities are set forth in the faculty member’s position description pursuant to FSH 3050. Each unit shall develop criteria for annual evaluation, promotion and/or tenure review of its faculty that are consistent with this policy and with other FSH provisions.

B. RESPONSIBILITY AREAS: The four general areas of faculty responsibility are defined in this section. Each unit and college shall adopt criteria for tenure and promotion that are consistent with these areas of responsibility in relation to their specific unit’s criteria. Because of the unique context and roles of extension faculty, additional information regarding the responsibilities of such faculty may be found in FSH 1566. Each faculty member shall have a position description consistent with FSH 3050 detailing the faculty member’s specific responsibilities.
B-1. TEACHING AND ADVISING: The university’s goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students.

a. Teaching Generally. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty. Evidence of effective teaching may include but is not limited to Student Evaluations of Teaching, peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads.

b. Advising and/or Mentoring Students Generally. Student advising includes but is not limited to: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member’s capacity to advise. Evidence of effective advising includes but is not limited to: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees’ evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

B-2. SCHOLARSHIP AND CREATIVE ACTIVITIES. Scholarship is creative intellectual work that is communicated and validated. Scholarship and creative activities must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university.

The role of a faculty member at the University of Idaho with responsibility for scholarship and creative activity is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is appropriate if it is validated and disseminated.

a. Scholarship in Teaching and Learning can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design, and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of text books, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. Evidence of scholarship in the area of teaching and learning is based primarily on evaluation by the faculty member’s peers both at the University and at other institutions of higher learning.

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member’s work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. Evidence of scholarship in the area of artistic creativity is based primarily on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and
c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. Evidence of scholarship in this area may include, but is not limited to: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member’s work by other professionals in the field; published reviews and commentary about a faculty member’s work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members’ knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people’s lives, enhancement of human wellbeing, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member’s work.

B-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI’s Moscow campus and from each of the University’s physical locations around the state. Outreach activities are primarily directed at constituencies outside the university.

a. Outreach Generally. Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1566); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities.

Delivery mechanisms include distance education, service learning, cooperative and/or service education, technology transfer, noncredit courses, publications, service on boards and reviewing/refereeing scholarship. Evidence of effective outreach activities may include, but is not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or
world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program’s effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

B-4. UNIVERSITY SERVICE AND LEADERSHIP. The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

a. Service to the University Generally, service to the university is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university must be a part of both the position description and annual performance review. Within the university, service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Service can include engagement in advancement activities, admissions activities, clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

b. Librarians and Service. Librarians provide specialized service to the university by ensuring that the library’s collections and services support the teaching and research mission of the institution. Librarians provide specialized bibliographic research assistance to faculty and students.

c. Administration:

(1) Unit Administration. Includes assisting higher administration in the assignment and evaluation of the services of each member of the unit’s faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

(2) Program Administration. Effective conduct of university programs requires administrative activities that support the university’s mission. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.
(3) **Library Administration.** Library Administration may include specialized public service or technical service responsibilities, development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; or effective supervision of an administrative unit.

(4) **Evidence of Effective Administration.** Demonstration of effective administration, may be documented by a variety of means. Examples include, but are not limited to: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management; (4) peer evaluation of librarianship. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership.

**C. UNIVERSITY FACULTY RANKS.** All faculty at the University of Idaho shall hold one of the following ranks. Because of the unique context and roles of extension faculty, qualifications and additional classifications for such faculty can be found in FSH 1566.

**C-1. PROFESSOR.** Professors shall have responsibilities in the four areas of faculty responsibility defined in B-1 through B-4 above. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and missions of their respective discipline as defined in the unit’s promotion and tenure criteria. All professors must have some university leadership and service responsibility.

- **a. Assistant Professor.** Appointment to this rank requires a terminal degree or professional experience that demonstrates equivalence to a terminal degree. Persons in the final stages of completing doctoral dissertations may be appointed as assistant professors. Potential for success in each area of responsibility in the faculty member’s position description is a prerequisite to appointment to the rank of assistant professor.

- **b. Associate Professor.** Appointment or promotion to this rank requires the doctorate or appropriate terminal degree professional experience that demonstrates equivalence to a terminal degree. Associate professors must have fulfilled the requirements and expectations of their position description(s).

- **c. Professor.** Appointment or promotion to this rank requires the doctorate or appropriate terminal degree or professional experience that demonstrates equivalence to a terminal degree. A professor should have intellectual and academic maturity in their areas of responsibilities. Professors are expected to play a major role in the development of academic policy and university service and leadership

**C-2. INSTRUCTOR:** Instructors only have responsibility for teaching and advising, and university service and leadership not to exceed 10% of their level of effort. Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. The title of Instructor shall not be used in any other university position.

- **a. Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the unit administrator.

- **b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching and/or advising ability. This rank does not lead to promotion to the professorial ranks.
C-3. ADJUNCT FACULTY:

a. **General.** A person who holds a faculty appointment pursuant to a limited contract of employment at UI of 49% or less is an adjunct faculty member. Adjunct faculty members may hold the titles of Adjunct Instructor, Adjunct Senior Instructor, Adjunct Assistant Professor, Adjunct Associate Professor or Adjunct Professor. The adjunct faculty may include UI staff holding a part-time faculty appointment.

b. **Responsibilities/Rights.** Members of the adjunct faculty have the same academic freedom as do members of the university faculty. Their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. The responsibilities of adjunct faculty are defined by their contract with UI. The appointment of adjunct faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies. Adjunct faculty do not qualify for the faculty-staff educational privilege.

c. **Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member’s responsibility. Units may require the support of a faculty member as a condition of employment.

