

University of Idaho
2025 – 2026 Faculty Senate Agenda

Meeting #14

Tuesday, November 18, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (VOTE)
 - Minutes of the 2025-2026 Faculty Senate Meeting # 13 (November 11, 2025) **Attach. #1**
- III. Old Business:
 - FSH 3515 - Periodic Performance Review of Tenured Faculty (VOTE). Faculty Affairs Committee. **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Invited Guest Presentations
 - None
- VII. Committee Voting Items and Reports
 - Fall Break Ad Hoc Committee Formation (VOTE), Lyudmyla Barannyk, Dept. of Mathematics and Statistical Science.
 - UCC 165 – Proposal to Establish an Office of Institutional Effectiveness, David Ma, Executive Director of Institutional Effectiveness. **Attach. #3**
 - UCC 598 – American Indian Studies PhD, Philip Stevens, Dept. of Culture, Society, and Justice. **Attach. #4**
 - UCC 295 – Sociology Minor, Kristin Haltinner, Dept. Of Culture, Society, and Justice. **Attach. #5**
- VIII. Other Policy Business
 - None
- IX. Other Announcements and Communications

- None
- X. New Concerns or Issues

XI. Adjournment

Attachments

- **Attach. #1** Minutes of the 2025-2026 Faculty Senate Meeting #13 (November 11, 2025)
- **Attach. #2** FSH 3515 - Periodic Performance Review of Tenured Faculty
- **Attach. #3** UCC 165 - Proposal to Establish an Office of Institutional Effectiveness
- **Attach. #4** UCC 598 - American Indian Studies PhD
- **Attach. #5** UCC 295 - Sociology Minor

2025 – 2026 Faculty Senate – Pending Approval

Meeting # 13

Tuesday, November 11, 2025, 3:30 pm – 5:00 pm PST

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, Dean Long (in place of Dean Victoravich)

Absent: Victoravich (excused), Lawrence (excused)

Call to Order

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

Approval of Minutes (vote)

- The minutes of the 2025-2026 Faculty Senate Meeting #12 (November 4, 2025) were approved as circulated.

Chair's Report

- The second UFM of the 2025-26 AY will be on December 3, 2:30pm – 4:00pm (PST).
- Tim provided an overview of the next Senate meetings until the end of the semester. The meeting of November 18 is the last one to approve policies for the December UFM agenda.

Provost's Report

- No report

Invited Guest Presentations

- Canvas and Title II Regulations for Accessibility – Dr. Margie Pinnell, Director for the Center for Excellence in Teaching and Learning (CETL), and Diane Kelly-Riley, Vice Provost for Faculty. Diane Kelly-Riley spoke on Title II web accessibility requirements. The goal is to make all our content on Canvas course sites and any digital platforms accessible to all students. The law goes into effect at the end of April 2026, and our goal is to meet the expectations to the best of our ability by then and then to continue refining our Canvas courses to meet the law's expectations. The Center for Excellence in Teaching and Learning provides resources to help faculty make their Canvas course content accessible. Margie Pinnell, director of CETL, outlined support measures, including instructional designers to assist with remediation, funds for hiring student workers to help faculty manage converting course content (these resources are available through the deans' offices), and professional learning opportunities. They are forming a Title II advisory group, whose membership is still being identified, to think more broadly than just the implications of Title II on Canvas. They wish to provide needed support and infrastructure while respecting the autonomy of each college. Every college has appointed an accessibility delegate who will work as a liaison with CETL and their job is identifying students for hiring and training, and prioritizing the faculty and the classes that these support students will be working with. CETL will provide two-day training and ongoing training for student workers hired to assist with accessibility remediation. They also offer one-to-one support from instructional designers for

faculty needing help. CETL's accessibility support page for faculty:

[https://vandalsuidaho.sharepoint.com/sites/InsideUI-Canvas-Instructors/SitePages/Accessible-Content-\(Instructor-Help\).aspx](https://vandalsuidaho.sharepoint.com/sites/InsideUI-Canvas-Instructors/SitePages/Accessible-Content-(Instructor-Help).aspx)

Discussion

Senators raised concerns about the workload and impact on teaching methods. Margie Pinnell invited faculty feeling overwhelmed with these requirements to work with CETL to find individual, reasonable solutions.

There were inquiries about the possibility of submitting a ticket/idea to Canvas to request that only visible/public content is considered in calculating Ally scores. Margie will bring this up with the Canvas LMS folks.

A question was asked about automating some of the changes to Canvas sites in partnership with OIT. Margie said she has begun initial conversations about automating accessibility remediation processes for faculty and will continue discussions with OIT.

Faculty from STEM disciplines pointed out that they face special challenges, because their lecture notes typically contain equations and formulas and are not easy to convert into appropriate formats. These faculty may consider removing content from their Canvas sites, if the burden becomes excessive, and there are repercussions for low Ally scores. On the other hand, removing content may negatively impact student learning. Margie emphasized that they should reach out to CETL instructional designers for individualized support. CETL has software that can help convert equations to an accessible form. She advised faculty continue to use Canvas as it provides our students an excellent instructional experience.

CETL will recognize faculty who have made significant progress or achieved high accessibility standards in their courses. Diane Kelly-Riley encouraged everyone to address this issue through a collaborative approach.

Committee Voting Items and Reports

- Periodic Performance Review (PPR) of Tenured Faculty – Faculty Affairs Committee (FAC). Tim recognized the enormous amount of effort that Faculty Affairs put into this project for over a year. He then provided information on the timeline that must be followed for the policy to reach the December 3rd UFM for a vote of the general faculty – it must be approved by the Senate at the next meeting, November 18. If that doesn't happen, or we choose to take no action, the administration may put an interim policy in place to ensure the University stays in compliance with SBOE policy. Periodic review of tenured faculty is not something new. All other institutions in the state have it, see, for instance, the Boise State policy at <https://www.boisestate.edu/policy/academic-affairs-faculty-administration/policy-title-periodic-review-of-tenured-faculty/>

Chair of FAC Borrelli and other FAC members spoke about the committee's approach and philosophy. While recognizing the need to meet state board expectations, they were guided by the principle that this process must not be about people re-earning tenure.

Tim opened the floor for general, high-level comments from the senators on behalf of their constituents.

A recurrent theme was that PPR is a waste of time and resources. We already have a process (see FSH 3320 B) and, if that process is not being used effectively to address underperformance, then the solution is to strengthen that process, not to build an entirely separate and redundant review system. Faculty are also worried about the loss of protection traditionally associated with

tenure, as well as workload implications. Under these conditions, what is the meaning of a tenure-track position?

Members of FAC explained that they crafted the policy to reduce the administrative burden on faculty as far as possible. They tried to leave the assessment very much up to the unit and to provide opportunities to dispute an unsatisfactory review.

Other senators, while understanding the faculty frustration, noted that producing the policy allows faculty to retain some control on the process.

Dean Suzie Long spoke with her department leadership and her fellow deans. Both groups agreed that PPR should be perceived as an opportunity, as opposed to a punishment. It should not be burdensome. Where she was before coming here, the process was very simple – five years of annual reviews put together, cover letter, CV, and it went forward. She suggested a broader view that includes potential rewards from PPR. Once the last promotion is achieved, opportunities for salary increase are limited. Thus, a post-tenure review process should include an opportunity for those who have been evaluated with significant merit to have rewards beyond just the standard CEC. Most of the deans also suggested that applying the same process for 100% administrative faculty may not be the best use of faculty time and could be an uncomfortable experience for some. There are different mechanisms used on other campuses, such as full five-year reviews that do not require a faculty committee, where every stakeholder can participate.

