University of Idaho
2012-2013 FACULTY SENATE AGENDA

Meeting #21

3:30 p.m. - Tuesday, March 19, 2013
Brink Hall Faculty Lounge
IWC Room 390 – Boise
213 – Coeur d’Alene
TAB 321B IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2012-13 Faculty Senate Meeting #20, March 5, 2013

III. Chair’s Report.

IV. Provost’s Report.

V. Committee Reports.

   Faculty Affairs:
   • FS-13-042: FSH 1565 D-1 – Faculty Ranks – Instructor/Senior Instructor (Perret) (introduced)
   • FS-13-043: FSH 3560 D-1 – Faculty Promotion (Perret) (introduced)

VI. Other Announcements and Communications.
   • Vision 2020 Task Force (Smith/Ickes)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Chair 2012-2013, Faculty Senate

Attachments: Minutes of 2012-2013 FS Meeting #20
Present: Aiken, Baillargeon, Baker (w/o vote), Bird (Chair), Budwig (Boise), Dodd, Eckwright (w/o vote), Frey, Garrison, Hartzell, Hasko, Hopper, Karsky, Kennelly, Kitchel, Miller, Morra, Ostrom, Pendegraft, Qualls, Strawn, Stuntzner (Coeur d’Alene), Teal, Ytreberg  

Absent: Flores, Goddard, Manic, Safaii, Smith

Guests: 6

A quorum being present, Senate Chair Bird called the meeting to order at 3:30pm.

Minutes: It was moved and seconded (Pendegraft, Morra) to approve the minutes of meeting #19, with one editorial amendment favoring subject-verb agreement: replacing “was” with “were” in the second bulleted item on p. 3 of the question and comments pertaining to the tenure discussion. Motion to approve with editorial amendment carried with two abstentions.

Chair’s Report. Chair Bird reported on the following items:

- Chair Bird expressed his disappointment at President Nellis’ decision last week to leave the University of Idaho for the presidency at Texas Tech University. President Nellis has been a strong advocate for the faculty and a firm believer in shared governance. President Nellis contacted Chair Bird on Friday to give advance notice prior to the public announcement. This reflects President Nellis’ respect for faculty and for senate, in particular. Chair Bird sends his best wishes to President Nellis and Ruthie; the chair has pledged to work with the president in advancing his agenda during his remaining time at U-Idaho.

- Chair Bird, Vice-Chair Hartzell and Secretary Eckwright have written to the Board of Regents president, Ken Edmunds, offering our assistance with the search for a new president and offering to meet with him when the board is in Moscow next month. [NB: Provost Baker later noted that Ken Edmunds term as a member of the Board of Regents ended a few days ago and that the governor has not yet reappointed him or appointed a new board member. Don Soltman is the acting president of the Board of Regents.]

- Next week is spring break:
  - No senate meeting on March 12
  - Mid-semester grades are due on Monday, March 11. These grades are an important part of our retention efforts. Please encourage your colleagues to submit them on time.
  - Spring Break is a time when some students are tempted to engage in high-risk behavior. An advertisement in today’s Argonaut urges students to have a safe spring break. Please reinforce this message with your students and in particular encourage them to “Make sure to pack some good judgment.” Vice-Chair Hartzell added that she gently talks about happiness, safety and other issues with her students nearly every time they meet. Students know that she cares about them and this gives them a greater sense of community. An added benefit of these gentle talks is that more students randomly stop by her office to chat with her.

- Approximately one-third of current senators’ terms expire in August 2013. If your term expires in 2013 contact your college faculty and begin the process for electing a new senator. This is a faculty election and while the election may be coordinated through the dean’s office, it is the incumbent senators’ responsibility to oversee the election of new senators. There should be no undue influence from the deans in this election process. Visit the senate membership site for senate roster and term information:

http://www.webs.uidaho.edu/facultycouncil/council_membership.htm
• Oak Hall, U-Idaho’s contracted academic regalia provider, is accepting orders for renting or purchasing regalia. Web orders are accepted from March 1 to March 22 with free delivery to the Office of Alumni Relations in Moscow or to the Idaho Falls, Boise and Coeur d’Alene Centers by April 26. Faculty needing academic regalia for the May commencement ceremonies may contact Oak Hall at 800-223-0429 or www.college.oakhalli.com/college/universityofidahofaculty

• Susan Bender, Executive Director of the International Programs Office, requests additional faculty responses to her survey on the International Engagement Council. Deadline is March 6.

• Commencement Committee invites nominations of candidates for honorary degrees for the December 2013 commencement ceremony. Nominations of Idaho residents and/or University of Idaho graduates are encouraged, but it is not required that nominees are affiliated with Idaho or the university. The nomination deadline is April 15, 2013. Send nominations to the Faculty Secretary’s Office and these will be forwarded to the Commencement Committee. For more information:  http://www.uidaho.edu/newsevents/item?name=honorary-degree-nominations-48302

• Senator Alistair Smith volunteered to serve as the faculty representative on the new risk Management Advisory Group. Senator Smith also chairs the senate Safety & Loss Control Committee, which will report to senate on March 26.

