



University of Idaho  
2025 – 2026 Faculty Senate Agenda

Meeting #18

Tuesday, January 13, 2026, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (VOTE)
  - Minutes of the 2025-2026 Faculty Senate Meeting # 16 (December 9, 2025) **Attach. #1**
- III. Chair's Report
  - Memo from President Green on FSH 3515 – Periodic Performance Review of Tenured Faculty. **Attach. #2**
- IV. Provost's Report
- V. Invited Guest Presentations
- VI. Committee Voting Items and Reports
  - UCC 604 – Native American Law Graduate Certificate, Julie Leavitt, College of Law. **Attach. #3**
  - UCC 608 – Agricultural Law Graduate Certificate, Kristi Running, College of Law. **Attach. #4**
  - FSH 4310 – Academic Advising and Mentoring, Chantal Vella, Chair of University Advising Committee. **Attach. #5**
    - Memo from President Green of June 23, 2025. **Attach. #6**
- VII. Other Policy Business
  - Curriculum Change Timelines – Erin James, Chair of Curriculum Committee, and Gwen Gorzelsky, Vice Provost for Academic Initiatives. **Attach. #7**
  - Sabbatical Approvals (Consent Item) – **Attach. #8**
  - FSH 1580 – Bylaws of Faculty Senate (VOTE), Tim Murphy, Faculty Senate Chair. **Attach. #9**
- 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** Memo from President Green on FSH 3515
- **Attach. #3** UCC 604
- **Attach. #4** UCC 608
- **Attach. #5** FSH 4310 Cover Sheet and Redline
- **Attach. #6** Memo from President Green of June 23, 2025
- **Attach. #7** Curriculum Change Timing Documents
- **Attach. #8** Approved Sabbaticals for 2026-27 AY
- **Attach. #9** FSH 1580 Cover Sheet and Redline

**2025 – 2026 Faculty Senate – Pending Approval**

**Meeting # 16**

Tuesday, December 9, 2025, 3:30 pm – 5:00 pm PST

Zoom only

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

**Absent:** Hagen, McKenna, Miller

**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 #15 (December 2, 2025) were approved as circulated.

**Chair's report**

- The Senate newsletter Tim and Kristin put together will go out this Friday. It contains interesting input from the Senate and also from several standing committees and Staff Council.
- At the first meeting after winter break, the Senate will take up the advising policy, that went through Senate and the UFM last year. Ultimately, President Green disapproved that policy and sent it back for further revision. The Advising Committee has been working on those revisions and will present them at the first meeting of 2026. We will also have a brief discussion about the history of advising policy here at U of I and Dean Kahler will attend to answer questions about the SEM perspective on advising. The first 2026 binder will contain a large volume of materials to read.

At the second meeting in January, the Senate will take up the CEC. Both the Faculty Compensation Committee and the Staff Compensation Committee will share their recommendations, and Kim Salisbury will present the annual CEC report.

- There may or may not be a meeting next Tuesday. Please stand by for an update.

**Provost's Report**

- Commencement is Saturday, December 13<sup>th</sup>. Faculty are encouraged to attend and support our students. The two ceremonies are fairly short, as there are fewer graduates in the winter than in the spring.
- Grades are due on **Tuesday, December 23rd at noon**, due to the way the calendar falls this year. Please encourage people to get their grades in on time, to ensure that our registrar's staff will not have to work on the 24<sup>th</sup> and the 25<sup>th</sup>.
- Our last Moscow faculty gathering for this semester is on Dec. 16, hosted by the College of Science, in the Vandal Ballroom. Faculty Gathering RSVP: [University of Idaho December Faculty Gathering – Fill out form](#)

- Diane Whitney has submitted her notice that she'll be leaving the institution in January, and the Provost took a moment to thank Diane for being a great employee for many years. She has done a great job, supporting policy and compliance efforts at the institution.

**From Vice Provost Kelly-Riley**

- The Idaho Academic Leadership applications are open. This is a professional development opportunity funded by the Idaho State Board of Education. It's offered to faculty from the public, two- and four-year universities, who wish to learn more about academic leadership or to extend and strengthen their current leadership abilities. It's a fully funded, intensive institute that happens in Boise, Idaho, on June 9th through the 11<sup>th</sup>. Applications are due on the 30th of January.
- The upward feedback survey for faculty with administrative appointments is open until December 17<sup>th</sup>. The president's and provost's direct reports are included in this survey, but staff directors are not. We are required by policy to seek that input for faculty with administrative appointments. Please get the word out. The survey closes on the 17<sup>th</sup> of December.
- On our annual performance evaluation forms, each year we're required to disclose conflicts of commitment or interest. Traditionally, that has been done as a PDF on that form. This year, it's being moved to Softdocs. It's the same information, just stored differently.

**Committee Voting Items and Reports**

- UCC 14 – Agricultural Economics. Christopher McIntosh, Agricultural Economics and Rural Sociology.  
 This is a change of CIP code. The proposed CIP more clearly reflects the quantitative nature of our undergraduate degree programs and is listed as STEM by the US Department of Homeland Security. Offering a STEM degree will assist us in recruiting undergraduate students, including international students. Our graduate (MS) program is already identified with CIP code 45.0603. The proposed change would give consistency across the degrees offered by our department.

Discussion

A senator asked whether changing CIP code will impact the faculty and their salaries.

Diane Kelly-Riley took the question. She explained that, according to our faculty's market-based compensation model, every faculty member is assigned a CIP code relative to an approved program. To change CIP codes in an approved program, the institution obtains information from the national CUPA-HR database, that benchmarks faculty salaries and is used to establish salary bands.

The discussion continued on the importance of people understanding the implication of CIP code changes on their target salaries and possibly their salaries.

Provost Lawrence added that a CIP code change doesn't necessarily mean there is a salary change. It means that somebody's market salary, and therefore target salary, would change, and the change can be upward or downward. Salary changes could happen when salaries are compared against a different reference point. The main issue is to identify the right CIP code for a program, and there is not always a one-to-one correspondence with academic programs.

Vote: 18/19 yes; 1/19 no. Approved.

- UCC 175 – Law (JD). Jessica McKinlay, College of Law.  
 The University of Idaho College of Law seeks to change their current emphasis programs into certificates. The basis for this change is a desire to provide students who opt into the programs with a tangible recognition for employers and others that the student has done additional work to become familiar with their respective area of legal study. Senator Long added that this

approach is more consistent with the current way the State Board thinks about these credentials. A similar switch was already made last year with a certificate in Natural Resources and Environmental Law.

Discussion

A senator asked whether the certificate will be available both at the Boise campus and the Moscow campus. Also, they wondered whether there is a concern about class load, since it is stated in the proposal that more students are expected to take the certificate classes. The answer to the first question is that there's no limitation based on campus for law students. As for the second question, if the demand grows substantially, the college will find a way to accommodate all students.

A conversation about the process of earning the certificate and its relation to the JD followed. Students would earn it along with their JD, as a graduate certificate and a separate credential. There are a few certificates that any graduate student can earn; others are limited to law students. But the certificate is totally independent of the law degree itself. Certificates do not allow someone to practice law. They are just specialized training in a particular area of the law. A senator asked whether there is still a plan to open an undergraduate law program at the U of I. The senator from the College of Law responded that it is actually a proposal from CLASS. The provost mentioned it is under development.

Vote: 19/19 yes. Approved.

- UCC 602 – Business Law Graduate Certificate. Jessica McKinlay, College of Law. The University of Idaho College of Law seeks to rename their current “Business Law Emphasis, Transactional Track” into “Business Law Certificate.” The basis for this change is the same as for UCC 175.  
Vote: 19/19 yes. Motion approved.
- UCC 601 – Intellectual Property Law Graduate Certificate. Tim Murphy, College of Law. Same rationale as the previous two graduate certificates.  
Vote: 21/21 yes. Approved.
- UCC 185 – Medical Sciences. Tanya Miura, Department of Biological Sciences. The current CIP code is not accurate, because it reflects clinical/medical laboratory science. The change to “26.0102 Biomedical Sciences, General” reflects a STEM degree, like the other degrees in our department. There is no added workload.  
Vote: 18/19 yes; 1/19 no. Approved.
- UCC 194 – Applied Music (BA or BS). Sean Butterfield, Director of the Lionel Hampton School of Music. This is to create a new emphasis within our applied degree. Our BA and BS in Applied Music are the liberal arts option, as opposed to all our Bachelor of Music degrees, which are professional degrees. A long-term need for the program was identified, due to two reasons. One, this is the only music program in the Northwest at a land-grant institution that does not have a non-auditioned option. This limits our current programs to students with specific training. This proposed option makes sure we stay current and serve Idaho. The other aspect is that we have many multi-talented faculty who teach and perform in all sorts of genres. Only 2% of the music listened to in this country falls squarely in the jazz and classical realm, which is primarily what our degrees serve. The current applied degree stays on exactly as is. It's a very successful degree that serves an important part of our program. It becomes now the interdisciplinary emphasis

within the applied degree. It still requires an audition, and it is primarily for students that want to take a liberal arts experience while still being in music. Instead, the new program will focus on contemporary popular music. We have multiple faculty members who are very successful in these genres and would love to teach. This is a really exciting new track that will increase enrollment.

Discussion

In response to a question, Sean explained that “applied music” means performance-based study, as opposed to more academic pursuits, such as music education, music composition, music history, and music theory. Responding to another question, Sean explained that the high-performance standards of their BM degrees cannot be met by students who do not have formal training to audition.

Vote: 21/21 yes. Approved.

- UCC 219 – Exercise, Sport, and Health Sciences. David Paul, Department of Movement Sciences. Presented by Chantal Vella.

The proposal is to add four research-specific courses to the undergraduate curriculum, three credits of research practicum and six credits of research internship, to serve as an alternative to traditional practicum and internship that students currently enroll in. The proposed change will allow students to complete the undergraduate research certificate focusing on human subjects' research. This option will be added to two of the four emphasis areas for the BS degree. The second part of this proposal is to delete one of the existing emphasis areas, Community Health Education and Promotion, because of its consistently low enrollment.

Discussion

A senator emphasized the importance of having a math component in the curriculum, whereas only a class in Statistical Methods appears. Chantal responded that all the Gen Ed requirements are still there, but, in addition, they require Statistical Methods.

Vote: 21/21 yes. Approved.

- UCC 280 – Sport and Recreation Management. Brian Fowler, Department of Movement Sciences.

The main theme behind the changes is the proposed name change from “Recreation, Sport and Tourism Management” to “Sport and Recreation Management.” This change conveys a clearer picture of the program, its relevance and competitiveness, along with national trends that drive this change. The curriculum revisions and the edits to the learning outcomes reflect a more sport management-related degree. The CIP code is also supported by the curriculum.

