

University of Idaho  
2025 – 2026 Faculty Senate Agenda

Meeting #21

Tuesday, February 17, 2026, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (VOTE)
  - Minutes of the 2025-2026 Faculty Senate Meeting # 20 (February 10, 2026)  
**Attach. #1**
- III. Chair's Report
  - Ombuds Update – David Talbot
  - Library Collections Feedback Survey – Jylisa Kenyon
- IV. Provost's Report
- V. Invited Guest Presentations
  - Canvas Curriculum Resources – Alistair Smith, Academic Leadership Fellow, Office of the Vice Provost for Academic Initiatives. **Attach. #2.**
- VI. Committee Voting Items and Reports
  - Report from Ad hoc Committee on Safety and Security – Kristin Haltinner, Vice Chair of Faculty Senate. **Attach. #3.**
- VII. Other Policy Business
  - None
- VIII. Other Announcements and Communications
  - None
- IX. New Concerns or Issues
- X. Adjournment

Attachments

- **Attach. #1** Minutes of the 2025-2026 Faculty Senate Meeting #20 (February 10, 2026)
- **Attach. #2** Canvas Curriculum Resources Presentation
- **Attach. #3** Ad hoc Committee Report

**2025 – 2026 Faculty Senate – Pending Approval****Meeting # 20**

Tuesday, January 10, 2026, 3:30 pm – 5:00 pm PST

Zoom only

**Present:** Bailey, Barannyk, Borrelli, Erickson, Hagen, Haltinner (vice chair), Harrison, Hu, Kenyon, Kolias, Lawrence (provost, w/o vote), Long, Maas, McKenna, Miller, Murphy (chair), Remy, Rinker, Rivera, Roe, Shook, Strickland, Stuen, Thorne, Tohaneanu, Vella (faculty secretary, w/o vote)

**Absent:** Tohaneanu (excused), Victoravich (excused)

**Call to Order**

Chair Murphy called the meeting to order at 3:30 p.m.

**Approval of Minutes (vote)**

- The minutes of the 2025-2026 Faculty Senate Meeting #19 (February 3, 2026) were approved as circulated.

**Chair's report**

- UI is offering an incentivized AI training opportunity – AI for Teaching and Learning: Higher Education. Faculty are encouraged to register. [FAQ page](#).
- The Chair provided an update on policy matters. He met with President Green to discuss the post-tenure review policy. The policy is currently with the Faculty Affairs Committee (FAC) and is expected to return to the Senate later this semester. FAC has completed its work on the faculty code of conduct policy, which will move to the OGC and the Provost for review.
- Colleagues at Idaho State University are in a difficult situation with layoffs and restructuring pending.
- The university committee interest survey is still open. Please encourage your colleagues to complete the survey by Feb. 20.

**Provost's Report**

- The next faculty gathering hosted by the College of Natural Resources is Feb. 18 in the ICCU alumni club room. [RSVP form](#)
- The Provost provided a recap of the legislative session, with everything pending final approval as the work on budgets is continuing. JFAC passed an additional 1% cut to the current fiscal year (totaling 4% for FY26) and an additional 2% cut for next year (totaling 5%). These cuts are not finalized yet and we hope to know more in the coming weeks.

**Invited Guest Presentations**

- Campus-wide Dining Survey – John Kosh, Director of Business Development Marketing and Communications.  
The survey is intended to gather input on campus dining concerns, complaints, and services, and to identify patterns in dining choices across the campus community. UI hired an external group to run the survey to ensure candid feedback. <https://auxidaho.com/whatsforlunch>  
[Discussion](#)

Senators noted that increased competition and additional private vendors on campus could be beneficial (e.g., food trucks). It was confirmed that Idaho Eats (Chartwells Higher Education) holds the exclusive campus dining contract and private vendors are not allowed.

- Student Group Updates –
  - Seyi Arogundade, Associated Students University of Idaho (ASUI).
  - Phillip Hagen, Graduate and Professional Student Association (GPSA)
  - Cody Harrison, Student Bar Association (SBA)

ASUI: Funding remains focused on supporting as many clubs as possible. ASUI is in discussions with the Idaho Superintendent to get students on the Idaho SBOE, advocating for a voting student member. Plans are underway to create more philanthropic events, including a fun run and winter social. Students have raised concerns across colleges about the lack of published rubrics and assignments.

Discussion:

A senator recommended working with the University Teaching and Advising Committee to address the issue of rubrics and assignments. Clarification was requested regarding funding processes. It was noted that the typical overall budget is approximately \$30,000 and the allocation model has been recently revised to improve transparency. A suggestion was made to explore providing clubs with P-cards or EIN numbers to reduce out-of-pocket expenses for members.

GPSA: Initiatives include installing crosswalk lights and static lighting across campus; installing water bottle filling stations in buildings with classrooms; matching the Pitman emergency fund to focus on financial assistance for graduate students; Industry mentorship program for graduate students; and preparing for the outstanding graduate student awards and the research and art exhibition in April.

Discussion:

A senator asked whether GPSA at each campus is independent. It was noted they are independent, with no student concerns regarding this model. It was also noted that Idaho falls campus doesn't have a GPSA.

SBA: SBA is a unified organization across campuses with three goals - supporting students through events, supporting campus culture building, and advocating for joint governance through student representation. Events are family focused and designed for community building. Culture building includes pre-law collaborations for incoming students and mentorship opportunities; Joint governance efforts include working with the deans and the faculty to have a student voice in decision-making and developing an honor code for law students. Slides with details are attached to the minutes.

Discussion:

None

### **Committee Voting Items and Reports**

- UCC 617 – Graduate Academic Certificate in Sustainability; Erin James, Intercollege Curriculum Committee.

This is a proposal for a graduate level sustainability certificate. This is an institution-wide certificate including 12 credits across colleges on campus.

Discussion



Appreciation was expressed for the inclusive approach to soliciting courses for inclusion in the curriculum; there will be an annual call for courses. Enrollment data were requested and shared. The undergraduate certificate currently has 36 enrolled and 13 graduates, with a goal of 70 students over 5 years. The graduate certificate is available online and in person and is open to professionals and graduate students.

Vote: 19/19 yes. 0/19 no. Approved.

- Creation of Ad hoc Committee on AI use in classrooms – Kristin Haltinner, Vice Chair of Faculty Senate.

This is to create an ad hoc committee, with representatives from across the university, to develop policy on AI use in classrooms.

Motion Long second Barannyk

Discussion:

The proposal to form an AI committee was considered relevant and timely. Key points included ensuring representation from a variety of disciplines and centers, avoiding a Moscow-centered policy, including faculty from each college, and including faculty from departments actively using AI to capture a broad range of perspectives. Challenges noted include potential conflicts with existing AI policies within FSH/APM and differences in AI use across colleges, making a uniform policy difficult. The committee may need to take a phased approach given the ambitious scope, focusing initially on assessing needs and gathering data rather than immediately developing policy. Other institutions' policies will be reviewed with the intention to develop a standard policy that can be used broadly across disciplines. The committee on committees will fill this committee and will take all of these suggestions into consideration when assigning membership.

Vote: 19/20 yes. 1/20 no. Approved

## **Other Policy Business**

## **Other Announcements and Communications**

## **New Concerns or Issues**

## **Adjournment**

The meeting was adjourned at 4:51 p.m. PST (5:51 p.m. MST).

Respectfully Submitted,

Chantal Vella

Secretary of the University Faculty & Secretary to Faculty Senate



# 2025/2026 Student Bar Association Updates

CODY HARRISON BOISE SBA  
PRESIDENT, AND FACULTY SENATE  
SENATOR

# SBA Goals



**Support Students  
through Events**



**Support Campus  
Culture Building**



**Advocate for Joint  
Governance through  
Student Representation**

# Boise Events



- Shifting a focus on two events a month, examples include:
- 9/11 lecture series from a Judge Magistrate who worked to prosecute organizers of the 9/11 attack.
- Veteran's Day speaking event from local Veteran Attorney's and non-profit leaders.
- Halloween fair for Students and their families.
- Friendsgiving for students.
- Barrister's Ball
- Barrister's Family Field Day

# Moscow Events



- Back to school BBQ
- Meat Bingo
- Multiple Game nights
- Halloween dress up and door decorating contests.
- Harvest fest
- Yoga Studio takeover
- Ice skating
- Movie Theatre Buy Out
- Barrister's Ball



# Culture Building

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- Empowering clubs to plan events and spend their designated funds.
- Pre-Law collaborations for incoming students.
- Homecoming spirit week involvement.
- SBA based office hours
- Ensuring quiet spaces are available, as well as group study spaces
- Mentorship opportunities for 2Ls, and 3Ls for interested 1Ls





# Student Advocacy through Joint Governance

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- Working with students through Bar application issues, and helping students in Moscow plan for the exam being offered in Boise, not Moscow.
- Working to have a student Voice regarding policies impacting Students:
  - Honor Code,
  - Honor Code hearings,
  - Student Attendance Policies,
  - Policies Regarding Pets on Campus,
  - Printing Policies, and
  - Registration policies.

