University of Idaho
2009-2010
FACULTY SENATE AGENDA

Meeting #11

Tuesday, November 3, 2009, 3:30 p.m.
BRINK HALL FACULTY LOUNGE

Order of Business

Consent Agenda:

I. Call to Order.

II. Minutes.
   • Minutes of the 2009-10 Faculty Senate Meeting #10, October 27, 2009

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • RFI - Continuous Improvement (Larry Stauffer, et al)
   • Retirement benefits motion

VI. Committee Reports.

   UCC:
   FS-10-007: NOI: College of Engineering & Education - Transfer Industrial Technology

   Faculty Affairs:
   FS-10-008: FSH 1565 – Ranks and Responsibilities
   FS-10-009: FSH 3560 – Promotion
   FS-10-010: FSH 3520 – Tenure

VII. Special Orders.

VIII. Unfinished Business and General Orders.
   • Efficiency Cost Reduction Policy Memo
     1. Budget management issues
     2. Department consolidation & department chair issues
     3. Travel freeze
     4. Open/vacant/staff lines

IX. New Business.

X. Adjournment.

Professor Jack Miller, Chair 2009-2010, Faculty Senate

Attachments: Minutes of 2009-2010 FS Meeting #10, October 27, 2009
FS-10-007 (distributed earlier)
FS-10-008-010
Retirement Benefit Motion
University of Idaho  
FACULTY SENATE MINUTES  
2009-2010 Meeting #10, Tuesday, October 27, 2009

Present: Baillargeon, Baird, Baker (w/o vote), Barlow, Battaglia, Edwards, Eveleth, Geist, Graden, Huber, Limbaugh, Marshall, Mihelich, Miller (chair), Murphy, Padaghm-Albrecht, Stearns, Sullivan, Wilson. Off-Campus Senators: Budwig (Boise), Dakins (Idaho Falls), Newcombe (Coeur d’Alene).  
Absent: Fritz, Guilfoyle, Hill, Holbrook, Stark, Williams,  
Guests: 8

Call to Order: A quorum being present, Senate Chair Miller called the meeting to order at 3:30 p.m. With no objection to the consent agenda, the item on the consent agenda was approved.

Minutes: A motion was made to approve the minutes (Murphy); the motion was seconded (Padaghm-Albrecht) and passed unanimously without discussion or comment.

Chair’s Report: Given the amount of items on the agenda, Chair Miller chose to forego a chair’s report; deferring to the importance of allocating time for the agenda items.

Provost’s Report: The Provost reported that the College of Business and Economics received positive feedback today from the visiting AACSB accreditation team and that the formal vote to renew the college’s accreditation would occur on December 14th.

Benefits Advisory Board Group Resolution: As a follow-up to the October 13, 2009 presentation by Mark McGuire and Jana Stotler from the Benefits Advisory Group, the following resolution was presented for the Senate’s consideration by Dan Eveleth:

WHEREAS, one of the University’s four strategic goals is to create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently, and whereas, health benefits play a critical role in the vitality of the University, through their ability to help the university recruit, motivate and retain valuable employees, give employees a sense of security, and encourage preventative and wellness-oriented behaviors, and whereas, the University Benefits Advisory Group has insufficient data to make an informed judgment about the extent to which the current health-benefits plans and procedures have the desired impact on employee and retiree behavior and attitudes, therefore, be it resolved that the Faculty Senate of the University of Idaho recommends to the University Benefits Advisory Group that funds be used, as appropriate, from the health trust fund to hire the Social Science Research Unit to regularly survey University employees and retirees about their health-benefit-related behaviors and attitudes.

Discussion of the resolution included questions such as funding sources for the surveys, types of information that might be captured (e.g., behaviors of employees regarding preventative and wellness care, preferences of employees toward progressive pricing), and the ability of survey techniques to collect information currently unavailable in the Benefits Advisory Group’s data. The motion was seconded (Wilson) and passed with zero votes opposed and one abstention.

Y-Account amendment and main motion: On September 29, 2009 Jim Murphy presented to the Senate a set of four recommendations that the University Budget Advisory Committee (UBAC) was considering to send to the President. During the present meeting Jim Murphy made a motion that the Senate should
approve UBAC’s Y-account recommendation as a recommendation from the Senate to the President. Dennis Geist seconded the motion. Prior to a vote on this motion an amendment was offered by Jack Sullivan to include the words “with the exception of those accounts with balances between $0 and $25,000”. The amendment was seconded (Geist) and passed with 10 votes for the amendment and 7 votes opposed. Thus, the amended motion read as follows:

The Senate recommends that all Y accounts, with the exception of those accounts with balances between $0 and $25,000, be budgeted on a three-year cycle. Faculty and staff with Y accounts would need to establish budgeted revenues and expenditures for these accounts. For accounts in which there was significant variance over or below the budgeted amount (established between the faculty member and the department head and at the next level between the department head and the dean) justification at year’s end would need to be established. On-going unbudgeted funds would be subject to reallocation at the college level.

The main motion was passed with 11 votes in favor and 4 votes against.

Guest, Joseph M. Baumann representative from TIAA CREF: Mr. Baumann spoke to the Senate about what information is known and what information is unknown about the status of faculty retirement accounts. The primary goal of the presentation was to help the Senate evaluate the likelihood that faculty in the 55 to 64 age group will be prepared to retire when they prefer to retire. A number of conclusions were drawn from the presentation and subsequent discussion:

1. On average, UI faculty members between the ages of 55 and 64 have $150,000 in their UI TIAA-CREF accounts (including supplemental accounts). If we assume that these faculty members have only modest amounts of investments in other accounts, then this amount ($150,000) is significantly lower than what would be needed at this point in a career. Breaking the numbers further into male versus female faculty members highlighted the fact that the relatively low amounts were significantly lower for female faculty.

2. Given the lack of information about the balances of non-UI accounts, it is hard to draw any significant conclusions about the meaning of the $150,000 figure. More data would be helpful.

3. Effort should be directed at increasing awareness among faculty of the opportunities to meet with TIAA-CREF investment advisors and to use tax-deferred supplemental accounts to augment the primary account.

4. The state continues to divert a portion of its contributions designated for employees with TIAA-CREF retirement accounts to PERSI. The amount diverted has decreased in recent years from approximately 3% of an individual’s salary to approximately 1.5%.

5. The topics that were raised during this discussion (e.g., the question of whether faculty members are on track for retirement or not, the implications of the money that is diverted to PERSI, and possible actions that the Senate could/should take) deserve continued attention by the Senate.

Adjournment: Senator Murphy offered a motion to adjourn (Second: Marshall) and the meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Daniel M. Eveleth, Vice Chair of the Faculty Senate
RESOLUTION OF THE UNIVERSITY OF IDAHO FACULTY SENATE

WHEREAS the retirement system known as PERSI and the retirement system known as ORP are two separate retirement systems of the state of Idaho.

WHEREAS since 1990 the legislature of Idaho has directed that a portion of the funds set aside for the retirement of members of the ORP be paid to PERSI even though the ORP participants are not beneficiaries of the PERSI system in their roles as ORP participants.

WHEREAS the ORP participants are, in effect, subsidizing PERSI to their direct detriment.

WHEREAS participants in the ORP bear the market risk for their retirements while PERSI participants do not bear such market risk.

WHEREAS the diversion of state funds from the ORP to PERSI results in unfair and unequal treatment of ORP participants.