Detailed discussion about the draft and the edits made in response to feedback from constituents.

FSH 3515 D-2. Motion (Borrelli, Long) to accept the amended draft that's on the table, which contains additional language to clarify the timeline.

Vote: 21/21 yes. Motion carries.

FSH 3515 D-3. Motion (Long, Haltinner) to accept the amended draft that's on the table, which adds language about presumption of satisfactory PPR if the faculty has received satisfactory annual evaluations for the period under review, *"...unless there is clear and convincing evidence that a contrary determination is appropriate. Should such a contrary determination be deemed appropriate, the unit administrator's report under Section E-6.b must explain why the reasons justifying that contrary determination were not addressed during the relevant annual evaluations."*

Discussion on the motion:

There was some discussion about the standards for "clear and convincing." Some senators explained that it's a heightened standard, as opposed to just a simple justification or "more likely than not" standard. Essentially, we are creating a standard of evidence that must justify the negative PPR outcome.

The Vice Provost commented on the "professional competence" language. Typically, we prefer using "meet expectations."

Vote: 17/20 yes; 3/20 no. Motion carries.

FSH 3515 E-1.a2. Motion to accept the amended draft as is (Haltinner, Shook). The amendment allows more flexibility to the reviewee if they wish to submit the name of faculty members who shall be excluded from serving on the committee.

Motion to amend the amendment on the table (Barannyk, Tohaneanu) to read: *“The reviewee may also submit the name of one faculty member who shall be excluded from serving on the committee and may submit names of other faculty members who may be excluded at the discretion of the coordinator.”*

Discussion on this motion:

Some senators said that, if a faculty wishes to submit more than one exclusion, they should not have to provide justification. Furthermore, there could be a toxic climate in some units involving more than one faculty.

Vote: 5/21 yes, 16/21 no. Motion to amend the amendment fails.

Back to the original motion to accept E-1.a.2. as written.

Discussion on the original motion:

A senator was concerned that the language as written does not contemplate the case when too many people are excluded. There's a limited population of tenured faculty. Others are confident that informal communication with the unit chair would resolve such situations.

Vote: 15/19 yes; 4/19 no. Motion carries.

Regarding FSH 3515 E-1.a.3., Vice Provost Kelly-Riley expressed concern about the reviewee being involved in the appointment of the members. Conversations with the reviewee are fine, but it should be clear that the coordinator appoints the committee.

FSH 3515 E-9.d. Motion (Long, Haltinner) to accept it as is.

Vote: 17/18 yes, 1/18 no. Motion carries.

FSH 3515 E-9.d.2. Motion (Long, Borrelli) to reject the strike out of the last line.

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

Diane Kelly-Riley noted that the current numbering of sections in E-9 is incorrect. It should be:

E-9. Final decision and outcomes.

- a. Satisfactory performance**
- b. Mixed review**
- c. Unsatisfactory performance**
 - 1. Performance plan**
 - 2. Alternative resolutions.**
 - 3. Termination**

Therefore, former section E-9.d. will be E-9.c.1. in the version generated at today's meeting. Also, former section E-9.d.2. will be E-9.c.3. in the version generated at today's meeting.

The meeting was more than 30 minutes over time. Motion to postpone (Long, Roe).

Vote: 14/21 yes; 7/21 no.

The discussion will be resumed next week. Please send specific language amendments for the post-tenure review policy to Tim and Kristin by Monday afternoon for incorporation into the draft to be discussed at next week's meeting. Tim/Kristin will incorporate received amendments into the post-tenure review policy draft and circulate the updated version at least 24 hours before the next Senate meeting.

Adjournment

Motion to adjourn (Long, Maas): 17/21 yes, 4/21 no. The meeting was adjourned at 5:36 pm PDT (6:36 pm MT).

Respectfully Submitted,

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



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)

X Addition ☐ Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment

Policy Number & Title: **FSH 3515 PERIODIC PERFORMANCE REVIEW OF FACULTY**

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: Bob Borelli, Faculty Affairs Committee Chair

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

Reviewed by General Counsel: ☒ Yes ☐ No Name & Date: Karl Klein 11/7/25

Comprehensive review? ☐ Yes ☐ No

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

This policy establishes procedures for periodic performance review of tenured faculty in compliance with Idaho State Board of Education Policy II.G.

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.

FSH 3515 – Periodic Performance Review of Tenured Faculty

Owner:

- **Position:** Vice Provost for Faculty
- **Email:** vprovf@uidaho.edu

Last updated:

A. Purpose. FSH 3515 contains all official University periodic performance review (PPR) procedures and supersedes any PPR procedure contained in college or unit bylaws.

B. Scope. This policy applies to all tenured faculty.

C. Definitions

C-1. Coordinator. The administrator tasked with coordinating the review process is typically the unit administrator. If the unit administrator is the reviewee, the coordinator role will fall to the dean. If a supervisor of the unit administrator is the reviewee, the review will be coordinated by the Vice Provost for Faculty.

C-2. Reviewee. The tenured faculty member whose performance is under consideration.

C-3. Tenure. Faculty tenure is defined in FSH 3500 A-3.

C-3. Unit. For purposes of this policy, “unit” is defined as in FSH 3500 A-1.e, and refers to the unit in which the reviewee holds a tenured position.

D. Policy

D-1. In general. The review must be conducted in terms of the tenured faculty member’s overall contributions to the unit and continuing performance of responsibilities as articulated in their position description. The review process is expected to be conducted with a spirit of fairness, integrity, and good faith.

D-2. Review period. The review is conducted at five-year intervals following the award of tenure or the reviewee’s most recent promotion, whichever is later. The review period shall be the five years preceding the PPR. In accordance with RGP II.G., there is an exception for associate professors in the promotion process. Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In cases where a candidate submits an application for promotion from associate professor to professor rank in the same year that a PPR would otherwise be scheduled, the promotion review will fulfill the requirement for the PPR.

D-3. Satisfactory performance of tenured faculty. The basic standard for appraisal regarding the periodic performance review of tenured faculty shall be whether a reviewee performs the duties outlined in their position description with professional competence. If a faculty member receives four satisfactory annual evaluations during the period under review, there is a presumption that the faculty member will receive a finding of “satisfactory performance” under section E-9.a., unless there is clear and convincing evidence that a contrary determination is appropriate. Should such a contrary determination be deemed appropriate, the unit administrator’s report under Section E-6.b must explain why the reasons justifying that contrary determination were not addressed during the relevant annual evaluations.

E. Procedure

E-1. Committee composition and selection

a. Faculty without administrative appointments

1. Composition. The PPR committee shall comprise three tenured faculty members from within the reviewee's unit. If there are not enough tenured faculty in the unit or they are unknowledgeable about a candidate's work, then faculty outside the unit may serve on the committee, Committee members are subject to the procedures for disclosure and recusal contained in FSH 3500 B-6. If there are not sufficient tenured faculty members available to serve on the committee, the unit administrator shall designate appropriate faculty members from other units whose areas of expertise are as closely related as possible to the work of the candidate. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.

2. Nominations. The reviewee may nominate up to three tenured faculty members from within their unit by submitting their names to the coordinator; the reviewee may also nominate tenured members from other units should those members be qualified to evaluate the reviewee's performance with regard to their position description. The reviewee may also submit the name of faculty members who shall be excluded from serving on the committee.

