

2025 – 2026 Faculty Senate – Pending Approval

Meeting # 9 Approved Mtg #10 10.21.25

Tuesday, October 14, 2025, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Kolios

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 #8 (October 7, 2025) will be recirculated and approved next time, pending clarification.

Chair's Report

- P&T Committees. Senators have received a chart (see email from Haltinner) of how many members are needed from each college. Nominations deadline is October 22nd.
- Ph.D. Completion Incentive Program. President Green and Vice President Nomura will visit Senate on November 4, 2025.
- Textbooks. Tim spoke with the external vendor, Vital Source, about ongoing issues and service expectations. They are committed to doing better in the spring. We'll continue to follow up.
- State Board policy revisions. The revisions on Section II.G, which concerns university faculty, are posted at <https://boardofed.idaho.gov/meetings/board/archive/2025/101525/03%20BAHR.pdf> pp. 5-40. We'll discuss them next week.

There were no questions or comments.

Provost's Report.

- Deadline for spring semester textbooks is this Friday, October 17. Link for textbook course adoptions: <https://akademos-uidaho.verbacollect.com/>
- Midsemester grades are due Monday, October 20. This is a critical moment for retention.
- Benefits annual enrollment opens on the 20th. There is a window from Oct. 20 to Nov. 4 for employees to make their selections. After that, changes are no longer possible. See <https://vandalsuidaho.sharepoint.com/sites/InsideUI-Benefit-Services/SitePages/Annual-Enrollment.aspx#information-sessions>
- P&T Committees. University P&T Committee meeting dates:
Silver Committee, Friday, January 30, 2026, 8:00am PT, via zoom
Gold Committee, Friday, January 31, 2026, 8:00am PT, via zoom
Link to the form for submitting nominations:
https://forms.office.com/Pages/ResponsePage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU8wgEFrYhyNO_n_qCDVIL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u
- Faculty Gatherings.
 - October 22nd from 4:30 to 6:30, in the Vandal Ballroom. It's hosted by COGS, that will celebrate its 100th anniversary of COGS.

<https://vandalsuidaho.sharepoint.com/sites/InsideUI-Vice-Provost-Faculty/SitePages/Faculty-Gatherings.aspx?csf=1&web=1&e=7485po>

- October 20th, 12:30 to 2pm, including lunch, in Coeur d'Alene, for our people at the Coeur d'Alene campus.

Discussion

Regarding the compact sent by the Trump's administration to a selected group of universities, a senator asked whether there has been any conversation with President Green about plans, should all universities be asked to respond. Provost Lawrence has not yet met with President Green on this matter, but he will do so shortly. If all universities are asked to respond, these discussions will definitely rise to the board's level.

Invited Guest Presentations

- CAPE Initiatives – Ken Udas, Vice Provost for Digital Learning, Nicole Remy, and Travis Averett. Continuing, Adult, and Professional Education (CAPE) is a platform launched about two years ago as a pilot and now in production for about a year. Ken introduced the other members of the CAPE Management Team, Nicole Remy (Program Manager), Travis Averett (Technical Product Manager), and Jenine Goodman-Grey (Instructional Media Designer). [Home | University of Idaho Keep Learning](#). The goal is to create a platform that's simple and easy, especially for non-traditional learners. It's an environment where one selects their course and puts it in their "carriage" at check out. It's also easy to get a receipt or invoice to show to the employer, as well as a record of study or an official non-academic transcript.

They offer enterprise services such as technology and system onboarding, consultation, and facilitating communities of practices. They also do some instructional design development, market analysis, video editing, and some post-production work.

The fee structure is straightforward. They charge 10% fee that comes right off the learner's registration fee and goes to CAPE, whereas 90% of those dollars go directly to the unit who's offering the course. They are exploring other options as alternatives to registration fees. There is a service agreement, which is not a contract. The idea is to keep it as transparent as possible. CAPE operations are designed to strive for sustainability. So, they try to get as much revenue as quickly as possible back to the unit offering the program or course.

There is a governance process, which functions more like an advisory process, with regular meetings with the people who are responsible directly for programming.

Ken expressed gratitude to their partners and all the people who are supporting them. Travis Averett highlighted additional benefits of working with CAPE: Potential to expand the user base and diversify the target audience; consistent enrollments; ability to reach alumni and lifelong learners; grow programs revenue; opportunity to expand programs; room for growth. The program also offers considerable flexibility in the registration process (no V-number is required) and course structure. CAPE can issue transcripts for non-credit continuing education activities.

(See attached slides for more information on CAPE partners, featured programs, course search, and sample registration page.)

Discussion

There were questions focused on the benefits of an adult learner taking courses with CAPE. The team replied with examples. The College of Education delivers all of their teacher professional development courses through CAPE, primarily for teachers who are looking to recertify or get promotions in their district or at their school. They don't need academic credit for that, but they do get professional development credit. Extension Services courses are taken by learners who want more experience or knowledge but don't necessarily need credit for it. Some of these enrichment programs offer a certificate as a record of study.

Departments or units interested in learning more about Cape – such as for connection to alumni or to run virtual conferences – can get in contact with any member of the team.

A senator inquired about the availability of business courses. There are none at this time, but the team thought it would be an excellent idea to pursue. The dean of CBE added that her college would love to have Vandal-branded learning around the business basics, as well as AI and analytics.

Addressing a question, the team responded that there is no discount for seniors at the moment. They pointed to the variable cost of credits for different courses. They also reiterated that, essentially, anything can be offered.

A senator asked whether a faculty needs approval from, say, their dean to offer a CAPE course, and whether the course can be used to supplement one's teaching duties. Ken replied that, usually, those who are interested have already chatted with a dean or supervisor before making contact with CAPE. The CAPE team does not double-check. A faculty can teach in this modality beyond the teaching load in their position description and get compensation for doing so. Vice Provost Kelly-Riley clarified that, for U of I full-time faculty, this would be handled as additional compensation, not as a part of the faculty's regular load.

Committee Voting Items and Reports

- UCC 250: Engineering Technology (BSTECH) – Indrajit Charit, COE.
This is a CIP code change from 15.0612 (Industrial Technology/Technician) to 14.9999 (Engineering, Other). Also, INDT 4070 was added to the Technical and Free Electives section. Rationale: The recent name changes from “Industrial Technology” to “Engineering Technology” was approved, but a request for the corresponding change of CIP code was not placed at that time. The proposed CIP code is more reflective of the type of program.

Discussion

There was a brief discussion generated by a typographical error in the submitted material. The issue was resolved.

A senator asked whether the change of CIP code will involve salary raises. The answer is no, because, with the old CIP code, some faculty were at 121% of the market base. Adjusting the code will not cost anything.

Vote: 20/23 yes; 3/23 no. Motion passes.

New Concerns or Issues

- Any updates on the availability of the COVID vaccine? Provost Lawrence will inquire.

- A senator brought up an earlier idea to consider a fall break in October – a four-day weekend – with two teaching days at the beginning of the Thanksgiving Fall recess. Tim will think of a suitable group to look into this proposal.

Adjournment

With the agenda being completed, the meeting was adjourned at 4:36pm PDT (5:36pm MT).

