

**2023 – 2024 Faculty Senate – ~~Pending Approval~~**  
**Meeting # 3**

Approved at Mtg. #4  
Sept. 12, 2023

Tuesday, September 5, 2023, 3:30 pm – 5:00 pm  
Zoom only

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

**Guests/Speakers:** Kristin Henrich, Cari Fealy, Karen Hume, Erin James

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #28, April 25, 2023 were approved as distributed.  
The minutes of the 2023-24 Meeting #1, April 25, 2023 were approved as distributed.  
The minutes of the 2023-24 Meeting #2, May 2, 2023 were approved as distributed.

**Consent Agenda:**

- Sabbatical Leave Committee Recommendations
- Spring 2023 Candidates for Graduation

There were no requests to pull items out for discussion and vote. The consent agenda was approved by unanimous consent.

**Chair's Report:**

- Welcome to the Faculty Senate. I want to thank you in advance, Senators, for the time that you will spend here. I also want to thank many people involved with the committees and people from administration and leadership. The work done by Faculty Senate is important and I think that it has tremendous value for the University. The Faculty Senate can be sometimes very efficient and sometimes less efficient, but it has its own value. The multiplicity of senator voices is very unique, and the decisions generated by this process are diverse and enrich other leadership decisions. If some of the voices are missing, the shared governance process does not work the way it's intended to.
- These considerations are timely, as we are about to engage in a close relationship with a university where the academic culture is very different and shared governance is not practiced. Full time faculty make up 2% of the faculty, tenure and Faculty Senate do not exist. The collaboration with University of Phoenix is moving forward. As with any collaboration, there is a potential for imbalance, especially with differences in technology, efficiency, cost, and business model. Although we know that University of Idaho brings quality to this partnership, our efficiency and expedition of decision making need to be prioritized. At the Open Forum on August 14th, John Woods, chief academic officer of the University of Phoenix stated: "To operate separately except for the things that have a level of importance and prioritization." It is important that we invite Mr. Woods to a next session of Faculty Senate to better understand what are the expectations in this new situation. Timing is important if you look at the calendar. One of the deadlines is the November accreditation and the other one is at the end of the year. I think that it is important that Faculty Senate sends feedback to the accreditation body. We need

to know how and when to send our feedback to the accrediting body. There's a need to create pathways for this new partnership. The Faculty Senate should have a role to play creating academic pathways with University of Phoenix.

- In attachment #6, you will find the letter sent to all senators by 2022-23 Senate Chair and Vice Chair, Kelly Quinnett and Erin Chapman, to provide clarification about the NDA they signed in April 2023.
- Retreat Follow-up and Working Group Updates:  
Senate Vice Chair Haltinner shared slides about Senate priorities compiled from the August 2023 Senate Retreat. She also showed a list of issues that should be referred to committees. The slides are attached to these minutes.

#### Discussion:

In reference to some of the proposed priorities for the full Senate to undertake, the Provost had some comments and suggestions: 1) Concerning budget transparency, soon there will be a website with all documents, data, communications, etc. about the budget model. 2) The Spread Pay Committee should be separate from the Benefits Committee. 3) President Green is working on multiple working groups for the University of Phoenix partnership.

Some senators asked whether Senate will be involved in the Working Groups. Provost Lawrence said that there will be calls for volunteers.

With regard to the "faculty technology choice" item, a senator wondered if there is any room for faculty choice, given the recent developments with APM 30.16. Chair Gauthier responded that the Technology Working Group will take a broader look – beyond hardware procurement.

A senator recommended to link senate priorities to faculty responsibilities as specified in FSH. This will ensure that our purview of those projects has a solid foundation in policy.

Vice Chair Haltinner moved to a list of issues to be referred to appropriate committees. For instance, the University Teaching Committees should look into limits on email set by OIT, which impact faculty who aren't using Canvas email. A senator noted that OIT can make "email groups" larger than the limits. Another senator added that Canvas is a way around the problem only if students opt in to receive email through Canvas. They will follow up on this issue.

Vice Chair Haltinner also called for a Faculty Senate Representative on the Campus Planning Advisory Committee and encouraged volunteers for the working groups that were just presented. The discussion on best strategies to focus our working groups on will continue.

#### **Provost's Report:**

- The shooting incident reported this morning through Vandal Alert is now resolved with the person being in custody.
- Enrollment: As of last Friday, the overall enrollment was up by 2.2% compared to the same day last year. This is the 10<sup>th</sup> day benchmark. After the 10<sup>th</sup> day, things can change, mostly because of dual enrollment, which goes by high schools' schedules.
  - This year, we welcomed the second largest first-year freshman class in UI history.
  - Hopefully, dual credit enrollment continues to be strong.
  - A couple of colleges have grown their enrollment.
  - It will take some time to find out how enrollment impacts the budget.

- Each week, the Provost will answer a couple of questions on the University of Phoenix acquisition. The Phoenix question page continues to be updated. No questions were submitted for the meeting today.
- Common Read: The choice for 2023-24 was “The Nature Fix: Why Nature Makes Us Happier, Healthier and More Creative,” by Florence Williams. The keynote for that is October 17 in the International Ballroom. Selecting the next common read is a year-long process. You can send suggestions for the 2024-25 Common Read to Dean Panttaja by September 30.
- COVID: There has been some increase in COVID cases lately. COVID rapid tests and K9 masks are available on campus, at the ISUB, the Pitman Center, or the REC information desk. We are working on offering COVID-19 boosters and flu vaccines.
- Childcare came up at the Senate retreat as an issue of concern. Childcare availability has decreased since the pandemic. Dean of Students Blaine Eckles is at the meeting today to address this issue and answer questions.

Dean Blaine Eckles:

The UI Children’s Center (UICC) is the only accredited one in Latah County. We are hoping to double its size, at the existing location, through a grant. We are meeting with the President tomorrow to discuss the proposal. To improve retention, we raised the salary for all childcare workers. If approved, this extension will not solve all short-term problems because it will take some time, but it’s a huge priority. President Green is aware of this need and is interested in this type of investment as long as it is financially solid. We don’t expect much push-back on this proposal. The center is currently at full capacity, with many waitlists for children of all ages. The main point is the grant, which would substantially offset some of the costs. We’ll be happy to report back with updates.

A senator inquired about childcare needs for students vs. employees. If students are prioritized, where does that leave employees? Dean Eckles replied that 62% of the parents using UICC are employees, 20% are members of the community, and 18% students. The majority of our students are between 18 and 22 years of age, and thus less likely to need childcare. Employees are not excluded. Also, when a child is in the program, we don’t pull them out to make space for someone else. Comment from the Secretary: perhaps 62% of UICC users are faculty and staff because students can’t afford the fees.

The senator also had a question about the possibility of after-school care for elementary school children. Dean Eckles responded that there is a Summer Vandals Camp for kids. He is currently exploring the possibility of creating a program available throughout the year, which could potentially address the senator’s question, and has asked the appropriate staff to come up with a white paper including a projection of needed resources. Dean Eckles is also talking with UICC about offering parents (after the extension of the center) the possibility of dropping off their children for a few hours on evenings or weekends. With the staffing problem, it will take some time.

Anything planned for the outside-of-Moscow centers? In Idaho Falls, there are mostly graduate students, many with families. The situation is challenging. Dean Eckles will discuss with his team to explore what options may be available and viable.

Chair Gauthier shared a suggestion from a constituent faculty: a larger room to accommodate their children while they work, in special situations such as when the child is sick or childcare is not available.

**Committee Reports (vote):**

- FSH 6580 Reproduction of Copyrighted Material – Kristin Henrich  
The policy has been rewritten to remove redundant, outdated, and non-policy information. The Library maintains extensive copyright guidance on its website, where it can be updated as frequently as needed.  
Moved to approve (Long, Kirchmeier).  
Vote: 24/24 in favor. Motion passes.

**Other Policy Business:**

- FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students.  
This was a comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.  
The policy was rewritten using language more accessible and understandable for students. The Code of Conduct and disciplinary processes were combined in a single policy for ease of use. Processes related to Title IX Sexual Harassment were removed to align with the recently revised FSH 6100. We added clarifying language around academic dishonesty resolution. Language was added aligning with case law to follow best practices in student conduct policies. A section on free speech was added. The new policy has been approved by President Green on an interim basis and will go through the regular approval process. In the meantime, the office of the Dean of Students is seeking Faculty Senate feedback.

Discussion:

Vice Chair Haltinner observed, under the list of possible outcomes, some that are punitive, and others that are restorative or educational. Any opportunity to add more restorative outcomes? Cari Fealy noted that restorative outcomes fall under the informal resolution process when both parties are amenable to it. In such cases, the term “outcome” is not used because it would imply responsibility. At times when we utilize a “restorative reflections” process, it becomes a broader, educational outcome.

A senator noted that using “ChatGPT” to create a response to take-home work does not appear under the cheating and plagiarism categories. Cari recalled many conversations, including with CETL, about this item. They found out that some faculty allow it, others don’t. Thus, these behaviors are best left to the syllabus. Hence, the language in the policy includes anything that’s prohibited by the instructor, see Section E-1.

There was an inquiry about F-1. Reporting alleged violations, and the timeline for reporting. Comparing to the previous version, the senator sees a potential problem with equity in the reporting of cheating. Cari responded that, previously, under the code violation “Academic Dishonesty,” faculty were required to report all cases of academic dishonesty. The new version is a code of conduct for students, and detailed reporting protocols do not belong in it. Perhaps at some point we may consider a separate FSH policy on reporting in general and how it should be done to ensure due process.

**Announcements and Communications:**

- Interdisciplinary Sustainability Certificate Discussion – Karen Hume, Erin James.

Erin James provided context on the proposal and a brief history. In Fall 2021, President Green commissioned a Sustainability Working Group to suggest both academic and non-academic sustainability priorities. In August 2022, Sarah Dawson was hired as UI Director of Sustainability. In Fall 2022, the WG's White Paper was published, containing the recommendation to develop an undergraduate certificate in sustainability. In November 2022, an initial interdisciplinary committee comprised of faculty identified by deans or departments from all colleges was convened. The initial draft of the curriculum certificate was ready in January 2023 and presented to UCC in February 2023. UCC provided feedback on both the academic content and faculty jurisdiction issues. From then to the present, the WG has worked on revising the academic content *per* UCC recommendations and addressing faculty governance issues. The WG is here today to seek official empowerment from Faculty Senate to propose and maintain the certificate's academic curriculum. Pursuant FSH 4120, the relevant unit or college must submit curricular proposals to UCC. But this is a university-wide program, not suitable to be housed in a single college.

A senator congratulated the WG for their excellent revision work. They mentioned FSH 1520 Article I Section 4 Clause D in support of Faculty Senate's jurisdiction over this committee, eventually to become a standing committee. The Secretary agreed and cited FSH 1520 Article IV Section 11.

A senator expressed concern that the administration of the certificate, especially academic petitions, will result into considerable extra work for the Registrar's office.

The Faculty Secretary's understanding is that trained staff will handle the administrative part of the program, in consultation with the instructors. With components in social science, economics, and environmental science, housing the certificate in a single college doesn't seem like the best path.

Other senators expressed support for a permanent committee to be in charge of this certificate. Additional vetting comes from accreditation requirements, namely from outside the university.

Erin reiterated the very tight timeline they are on in order to meet the deadline for placing the proposal in the CIM que.

Given that only 5 minutes are left, the discussion will continue next week followed by a vote.

**Adjournment:**

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Chapman, Long). Meeting adjourned at 5:00 pm.

Respectfully Submitted,

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

University of Idaho  
2023 – 2024 Faculty Senate Agenda

Meeting # 3

Tuesday, September 5, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes
  - Minutes of the 2022-23 Faculty Senate Meeting #28 April 25, 2023 **Attach.#1**
  - Minutes of the 2023-24 Faculty Senate Meeting #1 April 25, 2023 **Attach.#2**
  - Minutes of the 2023-24 Faculty Senate Meeting #2 May 2, 2023 **Attach.#3**
- III. Consent Agenda
  - Sabbatical Leave Committee Recommendations **Attach. #4**
  - Spring 2023 Candidates for Graduation **Attach.#5**
- IV. Chair’s Report
  - University of Phoenix
  - NDA **Attach.#6**
  - Academic Pathways
  - Retreat Follow-up and Working Group Updates **Attach. #7**
- V. Provost’s Report
- VI. Committee Reports (Vote):
  - FSH 6580 Reproduction of Copyrighted Material – Kristin Henrich, Library **Attach.#8**
- VII. Other Policy Business
  - FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students **Attach.#9**
    - Presidential Interim Approval of Revised FSH 2300 and Deletion of FSH 2400 **Attach.#10**
    - Request for Faculty Senate Feedback
  - \*APM 45.05 Early Setup and Advance Funding of Sponsored Project Budgets **Attach.#11**
    - **Policy/ProcedureStatement:** Comprehensive review. Updates to align with procedure changes and new system implementation as well as federal compliance requirements.
  - \*APM 05.03 Inland Marine **Attach.#12**
    - **Policy/ProcedureStatement:** The University will discontinue participating in Inland Marine coverage as of 07/01/2023.
    - Presidential APM Approval memo for APM 45.05 and 05.03 **Attach.#13**
- VIII. Other Announcements and Communications
  - Interdisciplinary Sustainability Certificate Discussion – Karen Hume, Erin James **Attach.#14**
  - Update on APM 30.16 Technology Hardware Lifecycle Management **Attach.#15**
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-23 Faculty Senate Meeting #28 (April 25, 2023)
- **Attach. #2** Minutes of the 2023-24 Faculty Senate Meeting #1 (April 25, 2023)
- **Attach. #3** Minutes of the 2023-24 Faculty Senate Meeting #2 (May 2, 2023)
- **Attach. #4** Sabbatical Leave Committee Recommendations
- **Attach. #5** Spring 2023 Candidates for Graduation
- **Attach. #6** Letter from Kelly and Erin to FS
- **Attach. #7** Senate Priorities 2023-24
- **Attach. #8** FSH 6582
- **Attach. #9** FSH 2300
- **Attach. #10** FSH 2300 and 2400 Interim Revision
- **Attach. #11** APM 45.05
- **Attach. #12** APM 05.03
- **Attach. #13** Presidential APM Approval Memo
- **Attach. #14** Sustainability Certificate Discussion Materials
- **Attach. #15** Presidential Memo, APM 30.16

\*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu) and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 28

Tuesday, April 25, 2023, 3:30 pm – 4:30 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hunter, Justwan, Kolok, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Walsh

**Absent:** Lawrence (excused), Wargo, Powell (proxy for Ahmadzadeh)

**Call to Order:** Chair Quinnett called the meeting to order at 3:34 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #27, April 18, 2023 were approved as distributed.

**Chair’s Report:**

- Chair Quinnett acknowledged the new senators and thanked those who are outgoing.
- Update on APM 30.16: On Thursday, Dakota Roberson (chair of the working group), Kelly Quinnett, Francesca Sammarruca, and Torrey Lawrence will meet with President Green. FSL will provide the senators with a written report about the outcome of the meeting.
- Chair Quinnett expressed deep gratitude to the FSL team: Erin, Francesca, and Cari.
- Many thanks to Diane Whitney, Diane Kelly-Riley, Mary Stout, and Torrey Lawrence.
- Some of the 2022-23 Senate highlights:
  - Paid Parental Leave – Thanks to Erin Chapman, who was a key person in this initiative.
  - Spread Pay – Thanks to Kristin and Deb for gathering feedback from the university community about the spread pay option. Brian Foisy, Brandi Terwilliger, and their teams are supportive of a July 2024 implementation.
  - APM 30.16 – The working group undertook a collaborative and respectful effort in response to faculty voices. Hopefully, there will be some news to report soon.
  - Non-tenure-track faculty taskforce – This wonderful group is advocating for a change in culture and, hopefully soon, in policy, to improve working conditions for our non-tenure-track colleagues.
- A warm welcome to all new senators and gratitude to those who are ending their terms.
- Thanks to the continuing senators for their time and commitment to shared governance towards building trust, promoting transparency, and improving communication across the university community.
- Chair Quinnett closed the chair’s report by sharing a poem and thoughts about the past year.

**Provost’s Report – delivered by Vice Provost for Faculty Diane Kelly-Riley:**

- Thanks to the 2022-23 FSL team for their compassionate leadership!
- Provost Lawrence is at the SBOE meeting, which is taking place at the Pitman Center today and tomorrow.
- The arboretum is starting to bloom!

- Engineering Expo: Friday and Saturday, April 28-29. It's a great event that brings people to campus, and an opportunity to see excellent work by our students.
- Commencement: two ceremonies in Moscow on May 13, at 9:30am and 2pm, one in Boise on the 16<sup>th</sup> and one in Idaho Falls on the 17<sup>th</sup>.
- University Excellence Awards and BBQ: May 4, 3:30pm, at the ICCU arena. Please come and celebrate our colleagues. <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- Commencement: two ceremonies in Moscow at the Kibbie Dome on May 13, at 9:30am and 2pm. Graduation ceremonies in Boise will be on May 16, at 2pm, and in Idaho Falls on the 17<sup>th</sup>.
- The Vice Provost addressed a previously raised question about Dr. Rebecca Scofield and the role of the OGC in her defamation lawsuit. She referred to <https://www.uidaho.edu/governance/policy/policies/apm/01/01> , which explains that OGC cannot assist university employees with legal advice on personal matters.
- Thanks again to the 2022-23 FSL team and all who served as senators!

Discussion:

In response to a question, Vice Provost Kelly-Riley reported that the additional information about CEC that was previously requested is not yet available to the Provost. More to come.

Before proceeding to the next agenda item, Chair Quinnett warmly thanked the faculty secretary for her help and support throughout the year.

**Committee Reports (vote):**

- Committee on Committees
  - FSH 1620 University-Level Committees – Attach. #2  
Revised to clarify definitions and procedures and to highlight that all faculty who have voting privileges and all board-appointed staff are welcome to serve on committees. All other revisions clarify the language: university-level standing committees include senate committees and “Other University-Level Standing Committees.” That’s why two separate lists appear in FSH 1640, to be addressed next.

Discussion:

A senator noted inconsistencies with capitalization. They also suggested that alternative language should be used to differentiate between “senate committees” and “other standing committees” that are not under senate purview. Discussion followed about whether or not the Committee on Committees has discretion in appointing senate members who are not faculty – staff representatives to senate are selected by their leadership, and so are student members. With regard to this issue, there seems to be some inconsistency between D-4 and D-5. After additional discussion, it was suggested to send these revisions back to the Committee on Committees to address inconsistencies and improve the language. Vice Chair Chapman agrees that this is the best course of action.

- FSH 1640 Committee Directory – Attach. #3

Directory: reorganized for clarity and consistency.  
The three committees below are deleted because they are non-existing. The appropriate officials (Brian Foisy, Brandy Terwilliger, OCRI Director) were consulted about the deletion and had no concerns.

- FSH 1640.47 Fiscal Emergency Committee: deleted.
- FSH 1640.35 Disability Affairs Committee: deleted.
- FSH 1640.78 Shared Leave Committee: deleted.

The only actual deletion is:

- FSH 1640.94 Multi-Campus Communication Committee (MCCC). Remote communication has become a standard way to communicate. This committee, as presently described and charged, is obsolete. The faculty secretary chairs this committee but hasn't seen the need to call a meeting since 2020. Actually, an MCCC would be useful, but with a different scope.

Vote: 29/29 in favor. Motion passes.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:17pm.

Respectfully Submitted,

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

Attach. #2

**2023 – 2024 Faculty Senate – Pending Approval**

**Meeting # 1**

Tuesday, April 25, 2023, 4:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Blevins, Chapman, Haltinner, Justwan, Kenneth, Kenyon, Kirchmeier, Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals

**Absent:** Gauthier, Lawrence (excused), Rode, Strickland, Walsh

**Call to Order:** Vice Provost Kelly-Riley called the meeting to order at 4:30 pm.

Per FSH 1580 IV, the purpose of this meeting is to nominate candidates for the offices of chair and vice chair of the 2023-24 Faculty Senate. No other official business is conducted at this meeting.

Only senators who are faculty are eligible to run for faculty senate leadership positions.

For each office, nominations were collected by secret ballot. Fifteen responses were received out of 19 senators eligible to nominate. The nominees declared whether they accepted or declined the nomination. Nominees for the position of chair and/or vice chair who are absent will be asked whether they accept the nomination. For the chair seat: one nominee was absent and will be asked whether they accept the nomination; one nominee will consider it. All others declined. For the position of vice chair: one senator accepted the nomination and three accepted tentatively.

Elections will be held by secret ballot at the second meeting of the 2023-24 Senate, Tuesday May 2, 3:30 pm. Before voting begins, additional nominations may be made for each office.

**Adjournment:**

The meeting was adjourned at 4:50 pm.

Respectfully Submitted,

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

**2023 – 2024 Faculty Senate – Pending Approval**

**Meeting # 2**

Tuesday, May 2, 2023, 3:30 pm – 5:00 pm

Zoom only

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

**Call to Order:** Provost Lawrence called the meeting to order at 3:34 pm.

Per FSH 1580 IV, the purpose of this meeting is to elect the chair and the vice chair of the 2023-24 Faculty Senate. No other official business is conducted at this meeting.

Provost Lawrence asked if there were additional nominations for either office. There were none. The candidates who accepted the nomination since the nominating meeting, April 25, 2023, will run for office.

Each candidate gave a statement about themselves and their leadership philosophy and answered questions from the senators.

Elections were held by secret ballot and in accordance with the procedures described in FSH 1580 IV-2. Provost Lawrence announced the results:

- 2023-24 Senate Chair: Jean-Marc Gauthier
- 2023-24 Senate Vice Chair: Kristin Haltinner

**Adjournment:**

Provost Lawrence adjourned the meeting at 4:07 pm.