3. Appointment of members. The coordinator shall work with the reviewee to appoint the committee, including, if provided, at least one named person from the reviewee's list of nominees. The committee members shall select a chair from their membership. When multiple faculty members in the same unit are up for review, the coordinator and the faculty members involved may determine whether a single committee can conduct all reviews or if separate committees should be formed for each individual review.

b. Faculty with administrative appointments

1. Composition. The PPR committee shall comprise three tenured faculty members, one of whom should be from the faculty member's unit, and one of whom should be a tenured faculty member holding a commensurable administrative position. In the case of unique administrative positions, such as a president, provost, or vice president, an administrator or executive at the rank of Dean or above should be included. Committee members are subject to the procedures for disclosure and recusal contained in FSH 3500 B-6. 2. **Nominations.** The reviewee may nominate up to three tenured faculty members from within their unit by submitting their names to the coordinator. The reviewee may also nominate tenured members from other units, provided those members are qualified to evaluate the reviewee's performance with respect to their position descriptions. The same process may be followed in the nomination of administrators, for which up to two may be nominated. The reviewee may also submit the name of one faculty member and one administrator who shall be excluded from serving on the committee.

3. Appointment of members. The coordinator shall appoint the committee, including, if provided, at least one name from the reviewee's list of nominees. The committee members shall select a chair from their membership.

E-2. Review materials. The review shall be limited to the materials described below.

a. Materials submitted by reviewee. The reviewee shall provide the following materials to the committee chair:

1. Updated curriculum vitae in U of I format.
2. A self-evaluation summary of each area of the reviewee's responsibilities and achievements relative to the reviewee's post-tenure work activities during the review period reflected in their annual position descriptions following the procedures in FSH 3050 B. The self-evaluation summary shall be limited to three pages and must address responsibilities in the position description and the reviewee's continued contribution to the unit where they hold tenure.

b. Materials submitted by coordinator. The coordinator shall provide the following materials:

1. Position descriptions for the review period.
2. The official record, as maintained by the provost's office, of annual evaluation materials for the review period, including any responses to annual evaluations submitted by the faculty member.

3. If teaching is included in the reviewee's position descriptions, copies of all the reviewee's student course evaluation summaries as described in FSH 2700 D-2 for the period under review.
4. If the previous PPR review required a formal performance plan to realign a tenured faculty member's performance with their current position description, the reports and performance plan from the unit, unit administrator, dean, and provost shall be included in these materials.

c. Clarification requests. The review committee may request clarification, including limited additional materials, from the reviewee or coordinator when necessary. However, such requests should be clearly warranted and limited in both scope and volume. In general, the materials outlined in sections E-2.a and E-2.b are expected to provide sufficient information for the review process.

E-3. Basis for evaluation. The review shall be based on the PPR review materials submitted as they pertain to the reviewee's position descriptions for the review period and unit and college criteria for PPR as articulated in the unit and college bylaws, if any.

E-4. Unit committee and administrator review. The committee and unit administrator shall each determine if the reviewee's performance is satisfactory or unsatisfactory by reviewing the responsibilities outlined in the position descriptions during the review period and determining if the reviewee's PPR materials meet their position descriptions and the PPR expectations defined in the unit and college bylaws, if any.

E-5. Unit committee's review and conclusion. After reviewing the reviewee's continuing performance in each of the responsibilities articulated in their position descriptions, the committee shall make a holistic assessment of the reviewee's performance as satisfactory or unsatisfactory.

- a. If the committee determines the performance to be satisfactory, the committee chair shall sign the attestation form as satisfactory and forward it to the unit administrator.
- b. If the committee deems the performance unsatisfactory, they shall write a report detailing the problem areas in relation to the position description, responsibility areas, and the criteria articulated in the unit and college bylaws, if any.

E-6. Unit administrator's review and conclusion. The unit administrator shall consider the report submitted by the unit committee in making a holistic determination as to whether the reviewee's performance has been satisfactory or unsatisfactory.

- a. If the unit administrator deems the reviewee's performance satisfactory, they shall sign the attestation form as satisfactory.
- b. If the unit administrator deems the performance unsatisfactory, they shall write a report detailing the problem areas in relation to the position description responsibility areas and the criteria articulated in unit and college bylaws, if any, and will make a recommendation about the outcome of the post tenure review. If the conclusion is incongruous with previous performance reviews during the review period, the unit administrator must justify the conclusion in the report.
- c. The coordinator shall provide the unit level decision and, if applicable, the committee's report and unit administrator's report to the reviewee for review.

E-7. Faculty response. Upon receipt of the unit committee's and unit administrator's decisions and, if applicable, reports, the reviewee may submit a response within five business days to the coordinator. This response will be included in materials forwarded to the dean, if distinct from the unit administrator, coordinator, and reviewee. If the dean or another executive is the reviewee, the materials are forwarded to the Vice Provost for Faculty.

E-8. Forwarding to the dean. The coordinator shall submit the materials, unit reports and any responses provided by the reviewee to the dean, if distinct from the unit administrator, coordinator, and reviewee. If the dean has another role in the review, the materials are forwarded to the Vice Provost for Faculty, who shall perform the duties assigned to the dean below.

- a. If both the unit committee and unit administrator have signed the attestation form as satisfactory, the dean shall forward this finding to the provost.
- b. If the unit administrator disagrees with a finding of unsatisfactory performance by the unit committee, the unit administrator shall provide a report outlining how the reviewee does meet expectations based on the position description and annual evaluation materials for the review period. The report shall be limited to five pages. The reviewee may respond to the unit administrator's conclusion within five days of receipt if needed. The unit administrator shall send the report and all relevant materials to the dean. The dean shall forward the materials to the provost.
- c. If the dean disagrees with a finding of unsatisfactory performance by the unit committee and the unit administrator, the dean shall provide a report outlining the ways in which the reviewee does meet expectations based on the position description and annual evaluation materials for the review period. The report shall be limited to five pages. The reviewee may respond to the dean's conclusion within five days of receipt if needed. The dean shall send the report and all relevant materials to the provost.
- d. All materials from the review and recommendations (committee, unit administrator, and dean) will be submitted to the Office of the Provost by April 1.

E-9. Final decision and outcomes. With the unit committee and unit administrator review complete, the dean shall forward the findings to the provost.

- a. Satisfactory performance.** If the unit committee and unit administrator find the reviewee's performance to be satisfactory, then the PPR is complete.
- b. Mixed review.** If the review contains both satisfactory and unsatisfactory conclusions, then the provost shall review all of the materials and reports generated at the unit and college level and make the administrative decision of satisfactory or unsatisfactory based on review of all materials and recommendations listed above.
- c. Unsatisfactory performance.** If the reviewee's performance is found unsatisfactory by the unit committee and unit administrator, then one of the following outcomes will occur:

1. Performance plan. In the event of an unsatisfactory PPR, the unit administrator must submit a proposal for a performance plan to the college dean. This will be a formal plan designed to realign the reviewee's performance with their current position description. The performance plan is expected to be crafted in good faith with both unit administrator, if any, dean, and the reviewee. It shall include a commitment by the reviewee to improve and a commitment by the institution to provide adequate support towards that improvement. Within 20 business days of receipt, the dean shall approve the performance plan and submit it to the provost in writing for approval. If the unit administrator and dean, in consultation with the reviewee, cannot reach a reasonable agreement on a performance plan, all parties may seek a meeting (scheduled by the dean) with the Ombuds to discuss and amend the proposed performance plan. Within 20 business days of receipt of the amended performance plan, the dean shall submit it in writing to the provost. Once received by the provost, the faculty member must receive the approved plan within 20 business days to begin implementation.

