University of Idaho
2013-2014 FACULTY SENATE AGENDA

Meeting #21

3:30 p.m. - Tuesday, March 25, 2014
Brink Hall Faculty-Staff 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 2013-14 Faculty Senate Meeting #20, March 11, 2014 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • WWAMI (Cloud)
   • Fresh Air Campus Challenge (Molly Reece/Heidi Henson)

VI. Committee Reports.
UCC:
   FS-14-034: UCC-14-055 – Online Teaching Endorsement (Wappett)(vote)
   FS-14-035: UCC-15-056 – Final Exam Schedule (Hubbard)(vote)

Committee on Committees: (Ytreberg)
   FS-14-032: FSH 1640.93 – University Judicial Council (vote)
   FS-14-041: FSH 1620 – University-Level Committees (vote)
   FS-14-033: FSH 1640.53 – Honors (vote)

University Judicial Council: (Shook)
   FS-14-031rev: FSH 2200 – Statement of Student Rights (vote)
   FS-14-001rev: FSH 2300 – Student Code of Conduct (introduce)

Faculty Affairs: (McDaniel)
   FS-14-036: FSH 1565 – Ranks & Responsibilities (introduce)
   FS-14-037: FSH 1590 – Unit By-laws (introduce)
   FS-14-038: FSH 3320 – Annual Evaluation (introduce)
   FS-14-039: FSH 3560 – Promotion (introduce)
   FS-14-040: FSH 3570 – Professional Portfolio (introduce)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Trish Hartzell, Chair 2013-2014, Faculty Senate
Attachments: Minutes of 2013-2014 FS Meeting #20
            FS-14-001rev, FS-14-031 through 041
University of Idaho  
Faculty Senate Meeting Minutes  
2013-2014 Meeting #20, Tuesday, March 11, 2014

Present: Stevenson for Aiken (w/o vote), Awwad-Rafferty, Bretthauer for Baillargeon, Bird, Brandt, Cobb, Couture (Boise), Eckwright (w/o vote), Flores, Frey, Gunderson, Hartzell (chair), Karsky, Latrell, Miller, Murphy, Ostrom, Shook for Pendegraft, Perret, Pregitzer, Safaii, Smith, Stoll, Stuntzner (Coeur d’Alene), Ytreberg  
Absent: Davis, Manic, Morra, Qualls, Wolf  
Guests: 5

A quorum being present, Senate Chair Hartzell called the meeting to order at 3:31pm.

Minutes: It was moved and seconded (Karsky, Cobb) to approve the minutes of meeting #19. Motion carried.

It was moved and seconded (Frey, Smith) to amend the agenda which requires a 2/3rd majority vote of the senate, quorum present, to add policy items. Ron Smith, Vice President for Finance and Administration, and Greg Walters, Executive Director of Human Resources, requested a postponement because Mr. Smith was unable to attend today. Motion carried unanimously.

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

- Senator Jane Baillargeon has been hospitalized and she is in very grave condition. Please keep her in your thoughts.
- Chair Hartzell and representatives from the offices of general counsel, dean of students and faculty secretary met with members of the University Judicial Council (UJC) last Friday to continue work on the Student Code of Conduct. Some of those documents are on the senate agenda today.
- The tobacco task force met today. Efforts to develop a tobacco-free or smoke-free policy may be viewed as an extension of the “healthy campus campaign,” e.g., healthier foods offered at the food court and in vending machines.
- Molly Reece and Heidi Henson will be in Moscow on March 25 for the Health Fair and tobacco litter clean up event.

Provost’s Report. Vice Provost Stevenson reported on the following items:

- Please note midterm grades deadline is Monday, March 17. Be sure to post grades so students may check their progress in courses.
- This is the time of year when discussions should begin in departments about program assessment, student learning and success. We use this information to continually refine academic programs. Spring 2015 is our next regional accreditation visit and the accreditors will look into our system and review our work.
- UI’s tuition fee request for 2014-15 has been set and we are requesting a 4.7% increase in resident tuition and fees, a 3.6% increase in non-resident tuition. These requests will be considered at the Board of Regents meeting in Moscow on April 16-17. Vice Provost Stevenson will check on when these rates, if approved, become effective (Summer 2014 or Fall 2014).
- Moscow Human Rights Commission is sponsoring the program “Coming Face-to-Face with Hate” at the 1912 Center on Wednesday, March 12.
FS-14-028: FSH 2400 – Student Judicial System.
FS-14-029: FSH 2450 – Appeals to Faculty Senate in Disciplinary Cases.
FS-14-030: FSH 2350 – Sexual Harassment & Sexual Violence Pertaining Specifically to Students.

Chair Hartzell invited Professor Steve Shook, chair of the University Judicial Council (UJC), to speak about latest recommended changes to the Student Code of Conduct. Three of the documents have circulated multiple times – FSH 2305, 2400 and 2450. The working group met last Friday and recommended the following changes to FSH 2305:

- Include language regarding availability of some sort of visual medium for students not in Moscow [A-1-g];
- Remove language referencing the use of regular mail for student notifications [C-1-d-(1); C-2-a; C-8-b]. Notifications will be made only by email. All students receive an email address when they are accepted by UI.
- Take portions that remained in FSH 2350, sexual harassment and sexual violence, and add them to FSH 2305. With the exceptions of A-1-d and A-1-g, these are all highlighted portions of draft FSH 2305 and are required language for Title IX compliance. FSH 2350, 2400 and 2450 will eventually be eliminated and will all be embedded in FSH 2305.
- Leave “days” as throughout the document and not change to “working days” since the term “days” is defined at the beginning of the document.

Professor Shook, Chair Hartzell, Craig Chatriand, associate dean of students and Guilherme “G” Costa, associate general counsel, responded as follows to senator’s questions and comments:

- “Shall” and “will” have different meanings and perhaps “shall” should be used in the document to express a command. Chair Hartzell explained that there was a specific desire to get away from using “shall” in some cases. Mr. Costa added that the use of “will” offers some flexibility because it provides the same intention as “shall” yet it softens the command.
- Some students within ASUI, as well as others, do not like the fact that email will be the only method of contact with students. Students who are on a military deployment, for example, may go eight months without email availability. There are some extenuating circumstances and restricting contact with students to email places an onus on students. Mr. Chatriand replied by asking what is a reasonable expectation for the university when contacting students? UI has used certified mail, but that has not been very effective – students have refused to accept certified mail coming from the UI’s dean of students’ office. If we add “extenuating circumstances” language, who determines those circumstances? We do everything we can and we make every reasonable effort to contact students. When we go to the conduct board we usually explain what we have done in order to contact the student. Professor Shook added that email is the official mode of contact with students. Chair Hartzell said that if we do not hear back from a student within a window of time, there would be other attempts made to contact that student. Both the dean of students’ office and UJC are fairly accommodating when it is clear that there is a situation where a student did not receive notice. We added the language “exceptions may be made for extenuating circumstances” in response to concerns about interviews, meetings and hearings. That philosophy applies to the email response, as well. Mr. Costa then said that under current policy if the dean of students can show UJC that the student was given proper notice, then the hearing has taken place – whether the student was present or not. The key is that notice is provided. There are several problems with adding language about “extenuating circumstances”: we will need to define this term; and there are students who will say that they did not see the email and they will use “extenuating circumstances” to excuse themselves. Mr. Costa also supports the suggestion that
students who leave the university should provide an email or other address to enable financial aid, registrar or other offices to contact the student, if needed. Chair Hartzell suggested that perhaps this could be addressed in the Statement of Student Rights.