Respectfully Submitted,
Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

Attach #2A



Continuing Adult
Professional Education
KEEP LEARNING

CAPE OVERVIEW

OCTOBER 2025

CAPE MANAGMENT

OFFICE OF DIGITAL LEARNING INITIATIVES

I Ken Udas, Vice Provost for Digital Learning Initiatives

I Nicole Remy, Program Manager

I Travis Averett, Technical Product Manager

I Jenine Goodman-Grey, Instructional Media Designer

WHAT IS CAPE?

GOAL: KEEP IT SIMPLE

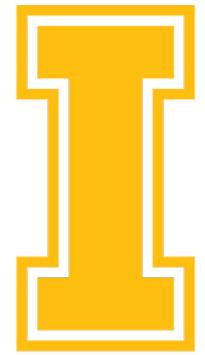
- I Make the shopping and study experience easy and enjoyable for prospective and enrolled learners.
- I Provide a registration and delivery environment designed to accommodate non-traditional learners and programs.
- I Reduce administrative overhead for those offering programs.
- I Drive as much revenue as possible as soon as possible to the programs while being self-sustaining.

CAPE SERVICES

- Technology and system onboarding
- Consultation
- Second Tier Support for the technology platforms
- Working iteratively on better practices, processes and policies surrounding non-credit opportunities
- Facilitation of communities of practice

CAPE FEES

- 10% of enrollment fee
- Options for grant funded/gift funded/other program types available



University of Idaho

College of Education,
Health and Human Sciences



University of Idaho

Center on Disabilities
and Human Development

University of Idaho

Indigenous Knowledge for
Effective Education Program



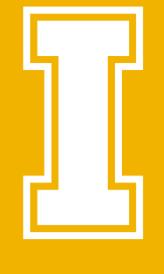
University of Idaho
Extension

Independent Study | in Idaho

CAPE PARTNERS SO FAR...

Projects in process with:

- Institute for Health in the Human Ecosystem
- Department of Theatre Arts
- Engineering Outreach
- College of Business & Economics



WORKING WITH CAPE

- Discuss professional development/continuing education course ideas
- Consult on non-credit programming options
- Design support for CAPE courses
- Microcredentials and non-traditional learning

[Home](#) | [University of Idaho Keep Learning](#)

Return to Keep Learning Idaho

 Campus 360
University of Idaho
SUPPORT

Home Services Knowledge Base

Service Catalog CAPE Help

CAPE Help

Please fill the following form out to request help from us

Title * ?
A short description to explain the nature of a ticket.

I need help with... *
 Tech Support
 Professional Development courses
 Independent Study in Idaho (ISI) courses
 Ag Extension courses
 Setting up a new program or course
 Other

Description * ?
SUPPORT REQUESTS: please describe issue, include your username and course ID.
NEW PROGRAM REQUESTS: describe the program and any special features it has.

Contact us:

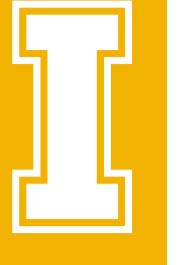
keeplearning@uidaho.edu

nremy@uidaho.edu

kudas@uidaho.edu

taverett@uidaho.edu

EXPANDING YOUR PROGRAM



I Expand To New User Base

I Consistent Enrollments

I Diversify Your Target Audience

I Maintain Alumni Connections

I Grow Your Programs Revenue

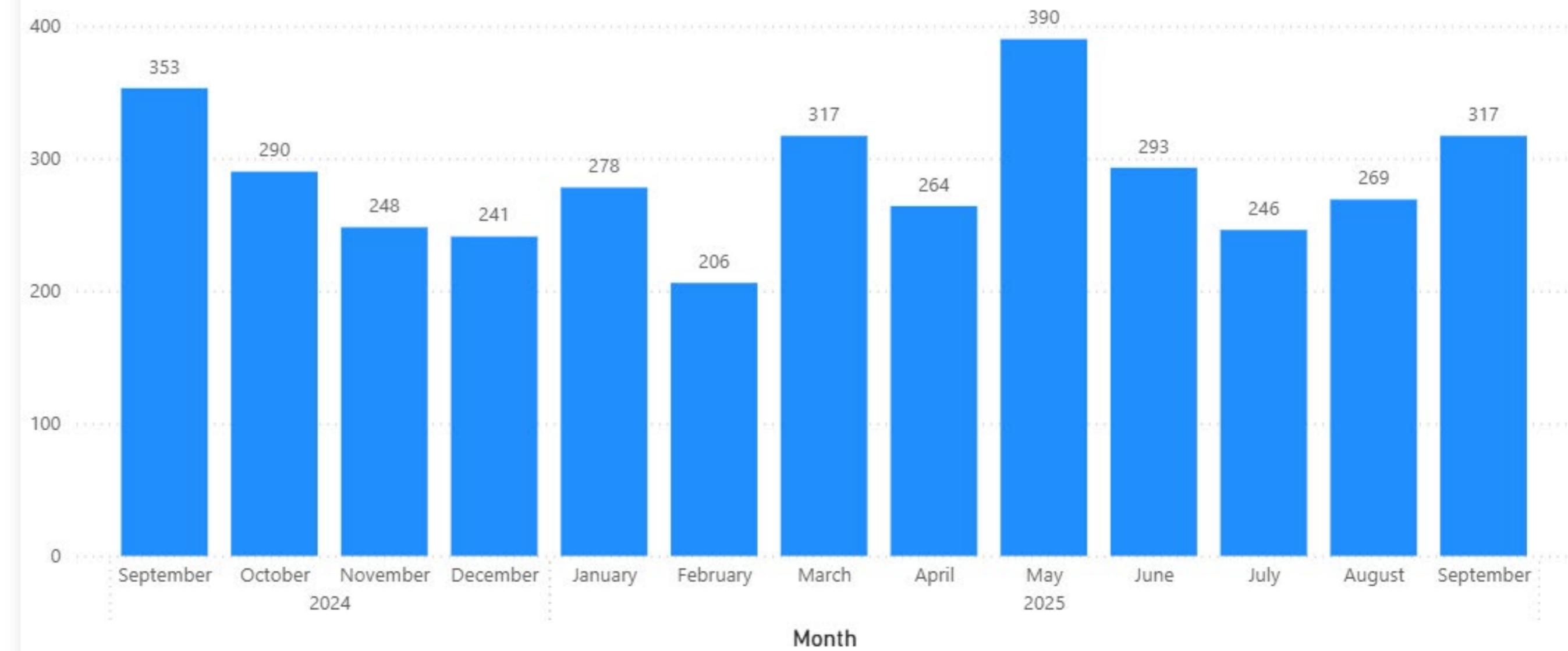
I Room For Growth



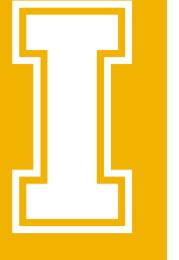
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Enrollments