NOW THEREFORE THE UNIVERSITY OF IDAHO FACULTY SENATE STRONGLY RECOMMENDS that the Presidents of the state colleges and universities of the State of Idaho and that the Regents of the University of Idaho and that the Members of the State Board of Education of Idaho advocate with the Idaho legislature for an end to the ORP participants’ subsidy of PERSI and the direction of those funds into the ORP retirement accounts of the ORP participants.

NOW THEREFORE THE UNIVERSITY OF IDAHO FACULTY SENATE FURTHER STRONGLY RECOMMENDS that the leadership of the Senates of the state colleges and universities of the State of Idaho also directly advocate with the Idaho legislature for an end to the ORP participants’ subsidy of PERSI and the direction of those funds into the ORP retirement accounts of the ORP participants.
POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions.)

[1/08]

<table>
<thead>
<tr>
<th>Faculty/Staff Handbook [FSH]</th>
<th>□ Addition ✗ Revision*</th>
<th>□ Deletion*</th>
<th>□ Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter &amp; Title:</td>
<td>FSH 1565 – Ranks &amp; Responsibilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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): Subcommittees of Faculty Affairs formed to review P&T Process since 2006
(Please see FSH 1460 C)

Policy Sponsor: (If different than originator.) Faculty Affairs - Don Crowley 4/29/09
Ken Locke 8/31/09

Reviewed by General Counsel Name & Date: Hoey Graham 8/31/09

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

Changes to this policy began in 2006 with the formation of a sub-committee of Faculty Affairs to review and clarify current P&T processes. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Faculty_Affairs_P&T_Subcommittee.htm for all records of this sub-committee. Then in 2007-08 a second sub-committee was formed at the recommendation of the first sub-committee to review policy and a request to simplify the forms by the Provost, to also include interdisciplinary activities, tie AE to PD, connect to Strategic Action Plan goals. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Fac_Affairs_Subcommittee_PDAE.htm for records of this sub-committee’s work.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?

Many discrepancies were found in policy, forms and policy were inconsistent, unclear processes, process changes.

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

none

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

FSH 1565, 3050, 3520, 3420, 3140.

V. 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: ___in review with general counsel ___________

Track #: UP-10-017__
Date Rec.: 8/09 ______
Posted: t-sheet 9/1/09 __
h/c ______
web ______
Register: ___________ (Office Use Only)

Policy Coordinator
Appr. & Date: 

[Office Use Only]
ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July, 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009, changes were made to reflect changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes. Also, ranks for Associated Faculty in F were removed because they were not comparable to university faculty ranks which require a burdensome promotion process as detailed in 3560. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. Further information may be obtained from the Provost’s Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [rev. 7-98, 7-00, 7-01, 7-06, 1-08]

CONTENTS:

A. Introduction
B. Definitions
C. Responsibility Areas
D. University Faculty
E. Emeriti
F. Associated Faculty
G. Temporary Faculty
H. Non-Faculty
I. Qualification of Non-faculty Members for Teaching UI Courses

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 public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources. [rev. 7-06]

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/unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the department/unit head’s decision to the Faculty Appeals Hearing Board [3840].

As indicated in Sections 3320-A-1 d, 3520-H.2, 3560-G.1 B, 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. [ed. 1-08]

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170);

B. DEFINITIONS:

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, business partners, legislators and the community for the university’s mission in academics, scholarship and outreach (see the office of University Advancement at http://www.uidaho.edu/zivetidaho/meetourpeople/universityadvancementvpoffice.aspx).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people’s lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: “an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/ or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice.”

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university’s goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member’s expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic course) or co-curricular settings, (e.g. ASUI’s volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

1. National Academy of Science
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1565: Academic Ranks and Responsibilities

January 2008

B-10. Unit Administration: includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit’s faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development.

C-1. TEACHING AND ADVISING: The university’s goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students.

a. Instruction: 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. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. 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. Any adjustments to a teaching appointment (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. [rev. 7-06]

The validation of instruction may include Student Evaluations of Teaching (SET's), peer evaluations, self assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads.

b. Advising and/or Mentoring Students: Advising students 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, unit, or professional organizations to enhance a faculty member’s capacity to advise. [add. 7-06, rev. 1-08]

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. [add. 7-06]

C-2. Scholarship and Creative Activities: 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 and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university’s Carnegie designation as "research university high", fosters an emphasis on scholarly and creative activities.
Scholarship and scholarly-creative activities take diverse forms and are characterized by originality and critical thought. Scholarship and scholarly-creative activities 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. [rev. 7-06]

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. [rev. 7-06]

A-4. 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):

- 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?
- 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?
- 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?
- 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?
- 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?
- 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. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design 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; participation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. [ed. 7-00, rev. 7-06]

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. [rev. 7-06]

b. Scholarship in Artistic Creativity: involves validated 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, mass media activity, or original design. [rev. 7-06]
b. Scholarship of Application and Engagement: This type of scholarship involves the application and engagement of knowledge and expertise to societal problems, challenges, and opportunities. It includes the translation of knowledge and new ideas into practical solutions, and the integration of knowledge across disciplines. Examples of validation in this area may include: 

- peer reviewed or refereed publications and presentations; 
- citations of a faculty member’s work by other professionals in the field; 
- grants and funding for research projects; 
- student research; 
- awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential; 
- membership on boards and commissions; 
- presentations at seminars, symposia, and professional meetings; 
- contributions to graduate student theses and dissertations; 
- direction and contribution to undergraduate research centers; 
- refereed or refereed publication of book chapters; 
- invited presentations at professional meetings; 
- patents, copyrights, or other forms of commercial licensing; 
- development of educational programs or curricula; 
- service on external advisory boards, editorial boards, or competition juries; 
- creation of new knowledge; 
- stimulation of economic development; 
- economic development.

c. 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 and chapters; 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.

e. Scholarship of Outreach/Engagement: These activities apply faculty members’ knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include: economic development; environmental sustainability; stimulation of entrepreneurial activity; integration of arts and sciences into people’s lives; enhancement of human well-being; 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. The validation of scholarship in the area of outreach is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.

These activities apply faculty members’ knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include: economic development; environmental sustainability; stimulation of entrepreneurial activity; integration of arts and sciences into people’s lives; enhancement of human well-being; 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. The validation of scholarship in the area of outreach is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.
UI FACULTY-STAFF HANDBOOK
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1565: Academic Ranks and Responsibilities
January 2008

C-3. OUTREACH and EXTENSION: Is an essential component of the University’s land-grant mission. Outreach activities are originated by every unit on UI’s Moscow campus and from each of the University’s physical locations around the state.

Outreach and Extension includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, volunteer development, unpaid consultation, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member’s position description specifies where his or her outreach activities will be counted, as well as governmental agencies.

Outreach and Extension activity may include: (1) teaching non-credit classes, workshops and short courses; (2) recruiting, training, and supervising paraprofessionals and volunteers; (3) providing unpaid consultation to individuals, businesses, and other professionals; (4) providing information or technology transfer support through mass media; (5) providing leadership, facilitation, or subject-matter expertise in community coalitions and faculty teams; (6) developing or adapting extension education materials; and (7) publishing in trade magazines.