- Has this document been approved by the dean of students office? Yes.

Senators suggested the following minor changes to FSH 2305:

- A-1-h: remove colon and (i) in the third bulleted item.
- C-1-d: remove colon and (1); place phrase beginning with “2 days after ...” immediately following the word “than.”
- Remove upper-case on “Advisor.”

It was moved and seconded (Awwad-Rafferty, Bird) to approve FSH 2305. Motion approved, 21-0.

Professor Shook then said that FSH 2400 and FSH 2450 have been completely integrated into FSH 2305 and have been redlined in the working drafts. FSH 2305 (a place-holder number) will become the new FSH 2400. Also, changes to FSH approved by senate, university faculty and the president will go into effect on July 1, 2014.

It was moved and seconded (Cobb, Awwad-Rafferty) to approve removing FSH 2400 from the handbook. Motion carried, 21-0.

It was moved and seconded (Cobb, Miller) to accept the redlined version of FSH 2450. Motion carried, 21-0.

Professor Shook next introduced FSH 2350. He said that this policy was enacted in March 2012 as part of Title IX compliance. This has now been integrated into FSH 2305. Chair Hartzell added that this would be voted at senate after spring break.

Professor Shook then spoke about FSH 2200, statement of student rights. We have removed disciplinary process and put it into FSH 2305. We have removed references to student rights that already exist regardless of whether they are stated in this document, or not, e.g., FERPA (Family Educational Rights and Privacy Act) rights. Chair Hartzell noted there had been some discussion about removing “No disciplinary regulation shall discriminate against any student because of race, color, national origin, religion, sex, sexual orientation, age, veteran status or disability ...” as currently found in Section 3, #3, but students want this to be included in the policy. Mr. Costa said that FSH 1460-A-2 provides the hierarchy of laws governing university policies, including federal and state laws, and regents’ policies. FSH 3200, FSH 3210 and FSH 3215 address nondiscrimination. It seems unnecessary to restate it here because we have multiple layers of protection via laws and policies and there is no need to be ultra-redundant. Chair Hartzell said the working group decided to keep this language because students wanted it there. Senators made the following points:

- Use “gender” (as opposed to “sex”) in the nondiscrimination list.
  - FSH 3200 uses the term “sex” rather than “gender” and we may want to modify that language, too.
- Would it be possible to put this information in the preamble: “… same inalienable rights as other citizens under the constitution”?
- Most protections listed in the U.S. Bill of Rights apply to all people who are here legally with the exception of the right to keep and bear arms.
• Sometimes foreign students do not realize that the constitution applies to them.
• Perhaps we could include a statement that says “we will not discriminate against anyone based on characteristics found in ...” and point to another place in the handbook where it is spelled out fully.
• The student code of conduct should be as clean and accurate as possible and by including a list of groups we do not discriminate against we could be creating a recipe for future problems. The cross-references that we are suggesting can only shrink their rights; they will not make them greater.
• We could add a non-specific sentence such as “No disciplinary regulation shall discriminate against any student” with no cross-references or lists.

Mr. Costa said that if we want to include something about nondiscrimination in FSH 2200, please do not repeat the substance of other policies. Rather, use language such as this: “All laws and policies on anti-discrimination/non-discrimination apply” and possibly include links to other UI policies (although there is a danger in doing this).

Chair Hartzell then reported the following from the senate subcommittee on faculty evaluations:
• On behalf of the subcommittee, Patti Heath, provost’s office, asked departments and units to provide the subcommittee with their evaluation criteria for defining how to get 3s, 4s or 5s.
• Of the responses received, only the College of Education has well-defined criteria.
• Chair Hartzell will send the College of Education’s criteria to senators to take back to their unit heads. We will suggest to the provost that this is something that all unit heads should be doing.
• We also collected data from some other universities.
  o Some use “meets expectations” or “exceeds expectations” – the same verbiage used by UI but without numbers assigned to them.
  o Some universities used a 1-10 scale while others used a system similar to ours (with a “3” being equated with a grade of “C” by some faculty).
  o One university focused on evaluating non-tenured faculty and after tenure did not spend as much time on tenured faculty evaluation.
• One suggestion for change is to have faculty negotiate their position descriptions with unit heads and whatever is agreed upon would equal 100%.
  o If a faculty member achieves less than what is agreed upon, she/he would receive less than 100%.
  o If the faculty member achieves more than what is agreed upon, she/he would receive more than 100%.
  o The overall scale could be 50%-150%.
• Another issue that we have considered is putting advising in a separate category, rather than combining it with teaching.

Senators made the following points:
• I would urge that rubrics should be done at the college level and not at the department levels. There is potential for wide variation from department-to-department and we need consistency at the college level.
• College of Natural Resources (CNR) has talked about using internal peer-review committees for annual reviews at the department or college level.
• The “100%” proposal and our current system are missing the idea of the qualitative evaluation of work. For example, two faculty members may be chairs of committees but one may put a great deal more effort into chairing a committee than the other. The same could be true for scholarship.
The current system does not encourage faculty to include aspirational things that they might fail at, on their position descriptions.

- We are trying to make administrators evaluate on objective and measureable things, which involves checking off boxes. Aspirational things could be taken into account on evaluations if the people doing the evaluations have the freedom to do so. We need to work with administrators to allow for this.
- It is important for faculty to take control of this process. For example, at UC-Berkeley the administrators do not make tenure decisions. Those decisions are made by the faculty and the quality is high.
- This issue is affecting morale and we need to engage everyone in the discussion including department heads, program directors, and so on.
- We could assign points or come up with a rubric system for certain activities. A point system does take into account quantity and quality.
- There is always someone who judges. Any kind of rubrics become extremely thorny, even within departments and disciplines there are many variations as to where publications are placed, conferences and so on.
- The evaluation process for unit administrators does not adequately represent the time and quality that goes into the annual reviews of their faculty.
- Do all universities do position descriptions and annual reviews on a calendar year basis? We crowd a lot of administrative duties into November 15 – February 15. There are probably historic reasons for doing this including money for merit increases, but it seems odd that our faculty work on an academic year contracts and yet their position descriptions and their reviews are based on a calendar year.
- It does not make sense that we develop the position descriptions separately from the annual evaluation – it seems that these should be linked. The evaluation process should look at what a faculty member has done before another position description is written for the following year.
- Could we create a position description that includes two columns: one column labeled “expectations” and the other is labeled “aspirations”?
- The evaluation process has to do with how we value one another. The process we use is less important than the philosophy behind the process. We need to evaluate rather than criticize.