D. IMPLEMENTATION. This policy shall apply to all faculty whose appointments begin after the effective date of the policy. Faculty appointed prior to the effective date of the policy shall retain the faculty rank of their original appointment (pursuant to former 1565 which is set forth in the appendix included with this policy). A faculty member’s appointment may be converted to a rank authorized by this policy pursuant to the agreement of the faculty member, unit administrator, dean and provost. The agreement shall specify the exact rank, specific criteria and timeline for tenure and/or promotion, if applicable. No faculty member may be required to convert if such requirement is detrimental to the faculty member.
Idaho State Board of Education
Proposal for Discontinuation

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>December 14, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Agricultural and Life Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Margaret Ritchie School of Family and Consumer Sciences</td>
</tr>
</tbody>
</table>

Program Identification for Proposed Discontinued Program:

| Title: | Family and Consumer Sciences |
| Degree/Certificate: | BS FCS Major: Food and Nutrition: Nutrition Option at UI in Coeur d’Alene |
| Method of Delivery: | At UI Coeur d’Alene where instruction has been face-to-face, on-line, and hybrid |
| CIP code: | |
| Proposed Discontinuation Date: | Summer, 2019 |

Indicate whether this request is a discontinuation of either of the following:

- [X] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] New Program (check all that apply)
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean (as applicable)</td>
<td>Date</td>
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<tr>
<td>FVP/Chief Fiscal Officer (Institution) Date</td>
<td></td>
</tr>
<tr>
<td>Provost/VP for Instruction (Institution) Date</td>
<td></td>
</tr>
<tr>
<td>President Date</td>
<td></td>
</tr>
<tr>
<td>Vice President for Research (as applicable) Date</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs Program Manager Date</td>
<td></td>
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<tr>
<td>Chief Academic Officer, OSBE Date</td>
<td></td>
</tr>
<tr>
<td>SBOE/Executive Director Approval Date</td>
<td></td>
</tr>
</tbody>
</table>
1. Provide rationale for the discontinuance.

We propose to discontinue the BS in Family and Consumer Sciences (BS FCS) Major in Food and Nutrition: Nutrition Option that is offered through the University of Idaho Coeur d’Alene campus. In 2018 the major in Food and Nutrition was restructured. The option for “nutrition” or “dietetics” was removed. Additional courses were added to the major Food and Nutrition. Yet, these additional courses are not structured to be offered on-line or hybrid. Furthermore, there are no food and nutrition faculty remaining in Coeur d’Alene to advise and teach students. Therefore, the major in Food and Nutrition with a catalog year 2018 or later may only be obtained at the Moscow campus.

2. Teach-out Plans/Options for currently enrolled students.

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Continuing students at the University of Idaho Coeur d’Alene campus currently working toward a BS FCS with a major in Food and Nutrition: Nutrition Option from the catalog year 2017-2018 or earlier, will be able to finish out their courses of study as originally planned. Currently there are three students enrolled with a catalog year of 2017 or earlier. All courses needed for the Nutrition Option of the Food and Nutrition major continue to be available on-line or hybrid to students in Coeur d’Alene. There are currently three additional students with a catalog year of 2018 (one of which is currently inactive). These students will be able to complete a degree in Food in Nutrition through appropriate degree audit substitutions, as determined by the academic advisor.

b. Is there an alternative program/major or field of study? If so, please describe.

There is currently no alternative program/major or field of study at the University of Idaho Coeur d’Alene. However, no student will be left behind without full academic support for finishing his/her degree.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Continuing students will be able to complete their BS FCS with a major in Food and Nutrition in Coeur d’Alene. All of these students will be personally contacted by Trevor White, the FCS professional advisor, who will explain the situation and assist them in making any needed alterations to their coursework for degree completion. Prospective students from Coeur d’Alene inquiring about food and nutrition will be advised to transfer to the Moscow Campus. The University of Idaho Coeur d’Alene Home Page will no longer list food and nutrition as a major.

3. Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
</table>

Page 2
<table>
<thead>
<tr>
<th>University</th>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State University</td>
<td>Health Sciences, Bachelor of Science</td>
<td>Pre-professional studies degree. Prepares students to apply for an ACEND accredited didactic program in dietetics, an ACEND accredited coordinated program in dietetics at the BS or MS level.</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Dietetics, Bachelors of Science</td>
<td>ACEND accredited didactic program in dietetics. Prepares students to apply for ACEND accredited dietetic internship.</td>
</tr>
<tr>
<td>Washington State University</td>
<td>Nutrition and Physiology, Bachelor of Science</td>
<td>With the BS NEP degree students are eligible to take a variety of certifications offered by the American College of Sports Medicine (ACSM). It also provides foundational coursework for application to graduate programs, such as dietetics, medicine, physical therapy, occupational therapy, or public health.</td>
</tr>
</tbody>
</table>
4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Headcount Enrollment in Program</th>
<th>Number of Graduates From Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY__</td>
<td>FY__</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
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</tr>
</tbody>
</table>

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

*We anticipate that discontinuance of the BS FCS major in Food and Nutrition: Nutrition Option in Coeur d’Alene will not impact any other program at UI. Part of the University of Idaho's mission is that “educational programs continually strive for excellence.” Without adequate faculty at University of Idaho Coeur d’Alene, excellence cannot be achieved. Therefore we will strive for excellence in the Food and Nutrition major offered at the University of Idaho Moscow campus where there are adequate resources for teaching and learning.*

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

*This discontinuance of the Food and Nutrition Major: Nutrition option will not result in reductions or reassignments for current faculty and staff of the Margaret Ritchie School of Family and Consumer Sciences. Currently, there are no faculty in food and nutrition located in Coeur d’Alene.*

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

*This discontinuance will not result in any redirection or reduction of budgets.*
College of Letters, Arts and Social Sciences
Proposed Catalog Changes
Effective Summer 2020

SOCIOLOGY AND ANTHROPOLOGY

1. Create the following prefix (see #3 below for full list of SOC courses replaced with CRIM):
   CRIM (Criminology)

2. Create the following courses:

   CRIM 340 Sex Crimes
   3 credits
   This course explores various aspects of sexual crimes, offenders, and deviance. Topics may include, but are not limited to, historical and current perspectives of sex offender legislation, victimization issues, theoretical explanations, and processing offenders in the criminal justice system. Special focus on sexual offenses and sexual deviance in various locations and settings.
   **Prereq:** CRIM 101
   Available via distance: No
   Geographical Area: Moscow
   **Rationale:** This course will allow students to have more in depth knowledge on sexual deviance and crimes. In particular, many Criminology students may be working with either sexual assault victims or offenders upon graduation and it would be beneficial to have a greater understanding of the dynamics of the offense and the individuals involved.

