To: R. Zemetra, Chair, Faculty Council  
D. Adams, Faculty Secretary  

From: G. Möller, Chair, Faculty Affairs Committee  

Subject: Request from Faculty Affairs Committee for review, discussion, and input from Faculty Council on development of amendments FSH 1565 to incorporate teaching load references and revisions regarding scholarship  

The Faculty Affairs Committee (FAC) is requesting review, discussion, and input from Faculty Council as we move forward in the development of proposed amendments to FSH 1565 to incorporate teaching load references and revisions regarding scholarship. At this point, members of FAC have invested close to 100 hours over the past 18 months examining key elements of FSH 1565. The motivations and goal for our efforts are listed in the following outline:

1565 Change Motivations and Goals

1. Original motivation arose because of problems in university PT reviews concerning comparison of teaching loads; need to integrate interdisciplinary activities; to update and examine 1565 and the “Version 1.0” integration of the Boyer scholarship definitions into FSH

2. Other concerns were to make 1565 consistent with current PDs and Evaluations

3. Make P&T evaluation more consistent

4. Better describe assessment of scholarship

5. Add sections describing advising, extension (outreach), service, administration

6. Improve readability and communication

7. Equity of teaching loads is an issue
   a. Real loads vs. perceived loads; credits hours to be justified in PD
   b. Protection of faculty from unreasonable expectations
   c. Uniform criteria for across campus comparison
   d. Communication of diversity of teaching types and adjustments in PDs
   e. Recruitment and retention

8. Need to differentiate “effective teaching and learning” from “scholarship of teaching and learning”
   a. Need to encourage true advances in “scholarship” as well as encourage normal activities of effective teaching by good teachers; both are valued and important to achieve the University’s mission.
   b. “Scholarship in teaching and learning” does not necessarily lead to “effective teaching and learning” just as not every experiment in a laboratory would have a positive outcome

9. Interdisciplinary activities need FSH validation
Since FSH 1565 is the faculty “Magna Carta,” we have put in a significant amount of
time and careful thought to develop a revisions draft that addresses these motivations and
goals. Although every attempt was made to think broadly, FAC membership is not
completely representative of the greater faculty community and therefore we are
appealing to Faculty Council for their review of the FAC work product thus far.

We are attaching several supporting documents. They include:

1) FSH 1565 FAC Revision_020906 (contains 1565A markup and justification
   comments for each proposed change)
2) FSH 1565A FAC Revision_020906Edited (incorporates 1565A proposed
   revisions highlighted for easier reading)
3) Teaching load graph (data illustrating the challenges faced in interpreting teaching
   load for P&T candidates at the University level)
4) FAC Discussion Document 1- 1565A Teaching Load (a menu of options for
   Faculty Council to consider regarding teaching load)
5) FAC Discussion Document 2- 1565A Effective Research Program Conduct (a
   section under study for inclusion into 1565A describing the non-scholarship
   responsibilities of running an effective research program)

We have recently completed a comprehensive statistical analysis of cross-campus
teaching loads of all faculty by college and we will be forwarding this information and an
executive summary in the near future.

Faculty Affairs Committee members have indicated they will be available to support
Faculty Council discussion and questions regarding these proposed changes.

Please contact me if you require additional information at this time.
A. INTRODUCTION. [rev. 7-98]

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the general public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the department. Annual position descriptions are developed by the department head in consultation with the department faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both department head and faculty member. If the faculty member, department head, and dean are unable to reach agreement on the position description, the faculty member may appeal the department head’s decision to the Faculty Appeals Hearing Board.

As indicated in Sections 3320-C, 3520-H.2, 3560-G.1 below, faculty performance evaluations that are used for yearly reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members’ annual position descriptions.

A-2. Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. Among the criteria for evaluating effective teaching are: self-evaluation, the informed judgment of colleagues, the performance of students, and qualified student opinion.