CAPE Enrollments by Program



EXPANDING YOUR PROGRAM

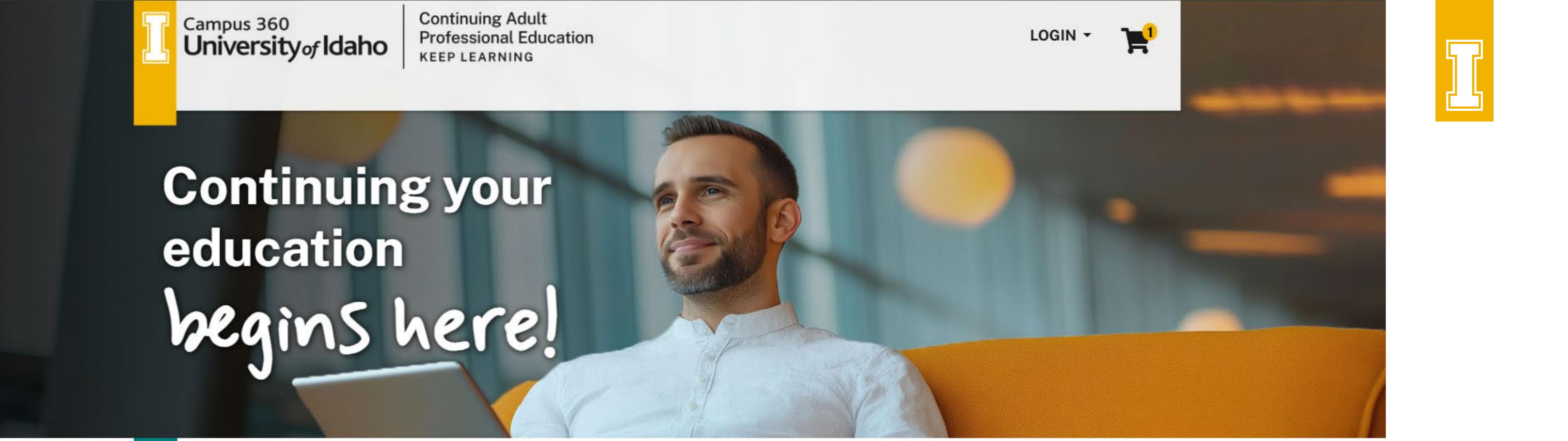
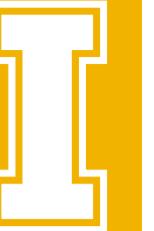


- Expand To New User Base
- Consistent Enrollments
- Diversify Your Target Audience
- Maintain Alumni Connections
- Grow Your Programs Revenue
- Room For Growth



CAPE USER EXPERIENCE

- Register and take payment for short or long courses and workshop programming
- Issue transcripts for non-credit continuing education activities
- Ability to market offerings to those who have already taken courses in the system
- Dedicated Separate Canvas instance
- Sign on that doesn't require V-number
- Flexibility of course structure



Continuing your
education
begins here!

HOME COURSES PROGRAMS CANVAS CONTACT US HELP

What do you want to learn?

POPULAR LINKS ▾

Search For Courses



Advanced Course Search →

Featured Courses

Student Help

How to enroll →

Featured Programs



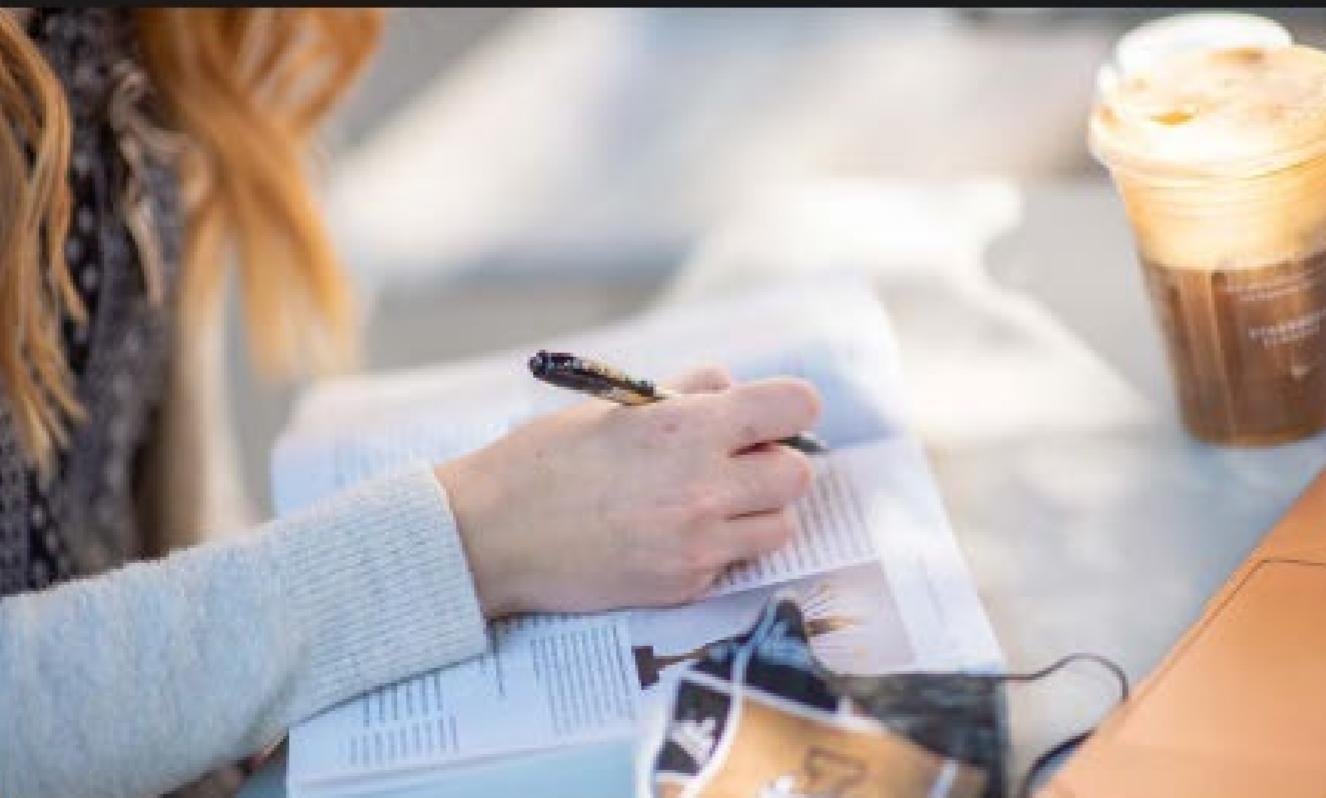
Professional Development

Courses available for *Professional Development (PD)* credit, designed to support educators and administrators in maintaining credentials and staying updated on policies and procedures.

[VIEW PD COURSES](#)

University of Idaho Extension

UI Extension partners with local communities to deliver research and knowledge to you — wherever you are, whenever it's convenient.

[VIEW EXTENSION COURSES](#)

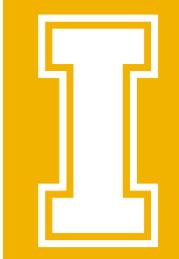
Independent Study in Idaho

Flexible learning for professionals, parents, and students seeking career advancement or college credit. No residency requirements and come in-state and out.



