University of Idaho
2010-2011
FACULTY SENATE AGENDA

Meeting #17

3:30 p.m.
Tuesday, February 15, 2011
BRINK HALL FACULTY LOUNGE

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2010-11 Faculty Senate Meeting #16, February 8, 2011

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.

   Faculty Affairs:
   • FS-11-022: FSH 1565 - Faculty Ranks - Clinical Faculty

   CoC:
   • FS-11-023: FSH 1640.20 – University Budget and Finance Committee. Discussion of Possible Restructure

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Dan Eveleth, Chair 2010-2011, Faculty Senate

Attachments:
Minutes of Meeting #16
FS-11-022
FS-11-023
Present: Baillargeon, Baker (w/o vote), Bathurst, Budwig (Boise), Dakins (Idaho Falls), Duval (Coeur d’Alene), Edwards, Eveleth, Fairley, Hasko, Hill (w/o vote), Hoversten, Huber, Joyce, Krug, Limbaugh, Marshall, A., Marshall, J., Mosman, Padgham-Albrecht, Strawn. Absent: Barlow, Halloran, Hopper, Riesenber, Stark. /Guests: 5

A quorum being present, the Chair opened the meeting at 3:37 p.m.

Minutes: It was moved to accept the minutes of meeting #15 (A. Marshall/Padgham-Albrecht)

Chair’s Report: The Chair reminded senators that nominations for Distinguished Professor are due next Friday, February 18, 2011. The Secretary of the Faculty announced that the Office of Research and Economic Development is seeking senior faculty as reviewers for the UI Seed Grant program. Both the Secretary and the Chair have served on this panel and found it to be a very good and enlightening experience. One could learn a lot about the great research and the broad diversity of research questions that are being proposed by our younger faculty. This was also a great opportunity to take a mentorship role. Senators are asked to encourage senior faculty in their constituencies to step up.

Provost’s Report: The presentation yesterday evening by the Reverend Jesse Jackson had been a wonderful success with around 5,000 attending. Reverend Jackson had embedded multiple messages in his presentation: the importance of building the nation’s achievements through inclusion and rejecting discrimination at all levels. He spoke to the importance of building a transformative experience for our students. He encouraged students of all races, ethnic groups and cultures to interact at all levels: living groups, study groups, friendships and intellectual and social interactions. He also encouraged students to think about their power to make change happen. To imagine if every student in Moscow registered to vote in Moscow, a 10,000 person voting bloc could elect a student to the state legislature. The Provost thanked the Assistant to the President for Diversity and Equity, Mark Edwards who had been the primary organizer, arranging to have Reverend Jackson come to the university. He also thanked the the Moscow Police Department for providing security, Vice President for Finance and Administration, Lloyd Mues and his staff for arranging the complex logistics, and many other groups who worked diligently behind the scenes, to make the event so successful.

The state budget shortfall estimate was continuing to be reassessed and refined. The present figure appeared to require a 5.3% cut to the state budget, the number having been as high as 7.3% and as low as 3.5% in previous weeks.

The first of the university budget hearings had begun yesterday. The deans had presented various scenarios in anticipation of budget cuts. Conversations had been constructive. The Provost then introduced the newly appointed Assistant Vice President of Human Resources, Mychal Coleman, who had come to UI from the University of Minnesota. Dr. Coleman has been invited to present to the senate in the near future.

FS 11-021 - UCC 11-052 Regulation J-3-d. The Chair provided some context to the proposed changes to the core curriculum. UI no longer has the staff or resources to teach the core curriculum in its present form. A task force had been assembled last spring and worked through the summer on possible changes to the core. Their recommendations had been passed on to the UCGE in early fall and this committee had been working on initial steps in formalizing the changes. UCC was generally in favor of the proposal but felt it was not “Catalog-ready” and requested UCGE to provide a more complete proposal. Today, senate would review a portion of the proposed change that would allow the core to move forward this
fall. The Chair noted that there was an editorial change prior to officially entertaining the motion and provided a wall-chart to clearly summarize the differences between the present core discovery component and the proposed replacement approved by UCC. The combined seven credit (humanities and social sciences combination over two semesters) would be replaced by a three credit (one semester) Integrated Seminar. This would be truly integrated and not classified as humanities or social sciences. The overall number of credits for the core curriculum would not change (18 credits) including at least six credits each from humanities and social sciences. This would make a total of 15 credits from each group including three credits from the Integrated Seminar. An additional three required credits made the total to 18 credits.