Discussion

There was a request to clarify how the CIP code update more accurately reflects the program's current curriculum and “*future directions*,” as stated in the proposal. Brian said that they are shifting more towards sport and recreation management, as opposed to recreation, sport, and tourism management. The CIP code is supported by the current proposal, not by a future one.

Vote: 20/20 yes. Approved.

- UCC 294 – Sociology. Kristin Haltinner, Department of Culture, Society and Justice.

We want to offer an online degree (in addition to the existing seated degree). The requirements will remain the same. Two courses were added/reactivated to the list of electives, but they are not part of the changes to be voted on (they were already approved).

Vote: 20/20 yes. Approved.

- UCC 3 – Accounting (BSBUS). Tracey Anderson, Accounting and Management Information Systems Department.

This proposal adds the Professional Golf Association (PGA) Golf Management option to the accounting major. This is already an option for all of the other business majors, so we're just following suit. There is also a bit of cleanup.

Discussion

A senator inquired about the reasons for the specific choice of PGA. Sanjay Sisodiya took the question. The University of Idaho is a PGA accredited institution. So, the Professional Golf Association is extremely important because there are only 16 institutions nationwide, and we are one of only 2 or 3 programs within the nation having PGA within their colleges of business. By having these specific tracks where a student can do PGA in accounting, in business information analytics, in marketing, in management, a student can then tailor their PGA experience to this specific business program.

Vote: 19/19 yes. Approved.

- UCC 301 – Operations and Supply Chain Management. Shenghan Xu, Department of Business. Presented by Stefanie Ramirez.

The proposal removes courses (OM 4390, OM 4560, OM 4720) that are no longer offered by the particular area and including new courses that are more relevant for industry experience and industry needs. There is no request for new faculty.

Sanjay Sisodiya added that OM 4390 is a four-credit, very integrated, experiential type of course. It worked well for a period of time, but it doesn't fit in our current business environment. The other course, OM 4560, is a quality management course, a fundamental course for anyone trained in the traditional operations management world but doesn't fit well in the evolving supply chain management role. So, these courses are being removed, and two new courses are introduced to better align the program to what the market dynamics really are. There's also a CIP code change request, in light of the changes to this program and the alignment to decision sciences and management sciences.

Discussion

There was a question about the statement in the proposal (as part of the justification for an updated CIP code), that these changes allow international students to have an extended OPT period after graduation. Sanjay explained that specific programs that are tied to particular CIP codes can enable a student to pursue an OPT path. The current OSCM major does not allow for an OPT opportunity. So, by updating the CIP code to reflect where the field is going, international students can then potentially pursue an OPT if they need it for Visa-related purposes. This will help with recruitment of international students.

Vote: 18/18 yes. Approved.

- UCC 486 – Climate Science and Solutions, Eric Mittelstaedt, Department of Earth and Spatial Sciences.

This is a name change from "Climate Change and Solutions" to "Climate Science and Solutions," to align with the recently approved MS degree of the same name. The name of the MS degree was changed from "Change" to "Science" at the request of the Idaho SBOE during the approval process.

Discussion

There was a brief conversation about some courses in the proposal which didn't appear to be in the system. Those are courses from another department that have not yet been renumbered. The Registrar's Office will ensure that the correct numbers are incorporated in this proposal.

Frustration was expressed about the name change imposed by SBOE, seen as censorship and a threat to academic freedom.

Vote: 18/20 yes; 2/20 no. Approved.

- UCC 607 – Forest and Sustainable Products Academic Certificate. Charles Goebel, Department of Forest, Rangeland and Fire Sciences. Presented by Steve Shook.  
The certificate just builds on the BS degree that we already have. It requires no new resources. As the courses are currently being taught, this will allow those students who are already taking several of these courses to earn the certificate by taking one or two additional courses.  
Vote: 19/19 yes. Approved.

- UCC 615 – Artificial Intelligence, Steve Wang, Department of Computer Science.  
The department is proposing a Master's in AI. This new degree program requires 30 credits and includes both thesis and non-thesis options. The curriculum covers some of the important courses in AI, such as machine learning, artificial intelligence, natural language processing, and deep learning courses. These courses have been developed and offered in the past few years in the department, and, thus, this degree program will use existing resources and capacities. If this program is approved, it will be the first Master's degree program in artificial intelligence in Idaho. Many universities are starting to respond to the need for AI degree programs. Boise State University offered their first Bachelor of Science in the AI degree program in fall 2025. Idaho State University is proposing a new Bachelor of Science in the AI degree program, which will be launched in the fall of 2026. So, this is really important for the University of Idaho.

Discussion

A senator commented that, for at least three years, the math department has had an undergraduate math major option in applied modeling and data science, with courses in machine learning and applications to Python. So, the math department was the first one to structure such a program, but not at the master's level.

There was an inquiry about the statement that the proposed program could be launched without the immediate need for new faculty, although there is an expectation that new faculty may be needed in the future. Steve responded that, if the program is approved, it will be offered at both the Coeur d'Alene Campus and the Moscow campus and will be available online as well. Based on current information and the existing capacity of our faculty members, at this time there is a capacity of 30 students. Depending on future enrollments, we may need more support moving forward.

Vote: 18/19 yes; 1/19 no. Approved.

- UCC 80 – Curriculum and Instruction. Aleksandra Hollingshead, Department of Curriculum and Instruction.  
The master's degree in Curriculum and Instruction has been in existence for a very long time, but recently we have made some changes in how we organize the core curriculum, as well as how we streamline the various trends that students can choose for electives. This will help with advising as well as marketing and recruitment to the program. The major changes are in the core, which requires 18 credits. We also removed one of the previously required classes and replaced it with a new class on current topics in education, as well as on directed study and professional experiential learning to better capture students' experiences. We also changed the required number of credits for the non-thesis master's project from variable credits to two credits. The rest of the changes are just organizational.

Vote: 20/20 yes. Approved.

- UCC 168 – Chemical Engineering. James Moberly, Department of Chemical & Biological Engineering.  
This is essentially some housekeeping. We are eliminating a tech elective to keep our credit count low, also rolling in English 101 explicitly in the degree program as it appears in the catalog, and adjusting the language so that students know that they can finish with close to 126 credits, if they select the right humanities and social science courses that also satisfy the other SBOE requirements.

Discussion

A senator asked about the reason for reducing the number of credits. A few other participants joined the conversation and explained that the state board instructed us to keep all our undergraduate degrees at 120 credits, unless there is a disciplinary accreditation requirement for additional credits. The context for the State Board setting that requirement comes from "Complete College America" and the larger movement designed to address the high proportion of students who leave college with debts and no degree. There is data showing that keeping the degree program within 120 credits promotes higher graduation rates and better time to degree. Vote: 18/18 yes. Approved.

- UCC 613 – B.S. in Construction Management and the Built Environment. Shauna Corry and Xiao Hu, College of Art and Architecture  
The proposal is to launch an interdisciplinary, intercollegiate Bachelor of Science in Construction Management and the Built Environment, to address the state's critical need for skilled professionals to manage complex construction projects. Currently, the field of construction management is moving from traditional projects with separate development, design, and construction contracts to an integrated design-build method. This wholistic approach merges previously separate contracts into one cohesive agreement. As a result, design-build projects produce higher quality, more sustainable structures using a simpler, more cost effective, efficient, integrated, and seamless process. The proposed degree program – the first of its kind in Idaho – is comprised of four distinct tracks: operations management, integrated project delivery, heavy civil-commercial residential, and digital delivery and modeling. The program bridges technical, managerial, and sustainable building practices by integrating knowledge from across multiple disciplines with emerging technologies, such as Building Information Modeling (BIM) and smart construction systems. This cross-disciplinary, cutting-edge approach is supported by four colleges: Art and Architecture, Business and Economics, Engineering, and Law. The College of Natural Resources indicated interest in partnering with us in the future. In Idaho, the U of I is the only institution with the capacity to offer such a program, as other Idaho institutions cannot provide this combination of expertise. Proponents of the program suggested that this program will be housed in the College of Business, but this was not in the original description received by the senate and is proposed by the presenters as an amendment. This program will be different from others (BSU is offering a construction management program, and BYU Idaho also has a similar program), because it's highly focused on the design-build integration.

Discussion

A senator brought up the importance of including math classes.

There was a question about the process for gathering input from additional colleges other than those who are included in the proposal. The senator thought that the project may have been fast-tracked, with the first date on the approval pipeline being from November. Shauna responded that she received feedback from many generations of alumni, who believe that this

program should go forward and that it will address the changing industries of design-build and construction, engineering and architecture, and that now is the time to do it. The enrollment at CAA is down 27% this year, whereas it grew 37% in the last six years, which was shocking. The college's professional advisor determined that students want construction management, and they're actually leaving because we don't have that opportunity. After hearing that, and having strong support from Susie, Lisa and Aviva, we made the decision to go ahead, and we didn't seek input from other colleges. We had multiple discussions, and these are the colleges that expressed interest. The senator had a follow-up question, namely, how the colleges that are involved in the proposal became aware of this plan. Dean Suzie Long responded that it was shared with everyone who is part of ALC at a planning meeting in October, at which point anyone who was passionate had a chance to join. There was a follow-up comment about other units being potentially suitable for this program, such as sociology, since the built environment is occupied by people.

A senator recalled conversations from the day before at UCC about requiring specific Gen Ed courses, which made some UCC members uncomfortable, because Gen Ed is meant to give students the opportunity of exposure to a broad range of courses, independent of their major. The compromise reached at UCC was to change "required" into "recommended" in the Gen Ed section. This is reflected in the version before senate.

A senator expressed some concern about the intention of hiring temporary faculty. Shauna said that faculty hiring has always been a concern when generating new programs. This program received a startup of \$500,000 from the strategic planning proposal funds – their original request was \$525,000. That money, along with new income as enrollment increases, may allow the hire of a full-time tenure-track faculty, which is very much needed. Investing \$500,000 in this program shows good intentions of supporting it as enrollment grows.

Back to the Gen Ed courses discussion, some senators said they are not comfortable even with recommending courses in Gen Ed and asked for more detail on the discussion at UCC. Their concerns included a perception that dictating general education courses undermines the purpose of having a general education program and the land grant mission of the university. A senator and UCC member reported that the committee arrived at that decision as a compromise, recognizing that a unique feature of interdisciplinary programs is the limited space to enforce disciplinary training while trying to cover a broad range of material. Thus, there may be some value in taking advantage of Gen Ed credits to better guide people towards the program's direction.