• Senate meeting #21 on March 19 will be devoted to a report and discussion from the Vision 2020 Task Force addressing the president’s goals for enrollment and funded research.

• Be sure to mark your calendars and remind your colleagues to attend the next University Faculty Meeting on Tuesday, April 30. Additional reminders will be forthcoming.

• Arla Marousek, assistant to the Faculty Secretary from 1976 to 1999, passed away on Saturday. Send condolences to her husband, Gerry, a retired U-Idaho faculty member.

• There will be no faculty leadership gathering at Nectar this Friday. These informal gatherings will resume later in March.

Provost’s Report. Provost Baker reported on the following items:

• President Nellis’ decision to leave University of Idaho was a surprise last week. Provost Baker commends Senate Leadership for their letter to the Board of Regents, but noted a change in board president.

• Provost Baker participated in a Board of Regents meeting today via phone. Board members pointed out that President Nellis is still President Nellis:
  o There is a 21-day waiting period before he is confirmed as president at Texas Tech and after that the board will decide on transition issues.
  o The board passed two motions today, one to ask interim president Don Soltman to bring forward names of candidates for the interim U-Idaho president by April 5th. The board did not specify the process for determining these interim candidates but did specify that an interim candidate could not be a candidate for the permanent position.
  o The second motion stated that at the appropriate time a search committee of no more than 16 members will be formed. The committee will determine whether to use a search firm.
  o The Board of Regents runs the presidential hiring process and hires the president – the university administration has nothing to do with it. All communications regarding the process come from the board and their communications officer is working on communicating information from today’s meeting. [Senate Chair Bird offered to inform Argonaut editors about the board’s communications process.]

• Spring Alternative Service Break will take place next week. Students work on projects throughout the country and also in Idaho. Many of the students who stay in Idaho believe that
all students should work on an in-state project, as there is much to discover about Idaho and much to contribute to the state. For more information:

http://www.uidaho.edu/studentaffairs/department-of-student-involvement/center-for-volunteerism-and-social-action/alternative-service-breaks

- Priscilla Salant, Director of the Office of Community Partnerships, gave a presentation at today’s Malcolm M. Renfrew Interdisciplinary Colloquium.
- U-Idaho Bookstore needs faculty textbook orders by March 29 in order to get the best prices for students.
- Jeanne Christiansen, Vice-Provost for Academic Affairs, will be filling in for Provost Baker for the remainder of the meeting while the provost attends a class presentation.

President’s Athletic Advisory Council. Senator John Hasko reported on the following informational items:

- The football team’s academic progress report for this semester is among the best ever.
- The academic quality of football recruits is higher this year than it was last year.
- Matt Kleffner, Senior Associate Athletic Director, has been hired by Washington State University at a 35% salary increase.
- The Athletic Department currently has no women administrators. The department is considering hiring a woman administrator and restructuring the unit’s administration.
- The Western Athletic Conference (WAC) has been restructured and its membership is comprised of nine schools in nine different states. Student athletes will be traveling a great deal to participate in athletic events.
- All U-Idaho sports with the exception of football will go to the Big Sky Conference in 2014. This will result in more local athletic events and less travel-time for student athletes.

Committee on Committees. FS-13-042: FSH 1640.06 - Administrative Hearing Board. This recommendation comes as a seconded motion from the Committee on Committees and deals with the function and structure of the Administrative Hearing Board (AdHB). Trish Hartzell, chair of the Committee on Committees, related that Professor Tom Bitterwolf, chair of the AdHB, has been inundated with student appeals to AdHB. This is an ongoing problem for issues such as medical withdrawals for which we lack appropriate guidelines regarding refunds. Professor Hartzell has appointed the following group of faculty and administrator to look into these matters: Professor Tom Bitterwolf, Professor Pat Costello, Senate Chair and Professor Kenton Bird, Professor Jack Miller, Professor Trish Hartzell and Ron Smith, Vice-President for Finance and Administration. The proposed change to the function of the Administrative Hearing Board gives the committee the responsibility to bring recommendations to senate. The added language is modeled on similar language found in the Academic Hearing Board functions and it makes explicit what has always been implicit, i.e., that the board may come to senate when they identify a problem that results in numerous appeals. This new language does not commit senate to accepting AdHB recommendations, but rather provides a vehicle for allowing those recommendations to come to senate. A senator suggested adding the words “non-academic” to the proposed language, to make it clear that the AdHB does not address academic requirements. In response to another senator’s question, Chair Bird and Vice-Chair Hartzell explained that the proposed language will clarify the AdHB’s authority to examine regulations that generate numerous appeals and that the AdHB has the option of recommending changes to address those regulations. The proposed language also directs the AdHB to be involved in policy-making in addition to processing appeals. Previously the board did not feel empowered to do anything beyond processing appeals and this is one step toward the goal of working with upper administration to change and make policies, as the rules currently are very vague. The addition of the words “non-academic” were made as
an editorial amendment, with the final added language reading as follows: “The committee is directed to observe the effects of non-academic university-level requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate.” Motion carried with one abstention. Senate leadership will convey senate’s approval to Administrative Hearing Board Chair Tom Bitterwolf.

