

2025 – 2026 Faculty Senate – Pending Approval

Meeting # 8 **Approved Mtg #10 10.21.25**

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

Zoom only

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

Absent: Kolios

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

Approval of Minutes (vote)

- The minutes of the 2025-2026 Faculty Senate Meeting #7 (September 30, 2025) were approved as distributed.

Chair's Report

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

There were no questions or comments.

Provost's Report

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

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

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

There were no questions or comments.

Other Policy Business

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

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

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

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

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

Discussion

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

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

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

- **PhD Production Incentive Program.**

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

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

Additional comments:

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

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

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

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

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

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

Vote: 22/22 yes. Motion passes.

New Concerns or Issues

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

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

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

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

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

Link to the form for submitting nominations:

https://forms.office.com/Pages/ResponsePage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU8wgEfrYhyNO_n_qCDVIL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u

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

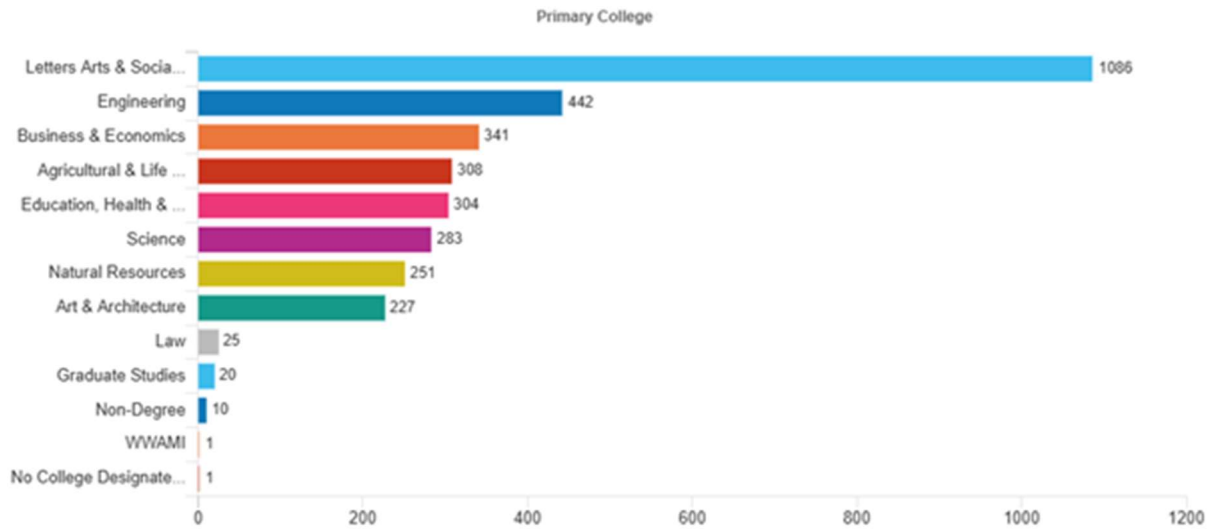
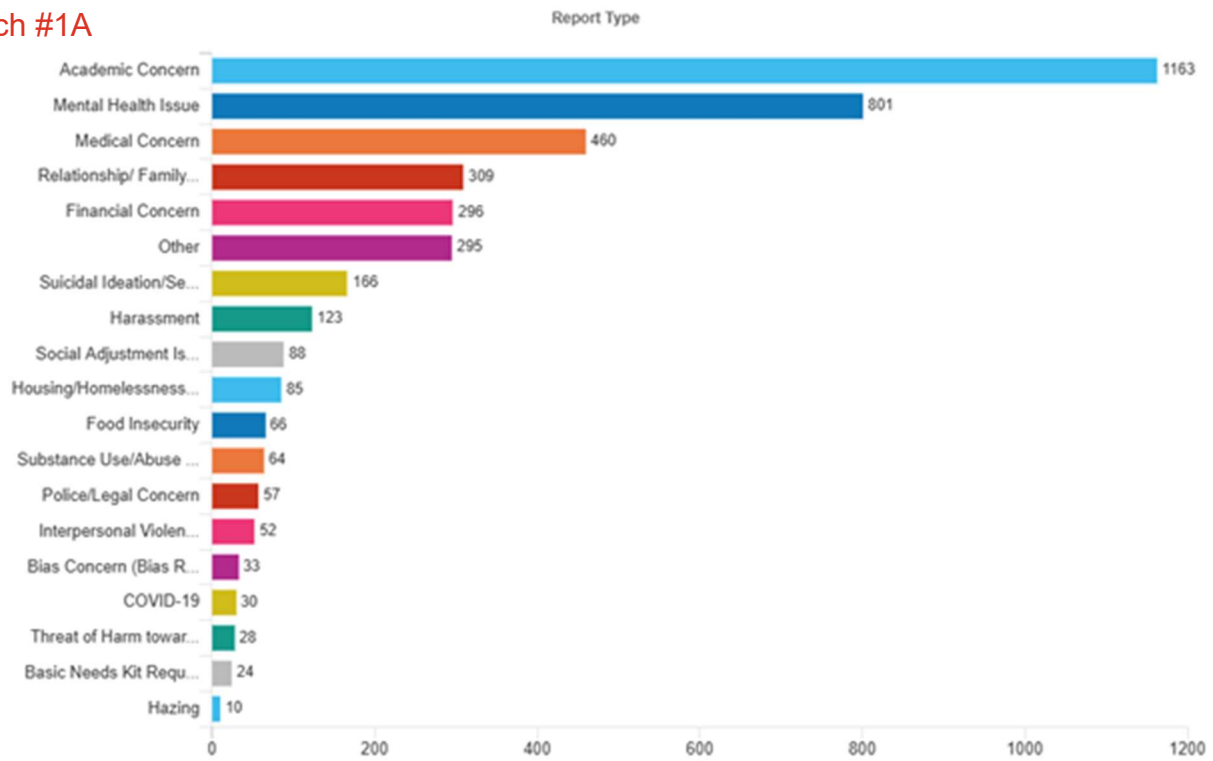
Adjournment