2. Alternative resolutions. The reviewee may request alternative resolutions, which may be adopted in the discretion of the provost.

3. Termination. Only after all efforts have been exhausted to support a faculty member's improvement in accordance with their performance plan, the provost may recommend termination as outlined in FSH 3910.

The provost shall make the final administrative determination on which of these three outcomes will apply.

E-10. Appeal by faculty member. Unsatisfactory performance determinations may be appealed per FSH 3840.

E-11. Timeline

a. In general. In the January prior to the review year, the unit administrator shall provide written notification to each faculty member scheduled for review in the upcoming academic year. The faculty member may request a delay if appropriate. The PPR process will be conducted annually during the spring semester. The provost will communicate the review outcomes to the faculty member, unit administrator, and college dean before the end of the spring semester.

b. Extensions

1. Childbirth or adoption. A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline

2. Other circumstances. An extension of the timeline may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving a satisfactory PPR, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, problems beyond the faculty member's control relating to their research or scholarly activities, or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member's progress.

3. Length of extension. In most cases, extension of the time shall be for one year; however, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted.

4. Option to shorten extension. A faculty member may choose to be considered for PPR on their original timeline, even if an extension has been granted.

5. Procedure for requesting an extension

a. The faculty member must request the extension from the provost in writing by the first week of the academic year in which the review process is scheduled to begin. The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance.

b. Except to obtain necessary consultative assistance on medical or legal issues, only the provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in their discretion, determine if consultation with the dean or unit administrator is appropriate.

c. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.

d. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their self-evaluation; otherwise, no information regarding the extension shall be included in the candidate's dossier, unless such information already exists in the materials to be provided by the unit administrator. If such information already exists in the materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

6. Effect of extension. No additional productivity is expected when a faculty member extends the timeline for PPR. For example, if a decision would customarily take place in the sixth year, and it is extended to the sixth year, the standard of performance would remain the same as for a decision made in the fifth year.

F. Related Policies

- [Idaho State Board of Education Policy II.G. Policies Regarding Faculty](#)

- [FSH 3500 Promotion and Tenure](#)
- [FSH 3910 Dismissal and Discipline of Faculty](#)
- [FSH 3840 Procedures for Faculty Appeals](#)

165: PROPOSAL TO ESTABLISH AN OFFICE OF INSTITUTIONAL EFFECTIVENESS

In Workflow

- 1. Registrar's Office (none)
- 2. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
- 3. Registrar's Office (none)
- 4. Ready for UCC (none)
- 5. UCC (none)
- 6. Post-UCC Registrar (none)
- 7. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; sandeschlueter@uidaho.edu; ceraligman@uidaho.edu)
- 8. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
- 9. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
- 10. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
- 11. Catalog Update (catalog@uidaho.edu)

Approval Path

- 1. Fri, 27 Jun 2025 17:01:48 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 2. Fri, 10 Oct 2025 16:10:33 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
- 3. Mon, 13 Oct 2025 17:56:50 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 4. Wed, 15 Oct 2025 17:50:39 GMT
Theodore Unzicker (tunzicker): Approved for Ready for UCC
- 5. Tue, 21 Oct 2025 23:25:26 GMT
Anna Hall (annahall): Approved for UCC
- 6. Wed, 22 Oct 2025 18:58:27 GMT
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Wed, 07 May 2025 17:59:52 GMT

Viewing: Proposal to Establish an Office of Institutional Effectiveness

Last edit: Fri, 10 Oct 2025 16:10:29 GMT

Changes proposed by: David Ma

Faculty Contact

Faculty Name	Faculty Email
David Ma	dma@uidaho.edu

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2026-2027

Title

Proposal to Establish an Office of Institutional Effectiveness

Request Details

This proposal recommends the establishment of an Office of Institutional Effectiveness (OIE) at the University of Idaho, consolidating the current functions of Institutional Research and Assessment and Accreditation. This new structure aims to eliminate organizational ambiguity, improve efficiency, and better support the University's strategic planning, continuous improvement efforts, and evidence-based decision-making. By unifying these complementary functions under one umbrella, the University will reinforce a culture of data-informed excellence and institutional accountability.

Attach State Form

Office_IE_Academic_Programs_Short Proposal Form.pdf

Key: 165



SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:			
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	Vice Provost for Academic Initiatives		
Name of Department(s) or Area(s):			
Official Name of Program or Instructional/Administrative Unit:	Office of Institutional Effectiveness		
CIP code or Modification of CIP Code (consult IR /Registrar):	N/A		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	N/A		
Implementation Date:	Spring 2026		
Geographical Delivery:	Location(s)	Moscow, ID	Region(s) N/A
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	☐ Self-Support fee	☐ Professional Fee	☐ Online Program Fee

Indicate those that apply to this request:

- ☐ Undergraduate Certificate (30 credits or more)
☐ Graduate Certificate (30 credits or more)
☐ Specialized Certificate (Below \$250k/FY)

Proposed Action

- ☐ Addition of a certificate or degree to an existing program
☐ Addition of a certificate to an existing program
☐ Modification of existing academic programs
☐ Splitting an existing program into two or more programs
☐ Consolidating two or more programs into one stand-alone program
☐ Converting one program option into a stand-alone program
☐ Converting or transitioning a degree level type (i.e. BA to BS)
☐ Converting or transitioning a certificate type (i.e. TC to BTC)
☐ Establishing a dual degree from existing programs

Other

- ☐ New programs consisting of multiple certificates with similar coursework
☐ Program name changes related to Statewide Program Responsibilities (requires Board approval)
☐ Deviation from certificate or degree program credit definitions (Board Policy III.E.)
☒ Modification to existing academic instructional or administrative units

College Dean (Institution) _____ Date _____

Academic Affairs Program Manager, OSBE _____ Date _____

FVP/Chief Fiscal Officer (Institution) _____ Date _____

Chief Financial Officer, OSBE _____ Date _____

Provost/VP for Instruction (Institution) _____ Date _____

OSBE Executive Director or Designee _____ Date _____
Approval

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

This proposal recommends the establishment of an Office of Institutional Effectiveness (OIE) at the University of Idaho, consolidating the current functions of Institutional Research and Assessment and Accreditation. This new structure aims to eliminate organizational ambiguity, improve efficiency, and better support the University's strategic planning, continuous improvement efforts, and evidence-based decision-making. By unifying these complementary functions under one umbrella, the University will reinforce a culture of data-informed excellence and institutional accountability. Specifically, the creation of the OIE will resolve the confusion of organizational ambiguity by formally integrating assessment and accreditation functions with institutional research as peer activities within a unified office. This new structure will allow for a more transparent delineation of responsibilities and increased collaboration. Further, it will enhance campus understanding of each function's role in supporting institutional quality. An integrated office can better align data, assessment, and planning cycles; streamline access to actionable insights and analysis; and facilitate timely and strategic decisions at all levels of the University. Thus, the new office will improve the university's capacity to support stronger academic achievement, leading to higher retention and graduation rates and enhancing the work-readiness of UI graduates.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

Estimated New Enrollment			
Year	Fall	Spring	Summer
	Headcount	Headcount	Headcount
20xx-xx			
20xx-xx			
20xx-xx			
20xx-xx			
20xx-xx			

Not applicable

3. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

Not Applicable

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No ____

Not applicable

If yes, proceed to question 5. If no, please address A and B below:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

Not applicable

☐	Program is important for meeting your institution's regional or statewide program responsibilities.
☐	The program is in response to a specific industry need or workforce opportunity.
☐	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
☐	There is a contractual obligation or partnership opportunity related to this program.
☐	The program is in response to accreditation requirements or recommendations.
☐	The program is in response to recent changes to teacher certification/endorsement requirements.
☐	We failed to include it when we had the opportunity.
☐	Other:

- b. Provide an explanation for all statements you selected.