   CRIM 434 Crime Prevention
   3 credits
   This course explores the contemporary field of crime prevention. Core elements include an examination of the social history of crime prevention practices, a review of modern crime prevention theories, an evaluation of modern approaches to crime prevention, such as environmental, situational, community, and criminal justice crime prevention strategies. Particular emphasis on the state of current research and relative effectiveness of different approaches to crime prevention.
   **Prereq:** CRIM 101
   Available via distance: Yes
   Geographical Area: Moscow
   **Rationale:** The proposed course will be designed to provide students with an in-depth evaluation of crime prevention practices in the United States. This course is designed to fill a gap in our current criminology curriculum by giving students the opportunity to develop a deeper understanding of the state of current research and best practices in relation to modern community, situational, environmental, and criminal justice strategies for preventing crime and delinquency. This is particularly important for students who intend to seek employment in criminal justice professions (i.e., law enforcement), where they are likely to be tasked with developing, implementing and operating crime prevention programs.
3. Make the following prefix changes:

**SOC classes to change to CRIM (with recommended number)**

Note: * indicates a current approved gen ed. class. Would like to retain in gen ed.

- SOC 130 (CRIM 101) Introduction to Criminology*
- SOC 331 (CRIM 301) Criminological Theory
- SOC 328 (CRIM 320) Deviant Behavior
- SOC 329 (CRIM 329) Homicide
- SOC 330 (CRIM 330) Juvenile Delinquency
- SOC 332 (CRIM 332) Crime and Punishment
- SOC 333 (CRIM 333) Elite and White Collar Crime
- SOC 334 (CRIM 334) Police and Social Control
- SOC 335 (CRIM 335) Terrorism, Society and Justice
- SOC 336 (CRIM 336) Comparative Criminal Justice Systems*
- SOC 337 (CRIM 337) Violence and Society
- SOC 338 (CRIM 338) Vice Crimes
- SOC 339 (CRIM 339) Crime and the Media
- SOC 415 (CRIM 415) Citizen's Police Academy
- SOC 421 (CRIM 421) Gender and Crime
- SOC 435 (CRIM 435) Psychopathy and Crime
- SOC 436 (CRIM 436) Mental Health and Crime
- SOC 439 (CRIM 439) Inequalities in the Justice System*
- SOC 440 (CRIM 440) Inside Out Prison Exchange (approved this year)
- SOC 442 (CRIM 420) Substance Abuse
- SOC 461 (CRIM 401) Justice Policy Issues*
- SOC 462 (CRIM 462) Senior Practicum*
- SOC 464 (CRIM 464) Criminology Abroad*

**Classes to add to the CRIM prefix, but keep in SOC prefix as well**

- SOC 404 (CRIM 404) Special Topics
- SOC 417 (CRIM 417) Social Data Analysis
- SOC 498 (CRIM 498) Internship
- SOC 499 (CRIM 499) Directed Study
Proposal to create new major in Criminology (B.S.):

**Criminology Core: 9 credits**
- SOC 101  Introduction to Sociology (offered every term)*
- CRIM 101 (SOC 130)  Introduction to Criminology (offered every term)*
- CRIM 301 (SOC 331)  Criminology Theory (seated fall, online spring)

**Inequalities and Diversity (one of the following): 3 credits**
- CRIM 421 (SOC 421)  Gender and Crime (seated spring)
- CRIM 439 (SOC 439)  Race and Crime (online fall)*

**Research Methods (two of the following): 6 credits**
- STAT 251  Statistics*
- SOC 309  Survey of Research Methods (online fall, seated spring)
- SOC 416  Qualitative Research Methods (seated spring)
- CRIM 417 (SOC 417)  Social Data Analysis (seated fall)

**Capstone (one of the following) 3 credits***
- CRIM 401 (SOC 461)  Justice Policy Issues (seated/online spring)
- CRIM 462 (SOC 462)  Senior Practicum (every term)
- CRIM 464 (SOC 464)  Criminology Abroad (seated/online spring)

**Upper Division Electives: 15 Credits**
- ANTH 451  Forensic Anthropology
- CRIM 329 (SOC 329)  Homicide
- CRIM 330 (SOC 330)  Juvenile Delinquency
- CRIM 332 (SOC 332)  Crime and Punishment
- CRIM 333 (SOC 333)  Elite and White Collar Crime
- CRIM 334 (SOC 334)  Police and Social Control
- CRIM 335 (SOC 335)  Terrorism, Society and Justice
- CRIM 336 (SOC 336)  Comparative Criminal Justice Systems*
- CRIM 337 (SOC 337)  Violence and Society
- CRIM 338 (SOC 338)  Vice Crimes
- CRIM 339 (SOC 339)  Crime and the Media
- CRIM 340  Sex Crimes
- CRIM 404 (SOC 404)  Special Topics
- CRIM 415 (SOC 415)  Citizen’s Police Academy
- CRIM 420 (SOC 442)  Substance Abuse
- CRIM 421 (SOC 421)  Gender and Crime
- CRIM 434  Crime Prevention
- CRIM 435 (SOC 435)  Psychopathy and Crime
- CRIM 436 (SOC 436)  Mental Health and Crime
- CRIM 439 (SOC 439)  Inequalities in the Justice System*
- CRIM 440 (SOC 440)  Inside Out Prison Exchange
- CRIM 498 (SOC 498)  Internship
- CRIM 499 (SOC 499)  Directed Study
- SOC 328  Deviant Behavior
- SOC 345  Extremism and American Society
- SOC 420  Sociology of Law
- SOC 465  Environment, Policy, and Justice