Evidence of effective outreach activities programs may include, but are not limited to, (1) result when needs assessment leads to well-planned, carefully implemented, and well-documented efforts; (2) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (3) numbers of individuals and types of audiences affected; (4) evaluation by participants in extension outreach activities; (5) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach extension publications and other mass-media outlets; (6) numbers and types of audiences impacted; (6) evaluation of the program’s effects on participants and stakeholders; and (7) extension awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

Extramural Service: Service is an essential component of the University of Idaho mission and extramural service is 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 a part of both the job description and annual performance review.

Extramural 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 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 the discipline on governmental, non-governmental or private sector bodies; and/or building collaborative programs locally, regionally, statewide, nationally or internationally. \[add. 7-06\]

Effective performance in extramural service may be documented by 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. \[add. 7-06\]

C-4. ORGANIZATIONAL UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

**a. Intramural University Service:** Service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the job-position description and annual performance review. \[add. 7-06, rev. 1-08\]

Within the university, intramural service includes participation in department/unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and department/unit, 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/governance 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. 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 and co-workers.

Effective performance in intramural 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/unit committees; and (3) receiving University service awards, especially those involving peer evaluation; and (4) the interdisciplinary nature of service. Effective performance in 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. \[add. 7-06\]

**b. Administration:**

(1). **Unit Administration** (see FSH 1565 B): 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 promotion deliberations. Administration is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship, advising, service, and extension (outreach) - Refers to the activities of administrators of schools, divisions, and units FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship, advising, service, and extension (outreach).
as expectations are proportionally adjusted in the other sections of the position description. 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. [add. 7-06]

(2) Other: Effective conduct of research university programs requires administrative scholarship and activities that support scholarship, outreach and teaching 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 university program or project may include the following administrative responsibilities: (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. [add. 7-06]

Demonstration of effective research program conduct, administration 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 completion 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 university program operation, beyond scholarship, may also include review input by graduate and undergraduate students participating in the research university program; and input by collaborators, cooperators, funding agency and beneficiaries of the research program. 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. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership. [add. 7-06]

A-10. All faculty are encouraged when feasible to cross unit boundaries to engage in interdisciplinary, multidisciplinary or transdisciplinary activities and cooperation as they perform their teaching, scholarship, advising, service, and outreach/extension responsibilities. [add. 7-06]

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-1. INSTRUCTOR:

a. Instructor. Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance
D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/integration/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate an ability for conducting and directing scholarly activities, and in providing intramural and extramural professional service to the university and/or his or her profession. [1565 A-2, A-3, A-4 C] [rev. 7-98, 7-00]

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/integration/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service to the university and/or his or her profession. [1565 A-2, A-3, A-4 C] [rev. 7-98, rev. and renumbered 7-00]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/integration/engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional through service to the university and/or his or her profession. [1565 A-2, A-3, A-4] [rev. 7-98, rev. and renumbered 7-00]

D-3. RESEARCH FACULTY:

a. Assistant, associate and professor. Appointment to these ranks require qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction,
Section 1565: Academic Ranks and Responsibilities

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master’s degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. [rev. 7-98]

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [rev. 7-98]

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. [rev. 7-98]

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and
conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. Psychologist with Rank of Instructor. Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. Psychologist or Licensed Psychologist with Rank of Assistant Professor. Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or
active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master’s degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such things as a high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the usual information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

f. Appointment:

1. The following information is submitted by the nominee’s service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer’s civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer’s demonstration of leadership ability and his or her experience as a training officer); (4) a summary of the officer’s duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer’s file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer’s experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee for review.
Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee’s service of its decision within one month.

E. EMERITI (FSH 1520 II-3)

E-1. ELIGIBILITY. A member of the university faculty who holds one of the ranks described in 1565 B, C, D, or E and who retires, having met the criteria either for university retirement or for state retirement [3730 C], is designated as “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement. [ed. 7-00, 7-02, 1-08]

E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES. Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They may hold a part-time position after retirement, but not a full-time one (when it is in UI’s interest, this limitation may be waived by the regents on recommendation of the president). They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

E-3. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION.

a. Departmental mail boxes continue to be available to emeriti who reside locally.

b. A list of emeriti and their mailing addresses is maintained at each level—department, college, and university in Human Resources. [ed. 7-06, 1-08]

c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.

d. Emeriti who have campus mail boxes receive the University of Idaho Register and similar publications by campus mail; otherwise, upon individual request, they receive these publications by U.S. mail.

e. Emeriti who have departmental mail boxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.

f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.

g. Departmental postage may be used for professional mail.

h. Offices for emeriti are provided on a space-available basis.

i. One, free non-transferable gold parking permit each year. [rev. 1-08]

j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.
l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

n. E-mail accounts are available to emeriti without charge within the local dialing area. [add. 7-99, renumbered 1-08]

E-4. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in A are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement.

E-5. MAINTENANCE OF TIES WITH EMERITI. The Faculty Council has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section—particularly b and c, above—are being carried out; moreover, the council has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. [ed. 1-08]

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

F-1. ADJUNCT FACULTY: [renumbered 7-98, 1-08]

a. General. The adjunct faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to adjunct-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection e below, and authorizes assignment of service functions as described in subsection e-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An adjunct faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. [ed. 7-00]

b. Employment Status. An adjunct faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has adjunct-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has adjunct-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency’s units or programs that is officially associated with the university.

c. Distinction Between Affiliate and Adjunct Faculties. Members of the adjunct faculty have a more direct relationship with UI than do members of the affiliate faculty [see 1565 I-24]. Members of the affiliate faculty are not UI employees. An affiliate faculty member’s primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An adjunct faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment
responsibility. These latter relationships are the kind that are recognized by the adjunct faculty membership.[ed. 7-00, 1-08]

d. Academic Rank. An adjunct faculty member holds one of the following non-tenure track ranks [see 3520 C] in an appropriate academic discipline: adjunct instructor, adjunct assistant professor, adjunct associate professor, or adjunct professor.

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the adjunct faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; 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. Those who, in addition to their adjunct-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

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

1. Adjunct faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, 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), or 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 adjunct faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.

3. Adjunct faculty do qualify for the faculty-staff educational privilege [see 3740]

e. Qualifications. Members of the Adjunct faculty position is based on demonstrating possess academic degrees or knowledge and experience, academic degrees, comparable to what is expected of members of the university faculty. Initial assignment of and promotion in adjunct-faculty rank are based on educational background, scholarly contributions, to a branch of learning, and or other professional accomplishments comparable to what is expected of faculty within that unit [see 1565-A; [ed. 7-60]

f. Appointment.

1. Appointments to the adjunct faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the General Catalog. No appointment should be continued unless the adjunct faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.

2. A recommendation for appointment to the adjunct faculty normally originates in the appropriate academic department and requires the concurrence of the nominee’s immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.

3. An appointment, termination, or other change in adjunct-faculty status is made official by means of a "Personnel Action" form.

h. Promotion. Consideration for promotion in adjunct-faculty rank is initiated by the departmental administrator in consultation with the adjunct faculty member’s immediate supervisor. The procedures and schedule of consideration for promotion are as described in 3560.
1. **Benefits.** As members of an associated faculty, adjunct faculty members have access to the library and other UI facilities. They also qualify for the faculty-staff educational privilege [see 3740]. They are not eligible for sabbatical leave.