# Thank you

QUESTIONS?





# NEW CURRICULUM DEVELOPMENT RESOURCES

OFFICE OF THE VICE PROVOST  
FOR ACADEMIC INITIATIVES



# Addressing a Need

**University Curriculum Committee receives curriculum proposals of varied quality**

- ☐ **Building a *Community of Practice* around curriculum change**
- ☐ **Created training in CANVS for faculty and admins new to the curriculum change process**
- ☐ **Sharing resources and advice**

## **Goals:**

- ☐ **Promote a minimum quality of curriculum change proposals to reduce UCC's effort**
- ☐ **Promote timely curriculum proposals.**

### **Common Group A Changes:**

- Add/Drop a course
- Change a course (credits\*, description, number, prereqs/coreqs, prefix, title, etc.)
- Move a course from dormant or inactive status
- Change requirements for a program without changing number of total credit hours

### **Common Group C Changes:**

- New UG or Grad degree >\$250K
- New PhD programs
- New educator preparation programs
- New program w/ mandatory program fees
- Addition of academic fees to existing program
- New branch campus or additional geographic location

### **Common Group B Changes:**

- New UG or Grad degree <\$250K
- New UG or Grad certificate
- Discontinue program
- Add, Modify, or discontinue administrative unit
- Expand existing program outside UI's Designated Service Region
- Convert program option into stand-alone program >\$250K
- Consolidate two or more programs
- Add/Drop option emphasis within program
- Change program name or degree title
- Add academic program component
- Change location or modality of program
- Change certificate or degree program total credit #
- Change CIP code
- Add online component of more than 50% to existing program

Program = major, minor, certificate, or emphasis/option



# CANVAS Community of Practice Site

## Modules Include:

- ☐ The Different Types of Curriculum Change
- ☐ Developing New Programs
- ☐ Assessing Program Need
- ☐ Introduction to CIM
- ☐ Introduction to Curricular Analytics
- ☐ The SBOE Full Proposal Form
- ☐ THE SBOE Short Proposal Form
- ☐ Other Curriculum Resources

## Resources:

- ☐ Forums / Learning Community
- ☐ Feedback on Curriculum Proposals
- ☐ FAQs

I

Home

Announcements

Modules

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SCORM

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People

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Rubrics

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Files

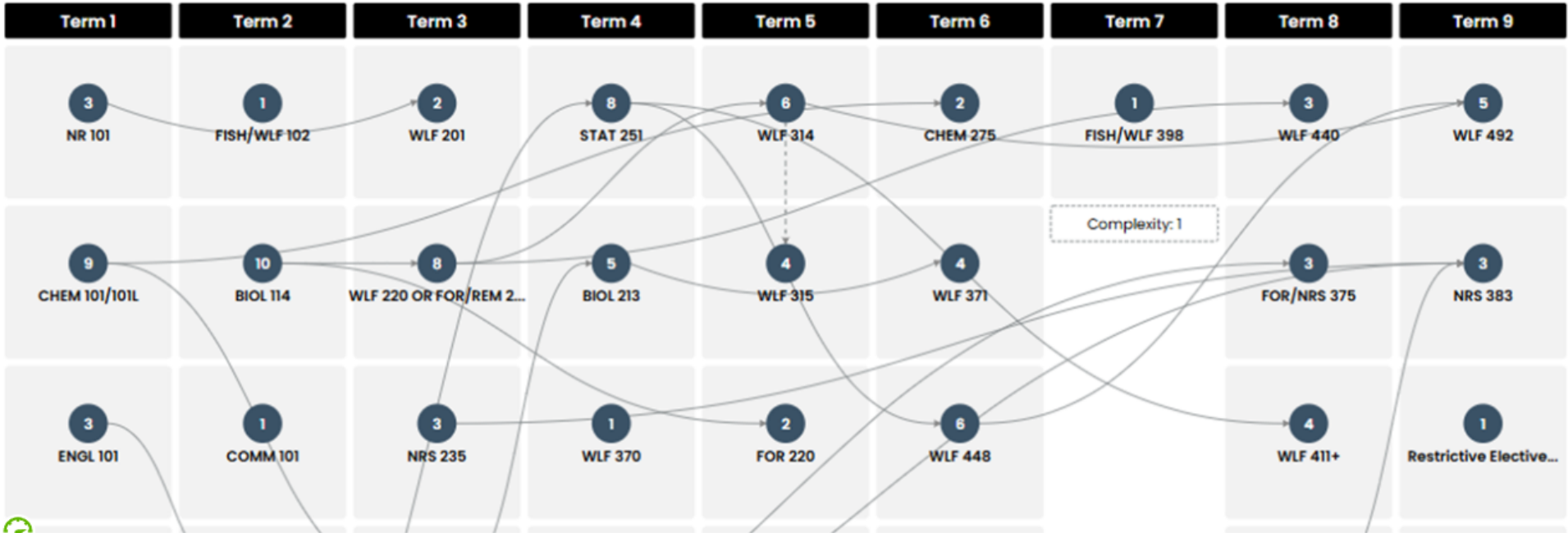
Outcomes

Pages

Course Analytics

Settings

## Curriculum Resources for Department Chairs, Associate Deans, and Curriculum Committees



Welcome to the Curriculum Community resource for Department Chairs, Associate Deans, and Curriculum Committees. This site was developed by the Vice Provost for Academic Initiatives (VPAI) Office at the University of Idaho to help guide faculty through the curriculum development, approval, and assessment process. This is an organic and evolving guide that we hope will serve as a useful resource for faculty as they work to develop curricula proposals.

Please check out our website for more information: <https://vandalsuidaho.sharepoint.com/sites/InsideUI-Academic-Initiatives>

This guide has multiple sections.

### Discussion Forums

These have been created to allow you to discuss ideas with the VPAI Office team and other chairs.

- [Assessment Forum: Ask questions or discuss assessment ideas](#)
- [Marketing Forum: Ask questions or discuss ideas to market programs](#)
- [SBOE Forms Forum: Ask questions or discuss any SBOE forms](#)
- [Curriculum Development and Support Forum: Ask questions or discuss anything about curriculum development](#)

### Get Feedback

Via the CANVAS assignment tool, you can submit documents for feedback from the VPAI Office team.

- [Get Feedback on Assessment Measures](#)
- [Get Feedback on Learning Outcomes](#)
- [Get Feedback on the SBOE Full Proposal \(Long\) Form](#)
- [Get Feedback on the SBOE Long Form Budget](#)





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- Meet the Team
- Curricular, Academic or A...
- Curriculum Developme...
- Intercollege Curriculu...
- Programmatic or Speci...
- University & General Edu...
- Special Course and Lab F...
- Dual Credit
- General Education
- Honors Program
- Institutional Effectiveness
- Sustainability Certificate
- Undergraduate Research
- Partnerships for Student ...
- Recycle bin



## Curriculum Development Community of Practice

If you just need a refresher or are new to the curriculum change process, the Office of the Vice Provost for Academic Initiatives manages a CANVAS based community forum, training, and feedback resource - [Curriculum Development Community of Practice Group](#). Everyone is welcome to participate. If you would like to learn more or be invited to join the CANVAS community, just contact [Alistair Smith](#).