**Related Fields (12 credits)**
American Indian Studies, Anthropology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Sociology, Statistics, and Women’s and Gender Studies

*Revised 10/27/17*
Idaho State Board of Education
Proposal for Undergraduate/Graduate Degree Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>CLASS</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Sociology-Anthropology</td>
</tr>
</tbody>
</table>

Program Identification for Proposed New or Modified Program:

| Program Title: | Criminology |
| Degree: | |
| Indicate if Online Program: | X Seated and online |
| CIP code (consult IR /Registrar): | 45.0401 |
| Proposed Starting Date: | Summer 2020 |
| Geographical Delivery: | Location(s) Moscow/Distance Region(s) |
| Indicate (X) if the program is/has: | Self-Support Professional Fee X Online Program Fee |
| Indicate (X) if the program is: | Regional Responsibility Statewide Responsibility |

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative Program)

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean or other official (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>FVP/Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Provost/VP for Instruction (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<tr>
<td>Vice President for Research (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Financial Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/Executive Director Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

Revised 10/27/17
Page 2
Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   This program will replace our BA/BS sociology–criminology emphasis area with a new stand-alone Bachelor of Science (B.S) degree in criminology. This program proposal follows student assessment data and feedback that indicates a desire to have a separate degree in criminology or criminal justice (CCJ) to more accurately reflect coursework and learning outcomes. The sociology degree with criminology emphasis has approximately 120 students enrolled and is large enough to exist as a stand-alone program.

   As this degree program builds on existing course offerings in sociology and capacity identified in the sociology major, we anticipate minimal impact on other programs. Indeed, the Department of Sociology and Anthropology is a natural location for such a program. Besides our current department strength in criminology, for several decades the department hosted a degree program in Criminal Justice and later a more amorphous Justice Studies major. Prior enrollment data indicates that these programs enrolled between 150 and 200 students. In 2009, the Justice Studies program was discontinued, with the remnants folded in a criminology emphasis area in the sociology major. The emphasis in criminology quickly became the most popular in the field of sociology and the department built up the emphasis with the addition of a new faculty line. In 2017, an online degree program was rolled out to offer a quality criminological education to students throughout the state. Currently, five faculty directly service the criminology emphasis area with five other sociologists contributing several elective courses.

   As this dual modality degree (online and seated) can be provided with current resources, we anticipate negligible impact to the structure and resources of our department. However, we do believe that a degree in criminology will attract more majors than the current emphasis area.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:**

   The Bureau of Labor Statistics (BLS) estimates that protective services jobs (e.g., jobs in law enforcement, corrections, and other justice-related services) will grow by 7.9% in the U.S. from 2012-2022, with approximately 1.1 million job openings created through growth and replacement needs.¹ Labor market growth in protective services industry jobs is projected to be slightly stronger in Idaho. In 2012, there were 12,958 protective service jobs in Idaho with a projected 10-year growth estimate of 9.8% over ten years (to 14,222 jobs). The BLS estimates that Idaho will see an average of 503 yearly job openings in this field due to occupational growth and replacement.² From our Emsi market analysis, employment data for Idaho indicates strong job

---


growth through 2028.

Idaho Jobs Outlook 2018-2028 (Emsi Market Analysis):

<table>
<thead>
<tr>
<th>SOC</th>
<th>Description</th>
<th>2018 Jobs</th>
<th>2028 Jobs</th>
<th>2018 - 2028 Change</th>
<th>2018 - 2028 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-1092</td>
<td>Probation Officers and Correctional Treatment Specialists</td>
<td>652</td>
<td>702</td>
<td>50</td>
<td>8%</td>
</tr>
<tr>
<td>33-3012</td>
<td>Correctional Officers and Jailers</td>
<td>2,026</td>
<td>2,233</td>
<td>207</td>
<td>10%</td>
</tr>
<tr>
<td>33-3021</td>
<td>Detectives and Criminal Investigators</td>
<td>423</td>
<td>457</td>
<td>34</td>
<td>8%</td>
</tr>
<tr>
<td>33-3051</td>
<td>Police and Sheriff's Patrol Officers</td>
<td>2,477</td>
<td>2,827</td>
<td>350</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5,577</strong></td>
<td><strong>6,218</strong></td>
<td><strong>641</strong></td>
<td><strong>11%</strong></td>
</tr>
</tbody>
</table>

List the job titles for which this degree is relevant:

Law enforcement: Police officer, state trooper, US marshal, fraud investigator, postal inspector, immigration and customs enforcement

Corrections: Probation and parole officer, juvenile services

Courts: bailiff, courtroom assistant, court clerk, criminal law supervisor, court manager, case administrator, court operations specialist, pretrial services officer and family law mediator, victim advocate

Military and counterterrorism: Various military and civilian service roles related to military justice, terrorism and homeland security.

