**University of Idaho
2025 – 2026 Faculty Senate Agenda**

Meeting #20

Tuesday, February 10, 2026, at 3:30 pm
Zoom Only

I.   Call to Order

II. Approval of Minutes (VOTE)
- Minutes of the 2025-2026 Faculty Senate Meeting # 19 (February 3, 2026) **Attach. #1**

III. Chair's Report

IV. Provost's Report

V.   Invited Guest Presentations
- Campus-wide Dining Survey – John Kosh, Director of Business Development Marketing and Communications. **Attach. #2**.
- 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)

VI. Committee Voting Items and Reports
- UCC 617 – Graduate Academic Certificate in Sustainability; Erin James, Intercollege Curriculum Committee. **Attach. #3**

VII. Other Policy Business
- Creation of Ad hoc Committee on AI use in classrooms – Kristin Haltinner, Vice Chair of Faculty Senate. **Attach. #4**

VIII. Other Announcements and Communications
- None

IX. New Concerns or Issues

X.   Adjournment

Attachments

- **Attach. #1** Minutes of the 2025-2026 Faculty Senate Meeting #14 (November 18, 2025)
- **Attach. #2** Dining Survey Materials
- **Attach. #3** UCC 617
- **Attach. #4** AI Ad hoc Committee Proposal

University of Idaho
Faculty Senate

2025 – 2026 Faculty Senate – Pending Approval
Meeting #19
Tuesday, February 3, 2026, 3:30 pm – 5:00 pm PST
Zoom only

Present: Bailey, Barannyk, Borrelli, Erickson, Hagen, Haltinner (vice chair), Harrison, Hu, Kenyon, 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), Victoravich

Absent: Kolias (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 #18 (January 20, 2025) were approved as circulated.

Chair's report
- The chair welcomed a new senator, Josh Bailey, associate professor in movement sciences, who is representing EHHS.
- The faculty CEC recommendation was sent to President Green.
- The university committee interest survey was sent out from Committee on Committees. Please encourage your colleagues to complete the survey.
- University excellence award nominations are due this Friday, Feb. 6.

Provost's Report
- Nominations for representatives on the University Distinguished Professor Advisory Committee are due Feb. 6 noon PST. This is a standing committee with 4 faculty and 3 deans.
- The next faculty gathering hosted by the College of Natural Resources is Feb. 18 in the ICCU alumni club room.
- The next Talks with Torrey is tomorrow, Feb. 4, at 11:30 am PST
- The 10th-day enrollment figures for this spring show an overall increase of 8.7% compared to last spring. Resident enrollment increased by 14.3%, and WUE student enrollment increased by 7.3%, while nonresident enrollment decreased slightly and foreign student enrollment decreased by nearly 16%. When examined by student level, undergraduate enrollment increased by 3.5%, graduate enrollment declined by 0.3%, and law student enrollment increased by 9.4%.
- The State Board of Education met with the Joint Finance and Appropriation committee (JFAC), with all university presidents in attendance. Recent JFAC discussion focused on potential budget reductions, including the current 3% holdback for the current fiscal year and the possibility of an additional 1-2% cut. It was noted that the difference between a 3% and 5% cut is about $2.3

million. Potential solutions will depend on the final reduction amount, with more information expected within the next 2.5 weeks.

- Provost Lawrence stated that stepping down from the provost position was a difficult decision but confirmed he will remain at UI. Additional details regarding his future role and transition time will be provided later.

Discussion

- Discussion addressed the current budget holdback and whether budget cuts would be tied to program health. It was clarified that the Program Health Committee process is not intended as a budget reduction tool but will help inform, but not determine, future decisions. A senator asked whether faculty will be engaged in helping identify potential budget solutions. It was noted that faculty are welcome to submit suggestions directly to the President. A memo outlining possible approaches is expected to be shared with the university community soon. Enrollment changes and their revenue implications were also discussed, noting that shifts in enrollment mix have significant financial impacts.

