

2023 – 2024 Faculty Senate – Pending Approval Approved at Mtg #21
Meeting # 20 Feb. 13, 2024

Tuesday, February 6, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.
Absent: Strickland (excused), Maas (excused), Rode, Mischel

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

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #19, January 30, 2024, were approved as distributed.

Chair's Report:

I would like to share a few notes about admissions. As we all know, the criteria for admissions are the prerogative of the faculty. The State Board of Education plans to draft a proposal. U of I and BSU are on the so called "list of 8." Our task is to make recommendations about admission criteria by the end of February, a tight timeline. This is an important item of the Faculty Senate Spring agenda. We will reach out to the admissions committee.

To provide a brief history, since Covid, we have operated under an emergency action, by which direct admission is based on a GPA of 2.6 and ACT/SAT are not required. This needs to be revised. We can change the GPA threshold or leave it as is. We can change the admission criteria by requiring both GPA and SAT/ACT, or GPA and ISAT.

From what I heard at the meeting with SBOE, this is a summary of the advantages and disadvantages of each criteria.

- Regarding GPA, it is the most consistent metric, and many agree that it's the best indicator of future student success. GPA is not reported consistently by all schools in the state, making it less rigorous.
- Regarding SAT, some universities have dropped the requirements for standardized exams.
- Regarding ISAT, ISAT is specific to Idaho and not possible for out of state students who cannot take ISAT and who may take the SAT/ACT.

One option is to keep admission standards as they have been since the emergency action – GPA only – and possibly adjust the threshold. If an applicant has a lower GPA, we could require a combined GPA and SAT and additional material. Please send your feedback and questions (e.g. how do you want to proceed? Shall we come up with a proposal next week? Others?)

Discussion:

A senator clarified that the authority to make matriculation decisions is with UCC, not the admission committee. Chair Gauthier agrees but argues that input from the admission committee is helpful. Another senator proposes keeping ACT/SAT scores optional, but using them when needed, for instance, in scholarship decisions.

An internal study on SAT scores was done at Dartmouth, where SAT is now reinstated, and reported in the New York Times, "A Top College Reinstates the SAT" (nytimes.com). A senator gave a brief summary. They analyzed their SAT numbers in relation to admissions and compared to the status when they did not have SAT scores due to COVID. They found that, because of the way they process SAT scores, not requiring the SAT actually puts underserved student populations at a disadvantage. The key point is how they use the SAT information – they compare SAT scores to the overall SAT

performance in their local schools, as opposed to a global average. The senator suggests searching for this data (where SAT scores are localized to specific schools). Do we use such data in admissions? Does the situation described in the article bare any resemblance to our admission process? Chair Gauthier thinks this is an interesting point to explore.

Vice Chair Kristin recalled that last week, Dean Kahler said that, from the analysis done here, specific to our university, they did not see a clear impact of SAT on U of I students in terms of retention. It was also emphasized that the New York Times article is about admissions, not retention.

A senator asked whether dropping the SAT requirement would in some way negatively impact our targeted intervention and retention strategies. We have many offices on campus whose job and mission are to make sure that struggling students are identified early and provide the necessary resources. Perhaps the SAT could provide an additional piece of information that could be helpful for early identification. Chair Gauthier said that he asked the same question at the SBOE meeting. Using SAT scores in this way seems to be part of the direction they want to go.

Referring to the article mentioned earlier, Provost Lawrence agreed with a previous comment that the article is about admissions, not retention, whereas our conversation with Dean Kahler was about retention. In relation to the Dartmouth case, we should ask ourselves whether we are bringing in students who do not have a high probability of success, which can be measured with retention data – but it’s still an admission decision, and their institution uses a much more selective process.

The Provost brought up the ISAT (Idaho Standards Achievement Test), now required in the state. ISAT is new and measures different parameters. Having no experience with this tool, we need to be sure we use it correctly and understand the meaning of the outcome scores. Furthermore, it’s only for Idaho students, which adds another level of complexity to the process for out of state students. Other senators echoed the Provost’s point regarding the New York Times article.

Provost’s Report:

- University Excellence Awards. Deadline for nomination: Friday, February 9.
<https://www.uidaho.edu/governance/faculty-staff/>
- There is significant delay with the federal government reporting FAFSA information, which is seriously impacting our financial aid process, especially problematic for new students. This delay is going to change our recruiting landscape for the next 6 to 9 months. Our Financial Aid Office is working to serve students in new ways.
Discussion: None.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 518 Semiconductor Design Undergraduate Certificate – Feng Li, Electrical & Computer Engineering, Attach. #2.
The certificate in semiconductor design is designed to provide undergraduate students with specialized knowledge and skills in the field of semiconductor design. This certificate program is intended to prepare students for careers in the semiconductor design industry or related fields, as well as future graduate studies in the field of semiconductor design. The departments currently offer these proposed courses required for the semiconductor design certificate, and these courses already have the required materials needed for the certification.
Vote: 20/20 yes. Motion passes.
 - UCC 503 Advanced Microelectronics Fabrication Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering Attach. #3.

The certificate in advanced microelectronics fabrication is designed to provide graduate students with specialized knowledge and skills in it. This certificate program is intended to prepare students for careers in the advanced microelectronics fabrication industry or related fields, as well as future graduate studies in the field of advanced microelectronics fabrication. The departments currently offer these proposed courses required for the advanced microelectronics fabrication certificate, and these courses already have the required materials needed for the certification.

In response to a question about the delivery mode, Feng Li said that several options are available, depending on the class.

Vote: 19/19 yes. Motion passes.

- UCC 524 High-Speed Circuits and Systems Graduate Academic Certificate – Ata Zadehgo, Electrical and Computer Engineering Attach. #4.

The high-speed circuits and systems certificate is tailored to equip graduate students with the expertise needed to apply signal/power integrity and electromagnetic compatibility engineering principles to high-speed circuits and systems. This program aims to prime students for careers in the high-speed circuits and systems sector or analogous domains, as well as further graduate studies in high-speed circuits and systems. The department is already offering the stipulated courses for the high-speed circuits and systems certificate, and these courses are equipped with the necessary materials for certification.

Vote: 20/20 yes. Motion passes.

- UCC 546 Biomedical Engineering Undergraduate Certificate – Nathan Schiele, Chemical and Biological Engineering Attach. #5

Biomedical engineering professions are rapidly growing, and there is a critical need to train the next generation of biomedical engineers. Undergraduate student interest in biomedical engineering is high with an average of 70% of incoming biological engineering undergraduate students expressing interest in biomedical engineering and/or medical professions. No curricular changes nor additional teaching load is being proposed for this certificate. This 12-credit Biomedical Engineering Certificate is developed based on the courses already routinely offered in the BE program, College of Engineering and across campus. Assessments will occur as part of the BE program's annual review and University accreditation.

Vote: 20/20 yes. Motion passes.

- UCC 527 Cybersecurity PhD – Terence Soule, Department Chair, Computer Science Attach. #6

There is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely prerequisite for a healthy economy in the State of Idaho and the Nation. As noted above additional faculty and IT support will be needed to manage the added workload, particularly as it applies to increased graduate student mentoring, increased research, and the concurrent need for additional IT support for cybersecurity labs.

Vote: 20/21 yes; 1/21 no. Motion passes.

- **Changes to the Administrative Procedures Manual (non-voting):**

- APM 45.08 Cost Sharing (“Match”) on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs.
No presenter available.

Announcements and Communications:

- Computing Resources Available for Research – Luke Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science.

Luke explained how their team help enable and support research. He introduced the Collaborative Computing Center (C3+3), a statewide collaboration of the Idaho Universities and the Idaho National Laboratory (INL) to develop a regional educational and research system within the framework of statewide high-performance computing (HPC).

The core of the presentation was about the impressive features and capabilities of the Falcon supercomputer. They are recruiting users and offer Falcon workshops. For more information, visit <https://www.c3plus3.org>

The slides of the presentation can be downloaded from:

<https://www.northwestknowledge.net/cloud/index.php/s/glZ6m5z2asiSAqE>

Discussion:

It was suggested to advertise the workshops broadly. This incredible computing power can be a helpful recruiting tool for hiring.

In response to questions, Luke explained how to request a Falcon account. At the workshops, research computing experts show you how to log in, transfer data, submit jobs etc. Tutorials are also available on the webpage. It is a Linux environment. Obtaining an account requires a short quiz related to security. Students can request an account with the approval of their advisors.

For help with Falcon: help@c3plus3.org

- University of Phoenix Survey Taskforce – Kristin Haltinner, Vice Chair Faculty Senate Attach. #8
Kristin thanked the members of the task force. She went over the executive summary, and some of the most frequent themes that emerged from the survey. There are 130 pages of qualitative data, not yet coded. She suggested focusing the discussion on the best way to use and share this information. [Discussion starts]. For instance, one could identify common concerns people have and work with the Provost's office to mitigate them. Some of the concerns could be actual, rather than perceived risks, and those should be addressed and resolved. Some of the most frequently raised concerns are about possible U of I liability in lawsuits against the University of Phoenix, and possible damage to the U of I reputation. Provost Lawrence was asked to give a brief summary of the affiliation's current status. Provost Lawrence: The lawsuit filed by the Attorney General against the SBOE was resolved in favor of SBOE. There could be an appeal. Accreditation is under review. All other aspects of the bonding process are moving forward. The transaction could close in late spring, but it's not definite. As for liabilities, they stay with 4 3 Education, a 501 C3 organization. The university is contemplating taking on some liability, but nothing has been finalized yet.
Dean of Students Blaine Eckles congratulated Faculty Senate for this effort. It seems most respondents are in favor of the affiliation. This should be part of the communication that goes out.
Kristin mentioned another concern identified from the data. Employees were divided on whether the degree of involvement in the decision was consistent with shared governance. Kristin encouraged everyone to reach out with questions and feedback.

New Business:

Senator Long was contacted last fall by the UBFC chair about the faculty role at the committee. Apparently, the chair was told that, within the new budget model, there isn't much room for faculty input. Senator Long and the UBFC chair met with FSL who then met with the Provost and the Vice Provost for Faculty to convey the complaint. Recently, the new chair of UBFC contacted Senator Long again because they had received no response.

The Secretary responded: FSL did meet with university leadership mid-October to raise the concern. In the meantime, the Committee on Committees had decided to undertake an audit of those committees whose chairs had reported (via a survey) problems with the scope, function, or structure of their committees, similarly to the UBFC case, and bring recommendations to Faculty Senate.

Adjournment:

The agenda being completed, the Chair called for a motion to adjourn. The meeting was adjourned at 4:44pm.

Respectfully Submitted,

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

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #20

Tuesday, February 6, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #19 January 30, 2024 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports
 - Proposed changes to the University Catalog (voting)
 - UCC 518 Semiconductor Design Undergraduate Certificate – Feng Li, Electrical and Computer Engineering **Attach. #2**
 - UCC 503 Advanced Microelectronics Fabrication Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering **Attach. #3**
 - UCC 524 High-Speed Circuits and Systems Graduate Academic Certificate – Ata Zadehgo, Electrical and Computer Engineering **Attach. #4**
 - UCC 546 Biomedical Engineering Undergraduate Certificate – Russell Qualls, Chemical and Biological Engineering **Attach. #5**
 - UCC 527 Cybersecurity PhD. – Terence Soule, Department Chair, Computer Science **Attach. #6**
 - Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 45.08 Cost Sharing (“Match”) on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs **Attach. #7**
- VI. Announcements and Communications
 - Computing Resources Available for Research – Lucas Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science
 - University of Phoenix Survey Taskforce – Kristin Haltinner, Vice Chair Faculty Senate **Attach. #8**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #19 January 30, 2024
- **Attach. #2** UCC 518
- **Attach. #3** UCC 503
- **Attach. #4** UCC 524
- **Attach. #5** UCC 546
- **Attach. #6** UCC 527

- **Attach. #7** APM 45.08
- **Attach. #8** UPX Survey

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 19

Tuesday, January 30, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Murphy, Ramirez, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Blevins (excused), Raney (excused), Mittelstaedt (excused), Long.

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

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #18, January 23, 2024, were approved as distributed.

Chair Gauthier proposed to change the order of the agenda, because Aleksandra Hollingshead cannot speak later due to a conflict. The proposal was approved by general consent.

Announcements and Communications:

- Report from the Ubuntu Committee – Aleksandra Hollingshead, Department Chair, Curriculum and Instruction.

Aleksandra is the chair of Ubuntu. Her visit's main purpose is to share information about the 2024 MLK Jr. Art and Writing contest. The deadline for (digital) submission is February 16, 2024, by 5pm. Please share with students in your departments or units. To commemorate the life, work and legacy of Dr. Martin Luther King Jr., University of Idaho undergraduates, graduates and professional students enrolled for the 2024 spring semester at any U of I location are invited to create a written work or piece of art in any medium of their choice about equality and social, racial and ethnic justice. The contact person is Caitlin Cieslik-Miskimen, caitlinc@uidaho.edu. They are working on securing some funds for the student awards.

<https://www.uidaho.edu/student-affairs/ubuntu/mlk-art-and-essay-contest>

She also wanted to share with Senate some concerns about the Ubuntu committee, perhaps to be delegated to the Committee on Committees. The concerns are about structure, fast turnover (length of service), and confusion about attendance expectations. Over 50% of the members are non-voting ex-officio delegates from the different diversity units, which is good. However, because of misunderstanding of attendance expectations, people work in silos. The committee needs better coordination. If the purpose of Ubuntu is to support diversity work focused on students, perhaps we should reconsider the committee structure and establish clear communication channels with the diversity and inclusion staff.

Vice Chair Haltinner noted that the Committee on Committees is in the process of auditing all committees. She reached out to Yolanda Bisbee with some suggestions about the committee make-up.

Responding to a charge from Senate on specific tasks, Ubuntu reached out to the Registrar's Office multiple times to ask that students be allowed to use their preferred names on their diplomas but didn't receive a response. They contacted the Admission Committee about more inclusive statements on the admission page but didn't hear back. They have been looking into more equitable language in position postings and search committee work. These plans are now on hold until the end of the legislative session. One successful area is the committee work with

IPO to provide more clarity in the communication system with international students about scholarships available to them.

Chair's Report:

- Brandi sent responses to some of the questions about the State Board switching from TIAA to Fidelity, namely, Optional Retirement Plan Transition to Fidelity:
 - Rankings: Fidelity is a mutual fund company and does not hold reserves in a general account, so ratings are not applicable.
 - Bitcoin: Fidelity made some announcements about making bitcoin investments available through retirement plans. This will not be an option for the ISBOE plans. Currently the self-directed brokerage is limited to mutual funds and therefore bitcoin is not (and will not be) an option for this plan.
- There was a critique from a senator about the Talking Points (TP). We think that the TP are very important to engage constituents and get immediate feedback about what was heard and discussed during the Faculty Senate meetings. The TP do not replace the minutes. We will put a disclaimer at the bottom of the TP to clarify that they are not intended to replace approved minutes.

The Faculty Secretary followed up. She confirmed that traditionally TP have been a quick and informal way to let constituents know about the current issues senate addresses weekly and to stimulate interest to know more from the supporting documents. Requiring that TP be approved by all senators before going out would defeat their purpose. She encouraged feedback.

Provost's Report:

- U of I was founded January 30, 1889, so it's 135 years old today!
- Tomorrow at 12: 30 in the ISUB Lobby: McNair Research Expo. Check it out if you can, it should be very interesting work.
- 10th day enrollment was measured last week. It indicated an increase of 6.8% over the same point in time last spring. The final number will probably be smaller, because dual credit registration data may have come in earlier than last spring (dual credit timing is different depending on the school district). The final number is expected to be an increase in the range of 3-5%.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 508 Microelectronics Fabrication – Feng Li, Electrical & Computer Engineering, Attach. #2.
The scheduled speaker was not present. Senator Roberson offered to say a few words and answer questions. The courses required for the certificate will provide students with specialized knowledge and skills in microelectronics fabrication and prepare them for careers in the industry.
Vote: 22/22 yes. Motion passes.

Jeff Seegmiller introduced the new medical program to which the following UCC items belong. In the state of Idaho, there is a shortage of medical professionals, poor health care, and a high suicide rate. We rank 50th in the country in the number of mental health professionals and health professionals. They are proposing a novel medical program to meet

critical needs in the state and save lives. Jeff Seegmiller is enthusiastic and grateful to all who have contributed to this important effort.