Respectfully Submitted,

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



MEMORANDUM

**TO:** Jean-Marc Gauthier, Chair, Faculty Senate  
Kristin Haltinner, Vice Chair, Faculty Senate

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

**DATE:** June 5, 2023

**SUBJECT:** Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2024 - 2025 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABBATICAL TERM
Somantika Datta	College of Science	Mathematics and Statistical Science	AY 2024-25
Tao Xing	College of Engineering	Mechanical Engineering	Fall 2024
Zachary Turpin	College of Letters, Arts and Social Sciences	English	Fall 2024
Jason Johnston	College of Letters, Arts and Social Sciences	Music	Fall 2024
Manoj Shrestha	College of Letters, Arts and Social Sciences	Politics and Philosophy	Fall 2024
Greg Lambeth	Student Affairs	Counseling and Testing Center	Fall 2024
Aleta Quinn	College of Letters, Arts and Social Sciences	Politics and Philosophy	Spring 2025
Paul Rowley	College of Science	Biological Sciences	Spring 2025

# Spring 2023 Candidates for Degree

## COLLEGE OF AGRICULTURAL & LIFE SCIENCES

Collin	M	Aardema	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Saroj		Adhikari	M.S.	Applied Economics
Jaylee	Marie	Allen	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Catherine	M	Beld	B.S.Pl.Sc.	Crop Management
Chelsea	Anne	Bence	B.S.	Human Dev & Family Studies
Heidi	Rose	Brackebusch	M.S.	Dietetics
Kaelie	Marie	Brown	B.S.Ag.Ed.	Agricultural Education
Caleb	Jay	Byington	B.S.Pl.Sc.	Crop Science
Drew	Emily	Carrell	B.S.Ag.Ed.	Agricultural Education
Mikayla		Cavanaugh	B.S.	Child Development
Christy	L	Christian	Ph.D.	Plant Science
Meghan	N	Clancy	B.S.A.V.S.	Career & Tech Ed-Fam&Cons Sci
Krystal	Margaret	Conley Natividad	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Hailey	Grace	Crawford	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Melinda	Elizabeth	Cross	B.S.Ag.Ed.	Agricultural Education
Nolan	Donald	Cumming	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Jason	Robert	Damon	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Jeremy	Richard	Davies	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Aayush Raj		Dhokal	M.S.	Applied Economics
Raquel		Dimond	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Garrett	Richard	Dines	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Katherine	Margaret	Doumit	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Jovana		Duarte	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Luke	Buchanan	Edwards	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Madelin	D.	Edwards	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Carmen	Jubilee	Eggleston	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Brooklyn	S	Epperson	M.S.	Animal Science
Fauwial		Farid Khan	M.S.	Applied Economics
Clair	Lee	Feldmann	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Kaylee	S	Flodin	B.S.F.C.S.	Apparel, Textiles, & Design
Megan	Alexis	Follett	M.S.	Dietetics
Julia	R	Furioso	Academic Certificate	Ag Commodity Risk Mgmt
Cole	Mitchell	Garland	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Nathan		Gelles	M.S.	Plant Science
Blazie		Gilder	B.S.	Human Dev & Family Studies
Tara	L	Goertzen	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Zackary	Elijah	Goodnature	B.S.	Apparel, Textiles, & Design
Mackenzie	Beth	Griggs	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Sarah	Elizabeth	Hale	B.S.Pl.Sc.	Biotechnology & Plant Genomics
Maggie	Rose	Hammon	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Kiely	U	Hardy	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Kendra	Nicole	Harrison	B.S.	Child Development
Mikayla	L	Heimbuch	M.S.	Animal Science
Emily	Elizabeth	Hengehold	B.S.F.C.S.	CFCS-Child Dev Family Rel
Karina		Hernandez	B.S.	Child Development
Harry	William	Hobbs	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Kylie	Marie	Holveck	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Maggie	Jo	Howard	B.S.	Human Dev & Family Studies
Anneliese	Nicole	Husaby	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Braydon	Jeter	Jensen	B.S.Pl.Sc.	Crop Management
Alejandro		Jimenez Cortes	B.S.Pl.Sc.	Crop Science

Harleigh	Ann	Johnson	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Tiana	L	Johnson	M.S.	Dietetics
Adam	Richard	Kennedy	B.S.Pl.Sc.	Crop Science
Hannah	Lynne	Kindelspire	B.S.F.C.S.	Food and Nutrition
Tyler	Franklin	Lawrence	B.S.Pl.Sc.	Horticulture & Urban Agric
Megan	Jo	Limesand	M.S.	Dietetics
Torrey	Breanna	Long	B.S.F.C.S.	Apparel, Textiles, & Design
Charles	Kent	Lovelace	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Cecilia	Ann	Lucero	B.S.Pl.Sc.	Crop Management
Gabriela	Fernanda	Lupian	B.S.F.C.S.	CFCS-Child Dev Family Rel
Paul		Macduff	B.S.S.W.S.	Agricultural Systems Mgmt
Angel		Magana	B.S.F.C.S.	Apparel, Textiles, & Design
Gavin	Wallace	Merritt	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Katie		Messerly	M.S.	Dietetics
Jayden	Keith	Mink	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Kaitlin	Mackenzie	Mirkin	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Savannah	Reyanne	Moore	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Heather	B	Neace	M.S.	Water Resources-Sci & Mgmt Opt
Frank	Carew	Newman	B.S.S.W.S.	Agricultural Systems Mgmt
Joseph	Henry	Orrison	B.S.S.W.S.	Agricultural Systems Mgmt
Jennifer	Margaret	Ott	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Sophia	Rose	Oxarango	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Kiera	Mary	Packer	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Grace		Park	B.S.F.C.S.	Apparel, Textiles, & Design
Kayla	Joy Victoria	Park	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Megan	Grace	Parnell	Academic Certificate	Ag Commodity Risk Mgmt
Hailey	J	Pelton	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Roberto		Perez	B.S.Ag.L.S.	Sustainable Food Systems
Apryl	Lee	Peterson	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Emily	Rene	Peterson	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Cassidey	Lynn	Plum	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Derrick		Pomi	B.S.S.W.S.	Agricultural Systems Mgmt
		Quirino Souza Dayoub		
Luana		Zagato	M.S.	Plant Science
Sophia	Simone	Raasch	B.S.F.C.S.	Food and Nutrition
Rachael	Lane	Rager	M.S.	Dietetics
Justyne	Nichole	Rash-Collins	B.S.	Child Development
Hyrum	Scott	Rasmussen	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Melinda	Sue	Raymond	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Sarah	JoAnn	Reisenauer	B.S.Ag.Ed.	Agricultural Education
Danielle	Le	Reynolds	M.S.	Agricultural Education
Haley	Angell	Richardson	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Shasta	Raelynn	Richardson	B.S.Ag.Ed.	Agricultural Education
Cable	Jhett	Ricker	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Fisher	Liam	Ries	B.S.Pl.Sc.	Horticulture & Urban Agric
Daisy	Eva	Ruvalcaba	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Daniel		Salas	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Morgan	Savannah	Schulz	B.S.Ag.Ed.	Agricultural Education
Ana	Christine	Segsworth	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Olivia	C	Shaul	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Lovepreet		Singh	M.S.	Food Science
Regann	Dawn	Skinner	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Kayla	Raye	Slater	B.S.	Early Childhood Education
Jacob	Michael	Smith	B.S.	Food and Nutrition
Madison	Renee	Sotin	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Aubrey		Speer	M.S.	Dietetics
Logan	Robert	Stansell	B.S.S.W.S.	Agricultural Systems Mgmt
Mia	Isabella	Stender	B.S.Ag.Ed.	Agricultural Education

Charlene	Marie	Stevens	B.S.F.C.S.	Food and Nutrition
Ashley	Erin	Swanson	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Isel		Tejeda Urenda	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Caleb	J.	Van Kampen	B.S.F.S.	Food Science-Food Sci Opt
Avelardo		Vargas Juarez	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Elisha	Ann	Wade	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Jolene	Piper	Whiteley	B.S.F.C.S.	Food and Nutrition
Destiny	Rose	Whitmire	B.S.	Food and Nutrition
Brady	Drake	Wilson	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Julia	Lynn	Woods	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Elizabeth	Annalee	Worley	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Cassidy	Marie	Wright	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Kooper	Aaron	Yearout	B.S.S.W.S.	Agricultural Systems Mgmt
Jace	William	Younker	B.S.F.S.	Food Sci-Fermentation Opt
Margaret		Zee	B.S.F.C.S.	Apparel, Textiles, & Design
Daelas	L.	Zieber	B.S.Ag.Econ.	Ag Econ-Applied Econ Emph

## COLLEGE OF ART & ARCHITECTURE

Achiraya		Anantachote	B.S.	Virtual Technology & Design
Noah	Matthew	Anderson	M.Arch.	Architecture
David	Oluwamayowa	Asokeji	B.S.Arch.	Architecture
Christian	James Peter	Bachik	M.Arch.	Architecture
Emily	Ruth	Ball	B.I.A.D.	Interior Architecture & Design
Ainsley	Louise	Bauer	B.I.A.D.	Interior Architecture & Design
Kaitlin	Grace	Beyrouthy	M.Arch.	Architecture
Jared	Rex	Black	M.Arch.	Architecture
Grayson	Michael	Boldt	M.Arch.	Architecture
Jacob	A.	Brown	B.S.	Virtual Technology & Design
Aleana	Teneil	Cataluna	B.I.A.D.	Interior Architecture & Design
West	Lee	Chalfant	M.Arch.	Architecture
Tzu-hui		Chen	B.I.A.D.	Interior Architecture & Design
Brenna	Ashleigh	Church	M.Arch.	Architecture
Joseph	E	Cisneros	B.S.	Virtual Technology & Design
Sarah		Condit	B.S.L.A.	Landscape Architecture
Cassandra	R	Deremer	B.I.A.D.	Interior Architecture & Design
Edwin	Ernesto	Dilone Berumen	M.Arch.	Architecture
Harper	Grace	Drake	B.S.Arch.	Architecture
Matigan	Claire	Duke	B.S.Arch.	Architecture
Jarrett	J	Duree	B.S.Arch.	Architecture
Katie	A	Ebling	B.S.	Virtual Technology & Design
Brittney	Christine	Ellenbecker	M.Arch.	Architecture
Amanda	Lyn	Eller	M.Arch.	Architecture
Mckenna	Marie	Enright	B.S.	Virtual Technology & Design
Emma	W	Ferguson	B.S.	Virtual Technology & Design
Emilie	Rose	Fish	B.I.A.D.	Interior Architecture & Design
Natalie		Fitzgerald	B.I.A.D.	Interior Architecture & Design
Isabella	Nichole	Frank	B.S.	Virtual Technology & Design
Crystal		Garcia-Orozco	B.S.Arch.	Architecture
Vitaliy		Golovin	M.Arch.	Architecture
Johnathan	J	Gross	B.S.Arch.	Architecture
Logan	W	Hall	B.S.Arch.	Architecture
Kylie	Ann	Hanson	B.I.A.D.	Interior Architecture & Design
Ryan	Bradley	Hart	M.Arch.	Architecture
Elizabeth	Gail	Harwood	B.F.A.	Studio Art & Design
Jonathan	Michael	Harwood	B.S.Arch.	Architecture
Danielle	Nicole	Hawkins	M.Arch.	Architecture

Monica	J	Higbee	M.Arch.	Architecture
Madison	Joy	Hildebrand	B.I.A.D.	Interior Architecture & Design
Skyler	Ross	Howell	M.Arch.	Architecture
Britain	M	Hunsaker	M.Arch.	Architecture
Joshua	Mckinnon	Hust	M.F.A.	Art
Kolbie	Krinn	Jones	B.S.Arch.	Architecture
Ryan	Jacob	Jones	B.S.L.A.	Landscape Architecture
Sterling	Stratford	Jones	M.Arch.	Architecture
Quintin	M	Kimberling	B.I.A.D.	Interior Architecture & Design
Claire	I	Krauss	B.I.A.D.	Interior Architecture & Design
Samuel	William	Kreitzer	M.Arch.	Architecture
Etienne	Pierre Marcel	La Count	M.Arch.	Architecture
Lauryn	Ashley	Lanterman	M.Arch.	Architecture
Riley	Ray	Leighton	M.Arch.	Architecture
Thomas	Armand	Lopez	B.S.	Virtual Technology & Design
Eric	Casey	Lynn	B.S.Arch.	Architecture
Reginald	D	Mace	M.Arch.	Architecture
Chloe	Madeline	Macon	B.S.Arch.	Architecture
Keaton	E.J. Alexander	Marschman	B.S.	Virtual Technology & Design
Lucia	M	Maughan	M.Arch.	Architecture
Zackery	M	Maughan	M.Arch.	Architecture
Benjamin	Kenneth	Mendenhall	M.Arch.	Architecture
Mason	Lee	Miles	B.S.Arch.	Architecture
Andrew	T.	Miller	M.Arch.	Architecture
Clara	Joy	Miller	B.F.A.	Studio Art & Design
Danielle		Miller	M.Arch.	Architecture
Hannah	Nicole	Minas	B.S.Arch.	Architecture
Sophia	M	Minden	B.I.A.D.	Interior Architecture & Design
Juhee		Moon	M.Arch.	Architecture
Olivia	Grace	Necochea	B.F.A.	Studio Art & Design
Jillian	J	Nelson	M.Arch.	Architecture
Joshua	William	Nelson	B.S.	Virtual Technology & Design
Juliana	Rose	Nelson	B.S.Arch.	Architecture
Aubrey	Grace	Newman	M.Arch.	Architecture
Skye	Bukvich	Northcutt	B.S.	Virtual Technology & Design
Francis	Martin	O'Toole	B.S.	Virtual Technology & Design
Daniel		Olivo	B.F.A.	Studio Art & Design
Torin	James	Ozgun	B.S.	Virtual Technology & Design
Grace	Michelle	Parsons	B.S.Arch.	Architecture
Dominic	David	Pera	M.Arch.	Architecture
McKenzie	Grace	Peringer	B.S.	Virtual Technology & Design
Karlee	Ann	Peterson	M.Arch.	Architecture
Kaling		Phung	B.S.Arch.	Architecture
Kirk	Michael	Raynor	B.I.A.D.	Interior Architecture & Design
Gregory	Tomas	Reyes	M.Arch.	Architecture
Jakin	Caleb	Richerson	B.S.Arch.	Architecture
Syringa	Katherine	Riley	B.S.Arch.	Architecture
Samuel	William	Rose	B.S.	Virtual Technology & Design
Anra		Rowley	M.F.A.	Art
Tristan	Luke	Sahwell	M.Arch.	Architecture
Parker	Lynn	Salisbury	B.I.A.D.	Interior Architecture & Design
Keegan	Cody	Schaner	B.I.A.D.	Interior Architecture & Design
Dakota	Despain	Simpson	B.S.	Virtual Technology & Design
Madeline	Grace Kay	Smith	B.S.Arch.	Architecture
Elizabeth		Smythe	M.Arch.	Architecture
Sydney	Dream	Speck	B.F.A.	Studio Art & Design
Nicole	Liana	Stampke	B.I.A.D.	Interior Architecture & Design

Kelsey	Lynn	Starman	B.S.Arch.	Architecture
Jeffrey	Tucker	Steinman	B.S.Arch.	Architecture
Ashley	Beth	Summers	B.I.A.D.	Interior Architecture & Design
Chloe	Meryl	Temple	B.I.A.D.	Interior Architecture & Design
Kimberly		Timmons	B.F.A.	Studio Art & Design
Mal Sawm		Tluang	B.S.Arch.	Architecture
Jack	E.	Tucker	B.S.Arch.	Architecture
Jacqueline	Alexa	Ullrich	B.I.A.D.	Interior Architecture & Design
Levi	Timothy	Veenstra	B.S.Arch.	Architecture
Alexandra		Vega	B.S.L.A.	Landscape Architecture
Anna	Rose	Williams	B.F.A.	Studio Art & Design
Dalton	Richard	Withers	B.S.Arch.	Architecture
Dominic	Aquinas	Zepeda	B.S.Arch.	Architecture
Kurtis	J.	Zylstra	M.Arch.	Architecture

## COLLEGE OF BUSINESS & ECONOMICS

Sarah	M	Abraham	B.S.Bus.	Mgmt & HR-Entrep & Sm Bus Emph
Cindy	C	Albor	B.S.Bus.	Marketing-Entrepreneurship Emp
Maximillian	Otto	Andrews	B.S.Bus.	Finance
Abbygayle	Mary Elizebeth	Asker	B.S.Bus.	Marketing-Gen Marketing Emph
Cole	Bruce	Baillie	B.S.Bus.	Bus Econ-General Opt
Tristan	Everett	Baiocco	M.Acct.	Accountancy
Alexander	John Wesley	Banks	B.S.Bus.	Management Information Systems
Alexander	J	Barigar	B.S.Bus.	Marketing-Entrepreneurship Emp
Mason	Stewart	Barstow	Academic Certificate	Trading & Capital Management
Benjamin	A	Behm	B.S.Bus.	Accounting
Isaac	Paul	Berglund	B.S.Bus.	Operations Management
Evan	Jerry	Bermensolo	B.S.Bus.	Finance
Joseph	John	Bideganeta	B.S.Bus.	Bus Econ-General Opt
Vivian	Rae	Boren	B.S.Bus.	Marketing-Gen Marketing Emph
Carter	D	Bottom	B.S.Bus.	Operations Management
Cole		Branter	B.S.Bus.	Management Information Systems
Hannah	Rosemary	Burt	M.Acct.	Accountancy
Michelle	Lee	Carnahan	B.S.Bus.	Accounting
Austin	R	Carper	B.S.Bus.	Finance
Leahlynn	Mae	Cates	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Dylan	Bradley	Cobb	B.S.Bus.	Mgmt & HR-Management Emph
Christian	T	Collins	B.S.Bus.	Management Information Systems
Riley	Grace	Comstock	B.S.Bus.	Operations Management
Alexis	F	Cortez	B.S.Bus.	Marketing-Gen Marketing Emph
Hannah		Covey	B.S.Bus.	Marketing-Gen Marketing Emph
Alyssa	L	Crain	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Addison	Kate	Crowther	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Mackenzie	Rose	Daniels	B.S.Bus.	Accounting
Gabriel	L	Dinnel	B.S.Bus.	Operations Management
Wayne	William	Ebenroth	B.S.Bus.	Accounting
Ehsan	Ahlem	Entezar	B.S.Bus.	Bus Econ-General Opt
Gracie	Lee	Faulkner	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Nathan	Frederick	Franz	B.S.Bus.	Marketing-Gen Marketing Emph
John James	J	Frey	B.S.Bus.	Marketing-Sales Mgmt Opt
Addison	Tess	Golightly	M.Acct.	Accountancy
Daniel		Guevara	B.S.Bus.	Finance

Kacie	Ann	Guy	B.S.Bus.	Finance
Michael	Bentley	Hanshaw	B.S.Bus.	Bus Econ-General Opt
Lindsay	T	Harnish	Academic Certificate	Business Analytics
Greyson	Scot	Harwood	B.S.Bus.	Marketing-Gen Marketing Emph
Hayden	Thomas	Hatten	B.S.Bus.	Bus Econ-General Opt
Hogan	Tyler	Hatten	B.S.Bus.	Marketing-Gen Marketing Emph
Ashley	Nicole	Haynie	B.S.Bus.	Bus Econ-General Opt
Claire	Elizabeth	Heberer	B.S.Bus.	Marketing-Gen Marketing Emph
Ty	N	Hendrickson	B.S.Bus.	Operations Management
Jennifer		Hernandez Arroyo	B.S.Bus.	Marketing-Mrkt Analytics Emph
Katarina	A	Hockema	Academic Certificate	Promo & Digital Marketing
Alexandra	Darlene	Hough	B.S.Bus.	Accounting
Santiago		Ixta Acuna	B.S.Bus.	Marketing-Gen Marketing Emph
Sophie	Kathleen	Jalbert	B.S.Bus.	Bus Econ-General Opt
Travis	Riley	Jerome	B.S.Bus.	Marketing-Gen Marketing Emph
Taya	Suzanne	Johnson	B.S.Bus.	Finance
Schreyer	Caroline	Jones	B.S.Bus.	Marketing-Gen Marketing Emph
Matthew	Seamas	Kavanaugh	B.S.Bus.	Bus Econ-General Opt
Piper	June	Kent	B.S.Bus.	Marketing-Gen Marketing Emph Mgmt & HR-Entrep & Sm Bus Emph
Deanna	Catherine	Kienbaum	B.S.Bus.	Finance
Shea		Kimball	B.S.Bus.	Accounting
Garrett	William	King	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Lian	E	Koeppel Willcoxson	B.S.Bus.	Business Analytics
Stephanie	Jane	Koziol	Academic Certificate	Operations & Supply Chain Mgmt
Elijah	Sean	Kyle	B.S.Bus.	Finance
Caitlin	Rose	Lanterman	B.S.Bus.	Management Information Systems
Kevin	Michael	Lebsock	B.S.Bus.	Marketing-Gen Marketing Emph
Emma	Margrethe	Leibow	B.S.Bus.	Mgmt & HR-Management Emph
Jacob	Phillip	Lerch	B.S.Bus.	Marketing-Gen Marketing Emph
Alejandro	Andre	Lopez Arteaga	B.S.Bus.	Finance
Nathan	Mitchell	Lothspeich	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Cayden	Tyler	Loveland	B.S.Bus.	Marketing-Gen Marketing Emph
Laura	Kristjana	Lynch	B.S.Bus.	Finance
James	Michael	Lyons	B.S.Bus.	Operations Management
Jonathan	James	Malmo	B.S.Bus.	Bus Econ-General Opt
Lillie	Simone	Manyon	B.S.Bus.	Bus Econ-General Opt
Armin		Masic	B.S.Bus.	Marketing-Gen Marketing Emph
Kilynn	Jordan	Maxwell	B.S.Bus.	Bus Econ-General Opt
Alexander	Jacob	McCabe	B.S.Bus.	Marketing-Gen Marketing Emph
Phoebe	Brook	McGrath	B.S.Bus.	Marketing-Gen Marketing Emph
Shaynie	Marie	Montee	B.S.Bus.	Bus Econ-General Opt
Alexander	J.	Moore	B.S.Bus.	Finance
Hunter	Richard	Moore	B.S.Bus.	Operations Management
Riley	Sue	Moreland	B.S.Bus.	Accountancy
Garrett	Douglas	Nelson	M.Acct.	Accounting
Luke	Douglas	Nemec	B.S.Bus.	Accountancy
Zachary	Mark	Nunis	M.Acct.	Marketing-Gen Marketing Emph
Elizabeth		Oropeza	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Savanna	May	Pagel	B.S.Bus.	Operations Management
Thomas	James	Patterson	B.S.Bus.	Bus Econ-General Opt
Francisco	Jesus	Perez Bascon	B.S.Bus.	Marketing-Gen Marketing Emph
Joshua		Picker	B.S.Bus.	Marketing-Gen Marketing Emph
Emalee	Dawn	Pippin	B.S.Bus.	Accounting
Danielle	Lynn	Pranger	B.S.Bus.	