Chair Hartzell thanked senators for their good ideas and said the subcommittee will continue with its work.

**Adjournment:** It was moved and seconded (Miller, Smith) to adjourn at 4:59pm. Motion carried.

Respectfully submitted,

Gail Z. Eckwright  
Secretary to Faculty Senate and Faculty Secretary
Join colleges and universities from throughout the Pacific Northwest to develop a smoke- or tobacco-free policy.

TAKE THE FRESH AIR CAMPUS CHALLENGE!

WHAT IS THE FRESH AIR CAMPUS CHALLENGE?

The Fresh Air Campus Challenge is a first-of-its-kind, region-wide effort to engage all colleges and universities throughout the Pacific Northwest to develop and implement a smoke- or tobacco-free campus policy.

Across the nation, growing numbers of campuses are going smoke- or tobacco-free. This Challenge brings together college campuses and local, state, and federal tobacco control programs in a unique partnership to help ensure that all institutions of higher education in Alaska, Idaho, Oregon, and Washington begin that process by the end of 2014. Our ultimate goal is for all campuses to be 100% smoke- or tobacco-free by 2016.

WHY SHOULD MY COLLEGE CAMPUS BE SMOKE- OR TOBACCO-FREE?

College campuses are communities where people of all ages learn and work. They have a unique opportunity and responsibility to provide a safe community and a foundation for healthful living long after students leave.

The college years are a time of increased risk for smoking initiation and transition from experimental to regular tobacco use. In fact, 99% of all regular smokers start by the age of 26. Experience has shown that 100% smoke-free policies effectively reduce tobacco use by preventing initiation and making it easier for smokers to quit. Smoke- and tobacco-free college campus policies specifically decrease smoking rates and positive attitudes toward tobacco use.

Campuses that adopt 100% smoke- or tobacco-free campus policies report additional benefits:

- Savings on institutional spending associated with fire damage, cleaning, and maintenance costs
- Reduced medical insurance costs
- Campus beautification and improved professional image of campus

By adopting a smoke- or tobacco-free policy, your campus can make an enormous impact on the life-long health of the students, faculty, and staff that live, learn, and work at your college or university.

Protect Health

Tobacco use is the leading cause of preventable death and disease in the United States. Secondhand smoke alone kills an estimated 49,400 non-smoking adults in the United States each year.

Join the Trend

As of January 2013, at least 1,130 campuses in the United States had 100% smoke- or tobacco-free campus policies, a sharp increase from 420 campuses in 2010.
HOW TO BECOME A FRESH AIR CAMPUS

College and university leaders can sign up for the Challenge by completing the commitment form at http://bit.ly/FreshAirCampus. Campuses will fall into one of three categories based on their current level of activity:

Fresh Air Bronze Campus - Campuses just getting started on a smoke- or tobacco-free initiative. Activities may include:
- Forming a campus tobacco taskforce
- Assessing the tobacco-related issues on campus
- Developing an action plan

Fresh Air Silver Campus - Campuses currently working on a smoke- or tobacco-free initiative. Activities may include:
- Educating campus members about the need for and benefits of a smoke- or tobacco-free campus policy
- Drafting a smoke- or tobacco-free policy
- Implementing a smoke- or tobacco-free policy

Fresh Air Gold Campus - Campuses that have already adopted and implemented a 100% smoke- or tobacco-free campus policy will automatically receive Gold-level status. Gold campuses can also sign up for the Challenge as a Fresh Air Mentor Campus and assist other colleges and universities by sharing lessons learned, tools, and experiences by completing the commitment form.

SUPPORT FOR CAMPUS PARTNERS

Fresh Air Campuses will have access to resources and technical assistance from local, state, and federal tobacco prevention and control experts. This includes educational materials and toolkits, as well as guidance from Fresh Air Gold Campus Mentors that have already adopted a policy.

The Fresh Air Campus Challenge is a collaboration of the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health, Region X and the Tobacco Prevention and Control Programs of Alaska, Idaho, Oregon, and Washington, and is endorsed by:

JOIN THE FRESH AIR CAMPUS CHALLENGE TODAY!

To learn more, visit www.nwcphp.org/Fresh-Air-Campus or contact Molly Reece at Molly.Reece@hhs.gov.

1 http://www.cdc.gov/tobacco/data_statistics/sgr/2012/index.htm
4 http://www.cdc.gov/tobacco/data_statistics/fact_sheets/index.htm
5 http://www.no-smoke.org/goingsmokefree.php?id=447
CAMPUSSES THAT HAVE JOINED THE FRESH AIR CAMPUS CHALLENGE

- Alaska
  - Alaska Job Corp
  - Ilisagvik College
  - University of Alaska Anchorage

- Oregon
  - Concordia University
  - Eastern Oregon University
  - Oregon State University
  - Pacific University – Health Professions Campus
  - Portland State University
  - Tillamook Bay Community College
  - Tongue Point Job Corps
  - University of Oregon

- Idaho
  - Brigham Young University – Idaho
  - Carrington College – Boise
  - College of Southern Idaho
  - Idaho State University (8 campuses)
  - Northwest Nazarene

- Washington
  - Edmonds Community College
  - Everett Community College
  - Green River Community College
  - Pacific Lutheran University
  - Seattle University
  - Walla Walla Community College
  - Washington State University – Tri-Cities
  - Wenatchee Valley College

100% SMOKE- OR TOBACCO-FREE CAMPUSSES (GOLD CAMPUSES)

- Alaska
  - Alaska Bible College
  - Alaska Bible Institute
  - Alaska Job Corps Center
  - Wayland Baptist University

- Idaho
  - Brigham Young University – Idaho
  - Carrington College – Boise
  - College of Southern Idaho
  - Idaho State University (8 campuses)
  - Northwest Nazarene

- Oregon
  - Birthingway College of Midwifery
  - Chemeketa Community College
  - Corban University
  - East West College
  - Eastern Oregon University
  - George Fox University (2 campuses)
  - Maitripa College
  - Mt. Hood Community College
  - Multnomah University
  - National College of Natural Medicine
  - New Hope Christian College
  - Northwest Christian University
  - Oregon Coast Community College (3 campuses)
  - Oregon College of Oriental Medicine
  - Oregon Health & Science University
  - Oregon Institute of Technology
  - Oregon State University – Corvallis
  - Pacific University – Health Professions Campus

- Washington
  - Corban University School of Ministry
  - Everett Community College
  - Green River Community College (4 campuses)
  - Lower Columbia College
  - Moody Bible Institute
  - Northeastern University – Seattle
  - Northwest University
  - Pacific Lutheran University
  - Pacific Northwest University of Health Sciences
  - Seattle Pacific University
  - South Puget Sound Community College
  - Walla Walla University
  - Washington State University Spokane – Riverpoint campus
  - Washington State University – Vancouver
  - Wenatchee Valley College

+ Tobacco-free Campus
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The Fresh Air Campus Challenge is a first-of-its-kind, region-wide effort to engage all colleges and universities throughout the Pacific Northwest to develop a smoke- or tobacco-free campus policy.