K12 Outreach

Courses hosted by Idaho K-12 schools that equip teachers with the essential skills and strategies needed in today's ever-changing classrooms.

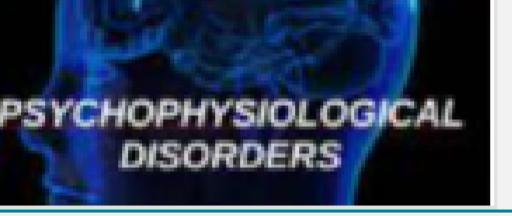
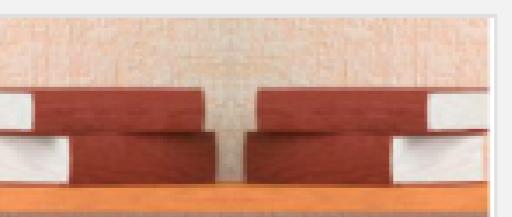


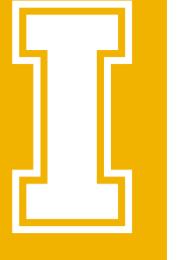
Course Search Results

[SEARCH AGAIN](#)

To view the description, dates and times offered, and additional information about a course, click a course name below.

[Narrow Your Results](#)[List](#)[Grid](#)

Course	Location	Delivery Options	Availability
 Abnormal Psychology ISI - PSYC 3110		Online	Available
 Adolescent Literature for Teacher Librarians ISI - LIBS 4310		Online	Available
 Advanced/Veteran Idaho Master Gardener Program XHSF 502.MG		Online	Available
 American Literature I ISI - ENGL 277		Online	Available
 American Literature II ISI - ENGL 278		Online	Available
 American National Government ISI - POLS 1101		Online	Available



College Algebra

Delivery Options: Online

Independent Study in Idaho

Course Description

College Algebra covers algebraic, exponential, logarithmic functions; graphs of conics; zeros of polynomials; systems of equations, induction.

This course introduces the concept and examples of real functions. Topics include definition, domain and range of a function; composition and inverse of functions, transformations; linear, quadratic and higher degree polynomials; rational, exponential and logarithmic functions; and representations (formulas, graphs) and applications.

UI students: Carries no credit after Math 160 Survey of Calculus or Math 170 Calculus I

REQUIRED: Exam proctor required for this course.

Learner Outcomes

Student will understand domain and range of a function; composition and inverse of functions, transformations; linear, quadratic and higher degree polynomials; rational, exponential and logarithmic functions; and representations (formulas, graphs) and applications.

Required Course Materials

Stewart, James, Lothar Redlin, and Saleem Watson.

Precalculus: Mathematics for Calculus. 5th ed. Belmont, CA:

Thomson Brooks/Cole, 2006. ISBN-10: 0-534-49277-0. ISBN-

13: 978-0534492779

Enroll Now - Select a section to enroll in

ISI - MATH 1143 - 001 College Algebra Online

This is a self-paced section

Expand to view schedule

Available

ADD TO CART

Section Title: College Algebra

Type: self-paced

Dates: Start Now, you have 365 days to complete this course once enrolled.

Delivery Options: Online

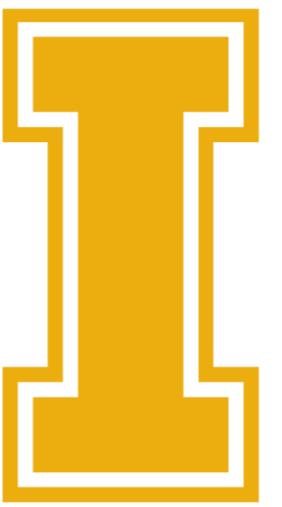
Course Fee(s): ISI Undergrad \$510.00

[Course Registration Fees](#) credit (3 units)

Available for Credit: 3 units

Drop Request Deadline: 45 days after enrollment

COURSE REGISTRATION PAGE SAMPLE



University
of Idaho

QUESTIONS?



University of Idaho
2025 – 2026 Faculty Senate Agenda

Meeting #09

Tuesday, October 14, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (VOTE)
 - Minutes of the 2025-2026 Faculty Senate Meeting # 8 (October 7, 2025)
Attach. #1
- III. Chair's Report
- IV. Provost's Report
- V. Invited Guest Presentations
 - CAPE Initiatives – Ken Udas, Vice Provost for Digital Learning.
- VI. Committee Voting Items and Reports
 - UCC250: Engineering Technology (BSTECH) - Indrajit Charit, Department Chair, College of Engineering. **Attach. #2**
- 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 #4 (September 9, 2025)
- **Attach. #2** UCC 250

Attach #1

2025 – 2026 Faculty Senate – Pending Approval

Meeting # 8

Tuesday, October 7, 2025, 3:30 pm – 5:00 pm

Zoom only

NOT Approved Mtg #9

10.14.25/ edit

and submit revised for Mtg
#10 approval

Present: Barannyk, Borrelli, Erickson, Hagen, Haltinner (vice chair), Harrison, Hu, Kenyon, Kolios, Long, Maas, McKenna, Miller, Murphy (chair), Ramirez, Remy, Rinker, Rivera, Roe, Sammarruca (faculty secretary, w/o vote), Shook, Strickland, Thorne, Tohaneanu, Vella, Victoravich

Absent: Kolios

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 #7 (September 30, 2025) were approved as distributed.

Chair's Report

- Travel reimbursement. Operations are slow because DFA is experiencing serious personnel issues. They are training new staff and working on the backlog.
- P-cards. It's easy to get a P-card – there is a link on today's Register through which one can request a P-card. Graduate students and postdocs can charge expenses on the P-card of their department finance manager. If the person is a U of I employee, those charges will be moved into ChromeRiver. Anyone with more specific questions should reach out to Ky Paulsen.
- Tracking technology implemented on the new website. OIT is not responsible for that – it's primarily a UCM issue – but they will investigate it. Tim will report back, and the senate can decide whether they would like to have OIT or UMC at the senate to discuss their concerns.
- Inclusive Access Textbooks. If senators want very specific answers to what's happening within Inclusive Access, we'll need to talk with the vendor, VitalSource. We could invite them to the senate if there is sufficient interest. Let Tim know.
- State Board policy revision. It seems that they are close to the final draft. Per their requirements, drafts must be posted two days in advance of that meeting, which is close to next Monday. The revisions are in Section 2G, which concerns university faculty, so it's important to have a look at the draft and think about what response we might have on the pros and cons.
- Signed non-disclosure agreements requested from members of search committees. The General Counsel's Office responded that these letters are not contracts and do not modify employment contracts. Instead, they're notifications, and the signature signifies that the notification was received. OGC also clarified that the requirements stated in those letters already exist in university policy, and so people are not being asked to agree to anything new.

There were no questions or comments.

Provost's Report

- Strategic Plan proposals. 158 applications were received. The process of selection will proceed as follows. Each of the five pillars has a group that's been formed to help lead that pillar, and each group will review the applications that fall primarily under that pillar. The Strategic

Planning Committee from last semester, as well as vice presidents and deans, will review the proposals and spread them out across the group, so that it's a reasonable workload. This process will occur in the next few weeks.