For more information on program planning and collaborative curriculum development:

1. [Program Planning Presentation 09.16.24](#)
2. [Collaborative Curriculum Development 2024 Presentation PowerPoint](#)
3. [Occupation-BLS-2019-2029 Excel Spreadsheet](#)
4. [Occupation-BLS-2024-2034 Excel Spreadsheet](#)
5. [Statewide-Occupational-Projections-2023 Excel Spreadsheet](#)
6. [Creative Curriculum Design](#)
7. [Curriculum/Program Planning Presentation 10.29.25](#)

<https://canvas.uidaho.edu/courses/36850>





# University of Idaho Campus Safety and Security Report

# 2025

## Report Prepared by:

Kristin Haltinner, Faculty Senate Vice Chair  
Debb Thorne, Faculty Senate Representative  
from CLASS  
Beth Ropski, Staff Representative  
Cate Loiacono, Faculty Representative  
Nicole Remy, Staff Representative to Faculty  
Senate  
Phillip Hagan, Graduate Student  
Representative to Faculty Senate

## Additional Support by:

Lee Espey, Associate Vice President of DFA  
Operations  
Steve Mills, Executive Director, Office of Public  
Safety, Security and Parking  
Blaine Eckles, Dean of Students  
David Talbot, Ombuds  
Russ Rivera, Director of the Office of Civil  
Rights and Investigation  
Mario Pile, Ombuds

## University of Idaho 2025 Campus Safety and Security Report

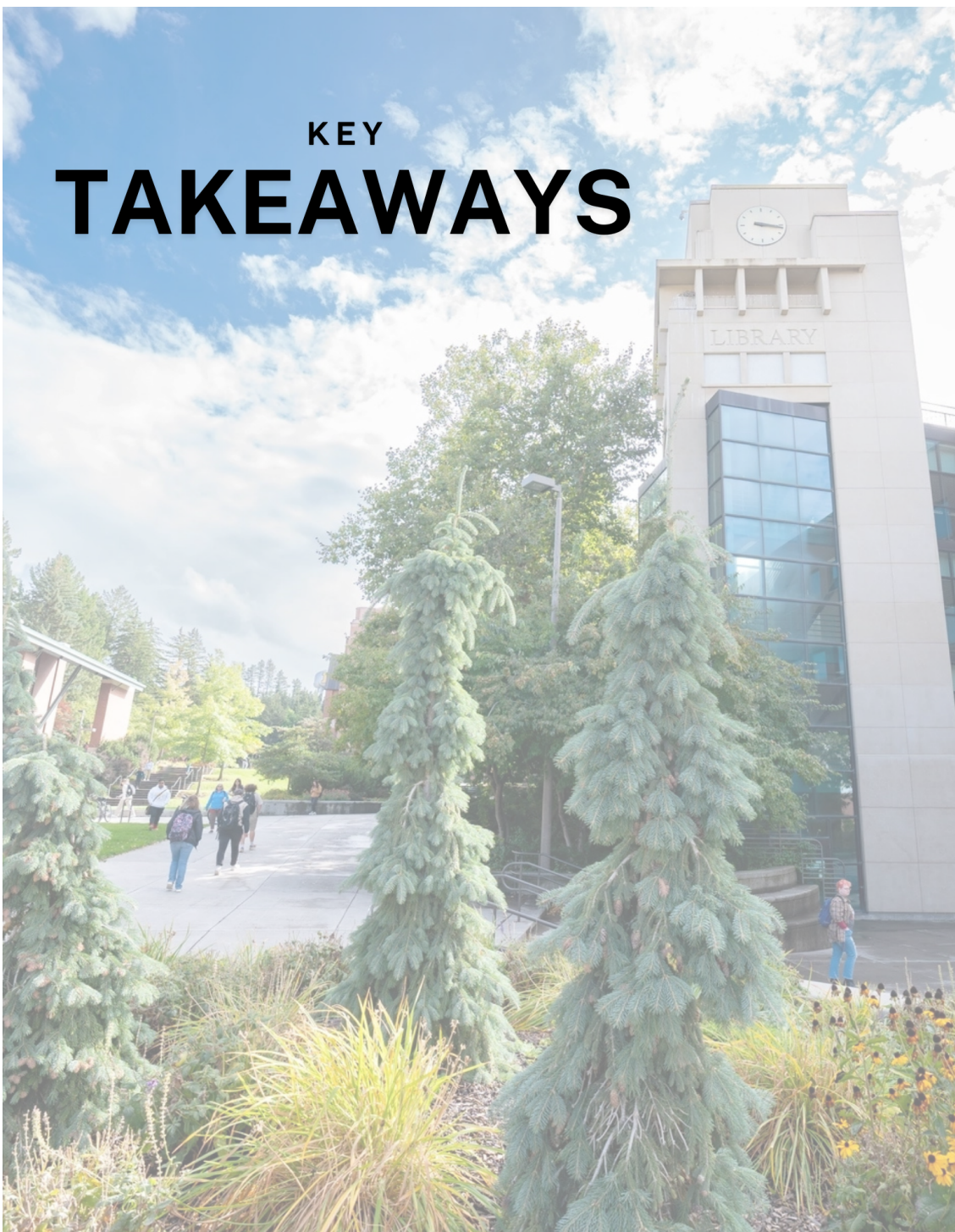
In Fall 2025, an ad hoc committee of Faculty Senate was charged to assess University of Idaho (UI) faculty, staff, and graduate student sense of safety and security on campus. To accomplish this, the committee designed and disseminated a survey which collected data on participants' lived experiences regarding perceptions of safety on their respective UI campus. Of those who received an invitation to participate, 621 staff and faculty engaged with the survey and 607 completed the survey to the extent necessary to be included in this report. UI graduate students have historically shown poor participation in survey research, which aligned with response rates in this study. As such, their data were not generalizable and were not included in this report.

Through this research, the committee 1) sought to understand current perceptions by UI faculty and staff of safety and security on UI campuses, and 2) aimed to communicate data submitted by UI faculty and staff regarding safety and security concerns across UI campuses to support a safer, more positive campus experience for all.

This report is organized in the following manner:

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# KEY TAKEAWAYS



## Key Takeaways

The following section highlights the key takeaways identified in the data analysis for this research. These highlights were categorized in three areas: *Personal Experiences*, *Sense of Safety and Security*, and *Ideas for Improving Campus Safety*.

### Personal Experiences

Participants were asked to share if they had ever experienced a situation on campus in which they felt unsafe or threatened. If they answered that they had, they were offered an opportunity to share more about their experience. Based on participant responses, data indicated the following:

- Overall, 36% of participants reported that they had experienced a situation on campus in which they felt unsafe or threatened.
- Faculty (42%) experienced situations in which they felt unsafe or threatened more than staff (33%).
- Employees of color (46%) experienced such situations more than white employees (36%).
- Women/Non-binary faculty and faculty of color experienced these situations the most (50% and 60% respectively), most often the threat/loss of safety was from a male student.
- Employees in Coeur d'Alene reported the highest level of experience with such incidents (67%), followed by Boise and Moscow (39%). Idaho Falls employees reported no such experiences.

The **individuals or groups causing employees to feel unsafe** were most commonly **men**.

- Employees in CAA, CLASS, and CLAW reported the highest level of such experiences (60%, 54%, and 52% respectively).
- Of employees who experienced situations in which they felt unsafe or threatened, the largest category of people causing discomfort or issuing a threat were undergraduate students (31%). This value was higher for faculty (36%) than staff (27%).
- The individuals or groups *causing* employees to feel unsafe were most commonly men (69%).

**36% of participants** reported that they had experienced a situation on campus in which they **felt unsafe or threatened**



### ***Sense of Safety and Security***

Throughout the survey, participants were asked to share their perceptions on groups and types of concerns they experienced regarding their safety and security on campus. Based on their responses, data indicated the following:

- Although undergraduates (31%) were the group most likely to cause participants to feel unsafe, the group about which most employees expressed concern were community members (42%).
- The potential for active shooter threats raised the greatest concern among respondents (55% expressed concern).
- People who had personal experience with situations that made them feel unsafe or threatened felt significantly higher levels of concern across all measures.

### ***Ideas for Improving Campus Security***

Participants were asked to rank provided solutions to increase campus safety and security, as well as provide their own suggestions. Based on participant responses, data indicated the following:

- Respondents reported that expediency in responding to reported concerns would have the most significant impact on improving their sense of safety and security (86%). This response was followed by greater transparency in institutional responses to employee concerns (81%).
- Respondents indicated that improving the ability of campus security to lock down campus buildings would have a significant impact on their sense of safety (81%), as well as the ability to lock classroom doors from the inside (77%).
- Faculty (74%) indicated that being able to alert campus security from a touch button in the classroom would significantly increase their sense of safety.
- Over half (56%) of all respondents—faculty and staff—suggested that having such

a touch button option in their office would significantly increase their sense of safety.

- Though our survey did not ask about campus lighting or parking lot safety, many qualitative responses indicated concerns about both items. Recommendations included increased lighting on campus and in parking areas.

**86% of respondents reported that expediency in responding to reported concerns would have the most significant impact on improving their sense of safety and security.**

# DESCRIPTIVE DATA **RESULTS**



**Descriptive Data Results**

The following section details the descriptive data results from this study. Due to the sensitive content of lived experiences shared in this survey, all data are reported in the aggregate and individual experiences are not included in this report. To prevent bias in data analysis, multiple researchers analyzed the raw data—aligning with current established guidelines for data analysis of this nature.