Across the nation, growing numbers of campuses are going smoke- or tobacco-free. This Challenge brings together college campuses and local, state, and federal tobacco control programs in a unique partnership to help ensure that all institutions of higher education in Alaska, Idaho, Oregon, and Washington begin that process by the end of 2014. By adopting a smoke- or tobacco-free policy, your campus can make an enormous impact on the life-long health of the students, faculty, and staff that live, learn, and work at your college or university.

WHAT IS THE GOAL OF THE CHALLENGE?

The ultimate goal is for all college and university campuses in Alaska, Idaho, Oregon, and Washington to be 100% smoke- or tobacco-free by 2016.

WHAT IS MY CAMPUS COMMITTING TO BY SIGNING UP?

By taking the Challenge, your campus is committing to conduct a minimum of two meaningful activities by the end of 2014 that move your campus toward a 100% smoke- or tobacco-free policy. What type of activities you undertake depends on how far along your campus is in developing a policy at the time you join the Challenge. Depending on the level of activity, your campus will join the Challenge as a Bronze, Silver, or Gold campus.

WHAT IS THE DIFFERENCE BETWEEN BRONZE, SILVER, GOLD, AND GOLD CAMPUS MENTORS?

Campuses joining the commitment will fall into one of three categories: Bronze, Silver, or Gold. Categories are based on the level of existing smoke- or tobacco-free activities taking place on campus, and the recommended activities that each campus agrees to conduct by the end of the 2014 calendar year. For example:

- Bronze Campuses are just getting started on a smoke- or tobacco-free initiative. With help from technical assistance (TA) providers and Gold Campus Mentors, Bronze Campuses commit to conduct at least two activities by the end of the 2014 calendar year, such as:
  - Forming a campus tobacco taskforce to lead efforts toward becoming smoke- or tobacco-free
  - Assessing tobacco-related issues on campus, potentially including surveys or stakeholder interviews
  - Drafting an action plan with key activities and a proposed timeline

- For example, University X administration has received numerous complaints about smoking on campus. They have been unsuccessful in alleviating the problem. University administrators can join this Challenge as a Bronze Campus and commit to forming a taskforce to assess tobacco issues on campus, research how other universities have addressed the problem, and come up with a plan for how to move forward.
Silver campuses are currently working towards a policy. With help from technical assistance providers and Gold Campus Mentors, Silver Campuses commit to conduct at least two activities by the end of the 2014 calendar year, such as:

► Any Bronze level activity
► Educating campus members about the need for and benefits of a smoke- or tobacco-free campus policy, potentially to include materials, emails, and forums
► Drafting a smoke- or tobacco-free policy and presenting it for vote to the appropriate decision-making body
► Implementing a smoke- or tobacco-free policy

Gold campuses have a 100% smoke- or tobacco-free campus policy currently in place. These campuses will automatically receive Gold level status upon implementation of their smoke- or tobacco-free policy.

Fresh Air Gold Campus Mentors commit to assisting Bronze and Silver Campuses by participating in technical assistance activities, including

► Providing direct assistance to a peer institution on a specific topic (e.g. enforcement, cessation programs, policy change process, etc.)
► Presenting information about their policy change on a webinar or conference call
► Actively participating and sharing information from their policy change process on the Challenge’s online collaborative site

HOW MUCH WORK IS INVOLVED IN GOING SMOKE- OR TOBACCO-FREE?

Adopting a smoke- or tobacco-free policy takes time and planning—but the work is often shared among a taskforce of engaged campus advocates. Depending on the campus, it may take one to two years by the time an official policy is developed, voted on, and/or implemented by campus administration. That's why starting now and using a thoughtful process—including developing a taskforce, drafting an action plan, and conducting outreach and education about the intent and benefits of the new policy—is so important. By joining the Fresh Air Campus Challenge, you will receive technical assistance on the specific steps to going smoke- or tobacco-free.

WHAT DOES A SMOKE- OR TOBACCO-FREE CAMPUS POLICY ENTAIL?

A 100% smoke- or tobacco-free policy prohibits the use of any smoke emitting and/or tobacco products anywhere on campus property at all times. Policies typically include the following information:

► The definition of smoking and tobacco products (e.g. smokeless products, hookah, e-cigarettes)
► Where smoking and tobacco use is prohibited (e.g. Student housing, parking lots, campus vehicles)
► Who the policy applies to (e.g. students, faculty, staff, visitors)

Some policies also prohibit the promotion of tobacco products anywhere on campus and in campus publications.

Keep in mind that policy work is about more than simply passing and implementing a policy. A successful policy change process includes strong education and outreach to prepare the campus for the policy change, and tobacco cessation services and information to support tobacco users who want to quit.

Example: Silver Campus

For example, College Y has a small group of students and staff advocating for a smoke-free campus policy. They have already conducted surveys and are educating the campus about the benefits of a smoke-free campus policy. Campus administrators can sign onto this Challenge as a Silver Campus and commit to supporting the group's efforts by designating additional staff and faculty to serve on the taskforce and charging them with making tobacco use policy recommendations.

Tip for Completing the Challenge Commitment Form

When selecting which two activities your campus will undertake, you will be able to choose from a list of recommended activities, propose your own, or request assistance in determining what activities would best suit your campus.
DO SMOKE- AND TOBACCO-FREE CAMPUS POLICIES REALLY IMPROVE HEALTH?

Both smoke- and tobacco-free campus policies can have a tremendous impact on the health of an entire campus community. Research shows that these policies both prevent and decrease tobacco use. That’s because the college years are a time of increased risk for smoking initiation and transition from experimental to regular tobacco use. In fact, 99% of all regular smokers start by the age of 26.

A 100% smoke-free policy effectively reduces tobacco use by preventing initiation and making it easier for smokers to quit, and smoke- and tobacco-free college campus policies specifically decrease smoking rates and positive attitudes toward tobacco use.

There is no safe level of exposure to secondhand smoke according to the Surgeon General. People with asthma and other health problems can be sensitive to even small amounts of secondhand smoke and should not be required to walk through a cloud of smoke as part of their learning experience.

WHAT’S THE DIFFERENCE BETWEEN GOING 100% SMOKE- OR TOBACCO-FREE?

A "smoke-free" policy prohibits any product that emits smoke from being used anywhere on campus, both indoors and out, at all times, by everybody.

A “tobacco-free” policy prohibits any tobacco product and any product that emits smoke from being used anywhere on campus, both indoors and out, at all times, by everybody.

Both smoke- and tobacco-free campus policies will positively impact on the health of your campus. Tobacco-free policies ultimately have the greatest impact on the short- and long-term health of students, faculty, and staff by serving as a more comprehensive barrier to the marketing of tobacco products that don’t need to be smoked. Of the colleges and universities that have already implemented a policy in the Pacific Northwest, 46 out of 66 have chosen to be tobacco-free.