- UCC 549 Master of Science in Gerontology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI), Attach. #3.
Generally, the number of people above 50 years of age is growing; between 2012 and 2030, it is predicted that this population will grow by 33%. We need a workforce to meet the needs of this growing population.
Discussion:
Chair Gauthier asked whether the program is multidisciplinary. Response: Yes, it covers many areas of aging, such as elder care, elder law, etc.
A senator inquired about the teaching power to deliver those classes. Response: Some will be new hires; others will come from WWAMI. Current staff and faculty will be re-directed to the new School of Health and Medical Professions.
A senator asked whether courses that appear to be at the 600 level, such as GERO 6XX, indicate plans to develop a doctoral program. Response: That is not the case.
Vote: 23/24 yes; 1/24 no. Motion passes.
- UCC 551 Direct-Entry Doctor of Nursing Practice-Nurse Anesthesia – Russell Baker, Associate Program Director, Medical Education Program (WWAMI), Attach. #4.
In Idaho, the current nurse population clusters around the largest city in Idaho Public Health Districts, with significant migration of nurses away from Idaho rural communities. Thus, there is a great need to train and prepare CRNAs in Idaho to work in Idaho's rural communities. The development of an advanced practice entry-to-practice CRNA program in the state will aid in the development of a CRNA workforce to meet the needs of Idahoans.
Vote: 21/21 yes. Motion passes.
- UCC 540 Direct-Entry Master of Science in Nursing – Jeff Seegmiller, Director, Medical Education Program (WWAMI), Attach. #5.
This program is an entry to the medical profession. Applicants don't need to have a bachelor's in a nursing field. Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing. A direct-entry nursing education program addresses unmet needs for a struggling rural workforce.
Vote: 22/22 yes. Motion passes.
- UCC 548 Doctor of Psychology in Clinical Psychology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI), Attach. #6.
There is a critical shortage of mental health providers in all Idaho counties. There are only two clinical psychology doctorate programs in Idaho, one at Idaho State University and a second at Northwest Nazarene University. The program at ISU is accredited by the American Psychological Association. However, the program turns away 90-95% of their applicants. Thus, many suitable applicants will have to leave the state to continue seeking a doctoral degree. This program will help meet the needs of Idaho citizens with mental health conditions.
Vote: 22/22 yes. Motion passes.

- UCC 550 Master of Physician Assistant Studies – Russell Baker, Associate Program Director, Medical Education Program (WWAMI), Attach. #7.
Currently, Idaho State University runs the only PA program in the state, which accepts about 10% of the applicants. The pool of applicants who are not accepted has a large portion of Idaho residents. A comparable PA at the University of Utah has similar PA production as ISU and reports a 4% admission rate for the PA program. Thus, more than 90% of applicants are not accepted into either of these programs, while there is strong interest in pursuing a career as a PA.
Vote: 21/21 yes. Motion passes.
- UCC 99 School of Health and Medical Professionals – Jeff Seegmiller, Director, Medical Education Program (WWAMI), Attach. #8.
The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be housed within the College of Graduate Studies. The bulk of these specific programs are currently not being offered in our state institutions, except for the Physician’s Assistant Program. Proposals for each of these academic programs are included in this School/Program proposal submission.
Vote: 20/20 yes. Motion passes.
- **Proposed changes to the Faculty Staff Handbook**
 - FSH 3440 Compensation of Classified Employees – recalled from the agenda.
- **Changes to the Administrative Procedures Manual (non-voting):**
 - APM 50.51 Request for Job Reclassification – Brandi Terwilliger, Director of Human Resources, Ashley Rodriguez, Senior HR Business Partner, Attach. #10.
Information contained in this item is now maintained on the HR website.
 - APM 45.16 Sponsored Project Payment Management – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs, Attach. #11.
Rewritten to clarify processes to match Chart V (Banner) updates and to update format.
 - APM 45.17 Fixed-Price Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs, Attach. #12.
Updating for current processes in Chart V and new CFR regulations governing fixed-price sponsored funding.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:19pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

518: SEMICONDUCTOR DESIGN UNDERGRADUATE CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabriel@uidaho.edu)
3. 08 Dean (gabriel@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 07 Sep 2023 23:21:15 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 22 Sep 2023 16:11:11 GMT
Gabriel Potirniche (gabriel@uidaho.edu): Approved for 08 Curriculum Committee Chair
3. Fri, 22 Sep 2023 16:19:18 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 03 Oct 2023 00:37:22 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Tue, 24 Oct 2023 19:38:41 GMT
Joseph Law (joel): Approved for 129 Chair
6. Tue, 24 Oct 2023 20:19:03 GMT
Gabriel Potirniche (gabriel@uidaho.edu): Approved for 08 Curriculum Committee Chair
7. Tue, 24 Oct 2023 20:19:32 GMT
Gabriel Potirniche (gabriel@uidaho.edu): Approved for 08 Dean
8. Wed, 25 Oct 2023 22:55:48 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Thu, 21 Dec 2023 20:00:48 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 16 Jan 2024 21:32:01 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 24 Jan 2024 16:23:34 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 30 Jan 2024 22:31:40 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 03 Oct 2023 17:43:10 GMT

Viewing: 518 : Semiconductor Design Undergraduate Certificate

Last edit: Wed, 24 Jan 2024 16:22:46 GMT

Changes proposed by: Feng Li

Faculty Contact

Faculty Name	Faculty Email
Feng Li	fengli@uidaho.edu

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

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Semiconductor Design Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an 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

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
ECE 410	Microelectronics II	3
ECE 415	Analog Integrated Circuit Design	3
ECE 445	Introduction to VLSI Design	3
ECE 460	Semiconductor Devices	3

Total Hours**12**

Courses to total 12 credits for this certificate

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

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. an ability to identify, formulate, and solve semiconductor design problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to semiconductor design concepts and technologies with a range of audiences.
3. an ability to develop and conduct appropriate semiconductor design experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about semiconductor design.

These learning outcomes demonstrate that students who have completed a certificate in semiconductor design have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the semiconductor design industry. The students are well-prepared to pursue further education or employment in the semiconductor design field.

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

The assessment process for the certification in semiconductor design will involve regular course evaluations of the course syllabus and student work. This will provide the departments with insight into the students' knowledge in semiconductor design and/or related fields. The summary of the course evaluation and student work will be shared with an outside entity, specifically a representative from the industry and electrical and computer engineering advisory board. The feedback from the industry partner and industry advisory board help in evaluating the students learning outcome and program component.

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

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The annual assessment feedback from the industry partner and department advisory boards will be reviewed by the departments, and the required refinement to the syllabus will be done on an annual basis. An important aspect of these classes is the ability of the students to learn about semiconductor design related topics therefore, the content taught in the class will be evolving on an ongoing basis.

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

Exams, assignments, and class projects will be required for all the relevant classes and graded on a regular basis. In the selected required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each semester. Every fall semester, the departments and curriculum committees will evaluate the students' assessment, industry partners, and advisory boards feedback and take corrective actions if necessary.

Student Learning Outcomes

Learning Objectives

1. an ability to identify, formulate, and solve semiconductor design problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to semiconductor design concepts and technologies with a range of audiences.

3. an ability to develop and conduct appropriate semiconductor design experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about semiconductor design.

These learning outcomes demonstrate that students who have completed a certificate in semiconductor design have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the semiconductor design industry. The students are well-prepared to pursue further education or employment in the semiconductor design field.

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.

The certificate in semiconductor design is designed to provide undergraduate students with specialized knowledge and skills in the field of semiconductor design. This certificate program is intended to prepare students for careers in the semiconductor design industry or related fields, as well as future graduate studies in the field of semiconductor design. The departments currently offer these proposed courses required for the semiconductor design certificate, and these courses already have the required materials needed for the certification. Furthermore, we plan to add extra emphasis to semiconductor design-related topics in the homework assignments, class example problems, and discussion sessions to elucidate design and engineering principles in the semiconductor design and related fields. Therefore, we anticipate that the proposed certificate program will not add additional workload to the departments.

Supporting Documents

518 Semiconductor Design Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 18:14:28 GMT): 10/2/23: Per Dr. Li, the answer to self-support is "no" so I changed the answer from yes to no.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 20:04:35 GMT): 10/2/23: Attached the Program Description emailed to me by Dr. Li.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:36:52 GMT): 10/2/23: Rolled back to Dr. Li to correct student learning outcomes so they match. LL

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:37:22 GMT): Rollback: Dr. Li: Please correct Student Learning Outcomes so that they match. Linda Lundgren

Linda Lundgren (lindalundgren) (Thu, 26 Oct 2023 00:18:33 GMT): Approved by Gwen Gorzelsky and moved to Degree Audit Review in workflow.

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 20:00:35 GMT): Curriculum edited to catalog standards.

Key: 518

Semiconductor Design Program Description

This certificate ensures undergraduate senior students have basic knowledge in analog and digital integrated circuit analysis, design, simulation, and layout. This certificate is for undergraduate students in Electrical and Computer Engineering.

503: ADVANCED MICROELECTRONICS FABRICATION GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 07 Sep 2023 16:02:21 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 08 Sep 2023 16:19:34 GMT
Gabriel Potirniche (gabrielp): Rollback to 129 Chair for 08 Curriculum Committee Chair
3. Fri, 08 Sep 2023 16:32:31 GMT
Joseph Law (joel): Approved for 129 Chair
4. Fri, 22 Sep 2023 16:10:30 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
5. Fri, 22 Sep 2023 16:19:07 GMT
Suzanna Long (long): Approved for 08 Dean
6. Tue, 03 Oct 2023 00:35:39 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
7. Tue, 24 Oct 2023 19:38:34 GMT
Joseph Law (joel): Approved for 129 Chair
8. Tue, 24 Oct 2023 20:18:25 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
9. Tue, 24 Oct 2023 20:19:26 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Dean
10. Sat, 04 Nov 2023 23:24:40 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
11. Thu, 21 Dec 2023 19:48:08 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Fri, 19 Jan 2024 23:27:26 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Tue, 23 Jan 2024 21:18:52 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Tue, 23 Jan 2024 21:25:02 GMT
Theodore Unzicker (tunzicker): Approved for Ready for UCC
15. Tue, 23 Jan 2024 21:27:06 GMT
Theodore Unzicker (tunzicker): Rollback to Ready for UCC for UCC
16. Wed, 24 Jan 2024 16:23:29 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
17. Tue, 30 Jan 2024 23:11:16 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 04 Oct 2023 02:16:15 GMT

Viewing: 503 : Advanced Microelectronics Fabrication Graduate Academic Certificate

Last edit: Mon, 29 Jan 2024 16:07:55 GMT

Changes proposed by: Feng Li

Faculty Contact

Faculty Name	Faculty Email
Feng Li	fengli@uidaho.edu

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

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Advanced Microelectronics Fabrication Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an 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

Curriculum:

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
ECE 565	Introduction to Microelectronics Fabrication	3
Select one of the following:		3
ECE 562	Quantum Mechanics for Electrical Engineers	
PHYS 564	Solid State Physics	
Select two from the following: ¹		6-7
CHE 455	Surfaces and Colloids	
CHEM 558	Electrochemistry	
ECE 518	Introduction to Electronic Packaging	
ECE 562	Quantum Mechanics for Electrical Engineers	
GEOL 549	Principles of Electron Microscopy	
MSE 423	Corrosion	
MSE 432	Fundamentals of Thin Film Fabrication	
ME 558	Finite Element Applications	
PHYS 411	Advanced Physics Lab	
PHYS 543	Optics	
PHYS 564	Solid State Physics	
STAT 419	Introduction to SAS/R Programming	
STAT 426	SAS Programming	
STAT 427	R Programming	
STAT 431	Statistical Analysis	

Total Hours**12-13**

1

Courses chosen must be different from the core courses. At least one course must be 500-level.

Courses to total 12 credits for this certificate**Distance Education Availability**

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

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

Yes

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. an ability to identify, formulate, and solve advanced microelectronics fabrication problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to advanced microelectronics fabrication concepts and technologies with a range of audience.

3. an ability to develop and conduct appropriate advanced microelectronic fabrication experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about microelectronics fabrication.

Overall, these learning outcomes demonstrate that students who have completed a certificate in advanced microelectronics fabrication have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the advanced microelectronics fabrication industry. The students are well-prepared to pursue further education or employment in the advanced microelectronics fabrication field.

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

The assessment process for the certification in advanced microelectronics fabrication will involve regular course evaluations of the course syllabus and student work. This will provide the departments with insight into the students' knowledge in advanced microelectronics fabrication and/or related fields. The summary of the course evaluation and student work will be shared with an outside entity, specifically a representative from the industry and electrical and computer engineering advisory board. The feedback from the industry partner and industry advisory board help in evaluating the students learning outcome and program component.

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

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The annual assessment feedback from the industry partner and department advisory boards will be reviewed by the departments, and the required refinement to the syllabus will be done on an annual basis. An important aspect of these classes is the ability of the students to learn about advanced microelectronics fabrication related topics therefore, the content taught in the class will be evolving on an ongoing basis.

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

Exams, assignments, and/or class projects will be required for all the relevant classes and graded on a regular basis. In the selected required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each semester. Every fall semester, the departments and curriculum committees will evaluate the students' assessment, industry partners, and advisory boards feedback and take corrective actions if necessary.

Student Learning Outcomes

Learning Objectives

1. An ability to identify, formulate, and solve advanced microelectronics fabrication problems by applying principles of engineering, science, and mathematics.
2. An ability to communicate effectively on topics related to advanced microelectronics fabrication concepts and technologies with a range of audience.
3. An ability to develop and conduct appropriate advanced microelectronic fabrication experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about microelectronics fabrication.

Overall, these learning outcomes demonstrate that students who have completed a certificate in advanced microelectronics fabrication have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the advanced microelectronics fabrication industry. The students are well-prepared to pursue further education or employment in the advanced microelectronics fabrication field.

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.

The certificate in advanced microelectronics fabrication is designed to provide graduate students with specialized knowledge and skills in the field of advanced microelectronics fabrication. This certificate program is intended to prepare students for careers in the advanced microelectronics fabrication industry or related fields, as well as future graduate studies in the field of advanced microelectronics fabrication.

The departments currently offer these proposed courses required for the advanced microelectronics fabrication certificate, and these courses already have the required materials needed for the certification. Furthermore, we plan to add extra emphasis to advanced microelectronics fabrication-related topics in the homework assignments, class example problems, and discussion sessions to elucidate design and engineering principles in the advanced microelectronics fabrication and related fields. Therefore, we anticipate that the proposed certificate program will not add additional workload to the departments.

Supporting Documents

#503 Program Description.pdf

Reviewer Comments

Gabriel Potirniche (gabrielp) (Fri, 08 Sep 2023 16:19:34 GMT): Rollback: Joe, see this course again.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 17:28:54 GMT): 10/2/23: LL Uploaded as an attachment the Program Description received from Dr. Li.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 17:30:09 GMT): 10/2/23: Per Dr. Li, the answer to self-support is no, so I changed the answer from yes to no.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:35:07 GMT): 10/2/23: Rolled back to Dr. Li to correct student learning outcomes so they match. LL

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:35:39 GMT): Rollback: Dr. Li: Please correct student learning outcomes so that they match. Linda Lundgren

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 19:48:00 GMT): Updated format for catalog. Original entry will need to be deleted after format is verified.

Theodore Unzicker (tunzicker) (Tue, 23 Jan 2024 21:27:06 GMT): Rollback: Inadvertently approved.

Key: 503

Program Description

Advanced Microelectronics Fabrication

This certificate ensures graduate students know the advanced microelectronic device structures and fabrication processes. This certificate is open to graduate students in Electrical Engineering, Computer Engineering, Mechanical Engineering, Chemical Engineering, Physics, and other related disciplines.

524: HIGH-SPEED CIRCUITS AND SYSTEMS GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabriel@uidaho.edu)
3. 08 Dean (gabriel@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 13 Sep 2023 20:55:50 GMT
Joseph Law (joel): Rollback to Initiator
2. Wed, 13 Sep 2023 21:02:17 GMT
Joseph Law (joel): Rollback to Initiator
3. Wed, 13 Sep 2023 21:06:46 GMT
Joseph Law (joel): Approved for 129 Chair
4. Fri, 22 Sep 2023 16:11:23 GMT
Gabriel Potirniche (gabriel): Approved for 08 Curriculum Committee Chair
5. Fri, 22 Sep 2023 16:19:22 GMT
Suzanna Long (long): Approved for 08 Dean
6. Tue, 03 Oct 2023 00:38:53 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
7. Fri, 03 Nov 2023 18:58:48 GMT
Joseph Law (joel): Approved for 129 Chair
8. Sun, 05 Nov 2023 03:44:15 GMT
Gabriel Potirniche (gabriel): Approved for 08 Curriculum Committee Chair
9. Mon, 06 Nov 2023 17:40:09 GMT
Suzanna Long (long): Approved for 08 Dean
10. Thu, 16 Nov 2023 19:26:57 GMT
Linda Lundgren (lindalundgren): Approved for Provost's Office
11. Thu, 21 Dec 2023 20:12:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Fri, 19 Jan 2024 23:27:29 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Tue, 23 Jan 2024 21:28:10 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Wed, 24 Jan 2024 16:27:56 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
15. Tue, 30 Jan 2024 22:33:22 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 20 Oct 2023 23:27:04 GMT

Viewing: 524 : High-Speed Circuits and Systems Graduate Academic Certificate

Last edit: Tue, 30 Jan 2024 22:33:00 GMT

Changes proposed by: Ata Zadehgol

Faculty Contact

Faculty Name	Faculty Email
Ata Zadehgol	azadehgol@uidaho.edu

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

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

High-Speed Circuits and Systems Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an 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

Curriculum:

Students who obtain this certificate will learn the principles of signal/power integrity (SPI) and electromagnetic compatibility (EMC) engineering, and apply them to the analysis, design, and optimization of high-speed circuits and systems.