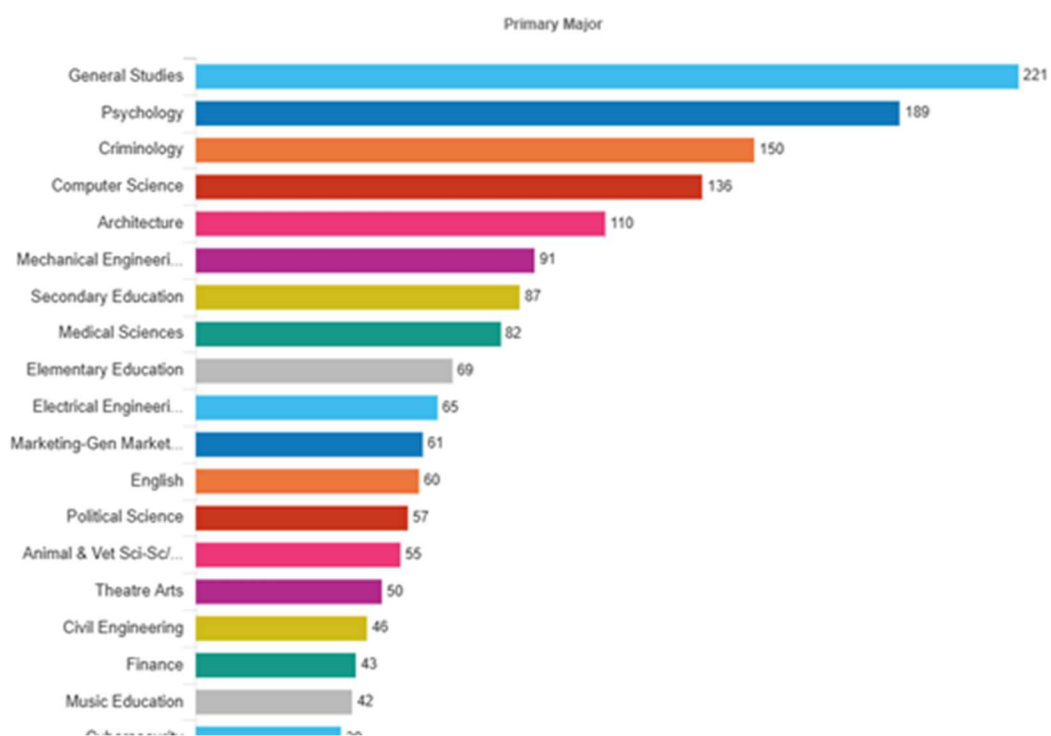
The agenda being completed, the meeting was adjourned at 4:35pm PDT (5:35 MT).

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate





University of Idaho
2025 – 2026 Faculty Senate Agenda

Meeting #08

Tuesday, October 7, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (VOTE)
 - Minutes of the 2025-2026 Faculty Senate Meeting #7 (September 30, 2025)
Attach. #1
- III. Chair's Report
- IV. Provost's Report
- V. Invited Guest Presentations
 - None
- VI. Committee Voting Items and Reports
 - None
- VII. Other Policy Business
 - VandalCare Reports, Blaine Eckles, VP of Student Affairs and Dean of Students.
 - PhD Production Incentive Program. **Attach. #2 and #3**
- VIII. Other Announcements and Communications
 - None
- IX. New Concerns or Issues
- X. Adjournment

Attachments

- **Attach. #1** Minutes of the 2025-2026 Faculty Senate Meeting #4 (September 9, 2025)
- **Attach. #2** PhD Incentive Program Memo
- **Attach. #3** Question on PhD Incentive Program

Attach #1

2025 – 2026 Faculty Senate – Pending Approval

Meeting # 7 **Approved 10.7.2025**

Tuesday, September 30, 2025, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Kolios, Hagen, Haltinner (excused), McKenna, Rinker

Call to Order. Chair Murphy called the meeting to order at 3:30 pm.