“In addition to causing direct health hazards, smoking increases costs to the university through increased fire and medical insurance costs, potential fire damage, cleaning and maintenance costs, and costs associated with absenteeism and health care.”

- Dr. Robert Kelly, President, University of North Dakota (tobacco-free since October, 2007)
WHAT OTHER COLLEGE CAMPUSES HAVE GONE SMOKE- OR TOBACCO-FREE?

The ultimate goal is for all college and university campuses in Alaska, Idaho, Oregon, and Washington to be 100% smoke- or tobacco-free by 2016.

The American College Health Association created a position statement on tobacco use policies, encouraging colleges and universities to achieve 100% indoor and outdoor campus-wide tobacco-free environments. As of January 2013, at least 1,130 campuses in the U.S. had 100% smoke- or tobacco-free campus policies, a sharp increase from 420 campuses in 2010.

Currently, at least 66 campuses throughout the Pacific Northwest have already gone smoke- or tobacco-free (+ sign indicates a tobacco-free campus):

- **Alaska**
  - Alaska Bible College +
  - Alaska Bible Institute +
  - Alaska Job Corps Center +
  - Wayland Baptist University +
- **Idaho**
  - Brigham Young University – Idaho +
  - Carrington College – Boise
  - College of Southern Idaho
  - Idaho State University (8 campuses)
  - Northwest Nazarene +
- **Oregon**
  - Birthingway College of Midwifery
  - Chemeketa Community College
  - Corban University +
  - East West College +
  - Eastern Oregon University +
  - George Fox University (2 campuses) +
  - Maitripa College
  - Mt. Hood Community College +
  - Multnomah University +
  - National College of Natural Medicine
  - New Hope Christian College +
  - Northwest Christian University +
  - Oregon Coast Community College (3 campuses) +
  - Oregon College of Oriental Medicine +
  - Oregon Health & Science University +
  - Oregon Institute of Technology +
  - Oregon State University – Corvallis
  - Pacific University – Health Professions campus +
  - Portland Community College – Cascade campus +
- **Washington**
  - Corban University School of Ministry +
  - Everett Community College +
  - Green River Community College (4 campuses) +
  - Lower Columbia College +
  - Moody Bible Institute +
  - Northeastern University – Seattle
  - Northwest University +
  - Pacific Lutheran University +
  - Pacific Northwest University of Health Science +
  - Seattle Pacific University
  - South Puget Sound Community College +
  - Walla Walla University +
  - Washington State University Spokane – Riverpoint campus +
  - Washington State University – Vancouver +
  - Wenatchee Valley College +

WHO IS THE CHALLENGE BEING ISSUED BY?

The Fresh Air Campus Challenge is supported by a broad coalition of local, statewide, and national tobacco prevention and control partners. Leading the effort are the Tobacco Prevention Programs of Alaska, Idaho, Oregon, and Washington and the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health, Region X.

The Challenge is also endorsed by the American College Health Association, American Lung Association, American Nonsmokers’ Rights Foundation, American Heart Association, and American Cancer Society.
WHAT KIND OF SUPPORT WILL MY CAMPUS GET FOR IMPLEMENTING A POLICY?

Fresh Air Campuses will have access to resources and technical assistance from local, state, and federal tobacco prevention and control experts. This includes educational materials and toolkits as well as guidance from Fresh Air Gold Campus Mentors that have already adopted a policy and can serve as mentors to campuses pursuing a policy.

WHO IS ELIGIBLE TO OFFICIALLY SIGN MY CAMPUS UP FOR THE CHALLENGE?

College and university leaders can sign up for the Challenge, including administrators, student government, staff and faculty senates, or members of the Boards of Trustees and Regents.

DO CAMPUSES THAT ATTEMPT TO ADOPT A POLICY TYPICALLY ENCOUNTER STRONG RESISTANCE FROM STUDENTS, FACULTY, OR STAFF?

A strong majority of students, faculty, and staff prefer a smoke- or tobacco-free policy. A 2007 survey of Oregon community college students revealed:

- Most students would prefer a smoke-free college
  - Two-thirds would prefer to attend a smoke-free college
  - Three-quarters (including a majority of smokers) say it is OK for colleges to prohibit smoking on campus
- Students are affected by secondhand smoke
  - One-third of students say they are exposed to secondhand smoke on campus every day
  - One in five say they have experienced an immediate health impact from exposure
- Most students don’t smoke
  - Four out of five college students surveyed don’t smoke
  - 59% of students who smoke said they tried to quit in the past year
  - Most students—including two-thirds of smokers—agree that even small amounts of secondhand smoke are hazardous to your health

However, there may also be opposition—sometimes in the form of letters to the editor of the campus newspaper, phone calls to the health or wellness office, classroom and residence hall discussions, and campus gossip. Joining the Challenge will provide campuses with tools and resources to respond to these questions and concerns.

DOESN’T A SMOKE- OR TOBACCO-FREE POLICY IMPEDE ON ANOTHER PERSON’S RIGHTS?

Everyone has a right to breathe clean air where they live, work, study, and play. Colleges and universities are responsible for providing a safe environment for campus students, staff, and visitors. Banning smoking protects everyone from secondhand smoke—a Class A carcinogen.

College and university officials have the right to regulate activity on campus that affects the health and safety of the community. A smoke- or tobacco-free policy does not prohibit students, faculty, or staff from using tobacco products—it simply prohibits their use on campus, where they can affect others’ reasonable enjoyment of community property.

Research shows that 70 percent of tobacco users want to quit. Smoke- and tobacco-free policies, coupled with quit support, can provide the resources and motivation people need to follow through on their goal of quitting tobacco.
HOW DO I GET MORE INFORMATION AND SIGN MY CAMPUS UP FOR THE FRESH AIR CAMPUS CHALLENGE?

To learn more, visit www.tobaccofreecampus.org/Fresh-Air-Campus or contact Molly Reece at Molly.Reece@HHS.gov.

College and university leaders can sign up for the Challenge by completing the commitment form at http://bit.ly/FreshAirCampus.

To connect with local, state, and national tobacco policy experts and other campuses that are working toward a smoke- or tobacco-free policy, join the Fresh Air Campus online community at http://www.phconnect.org/group/fresh-air-campus-challenge.

WHERE CAN I GO FOR ADDITIONAL TOOLS AND RESOURCES FOR SMOKE- AND TOBACCO-FREE COLLEGE CAMPUSES?

- Tobacco-Free College Campus Initiative (TFCCI): http://www.sph.umich.edu/tfcci/

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i  http://www.cdc.gov/tobacco/data_statistics/sgr/2012/index.htm


iv http://www.cdc.gov/tobacco/data_statistics/fact_sheets/index.htm


Public Health – Idaho North Central District (PHINCD) is located within Health District 2. We serve the counties of Clearwater, Idaho, Latah, Lewis and Nez Perce. Our mission is to prevent diseases, promote healthy lifestyles, and protect and prepare the public against health threats.