Logan	Dean	Prater	B.S.Bus.	Operations & Supply Chain Mgmt Mgmt & HR-Entrep & Sm Bus Emph
Daseau		Puffer	B.S.Bus.	
Gabriel	G.	Quinnett	Academic Certificate	Trading & Capital Management
Joshua	Jay	Ralphs	M.Acct.	Accountancy
Aidan	Albert	Ramirez	B.S.Bus.	Bus Econ-General Opt
Lauren		Ramon	B.S.Bus.	Marketing-Entrepreneurship Emp Mgmt & HR-Human Res Mgmt Emph
Katherine	Marie	Raphael	B.S.Bus.	
Dalton	Lane	Rasgorshok	B.S.Bus.	Bus Econ-General Opt
Bret	Bryant	Raymond	B.S.Bus.	Mgmt & HR-Management Emph
Jayden	Micheal	Richards	B.S.Bus.	Finance
James		Riebe	B.S.Bus.	Operations Management
Britney	N.	Rill	M.Acct.	Accountancy
Esteban	David	Rivera Galvan	B.S.Bus.	Bus Econ-Finan Econ Opt
Anthony	Vance	Rizzo	B.S.Bus.	Mgmt & HR-Management Emph
Thomas	Duane	Rizzo	M.Acct.	Accountancy
Nathan	William	Rois	B.S.Bus.	Operations Management
Nicholas	M.	Romano	B.S.Bus.	Finance
Mia	Nicole	Ruby	B.S.Bus.	Finance
Jamal	Anthony	Sanders	B.S.Bus.	Marketing-Entrepreneurship Emp
Jack	Benjamin	Schaefer	Academic Certificate	Trading & Capital Management
Hunter	Trey	Schoo	B.S.Bus.	Marketing-Gen Marketing Emph
Karli	Rebecca	Scott	M.Acct.	Accountancy
Michael	James Elvington	Self	B.S.Bus.	Management Information Systems
Colt	Steven	Sherrell	B.S.Bus.	Marketing-Entrepreneurship Emp
Charles	Gage	Skaggs	B.S.Bus.	Marketing-Gen Marketing Emph
Samuel	E	Slusser	Academic Certificate	Trading & Capital Management
Bailey	Michael	Spackman	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Jacob	Scott	Spence	B.S.Bus.	Bus Econ-General Opt
Cody	Bryson	Stattner	B.S.Bus.	Bus Econ-General Opt
Edward	Rolland	Steenkolk	B.S.Bus.	Marketing-Gen Marketing Emph
Adam	Michael	Taylor	B.S.Bus.	Marketing-Gen Marketing Emph
Shaw	Stetson	Taylor	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Joseph	Buenaventura	Tibesar	B.S.Bus.	Operations & Supply Chain Mgmt
John	Blake	Usabel	B.S.Bus.	Finance
Ashlynn	Marie	Valdez	B.S.Bus.	Bus Econ-General Opt
Ryan		Van Earden	B.S.Bus.	Operations Management
Lauren	Joelle	Van Lith	B.S.Bus.	Marketing-Gen Marketing Emph
Jessica	S.	Vega	Academic Certificate	Entrepreneurship
Benjamin	Nathan	Webb	B.S.Bus.	Accounting
Caden	Matthew	Wengler	B.S.Bus.	Marketing-Gen Marketing Emph Mgmt & HR-Human Res Mgmt Emph
Katherine	Lee	Wilkerson	B.S.Bus.	
Faust	Aidan	Ystueta	B.S.Bus.	Finance

### COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES

JoAnn	R	Abad	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Cali	S	Ahlers	B.S.Ed.	Secondary Education
Emily	Ann	Alandt	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Irene		Alexandraki	Ph.D.	Education
Ibtisam	Mesfer	Alhasaf	Ph.D.	Education
Sydney	R	Almarez	M.S.A.T.	Athletic Training
Christopher	Joseph	Amon	B.S.Ed.	Secondary Education
Amy	Lynn	Arlint	Ed.S.Ed.Ldrshp	Educational Leadership
Julia	Diane	Bailey	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Desiree	Nichole	Ballis	M.Ed.	Educational Leadership

Beyonce	M	Bea	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Natalie	Rae	Beaton	B.S.Ed.	Secondary Education
Jennifer	Ann	Behl	M.Ed.	Educational Leadership
Katelyn	Irene	Benner	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Allyson	J.	Berg	B.S.Ed.	Elementary Education
Taylor	Katherine	Bieker	Ed.S.Ed.Ldrshp	Educational Leadership
Mark	Wesley	Boatman	M.Ed.	Educational Leadership
Hannah		Boutwell	M.S.A.T.	Athletic Training
Rebekka	M	Boysen-Taylor	Ph.D.	Education
Kalina		Brar	M.S.A.T.	Athletic Training
Jody	Lee	Braun	Ed.S.Ed.Ldrshp	Educational Leadership
Caitlin	Anne	Buchanan	M.Ed.	Curriculum and Instruction
Evan		Buckley	M.S.A.T.	Athletic Training
Jasmine	Elissa	Bullock	B.S.Ed.	Elementary Education
Ashley	May	Burke	M.S.	Adult/Org Learnng & Leadership
Lauren		Burns	M.Ed.	Educational Leadership
Wade	Curtis	Carpenter	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Eduardo	Anthony	Celis	Academic Certificate	Human Resource Development
Elmer		Chavez Castrejon	M.S.	Movement & Leisure Sciences
Karina		Cisar	M.S.A.T.	Athletic Training
Hannah	R	Clay	B.S.Ed.	Secondary Education
Paul	David	Collins	M.Ed.	Educational Leadership
Kaelin	A	Cooley	M.S.A.T.	Athletic Training
Aline	Rosalinda	Cortez Magana	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Clinton	Don	Cousineau	B.S.Ed.	Career & Tech Ed-Fam&Cons Sci
Katie	Jeane	Crawford	Ed.S.Ed.Ldrshp	Educational Leadership
Alexandra	Paige	Dahl	M.Ed.	Educational Leadership
Shelbi	Leanne	Dawkins	B.S.	Exer, Sprt, Hlth Sci-Pre-AT
Amy	Rebecca	DeAndre	M.Ed.	Physical Education
Bonny	Blue	DuPuis	Ed.D.	Education
Eric	Edward	DuPuis	Ed.D.	Education
Whitney	LeAnn	Duke	M.Ed.	Educational Leadership
Tami	Michelle	Edwards	M.Ed.	Educational Leadership
Yi		Fan	M.S.A.T.	Athletic Training
Mikayla	Rose	Ferez	M.S.	Movement & Leisure Sciences
Emma	Jayne	Finley	B.S.Ed.	Elementary Education
Samantha	Dawn	Finnell	B.S.Ed.	Secondary Education
Susanne		Foote	Ed.S.Ed.Ldrshp	Educational Leadership
Andrea	Kaye	Fuentes	Ed.S.Ed.Ldrshp	Educational Leadership
Eulalia		Gallegos Buitron	Ph.D.	Education
Katelyn		Garfield	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Brienne	Renee	Glenn	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Elizabeth	Anne	Godinho	M.S.A.T.	Athletic Training
Isabel		Gonzalez Rodriguez	B.S.Ed.	Elementary Education
Hayden	Douglas	Gorham	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Abigail	Florence	Goyette	M.Ed.	Educational Leadership
Austin	J	Greene	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Brad	Allen	Hadley	Ed.S.Ed.Ldrshp	Educational Leadership
Virginia	Lyn	Hammond	Ed.S.Ed.Ldrshp	Educational Leadership
Julia	A	Hanley	M.S.	Adult/Org Learnng & Leadership
Brian	Lee	Hannibal	M.S.A.T.	Athletic Training
Jason	Michael	Hardy	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Ryan	J	Haren	B.S.Ed.	Secondary Education
Zehua		He	B.S.Ed.	Elementary Education
Athena	Nicole	Herman	M.Ed.	Educational Leadership
Braxton	Gene	Herrick	M.S.	Adult/Org Learnng & Leadership
Cameron	R	Hewitt	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT

Rachel	Ruby	Hill	M.S.A.T.	Athletic Training
Madison	Ann	Hinkelman	B.S.Ed.	Elementary Education
Nolan		Hodges	M.S.A.T.	Athletic Training
Danielle	Grace	Hodgson	B.S.Ed.	Secondary Education
Lauren	Brooke	Horan	M.Ed.	Educational Leadership
Jack	Dennis	Humphrey	B.S.Ed.	Elementary Education
Johanna	J.	Hyink	B.S.Ed.	Career & Tech Ed-Wrkfc Trn&Dev
Lundyn	Gabriel	Jared	M.S.	Adult/Org Learnng & Leadership
Malia	April	Jaynes	B.S.Ed.	Elementary Education
Asher	Nicholas	Johnson	B.S.Ed.	Elementary Education
Hunter	Issac	Johnson	M.S.A.T.	Athletic Training
Jennifer	Merlene	Johnson	M.Ed.	Educational Leadership
Kiersten	Annika	Johnson	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Rachel	A.	Jones	M.Ed.	Educational Leadership
Nicole	Mary Kathleen	Judson	M.A.T.	Secondary Education
Mary	Lynn	Juhasz	M.Ed.	Educational Leadership
Kierra	Nicole	Kindelberger	B.S.Ed.	Secondary Education
Katelyn	Elaine	Kleinkopf	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Opal	Ann	Koepfel Willcoxson	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Rilie	V	Krieg	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Lukas		Krumpl	Ph.D.	Education
Makenzie	Paige	Kuykendall	B.S.Ed.	Secondary Education
Sonja	Kirsten	LaPaglia	Ph.D.	Education
Adam	Jackson	Lauda	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Kristi	Renee	Lawrie	M.Ed.	Curriculum and Instruction
Jessica	Alice	Layton	M.Ed.	Special Education
Makenna	E.	Leigh	M.S.A.T.	Athletic Training
Tyler	Max	Leister	B.S.Ed.	Secondary Education
Sydney	Nicole	Leverett	D.A.T.	Athletic Training
Margaret	A	Lewis	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Megan	Ashleigh	Lolley	B.S.Ed.	Secondary Education
Shelby	D	Lorcher	B.S.Ed.	Elementary Education
Alyssa	Nicole	Lundgren	B.S.Ed.	Elementary Education
Sabrina	L	Lustig	B.S.Ed.	Secondary Education
Aleksandr	Andreivich	Lutsenko	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Sean	Theron	Lyon	M.Ed.	Educational Leadership
Mary	Madison	Lyons	M.Ed.	Educational Leadership
Ryden	Trace	Mader	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Emma	Rose	Mahuron-Vigil	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Diego		Maldonado Quezada	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Rebecca	Lynne	Malloy	B.S.Ed.	Secondary Education
Preston	King	Marispini	B.S.Ed.	Secondary Education
Ashley	Ann	Marmon	B.S.Ed.	Elementary Education
Andrew	K.	Martin	Ph.D.	Education
Tristin	Anne	Martinez	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Nickolai	Paul	Martonick	Ph.D.	Education
Alicia		Mattera	B.S.Ed.	Career & Tech Ed-Fam&Cons Sci
Sierra	Nicole	May	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
William	John	Mayo	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Marie	Watts	McCulloch	M.Ed.	Educational Leadership
Dawn	Michelle	McCusker	Ph.D.	Education
Jessica	Rose	McKenzie	M.S.	Adult/Org Learnng & Leadership
Kate		McKern	M.S.A.T.	Athletic Training
Heather		McKinlay	M.A.	Tchg English/Spkrs Oth Lang
Marci	Ann	Miller	M.S.	Adult/Org Learnng & Leadership
Kathryn	E	Mittlelder	M.Ed.	Educational Leadership
Corey	N	Morrison	B.S.Ed.	Elementary Education

Meinhart	Wencesia Augusto	Mosqueda	Ed.S.Ed.Ldrshp	Educational Leadership
Glenna	Lynn	Newby	M.Ed.	Educational Leadership
Isaac		Ofori	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Brooke	Harper	Painter	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Zoe	Evelynn	Pantis	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Suelynn	Nguyen	Parker	B.S.Ed.	Career & Tech Ed-Bus/Mk Ed Opt
Chad	Todd	Parson	B.S.Ed.	Career & Tech Ed-Wrkfc Trn&Dev
McCoy	T	Patton	B.S.Ed.	Elementary Education
Amber	Dawn	Phillips	Ed.S.Ed.Ldrshp	Educational Leadership
Champney	Belle	Pulliam	B.S.Ed.	Elementary Education
Layna	Rae	Questad	B.S.Ed.	Elementary Education
Katelyn	Aida	Quinn	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Sasha		Rabaiotti	B.S.Ed.	Elementary Education
Susan	Charmaign	Rau	M.S.A.T.	Athletic Training
Nicole	Kirsten	Recla	M.Ed.	Curr & Instr-Teacher Cert Emph
Nathan		Reep	D.A.T.	Athletic Training
Eduardo	Arturo	Reyes	M.S.	Adult/Org Learnng & Leadership
Marco	Antonio	Rojo	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Yesenia		Romo	B.S.Ed.	Secondary Education
Terry	Scott	Rothamer	M.Ed.	Educational Leadership
Tucker	Dean	Rovig	M.S.	Adult/Org Learnng & Leadership
McKenzie	Kay Louise	Russell	M.Ed.	Special Education
Lysa	C.	Salsbury	Ph.D.	Education
Skar		Sato	Ed.S.Ed.Ldrshp	Educational Leadership
Matthew	A.	Schneiderman	Ed.S.Ed.Ldrshp	Educational Leadership
Shawna	N	Schneiderman	Ed.S.Ed.Ldrshp	Educational Leadership
Justin	Keith	Scoggin	Ph.D.	Education
Noel	Victoria	Scott	M.S.A.T.	Athletic Training
Madison		Seaman	M.Ed.	Educational Leadership
Masaya		Shirai	M.S.A.T.	Athletic Training
Annie	Marie	Short	M.Ed.	Curriculum and Instruction
Anne	Marie	Siron	Ed.S.Ed.Ldrshp	Educational Leadership
Andrew	F	Smith	M.Ed.	Educational Leadership
Evalie	M.	Smith	B.S.Ed.	Elementary Education
Kailey		Smith	B.S.Ed.	Secondary Education
Mark	Joseph	Sowa	Ph.D.	Education
Kyle	Brian	Spence	B.S.Ed.	Secondary Education
Kevin	J.	Stilling	M.Ed.	Educational Leadership
Charles	Homer	Stivison	M.Ed.	Educational Leadership
Christopher	John	Stoker	Ed.S.Ed.Ldrshp	Educational Leadership
Ethan		Sunseri	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Diane	R.	Swensen	Ph.D.	Education
Quinton	Timothy	Tapp	M.S.A.T.	Athletic Training
Crystal	Anne	Thatcher	Ed.S.Ed.Ldrshp	Educational Leadership
Leah	Rencher	Thayer	Ed.S.Ed.Ldrshp	Educational Leadership
Molly		Thornton	M.Ed.	Educational Leadership
Mary	Kathryn	Tkach	Academic Certificate	Human Resource Development
Stacey	Elizabeth	Vakanski	Academic Certificate	Human Resource Development
Javier	Cordova	Valero	M.S.	Adult/Org Learnng & Leadership
Christopher	Anthony	Vergara	Academic Certificate	Cult Resp Pedag & UnivrsI Dsgn
Ella	Sophia	Verhoff	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Marah	Grace	Vogel	M.S.A.T.	Athletic Training
Morgan	Roslyn	Votava	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Peyton	Greer	Wagner	B.S.Ed.	Elementary Education
Carleigh	Celeste	Waites	B.S.Ed.	Elementary Education
Alison	Ann	Walker	M.Ed.	Educational Leadership
Amanda	Grace	Warwick	B.S.Rec.	Rec, Sport, & Tourism Mgmt

Scott	Mathew Kim	Werner	B.S.E.S.H.	Exercise Science & Health
Conner	Michael	Weygint	M.Ed.	Curr & Instr-Teacher Cert Emph
Daryan	Cree	Whaler	D.A.T.	Athletic Training
Beth	Iolean	Whitfield	Ph.D.	Education
Kylee	Ann	Wicks	M.Ed.	Educational Leadership
Chaz	E	Wolcott	Academic Certificate	Cult Resp Pedag & Univrs'l Dsgn
Maryam	Elhabashy	Wolff	Ed.S.Ed.Ldrshp	Educational Leadership
Ava	Grace	Wood	B.S.Ed.	Elementary Education

## COLLEGE OF ENGINEERING

Mohammed	Ibrahim	Abu Saq	Ph.D.	Civil Engineering
Mohammad		Al Ebedan	B.S.E.E.	Electrical Engineering
Norah	Saad	Al Sairy	Ph.D.	Materials Science & Engr
Shujaea	S SH M	Aldousari	B.S.E.E.	Electrical Engineering
	Mahmoud			
Sana'a	Mohammed	Algaraibeh	Ph.D.	Computer Science
Abdulsalam	Mohammed Y	Alghamdi	B.S.M.E.	Mechanical Engineering
Meshari	Gh A Gh S M	Alhajeri	B.S.E.E.	Electrical Engineering
Abdalrahman	TH B H A	Alhajri	B.S.E.E.	Electrical Engineering
Jourdan	Cole	Allen	B.S.Ch.E.	Chemical Engineering
Fahad	Fahhad F.	Alqahtani	Ph.D.	Computer Science
Joshua	Walker	Anderson	B.S.Ch.E.	Chemical Engineering
Nicholas		Anderson	B.S.	Biological Engineering
Kate	Helen	Antonov	M.S.	Electrical Engineering
Jayr		Ayala	B.S.C.E.	Civil Engineering
Rui		Bao	B.S.C.S.	Computer Science
Harrison	B	Bashaw	B.S.C.E.	Civil Engineering
Tyler	Stuart	Bendele	B.S.E.E.	Electrical Engineering
Srijan		Bhandari	M.S.	Mechanical Engineering
Rahul		Bhardwaj	Academic Certificate	Power Syst Protection & Relay
Rahul		Bhusal	B.S.Ch.E.	Chemical Engineering
Andoni		Bieter Lete	M.Engr.	Biological Engineering
Edward	James	Black	B.S.C.E.	Civil Engineering
Owen	Laurence	Blair	B.S.E.E.	Electrical Engineering
Isaac	Robert Russel	Blake	B.S.Ch.E.	Chemical Engineering
Taylor	Paige	Booker	B.S.	Biological Engineering
Jonathan	Thomas	Bosse	B.S.Ch.E.	Chemical Engineering
Brandon	Micheal	Boyd	B.S.C.E.	Civil Engineering
Morgan		Brockman	B.S.C.S.	Computer Science
Jacob	R	Brower	M.S.	Mechanical Engineering
Kaleb	J	Browning	B.S.C.S.	Computer Science
Keenan	G	Bryan	B.S.M.E.	Mechanical Engineering
Benjamin	K	Bunce	B.S.E.E.	Electrical Engineering
Nicolas	R	Burrows	B.S.M.E.	Mechanical Engineering
Michael	J	Cadmus	B.S.M.E.	Mechanical Engineering
Chandler	J	Calkins	Academic Certificate	Cybersecurity
Anne	M	Carper	B.S.	Biological Engineering
Bruno		Casino Remondo	B.S.	Biological Engineering
Mairen	Eleanore	Chard	B.S.	Biological Engineering
Ze Ying		Chen	B.S.E.E.	Electrical Engineering
James	Patrick	Chmelik	B.S.M.E.	Mechanical Engineering
Joseph	Abraham	Christensen	Ph.D.	Nuclear Engineering
Sheldon	Wayne	Christensen	M.S.	Technology Management
Kyle	Curtis	Christopher	B.S.M.E.	Mechanical Engineering
Roger	Carson	Chunn	M.S.	Technology Management
Sarah	Morgan	Cordier	B.S.C.E.	Civil Engineering

Brennen	T	Coulson	B.S.M.E.	Mechanical Engineering
Seth	P	Cram	B.S.Comp.E.	Computer Engineering
Joseph	Sebastian	Dekold	M.S.	Mechanical Engineering
Calvin	Myer	Downey	M.S.	Materials Science & Engr
Riley	J	Doyle	B.S.C.S.	Computer Science
Bryce		DuCharme	M.S.	Geological Engineering
Ross	Gerard	Dunworth	B.S.E.E.	Electrical Engineering
Megan	Marie	Eckroth	M.Engr.	Electrical Engineering
Macallyster	Shawn	Edmondson	B.S.E.E.	Electrical Engineering
Shane		Elmose	B.S.M.E.	Mechanical Engineering
Austin	W	Emerick	B.S.C.E.	Civil Engineering
Eugene	Tetty	Engmann	Ph.D.	Nuclear Engineering
Theodore	Griffin	Ertel	B.S.C.E.	Civil Engineering
Mary	Louise	Everett	M.S.	Computer Science
Glen	Warren	Findlay	B.S.M.E.	Mechanical Engineering
Delaney	Elizabeth	Fitzgerald	B.S.C.S.	Computer Science
Kade	J	Forbes	B.S.M.S.E.	Materials Science & Engr
John	Clark	Foster	M.Engr.	Electrical Engineering
Marcus	Joseph	Garcia	M.Engr.	Electrical Engineering
Noah	Martin	George	B.S.C.E.	Civil Engineering
Kurian		Georly Kunnathushery	B.S.C.S.	Computer Science
Ryan		Gilbert	M.Engr.	Mechanical Engineering
Michael	D.	Glaser	B.S.Tech.	Industrial Technology
Chad	Benjamin	Goodall	B.S.Comp.E.	Computer Engineering
Brendyn	Shea	Goodwin	B.S.M.E.	Mechanical Engineering
Chase	Alexander	Gornick	B.S.C.S.	Computer Science
Joel	Isaac	Gradin	B.S.C.E.	Civil Engineering
Lauren	Raye	Graves	B.S.	Biological Engineering
Madelynn	M	Gregoire	B.S.C.E.	Civil Engineering
Zesheng		Guo	B.S.E.E.	Electrical Engineering
Feichi		Han	B.S.C.S.	Computer Science
Blake	Douglass	Hansen	B.S.M.E.	Mechanical Engineering
Alyssa	Dawn	Hansten	B.S.	Biological Engineering
Ethan		Hardt	B.S.C.E.	Civil Engineering
Hunter	D	Hawkins-Stark	M.S.	Computer Science
Zach	Herchel	Heimbigner	B.S.C.S.	Computer Science
Taylor	Jet	Herndon	B.S.M.E.	Mechanical Engineering
Dawson	J	Hicks	B.S.M.E.	Mechanical Engineering
Ethan	Thomas	Hinkle	B.S.Comp.E.	Computer Engineering
Zane	Joseph	Holliday	M.S.	Mechanical Engineering
Jennifer	Ellaine	Houle	Ph.D.	Electrical Engineering
Ryan	C.	Hruska	Ph.D.	Computer Science
Keith	Owen	Hughes	B.S.Tech.	Industrial Technology
Sydney	Paige	Inman	B.S.	Biological Engineering
Brenden	Alan	Jack	B.S.C.E.	Civil Engineering
PeiCheng		Ji	B.S.E.E.	Electrical Engineering
Charles	Michael	Johnson	M.S.	Technology Management
Christopher	Dean	Johnson	B.S.E.E.	Electrical Engineering
Aakash		Kandai	M.Engr.	Electrical Engineering
Holly	Tatiana	Keir	B.S.C.S.	Computer Science
Vishwanath	Deepak	Ketkar	Ph.D.	Electrical Engineering
Katelyn	M	Kinson	B.S.M.E.	Mechanical Engineering
Koffi Anderson		Koffi	M.S.	Computer Science
Jonathan	Thomas	Kopf	B.S.C.S.	Computer Science
Erica	Marie	Koppes	M.Engr.	Civil Engineering
Ronald	Harry	Korn	B.S.M.E.	Mechanical Engineering
Samuel	J.	Kreslins	B.S.M.E.	Mechanical Engineering