Approval of Minutes (vote)

- The minutes of the 2025-2026 Faculty Senate Meeting #6 (September 23, 2025) were approved as distributed.

Chair's Report

- Inclusive Access textbooks. Tim, Diane Kelly-Riley, and other U of I people met with the vendor on Friday. They are a new vendor and were overwhelmed by a large number of support requests from both faculty and students. They are committed to setting up the system, so these problems do not recur in the spring. More training for all faculty came up as a potential solution, which Diane and Tim deemed unacceptable. The inclusive access process needs to be seamless from a faculty perspective, and, from a support perspective, response times should be hours, not days or weeks. So, they are still working on making the process seamless. It's possible that a survey goes around.
- Tim met with Brian Foisy and others from DFA about travel reimbursement. It has been DFA's practice in the past to allow partial reimbursements before the trip happens. There was an audit (either during the summer or at the end of last year), by the state finance people, who said that this practice is not allowed. But the APM sections that govern travel reimbursement were not updated at that time, which generated confusion about what policy applies. Brian Foisy apologized for the rollout and recognized that the standards interim policy change procedures weren't followed. His expectation is that everyone would have P-cards, but this is not the case. Anyone incurring travel expenses in advance is strongly encouraged to ask for and use a P-card for that purpose. People that have already incurred unpaid charges because they were relying on the old practice and were expecting a partial reimbursement should reach out directly to Brian Foisy or Rob Akhnoukh and will receive individual assistance in this interim period.
- Mixed travel (personal and professional). This type of travel cannot be charged on P-cards. At DFA, they are aware of and are working on addressing this issue. There is not yet a satisfactory solution, but more is to come.

Discussion

There was a brief discussion about whether graduate students and other junior researchers can use a P-card. It remains to be clarified. Another problem with late travel reimbursement is that there is a period of time after which taxes must be imposed.

A senator would like more clarity on how to ask the bookstore for inclusive access textbooks.

Back to the chair's report:

- State Board Working Group on faculty policy changes. The current direction seems to point towards reduced job security for both tenured faculty and non-tenure track faculty. The next meeting of the State Board is in October in Lewiston, when actual policy proposals will be discussed. Once we know what these policy changes are, the Senate can talk about what type of response might be appropriate. The voting meeting will be in Boise in December.
- Some faculty members are being asked to sign confidentiality agreements when they serve on hiring committees and have raised significant concerns about that process. Tim will reach out to OGC tomorrow to get clarity. If you have questions and concerns, please let Tim know.
- Earlier today a communication went out announcing that the student feedback process was open. The communication was mistakenly sent to all instructors with active classes, rather than just the ones where the student evals were actually open.
- The target salary information one can see through MyUI is no longer accurate.

Additional discussion

A senator asked why the information is missing or inaccurate. Torrey Lawrence responded that target and market information for faculty are from last year. The tool previously used was a homemade tool that resided in VandalWeb. The calculation was done for each individual, as it depends on many specific factors. With all the recent technological changes, the tool will not continue to function. Diane and Torrey met last week with HR representatives and had a productive discussion. They're looking at other options to make sure employees have access to the correct information. There may be an update on that in a couple weeks.

Provost's Report

- State Board Policy II.G (regarding institutional faculty) is still evolving. We'll stay engaged with the process and continue to provide feedback about revisions.
- Strategic plan funding proposals are due October 1.
- We had a one-time 3% holdback from the state for the current year. The governor indicated that it will be permanent, but there's nothing for us to do right away. More to come on that.
- Ph.D. completion incentives. The number of PhDs awarded last year – one of two metrics for R1 status – shows a decline even though our PhD enrollemnt continues to increase. President Green put forward an incentive program to help maintain a steady stream. It is \$10,000 per graduate to each college. It goes to college, not to the student. This created an interesting conversation about how we support graduate students and help them navigate the different steps leading to a PhD degree. Are there barriers we can help remove? That money is going to the college at the end of the year, and colleges will determine how to use it.
- October Faculty Gathering is October 22nd from 4:30 to 6:30, in the Vandal Ballroom. It's hosted by COGS, and we'll be celebrating the 100th anniversary of COGS, so it's a very special occasion. <https://vandalsuidaho.sharepoint.com/sites/InsideUI-Vice-Provost-Faculty/SitePages/Faculty-Gatherings.aspx?csf=1&web=1&e=7485po>
- A campus email was sent out yesterday about the annual security and fire safety report. It contains a large section on how many incidents we have, separated by U of I location, Moscow, Boise, Idaho Falls, and Coeur d'Alene, and the McCall Field Campus. It goes into multi-year history and type of incidents that we track, and those numbers are extremely low. The report is a great resource to learn about security and safety from a historical perspective.
- Next Faculty Gathering: October 22, hosted by COGS, who is celebrating their 100th anniversary. <https://vandalsuidaho.sharepoint.com/sites/InsideUI-Vice-Provost-Faculty/SitePages/Faculty-Gatherings.aspx?csf=1&web=1&e=7485po>