Private sector: Security, private detective, loss management, insurance adjustor

Education: Law enforcement trainer, student resource officer

Social services: Various social and community advocacy

|                | State DOL data | Federal DOL data | Other data source: (describe) |
|                |                |                 | Emsi data is provided earlier in this section. |
| Local (Service Area) | 66            |                 |                                |
| State          | 442            |                 |                                |
| Nation         | 96,000         |                 |                                |

http://lmi.idaho.gov/Projections/OccupationalProjections.aspx#occupational

Revised 10/27/17
Page 4
### State of Idaho

#### Federal

<table>
<thead>
<tr>
<th>SOC CODE</th>
<th>Employment 2016 (Thousands)</th>
<th>Employment 2026 (Thousands)</th>
<th>Change 2016-2026 (Thousands)</th>
<th>Percent Change 2016-2026</th>
<th>Opening 2016-2026 (Thousands)</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-1092</td>
<td>723</td>
<td>785</td>
<td>62</td>
<td>8.60%</td>
<td>69</td>
<td>$51,410.00</td>
</tr>
<tr>
<td>33-3012</td>
<td>2,046</td>
<td>1,916</td>
<td>-130</td>
<td>-6.40%</td>
<td>146</td>
<td>$43,540.00</td>
</tr>
<tr>
<td>33-3021</td>
<td>427</td>
<td>459</td>
<td>32</td>
<td>7.50%</td>
<td>31</td>
<td>$61,050.00</td>
</tr>
<tr>
<td>33-3051</td>
<td>2,567</td>
<td>2,822</td>
<td>255</td>
<td>9.90%</td>
<td>198</td>
<td>$79,970.00</td>
</tr>
</tbody>
</table>

#### Northern Idaho 2016-2026

<table>
<thead>
<tr>
<th>SOC CODE</th>
<th>Count</th>
<th>Projected Count</th>
<th>Change Count</th>
<th>Change Percent</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-1092</td>
<td>105</td>
<td>106</td>
<td>1</td>
<td>1%</td>
<td>9</td>
</tr>
<tr>
<td>33-3012</td>
<td>296</td>
<td>302</td>
<td>16</td>
<td>5.60%</td>
<td>25</td>
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<tr>
<td>33-3021</td>
<td>61</td>
<td>65</td>
<td>4</td>
<td>6.60%</td>
<td>4</td>
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<tr>
<td>33-3051</td>
<td>368</td>
<td>409</td>
<td>21</td>
<td>5.40%</td>
<td>28</td>
</tr>
</tbody>
</table>

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**Prior Employer Demand Survey for Online Degree**

In order to estimate the level of demand for an online criminology degree program in 2015, the sociology-criminology faculty distributed a brief online survey to twenty police and correctional agencies in Idaho serving populations greater than 20,000 residents. Ten of the twenty agencies completed the survey (50% response rate).

The first section of the survey asked the respondents about their agency’s education-related hiring requirements and support for higher education. Of the ten agencies that responded to the survey, 80% indicated that only a high school diploma or its equivalent is required for newly hired officers. Almost all of the agencies, however, reported that their department encourages its officers to complete additional education beyond the minimum standards (9 of 10). Half of the agencies provide direct financial benefits (e.g., tuition reimbursement) to officers who pursue education beyond the minimum requirements. In addition, several respondents from departments that do not offer direct financial incentives indicated that their agencies provide strong indirect incentives, such as giving officers with four-year degrees extra points on competitive promotional exams, which makes it more likely that they will achieve higher salaries through promotion.

The second section of the survey included several questions that were designed to allow us to generate rough estimates of the number of officers who might be interested in taking online criminology courses. The first question in this section asked the respondents to estimate number of officers in their department who might be interested in taking online classes. The second question asked them to report the total number of officers working for their department. Altogether, the respondents reported that the ten agencies employed a total of 1,460 officers. Respondents estimated that 293 officers across the ten agencies would be interested in taking online classes in criminology, resulting in an estimated 20% of the officers working for the responding agencies who might be interested in enrolling in an online criminology program. If we project that percentage on to the Idaho’s population of 12,958 individuals working in the State’s protective services occupations, then we can estimate that approximately 2,592 officers might be interested in enrolling in an online criminology program.
individuals working in this field in Idaho may consider enrolling in an online program in criminology. Of course, that figure only represents a possible pool of officers who might be interested in enrolling in an online criminology program. However, if only 2% of that pool enrolls in the University of Idaho’s criminology program on a yearly basis, then we would enroll fifty officers per year in the program.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

We expect that this degree will enroll both traditional Moscow campus students and fully online students. Nationally, growth in online programs in this field have increased 22% in the past 5 years, according to our Emsi data.

Our department regularly conducts an assessment survey of graduating seniors. The most common complaint among our graduates is that we do not have a separate criminology degree. Other students interested in a CCJ field report not knowing or unable to find our emphasis area, or are confused about why they are earning a sociology degree. While it would be difficult to estimate precise numbers, the UI undoubtedly loses potential students due to lack of a degree in this area. Enrollment data at other colleges suggests an institution of our size could have between 200 and 300 students majoring in a CCJ field, possibly much more.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

If all public and private criminal justice agencies were combined, the criminal justice system would be the single largest employer in the country. Spending for criminal justice are substantial outlays for most state and local governments. Currently, the state of Idaho spends 10% of the state budget, or over $300 million, on protective services and the judiciary. In addition, local law enforcement and protection account for roughly a third of the budget for city and county municipalities.

Idaho has lagged behind in developing programs that are known to cut costs and prevent crime. There is a large benefit in having a workforce that is skilled in understanding the causes and consequences of crime, including how to measure crime and assess prevention programs. Graduates of our program will possess knowledge and skills in these areas.

d. Societal Need:

While Idaho has a relatively low crime rate, the state currently has the eighth highest incarceration rate in the nation. As has happened in other areas of the country, the state and region could benefit from rethinking the approach to criminal justice. This includes a consideration of alternatives and deterrents to traditional models of law enforcement and corrections. Further, with shifting demographic patterns it is readily apparent that criminal justice institutions need research and talent that can incorporate the skills that are imparted by a criminology degree program.