…[Please see accompanying “FAC Discussion Document: Changes to Address Teaching Load in FSH 1565A”]…
Among the methods for evaluating effective teaching are: self-evaluation, the informed judgment of colleagues, formal and informal peer review, teaching awards, student evaluation, and student learning or performance assessments, all of which may be compiled into a teaching portfolio. More than one kind of evidence of teaching effectiveness should accompany any performance evaluation. For the purposes of performance evaluation, a distinction is made between teaching and scholarship of teaching and learning (see below in A-3-a). However, the two are closely allied and many kinds of evidence would be applicable to the evaluation of both (see B below).

A-3. Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship, an ongoing obligation of all faculty members. Scholarship or scholarly activity takes diverse forms and is characterized by originality and critical thought. Scholarship must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Active scholarship is an ongoing obligation of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, and application; integration, and application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Demonstrated excellence that is focused in only one of these areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

a. Scholarship in teaching and learning can involve classroom action research (site-specific pedagogy), descriptive or qualitative research, case studies, and other forms of teaching and learning research. It consists of the development, careful study, and the validated dissemination communication of new teaching or curricular discoveries, observations, applications and integrated knowledge in the classroom or laboratory; the development of innovative curricula; the design and/or incorporation of new and effective teaching strategies; and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: continuous updating of courses to reflect current research and progress in the corresponding fields; creative interdisciplinary approaches to course presentations; publications and/or professional presentations of a pedagogical nature; publications of publication of textbooks, laboratory manuals, or educational software; supervision of undergraduate and graduate research projects; effective integration of advancing educational technology into the classroom or laboratory; participation in presentations in workshops related to teaching and learning; development and dissemination of curricula and other teaching materials; and individual and/or collective efforts in securing and carrying out education grants; promoting
innovations in teaching and learning; engendering in the student a lasting interest in and enthusiasm for learning; and evidence of effective performance by the faculty member’s students. [ed. 7-00] The validation of scholarship in the area of teaching and learning is based in large measure on three components: self-evaluation of the faculty member, evaluation by the faculty member’s students, and evaluation by the faculty member’s peers both at the University of Idaho and at other institutions of higher learning. A faculty member whose scholarship is demonstrated entirely or almost entirely in the area of teaching and learning is strongly encouraged to prepare annually a portfolio reflecting his or her accomplishments. In addition, the informed judgment of colleagues based in part on class visitations forms a part of the annual evaluative process of these individuals, as does qualified student opinion.

b. Scholarship in artistic creativity involves audience communication and may be demonstrated by significant achievement in an art related to a faculty member’s work, such as musical composition, artistic performance, creative writing, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

c. Scholarship in discovery involves the generation and interpretation of new knowledge through individual or collaborative research. It may be demonstrated by a combination of publications in refereed journals; preparation and publication of books, articles and reviews of a scholarly nature; directing productive work by advanced students; include: effective integration of research within and across various disciplines; novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding addressing ongoing problems; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; awards or fellowships; membership on boards and commissions devoted to inquiry; service as editor of professional journals; and scholarly activities that support the mission of university research centers.
The validation of scholarship in the area of discovery is based on self-evaluation of the faculty member, evaluation by graduate students, and evaluation by other professionals in the faculty member’s discipline or subdiscipline.

Evidence of effective scholarship in this area includes, may include:

- Acceptance of manuscripts for publication of papers in refereed and peer reviewed journals;
- Published books;
- Published law reviews;
- Citation of a faculty member’s work by other professionals in the field;
- Published reviews and commentary about a faculty member’s work;
- Peer reviews of proposals;
- Invited presentations at professional meetings;
- Seminar, symposia, and professional meeting papers and presentations;
- Direction and contribution to originality and novelty in graduate student theses and dissertations;
- Direction and contribution to undergraduate student research;
- Awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work;
- Appointment to editorial boards;
- Service on professional committees;
- And significant scholarly contributions to university research centers.