**Faculty Affairs Committee. FS-13-040: FSH 1700 – Graduate Council Bylaws.** These proposed changes come as a seconded motion from the Faculty Affairs Committee (FAC). The changes were originated by Jerry McMurtry, associate dean of the College of Graduate Studies (CoGS), and were reviewed by General Counsel in February 2012. Since that time FAC and CoGS have worked to clarify the bylaws. Chair Bird invited Jie Chen, dean of CoGS, to provide additional information. Dean Chen thanked FAC for their work with CoGS and thanked senate for considering the final draft document. He explained that the bylaws revision process began 1½ years ago when the decision was made to update the bylaws that had not been revised in 14 years. Nearly all stakeholders were involved in the revision process, including graduate students, the Graduate and Professional Student Association (GPSA), all deans, and all chairs of CoGS graduate council. GPSA has two representatives on Graduate Council and those representatives have been involved with the revision process from the outset. A senator noted that the proposed language in Article II, Section 3, Membership criteria, is problematic for disciplines, such as music and arts, in which some faculty may not hold terminal degrees. While the final sentence in this section allows for the criteria to be waived by Graduate Council or by the CoGS dean, it is preferable to amend this section to be more inclusive toward those faculty who may not hold terminal degrees. It was pointed out that this section allows for clinical faculty to participate as graduate faculty and that some clinical faculty may not have terminal degrees. Dean Chen was agreeable to the proposed amendment although he observed that the last sentence of this section was added with the intent of addressing such cases. It was moved and seconded (Garrison, Pendegraft) to add the phrase “or commensurate professional experience” immediately following the words “terminal degree.” Motion to amend carried with majority approval.

Senators then discussed the use of the phrase “university wide programs” in Article VI, Section 2, of the bylaws and whether the phrase should have upper- or lower-case letters. University wide programs currently include: waters of the west, environmental science, bioinformatics, computational biology, sustainable regional communities and neurosciences. This led to questions about the potential for double-representation on Graduate Council by units whose faculty also participate in university wide programs, depending upon faculty interest and preparation. Dean Chen said that Graduate Council had talked about this concern but concluded that university wide programs have specific needs and therefore deserve separate representation. No motions were made regarding university wide programs representation on Graduate Council. Chair Bird then instructed the faculty secretary to resolve the original question regarding the inconsistent use of upper- and lower-case letters for the phrase “university wide programs.” Motion to approve the bylaws carried with one abstention. The bylaws are adopted pending approval by the university faculty in April and President Nellis thereafter.

**University Curriculum Committee. FS-13-041 (UCC-13-062). Regulation H.** Chair Bird explained that Regulation H-1-b had been discussed at senate in December and at that time senate approved removing the requirement for instructors to meet with their classes during finals week. Senate then directed the University Curriculum Committee (UCC) to conduct a thorough review of Regulation H and make recommendations to senate regarding the same. Chair Bird invited Professor Bahman Shafii, chair of the University Curriculum Committee, to provide any needed clarification about the proposed changes and to respond to senator’s questions about the changes. Professor Shafii indicated that UCC members discussed Regulation H during the February 11 meeting and voted on changes at the February 25 meeting. Professor Shafii noted that with the exception of changes to H-1-g and H-1-f all proposed
changes to Regulation H were passed unanimously by the UCC. Professor Shafii and others responded as follows to senators' comments and questions:

- **H-1-g specifies when final grades must be filed. Why was it removed?** Professor Shafii explained that Dwaine Hubbard, Assistant Registrar, had suggested removing this information because it is found elsewhere. Nancy Krogh, Registrar, added that dates for posting grades are included in the academic calendar which is approved by senate. Section 4700 of the Faculty-Staff Handbook also specifies that final grades should be filed within 72 hours after the course exam.

- **I am concerned about removing the language in H-4 that requires departmental administrators and deans to approve giving individual students early exams when requested.** Many junior faculty feel pressured to approve these requests but they would prefer to allow the deans' offices to make these decisions and the deans' offices are able to track these requests. There is no way for professors to track the requests and determine whether a student is making the same request in other classes. Also, we have an established final exam schedule that is published well in advance and students are able to plan accordingly. We want to make it as difficult as possible to change the final exam time and we want to make exceptions only when warranted.

- **The distinction between exams and quizzes in H-1-a is “fuzzy.” Could you summarize the arguments in favor of allowing quizzes?** Professor Shafii did not recall the exact discussion and he said it is not reflected in the minutes, either. He recalled that it is the exams that UCC members were concerned about and not quizzes because quizzes are not considered as exams – they are more of a “pop quiz”, something that could be part of the grade but not an actual exam. UCC members did not view the word “quiz” as necessary in H-1-a.

- **This is a slippery slope. A “quiz” to you and me may be viewed as an “exam” by a student.**

- **Many students, including those in the Honors Program, skip classes during dead week in order to study for final exams and allowing quizzes during dead week penalizes them for missing class in order to study. But if they do not study, they will be penalized on the final exam.**

- **Is there a definition of a “quiz,” for example, that it is equal to only a certain portion of a student’s grade?** I am not aware of such a definition.