F-2. **AFFILIATE FACULTY:**

a. **General.** The affiliate faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c b ed. 7-00, 1-08]

b. **Academic Rank.** A member of the affiliate faculty holds one of the following non-tenure track ranks [see 3520-D] in an appropriate academic discipline: affiliate instructor, affiliate assistant professor, affiliate associate professor, or affiliate professor.

c. **Responsibilities.** Members of the affiliate faculty have the same academic freedom and responsibility as do members of the university faculty, except that they do not vote in meetings of the university faculty or of constituent faculties. Affiliate faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students’ supervisory committees [with approval by the College of Graduate Studies]; to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

d. **Qualifications.** Affiliate faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the affiliate faculty member’s responsibility.

d. **Affiliate faculty do not qualify for the faculty-staff educational privilege.** (see 3740)

e. **Appointment.**

1. Appointments to the affiliate faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the General Catalog. No appointments should be continued unless the affiliate faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the affiliate faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary-degree programs, individuals may also be affiliated with the degree programs upon the approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective affiliate faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee’s employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular “Personnel Action” form.

5. The appointment of affiliate faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies.

e. **Status and Benefits.** Affiliate faculty members are generally appointed without remuneration. As members of an associated faculty, affiliate faculty members have access to the library and other UI facilities. Reimbursement for...
travel or for services to UI is at the unit’s discretion, subject to mutual and official arrangements that are to be recorded in the appointment dossier.

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. [rev. 7-01]

G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

G-5. CLINICAL FACULTY:

a. General. The clinical faculty 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 positions are appropriate for professional disciplines having strong applied and/or clinical elements and 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 d below.

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; 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 have teaching as a primary or major responsibility; however, with the approval of academic departments, 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), or 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.

3. Clinical faculty do qualify for the faculty-staff educational privilege [see 3740]

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

H. NON-FACULTY. Those within this category are not members of the faculty.

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] Postdoctoral fellows are not members of the faculty.

H-2. GRADUATE STUDENT APPOINTEES: [See also 3080 D-2-a.]

a. Teaching Assistant. Teaching assistants conduct classroom or laboratory instruction under the supervision of a full-time member of the faculty. Consult the Graduate Bulletin for further information. Teaching assistants are not members of the faculty.

b. Research Assistant. Research assistants provide research service, grade papers, and perform other nonteaching duties. Consult the Graduate Bulletin for further information. Research assistants are not members of the faculty.

c. Graduate Assistant. Graduate assistants perform paper-grading and other nonteaching duties. Consult the Graduate Bulletin for further information. Graduate assistants are not members of the faculty.

d. Research Fellow. This title is appropriate for registered graduate students engaged in research or scholarly activities sponsored by funds designated for fellowships. Research fellows are not members of the faculty.

I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

Comment [at15]: This entire section was believed to be added to address professionals who have special certification or expertise in their field, e.g. Architects, Real Estate Professionals, etc. and seems to be addressed in any of the ranks under temporary faculty. The reason this was put in was so these individuals could teach at UI and is predated to the 1996 version of the FSH.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

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

Chapter & Title: FSH 3560 Faculty Promotions

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)

Hoey Graham October 20, 2009
Name Date
5-6125 hgraham@uidaho.edu

Policy Sponsor: (If different than originator.)

Mike Jolly October 20, 2009
Name Date
5-3478 jolly@uidaho.edu

Reviewed by General Counsel  ___ Yes ____No Name & Date: Hoey Graham October 20, 2009

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.

To clarify that at each level of review, recommendations should be made in light of the unit, college, and university criteria for promotion; to require that written findings and recommendations in favor of or against promotion address the candidate’s qualifications in light of unit, college, and university criteria; to clarify the role of the university promotions committee and the operation of the presumption in favor of promotion in the event of favorable recommendations at all lower levels of review; and to clarify the provost’s role (recommendation) and the president’s role (decision).

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

None anticipated.

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

FSH 3520 Faculty Tenure

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: ________________________________

Track # _______________
Date Rec.: ______________
Posted: t-sheet __________
h/c ______________
web ______________
Register: ______________
(Office Use Only)

[Office Use Only]

[Office Use Only]
PREAMBLE: This section discusses promotion in rank and the procedures by which a faculty member is evaluated, at the department, college, and university level, for a possible promotion. In particular the charge of the University Level Promotions Committee is given (subsection G). This section was an original part of the 1979 Handbook and has been revised in very minor ways several times since. In July 1994 it was more substantively revised: subsections A and B were largely rewritten to emphasize the faculty's responsibility for promotion, G-2 (add a "presumption in favor" of the candidate under certain conditions at the university level) and the last sentence of H (providing feedback to the candidate) added. Again in July 1998 there were substantial revisions to E-2 (making formal the requirement and procedures for an external review), and E-5 and F-5 (providing a feedback loop between candidate and subsequent evaluators). In July 2000 section B was revised to make clear that eligibility for promotion in rank necessitated a history of position descriptions that required activities consistent with the criteria for that rank. In July 2002 section D was edited to clarify promotion schedules at each rank. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 the section underwent some minor editing and revising to bring it into greater conformity with other sections of the Handbook. In July 2008 this section was again revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-00, 7-02, 7-07, 1-08]

CONTENTS:
A. General
B. Bases of Evaluation
C. Responsibility
D. Schedule
E. Evaluation and Recommendation at the Unit Level
F. Review of Recommendations at the College Level
G. Review of Recommendations at the University Level
H. Report of Recommendations Forwarded
I. Appeal
J. Annual Timetable for Promotion Consideration

A. GENERAL. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member's performance in relation to the expectations as listed in his/her position description.[1565 C] Performance of university administrative duties as a unit administrator is not a consideration in promotion. [ed. 1-08]

B. BASES OF EVALUATION. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the standards for promotion. The faculty member's position description [see FSH 3050], covering the period since appointment to his or her current rank, provides a frame of reference for the unit expectations for satisfactory performance. When the appointment occurs after January 1, the following fiscal year is the first year of the promotion consideration period. In order to form a basis for promotion in rank, the position descriptions must require activity consistent with the criteria for that rank as stated in FSH 1565. The faculty member's professional portfolio and other documents are judged in the context of unit and college by-laws as well as the documents listed in E-2 a and b below. [see also 1565 C]. [rev. 7-00, ed. 1-08]

C. RESPONSIBILITY. The responsibility for submitting recommendations in accordance with the prescribed schedule [see D] falls on the unit administrator or on the dean of the college if the college is not departmentalized. Small units may be joined with others for this purpose. The intent is to secure an adequate body of recommendations from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations
of the candidate, beginning with the faculty member’s colleagues at the unit level, and proceeding through the college level to the university level. Interdisciplinary and center administrators are to be included as appropriate. [rev. 1-08]

D. SCHEDULE. Consideration of each faculty member for promotion is required according to the following schedule:

D-1. Instructors. Instructors are considered for promotion before the end of the third (in exceptional cases, the fourth) year of full-time service in this rank. Part-time service is not considered in determining the time for mandatory consideration for promotion. Periods of full-time service need not be consecutive; however, if there is an interruption of more than three years’ duration in an instructor’s full-time service, the instructor and the unit administrator may agree on an adjustment in the amount of full-time service that must be completed before consideration must be given to the instructor’s promotion, such adjustment being subject to approval by the provost. If an instructor who is serving full-time with primary responsibilities in teaching is not promoted by the end of the year in which consideration for promotion is mandatory, the following year will be his or her terminal year. The provisions of this paragraph do not apply to the rank of senior instructor, which is, except in very rare instances, a terminal rank that does not lead to promotion to the professorial ranks. [See 1565 D-1 b]. [ed. 7-00, 7-04]