Discussion

Senators inquired about the reasons for the 3% cut and the change to a permanent cut. The provost's understanding is that the revenue of the state is not meeting the projections their budget is based on. They make predictions of state revenues expected to come in from various sources, largely taxes, and, if those projections don't work out, adjustments are needed. The governor's memo also suggested that one of the reasons was to better align with federal reduction in government. It applies to all state agencies, except K-12. So, it's not focused on the University of Idaho or higher education. All state agencies are dealing with this.

A discussion followed on the PhD incentive. Some senators thought it's a "gray area." What funds can be used and what can they be used for? The provost said that the incentive is meant to help colleges support students who are struggling to finish, remove barriers, and consider why students are not graduating on a reasonable timeline. No part of this initiative is about changing the integrity of the degree. The funds are not for salary or personal benefits, but they can be used, for instance, to purchase computers, or send a student to a conference.

A senator is concerned because U of I students who are full-time employees at INL take a long time to finish. Would their faculty mentors be blamed for not producing PhDs at the rate of an R1 institution? The provost responded that every case is different and there is no intention to place everyone "in the same box" with respect to PhD completion timelines. The purpose is to remove barriers, and that's a good outcome.

Mixed opinions and concerns were shared. Motion (Shook, Barannyk) to have the doctoral production incentive topic added to the next Faculty Senate meeting agenda and include President Green's memo to college deans dated June 30, 2025, contained as an attachment to the Faculty Senate agenda.

There was no further discussion on the motion.

Vote: 19/20 yes; 1/20 no. Motion passes.

Additional points of discussion

Should President Green be invited to senate to speak about the PhD completion incentive?

A senator expressed worries about inequity with respect to units that don't have PhD programs.

Given the large number of questions, it was decided that the questions will be collected and sent to the provost in preparation for the meeting when this item is on the agenda.

Invited Guest Presentations

- Changes to General Education Curriculum – Barb Kirchmeier, Director, General Education.

[The slides of this presentation are attached to these minutes.]

Barb is here to talk about updates to our general education curriculum, after a quick overview of our Gen Ed program. The specific update to III.N.5.A.I says that GEM courses must be offered at the introductory level only, 1000 or 2000. This update happened over the summer and will have a big impact on our Gen Ed offerings ([see slide #3](#)). There are six categories of GEM courses, and those which are affected by this change in policy are Humanistic and Artistic Ways of Knowing, and Social and Behavioral Ways of Knowing, where 25 of our 73 Humanistic and Artistic Ways of Knowing courses are currently offered at the 3000 or 4000 level, and 41 of our 72 Social and Behavioral Ways of Knowing courses are offered at the 3000 or 4000 level. There is some lack of clarity about whether or not this policy update will also impact on our institutionally designated courses. If so, our American Experience, International, and Capstone courses, intentionally designed to be offered at the 3000 or 4000 level, will also be impacted. Barb has been working with UCGE to come up with a plan for how we might manage removing the 3000

and 4000 level courses from our Gen Ed program. Barb proceeded to share the plan, which is detailed on slides #4-7 of the presentation.

Discussion

A senator is concerned that we're going to reduce the diversity of available Gen Ed courses, since courses will have to be dropped from the Gen Ed list. Do state board members recognize that this is a disservice to the students?

The provost responded that these concerns were brought up through the GEM committee. Part of the problem is that we're the only institution in the state that offers Gen Ed classes at the 3000 or 4000 level. Although our concerns were expressed, there seems to be a fundamental belief that Gen Ed classes should be at introductory levels – a philosophical change from where we were. This is one of those cases where we are doing something unique with respect to the other institutions, and it's challenging to argue that they should do something different for us.

A senator inquired about the reasons for the update and whether the intent was to reduce the number of courses at the University of Idaho. Barb's understanding from discussions with the Office of the State Board is that there is an intent in the state, as defined through Policy III.N, to look at general education as an experience for the first two years of a student's career. The U of I has had a long-standing tradition of having general education embedded from freshman through senior year, going back about 25 years. So, we ended up with a number of leftover courses in our current Gen Ed from a program that was designed purposefully 25 years ago. LC-State has one 300 level course in their Gen Ed program in the institutionally designated category that is used for assessment purposes. According to the Office of the State Board, there were problems with transfer between institutions, and they also identified dual credit as being related to their decision.