Austin Mitchell	Paul Thomas	Kugler Langland	B.S.C.S.	Computer Science
Aaron	Daniel	Law	B.S.C.E.	Civil Engineering
Kyle	Patrick	LeDoux	B.S.Ch.E.	Chemical Engineering
Jackie	Ka Ming	Lee	Academic Certificate	Cybersecurity
Juhyung		Lee	B.S.Comp.E.	Computer Engineering
Hunter	Daniel	Leppek	B.S.Ch.E.	Chemical Engineering
Jack	Steven	Lewis	Academic Certificate	Cybersecurity
Philip	Angel	Lohman	B.S.	Biological Engineering
Grant	Vincent	Lucke	B.S.C.E.	Civil Engineering
Seth	Evyn	Lunders	B.S.M.E.	Mechanical Engineering
Yiqing		Ma	B.S.C.S.	Computer Science
Kenneth		Madsen	M.S.	Computer Science
Nathyn	L	Maller	B.S.C.E.	Civil Engineering
Shalom		Masango	B.S.C.E.	Civil Engineering
Rene	Mackenzie	Maura	B.S.M.E.	Mechanical Engineering
Trevor	Lance	McGeary	Ph.D.	Mechanical Engineering
Natalie	Sage	Mikels	Academic Certificate	Cybersecurity
Dennis	David	Miller	M.S.	Civil Engineering
Kyle	T	Monaghan	M.Engr.	Engineering Management
Lauren	Alexandria	Moore	B.S.M.E.	Mechanical Engineering
Michael	Benning	Myers	B.S.C.E.	Civil Engineering
Devan	Joseph	Naes	B.S.M.E.	Mechanical Engineering
Colin	Zane	Nancarrow	B.S.Ch.E.	Chemical Engineering
Gabriel	Isaac	Nelson	B.S.M.E.	Mechanical Engineering
Khoi	Anh	Nguyen	B.S.M.S.E.	Materials Science & Engr
Ashley		O'Connor	B.S.Comp.E.	Computer Engineering
Ryan	Alexander	Oliver	B.S.M.E.	Mechanical Engineering
Donald	C	Olsen	B.S.M.E.	Mechanical Engineering
Ernesto	Jose	Orozco	M.Engr.	Engineering Management
Peter	Arvid	Osterberg	B.S.M.E.	Mechanical Engineering
Melissa	Yao	Phung	B.S.C.E.	Civil Engineering
Ross	Calvin	Prestwich	B.S.	Biological Engineering
Kyle	Hunt	Rast	B.S.C.S.	Computer Science
Srividya		Raveendran	B.S.M.E.	Mechanical Engineering
David	C	Reetz	M.S.	Electrical Engineering
Timothy	John	Richard	B.S.	Biological Engineering
James	Derrill	Richards	M.Engr.	Civil Engineering
Guinevere	Denise	Richmond	Ph.D.	Nuclear Engineering
Steven	M	Rougeux	B.S.	Biological Engineering
Nicholas	Odean	Rowe	B.S.	Biological Engineering
Vincent	Gilbert	Russo	B.S.Ch.E.	Chemical Engineering
Luke	Randall	Rutherford	M.Engr.	Mechanical Engineering
Tyler	Leon	Sand	B.S.C.E.	Civil Engineering
Rowdy		Sanford	B.S.M.E.	Mechanical Engineering
Mary	Crawford	Savage	M.S.	Electrical Engineering
Ryan	A.	Schaefer	M.Engr.	Electrical Engineering
Bennett	William	Schlect	B.S.M.E.	Mechanical Engineering
Christopher	Garrett	Schultz	B.S.M.E.	Mechanical Engineering
Jarod	Patrick	Shannon	B.S.C.E.	Civil Engineering
Jiaqi		Shi	B.S.E.E.	Electrical Engineering
Rashmi		Shrivastava	B.S.E.E.	Electrical Engineering
Sophia Grace	C.L.M.	Sivula	M.S.	Computer Science
Abdallah	Ali Ibrahim	Smadi	B.S.C.S.	Computer Science
Jacob	Raymond	Smith	Ph.D.	Electrical Engineering
Jacob	David	Snow	B.S.C.E.	Civil Engineering
Lindsey	Kaye	Stachofsky	B.S.Ch.E.	Chemical Engineering
			B.S.	Biological Engineering

Jason	Alexander	Starace	M.S.	Computer Science
Devin	Bain	Steed	B.S.C.E.	Civil Engineering
Timothy	M.	Stevens	B.S.M.E.	Mechanical Engineering
Jesse		Stoy	B.S.M.E.	Mechanical Engineering
Cameron	Lee	Summerfield	B.S.M.E.	Mechanical Engineering
Ryan	Charles	Sundburg	B.S.M.E.	Mechanical Engineering
Maria		Swartz	M.S.	Computer Science
Creed	Donald Joseph	Thie	B.S.Comp.E.	Computer Engineering
Matthew	Scott	Thompson	B.S.C.E.	Civil Engineering
Noah	William	Throm	B.S.C.E.	Civil Engineering
Timothy	Charles	Tilton	M.S.	Mechanical Engineering
Oakley	Roger	Todd	B.S.M.E.	Mechanical Engineering
Riya		Tomar	M.S.	Computer Science
Andrea	L.	Tomchak	B.S.M.E.	Mechanical Engineering
Nicolas	Christian	Trezza	M.Engr.	Electrical Engineering
Kevin		Underwood	M.S.	Computer Science
Kurt	Anthony	Vedros	M.S.	Computer Science
Christian	Rogelio	Vega	B.S.M.E.	Mechanical Engineering
David	James	Vorous	B.S.E.E.	Electrical Engineering
Jacques	Curtis	Vos	M.Engr.	Mechanical Engineering
Robert		Walko	Academic Certificate	Cybersecurity
Haotian		Wang	Ph.D.	Computer Science
Tao		Wang	B.S.C.S.	Computer Science
Criss	R.	Ward	M.S.	Civil Engineering
Jason		Wayment	M.Engr.	Engineering Management
Florence	De Guzman	Webster	M.Engr.	Engineering Management
Nickolas	Mathew	Whitman	B.S.M.E.	Mechanical Engineering
Jared	M.	Wood	M.S.	Materials Science & Engr
Scott	Howard	Woody	B.S.E.E.	Electrical Engineering
Benjamin	Michael	Wren	B.S.M.E.	Mechanical Engineering
Anna	Marie	Young	B.S.C.E.	Civil Engineering
Enfan		Zhang	M.Engr.	Mechanical Engineering
James	Matthias	Zillinger	M.S.	Nuclear Engineering

## COLLEGE OF LAW

Alex	S	Andersen-DeVille	J.D.	Law
Brock	D	Arnold	J.D.	Law
Jahkari	Kashmir	Aujla-Singh	J.D.	Law
Mason	A	Bailey	J.D.	Law
Hailey		Barr	J.D.	Law
Johnathan	R.	Bassett	J.D.	Law
Malori	M.	Basye	J.D.	Law
Mitchell	William	Benjamin	J.D.	Law-Bus Law & Entreprnshp Emph
Alyson	Minnie	Blair	J.D.	Law
Cynthia	E	Boakye-Yiadom	J.D.	Law-Bus Law & Entreprnshp Emph
William	C	Boinest	J.D.	Law-Natural Res & Env Law Emph
Jack	Andrew	Borton	J.D.	Law
Helena	R.	Boyd	J.D.	Law
Jarrett	D	Broughton	J.D.	Law
Veta		Bustos	J.D.	Law-Bus Law & Entreprnshp Emph
Melisa	Cristina	Cedeno	J.D.	Law-Bus Law & Entreprnshp Emph
Zachary	B	Cooper	J.D.	Law-Bus Law & Entreprnshp Emph
Frederick		Coriell	J.D.	Law
Shawn	C	Cothren	J.D.	Law
Elizabeth	M	Cutler	J.D.	Law
Ann	Marie	Davis	J.D.	Law

Jake	A.	Dingel	J.D.	Law
Alexander	S	Dmitrich	J.D.	Law-Bus Law & Entreprnsh Emph
Bridger	Daniel	Dolan	J.D.	Law
Stacey	Marie	Donohue	J.D.	Law
Jefferson	James Thomas	Douglas	J.D.	Law
James	S.	Drennan	J.D.	Law
Sheldon	Ray	Eilers	J.D.	Law
Randall	S	Everett	J.D.	Law-Bus Law & Entreprnsh Emph
April	M	Fitzgerald	J.D.	Law
Natalie	G	Fontes	J.D.	Law
Bethany		Forst	J.D.	Law
Tristan	R.	Francis	J.D.	Law
Daniel	D.	Fredrickson	J.D.	Law
Emily	Gloria	Garcia	J.D.	Law
Gavin	J	Gilbert	J.D.	Law
Celeste	Elena	Gilman	J.D.	Law
Michael		Gluszcak	J.D.	Law
Kieran	Alexander	Gordon	J.D.	Law
Jillian	Frances	Greene	J.D.	Law
Spencer	P.	Guier	J.D.	Law
Arnold		Hammari	J.D.	Law-Natural Res & Env Law Emph
Cameron	Hunter	Haylett	J.D.	Law
Jessica	L	Heitzinger	J.D.	Law
Matthew	D	Hendricks	J.D.	Law
Marisol	E.	Hernandez	J.D.	Law-Native American Law Emph
Levi	T	Heuberger-Yearian	J.D.	Law
Lincoln	J	Higginson	J.D.	Law-Bus Law & Entreprnsh Emph
Conor		Holler	J.D.	Law
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Dia		Jada	J.D.	Law
Nicole	M.	Jenkins	J.D.	Law-Bus Law & Entreprnsh Emph
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Auston	G	Jimmicum	J.D.	Law-Native American Law Emph
Connor		Johnson	J.D.	Law
Alyssa	Renee	Jones	J.D.	Law
Joshua	S	Kapuza	J.D.	Law
Dalton	R	Kelley	J.D.	Law
Clayton	Richmond	King	J.D.	Law
Donald	A.	King	J.D.	Law-Bus Law & Entreprnsh Emph
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Mitchell	J	Kolberg	J.D.	Law
Kenneth	F	Kriske	J.D.	Law
Stephen	Patrick	Kwiatkowski	J.D.	Law
Ryan	Andrew	Lawrence	J.D.	Law-Bus Law & Entreprnsh Emph
McKenzie	Rae	Lewis	J.D.	Law-Bus Law & Entreprnsh Emph
Rosa Maria		Leyva	J.D.	Law
Steven	M	Littlefield	J.D.	Law
Benjamin	Lewis	Macomber	J.D.	Law
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Elizabeth	Anne	McClellan	J.D.	Law
Laegan	K	Meyers	J.D.	Law
Jarrett	B	Micklow	J.D.	Law
Mark	J	Miller	J.D.	Law
Kiersten	Miguelle	Molcak	J.D.	Law
Rebecca	A	Moore	J.D.	Law
Jordan	Lynne	Mosich	J.D.	Law

Katelyn	R.	Murphy	J.D.	Law
Whitney	P	Nelson	J.D.	Law-Bus Law & Entreprnsh Emph
Luke	John	Nickodemus	J.D.	Law
Megan		Nutley	J.D.	Law-Bus Law & Entreprnsh Emph
Austin	D	Ober	J.D.	Law
Joel	A	Paget	J.D.	Law
Zachary	A.	Patch	J.D.	Law-Bus Law & Entreprnsh Emph
Ashley	Melisondre	Peterson	J.D.	Law
Jaysson	F.	Pfeifer	J.D.	Law
Kyle	F	Pierce	J.D.	Law
Jeremy	T	Reagan	J.D.	Law
Shireen	S	Rezaei	J.D.	Law
Ruby	M	Sanford	J.D.	Law
Skylar	W	Schossberger	J.D.	Law
Jean	Eleanor	Schroeder	J.D.	Law
Jacob	C	Silvester	J.D.	Law
Tanner		Smith	J.D.	Law
Lauren	Lace	Smyser	J.D.	Law
Ryan	James	Spencer	J.D.	Law
Jessica		Steadman	J.D.	Law
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Smith		Stubbs	J.D.	Law
Marshall	Wherry	Toryanski	J.D.	Law
Bailey	E	Twitchell	J.D.	Law
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Makenzie	Jane	Wachtell	J.D.	Law
Trevor	D	Warren	J.D.	Law
Michael		Warth	J.D.	Law
Evan	M.	Westerfield	J.D.	Law
Abigail	R	Wheless	J.D.	Law
Davon		Williams-Garrett	J.D.	Law
Noah	W	Winfree	J.D.	Law
Patrick	E.	Withers	J.D.	Law
Caleb	C.	Wofford	J.D.	Law-Native American Law Emph

## COLLEGE OF LETTERS, ARTS & SOCIAL SCIENCES

Kaitlynn	Sabrina	Adkins	B.Mus.	Music Ed-Instrumental Emph
Daina		Aguas	B.A.	English-Professional Wrtg Emph
Jose	Antonio	Aguayo Marquez	B.S.	Theatre Arts
Hailee	Jeannette	Aklyan	M.S.	Psychology
Almuataz	Mohamed Abdullah	Al Mahdhor	B.S.	Film & Television Studies
Rachel	Marie	Alsager	B.A.	International Studies
Stacie	LaJosie	Alston	M.F.A.	Theatre Arts
Michael	Alejandro	Amerine	B.S.	Political Science
Camden	Michael	Anderson	B.G.S.	General Studies
Carson	K	Anderson	B.S.	Film & Television
Corey	Kenneth Charles	Anderson	B.S.	Criminology
Kaitlyn	Marie	Atchison	M.Mus.	Music
Silvia		Avalos	B.S.	Psychology
Esteban	Cesar	Ayllon	B.S.	Criminology
Shayla	M	Baker	B.S.	Psychology
Kyle	Torres	Banzon	M.S.	Psychology
Kierian	Carlin	Barnes	B.S.	Criminology
Tasha	Renee	Barron	B.G.S.	General Studies
Tyler	Austin	Barron	B.G.S.	General Studies
Lesena		Bautista	B.S.	Psychology

Celina	Michelle	Baxter	Academic Certificate	Equity & Justice
Madison	Rolaine	Bechard	B.F.A.	Theatre Arts
Kailey		Berube	M.A.	Anthropology
Patricia	Joyce	Biddle	B.S.	Psychology
Maya	Elisabeth	Birdsong	B.A.	International Studies
Bradley	M	Blake	B.S.	History
Kathryn	Gail	Bodman	B.S.	Organizational Sciences
Marcus	Ryan	Boehm	B.G.S.	General Studies
Jayne	A.	Boehme	M.P.A.	Public Administration
Mckenzy	Hale	Bogden	B.S.	Psychology
Carter	F.	Bollinger	B.A.	English-Professional Wrtg Emph
Frank		Bowers	B.A.	Applied Music
Andrea	Michelle	Brannock	B.A.	International Studies
Allyson		Bray	B.F.A.	Theatre Arts
Sierra	Alana	Breaux	B.A.	International Studies
Anna Marie		Brendel	M.F.A.	Theatre Arts
Christina		Briggs-Mathers	B.S.	Psychology
Dakota	K.	Brown	B.A.	English-Teaching Emph
Deja	Chantel	Brown	B.G.S.	General Studies
Emily	Rose	Brown	B.S.	Psychology
Haily	L	Brown	B.Mus.	Music: Performance-Instrmt Opt
Erica	Marie	Burger Baillif	M.F.A.	Theatre Arts
Holly	Ann	Burgess Rock	B.S.	Psychology
Mary	F	Burke	B.S.	Sociology-Gen Sociology Emph
Ellamae	Rose	Burnell	M.P.A.	Public Administration
Keely	M	Burnes	B.S.	Advertising
Mikayla		Butler	B.S.	Psychology
Nicholas	Ryan	Butler	B.S.	Psychology
Haylee	Anne	Buyers	B.S.	Criminology
Alejandra		Cabrales	M.P.A.	Public Administration
Alex	Abram	Call	B.S.	Political Science
Vania		Campos	B.S.	Journalism
Michael		Cardinal	B.S.	Political Science
Aineka	R	Carlson	B.A.	English-Creative Writing Emph
Kinsey	Tyne	Carlson	B.S.	Communication
Monica	Lisset	Carrillo-Casas	B.A.	Spanish
Amanda	Bliss	Carruth	M.A.	English
Aundre		Carter	B.G.S.	General Studies
Paige		Carter	B.S.	Public Relations
Melissa	Mary	Castro	B.S.	Organizational Sciences
Jennifer	Heidi	Chaney	M.F.A.	Theatre Arts
Harper		Ciprotti	B.S.	Psychology
Connor	H	Claphan	B.S.	Psychology
Brett	Jonathan	Cluff	B.S.	Political Science
Tanner	Trace	Collier	M.F.A.	Theatre Arts
Ismael	G	Cortez	B.A.	Communication
Dylan	A	Couch	M.A.	English
Bianca	Brie'ann	Counihan	B.S.	Psychology
Rachael	Ashley	Crabb	B.Mus.	Music Ed-Instrumental Emph
Elisabetta	Rosa	Croce	M.F.A.	Creative Writing
Courtney	Lynn	Crocker	M.Mus.	Music
Shane	M	Cunningham	B.S.	Economics
Charles	Franklin	Daley	B.G.S.	General Studies
Chloe	Vlvianna	Dame	B.S.	Anthropology
Alena	Rae	Davenport	B.S.	Psychology
Esther	E	David	B.A.	English-Teaching Emph
Abby	L	Davis	Academic Certificate	Equity & Justice

Kirsten	Navarre	Decker	B.S.	Psychology
Jessica	Christine	Demich	M.S.	Psychology
Joshua	O'Daniel	Denning	M.F.A.	Theatre Arts
Jon	E	Denny	B.G.S.	General Studies
Donna		Deverell	M.F.A.	Theatre Arts
Taylor	Elise	Dolezal	B.S.	Broadcasting & Digital Media
Olivia	Louisa	Dow	B.Mus.	Music: Performance-Instrmt Opt
Milinda	Karena Marcia	Driggers	B.A.	English-Literature Emph
Alexis	C	Eborn	B.A.	English-Professional Wrtg Emph
Austin	Richard	Eldridge	B.A.	English
Zachariah	D	Eliot	B.S.	History
Gabriel	P	Elsethagen	B.S.	Economics
Karlie	M	Embretson	B.S.	Psychology
Joseph	William	Emert	B.S.	Psychology
Cyndi	A	Enderle	B.A.	English-Literature Emph
Ellie	A	Erickson	B.A.	Political Science
Hallie	M	Eriksen	Academic Certificate	Equity & Justice
Jake	Andrew	Espeland	B.S.	Political Science
Ashley	Bailey	Evans	B.S.	Sociology-Gen Sociology Emph
Kelsey		Evans	M.A.	English
Abigail	Elizabeth	Fackler	B.A.	Spanish
Karin	Isabelle	Falk	B.A.	English-Literature Emph
Braden	Jack	Farrar	B.S.	Philosophy
Jessica		Ferrarone	M.F.A.	Theatre Arts
Ash	A	Fershee	B.Mus.	Music:Composition
Brendan	Dennis	FitzGerald	B.A.	International Studies
Rebekah	Ann	Flannery	B.S.	Public Relations
Rachael	Lynn	Fornarotto	M.F.A.	Theatre Arts
Jenifer	Rae	Fortunato	B.G.S.	General Studies
Ryan	Taylor	Foss	B.S.	Psychology
Dylan		Foster	B.A.	English-Creative Writing Emph
Daniel	Xavier	Francis	M.S.	Psychology
Jaxon	Kelly	Frederick	B.Mus.	Music: Performance-Instrmt Opt
Shauna	Jean	Freeman	B.A.	English-Literature Emph
Laura	Ann	Freymler	M.F.A.	Creative Writing
Kirsten		Fritz	B.S.	Psychology
Nicholas		Fuqua	M.F.A.	Theatre Arts
Alina	Ioana	Gallegos	B.A.	International Studies
Carissa	Shalyn	Gallegos	B.S.	Sociology-Gen Sociology Emph
Rebekah	Elizabeth	Gann	M.A.	English
Jamie		Gannon	M.F.A.	Theatre Arts
Jacob	Avram	Gardenhour	B.S.	History
Delaun	Eugene	Gaston	B.G.S.	General Studies
Hope	Addison	Gayle	B.S.	Advertising
Noah	Samuel	Gerlach	B.A.	Philosophy
Matthew	Pablo	Gomez	B.Mus.	Music Ed-Instrumental Emph
Kyle	Daniel	Greenfield	B.S.	Psychology
Tyler	Randolph	Groner	B.S.	Philosophy
Sophia		Gutierrez	B.A.	International Studies
Zachary	Richard	Haas	B.F.A.	Theatre Arts
Anna	Laura	Hadfield	B.S.	Journalism
Patrick	T	Halvorson	B.S.	Psychology
Huntyr	Twain	Hamilton	B.S.	Communication
Andrew	Luis	Hanger	B.S.	Psychology
Jaye	Desiree	Hanselmann-Cox	B.A.	English-Professional Wrtg Emph
Ty	Christopher	Harrington	B.F.A.	Theatre Arts
Marcus		Harris	B.S.	Psychology

Brandy		Hartnett	B.S.	Criminology
Autumn	Marie	Hatcher	B.S.	Sociology
Rachel	Brooke	Hawley	B.A.	International Studies
Riley	Cutler	Hayes	B.S.	Psychology
Tori	Kristine	Hazelbaker	B.G.S.	General Studies
Sadie	R	Heatherly-Norton	B.S.	Economics
Garrett	Elkan	Heggenstaller	B.S.	Film & Television
Hope	Lorena Grace	Henderson	B.S.	Psychology
Lisa	Ann	Henderson	M.F.A.	Theatre Arts
Nicole	M	Henslee	B.S.	Psychology
Jurrian	Gregory	Hering	B.S.	Sociology-Criminology Emph
Willem	Scott	Hermann-Wedemeyer	B.A.	International Studies
Ashley	Carmen	Hernandez	B.S.	Criminology
Lorraine		Hernandez	B.A.	Psychology
Katelyn	Ann	Hettinga	B.S.	Political Science
Tayzhia	Charisse Kehaulani	Hicks	B.S.	Criminology
Sydney		Higgins	B.G.S.	General Studies
Anne	Sunshine	Hightower	M.A.	History
Gabriel	Bruce	Hill	B.S.	Philosophy
Tucker		Holland	B.S.	Film & Television Studies
Jessica	L	Holler	B.S.	Anthropology
Nicole		Horacek	B.S.	Psychology
Logan	Michael	Horrocks	B.S.	Psychology
Dakota		Horton	B.S.	Psychology
Grayson	Joseph	Houston	B.A.	History-General Emph
Mary	E.	Hutter	B.S.	Psychology
Alondra		Ibarra	B.S.	Psychology
Christi		Irlam	B.S.	Sociology
Kawika	Charles Snyder	Isaman	B.Mus.	Music: Performance-Instrmt Opt
Dustie	Arline	Jackman	B.G.S.	General Studies
Megan	R	Jensen	B.S.	Psychology
Grace	Julia	Johnson	B.S.	Psychology
Madeleine	Gale	Johnson	B.A.	English-Literature Emph
Joshua	Austin	Jones	B.G.S.	General Studies
Kathleen	M	Jones	B.S.	History
Matthew	Ryan	Jones	B.G.S.	General Studies
Isaac	D	Kamara	B.S.	Psychology
Rebecca	J	Kanaskie	M.A.	English
Trapper	Paul	Keener	B.S.	Psychology
Madison	Gabrielle	Kelleher	B.S.	Psychology
Meghan	Anne	Kelly	B.S.	Criminology
Clare		Keogh	B.S.	Criminology
Katie	Lynn	King	B.S.	Criminology
Katelyn	Marie	Kitch	M.A.	Anthropology
Gabrielle	Catherine	Kline	M.P.A.	Public Administration
Rebecca	J	Koch-Bottens	B.S.	History
Carter	McCarten	Kolpitcke	B.S.	Public Relations
McKenzie	Faye	Kovalscik	B.S.	Criminology
Madeline	Marie	Kraus	B.A.	Modern Language Business
Wyatt	Brian	Kraus	B.S.	Interdisciplinary Studies
Loren	Hagen	Kreisle	B.S.	Film & Television Studies
Alyssa	Jo	Kuttler	B.S.	Psychology
Paige		Lambermont	M.P.A.	Public Administration
Sandi	Kaye	Landon	B.G.S.	General Studies
Martha	Carolina	Lawrence	B.S.	Organizational Sciences
Thi	Dang	Le	M.S.	Psychology
Allyson	Noel	LeForce	B.S.	Political Science