The validation of scholarship in the area of discovery is based on self-evaluation of the faculty member, evaluation by graduate students, and evaluation by other professionals in the faculty member’s discipline or sub-discipline.

d. Scholarship in application/integration involves the development and/or communication of new technologies, materials, and methods. Scholarship of integration, often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. Scholarship of integration. It may be demonstrated by:

- Application of one’s scholarly expertise to serve society through cooperative relationships with individuals, groups, and agencies;
- Identification, analysis, and solution of problems of citizens, businesses, and governmental units;
- Contributions to the economic development and general well-being of the region and state;
- Integration of known or new techniques to address ongoing problems;

Comment [GM29]: Moved below for clarity and document consistency.
Comment [GM30]: Included for enhanced completeness.
Comment [GM31]: Needs mentioning; many are refereed; regarded as a lesser form of scholarship than peer reviewed papers but has great value in the community of scholarship.
Comment [GM32]: Acknowledges the direction of and contributions to thesis and dissertation work.
Comment [GM33]: Acknowledges undergraduate research support as scholarly activity.
Comment [GM34]: Acknowledges recognition of scholarship by award.
Comment [GM35]: Moved from above, edited to remove self-evaluation and graduate student evaluation. Review of effective research benefits from self-evaluation and the evaluation of graduate students, but scholarship of discovery is validated in peer review.
development of interdisciplinary teams and strategies to deal with current and future problems; professional publications and presentations; adaptation of content and method of extension and educational programs to particular audiences; facilitate the resolution of conflict.

The validation of scholarship in the area of application/integration is based on professional peer evaluation and measurement of the effectiveness of contributions to problem identification, analysis, and solution; contributions to the economic and social well-being of citizens; and the impact of program development.

e. Scholarship of application and engagement is the reduction to practice of scholarly knowledge to address societal problems, challenges, and understanding. This area of scholarship is a primary activity of outreach and extension, although it is a shared responsibility of all faculty. The acts of application and engagement often follow discovery, however they can and should initiate new discovery. It may be demonstrated by: transfer of new knowledge, new technologies and new integrated understandings into broader societal application; acceptance and adoption of new or modified practice with positive outcomes; licensing and commercialization of new technologies, processes or other intellectual property; and application and engagement of one’s scholarly expertise to serve society through cooperative relationships with individuals, groups, and agencies.

Broadly, the scholarship of application and engagement seeks: to identification, analysis, and solution of problems of citizens, communities, businesses, and governmental units; to contributions to the economic development and general well-being of the region and state; to enhance environmental quality and sustainability; to stimulate entrepreneurial activity; and to creatively apply standard or novel integration of known or new techniques to address emerging or ongoing problems; development of interdisciplinary teams and strategies to deal with current and future problems. Like other forms of scholarship activity, the scholarship of application and engagement involves active communication and validation. The scholarship of application and engagement is rigorously demonstrated by peer reviewed or refereed professional publications and presentations; patents, copyrights and commercial licensing; and adoption or citation of newly developed or derived practices as formal, documented standards of practice in general or specific applications (e.g. best management practices, regulatory rules, codes of practice, standard methods, best available technologies, and others). adaptation of content and method of extension and educational programs to particular audiences; facilitate the resolution of conflict.
The validation of scholarship in the area of application and engagement is based on professional peer evaluation and the concomitant measurement of the effectiveness of contributions to problem identification, analysis, and solution; contributions to the economic and social well being of citizens and communities; enhancement of environmental quality and sustainability; and the impact of program development potential to stimulate new discovery and understanding.

A-4. The assessment of scholarship, in self-evaluation and peer-evaluation, is an ongoing expectation for faculty members of the University. Assessment of scholarship within and across disciplinary boundaries requires standards for evaluation that adequately describe the phases of scholarship. In assessment of scholarship, faculty members are encouraged to use the following six standards (from Glassick, et al. Scholarship Assessed: An Evaluation of the Professoriate 1997):

1. “Clear goals—Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?”
2. “Adequate preparation—Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?”
3. “Appropriate methods—Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?”
4. “Significant results—Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?”
5. “Effective presentation—Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?”
6. “Reflective critique—Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?”