UCC Chair, Professor Robert Stone joined the meeting to answer questions.

Is the Integrated Seminar a reduced version of the seven credit core discovery?
Yes. Faculty who teach core discovery have agreed to remodel the seven credit combination courses to build three credit Integrated Seminar courses.

Why was the title changed from Core Discovery to Integrated Seminar?
Vice Provost for Academic Affairs, Jeanne Christiansen noted that previously there had been some confusion around terminology of what was being described/discussed when referring to “the Core”. In some contexts, it was the Core Discovery and in others it was the Core Curriculum. The new term removed this confusion.

The present structure apparently will accommodate 26 sections of Integrated Seminar per semester. With the proposed increase in freshman intake, how will the gap in teaching capacity be met?
There were contingency plans in place. There may be needed increases in capacity to teach extra sections for freshman classes across-the-board.

There being no further discussion the question was called. Approved, unanimously.

The Chair then introduced the Vice President for Research and Economic Development, Jack McIver to address senate about two issues, changes to Intellectual Property (IP) Policy and the “Instituting Institutes” initiative.

Dr. McIver introduced Associate Vice President for Economic Development, Gene Merrell. Dr. McIver explained that the State Board of Education was making changes to IP policy, but the changes were not significant in that the policy was that IP developed by faculty, staff and students of UI remained the property of UI. There are three possible scenarios when considering ownership of IP: 1) If an outside entity develops IP and only uses the university resources to test or validate (i.e., there is no intellectual input from the university in the development phase), then the IP is wholly owned by the outside entity. 2) If the IP is jointly developed by an outside entity and faculty/staff/students and/or university facilities, then the IP is shared. 3) If the university develops the IP, then it is wholly owned by the university. The university is also building flexibility that will allow closer cooperation with outside entities. The State Board has approved our request to create a 501c3 applied research arm. This separates the State Board from this research arm. Thus, the university now has an affiliated non-profit organization as an ancillary structure, providing needed flexibility to effectively facilitate research collaboration with industry and other outside entities. The 501c3 will be controlled by a board that consists of four members outside the university and two members from the university, Dr. McIver and another administrator such as the Provost or their designees. The 501c3 is now incorporated in Idaho and we are currently applying for nonprofit status through the IRS which could take up to five months.
There will be various arrangements that will bring flexibility to joint development of IP. One possibility is that faculty can be loaned to the 501c3 and formal agreements will be put in place to confirm the details. Another variation is the Rochester Institute of Technology (RIT) model. In most circumstances arrangements will allow the university to retain ownership of the IP including publishing rights. The collaborating company can have exclusive rights to the IP but does not own it. This allows the university to fulfill its mission in creating and disseminating knowledge for public benefit but allowing companies that specialize in technology commercialization to go to the next level. The types of projects that are typically initiated under this model would have a master’s level student project designed to address a specific company’s issue. The set up for such a project under the RIT model would typically generate $24,000 per quarter to cover the costs of the student, operating and facilities. For UI this would convert to around $30,000 per semester. These arrangements will be able to be set up and be in place very rapidly.

*Where can the criteria for the projects be found?*
There are links on the Office of Research and Economic Development (ORED) webpage.

*Will there be conditions around timing of publication of knowledge generated in these joint ventures?*
The company would be allowed 30-60 days review of proposed manuscripts to identify whether they contained confidential information. If such material was identified the company would be allowed 60-90 days to get a patent filed. Thereafter, publication would proceed.