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
ECE 530	Advanced Electromagnetic Theory I	3
ECE 533	Antenna Theory	3
Select two from the following:		6
ECE 539	Advanced Topics in Electromagnetics	
ECE 515	Analog Integrated Circuit Design	
ECE 517	Mixed Signal IC Design	
ECE 518	Introduction to Electronic Packaging	
ECE 524	Transients in Power Systems	
ECE 528	Understanding Power Quality	
ECE 529	Utility Applications of Power Electronics	
ECE 588	Advanced Frequency-Domain Control	
Total Hours		12

Courses total 12 credits for this certificate

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

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. The capability to recognize, articulate, and resolve problems related to high-speed circuits and systems by leveraging principles from engineering, science, and mathematics.
2. Proficiency in communicating about HSCS concepts and technologies to diverse audiences effectively.
3. Expertise in designing and executing relevant high-speed circuits and systems experiments, analyzing the data, and employing engineering discernment to derive conclusions concerning high-speed circuits and systems.

These learning outcomes underscore that students completing the high-speed circuits and systems certificate have gained the requisite knowledge, competencies, and aptitudes essential for success in various sectors of the high-speed circuits and systems industry. Such students are aptly prepared to advance in further educational pursuits or to embark on careers in the high-speed circuits and systems domain.

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

The assessment process for the high-speed circuits and systems certification will include routine evaluations of the course syllabus and student submissions. This will offer the department a clear understanding of the students' proficiency in high-speed circuits and systems and associated fields. Summaries of these evaluations, along with samples of student work, will be presented to external stakeholders, notably a representative from the industry and the Electrical and Computer Engineering Advisory Board. Feedback from these industry affiliates will be instrumental in assessing student learning outcomes and refining the program's components.

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

Each semester, the course syllabus and student evaluations will be scrutinized, with course content being modified as needed. The department will annually review feedback from industry partners and advisory boards, leading to subsequent syllabus adjustments. A crucial element of these courses is the students' capacity to grasp topics related to high-speed circuits and systems. Consequently, the content imparted within these classes will naturally evolve over time.

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

Examinations, assignments, and class projects will be mandatory for all pertinent courses and will be graded consistently. For specific core courses, students will undergo an oral examination at the course's conclusion to assess their learning.

When will assessment activities occur and at what frequency?

Given the scale and breadth of this program, we will gather assessment data throughout the courses and collect survey data each semester. Every fall, the department and curriculum committees will review feedback from student assessments, industry partners, and the advisory board, implementing corrective measures as necessary.

Student Learning Outcomes**Learning Objectives**

1. The capability to recognize, articulate, and resolve problems related to high-speed circuits and systems by leveraging principles from engineering, science, and mathematics.
2. Proficiency in communicating about HSCS concepts and technologies to diverse audiences effectively.
3. Expertise in designing and executing relevant high-speed circuits and systems experiments, analyzing the data, and employing engineering discernment to derive conclusions concerning high-speed circuits and systems.

These learning outcomes underscore that students completing the high-speed circuits and systems certificate have gained the requisite knowledge, competencies, and aptitudes essential for success in various sectors of the high-speed circuits and systems industry. Such students are aptly prepared to advance in further educational pursuits or to embark on careers in the high-speed circuits and systems domain.

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.

The high-speed circuits and systems certificate is tailored to equip graduate students with the expertise needed to apply signal/power integrity and electromagnetic compatibility engineering principles to high-speed circuits and systems. This program aims to prime students for careers in the high-speed circuits and systems sector or analogous domains, as well as further graduate studies in high-speed circuits and systems. The department is already offering the stipulated courses for the high-speed circuits and systems certificate, and these courses are equipped with the necessary materials for certification. In addition, we intend to accentuate high-speed circuits and systems-specific subjects in homework tasks, classroom examples, and discussion sessions to highlight design and engineering tenets in high-speed circuits and systems and its associated fields. Consequently, we expect that the introduction of this certificate program will not impose any additional burden on the department.

Reviewer Comments

Joseph Law (joel) (Wed, 13 Sep 2023 20:55:50 GMT): Rollback: Add certificate discription.

Joseph Law (joel) (Wed, 13 Sep 2023 21:02:17 GMT): Rollback: Wording

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:37:59 GMT): 10/2/23: Rolled back to Dr. Zadehgol to correct student learning outcomes so they match.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:38:53 GMT): Rollback: Dr. Zadehgol: Please correct student learning outcomes so they match. Reach out to Dean Panttaja if you need assistance.

Linda Lundgren (lindalundgren) (Wed, 15 Nov 2023 18:40:46 GMT): LL: Per email from Ata Zadehgol, self-support changed to no.

Linda Lundgren (lindalundgren) (Thu, 16 Nov 2023 19:26:51 GMT): 11/16/23: LL: approved to continue in workflow.

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 20:12:06 GMT): Curriculum edited to catalog format.

Sydney Beal (sbeal) (Wed, 24 Jan 2024 16:27:32 GMT): Note: ECE 538 is showing up as being "Not Found" because it is currently dormant. Removing the course from dormancy will require a separate proposal.

Sydney Beal (sbeal) (Tue, 30 Jan 2024 22:33:00 GMT): Removed "at least one must be graduate level" from "select two from the following" text and removed ECE 538 per UCC 1/29/24 meeting

Key: 524

546: BIOMEDICAL ENGINEERING UNDERGRADUATE CERTIFICATE

In Workflow

1. 469 Chair (devs@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 05 Oct 2023 01:06:25 GMT
Dev Shrestha (devs): Approved for 469 Chair
2. Mon, 09 Oct 2023 22:21:38 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Mon, 09 Oct 2023 22:22:55 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 17 Oct 2023 22:13:02 GMT
Linda Lundgren (lindalundgren): Approved for Provost's Office
5. Thu, 21 Dec 2023 20:37:29 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Tue, 16 Jan 2024 22:02:37 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Wed, 24 Jan 2024 16:45:25 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 30 Jan 2024 22:34:05 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Oct 2023 00:32:16 GMT

Viewing: 546 : Biomedical Engineering Undergraduate Certificate

Last edit: Wed, 24 Jan 2024 16:45:06 GMT

Changes proposed by: Russell Qualls

Faculty Contact

Faculty Name	Faculty Email
Russell Qualls	rqualls@uidaho.edu

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

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Chemical & Biological Engineering

Effective Catalog Year

2024-2025

Program Title

Biomedical Engineering Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.0501 - Bioengineering and Biomedical Engineering.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an 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

None. All of the course options listed to complete the certificate are already being taught regularly across the different degree programs, so there is no financial impact.

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
BE 421	Image Processing and Computer Vision	3
BE 422	Tissue Biomechanics	3
BE 423	Tissue Engineering and Regenerative Medicine	3
Select one of the following:		3-4
BIOL 227	Anatomy and Physiology I	
BIOL 310	Genetics	
BIOL 312	Molecular and Cellular Biology	
BIOL 428	Microscopic Anatomy	
BIOL 432	Immunology	
BIOL 433	Pathogenic Microbiology	
BIOL 444	Genomics	

BIOL 447	Virology
BIOL 454	Biochemistry II
BIOL 461	Neurobiology
BIOL 474	Developmental Biology
CHEM 372 & CHEM 374	Organic Chemistry II and Organic Chemistry II: Lab
CHEM 472	Medicinal Chemistry
CS 415	Computational Biology: Sequence Analysis
GENE 440	Advanced Laboratory Techniques
GENE 488	Genetic Engineering
MATH 437	Mathematical Biology
ME 454	Assistive Technologies for Physical Impairment
PEP 300	Applied Human Anatomy and Biomechanics
PEP 360	Motor Behavior
PSYC 372	Physiological Psychology
PSYC 425	Psychology of Action
PSYC 444	Sensation and Perception
PSYC 446	Engineering Psychology

Total Hours**12-13****Courses to total 12 credits for this certificate**

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The following Student Outcomes will be applied specifically to assess the Biomedical Engineering Certificate.

(1) an ability to identify, formulate, and solve complex biomedical engineering problems by applying principles of engineering, science, and mathematics.

(2) an ability to communicate effectively with a range of audiences.

(3) an ability to recognize ethical and professional responsibilities in biomedical engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

(4) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

By meeting these Student outcomes, student who complete a Biomedical Engineering Certificate will have a fundamental knowledge in biomedical engineering and be prepared to contribute to the field.

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

Assessment activities include: 1) an evaluation of course outcome data (exams, grades, etc) as a part of our University accreditation progress, 2) Exit surveys of all Biomedical Engineering Certificate awardees at the time of graduation, and 3) Biomedical Engineering Certificate awardee post-graduation tracking.

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

Continuous improvement is critical to the biological engineering program and those processes will be used to improve the Biomedical Engineering Certificate. Student Outcomes (as measured by specific course outcomes and exit surveys) will be reviewed annually and

shared with the biomedical engineering-focused course instructors. Corrective actions will be suggested when Student Outcomes are not achieved. We will “close the loop” by comparing the following years outcomes to prior scores to determine if the deficiencies have been addressed. Also, to improve the program, required certificate course offerings will be reviewed annually to determine if a course should be removed or a new course should be included.

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

Direct measures include assessments in the Biomedical Engineering Certificate-specified courses (homework assignments, exams, assignments, projects, and final course grades). Direct measures will also include an exit survey to be completed by all students that obtain the Biomedical Engineering Certificate. The survey will include a self-assessment of progress toward the learning outcomes as well as post-graduate destination in a biomedical-related field (e.g., graduate school, medical school, biotech industry, etc). Indirect measures will be tracking certificate awardees post-graduation using UI survey data and LinkedIn to determine longer-term biomedical engineering career outcomes.

When will assessment activities occur and at what frequency?

Data from the Biomedical Engineering Certificate required courses are collected each semester they are offered and evaluated against the Student Outcomes. Required courses are reviewed annually. Exit surveys will be administered to all Biomedical Engineering Certificate awardees at the time of graduation. Survey data will be reviewed each semester and graduates will be tracked annually to determine longer-term biomedical engineering career outcomes.

Student Learning Outcomes

Learning Objectives

The following Student Outcomes will be applied specifically to assess the Biomedical Engineering Certificate.

- (1) an ability to identify, formulate, and solve complex biomedical engineering problems by applying principles of engineering, science, and mathematics.
- (2) an ability to communicate effectively with a range of audiences.
- (3) an ability to recognize ethical and professional responsibilities in biomedical engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- (4) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

By meeting these Student outcomes, students who complete a Biomedical Engineering Certificate will have a fundamental knowledge in biomedical engineering and be prepared to contribute to the field.

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.

Biomedical engineering professions are rapidly growing, and there is a critical need to train the next generation of biomedical engineers. The U.S. Bureau of Labor Statistics (BLS) projects biomedical engineering employment to grow by 5% from 2022 to 2032, which is faster than average for all occupations. The BLS projects 1,200 job openings for biomedical engineers each year, over the next decade. (<https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>). Furthermore, undergraduate student interest in biomedical engineering is high with an average of 70% of incoming biological engineering undergraduate students expressing interest in biomedical engineering and/or medical professions. While many recent biological engineering graduates are in biomedical engineering industries, we anticipate that a biomedical engineering certificate will make this degree track even more attractive to potential students as well as support the growing industry need. This certificate also helps to highlight the currently offered biomedical engineering-focused courses at University of Idaho and counteracts the biomedical engineering minor and certificate that is offered in the Department of Mechanical and Biomedical Engineering at Boise State University.

No curricular changes nor additional teaching load is being proposed for this certificate. This 12-credit Biomedical Engineering Certificate is developed based on the courses already routinely offered in the BE program, College of Engineering and across campus. Assessments will occur as part of the BE program’s annual review and University accreditation. Thus, there is no additional workload.

Supporting Documents

546 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Tue, 10 Oct 2023 23:39:39 GMT): LL attached program description for 546.

Linda Lundgren (lindalundgren) (Thu, 12 Oct 2023 22:07:24 GMT): 10/12/23: Removed previous program description and attached updated description.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 22:08:29 GMT): 10/17/23: LL attached program description for 546.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 22:12:58 GMT): 10/17/23: Approved for Provost Office.

Key: 546

546 Program Description:

Biomedical Engineering certificate is a set of biological engineering courses focused to integrate engineering principles with biological and medical sciences to drive innovation in healthcare. Students gain expertise in areas like biomaterials, medical imaging, and biomechanics taking elective courses with hands-on activities. The certificate holders are prepared to lead advancements in healthcare by integrating engineering and biology to create solutions that enhance quality of life. By choosing from list of approved courses, students will be better prepared to pursue in areas such as tissue engineering, biomaterials, bio-mechatronics, biomimicry, medical image processing, prosthesis, computer vision, genetic engineering, and designing new drugs.

527: CYBERSECURITY PHD

In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sun, 17 Sep 2023 19:29:31 GMT
Terence Soule (tsoule): Approved for 131 Chair
2. Thu, 28 Sep 2023 16:00:17 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 28 Sep 2023 16:32:33 GMT
Suzanna Long (long): Approved for 08 Dean
4. Thu, 05 Oct 2023 01:17:58 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:56:55 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:52:36 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 17 Nov 2023 00:41:12 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Tue, 16 Jan 2024 21:29:46 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 24 Jan 2024 16:30:55 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Tue, 30 Jan 2024 22:38:41 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sun, 17 Sep 2023 19:29:04 GMT

Viewing: 527 : Cybersecurity PhD

Last edit: Tue, 30 Jan 2024 22:38:31 GMT

Changes proposed by: Terence Soule

Faculty Contact

Faculty Name	Faculty Email
Terence Soule	tsoule@uidaho.edu

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

Yes

Academic Level

Graduate

College

Engineering

Department/Unit:

Computer Science

Effective Catalog Year

2024-2025

Program Title

Cybersecurity PhD

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

78

Attach Program Change

Academic_Degree_and_Certificate_Full-Proposal_Form_PhD Cybersecurity.doc

CIP Code

11.1003 - 11.1003

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an 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?

Greater 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

The program will require hiring several new tenure track faculty members and one clinical faculty member, primarily to mentor the additional PhD students, but also to support additional specialized, topics courses in specific research areas. The program will require two additional IT staff members to support additional secure computing systems required for expanded research programs. The program will require larger video-conference classrooms to accommodate larger class sizes on all three campuses (Moscow, Coeur d'Alene, and Idaho Falls). The program will require additional TAs to recruit and support graduate students - the majority of graduate funding will be from research grants, but for recruiting and funding gaps a minimal number of funded TAs are needed. The full budget form is attached.

Curriculum:

Students will learn the foundations of cybersecurity theory and application as well as the interaction between the two. By understanding the extent and limitation of current knowledge in cybersecurity, the graduate will learn to understand what issues are important and why. Students will acquire the methodological skills to resolve important open problems and tackle challenging new projects. Students will learn to present problems and solutions both orally and in writing. For examples of active research areas, please visit the Computer Science Department's website (<https://www.uidaho.edu/engr/departments/cs/>).

Code	Title	Hours
CYB/CS 507	CS and Cyber Research Methods	3
CYB 520	Digital Forensics	3
CYB 536	Advanced Information Assurance Concepts	3
CYB 540	Advanced Networking & Security	3
CYB 501	Cybersecurity Graduate Seminar	3
Electives as approved by Major Professor		18
CYB 600	Course CYB 600 Not Found	45
Total Hours		78

Total: 78 credits. (15 credits of required courses + 18 credits of electives + 45 credits research)

Distance Education Availability

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

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

Yes

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Coeur d'Alene
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of the program will have an ability to:

1. Ability to clearly present, in oral form, research results and the broader implications of that research for both the field of cybersecurity and for society.
2. Ability to clearly present, in written form, research results and the broader implications of that research for both the field of cybersecurity and for society.
3. Ability to do original research in cybersecurity and to appropriately and accurately analyze the results.
4. An in-depth knowledge of cybersecurity and the ability to apply that knowledge, integrating and building upon the foundation provided by a relevant undergraduate degree.
5. Demonstrate an understanding of the broader implications of research for cybersecurity and for society.

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

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

1. Student Work from: CYB536 Advanced Information Assurance, CYB540 Network Security, and CYB520 Computer and Network Forensics. Direct measure of knowledge of content material and skills.
2. Student Work from: CYB501 Cybersecurity Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.
3. Rubrics completed by each students' major professor and committee members at the time of their project presentation or thesis defense.
4. Publication and related research activities of each student,

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat every fall.

Student Work

Faculty select representative material from the courses, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes.

Committee Rubrics

A rubric is completed by each student's major professor and committee at both the proposal defense and the final dissertation defense. The rubric consists of five categories each of which is marked as either:

- Exceeds Requirements (4)
- Meets Requirements (3)
- Partially Meets Requirements (2)
- Does Not Meet Requirements (1)

The categories are:

U of I Outcome: Learn and Integrate, Students work shows an in-depth knowledge of the degree subject matter.

U of I Outcome: Think and Create, Student has demonstrated the ability to do original research and to appropriately and accurately analyze the results.

U of I Outcome: Communicate, Written Communication: has produced a clear, meaningful document.

Oral Communication: has produced a clear, meaningful presentation and responded well to questions.

U of I Outcome: Clarify purpose and perspective; Citizenship, Student has demonstrated an understanding of the broader implications of that research for both the field and society.

Finally, the measures of student obtainment of the outcomes are discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

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

As noted above, the measures of student obtainment of the outcomes will be discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

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

As noted above, the direct measures are:

1. Student Work from: CYB536 Advanced Information Assurance, CYB540 Network Security, and CYB520 Computer and Network Forensics. Direct measure of knowledge of content material and skills.
2. Student Work from: CYB501 Cybersecurity Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.