Not Applicable

5. Curriculum for the proposed program changes and its delivery.
- a. Summary of requirements. Provide a summary of program requirements using the following table.

Not applicable

Credit hours in required courses offered by the department (s) offering the program.	
Credit hours in required courses offered by other departments	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program	

- b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Not Applicable

6. Resources Required for Implementation – Financial Impact and Budget.
 - a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

The creation of the Office of Institutional Effectiveness (OIE) at the University of Idaho involves unifying the existing functions of Institutional Research and Assessment and Accreditation under a single administrative umbrella. This reorganization will streamline reporting lines and enhance operational coherence, but it does not require any new administrator, staff, or faculty hires. No changes to facilities, student services, or library resources are necessary.

There is no financial impact as defined in Board Policy III.G.1.f. This is an internal structural realignment of existing resources and personnel. Thus, there are no additional costs to students, and completion of the budget form is not required.

¹ Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

In Workflow

1. **032 Chair**
2. **CLASS Review**
3. **18 Curriculum Committee Chair**
4. **18 Dean**
5. **Assessment**
6. **DLI**
7. **Financial Aid**
8. **Provost Q 1**
9. **Degree Audit Review**
10. **Graduate Council Chair**
11. **Registrar's Office**
12. **Ready for UCC**
13. **UCC**
14. **Faculty Senate Chair**
15. Provost Q 2
16. State Approval
17. NWCCU
18. Catalog Update

Approval Path

1. Wed, 07 May 2025 20:11:00 GMT
Philip Stevens (pstevens): Approved for 032 Chair
2. Thu, 08 May 2025 23:28:03 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 09 May 2025 00:24:11 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Fri, 09 May 2025 16:30:42 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Fri, 09 May 2025 17:20:46 GMT
Christine Slater (cslater): Approved for Assessment
6. Fri, 05 Sep 2025 18:45:52 GMT
Nicole Remy (nremy): Approved for DLI
7. Tue, 23 Sep 2025 21:51:30 GMT
Theodore Unzicker (tunzicker): Approved for Financial Aid
8. Tue, 21 Oct 2025 18:21:37 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Wed, 22 Oct 2025 21:44:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Wed, 22 Oct 2025 22:19:41 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair

11. Wed, 22 Oct 2025 22:28:36 GMT
Theodore Unzicker (tunzicker): Rollback to Graduate Council Chair for Registrar's Office
12. Fri, 24 Oct 2025 22:26:21 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Wed, 29 Oct 2025 16:15:12 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Wed, 29 Oct 2025 18:31:38 GMT
Anna Hall (annahall): Approved for Ready for UCC
15. Tue, 04 Nov 2025 22:24:47 GMT
Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Wed, 07 May 2025 20:10:02 GMT

Viewing: **598 : American Indian Studies PhD**

Last edit: Tue, 04 Nov 2025 22:17:07 GMT

Changes proposed by: Philip Stevens

Faculty Contact

Faculty Name	Faculty Email
Philip Stevens	pstevens@uidaho.edu

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

No

Academic Level

Graduate

College

Letters Arts & Social Sciences

Department/Unit:

American Indian Studies

Effective Catalog Year

2026-2027

Program Title

American Indian Studies PhD

Degree Type

Major

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

Program Credits

78

Attach Program Change

American Indian Studies PhD SBOE Proposal.pdf

Budget-Proposal-Form AIST PhD.xlsx

CIP Code

05.0202 - American Indian/Native American Studies.

Emphasis/Option CIP Code(s)

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:

Course List		
Code	Title	Hours
AIST 5111	Course AIST 5111 Not Found (Foundations of American Indian Studies)	3
AIST 6000	Course AIST 6000 Not Found (Doctoral Research and Dissertation)	1-45
AIST 6020	Course AIST 6020 Not Found (Directed Study)	1-16
AIST 6040	Course AIST 6040 Not Found (Special Topics)	1-16
AIST 6110	Course AIST 6110 Not Found (Doctoral Seminar I)	1
AIST 6120	Course AIST 6120 Not Found (Doctoral Seminar II)	1
AIST 6140	Course AIST 6140 Not Found (Doctoral Seminar)	3
ANTH 5220	Contemporary Pacific Northwest Indians	3
ANTH 5450	Indigenous Ways of Knowing	3
ANTH 5570	Tribal Sovereignty and Federal Policy	3
ANTH 5800	Tribal Nation-Building Seminar: Institution Building and Transforming University Cultures	1
ANTH 5810	Land Education Seminar: Theory into Practice	2
CRIM 5110	Data Analysis in Criminology	3
EDCI 5460	Language, Culture, and Power in Education	3
EDCI 5470	Indigenous Pedagogies	3
ED 5910	Indigenous and Decolonizing Research Methods	3
ED 5920	Decolonizing, Indigenous, and Action-Based Research Methods	3
HIST 5030	Workshop ((IN)Digitalizing History)	3
NRS 5840	Indigenous Land/Water Relations and Governance	3
Cognate Credits		1-15
Total Hours		45-133

Credits to total a minimum of 78 for this degree.

Catalog Program Description:

American Indian Studies PhD builds advanced knowledge and understanding of the languages, cultures, and sovereignty of American Indians/Alaska Natives, and builds capacity among researchers, which honors our ancestors and their wisdom. The doctoral study maintains productive scholarship, teaching, research, and community development; and provides unique opportunities for students and scholars to explore issues from American Indian perspectives which place the land, its history and the people at the center. Course work builds on Indian self-determination, self-governance, and strong leadership as defined by Indian Nations, Tribes, and communities, all of which originated from the enduring beliefs and philosophies of our ancestors

Distance Education Availability

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

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

Yes

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

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Learning Objectives

- Develop insightful consideration of varied Native American social, cultural, and political perspectives, including contemporary community priorities, and examine their benefit for broader society
- Examine the complex interrelationships between concepts of sovereignty, self-determination and indigenouness alongside American Indian histories and the distinct American Indian colonial experiences

- Apply theoretical and methodological skills in selected area(s) of American Indian studies research
- Acquire robust written and oral communication skills to disseminate scholarly information to Tribal, community-based, and academic audiences
- Contribute to the betterment of local and global human, environmental, and planetary health and wellbeing through the application of Indigenous ontologies, axiologies, and epistemologies
- Design principal ideas, models, techniques or methods in American Indian studies in carrying out a dissertation or publication

Student Learning Outcomes

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

The students will be assessed based on course pass rate. Graduate students will need to pass a comprehensive exam prior to development of dissertation proposal. The comprehensive exam will be developed by all members of the student's dissertation committee. Members of the student's dissertation committee should be from at least two different academic departments. The student will need to successfully propose, conduct, complete and defend of the dissertation project.

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

The graduate faculty from all actively participating departments for the program will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work collaboratively to improve both individual courses and programs during these meetings and throughout the year.