Invited Guest Presentations

- Health Benefit Review Process and 2026 Update – Brandi Terwilliger, Director of Human Resources.
  An overview of employee benefits and the 2026 plan year changes were presented. Effective January 1, 2026, changes included increased HSA and dependent care FSA limits, higher prescription drug cost-sharing maximum, and increased plan rates, with medical and prescription costs rising due to higher-than-average claims. Changes in plan rates compared with industry trends were shared and are shown in the attached handout. Dental and vision benefits were enhanced with no additional cost. The role of the university's benefits advisory group was briefly described, and Deb Thorne was identified as the Faculty Senate representative.
  Discussion
  A senator asked how UI benefit rates compare to those of the state. It was explained that the plans are not directly comparable, as UI's plan differs in design and coverage. The university has never participated in the state plan, and transitioning to it would be complex and costly. It was also noted that the university operates a self-funded medical plan, with Blue Cross serving as the third-party administrator on a fee basis.

Committee Voting Items and Reports

- UCC 620 – BS in Artificial Intelligence (AI); Steve Wang, College of Engineering.
  Terance Soule and Steve Wang proposed a new BS in AI with multiple emphasis areas and a minor in AI. Two new courses were proposed and the degree will be nationally accredited.
  Discussion
  A senator asked how effective and ethical use of AI is addressed in the proposed program. It was explained that ethical AI content and problem-solving considerations are integrated throughout the curriculum. Discussion also addressed how the proposed BS differs from computer science and data science programs, noting a national shift toward specialized focus areas within computer science. Clarification was provided on program credit hours (120 credits), and it was noted that an introductory AI course at the freshman level is planned and may be included as a general education course.
  Vote: 20/22 yes. 2/22 no. Approved.

- UCC 621 – Artificial Intelligence Minor; Steve Wang, College of Engineering

Vote: 22/24 yes. 2/24 no. Approved.

New Concerns of Issues

- A question was raised regarding the status of the new nursing program in SHAMP. It was noted that the nursing program is scheduled to begin Fall 2026. Discussion included clarification that physician assistant (PA) activities are regulated by the state board, and UI does not yet have authorization to offer PA-related training. Efforts are underway to expand programs to better meet statewide workforce needs.

- The Chair opened the floor for comments to Provost Lawrence following the announcement of his decision to step down from Provost. Senators shared heartfelt appreciation for Torrey's steady leadership and unwavering support. They noted that Torrey led with kindness, empathy, and thoughtfulness, creating an environment where senators felt comfortable speaking openly and freely. Senators expressed how much they valued working with Torrey, how much they learned from his approach to leadership and change, and conveyed sincere thanks for his service and lasting contributions.

Adjournment

Motion to adjourn 4:40 pm PST (5:40 pm MST).

Respectfully Submitted,

Chantal Vella
Secretary of the University Faculty & Secretary to Faculty Senate

Plan Performance and Projections
Historical Gross Rate Increases Relative to Industry Trends

Active Medical/Rx

Year	UI Gross Rate Increase	Industry Trend
2020	2.6%	1.4%
2021	5.0%	11.9%
2022	4.9%	4.7%
2023	3.7%	8.3%
2024	4.1%	7.5%
2025	4.6%	8.5%
2026	11.9%	8.3%
7-Year Cumulative	142.8%	162.5%
7-Year Annualized	5.2%	7.2%

Active Dental (Self-Insured)

Year	UI Gross Rate Increase	Industry Trend
2020	0.0%	-3.5%
2021	0.0%	4.5%
2022	0.0%	4.0%
2023	0.0%	5.0%
2024	0.0%	4.0%
2025	0.0%	4.5%
2026	0.0%	4.0%
7-Year Cumulative	100.0%	124.5%
7-Year Annualized	0.0%	3.2%

Active Vision

Year	UI Gross Rate Increase	Industry Trend
2020	0.0%	2.6%
2021	0.8%	0.7%
2022	0.0%	1.7%
2023	0.0%	2.0%
2024	0.0%	2.8%
2025	0.0%	3.0%
2026	0.0%	3.0%
7-Year Cumulative	100.8%	116.9%
7-Year Annualized	0.1%	2.3%

Attach. #2

ONLY FEB. 9 - FEB. 20

WHAT'S FOR LUNCH?