**Criminal justice is becoming a data-driven occupation.** With the advent of new strategies in intelligence-led policing and correctional risk management, police and correctional officers, supervisors and command are increasingly expected to be fluent in the use of quantitative data collection and analysis. This program will help prepare students to be more competitive in this rapidly changing field.
Criminal justice administrators regularly say they are looking for employees that are cognizant of the professional codes of conduct required to handle individuals and cases that may enter the criminal justice system. This includes a background in professional ethics and knowing some of the dilemmas and controversies found in situations CJ professionals encounter every day. In addition, being an effective professional requires an understanding of people of differing backgrounds and sensitivity to issues related to race and ethnic relations. Our program will focus on educating potential CJ professionals in matters of diversity, cultural understanding, and social inequalities that impact the CJ system.

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

<p>| Similar Programs offered by Idaho public institutions (list the proposed program as well) |</p>
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State</td>
<td>B.S.</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Lewis Clark State College</td>
<td>B.S/B.A</td>
<td>Justice Studies</td>
</tr>
<tr>
<td>Idaho State</td>
<td>AA</td>
<td>Criminology</td>
</tr>
</tbody>
</table>

<p>| Similar Programs offered by other Idaho institutions and by institutions in nearby states |</p>
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonzaga</td>
<td>B.A./B.S.</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Washington State</td>
<td>B.A./B.S.</td>
<td>Criminal Justice</td>
</tr>
</tbody>
</table>
4. **Justification for Duplication with another institution listed above.** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

While criminal justice is a popular mainstay at a majority of public institutions, criminology gives a slightly different scope of focus on issues of crime, law and justice. Like criminal justice, criminology is concerned with criminal justice institutions, but criminology is especially concerned with the causes and consequences of crime and the overall social context in which crime is considered. Given University of Idaho’s unique research mission, criminology would build on our existing strengths as an institution. In addition, our department has a specialized emphasis in diversity and social inequalities, international and comparative insight, and social data analysis.

Lastly, as Idaho is host to the state’s only law program, there are several synergies that can be developed with the Law School. This includes a 3+3 degree program that would allow criminology majors transfer into UI Law after three years of undergraduate study.

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

**Innovate:** As the University of Idaho is the only research university in the state, and host to the only public law school in the state, having a viable, research driven department and faculty in criminology is vital to supporting this mission. Our current criminology faculty are active scholars, publishing in top criminology journals and engaging in grant seeking activity. A dedicated degree would further facilitate the research mission of these faculty.

**Engage:** The state of Idaho has a demonstrated need for active research that supports communities and the delivery of justice around the state. A dedicated degree in criminology would facilitate this vision by providing support, through a trained workforce and assistance in negotiating problems in delivering justice in a rural, but growing state.

**Transform:** A criminology degree will support the UI mission of increasing our educational impact by attracting and retaining more students to a social science degree. For various reasons, including vocational goals, criminology and criminal justice fields are attractive to many students, in particular first-generation college students or those who may not have considered attending the UI in the first place. The transformational goal of UI includes a desire for curricular innovation. This degree provides for adaptability and multiple opportunities for students to participate in and out of the classroom. These opportunities include partnerships through state and local agencies, internships, study abroad and service learning.

**Cultivate:** As criminal justice has been both directly and indirectly impacted by societal inequalities, changing demographics, and diverse communities, a criminology degree directly engages with issues of race, class, gender and sexual orientation. Students who graduate from this program will have an understanding of multiculturalism and how the criminal justice system has historically failed underserved populations.

6. **Assurance of Quality.** The criminology degree will immediately implement a program learning outcomes assessment. According to our Emsi data, the top common skills for those employed in relevant positions that require a bachelor’s degree are: management, communication, investigation, operations, leadership, and research. Learning outcomes will be aligned to these common skills. We will engage in annual program review to ensure students are achieving program learning outcomes and revise the curriculum as needed.

7. **In accordance with Board Policy III.G., an external peer review is required for any new**

*Revised 10/27/17*
8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?  
Yes_____ No___X__

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan:** Is the proposed program on your institution’s approved 5-year plan? Indicate below.

   Yes ___ X ___ No ____

   (The program was incorporated into the current 3-year plan)

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

   a. Describe why the proposed program is not on the institution’s five year plan.

   b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

   i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

   ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

   iii. Is there a contractual obligation or partnership opportunity to justify the program?

   iv. Is the program request or program change in response to accreditation requirements or recommendations?

   v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

10. **Curriculum for the proposed program and its delivery.**

   a. **Summary of requirements.** Provide a summary of program requirements using the following table.

   | Credit hours in required courses offered by the department(s) offering the program. | 36 |
   | Credit hours in required courses offered by other departments (related field):          | 12 |
Credit hours in institutional general education curriculum: 48
Credit hours in free electives: 24
Total credit hours required for degree program: 120

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

The program will be adapted, with some revision, from the current criminology emphasis area. The adaptations include a gateway course, as well as most electives from the criminology emphasis area. The revisions include a streamlining of the methods sequence and capstone options, along with the addition of new electives (noted below).

Note: * class currently in general education requirements

Criminology Core: 9 credits

SOC 101 Introduction to Sociology (offered every term)*
CRIM 101 (SOC 130) Introduction to Criminology (offered every term)*
CRIM 301 (SOC 331) Criminology Theory (seated fall, online spring)

Inequalities and Diversity (one of the following): 3 credits

CRIM 421 (SOC 421) Gender and Crime (seated spring)
CRIM 439 (SOC 439) Race and Crime (online fall)*

Research Methods (two of the following): 6 credits

STAT 251 Statistics*
SOC 309 Survey of Research Methods (online fall, seated spring)
SOC 416 Qualitative Research Methods (seated spring)
CRIM 417 (SOC 417) Social Data Analysis (seated fall)

Capstone (one of the following) 3 credits*

CRIM 401 (SOC 461) Justice Policy Issues (seated/online spring)
CRIM 462 (SOC 462) Senior Practicum (every term)
CRIM 464 (SOC 464) Criminology Abroad (seated/online spring)