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

Direct measures will be the retention and pass rates for exams and dissertation
The indirect measures will be gathered from student survey and focus groups on a annual basis.

When will assessment activities occur and at what frequency?

Assessments will be annually and within cycle of university process.

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 rationale 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.

We are proposing a Philosophiae Doctor (PhD.) program in American Indian Studies at the University of Idaho. The Ph.D. program will build off the American Indian Studies minor program (housed in the department of Culture, Society, and Justice), and the Certificate in Indigenous Research and Education (CIRE) graduate certificate (house in the College of Letters, Arts and Social Sciences, in collaboration with the College of Education, Health and Human Sciences, and the College of Natural Resources). The PhD. Program in American Indian Studies will be modeled off the success of the Cultivating Indigenous Research Communities for Leadership in Education and STEM (CIRCLES) program. CIRCLES is a National Science Foundation funded initiative that currently supports 12 graduate students in a multi-disciplinary graduate program of study centered on the American Indian theories and philosophies of knowledge to address problems in the sciences, social sciences, and humanities.

American Indian Studies PhD will build advanced knowledge and understanding of the languages, cultures, and sovereignty of American Indians/Alaska Natives, and build capacity among researcher which honors our ancestors and their wisdom. This new line of doctoral study will maintain productive scholarship, teaching, research, and community development; and provide unique opportunities for students and scholars to explore issues from American Indian perspectives which place the land, its history and the people at the center. Course work will build on Indian self-determination, self-governance, and strong leadership as defined by Indian Nations, Tribes, and communities, all of which originated from the enduring beliefs and philosophies of our ancestors.

Supporting Documents

CDA DOE LOS AIST PHD.pdf

PHD curriculum.docx

Reviewer Comments

Theodore Unzicker (tunzicker) (Wed, 22 Oct 2025 22:28:36 GMT): Rollback: Per request from Stephanie Thomas.

Stephanie Thomas (slthomas) (Fri, 24 Oct 2025 22:25:47 GMT): The course list appears to be an automated counter. The degree must be a minimum of 78 credits.

Anna Hall (annahall) (Tue, 04 Nov 2025 22:14:56 GMT): Updated "researcher" in catalog description to plural form "researchers" per UCC.

Anna Hall (annahall) (Tue, 04 Nov 2025 22:17:07 GMT): Removed periods from program name.



Coeur d'Alene Tribe
Department of Education
850 A Street
P.O. Box 408
Plummer, Idaho 83851
208.686.1800 Fax 208.686.5804

April 30, 2026

Dear Dr. Philip Stevens,

With great excitement and anticipation, the Coeur d'Alene Nation encourages and endorses the proposed PhD program at the University of Idaho. We believe this program will be beneficial for tribal nations both intellectually and economically.

Intellectually, this program will provide an interdisciplinary understanding of our history, culture, politics, and legal issues, which contributing to the overall development and well-being of both our tribal nation and the US. Ph.D. graduates will be better prepared to find employment within the tribe in various roles, such as community outreach managers, tribal government officials, cultural resource specialists, lawyers and judges, and natural resource managers. Also, the intercultural communication skills gained through this program can be invaluable in working with diverse communities and addressing the complex issues that often arise when tribes work in collaboration with people outside of their tribal nation. This is an important step to increasing the comfort and ability of tribal members to be heard and recognized as intellectual peers, thus assuring them a place at the table.

Economically, the opportunity for affordable and culturally relevant education will increase the number of both qualified tribal and non-tribal members entering the workforce, effectively boosting the local economy and providing more opportunities for tribal members. In addition, the opportunity to complete their American Indian Studies Ph.D. online increases the ability of tribal members to participate and succeed without leaving their home community. As studies on Native American higher education have shown, the likelihood of success increases when students have the security and encouragement of their community, and being at home eliminates the additional cost of travel and/or housing.

American Indian Studies is a legitimate academic discipline that offers a rigorous and comprehensive interdisciplinary study of Indigenous peoples, cultures, and histories. For all of the reasons listed, it is with hope and eagerness that the Coeur d'Alene Nation endorses the proposed interdisciplinary American Indian Studies PhD program.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine Meyer".

Christine Meyer, PhD
Director of Education
Coeur d'Alene Tribe of Idaho

AIST PH.D proposed curriculum

Doctoral Core Courses (18)			
Course #	Course Title	Crs	Schedule
AIST 5111	Foundations of American Indian Studies	3	Fall
AIST/ANTH 545	Indigenous Ways of Knowing	3	Fall
AIST/ANTH 557	Tribal Sovereignty and Federal Policy	3	Spring
AIST/ANTH 522	Contemporary Pacific Northwest Indians	3	Fall
AIST/EDCI 546	Language, Culture, and Power in Education	3	Spring
AIST/EDCI 547	Indigenous Pedagogies	3	Spring
Research Methods Courses (9)			
Course #	Course Title	Crs	Schedule
AIST/ED 5910	Indigenous and Decolonizing Research Methods	3	
AIST/ED 5920	Decolonizing, Indigenous, and Action-Based Research Methods	3	Spring
CRIM 5110	Data Analysis in Criminology	3	Fall
Cognate Credits (1-15) Cognate credits are often transferred from a master's degree			
Course #	Course Title	Crs	Schedule
Immersion Experience Courses (6)			
Course #	Course Title	Crs	Schedule
AIST/ANTH 5800	Tribal Nation-Building Seminar: Institution Building and Transforming University Cultures	1	Fall
AIST/ANTH 5810	Land Education Seminar: Theory into Practice	2	Spring
NRS 5840	Indigenous Land/Water Relations and Governance	3	Spring
Dissertation Courses (18 Credits)			
Course #	Course Title	Crs	Schedule
AIST 6110	Doctoral Seminar I	1	
AIST 6120	Doctoral Seminar II	1	
AIST 6140	Doctoral Seminar	3	
AIST 6000	Doctoral Research and Dissertation	1-13	

- a. **AIST 504a Foundations of American Indian Studies (3credits)**
- b. **AIST 602 (s) Directed Study (1-16 credits)**
- c. **AIST 604 (s) Special Topics (1-16 credits)**
- d. **AIST 611 Doctoral Seminar I (1 credit)**
 - i. This seminar is intended to help facilitate a community among doctoral students and build an understanding of the processes and strategies necessary for success in the doctoral program. (Fall only) Prereqs: Enrollment in a doctoral program
- e. **AIST 612 Doctoral Seminar II (1 credit)**
 - i. The seminar is intended for those doctoral students who have completed all or most of their course work. The seminar will focus on preparation for the preliminary examination and advancement to candidacy. Preparation of the dissertation proposal will also be covered. (Spring only) Prereqs: Enrollment in a doctoral program
- f. **AIST 614 Doctoral Seminar (3 credits)**
 - i. The purpose of this course is to engage early to mid-program doctoral students in the fundamentals of doctoral study for their chosen degree. This includes developing an understanding of higher education/academia and industry, the organization and expectations of doctoral programs, and the exploration of the roles of teaching, research, and service. The course is intended to help students to develop collegial relationships with peers and mentors as well as to help students to adjust to their identity as members of the academic community. Prereqs: Enrollment in a doctoral program
- g. **CRIM 511 Data Analysis in Criminology (3 credits)**
 - i. This course covers research design, data collection, and data analysis using a hands-on approach. The course considers general themes such as the logic of inquiry and the appropriateness of methodological approaches, as well as more specific topics such as quantitative data sourcing, sampling, and measurement. It provides students with the opportunity to learn and apply different quantitative tools for social science research, including descriptive statistics, bivariate analysis, and multivariate inference. Typically Offered: Fall.
- h. **AIST/ANTH 545 Indigenous Ways of Knowing (3 credits)**
 - i. Cross-listed with [AIST 445](#) The course is intended as an introduction to issues of cultural, racial, ethnic and linguistic diversity that arise in American school and society. In particular we will be looking at indigenous epistemological comparison with Western educational models. The central question for the course will be: Why is educational attainment different for different groups in society, and how does that difference relate to social stratification characteristics of the larger society? We will also try to answer other questions: What is the impact of cultural and linguistic diversity on the various

institutions of society, including family, schools, and the economic system? What policies and programs have been developed in the US and other societies to deal with cultural diversities? These and other questions will be the basis for our reading and discussions Typically Offered: Fall.