Vice Provost Gwen Gorzelsky gave some context. She agreed that students should have a choice and capacity to explore. At the same time, she can understand the recommendation to take courses in, for instance, geology and physics that fulfill Gen Ed requirements but are also important for the program. The team worked really hard to get this program down to 120 credits, as required by State Board policy.

Director of Gen Ed Barb Kirchmeier provided additional context. Recommending or requiring specific Gen Ed courses is, in some way, a shift of programmatic requirements into the Gen Ed area, that takes away the intended nature and purpose of those courses. On the other hand, there is nothing in policy to prohibit this practice. The UCC compromise acknowledges that there is some flexibility in Gen Ed, but that there is a recommended pathway through Gen Ed that might benefit the students who are in this particular program.

Xiao Hu added that they will seek accreditation from the American Council for Construction Education (ACCE) five years after the launch, which entails compliance with many student learning outcomes. Those recommended Gen Ed courses reflect the accreditation requirements. This information created some confusion because – some senators argued – if it's a matter of accreditation requirements, these recommended Gen Ed courses should be required. Xiao replied that the accreditors will evaluate the program by the student learning outcomes, and did not specify which classes must be taken. Ultimately, what matters is that the student achieves knowledge and skills in particular areas.

There was some more discussion about the impact of the recommended path on the Gen Ed experience. Shauna noted that the program is already on the three-year plan, and the curriculum is being developed. They started out with 132 credits and getting down to 120 was difficult. The general education courses are basic and will not play a major role in supporting accreditation. The team is currently developing 15 new courses. The Registrar confirmed that, if the proposal is approved, the language in the catalog will say that these Gen Ed courses are recommended, not required. A senator reiterated that, with truly interdisciplinary programs, some flexibility in how those courses are offered must be allowed to keep the intended trajectory. Those programs encourage understanding ideas from a variety of different disciplines, and, therefore, the traditional coherent curriculum may not work in that context. More discussion is needed at a broader level.

Another aspect was brought up. In the proposal submitted by UCC, the Intercollege Curriculum Committee (ICC) is identified as the department/unit housing this program, but the desire is to change that to the College of Business and Economics, in the department of Business. Discussion followed. Shauna said that they were told at UCC to find a home department but that the home was not identified or considered at that meeting. She strongly believes this unique program is going to be successful. They have done the necessary work and appreciated the community's input. It is very important to move this proposal forward. Senators expressed concern about adding a provision to the policy that had not been approved by the ICC and UCC that may have significant implications for future intercollege programming.

Registrar Lindsey Brown confirmed that every program needs a home, and ICC is a suitable home created through the Faculty Senate. They just need to have it correctly designated in the system.

A senator recommended approving the proposal as submitted by UCC. At some later time, the Senate can have a much broader conversation about how proposals that go through the ICC can then be housed elsewhere. Shauna was disappointed about the amendment being disapproved. The senator insisted that this matter must be discussed further.

Vote on the motion submitted from UCC: 15/18 yes, 3/18 no. Approved.

### **Adjournment**

Motion to adjourn (Long, Hu). The meeting was adjourned at 5:24 p.m. PST (6:24 p.m. MT).

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



December 19, 2025



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**TO:** Diane Whitney, Director of University Policy  
Francesca Sammarucca, Faculty Secretary

**FROM:** C. Scott Green, President 

**SUBJECT:** Policy Item from December 3, 2025 Request

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In response to the approval consideration request of December 3, 2025, and pursuant to FSH 1460 F-2.a., I hereby disapprove the following policy item:

Faculty Staff Handbook

- FSH 3515 Periodic Performance Review of Tenured Faculty

I greatly appreciate the efforts of the Faculty Affairs Committee and the Faculty Senate to develop this policy; however, I cannot support the policy in its current form. The goal of the corresponding Board of Regent's policy (RGP II.G) is to create a legitimate review process of our tenured faculty. The proposed FSH 3515 contains elements and protections that undermine this goal and decrease accountability. I have discussed my concerns with some of our Regents as well as staff in the Office of the State Board of Education, and they share my concerns.

I offer seven points of concern. Addressing these will strengthen this policy, align it better with our Regents' goals, and make it an authentic review process:

1. **D-3:** The presumption of a positive review after four positive annual performance evaluations will bias the post-tenure review process (a review by peers) because it assumes a *de facto* outcome without doing a *bona fide* review. In addition, the requirement to explain anything other than the presumptive outcome is redundant because justification for a negative review already requires justification in processes outlined in E-5-b and E-6-b, and E-8 (to be added – see #3 below).
2. **E-1-a-2 and E-1-a-3:** As written, allowing the faculty member the ability to significantly influence the membership of their committee undermines the legitimacy of the review. This is not standard practice in any evaluation process. In many departments, it would allow the faculty under review to hand select their committee or a major component of it. I would be supportive of language permitting this for one colleague (not three) in a manner similar to our existing post



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tenure review policy (see [FSH 3320-B-4-a](#)). This should be the case for committees assembled for faculty and faculty with administrative appointments (see E-1-b-2).

3. **E-8-A and E-8-C:** These sections disregard the critical role of the dean in the supervisory chain. The policy contains a significant inconsistency which must be addressed. The Dean is a critical link in the faculty member's supervisory chain and is responsible for assigning work to faculty (see [FSH 1420 A-1-c-8](#)). As written, the dean can override a negative outcome from the unit but cannot override a positive outcome of the unit. The dean must be able to do both if this review is to be thorough and acknowledge the dean's responsibilities. This would be consistent with other UI review processes (e.g., third year review, P&T, annual evaluation, etc.). Like the unit leader, a dean who provides a negative evaluation must also justify their evaluation so that the reasons for such a decision are transparent.
4. **E-9-c-3:** Board policy states that a president may take action for termination based on the outcome of a periodic performance review without requiring preliminary processes. This section requires an improvement plan prior to taking this step. While policy II.G identifies an improvement plan as a possible outcome for a negative review, our policy removes a possible outcome allowed within II.G and limits the options given to the institution by the Regents. In addition, any termination action is already subject to U of I's extensive processes which include the Dismissal Hearing Committee review ([FSH 3910](#)) and a termination decision is also appealable through the Faculty Appeals Hearing Board ([FSH 3840](#).) Both processes provide appropriate protection for faculty.
5. **E-9-c:** There is no clear process identified to follow a mixed review outcome in E-9-b. This aspect of the policy is incomplete and there should be a process (or clarify the same process) for a negative outcome decided by the provost.
6. **E-11-a:** 18 months between initial notification and review completion is an unnecessarily long timeline. It will also be a problem for implementation in the first year after this policy is approved. I suggest the notification take place in the fall semester, perhaps early September, of the review year.
7. **Missing:** The policy does not address a situation where a tenured faculty member is due for a review under this policy but recently completed (i.e. within 5 years) a peer review process as defined in [FSH 3320-B-4](#). It is appropriate to delay the review in this policy until five years after a FSH 3320 review. Both are a post tenure review process and would meet the requirement of RGP II.G.

## In Workflow

1. **177 Chair**
2. **17 Curriculum Committee Chair**
3. **17 Dean**
4. **Assessment**
5. **DLI**
6. **Financial Aid**
7. **Provost Q 1**
8. **Degree Audit Review**
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. Mon, 25 Aug 2025 23:25:17 GMT  
Linda Jellum (ljellum): Approved for 177 Chair
2. Thu, 04 Sep 2025 14:05:35 GMT  
Jessica Gunder (jgunder): Approved for 17 Curriculum Committee Chair
3. Mon, 15 Sep 2025 20:17:12 GMT  
Aviva Abramovsky (aviva): Approved for 17 Dean
4. Tue, 16 Sep 2025 19:54:34 GMT  
Christine Slater (cslater): Approved for Assessment
5. Wed, 17 Sep 2025 16:06:38 GMT  
Nicole Remy (nremy): Approved for DLI
6. Tue, 23 Sep 2025 21:51:42 GMT  
Theodore Unzicker (tunzicker): Approved for Financial Aid
7. Mon, 10 Nov 2025 17:27:18 GMT  
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Fri, 21 Nov 2025 19:14:04 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Wed, 03 Dec 2025 18:13:59 GMT  
Anna Hall (annahall): Approved for Registrar's Office
10. Wed, 03 Dec 2025 23:40:34 GMT  
Anna Hall (annahall): Approved for Ready for UCC
11. Tue, 09 Dec 2025 18:48:49 GMT  
Anna Hall (annahall): Approved for UCC

# New Program Proposal

Date Submitted: Mon, 25 Aug 2025 17:23:44 GMT

## Viewing: 604 : Native American Law Graduate Certificate

Last edit: Tue, 09 Dec 2025 18:48:24 GMT

Changes proposed by: Wendy Couture

### Faculty Contact

Faculty Name	Faculty Email
Julie Leavitt	jnleavitt@uidaho.edu
Dylan Hedden-Nicely	dhedden@uidaho.edu

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

No

### Academic Level

Law

### College

Law

### Department/Unit:

Law

### Effective Catalog Year

2026-2027

### Program Title

Native American Law Graduate Certificate

### Degree Type

Certificate

*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

12

### Attach Program Change

604NativeAmericanLawCertSBOENotificationForm.pdf

**CIP Code**

22.9999 - Legal Professions and Studies, Other.

**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**

This program is not anticipated to impose additional costs, but it is anticipated to generate additional revenue.

**Curriculum:**

All candidates must achieve a B- or higher in all Course Requirements ([O-10-b](#)).