Soyeon		Lee	M.S.	Psychology
Lisa	Anne	Leibering	M.F.A.	Theatre Arts
Emily	Caitlin	Levine	B.S.	Psychology
Chris	Reese	Locke	B.A.	English
James	Andres	Lopez	B.S.	Psychology
Madison	Mary Catherine	Lowe	B.S.	Psychology
Christine	Taylor	Luten	B.S.	Public Relations
Mairee	Kelline	MacInnes	M.A.	Anthropology
Rionna	M.	Majack	B.S.	Organizational Sciences
Hannah	Loowit	Marschell	B.A.	Film & Television Studies
Brienna	Jude	Martin	B.S.	Psychology
Jimena		Martinez	B.A.	Public Relations
Sarah	Elizabeth	Massey	B.S.	Psychology
Geoffrey	Daniel	Masters	B.S.	Economics
Kellie	Marie	Matern	B.S.	Sociology-Gen Sociology Emph
Royce	Anthony	McCandless	B.A.	Journalism
Jack	Larson	McClary	B.S.	Communication
Eric	George	McCown	B.A.	International Studies
Morgan	Kaye	McDonough	B.S.	Journalism
Irelyne	Ann	McGee	B.S.	Anthropology
Madison	C.	McGuire	B.A.	English-Literature Emph
Sean	Michael	McGuire	B.S.	Political Science
Hailey	Brianna	McKay	B.S.	Psychology
Samantha	F	McKeehen	B.S.	Political Science
Marshall	Scott	McMillan	B.A.	International Studies
Chance	Judson	McWilliams	B.S.	Psychology
Ernest	Zane	Mendez	B.S.	History
Michael	K	Mendez	M.F.A.	Theatre Arts
Marlisa	Nicole	Mendoza	M.F.A.	Theatre Arts
Nicolas	Guillermo	Merle	M.Mus.	Music
Richard	Sterling	Merrill	M.F.A.	Theatre Arts
Elisabeth	Lynn	Meyer	B.S.	Psychology
Mylee	Rae	Meyers	B.S.	Psychology
Aniyah	Rashelle	Milanez	B.S.	Music-Applied Emph
Kelsey	Mae	Miller	B.S.	Criminology
Morgan	A.	Miller	B.A.	English-Literature Emph
Natalie	Anne	Miller	B.A.	International Studies
Tehya	LaRae	Miller	B.S.	Psychology
Alyssa	Lynn	Mills	B.S.	Criminology
Elyse	Joyce	Mills	B.S.	Psychology
Kameryn	Elisabeth	Mills	B.S.	Criminology
Rebecca	Leann	Mills	B.A.	History-General Emph
Alicia	Yaireth	Mojarra	B.G.S.	General Studies
Afton	Gray	Montgomery	M.F.A.	Creative Writing
Kelsie	F.	Montierth	B.S.	Criminology
Lucas	Isaiha	Moreno	B.A.	Political Science
Tyler	Floyd	Morris	B.S.	Criminology
Alexandar		Morrison	B.S.	Philosophy
Alejandro		Murillo	B.S.	Criminology
Edward	James	Murillo	B.S.	Sociology-Gen Sociology Emph
Ricardo	Antonio	Murillo	B.S.	Film & Television Studies
Matthew	Erik	Murphy	B.A.	International Studies
Preslie	Sara	Murray	B.S.	Anthropology
Rosa		Nava	B.S.	Psychology
Fletcher	S	Neil	B.S.	Psychology
Taylor	Arin	Nelson	B.G.S.	General Studies
Triston	John	Neubauer	B.S.	Criminology

Hanna	Christine	O'Leary	B.G.S.	General Studies
Hailey	R	Ocapan	B.A.	Political Science
Jessica	Kimiko	Oguri	B.S.	Organizational Sciences
Seth	R.	Olsen	B.S.	Advertising
James	Richard	Padilla	M.F.A.	Theatre Arts
Sean	G	Parker	B.A.	Spanish
Katie	Angela Lee	Paul	B.S.	Psychology
Anya	Kimberly	Payne	B.S.	Psychology
Edward	Christopher	Payne	B.S.	History
Emilly	Priscila	Perez	B.S.	Sociology-Gen Sociology Emph
Raffy		Perono	B.S.	Criminology
Mason	Alexander	Petersheim	B.S.	Psychology
Alexis	Christine	Pett	B.Mus.	Music Ed-Instrumental Emph
Avery	Parker	Pierce-Garnett	B.Mus.	
Kyli	Jane	Pierson	B.S.	History
Grayson	Gunnar	Pirie	B.G.S.	General Studies
Heather		Platt	B.S.	Sociology
Amber	Elizabeth	Pollard	B.S.	Psychology
Elizabeth	J	Popoff	M.P.A.	Public Administration
Ellea	R	Poxleitner	B.S.	Psychology
Carly	Star	Preston	M.F.A.	Theatre Arts
Ciarra	Nicole	Radicia	B.S.	Psychology
Vivek		Ramesh	B.S.	Psychology
Karen	Maricela	Ramirez	B.S.	Organizational Sciences
Naile		Ramirez Macias	B.S.	Criminology
Eli	Bradley	Rebillet	B.S.	Film & Television Studies
Korbin	James	Reichardt	B.S.	Anthropology
Healy	Christina	Reinholt	B.S.	Film & Television Studies
Avery	Grace	Reneau	B.Mus.	Music:Composition
Chayce	Elizabeth	Reynolds	M.A.	English
Elizabeth	Ann	Reynolds	B.S.	Psychology
Rebekah	Ashley	Riehm	B.S.	Psychology
Rachel	Ann	Roberts	B.S.	Psychology
Imanol		Rodriguez	Academic Certificate	Equity & Justice
Richard		Rodriguez	B.S.	Journalism
Riel	Maire	Rognon	B.A.	English-Professional Wrtg Emph
Yadira	Abigail	Rojas	B.A.	Political Science
Eugene	Thanh	Russell	M.S.	Psychology
Jeremiah		Salaam	B.G.S.	General Studies
Delilah		Saldate	B.A.	English-Teaching Emph
Mina	Rheanne	Sandino	B.S.	Criminology
Wesley	Dean	Sando	B.S.	Organizational Sciences
Tammy	Eileen	Sandoval	B.S.	Psychology
Jordan	Alexis	Sawle	B.S.	Journalism
Tristan	James	Schenk	M.P.A.	Public Administration
David	B.	Schroeder	M.F.A.	Theatre Arts
Vaughn	Geoffrey	Schroeder	B.S.	Philosophy
Lucy	Marie	Selph	B.A.	English-Creative Writing Emph
Raziel	Vincent	Sepulveda	B.A.	International Studies
Jonathan	David	Sexton	B.S.	Communication
Sullivan	Martin	Shannon	B.S.	Advertising
Peter	James	Shelley	M.Mus.	Music
Brenda		Shepard	B.S.	Organizational Sciences
Mary	Abigail	Silverberg	M.Mus.	Music
Madelynn	LaRaine	Simmons	B.S.	Psychology
Seth	Jennings	Siple	B.A.	International Studies
Lisa		Skinner	B.S.	Psychology

Joshua	Tobias	Slusher	B.S.	Psychology
Abigail	Elizabeth	Smith	B.S.	Interdisciplinary Studies
Kendall	D.	Smith	B.S.	Psychology
Rashad	Anthony	Smith	B.G.S.	General Studies
Trey		Smith	B.G.S.	General Studies
Damion	Jordan	Snodgrass	B.A.	International Studies
Katelyn	Kechelle	Sok	B.S.	Psychology
Cole	Michael	Sonday	B.S.	Psychology
Philip	R.	Soulen	B.G.S.	General Studies
Bianca	Marie Antionett	Stober	B.S.	Philosophy
Gianna	Teresa	Stoddard	M.F.A.	Creative Writing
Eric	Skyler	Storey	B.S.	Psychology
Paul	Felix	Stovall	M.Mus.	Music
Nicholas	Jeffery	Stuart	B.S.	Organizational Sciences
Matthew	Michael	Suhr	B.S.	Criminology
Sarah	Beth	Sullivan	B.S.	Psychology
Michael	Anthony	Sumner	B.G.S.	General Studies
Jennyfer	Brianna	Swafford	B.S.	Psychology
Kelsey	Ann	Swenson	B.A.	English-Professional Wrtg Emph
Allison		Talis	M.F.A.	Theatre Arts
Michelle	D.	Tanner	M.A.	History
Haadiya		Tariq	B.S.	Journalism
Ava	Lonnie	Taylor	B.S.	Organizational Sciences
Taylor		Telford	B.F.A.	Theatre Arts
Taylor	L.	Templeton	B.G.S.	General Studies
Alexa	R	Teneyck	B.S.	Film & Television Studies
Keira	Marie	Terchowitz	Academic Certificate	Organizational Dynamics
Sila	Saadia	Tesla	B.S.	Psychology
Racheal	Lynn Mietree	Thayer	B.S.	Communication
Christopher	Kenneth	Thorn	M.F.A.	Theatre Arts
Tristina	Teresa	Tiedeman	B.A.	International Studies
Erika	Taylor	Tingey	B.S.	Psychology
Aidan	Michael	Toole	B.S.	Anthropology
Breanna	Teresa	Torres	B.S.	Criminology
Josephine	Ellen	Tourville	B.S.	Psychology
Michaela	M.	Tourville	M.P.A.	Public Administration
Angela-Marie	Akamine	Trolio	M.S.	Psychology
Floriana		Tulli	M.A.	English
Dashiell	Eric	Tyler	M.S.	Psychology
Colt	Gordon	Uhlenkott	B.S.	Philosophy
Erin	M	Urick	M.F.A.	Theatre Arts
Tristan	E	Van Komen	B.S.	Economics
Alleлуйah	Christi	Vance	B.Mus.	Music: Performance-Vocal Opt
Eduardo		Vargas	B.S.	Film & Television Studies
Madison	Jane	Vershum	M.S.	Psychology
Zachary	John	Von Raesfeld	B.A.	International Studies
Ngoc Duy		Vu	B.S.	Psychology
Jordan	Lynn	Wagner	B.S.	Communication
Bryan	Scot	Wallingford	M.F.A.	Theatre Arts
Eliana	Marie	Walsh	B.S.	Communication
MaryAnn		Walsh	B.S.	Criminology
Willow	Lidia	Walsh	B.S.	Psychology
Kinsey	C	Walt	B.S.	Advertising
Marguerite	Corinne	Watts	B.G.S.	General Studies
John	Paul	Webb	B.S.	Broadcasting & Digital Media
Cassidy	J.	Whalen	B.S.	History
Daniel	Lee	White	M.F.A.	Theatre Arts

Taylor	Marie	Wickett	B.S.	Psychology
Sydney	Ann	Williams	B.S.	Psychology
Devin	Crawford	Williamson	B.S.	Psychology
Grant	Eugene	Willie	B.A.	International Studies
Jacob	David	Wisshack	B.G.S.	General Studies
Sarah	Mae	Wolcott	Academic Certificate	Diversity & Inclusion
Kristen	Zoey	Wonenberg	B.S.	Advertising
Nicole	Estrella	Wright	M.F.A.	Theatre Arts
Renee	Rose	York	B.A.	International Studies
Aileen	M.	Zeigler	M.F.A.	Theatre Arts

## COLLEGE OF NATURAL RESOURCES

Rachel	M	Abraham	B.S.Wildl.Res.	Wildlife Resources
Galo		Albor	M.S.	Environmental Science
Chloe	Marie	Arthaud	M.S.	Environmental Science
Victor	Loren	Azevedo	B.S.Fish.Res.	Fishery Resources
Ethan		Baiocco	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Anika	Louise	Baker	B.S.Env.S.	Env Sci:Pol, Plng, & Mgmt Opt
Ron		Baron	M.S.	Environmental Science
Cassidy		Behr	B.S.Wildl.Res.	Wildlife Resources
Danielle	M	Berardi	Ph.D.	Natural Resources
Colin	James	Berger	B.S.Wildl.Res.	Wildlife Resources
Cameron	C	Birch	B.S.Renew.Mat.	Renewable Materials
Brooke	M	Blanton	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Erik	F	Brackebusch	B.S.	Forest & Sustainable Products
Matthew	C.	Brengle	B.S.Env.S.	Env Sc-Biological Science Opt
Jackson		Bryant	B.S.Env.S.	Env Sc-Social Science Opt
Marie	E	Cerda	M.N.R.	Natural Res-Fire Ecol & Mgmt
Craig	L.	Cochran	M.N.R.	Natural Res-Fire Ecol & Mgmt
Cody	Shane	Collins	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Patrick	Joseph	Corbett	M.N.R.	Natural Res-Integrated Nat Res
Riley	James	Cornia	B.S.Fish.Res.	Fishery Resources
Colette	M	Crawford	B.S.Wildl.Res.	Wildlife Resources
Dylan	G	Cropp	B.S.Rangeland.Consv.	Rangeland Conservation
Alexander	Andrew	Cupp	B.S.Forestry	Forestry
Aaron	Lewis	Curtis	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Meaghan		Daniel	M.S.	Environmental Science
Paul		Daniels	B.S.Forestry	Forestry
Thomson	Nathaniel	Danz	M.N.R.	Natural Res-Fire Ecol & Mgmt
Andrew		Davies	B.S.Env.S.	Env Sci: Integrated Sci Opt
Tala	Sierra	Davis	B.S.Wildl.Res.	Wildlife Resources
Wyatt	Jeffrey	De Forest	B.S.Rangeland.Consv.	Rangeland Conservation
Eric	Armenta	Delgadillo	M.N.R.	Natural Res-Fire Ecol & Mgmt
Denny	Sean	Densmore	M.S.	Environmental Science
Elyse	Marie	Doerr	M.N.R.	Natural Res-Integrated Nat Res
Brian	Christopher	Donato	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Colton	James	Dorchuck	B.S.Wildl.Res.	Wildlife Resources
Hadley	Ann	Dotts	B.S.Rangeland.Consv.	Rangeland Conservation
Prranoyaw		Eeturu	M.S.	Environmental Science
Sean	Monroe	Elison	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Johanna		Erlebach	M.S.	Environmental Science
Tyler	Scott	Ernst	Academic Certificate	Restoration Ecology
Jack	Riley	Ewart	B.S.Fish.Res.	Fishery Resources
Stephen	Douglas	Fillmore	Ph.D.	Natural Resources
Karly	Rose	Foster	Academic Certificate	Environmental Ed & Sci Comm
Camren		Fraser	B.S.Fish.Res.	Fishery Resources

Kayleigh	Anne	Frazier	M.N.R.	Natural Res:Fish&Wlf Mgmt Opt
Galen	Christopher	Friesen	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Michele	Aimee	Fuller	M.S.	Environmental Science
Mariah	Lillian	Gaede	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Peter	Lasher	Goebel	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Siena	Ansara	Greenberg	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Halie	Victoria	Hajek	M.S.	Environmental Science
Wade	Alan	Hammons	B.S.Wildl.Res.	Wildlife Resources
Kendall	Faith	Hawley	B.S.Fish.Res.	Fishery Resources
Phoebe	April	Hayes	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Robert	Norman	Helgason	M.N.R.	Natural Res-Integrated Nat Res
Savion	Cordell	Henry	B.S.Fish.Res.	Fishery Resources
Christopher	Lynn	Hodges	B.S.Rangeland.Consv.	Rangeland Conservation
Caroline	Svetlana	Hogan	M.N.R.	Natural Res-Fire Ecol & Mgmt
Holly	Ann	Hokenson	M.S.	Environmental Science
Samuel	Thomas	Holtzen	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Gregory	James	Hoover	M.N.R.	Natural Res-Integrated Nat Res
Lauren		Howard	M.N.R.	Natural Res:Fish&Wlf Mgmt Opt
Braden	T	Jackson	B.S.Wildl.Res.	Wildlife Resources
Amanda	Lee	Jamison	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Connor	Timothy	Jenkins	M.S.	Environmental Science
Brynne		Johnson	B.S.Forestry	Forestry
Robert	Perry James	Johnson	B.S.Env.S.	Env Sci: Integrated Sci Opt
Eureka		Joshi	Ph.D.	Environmental Science
Jackson	H	Kaiser	B.S.Wildl.Res.	Wildlife Resources
Anna	Carol	Keibler	M.N.R.	Natural Res-Integrated Nat Res
Brock	Daniel	Keller	B.S.Env.S.	Env Sc-Biological Science Opt
Nathaniel	A	Kimberling	B.S.Fish.Res.	Fishery Resources
Eslie	Marie	King	B.S.Env.S.	Env Sci: Integrated Sci Opt
Ashley	Elizabeth	Kirk	B.S.Forestry	Forestry
Austin	Canna	Kobernuss	B.S.Wildl.Res.	Wildlife Resources
Libby	Lee	Koch	B.S.Forestry	Forestry-General Emph
Laurren	Eilssa	Langford	M.S.	Environmental Science
Taylor	Lynn	Lantz	B.S.Forestry	Forestry
William	Blake	Leacock	Ph.D.	Natural Resources
Max	Lawrence	Levy	B.S.Env.S.	Env Sc-Social Science Opt
Brandon	N	Light	B.S.Forestry	Forestry-General Emph
Chloe	Ayiana	Lujan	B.S.Wildl.Res.	Wildlife Resources
Camryn	Leanna	Martin	M.N.R.	Natural Res-Integrated Nat Res
Ryan	Burke	Martin	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Katherine	Ann	Masterson	M.S.	Natural Resources
Klara	Jane	McKay	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Alisha		Mckittrick	M.S.	Environmental Science
Alexandrea	Marie	Meacham	B.S.Forestry	Forestry
Amelia		Meckelborg	M.S.	Environmental Science
Shari	Kay	Meeks	M.N.R.	Natural Res-Integrated Nat Res
Benjamin	Adam	Meredyk	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Madison	Avery	Modde	B.S.Forestry	Forestry
Cooper	Richard	Moon	B.S.Env.S.	Env Sc-Physical Science Opt
Makenna	Marie-Rose	Moore	B.S.Wildl.Res.	Wildlife Resources
Jacob	Aaron	Morgan	M.S.	Environmental Science
Howard	deVere	Morrison	M.N.R.	Natural Res-Integrated Nat Res
Natalie	Christine	Nash	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Mackenzie	Ruth	Nelson	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Jonah	Don	Neville	B.S.Rangeland.Consv.	Rangeland Conservation
Sarah	Cathleen	Nolan	M.S.	Environmental Science
Berlinda Oluebube		Orji	Ph.D.	Environmental Science

Brittney	Leann	Osborn	M.N.R.	Natural Res-Fire Ecol & Mgmt
Ashley	Elizabeth	Paine	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Hannah	Marie	Pasek	Academic Certificate	Environmental Ed & Sci Comm
Chelsea	Spring	Pennick	Ph.D.	Natural Resources
Blair	Michael	Peters	B.S.Wildl.Res.	Wildlife Resources
Luis	Joany	Ramos	M.N.R.	Natural Res-Integrated Nat Res
Jill	C.	Randall	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Sarah	Grace	Randolph	M.S.	Environmental Science
Liam	Michael	Reily	B.S.Env.S.	Env Sc-Social Science Opt
Sydnee	Logan	Reyes	B.S.Env.S.	Env Sci: Integrated Sci Opt
Nathan	B.	Rindlisbaker	M.N.R.	Natural Res-Integrated Nat Res
Conrad	M.	Robbins	B.S.Fish.Res.	Fishery Resources
Justin		Rose	B.S.Wildl.Res.	Wildlife Resources
Stephanie	Ann	Runs Through	M.N.R.	Natural Res-Integrated Nat Res
Tayson	Mark	Sargis	B.S.Env.S.	Env Sci: Integrated Sci Opt
Emma	Nicole	Sattler	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Ethan	Joshua	Saxton	B.S.Fish.Res.	Fishery Resources
Theresa	Lynn	Schaffner	Academic Certificate	Fire Ecology, Mgt & Technology
Angelica	L	Schattler	M.S.	Environmental Science
Samantha	Ann	Schendel-Malin	B.S.Forestry	Forestry
Izsobel	Irene	Schmidt	B.S.Forestry	Forestry
Devon	Douglas	Schneider	B.S.Fish.Res.	Fishery Resources
Dale	Thomas	Schoth	B.S.Env.S.	Env Sc-Biological Science Opt
Callie	Frances	Sheker-Grothe	M.N.R.	Natural Res:Fish&Wlf Mgmt Opt
Seth	D	Shteir	M.N.R.	Natural Res-Integrated Nat Res
Andrew	Michael	Sibley	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Julian	Paul	Smith	B.S.Rangeland.Consv.	Rangeland Conservation
Melina	Jean	Smith	B.S.Forestry	Forestry
Delaney	Marie	Snaadt	B.S.Wildl.Res.	Wildlife Resources
Owen	Solomon	Snyder	M.S.	Environmental Science
Rachel		Stein	Ph.D.	Natural Resources
Levi	Jon	Sterzing	M.N.R.	Natural Res-Integrated Nat Res
Callie	E.	Story	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Michael	Joseph	Struhs	B.S.Forestry	Forestry-General Emph
Heather	Catherine	Supic	M.S.	Environmental Science
Reid	Franklin	Sutton	M.N.R.	Natural Res-Integrated Nat Res
Cade	Ryan	Tiller	B.S.Fish.Res.	Fishery Resources
Coretta	Jebbeh	Tommy	M.S.	Environmental Science
Larissa	Kealani	Tubbs	B.S.Env.S.	Env Sci: Integrated Sci Opt
Abbie		Van Raden	Academic Certificate	Fire Ecology, Mgt & Technology
Kelsey	Marie	Vershum	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Reena	H	Walker	Ph.D.	Natural Resources
Alexander	James	Waltman	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Jacob	Jeremiah	Wilkins	B.S.Fish.Res.	Fishery Resources
Curtis	Alan	Youngren	B.S.Fish.Res.	Fishery Resources

## COLLEGE OF SCIENCE

Ibrahim	A.	Al Janabi	B.S.Microbiol.	Microbiology
Steven	Yi-Hua	Alberding	M.S.	Statistical Science
Rayan	Mohammad	Alshamrani	Academic Certificate	Data Science
Madison		Anderholm	B.S.	Math:Applied-Mathematical Biol
Seth	Lockett Edward	Aurelius	B.S.	Geography
Cameron	Seth	Bowen	B.S.	Biology
Bailey	Colleen	Briggs	Academic Certificate	Geographic Information Systems
Mackenzie	Grace	Brown	B.S.	Mathematics-General Opt
Margaret	Alene	Casale	B.S.	Biology