*How will senior design projects be treated?*
Senior design projects are handled within the college since the funds are typically small. However, if one becomes larger in scale and faculty time is bought out, it will require different negotiations and we will deal with it at that time.

Instituting Institutes: The rationale for implementation of this process was to develop standardized institutional structures that would include clearly outlined objectives and goals. Each would include a five year review process to ensure sustainability and its impact towards the future of the University as a whole. Proposals for new institutes/centers required a five page submission. If approved, they would be established for five years with yearly review. If initiation of a renewal did not eventuate, the default would be closure of the entity at the five year time-point. The present institutes had undergone blinded review by the deans. Under the new structures there would be three levels: Level 3 “Institute” which coordinated interactions across the university and many disciplines. The scope was across scholarly and creative activities. There would be a salary for a director that would come from ORED and the director would report to Dr. McIver. Level 2 entities would have a narrower scope and be typically centered in a college and Level 1 would be centered in a unit or college.

These entities would be reviewed on a yearly basis with input from the Provost’s Council. Level 3 entities would also receive input from outside reviewers. Each would have a clearly defined mission and vision. The structure would also allow for flow of funds. Where colleges provided resources, they would be entitled to receive a share of the revenue flow. Vice President McIver noted that in the process of reviewing established institutes and centers it became clear that some were more focused on outreach and engagement rather than research. Thus, some new structuring was appropriate to establish a frame-work for such entities. Some established institutes and centers had been set up under the conditions of endowments. These entities would not be changing their names to comply with the new structural protocols.
Would funding for set-up costs be provided by ORED?
Yes. Approved institutes would be funded out of ORED. They would undergo a thorough evaluation process that showed that they would be expected and able to bring world-class impact. Level 3 institutes would also have salary lines for faculty who could buy out teaching time. Other uses could be to compensate visiting faculty who would bring specific expertise to the institute. Another use for faculty line funds would be to influence faculty hires, especially for those in interdisciplinary roles who would bring specific strengths, e.g. fill joint positions across units.

If a faculty came to you with an idea for a multi-disciplinary program, how would it be evaluated as a good idea worthy of support?
It would need to be thoroughly justified. For example, broad impact would need to be established by showing real commitment of membership of faculty from multiple disciplines and a unique idea. We would look at how that commitment was framed. It may also need connections to outside entities and involve additional suggestions from ORED.

Institutes in the past have been especially supportive of young faculty and provided mentorship and valuable guidance. Is this the intent under the new structures?
Yes. It is vital that faculty are mentored to facilitate their intellectual growth and to move their research forward.

A concern was expressed that the loss of successful, established institutes was counter-productive.
Vice President McIver argued that success must be clearly defined. What was meant by success? If an entity could successfully negotiate the new review process, they would have a high probability of being retained. The objective is to work towards continuous improvement. We do world-class research at UI and we can be leaders of major projects. Another announcement would be coming out soon highlighting another UI success story.

It was suggested that senior faculty, not only the deans, should be engaged in the review process.
Yes. The newly established classification of “Distinguished Professors” at UI would be an ideal group to provide review in the future. This is intended to be implemented.

Vice President McIver noted that the research world has changed and continues to change rapidly to one in which multi-disciplinary studies will predominate. Universities need to be adaptable and able to adopt new structures to bring disciplines together in winning large dollar grants ($10 to $20 million is now a regular multidisciplinary grant amount). It is difficult to be focused in one’s discipline as well as contributing to interdisciplinary work. It takes a lot of effort. Institutes will provide a support mechanism for that effort and bring faculty together to create great ideas. There are many social issues/consequences out there, government agencies, e.g. NSF is making awards to those addressing social sciences and STEM education. There are opportunities for all disciplines. There is a need to break down barriers. Another important aspect of this new paradigm is that we must ensure that our students will be able to be more flexible and better citizens, with broader more interdisciplinary experience and job-ready for a rapidly-changing research and innovation environment. Vice President McIver believes the UI will be well-positioned to be a winner in this new paradigm and that is his objective.