**Response Rates**

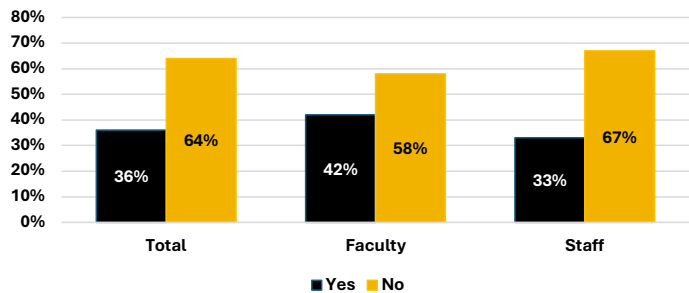
**Faculty.** The survey was sent to 803 faculty; 221 faculty completed it. Two responses were removed from the sample because they only included demographic information and did not respond to any of the questions on safety or security, creating a new total of 219. This was a response rate of 27.2%—a rate considered excellent in survey research.

**Staff.** The survey was sent to 1600 staff members; 400 completed it. Of the surveys submitted, 12 were removed from the sample, as they only included demographic information and did not respond to the questions on safety or security, creating a new total of 388. This was a response rate of 24.3%—a rate considered excellent in survey research.

**Experiences on Campus**

Faculty and staff (64%) reported that they had *not* experienced a situation in which they felt unsafe or threatened on campus. The remaining 36% reported that they had (see Figure 1).

**Figure 1: Participants Reporting Experience of a Situation in Which They Felt Unsafe or Threatened**

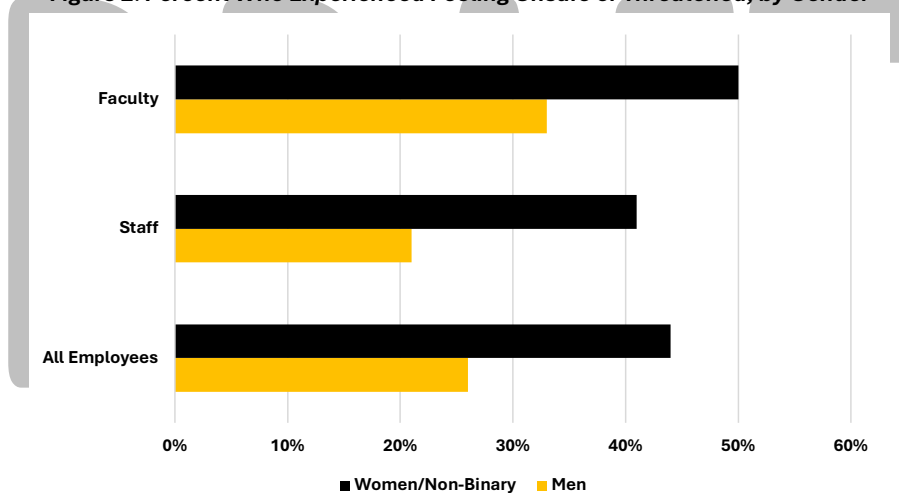


Of **faculty** who responded, 126 (58%) indicated that they had never experienced a situation on campus in which they felt unsafe or threatened. The remaining 92 respondents (42%) indicated that they had. One participant did not respond to this question (see Figure 1).

Of **staff** who replied, 260 (67%) reported that they had never experienced a situation on campus in which they felt unsafe or threatened. The remaining 128 (33%) reported that they had (see Figure 1).

**Employee Demographics.** The rate at which participants experienced situations that made them feel unsafe or threatened was higher among non-binary employees and women (44%)<sup>1</sup>. Men (26%) were considerably less likely to report this experience. Among **faculty**, women and nonbinary people experienced threats and situations that made them feel unsafe more than men (50% vs. 33%). Among **staff**, women and nonbinary people experienced threats and situations that made them feel unsafe more than men (40% vs. 21%) (see Figure 2).

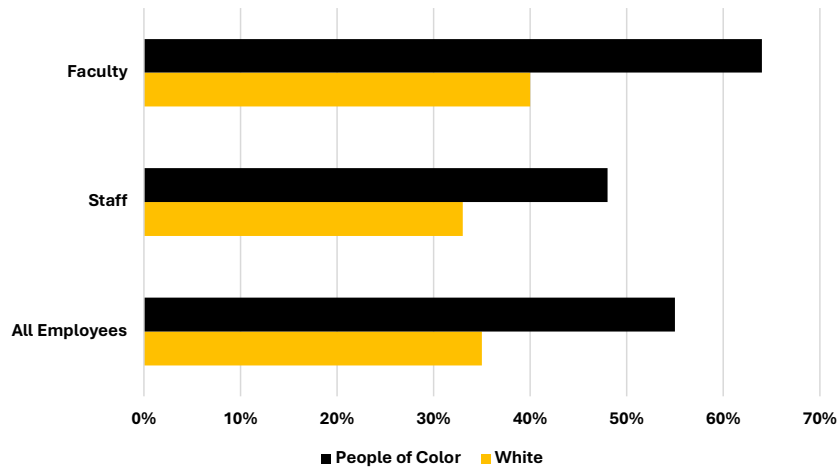
**Figure 2: Percent Who Experienced Feeling Unsafe or Threatened, by Gender**



The percent of participants who experienced situations that made them feel unsafe or threatened was higher for employees of color (46%) than white employees (36%) (see Figure 3).

<sup>1</sup> Categories collapsed due to small number of non-binary employees.

**Figure 3: Percent Who Experienced Feeling Unsafe or Threatened, by Race**



Results indicated that faculty of color experienced these situations more than white faculty (60% vs 36%). Women of color, specifically, reported the highest risk at 69% (see Table 1)

Staff of color and white staff experienced these situations at nearly the same rate (34% and 33%, respectively). White men experience these situations the least often (see Table 2).

**Table 1: Faculty Reporting Experience in Which They Felt Unsafe or Threatened, by Gender and/or Race**

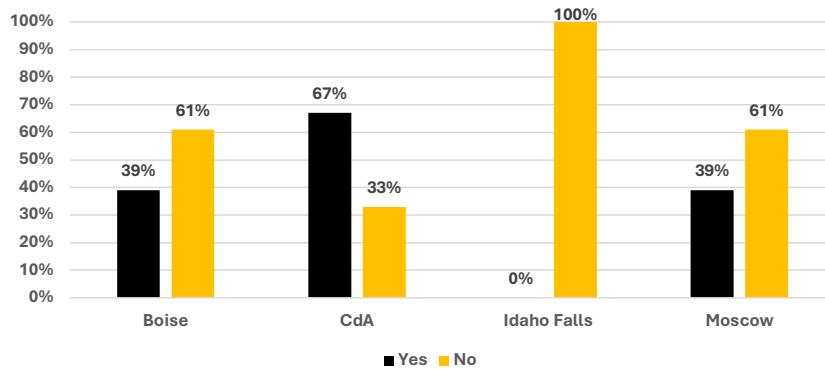
	White (N=187)	People of Color (N=22)
Men	32%	56%
Women/Nonbinary	49%	69%

**Table 2: Staff Reporting Experience in Which They Felt Unsafe or Threatened, by Gender and/or Race**

	White (N=347)	People of Color (N=31)
Men	18%	50%
Women/Nonbinary	39%	47%

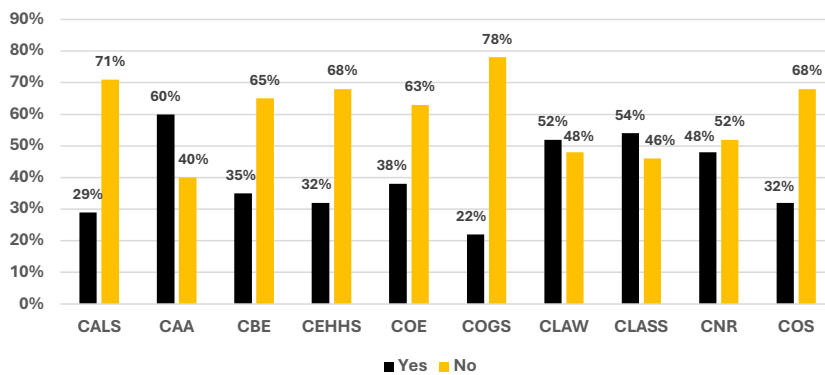
Our results also find notable differences in rates at which people have experienced situations that make them feel unsafe or threatened by campus location and college. Employees in CdA report the highest rate of such incidents (67%), followed by Boise and Moscow (39%). Idaho Falls employees report no such incidents (see Figure 4).