Micah		Casale	B.S.	Biology
Mellisa	Rae	Clemons	Ph.D.	Microbiol, Molec Biol/Biochem
Laurel	Lin	Coleman	B.S.	Chemistry-Pre-Medical Opt
Elizabeth	Erin	Crisp	M.A.T.	Mathematics
Phoenix	Z	Crossley	B.S.	Biology
Elijah		Danquah Darko	M.S.	Statistical Science
Justin	Allen	Detweiler	B.S.Biochem.	Biochemistry
Madison	Alexandra	Dobson	B.S.	Medical Sciences
Tammy	Lynn	Domras	Academic Certificate	Statistics
Lily	Ann	Dotson	B.S.	Biology
Alexis	Marie	Dunham	B.S.	Chemistry-General Opt
Aidan	O	Dusho	B.S.Biochem.	Biochemistry
Rilee	Nicole	Escalante	B.S.	Medical Sciences
Anairis		Estrada Garza	B.S.	Biology
Tanya	Cristal	Estrada-Garza	B.S.	Medical Sciences
Kama	Rachelle	Ferguson	B.S.	Medical Sciences
Caleb	T	Goode	B.A.	Physics
Bethany	Kate	Gutridge	B.S.	Chemistry-General Opt
Augustus	John	Hahn	B.S.	Physics-General Emph
Megan	Leanne	Hatley	B.S.	Statistics-General
Gareth	Rhys	Haug	M.S.	Geography
Ethan	Scott	Henley	B.S.	Geography
Febe	Rose	Higbee	B.S.	Medical Sciences
Bernadette	Deniz	Johnson	Ph.D.	Biology
Amruta Suresh		Kale	Academic Certificate	Data Science
Minji		Kang	B.S.	Chemistry-General Opt
Bandita		Karki	M.S.	Statistical Science
Luke	J	Kendra	B.S.	Mathematics-App Computatn Opt
Emma-Jane	Kathryn	Kimmett	Academic Certificate	Geographic Information Systems
Liam	Dandurand	Knudsen	M.S.	Geology
Hailey	Melony	Konda	B.S.	Medical Sciences
Riley	John	Kouns	B.S.	Mathematics-App Quant Mod Opt
Luxien	Lych	Landrus	B.S.	Biology
Karla	Yarixa	Llaguno-Saucedo	B.S.	Medical Sciences
Secilia	Itzel	Lopez	B.S.	Biology
Dawson	Jacob	Mathes	B.S.	Biology
Zoe	Frances	McCormick	B.S.	Biology
Rodney	Byron	McCoy	B.S.	Mathematics-General Opt
Benjamin	Gene	McMurtry	Academic Certificate	Climate Change
Marianne	Margaret	Milander	B.S.Microbiol.	Microbiology
Abigail	Kay	Moody	B.S.	Statistics-General
Johnny	James	Moore	M.S.	Physics
Kellen	J.	Moore	B.S.	Chemistry-General Opt
Megan	E	Moser	B.S.	Medical Sciences
Molly	K	Murphy	B.S.	Medical Sciences
Holden	Nathaniel	Nelson	B.S.	Mathematics-App Computatn Opt
Dakota	Sky	Nieland	B.S.	Chemistry-General Opt
Keera	A.	Paull	B.S.Microbiol.	Microbiology
Jhonnathan	A.	Plascencia	B.S.	Chemistry-Professional Opt
Jaden	Rose	Preece-Sabrowski	B.S.	Medical Sciences
Eduardo		Ramos-Arteaga	M.S.	Mathematics
Samantha	E	Salinas	B.S.	Mathematics-General Opt
Lauren	Renae	Saucedo	B.S.Microbiol.	Microbiology
Steven	James	Sawhill	B.S.	Statistics-Actuarial Sci & Fin
Jacob	Xavier	Schow	B.S.	Biology
Madysen	Elizabeth	Sunell	B.S.	Medical Sciences
Zackery	Taylor	Szymczycha	B.S.	Statistics-General

Natasha	Laine	Textor	B.S.	Chemistry-General Opt
Scott	Benon	Troka	B.S.	Mathematics-App Computatn Opt
Jordyn	Elizabeth	Tuning	B.S.	Chemistry-Forensics Opt
Adam	Richard	Valaydon-Pillay	Ph.D.	Chemistry
Zaira	Tatiana	Velasco	B.S.	Chemistry-General Opt
Zhe		Wang	Ph.D.	Geography
Keegan	Brynevan	Webb	B.S.	Biology
Ashley	May	Webler	B.S.	Chemistry-Pre-Medical Opt
Emma	Marie	Welch	B.S.M.B.B.	Molecular Biol & Biotechnology
Kaylyn	S.	Westergard	B.S.M.B.B.	Molecular Biol & Biotechnology
Bradley	Ryan	Wikert	B.S.	Geography
Taylor	Renae	Wilson	B.S.	Medical Sciences
Malachi	Clayton Lee	Witherwax	B.S.	Chemistry-General Opt
Julia	Anne	Wolfe	B.S.	Medical Sciences
Wenbo		Zhan	M.S.	Geology

May 19, 2023

Dear Senators,

Considering the news out of the President's Office regarding the University of Idaho's acquisition of the University of Phoenix, Faculty Senate Leadership wants to provide clarification regarding our very limited role in this transaction: we were not part of a decision-making team, and we were made aware of negotiations regarding this acquisition only three weeks ago. At that time, we were asked to sign a Non-Disclosure Agreement (NDA) prior to being told any details.

At this meeting, President Green and Provost Lawrence asked us to brainstorm potential questions and concerns faculty might have regarding this affiliation. We produced 5 pages of questions/concerns within 24-hours of this meeting and submitted these comments to the administration. Because we had signed the NDA, we then had to wait until a public announcement was made to communicate with you about this matter.

We were told the working timeline would be tight regarding the finalization of negotiations, the announcements to the university community and the public, and the scheduling of the required Idaho State Board of Education special meeting; all to meet specific deadlines related to necessary regulatory approvals and accrediting bodies. However, we were not consulted on the timing of these announcements, falling at the end of academic year, 2022-23 contracts.

We have been fielding many questions regarding this acquisition and we want to ensure your questions and concerns get to President Green and Provost Lawrence. We wanted to take this opportunity to encourage you to utilize the survey created by the Office of the President to provide feedback and ask questions about this transaction, on the decision-making process, the opportunities and potential challenges for UI faculty, staff and students.

<https://www.uidaho.edu/president/communications/resources-information/university-of-phoenix-affiliation>

We wholly understand that the secretive nature of this acquisition process and the timing of the announcement can be perceived as problematic, particularly in the context of shared governance. We hope you will voice any questions or concerns you have regarding the process and rollout of this news to the president and provost. We have met with Provost Lawrence and have shared faculty concerns in this matter. Provost Lawrence has expressed to us the importance of faculty and staff input as we move forward. He wishes to create multiple platforms for faculty to share their views, make recommendations and brainstorm ways to contribute to a better future for all of us.

We do have confidence that in any future discussions of integration of the two Universities, faculty and staff input, through shared governance, will be prioritized. Please continue to make your voices heard as well as those of your constituents. Thank you for your service!

With Respect,  
Kelly & Erin

# Senate Priorities

Survey Results

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# Issues Senate Should Take On (>70%)

## Ongoing Working Groups

- Spread Pay (Kristin)
- Contingent Faculty (Florian)

## Proposed Priorities for Full Senate:

- Boundaries between AMP/FSH – Involvement in Policies Impacting Us
- Budget Transparency

## Proposed New Working Groups

- Employee Retention Working Group
  - Priorities: Campus Climate Survey; Retaining Faculty; Raises; Well-Being
- Employee Benefits Committee
  - Priorities: Dependents Tuition Waiver Improvement
- University of Phoenix Working Group
- Technology Working Group
  - Employee technology choice
  - Student access (potentially?)

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# Issues Senate Should Refer to Committees (<50%)

## Committee on Committees (Haltinner)

- Review current committees – make revisions
- Review current committee service allocation practices – improve for equity

## Faculty Appeals Hearing Board (No Chair Yet)

- Function, power, and training

## Admissions (Lori Baker-Eveleth)

- Equity Statement
- Admission Standards (required)

## University Teaching Committee (Ling-Ling Tsao)

- Continue work on improving evaluation process (pick up from previous Senate working group)
- OIT email limits

## Faculty Affairs Committee (Alistair Smith)

- Faculty off-contract work expectations

## Other

- Sustainability – expand recycling (Sarah Dawson?)
  - Graduate Student – paid parental leave (GPSA?)
-

# Service Needs

- Faculty Senate Representative on Campus Planning Advisory Committee
- Volunteer for working groups (previous slide) – email [khaltinner@uidaho.edu](mailto:khaltinner@uidaho.edu)



## 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](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 6580 REPRODUCTION OF COPYRIGHTED MATERIAL**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

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

**Policy originator: Kristin Henrich**

**Policy sponsor, if different from originator: Ben Hunter**

**Reviewed by General Counsel:**  Yes  No Name & Date: Kent Nelson, 5/25/23

**Comprehensive review?**  Yes  No

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

The policy was rewritten to remove outdated and non-policy information. Library maintains extensive copyright guidance on its website, where it can be updated as frequently as needed.

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

None.

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

None.

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

**FSH 6580**  
**Reproduction of Copyrighted Material**

**A. Purpose**

The purpose of this policy is to address proper use of copyrighted material at the University of Idaho in compliance with applicable policy and law, including federal copyright law.

**B. Scope**

This policy applies to all University of Idaho employees, students and affiliated individuals.

**C. Policy**

**C-1. In general.** It is the policy of the University of Idaho to comply with all U.S. copyright laws, including but not limited to Title 17 of the United States Code, the Copyright Act of 1976, and all subsequent amendments to copyright law. The University of Idaho recognizes that the exclusive rights of copyright holders are balanced by the limitations on those rights under federal copyright law. These limitations include the right to make a fair use of copyrighted materials in the course of face-to-face instruction and teaching activities, as protected under 17 U.S.C. §§ 107 (Fair Use), 108 (Reproduction by Libraries and Archives), 109 (First Sale Doctrine and Transfers), 110 (Teaching Exception) and other statutory exemptions and limitations to the exclusive rights granted to the owner of a copyright protected work.

**C-2. Responsibilities.** Every member of the U of I community is responsible for making their own good faith determination about the nature of their intended use of copyrighted materials in compliance with copyright law.

**C-3. Guidance.** The [Copyright Guide](#) maintained by the University of Idaho Libraries assists members of the U of I community in complying with federal copyright law. Members of the U of I community are expected to become familiar with and follow these guidelines.

**C-4. Noncompliance.** Employees, students and other university-affiliated individuals who willfully and with knowledge violate the University's copyright policy or other federal copyright laws may place themselves individually at risk of liability in the event of a claim of copyright infringement. In such cases, the University may refuse to defend or indemnify an employee named in an infringement of copyright action. Violation of this policy may also result in discipline up to and including termination.

**D. Contact Information.** For further assistance, contact the University of Idaho Libraries or the Office of General Counsel.

**E. References**

[FSH 5300 Copyrights, Protectable Discoveries and Other Intellectual Property Rights](#)  
University of Idaho Libraries [Copyright Guide](#)  
[Copyright Law of the United States \(Title 17\)](#)



# 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](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition x Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **FSH 2300 STUDENT CODE OF CONDUCT**

**Administrative Procedures Manual (APM)**

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

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Cari Fealy, Associate Dean of Students**

**Policy sponsor, if different from originator: Blaine Eckles, Dean of Students**

**Reviewed by General Counsel:** \_\_Yes \_\_No Name & Date: Review outsourced to Grand River Solutions

**Comprehensive review?**  Yes  No

- Policy/Procedure Statement:** Briefly explain the reason for the proposed change. Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.

The following are the major changes to the policy:

- The policy was rewritten using language more accessible and understandable for students.
- The Code of Conduct and conduct process were combined in a single policy for ease of use.
- Removed processes related to Title IX sexual harassment to align with the recently revised FSH 6100.
- Added clarifying language around academic dishonesty resolution.
- Added language aligning with case law to follow best practices in student conduct policies.
- Added a section on free speech.

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

No direct impact.

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

FSH 2400

FSH 6100

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.

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CHAPTER TWO:  
STUDENT AFFAIRS POLICIES

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2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

CONTENTS:

- A. Introduction**
- B. Purpose**
- C. Scope**
- D. Definitions**
- E. Prohibited conduct**
- F. Conduct resolution process**
- G. Miscellaneous**

**A. Introduction**

**A-1.** The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

**A-2.** The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

**A-3.** The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn

reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

## **B. Purpose**

**B-1.** This Code contains regulations addressing reported student violations of university standards of conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

**B-2.** The Dean of Students (DOS), or their designee, has primary authority and responsibility for the administration of the student conduct and resolution process. The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in this Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. They range from informal resolutions to formal warnings, to community service to expulsion. In each situation, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases are considered.

**B-3.** The Student Code of Conduct does not restrict speech that is otherwise protected, including speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to [askjoe@uidaho.edu](mailto:askjoe@uidaho.edu).

**B-4.** Findings of responsibility will be determined using a Preponderance of the Evidence Standard. The standard is satisfied if the reported conduct is deemed more likely than not to have occurred.

**B-5.** The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated this Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Facilitator or Board Chair, is admissible at a hearing. This may include direct evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. This does not imply that all evidence admitted is equivalent in weight. Unduly repetitive information may be excluded.

**B-6.** The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, this process is supported by nondiscrimination practices consistent with FSH 3200, 3210, and 3215.

### **C. Scope**

#### **C-1. Individuals subject to the Code**

##### **a. Students**

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under this Code and any applicable employment policies.

**b. Reporting parties.** Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

**c. Other.** Employees and students who are otherwise involved in the conduct process.

#### **C-2. Behavior subject to the Code**

**a.** The Code applies to conduct that occurs on University property, within or at University-sponsored activities, off campus, online, or through other electronic means.

**b.** The University may address off-campus behaviors when the Dean of Students or university designee determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University's mission.

**c.** Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Article III and may revoke the student's degree if they are found responsible.

**d.** If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

**e.** The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.

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- f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.
- g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of this Code provided the other criteria, e.g., student status, are satisfied.
- h. If the prohibited conduct involves a student organization, the individual students are subject to this Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.
- i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of the totality of the circumstances.

**D. Definitions.** The following definitions explain the terminology used in this Code. Particular code violations are listed and defined in Section E Prohibited conduct.

**D-1. Academic dishonesty:** Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Article II .

**D-2: Academic outcome:** A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

**D-3: Academic work:** Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

**D-4: Administrator:** The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-voting advisor to the Student Conduct Board and each SCB hearing panel.

**D-5: Advisor:** The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

**D-7: Complainant:** An individual who was subject to alleged misconduct described in the Student Code of Conduct. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may assume the role of complainant on behalf of the University.

**D-8: Conduct decision:** A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable required or suggested outcomes.

**D-9: Conduct record:** The student conduct record maintained by the Dean of Students in connection with a reported violation or violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

**D-10: Consent:** Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

**D-11: Days:** Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

**D-12: DOS:** The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

**D-13: Educational setting:** All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, including online formats.

**D-14: Finding:** A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

**D-15: Formal resolution process:** A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Panel which issues a written decision following the hearing.

**D-16: Hearing:** A formal process maintained by the University to review and address allegations of violations that follows the process and rules outlined in this Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

**D-17: Hearing officer:** A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged

behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

**D-18: Hearing panel:** A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings.

**D-19: Informal resolution process:** An alternative method of resolving a matter under this Code, entered into willingly by all parties as well as by the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal process outlined below.

**D-20: Instructor:** In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

**D-21: Investigator:** The person assigned by the University to investigate a report of a violation of the Code. The investigator may be any qualified person assigned by DOS.

**D-22: Mediation:** An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

**D-23: Misconduct:** Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

**D-26: Office of Civil Rights & Investigations (OCRI):** The Office at the University that is responsible for ensuring compliance with federal and state laws related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

**D-27: Outcome:** Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

**D-28: Parties:** The Respondent(s) and the Complainant(s).

**D-29: Policy:** The written regulations of the University as found in, but not limited to, the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and

Residence Life policies, and Graduate and Undergraduate Catalogs.

**D-30: More likely than not standard:** The standard of evidence that is used to decide responsibility of Code violation in a hearing, it means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

**D-31: Probation:** The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

**D-32: Respondent:** The student who is alleged to have violated the Code.

**D-33: Student:** Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

a. **Persons** who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.

b. **Persons** who are eligible to enroll for classes without applying for re-admission.

c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

**D-34: The Code:** The Student Code of Conduct and Conduct Resolution Process.

**D-35: Student Conduct Administrator (Administrator):** The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

**D-36: Student Conduct Board (SCB):** The formal body that reviews student conduct matters, as set forth in this Code.

**D-40: Weapon:** Weapon is defined in APM 95.12.

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**E. Prohibited conduct.** Specific behaviors of misconduct are identified and defined

below.

**E-1. Academic dishonesty.** Acts of academic dishonesty include but are not limited to the following:

- a. Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
  - (1) Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
  - (2) Copying from another's academic work either for the student's own use or for the use of others.
  - (3) Sharing academic work without prior permission from instructor.
  - (4) Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
  - (5) Completing academic work for someone else or having someone else complete academic work on your behalf.
  - (6) Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
  - (7) Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.
  - (8) Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.
  
- b. Plagiarism.** Plagiarism includes, but is not limited to, the following:
  - (1) Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
  - (2) The unauthorized alteration or invention of a citation.
  - (3) Buying or selling academic work for the purpose of submitting it for course completion.
  - (4) Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.
  
- c. Prohibited behavior.** Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.
  
- d. Misrepresenting facts for academic advantage.** Examples include

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but are not limited to providing false academic achievements and false medical documentation for academic extensions.

- e. Violation of University policy regarding intellectual property and research.** All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

**E-2. Disruption or misuse of University resources or property.** This behavior includes but is not limited to the following:

- a. Theft or damage.** Attempted or actual theft of or damage to University property.
- b. Unauthorized possession.** Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.
- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in **APM 35.35**.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:
  - 1. Building or setting fire(s) without proper authorization as required by **APM 35.25**.
  - 2. Removing or otherwise tampering with fire equipment or fire alarm systems.
  - 3. Failure to promptly vacate a building
  - 4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
  - 5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

**E-3. Misuse of technology resources.** Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:

- a.** Unauthorized entry into, or transfer of a file.
- b.** Using another individual's identification or password.
- c.** Interfering with the normal operation of the University computing system or resources.

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- d. Any violation of the University Computer Use Policy.
- e. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
- f. Using an IT resource for an illegal, threatening, or intentionally destructive purpose.
- g. Circumventing University system or network security measures.

**E-4. Threat of harm or actual harm to a person's physical or mental health or safety.** This behavior includes but is not limited to the following:

- a. **Behavior involving physical force or threat of physical force.**  
Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
  - 1. **Fighting.** Engaging in violence, combat, or aggression.
  - 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the threat and it creates a fear of it being carried out in the person the assault behavior is directed at.
  - 3. **Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
  - 4. **Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
  - 5. **Involuntary restraint or transport.** Restraining or transporting a person against their will.
  - 6. **Other.** Any action that threatens or endangers the physical health or safety of any person.

**b. Prohibited harassment**

- 1. **General definition.** Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that:
  - (a) Is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes another's ability to participate in or benefit from the services, activities, or privileges provided by the University. and

(b) Describes with personal particularity or is personally directed to one or more specific individuals.

**2. Definitions used for sex- or gender-based harassment.** When harassment is sex or gender based, the definitions used to determine coverage can be found in FSH 6100. Violations that meet the definitions of FSH 6100 but that do not occur within the covered Applicability of paragraph B of that policy, may be investigated and determined under this Code.

**3. Exception.** Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of this Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

**c. Threatening or intimidating behavior.** Threatening or intimidating behavior includes, but is not limited to:

**1. Coercion.** The practice of persuading someone to do something by using force or threats.

**2. Bullying.** Behavior seeking to harm, intimidate, or coerce another.

**3. Deliberate destruction of or damage to property.** Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

**d. Hazing.** Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. they are also violations of this rule.

Hazing also includes any activity that compels a student to participate in

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any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

**E-5. Discrimination and retaliation.**

- a. Discrimination.** Discrimination includes conduct that violates the Board of Regent's or the University's nondiscrimination and antidiscrimination policies contained in FSH 3200, 3210, or 3215.
- b. Retaliation.** Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or response procedure, or participates in dispute resolution.

**E-6. Disruption, obstruction, or interference with normal University activities.** Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a. Classroom disruption:** Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b. Obstruction of the free flow of pedestrian or vehicular traffic on campus.**
- c. Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.**
- d. Falsifying, distorting, or misrepresenting information provided to the University.**
- e. Interference with the student conduct system, which includes, but is not limited to, any of the following:**
  - 1. Failure to cooperate with the University's investigation or disciplinary proceeding.** If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.

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2. Disrupting or interfering with the University's investigation and student conduct proceedings.
3. Making false allegations.
4. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
5. Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct process concludes.
6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.

f. Influencing or attempting to influence another person to commit any violation of the Code.

g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

**E-7. Use and Misuse of Substances**

a. **Smoking.** Smoking in violation of APM 35.28.

**b. Drugs and controlled substances**

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.
2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.
3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.
4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.
5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

**c. Alcohol**

1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).

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2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.
3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.
4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

**E-8. Housing and living groups.** Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

**E-9. Violation of University policy.** Violation of published University policies, rules and regulations.

**E-10. Violation of law.** Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under this Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

**E-11. Furnishing false information, refusal to identify, and refusal to comply**

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
  1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
  2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.
- d. Using false identification or another individual's identification card to procure goods, entry or services.

- e. Submission of false information or withholding requested information at the time of admission or readmission.

**E-12. Firearms, explosives, and other weapons.** Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

**E-13. Disruption to community**

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.
- c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community.

**F. Conduct resolution process**

**F-1. Reporting alleged violations**

- a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under this Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.
- b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

**F-2. Initial review.** The DOS will review all reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

**F-3. Notice of allegation.**

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that process, the hearing officer will provide notice of reported Code violation(s) to the respondent.

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- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of this Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.
- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

**F-4. Initial meeting.** The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

**F-5. Interim action.**

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator (or designee) should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when the Administrator determines that the student represents a threat of serious harm to any person. the student is facing allegations of serious criminal activity. the action is necessary to preserve the integrity of the investigation. the action is necessary to preserve University property. or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.

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- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Interim actions may include, but are not limited to, the following:
- Suspension from the University pending a final institutional decision.
  - Issuance of a no-contact order.
  - Exclusion from University property.
  - Removal from the residence halls.
  - Removal from extracurricular activities, including participation on athletic teams.
  - Withholding the award of a degree pending the conclusion of the investigation and hearing process. or
  - Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.
- e. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.
- f. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.
- g. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.
- h. A violation of the provisions of an interim action will be considered a violation of the Code.

**F-6. Informal resolution process: Decision by hearing officer**

- a. During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.

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- b. At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.
- c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
- d. Informal Resolution decisions are not subject to response review.
- e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

**F-7. Formal resolution process: Decision by Administrator or Student Conduct Board**

**a. Investigation**

- 1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in this Code, only information that is presented to the investigator may be used in a hearing.