Adjournment: It was moved (Baillargeon/Fairley) to adjourn at 5:02 p.m. The motion carried unanimously.

Respectfully submitted,
Rodney A. Hill, Faculty Secretary and Secretary to Faculty Senate
POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] □ Addition ☑ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH 1565 – Clinical Faculty

Minor Amendment □

Chapter & Title: ______________________________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):
(Please see FSH 1460 C)
Kenton Bird 1/21/11
Name Date
5-5947 kbird@uidaho.edu
Telephone & Email:

Policy Sponsor: (If different than originator.)
Faculty Affairs / Don Crowley Chair 1/21/11
Name Date
Crowley@uidaho.edu
Telephone & Email:

Reviewed by General Counsel ___Yes ___No Name & Date: ______________________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. See attached memo.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.

IV. 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.

If not a minor amendment forward to: __________________________________________

Policy Coordinator
Appr. & Date: ___________________________
[Office Use Only]

FSH
Appr. _____________ FC _____________
GFM _____________ Pres./Prov. _____________
[Office Use Only]

Track # ____________
Date Rec.: ____________
Posted: t-sheet ______ h/e ______ web ______
Register: ____________
(Office Use Only)

APM
F&A Appr.: ____________
[Office Use Only]
TO: Faculty Affairs Committee  
FROM: Kenton Bird, Director  
          School of Journalism and Mass Media  
RE: Clinical faculty  
DATE: Oct. 27, 2010

Thank you for your willingness to consider modifying the sections of the Faculty Staff Handbook dealing with Clinical Faculty. These proposed changes will be helpful to the School of Journalism and Mass Media as we prepare for a possible accreditation self-study and site visit in 2012.

Our accrediting body is the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The accrediting standard for faculty states: “The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit’s mission.” Because of the University of Idaho’s current policy that tenure-track appointments require a terminal degree, JAMM has had difficulty finding candidates who possess recent professional experience in journalism, broadcasting, advertising and public relations. This challenge has become more difficult as we seek professional faculty with experience in digital or interactive media.

Expanding the terms and conditions for clinical faculty would provide another track by which to hire faculty who possess significant professional experience but lack a terminal degree. Many top research universities provide this option for journalism and other disciplines, including Columbia University, the University of Missouri and Arizona State University. On the reverse of this memo, I include an excerpt from ASU’s Academic Affairs Manual, which describes Clinical Faculty as well as Professor of Practice. (The Walter Cronkite School of Journalism at ASU employs several professors of practice.)

For such a faculty category to meet JAMM’s needs, the following changes to FSH 1565 would be needed:

1. Section G-5 would need to be given its own letter, as a stand-alone section rather than a sub-section of “Temporary Faculty.” This would allow clinical faculty to be considered for longer-term appointments.
2. Clinical faculty should be eligible for promotion after completion of time in rank and evaluation by departmental, college and university promotion committees. This would provide advancement opportunities that would be attractive to prospective faculty.
3. Clinical faculty should be eligible, after completion of satisfactory probation periods, be eligible for multi-year appointments. The criteria for such appointments are well defined in Washington State University’s policy.
4. Continuing UI faculty appointed as lecturers or senior instructors because they lack terminal degrees should be allowed to apply for clinical status. The policy should include procedures for such consideration.

Thank you for considering these suggestions.

cc: Dean Katherine Aiken
Academic Affairs Manual

Nontenure-Accruing Positions

Generally, nontenure-accruing faculty are members of the Academic Assembly unless provisions in this policy specific to a title or appointment exclude such membership. They do not accrue time towards eligibility for tenure or sabbatical leaves. However, they have certain benefits such as library and parking privileges as outlined in ACD 600, “Benefits.” In general, employees working less than 50 percent time do not qualify for such employment benefits as subsidized insurance and university fee waivers.