**Figure 4: Percentage of Employees Reporting Such Incidents, by Campus Location**



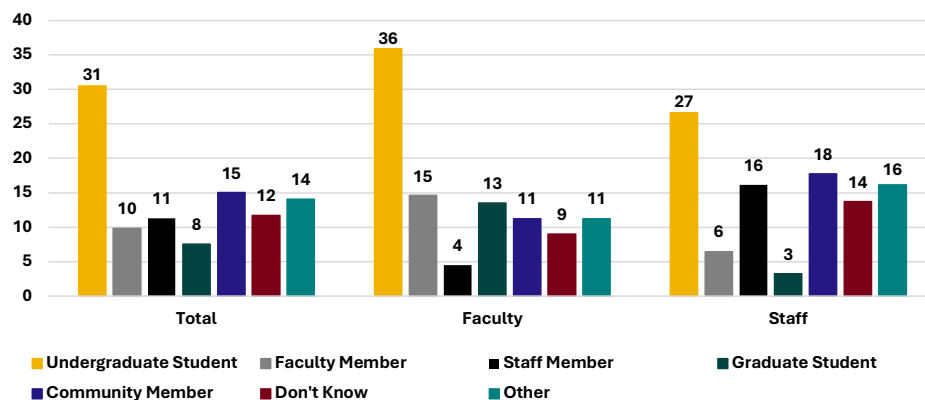
Between colleges there is also considerable variance. CAA, CLASS, and CLAW reported the highest level of such experiences (60%, 54% and 52% respectively), followed by CNR (48%), COE (38%), CBE (35%), COS and CEHHS (32%), CALS (29%), and COGS (22%) (see Figure 5).

**Figure 5: Percentage of Employees Reporting Such Incidents, by College**



**Individuals Causing Participants to Feel Unsafe or Threatened.** Employees—staff and faculty—who experienced situations that made them feel unsafe or threatened indicated that the individual *causing* these feelings was an undergraduate student 31% of the time. This was followed by a community member (15%), staff members (11%), other faculty (10%), and graduate students (8%). Some employees responded “other” (10%); most of these employees indicated they were made to feel unsafe by a group of people. Some employees (12%) reported they did not know who was causing the discomfort (see Figure 6).

**Figure 6: Category of Individual Who Made Participant Feel Unsafe, by Percentage**



Among **faculty** who reported experiencing a situation that made them feel unsafe or threatened, 36% indicated the person making them uncomfortable was an undergraduate, 15% a fellow faculty member or a dean, 12% a graduate student, 11% a community member, 4% a staff member, 9% did not know the person’s role on campus, and 11% “other” (most of these followed up to indicated there were multiple people involved) (see Figure 6).

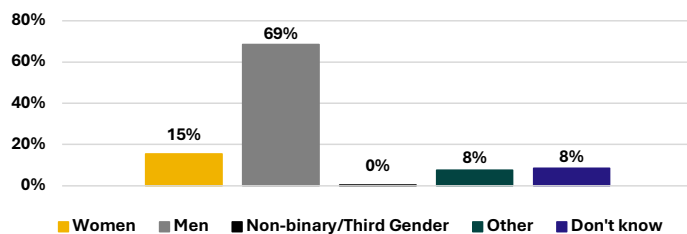
When we analyzed this by the gender of the faculty member, we found that 50% of women faculty had experienced situations that made them feel threatened or unsafe. Of these, 70% were made to feel that way by a student. Of the people impacted by students, 62% were undergraduate students and 38% graduate students.

When we analyzed the data by the race of the faculty member, we found that 60% of respondents of color had experienced situations that made them feel threatened or unsafe. Of these, 60% were made to feel that way by an undergraduate student and none from a graduate student.

Among **staff** who reported having a situation that made them feel unsafe or threatened, 27% indicated the person making them feel unsafe was an undergraduate student, 18% a community member, 16% a fellow staff member, 6% a faculty member, 3% a graduate student, 14% did not know, and 16% indicated it was someone else. Of those in the “other” category, three people indicated the person was a student’s parent; two, a contracted worker; one, an alumnus; and one, a prospective student (see Figure 6).

When employees—**staff and faculty**—were asked about the gender of the person who made them uncomfortable, 69% reported it was a man, 15% a woman, 8% didn’t know, and 8% said “other” (see Figure 7). Among those who provided a narrative, they described “other” as a group of people; two people indicated their discomfort was caused by something other than a person.

**Figure 7: Gender of Person Who Made Participant Feel Unsafe, by Percentage**

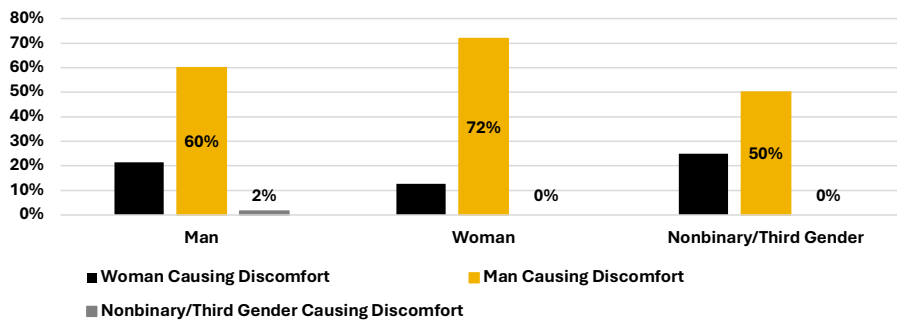


Among women respondents, men caused them to feel unsafe or threatened 72% of the time. Men caused these feelings among other men 60% of the time and among non-binary respondents 50% of the time (see Figure 8 for additional details).

When we looked specifically at women faculty, we found that, of those made to feel unsafe by undergraduate students, 79% were men-identified students. For faculty of color, 100% of the undergraduate students who contributed to situations in which they felt unsafe were men.



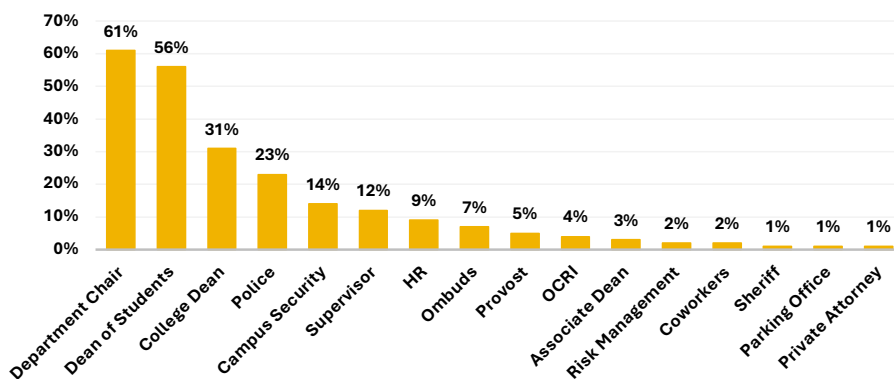
**Figure 8: Gender of Person Causing Respondent to Feel Unsafe or Threatened, by Gender of Respondent, by Percentage**



**Reporting an Incident.** Of employees—**staff and faculty**—who experienced a situation in which they felt unsafe or threatened, 32% did not report the incident.

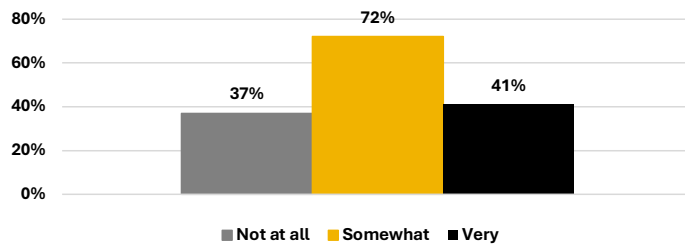
Among those who reported a situation, most reported it to their department chairs (61%), the Dean of Students (56%), the college dean(s) (31%), the police (23%), campus security (14%), their supervisor (12%), HR (9%), the Ombuds (7%), the Provost (5%), OCRI (4%), an associate dean (3%), risk management (2%), a coworker (2%), the sheriff (1%), the parking office (1%), or a private attorney (1%) (see Figure 9). Note that respondents could choose more than one option. Please note, only chairs, DOS, deans, the police, and campus security were included as options on the survey. The other categories were manually entered by respondents.

**Figure 9: To Whom Situations of Discomfort Were Reported**



Among those who did report the incident, 37% were not at all satisfied with the response they received, 72% were somewhat satisfied, and 41% were very satisfied (see Figure 10).

**Figure 10: Satisfaction in Response to Incident Report, by Percent**



For participants who shared that they reported the incident, satisfaction with the response they received differed by position and gender (see Table 4). Staff were generally satisfied more than faculty. Among faculty, women were more satisfied. Among staff, men were more satisfied.

**Table 4: Satisfaction in Response to Incident Report, by Gender, by Percent**

	Faculty			Staff		
	Not at all	Somewhat	Very	Not at all	Somewhat	Very
<b>Men</b>	36% (N=8)	45% (N=10)	32% (N=7)	20% (N=3)	40% (N=6)	40% (N=6)
<b>Women</b>	23% (N=9)	50% (N=20)	28% (N=11)	24% (N=12)	47% (N=24)	29% (N=15)

For participants who shared that they reported the incident, satisfaction with the response they received also differed by race (see Table 5) with white employees expressing greater satisfaction across employment types.