2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

**b. Preliminary report review**

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings, or credibility analysis.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.
5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

**c. Final Report of Investigation**

1. The Final Report of Investigation (final report) will include the following:
  - Everything included in the Preliminary Report,
  - Complete copies of any timely-submitted written responses to the Preliminary Report,
  - A credibility analysis, and
  - Findings of facts.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.

**d. Review by Administrator**

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written

response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.

2. Decisions are made either by the Student Conduct Board (SCB) after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

**e. Decision by Administrator**

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings and credibility analysis contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.
4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with this Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

**6. Hearing and Decision by Student Conduct Board**

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1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH [1640.83](#).
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
5. **Notice of Hearing.** In matters referred to the SCB, the Administrator (or designee) must send written notice of the hearing to the SCB and the parties. The notice will include the following:
  - a. the specific provision(s) of the Code the respondent is accused of violating.
  - b. a short description of the basis of the alleged violation,
  - c. the date and time for the hearing, and
  - d. the deadline for submitting written materials to the Administrator.
  - e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

**6. Scheduling**

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases

of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

**7. Consolidation**

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

**8. Composition of the Hearing or Response Review Panel**

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

**9. Pre-hearing procedures.** In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.
- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the

information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

**10. Hearing logistics**

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.
- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the complainant nor the respondent is required to speak at the hearing.
- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional

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witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.

- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
  - i. Introductions to those present
  - ii. Summary of the hearing process
  - iii. Explanation of the charges against the respondent
  - iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
  - v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.
  - vi. Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
  - vii. Final statements by the parties.
  - viii. All parties dismissed, and the recording of the hearing is stopped.
  - ix. Hearing Panel deliberation.

**11. Hearing Panel decision.**

- a. All Hearing Panel decisions will be made by a majority vote.
- b. In making its decision, the Hearing Panel will consider all relevant information from the following sources:
  - i. The final report, including the findings and conclusions contained in the report.
  - ii. Any written information provided by the parties as provided above.

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- iii. The information received at the hearing.
- c. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding. Any findings issued by the Hearing Panel must be based on a more likely than not standard.
- d. The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of this Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e. The Hearing Panel will not consider previous findings in any legal or campus proceeding when determining responsibility for violation of this Code. The Hearing Panel may consider such previous findings solely when determining outcomes after a finding of responsibility is made.
- f. The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- g. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
  - i. The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
  - ii. There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

**F-8. Response to the Formal Resolution Process Decision**

- a. Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.

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- b. Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c. Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d. Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e. Responses are limited to the following grounds:
  - 1. A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
  - 2. New information, unavailable during the investigation or hearing, or information that was technically available but for which no reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original finding or outcome if known.
  - 3. The outcomes imposed are substantially disproportionate to the severity of the violation, Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.
- f. A response review will be limited to a review of the decision, the final report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the

decision and whether the new information would likely have substantially impacted the original finding or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
  - a. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
  - b. Uphold the finding that the respondent violated the code but revise the outcome(s).
  - c. Return the matter for reconsideration. or
  - d. Return the matter for additional investigation.

e. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

**F-9. Supplemental process and standards applying to allegations of academic dishonesty**

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in this Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under this Code there is a finding of responsibility for academic dishonesty/misconduct.

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- b. The following information supplements the resolution processes in cases of academic dishonesty:
- i. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
  - ii. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
  - iii. The instructor will have an opportunity to provide additional information regarding the allegation.
  - iv. DOS will meet with the student and may seek additional information from the instructor.
  - v. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
  - vi. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
  - vii. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
  - viii. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.
  - ix. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
  - x. The resolution decision of DOS, subject to the Response Review process outlined in this Code, is final.
  - xi. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of “incomplete” until the process is complete.
  - xii. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct process and the instructor may coordinate the final grade based on the totality of the academic performance.

**F-10. Outcomes.**

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.
- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years

after final disposition of the case unless the University is legally required to maintain them for a further time.

## **G. MISCELLANEOUS**

**G-1. Role of an advisor.** In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

**G-2. Administrative fee.** Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may charge the student an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

**G-3. Parent notification.** The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

**G-4. Training.** All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

**G-5. Timeframe.** With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

**G-6. Interpretation.** Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

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**G-7. Disclosure.** The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

**G-8. Review by President:** Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

**G-9. Review by Board of Regents:** Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.

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August 2022

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2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

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**A. Introduction**

**A-1.** The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

**A-2.** The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

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**A-3.** The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

#### **B. Purpose**

**B-1.** This Code contains regulations addressing reported student violations of university standards of conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

**B-2.** The Dean of Students (DOS), or their designee, has primary authority and responsibility for the administration of the student conduct and resolution process. The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in this Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. They range from informal resolutions to formal warnings, to community service to expulsion. In each situation, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases are considered.

**B-3.** The Student Code of Conduct does not restrict speech that is otherwise protected, including speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to [askjoe@uidaho.edu](mailto:askjoe@uidaho.edu).

**B-4.** Findings of responsibility will be determined using a Preponderance of the Evidence Standard. The standard is satisfied if the reported conduct is deemed more likely than not to have occurred.

**B-5.** The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A "preponderance of evidence" means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated this Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Facilitator or Board Chair, is admissible at a hearing. This may include direct

evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. This does not imply that all evidence admitted is equivalent in weight. Unduly repetitive information may be excluded.

**B-6.** The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, this process is supported by nondiscrimination practices consistent with FSH 3200, 3210, and 3215.

### **C. Scope**

#### **C-1. Individuals subject to the Code**

##### **a. Students**

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under this Code and any applicable employment policies.

**b. Reporting parties.** Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

**c. Other.** Employees and students who are otherwise involved in the conduct process.

#### **C-2. Behavior subject to the Code**

**a.** The Code applies to conduct that occurs on University property, within or at University-sponsored activities, off campus, online, or through other electronic means.

**b.** The University may address off-campus behaviors when the Dean of Students or university designee determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University's mission.

**c.** Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Article III and may revoke the student's degree if they are found responsible.

**d.** If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

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- e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.
- f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.
- g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of this Code provided the other criteria, e.g., student status, are satisfied.
- h. If the prohibited conduct involves a student organization, the individual students are subject to this Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.
- i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of the totality of the circumstances.

**D. Definitions.** The following definitions explain the terminology used in this Code. Particular code violations are listed and defined in Section E Prohibited conduct.

**D-1. Academic dishonesty:** Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Article II .

**D-2: Academic outcome:** A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

**D-3: Academic work:** Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

**D-4: Administrator:** The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-voting advisor to the Student Conduct Board and each SCB hearing panel.

**D-5: Advisor:** The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the

Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

**D-7: Complainant:** An individual who was subject to alleged misconduct described in the Student Code of Conduct. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may assume the role of complainant on behalf of the University.

**D-8: Conduct decision:** A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable required or suggested outcomes.

**D-9: Conduct record:** The student conduct record maintained by the Dean of Students in connection with a reported violation or violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

**D-10: Consent:** Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

**D-11: Days:** Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

**D-12: DOS:** The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

**D-13: Educational setting:** All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, including online formats.

**D-14: Finding:** A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

**D-15: Formal resolution process:** A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Panel which issues a written decision following the hearing.

**D-16: Hearing:** A formal process maintained by the University to review and address allegations of violations that follows the process and rules outlined in this Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

**D-17: Hearing officer:** A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

**D-18: Hearing panel:** A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings.

**D-19: Informal resolution process:** An alternative method of resolving a matter under this Code, entered into willingly by all parties as well as by the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal process outlined below.

**D-20: Instructor:** In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

**D-21: Investigator:** The person assigned by the University to investigate a report of a violation of the Code. The investigator may be any qualified person assigned by DOS.

**D-22: Mediation:** An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

**D-23: Misconduct:** Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

**D-26: Office of Civil Rights & Investigations (OCRI):** The Office at the University that is responsible for ensuring compliance with federal and state laws related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

**D-27: Outcome:** Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

**D-28: Parties:** The Respondent(s) and the Complainant(s).

**D-29: Policy:** The written regulations of the University as found in, but not limited to,

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the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and Residence Life policies, and Graduate and Undergraduate Catalogs.

**D-30: More likely than not standard:** The standard of evidence that is used to decide responsibility of Code violation in a hearing, it means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

**D-31: Probation:** The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

**D-32: Respondent:** The student who is alleged to have violated the Code.

**D-33: Student:** Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

**a. Persons** who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.

**b. Persons** who are eligible to enroll for classes without applying for re-admission.

**c.** Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

**D-34: The Code:** The Student Code of Conduct and Conduct Resolution Process.

**D-35: Student Conduct Administrator (Administrator):** The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

**D-36: Student Conduct Board (SCB):** The formal body that reviews student conduct matters, as set forth in this Code.

**D-40: Weapon:** Weapon is defined in APM 95.12.

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**E. Prohibited conduct.** Specific behaviors of misconduct are identified and defined below.

**E-1. Academic dishonesty.** Acts of academic dishonesty include but are not limited to the following:

- a. Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
  - (1) Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
  - (2) Copying from another's academic work either for the student's own use or for the use of others.
  - (3) Sharing academic work without prior permission from instructor.
  - (4) Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
  - (5) Completing academic work for someone else or having someone else complete academic work on your behalf.
  - (6) Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
  - (7) Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.
  - (8) Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.
  
- b. Plagiarism.** Plagiarism includes, but is not limited to, the following:
  - (1) Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
  - (2) The unauthorized alteration or invention of a citation.
  - (3) Buying or selling academic work for the purpose of submitting it for course completion.
  - (4) Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.
  
- c. Prohibited behavior.** Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.

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- d. Misrepresenting facts for academic advantage.** Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.
- e. Violation of University policy regarding intellectual property and research.** All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

**E-2. Disruption or misuse of University resources or property.** This behavior includes but is not limited to the following:

- a. Theft or damage.** Attempted or actual theft of or damage to University property.
- b. Unauthorized possession.** Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.
- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in **APM 35.35**.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:
  - 1. Building or setting fire(s) without proper authorization as required by **APM 35.25**.
  - 2. Removing or otherwise tampering with fire equipment or fire alarm systems.
  - 3. Failure to promptly vacate a building
  - 4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
  - 5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

**E-3. Misuse of technology resources.** Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:

- a.** Unauthorized entry into, or transfer of a file.
- b.** Using another individual's identification or password.

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- c. Interfering with the normal operation of the University computing system or resources.
- d. Any violation of the University Computer Use Policy.
- e. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
- f. Using an IT resource for an illegal, threatening, or intentionally destructive purpose.
- g. Circumventing University system or network security measures.

**E-4. Threat of harm or actual harm to a person's physical or mental health or safety.** This behavior includes but is not limited to the following:

- a. **Behavior involving physical force or threat of physical force.**  
Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
  - 1. **Fighting.** Engaging in violence, combat, or aggression.
  - 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the threat and it creates a fear of it being carried out in the person the assault behavior is directed at.
  - 3. **Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
  - 4. **Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
  - 5. **Involuntary restraint or transport.** Restraining or transporting a person against their will.
  - 6. **Other.** Any action that threatens or endangers the physical health or safety of any person.

**b. Prohibited harassment**

- 1. **General definition.** Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that:
  - (a) Is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes

another's ability to participate in or benefit from the services, activities, or privileges provided by the University. and

(b) Describes with personal particularity or is personally directed to one or more specific individuals.

**2. Definitions used for sex- or gender-based harassment.** When harassment is sex or gender based, the definitions used to determine coverage can be found in FSH 6100. Violations that meet the definitions of FSH 6100 but that do not occur within the covered Applicability of paragraph B of that policy, may be investigated and determined under this Code.

**3. Exception.** Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of this Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

**c. Threatening or intimidating behavior.** Threatening or intimidating behavior includes, but is not limited to:

**1. Coercion.** The practice of persuading someone to do something by using force or threats.

**2. Bullying.** Behavior seeking to harm, intimidate, or coerce another.

**3. Deliberate destruction of or damage to property.** Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

**d. Hazing.** Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. they are also violations of this rule.

Hazing also includes any activity that compels a student to participate in any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

**E-5. Discrimination and retaliation.**

- a. Discrimination.** Discrimination includes conduct that violates the Board of Regent's or the University's nondiscrimination and antidiscrimination policies contained in FSH 3200, 3210, or 3215.
- b. Retaliation.** Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or response procedure, or participates in dispute resolution.

**E-6. Disruption, obstruction, or interference with normal University**

**activities.** Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a.** Classroom disruption: Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b.** Obstruction of the free flow of pedestrian or vehicular traffic on campus.
- c.** Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.
- d.** Falsifying, distorting, or misrepresenting information provided to the University.
- e.** Interference with the student conduct system, which includes, but is not limited to, any of the following:
  - 1.** Failure to cooperate with the University's investigation or disciplinary proceeding. If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the

DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.

2. Disrupting or interfering with the University's investigation and student conduct proceedings.
3. Making false allegations.
4. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
5. Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct process concludes.
6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.

f. Influencing or attempting to influence another person to commit any violation of the Code.

g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

#### **E-7. Use and Misuse of Substances**

a. **Smoking.** Smoking in violation of APM 35.28.

b. **Drugs and controlled substances**

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.
2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.
3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.
4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.
5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. **Alcohol**

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1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).
2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.
3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.
4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

**E-8. Housing and living groups.** Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

**E-9. Violation of University policy.** Violation of published University policies, rules and regulations.

**E-10. Violation of law.** Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under this Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

**E-11. Furnishing false information, refusal to identify, and refusal to comply**

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
  1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
  2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.

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- d. Using false identification or another individual's identification card to procure goods, entry or services.
- e. Submission of false information or withholding requested information at the time of admission or readmission.

**E-12. Firearms, explosives, and other weapons.** Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

**E-13. Disruption to community**

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.
- c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community.

**F. Conduct resolution process**

**F-1. Reporting alleged violations**

a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under this Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.

b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

**F-2. Initial review.** The DOS will review all reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

**F-3. Notice of allegation.**

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that

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process, the hearing officer will provide notice of reported Code violation(s) to the respondent.

- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of this Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.
- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

**F-4. Initial meeting.** The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

**F-5. Interim action.**

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator (or designee) should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when the Administrator determines that the student represents a threat of serious harm to any person. the student is facing allegations of serious criminal activity. the action is necessary to preserve the integrity of the investigation. the action is necessary to preserve University property.

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- or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.
- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Interim actions may include, but are not limited to, the following:
- Suspension from the University pending a final institutional decision.
  - Issuance of a no-contact order.
  - Exclusion from University property.
  - Removal from the residence halls.
  - Removal from extracurricular activities, including participation on athletic teams.
  - Withholding the award of a degree pending the conclusion of the investigation and hearing process. or
  - Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.
- e. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.
- f. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.
- g. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.
- h. A violation of the provisions of an interim action will be considered a violation of the Code.

**F-6. Informal resolution process: Decision by hearing officer**

- a. During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to

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- engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.
- b. At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.
  - c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
  - d. Informal Resolution decisions are not subject to response review.
  - e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

**F-7. Formal resolution process: Decision by Administrator or Student Conduct Board**

**a. Investigation**

1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in this Code, only

information that is presented to the investigator may be used in a hearing.

2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

**b. Preliminary report review**

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings, or credibility analysis.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.

5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

**c. Final Report of Investigation**

1. The Final Report of Investigation (final report) will include the following:
  - Everything included in the Preliminary Report,
  - Complete copies of any timely-submitted written responses to the Preliminary Report,
  - A credibility analysis, and
  - Findings of facts.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.

**d. Review by Administrator**

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.
2. Decisions are made either by the Student Conduct Board (SCB) after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

**e. Decision by Administrator**

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings and credibility analysis contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.
4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with this Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms

of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

## **6. Hearing and Decision by Student Conduct Board**

1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH [1640.83](#).
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
5. **Notice of Hearing.** In matters referred to the SCB, the Administrator (or designee) must send written notice of the hearing to the SCB and the parties. The notice will include the following:
  - a. the specific provision(s) of the Code the respondent is accused of violating.
  - b. a short description of the basis of the alleged violation,
  - c. the date and time for the hearing, and
  - d. the deadline for submitting written materials to the Administrator.
  - e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

## **6. Scheduling**

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

#### **7. Consolidation**

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

#### **8. Composition of the Hearing or Response Review Panel**

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

**9. Pre-hearing procedures.** In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.

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- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

**10. Hearing logistics**

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.
- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of

the investigator. Neither the complainant nor the respondent is required to speak at the hearing.

- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.
- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
  - i. Introductions to those present
  - ii. Summary of the hearing process
  - iii. Explanation of the charges against the respondent
  - iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
  - v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.
  - vi. Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
  - vii. Final statements by the parties.
  - viii. All parties dismissed, and the recording of the hearing is stopped.
  - ix. Hearing Panel deliberation.

#### **11. Hearing Panel decision.**

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- a. All Hearing Panel decisions will be made by a majority vote.
- b. In making its decision, the Hearing Panel will consider all relevant information from the following sources:
  - i. The final report, including the findings and conclusions contained in the report.
  - ii. Any written information provided by the parties as provided above.
  - iii. The information received at the hearing.
- c. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding. Any findings issued by the Hearing Panel must be based on a more likely than not standard.
- d. The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of this Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e. The Hearing Panel will not consider previous findings in any legal or campus proceeding when determining responsibility for violation of this Code. The Hearing Panel may consider such previous findings solely when determining outcomes after a finding of responsibility is made.
- f. The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- g. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
  - i. The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
  - ii. There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

**F-8. Response to the Formal Resolution Process Decision**

- a. Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.
- b. Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c. Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d. Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e. Responses are limited to the following grounds:
  1. A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
  2. New information, unavailable during the investigation or hearing, or information that was technically available but for which no reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original finding or outcome if known.
  3. The outcomes imposed are substantially disproportionate to the severity of the violation, Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.
- f. A response review will be limited to a review of the decision, the final

report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information would likely have substantially impacted the original finding or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
  - a. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
  - b. Uphold the finding that the respondent violated the code but revise the outcome(s).
  - c. Return the matter for reconsideration. or
  - d. Return the matter for additional investigation.

e. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

**F-9. Supplemental process and standards applying to allegations of academic dishonesty**

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in this Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended

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- to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under this Code there is a finding of responsibility for academic dishonesty/misconduct.
- b. The following information supplements the resolution processes in cases of academic dishonesty:
- i. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
  - ii. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
  - iii. The instructor will have an opportunity to provide additional information regarding the allegation.
  - iv. DOS will meet with the student and may seek additional information from the instructor.
  - v. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
  - vi. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
  - vii. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
  - viii. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.
  - ix. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
  - x. The resolution decision of DOS, subject to the Response Review process outlined in this Code, is final.
  - xi. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of "incomplete" until the process is complete.
  - xii. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct

process and the instructor may coordinate the final grade based on the totality of the academic performance.

**F-10. Outcomes.**

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.
- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years after final disposition of the case unless the University is legally required to maintain them for a further time.

## **G. MISCELLANEOUS**

**G-1. Role of an advisor.** In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

**G-2. Administrative fee.** Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may charge the student an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

**G-3. Parent notification.** The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

**G-4. Training.** All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

**G-5. Timeframe.** With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be

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followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

**G-6. Interpretation.** Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

**G-7. Disclosure.** The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

**G-8. Review by President:** Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

**G-9. Review by Board of Regents:** Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.



## 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](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **APM 45.05 EARLY SETUP AND ADVANCE FUNDING OF SPONSORED PROJECT BUDGETS**

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

**Policy originator:** Sarah Martonick, Director OSP

**Policy sponsor, if different from originator:**

**Reviewed by General Counsel:** X Yes \_\_No Name & Date: Manisha Wilson, 5/17/23

**Comprehensive review?** \_X\_ Yes \_\_No

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

Comprehensive review. Updates to align with procedure changes and new system implementation as well as federal compliance requirements.

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

None.

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

None.

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

As soon as approved.

## **ER45.05 -- Early Setup and Advance Funding of Sponsored Project Budgets**

December 11, 2018(rewrite)

### **A. General Purpose**

**A-1. Early Setup.** Principal investigators ("PIs") are frequently informed that a sponsor has made or intends to make an award to the University, but the University has either not received the award document or has received but not fully executed (see C-2) an agreement related to the sponsored project (see B-2). In such circumstances, a PI (or unit/college) may request that the Office of Sponsored Programs (OSP) set up a grant code early in advance ("early setup"), thus allowing the PI to start work and spending on the project and reducing or eliminating the need for cost transfers at a later date.

**A-2. Advance Funding.** ~~Frequently, for~~ For an existing project, the PI may be informed that the sponsor intends to issue an amendment to add time, funding, or both, but the amendment has not yet been received and/or fully executed (see BC-2). The unit/college may request that OSP allow expenditures beyond the current allocation or end-date of the grant sponsored project account, ~~until prior to~~ until prior to an amendment is being received ("advance funding"). ~~thus This eliminating-reduces or eliminates~~ This eliminating-reduces or eliminates the need for cost transfers at a later date and allowing the PI to continue working on the project without interruption.

**B. Scope.** This policy applies to all sponsored projects. However, for the purposes of this policy, contracts and other types of non-assistance agreements are not eligible for an early setup, unless an exception is given by the authorized official of the University or his/her the official's delegated designee of the University.

### **CB. Definitions**

**CB-1. Award Document document or Notice-notice of Awardaward:** Any of the various funding vehicles used by external sponsors to indicate that the sponsor is making a commitment to fund a proposal. These may take the form of:

- a) a grant notice or subaward, which may or may not require signature by the University;
- b) a contract, sub-contract or agreement (including a cooperative agreement), requiring execution by the University and the sponsor;

c) an award letter or email, which may or may not include a check payment in advance; or

d) a federal non-assistance contract or subcontract.

~~For the purposes of this policy, contracts and other types of non-assistance agreements are not eligible for an early setup, unless an exception is given by the authorized official of the University.~~

**CB-2. Fully ~~E~~executed award or amendment:** An agreement or amendment which has all of the required authorized signatures for both the University and the sponsor. For the sponsor, the authorized signatory is typically the granting or contracting officer; for the University, the authorized signatory is the Director of the Office of Sponsored Programs or ~~authorized~~ designee.

## ~~G.~~ **D. Policy**

**DC-1. Early ~~Setup~~ setup.** Early setups are generally established for not more than 90 days from the request date and for ~~not more than~~ 25% of the expected first year's funding amount.

a) Early set ups may not be used ~~F~~for awards where the terms and conditions indicate that the start date is the date of last signature.  
~~early setups may not be used.~~

b) For direct federally ~~—~~ funded grants and cooperative agreements, the Vice President for Research and Economic Development (VPRED),<sup>7</sup> or designee,<sup>7</sup> may provide the funding guarantee on the early setup limited to 90 ~~—~~days from the request date and 25% of the first increment unless express permission is given for additional time or amounts.

**cb)** For non-direct federally funded (flow-through) grants (~~flow-through~~) or cooperative agreements (and at the discretion of the Director of OSP,<sup>7</sup> or designee), the unit/college must provide the funding guarantee on the early setup.

**de)** For all ~~other non-federal/federal flow-through~~ sponsored program ~~contracts~~ awards, including industry sponsored contracts, OSP will perform a risk evaluation to determine whether if an early setup is

~~reasonable~~permissible. Upon OSP approval, the unit/college must provide the funding guarantee for the early setup.