Upper Division Electives: 15 Credits

ANTH 451 Forensic Anthropology
CRIM 329 (SOC 329) Homicide
CRIM 330 (SOC 330) Juvenile Delinquency
CRIM 332 (SOC 332) Crime and Punishment
CRIM 333 (SOC 333) Elite and White Collar Crime
CRIM 334 (SOC 334) Police and Social Control
CRIM 335 (SOC 335) Terrorism, Society and Justice
CRIM 336 (SOC 336) Comparative Criminal Justice Systems*
CRIM 337 (SOC 337) Violence and Society
CRIM 338 (SOC 338) Vice Crimes
CRIM 339 (SOC 339) Crime and the Media
CRIM 340    Sex Crimes
CRIM 404 (SOC 404) Special Topics
CRIM 415 (SOC 415) Citizen’s Police Academy
CRIM 420 (SOC 442) Substance Abuse
CRIM 421 (SOC 421) Gender and Crime
CRIM 435 (SOC 435) Psychopathy and Crime
CRIM 436 (SOC 436) Mental Health and Crime
CRIM 439 (SOC 439) Race and Crime*
CRIM 466    Inside Out Prison Exchange
CRIM 498 (SOC 498) Internship
CRIM 499 (SOC 499) Directed Study
SOC 328    Deviant Behavior
SOC 345    Extremism and American Society
SOC 346    Responding to Risk
SOC 420    Sociology of Law
SOC 465    Environment, Policy, and Justice

**Related Fields (12 credits)**

American Indian Studies, Anthropology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Sociology, Statistics, and Women's and Gender Studies

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Capstone requires one of the following (noted above)

- CRIM 401 (SOC 461) Justice Policy Issues (Capstone)
- CRIM 462 (SOC 462) Senior Practicum
- CRIM 464 (SOC 464) Criminology Abroad
### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 101 – Introduction to Criminology</td>
<td>3</td>
<td>ISEM 101 – Integrated Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Soc 101 – Introduction to Sociology</td>
<td>3</td>
<td>Stats 251 – Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>English 101 - Introduction to College Writing</td>
<td>3</td>
<td>English 102 – College Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Science with lab</td>
<td>4</td>
<td>Science class plus lab</td>
<td>4</td>
</tr>
<tr>
<td>COMM 101 – Fundamentals of Public Speaking</td>
<td>3</td>
<td>Anth 100 – Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology elective</td>
<td>3</td>
<td>Psyc 311 - Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psyc 101 - Introduction to Psychology</td>
<td>3</td>
<td>Soc 309 - Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Science class plus lab</td>
<td>4</td>
<td>Criminology elective</td>
<td>3</td>
</tr>
<tr>
<td>Pols 101 – Intro to Political Science</td>
<td>3</td>
<td>Elective or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective or minor</td>
<td>3</td>
<td>Science class or minor</td>
<td>3</td>
</tr>
<tr>
<td>ISEM 301 - Great Issues</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 301 – Criminology Theory</td>
<td>3</td>
<td>Inequalities: CRM 421 or 439</td>
<td>3</td>
</tr>
<tr>
<td>Criminology electives</td>
<td>6</td>
<td>Criminology elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor or other elective(300-400 level)</td>
<td>3</td>
<td>Minor or other elective (300- or 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities class</td>
<td>3</td>
<td>Related field (e.g., psychology, political science)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective (300- or 400-level)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology elective</td>
<td>3</td>
<td>CRIM 461, (CJ policy) 462 (Intern), or 464 (Crim Abroad)</td>
<td>3</td>
</tr>
<tr>
<td>Criminology elective</td>
<td>3</td>
<td>Elective (300- or 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>Minor or other elective (300- or 400-level)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Soc 417 – Social Data Analysis</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Related field (e.g., psychology, political science)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### 11. Program Intended Learning Outcomes and Connection to Curriculum.

#### a. Intended Learning Outcomes

List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

#### Criminology Learning Outcomes

1. **Human diversity**: Students will analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age, sexual preference, religion and nationality (learn and integrate).
2. **Theoretical perspective**: Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple theoretical perspectives (perspective).

3. **Justice and ethics**: Students will articulate the ethical and social justice implications of criminology and justice studies (communicate).

4. **Research Methods**: Students will demonstrate knowledge of methodological approaches used by social scientists to understand crime and crime control (think and create).

12. **Assessment plans**

   **a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

   A senior (tenured) member of the criminology faculty will be responsible for implementing the assessment program. This will be considered part of the normal service responsibility of the faculty appointed to the role of assessment coordinator.

   At the conclusion of the year, the assessment coordinator will meet with the program assessment committee to review the findings and make recommendations for improvement.

   The program learning outcomes will be measured and assessed through the following process:
   1. A standardized pretest of incoming freshmen using an instrument that gauges knowledge in all four learning outcomes. Tested again at senior capstone
   2. Written assignment from student that demonstrates and synthesizes knowledge in all four learning outcomes
   3. Survey and focus groups of graduating seniors

   **b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

   Departmental assessment committee will meet twice a year to discuss results and recommend curricular changes to address any deficiencies. The results will be reported through the assessment portal required by the university.

   **c. Measures used.** What direct and indirect measures will be used to assess student learning?

   **Direct measures**: A standardized pretest of all freshmen who start the CRIM 101 gateway courses; written assignment completed by students in the capstone course (scored by assessment committee); student submitted artifact from practicum, study abroad, or service learning. This artifact will be a random sampling of student paper portfolios for a blinded assessment of strength in learning outcomes.

   **Indirect measures**: Survey of graduating seniors, focus groups of graduating seniors based on current survey given to sociology-criminology emphasis majors.
d. **Timing and frequency.** When will assessment activities occur and at what frequency?

i. Pre-test of freshmen will occur at the beginning and end of each term in the gateway course. All other direct and indirect measures will be gathered at the conclusion of the senior capstone (usually in the spring term).

ii. Two learning outcomes will be assessed on a two-year rotating cycle beginning with the “human diversity” and “theory” learning outcome. The “ethics” and “methods” leaning outcome will be assessed in the second year.

### Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY15</td>
<td>FY16</td>
</tr>
<tr>
<td>BSU</td>
<td>528</td>
<td>506</td>
</tr>
<tr>
<td>ISU</td>
<td>35</td>
<td>62</td>
</tr>
<tr>
<td>UI (criminology emphasis)</td>
<td>117</td>
<td>121</td>
</tr>
<tr>
<td>LCSC</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>CEI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<table>
<thead>
<tr>
<th>Program Name: Criminology (online and Moscow campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Fall Term Headcount Enrollment in Program</strong></td>
</tr>
<tr>
<td>FY_20 (first year)</td>
</tr>
<tr>
<td>156</td>
</tr>
</tbody>
</table>

15. Describe the methodology for determining enrollment and graduation projections. These numbers are based on our enrollments in the sociology-criminology emphasis area. Enrollment in this program has been between 117-156 students over the past five years.

We would expect immediate shifting enrollments as students migrate out of the emphasis area. In addition, we anticipate the name change, and online program will continue to draw additional students. We assumed about 3-4% growth over the first four years of the program. The graduate figures are estimates based on our current graduation and attrition rates and assume immediate graduates from the shift of enrollees from the sociology degree to the criminology degree.

16. **Minimum Enrollments and Graduates.**

a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

We estimate that enrollments will be between 120 and 160 majors, possibly much more. These numbers are based on the numbers of students currently in the criminology emphasis area, and prior enrollments when Justice Studies was a separate program. As programs at similar sized universities would have twice these numbers, we figure these modest numbers are in line with our current resources.

b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If the program fails to enroll more than 100 students in the first three years, the program will be discontinued. If the program is discontinued, it will revert back into the emphasis area in the sociology degree.

**Resources Required for Implementation – fiscal impact and budget**

Note: This degree proposal is not asking for additional resources in the form of space or faculty lines. Instead, it is assuming a continuance of existing lines and budget allocation. The Department of Sociology and Anthropology currently runs with an operating budget of $1.1 million and ran a surplus of $52,000 AY 2018. Incidental expenses from this program roll out could be paid from this...
surplus. A meeting with a senior University of Idaho budget officer confirmed this. As such, there is no budget associated with this request.

17. Physical Resources.

a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

*This program will rely on office space, computers and resources currently afforded to the Department of Sociology and Anthropology. The program assumes that the university will continue to provide for teaching and classroom space in common instructional areas.*

b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

*As this is a restructuring of an existing program, the impact on physical resources will be negligible.*

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

*No additional equipment, space, or instruments are being requested at this time.*

18. Library resources

a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

*Our library journal subscriptions have been judged as inadequate for our present program. The department has already requested several journals relevant to the field of criminology separate from this proposal. The social science librarian has estimated these journal subscriptions will cost approximately $2150 per year. These subscriptions are available as a package and are online.*

b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

*We have already requested subscriptions separate from this proposal to support our current emphasis. No additional resources are needed.*

19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to
Currently 5.5 faculty lines service the criminology emphasis area. Based on a faculty ratio of 35:1, we should be able to service up to 240 majors with our current capacity. As the department chair is currently on an administrative buyout of three courses per annum which will need to be taught by irregular faculty when a criminology professor serves in the role of unit head.

Our current personnel resources are sufficient to staff a program with 158 students enrolled. If the program grows beyond 240 majors, we will need additional personnel.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Currently 17 faculty lines service two programs in the department. This new program will rely on 5.5 of these lines to service the criminology program. As the implementation of this program will result in the discontinuation of an emphasis area, this will free up sufficient resources to instruct up to 240 majors with current resources.

See spreadsheet below demonstrating how this program can teach 210-245 students with existing 5.5 faculty lines (one line shared with sociology).

<table>
<thead>
<tr>
<th>Sample Fall Term course</th>
<th>5.5 FTE faculty teaching 5 courses per annum</th>
<th>Sample topic</th>
<th>Modality</th>
<th>Requirement</th>
<th>Instructor</th>
<th>students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crim 101</td>
<td>intro</td>
<td>online</td>
<td>gateway core</td>
<td>Professor B</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Crim 101</td>
<td>intro</td>
<td>seated</td>
<td>gateway core</td>
<td>Professor A</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Crim 301</td>
<td>theory</td>
<td>seated</td>
<td>core</td>
<td>Professor D</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Crim/Soc 309</td>
<td>methods</td>
<td>online</td>
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Fall Total Seats 490
Major Capacity (@ 6 credits per term) 245
Fac/Student Ratio 40.833
## Sample Spring Term

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Note: Current Faculty Rotation by Seniority. Lines will need to be retained in the event of faculty attrition

Professor A Wolf
Professor B Deangelis
Professor C Levan
Professor D Hodwitz
Professor E Grindal
Professor S Thorne (split w/soc)

### c. Impact on existing programs

What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

*Non-criminology sociology courses would be utilized to maintain this degree, as is the case for the current emphasis area. In particular, introduction to sociology and possibly*
a methods course depending on course rotations (see sample rotation chart). The quality of the sociology program will be maintained through the retention of 4.5 faculty in the program who exclusively serve sociology majors. These faculty are internationally recognized scholars who regularly receive teaching awards. This is not a change from the number of faculty currently serving the sociology emphasis area.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Based on our projections and revised curriculum, we currently have the personnel and course capacity to service more than 200 majors (160 seated, 40 online). As the department chair requires a course reallocation, regular funding of an instructor to teach three online courses per annum will be needed as long as a criminologist serves in the role of department chair.

20. Revenue Sources

a) Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

b) New appropriation. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

c) Non-ongoing sources:
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) Student Fees:
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
   ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).