REIMAGINE THE NEXT GENERATION OF UI DINING

In Workflow

1. **036 Chair**
2. **21 Curriculum Committee Chair**
3. **21 Dean**
4. **Assessment**
5. **DLI**
6. **Provost Q 1**
7. **Degree Audit Review**
8. **Graduate Council Chair**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Thu, 09 Oct 2025 19:01:12 GMT
   Erin James (ejames): Approved for 036 Chair
2. Fri, 10 Oct 2025 22:34:40 GMT
   Yunhyung Chung (yunchung): Approved for 21 Curriculum Committee Chair
3. Fri, 10 Oct 2025 22:38:05 GMT
   Yunhyung Chung (yunchung): Approved for 21 Dean
4. Mon, 13 Oct 2025 18:17:46 GMT
   Christine Slater (cslater): Approved for Assessment
5. Mon, 13 Oct 2025 22:04:22 GMT
   Nicole Remy (nremy): Approved for DLI
6. Thu, 13 Nov 2025 17:22:04 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Fri, 21 Nov 2025 19:20:43 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 08 Jan 2026 22:45:39 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 20 Jan 2026 17:53:07 GMT
   Anna Hall (annahall): Approved for Registrar's Office
10. Thu, 22 Jan 2026 18:08:44 GMT
    Anna Hall (annahall): Approved for Ready for UCC
11. Thu, 29 Jan 2026 16:12:41 GMT
    Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Tue, 07 Oct 2025 01:37:08 GMT

Viewing: 617 : Graduate Academic Certificate in Sustainability

Last edit: Thu, 29 Jan 2026 16:11:56 GMT

Changes proposed by: Erin James

Faculty Contact

Faculty Name	Faculty Email
Erin James	ejames@uidaho.edu
Karen Humes	khumes@uidaho.edu
Sarah Dawson	sdawson@uidaho.edu
Gwen Gorzelsky	gwen@uidaho.edu

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

No

Academic Level
Graduate

College
Intercollege Curriculum Committee

Department/Unit:
Intercollege Curriculum Committee

Effective Catalog Year
2026-2027

Program Title
Graduate Academic Certificate in Sustainability

Degree Type
Certificate

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

Program Credits
12

Attach Program Change
617SustainabilityGRCertSBOENotification.pdf

CIP Code
30.3301 - Sustainability Studies.

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional online program fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a program proposal form.

Describe the financial impact
N/A

Curriculum:

The 12-credit multidisciplinary Sustainability Graduate Certiﬁcate can be completed by students in any graduate program across the university or as a stand-alone micro-credential following an undergraduate degree. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certiﬁcate completion will allow students to list green skills on their resume, contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations.

Students are required to take an experiential learning sustainability course and 9 additional credits from a pre-approved list of classes that focus on ecological, social, and/or economic sustainability.

All required coursework must be completed with a grade of B or better (O-10-b).

Course List

Code	Title	Hours
SUS 5060	Sustainability Challenge	3
9 credits from the following:		
AGEC 4520	Water Economics and Policy Analysis	3
AGEC 4510	Applied Environmental and Natural Resource Economics	3
ARCH 4630	Principles of Environmental Building Design	4
BIOL 5660	Biodiversity	3
ECE 5870	Sustainable and Renewable Energy	3
ECON 4470	International Development Economics	3
ENGL 5250	Studies in Environmental Humanities	3
ENVS 5520	Environmental Philosophy	3
FOR 5130	Mountain Ecology	3
GEOG 5130	Global Climate Change	3
GEOG 5350	Climate Change Mitigation	3
GEOL 5840	Stable Isotopes in the Environment	3
HIST 5240	American Environmental History	3
LAW 9350	Foundations of Natural Resources and Environmental Law	2-3
ME 5240	Sustainable Food-Energy-Water Systems	3
SOC 4660	Climate Change and Society	3
SOIL 5360	Principles of Sustainability	3
TM 5190	Industrial Sustainability Analysis	3

Total Credit Hours: 12

If students prefer a focus area, they may favor taking courses from one of the following clusters in addition to SUS 5060:

Course List

Code	Title	Hours
Ecological Sustainability		
BIOL 5660	Biodiversity	
FOR 5130	Mountain Ecology	
GEOG 5130	Global Climate Change	
GEOG 5350	Climate Change Mitigation	
GEOL 5840	Stable Isotopes in the Environment	
SOIL 5360	Principles of Sustainability	
Economic Sustainability		
AGEC 4510	Applied Environmental and Natural Resource Economics	
AGEC 4520	Water Economics and Policy Analysis	
ARCH 4630	Principles of Environmental Building Design	
ECE 5870	Sustainable and Renewable Energy	
ECON 4470	International Development Economics	
LAW 9350	Foundations of Natural Resources and Environmental Law	
ME 5240	Sustainable Food-Energy-Water Systems	
SOIL 5360	Principles of Sustainability	
TM 5190	Industrial Sustainability Analysis	
Social Sustainability		
ENGL 5250	Studies in Environmental Humanities	
ENVS 5520	Environmental Philosophy	
HIST 5240	American Environmental History	
SOC 4660	Climate Change and Society	
SOIL 5360	Principles of Sustainability	

Catalog Program Description:

The 12-credit multidisciplinary Sustainability Graduate Certiﬁcate can be completed by students in any graduate program across the university or as a stand-alone micro-credential

following an undergraduate degree. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certi¬ cate completion will allow students to list green skills on their resume, contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations.

Students are required to take an experiential learning sustainability course and 9 additional credits from a pre-approved list of classes that focus on ecological, social, and/or economic sustainability.

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?

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Learning Objectives

- Students will be able to define sustainability and identify major local, national, and global sustainability challenges.

- Students will be able to reflect critically on the global implications of their personal and professional actions on sustainability.

- Students will be able to articulate how sustainability is relevant to their home discipline or industry.

Student Learning Outcomes

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

The Sustainability Certificate Director will evaluate assessment via the portfolio assignment in SUS 5XXX and exit interviews with students upon completion of program.

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

The Sustainability Certificate Director, in consultation with the Sustainability Certificate Working Group, will use assessment findings to revise the syllabus for the SUS 5XXX required course and revise the additional courses affiliated with the certificate.

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

Direct: at least 80% of students earn an A grade on portfolio project in SUS 5XXX.

Indirect: at least 80% of students express satisfaction with certificate and progress towards learning objectives in exit interviews with the Sustainability Director upon completion of the certificate.

When will assessment activities occur and at what frequency?

Assessment activities occur via the Sustainability Certificate Director's annual review of portfolio project and exit interviews with students completing the program.

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.

The Sustainability Certificate Working Group is proposing a new graduate-level version of the already-existing Undergraduate Academic Certificate in Sustainability to meet graduate student demand. We designed this program to be appealing to U of I students enrolled in any graduate degree and industry professionals seeking a green micro-credential. We used the proposal and vetting system designed for the undergraduate-level certificate to generate the list of affiliated courses; like the undergraduate-level certificate, we ensured that a portion of these courses are available online or via hybrid modality so that students can earn this certificate in-person on the Moscow campus or online.

Supporting Documents
Graduate-Level Certificate in Sustainability.docx

Reviewer Comments
Anna Hall (annahall) (Tue, 20 Jan 2026 17:34:09 GMT): Reformatted cluster courses into CIM course list. Added regulation O-10-b.
Anna Hall (annahall) (Tue, 20 Jan 2026 17:51:10 GMT): Updated SUS 5XXX to SUS 5060 after discussing with Erin James. Removed note mentioning 50% of course work must be at the graduate level since this is cited in regulation O-10-b which is already hyperlinked in the curriculum.
Anna Hall (annahall) (Thu, 29 Jan 2026 16:11:56 GMT): Per UCC, added LAW 9350 to course list and changed "concentration" to focus area.

Key: 617

Sustainability Graduate Certificate

The 12-credit multidisciplinary Sustainability Graduate Certificate can be completed by students in any graduate program across the university or as a stand-alone micro-credential following an undergraduate degree. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to list green skills on their resume, contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations.

Students are required to take an experiential learning sustainability course and 9 additional credits from a pre-approved list of classes that focus on ecological, social, and/or economic sustainability.