Project Filter is Idaho's Tobacco Prevention and Control Program. They are housed within the Idaho Department of Health and Welfare. Project Filter works to educate the public about the resources available to help individuals quit using tobacco. Project Filter contracts with Idaho’s seven Public Health Districts to address tobacco prevention and control at the local level, including PHINCD.

PHINCD and Project Filter can offer the following to assist with implementing a smoke-free or tobacco-free policy at the University of Idaho:

1. **Signage.** Project Filter will provide 100 metal signs for free. The cost of poles and/or installation is not included. Window clings and stickers are also available.

2. **Cessation Resources.** There are multiple resources available to help Idaho residents quit using tobacco.
   a. **1-800-QUIT-NOW:** Idaho residents can call the Idaho QuitLine to speak with a trained quit coach. They provide private counseling and support, advice on crafting a quit plan, skills to help break old habits, and help deciding which cessation products or medications may be beneficial. Idaho residents can also access 4 weeks of free Nicotine Replacement Therapy (gum, patch, or lozenge).
   b. **www.quitnow.net/Idaho:** Is a web-based quitting program. It helps tobacco users quit by offering a wide variety of tools. Idaho residents can also access 4 weeks of free Nicotine Replacement Therapy (gum, patch or lozenge).
   c. **Free local cessation classes:** PHINCD receives monies from the Millennium Fund to provide free cessation classes. The classes are offered throughout the Health District. In Moscow, Gritman Medical Center provides one-on-one sessions with a Certified Tobacco Treatment Specialist.

3. **Reimbursement for teaching cessation classes at U of I.** Most of the free cessation classes are provided by local contractors. Staff at U of I could be trained to teach classes for students and staff. The current reimbursement rate is $40 per participant, per session, up to $160/participant.

4. **Time, Research, Man Power.** Part of our work is dedicated to helping develop policies that protect non-smokers from second hand smoke. If U of I staff time is limited, we can provide the man power to help complete the project. We are here to offer support and guidance in any way possible.
TO: University Curriculum Committee

FROM: College of Education

RE: New Teaching Minor

DATE: March 5, 2014

The College of Education is requesting university approval of a new teaching endorsement.

Online Teaching

EDCI 581 Theoretical Foundations of Online Learning (3 cr)
EDCI 582 Online Course Design (3 cr)
EDCI 583 Open Education (3 cr)
EDCI 595 Practicum in Online Learning (3 cr)

Rationale:
As more teaching is moved to online and hybrid settings, it is essential that the Idaho teacher workforce is prepared to effectively teach online, and as a major preparer of Idaho teachers, the University of Idaho can greatly increase the online teaching competency of Idaho’s teacher workforce by implementing this program of study as an initial endorsement area for teacher education students or as an add-on endorsement area to practicing teachers.

This program of study would consist of four (4) three-credit hour Master’s level courses targeted at senior-level teacher education students and practicing teachers, which would address all necessary standards within a 12-credit hour program. By keeping the endorsement to 12-credit hours, students would be allowed to both complete the endorsement while enrolled as undergraduates (with senior status) and to apply coursework to a Master’s degree if desired.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for Online Teachers, and successful completion will exemplify their ability to teach effectively in online settings.
Fall Final Examination Schedule  
December 15-19, 2014

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

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• Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
• Online classes, which have in person finals, will have the final examination the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
• Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
• If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

**Spring Final Examination Schedule**
**May 11-15, 2015**

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

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If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

H - Final Examinations

H-1. The last five days of each semester are scheduled as a final exam week (two-hour exams) in all divisions except the College of Law. The following provisions apply:

H-1-a. No quizzes or exams may be given in lecture-recitation periods during the week before finals week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted.

H-1-b. Final exams or final class sessions are to be held in accordance with the schedule approved by the Faculty Council. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

H-1-c. The final exam time will be scheduled based on the lecture portion of a course. The final exam time is based on the meeting schedule of the course section, as it exists in the class schedule for that semester. If a class meets Monday, Wednesday, and Friday, for example, the final exam time will be based on the time the class is scheduled to meet on these days. If the meeting day(s) and/or time of the lecture portion of a course change during the semester the final exam time will be scheduled based on the first meeting time.

H-1-d. Where exams common to more than one course or section are required, they must be scheduled through the Registrar's Office and are regularly held in the evening.

H-1-e. Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.

H-1-f. Athletic contests are not to be scheduled during finals week.

H-2. Students who miss final exams without valid reason receive F's in the exams. Students who are unavoidably absent from final exams are required to present evidence in writing to the instructor to prove that the absence is/was unavoidable.

H-3. Instructors, with the concurrence of their departments, may excuse individual students from final exams when such students have a grade average in the course that will not be affected by the outcome of the final exam. In such instances, the grade earned before the final exam is to be assigned as the final grade.

H-4. Early final exams are permitted for students, on an individual basis, who clearly demonstrate in writing that the reasons for early final exams are compelling. Such requests require approval by the department and instructor of the course.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy) [3/09]

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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):** Sub-Committee UJC – Steve Shook

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**Policy Sponsor:** (If different than originator.) Committee on Committees Mar. 14, 2014

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**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.

To conform the UJC structure with changes to the student code of conduct package and to address the quorum requirements.

**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.
1620 (will require change to B-10), 2300, 2400

**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 # __UP-14-036__**

**Date Rec.:** _____________

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**Register: **
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**Policy Coordinator**

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**F&A Appr.:**

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UNIVERSITY JUDICIAL COUNCIL (UJC) STUDENT DISCIPLINARY REVIEW BOARD (SDRB)

A. FUNCTION. UI's student judicial disciplinary review system process for alleged violations of the Student Code of Conduct is established and maintained for the prosecution and handling of disciplinary matters concerning UI students (as "student" is defined in the preamble to the Statement of Student Rights [FSH 2400 A-1]). Any and all matters consistent with the Student Code of Conduct [FSH 2300] and the Statement of Student Rights [FSH 2200] are handled by the system review process under the rules and regulations out in FSH 2400.

B. STRUCTURE AND MEMBERSHIP. This committee board is broadly representative of the academic community. The council board consists of eleven members: (five faculty members, five undergraduate students and one graduate student). The faculty members are selected by the Committee on Committees. The five Undergraduate student members are appointed by the ASUI president with the advice and consent of the ASUI Senate. The graduate student is appointed by GPSA. To allow members to gather a greater history of and confidence in the administrative process, a two year term is recommended. To assure a quorum alternates are appointed to SDRB from a list of those who have previously served on the committee.

C. QUORUM. Five members constitute a quorum and a majority of those present shall decide a case. Five members, at least two of which must be students, constitute a quorum and a majority of those present shall decide a case. In case UJC SDRB is unable to convene a quorum as defined above, the ASUI president or the chair of the Faculty Senate may appoint persons to fill the designated student or faculty positions on a temporary basis. [ed. 7-09]

D. SPECIAL CONSIDERATION. Members serving on the University Judicial Council (UJCSDRB) should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, committee board members may need to be available for approximately two to four hours within as little as five days of a student being charged with a violation of the Student Code of Conduct. [add. 1-14]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

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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.”