A-4.A-5. In addition to the aforementioned teaching and scholarly activities, faculty members' general service efforts also contribute to the overall welfare of their departments and the university. Such expected contributions can take the form of informal or formal student advising; service on department and university committees; student recruitment; mentoring newer faculty members; informal presentations of a
professional nature to local and regional groups; reviews of manuscripts, books, or
professional journal articles; service as an officer of a professional organization, etc.
Faculty members are expected to be effective citizens of their administrative units and,
where feasible, collaborate with their peers. Advising students, faculty, and/or staff is also
an important faculty responsibility and a key function of academic citizenship. Student
advising may include: (1) overseeing course selection and scheduling; (2) seeking
solutions to conflicts and academic problems; (3) working with students to develop career
goals and identify employment opportunities; (4) making students aware of programs and
sources for identifying employment opportunities; (5) facilitating undergraduate and
graduate student participation in professional activities (e.g., conferences, workshops,
demonstrations, applied research); and (6) serving as a faculty advisor to student
organizations or clubs. Advising also includes attendance at sessions (e.g., workshops,
training courses) sponsored by the University, college, department, or professional
organizations to enhance a faculty member’s capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or
other professionals in the department or college; (2) undergraduate or graduate student
advisees’ evaluations; (3) level of activity and accomplishment of the student
organization advised; (4) evaluations of persons being mentored by the candidate; (5)
number of undergraduate and graduate students guided to completion; and (6) receiving
awards for advising, especially those involving peer evaluation.

A-6. Service is an essential component of the University of Idaho mission. Both
extramural and University service are the responsibility of faculty members in all units.
Service by members of the faculty to the university, state, nation, and world in their
special capacities as scholars should be recognized.

Within the University, service includes participation in department, college, and
university committees, and any involvement in aspects of university governance and
academic citizenship. University, college, and department, committee leadership roles are
seen as more demanding than those of a committee member or just regularly attending
faculty meetings. Because faculty members play an important role in the administration
of the university and in the formulation of its policies, recognition should therefore be
given to faculty members who participate effectively in faculty and university
governance.

Extramural and intramural service can include clinical service, routine support, and
application of specialized skills or interpretations, and expert consultancies. The
beneficiaries of these forms of service can be colleagues, co-workers, citizens, clients,
collaborators, private and public organizations and their representatives, and government.

Extramural service also includes participation in professional and scientific organizations
both as an elected office holder and/or a member; serving as a reviewer or editor for
scientific or trade journals; serving as a paid consultant to individuals, businesses,
agencies, and non-governmental organizations; representing the University/college or

Comment [GM51]: The important duties and responsibilities of faculty in
advising need to be discussed in greater
detail. This is a tool for reward and regard
of these activities.
your discipline on governmental, non-governmental or private sector bodies; and/or
building collaborative programs locally, regionally, statewide, nationally or
internationally.

Effective performance in University service may be documented by a variety of means.
Examples include: (1) letters of support from university clientele to whom your service
was provided; (2) serving as a member or chairperson of university, college, or
departmental committees; (3) receiving University service awards, especially those
involving peer evaluation; and (4) the interdisciplinary nature of service. Effective
performance in extramural or intramural service may be documented a variety of means.
Examples include: (1) numbers of individuals and types of audiences impacted as well as
measures of significance to the discipline/profession, state, nation, region and/or world;
(2) letters of commendation from individuals from within organizations to whom your
service was provided; (3) service in a leadership role of a professional or scientific
organization as an officer or other significant position; (4) professional service oriented
projects/outputs; and (5) receiving service awards from external organizations, especially
those involving peer evaluation.

A-7. Extension (Outreach) is an essential component of the University’s land grant
mission. Extension includes teaching, training, certification, volunteer development,
unpaid consultation, information dissemination to lay and producer audiences, and
establishment/maintenance of relationships with private and public industries. Extension
faculty may (1) teach non-credit classes, workshops and short courses; (2) recruit, train
and supervise paraprofessionals and volunteers; (3) provide unpaid consultation to
individuals, businesses, and other professionals; (4) provide information through mass
media; (5) provide leadership, facilitation, or subject-matter expertise in community
coalitions and faculty teams; (6) develop or adapt extension-education materials; and (7)
utilize mass media to transfer technology.