Learning Outcomes:

- Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
- Students will be able to reflect critically on the global implications of their personal and professional actions on sustainability.
- Students will be able to articulate how sustainability is relevant to their home discipline or industry.

Degree Requirements:

SUS 5040 (3 credits)

plus <u>three</u> courses from the following:

- AGEC 4510: Applied Environment and Natural Resource Economics
- AGEC 4520: Water Economics and Policy Analysis
- ARCH 4630: Environmental Control Systems
- BIOL 5660: Biodiversity
- ECE 5870: Sustainable and Renewable Energy
- ECON 4470: International Development Economics
- ENGL 5250: Studies in Environmental Humanities
- ENVS 5520: Environmental Philosophy
- FOR 5130: Mountain Ecology
- GEOG 5130: Global Climate Change

- GEOG 5350: Climate Change Mitigation
- GEOL 5840: Stable Isotopes in the Environment
- HIST 5240: American Environmental History
- ME 5240: Sustainable Food-Energy Water Systems
- SOC 4660: Climate Change and Society
- SOIL 5360: Principles of Sustainability
- TM 5190: Industrial Sustainability Analysis

Total Credit Hours: 12

If students prefer an area of concentration, they may favor taking three courses from one of the following clusters in addition to SUS 5040:

Ecological Sustainability: BIOL 5660, FOR 5130, GEOG 5130, GEOG 5350, GEOL 5840, SOIL 5360

Economic Sustainability: AGEC 4250, AGEC 5510, ARCH 4360, ECE 5870, ECON 4470, ME 5240, SOIL 5360, TM 5190

Social Sustainability: ENGL 5250, ENVS 5520, HIST 5240, SOC 4460, SOIL 5360

Request: Form an Ad Hoc Committee of Faculty Senate to develop policy on AI use

Rationale:
The rapid and widespread adoption of artificial intelligence tools has introduced new opportunities and challenges for teaching, learning, and assessment/grading across the university. Faculty and students are increasingly encountering AI-enabled technologies that can support creativity, accessibility, and efficiency, while also raising important questions related to academic integrity, equity, privacy, intellectual property, data security, environmental ethics, cognitive impacts on students, and the preservation of meaningful learning outcomes. At present, practices and expectations regarding AI use vary widely across courses and programs, creating uncertainty for instructors and students alike and resulting in senate leadership receiving numerous concerns about this topic and our lack of institutional policies.

An ad hoc committee of the Faculty Senate is therefore necessary to develop clear, principled, and faculty-driven policy guidance on the appropriate use of AI in the classroom by both instructors and students. Such a committee would ensure that emerging policies align with the university's educational mission, shared governance principles, and existing academic policies, while remaining flexible enough to adapt to a rapidly evolving technological landscape. By engaging faculty expertise across disciplines, the committee can help establish consistent expectations, support pedagogical innovation, protect academic standards, and provide transparency for students, thereby promoting trust, fairness, and instructional excellence across the institution.

Committee Makeup:
Six faculty members from a variety of disciplines (including a faculty from the library), and with different perspectives on AI use, all of whom are classroom teachers, at least one of who is on the existing AI working group and one of whom is on the University Teaching Committee

One additional faculty member who will serve as a chair and a non-voting member of the committee

CETL Director or delegate

OIT Director or delegate

CDAR Director or delegate

Two student representatives appointed by ASUI

One student represented appointed by GPSA

Committee Charge:
Develop policy on AI use by faculty in classroom

Develop policy on AI use by students

In the process of achieving this goal, the committee shall:
- **Examine policies at peer institutions and/or the recommendations of the white paper**

- **Solicit input from the UI community**
- **Connect with OIT to discuss security and data safety impacts**
- **Review position papers from AAUP, AFT, and other teachers' unions**
- **Liaise with strategic plan pillar owners**
- **Liaise with existing AI committee (not a senate committee)**
- **Consider requirements regarding transparency in AI use for students enrolled in courses**
- **Connect policy with underlying principles of the UI community**
- **Consider literature on IRB requirements for experimental uses of AI in the classroom**
- **Consider literature on the cognitive and mental health impacts of AI use**
- **Consider methods of mitigation of environmental impacts of AI use, perhaps in consultation with the Sustainability Office**