Clinical Faculty

Clinical faculty are nontenured, nontenure-eligible faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including student internships, training, or other practice components of degree programs. They are appointed as clinical instructors, clinical assistant professors, clinical associate professors, or clinical professors. These positions may be part-time or full-time.

Responsibilities of clinical faculty are not limited to medically related fields of study and may encompass any area of professional practice. For example, some units or campuses, depending on their academic offerings, will hire clinical faculty on the basis of their technical expertise and the responsibilities they will assume. The title “technical faculty” may more accurately reflect the position. The title “technical faculty” is encompassed in the definition of clinical faculty.

Generally, assistant clinical professors are appointed on one-year terms. Associate clinical professors and clinical professors may be appointed on one-year or multiple-year terms of up to three years provided they possess the experience, expertise, or qualifications established over a sustained period of time that qualify them to develop or supervise practice components of degree programs or to perform other duties that the dean determines will significantly enhance clinical/professional learning and advance the goals of the assigned academic unit or program in a substantial way. Clinical faculty are not eligible for sabbatical leave.

Professor of Practice

Professors of practice are nontenured, nontenure-eligible faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished professionals in an area of practice or discipline, although they may not have academic experience. The responsibilities of this position are teaching courses, seminars, and independent studies to undergraduate and graduate students or other duties that the dean determines are consistent with this definition. Professors of practice may be appointed on one-year or multiple-year terms of up to three years. A professor of practice appointed on a multiple-year term is an individual who, by virtue of his or her past experience and current level of expertise, is qualified to significantly enhance the instruction of students and advance the goals of the assigned academic unit or program in a substantial way. Professors of practice are not eligible for sabbatical leave.
C. TITLES

1. Clinical Faculty
Faculty whose primary responsibilities are clinical supervision, and/or clinical instruction are persons qualified by training, experience or education to direct or participate in specialized university functions which are defined within the college making the appointment and approved by the Office of the Provost. Appointments are as clinical assistant professor, clinical associate professor or clinical professor.

2. Lecturer
The title Lecturer is an entry level faculty position and is used for faculty hired as assistant professors who arrive without having completed their terminal degree. Such faculty are expected to complete the terminal degree during the first year of appointment or be given a terminal appointment for the second year. The title lecturer also may be used for temporary appointments to address a particular teaching need, usually for one semester and at less than 100%.

3. Instructor
The title Instructor is used for short-term teaching contracts where no indication of rank is intended. The title Instructor implies the appointment is non-permanent and non-tenure track in nature. An instructor’s primary responsibility is teaching undergraduate or clinical courses as defined by the supervising dean. These appointments can be renewed indefinitely at the discretion of the University. Instructor appointments may be from one to three years.

4. Senior Instructor
See above Instructor definition. Instructors who have successfully completed six years of University service may request promotion to senior instructor. Expectations for such appointments must be defined by the college and approved by the Office of the Provost and Executive Vice President. Appointments are for one to five years.

5. Visiting Faculty
Temporary appointees who are faculty members or professionals from another institution for purposes of teaching, collaboration or research. They are normally expected to return to their own institutions at the expiration of the appointment and are appointed as visiting instructors, visiting assistant professors, visiting associate professors, or visiting professors.

6. Adjunct Faculty
Adjunct faculty are individuals who may hold positions with employers other than WSU and are appointed temporarily to WSU faculties. Adjunct faculty provide various types of service/teaching within individual colleges according to established criteria and may serve on graduate committees. As qualified, ranks of adjunct assistant professor, adjunct associate professor, or adjunct professor may be assigned to adjunct faculty. Appointments are for up to three years.

7. Postdoctoral Research Associates
Persons who have earned a doctorate and are employed temporarily to support research.