The indirect measures are:

3. Rubrics completed by each students' major professor and committee members at the time of their project presentation or thesis defense.
4. Publication and related research activities of each student.

When will assessment activities occur and at what frequency?

Assessment activities will occur every semester. The assessment data based on student coursework is collected when the courses are taught. The assessment data based on committee rubrics and student research accomplishments are collected at the time of the proposal defense and the final defense. The curriculum, in the context of the assessment data, is reviewed during the fall department retreat, by the faculty and Industrial Advisory Board (IAB) during the IAB meeting in the spring, and by the faculty at several points in the spring semester during faculty meetings - particularly in the context of determining the following year's courses.

Student Learning Outcomes

Learning Objectives

Within a few years of graduation graduates of the program will be advancing in their chosen career path and benefiting society by:

1. identifying, formulating, and solving cybersecurity problems through application of their knowledge of cybersecurity, mathematics, computer science, and the scientific method in their chosen career path, and will be continuing to expand their awareness of the role of cybersecurity in multiple disciplines;
2. equip students with the skills and knowledge to conduct in-depth analysis of sophisticated cyber threats, develop novel threat detection techniques, and design effective mitigation strategies, including modeling, designing, implementing and verifying cybersecurity systems to meet specified requirements, security parameters, and real-world constraints;
3. communicating effectively with team members, constituents, and/or the public;
4. continuing the process of life-long learning by further extending their knowledge and professional capabilities;
5. contributing to society through active engagement with professional societies, schools, civic organizations or other community activities;

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.

There is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our

economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely a prerequisite, for a healthy economy in the State of Idaho and the Nation.

The educational pressure created by this unmet need is strongly felt on the UI campus. UI introduced a BS in Cybersecurity three years ago, in Fall 2020; it now has 119 majors. We introduced the MS in Cybersecurity, two years ago, in Fall 2021, it now has 12 majors. Additionally of the 42 Ph.D. and 24 MS students pursuing CS degrees roughly half are working on cybersecurity research projects. This rapid growth is driven by the enormous need for cybersecurity professionals of all levels, which this degree would help to fill. Thus, there is a clear need that we are in an ideal position to full.

Additionally, the proposed program will strengthen several existing programs. The BS and MS programs in Cybersecurity will be improved by the addition of more faculty with expertise in cybersecurity. It will improve the diversity of courses available, increase opportunities for undergraduate research, and expand the existing cybersecurity ecosystem at UI. Having a PhD program in cybersecurity will further increase the attractiveness of the BS and MS programs in both cybersecurity and CS by creating a pathway to a cybersecurity PhD, thereby helping to grow enrollment.

The increased breadth of research will improve cross campus collaborations, allowing the cybersecurity faculty to better support and integrate with other disciplines that include cybersecurity aspects such as business, law, and political science. Overall, the synergies created by the program will improve the quality and productivity of existing programs.

As noted above additional faculty and IT support will be need to manage the added workload, particularly as it applies to increased graduate student mentoring, increased research, and the concurrent need for additional IT support for cybersecurity labs.

Supporting Documents

Proposal-PhD-Cybersecurity-Budget-Form Aug 31 2023.xlsx
527 Program Description for Cybersecurity PhD.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 00:24:05 GMT): 10/3/23: Program description uploaded.

Mary Stout (mstout) (Thu, 05 Oct 2023 01:16:57 GMT): 10/4/23 Mary Stout removed IDF from CIM location which is consistent with uploaded proposal. Not offering in IDF at this time due to III.Z. of SBOE.

Theodore Unzicker (tunzicker) (Tue, 28 Nov 2023 18:33:28 GMT): Proposal still lists Idaho Falls as a location degree if offered. However, Mary Stouts comments indicate it should have been removed. Waiting for clarification from Terry and Mary.

Sydney Beal (sbeal) (Tue, 30 Jan 2024 22:38:31 GMT): Added program description with the first three sentences removed and edited electives line per UCC 1-29-24 meeting

Key: 527

Key:	
Input	Input cells have yellow background

Totals	
FTE	Totals
8	

2. Faculty	
	Totals
1	Tenure-track faculty Moscow Salary Fringe Hiring Startup
1	Tenure-track faculty Idaho Falls Salary Fringe Hiring Startup
1	Tenure-track faculty Coeur d'Alene Salary Fringe Hiring Startup
1	Clinical faculty Moscow Salary Fringe Hiring Startup
0	Clinical faculty Idaho Falls Salary Fringe Hiring Startup
0	Clinical faculty Coeur d'Alene Salary Fringe Hiring Startup

4. Graduate/Undegraduate Assistants
--

				Totals
Teaching assistant	Moscow			Salary Fringe Health insurance
		2022	2023	2024
		1	1	2
Teaching assistant	Idaho Falls			Salary Fringe Health insurance
		1	1	1
Teaching assistant	Coeur d'Alene			Salary Fringe Health insurance
		0	0	1

7. Administrative Support Personnel				
				Totals
1	Info. Tech. Staff	Moscow		Salary Fringe Hiring Startup
1	Info. Tech. Staff	Idaho Falls		Salary Fringe Hiring Startup
0	Info. Tech. Staff	Coeur d'Alene		Salary Fringe Hiring Startup

Fringe rates:	
Faculty	30.90%
Staff	40.50%
Temporary	8.90%
Student	3.40%

Est. Hiring Costs	
Tenure-track	\$ 20,000
Clinical	\$ 20,000
Tech. staff	\$ 20,000

Estimated r
Tenure-track
Clinical (yea
Technical st
Graduate as

Ongoing		One-Time	Ongoing		One-Time	Ongoing
FY	22		FY	23		FY
Salaries	Fringe	Other	Salaries	Fringe	Other	Salaries
\$ 163,000	\$ 53,772	\$ 80,000	\$ 383,000	\$ 121,752	\$ 310,000	\$ 546,000

Ongoing		One-Time	Ongoing		One-Time	Ongoing
FY	21		FY	22		FY
Salaries	Fringe	Other	Salaries	Fringe	Other	Salaries
\$ -	\$ -	\$ 40,000	\$ 220,000	\$ 67,980	\$ 310,000	\$ 350,000

\$ -	\$ -	\$ 20,000	\$ 130,000	\$ 40,170	N/A	\$ 130,000
					\$ 140,000	

			\$ -	\$ -	\$ 20,000	\$ 130,000
					\$ -	

\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
					\$ 140,000	

		\$ 20,000	\$ 90,000	\$ 27,810	N/A	\$ 90,000
					\$ 10,000	

		\$ -	\$ -	\$ -	N/A	\$ -
		\$ -			\$ -	

		\$ -	\$ -	\$ -	N/A	\$ -
		\$ -			\$ -	

Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
---------	---------	---------	---------	---------

FY	21	Other	FY	22	Other	FY
Salaries	Fringe		Salaries	Fringe		Salaries
\$ 33,000	\$ 1,122	\$ -	\$ 33,000	\$ 1,122	\$ -	\$ 66,000
\$ 16,500	\$ 561	Health Insurance \$ -	\$ 16,500	\$ 561	\$ -	\$ 33,000
\$ 16,500	\$ 561	\$ -	\$ 16,500	\$ 561	\$ -	\$ 16,500
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,500

Ongoing	21	One-Time	Ongoing	22	One-Time	Ongoing
FY	Fringe	Other	FY	Fringe	Other	FY
Salaries			Salaries			Salaries
\$ 130,000	\$ 52,650	\$ 40,000	\$ 130,000	\$ 52,650	\$ -	\$ 130,000
\$ 65,000	\$ 26,325	\$ 20,000	\$ 65,000	\$ 26,325	N/A	\$ 65,000
\$ 65,000	\$ 26,325	\$ 20,000	\$ 65,000	\$ 26,325	N/A	\$ 65,000
\$ -	\$ -	\$ -	\$ -	\$ -	N/A	\$ -

Hiring salaries	
Academic (yearly)	\$ 130,000
Faculty (yearly)	\$ 90,000
Staff (yearly)	\$ 65,000
Assistant	\$ 16,500

Est. Startup Costs	
Tenure-track	\$ 140,000
Clinical	\$ 10,000
Tech. staff	\$ 10,000

Coefficients	
Inflation adj.	0%
Grad. Health	\$ 2,016

24	One-Time	Ongoing	25	One-Time
Fringe	Other	FY Salaries	Fringe	Other
\$ 163,044	\$ 160,000	\$ 676,000	\$ 203,214	\$ 140,000

23	One-Time	Ongoing	24	One-Time
Fringe	Other	FY Salaries	Fringe	Other
\$ 108,150	\$ 160,000	\$ 480,000	\$ 148,320	\$ 140,000

\$ 40,170	N/A	\$ 130,000	\$ 40,170	N/A
\$ -	\$ -		\$ -	\$ -

\$ 40,170	N/A	\$ 130,000	\$ 40,170	N/A
\$ -	\$ 140,000		\$ -	\$ -

\$ -	\$ 20,000	\$ 130,000	\$ 40,170	N/A
\$ -	\$ -		\$ -	\$ 140,000

\$ 27,810	N/A	\$ 90,000	\$ 27,810	N/A
\$ -	N/A		\$ -	N/A

\$ -	N/A	\$ -	\$ -	N/A
\$ -	N/A		\$ -	N/A

\$ -	N/A	\$ -	\$ -	N/A
\$ -	N/A		\$ -	N/A

Ongoing	Ongoing	Ongoing
---------	---------	---------

23		FY	24	
Fringe	Other	Salaries	Fringe	Other
\$ 2,244	\$ -	\$ 66,000	\$ 2,244	\$ -
\$ 1,122	\$ -	\$ 33,000	\$ 1,122	\$ -
\$ 561	\$ -	\$ 16,500	\$ 561	\$ -
\$ 561	\$ -	\$ 16,500	\$ 561	\$ -

23	One-Time	Ongoing	24	One-Time
Fringe	Other	FY Salaries	Fringe	Other
\$ 52,650	\$ -	\$ 130,000	\$ 52,650	\$ -
\$ 26,325	N/A	\$ 65,000	\$ 26,325	N/A
\$ 26,325	N/A	\$ 65,000	\$ 26,325	N/A
\$ -	N/A	\$ -	\$ -	N/A

Program Description for Cybersecurity PhD

A graduate degree in cybersecurity from UI prepares a student for a lifetime of discovery. It enables the graduate to advance the state of the art in cybersecurity, not merely to keep up with it. The graduate program develops the student's critical thinking, investigatory, and expository skills. The student will learn the foundations of cybersecurity theory and application as well as the interaction between the two. By understanding the extent and limitation of current knowledge in cybersecurity, the graduate will learn to understand what issues are important and why. Students will acquire the methodological skills to resolve important open problems and tackle challenging new projects. Students will learn to present problems and solutions both orally and in writing. For examples of active research areas, please visit the Computer Science Department's website.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM) 45.08

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 45.08 COST SHARING ("MATCH") ON SPONSORED PROJECTS**

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

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson, 6/30/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

This policy is being updated to reflect new compliance requirements and accounting standards that govern sponsored funding, primarily from 2 CFR 200, but also the University changes from Chart 9 to Chart V fund-based accounting and the use of Banner to manage cost share companion accounts.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion 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.

APM Chapter 45

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.

To be effective as soon as practical.

45.08 -- Cost Sharing ("Match") on Sponsored Projects

December 2018

A. ~~General Purpose.~~ ~~Identifying university policies on~~ This policy regulates offering, providing, and reporting on cost sharing.

B. Scope. This policy covers all proposals where cost share towards project expenses is being offered by the University, as well as any sponsored project awards with cost share completion and reporting requirements. ~~Some sponsored projects require the University and/or third parties to contribute a portion of the project costs. Such contributions are known as "cost sharing" or "match." The requirement for cost sharing or matching funds is an indication that contributions beyond those provided by the sponsor are necessary to fulfill the objectives of the project. Once included in a proposal and confirmed in its corresponding award document, cost share becomes a binding obligation of the University and must be contributed towards the fulfillment of the project.~~

CB. Definitions:

C-1. Cost sShare. ~~When a sponsored project includes University and/or third parties contributing a portion of the project costs, such contributions are known as "cost share" or "match." The requirement for cost sharing or matching funds is an indication that funding beyond that provided by the sponsor is necessary to be able to fulfill the objectives of the project. Once included in a proposal and confirmed in its corresponding award document, cost share becomes a binding obligation of the University and must be provided towards the fulfillment of the project. There are three types of cost share:~~

B-1-a. Mandatory cCost sShare. e- ~~That~~ ~~portion of the University contribution to a sponsored project which is required by the terms of the project, typically noted in the Request for Proposal (RFP) or Funding Opportunity Announcement (FOA) or similar document.~~ -Any mandatory cost share must be included in the proposal in order for the proposal to receive consideration by the sponsor.

B-2-b. Voluntary cCommitted cCost sShare. :- Resources that are committed and budgeted for in a sponsored agreement, but that ~~would are~~ not ~~be~~ required by the sponsor in order for a proposal to be considered. ~~Although not required by the sponsor, this cost share is a binding commitment and is tracked by the University.~~ *[rev. 3-13]*

B-3-c. Voluntary uUncommitted cCost sShare. :- The voluntary contribution of institutional resources, including faculty effort, that is over and above ~~the~~ mandatory or voluntary ~~committed~~ cost share. Such cost sharing is not required by the sponsor as a condition of the award and is not quantified in the project budget or other ~~proposal~~ application ~~(proposal) form(s, but) but~~ is expended by the University. An example of voluntary uncommitted cost share is "The University of Idaho ~~project director~~ -will ~~have direct oversight on the project. provide lab space to conduct this research~~". -This is listed in the proposal, but since there is no quantified amount listed, it is not tracked by the University. *[rev. 3-13]*

DE. Policy. ~~Due to the effect of cost sharing on the Facilities and Administration (F&A) rate, it is the position of the Office for Research and Economic Development (ORED) that wW~~ when cost sharing is required by the agency, only the minimum cost share necessary to satisfy the requirement ~~may~~ will be offered to the sponsoring agency. -Requests to offer more than the minimum cost share required by a sponsor must be authorized by the unit administrator, college dean and the VP for Research and Economic Development ~~or delegatesignee~~. Voluntary ~~committed~~ cost share is generally prohibited. Only in rare circumstances will voluntary ~~committed~~ cost share be authorized, ~~and such authorizations must be provided by the unit administrator, college dean and the VP for Research and Economic Development.~~

Note that Federal funding sources and other sponsored projects (Fund Type 22) generally ~~cannot~~ may not be used for cost sharing or matching purposes. This includes all Smith-Lever, Hatch, or other federal funds appropriated to the University. The Office of Sponsored Programs (OSP) will provide notification of any required cost sharing at the start of a project and with any subsequent funding authorizations. *fed. 12-18*

ED. Process/Procedures:

ED-1. Allowable/unallowable expenses. If cost share has been approved on a project, the following ~~guidelines-requirements~~ apply to what are allowable and ~~unnon~~-allowable expenses for cost share purposes. Note that in order to be ~~used-provided~~ as cost share, any such expenses must ~~occur~~ be incurred during the project period.

a.) Items unallowable as direct costs. An expense must be allowable as a direct cost to the project if it is to be used as cost share. One common exception is when the agency stipulates that indirect costs are unallowable but that any all or a portion or all of the unrecovered indirect costs may be used as cost share. Unrecovered indirect costs are the indirect costs that are not chargeable to an award due to sponsor limitations on the indirect rate.

b.) Equipment and office space. Existing equipment and office space on any University-owned or leased property is part of the University's indirect cost rate calculation, and ~~cannot~~ may not be used as cost share.

PIs should be aware that when preparing proposals for sponsored agreements they cannot commit the use of University-owned or government-owned equipment as cost share. They can, however, characterize the equipment as "available for the performance of the project at no direct cost to the project."