Documentation of effective extension activities may include a variety of means.
Examples include: (1) evaluations by participants in extension outreach activities, (2)
numbers and types of audiences impacted as well as measures of significance to the
discipline/profession, state, nation, region and/or world; (3) letters from stakeholders in
extension projects documenting the project’s usefulness and effectiveness; (4) quality of
extension publications and other mass media outlets; and (5) extension awards, especially
those involving peer evaluation.

A-8(?)...[Please see accompanying “FAC Discussion Document: FAC Discussion
Document: Changes to Address Effective Conduct of Research Programs in FSH
1565A]...
A-9. Effective administration is essential to the smooth functioning of the University. Administration includes conducting and/or managing any unit, or significant operation within the University. For faculty in academic and extension units, administration is not normally considered in tenure and promotions deliberations. Administration is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship, advising, service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. Documentation of effective administration may include evaluations by unit faculty and staff, as well as objective measures of unit performance under the incumbent’s leadership.

A-10. All faculty are encouraged to engage in interdisciplinary and multidisciplinary activities and cooperation as they perform their teaching, scholarship, advising, service, and extension (outreach) responsibilities.

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Comment [GM55]: The important duties and responsibilities of faculty with an administrative load need to be discussed in greater detail. This is a tool for reward and regard of these activities.

Comment [GM56]: Interdisciplinary activity is an important part of present and future faculty activity yet it sometimes receives less regard and reward. To achieve the University strategic goals, recognition of these activities should be enhanced.
FSH 1565A

(Draft revisions, major areas highlighted, 2-9-06)

A. INTRODUCTION. [rev. 7-98]

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

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Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the department. Annual position descriptions are developed by the department head in consultation with the department faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both department head and faculty member. If the faculty member, department head, and dean are unable to reach agreement on the position description, the faculty member may appeal the department head’s decision to the Faculty Appeals Hearing Board [3840].

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teaching and learning (see below in A-3-a). However, the two are closely allied and many kinds of evidence would be applicable to the evaluation of both (see B below).

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The basic role of a faculty member at the University of Idaho is to demonstrate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Demonstrated excellence that is focused in only one of these areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

d. Scholarship in teaching and learning can involve classroom action research (site-specific pedagogy), descriptive or qualitative research, case studies, and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of text books, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of curricula and other teaching materials; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member’s peers both at the University and at other institutions of higher learning.

e. Scholarship in artistic creativity involves audience communication and may be demonstrated by significant achievement in an art related to a faculty member’s work, such as musical composition, artistic performance, creative writing, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes
of communication are possible depending on the character of the art form or discipline. Each mode of communication has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

f. Scholarship in discovery involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books; published law reviews; citation of a faculty member’s work by other professionals in the field; published reviews and commentary about a faculty member’s work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.

d. Scholarship of integration, often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.
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Broadly, the scholarship of application and engagement seeks: to identify, analyze, and solve problems of citizens, communities, businesses, and governmental units; to contribute to the economic development and general well-being of people; to enhance environmental quality and sustainability; to stimulate entrepreneurial activity; and to creatively apply standard or novel techniques to address emerging or ongoing problems. Like other forms of scholarship activity, the scholarship of application and engagement involves active communication and validation. The scholarship of application and engagement is rigorously demonstrated by peer-reviewed or refereed professional publications and presentations; patents, copyrights and commercial licensing; and adoption or citation of newly developed or derived practices as formal, documented standards of practice in general or specific applications (e.g. best management practices, regulatory rules, codes of practice, standard methods, best available technologies, and others).

The validation of scholarship in the area of application and engagement is based on professional peer evaluation and the concomitant measurement of the effectiveness of contributions to problem identification, analysis, and solution; contributions to the economic and social well being of citizens and communities; enhancement of environmental quality and sustainability; and the potential to stimulate new discovery and understanding.