8. Affiliate Faculty
Comparable to an adjunct appointment except that the person already is a WSU employee (faculty, administrative/professional) and has been invited to serve in a faculty role in a program other than the one paying his/her salary. Affiliate faculty are appointed on an
unpaid, usually part-time basis to a department other than their home department at WSU for limited, renewable terms. As qualified, ranks of affiliate assistant professor, affiliate associate professor, or affiliate professor may be assigned to affiliate faculty who do not otherwise possess a faculty title.

Whenever a department plans to employ or host a foreign professor, researcher, or scholar, it is important to contact the Office of International Programs regarding arrangements for the appropriate immigration status.

**Appointments**

Appointment—Clinical Assistant Professor: Faculty at the rank of Clinical Assistant Professor are on fixed term appointments of up to three years contingent upon College/Department needs and may be reappointed upon satisfactory evaluation as measured by annual performance review; a one-year terminal appointment may be given prior to completion of a three-year term if the annual review is unsatisfactory.

Faculty members are typically not considered for promotion to Clinical Associate Professor prior to the sixth year of service at the rank of Clinical Assistant Professor. At the time the faculty member elects to seek promotion, the College/Department will conduct a comprehensive tenure style review that involves all clinical, tenure-track, and tenured faculty in the College/Department at the ranks of Associate, Full and Regents’ Professor. Faculty may also remain at the rank of Clinical Assistant Professor and be reappointed to subsequent terms at that rank after their sixth year of service provided satisfactory performance continues.

Appointment—Clinical Associate Professor: Faculty at the rank of Clinical Associate Professor are on fixed-term appointments of up to three years. Performance reviews will be conducted annually with the possibility of three year rolling horizon renewal based on College/Department needs; a one-year terminal appointment may be given if the review is unsatisfactory.

At the time the faculty member elects to seek promotion to the rank of Clinical Professor, the College/Department will conduct a comprehensive tenure style review that involves all clinical, tenure-track, and tenured faculty in the College/Department holding the Full Professor rank. An individual College/Department, at its discretion, may require external reviews in line with its specific mission. If promotion to Clinical Professor is not pursued or is not granted, faculty may remain at the rank of Clinical Associate Professor provided satisfactory performance continues.

Appointment—Clinical Professor: Faculty at the rank of Clinical Professor are on fixed-term appointments of up to 3 years. Performance reviews will be conducted annually with the possibility of renewal for an additional period designated by the Dean and/or Chair and senior faculty of the College/Department, but not to exceed three years (i.e., rolling horizon appointment).
Move 1565 G-5 – Clinical Faculty under Temporary Faculty to 1565 D. Clinical Faculty under University Faculty as D-9 and revise as noted below:

D-9. **Clinical Faculty:**

- **General.** Clinical faculty, non-tenure track, may be appointed for the purpose of performing practicum, laboratory, or classroom teaching in which his/her primary functions are in clinical skills instruction. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements and those which will serve university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in b-a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

  b. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom (see 3160) are extended to members of the clinical faculty. They have substantially the same responsibilities and privileges as do members of the university faculty (FSH 1520 II 1); however, their right to vote in meetings of the university faculty and of constituent faculties is limited in accordance with the provisions of 1520 II 3-B. They also qualify for the faculty-staff educational privilege (see 3740). They are not eligible for sabbatical leave.

Clinical faculty members perform administrative, analytical, and research functions that complement UI’s mission in teaching, research, and service.

1. Clinical faculty members, as such, do not necessarily may have teaching as a primary or major responsibility; however, with the approval of academic departments in addition, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees (with approval by the vice president for research and graduate studies), engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

   b. Clinical faculty do qualify for the faculty-staff educational privilege (see 3740).

  c. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those that is expected of faculty within the unit.

  c. Promotion. Clinical faculty should be members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Each unit will develop criteria for promotion of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty. (See FSH 3560)

Comment [a1]: This title will require the University Constitution (FSH 1520) to be revised and requires Board approval.