- Target pay webpage in VandalWeb. HR continues to work on this. Technology changes are presenting challenges. HR will take down the current page that's visible because the content is incorrect, and they are pursuing other solutions. In the meantime, pay information will be available to employees through their supervisors and through HR, but it won't be something that people can access anytime. The system is not changing, but the tools to get that information to faculty and staff will have to be something new.
- Faculty Gatherings.
 - October 22nd from 4:30 to 6:30, in the Vandal Ballroom. It's hosted by COGS, and we'll be celebrating the 100th anniversary of COGS, so it's a very special occasion.
<https://vandalsuidaho.sharepoint.com/sites/InsideUI-Vice-Provost-Faculty/SitePages/Faculty-Gatherings.aspx?csf=1&web=1&e=7485po>
 - October 20th, 12:30 to 2pm, including lunch, in Coeur d'Alene, for our people at the Coeur d'Alene campus. RSVPs have been sent to those folks.
- Homecoming week. There will be alumni groups around campus, especially Friday and Saturday. Of course, we have a home football game, the homecoming parade, the Friday serpentine, and many more events. Link to the Homecoming schedule:
<https://www.uidaho.edu/events/homecoming>

There were no questions or comments.

Other Policy Business

- VandalCARE Reports, Blaine Eckles, Vice President of Student Affairs and Dean of Students. VandalCARE is a system we have had for at least 10 years, where we encourage individuals to file a care report if they are concerned about someone on campus. It's a simple way in which people can file a report if they don't know what to do with it, and it's designed to help us identify students at risk and how to best reach out to them.
Blaine proceeded to display the number of CARE reports received in AY 24-25 (2,628 Reports of Concern, 1,634 Unique Students). For student reports, case managers reach out to the student of concern and connect them with the appropriate campus resources. Sometimes, referral to other offices is deemed the best course of action. For employees, the reports are sent to HR and then deleted from the system. HR follows up with the employee.
Blaine displayed the breakdown by type of report, college, and primary major. (Those charts can be found in the slides attached to these minutes.) The number one concern is always about academics, with mental health right next to it. Some concerns involve multiple areas (academic, health, family relations, etc.)
A breakdown by colleges shows that most reports are from the College of Letters, Arts and Social Sciences, which is not surprising since CLASS is the largest college, followed by Engineering, Business and Economics, Agriculture and Life Sciences, Education, Health, and Human Sciences, and Science. It goes down from there to Art and Architecture.
Finally, a breakdown by majors. The largest number of reports come from the General Studies major, followed by Psychology, Criminology, Computer Science, and Architecture.

There are three case managers in the Dean of Students' Office. John Henrich is the director of the CARE program. He files all the reports and assigns one of our case managers to follow up

with those students and provide support and assistance, depending on the student's needs and the nature of the case.

Occasionally we get reports of concern about faculty and staff. In those cases, we don't do anything about them. Instead, we send them on to Human Resources, and then we delete all records from our system, because, per our protocol, we don't retain employee records.

The CARE efforts are really about retaining students and helping them succeed. And if we can help one student, they're likely to impact other students, and so we'll be helping other students as well. If we can get reports at the early stage, we can usually put an intervention in place, connecting students with a resource, helping them understand how to advocate for themselves. That will likely keep that issue from escalating, and if it does escalate, then we'll follow up and connect with those students. Our case managers do a phenomenal job, and you can see by the number of reports that they deal with on a regular basis that they are quite busy, but they're really dedicated to what they do.

Discussion

There was a question about what kind of support is available to the staff who deal with crises every day. Another question was about the number and nature of the reports about employees. Blaine recalls the number of reports on employees to be about 20 or less per year. Because they don't keep records of employees, it's really hard to say. As for the other question, care for the caregiver is really important. They have regular conversations regarding the needs of the staff. Blaine is very supportive and understanding if they need to take some time for themselves. John works really well with his team in talking about their needs and creating flexibility for them.

Also, just reminding one another that we have access to support resources ourselves is an important piece of it.

A senator asked why COVID reports were separated from medical concerns. Blaine responded that the categories are broad and not broken down into subcategories, such as type of medical concern. The provost added that the COVID category was included during the pandemics and is not as critical as it was in the fall of 2020. During COVID, people were told to file a report if they had a positive test. At this time, reports from our health clinic or public health would be more accurate than self-reports from people who have been diagnosed with COVID.

A brief discussion about COVID followed. A senator inquired about updates on COVID vaccine in the state of Idaho. They heard that only people over 65 years of age can get vaccinated in Idaho, unlike in the state of Washington. It would be helpful if university officials could obtain an update and perhaps engage with our state representatives concerning rollout of the COVID vaccine. Back to the usefulness of gathering COVID CARE reports, Blaine reiterated that public health data would be more representative of what's going on in our communities.

- PhD Production Incentive Program.

The discussion continued as decided last week. Tim mentioned that he reached out to President Green and Chris Nomura about attending the discussion today, but they were unable to attend on such short notice. Tim suggested that it may be appropriate to have a motion to postpone the discussion until they can both attend at a future meeting. Barannyk moved to postpone the discussion. The motion was not seconded and the discussion proceeded. A senator reiterated the concerns found in [the attachment. #3](#) of this meeting binder, which summarizes perspective from CNR. Lack of input from faculty and/or Graduate Council was raised as a major concern. There was frustration about the cost of the Incentive Program and its potential to undermine academic ethics and the integrity of the degree. Other senators shared similar concerns. A senator noted that faculty do not qualify for the incentive if they haven't taken the research

security training course, and worries about other uneven standards across the colleges, some of which may tend to produce more MS degrees than Ph.Ds.

Additional comments:

If PhDs are so important because we have to remain R1, perhaps PhDs should be built into the budget model in terms of how they count towards the budget allocations across the colleges. However, some colleges don't have PhD programs, and thus the budget model would have a component of unfairness to those colleges that don't produce any PhDs.

If we push several students across the line this year, it's going to be very difficult to keep those numbers where they need to be for the next 2 or 3 years. Even if this program was successful, we still don't have a long-term strategy to maintain the R1-rate of PhD production. Furthermore, no advisor wants their PhD candidates to hang out indefinitely. They want them to graduate quickly and use the money for new students. The incentive seems like a business strategy with no understanding of how the university works.

We get mostly master's students. But, if there is pressure to award PhDs, these students may not be funded. Some people only want to get a master's degree and move on with their lives. This program may open a can of worms.

Perspectives from EHHS: Some constituents are worried that the incentive might put pressure on committee members to be compliant for fear of retribution if they don't pass somebody and people miss out on bonuses as a result, which speaks to a larger ethical issue. Furthermore, the university recognizes the work that faculty put in for working with and graduating quality PhD students. Perhaps the larger issue is job descriptions that don't support faculty and their workloads.

Tim proposes to reach out again to President Green and Vice President Nomura and ask them if we could schedule a time when they can come in. He would send them the questions already provided by Steve, and a summary of today's discussion, so they can prepare in advance and speak to the questions already posed, and additional questions/comments people may have.