- **I am in favor of the proposed change to H-1-a which excludes quizzes from the regulation. I team teach a class in which we give a flash quiz each class as a way to require students to attend class. We do not give a quiz during dead week and attendance drops remarkably at that time.**

- **I also support the proposed change to H-1-a as I use quizzes for both taking attendance and as an academic exercise to check on whether students have read materials for class on a given day.**

- **Is it possible for quizzes that are used to encourage students to attend class to be classified as attendance activities since it is essentially a way to take roll?** A senator replied that this is more than an attendance-taking function. These quizzes are also used to assess knowledge.

Chair Bird asked senators to consider these options: refer the policy back to UCC for a definition of “quiz”; restore the language that states “no quizzes” in H-1-a; leave the proposed language change as is; or take no action and consider this matter again at the next senate meeting in two weeks.

It was moved and seconded (Aiken, Garrison) to restore the stricken language in H-4 dealing with the procedure for early exams. Amendment carried unanimously.

It was moved and seconded (Kennelly, Miller) to send back to committee to put a cap on how much a percentage of a student’s grade a quiz could be and still strike the word “quizzes” in order to guard against any malicious intent that probably is not there but should be guarded against anyway. This motion would refer the entire policy back to the UCC with a focus on H-1-a to get great clarification as to
what the percentage of a student’s grade could be reflected in a quiz. Professor Shafii questioned how the UCC could make that determination? Chair Bird asked senators Kennelly and Miller if they would like to broaden the motion to making a distinction between quiz and exam? Both senators agreed to this suggestion to broaden the motion. A senator suggested that it was dangerous to attempt to determine what percentage various projects, final exams, and so on, constitute for final grades especially during the final week of the semester. Another senator pointed out that final projects in some colleges are presented during dead week and this is done so that students can move on to preparing for final exams. Changing this regulation could interfere with those presentations. The motion to refer section H back to UCC for further scrutiny on H-1-a failed by a vote of 3 in favor, 11 against and one abstention. Senate then voted on the main motion as amended, i.e., to restore the original language in H-4 and to accept the language in H-1-a as recommended by UCC. This change deletes the reference to quizzes and quizzes will be permitted with individual faculty members judging what constitutes a “quiz.” Motion carried with 2 opposed and one abstention.

Chair Bird then introduced Priscilla Salant and Darin Saul, Director and Associate Director, respectively, of the Office of Community Partnerships. Ms. Salant and Mr. Saul were invited to senate to speak about outreach, engagement and community partnerships and they provided the following information about the Office of Community Partnerships (OCP):

- Established 2 years ago by President Nellis.
- Mission is to link Idaho community priorities with university resources.
- Support communities while providing hands-on learning opportunities for U-Idaho students.
- Connecting U-Idaho research with community priorities.
- Reports to the Provost.
- Staff at U-Idaho, Boise and U-Idaho, Moscow.
- Merged with U-Idaho Sustainability Center in 2011.
- Funded through central administration.
- Currently bringing in a dollar of support for every dollar the university invests in them.
- Goal is to support and add value to work done by other U-Idaho units.
- Works closely with U-Idaho extension and majority of grant proposals involve extension.
- Four program areas have emerged with grant proposals in all areas:
  - Food systems and food security.
  - Sustainability.
    - For example, this year they are leading the President’s Sustainability Symposium on March 19-20. [http://www.uidaho.edu/president/sustainability-symposium](http://www.uidaho.edu/president/sustainability-symposium)
  - Latino communities in Idaho.
  - Community development broadly defined, including rural economic development and leadership development.
    - For example, Provost Baker has asked OCP to take on a process that will identify strengths and weaknesses in the area of service learning. Mychal Coleman, Associate Vice President and Executive Director for Strategic Initiatives, is working with OCP to map processes faculty go through when they initiate a service learning class.

Ms. Salant responded as follows to senators’ questions and comments:

- **How much of what you do is what you think is important and what you want to do vs. how much of what you do is what you are told to do by the Provost?** It is a blend of those two things and
we try to balance it but I do report to the Provost and I try to carry out his vision for outreach and engagement.

- **How did your newest priority of addressing the Latino communities come about and what are the needs the university is responding to?** I moved to Boise in 2009 and I had no sense of that population at that time. Then I was involved in several research projects with the dairy industry in south-central Idaho and I came to realize how critical this population is to the state in a similar way to how you identify priorities through interactions with stakeholders.

- **There is a very large refugee population in Boise. Is U-Idaho trying to engage with that population?** Yes, Trudy Anderson, Associate Vice President, Boise Center, is working at getting the university more interested in that population. OCP has not worked with that population, but I feel it is a great opportunity for U-Idaho.

- **Where are your offices located?** We are in the Water Center Building in Boise and we are on the third floor of Shoup Hall in Moscow. We are willing to meet with any unit that is interested in learning more about community partnerships. For more information:
  

**Adjournment:** It was moved and seconded (Garrison, Dodd) to adjourn at 4:55pm. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary and Secretary to Faculty Senate
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

| Chapter & Title: | FSH 1565 D-1 – Instructor/Senior Instructor |

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): Scott Metlen, Faculty Affairs Member, 2012
(Please see FSH 1460 C)

Policy Sponsor: Robert Perret, Faculty Affairs Chair 3/6/13

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.