D-2. Assistant Professors. Assistant professors are considered for promotion before the end of their sixth year in that rank. When an assistant professor has been considered for promotion and not promoted, he or she will be considered again no less frequently than at five-year intervals. The review may be delayed upon the request of the assistant professor and the concurrence of the unit administrator and the dean. Assistant professors who have served eight years in that rank shall be considered for promotion following the process established in this policy. [ed. 7-97, ed. 7-02]

D-3. Associate Professors. Associate professors are considered for promotion before the end of their seventh year in that rank. If review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review required by the board of regents. (RGP IIG 6g) When an associate professor has been considered for promotion and not promoted, he or she should be considered again within five years. The review may be delayed upon the request of the associate professor and the concurrence of the unit administrator and the dean. [ed. 7-02]

D-4. Early Consideration for Promotion. In addition to those whose consideration is mandated by this schedule, a faculty member may be considered for promotion at an earlier time if nominated for consideration by a faculty member of the recommending unit whose rank is higher than that of the nominee. It is suggested that the faculty member proposing to make the nomination confer with the administrator concerned on the merits of giving early consideration to the nominee. If it is determined that the nomination is to be made, the evaluation process is initiated by the recommending faculty member using a copy of the form that appears at the end of this section. The remainder of the evaluation process is the same for these additional candidates as it is for those regularly scheduled for consideration. A faculty member may request consideration of himself or herself for promotion but such a request does not require that the evaluation and recommendation process be carried out. [ed. 7-97, rev. 1-08]

D-5. Credit for Prior Experience. In cases involving prior equivalent experience, promotion may be considered following less than the usual period of service. In particular, a new faculty member with comparable experience (see 3050 B) from other institutions in relation to the expectations set forth in his/her position description may be granted credit by the provost for such experience up to a maximum of four years.

E. EVALUATION AND RECOMMENDATION AT THE UNIT LEVEL. [ed. 7-97]

E-1. Unit Criteria. The faculty of each unit or equivalent unit establishes, as appropriate for the unit, specific criteria that are consistent with criteria in 1565 C-D for promotion in rank. The criteria shall include a statement regarding the role of interdisciplinary activity. Unit criteria are subject to review by the college standing committee on tenure and promotion for consistency with the college criteria. Such criteria may be revised at any time by a majority vote of the unit faculty, but they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Revisions may not be retroactive but, for promotion evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. [rev. 1-08]

E-2. Formal Promotion Review.

a. The formal evaluation for promotion requires assessing the faculty member’s performance in meeting the criteria for promotion. At each level of review, the evaluators shall give due regard for the university
criteria for promotion to the rank sought, as described in FSH 1565 D. To initiate the formal promotion evaluation, the unit administrator (or college dean if the unit administrator is under consideration for promotion) obtains the position descriptions for the relevant period (maintained in the unit office), annual performance evaluations, and the third year review if conducted while in the current rank, including all narratives, the professional portfolio (from the faculty member), summary scores of the student evaluations of all classes taught (from Institutional Research and Assessment), and the curriculum vitae, and reviews the latter for completeness and accuracy with the faculty member. [ren. & rev. 1-08]

b. The unit administrator will request an evaluation of the candidate’s performance from three to five appropriate external reviewers, who should include faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. (Also see External Peer Review Guidelines on the Provost website at http://www.promo-tenure.uidaho.edu/default.aspx?pid=100100) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate’s curriculum vitae, position descriptions for the relevant period (including all narratives), the professional portfolio, and up to four examples of the candidate’s scholarly work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate’s personal context statement and unit, and college, and university criteria for promotion. When all deliberations within the university are completed, the external reviewers’ evaluations will be shown to the faculty member after every effort has been made to ensure the reviewers’ anonymity. [ren. 1-08]

c. Copies of documents referred to in E-2 a. and copies of the unit, college, and university criteria for promotion are made available to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. [See also 3380 D.] The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in promotion decisions. [rev. 7-98, ren. 1-08]

d. A promotion committee shall be formed consistent with unit by-laws. If one is not specified, the structure of the tenure committee as described in FSH 3520 G-4 d. shall be used.

e. Members of the faculty of the candidate’s unit (or group of small units joined together for this purpose) whose ranks are higher than that of the candidate are afforded an opportunity to submit their opinions and recommendations on the candidate’s promotion on the lower portion of the front page of the prescribed form. The unit administrator making the recommendation will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all faculty members (within the candidate’s unit) of a higher rank than the candidate, from interdisciplinary program directors and/or center administrators (if applicable). All opinions, comments, and recommendations should be made with reference to the unit, college, and university criteria for promotion. Any person having a familial or other similar significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for promotion appears as the last two pages of this section. [See also 3380 D.] [rev. & ren. 1-08]

f. The unit administrator completes the first section on the back of the recommendation form. In arriving at a conclusion, the administrator carefully considers the following (particularly as they relate to the factors listed in B): the information obtained from the curriculum vitae, the position descriptions (including all narratives), the conference with the candidate, the recommendations solicited from the candidate’s colleagues, the external reviewers, interdisciplinary administrators and/or center administrators (if applicable) and the results of annual student evaluations of teaching (in the cases of teaching members of the faculty). [ren. 1-08]

E-3. Forwarding Materials.

a. Before forwarding the materials to the college, the unit administrator shall forward the following to the candidate:

- written findings of the unit and/or committee’s report-recommendation and vote,
  - his or her written recommendation report, which shall include strengths as well as weaknesses as perceived at the unit level and a statement addressing the degree to which the candidate meets each of the unit, college, and university criteria for promotion in rank, as determined by the committee,
The candidate has one week from receipt of the above to provide written clarification if he or she believes his or her record or the unit, college, or university criteria for promotion have been misinterpreted. Any such clarification is forwarded with the rest of the candidate’s materials to the college.

b. The unit administrator then forwards the following items to the dean:
   • his or her completed copy of the recommendation form for each person considered.
   • his or her written recommendation that assesses the candidate’s record in light of the unit, college, and university criteria
   • the forms submitted by individual faculty members, including responses from external reviewers, interdisciplinary administrators and/or center administrators (if applicable)
   • a summary of votes and any comments
   • Any clarification received from the candidate as noted in “a” above.

E-4. The names of the members of the unit committee are made public after the committee’s recommendations have been forwarded.

E-5. Unit Administrator Under Review for Promotion. If a unit administrator is under consideration for promotion, the forms completed by the faculty members concerned, are forwarded directly to the dean and the dean is responsible for making the summary. (See also FSH 3320 C-2) [ren. 1-08]

F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

F-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve for terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. [rev. 1-08]

F-2. College Criteria. Each college shall have bylaws, adopted by the college faculty, specifying criteria consistent with FSH 1565 C for granting promotion to specific ranks in that college. The criteria shall include a statement regarding the role ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in 1565 and section A above and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [rev. 1-08]

F-3. College Standing Committee Recommendations. The college standing committee makes recommendations to the dean and provost on promotion of individual faculty members, with specific reference to the unit, college and university criteria for promotion.

F-4. Dean’s Recommendations. The dean considers the recommendations made by the college’s committee on promotion and makes a written recommendation. The recommendation shall make specific reference to the candidate’s record in light of all criteria established at the unit, college, and university level. It is advisable that the dean confer collectively with the unit administrators about the merits of the faculty members whom they are recommending for promotion. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the unit, college, or university criteria for promotion have been misinterpreted. Any such clarification is forwarded with the candidate’s materials to the provost. [rev. 7-98]

F-5. The names of the members of the college committee are made public after the committee’s recommendations have been forwarded.