Another concern: All students need 3000 and 4000 level classes to complete the degree in their majors. Now, they may not have enough courses to satisfy their degree requirements. Will we need to create more upper-division courses and hire more instructors? What about the costs? Barb responded that, although such scenario is possible, most students use upper division courses within their major to meet the upper division requirements for their degree, so the change in Gen Ed probably will not have a major impact for that issue. But we can certainly ask for some data on that.

A senator asked about the difference between 2000 and 3000-4000 level general education courses. Typically, if you want to take 3000 or 4000 level classes, you need to have taken 1000 or 2000 level classes to be able to comprehend the material. Considering an equivalent situation in general education, are we going to dilute the program or offerings?

Barb noted that our catalog has some information about what the difference is between 1000-2000 and 3000-4000 level classes, although not very specific. She reached out to UCC for help with this type of inquiry. Some people will opt to create a lower-level version of an existing class. They might opt to keep the upper division version and also create a 2000 level version. This happened in the English department with a technical writing class that used to be 317 and is now 3170. It turns out that students needed additional preparation to be ready for that class, and so, instead of removing it or changing it into a 2000-level class, they created a 2000-level version, so now they have Tech Writing 1 and Tech Writing 2. Barb's goal is to work with individual faculty and programs so that they can decide how they want to manage this and what's going to work best for them.

New Concerns or Issues

There were none.

Adjournment

The agenda being completed, the meeting was adjourned at 4:41pm PDT (5:41 MT).

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate



GENERAL EDUCATION UPDATE: III.N

Barb Kirchmeier, Director of General Education
barbara@uidaho.edu

September 30, 2025

Update to III.N.5.A.I

“GEM courses must be at the introductory (x100 and x200) level.”



IMPACT

UPPER-DIVISION GENERAL EDUCATION BY CATEGORY

- I** 25 of 73 Humanistic and Artistic Ways of Knowing courses (34%) are at the 3000- or 4000-level.
- I** 41 of 72 Social and Behavioral Ways of Knowing courses (57%) are at the 3000- or 4000-level.
- I** 36 of 49 American Experience courses (73%) are at the 3000- or 4000-level.
- I** 95 of 136 International courses (70%) are at the 3000- or 4000-level.
- I** 97 of 100 Capstone Experience courses (97%) are at the 3000- or 4000-level.

YEAR 1



PLANNING & INITIAL REMOVAL (SBWOK & HAWOK)

- I Launch campus-wide communication plan led by the Provost and General Education Committee.
- I Hold stakeholder meetings with Faculty Senate, department chairs, and advising staff.
- I Identify all 3000–4000-level courses in SBWoK and HAWoK.
- I Departments either:
 - Redesign the course at the 1000 or 2000 level; or
 - Remove it from the Gen Ed list.
- I Gen Ed Director offers workshops:
 - “Redesigning Upper-Division Courses for Lower-Division Students”
 - “Scaffolding Rigor at the 2000 Level”
- I Deliverables by May 2026:
 - List of courses undergoing redesign to the 1000 or 2000 level
 - List of courses to be removed from SBWoK and HAWoK courses; some of these may be removed by May 2026



YEAR 2

COMPLETION OF SBWOK & HAWOK REMOVAL

IF REQUIRED: PREPARATION FOR AMERICAN EXPERIENCE & INTERNATIONAL

I Implement catalog updates for SBWoK and HAWoK changes.

- Removing 3000- and 4000-level courses
- Renumbering courses to 1000- or 2000-level

I If we learn that the changes to III.N also include institutionally designated courses:

- Begin targeted outreach to departments offering upper-division American Experience and International courses.
- Offer workshops on embedding American Experience and International outcomes in lower-division courses.
 - Document any redesign plans

I Deliverables by May 2027:

- Updated catalog with no upper-division SBWoK and HAWoK courses
- If required:
 - list of American Experience and International courses undergoing redesign to the 1000 or 2000 level
 - list of courses to be removed from American Experience and International; some of these may be removed by May 2027



YEAR 3

IF REQUIRED: REMOVAL OF UPPER-DIVISION AMERICAN EXPERIENCE & INTERNATIONAL

IF REQUIRED: CAPSTONE PLANNING

I If we learn that the changes to III.N also include institutionally designated courses

- Remove or redesign all upper-division American Experience and International courses.
- Begin University Curriculum Committee and Faculty Senate discussions on the impact of removing the Gen Ed Capstone requirement. This may include investigating the potential of replacing it with an institutional requirement.
- Offer workshops on alternatives to a Gen Ed capstone, including major-embedded culminating experiences.
- Deliverable by May 2028
 - Approved Capstone removal proposal
 - Updated catalog with no upper-division International or American Experience courses



YEAR 4

IF REQUIRED: CAPSTONE REMOVAL

- I If we learn that the changes to III.N also include institutionally designated courses
 - Remove the Gen Ed Capstone from the catalog
 - Implement Capstone removal proposal
- I Provide advisor training and update degree audit systems.
- I Finalize assessment plan for the new lower-division-only Gen Ed program.
- I Deliverables by May 2029:
 - No upper-division GEM courses in the Gen Ed program
 - If required: no upper-division institutionally-designated courses in the Gen Ed program
 - Updated Gen Ed assessment plan drafted.