Course List		
Code	Title	Hours
Course Requirement		
<a href="#">LAW 9490</a>	Native American Law	3
Elective Requirement		

Course List

Code	Title	Hours
Choose 9 credits from the following:		9
<u>LAW 9790</u>	Native American Natural Resource Law	
<u>LAW 9280</u>	Tribal Nation Economics & Law	
<u>LAW 9010</u>	Seminar (Contemporary Indigeneity in Law & Policy, Family Relations in Indian Country, National Native American Law Student Association Moot Court, Tribal Law & Courts)	
<u>LAW 9700</u>	Advanced Legal Research (Native American Legal Research)	
Skills Requirement		
Candidates must complete a minimum of 20 service hours of experiential learning involving the application of Native American Law. The service hours must be documented and approved by the Native American Law Certificate Advisor. The service may include but is not limited to one of the following:		
Successful participation in one of the following clinics:	Assignment must be related to Native Law issues	
<u>LAW 9915</u>	Legal Aid Clinic	
or <u>LAW 9950</u>	Community Law Clinic	
Native American Law Externship:		
<u>LAW 9730</u>	Field Placement - Independent Study	
or <u>LAW 9750</u>	Field Placement-Public Service	
or <u>LAW 9760</u>	Semester in Practice	
Legal internship with a private law firm or an administrative agency that focuses substantially on the practice of Native American Law. This may include paid work.		
Pro bono service substantially related to Native American law issues which meets the Pro Bono Service Requirement.		
Other service project pre-approved by the Native American Law Certificate Advisor.		
Writing Requirement		
Candidate must complete one (1) substantial research paper focused on an area within Native American law, with the topic pre-approved by the Native American Law Certificate Advisor. The paper must meet the standards laid out for the Upper Division Writing Requirement.		
<u>LAW 9820</u>	Law Review	

Course List

Code	Title	Hours
or <a href="#"><u>LAW 9915</u></a>	Legal Aid Clinic	
or <a href="#"><u>LAW 9830</u></a>	Directed Study	
Total Hours		12

**Catalog Program Description:**

The Native American Law Graduate Certificate provides law students, graduate students, lawyers, and non-legal professionals with an in-depth examination into topics in federal, tribal, and state law that directly or indirectly implicate issues in Native American Law. The certificate adds to the student's base of knowledge on a variety of issues, including the basics of criminal law in tribal territories where federal, tribal and state law may intersect; the extent of tribal civil jurisdiction in various contexts; matters of family law that are unique to tribal members; tribal authority under major federal environmental statutes; intergovernmental agreements between tribes and states; the legal landscape concerning tribal economic development; the continuing vitality of tribal treaty rights; and many other topics.

**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?**

No

**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 attain competence in foundational principles of Native American law and understand the interrelationship between tribal, federal, and state law.

Students will develop strong legal research and writing skills in fields relating to Native American law.

Students will attain competence in skills-based Native American law through a course, externship, internship, or pro bono service.

## 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.**

Students will be assessed through traditional College of Law assessment, which includes a combination of formative and summative assessment.

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

Students who do not achieve a C+ in their Native American law courses will be ineligible to earn the Native American Law Certificate.

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

Formative assessment including nongraded and graded midterm testing, surveys, quizzes, and assignments.

Summative assessment including graded testing, quizzes, and assignments.

Professor evaluation in certain courses.

**When will assessment activities occur and at what frequency?**

Assessment will occur at least once in each of the students' courses.

Assessment will occur at least twice during the students' completion of their upper division writing requirement.

**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 University of Idaho College of Law seeks to rename their current "Native American Law Emphasis" into the "Native American Law Certificate." The basis for this change is a desire to provide students who opt into the program a tangible recognition at graduation that can translate for employers and others that the student has distinguished themselves and done

additional work to become familiar with Native American law. Earning a certificate is perceived as more marketable and better understood generally than earning an emphasis. The faculty who oversee the Native American Law Emphasis believe that more students will be interested in completing the program and employers will have a better understanding of the program if it is renamed to be a Native American Law Certificate and that students will receive the recognition of the certificate similar to other certificate programs. Further, those who oversee the Native American Law emphasis believe that a certificate will help expand the program's reach. Although the intended recipients of the Certificate are University of Idaho law students, those who oversee the Native American Law Emphasis anticipate expanding the certificate to include other lawyers or Idaho residents who may wish to learn more about Native American law.

## **Supporting Documents**

### **Reviewer Comments**

**Rebecca Frost (rfrost) (Fri, 21 Nov 2025 19:14:01 GMT):** Degree audit cannot manage the specific seminar titles. While the seminars can be listed in the catalog the department will have to submit a sub/waiver to allow one of these to be used in the elective area.

**Anna Hall (annahall) (Fri, 21 Nov 2025 23:26:34 GMT):** Inserted course list draft

**Anna Hall (annahall) (Sat, 22 Nov 2025 00:05:24 GMT):** Updated course list draft

**Anna Hall (annahall) (Mon, 24 Nov 2025 16:11:26 GMT):** Added "Graduate" to the program title since the certificate is awarded at the graduate level.

**Anna Hall (annahall) (Tue, 09 Dec 2025 18:48:24 GMT):** Per UCC: Removed LAW 9915 from Elective Requirement. Added LAW 9010 to the Elective Requirement and included a specified list of seminar topics. Added LAW 9700 to the Elective Requirement and included specified topic. Removed LAW 9960 from Skills Requirement. Consolidated "Externship with a Tribal Court or Tribal Entity" and "Public Service Externship" to, "Native American Law Externship". Removed first sentence of curriculum narrative regarding JD requirements. Edited Catalog Program Description to only include the first sentence and first sentence of the second paragraph, removed all other text.

## In Workflow

1. **177 Chair**
2. **17 Curriculum Committee Chair**
3. **17 Dean**
4. **Assessment**
5. **DLI**
6. **Financial Aid**
7. **Provost Q 1**
8. **Degree Audit Review**
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. Mon, 22 Sep 2025 23:19:44 GMT  
Jessica Gunder (jgunder): Approved for 177 Chair
2. Tue, 23 Sep 2025 01:17:03 GMT  
Linda Jellum (ljellum): Approved for 17 Curriculum Committee Chair
3. Tue, 14 Oct 2025 01:37:26 GMT  
Aviva Abramovsky (aviva): Approved for 17 Dean
4. Fri, 24 Oct 2025 17:51:12 GMT  
Christine Slater (cslater): Approved for Assessment
5. Tue, 28 Oct 2025 21:19:38 GMT  
Nicole Remy (nremy): Approved for DLI
6. Thu, 30 Oct 2025 20:27:26 GMT  
Anna Hall (annahall): Approved for Financial Aid
7. Wed, 12 Nov 2025 22:36:02 GMT  
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Fri, 21 Nov 2025 19:18:22 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Wed, 03 Dec 2025 18:15:23 GMT  
Anna Hall (annahall): Approved for Registrar's Office
10. Wed, 03 Dec 2025 23:40:39 GMT  
Anna Hall (annahall): Approved for Ready for UCC
11. Tue, 09 Dec 2025 18:56:24 GMT  
Anna Hall (annahall): Approved for UCC

# New Program Proposal

Date Submitted: Mon, 15 Sep 2025 16:44:00 GMT

## Viewing: 608 : Agricultural Law Graduate Certificate

Last edit: Tue, 09 Dec 2025 18:56:12 GMT

Changes proposed by: Kristina Running

### Faculty Contact

Faculty Name	Faculty Email
Kristi Running	krunning@uidaho.edu

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

No

### Academic Level

Law

### College

Law

### Department/Unit:

Law

### Effective Catalog Year

2026-2027

### Program Title

Agricultural Law Graduate Certificate

### Degree Type

Certificate

*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

15

### Attach Program Change

608AgriculturalLawCertSBOENotification.pdf

### CIP Code

22.9999 - Legal Professions and Studies, Other.

### 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**

## Curriculum:

Must achieve a B- or higher in all course requirements (O-10-b).

### Course List

Code	Title	Hours
Course Requirements		15
<u>LAW 9375</u>	Agricultural Law	
<u>LAW 9385</u>	Agribusiness Law	
Select at least one course from the following list:		
<u>LAW 9250</u>	Property Security	
<u>LAW 9270</u>	Business Entities Taxation	

Course List

Code	Title	Hours
<a href="#"><u>LAW 9320</u></a>	Estate Planning	
<a href="#"><u>LAW 9410</u></a>	Wills Estates & Trusts	
<a href="#"><u>LAW 9840</u></a>	Real Estate Transactions	
<a href="#"><u>LAW 9440</u></a>	State and Local Government Law	
Select at least one course from the following list:		
<a href="#"><u>LAW 9340</u></a>	Land-Use Law and Planning	
<a href="#"><u>LAW 9350</u></a>	Foundations of Natural Resources and Environmental Law	
<a href="#"><u>LAW 9370</u></a>	Wildlife Law and Policy	
<a href="#"><u>LAW 9420</u></a>	Water Law of the American West	
<a href="#"><u>LAW 9470</u></a>	Environmental Law	
<a href="#"><u>LAW 9480</u></a>	Public Lands and Resources Law	
<a href="#"><u>LAW 5200</u></a>	Introduction to Bioregional Planning	
<a href="#"><u>LAW 5770</u></a>	Law, Ethics, and the Environment	
<a href="#"><u>AGEC 5320</u></a>	Natural Resource Economics and Policy	
Total Hours		15

**Catalog Program Description:**

The Agricultural Law Certificate introduces students to the legal frameworks governing food production. The certificate equips students with foundational knowledge in the laws and policies affecting agriculture, including land use, water rights, environmental regulation, and farm operations. It prepares students to understand and navigate the legal challenges facing farmers, landowners, policymakers, and others working in agriculture.

**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?**

No

## Geographical Area Availability

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

Boise

Moscow

## Student Learning Outcomes

### **Learning Objectives**

- Develop a foundational understanding of the legal regimes affecting agriculture, including land use, water rights, environmental regulations, and farm management.
- Understand how federal, state, and local laws and regulations affect farmers, landowners, policy makers, agribusinesses, and rural communities.
- Develop the ability to evaluate and respond to legal and regulatory challenges in agricultural operations and policy.

## 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.**

Students will be assessed through traditional College of Law assessment, which includes a combination of formative and summative assessment.

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

Participants in the certificate program will be evaluated for their completion of the certificate, time needed for completion of the certificate, and course preference. This information will provide information relevant to potential changes needed for removing barriers to improve certificate completion. In addition, students who do not achieve a B- in their certificate classes will be ineligible to earn the Agricultural Law Certificate.

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

Direct assessments are conducted by the individual course instructors. Formative assessment including nongraded and graded midterm testing, surveys, quizzes, and assignments. Summative assessment including graded testing, quizzes, and assignments.

**When will assessment activities occur and at what frequency?**

Assessment will occur at least once in each of the students' courses. The certificate program itself will also be reviewed biennially to assess certificate completion rates and course preferences.

**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.**

Agriculture is the largest industry in Idaho, contributing substantially to the state's economy and workforce, making agricultural law a critical area of professional expertise. The College of Law Agricultural Law Society student organization has grown significantly over the past several years, reflecting a measurable increase in student interest in practicing agricultural law; this organization has provided letters of support for the establishment of the certificate program. The Agricultural Law Certificate offers students a coherent program of study that is distinct from the general JD curriculum, culminating in a tangible recognition at graduation that demonstrates to employers and others that graduates have completed advanced coursework in agricultural law and policy.