**ed)** Situations that arise outside of these parameters will be evaluated and a determination made on a case-by-case basis by the Director of the OSP, or designee.

**fe)** If the project is subject to any additional compliance obligations, including but not limited to those subject to oversight by the IACUC (see APM 45.01), IBC (see APM 35.11, APM 45.20, and 45.23), IRB (FSH 5200), or Radiation Safety Committee (FSH 1640.71), or to those imposed by financial conflict of interest policies (FSH 5600 and 5650), all associated then applicable requirements must be completed and approved via the appropriate authority before project work can begin and ~~before~~ an early setup ~~will be~~ established.

**DE-2. Advance funding.** Advance funding is generally authorized for not more than 90 days from the request date or project end -date and for not more than ~~twenty-five percent (25%)~~ of the expected additional funding amount. For direct federally ~~-~~funded grant projects, the Vice President for Research and Economic Development will provide the advance funding guarantee, as long as the unit/college provides certification~~certification~~, using the template made available by the Office of Sponsored Programs that confirmings that the PI is compliant with all deliverables and protocols per Section ED-2.

To initiate advance funding approval, see ED-2 below.

**a)** By submitting an advance funding request, the unit/college is requesting that OSP allow expenditures beyond the current allocation or end-date of the grant account for federal or state awards (but not contracts), only when the agency has indicated in writing to the University that it intends to issue an amendment for the proposed addition of time, funding, or both. If an amendment is not received to continue the project, all expenditures will be transferred to the unit/college guarantee source and the project account will be closed.

**b)** Situations that arise outside of the parameters cited in this policy will be evaluated and a determination made on a case-by-case basis by the Director of ~~the~~ OSP or designee.

**c)** If the project is subject to any additional compliance obligations, such as those subject to oversight by the IACUC (see APM 45.01), IBC (see APM 35.11, APM 45.20, and 45.23), IRB (FSH 5200), Radiation

Safety Committee ([FSH 1640.71](#)), or those imposed by financial conflict of interest [policies](#) ([FSH 5600](#) and [5650](#)), and the amendment that gives rise to the advance funding request either extends, alters, or creates new compliance obligations that are then applicable, all such research compliance requirements must be met before any work with respect to such obligations may be undertaken.

**d)** If advance funding is not approved by the unit and OSP, the PI must cease all project-related work and spending until an amendment is received and executed.

## **DE. Process/Procedures.**

**DE-1. Early ~~Setup~~ ~~setup~~ ~~Request~~ ~~request~~.** The PI (or unit/college) must submit an Early Setup Request Form to OSP for review and approval. This form is available [on the OSP website in the electronic research administration system \(VERASERA\)](#).

**DE-2. Advance ~~Funding~~ ~~funding~~ ~~Request~~ ~~request~~.** Written advance funding approval [confirming the following](#) is to be provided to OSP from the provost, dean, [or](#) institute director, or equivalent, or an approved designee, prior to [expenditures spending](#) in deficit or past the end-date of a continuation project, ~~confirming the following~~:

- a)** The project is in compliance with all project deliverables, including technical reports;
- b)** All project compliance protocols, if any, are up to date; and
- c)** The unit/college understands they will be responsible for incurred costs, should the amendment not be received and/or approved.

For sample unit/college certification and approval text, as well as additional details on advance funding (and how it differs from an early setup) please visit the [Sponsored Project Compliance section Departmental Grant Administrator \(DGA\) tab](#) of the OSP [Website website](#).

**DE-3. Non-~~Receipt~~ ~~receipt~~ of ~~Aa~~award [or amendment](#) within 90 ~~Days~~ ~~days~~.** Barring extenuating circumstances and the approval of the Director of OSP or designee to do otherwise, if an official award document, notice of an award, or amendment is not received within 90 days of the early setup establishment or advance funding approval, all expenditures must be transferred by the unit/college to the previously identified guarantee source identified.

| **EF. Information.** Any questions regarding the early setup of a sponsored project or advance funding of an existing project should be addressed to the Office of Sponsored Programs Post Award Unit at 208-885-6651 or by emailing the [OSP Post Award team](#).



## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://sitecore.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](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

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

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **05.03 Inland Marine**

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

**Originator:** Carry Salonen, Risk Management

**Policy Sponsor, if different from Originator:** Nancy Spink, Risk Management

**Reviewed by General Counsel**     Yes  No                      Name & Date: Kim Rytter, 6/15/23

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion. The University will discontinue participating in inland marine coverage as of 07/01/2023.
- 2. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? The high cost of production time by all our unit personnel and UI Risk to participate in the coverage far outweighed the benefit of having coverage. In the past six years, we had just two claims for a combined reimbursement of \$292.01.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
UI APM - 05.02 Property Coverage.  
SBOE V.I. Real and Personal Property and Services 4.b. Inland Marine is optional coverage through State Risk.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
July 1, 2023

## ~~05.03 — Inland Marine Insurance Coverage~~

~~Last updated December 19, 2008~~

### ~~CONTENTS~~

- ~~A. — Policy~~
- ~~B. — Process/Procedure~~
- ~~C. — Contact Information~~
- ~~D. — Forms~~

~~**A. Policy.** Inland Marine coverage is for items that are valued under \$2,000, are owned by the University or are contractually obligated to be insured by the University, and may be subject to theft, or physical damage. Inland Marine coverage is not automatic coverage. Departments must report annually all items to be covered. If a new item is purchased or an addition is needed during the year, a department may request an addition to its covered items. The cost for coverage to the department is \$.035 per \$100 of the value of each item. Premiums are billed annually and are not prorated based on the length of time an item is covered. Items that have a locking mechanism to prevent theft can be covered by request at no charge to the department. In the event of a loss, the department must work with the university Department of Risk Management (Risk) to make a claim to the State of Idaho Insurance Fund. When a loss occurs, there is a \$50 deductible that the department must pay. [ed. 12-13]~~

~~**A-1. Coverage Exclusions.** Inland Marine insures against risk of physical loss or damage, except as provided by policy exclusions, which include, but are not limited to, the following:~~

- ~~i) Loss or damage to student or employee personal property unless:
  - ~~a) the loss is due to clear negligence of the University, or~~
  - ~~b) in the case of employee property, the employee has been requested in writing by an authorized representative of the University to bring personal property to the workplace for employment purposes and a copy of that written request is forwarded to Risk prior to any loss;~~~~
- ~~ii) Inventory shortage or unexplained disappearances;~~
- ~~iii) Theft of University property by an employee;~~
- ~~iv) Ordinary wear and tear, inherent vice, moths, termites, or vermin;~~
- ~~v) Mechanical breakdown;~~
- ~~vi) Nuclear reaction;~~
- ~~vii) War;~~
- ~~viii) Real property or buildings;~~
- ~~ix) Autos;~~
- ~~x) Vehicles licensed for the road; and~~
- ~~xi) Consumable supplies.~~

### ~~B. Process/Procedure:~~

~~**B-1. Annual Renewal.** Departments are responsible for maintaining their Inland Marine Insurance schedule. Departments must submit an updated schedule of items to be covered to Risk once a year (usually in the spring). Risk will collect from each department an electronic schedule of items to cover. Risk will compile all data and will send the necessary information to the State of Idaho Department of Administration Division of Insurance and Internal Support Risk Management Program. The State of Idaho will bind coverage with an insurance company. Items can be added for coverage at any time during the fiscal year. For specific instructions on procedure see D below.~~

~~B-2. **Adding Items to Coverage during the fiscal year.** Items may be added at any time during the year. The coverage of the item will begin on the date the request is sent to the State of Idaho Risk office and, unless deleted prior, will continue until the end of the fiscal year, June 30. Inland Marine Insurance premiums for the fiscal year are not pro-rated, so regardless of when you add an item during the year you will pay for a full year's coverage of that item. For specific instructions on procedure see D below.~~

~~B-3. **Deleting Items from Coverage during the fiscal year.** Items may be deleted at any time during the year. The coverage of the item will end on the date requested. Inland Marine Insurance premiums for the fiscal year are not pro-rated. For specific instructions on procedure see D below.~~

~~B-4. **Claims.** The department can file a claim to receive funds to cover the cost of the replacement or damage of an Inland Marine insured item. For specific instructions on procedure see D below.~~

~~C. **Contact Information.** Any problems or questions concerning the requirements for increasing insurance coverage with Inland Marine Insurance or maintaining inventory schedules, please call Risk at (208) 885-7177, [risk@uidaho.edu](mailto:risk@uidaho.edu) or by fax at (208) 885-9490.~~

~~D. **Forms and Examples.** To request forms for use, e-mail [risk@uidaho.edu](mailto:risk@uidaho.edu). For instructions and examples of completed forms, visit [www.uidaho.edu/risk/insurance/inlandmarine](http://www.uidaho.edu/risk/insurance/inlandmarine) and search worksheets by category.~~



OFFICE OF THE PRESIDENT  
875 Perimeter Drive MS 3151  
Moscow ID 83844-3151  
208-885-6365  
president@uidaho.edu  
uidaho.edu/president

DATE: June 28, 2023  
TO: Diane Whitney, Director of University Policy  
Francesca Sammarucca, Faculty Secretary  
FROM: C. Scott Green, President   
SUBJECT: Administrative Procedures Manual

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In response to the approval consideration request of June 27, 2023, and pursuant to FSH 1460, I hereby approve the following items:

Administrative Procedures Manual

- APM 05.03 Inland Marine Insurance Coverage
- APM 45.05 Early Setup and Advance Funding of Sponsored Project Budgets

## **Proposal for Ad-Hoc Faculty Committee on Initial Curriculum for the Undergraduate Academic Certificate in Sustainability**

The committee shall be comprised of faculty representatives from each college and additional faculty as needed to provide balanced representation of expertise from each area of sustainability (ecological, social, and economic). Initial appointments to the committee shall be the faculty members who have been serving on the ad-hoc steering committee put together in April 2023 by recommendation of the deans in each college. The steering committee elected Erin James as the Chair and we propose that Prof. James serve as Chair of the ad-hoc Curriculum Committee.

The university Sustainability Director and Vice Provost for Academic Initiatives will serve as *ex officio*, non-voting committee members.

The primary tasks of the ad-hoc committee are as follows:

- Review course proposals solicited from every college for inclusion in the certificate, relative to the criteria used for the solicitation, which are based on national best practices
- Perform a final review of the proposed certificate structure and contents based on the approved courses and vote on committee-wide approval of an initial curriculum for the Sustainability Certificate
- Act as the “relevant unit” for placing the faculty-approved proposal for the new program in CIM, with the next level of approval at the Provost Office/UCC.
- Be available to answer any questions or concerns about the curriculum that may come up at UCC or Faculty Senate and to make any changes requested by UCC or Senate as the proposal moves through the approval process

Additionally, when the Sustainability Certificate is fully approved as a new program, the ad-hoc committee will propose that the Faculty Senate establish a standing committee to continue to maintain the curriculum for the certificate in a manner similar to the development of the initial curriculum. Maintenance of the curriculum by the standing committee will include annual solicitation and review of courses to be included in the certificate and review of existing courses based on syllabi and assessment materials. The standing faculty committee will also evaluate sub-waiver requests, weigh in on student petitions that may occur, and provide mentoring for students on curriculum content upon request. The standing committee will provide direction to a team of cross-trained Provost’s Office staff who will handle routine student requests related to the certificate. In the first year of its existence, the standing committee will write and approve bylaws that define eligibility for a broader group of Program Faculty who participate in the program and are eligible to vote on future curriculum changes, similar to the bylaws established for other interdisciplinary programs such as Environmental Science and Water Resources.

The standing curriculum committee will also oversee the assessment of the certificate. The assessment will be designed by the Sustainability Director, in cooperation with the Director of General Education and Assessment (DGEA) and the Associate Director of Assessment and Accreditation. The Sustainability Director will implement the assessment and report findings and recommendations to the committee, which will approve, add to, or revise the recommendations and ensure that findings are used to improve the curriculum.

# GENERAL

## Sustainability Certificate Courses

### Steering Committee Proposal Criteria & Suggestions

The University of Idaho Faculty is invited to submit proposals for courses for the university's sustainability certificate.

General sustainability certificate courses should be focused on ecological, social, and/or economic sustainability topics.

#### **Learning Objectives for General Sustainability Certificate Courses:**

1. Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
2. Students will be able to explain how natural, economic, and/or social systems create or prevent sustainability.
3. Students will be able to reflect critically on the global implications of their personal and professional actions on sustainability.

#### **Notes on General Sustainability Certificate Courses:**

- These courses should be introductory or mid-level within a discipline and may address ecological, economic, or social sustainability topics with some degree of specificity. To be included, courses must include at least 50% content pertaining to sustainability topics as defined by [this document](#).
- Courses centered on **ecological sustainability** focus on protecting and restoring the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
- Courses centered on **economic sustainability** focus on long-term economic prosperity without negative impacts on the environment, society, or culture. They examine patterns of production and consumption that safeguard Earth's regenerative capacities.
- Courses centered on **social sustainability** focus on the interactions between society and nature.
- Courses may be assigned to more than one category (ecological, economic, and/or social sustainability).
- For examples of topics related to ecological, economic, or social sustainability, please [click here](#).
- Preferably, the course will have no or few prerequisites.

# GENERAL

## Sustainability Certificate Course Proposal Form

Name and title of instructor:

Course number and title:

College:

Department:

Course prerequisites:

Is the course focused on:

- Ecological sustainability?
- Economic sustainability?
- Social sustainability?

**Course Frequency:** Please describe how often you anticipate offering the course (every semester, every year, every two years, etc.). If applicable, please indicate whether the course will be offered in spring or fall semesters.

**Course Outline and Description:** Briefly describe the course and its goals. Please discuss how the course emphasizes and measures the learning objectives (see previous page).

- I understand that including my class in the sustainability certificate requires me to administer a pre-formed sustainability literacy survey to my students at the end of the course for certificate assessment purposes. The survey will be provided to me in advance and can be uploaded to Canvas. It will take no longer than 30 minutes for students to complete.

Instructor: \_\_\_\_\_

Signature, date

Department Chair: \_\_\_\_\_

Signature, date

**Please include the course syllabus in the course proposal and send it along with this form to [uofi-sustainabilitycertificate@uidaho.edu](mailto:uofi-sustainabilitycertificate@uidaho.edu)**

**FOR COMMITTEE USE:**

**Approved:**

**Date of Approval:**

**Committee Feedback:**

## Sustainability Undergraduate Certificate

Select one Integrative Core course from the following:

- FSP 201: Forest and Sustainable Products for a Green Planet\*
- GEOG 435: Climate Change Mitigation\*
- MHR 315: Corporate Social Responsibility and Sustainability\*
- PSYC 319: Environmental Psychology\*
- SOIL 436: Principles of Sustainability\*

Select one Ecological Sustainability course from the following:

- BIOL 102: Biology and Society (+ BIO 102 Lab)\*
- BIOL 404: Dimensions of Biodiversity\*# (no syllabus yet)
- EPPN 100: Human, Plant, Animal, and Insect Epidemics: Drivers of Society^ (no syllabus yet)
- FOR 460: Mountain Ecology\*
- GEOL 309: Ground Water Hydrology
- GEOG 313: Global Climate Change\*
- GEOG 430: Climate Change Ecology
- GEOL 474: Stable Isotopes in the Environment
- REM 440: Restoration Ecology
- SOIL 448: Drinking Water and Human Health

Select one Economic Sustainability course from the following:

- AGEC 451: Applied Environment and Natural Resource Economics
- AGEC 452: Water Economics and Policy Analysis
- ARCH 463: Environmental Control Systems\*
- ECON 447: International Development Economics
- ENVS 423: Planning Sustainable Places\* (no syllabus yet)
- FIN 435: Sustainable Finance and Investments
- IAD 368: Materials for Health and Sustainability\*^
- INDT 419: Industrial Sustainability Analysis\*
- LAW XXX: Agriculture and the Environment\*^
- ME436: Sustainable Energy Sources and Systems
- SOIL 444: Water Quality in the Pacific Northwest

Select one Social Sustainability course from the following:

- ENGL 316: Environmental Writing
- ENGL 322: Climate Change Fiction
- HIST 424: American Environmental History\*
- IAD 151: Introduction to Interior Architecture and Design\*
- IAD 443: Universal Design
- LAW 4XX: Foundations of Natural Resource Law\*^
- RSTM 380: Principles of Travel and Tourism\*
- SOC 340: Environmental Sociology and Globalization\*
- SOC 344: Understanding Communities^
- SOC 465: Environmental Justice\*
- SOC 466: Climate Change and Society\*

Total Credit Hours: 12

\*Course has no prerequisites

^New course to be offered in Fall 2024; one-credit class

# Petitioning for permanent course number

## Sustainability Certificate Working Group Membership

### **Voting Members:**

#### **CLASS**

Erin James (Chair)

Jenn Ladino

#### **CNR**

Mark Coleman

#### **CoS**

Karen Humes

#### **CEHHS**

David Paul

#### **CBE**

Yun Chung

#### **Engineering**

Erik Coats

#### **CAA**

John Anderson

Stacy Isenbarger

#### **CALS**

Alex Maas

### ***Ex Officio, Non-Voting Members***

Sarah Dawson, University Sustainability Director

Gwen Gorzelsky, Vice Provost for Academic Initiatives

# INTEGRATIVE CORE

## Sustainability Certificate Courses

### Steering Committee Proposal Criteria & Suggestions

The University of Idaho Faculty is invited to submit proposals for integrative core courses for the university's sustainability certificate.

#### **Notes on Integrative Core Sustainability Certificate Courses:**

- Integrative Core courses have a primary and explicit focus on sustainability. Thematic courses may qualify as integrative core if social, environmental, and economic dimensions are addressed with sufficient balance and depth to confer integrative core knowledge that is transferable to other themes or issues.
- The course should be aimed at a general population (i.e., not exclusively for majors within a specific discipline) and should address issues broadly.
- Preferably, the course will have no prerequisites.

# INTEGRATIVE CORE

## Sustainability Certificate Course Proposal Form

**Name and title of instructor:**

**Course number and title:**

**College:**

**Department:**

**Course prerequisites:**

**Course Frequency:** Please describe how often you anticipate offering the course (every semester, every year, every two years, etc.). If applicable, please indicate whether the course will be offered in spring or fall semesters.

**Course Outline and Description:** Briefly describe the course and its goals.

- I understand that including my class in the sustainability certificate requires me to administer a pre-formed sustainability literacy survey to my students at the end of the course for certificate assessment purposes. The survey will be provided to me in advance and can be uploaded to Canvas. It will take no longer than 30 minutes for students to complete.

**Instructor:** \_\_\_\_\_

Signature, date

**Department Chair:** \_\_\_\_\_

Signature, date

**Please include the course syllabus in the course proposal and send it along with this form to [uofi-sustainabilitycertificate@uidaho.edu](mailto:uofi-sustainabilitycertificate@uidaho.edu)**

**FOR COMMITTEE USE:**

**Approved:**

**Date of Approval:**

**Committee Feedback:**

To: Faculty Senate of the University of Idaho  
From: Scott Green, President  
Subject: APM 30.16  
Date: July 13, 2023



OFFICE OF THE PRESIDENT  
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### Executive Summary

On April 11, 2023, the Faculty Senate of the University of Idaho voted (57% for, 43% against) to request that I suspend APM 30.16 and revert to previous policy until a resolution could be found with faculty input.

The memo received stated: The Senate requests that the prior version of APM 30.16 be reinstated until such time as the Office of Information Technology (OIT) can come to a mutually-satisfactory agreement with the Faculty Senate that better aligns our scholarly and creative needs with those of an aspiring Carnegie R1 institution.

I have discussed concerns with the APM 30.16 Faculty Working Group Leadership, discussed with OIT Leadership, reviewed data and evaluated policies at other institutions. I have concluded that while the execution of the policy was problematic due to supply chain and implementation inefficiencies, and the concerns raised by employees were indeed valid, the timeline and facts indicate that there was faculty input solicited, some of the recommendations of the Faculty Working Group were adopted, supply chain issues have greatly improved, processing and delivery times have improved, the policy actually helps with our R1 initiative rather than hinders it, and the current policy is similar to those at our peer and sister institutions. Therefore, I find no need to roll-back the policy at this time.

### Timeline

As early as October 2021, OIT had presented to Faculty Senate that a policy was being developed that included centralized procurement. In fairness, concerns were expressed, but the policy was still under development. In November 2021, OIT notified Faculty Senate leadership in an email that a revised policy that included central procurement was under development. In June 2022 the policy draft was sent to Faculty Senate and Staff Council Leadership for review. There were no comments received and the policy was approved on July 22, 2022.

There were a number of meetings throughout 2022 and into 2023 with faculty senate representatives and the APM 30.16 Faculty Working Group. A revised policy was shared with the Faculty Senate IT Committee on March 29, 2023. No objections were noted nor were there further questions. The revised policy then went into effect.

On April 11, 2023, after debate, a motion was passed (57% for, 43% against) by Faculty Senate asking for the policy to be rolled back. On April 19, 2023, a memo formally requesting the policy be rolled back was received.

## **Policy effectiveness**

APM 30.16 was written foremost with security and technology compliance in mind (DoD, DoE, NSF among others), with efficiency and total cost of ownership being secondary but important components. The policy is not unlike those at other R1 institutions and our sister institutions. The policy as currently constructed meets all government compliance requirements.

Review of key metrics indicates that the policy is meeting its objectives. Approximately 92% of computer orders are typical configuration or modified typical configuration. Only 8% of orders request exception to the typical configuration, and of those, only 1% (7 orders university wide) were denied and only because the specs requested could be met by the typical configuration.

The savings from going to centralized procurement of computers is approximately \$213,000 on an annual basis, monies that were used to put in the new research compliance system that enables us to certify federal agency awards.

Timeliness has also improved. In October 2022, it took 33 working days on average to fulfill an order, primarily due to supply chain issues. That is clearly an unacceptable number as it represents an average and many orders took much longer. It now takes 8 working days on average and continues to improve. There are outliers for special orders that are problematic and understandably create frustration with users. A review of 5 requests open the longest range from 97 to 147 days. Again, these are specialized situations, typically involving complex designs and the purchase of multiple items to outfit classrooms, conferences rooms or labs.

## **Conclusion**

There is little doubt that supply chain issues and implementation inefficiencies hurt service delivery when the policy was implemented. The frustration felt by our employees was valid. Since that time, OIT has made significant progress clearing supply chain bottlenecks and doing a better job of efficiently processing and fulfilling orders. 92% of all computer orders utilize the typical configuration. The policy is compliant with federal requirements, and the savings from the centralized procurement program paid for a key research compliance system that has improved our ability to compete for grants. While there is not full agreement, OIT did solicit feedback and the policy contains elements from the APM 30.16 Faculty Working Group. Furthermore, the policy is not unlike that at other institutions. For all of these reasons, I do not see a need to roll back the policy.

I do value the leadership of our Faculty Senate and its important role in shared governance. The concerns that lead to this request were valid. I thank the Faculty Senate for working with OIT to better the original policy and to raise these employee frustrations to our attention. While this decision is not the outcome some were looking for, it has caused us to take yet another look at our operations and work to continually improve them. Behind much of our success, is the hard collaborative work on policy issues such as this. Again, I am grateful for the time and effort contributed to this policy and related processes.