Address “up or out” situation for instructors who must be promoted to Senior Instructor after three years. A problem that has been created due to language in 1565 D-1 b (last sentence limits instructors in department to 15%) and FSH 3560 – D-1 wherein an instructor must go up for promotion.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
None

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

This change also affects 3560 D-1

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]

APM
F&A Appr.: ________________________
[Office Use Only]

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

Track # ________________
Date Rec.: ________________
Posted: t-sheet _______________
h/c ______________________
web ______________________
Register: __________________
(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 to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12]

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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 unit. Annual position descriptions are developed by the unit head in consultation with the unit 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 unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head’s decision to the Faculty Appeals Hearing Board [FSH 3840]. [ed. 1-10]

As indicated in Sections 3320-A-1 d, 3520-G-3, 3560-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, 7-10]

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). [add. 1-10]

B. DEFINITIONS: [add. 1-10]

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, 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/givetoidaho/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.”[1]

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 courses) 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

[1] National Academy of Science
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.

**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. [add. 1-10]

**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. [add. 1-10]

  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. 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, ed. 1-10]

  The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. [add. 1-10]

  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, unit, or professional organizations to enhance a faculty member’s capacity to advise. [add. 7-06, rev. 1-08, ed. 1-10]

  Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit 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, ed. 1-10]

**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. [rev. 1-10]
Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both 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. Both are ongoing obligations of all members of the faculty. [rev. 7-06, 1-10]

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, 1-10]

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; presentation 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, 1-10]

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. [rev. 7-06]

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. [rev. 7-06]

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. [add. 7-06]

e. Scholarship of Outreach/Application/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, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member’s work. [add. 7-06, rev. 1-10]

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI’s Moscow campus and from each of the University’s physical locations around the state. [add. 1-10]

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, 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. [rev. 1-10]

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program’s effects on participants and stakeholders; (7) 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. [rev. 1-10]

C-4. 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. [add. 1-10]

a. Intramural 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 position description and annual performance review. [add. 7-06, rev. 1-08, ed. 1-10]
Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and 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 governance of the university and in the formulation of its policies, recognition should 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. \[rev. 1-10\]

Effective performance in intramural 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 unit committees; and (3) receiving University service awards, especially those involving peer evaluation. \[rev. 1-10\]

b. Administration:

(1) Unit Administration (see FSH 1565 B); 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 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. \[add. 7-06, rev. 1-10\]

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a 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. \[add. 7-06, rev. 1-10\]

Demonstration of effective administration, 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 budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership. \[add. 7-06, rev. 1-10\]
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.

c. Promotion/Assessment. Instructors are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Each unit will develop criteria for promotion of its instructors. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty. [see FSH 3560 & 3570].

If an instructor does not go up for promotion, he/she shall be evaluated at the end of their third year (see FSH 3570) according to the specific unit’s by-laws.

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 evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature. No more than 15 percent of the positions in any department or similar unit may be held by senior instructors; however, each such unit may appoint one person to this rank without regard to this limitation.

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/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 the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] [rev. 7-98, 7-00, 1-10, ed. 7-12]

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/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. [1565 C] [rev. 7-98, 1-10, rev. and ren. 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/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 service. [1565 C] [rev. 7-98, 1-10, rev. and ren. 7-00]

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. [ed. 7-12]

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, and the development of harmonious relations with others. [rev. 7-98]

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, ed. 1-10]

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, ed. 1-10]

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. [ed. 1-10]

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. [ed. 1-10]

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. [ed. 1-10]

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. [ed. 1-10]

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: [ed. 1-10]

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 measures as 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. [ed. 1-10]

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 required 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. [rev. 1-10]

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 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.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship, outreach, and service. The rank will be held for the remainder of the recipient’s active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least $5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). [add. 7-10, rev. 7-12]

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [ed. 7-12]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [rev. 7-12]

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2 As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor’s name may be added to the title. [ed. 7-12]

3 Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.
University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [rev. 7-12]

**b. Selection Process:** University Distinguished Professorships will be awarded by the President upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
   a. A nominating letter with a brief summary of the candidate’s achievements; [rev. 7-12]
   b. The candidate’s *curriculum vitae*, including a list of any significant previous awards;
   c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmission to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving 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 a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11]

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. 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 the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.
b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

c. Promotion. Clinical faculty members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Each unit will develop criteria for promotion of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty. [See FSH 3560] [add. 7-11]

d. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university’s strategic goals than a tenure-track position. [add. 7-11]

E. EMERITI (FSH 1520 II-2)

E-1. ELIGIBILITY. A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has met the criteria of a minimum of 55 years of age, and age plus years of service is at least 65 (rule of 65), 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, rev. 7-12]

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. [add. 1-12]

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 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. EMPLOYMENT OPPORTUNITIES. [add. 1-12]

a. Emeritus faculty may hold a part-time position after retirement, but not a full-time one. When it is in the university’s interest, exceptions may be made and the full-time employment limitation may be waived by the president.

b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.

c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION. [ren. 7-12]

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 (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 University of Idaho publications by campus mail or upon request by email. [ed. 7-12]

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. [add. 7-99, ren. 1-08, ed. 7-12]