Motion (Maas, Barannyk): Place the PhD incentive topic back on the agenda of the next meeting that Vice President Chris Nomura and President Scott Green can attend.

Vote: 22/22 yes. Motion passes.

New Concerns or Issues

- Promotion Committee – Diane Kelly-Riley and Kristin Haltinner.
Senators select representatives from the colleges to serve on the University Promotion and Tenure Committee. Senators work with the other senate members of their college, if there is more than one college representative on the senate, and come up with a list of nominees. A table showing how many candidates are required from each college will be shared by Kristin Haltinner.
The list should represent a mix of people, with regard to faculty type, tenure status, rank, and gender. If senators do not provide nominations by the deadline of October 22nd, the Provost Office will make nominations. There are two committees because we have many P&T candidates. The dates of the meetings are at the end of January, on Friday and Saturday. We are

looking for people who are interested in participating and are able to attend either of those two sessions. Senators can communicate with their nominees.

Dates of meeting: **University P&T Committee meeting dates:**

Silver Committee, Friday, January 30, 2026, 8:00am PT, via zoom

Gold Committee, Friday, January 31, 2026, 8:00am PT, via zoom

Link to the form for submitting nominations:

https://forms.office.com/Pages/ResponsePage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU8wgEFrYhyNO_n_qCDVIL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u

- Loss of valuable research products due to constructions going on at CALS.
Is there a process to address this type of incident? It seems to be an administrative issue rather than a policy issue. The provost recommended to contact Facilities.
- The institutes created on campus generate a conflict of interest due to how those institutes are set up. Some are run or partially run by a dean of a college, who has then incentives to have their faculty run programs through the institutes at the college level, because it provides overhead to the college, and then to the institute, which becomes problematic. For example, they may decide not to sign off on a grant unless it's run through the institute. PIs should have intellectual and academic freedom and be able to choose whether they want to run their grants through an institute or a college. But currently, this has turned into a fight and, because institutes are relatively new, there is no strong policy in APM or FSH to address this kind of conflict. It may not affect many people directly, but the implications for PIs submitting a grant through institutes versus colleges certainly matter to those PIs and the hard-working faculty who have created the institutes. An appropriate policy needs to be established.

Adjournment

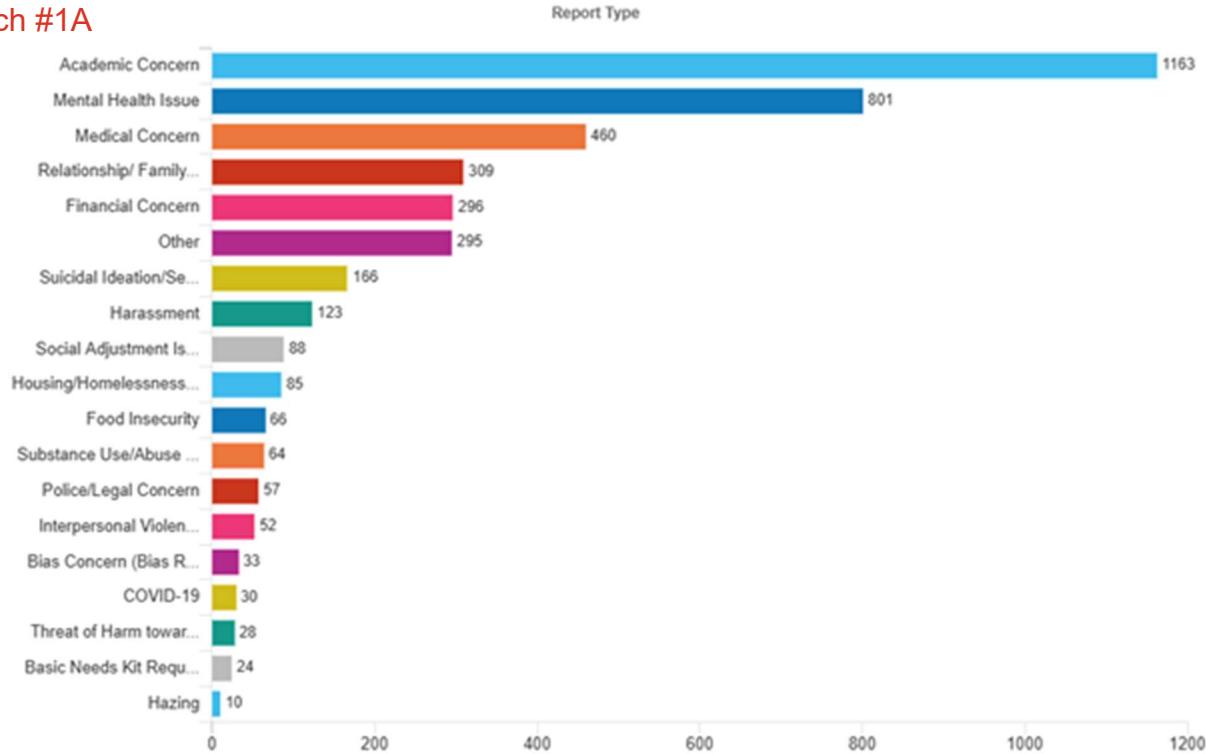
The agenda being completed, the meeting was adjourned at 4:35pm PDT (5:35 MT).

Respectfully Submitted,

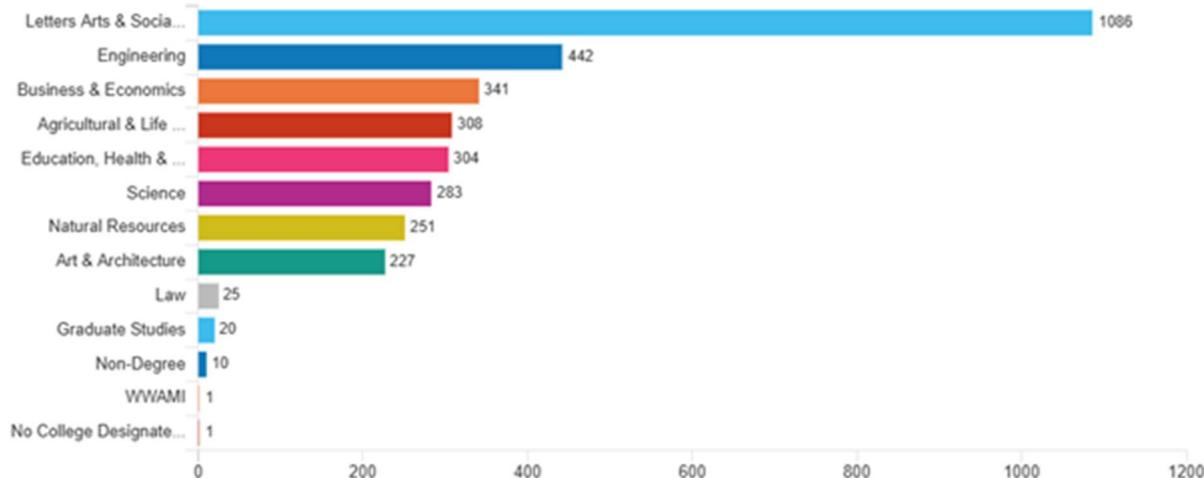
Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