TABLES



Column 1	Column 2	Column 3
Basic Gold		

Column 1	Column 2	Column 3
Alternating Rows Gold		

Column 1	Column 2	Column 3	Column 4
Alternating Columns Gold			

Column 1	Column 2	Column 3
Basic Black		

Column 1	Column 2	Column 3
Alternating Rows Black		

Column 1	Column 2	Column 3	Column 4
Alternating Columns Black			

TABLES



Row 1	First Column Gold	
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Row 3		

	Column 1	Column 2	Column 3
Row 1	Header + First Column Gold		
Row 2			
Row 3			

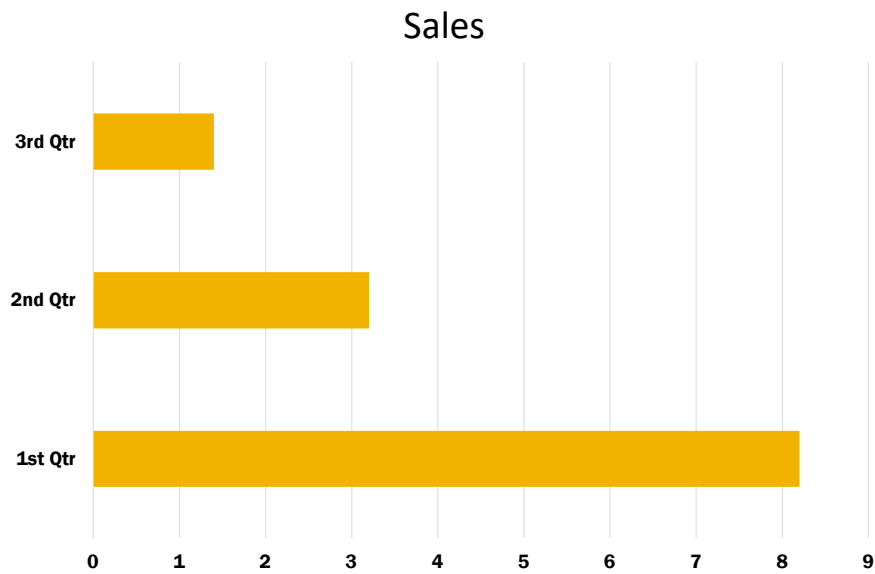
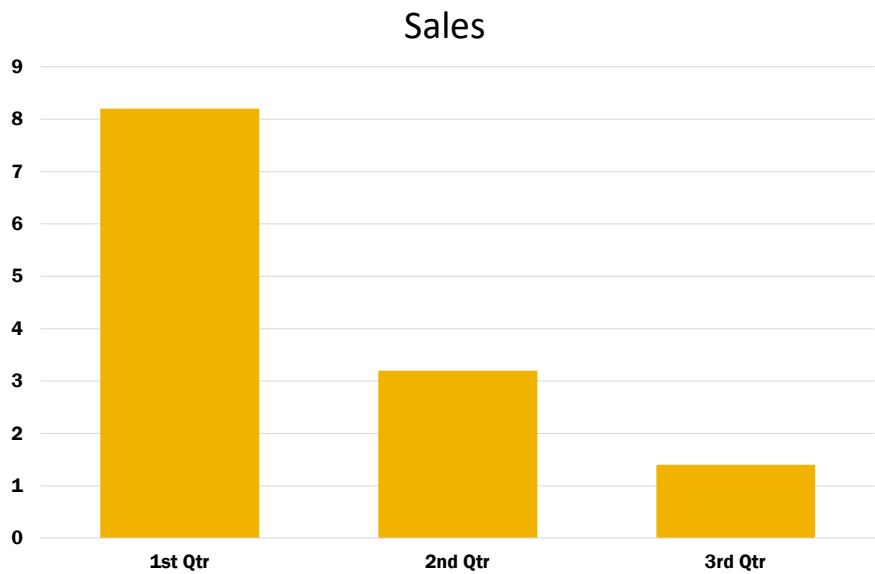
	Column 1	Column 2	Column 3
Row 1	Adv. Gold/Black		
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TOTAL			