G. REPORT OF RECOMMENDATIONS FORWARDED. When an administrator forwards a recommendation to the next higher level, he or she simultaneously reports, in writing, the recommendation to the candidate concerned and to those who have submitted recommendations on that candidate. If the recommendation is negative, then reasons for the negative recommendation are transmitted in writing to the candidate. [ed. 7-97, ren. 1-08]

H. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL BY THE PROMOTIONS REVIEW COMMITTEE. [ren. 1-08]

H-1. All individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for
and submitted a recommendation pursuant to section H-2 above, the University Promotions Committee (UPC) determines, after its review of the record of the unit and college level committees' recommendations, that any one of the recommendations was made without full consideration of the university criteria for the rank, set forth in FSH 1565 D. In such case, the UPC shall make its independent assessment of the candidate's record in light of the criteria established by the unit and college of the faculty member concerned and reflected in the faculty member's position descriptions for the relevant period. This review involves full consideration of the material that was used in making the recommendations at the unit and college levels.

a. One-third of the committee's membership is randomly selected by the provost from the previous year's committee; the remaining members are selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senate. The random selection of carryover members is done one week before the senate makes its nominations. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates six faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college--two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The delegations from each of the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies.

b. Membership of the committee, including carryover members, consists of the provost (chair), three representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, one representative from each of the other colleges, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs. The provost, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs shall be ex officio members without vote. Applications of faculty members being considered for promotion from the University Library, Law Library, Counseling and Testing Center, and the University of Idaho Extension will be presented by the University Promotions Committee's representative whose own position most closely matches that of the applicant. The names of the members of the University Promotions Committee will be made public as soon as the committee's recommendations have been forwarded. The chair will conduct voting on candidates by closed ballots.

H-3. A presumption in favor of promotion exists if the recommendations from all of the committees that have considered the matter at the unit and college level, from the unit chair and dean, and from a majority of the faculty members who submitted a recommendation pursuant to E-2 above are consistent, either in favor of or against promotion, a presumption in favor of the recommendation shall exist. For each candidate who comes to the University Promotions Committee (UPC) The presumption shall be overcome if the University Promotions Committee (UPC) determines, after its review of the record of the unit and college level committees' recommendations, that any one of the recommendations was made without full consideration of the university criteria for the rank, set forth in FSH 1565 D. In such case, the UPC shall make its independent assessment of the candidate's record in light of the criteria established by the unit and college of the faculty member concerned and reflected in the faculty member's position descriptions for the relevant period. This review involves full consideration of the material that was used in making the recommendations at the unit and college levels.

H-4. The University Promotions Committee shall forward its recommendation to the Provost, who shall strongly consider all recommendations of the unit and college level committees, the unit chair and dean, the faculty members who submitted a recommendation pursuant to E-2 above, the University Promotions Committee, and the faculty member's record as a whole, and make his/her recommendation to the President. The promotion of an eligible faculty member is made only by a positive action of approval by the president. The president shall give notice in writing to the faculty member of the granting or denial of the promotion.

I. APPEAL. When a person is informed (after the recommendations of the University Promotions Committee have been considered) that there has been a refusal to recommend his or her promotion to the Regents, the faculty member has the right of appeal. [See 3940.]
J. ANNUAL TIMETABLE FOR PROMOTION CONSIDERATIONS. The process of promotion considerations is carried out annually. The unit level evaluation for promotion begins summer/early fall and shall follow the timetable provided by the provost and published on his website.

[ed. 7-99]

(Form on next two pages)
UI FACULTY-STAFF HANDBOOK  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF 
Section 3560: Faculty Promotions  
July 2007

REPORT OF EVALUATION AND RECOMMENDATION 
FOR PROMOTION IN FACULTY RANK

Date ________________________

Name __________________________________ Unit __________________________________

Considered for promotion to the rank of ___________________________________________________________
Has served in the rank of _____________________________________ since _____________________________

REQUIRED ELEMENTS OF EVALUATION

Having reviewed the candidate’s curriculum vitae, position descriptions and annual evaluations (including all narratives), we concur in their completeness and accuracy. Other documentary material deemed by either of us to be pertinent has been appended to the curriculum vitae.

(Candidate) (Unit Administrator)

Copies of the documents as referenced in E-2 a were made available to the persons or groups called upon to participate in the evaluation of the candidate and to make recommendations on his or her promotion.

(UNIT ADMINISTRATOR) (UNIT ADMINISTRATOR, (FACULTY WITH JOINT APPOINTMENTS) 
Interdisciplinary/Center Administrator (when appropriate)

RECOMMENDATIONS

Each reviewing individual enters his/her recommendation below. If there are any considerations that support this conclusion, other than those contained in the records presented to the reviewers, a brief statement of those considerations should be appended.

I judge the candidate’s performance of the duties assigned in his or her position description to be:

_____ excellent exceptional performance
_____ good performance above expectations
_____ average performance that meets expectations
_____ poor performance below expectations
_____ unsatisfactory unacceptable performance

I _____ recommend
_____ do not recommend
_____ abstain from making a recommendation on the proposed promotion.

(Signature) (Rank) (Unit)

(Recommendations continue on back of form)Evaluations of the candidate and recommendations on the proposed promotion have been submitted by ____ faculty members. Of these, ____ judged the candidate’s performance of assigned duties to be excellent, ____ judged it to be good, ____ average, ____ poor, and ____ unsatisfactory.
Moreover, ____ recommended promotion, ____ recommended against it, and ____ abstained from making a recommendation.

I ____ do ____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

___________________________________
(Unit Administrator)

The college committee on promotions ____ does ____ does not recommend the proposed promotion. The committee's vote was: ____ in favor of, and ____ against the promotion, and there were ____ abstentions.

___________________________________
(Committee Chair)

The unit administrators of this college (did)(did not) meet to consider collectively all of the recommendations submitted by the units. The vote of this group was: ____ in favor of, and ____ against the promotion, and there were ____ abstentions.

I ____ do ____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

___________________________________
(Dean)

In the university-level review committee, the votes were: ____ in favor of, and ____ against the promotion, and there were ____ abstentions.

___________________________________
(Provost)

I ____ do ____ do not recommend that the candidate be promoted.

___________________________________
(Provost)

I ____ do ____ do not recommend that the candidate be promoted.

___________________________________
(President)
# POLICY COVER SHEET

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

### Faculty/Staff Handbook [FSH]

- □ Addition
- □ Revision*
- □ Deletion*
- □ Emergency

**Chapter & Title:** FSH 3520 Faculty Tenure

### Administrative Procedures Manual [APM]

- □ Addition
- □ Revision*
- □ Deletion*
- □ Emergency

**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)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoey Graham</td>
<td>October 20, 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone &amp; Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6125</td>
</tr>
<tr>
<td><a href="mailto:hgraham@uidaho.edu">hgraham@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Policy Sponsor:** (If different than originator.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Jolly</td>
<td>October 20, 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone &amp; Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-3478</td>
</tr>
<tr>
<td><a href="mailto:jolly@uidaho.edu">jolly@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Reviewed by General Counsel:**

- □ Yes  __No__  Name & Date: Hoey Graham 10/20/09

---

### 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.

To clarify that tenure review at all levels should consider the candidate’s record in light of the unit, college, and University criteria for tenure, consistent with the requirements of FSH 3560, which addresses the criteria for promotion.