A-4. The assessment of scholarship, in self-evaluation and peer-evaluation, is an ongoing expectation for faculty members of the University. Assessment of scholarship within and across disciplinary boundaries requires standards for evaluation that adequately describe the phases of scholarship. In assessment of
7. “Clear goals—Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?”

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12. “Reflective critique—Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?”

A-5. Advising students, faculty, and/or staff is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the University, college, department, or professional organizations to enhance a faculty member’s capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the department or college; (2) undergraduate or graduate student advisees’ evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.
A-6. Service is an essential component of the University of Idaho mission. Both extramural and University service are the responsibility of faculty members in all units. Service by members of the faculty to the university, state, nation, and world in their special capacities as scholars should be recognized.

Within the University, service includes participation in department, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and department, committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the administration of the university and in the formulation of its policies, recognition should therefore be given to faculty members who participate effectively in faculty and university governance.

Extramural and intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues, co-workers, citizens, clients, communities, collaborators, private and public organizations and their representatives, and government.

Extramural service also includes participation in professional and scientific organizations both as an elected office holder and/or a member; serving as a reviewer or editor for scientific or trade journals; serving as a paid consultant to individuals, businesses, agencies, and non-governmental organizations; representing the University/college or your discipline on governmental, non-governmental or private sector bodies; and/or building collaborative programs locally, regionally, statewide, nationally or internationally.

Effective performance in University service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or departmental committees; (3) receiving University service awards, especially those involving peer evaluation; and (4) the interdisciplinary nature of service. Effective performance in extramural or intramural service may be documented a variety of means. Examples include: (1) numbers of individuals and types of audiences impacted as well as measures of significance to the discipline/profession, state, nation, region and/or world; (2) letters of commendation from individuals from within organizations to whom your service was provided; (3) service in a leadership role of a professional or scientific organization as an officer or other significant position; (4) professional service oriented projects/outputs; and (5) receiving service awards from external organizations, especially those involving peer evaluation.

A-7. Extension (Outreach) is an essential component of the University’s land grant mission. Extension includes teaching, training, certification, volunteer development, unpaid consultation, information dissemination to lay and producer audiences, and
establishment/maintenance of relationships with private and public industries. Extension faculty may (1) teach non-credit classes, workshops and short courses; (2) recruit, train and supervise paraprofessionals and volunteers; (3) provide unpaid consultation to individuals, businesses, and other professionals; (4) provide information through mass media; (5) provide leadership, facilitation, or subject-matter expertise in community coalitions and faculty teams; (6) develop or adapt extension-education materials; and (7) utilize mass media to transfer technology.

Documentation of effective extension activities may include a variety of means. Examples include: (1) evaluations by participants in extension outreach activities, (2) numbers and types of audiences impacted as well as measures of significance to the discipline/profession, state, nation, region and/or world; (3) letters from stakeholders in extension projects documenting the project’s usefulness and effectiveness; (4) quality of extension publications and other mass media outlets; and (5) extension awards, especially those involving peer evaluation.

A-8(?)…[Please see accompanying “FAC Discussion Document: FAC Discussion Document: Changes to Address Effective Conduct of Research Programs in FSH 1565A]…

A-9. Effective administration is essential to the smooth functioning of the University. Administration includes conducting and/or managing any unit, or significant operation within the University. For faculty in academic and extension units, administration is not normally considered in tenure and promotions deliberations. Administration is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship, advising, service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. Documentation of effective administration may include evaluations by unit faculty and staff, as well as objective measures of unit performance under the incumbent’s leadership.

A-10. All faculty are encouraged to engage in interdisciplinary and multidisciplinary activities and cooperation as they perform their teaching, scholarship, advising, service, and extension (outreach) responsibilities.

…
Data extracted from 2005 University Level P&T Candidate Pool

Teaching Load Data: Credit Hours vs. PD%
College/Candidate Variation Seen at University Level P&T Review

A, B, C, D = Colleges
E = Collective category for faculty in 2005 P&T review from colleges with <5 candidates
FAC Discussion Document 1: Changes to Address Teaching Load in FSH 1565A

Option 1. Current 1565A with no changes in teaching load description.