Proposals which include the acquisition of special-purpose equipment as a direct cost may include an offer of University funds to pay for all or part of the cost of such equipment. These proposals may be for equipment or instrumentation grants, where the purpose of the grant is to buy equipment and the University is required to share the cost with the sponsor, or research-oriented sponsored projects where the purpose of equipment required for the research is an allowable expense included in the award. Note that the purchase and acquisition must occur during the period of performance. The portion of the purchase price paid by the University must be charged directly to a cost sharing ~~account~~ index in support of the award.

c.) Waiver of indirect costs on cost-shared items. The indirect costs associated with other cost-shared items may be used as matching ~~funds, if~~ funds if indirect costs are allowed by the granting agency.

d.) Employee salaries. If an employee's salary has been committed as cost share on a project, their salaries must be charged to the cost share index for the project and they must complete a periodic are required to complete ~~e~~ Effort Reports to verify the actual effort working on the project. ~~s~~ See APM 45.09. *fed. 3-13, rev. 12-18*

e.) Third-party cost share allowances. At the proposal stage an itemized letter of commitment signed by an authorized organizational representative is required if any portion of the cost share is being funded by a third party (or parties). After the fact documentation will be required from each third party if the project is awarded. Such documentation must certify that the cost share in the letter of commitment was provided to support the project and that none of the cost share was paid out of federal funds. I

This documentation must be signed by someone ~~in~~ at the appropriate level of authority ~~at~~ in the ~~third-party~~third-party organization. *[rev. 3-13]*

~~ED-2. Reports Provided by OSP.~~ ~~OSP prepares and will provide on request the following reports concerning cost sharing requirements: The Argos Cost Share Report (Finance, Production, Departmental Financial Reporting, Sponsored Programs Reports, Cost Share Report) is the official cost share report location.~~

~~a) Cost Sharing Report: Available for each budget project with a cost sharing commitment. This report lists the detailed cost share expenses reported to OSP to date and is provided to each unit at least once a semester and when changes occur.~~

~~b) Cost Sharing Report by College: Lists both active and terminated accounts with cost share commitments. Details the matching amount required, the accumulated amount matched, and the balance remaining to match. Sent upon request.~~

~~c) Termination Report: Details the unmet cost share commitment. This report is sent to the unit at the close date of the project.~~

~~ED-3. Unit Responsibilities.~~ ~~The PI and unit should regularly review the cost-share indexes to make sure they are meeting their cost share obligation in a timely manner. ing reports, and notify OSP immediately if discrepancies exist. If operating expenses, temporary employee pay, and/or travel expenses are being used as match, the unit must provide OSP with the expense document numbers, dates, and budget(s) those expenditures were charged to on a regular basis. If the entire obligated cost share is not submitted by the PI and unit 15 days prior to the date the final financial report is due to the sponsor, the amount of direct expenditures allowed on the sponsored project must be reduced. The unit must transfer expenses off the sponsored project so that the cost share submitted meets the required proportion to the direct expenses as obligated in the award document. [rev. 3-13]~~

~~FE. Contact Information.~~ Further questions regarding cost sharing should be addressed to the Office of Sponsored Programs, (208) 885-6651 or osp@uidaho.edu. FAQs on cost sharing and other sponsored programs can also be found on the [OSP website](#).

UNIVERSITY OF PHOENIX SURVEY RESULTS

In Fall of 2023, Faculty Senate formed a task force to develop a survey to assess employee sentiments regarding the University of Idaho/University of Phoenix Affiliation. The survey was sent via email to all UI employees in late November of 2023 and remained open for two weeks. Reminders were sent out in the UI Daily Register to encourage completion. 723 employees responded to the survey: 367 identified as staff members, 244 as faculty, and 122 chose not to indicate their status.

In what follows we share findings from each of the survey questions in turn and present the overall results, results divided by employee type, and results separated by self-reported level of knowledge about the affiliation.

We also share examples of the most common themes we identified in the qualitative data. A full list of qualitative responses, with identifying information removed, is available upon request (contact khaltinner@uidaho.edu). Note: there are over 130 pages of qualitative data. What we present here is not exhaustive, but simply examples of common themes.

****Note on this version**** Please recognize this is a draft. It includes data from the quantitative questions and the following qualitative questions.

Based on my understanding of the Constitution of University Faculty, APM 60.21, the role of staff, and the role of shared governance at the University of Idaho, I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.

I believe the University of Phoenix affiliation will impact my unit in the following ways:
What information or explanation would be helpful to you in understanding the implications of the University of Phoenix affiliation for your unit?

The University of Idaho's affiliation with the University of Phoenix will provide support for the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the "enrollment cliff").

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a positive impact on the University of Idaho.

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a negative impact on the University of Idaho.

The FAQ was helpful in answering my questions about the affiliation.

We continue to code and analyze the qualitative data from the following questions and will return to Faculty Senate with these additional findings.

What recommendations do you have for improving the FAQ?

I see the following as potential concerns of this affiliation (please specify if selected)

I see the following as potential benefits of this affiliation (please specify if selected)

Moving forward, on which topics related to the affiliation would you like to give input?

What else would you like to share with Faculty Senate about your thoughts regarding the University of Idaho and University of Phoenix affiliation?

What remaining questions do you have about the University of Phoenix affiliation?

DRAFT

EXECUTIVE SUMMARY

Respondents were slightly more supportive of the affiliation between the University of Phoenix and the University of Idaho than unsupportive (52% vs. 23% opposed and 25% unsure or neutral). Staff-identified respondents support the initiative more than faculty (61% vs. 50%). People with higher levels of self-reported knowledge about the affiliation support it more than people with lower levels of self-reported knowledge (66% vs. 33%).

45% of faculty-identified respondents generally felt that there should have been greater engagement with employees in the decision-making process than there was (33% perceived adequate involvement, 35% were neutral or unsure). 55% of staff-identified respondents generally indicated they thought the engagement was sufficient (27% disagreed, 39% were neutral or unsure).

46% of respondents anticipate an impact on their unit (ranging from things like an increased in access to resources and potential enrollment increases to concerns about the impact of any financial risk or reputational risk to UI) and would like greater discussion and information regarding the nature of this impact.

Respondents also anticipate an impact on the university (53% positive, 31% negative). These range from positive (financial gain, protection during an anticipated enrollment cliff, etc.) to negative (UI's reputation, UI's financial risk, etc.).

52% of respondents felt the FAQ was helpful, 12% disagreed, 36% were unsure or neutral.

The most common questions employees continue to have are regarding a) the anticipated timeline, b) the use of this proposed new source of funds, c) any anticipated impact on their specific programs, d) any anticipated impact on duplicated programs, e) the financial and reputational risks to UI and relevant solutions.

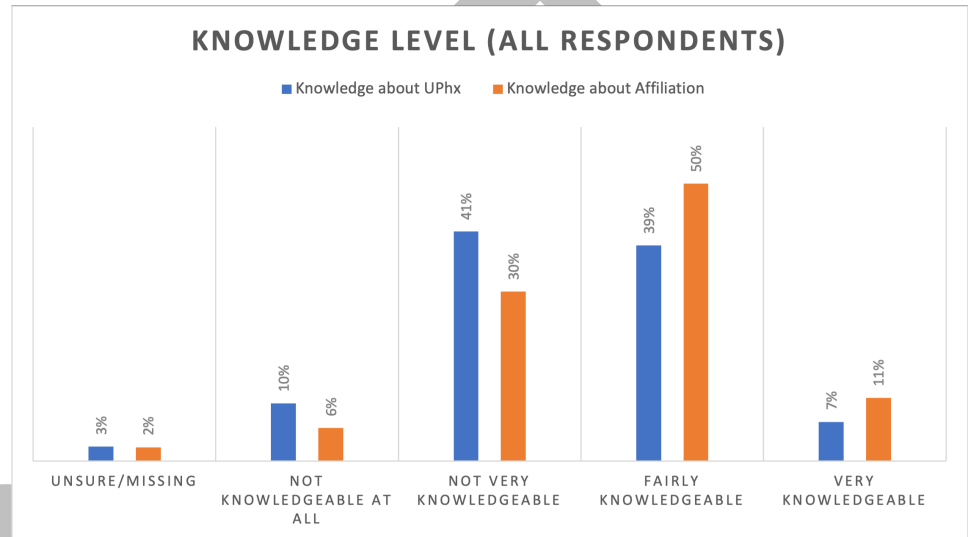
KNOWLEDGE

Two questions were asked to assess the understanding survey-takers had with regards to the affiliation:

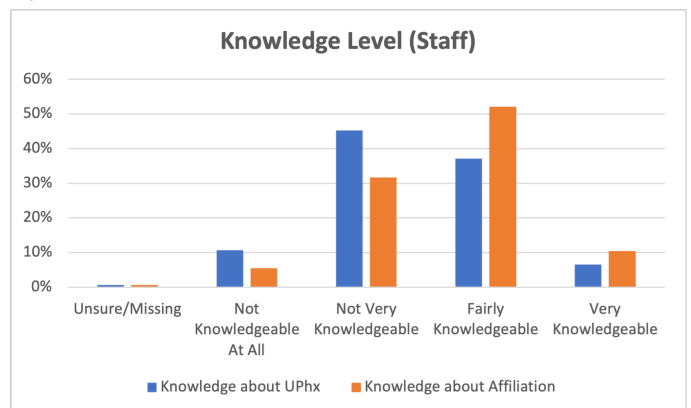
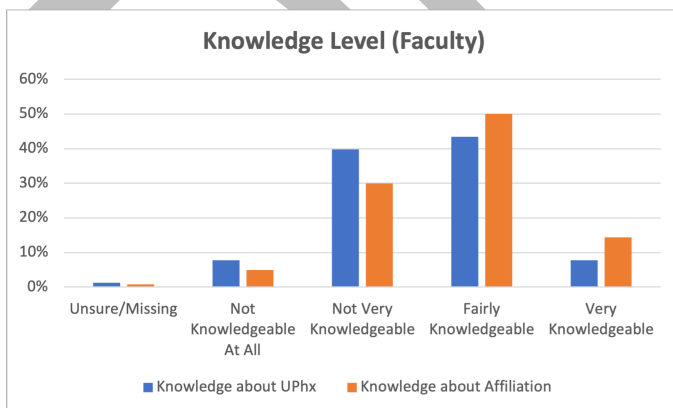
In your opinion, how knowledgeable are you about the University of Phoenix and its programs?

In your opinion, how knowledgeable are you about the details of the affiliation with the University of Phoenix?

Roughly 46% of respondents self-report being knowledgeable about the University of Phoenix and its employees (3% unsure/no response; 51% not knowledgeable). In contrast, 61% of respondents report being knowledgeable to some degree about the affiliation (2% unsure/no response; 36% not knowledgeable).



Of the respondents that identified as faculty, 43% reported being fairly knowledgeable and 8% very knowledgeable about the University of Phoenix and its programs, while 37% of respondents identifying as staff reported being fairly knowledgeable and 7% very knowledgeable in this area. With regards to the affiliation itself, 50% of faculty-identified respondents reported being fairly knowledgeable/14% very knowledgeable and 52% of staff-identified respondents reported being fairly knowledgeable/10% very knowledgeable.

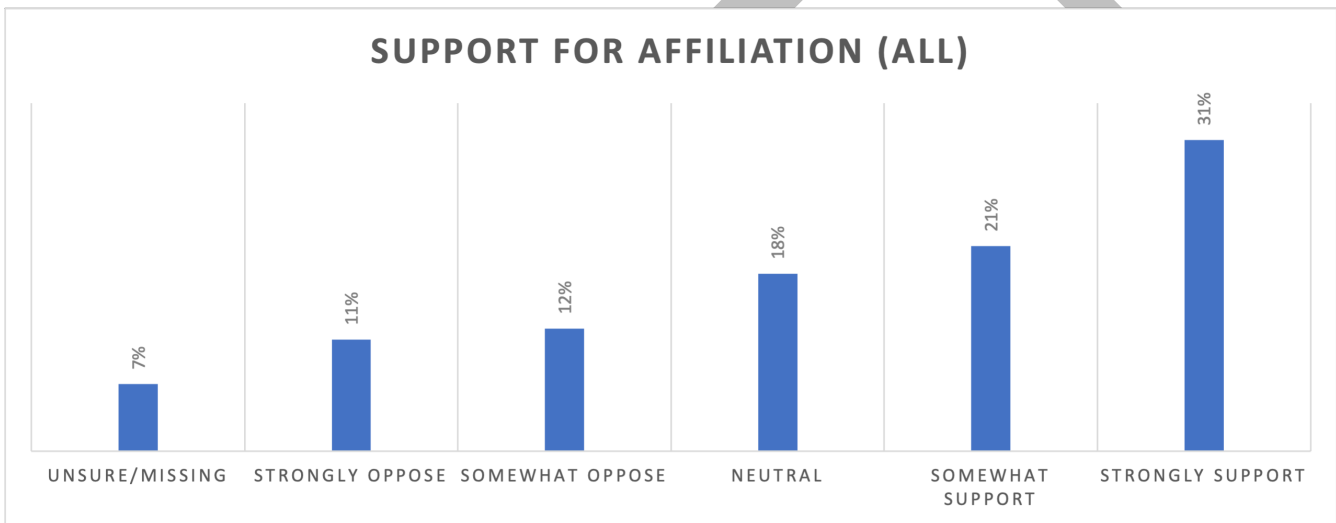


DEGREE OF SUPPORT

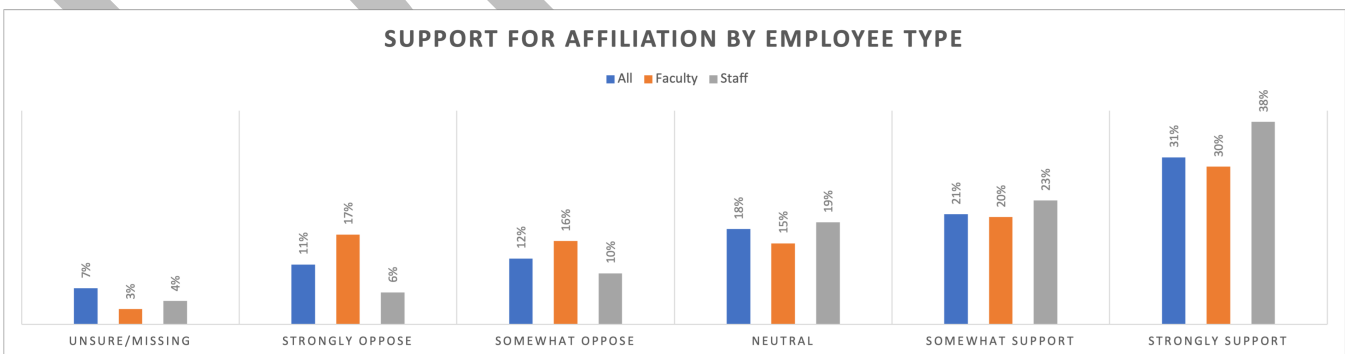
Overall support for the affiliation between the University of Idaho and the University of Phoenix was measured with the following survey question:

To what degree do you support the University of Idaho affiliation with the University of Phoenix?

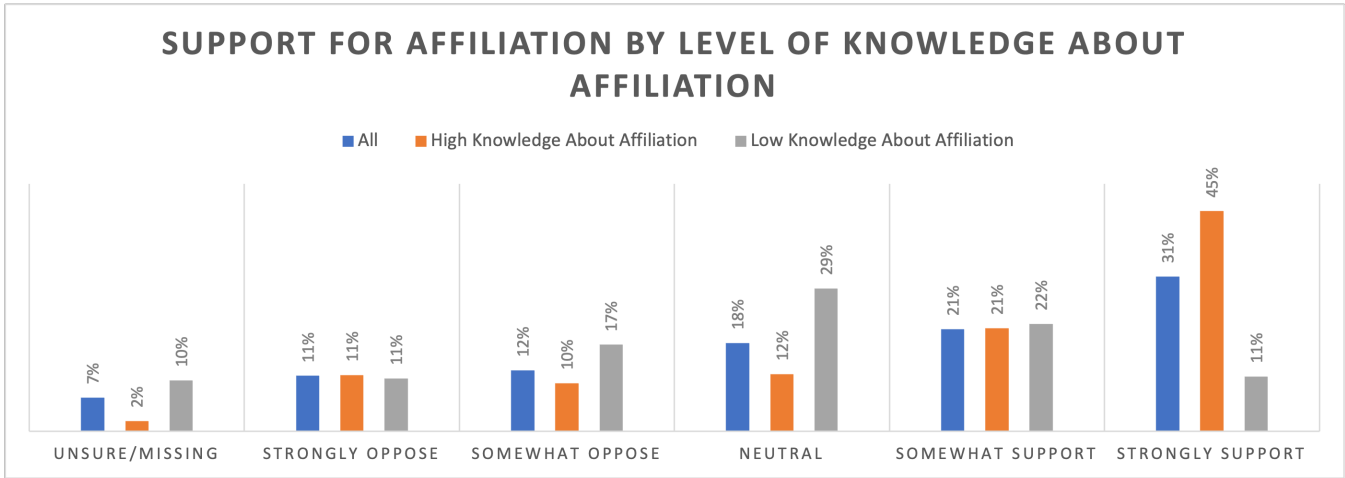
More respondents support the affiliation than oppose it. Results show that 52% of all surveyed employees either somewhat or strongly support the affiliation while 23% of respondents either strongly or somewhat oppose. When considering employee type, staff support the affiliation more than faculty (61% vs. 50%).



Across employee type, 61% of respondents identified as staff support the affiliation overall, while 50% of identified faculty expressing support for the affiliation. Sixteen percent of identified staff reported opposing the affiliation overall (23% neutral or unsure), and 33% of identified faculty reported opposing the affiliation (18% neutral or unsure).



Across self-reported knowledge level, 46% of respondents with a high level of reported knowledge support the affiliation, 21% oppose the affiliation, and 14% are neutral or unsure. Of respondents with a low level of knowledge about the affiliation, 33% support the affiliation, 28% oppose the affiliation, and 39% are unsure or neutral about the affiliation.



DRAFT

EMPLOYEE INVOLVEMENT IN DECISION

Quantitative Information

Overall sentiment regarding respondents' sentiments on the topic of employee involvement in the decision to affiliate was measured with the following survey question:

Based on my understanding of the Constitution of University Faculty, APM 60.21, the role of staff, and the role of shared governance at the University of Idaho, I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.