The curriculum for this certificate reflects the dual nature of agricultural operations, which require farmers and ranchers — and their attorneys — to understand both sophisticated business and real estate matters, as well as on-the-ground resource management and conservation. The two required courses ensure students receive a strong foundation in agricultural law, while the remainder of the curriculum provides flexibility to develop additional expertise consistent with students' career goals.

### **Supporting Documents**

Agricultural Law Society Letter of Support.pdf

Farm Bureau Letter of Support.pdf

### **Reviewer Comments**

**Anna Hall (annahall) (Sat, 22 Nov 2025 00:17:14 GMT):** Inserted course list in curriculum.

**Anna Hall (annahall) (Mon, 24 Nov 2025 16:11:47 GMT):** Added "Graduate" to the program title since the certificate is awarded at the graduate level.

**Anna Hall (annahall) (Tue, 09 Dec 2025 18:56:12 GMT):** Per UCC: Removed the sentence in the curriculum narrative referencing 15 units, as well as the last two sentences in the Catalog Program Description since they are redundant.

Ms. Hannah Harrington  
Agricultural Law Society President  
University of Idaho College of Law  
harr9726@vandals.uidaho.edu  
(509) 654-3535

RE: Agricultural Law Certificate Offering

Ms. Kristi Running  
Professor Law  
University of Idaho College of Law  
krunning@uidaho.edu  
(208) 885-8725

Dear Professor Running,

We, the members of the Agricultural Law Society at the University of Idaho College of Law, respectfully submit this letter to advocate for the creation of an Agricultural Law Certificate program within the College of Law's curriculum. As students deeply invested in the intersection of law and agriculture, we believe this certificate would be a valuable addition to our academic offerings and would serve the broader mission of the University of Idaho.

Agricultural law is a dynamic and multifaceted field that encompasses environmental regulation, land use, water rights, food safety, labor law, international trade, and intellectual property, among other areas. Given Idaho's rich agricultural heritage and the University's land-grant mission, we are uniquely positioned to become a national leader in agricultural legal education.

We believe the Agricultural Law Certificate would provide the following benefits:

1. Enhanced Academic and Professional Resources

A formal certificate program would create a structured pathway for students to gain specialized knowledge in agricultural law. It would also encourage the development of dedicated courses, experiential learning opportunities, and faculty mentorship, thereby enriching the academic experience.

2. Expanded Networking and Career Opportunities

The certificate would signal to employers and professional organizations that our graduates are well-prepared to serve the legal needs of agricultural communities and industries. It would also facilitate stronger connections with alumni, practitioners, and policymakers in the agricultural law sector.

3. Increased Enrollment and Student Engagement

Offering a certificate in agricultural law would attract prospective students who have a background or interest in agriculture, rural development, or food systems. It would also provide current students with a tangible credential that aligns with their career goals.

4. Showcasing the Breadth and Relevance of Agricultural Law

The certificate would highlight the diversity and importance of agricultural law, demonstrating its relevance to pressing legal issues such as sustainability, climate change, food security, and rural justice. It would also reinforce the College of Law's commitment to serving the needs of Idaho and the broader region.

##### 5. Alignment with the University's Strategic Goals

This initiative aligns with the University of Idaho's strategic priorities, including interdisciplinary collaboration, community engagement, and workforce development. It would also complement existing programs in agricultural economics, natural resources, and environmental science.

Over the past three years, the Agricultural Law Society has experienced a notable increase in membership and engagement, reflecting a growing interest in agricultural law among our student body. We have expanded our programming to include popular events such as Meat Bingo, Farm Visit Day, Agricultural Law Symposium, and introductory gatherings for incoming law students, all of which have fostered community and sparked meaningful conversations about agricultural legal issues.

The Agricultural Law Society also enjoyed its first pro bono event in many years in the Spring of 2025. Members of our student organization contributed over 300 hours of pro bono service to the Idaho 4-H Know Your Government conference in Boise, Idaho. During this event, the student members assisted high school students in learning about state, tribal, and federal government proceedings. Additional pro bono opportunities are planned for the upcoming academic year, including an expansion of the pro bono service with the 4-H Know Your Government conference.

Moreover, this fall, we've welcomed a substantial number of newly arrived 1L students who have expressed interest in agricultural law—many of whom come from agricultural backgrounds or have voiced a desire to practice in this field. Their enthusiasm underscores the need for a formal academic pathway that supports their aspirations and connects them with relevant resources and professional networks.

We are eager to collaborate with faculty and administration to explore the development of this certificate, including curriculum design, course offerings, and potential partnerships with other departments and external stakeholders.

Thank you for considering this proposal. We are confident that an Agricultural Law Certificate would be a meaningful and forward-thinking addition to the College of Law, and we look forward to the opportunity to contribute to its success.

Sincerely,

*Hannah Harrington*

Hannah Harrington  
Agricultural Law Society  
University of Idaho College of Law



## **Idaho Farm Bureau Federation**

September 13, 2025

To: University of Idaho College of Law  
Re: Support for Agricultural Law Certification Program

On behalf of the Idaho Farm Bureau Federation and thousands of member families across Idaho, we wholeheartedly support the proposed Agricultural Law Certification Program at the University of Idaho's College of Law.

As Idaho's largest general farm organization representing producers across the state, we witness firsthand the complex legal challenges faced by modern agriculture. Our members frequently encounter intricate legal issues.

Agricultural law requires understanding not only legal principles but also the practical realities of farming, seasonal cycles, commodity markets, and the unique economic pressures producers face.

Attorneys who understand agriculture provide both legally sound and applicable counsel.

Idaho's agricultural sector generates billions annually and employs hundreds of thousands of Idahoans. This economic engine requires advanced legal support that is consistently in short supply.

An Agricultural Law Certification Program is exactly the kind of forward-looking effort that will enhance both legal education and Idaho's agricultural industry. We strongly urge the University of Idaho College of Law to proceed with this program.

Thank you for your leadership in creating this important program. The Idaho Farm Bureau Federation looks forward to a long and fruitful partnership supporting Idaho agriculture and the legal professionals who serve it.

Sincerely,

President  
Idaho Farm Bureau Federation



University of Idaho

## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

**All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.**

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 4310 ACADEMIC ADVISING AND MENTORING**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

**Policy originator:** Chantal Vella, Chair, University Advising Committee

**Policy sponsor, if different from originator:** Torrey Lawrence, Provost

**Reviewed by General Counsel:** x Yes   No Name & Date: Kim Rytter, 12/19/25

**Comprehensive review?** X Yes   No

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

This policy was revised to align with current practice. This policy was also revised to address President Green's concerns with the language in C.3.

**2. Fiscal Impact:** What fiscal impact, if any, will this change have?

None

**3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

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

UI FACULTY-STAFF HANDBOOK  
CHAPTER FOUR:  
ACADEMIC POLICIES AND REGULATIONS

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4310

ACADEMIC ADVISING ~~AND COUNSELING AND MENTORING~~

LAST REVISION: June 2009

CONTENTS:

- A. Policy Purpose
- B. Definitions Scope
- C. Responsibilities Policy
- D. Procedures

A. PURPOSE. This policy regulates academic advising and mentoring for undergraduate students at the University of Idaho.

B. SCOPE. This policy applies to students, faculty and academic administrators.

C. POLICY

A. POLICY.

~~C~~A-1. Under the freedom of choice that is inherent in the American system, career objectives are each person's own choice. Having enrolled in a degree seeking program at the -U of I as a means of attaining career and educational objectives, the student agrees to meet the requirements of a curriculum as specified by the faculty and the regents. The primary responsibility of meeting degree requirements rests with the students. The role of advisors, mentors, or other campus support services is to assist students. The students are responsible for making and attending appointments.

~~A~~C-2. Each prospective or matriculating student is provided with the assistance of an academic adviser~~advisor~~. Advisers are faculty members established in their chosen fields and are assigned because of their experience, interest, and desire to aid students. The role of advisers~~advisors~~ is to aid students in planning~~further evaluating~~ their career objectives and to help them select courses required~~in their chosen curriculum~~degree program progression and selecting appropriate courses. Advisors also support students through their university experience by connecting them with appropriate campus resources, services, and opportunities. Students may also be provided with the assistance of a faculty mentor. The role of faculty mentors is to assist students with career planning and professional development.

~~C~~A 3. Each college is given the autonomy to establish its own advising model and the appropriate roles to support that model, which is managed by each colleges' respective dean.

~~A~~A 3. Students who are uncertain regarding career objectives or are having difficulty with required courses should be referred to the Counseling & Testing Center or to the Career Services Center. The specialists in these centers provide further aid to students in reaffirming or in modifying their career objectives and personal goals.

~~A~~A 4. In all these matters, the primary responsibility rests with the students themselves. They are responsible for meeting curricular requirements as specified. The role of advisers and the specialists at the Counseling & Testing Center or at the Career Services Center is to assist students.

~~A~~A 5. The responsibility of faculty members to serve as advisers is second only to teaching. To this end, advisers are available a reasonable number of scheduled hours each week to aid individual students. When schedules require, faculty members may ask that students make appointments in advance.

~~A~~A 6. For their part, students are responsible for making appointments during scheduled conference hours and for

~~meeting appointments promptly. Moreover, they must use discretion in the amount of time that they spend with the adviser.~~

**B. DEFINITIONS.** ~~Student advising and counseling consist of three phases: preregistration advising, curriculum advising, and counseling and career planning.~~

**B 1. Preregistration Advising.** ~~Preregistration advising is done by faculty members during the scheduled preregistration periods. The purposes are: (1) to see that students enroll in the courses that they should be taking that semester as determined either by the standard curriculum as published in the catalog or as distributed by the subject matter area or by individual programs worked out during the preregistration period or during curriculum advising sessions at some other time; and (2) to see that the registration packets are filled out properly.~~

**B 2. Curriculum Advising.** ~~Curriculum advising is done by faculty members at a convenient time. The purposes are: (1) to provide students with information to assist in determining goals within the framework of a particular curriculum; (2) to assist students in choosing among the various options available within a given curriculum with a view to students' career goals; and (3) to assist students in selecting the elective courses best suited to support the basic curriculum and their other educational goals.~~

**B 3. Counseling and Career Planning.** ~~The purpose of counseling is to assist students in understanding and resolving their educational, vocational, and personal problems. Counseling is carried out by members of the faculty, the Counseling & Testing Center, and the Career Services Center as the needs of students require.~~

#### **CD. Responsibilities:PROCEDURES**

**CD-1. Students.** ~~The principal responsibilities of students are to: (1) to select educational goals and the curriculum to follow in order to achieve these goalsactively engage in choosing a degree program, selecting courses, and accessing advising regularly; (2) to be informed on rules, regulations, and curricular requirements in the catalog for their program; (3) to take the initiative, when the need arises, to consult with advisers before problems become critical; (4) to maintain responsibility for their own academic decisions and take into account the advice given concerning the curriculum; and (5) when a change in goals or curriculum becomes desirable, to weigh the matter carefully, to seek the services of the Counseling & Testing Center if necessary, to make a decision, and to follow through on the decision.~~