E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in E-1 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. [ed. 1-10, ren. 7-12]

E-6. MAINTENANCE OF TIES WITH EMERITI. The Faculty Senate 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 senate 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, 7-09, ren. 7-12]

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. [ed. 1-10]

F-1. AFFILIATE FACULTY: [ren. 7-98, 1-08, rev. 7-10]

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-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 affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. [ed. 7-00, 1-10, rev. 7-10]

b. Employment Status. An affiliate 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 affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-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. [rev. 7-10]

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct 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 affiliate 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 affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-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.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI’s mission in teaching, research, and service. [rev. 7-10]

1. Affiliate 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. [rev. 7-10]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

e. Qualifications. Assignment to an affiliate 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. [ed. 7-00, rev. 1-10, 7-10]

f. Appointment.

1. Appointments to the affiliate 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 affiliate faculty member remains in UI employment or continues in his or her assignment to an
entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate 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. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a
“Personnel Action” form. [rev. 7-10]

F-2. ADJUNCT FACULTY: [rev. 7-10]

a. General. The adjunct 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.] [ed. 7-00, 1-08, rev. 7-10]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do
members of the university faculty; however, their right to vote in meetings of the university faculty and of their
constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct 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. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

c. Qualifications. Adjunct 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
adjunct faculty member’s responsibility. [ren. 1-10, rev. 7-10]

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) [add. 1-10, rev. 7-10]

e. Appointment.

1. Appointments to the adjunct 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 adjunct faculty member is actively engaged in
the responsibilities for which he or she was appointed. [rev. 7-10]

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental
level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct
faculty may also be assigned responsibilities with respect to the degree programs with 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. [rev. 7-10]

3. Before formal appointment procedures are begun, the prospective adjunct 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. [rev. 7-10]

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

5. The appointment of adjunct faculty members to graduate students’ supervisory committees requires
approval by the dean of the College of Graduate Studies. [rev. 7-10]
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. [add. 1-10]

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. [ed. 1-10]

H. NON-FACULTY: Those within this category are not members of the faculty. [ed. 1-10]

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.] [ed. 1-10]

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. [ed. 1-10]

   b. Research Assistant. Research assistants provide research service, grade papers, and perform other nonteaching duties. [ed. 1-10]

   c. Graduate Assistant. Graduate assistants perform paper-grading and other nonteaching duties. [ed. 1-10]

   d. Research Fellow. This title is appropriate for registered graduate students engaged in research or scholarly activities sponsored by funds designated for fellowships. [ed. 1-10]

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.
POLICY COVER SHEET

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

[3/09]

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

Chapter & Title: FSH 3560 – Instructor/Senior Instructor

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): Scott Metlen, Faculty Affairs Member, 2012

(Please see FSH 1460 C)

Name Date

Telephone & Email:

Policy Sponsor: (If different than originator.)

Robert Perret, Faculty Affairs Chair. 3/6/13

Name Date

Telephone & Email: rperret@uidaho.edu

Reviewed by General Counsel ___Yes _____No Name & Date: __________________

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

Address “up or out” situation for instructors who must be promoted to Senior Instructor after three years. A problem that has been created due to language in 1565 D-1 b (last sentence limits instructors in department to 15%) and FSH 3560 – D-1 wherein an instructor must go up for promotion.

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

None

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

This change also affects 1565 D-1.

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)
3560

FACULTY PROMOTIONS

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 January 2010 this section was again revised to reflect changes in the faculty position description and evaluation forms intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. In July 2012 the university promotions committee makeup was revised to reflect current practice and align membership to college reorganizations. 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, 1-10, 7-12]

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C. Responsibility
D. Schedule
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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. [FSH 1565 C] Performance of university administrative duties as a unit administrator is not a consideration in promotion. [ed. 1-08, rev. 1-10]

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 FSH 1565 C]. [rev. 7-00, 1-10, 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

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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, ed. 1-10]

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

D-1. Instructors. Instructors are may be considered for promotion to senior instructor 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, 1-10]

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, 7-02, 1-10]

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, 1-10]

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, 1-10, 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 FSH 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. [rev. 1-10]

E. EVALUATION AND RECOMMENDATION AT THE UNIT LEVEL. [ed. 7-97, 1-10]

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 FSH 1565 C 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, I-10]

E-2. Formal Promotion Review.

a. The formal evaluation for promotion requires assessing the faculty member’s performance in meeting the criteria for promotion. 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)(see FSH 3570), 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. I-08, rev. I-10]

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.uidaho.edu/provost/policyguidelines/tenure.) 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 criteria. 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, rev. I-10]

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 FSH 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, I-10, 7-10, ren. I-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-5 d. shall be used. [add. I-10]

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). 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 FSH 3380 D.] [rev. & ren. I-08, I-10]

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
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 recommendation and vote.[rev. 7-10]
   - his or her written recommendation which shall include strengths as well as weaknesses as perceived at the unit level. [rev. 7-10]

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 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
   - 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.

[F-3. The names of the members of the unit committee are made public after the committee’s recommendations have been forwarded.]

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 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 FSH 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, 1-10]

F-3. College Standing Committee Recommendations. The college standing committee makes recommendations to the dean and provost on promotion of individual faculty members.