Constitution of University Faculty:
<https://www.uidaho.edu/governance/policy/policies/fsh/1/1520>

Administrative Procedures Manual (APM 60.21):
<https://www.uidaho.edu/governance/policy/policies/apm/60/21>

Staff Council: Council <https://www.uidaho.edu/governance/policy/policies/fsh/1/1800>

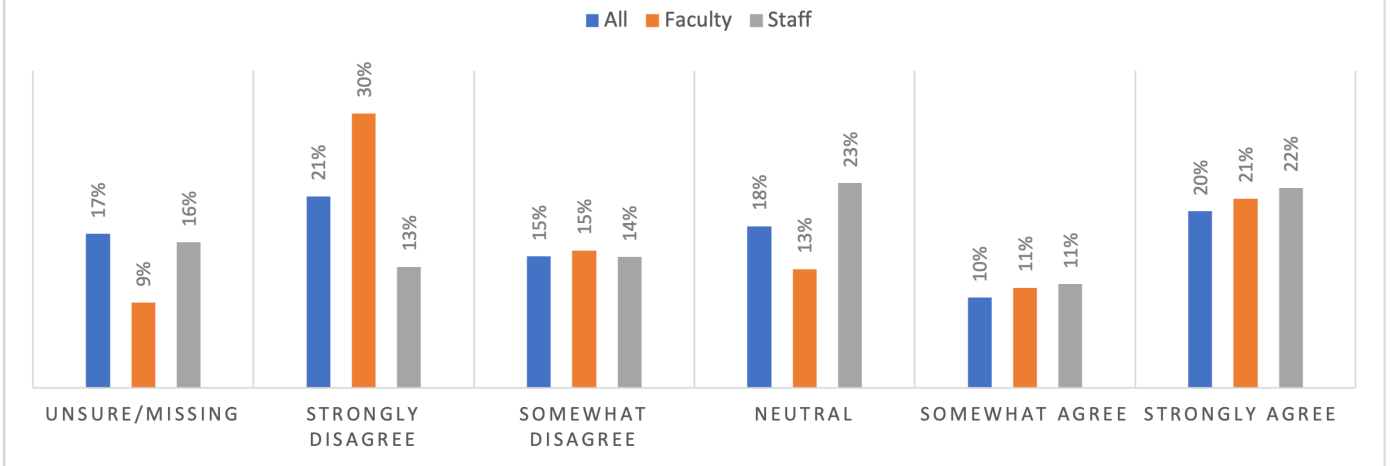
Shared Governance: <https://www.uidaho.edu/governance>

[Mark your answer, provide details in the text boxes if desired.]

Overall, respondents were divided in whether university employees were appropriately involved with the decision to affiliate with the University of Phoenix. Of recorded responses, 36% of all respondents disagreed (either somewhat or strongly) with this statement, 30% agreed (either somewhat or strongly), and 35% of respondents were either “unsure” or “neutral” in their opinion.

Of identified faculty, 45% of respondents disagreed that there was adequate involvement from employees and 33% agreed that there was adequate involvement. Of identified staff, 27% disagreed that employees were adequately involved, 55% agreed that employees were adequately involved, and 39% reported as being neutral or unsure about adequate involvement.

UI EMPLOYEES ADEQUATELY INVOLVED IN DECISION



Qualitative Information

Nuanced information regarding respondent's perspectives regarding employee involvement in the affiliation decision were assessed using fill in text boxes and the same question as above.

In reviewing the qualitative responses regarding employee involvement of the process, we identified 12 themes (see textbox) that varied based on the degree to which the respondent agreed with the question above. Here we present the two most common theme amongst each group of respondents.

12 Identified Themes:

Theme 1: We weren't involved

Theme 2: We should have been involved – general

Theme 2a: We should have been involved – policy

Theme 2b: We should have been involved – values/culture

Theme 3: We were lied to/this undermined trust

Theme 4: Nothing could have been done differently

Theme 5: There are ethical concerns with this process

Theme 6: Communication/ involvement was sufficient

Theme 7: Employees shouldn't be involved

Theme 7a: Employees shouldn't be involved, but...

Theme 8: Problem with the question/unclear response

Theme 9: Employees need more information to be involved

Theme 10: Apathy

Theme 11: I'm not sure/need more information

Theme 12: I trust President Green/the administration

Among participants who responded “**strongly disagree**,” the most common theme included statements that affirmed a lack of employee involvement.

- Most people were not aware until after a purchase agreement was already done.
- We've only been recipients, not participants.

The second most common theme included arguments that university policy dictates employees should have been involved in the process:

- Based on the faculty's responsibility to assist in major budgetary decisions and university reorganizations, per FSH 1520.4.10 & 1520.4.12, I don't think we faculty were appropriately involved in the decision to affiliate with U Phoenix, since to my knowledge we were not involved in the decision at all!

- The Constitution states the following: “the university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.” (Section 12. Organization of the University) Even if UPhoenix is not a part of UI Idaho, UI Idaho's proposed affiliation with UPhoenix seems sufficiently "major" to have warranted much better involvement of the faculty throughout the process.

As with the group who responded “strongly disagree,” the most common responses amongst those who “**somewhat disagree**” included statements affirming the absence of employee involvement:

- It was presented as kind of as "alright, this is happening".
- We heard about it once it seemed like it was a done deal.

The second most common response among those who “somewhat disagree” included a sense that they had been deceived in some way or that their trust had been undermined:

- As most UI employees had zero knowledge of the acquisition until it was published in the news, it seems suspicious.
- I understand that administration can make decisions that does not align with faculty and staff input, or without input altogether. Due to this being a Non-Disclosure agreement, it really limited involvement and seemed to provide a reason to distrust administration; what other decisions will be made behind closed doors without input, what else will be through an NDA?

Among participants who responded “**neutral**,” the most common theme was a sense that they needed more information to have a clear opinion:

- I don't know enough to have an opinion. I was surprised by the announcement as we hadn't heard anything previously, but understand that it likely needed to be kept quieter to stop another party from trying to step in and offer more than we were for the deal.
- I don't have enough information to make a full opinion on this. If there were other bidders in the process, then the actions make sense. If UI was the sole bidder then the university should of been more open earlier on

The second most popular theme amongst those who responded “**neutral**” included the perception that faculty shouldn't have been involved or were sufficiently involved:

- I think if higher admin wants to do something, it doesn't matter much what anyone else at the institution thinks.
- I don't feel that lower-level staff employees like myself were considered or consulted. That said, I'm not sure that decisions on this level need my input.

Among participants who “**somewhat agree**” that employees were adequately involved, the most common themes included statements that faculty were not involved and a perception that they shouldn't have been involved.

- It really was a done deal by the time we heard about it.

- The announcements indicated 'we are' rather than 'we are contemplating' which feels like the decision was made prior to seeking input
- My understanding of shared governance is it doesn't extend to decisions like these. What comes next is absolutely subject to shared governance protocols.
- It was a business deal and as such needed to be conducted prior to informing the public

Finally, among participants who “**strongly agreed**” that employees were adequately involved, the most common themes included a sense that employees shouldn’t have been involved:

- Its [sic] an affiliation with a private organization, so it shouldn't have been publically [sic] debated.
- We have positions at the university with different responsibilities. The role of administrators is to ensure we remain solvent and have a place to come to work. As faculty, I have no business telling them how to run the financial side of the institution. With the impending enrollment cliff, I view this affiliation as a smart business decision.

The second most common theme was an expression that communication on the affiliation was sufficient:

- The engagement has been extensive once the affiliation was announced. We are fortunate to have leaders that are taking control of the institutions [sic] future and diversifying revenues in a time of uncertain state funding.
- I think the administration did a great job in discussing and sharing information about the affiliation really, the decision is in the hands of the executive leadership. I think President Green has done his utmost to engage all stakeholders, internal and external, with the arrangement.

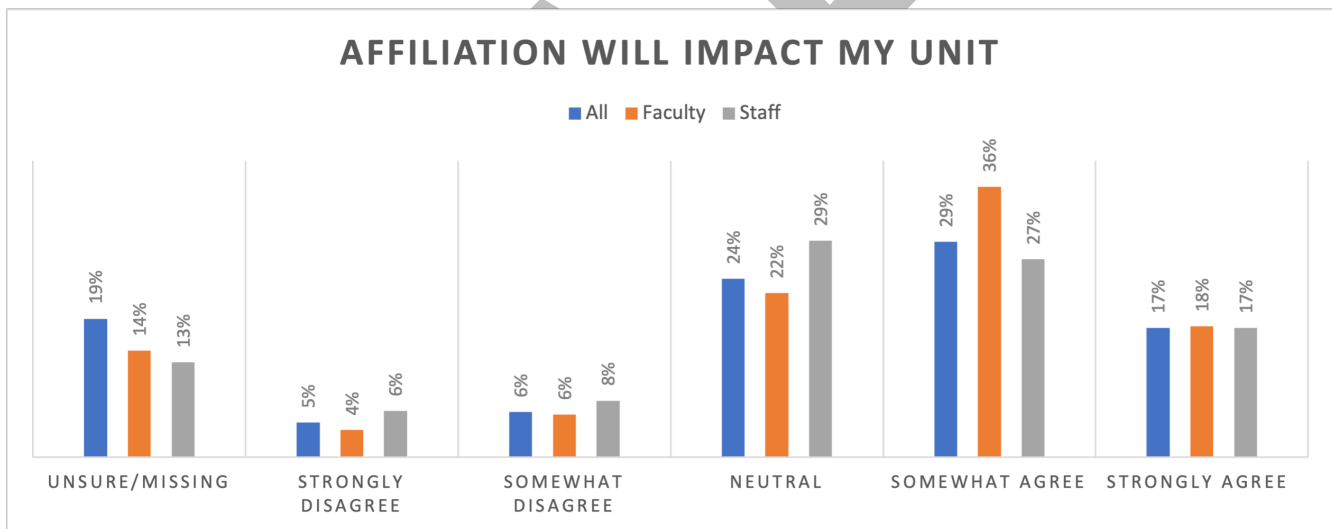
ENVISIONED IMPACT ON UNITS

Quantitative Data

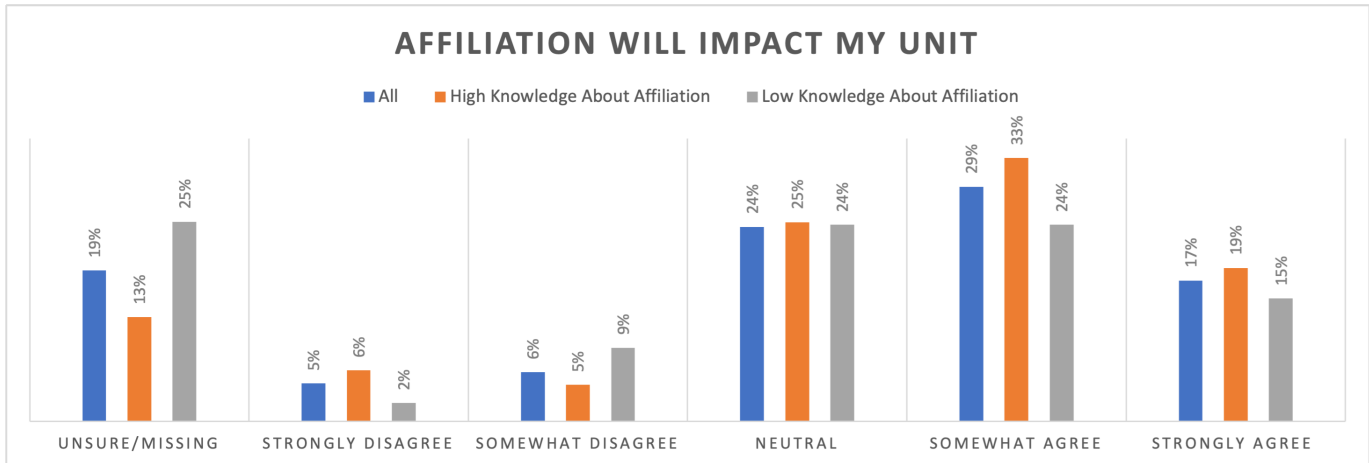
Overall sentiment regarding respondents' perspectives on the ways their unit will be impacted by the affiliation were assessed with the following question:

Based on my current understanding, I believe that the affiliation with the University of Phoenix will impact my unit.

Respondents generally agreed with the statement that the affiliation would impact their units: 46% somewhat or strongly agreed, 43 percent were unsure or neutral, and 11% either somewhat or strongly disagreed. This is especially true of faculty, 54% of identified faculty somewhat or strongly agree that their unit will be impacted by the affiliation. Of identified staff, 44% somewhat or strongly agree that their unit will be impacted, and 52% report being unsure or neutral about envisioned impacts on their units.



The majority of respondents with high self-reported knowledge about the affiliation were more likely to either somewhat or strongly agree that the affiliation would impact their unit (52%), with 36% reporting being unsure or neutral about potential impacts. Of respondents with low-reported knowledge about the affiliation, 39% agreed that there would be some impact on their unit, 14% disagreed that there would be any impact, and 49% reported as being unsure or neutral about potential impacts on their unit.



Qualitative Data

There were a vast number of responses indicating participant's sense of the impact of the affiliation on their unit. These were assessed with the following question:

I believe the University of Phoenix affiliation will impact my unit in the following ways:

Here we present the three most commonly expressed hopes and three most commonly expressed concerns.

The most common hope was the potential for access to improved technology and online course tools:

- I am hoping it improves our online resources.
- Improve our ability to offer online courses that are more interactive and improve the level resources we have for strategic investments.

The second and third most common hopes each had 23 responses. One was the sense that the affiliation would have a positive impact on revenue and resources:

- positive impact of new funding for curriculum, faculty and instructors
- Positively -- more financial resources and opportunities for students

The third was the perspective that the affiliation could increase enrollment and outreach opportunities:

Identified Themes:

Theme 1: Positive, general

- Theme 1a: Positive, technology/online resources/teaching*
- Theme 1b: Positive, other services/hopes*
- Theme 1c: Positive, revenue/resources*
- Theme 1d: Positive, shared knowledge/collaboration*
- Theme 1e: Positive, increased enrollment/outreach*
- Theme 1f: Positive, multiple aspects*
- Theme 1g: Positive, other*

Theme 2: Unclear responses given the question

Theme 3: Negative, general

- Theme 3a: Negative, quality/course offerings*
- Theme 3b: Negative, financial (university and individuals)*
- Theme 3c: Negative, reputation*
- Theme 3d: Negative, multiple factors*
- Theme 3e: Negative, increased workload/time demands*
- Theme 3f: Negative, decreased enrollment/difficulty recruiting*
- Theme 3g: Negative, replaced/lower salaries/pressures on faculty/faculty recruitment*
- Theme 3h: Negative, other*

Theme 4: Neutral/unclear tone

Theme 5: Not sure

Theme 6: No or minimal impact

Theme 7: Questions

- It may increase enrollment in online degree programs already in place and recruitment of U of Phoenix students to enroll in U of Idaho online degree programs
- feeder program for new students; allowing students to complete general requirements before moving to campus

Among the concerns expressed, the most popular themes included the risk of injury to UI's reputation:

- It lends our good reputation to a school that has earned its poor reputation through improper activities and subpar student support.
- the bad reputation of the University of Phoenix will negatively impact the imago of the UI as a land grant state institution [sic]

This was followed by an expression of concerns regarding workload and time demands of employees.

- Increased expectations regarding faculty workload, further bloating of administrative positions.
- By draining the time and attention of the president, provost and other top administrators, less attention has been paid to needs and concerns of colleges and departments. Going forward, the time to oversee the acquisition (note that the three trustees of Four Three Education are UI officials) will further divert their time and attention.

The third most common expressed concern was the potential impact for redundant programs.