**CD-2. Faculty MembersAcademic Advisors.** ~~A faculty member or professional advisor may serve as an academic advisor. The principal responsibilities of members of the facultyacademic advisors are to are: (1) to be informed on rules and regulations in the catalog; (2) to behave a thoroughly acquainted with departmental curriculaunderstanding of applicable degree programs; (3) to be aware of developments and opportunities in their own fields that would have a bearing on the student's choice of options and elective coursesbe familiar with all relevant campus resources, services, and opportunities; (4) to provide information concerning graduate study or extended professional preparation; (5) to be ready to call upon the resources of the university, such as specialists in other curricula, the Counseling & Testing Center, and the Career Services Center, in assisting students; (6) to be patient and to offer advice in a pleasant, considerate, and professional manner; and (7) to be available by appointment and at an appropriate number of posted, scheduled office hoursbe available by appointment and maintain accessible advising hours.~~

Activities for Academic Advisors include, but are not limited to, the following:

- Assist students on the selection of majors, minors, certificates, and other programs offered by the university.
- Provide proactive guidance to ensure students' progress toward degree completion.
- Assist students in selecting courses and approve course schedules.
- Assist students with petitions, substitutions, waivers, withdrawals, and other curricular processes, in coordination with faculty mentors or College personnel.
- Connect students to relevant campus resources, services, and opportunities available through the university.
- Communicate regularly with academic units concerning courses, curricular changes, and student

opportunities.

**CD-3. Administrators Faculty Mentors.** The principal responsibilities of administrators faculty mentors are to: are: (1) in consultation with their faculties, to develop plans of preregistration and curriculum advising suited to the educational philosophy of the college, its curricula, and the needs of the students; (2) to assign well prepared faculty members and adequate physical arrangements to the advising programs so that advising may be accomplished with maximum effect and maximum convenience to both the students and the facultyhave a thorough understanding of departmental curricula; (3) to take advising duties into account in assigning routine tasks to the various members of their facultiesbe aware of developments and opportunities in their fields; (4) to give due credit for student advising in evaluating the performance of faculty members assigned advising duties, bearing in mind that with these members of their faculties, advising is second only to actual classroom teaching in the priorities of duty; and (5) in recruiting new faculty members, to keep in mind the need of possible additional advisersbe familiar with relevant campus resources, services and opportunities; (4) be available by appointment and maintain accessible office hours.

Mentoring activities may include, but are not limited to, the following:

- Assist students with career planning or refer students to the appropriate resources on campus.
- Provide information concerning internships, graduate study, extended professional preparation, and post-graduation opportunities.
- Advise students on the construction of resumes and other professional documents.
- Assist students with applications for post-graduate opportunities.
- Write recommendation letters to support student applications to graduate school, potential employers, scholarships, or grants.

All mentoring activities conducted by faculty members shall be counted towards the Teaching and Advising component of their Position Description and Annual Evaluations.

#### **D. Procedures.**

**D-14. Academic Administrators.** The responsibilities of academic administrators are to: (1) develop degree plans in consultation with program faculty members that are suited to the educational philosophy of the college, its curricula, and the needs of the students; (2) communicate with advisors and mentors about changes, bottlenecks, or potential barriers in curricula and degree plans; (3) give due credit for student advising and/or mentoring in Position Descriptions and Annual EvaluationsEach student should be advised by an established faculty member in the student's field. Only carefully selected faculty members those who have the personality, interest, and incentive for advising students should participate.

**D-2.** During the regular preregistration period, faculty advisers should not attempt to advise by individual conferences more than about 25 students, including graduate students. (This number may be adjusted upward or downward in the light of the complexity of preregistration advising in a particular subject matter area.)

**D-3.** If a faculty adviser's load must exceed 25 students, it would be advisable to separate preregistration advising from curriculum advising, to advise lower division students in groups, and to arrange individual curriculum advising conferences, particularly with new students, as soon as possible after registration.

**D-4.** When group preregistration advising is used, the faculty adviser may be assisted by well prepared upper-division students who are majoring in the curriculum. The assistants should work directly with small groups of students while the faculty adviser exercises general supervision and resolves problems. When the student's study list is completed, the faculty adviser should check it and, at that time, schedule a definite appointment with each new student for an individual curriculum advising conference.

#### **Version History:**

**UI FACULTY-STAFF HANDBOOK**  
Chapter IV: ACADEMIC POLICIES AND REGULATIONS  
Section 4310: Academic Advising and Counseling

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**Amended July 2026.** Revised throughout to reflect current and recommended practices.

**Amended August 2009.** Updated department names and minor editorial changes.

**Amended July 1989.** Editorial changes.

**Adopted 1979.**



OFFICE OF THE PRESIDENT

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June 23, 2025

**TO:** Diane Whitney, Director of University Policy  
Francesca Sammarucca, Faculty Secretary

**FROM:** C. Scott Green, President 

**SUBJECT:** Policy Items from May 8, 2025 Request

In response to the approval consideration request of May 8, 2025, and pursuant to FSH 1460, I hereby approve the following items:

Faculty-Staff Handbook:

- FSH 1520 (V-2 Clause B, V-3,4) Constitution of the University Faculty – Attach. #5
- FSH 1580 (II-3, III-2, IV-1,2) Bylaws of Faculty Senate – Attach. #6
- FSH 1520 (V-7 Clause A and V-8) Constitution of the University Faculty – Attach. #7
- FSH 3780 Dependent Educational Tuition and Fee Reduction – Attach. #8
- FSH 1580 (V-11) Bylaws of Faculty Senate – Attach. #9
- FSH 1640.82 Faculty Compensation Committee – Attach. #10
- FSH 3130 Disruption of University Operations – Attach. #11
- FSH 4000 Academic Freedom and Responsibilities – Attach. #12
- FSH 4120 Catalog Change Procedures – Attach. #14
- FSH 1640.94 University Committee on Intercollege Curriculum – Attach. #15
- FSH 1640.93 University Committee for Academic Certificates in Sustainability (Deletion) – Attach. #16
- FSH 1640 Committee Directory – Attach. #17
- FSH 4250 Continuing Education and Correspondence Study – Attach. #19
- FSH 4800 Language Skills (Deletion) – Attach. #20

Administrative Procedures Manual

- APM 35.67 Laboratory Safety Program – Attach. #26

Additionally, pursuant to FSH 1460, I disapprove of the following items:

Faculty-Staff Handbook:

- FSH 4310 Academic Advising and Counseling – Attach. #13

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While I sincerely appreciate the efforts of the committee in revising FSH 4310, particularly the care taken proposing much of the revised language, I do not support the addition of “C-3. Each college is given the autonomy to establish its own advising model and the appropriate roles to support that model, which is managed by each colleges’ respective dean.” While I do agree with the concept of a dean opting their college out of central advising, this policy description does not recognize the role of central advising, represents a departure from our current advising model and raises many operational concerns, including the need for a college to properly fund their advising model should they opt out of central advising. I encourage the committee to continue to work on this policy in collaboration with the appropriate stakeholders from across the university, keeping in mind best practices, and resubmit it for consideration once it is better aligned with our current advising model.

This document outlines the three categories of curricular proposals according to the types of approval required for each category:

- **Group A proposals** require internal UI approvals.
- **Group B proposals** require internal UI approvals and, usually, approval by the SBOE executive director (ED). However, at the ED's discretion, any proposal may be required to obtain approval from the full board. A few proposal types require only acknowledgment by SBOE. Group B changes must be listed in UI's three-year plan.
- **Group C proposals** require approval by the full board. Group C changes must be listed in UI's three-year plan.

Before they can be implemented – advertised or added to the catalog – Group B and C proposals also require approval from UI's institutional accreditor, the Northwest Commission on Colleges and Universities (NWCCU). The outline below explains the timeline for each proposal type (Groups A, B, and C), noting the most common examples of each. For the full list of proposal types and approvals needed for each, please see the [Curricular Proposal Crosswalk & Timelines spreadsheet](#).

### **Group A Proposals: Internal Approval**

**Timeline: flexible – faculty submit proposals to college-level committees in fall or spring**

- i. Changes to individual courses (add, drop, description, credit #, deactivate, make dormant), when changes to credit # do *not* alter overall credit # of program(s) – **all** programs that require the course must be checked. Please note that course credit changes that result in a change to the total number of credits in a program fall into Group B because changes in a program's total number of required credits must be reported to SBOE and NWCCU.
- ii. Changes to programs that do *not* alter overall credit # of program
- iii. Add, drop, or change ownership of a subject prefix.

### **Group B Proposals: Minimum: SBOE ED Approval**

**Timeline: flexible but could be up to current year + 18 months – faculty submit proposals to college-level committee or Intercollege Curriculum Committee in fall or early spring at the latest to seek approval for the next catalog year.** For example, a Group B proposal to be implemented in Fall 2027 could be submitted in Fall 2026 and obtain ED approval in time for the Fall 2027 catalog. However, if the ED requires the proposal to obtain full board approval, the proposal would likely obtain all required approvals in time for the Fall 2028 – not Fall 2027 – calendar.