Comment [a2]: This is stated above in a.
d. Multi-year contracts. After completion of a satisfactory probation period, a clinical faculty member shall be eligible for renewable multi-year contracts. The criteria for such appointments shall be consistent with the policy for multi-year appointments adopted by the University of Idaho Board of Regents.

d. Conversion. Faculty members holding ranks of lecturer, instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university’s strategic goals than a tenure-track position.
Committee on Committees was asked to review the structure of the University Budget and Finance Committee. Many suggestions and issues arose with regard to this request. CoC would thus like Senate to discuss the following points and offer suggestions/thoughts.

Issues/Suggestions:

- Include more college faculty representation to increase education of budget matters across colleges.
  
  No. Large committees become cumbersome, business is hard to be conducted and obtaining a quorum is difficult. However, suggest CoC ensures that senior faculty are selected.

- Difficulty in getting and keeping three senators to serve for three years, especially new members to Senate. Attending Senate and Budget meetings is a lot to ask and tends to lead to burnout. Suggest dropping the requirement of 3 Senators to 2 or 1 Senators with a two year term requirement, but maintain the five faculty members. CoC would select the 4 or 3 faculty (depending on if and/or how many senators are dropped) from a broad representation of colleges if and when possible as it currently does for other committees.

- Dropping the number of Senators would require that the position of Chair be selected by the CoC from the five faculty members, as it does for other committees.

- Difficulty in getting and keeping three staff to serve for three years. Suggest to Staff Affairs that there be two staff members with two year terms, similar to Senate membership change suggested above.

- Student Bar Association has been unable to elect a member for the past several years. Suggest decreasing student representation from three to two students, noting simply that there be one undergraduate and one graduate student.
1640.20 - UNIVERSITY BUDGET AND FINANCE COMMITTEE
[created January 2005; replacing previous Institutional Planning and Budget Advisory Committee]

A. FUNCTION. The function of the University Budget and Finance Committee is

A-1. To advise the president, provost and vice president of finance and administration on matters pertaining to operating and capital budgets. The Committee will periodically review revenue streams (e.g., tuition, fees, indirect costs, etc.), revenue diminution (e.g., fee remissions, etc.), the use of state appropriated funds, university expenditures (e.g., salaries, benefits, operating costs, capital outlays, etc.), operating and strategic reserves, long and short term capital plans, and deferred maintenance plans. [ed. 7-06].

A-2. To be involved strategically in the university budget process. The Committee will help define the budget process and goals, and participate in university budget hearings and meetings.

A-3. To monitor consolidated financial reports for potential irregularities or imbalances and to comment on proposed corrective actions.

A-4. To initiate the study of budget and financial policies and issues.

A-5. To provide periodic reports to Faculty Senate and Staff Affairs on matters pertaining to university finances and budgets. [ed. 7-09]

B. AGENDA. The agenda of each meeting will be set by the Chair of the committee in collaboration with the vice president of finance and administration and/or the provost. The vice president of finance and administration is the point of contact for the committee and is responsible for notifying the committee of relevant meetings dealing with university finances and budgets. [ed. 7-06].

C. STRUCTURE AND MEMBERSHIP. The committee is composed of 11 voting members, all (except students) serving on three year staggered terms, and 4 nonvoting members. The committee chair will be a Faculty Senator and will usually be the senior member of the voting membership elected by Faculty Senate. A broad representation of faculty, staff and students across the various colleges of the university is expected. [ed. 7-09]

Including the committee chair, the voting membership includes: Three Faculty Senators selected by Faculty Senate, two faculty (currently not serving on Faculty Senate, selected by the Committee on Committees), three staff, (not associated with the university financial or budget offices, selected by the Committee on Committees from nominations provided by the Staff Affairs Committee), three students (selected by the Committee on Committees from nominations provided by the Associated Students of the University of Idaho, Graduate & Professional Student Association and the Student Bar Association). Ex Officio (w/o vote) membership includes: Provost and Executive Vice President, Vice President of Finance and Administration, Budget Director, Director of Institutional Research and Assessment. [ed. 7-06, 7-09]