- Duplication of services, not cost effective. I don't believe the two universities will operate individually long term.
- I fear this is a thinly veiled plot to increasingly farm out course instruction to even lower paid adjuncts and to increasingly offer all courses in a predominantly online/virtual format. This will impact my unit through the loss of dedicated, fairly paid, on-site colleagues with a reasonable teaching load and scholarship activity

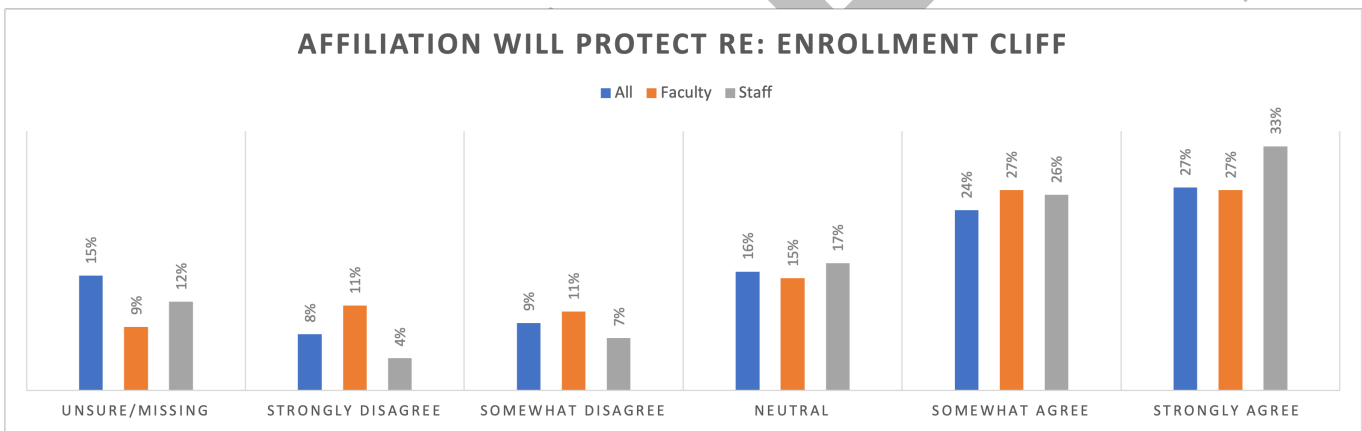
ENVISIONED IMPACT ON UNIVERSITY

ENROLLMENT CLIFF – QUANTITATIVE DATA

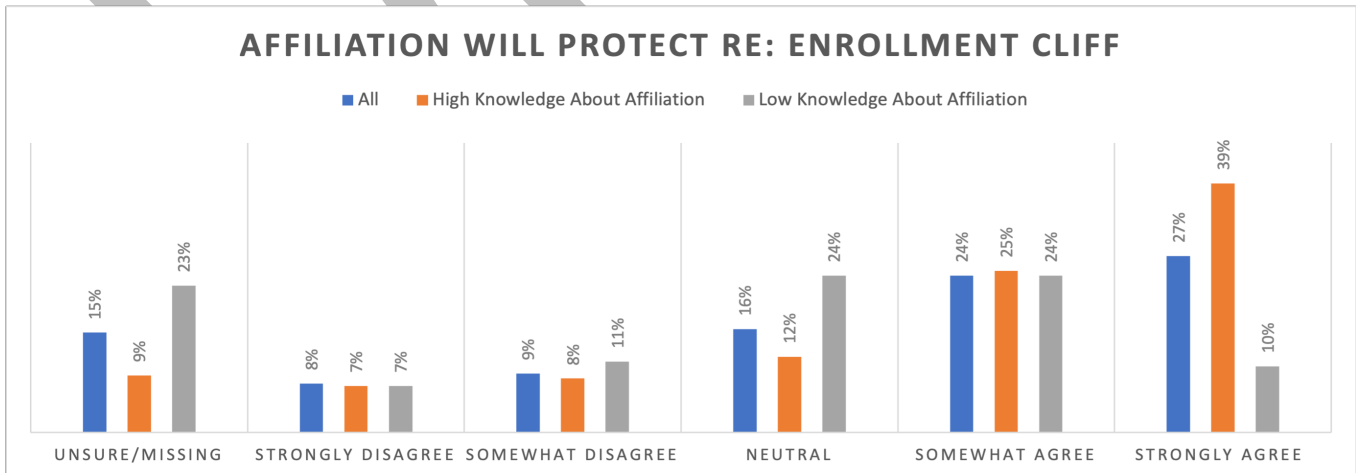
One of the common discussion points regarding the affiliation was the way it could protect the University of Idaho in the event of a predicted “enrollment cliff.” To assess the extent to which employees shared that perspective, we offered the following question:

The University of Idaho’s affiliation with the University of Phoenix will provide support for the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the “enrollment cliff”).

The majority of respondents somewhat or strongly agreed that the affiliation will protect UI from the enrollment cliff (51%) than to not (17%), with 31% of respondents being unsure or neutral. Staff expressed greater agreement that the affiliation will protect UI from the enrollment cliff than faculty, with 59% of identified staff agreeing and 54 percent of identified faculty agreeing.



Respondents with high knowledge of the affiliation felt that it would protect UI from the enrollment cliff more than those with low knowledge (64% vs. 34%), but 47% of respondents with low-reported knowledge were either unsure or neutral if the affiliation would protect the UI from an enrollment cliff.



ENROLLMENT CLIFF – QUALITATIVE DATA

Nuanced details regarding respondent’s perspectives of employee involvement in the affiliation decision were assessed using fill in text boxes and the same question as above. Sixteen themes were identified and can be seen in the text box.

Among participants who responded “**strongly disagree**,” the two most common themes had the same number of responses. The first expresses a sense that the risks of affiliation are too high:

- Let the enrollment cliff happen. Partnering with a shady, for-profit school involved in recent lawsuits which involved students having their loans from them outright forgiven. It's a bad deal and liability.
- So we're buying a previously dysfunctional framework based upon getting student loan money from non-qualified borrowers, to run an actual university's online presense? [sic] This is lazy. Please hire staff to build and stop with the cost cutting

The second indicated a belief that there are other solutions to the enrollment cliff that come with lower risks:

- This is less of a risk for Idaho than places on the east coast. We are overresponding. Also, based on empirical data, moving to more hybrid classes seems like a better option. It's what students want.
- Green and UI officials have not been specific about when the U of I will reach "the cliff" and the potential impact on enrollment; UI officials have not described in details other strategies for maintaining a stable enrollment WITHOUT buying University of Phoenix. Specifically, what is/was our recruiting and retention strategy for 2025-2030, absent University of Phoenix's acquisition?

Among participants who responded “**somewhat disagree**,” the most common theme reflected a sense that the University of Phoenix is not a good choice for affiliation if the goal is to avoid negative effects of the enrollment cliff:

- How is UPhoenix immune from the cliff?
- Where's the evidence of this? how can a business that's failing provide financial support? especially if, technically, UofP is independent from UI?

The second most common theme is the perspective that, given the message that the affiliation is not supposed to impact UI, then it would also not protect us from the enrollment cliff:

Identified Themes:

- Theme 1: Fears about enrollment cliff are unjustified or overdone*
- Theme 2: Affiliation will lead to a decrease in enrollment*
- Theme 3: There are other solutions to consider*
- Theme 4: The affiliation comes with risks (financial and otherwise)*
- Theme 5: The University of Phoenix is not a good bet*
- Theme 6: The affiliation is not supposed to impact UI*
- Theme 7: Fear of the enrollment cliff is being used to justify this*
- Theme 8: It won't help*
- Theme 9: Need more information*
- Theme 10: It might help*
- Theme 11: It should/will help*
- Theme 12: There are other things we should focus on*
- Theme 13: Questions*
- Theme 14: Neutral Comments*
- Theme 15: This will expand our student base*
- Theme 16: Positive, other*

- There is such an emphasis on stating that the two institutions are separate, that I'm not sure it will help. If it is not a merger, how are we gaining any benefit from Phoenix's programs?
- It is not clear how this helps us cope with the enrollment cliff while we are two separate institutions.

Among participants who responded “**neutral,**” the only theme that had multiple respondents was the perspective that we need more information to assess this question:

- Don't feel like I've been given enough information to determine this. It's been presented as a "trust us" statement. I'd like to see some real, thorough, independent analysis.
- I'd like to see statistics backing up or contradicting this statement.

Among participants who responded “**somewhat agree,**” the theme with the most responses is the perspective that the affiliation might help in this circumstance:

- Possibly. At the very least, it's a logical assumption to make.
- It depends on what the partnership looks like and the outcomes.

The second most common response is the sense that we should focus on other aspects of UI to prepare for a potential enrollment cliff:

- I think the complement to enrollment cliff is a bonus; as the land grant university, we should ALREADY be strategizing about lifelong learning, workforce needs, etc
- I think UI is in a strong position regarding [sic] the supposed enrollment cliff. UI might be able to learn from distance learning techniques & tools UoPX employs to reach out to more non-traditional students.

Among participants who responded “**strongly agree,**” the most common theme expressed as the perspective that it should/would help:

- Any business leader understands diversification is the key to success.
- The affiliation is a fantastic diversification strategy for the University of Idaho.

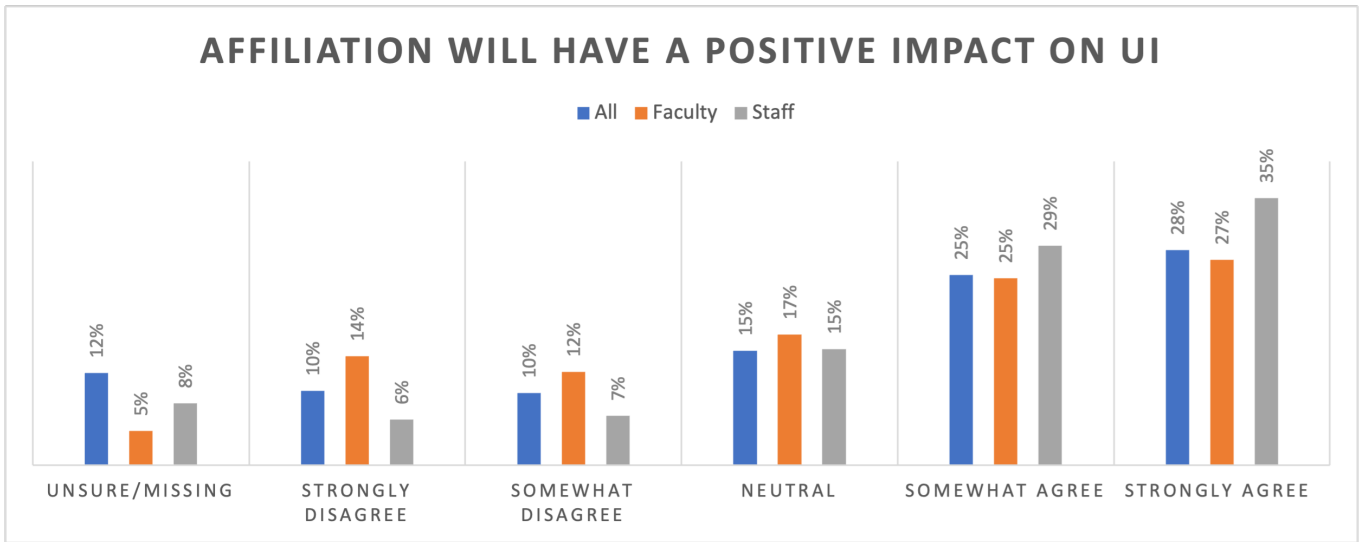
The second most common theme was the perspective that this would increase the student base:

- I've been saying for years that we need to break into the online learning market to reach new students.
- People need education that can be accessed while working full time to support themselves & their families

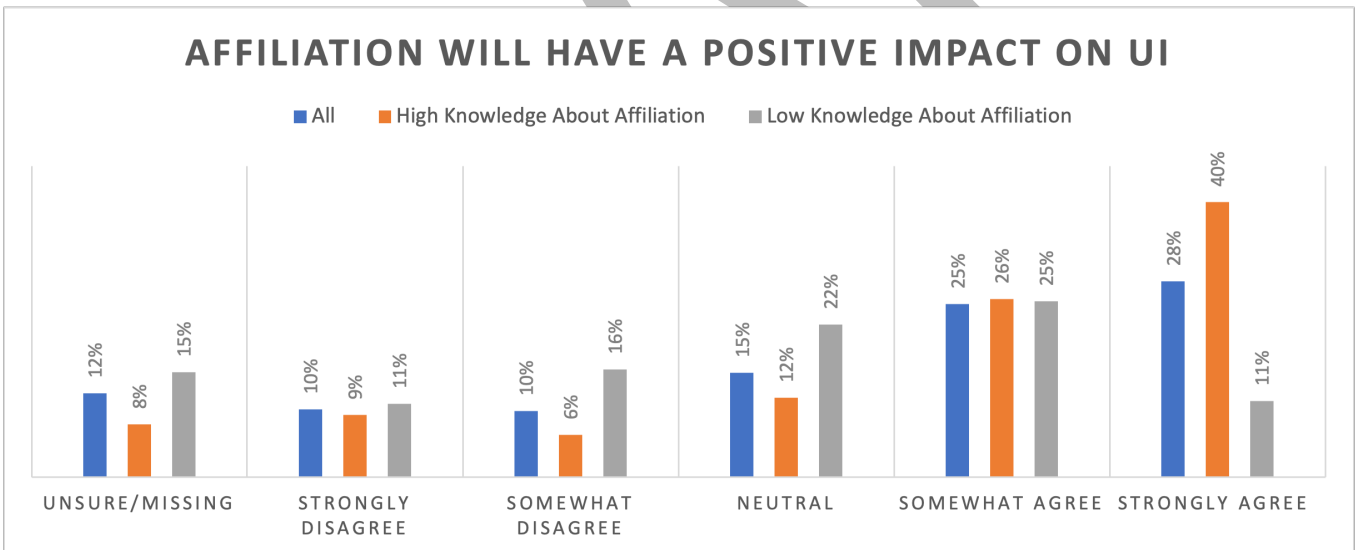
POSITIVE OR NEGATIVE IMPACT – QUANTITATIVE DATA

The majority of respondents generally agree that the affiliation will have a positive impact on UI (53% agree), and this is true across identified employee type. Of identified faculty, 52% agree that the

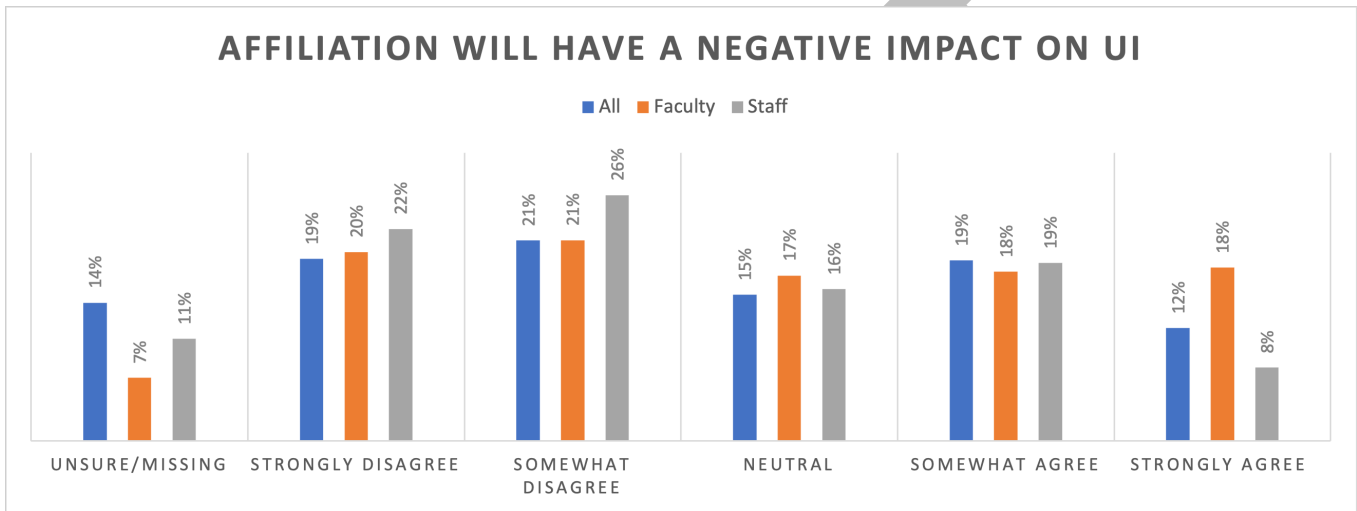
affiliation will have a positive impact on the UI, and 64% of identified staff agree that there will be a positive impact.



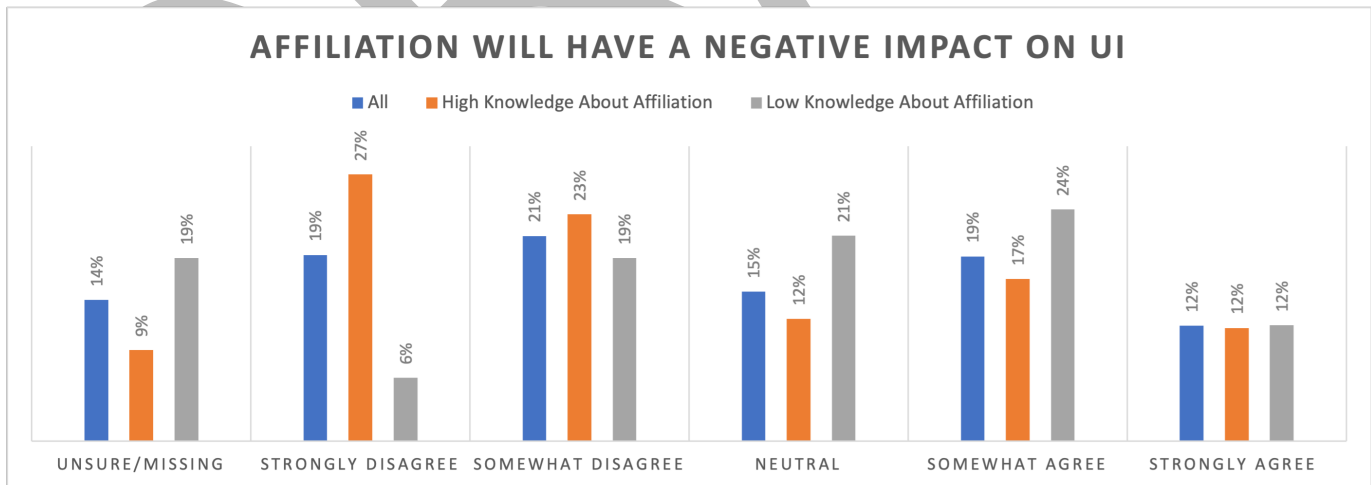
The majority of respondents with high self-reported levels of knowledge of the affiliation agree that the affiliation will have a positive impact on UI (66%), and while only 36% of employees with low self-reported levels of knowledge agree that the affiliation will have a positive impact on UI.