**\*\* Note, at the ED's discretion, any of these could be moved into Group C, which requires approval of the whole board, and/or require more documentation**

- i. *Requires Full Proposal:*
  - New UG or Grad degrees <\$250K
  - Discontinuation of

- Existing program
- Instructional unit
- Certificate >30 credits AND >\$250K
- New instructional or administrative unit (check with VPAI office before completing forms)
- New UG or Grad certificate >30 credits AND >\$250K
- Expansion of an existing program outside UI's Designated Service Region, except for programs designated by the State Board as UI's statewide responsibility.
  - For the State Board's definition of statewide responsibilities, please see State Board [Policy III.Z](#), specifically III.Z.2.a.1.
  - For the list of UI's statewide responsibilities, locate the most current Three-Year Plan on the State Board's [Postsecondary Program Planning](#) page and see pg. 5. A program is a statewide responsibility *only* if the specific degree is listed here.
  - The UI Designated Service Region includes Moscow and Coeur d'Alene. It consists of Regions 1 and 2 on the [Map of Education Regions in Idaho](#).
- Conversion of program option into stand-alone program >\$250K
- Consolidation of two or more UG programs >\$250K
- Splitting of two or more Grad programs, regardless of financial impact

ii. *Requires Short Proposal:*

- New UG or Grad certificate <\$250K AND >30 credits
- Splitting of two or more UG programs, regardless of financial impact
- Consolidation of two or more UG programs <\$250K
- Conversion of degree type
- Deviation from certificate or degree program credit definitions as provided in board [Policy III.E](#).
- Change to program name or degree title
- Modification of existing academic or administrative unit

iii. *Requires Certificate Notification form:*

- New UG or Grad certificate < \$250K AND <30 credits

iv. *Requires Letter of Notification:*

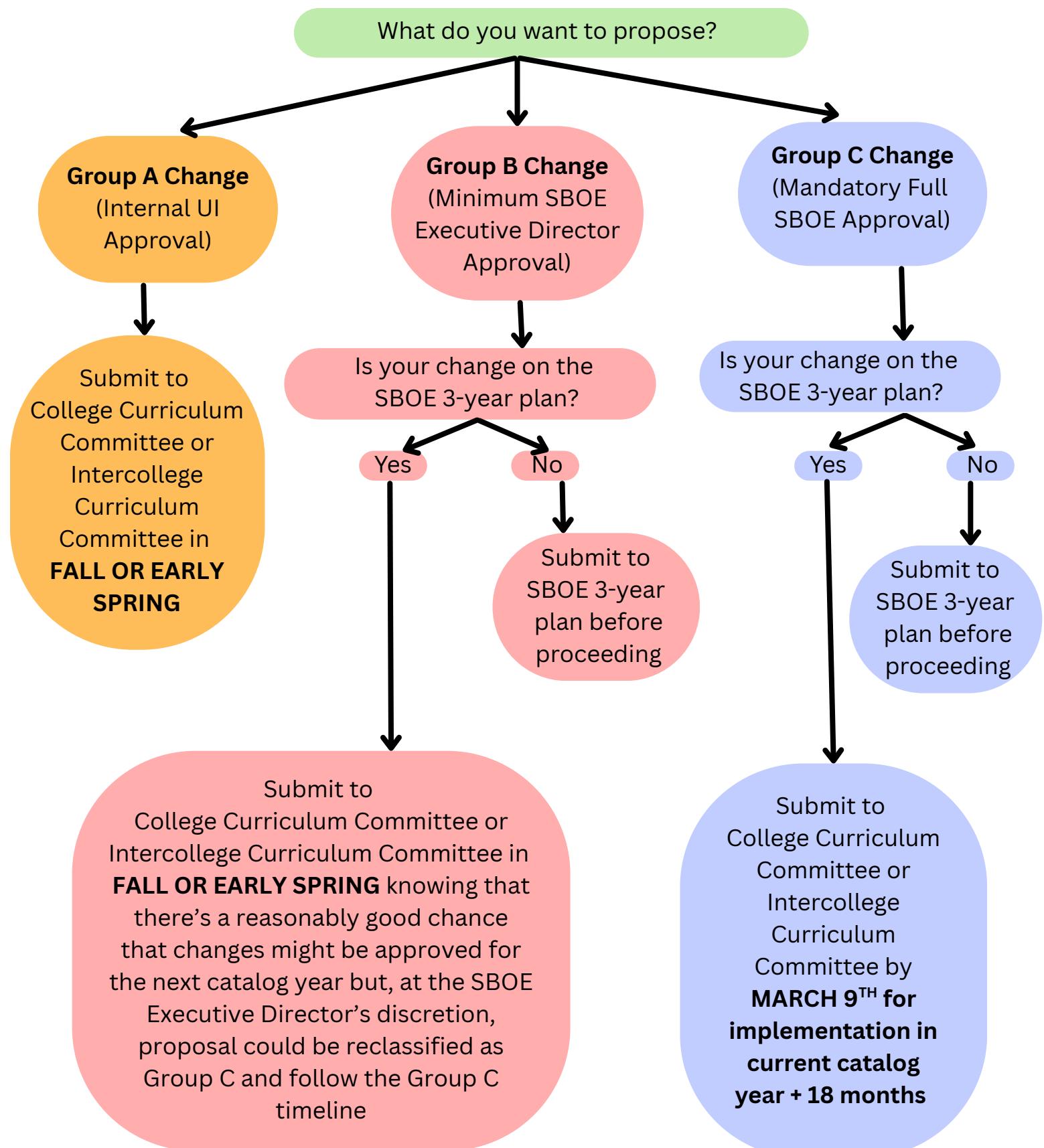
- New academic program component
- Modification to or discontinuation of existing academic program component
- Expansion of an existing program within UI's Designated Service Region or expansion of an existing statewide program to a new location.
- Transition of program to more than 50% of courses online or to exclusively online delivery.
- Change in CIP code
- Change in certificate or degree program total credit #

**Group C Proposals: Mandatory Full Board Approval and Full Proposal**

**Timeline: current year + 18 months –faculty must submit proposals to college-level committees by early spring at the latest and obtain college-level or Intercollege Curriculum Committee approvals by March 9th**

- i. New UG or Grad degree >\$250K
- ii. New PhD programs
- iii. New educator preparation programs
- iv. New program w/ mandatory program fees, as defined in board Policy V.R; for types of program fees, see V.R.3.b
- v. Addition of academic fees to existing program
- vi. New branch campus or additional geographic location

# Faculty Curriculum Proposal Timeline Cheat Sheet



### 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, or certificate

\*If new course credits affect the program's total credit hours, this could require the Type B workflow. Check with the Vice-Provost for Academic Initiatives Office before proceeding.

[\*\*Click here for full list of Group A, B, and C changes\*\*](#)

Submit your curricular proposals as early as possible. Although you can submit Group A and Group B proposals with a flexible deadline, proposals will only be included in the applicable catalog if they meet the publication deadline. Any proposals that don't meet the publication deadline will be included in the following catalog.



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## MEMORANDUM

**TO:** Tim Murphy, Chair, Faculty Senate  
Kristin Haltinner, Vice Chair, Faculty Senate

**FROM:** Torrey Lawrence, Provost and Executive Vice President  
Diane Kelly-Riley, Vice Provost for Faculty

**DATE:** December 8, 2025

**SUBJECT:** Items for Faculty Senate

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Please see the below table with the faculty members who were approved for a sabbatical in the 2026-27 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABBATICAL TERM
Randall Teal	College of Art & Architecture	Architecture	Fall 2026
Shiyi Chen	College of Agricultural & Life Sciences	Margaret Ritchie School of Family and Consumer Sciences	Spring 2027
Luke Erickson	College of Agricultural & Life Sciences	Margaret Ritchie School of Family and Consumer Sciences	Spring 2027
Laurel Lynch	College of Agricultural & Life Sciences	Soil & Water Systems	Academic Year 2026-27
Michael Strickland	College of Agricultural & Life Sciences	Soil & Water Systems	Spring 2027
Bert Baumgaertner	College of Letters, Arts & Social Sciences	Politics & Philosophy	Fall 2026
Caitlin Cieslik-Miskimen	College of Letters, Arts & Social Sciences	School of Journalism & Mass Media	Academic Year 2026-27
Alyson Roy	College of Letters, Arts & Social Sciences	History	Spring 2027
Kate Skinner	College of Letters, Arts & Social Sciences	Lionel Hampton School of Music	Fall 2026
Patrick Hrdlicka	College of Science	Chemistry	Spring 2027
Jill Johnson	College of Science	Biological Sciences	Fall 2026
Christopher Marx	College of Science	Biological Sciences	Spring 2027

Diana Mitchell	College of Science	Biological Sciences	Fall 2026
Chantal Vella	College of Education, Health and Human Sciences	Movement Sciences	Spring 2027
Elizabeth Wargo	College of Education, Health and Human Sciences	Leadership & Counseling	Spring 2027
Ahmed Abdel-Rahim	College of Engineering	Civil & Environmental Engineering	Academic Year 2026-27
Amin Mirkouei	College of Engineering	Nuclear Engineering & Industrial Management	Fall 2026
Terence Soule	College of Engineering	Computer Science	Fall 2026
Daniele Tonina	College of Engineering	Civil & Environmental Engineering	Spring 2027
Geoffrey Heeren	College of Law	College of Law	Academic Year 2026-27
Hanwen Dong	University Library	University Library	Fall 2026
Jeremy Kenyon	University Library	University Library	Fall 2026



University of Idaho

## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

**All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.**

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **FSH 1580 BYLAWS OF FACULTY SENATE**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

\*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

**Policy originator:** Tim Murphy, Faculty Senate Chair

**Policy sponsor, if different from originator:** Torrey Lawrence, Provost

**Reviewed by General Counsel:** x Yes    No Name & Date: Karl Klein, 12/5/25

**Comprehensive review?** Yes    No

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Changes to FSH 1580 to allow electronic meetings and voting in accordance with Robert's Rules.

**2. Fiscal Impact:** What fiscal impact, if any, will this change have?

None

**3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

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

## UI FACULTY-STAFF HANDBOOK

### CHAPTER ONE:

### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

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1580

### BYLAWS OF FACULTY SENATE

**LAST REVISION:** July 2019

#### CONTENTS:

- Article I. Function and Membership
- Article II. Duties of Officers
- Article III. Terms of Office
- Article IV. Election of Officers
- Article V. Meetings
- Article VI. Student Members
- Article VII. Executive Committee
- Article VIII. Other Committees

**ARTICLE I--FUNCTION AND MEMBERSHIP.** The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.]

#### ARTICLE II--DUTIES OF OFFICERS.

**Section 1. Chair.** The chair shall: preside at meetings of the senate; participate in appointment of the secretary, subject to confirmation by the senate as set forth in FSH 1570; appoint special or *ad hoc* committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee Council; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent.

**Section 2. Vice Chair.** The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate.

**Section 3. Past Chair.** The past chair shall: serve in an advisory capacity to the chair and vice chair and may be responsible for continuing initiatives started during their term as vice chair and chair. The past chair will attend all regular and special meetings. This is a non-voting role unless the past chair is also a senator representing a unit of the University, in which case, all votes by the past chair will be in their capacity as a senator.

**Section 4. Secretary.** The faculty secretary shall be the secretary to the faculty senate and shall maintain minutes and assume other responsibilities set forth in FSH 1570.

#### ARTICLE III--TERMS OF OFFICE.

**Section 1. Members.** The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws.

**Section 2. Officers.** The term of office for officers of the senate is one year in each role, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. At the end of their term as vice chair, the vice chair will automatically become the

chair for the following year unless the senate votes to prohibit this transition as set forth in Article IV below or the vice chair rejects the chair position. At the end of their term as chair, the chair will automatically become the past chair for the following year.