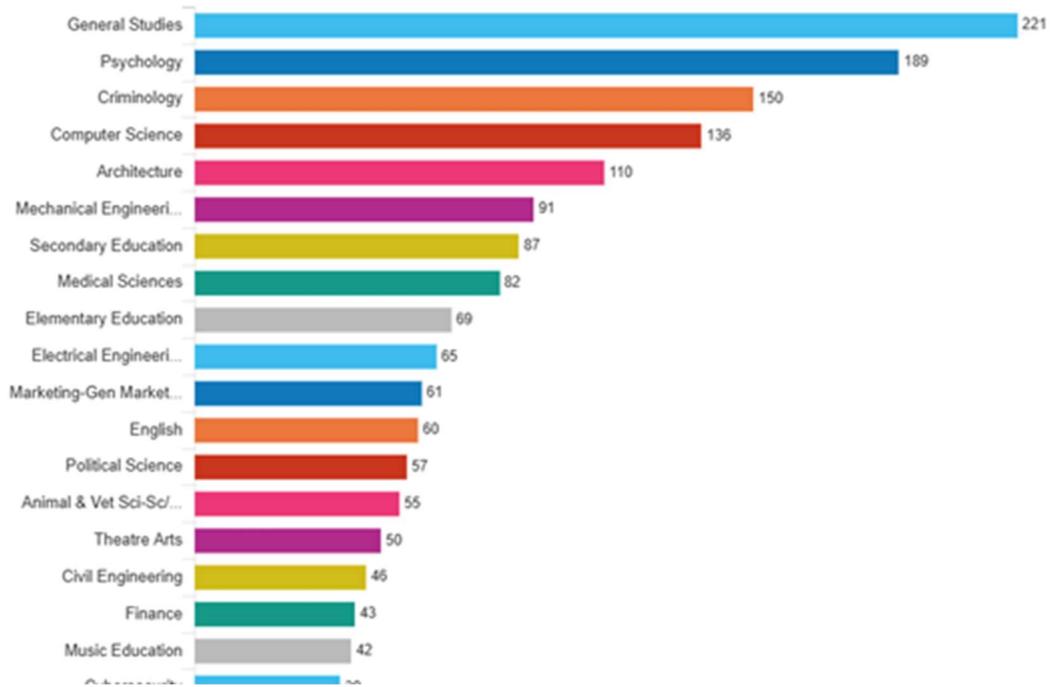
Attach #1A



Primary College



Primary Major



Program Change Request

Date Submitted: 02/18/25 4:00 pm

Viewing: 250 : Engineering Technology (BSTECH)

Last approved: 02/18/25 3:57 pm

Last edit: 10/02/25 11:08 am

Changes proposed by: Sydney Beal-Coles

Catalog Pages Using
this Program

[Engineering Technology \(B.S.Tech.\)](#)



Faculty Contact

In Workflow

1. Provost Q 1
2. Degree Audit
Review
3. Registrar's Office
4. Ready for UCC
5. UCC
6. Faculty Senate
Chair
7. Provost Q 2
8. State Approval
9. NWCCU
10. Catalog Update

Approval Path

1. 02/19/25 1:58 pm
Sande Schlueter
(sandeschlueter):
Approved for
Provost Q 1
2. 03/17/25 10:02 am
Rebecca Frost
(rfrost): Approved
for Degree Audit
Review
3. 03/17/25 10:32 am
Theodore Unzicker
(tunzicker):
Approved for
Registrar's Office
4. 09/23/25 11:23 am
Theodore Unzicker
(tunzicker):
Approved for Ready
for UCC

5. 10/02/25 11:08 am
Theodore Unzicker
(tunzicker):
Approved for UCC

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)
3. Jun 15, 2021 by Rebecca Frost (rfrost)
4. Apr 26, 2022 by Aleksandar Vakanski (vakanski)
5. Sep 8, 2022 by Rebecca Frost (rfrost)
6. Apr 6, 2023 by Sydney Beal-Coles (sbeal)
7. Jan 14, 2025 by Indrajit Charit (icharit)
8. Feb 18, 2025 by Sydney Beal-Coles (sbeal)

Faculty Name	Faculty Email
Indrajit Charit	icharit@uidaho.edu

Type A Changes [CIP code change](#)

Type B Changes

Type C Changes

Description of Change

The CIP code needs to be changed from 15.0612 (Industrial Technology/Technician) to 14.9999 (Engineering, Other). We also added INDT 4070 to the Technical and Free Electives section.

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level Undergraduate

College Engineering

Department/Unit: Nuclear Engineering and Industrial Mgmt

Effective Catalog 2026-2027

Year

Program Title

Engineering Technology (BSTECH)

Please note: Majors and certificates over 30 credits need to have an appropriate SBOE form approved before the program can be created in curriculum.

Program Credits 124

CIP Code 15.0612 - Industrial Technology/Technician.

Emphasis/Option

CIP Code(s)

Curriculum:

The Engineering Technology Bachelor of Science degree is designed to provide students with the opportunity to develop in-depth knowledge and hands-on experience in basic and advanced trial engineering industrial processes, procedures, planning, and management.

To graduate in this program, all students are required to take the Certified Technology Manager (CTM) exam. Passing the CTM exam is not a requirement; students only need to show proof that they have taken the exam.

Required coursework includes the university requirements (regulation J-3) and the following:

<u>ENGL 3170</u>	Technical Writing II	3
<u>PSYC 1101</u>	Introduction to Psychology	3
<u>ECON 2202</u>	Principles of Microeconomics	3
<u>MATH 1160</u>	Survey of Calculus	4
or <u>MATH 1170</u>	Calculus I	
<u>PHYS 1111</u>	General Physics I	3
<u>PHYS 1111L</u>	General Physics I Lab	1

<u>PHYS 1112</u>	General Physics II	3
<u>PHYS 1112L</u>	General Physics II Lab	1
<u>CHEM 1111</u>	General Chemistry I	3
<u>CHEM 1111L</u>	General Chemistry I Laboratory	1
<u>STAT 2510</u>	Statistical Methods	3
or <u>STAT 3010</u>	Probability and Statistics	
<u>ENGR 1050</u>	Engineering Graphics	2
<u>INDT 3100</u>	Introduction to Engineering Technology	3
<u>INDT 3320</u>	Introduction to Analog and Digital Electronics	3
<u>INDT 3330</u>	Industrial Electronics and Control Systems	3
<u>INDT 3500</u>	Introduction to Materials Science	3
<u>INDT 3530</u>	Manufacturing Systems	3
<u>INDT 3620</u>	Behavior-Based Safety	3
<u>INDT 4200</u>	Leadership and Conflict Resolution in a Technological Environment	3
<u>INDT 4340</u>	Power Generation and Distribution	3
<u>INDT 4350</u>	Network Administration	3
<u>INDT 4420</u>	Systems Integration	3
<u>INDT 4430</u>	Government Contract Law	3
<u>INDT 4440</u>	Quality Assurance Organization and Management	3
<u>INDT 4460</u>	Labor Law	3
<u>INDT 4480</u>	Project and Program Management	3
<u>INDT 4500</u>	Comprehensive Exam Preparation	1
<u>INDT 4530</u>	Computer Integrated and Robotics Manufacturing Technology	3
<u>INDT 4620</u>	Industrial Safety	3
<u>INDT 4840</u>	Industrial Technology Capstone I	3
<u>INDT 4850</u>	Industrial Technology Capstone II	3
Select Technical and Free Electives (not limited to the following): ¹		12
<u>INDT 4070</u>	<u>Technical Competency Credits</u> ¹	
<u>INDT 4570</u>	Lean to Green Sustainable Technology	

<u>INDT 4640</u>	Human Performance Fundamentals
<u>INDT 4660</u>	Human Performance Field Investigation
<u>INDT 4700</u>	Homeland Security
<u>INDT 4720</u>	National Incident Management Systems

Total Hours 97

1

Up to 24 credits can be obtained in this manner.