### II. Fiscal Impact:

What fiscal impact, if any, will this addition, revision, or deletion have?

None anticipated.

### III. Related Policies/Procedures:

Describe other policies or procedures existing that are related or similar to this proposed change.

**FSH 3560**

---

### 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**

<table>
<thead>
<tr>
<th>Appr.</th>
<th>FC</th>
<th>GFM</th>
<th>Pres./Prov.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Office Use Only]

**Track #**

Date Rec.:  

Posted: t-sheet  
h/c  
web  

Register:  

(Office Use Only)
PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. In July 2007 the form underwent substantial revisions to address enforceability and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. Minor rearrangements and clarifications were made January 2008. In July 2008 this section was again revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost’s Office (208-885-6448). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05, 7-07, 1-08]

CONTENTS:

A. General
B. Definitions
C. Criteria for Tenure
D. Tenurable Ranks
E. Tenure Eligibility
F. Time Requirements for Tenure
G. Evaluation for Tenure
H. Review of Evaluations at the College Level
I. Review of Evaluations at the University Level

A. GENERAL. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI’s tenure policy improves the quality of the faculty by requiring that each faculty member’s performance be carefully scrutinized before tenure is granted and on an annual basis thereafter [see FSH 3320]. [ed. 7-98]

B. DEFINITIONS.

B-1. Board. As used throughout this section, “board” refers to the State Board of Education and Board of Regents of the University of Idaho. [ren. ?]

B-2. TENURE is a condition of presumed continuing employment accorded a faculty member by the board, usually after a probationary period, on the basis of an evaluation and recommendation by a faculty committee, by the faculty member’s unit administrator, by the college dean, and by the president. After tenure has been awarded, the faculty member’s service can be terminated only for adequate cause, the burden of proof resting with UI [see 3910], except under conditions of financial exigency as declared by the board [see 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

B-3. University. As used throughout this section, “university” and “UI” refer to the University of Idaho.
B-4. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, “faculty member” is defined as any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

C. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas (FSH 1565 C) as specified in their position description. The college and unit criteria [see G-1 and H-2] must also be met. [rev. 7-98].

D. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, associate professor, professor, assistant research professor, associate research professor, research professor; and librarian, psychologist/licensed psychologist, and extension faculty all with the rank of assistant professor, associate professor, and professor. The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 D-1 b. ) [rev. 7-98, 7-01]

E. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures specified in subsections E, F, G, H, and I. Full-time faculty members who hold tenurable rank are eligible for appointment to tenure under the conditions and through the procedures described in this section.

E-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the unit tenure-recommending committee [see G-4] in accordance with the schedule in F-1. That committee’s recommendation, together with the recommendations of the faculty member’s unit administrator, interdisciplinary leader and center administrator if appropriate, and dean, including all narratives, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. The candidate is responsible for demonstrating that she or he has met the criteria for tenure. The authority to award tenure rests with the board, which has delegated its authority to the president. [rev. 7-02, 1-08]

E-2. A unit administrator is unable to be granted tenure in his or her administrative capacity. A faculty member with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. (RGP IIG6i) [rev. 7-02]

E-3. The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable unit recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

F. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

F-1. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior experience may be given in accordance with the provisions of F-4. In this context, unless otherwise specified, the term “year" means the appointment year, whether that is an academic, calendar, or fiscal year. When the appointment begins after January 1, then the following fiscal year date is the start date to begin counting for consideration for tenure. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a
twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). [See 3900.] [rev. 7-98, 7-02, 7-05]

F-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in F-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). [rev. 7-02]

F-3. Satisfactory service in any tenurable rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the tenurable ranks.

F-4. In cases involving prior equivalent experience, tenure may be granted following less than the usual period of service. In particular, a new faculty member with comparable experience (see 3050 B) from other institutions in relation to the expectations set forth in his/her position description may be granted credit for such experience up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. A faculty member initially employed as a full professor may be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, a full professor not appointed with tenure is considered for tenure not later than the fourth full year of service. [ed. 7-98]

F-5. In the event that a nontenured faculty member’s service at UI has been discontinuous, prior years in the same or a similar tenurable rank may be counted toward tenure eligibility, subject to the limitation stated in F-3 with respect to instructors, and subject to the conditions that:

a. Not more than three years have passed since the faculty member left UI.

b. Applicability of the prior service toward tenure must be stated in writing before reappointment.

c. At least one additional year is to be served before tenure is recommended.

F-6. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

F-7. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6I) [rev. 7-02].

F-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is serving as a unit administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member resumes duties in his or her academic discipline.

F-9. An extension of the probationary period for tenure may be granted in certain exceptional circumstances that may impede a faculty member’s progress toward achieving tenure, including responsibilities with respect to childbirth/adoptions, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or other exceptional circumstances.

a. The procedures for requesting an extension are:

1. The faculty member provides a written request to the Provost.
2. Requests should be made in a timely manner, proximate to the events or circumstances that occasion the request. All requests should state the basis for the request and include appropriate documentation.

3. Except to obtain necessary consultative assistance on medical or legal issues, only the provost will have access to documentation pertaining to a request related to disability or chronic illness. The provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.

4. In most cases, extension of the probationary period will be for one year. However, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted. All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.

5. If a probationary period extension is approved, a reduction in productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision.

G. EVALUATION FOR TENURE.

G-1. Unit Criteria. The faculty of each unit or equivalent unit establishes specific criteria for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity. The unit criteria may be revised at any time by a majority vote of the unit faculty, and they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Revisions may not be retroactive but, for tenure evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force.

G-2. College Criteria. College criteria must be consistent with university criteria.

G-3. Annual Review (FSH 3320). The basis for the annual review is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in FSH 3050 and in relation to the unit criteria for tenure and promotion. In the case of members of instructional faculty, the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The unit administrator’s annual evaluations, including all narratives and any evaluative comments provided by interdisciplinary/center administrators or from those administrators of faculty holding joint appointments together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate.

G-4. Third Year Review. A more thorough review by a non-tenured faculty member’s colleagues is held during the 24 to 36 month period after beginning employment at UI. The candidate creates a professional portfolio (see FSH 3570). A committee is appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each unit and made a part of the unit bylaws. In case of a conflict, the below requirements in a. supersede college and unit bylaws. [rev. 7-98, 7-05, 1-08]

a. At a minimum, the candidate must submit the following materials:

1. Current curriculum vitae;

2. Annual evaluations and other progress reviews from unit administrator(s), dean(s), and center administrator(s) where applicable; in the case of joint appointments and appointments where interdisciplinary activities are part of the faculty member’s position description, or in cases where faculty are located at centers or offsite locations, the secondary unit administrator and dean and/or center administrators’ evaluative comments shall also be included;
3. Professional Portfolio (see FSH 3570);

4. At the candidate's discretion, additional material may be prepared and made available to all who are evaluating his/her suitability for tenure and/or promotion. Materials from the following areas, should also be included as appropriate: advancement, interdisciplinary activity, professional development and professional service.

b. The faculty member is given a copy of the committee’s report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. The following materials are then submitted to the Provost's Office:

1. Analysis, recommendations and narratives from:
   a) Dean,
   b) Unit chair and, where applicable, interdisciplinary program administrators (those listed on the faculty member’s narrative attached to his/her position description) and center administrators, and/or administrators of faculty in joint appointments, and
   c) Review committee(s).