**Table 5: Satisfaction in Response to Incident Report by Race, by Percent**

	Faculty			Staff		
	Not at all	Somewhat	Very	Not at all	Somewhat	Very
<b>White</b>	25% (N=14)	45% (N=25)	30% (N=1)	22% (N=13)	46% (N=27)	32% (N=19)
<b>People of Color</b>	33% (N=3)	56% (N=5)	11% (N=1)	44% (N=4)	33% (N=3)	22% (N=2)

**Sense of Safety on Campus.** Employees—**staff and faculty**—expressed greater concern about active shooters (55%) and community members (42% feared harassment; 41% threats; 21% stalking) than they did about students (30% threats; 27% feared harassment; 12% stalking), other UI employees (21% feared harassment; 15% threats; 7% stalking), or online (33% doxing ; 30% feared online harassment;) (see Table 6 for more detailed information).

**Table 6: Participants’ Perceived Concerns About Safety on Campus, by Percent**

	Not At All	Somewhat	Very Much	(Somewhat + Very Much)
<b>Active Shooters</b>	45% (N=268)	42% (N=250)	13% (N=76)	55% (N=326)
<b>Harassment from Public or Community Members</b>	56% (N=335)	33% (N=196)	10% (N=62)	42% (N=256)
<b>Threats from Public or Community Members</b>	58% (N=346)	31% (N=185)	10% (N=61)	41% (N=246)
<b>Doxing</b>	67% (N=395)	24% (N=142)	9% (N=55)	33% (N=197)
<b>Threats from Students</b>	71% (N=418)	24% (N=141)	6% (N=33)	30% (N=174)
<b>Online Harassment</b>	71% (N=416)	23% (N=135)	7% (N=39)	30% (N=174)
<b>Harassment from Students</b>	73% (N=433)	22% (N=133)	5% (N=27)	27% (N=160)
<b>Stalking from Public or Community Members</b>	80% (N=470)	18% (N=104)	3% (N=17)	21% (N=121)
<b>Harassment from Other UI Employees</b>	79% (N=465)	17% (N=101)	4% (N=24)	21% (N=125)
<b>Threats from Other UI Employees</b>	85% (N=502)	11% (N=65)	4% (N=25)	15% (N=90)
<b>Stalking from Students</b>	88% (N=518)	9% (N=56)	3% (N=16)	12% (N=72)
<b>Stalking from Other UI Employees</b>	93% (N=548)	6% (N=35)	1% (N=6)	7% (N=41)

Participants mentioned the following “other” topics as causing concerns about safety on campus (in alphabetical order):

- anti-abortion protestors’ graphic signs
- e-bikes and scooters
- false accusations
- ice on sidewalks
- increase in incivility/intolerance
- intimidation from university administrators
- lack of lighting
- lack of professionalism

- lack of snow removal
- parking
- parents
- police presence
- sexual violence at fraternities
- Turning Point USA antagonism
- vehicles

There was a notable difference in the level to which people experienced fear vis-à-vis students, community members, colleagues, and other situations based on whether they did or did not report having experienced a situation that caused them to feel unsafe or threatened (see Table 7 for participants who DID report experiencing an unsafe or threatening situation; see Table 8 for participants who DID NOT report experiencing an unsafe or threatening situation; see Table 9 for participants' reported differences in fear based on lived experiences on UI campus; see Table 9 for a comparison of perception between those who did and those who did not experience an unsafe or threatening situation).

**Table 7: Participants Who DID Report an Experience of Unsafe or Threatening Situation by Perceptions of Safety**

	Not At All	Somewhat	Very Much	(Somewhat + Very Much)
Active Shooters	29% (N=53)	47% (N=86)	24% (N=44)	71% (N=130)
Harassment from Public or Community Members	33% (N=61)	48% (N=87)	19% (N=35)	67% (N=122)
Threats from Public or Community Members	36% (N=66)	45% (N=82)	19% (N=34)	64% (N=116)
Online Harassment	48% (N=87)	40% (N=72)	12% (N=22)	52% (N=94)
Doxing	49% (N=89)	34% (N=61)	18% (N=32)	52% (N=92)
Threats from Students	41% (N=75)	43% (N=78)	15% (N=28)	48% (N=106)
Harassment from Students	54% (N=98)	34% (N=62)	12% (N=22)	46% (N=84)
Harassment from Other UI Employees	60% (N=109)	30% (N=54)	10% (N=18)	40% (N=72)
Threats from Other UI Employees	67% (N=122)	23% (N=41)	10% (N=19)	33% (N=60)
Stalking from Public or Community Members	69% (N=126)	26% (N=48)	5% (N=9)	31% (N=57)
Stalking from Students	76% (N=136)	18% (N=32)	7% (N=12)	25% (N=44)
Stalking from Other UI Employees	85% (N=154)	14% (N=25)	1% (N=2)	15% (N=60)

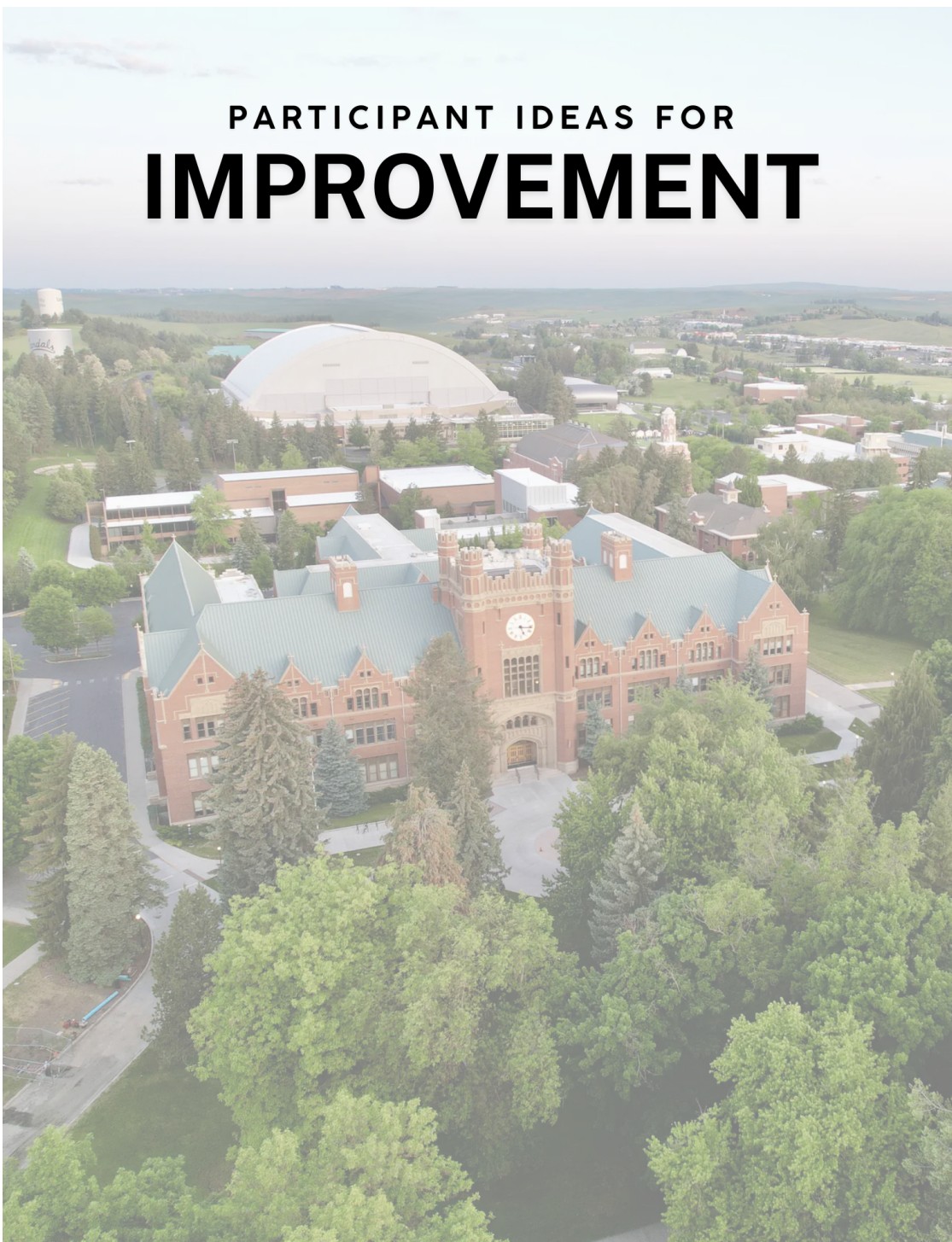
**Table 8: Participants Who DID NOT Report an Experience of Unsafe or Threatening Situation by Perceptions of Safety**