F-4. Dean’s Recommendations. The dean considers the recommendations made by the college’s committee on promotion and makes a written recommendation. 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 college criteria for promotion have been misinterpreted. Any such clarification is forwarded with the candidate’s materials to the provost. [rev. 7-98, 1-08, 7-10, ren. & rev. 1-10]

F-5. The names of the members of the college committee are made public after the committee’s recommendations have been forwarded. [ren. 1-10]

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, rev. 1-10]

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 review by the provost. Any individually signed recommendations are placed in the faculty member’s personnel file. [rev. 1-08, 1-10]

H-2. A University Promotions Committee of faculty members, chaired by the provost, is named each year. The committee reviews each promotion recommendation with specific reference to university guidelines and to 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. [ed. 7-10]

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 four 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. [rev. 7-12]

b. Membership of the committee, including carryover members, consists of the provost (chair), two 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 represented 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. [rev. 7-97, 1-10, ed. and ren. 1-08, 7-12, ed. 7-09]

H-3. A presumption in favor of promotion shall exist for each candidate who comes to the University Promotions Committee with a favorable recommendation from all of the committees that have considered the matter at the unit and college level, from the unit chair and dean directly involved, and from a majority of the faculty members who submitted a recommendation pursuant to section E-2.d. above. Upon showing that the lower level recommendations were made without due regard for the university criteria for the rank sought
pursuant to section 1565, Faculty Ranks and Responsibilities, the presumption shall be overcome, and in such case the University Promotions Committee shall state in writing the reasons for the decision. [ed. 7-98, ren. 1-08, rev. 1-10]

I. APPEAL. If the President’s decision is against promotion, the faculty member has the right of appeal. [See 3840.]

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 the provost’s website. [ed. 7-99, rev. 1-10]

(Form on next two pages)
**FREQUENTLY ASKED QUESTIONS**

*about the Vision 2020 Task Force*

March 2013

**What is the Vision 2020 Task Force?** President Nellis appointed the task force in January 2013 to identify a model of key considerations to achieve the following by 2020:

- A system-wide enrollment of 16,000 students.
- A 50% increase in research expenditures.

**Why form a task force, rather working through existing structures?** The university must increase its enrollment to remain financially viable while meeting goals set by the State Board of Education (such as Complete College Idaho). The university must grow its research enterprise to fulfill the mission of a land-grant institution and to address the problems faced by the state and region. President Nellis asked the task force to develop a model to connect these interdependent goals as no existing structure is addressing both goals simultaneously.

**Who leads the task force?** Bob Smith, Associate Vice President and CEO of the UI’s Idaho Falls Center, is chair. Keith Ickes, executive Director of Budget and Planning, is co-chair.

**Who are the members?** In addition to Smith and Ickes, the committee consists of three deans, seven faculty members (including several with administrative appointments) and a representative of the Staff Affairs Committee. For a complete list of members, please see the opposite side of this sheet.

**Why is there no one from the Division of Enrollment Management or the Office of Research and Economic Development on the task force?** President Nellis asked the task force to provide a fresh perspective on the inter-relationship between funded research and enrollment. Representatives of those two offices will meet with the task force about their goals, resources and initiatives.

**How is the committee approaching its task?** The task force gathered historical data about enrollments and sponsored research at the University of Idaho and similar data from our peer institutions. It also reviewed our institutional mission to assure that the University continues to fulfill our responsibility to the citizens of Idaho. It now is identifying potential changes in key university characteristics that are central in addressing the 2020 goals, such as the profile of the student body (graduate vs. undergraduate, in-state vs. out-of-state, Moscow vs. state wide centers) and the mix of faculty (teaching, research and creative, outreach and engagement).

**What types of recommendations will the task force make?** The task force will not make specific recommendations of particular actions the University should take. Instead, it will give President Nellis and senior administrators a model of key variables that will be important to consider and several scenarios using the model for the university’s future direction. These scenarios will inform how to achieve enrollment and research goals in ways that sustain growth and enhance quality.

**What about programs that don’t generate high enrollment or attract large research grants?** The task force recognizes the wide breadth of scholarly and creative activities at the University of Idaho, including research that is not supported by external grants. It also acknowledges that enrollment growth at the undergraduate level will increase demand for General Education courses, as well as additional student services to assure successful retention and higher graduation rates. The task force will not recommend expansion, contraction or elimination of particular programs.

**When will the task force complete its work?** The task force plans to submit a completed model with several reasonable scenarios by the end of spring semester.