2. Complete portfolio of 3rd year review materials.

G-54. Formal Tenure Review.

a. The formal evaluation for tenure requires assessing the faculty member’s performance in meeting the criteria for tenure. To initiate the formal evaluation for the granting of tenure to a faculty member, the unit administrator (or college dean if the unit administrator is under consideration for tenure) obtains the position descriptions and annual evaluations (including all narratives) for the relevant period, the third-year review (all maintained in the unit office), the professional portfolio (from the faculty member, see FSH 3570), summary scores of student evaluations from all classes taught (Institutional Research and Assessment), and the curriculum vitae, and reviews all of the previous listed documentation for its completeness and accuracy with the candidate. [rev. 7-98, 7-02, 1-08]

b. The unit administrator will request an evaluation of the candidate’s performance from three to five appropriate external reviewers, who should include tenured faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. (See also External Peer Review Guidelines on the Provost website at http://www.promo-tenure.uidaho.edu/default.aspx?pid=100100.) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate’s curriculum vitae, position descriptions (including all narratives) for the relevant period, the professional portfolio, and up to four examples of the candidate’s scholarly work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate’s personal context statement and unit and college criteria. When all deliberations within the university have been completed, the external reviewers’ evaluations will be shown to the faculty member after every effort has been made to ensure the reviewer’s anonymity. [add. 7-98, rev. 7-02, 1-08]

c. Copies of position descriptions, unit tenure criteria, annual evaluations, including all narratives, the third-year review (if applicable), the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and external peer review letters are forwarded to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in tenure determinations. The unit administrator making the recommendation concerning tenure will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all tenured faculty members of the unit, and from interdisciplinary program directors and/or center administrators (if applicable), and from the unit tenure-recommending committee (see G-4-d). The unit administrator’s summary should assess the
cand
deate’s record in light of the criteria established at the unit, college and university level. Any person having a familial or other significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. [See also 3380 D.

rev. 7-98, 7-02, 1-08]

d. The unit tenure-recommending committee includes the following, each with full vote: one or more tenured faculty members, one or more nontenured faculty members, one or more persons from outside the unit, and, in cases involving the evaluation or review of members of the instructional faculty, one or more students sufficient to ensure equity of representation and who have had experience in the unit with which the faculty member being evaluated is associated. In cases involving the evaluation of individuals involved significantly in interdisciplinary activities, one or more members of the appropriate interdisciplinary program(s) faculty shall be included on the committee. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the unit tenure-recommending committee when it is considering his or her own case. The dean is excluded from the unit committee’s process. Each unit is responsible for developing procedures, including protocols for voting, in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). [rev. and ren. 1-08]

G-6. Forwarding Materials. The unit administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the unit tenure committee, including all narratives and external review letters. A summary of votes, and any comments by tenured faculty members are also forwarded. Before forwarding the materials to the college, the findings of the unit faculty and unit administrator are relayed in writing to the candidate indicating strengths as well as weaknesses perceived at the unit level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the unit criteria for tenure have been misinterpreted. Any such clarification is forwarded with the rest of the candidate’s materials to the college. [rev. 7-98]

G-6. Unit Administrator under Review for Tenure. If a unit administrator is under consideration for tenure, the forms completed by the unit tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary. (See also FSH 1420 E-6)

H. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

H-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. [ed. 7-98]

H-2. College Criteria. Each college shall have bylaws, adopted by the college faculty, specifying criteria consistent with FSH 1565 C for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the role ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in FSH 1565 and C above, and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [ed. 7-98, 7-01, rev. 7-06]

H-3. College Standing Committee Recommendations. The College standing committee makes recommendations to the dean and the provost on the tenure of individual faculty members. [rev. 1-08]

H-4. Dean’s Recommendation. The dean considers the recommendations made by the college’s committee on tenure and promotion and makes his or her own written recommendation that assesses the candidate’s record in light of the criteria established at the unit, college and university level. It is advisable that the dean confer collectively with the unit administrators about the merits of the faculty members whom they are recommending for tenure. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed to the candidate in writing indicating strengths as well as weaknesses as perceived at the college level. The
candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such clarification is forwarded with the candidate’s materials to the provost. [rev. 7-98, 1-08]  

I. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

I-1. The individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for review by the provost. Any individually signed recommendations are placed in the faculty member’s personnel file. [rev. 7-02]

I-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 (see also FSH 3900 B) after the academic year during which the decision is made. (RGP IIG6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decision of the president. [rev. 7-02]

I-3. The board requires the president to provide a list of the faculty members granted tenure in the university’s regular semi-annual report to the board. (RGP II C4b). [add. 7-02]
REPORT OF EVALUATION AND RECOMMENDATION
FOR AWARDING OF TENURE

Date __________________________

Candidate’s Name ________________________________________________________

Rank ______________________________________________________________________

Unit _______________________________________________________________________

VERIFICATION OF ELIGIBILITY FOR TENURE

Criteria of eligibility for tenure are met as follows:

_______ Candidate holds a tenure-track position and a tenurable rank [see section 3520 E of the Faculty-Staff Handbook].

_______ Candidate has served one full year, or more, at UI in the rank of senior instructor or above.

Candidate has completed ____ full years of probationary service at UI by serving ____ full years in the rank of __________________ (from ______________ to ______________), ____ full years in the rank of __________________ (from ______________ to ______________), and ____ full years in the rank of __________________ (from ______________ to ______________) [not more than two years in rank of instructor at UI may be counted]; and by being credited with not more than four years of equivalent service for ____ full years as __________________ (rank) at __________________ (institution) and ____ full years as __________________ at __________________.

We concur in the foregoing statements:

________________________________ ________________________________
(Candidate)  (Unit Administrator)

REQUIRED ELEMENTS OF EVALUATION

Having reviewed the documents as referenced in G-4 c., we concur in their completeness and accuracy. Other documentary material deemed by either of us to be pertinent has been appended to the curriculum vitae.

________________________________ ________________________________
(Candidate)  (Unit Administrator)

Copies of the documents as referenced in G-4 c. were made available to the persons or groups called upon to participate in the evaluation of the candidate and to make recommendations on the awarding of tenure.

________________________________
(Unit Administrator)

Unit Administrator, (faculty with Joint Appointment)

Interdisciplinary/Center Administrator (when appropriate)

Interdisciplinary/Center Administrator (when appropriate)
RECOMMENDATIONS

Each reviewing person or group enters its recommendation below. If there are any considerations that support this conclusion, other than those contained in the records presented to the reviewers, a brief statement of those considerations shall be appended.

The unit tenure-recommending committee ____ does ____ does not recommend that tenure be granted: there were ____ votes in favor of and ____ votes against recommending that tenure be granted, and there were ____ abstentions.

___________________________________
(Committee Chair)

The tenured faculty members of the unit ____ do ____ do not recommend that tenure be granted: there were ____ votes in favor of and ____ votes against recommending that tenure be granted, and there were ____ abstentions.

___________________________________
(Unit Administrator)

I ____ do ____ do not recommend that tenure be granted.

___________________________________
(Unit Administrator)

The college committee on tenure ____ does ____ does not recommend that tenure be granted.

___________________________________
(Committee Chair)

I ____ do ____ do not recommend that tenure be granted.

___________________________________
(Dean)

I ____ do ____ do not recommend that tenure be granted.

___________________________________
(President)