Row 1	First Column Black	
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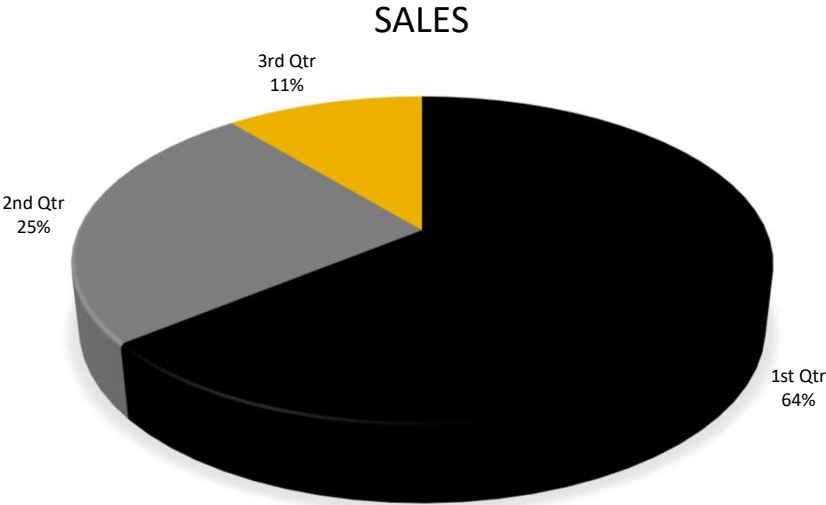
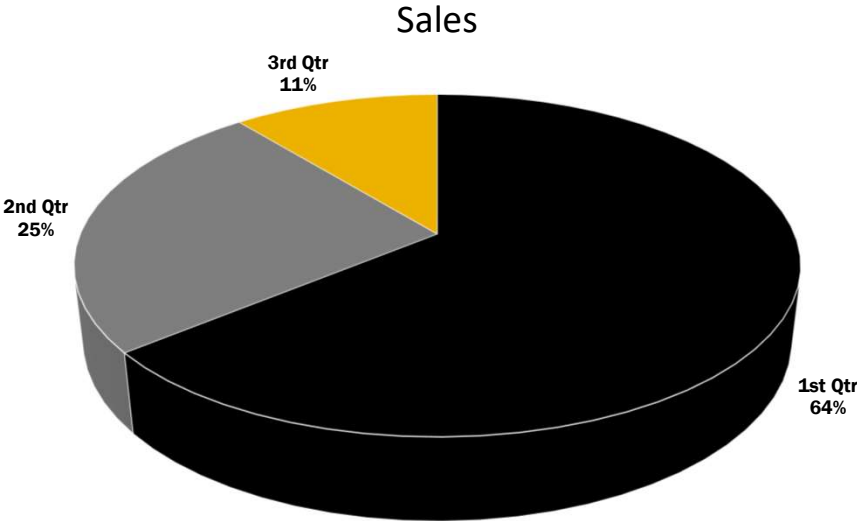
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Row 1	Adv. Black/Gold		
Row 2			
Row 3			
TOTAL			

CHARTS





PIE CHARTS



June 30, 2025



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To: Vice President Nomura, Office of Research and Economic Development (ORED)
Dean Becker, College of Natural Resources (CNR)
Dean McMurtry, College of Graduate Studies (COGS)
Dean Blevins, College of Education, Health, and Human Sciences (EHHS)
Dean Long, College of Engineering (COE)
Dean Quinlan, College of Letters, Arts, and Social Sciences (CLASS)
Dean Carney, College of Science (COS)
Dean Edgar, College of Agricultural & Life Sciences (CALS)
Interim Co-Director Baker, School of Health and Medical Professions (SHAMP)

From: C. Scott Green, President

Subject: Doctoral Production Incentive for Academic Year 2025 - 2026

In anticipation of our meeting on this subject tomorrow, I hope you have time to review this information. Please bring any related questions to the meeting at 1 pm PT tomorrow via zoom.

As you are aware, University of Idaho leadership has been monitoring our doctoral production over the past few years, and we have seen an alarming dip in the numbers of doctoral completions in the 2023 – 2024 and 2024 – 2025 academic years. This trend, and the potential reasons for it, was discussed in detail at our 2025 Leadership Retreat. In order for the university to retain its status as an R1 institution under the Carnegie Classification of Institutions of Higher Education, we must ensure that we meet their specific requirements for an R1 institution during the next three-year evaluation period.

The requirements for the past evaluation cycle were two-fold: 1) expend an average of \$50 million, or more, in total research spending annually; and, 2) award an average of 70, or more, research doctorates annually. As these thresholds can fluctuate in subsequent evaluation periods, it is vitally important that we increase our doctoral production in academic year 2025 – 2026, which is the last year of the next 3-year evaluation period, in order to be well above that average of 70 research doctorates awarded annually.