	Not At All	Somewhat	Very Much	(Somewhat + Very Much)
Active Shooters	52% (N=184)	40% (N=142)	8% (N=27)	48% (N=169)
Harassment from Public or Community Members	68% (N=238)	26% (N=91)	7% (N=23)	33% (N=114)
Threats from Public or Community Members	68% (N=240)	26% (N=91)	6% (N=21)	32% (N=112)
Doxing	74% (N=262)	20% (N=69)	6% (N=21)	26% (N=80)
Online Harassment	80% (N=281)	17% (N=58)	3% (N=12)	20% (N=70)
Harassment from Students	82% (N=289)	17% (N=61)	1% (N=3)	18% (N=64)
Threats from Students	84% (N=295)	16% (N=55)	1% (N=3)	17% (N=58)
Stalking from Public or Community Members	86% (N=300)	13% (N=45)	1% (N=5)	14% (N=50)
Harassment from Other UI Employees	87% (N=307)	11% (N=40)	1% (N=5)	12% (N=45)
Threats from Other UI Employees	93% (N=327)	6% (N=20)	1% (N=5)	7% (N=25)
Stalking from Students	95% (N=332)	5% (N=16)	1% (N=3)	6% (N=19)
Stalking from Other UI Employees	97% (N=339)	2% (N=8)	1% (N=3)	3% (N=11)

**Table 9: Participants' Reported Differences in Fear Based on Lived Experiences on UI Campus**

	Reported Experiencing Situation	Did Not Report Experiencing Situation	Percentage Difference in Reported Fear
Harassment from Public or Community Members	67% (N=122)	33% (N=114)	+34%
Threats from Public or Community Members	64% (N=116)	32% (N=112)	+32%
Online Harassment	52% (N=94)	20% (N=70)	+32%
Threats from Students	48% (N=106)	17% (N=58)	+31%
Harassment from Students	46% (N=84)	18% (N=64)	+28%
Harassment from Other UI Employees	40% (N=72)	12% (N=45)	+28%
Doxing	52% (N=92)	26% (N=80)	+26%
Threats from Other UI Employees	33% (N=60)	7% (N=25)	+26%
Active Shooters	71% (N=130)	48% (N=169)	+23%
Stalking from Students	25% (N=44)	6% (N=19)	+19%
Stalking from Public or Community Members	31% (N=57)	14% (N=50)	+17%
Stalking from Other UI Employees	15% (N=60)	3% (N=11)	+12%

# PARTICIPANT IDEAS FOR **IMPROVEMENT**



### Participant Ideas for Improvement

Participants identified many opportunities for improvement but also expressed appreciation for the work that campus security does with the resources they have. The improvement ideas are generally centered around five themes:

- 1) Infrastructure improvement: better lighting, electronic locks on buildings/classrooms, security buttons in classrooms
- 2) Prevention: safety assessments, education on classroom management, improvements to culture and support for employees with greater risk
- 3) Communication and visibility: DOS/administration's response to incidents, visibility of security on campus, information on ongoing security efforts
- 4) Pedestrian safety: snow/ice removal, policy/signs for e-bike/scooter users, car traffic
- 5) Post-incident support for employees: program to support employees after incident reporting/alternative to DOS

Respondents were asked to assess whether a series of pre-determined changes would impact their sense of safety or security on campus (see Table 10). Of those items, employees reported that greater expediency in responding to concerns and transparency regarding how incidents are handled would have the greatest impact on their sense of safety (86% and 81% respectively). This was followed by infrastructure investments including the ability to lock down campus buildings (81%) and classrooms (77%) and easy access to security from classrooms (64%) and offices (56%).

**Table 10: Participant Ideas for Safety Improvement on Campus, by Percent**

	Not At All	Somewhat	Very Much	(Somewhat + Very Much)
<b>Expediency in Responding to Concerns</b>	14% (N=80)	34% (N=192)	52% (N=298)	86% (N=490)
<b>Transparency in Institutional Response to Employee Concerns</b>	19% (N=108)	38% (N=218)	43% (N=245)	81% (N=463)
<b>Ability to Lock Down Campus Buildings</b>	19% (N=110)	43% (N=244)	38% (N=218)	81% (N=462)
<b>Ability to Lock Classrooms from Inside</b>	23% (N=128)	41% (N=231)	37% (N=208)	77% (N=439)
<b>Button to Alert Campus Security from Classroom</b>	36% (N=203)	38% (N=213)	26% (N=147)	64% (N=360)
<b>Button to Alert Campus Security from My Office</b>	44% (N=249)	33% (N=190)	23% (N=132)	56% (N=322)



Participants mentioned the following “other” ideas for safety improvement on campus (in alphabetical order):

- a button to alert security from lab spaces
- ability to lock office suites from inside
- ability to unlock/open windows
- better lighting on campus
- carrying my own firearm
- employee security/active shooter trainings
- increased monitoring
- increased security at high traffic times of day
- magnets for employees with Campus Security contact information
- more accountability for people who target/harass/threatened others
- more security cameras
- more training for conceal carry permit holders
- parking locations closer to offices
- restricting driving on campus (door dash, other)
- security presence in parking lots
- shades for windows
- sense of being taken seriously by administration
- sense of concern on the part of administration
- specific support for women/gender queer employees
- staff being treated more equally to faculty
- stop allowing firearms on campus
- the ability to text Campus Security
- windows on office doors

#### **Faculty Only**

Among faculty, the following data were reported to have a positive impact on sense of safety or security (see Table 11 for additional data):

- expediency in responding to concerns (85%)
- transparency in institutional responses (80%)
- ability to lock down campus buildings (77%) and to lock classrooms (77%)
- button to lock down my office/notify security (54%)

**Table 11: Faculty Suggestions for Improving Sense of Safety and Security on Campus,  
by Percent**

	Not At All	Somewhat	Very Much	(Somewhat + Very Much)
<b>Expediency in Responding to Concerns</b>	15% (N=28)	35% (N=65)	50% (N=94)	85% (N=159)
<b>Transparency in Institutional Response to Employee Concerns</b>	20% (N=37)	40% (N=76)	50% (N=75)	80% (N=151)
<b>The Ability to Lock Classrooms from Inside</b>	23% (N=44)	38% (N=73)	38% (N=73)	77% (N=146)
<b>The Ability to Lock Down Campus Buildings</b>	23% (N=44)	40% (N=76)	37% (N=70)	77% (N=146)
<b>Button to Alert Campus Security from Classroom</b>	25% (N=46)	41% (N=81)	33% (N=60)	74% (N=141)
<b>Button to Alert Campus Security from My Office</b>	46% (N=86)	34% (N=64)	21% (N=39)	54% (N=103)

### Staff Only

Among staff, the following data were reported to have a positive impact on sense of safety or security (see Table 12 for additional data):

- expediency in responding to concerns (86%)
- transparency in institutional responses (82%)
- ability to lock down campus buildings (84%) and to lock classrooms (79%)
- button to lock down my office/notify security (56%)

**Table 12: Staff Suggestions for Improving Sense of Safety and Security on Campus, by Percent**

	Not At All	Somewhat	Very Much	(Somewhat + Very Much)
Expediency in Responding to Concerns	14% (N=46)	34% (N=112)	53% (N=176)	86% (N=288)
The Ability to Lock Down Campus Buildings	16% (N=54)	45% (N=148)	39% (N=127)	84% (N=275)
Transparency in Institutional Response to Employee Concerns	18% (N=61)	39% (N=129)	42% (N=140)	82% (N=269)
Transparency in Institutional Response to Employee Concerns	18% (N=61)	39% (N=129)	42% (N=140)	82% (N=269)
The Ability to Lock Classrooms from Inside	21% (N=67)	43% (N=138)	36% (N=114)	79% (N=252)
Button to Alert Campus Security from My Office	43% (N=140)	33% (N=107)	25% (N=82)	57% (N=189)
Button to Alert Campus Security from Classroom	44% (N=142)	34% (N=110)	22% (N=71)	56% (N=181)

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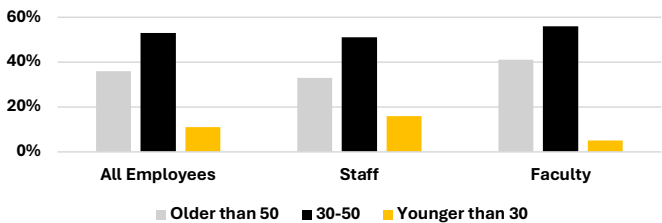
# DEMOGRAPHIC INFORMATION