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<tr>
<th>Originator(s):</th>
<th>Sub-Committee UJC – Steve Shook</th>
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I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

To conform to change in quorum requirements in University Judicial Council/Student Disciplinary Review Board which came about due to student code of conduct packet of policy changes.

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.

1640.93

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: ____________________________

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Policy Coordinator

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FSH

Appr. _____________

FC __FS-14-041__

GFM [Office Use Only]

Pres./Prov. _____________

[Office Use Only]

APM

F&A Appr.: _____________

[Office Use Only]
UNIVERSITY-LEVEL COMMITTEES

PREAMBLE: This section outlines the regulations governing university-level committees (Part B). It also includes a section on guidelines for committee chairs (Part C). In 2007 this section was substantially revised to reflect current process, in 2008 minor changes were made to B-2, 13 and C-13, and in 2010 Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 1-07, 7-08, 7-10]

CONTENTS:

A. Function, Structure, and Membership of Committees
B. Regulations Governing Committees
C. Guidelines for Committee Chairs

A. FUNCTION, STRUCTURE, AND MEMBERSHIP OF COMMITTEES. See 1640 for the function and structure of each university-level standing committee. The list of members appointed to serve on these committees is published on the Faculty Senate website at http://www.webs.uidaho.edu/facultycouncil/ under the UI Committees link after the beginning of the academic year by the Committee on Committees, and copies of the booklet can be downloaded and printed from the website. [rev. 1-07, ed. 7-10]

B. REGULATIONS GOVERNING COMMITTEES. The following is a codification of the general regulations governing committees:

B-1. As used here, “committee” is a general term denoting any standing or special committee, subcommittee, council, board, senate or similar body. [ed. 7-10]

B-2. The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, standing committees of the university faculty are policy actions that require approval by the Faculty Senate only. [rev. 1-07, 7-08, ed. 7-10]

B-3. Ad hoc committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

B-4. The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of standing committees of the university faculty. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. [ed. 7-10]

B-5. In selecting staff members to serve, the Committee on Committees seeks nominations from the Staff Affairs Committee, which considers expressions of interest by employees to serve on various committees and the qualifications of employees with reference to existing committee vacancies. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee’s annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on the Staff Affairs Committee itself, it is expected that the employee will first secure the consent of his or her supervisor before becoming a candidate.)
B-6. Ordinarily, no faculty committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

B-7. Unless otherwise noted within the structure of a committee in FSH 1640, chairs are selected by the Committee on Committees. The chairs of faculty standing committees generally are rotated so that no committee comes to be identified with one person. [rev. 7-10]

B-8. The president of the university, or the president’s designee, is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of the university faculty or of the Faculty Senate, the president or the president’s designee serves without vote. [ed. 7-10]

B-9. The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of the university faculty or of the Senate. [ed. 7-10]

B-10. Students are to be represented, if they so desire, on faculty committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives nominations from the ASUI, GPSA and SBA to fill positions established for student members of faculty committees. [See 1640.] If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum with the exception of the University Judicial Council (FSH 1640.93). [rev. 1-07, 1-14, ed. 7-10]

B-11. The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Faculty Senate. [ed. 7-10]

B-12. UI committees meet on the call of the chair. Committees under the jurisdiction of the university faculty or any of its constituencies may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members. [rev. 1-07]

B-13. A quorum for any committee under the jurisdiction of the university faculty or any of its constituencies consists of at least 50% of its voting members, unless otherwise stated in the committee structure. [add. 1-07, rev. 7-08]

B-14. Proxy votes are not permitted in committees under the jurisdiction of the university faculty or of the Faculty Senate. [ren. 1-07, ed. 7-10]

B-15. Unless otherwise provided, assignments to faculty committees begin on the official opening date of the academic year, whichever is earlier. [ren. and rev. 1-07]

B-16. Open Committee Meetings. [ren. 1-07]

a. Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and ad hoc committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters, [see B-16-d]. [ed. 7-00, rev. 1-07]

b. Observers may speak only by invitation of the chair.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

Date: [3/09]

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

Chapter & Title: Committee Directory – Honors Program Committee, FSH 1640.53

Minor Amendment □

Chapter & Title: ______________________________________________________

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

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

Originator(s):
(Please see FSH 1460 C)
Telephone & Email:

Policy Sponsor: (If different than originator.)
Telephone & Email:

Reviewed by General Counsel

Yes ☐ No ☐ Name & Date: ____________________________________________

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

This is a minor change to the structure of the Honors Program Committee to reflect a change in the Honors Program administrative structure. The Honors Program now has a full-time director and no longer has an associate director.

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.

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

If not a minor amendment forward to: _________________________________

Policy Coordinator
Appr. & Date:

[Office Use Only]

FSH
Appr. ____________
FC ____________
GFM ____________
Pres./Prov. ____________

[Office Use Only]

Track # _______________
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web ___________
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(Final Use Only)
1640.53
HONORS PROGRAM COMMITTEE

A. FUNCTION.

A-1. To recommend policies for the University Honors Program, including admission requirements.

A-2. To act on changes in the program.

A-3. To act on petitions for exceptions to the requirements of the program. (The committee’s actions on petitions may be appealed as stated in 2500.)

B. STRUCTURE. Six faculty members to represent a broad spectrum of the UI community, an academic dean from one of the six colleges representing the honors curriculum (college representation to rotate on an annual basis), President of the Honors Student Advisory Board or designee, and (w/o vote) director of the University Honors Program (UHP), associate director of the UHP, program advisor of the UHP (staff). The latter serves as secretary. One of the six appointed faculty members serves as chair. [rev. 7-97, 7-03, 7-05, 7-06 ed. 7-98, 7-10]
STATEMENT OF STUDENT RIGHTS

PREAMBLE: The regents recognize that students enjoy the same inalienable rights as other citizens under the constitution and laws of the United States, and have, therefore, adopted the following statement. For further information, contact the Dean of Students (208-885-6757). See also the preamble to 2300.

CONTENTS:

Section I. Freedom of Association
Section II. Freedom of Inquiry and Expression
Section III. Student Conduct

SECTION I--FREEDOM OF ASSOCIATION.

1. Students shall be free to organize and join associations to promote their common interests.
2. UI may require student associations to submit a list of officers and objectives, but they shall not otherwise be required to disclose their membership.

SECTION II--FREEDOM OF INQUIRY AND EXPRESSION. [See also 6220.]

1. Students and student associations shall be free to examine and discuss all questions of interest to them and to express their opinions publicly or privately, subject only to civil and criminal law.
2. Students shall be free to support causes by any lawful means.
3. Student associations shall be free to invite and to hear any person at their meetings.
4. All official student communications media shall have the right to establish and maintain internal control of operations and content, free from prior censorship. Only for proper and stated causes will editors and managers be subject to removal, and then only by procedures prescribed at a prior date.