- i. **AIST/ANTH 557 Tribal Sovereignty and Federal Policy (3 credits)**
 - i. Joint-listed with [AIST 453](#), [ANTH 457](#) This course provides an in-depth understanding of how colonial and Federal Indian Policies have impacted the lives of Tribes and their surrounding communities. Through a survey of the changing eras of policy (conquest, preRevolutionary approaches, the Marshall Trilogy, the Treaty Era, Allotment and Termination, and Self-Determination), students will learn about the forces that have shaped tribal communities, and a deeper appreciation for tribes' efforts to restore and exercise their sovereignty. Tribal Sovereignty as it applies to land management, natural resources and community development will be a focal area. Typically Offered: Spring.
- j. **AIST/ANTH 580 Tribal Nation-Building Seminar: Institution Building and Transforming University Cultures (1 credit)**
 - i. This seminar orients students to issues of equity and collaboration in Institution-Building and Tribal-University interactions. Issues of power relations, ontological and epistemic congruencies/incongruencies, and Native Nation building are explored as an orientation in institutional transformation. Typically Offered: Fall (Odd Years). Coreqs: [ANTH 581](#) Cooperative: open to WSU degree-seeking students
- k. **AIST/ANTH 581 Land Education Seminar: Theory into Practice (2 credits)**
 - i. This course engages the cross-disciplinary examination of Indigenous knowledge transfer and processes of learning in relationship with land/landscapes. Critique of anthropocentric knowledge systems and exploration of knowing inclusive of ecosystems and other-than-human beings are examined for implication on assessing complex social and environmental problems. Cross-cultural voices and examples of teaching and learning inclusive of land and landscapes are highlighted from Americas and around the globe. This seminar includes a 2-day immersive experience in the field led by Indigenous and allied multi-disciplinary researchers and educators. Typically Offered: Fall (Odd Years) and Varies. Coreqs: [ANTH 580](#) Cooperative: open to WSU degree-seeking students
- l. **ANTH 522 Contemporary Pacific Northwest Indians (3 credits)**
 - i. This course is intended to impart an understanding of the vitality and rich diversity of contemporary Pacific Northwest American Indian societies, their histories, and their literatures, e. g. , in the arts and expressive culture, in governmental affairs both indigenous and external, in economics, ecological relations and natural resources, in health care, and in family, social and religious life, in oral traditions,

in world views and cultural values. This understanding is inclusive of both indigenous cultural, as well as contact-historical, expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome. [ANTH 422](#) is cooperative: open to WSU degree-seeking students. Cooperative: open to WSU degree-seeking students.

m.

n. AIST/EDCI 546 Language, Culture, and Power in Education (3 credits)

- i. Examines language use within a broader sociocultural and political context, with a particular focus on the ways that language policies, language ideologies, and power issues permeate school structures and teaching practices. We will study contemporary theoretical and ethnographic approaches to the comparative study of language in its cultural context. We will interrogate “mismatch” hypothesis, which sought to explain schools’ role in social reproduction as a result of incongruence in linguistic and cultural styles, in light of more contemporary studies of language, power, and the intersection of language and social process. Further, in order to understand current educational contexts and theories relevant to teaching linguistically and culturally minoritized students in U. S. public schools, we will look closely at the language resources of racially, socially, and culturally minoritized populations, specifically Latinx, African American, Native American communities in the U. S. Typically Offered: Summer.

o. AIST/EDCI 547 Indigenous Pedagogies (3 credits)

- i. Introduction to Indigenous epistemologies and pedagogies for the preparation of teachers who contribute to the communal, familial and cultural vitality of Indigenous children and their families. Develops understanding of Indigenous ways of knowing and explores how Indigenous ways of knowing can inform, shape, and transform school learning. Relevant research and practitioner examples will form the basis of examining the potential and tensions for Indigenous pedagogies in schooling. The variety of vantage points presented in the readings through which Indigenous pedagogies invites the nuanced exploration of how Indigenous pedagogies are situated, and negotiated in different content areas, places/spaces, and community/school settings. Typically Offered: Summer.

p. AIST/ED 591 Indigenous and Decolonizing Research Methods (3 credits)

- i. In this course, students will explore the historic and current discourse in Indigenous and Decolonizing Research. From an interdisciplinary perspective, students will analyze knowledge production through histories of Indigenous persistence and resistance to colonial power. Course content will expose students to methodologies grounded in the lived experiences and histories of individuals and communities marginalized by the colonial legacy, and will seek to engage students in research which invigorates connections, struggles, and knowledges to reflect reciprocal benefit to communities beyond the academy.

- q. **AIST/ED 592 Decolonizing, Indigenous, and Action-Based Research Methods (3 credits)**
 - i. **Decolonizing, Indigenous, and Action-based Research Methods are forms of social justice inquiry used to engage deeply in questions of educational equity. Through study of research, methodology, and theory, this course interrogates and contributes to current thinking on social justice issues and social justice education practices. Goals of this course include: understanding the theoretical foundations of critical and action-based theories in research, the role of reflexivity, and approaches to research as social change; examining the impact of colonization on social science and educational research; exploring the impacts of Indigenous, minoritized, and community-based epistemologies on research methodologies; developing areas of inquiry, approaches to data collection, analysis and interpretation of data, and an action plan for change.**
- r. **ED 620 Grant Writing (3 credits)**
 - i. **The reality in today's context is that organizations are resource challenged. Increasingly, organizations are dependent on garnering external resources to be able to successfully accomplish their missions. In this course, students are guided from developing ideas and identifying potential funding sources to the submission of proposals as well as follow-up techniques.**
- s. **NRS 5840 Indigenous Land/Water Relations and Governance (3 credits)**
 - i. **Theory course focused on sustainability science and Indigenous cultures of leadership/governance in addressing complex relationships between land, water, human and other than human communities**
 - ii.
- 2.
- 3. **AIST 6000 Dissertation 1-18 credits**
- 4.