Courses to total 126 ~~124~~ credits for this degree.

Degree Maps:

Plan of Study Grid

		Hours
Fall Term 1		
<u>ENGL 1101</u>	Writing and Rhetoric I	3
<u>MATH 1143</u>	Precalculus I: Algebra	3
<u>PSYC 1101</u>	Introduction to Psychology	3
<u>PHYS 1111</u>	General Physics I	3
<u>PHYS 1111L</u>	General Physics I Lab	1
Oral Communication Course		3
	Hours	16
Spring Term 1		
<u>ECON 2202</u>	Principles of Microeconomics	3
<u>ENGL 1102</u>	Writing and Rhetoric II	3
<u>MATH 1160</u>	Survey of Calculus	4
or <u>MATH 1170</u>	or Calculus I	
<u>PHYS 1112</u>	General Physics II	3
<u>PHYS 1112L</u>	General Physics II Lab	1
<u>STAT 2510</u>	Statistical Methods	3
or <u>STAT 3010</u>	or Probability and Statistics	
	Hours	17
Fall Term 2		
<u>CHEM 1111</u>	General Chemistry I	3
<u>CHEM 1111L</u>	General Chemistry I Laboratory	1
<u>ENGR 1050</u>	Engineering Graphics	2
<u>INDT 3100</u>	Introduction to Engineering Technology	3
<u>INDT 3320</u>	Introduction to Analog and Digital Electronics	3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	15
Spring Term 2		
<u>INDT 3330</u>	Industrial Electronics and Control Systems	3
<u>INDT 4620</u>	Industrial Safety	3
Humanistic and Artistic Ways of Knowing Course		3
American Experience Course		3
Elective Course		4
	Hours	16
Fall Term 3		
<u>ENGL 3170</u>	Technical Writing II	3
<u>INDT 3500</u>	Introduction to Materials Science	3
<u>INDT 3620</u>	Behavior-Based Safety	3
<u>INDT 4340</u>	Power Generation and Distribution	3
<u>INDT 4350</u>	Network Administration	3

Hours		15
Spring Term 3		
<u>INDT 3530</u>	Manufacturing Systems	3
<u>INDT 4200</u>	Leadership and Conflict Resolution in a Technological Environment	3
<u>INDT 4420</u>	Systems Integration	3
<u>INDT 4440</u>	Quality Assurance Organization and Management	3
International Course		3
Hours		15
Fall Term 4		
<u>INDT 4430</u>	Government Contract Law	3
<u>INDT 4480</u>	Project and Program Management	3
<u>INDT 4840</u>	Industrial Technology Capstone I	3
Technical, Major Elective Course		3
Technical, Major Elective Course		4
Hours		16
Spring Term 4		
<u>INDT 4460</u>	Labor Law	3
<u>INDT 4500</u>	Comprehensive Exam Preparation	1
<u>INDT 4530</u>	Computer Integrated and Robotics Manufacturing Technology	3
<u>INDT 4850</u>	Industrial Technology Capstone II	3
Technical, Major Elective Course		3
Technical, Major Elective Course		3
Hours		16
Total Hours		126

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

Catalog Program Description:

The Engineering Technology Bachelor of Science degree is designed to provide students with the opportunity to develop in-depth knowledge and hands-on experience in basic and advanced engineering processes, procedures, planning, and management.

To graduate in this program, all students are required to take the Certified Technology Manager (CTM) exam. Passing the CTM exam is not a requirement; students only need to show proof that they have taken the exam.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

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

Yes

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

No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Idaho Falls

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

Graduates are prepared to design, implement, and improve processes and systems in the manufacturing, research, and development, service or government sectors. The students will be able to:

Apply theories and principles from mathematics, physical science, and computer applications and information technology to solve practical technology problems;

Apply quality, safety, and industrial technology skills in a professional work environment within real-world constraints;

Demonstrate proficiency in the use of robotics and manufacturing equipment to solve practical technology and engineering problems;

Apply the principles of cognitive systems and human performance to perform task analyses and evaluate human-computer/machine interfaces;

Interpret, describe, and implement information contained in typical project specifications.

Our graduates are prepared to succeed in managerial and leadership positions. The students will be able to:

Demonstrate project management skills by applying time value of money, select and implement cost-effective solutions and understand cost-accounting and effective scheduling principles;

Develop, motivate, direct, and assist teams in applying critical thinking concepts to solve technology and engineering problems;

Identify customer project goals, financial needs, timeline constraints, and other customer service based efforts. Our graduates are prepared to communicate with team members, work in teams, customers, and suppliers in the global environment. The students will be able to:

Demonstrate good written and oral communication skills and use current multimedia tools to convey information; Draw conclusions from and explain information synthesized from several sources; Manage dispute resolution to mutually beneficial accord.

Our graduates are prepared to engage in today's evolving market place. The students will be able to:

Analyze contemporary issues for pertinence and potential impacts;

Describe and evaluate professional and ethical responsibilities;

Demonstrate the ability to adapt emerging technologies;

Recognize and evaluate the impact of engineering decisions in a global and societal context;

Put into practice the concepts of service learning.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Recently, the program name was approved from "Industrial Technology" to "Engineering Technology". Unfortunately, we missed including a request for CIP code change at that time.

We now request that the CIP code be changed from 15.0612 (Industrial Technology/Technician) to 14.9999 (Engineering, Other), which is more reflective of the type of program we have, the college (College of Engineering) under which the program exists, as well as the types of job titles (for example, manufacturing engineer, work control/maintenance planner, risk analyst, research laboratory management professional, manager of NDA services, instrumentation fabrication specialist, procurement quality manager, project manager, operations manager, procurement engineer, certification manager, etc.) that our graduates hold in their employment upon graduation. Furthermore, the requested CIP code is already available in the CIP code list that the University of Idaho maintains (attached below).

We also request adding INDT 4070 to the Technical and Free Electives section. This option was intended when we added the footnote, but we need to make that distinction explicit to have it added to our students' degree audits.

Registrar's Office Note: This proposal was previously submitted by Indrajit Charit (see attached document for prior proposal), but due to required catalog edits, the proposal had to be deleted and resubmitted.

Supporting
Documents

[fy25-faculty-salary-calculator-and-table.xlsx](#)

[250_Engineering Technology \(BSTECH\).pdf](#)

Reviewer

Comments

Key: 250