**Section 3. Members Completing Unexpired Terms.** A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.[see FSH 1520 V-4 – Terms of Office.]

## **ARTICLE IV--ELECTION OF OFFICERS.**

**Section 1. Nomination and Confirmation.** Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of confirming or rejecting the vice chair transition to chair and nominating candidates for the offices of vice chair, and, if the vice chair is not confirmed to the chair position at this meeting or the vice chair rejects the chair position, the chair. Nominations and votes for confirmation are by secret ballot, and no other official business is transacted at this meeting. The vice chair will be confirmed to the chair position if a majority of all votes cast are in favor of confirmation.

**Section 2. Election.** At the subsequent meeting, to occur no longer than one week after the nominating and confirming meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the vice chair, and if the previous vice chair is not confirmed to or rejects the chair position, the chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than one week between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

**Clause A. Additional Nominations.** Before balloting begins for each office, additional nominations may be made for that office.

**Clause B. Procedure for Balloting.** Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues).

## **ARTICLE V--MEETINGS.**

**Section 1. Regular Meetings.** The senate determines the time and place for its regular meetings.

**Section 2. Special Meetings.** Special meetings of the senate may be called at any time by the chair. Such meetings must be called upon the request of the president of the university or the president's designated representative. Meetings may be convened by 35 percent of the voting membership with a three-day written notice to all members.

**Section 3. Quorum.** A quorum is half of the voting members of the senate, including half of the elected membership.

**Section 4. Agenda.** The chair is responsible for the agenda and causes it to be issued at least one day before each regular meeting. Notice of special meetings may be given orally, provided each member so notified is informed of the purpose of the special meeting.

**Section 5. Order of Business.** The usual order of business for regular meetings is: (a) approval of the minutes of the previous meeting; (b) communications and invited guest presentations; (c) committee reports and voting items; (d) special orders other policy business; (e) unfinished business and general orders other announcements and communications; and (f) new business new concerns or issues.

**Section 6. Communications.** Communications that require action by the senate should be furnished in sufficient quantity to provide one copy for each member of the senate and five copies for the secretary. Communications may be provided electronically rather than in hard copy form.

**Section 7. Alternates.** Alternates participate in meetings of the senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor. An auditor is eligible to participate in debate, when recognized by the chair, but is not eligible to vote on the absent member's behalf.

**Section 8. Policy Actions.** Before each regular meeting of the senate, the agenda for that meeting is to be published on the Faculty Senate website. The website shall include the number, if any, and the title of each agenda item involving the formulation or substantive change of policy and also a link to the proposed redline document. Final action may not be taken on any such item unless it has been included in an agenda previously published on the website and distributed electronically to all senators (preferably the Friday before the meeting, but no later than 24 hours prior to the meeting, see Section 4 above); this requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present.

**Section 9. Motions.** Motions involving the formulation or change of policy should be in writing and handed provided to the secretary. The minutes are to show the names of the person making a motion and of the seconder. All items coming to Senate from a Senate standing committee that were motioned and approved at such committee come to Senate as seconded motions from the committee.

**Section 10. Record of Attendance.** The minutes are to show the names of members attending and of those absent from meetings.

**Section 11. Voting.** Voting on motions is by raising a hand (if the meeting is in person) or electronic polling (if the meeting is online in accordance with Section 14 below). Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.)

**Section 12. Open Meetings.** The university faculty's general regulations governing committee meetings, including meetings of the Faculty Senate, are contained in FSH 1620.

**Section 13. Publication of Minutes.** The complete text or a summary of the approved minutes of meetings of the senate is published on the Faculty Senate website and sent electronically to senate members at least one day before the meeting at which they will be ratified.

**Section 14. Meetings Held Electronically.** Except as otherwise provided in these bylaws, meetings of senate and any senate standing or ad hoc committees may be conducted through use of Internet meeting services designated by the chair that support online voting and support visible displays identifying those participating, identifying those seeking recognition to speak, showing (or permitting the retrieval of) the text of pending motions, and showing the results of votes. These electronic meetings shall be subject to all rules adopted by senate to govern them, which may include any reasonable limitations on, and requirements for, members' participation. An online vote conducted through the designated Internet meeting service shall be deemed a ballot vote, fulfilling any requirement in the bylaws or rules that a vote be conducted by ballot.

**Clause A. Login information.** The faculty secretary, chair, or their delegate shall send login information by e-mail to every member, at least 24 hours before each meeting, including the time of the meeting, the URL and codes necessary to connect to the Internet meeting service, and, as an alternative and backup to the audio connection

included within the Internet service, the phone number and access code(s) the member needs to participate aurally by telephone.

**Clause B. Signing in and out.** Members shall identify themselves as required to sign in to the Internet meeting service, and shall maintain Internet and audio access throughout the meeting whenever present, but shall sign out upon any departure before adjournment.

**Clause C. Quorum calls.** The presence of a quorum shall be established by the secretary or chair at the beginning of the meeting. Thereafter, the continued presence of a quorum shall be determined by the online list of participating members, unless any member demands a quorum count by audible roll call. Such a demand may be made following any vote for which the announced totals add to less than a quorum.

**Clause D. Technical requirements and malfunctions.** Each member is responsible for his or her audio and Internet connections; no action shall be invalidated on the grounds that the loss of, or poor quality of, a member's individual connection prevented participation in the meeting.

**Clause E. Forced disconnections.** The chair may cause or direct the disconnection or muting of a member's connection if it is causing undue interference with the meeting. The chair's decision to do so, which is subject to an undebatable appeal that can be made by any member, shall be announced during the meeting and recorded in the minutes.

**Clause F. Assignment of the floor.** To seek recognition by the chair, a member shall either raise their physical hand such as to be visible in their video display or use the virtual hand raise function of the Internet meeting service.

**Clause G. Interrupting a member.** A member who intends to make a motion or request that under the rules may interrupt a speaker shall use a physical or virtual hand raise to so indicate, and shall thereafter wait a reasonable time for the chair's instructions before attempting to interrupt the speaker by voice.

**Clause H. Motions submitted in writing.** A member intending to make a main motion, to offer an amendment, or to propose instructions to a committee, shall, before or after being recognized, post the motion in writing to the online area or chat area designated for this purpose.

**Clause I. Voting.** Votes shall be taken by the online voting feature of the Internet meeting service, unless a different method is approved by the chair for a particular matter. When required or ordered, other permissible methods of voting are by electronic roll call or by audible roll call. The chair's announcement of the voting result shall include the number of members voting on each side of the question. Business may also be conducted by unanimous consent. Following each meeting, the secretary shall verify that only voting members participated in any votes held during the meeting and correct any vote tallies in which ineligible votes were present. The corrected tallies shall be reflected in the minutes for the meeting and announced by the secretary at the next meeting. In the event a corrected vote tally changes the outcome of a particular vote, the vote will be void and a new vote will be taken at the next meeting.

## **ARTICLE VI--STUDENT MEMBERS.**

**Section 1. Qualifications.** The two undergraduate-student representatives must have completed at least 26 credits at UI before taking office and must be full-time students as defined in the catalog (regulation O-1). The graduate-student representative must be regularly enrolled in a program leading to an advanced degree.

**Section 2. Terms of Office.** Student members are elected for one-year terms and are eligible for reelection for a second term.

**Section 3. Election.** The election of the two undergraduate-student representatives to serve on the senate is entrusted to the ASUI Senate. The election of one graduate-student representative is entrusted to the Graduate and Professional

Student Association. The election of one law-student representative is entrusted to the Student Bar Association

**Section 4. Vacancies.** Vacancies occurring in student positions are filled by the ASUI and GPSA as appropriate.

## **ARTICLE VII--EXECUTIVE COMMITTEE.**

**Section 1. Function.** The function of the Executive Committee is to act for the senate on emergency matters when the senate will not be in regular session for a period of more than two weeks and a quorum cannot easily be convened. The Executive Committee reports to and is subject to the orders of the senate, and the senate retains the authority to review actions of the Executive Committee.

**Section 2. Structure and Quorum.** The Executive Committee is made up of such members of the senate as are present at a meeting called upon 36 hours' written or oral notice. Seven voting members of the senate constitute a quorum for meetings of the Executive Committee.

**Section 3. Officers.** The officers of the senate also serve as the officers of the Executive Committee. In the absence or incapacity of both the chair and the vice chair, the members of the Executive Committee attending the meeting designate a chair *pro tempore*.

**Section 4. Call of Meetings.** Meetings of the Executive Committee may be called on 36 hours' notice by the chair or vice chair or by the president of the university or the president's designee.

## **ARTICLE VIII--OTHER COMMITTEES.**

**Section 1. Authority of the Faculty Senate.** Under the authority of the constitution of the university faculty, the senate has the responsibility to establish and maintain all university-wide and interdivisional standing and special committees, except those specifically reserved to the president. [See 1420 A-1-c and 1520 IV-11.]

**Section 2. General Regulations.** The general regulations governing committees, as adopted by the senate and the university faculty, are contained in 1620.

## **ARTICLE IX--RULES OF ORDER.** [See 1520 VI.]

**ARTICLE X--AMENDMENTS.** These bylaws may be amended by a majority vote of the university faculty, as defined in the constitution of the university faculty [see 1520 II-1], in attendance at a regular meeting, a quorum being present. Amendments that conflict with any provision of the constitution of the university faculty or with regents' policies are without effect. Proposed amendments must have been published in full in the agenda at least one week before the meeting of the university faculty or presented in writing at a meeting previous to the one at which the vote is to be taken.

### **Version History**

**Amended July 2025.** Changes made to II.3. establishing the role of past chair to serve in an advisory role to the chair and vice chair; III.2. codifying expectation that vice chair will continue service the following year as chair, and that the chair will continue service the following year as past chair; IV.1, 2. adjusting election procedures to align with II.3. and III.2.; and V.11. updating voting procedure to accommodate online meetings.

**Amended July 2019.** Changes were made to reflect the restructure of the Faculty Secretary position.

**Amended July 2015.** Faculty Senate members' term was expanded allowing an additional term.

**Amended July 2013.** The Faculty Senate's membership was increased by one member to represent the Student Bar Association.

**Amended July 2012.** The election process for the graduate student representative on Senate was clarified.

**UI FACULTY-STAFF HANDBOOK**  
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
Section 1580: Bylaws of Faculty Senate

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**Amended July 2011.** The requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university.

**Amended July 2010.** Editorial changes.

**Amended January 2010.** The Faculty Council changed its name to Faculty Senate.

**Amended July 2000.** Editorial changes.

**Amended July 1997.** Editorial changes.

**Adopted 1979.**