To this end, as mentioned at the retreat and with Provost Lawrence's support, I am offering an incentive of \$10,000 per research doctorate awarded in academic year 2025 – 2026.



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This incentive will be paid to the colleges directly, based on their respective number of research doctorates awarded, to be used however they see fit. This incentive is not an attempt to get the colleges to pass students along who are not ready, rather to underscore the importance of working intensively with students, understand their barriers to completion, and to help them across the finish line and complete their degrees.

Jerry McMurty is working on a tool to track the students we want to support in the coming year. Please also bring your input and questions related to the process for connecting with this group of graduate students.

I appreciate the efforts that have already been made to better understand and reverse this downward trend in research doctorate production, and I look forward to continuing to work with you over this next year to solve this problem.

Questions on PhD Production Incentive Program

A. No Shared Governance

It is my understanding that the Doctoral Production Incentive Program failed to include *any* faculty input. Its development and implementation were not presented to Graduate Council or to Faculty Senate, including Faculty Senate leadership. Yet, the incentive program is directly tied to progress toward degree completion, which is an academic process that is clearly under the purview of faculty, especially as it relates to graduate studies; this academic process includes several steps that must be approved by a Ph.D. student's graduate committee members. The incentive program sets a precedence whereby central administrators such as the president, provost, and vice provosts can manipulate academic processes with no faculty input.

Question: Were faculty intentionally excluded from the discussions concerning the creation and implementation of the Doctoral Production Incentive Program? If yes, then why were they excluded?

B. Economic Waste

It was reported at a CNR meeting that up \$800,000 will be expended on the Doctoral Production Incentive Program. It is important to note that a committee determines when the Ph.D. degree will be conferred, not the major professor. My college constituents believe the incentive program will have no impact on Ph.D. degree conferrals, and instead it will be rewarding colleges with a "bounty" for doing what faculty are already doing – conferring Ph.D. degrees when the graduate committee believes all mileposts have been completed. If I'm correct, then the incentive program is merely economic waste. The \$800,000 allocated to the program could have been more effectively spent elsewhere. Furthermore, I have had several colleagues inform me that they would have gladly assisted the College of Graduate Studies in identifying and addressing pitfalls, hangups, inefficiencies, etc. that exist in the progress toward degree completions for Ph.D. students; an incentive program was not necessary for this to occur.

Question: Is an \$800,000 expenditure on the Doctoral Production Incentive Program necessary to identify and address pitfalls, hangups, inefficiencies, etc. exist in the progress

toward degree completions for Ph.D. students? Would it not have been more cost effective and in the spirit of shared governance to assemble an ad hoc committee to quickly identify Ph.D. pitfalls, hangups, inefficiencies, etc.?

C. Academic Integrity

If point B above is incorrect and the incentive program notably increases Ph.D. conferrals, then this increase in conferrals may have been the result of certain behaviors among faculty that undermine the integrity associated with the conferral of Ph.D. degrees. This potential of the incentive program to affect the integrity of an academic process is self-evident in President Green's memo where it is stated "*This incentive is not an attempt to get the colleges to pass students along who are not ready, rather to underscore the importance of working intensively with students, understand their barriers to completion, and to help them across the finish line and complete their degrees.*" This sentence is unwarranted unless there were at least some concerns about some faculty "pass[ing] students along who are not ready...." Two CNR faculty who have mentored many Ph.D. students informed me that "We're buying Ph.D.s" with the incentive program – implying their colleagues will lower their standards in an effort to secure incentive dollars. Perception is the reality and the optics are terrible. Furthermore, is an alleged \$800,000 expenditure necessary to communicate with faculty the "*importance of working intensively with students, understand their barriers to completion, and to help them across the finish line and complete their degrees?*"

Question: Is maintaining R1 status more important than the potential of eroding, or even the perception of eroding, the academic integrity of the university's conferred Ph.D. degrees?

D. Ethics

The Doctoral Production Incentive Program is being provided on top of what is already expected in the position descriptions for faculty managing Ph.D. students. At annual review, faculty are expected to managing all of the graduate students such that the students are making appropriate and adequate progress toward their degree completion. Faculty are already being compensated (i.e., paid a salary) to do exactly what President Green's memo is purportedly intended to incentivize.

Question: Why is a financial incentive being offered for a task that is already a component of faculty members' position descriptions?

E. Equity

The Doctoral Production Incentive Program is perceived as creating inequities across colleges and programs since some colleges and programs do not offer Ph.D. degrees. It creates a perception that degrees other than the Ph.D. are lesser degrees or are at least of lesser importance to the university. Since funds from the incentive program flow back to the colleges, some colleges will see no funds from the program to support their college programs. In a time of significant financial constraints caused by what appears to be a permanent budget holdback and a growing enrollment over several years with no concomitant increases in college funding to support the growing enrollment, this incentive program will have the potential to erode faculty morale.