A-2. Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. …

Option 2. Statement of PD teaching load development responsibility added.

A-2. Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions.

Option 3. Text added to better link teaching load with level of effort.

A-2. Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions.

Option 4. Text added to define a standard teaching load across the University.

A-2. Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. However, to promote equity in the description and comparison of teaching loads across the University for purposes of evaluation and for tenure and promotion considerations, it is useful to begin with some standard metric that reflects the most common University practice. While colleges and units may diverge from that common metric, they need to describe precisely in the position descriptions, evaluations, and promotion and tenure documentation what percentage of work effort an individual is expected to devote to teaching and what specific teaching assignments and tasks comprise that work effort. Such descriptions are especially important whenever an individual’s teaching assignment diverges significantly from the most commonly used University practices. Across the University, a full-time (100%) teaching load is usually 12 credit hours of instruction per semester with fractional appointments as fractions thereof. Teaching load should be described in job descriptions. Any adjustments to teaching load (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.
Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. However, to promote equity in the description and comparison of teaching loads across the University for purposes of evaluation and for tenure and promotion considerations, it is useful to begin with some standard metric that reflects the most common University practice. While colleges and units may diverge from that common metric, they need to describe precisely in the position descriptions, evaluations, and promotion and tenure documentation what percentage of work effort an individual is expected to devote to teaching and what specific teaching assignments and tasks comprise that work effort. Such descriptions are especially important whenever an individual’s teaching assignment diverges significantly from the most commonly used University practices. For the University, a full-time teaching load is standardized at 12 credit hours of instruction, usually comprised of three courses, with fractional assignments as fractions thereof. Each course in a teaching load….

Option 5. Text added to define a standard teaching load across the University with guidance for weighting level of effort.

A-2. Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions.

To support faculty equity in teaching loads and to assist performance, tenure, and promotion reviews, a standard metric, such as a “standardized credit hour” is useful for teaching load comparison. A “standardized credit hour” is a weighted, student credit hour. For the University, a full-time teaching load, beyond the University service required by faculty governance, is 12 “standardized credit hours” of instruction per semester, with fractional assignments as fractions thereof. Many courses across the university have different degrees of teaching difficulty, different contact and support hours, and diverse demands on faculty that are not well represented by student credit hour numbers. Examples of these may be: teaching unusually large classes; team-teaching; teaching assistant support; teaching new courses; scholarship of teaching and learning activity; teaching studios, laboratories, or field courses; graduate student thesis or dissertation courses; independent study courses; technology-enhanced teaching; distance education and others. Thus, each course in a teaching load should be assigned a specific credit-loading weight factor (e.g. 0.2, 0.5, 1.0, 2.0…) in addition to student credit hours, in faculty position descriptions. This multiplier should be the result of analysis and agreement in the development of the annual position description. Guidance for the development of weighting factors is the uniform standard of weekly level-of-effort for one standardized credit hour at approximately 3.5 hours. The standardized teaching load (course student credit hours x weighting factors = standardized credit hours) must be documented with justification in the position description.
FAC Discussion Document 2:  
Changes to Address Effective Conduct of Research Programs in FSH 1565A

A-7. Effective conduct of research programs requires scholarship and activities that support scholarship, but are not of themselves scholarly activity. Research program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a research program or project may include: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective research program conduct, beyond scholarship attributes, may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budgetary management; (3) achievement of the research contract or proposal scope-of-work; organized program operations including personnel and property management; and (4) timely communication and validation of research outcomes into the scholarship domain. Documentation of effective research program operation, beyond scholarship, may also include review by graduate and undergraduate students participating in the research program; and input by collaborators, cooperators, funding agency and beneficiaries of the research. Absence of citation for non-compliance with laboratory safety guidance, hazardous material guidance or other research related policy, rule or regulation is regarded as a demonstration of effective research program operation.