**Will there be opportunities for the faculty and staff to respond to the scenarios?** Co-chairs Smith and Ickes will report the Faculty Senate at its March 19 meeting and welcome comments and questions.
2020 Task Force Members

Bob Smith, Chair
Keith Ickes, Co-Chair
Alison Johnson, Administrative Support

Kenton Bird
Mary Ellen Brewick
Sanford Eigenbrode
Larry Forney
Paul Joyce
John Lawrence
Kurt Pregitzer
Cathy Roheim
Larry Stauffer
Debbie Storrs
Donn Thill
2020 Task Force
Phase I Progress Report

March 18 & 19, 2013

2020 Goals

• A system-wide enrollment of 16,000 students
• A 50% increase in research expenditures (~$150 million per year)
• Subject to
  – Sustainable growth
  – Enhanced quality
  – Minimum additional State resources
2020 Approach - Considerations

- Historical data to inform the nature of the required transition
- Peer data to inform the feasibility/sustainability of the required transition
- Institutional mission to ensure the required transitions fulfill our responsibility to the citizens of the state
  - Wide breath of faculty research and creative activities with differing expenditure profiles
  - Increased demand and support for general education courses to service increased enrollment
  - Additional student support services to ensure successful retention

2020 Approach - Modeling

- Target changes in key university characteristics
  - Student body profile
  - Faculty mix
  - Research and creative activities
- Link changes in enrollment, faculty, and research & creative activities
  - Revenues (e.g., tuition, F&A)
  - Costs (e.g., new faculty, infrastructure)
Data Sources

Enrollment
- Common Data Sets
- Institutional Research & Assessment
- Peer Institutions

Research
- National Center for Science and Engineering Statistics
- Expenditures Recalculated in 2009 $
**Historic Research Expenditures**

- Past efforts to accelerate expenditure growth yielded short-term changes but not long-term sustainability
  - Culture & Climate
  - Faculty Retention
  - Fiscal Sustainability

**Current Enrollment & Expenditures**

- Differential missions of colleges result in differing relative contributions to teaching and research expenditures
- A few investigators serve as catalyst for funded research
- The bulk of research expenditures across the country (>90%) are in STEM related disciplines
Key University Characteristics

- **Student Enrollment**
  - Undergraduate, Graduate, Professional
  - Degree Seeking, Other
  - Full-time, Part-time
  - In-State, Out-of-State
  - STEM, Other

- **Faculty**
  - Student:Faculty Ratio
  - Teaching, Research, Both
  - STEM
  - Teaching Assistants

- **Research**
  - Expenditures by College
  - Expenditures per Faculty and Type
  - Expenditures per STEM Faculty, Other
  - Fraction of Grant Active Faculty
  - Effective F&A Rates

Data is often not readily available

Key Model Parameters

- **Fraction FT Undergraduate Students (88±2%)**
- **Fraction Out-of-State Undergraduate Students (29±5%)**
- **Fraction Non-Degree Students (10±2%)**
- **Fraction Graduate Students (22±2%)**
- **Fraction FT Graduate Students (50±3%)**

- **Law & WWAMI Enrollment**
- **Fraction Full Time Faculty (80±2%)**
- **Student Faculty Ratio (17.8±1.3)**
  - *SENRALS (12.7±0.9)
  - **BEELASSAA (24.6±1.8)**
- **Per Faculty Research Expenditures ($152±17K)**
  - *SENRALS ($223±25K)
  - **BEELASSAA ($56±6K)

*Colleges of Science; Engineering; Natural Resources; and Agriculture & Life Sciences - Surrogate for STEM
**Colleges of Business & Economics; Education; Letters, Arts & Social Sciences; Art & Architecture
### Coupled Enrollment - Research Model

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2020</th>
<th>Difference</th>
<th>2012</th>
<th>2020</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Headcount</td>
<td>12,312</td>
<td>16,000</td>
<td>3,688</td>
<td>73%</td>
<td>22%</td>
<td>51%</td>
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<td>Undergraduate Students</td>
<td>9,586</td>
<td>12,480</td>
<td>2,894</td>
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<td>Graduate Students</td>
<td>2,726</td>
<td>3,520</td>
<td>794</td>
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<td>Student FTE</td>
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<td>12,416</td>
<td>1,928</td>
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<td>Undergraduate FTE</td>
<td>2,610</td>
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<tr>
<td>Student - Faculty Ratio</td>
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<td>18</td>
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<td>Faculty FTE</td>
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<td>701</td>
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<td>Grant Active Faculty (GAF) FTE</td>
<td>295</td>
<td>54%</td>
<td>377</td>
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<tr>
<td>Total Faculty (less Law and WWAMI)</td>
<td>677</td>
<td></td>
<td>809</td>
<td>132</td>
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<tr>
<td>Full Time Faculty</td>
<td>544</td>
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<td>647</td>
<td>103</td>
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<tr>
<td>Part Time Faculty</td>
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<td>162</td>
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<td>NSF Expenditures (2009 K$)</td>
<td>91,864</td>
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<td>114,322</td>
<td>22,458</td>
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<td>Expenditures (2009 K$) per Faculty FTE</td>
<td>156$</td>
<td></td>
<td>163$</td>
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<tr>
<td>Expenditures (2009 K$) per SENRALS FT E</td>
<td>229$</td>
<td></td>
<td>222.8$</td>
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### Path Forward

- **Developing scenarios (April)**
  - Default - bigger but the same
  - Increased fraction of dual enrollment, part-time graduate students, online programs
  - Move toward peer average undergraduate enrollment fraction with increased STEM enrollment
  - Decoupling enrollment growth from research growth
  - Other scenarios
- **Complete models (May)**
  - Several example scenarios
  - Recommendations on path forward to engage the larger university community in refining and implementing 2020 goals and strategies