When asked if the affiliation will have a negative impact on UI, 31% of total respondents agreed with this statement, 40% disagreed with this statement, and 29% were either unsure or neutral. Across employee type, 27% of self-identified staff agreed that there would be a negative impact on UI, 48% disagreed, and 27% were either unsure or neutral. Of self-identified faculty, 33% agreed that the affiliation would negatively impact UI, 40% disagreed, and 29% were either unsure or neutral¹.



Of respondents with high levels of self-reported knowledge, 50% disagree that the affiliation will have a negative impact on UI, 29% agree that the affiliation will have a negative impact, and 21% report to be unsure or neutral. Of respondents with low self-reported knowledge, 25% disagree that the affiliation will have negative impacts on UI overall, 36% agree that the affiliation will have a negative impact on UI, and 40% report being unsure or neutral about potential negative impacts on UI.



¹ Note: people who did not disclose their employment status had lower levels of disagreement, which is why the overall employee percent is lower than either staff or faculty independently.

POSITIVE OR NEGATIVE IMPACT – QUALITATIVE DATA

To get a sense of the nuanced thinking on the impact of the affiliation on UI, we included opportunities to add qualitative data to the question:

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a positive impact on the University of Idaho.

Here, we identified 12 unique themes (see textbox). that varied based on the degree to which the respondent agreed with the question above. Below, we present the most common themes amongst each group of respondents.

Amongst participants who responded “**strongly disagree**,” the most common theme included statements that suggested that the affiliation will harm the University of Idaho's reputation.

- The affiliation will likely damage the university's reputation.
- University of Phoenix has a terrible reputation. There is no reason why we should align ourselves with their awful reputation.

Next, the second most common theme focused on the potential financial risks to the University of Idaho.

- I have no doubt that overall it will be a financial suck.... because of lawsuits from people who have gotten or will get screwed over by Phoenix.
- I believe we will end up burdened by the ongoing lawsuits and consumer protection class action lawsuits against the University of Phoenix.

Amongst participants who “**somewhat disagree**” that the affiliation might have a positive impact on the University of Idaho, the most common theme, again, pointed to perceived reputational effects.

- University of Phoenix has a terrible reputation, it will only soil our reputation.
- I think it will hurt UI's reputation.

The second most common concern within the group of “**somewhat disagree**” was that the benefits of the affiliation are unclear.

- Communication on the impacts are vague at best. Everything is about what ‘it's not’ or ‘myths’.
- Perhaps this affiliation between UI and UoP could come out good for UI, but in the absence of any definitive plan or even broad vision for what to do with UoP, it is impossible to answer this

12 Identified Themes:

Theme 1: The affiliation affects U of I's reputation negatively

Theme 2: The affiliation poses financial risks for U of I

Theme 3: The affiliation will reduce quality of education at U of I

Theme 4: The affiliation has no tangible benefits.

Theme 5: Unclear affiliation-effects / it depends on future decisions.

Theme 6: There are benefits and drawbacks to the affiliation.

Theme 6a: The benefits and drawbacks are roughly equal

Theme 6b: The benefits likely outweigh the drawbacks

Theme 7: There are potential benefits for units on campus.

Theme 8 There are potential benefits for U of I.

Theme 8a: Financial Benefits

Theme 8b: General Benefits

Theme 9: The affiliation allows U of I to adapt to a changing higher ed landscape.

Theme 10: The affiliation will allow U of I to reach different student populations.

Theme 11: I trust President Green/the administration

Theme 12: Unclear responses given the question prompt

question. The promises I have seen remind me of those who try to recruit people to multi-level marketing schemes with lots of vague promises and little in the way of facts.

Focusing on subjects who answered “**neutral**”, the most common expressed concern was that the effects of the affiliation will ultimately depend on decision to be made in the future. These sentiments are captured in the following statements.

- Depends on how we manage it, but I'm not seeing a lot of details about how we plan to manage it.
- Right now, the only positive thing I see is the direct fiscal payout benefit. The other benefits are completely unclear without knowing the plan for integration of the two universities.

Among respondents who “**somewhat agreed**” that the affiliation might have a positive impact on the University of Idaho, the most commonly expressed considerations are the financial benefits to the university and the idea that the affiliation would allow U of I to adapt to a changing landscape in higher education.

- I can see that there might be some financial benefits. If it brings in revenue
- Additional revenue streams if invested in things besides students will likely bring future benefits.
- Higher ed is changing, and has been for decades. This may be a good opportunity to actively adapt.
- The future is online and they have great tools and knowledge to share with U of I

Lastly, respondents who “**strongly agreed**” that the affiliation will have positive effects on the University of Idaho primarily emphasized the idea that the agreement would help our institution to reach different student populations.

- It'll have a great impact in elevating our name and providing greater opportunities for distance learners. It's a highly strategic move in order to situate ourselves in light of the coming demographic crises. We see universities closing all across the country and deep cuts getting implemented, particularly in the fine arts, humanities, and social sciences. The affiliation is the key to survival.
- They do a much better job appealing to non traditional students. UI has natural barriers to improving on that. The affiliation works well as a complement.

To continue our analysis of the nuanced thinking on the impact of the affiliation on UI, we further included opportunities to add qualitative data to the question:

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a negative impact on the University of Idaho.

Here, we identified 12 unique themes (see textbox). that varied based on the degree to which the respondent agreed with the question above. Below, we present the most common themes amongst each group of respondents.

Amongst participants who responded “**strongly disagree**,” there were only five responses. In general, they reflect support for the affiliation broadly speaking:

- The President has been business sense and I think that they have taken a caution and thoughtful approach to this opportunity.
- Risks have been addressed through the due diligence process. The greater risk is to not change.

Amongst participants who responded “**somewhat disagree**,” the most common theme was the perspective that it's just not possible to really know what impact the affiliation will have on the University of Idaho:

- Hard to predict the future but on net it seems likely to have a positive impact.
- Nothing's guaranteed, you know?

The second most popular response reflected concerns about the impact of the affiliation on the reputation of the University of Idaho:

- There are reputational risks, but I think if executed well those risks will not have an impact on the UI's standing. I do also wonder if the affiliation will have any impact on our mission to achieve R1 Status.
- Unsure of how the former reputation of Phoenix might affect UofI, but in general this seems like a good affiliation

Amongst participants who responded “**neutral**,” the most common theme indicated a sense that participants needed more information to have a firm opinion:

- I don't know enough to make this assumption

12 Identified Themes:

Theme 1: The affiliation affects U of I's reputation negatively

Theme 2: The affiliation poses financial risks for U of I

Theme 3: The affiliation will reduce quality of education at U of I

Theme 4: The affiliation has no tangible benefits.

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Theme 10: The affiliation will allow U of I to reach different student populations.

Theme 11: I trust President Green/the administration

Theme 12: Unclear responses given the question prompt

- who knows yet

The second most common theme indicated concerns about the potentially negative impacts of the affiliation on UI:

- This is a possibility. See previous answer re the University of Phoenix's reputation. It may be the most well known "brand", but many people who know it don't see it in a positive light. U of I could suffer because of that.
- There is ongoing discussion about whether UI will be "on the hook" financially for past UOP issues, so that is a concern. Also concerned that UI might benefit from an enrollment and fiscal perspective but that the funds from those increases does not get passed on to the people and programs who are actually teaching the courses and are expected to do more with less.

Among participants who responded **“somewhat agree,”** the most frequently expressed theme was a sense that the University of Phoenix’ reputation will hurt the University of Idaho

- U Phoenix has a reputation for sponsoring some courses that are of questionable academic standards and some course authors who are not very academically qualified
- It has a history of exploiting students. How deeply is this practice embedded in the institution's core? How will the nonprofit organized to oversee/run it, be held accountable? How much of a distraction to UI leadership will this purchase present, the UI has many pressing issues that need attention and commitment?

The second most frequently expressed theme was a sense that there will be other negative impacts on UI:

- I think its going to lead to more students not having any real connection to UI or Moscow and its going to lead to more in person classes and staff being replaced for cheaper online alternatives leading to decreased enrollment, detriment to the campus community, leaving UI an artificial facade of an institution.
- What will happen to those faculty members who teach similar material online? It could be a brutal but black-and-white cost saving measure to eliminate positions from U of I

Finally, amongst participants who responded **“strongly agree,”** the most commonly mentioned concern was the harm the University of Phoenix’s reputation would cause to UI:

- University of Phoenix has a poor reputation for its predatory recruiting and admissions practices, especially for active-duty military, veterans, persons of diverse backgrounds and women. To say that the offenses happened in the past under different management does not recognize that many U of Phoenix administrators pre-2020 remain with the company.
- I believe it will destroy the university's reputation [sic] to be affiliated [sic] with a previously for profit institution with an lengthy track record of inappropriate actions.

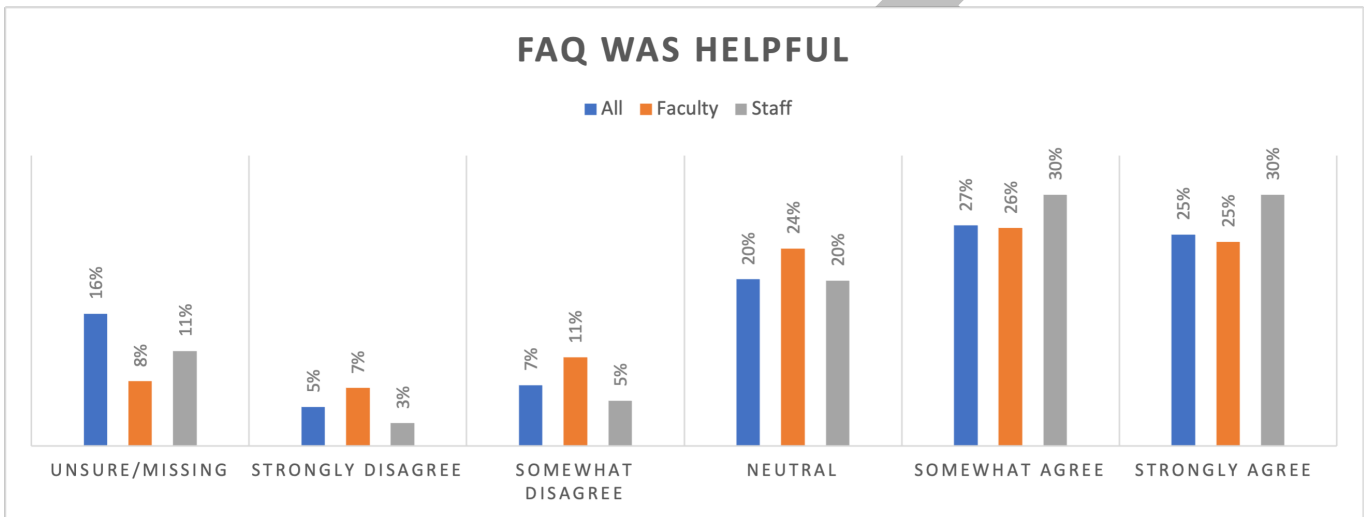
The second most common theme indicates a perspective that the affiliation will cause economic harm to the University of Idaho:

- The possibility that this deal could be financially ruinous--even if remote--should be enough to prevent us from pursuing this deal.
- I don't understand how we are protected from the financial risk and the numbers (which change frequently) don't add up for me. Hundreds of millions of outlay for 10 million in revenue per year just doesn't make sense to me.

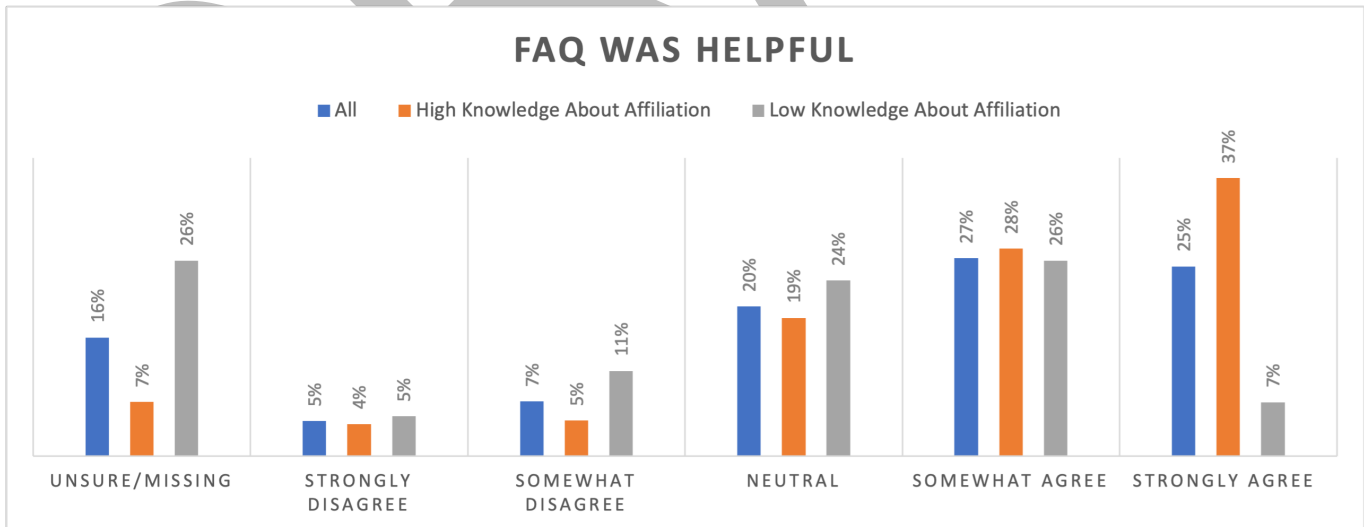
DRAFT

FAQ FEEDBACK

In general, respondents found the FAQ published by UI Administration helpful: 52% of employees somewhat or strongly agreed that FAQ was helpful, 12% disagreed, and 36% responded as unsure or neutral. Among identified staff, 60% agreed that the FAQ was helpful, 8% disagreed that the FAQ was helpful, and 31% responded as either unsure or neutral. Among identified faculty, 51% agreed the FAQ was helpful, 18% disagreed, and 32% responded as unsure or neutral.



Across self-reported knowledge levels, responses regarding how helpful the FAQ was were mixed. Respondents with high self-reported knowledge generally agreed that the FAQ was helpful in understanding the affiliation agreement (65%), 9% disagreed, and 26% reported to be neutral or unsure. However, 50% of respondents with self-reported low levels of knowledge indicated they were unsure or neutral about the FAQ, 33% agreed the FAQ was helpful, and 16% disagreed the FAQ was helpful in their understanding of the affiliation.



QUESTIONS

The list of questions posed by employees is long, and only some of this qualitative data is thus coded. However, there were some common themes that emerged:

- Respondents are interested in knowing exactly how the predicted increased revenue will be allocated/used
 - Financial data regarding how the payments from University of Phoenix and/or dividends from the business venture will be allocated to different areas of campus
 - Will it enable the university to provide salary raises that at a minimum keep up with cost of living. As it hasn't been the situation for many years
 - It may still be early, but it would be great to hear from U of I leadership about investment plans for the funds from University of Phoenix agreement. It is a very exciting opportunity for the University.
 - I would like to know how the many millions of anticipated revenue will be used to improve employee salaries. If compensation is not commensurate with the local cost of living, we cannot hope to sustain the world-class education that UofI professes to uphold. Let us not forget about the people while in pursuit of profits.
- Respondents are interested in specific conversations about the potential impact on their respective units.
 - Its potential effects on my unit, pro and con.
 - Perhaps insight from the Provost regarding how [my college] will/could benefit from UoP. How we as a school may help promote UoP and explore integration with their students -if any.
 - Detailed explanations of the impact per unit
 - More directly relevant information provided to units and a chance for specific departments to engage in a question and answer format.
- Respondents also seek knowledge regarding a timeline for the process:
 - When do we start? This is exciting. This is an amazing opportunity. When do we start!
- Respondents express concern and a need for more information regarding the future of duplicated programs:
 - Be very explicit about duplicated programs. What might happen to those?
- Respondents also seek greater clarification and information regarding the potential financial risk and liability to UI.
 - Clarification of the party fiscally responsible for any deficits. Pres. Green continually states that UI does not own UOPX- but clearly UI bears financial responsibility if the venture fails. So the loophole of saying UI "isn't the purchaser" or "doesn't own it"

- becomes irrelevant. Regardless of the legal status, if UI bears fiscal responsibility for possible debts, the official designation is moot. What matters is the financial bottom line.
- I don't believe that we have received an honest disclosure of future plans for how the two [sic] entities will interact. Also, *when* the U of I becomes liable for UOPX's court settlements, I am concerned that support programs like mine will be cut.

SUGGESTIONS FOR FUTURE COMMUNICATION

Respondents also offered several suggestions for how future communication could be improved and/or approached.

Three of the most common themes/requests included:

- **Unit-level discussions with or without the provost or unit-specific information.**
 - Make communications personal to each unit/college/department.
 - Meeting between provost Lawrence and [my unit] faculty at a future faculty meeting
- **Communication with greater levels of specific detail.**
 - More clear communication and more details
 - Details that would help understand the implications.