In Workflow

1. **465 Chair**
2. **033 Chair**
3. **CLASS Review**
4. **18 Curriculum Committee Chair**
5. **18 Dean**
6. **Assessment**
7. **DLI**
8. **Provost Q 1**
9. **Degree Audit Review**
10. **Registrar's Office**
11. **Ready for UCC**
12. **UCC**
13. **Faculty Senate Chair**
14. Provost Q 2
15. State Approval
16. NWCCU
17. Catalog Update

Approval Path

1. Tue, 04 Feb 2025 22:27:00 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 19 Mar 2025 20:27:04 GMT
Kristine Levan (klevan): Approved for 033 Chair
3. Thu, 04 Sep 2025 18:04:15 GMT
Charles Tibbals (ctibbals): Rollback to 033 Chair for CLASS Review
4. Thu, 04 Sep 2025 18:13:33 GMT
Kristine Levan (klevan): Rollback to Initiator
5. Thu, 18 Sep 2025 21:07:01 GMT
Theodore Unzicker (tunzicker): Approved for 465 Chair
6. Thu, 18 Sep 2025 21:08:16 GMT
Kristine Levan (klevan): Approved for 033 Chair
7. Fri, 26 Sep 2025 15:16:30 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
8. Fri, 26 Sep 2025 16:33:51 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
9. Mon, 06 Oct 2025 22:04:08 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
10. Mon, 06 Oct 2025 22:12:14 GMT
Christine Slater (cslater): Approved for Assessment

11. Tue, 07 Oct 2025 18:30:35 GMT
Nicole Remy (nremy): Approved for DLI
12. Fri, 10 Oct 2025 17:17:24 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
13. Wed, 22 Oct 2025 22:00:56 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Thu, 23 Oct 2025 16:24:59 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
15. Wed, 29 Oct 2025 18:31:54 GMT
Anna Hall (annahall): Approved for Ready for UCC
16. Tue, 04 Nov 2025 22:39:24 GMT
Anna Hall (annahall): Approved for UCC

History

1. Dec 20, 2022 by RYANNE PILGERAM (rpilgeram)
2. Mar 29, 2023 by SYDNEY BEAL-COLES (sbeal)
3. Oct 16, 2024 by CHRISTINA ROBERTS (christinar)

Date Submitted: Fri, 05 Sep 2025 16:11:40 GMT

Viewing: **295 : Sociology Minor**

Last approved: Wed, 16 Oct 2024 17:46:06 GMT

Last edit: Thu, 25 Sep 2025 21:18:09 GMT

Changes proposed by: Kristin Haltinner

Faculty Contact

Faculty Name	Faculty Email
Kristin Haltinner	khaltinner@uidaho.edu

Type A Changes

Change curriculum requirements

Type B Changes

Add an online component of more than 50% of a program to an existing program

Type C Changes

Description of Change

Add online option for minor. (Minor is currently only offered in person). No changes to curriculum, just adding a delivery method.

(There is no option for this above - we do not want to replace the face to face offering with online offering! We want to offer both.)

I also added the learning outcomes which were not listed but have not changed from the past either.

Finally, I added new courses we've added or renumbered since our last update as elective courses.

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

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Sociology & Anthropology

Effective Catalog Year

2026-2027

Program Title

Sociology Minor

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

Program Credits

18

CIP Code

45.1101 - Sociology.

Curriculum:

Code	Course List	Hours
	Title	
<u>SOC 1101</u>	Introduction to Sociology	3
<u>SOC 2110</u>	Development of Social Theory	3
Select one of the following research methods courses:		3

Course List		Hours
Code	Title	
<u>ANTH/SOC 4160</u>	Qualitative Social Science Methods	
<u>ANTH/SOC 4170</u>	Social Data Analysis	
<u>PSYC 2180</u>	Introduction to Research in the Behavioral Sciences	
<u>HIST 2900</u>	The Historian's Craft	
<u>HIST 3000</u>	Digital History	
<u>POLS 2350</u>	Political Research Methods and Approaches	
<u>SOC 3090</u>	Social Science Research Methods	
Select courses from the following:		12
<u>CRIM 3250</u>	Family Violence	
<u>CRIM 3370</u>	Topics in Violence	
<u>CRIM 4390</u>	Inequalities in the Justice System	
<u>SOC 2010</u>	Introduction to Inequity and Justice	
<u>SOC 3260</u>	Sociology of Sports	
<u>SOC 3270</u>	Sociology of the Family	
<u>SOC 3400</u>	Environmental Sociology and Globalization	
<u>SOC 3410</u>	Science, Technology, and Society	
<u>SOC 3440</u>	Understanding Communities	
<u>SOC 3460</u>	Responding to Risk	
<u>SOC 3510</u>	Animals in Society	
<u>SOC 3650</u>	Environmental Justice	
<u>SOC 3720</u>	Love and Liberation	
<u>SOC 4030</u>	Workshop	
<u>SOC 4040</u>	Special Topics	
<u>SOC 4160</u>	Qualitative Social Science Methods	
<u>SOC 4170</u>	Social Data Analysis	

Course List		Hours
Code	Title	
<u>SOC 4200</u>	Sociology of Law	
<u>SOC 4230</u>	Economic (In)Justice	
<u>SOC 4240</u>	Sociology of Gender	
<u>SOC 4270</u>	Racial and Ethnic Relations	
<u>SOC 4310</u>	The Golden Years: Aging in America	
<u>SOC 4430</u>	Power, Politics, and Society	
<u>SOC 4450</u>	Extremism and American Society	
<u>SOC 4600</u>	Capstone: Sociology in Action	
<u>SOC 4660</u>	Climate Change and Society	
<u>SOC 4980</u>	Internship (No more than 6 credits may be counted toward this minor.)	
<u>SOC 4990</u>	Directed Study (No more than 6 credits may be counted toward this minor.)	
Total Hours		21

Courses to total 21 credits for this minor

Catalog Program Description:

The Sociology minor provides students with the tools to critically examine how societies are structured, how people interact within them, and how social change happens. Through the study of pressing social challenges—such as inequality, climate change, aging, political conflict—students gain new perspectives on the complexities of the modern world while also imagining possibilities for more just and equitable futures.

Coursework introduces students to the core concepts, theories, and research methods of sociology while allowing them to explore a wide range of specialized topics. Students may take courses in environmental justice, social inequality, political sociology, science in society, aging, social change, communities, and more. This flexibility allows students to tailor the minor to their own academic and professional interests while deepening their understanding of social processes.

The Sociology minor complements majors across the university by equipping students with critical thinking skills, data analysis abilities, and the ability to analyze complex social

issues—skills valuable in careers such as education, public policy, social services, law, health care, community development, and beyond.

Distance Education Availability

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

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

Yes

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

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

1. Students will demonstrate their comprehension of and ability to apply research methods used in the social sciences.
2. Students will demonstrate a working knowledge of the leading sociological theories.
3. Graduating seniors will demonstrate a working knowledge of the dominant forms of social inequality.

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 rationale 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.

We want to offer an online degree (in addition to the existing seated degree). The requirements will remain the same. This will enable us to reach geographically bound students. Significant interest has been shared for this degree to exist remotely and we would like to meet that demand.

I also added the learning outcomes which were not listed but have not changed from the past either.

Finally, I added new courses we've added or renumbered since our last update as elective courses and deleted those we no longer offer.

Supporting Documents

Reviewer Comments

Charles Tibbals (ctibbals) (Thu, 04 Sep 2025 18:04:15 GMT): Rollback: Please enter a catalog program description in the requisite field under the curricular requirements. In addition, I see multiple new courses added to the curriculum that don't yet exist. Are there forthcoming course proposals for those?

Kristine Levan (klevan) (Thu, 04 Sep 2025 18:13:33 GMT): Rollback: Per Charles: Please enter a catalog program description in the requisite field under the curricular requirements. In addition, I see multiple new courses added to the curriculum that don't yet exist. Are there forthcoming course proposals for those? Please make additional edits as needed and restart the workflow.