### Demographic Information

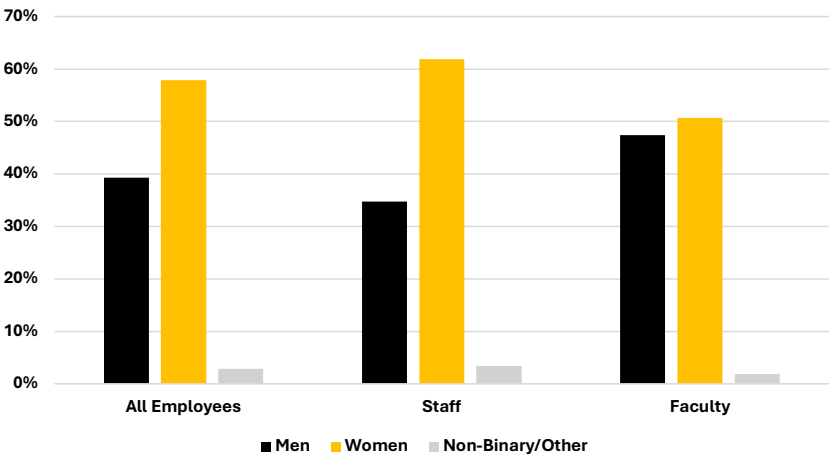
Among all faculty and staff, 36% were over the age of 50, 56% were between the ages of 30-50, and 11% were younger than 50. Faculty were slightly older than staff: 41% were over 50 (compared to 33% of staff), 56% were between 30-50 (compared to 51% of staff), and 5% were younger than 30 (compared to 16% of staff) (see Figure 11).

Figure 11: Participant Age Distribution, by Percentage



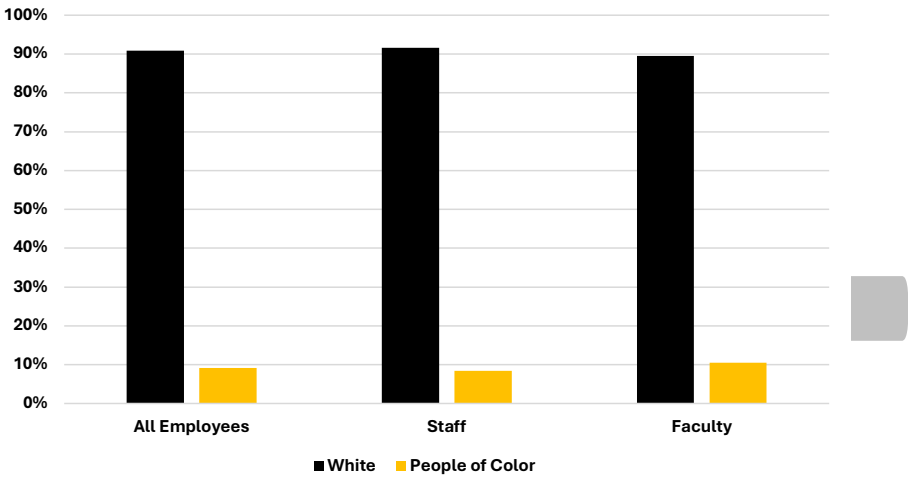
Among all participants, 58% were women, 39% men, and 3% respondent non-binary or other. Those who responded with “other” did not choose to further explain. More respondents were women than men for both faculty and staff (51% and 62% respectively). 3% of staff respondents were non-binary or chose “other” and 2% of faculty did the same.

Figure 12: Participant Gender Identity, by Percentage



Of all staff and faculty participants, 91% responded that others identified them as white and 9% as people of color. A higher percentage of staff respondents saw themselves as perceived as white (92%) than faculty (89%).

Figure 13: Participant Perceived Race, by Percentage





# RECOMMENDATIONS





## Recommendations

What follows is a list of recommendations organized by theme. The table below presents the same information organized by the campus office the committee recommends charging with each activity or effort.

### ***Increase Awareness of Ongoing Projects***

The committee calls on related campus offices (Campus Security, Dean of Students Office [DOS], Office of Civil Rights Investigations [OCRI]) to extend efforts to ensure employees are aware of ongoing campus planning. The committee further calls on Faculty Senate to serve as a conduit of that information by accepting reports from said offices and distributing information to constituents.

Such projects include:

- An initiative by Campus Security and Division of Finance and Administration (DFA) and the State of Idaho Department of Works to install electronic locks on campus buildings. These will permit security to be able to lock down campus buildings in the event of emergencies.
- A current initiative through a partnership by the Office of Information Technology (OIT), Campus Security, and Faculty Senate to add a button to classroom podium technology that will enable faculty to call campus security in the event of urgent (but not emergency) situations. (Emergencies should always be directed to the police).
- An ongoing project sponsored by Graduate and Professional Student Association (GPSA) to improve lighting on campus.
- The purchase of new mobile solar lighting systems that can be deployed as needed to certain areas of campus.
- Continued efforts to increase visibility of security and Moscow Police Department (MPD) via walk-throughs on campus and in campus buildings.
- Continued in-person Campus Security response to calls for support.
- The work of Violence Prevention and Education (VPE) and Vandal Health Education (VHE), including opportunities for employees.
- The impact the five-year campus planning initiative will have to improve pedestrian safety on campus.
- Safe Walk and Safe Ride services on campus and their availability to employees.

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What follows is a list of recommendations organized by theme. The table below presents the same information organized by the campus office charged with each activity or effort.

***Pedestrian Safety***

The committee calls on Faculty Senate to charge an ad hoc committee with developing a policy around the use of e-bikes and scooters on campus. Recommend this work be done in partnership with the DOS, Associated Students University of Idaho (ASUI) , Campus Safety and Security, the ADA Committee, and the Office of Transportation and Safety.

***Infrastructure***

The committee requests that the Instructional Space committee consider earmarking end-of-the-year surplus funds to continue the roll out of electronic locks on General Education classrooms. These will allow classrooms to be locked (from the outside) in the event of an active shooter or other campus emergency.

***Communication and Support Action Items***

The committee itself will continue to work towards:

- a) Drafting an informational newsletter about security on campus
- b) Sharing out information on how one can add campus security to speed dial on Teams
- c) Working with Campus Security to develop publicly displayed information about what employees and students should do in emergency situations and what resources are available

The committee calls on CETL to partner with Campus Safety and Security to offer educational opportunities on classroom management, including discussions on how to effectively address challenging behaviors in the classroom.

The committee further calls on CETL and Campus Security to work with departments and units to develop protocols to follow when situations escalate in the classroom environment.

The committee calls on the UI Administration, the DOS, and Campus Security to improve communication about ongoing investigations with complainants to the fullest extent they are legally able to.

The committee calls on the DOS to make regular presentations to Faculty Senate about Vandal CARE reporting and responses and to make this information available to employees.

The committee calls on the Campus Safety and Security Office to make regular presentations to Faculty Senate about Cleary Act reporting data and to continue to make this information available to employees. We also call on them to share data (both at Senate and on Inside UI)—as legally and safety possible—on the work of the Threat Assessment Team, Direct Action Response Team, and the Annual Security and Fire Safety Report.

The committee calls on the OCRI to offer know your rights trainings, trainings on how to report/document incidents, and make publicly available information on available EAP-eligible counselors in Idaho and Washington.

#### ***Victim Advisor***

The committee recommends the creation of a Victim Advisor program to support employees as they navigate a situation in which they experience harassment or a loss of safety. This program would help connect complainants with available services (e.g., EAP, counseling support, medical support, referral to appropriate law enforcement, and so forth).

We continue to have conversations with OCRI and the Ombuds office about the best format and location for this role. We are discussing the possibilities of trained volunteer employees operating through the Ombuds office or the potential for a salaried position that does additional advocacy work housed in the OCRI. The committee will continue to discuss this with campus offices and leadership.

#### ***Prevention***

The committee continues to work in partnership with campus offices (e.g., VPE, Campus Safety and Security, DOS, OCRI, etc.) on possibilities for preventing situations in which employees experience threats to their safety and security. Of special consideration are ways to focus preventative efforts to:

- Offering consideration of those most experiencing these situations (employees of color, non-binary and women employees)
- Providing safety assessments of offices to determine if any changes could be made to increase safety (e.g., moving office furniture, safety planning for your space, etc.)
- Requesting leadership messaging on civility as an effort at improving campus culture
- Programming on topics relevant to employees through VPE
- Expanding efforts at improving campus culture (e.g., EHHS's committee on belonging)



# University of Idaho 2025 Campus Safety and Security Report

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