SECTION III--STUDENT CONDUCT [see also FSH 2100, FSH 2300, 2400].

1. Student conduct regulations shall be approved by the faculty and shall be codified and published under the title “Student Code of Conduct” (FSH 2300).
2. Violations of any rules imposed by University Housing are also violations of the Student Code of Conduct.
3. No disciplinary regulation shall discriminate against any student (FSH 3200, 3210, 3215, 3220).
4. “Disciplinary action” is defined as any sanction imposed for misconduct.
   a. Disciplinary action shall not be taken against any student until it has been determined that at a code violation has occurred, except when action is necessary to stop a violation or when the situation merits an interim suspension. Procedures for review of code violations are described in FSH 2400.
   b. Disciplinary actions shall be commenced only for alleged violations of regulations that have been properly enacted and that are in force at the time of the violation.
5. Except where new material information is discovered, no student shall be brought up on alleged violations of the Student Code of Conduct a second time for the same alleged incident where a previous review/hearing was fully exhausted for the same alleged incident.
6. Any party to a disciplinary action shall have the right to appeal the decision using the appeal processes detailed in FSH 2400.
7. Review/hearing bodies must include adequate notice to the parties and sufficient opportunity for the parties to prepare their arguments.
STATEMENT OF STUDENT RIGHTS

PREAMBLE: The regents recognize that students enjoy the same inalienable rights as other citizens under the constitution and laws of the United States, and have, therefore, adopted the following statement, the purpose of which is to guarantee basic and fundamental rights to UI students. Except for the addition of the second sentence in IV-9, this version is identical to that which appeared in the 1979 Handbook. For purposes of this statement, a “student” is any person who is regularly enrolled in UI as an undergraduate, graduate, law, or nonmatriculated student and who is not a member of the faculty. For further information, contact the Dean of Students (208-885-6757). See also the preamble to 2300.

CONTENTS:
Section I. Freedom of Association
Section II. Freedom of Inquiry and Expression
Section III. Student Conduct
Section IV. Disciplinary Regulations
Section V. Protection Against Improper Disclosure
Section VI. Construction and Amendment

SECTION I--FREEDOM OF ASSOCIATION.

1. Students shall be free to organize and join associations to promote their common interests.

2. UI approval shall not be required for the organization of any student association. The operation of such an association is subject to regulations necessary for the orderly scheduling of events, but in no case shall the views or objectives of the association be a basis for exercising these or other regulatory powers. In the event that UI regulations are violated, disciplinary action will be taken only against individual students and not against the association.

3. UI may require student associations to submit a list of officers and objectives, but they shall not otherwise be required to disclose their membership.

SECTION II--FREEDOM OF INQUIRY AND EXPRESSION. [See also 6220.]

1. Students and student associations shall be free to examine and discuss all questions of interest to them and to express their opinions publicly or privately, subject only to civil and criminal law.

2. Students shall be free to support causes by any lawful means.

3. Student associations shall be free to invite and to hear any person at their meetings.

4. All official student communications media shall have the right to establish and maintain internal control of operations and content, free from prior censorship. Only for proper and stated causes will editors and managers be subject to removal, and then only by procedures prescribed at a prior date.

SECTION III--DISCIPLINARY STUDENT CONDUCT REGULATIONS. [See also FSH 2100, FSH 2300, 2400] (see FSH 2400).

1. Disciplinary student conduct regulations may be enacted only to govern the conduct of students on campus or at authorized UI activities in accordance with FSH 2100. Such disciplinary regulations shall be approved by the
faculties and shall be codified and published under the title of a “Student Code of Conduct.” (see FSH 2300).

2. Violations of any rules imposed by University Housing are also violations of the Student Code of Conduct. Internal regulations of UI residence halls need not be included in the “Student Code of Conduct,” but shall otherwise conform with the provisions of this section.

3. No disciplinary regulation shall take effect until after it has been published. No "ex post facto" regulation shall be enacted.

4. Students have those rights embodied in the university’s nondiscrimination policy FSH 3210. No disciplinary regulation shall discriminate against any student because of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or disability, nor shall any regulation in any way deny to any student equal protection of the laws (see FSH 3200, 3210, 3215, 3220).

SECTION IV—DISCIPLINARY HEARINGS AND PROCEDURES.

54. “Disciplinary action” is defined as any penalty or sanction imposed for misconduct (see FSH 2300), including cheating and plagiarism (see FSH 2300).

54. a. Disciplinary action, except that action necessary to stop a violation, shall not be taken against any student until it has been determined that a code violation has occurred, except when action is necessary to stop a violation or when the situation merits an interim suspension. His or her guilt has been ascertained at a fair and impartial hearing before a body authorized by the faculty for that purpose. Basic requirements of due process and fair play must be observed. Procedures for review of code violations are described in FSH 2400.

54. b. Disciplinary hearings actions shall be commenced only for alleged violations of regulations that have been properly enacted and that are in force at the time of the violation. Students who are suspected of violations may be questioned, but they must be informed at the beginning of such questioning of the right to remain silent. No form of coercion or harassment shall be used in questioning.

54. 6. A disciplinary hearing may be waived and informal disposition of disciplinary action may be made by agreed settlement with the student or an order by the hearing board consented to by the student. If the student pleads guilty or fails to appear after receiving proper notice, an appropriate penalty may be imposed.

54. 6. Except as provided in paragraph 5, the student charged with the violation shall: (a) be entitled to prompt hearing, (b) be informed in writing of the specific charges for proposed disciplinary action, (c) be given sufficient time to prepare for the hearing, and (d) state in writing whether he or she wishes the disciplinary hearing to be public or private.

54. 7. During the disciplinary hearing and except as provided in paragraph 5, the student charged with the violation: (a) may be assisted by an advisor of his or her choice, (b) shall be given the opportunity to testify and to present evidence and witnesses on his or her behalf, (c) shall have the opportunity to hear and question adverse witnesses, (d) must have all testimony or evidence introduced in his or her presence unless he or she refuses to appear or fails to appear after having received proper notice, and (e) shall not be forced to testify against himself or herself and his or her refusal to testify shall not be considered as evidence against him or her.

54. 8. The hearing board: (a) shall disregard any evidence secured by improper questioning or by illegal search and seizure, (b) shall assume the innocence of the student charged with the violation and shall place the burden of proof in the case on the university.
upon the party seeking disciplinary action, (c) shall base its findings and decision exclusively upon proper evidence and testimony and upon facts that are universally regarded as true (hearing boards should hear evidence on any disputed points; however, the board may itself take notice of facts that everyone agrees are true; for example, evidence does not have to be introduced to show it was dark if the act in question is clearly shown to have occurred at midnight), and (d) must state its findings and its decision in writing.

9. A student may be expelled or suspended from UI as a penalty for violating disciplinary regulations only if his or her misconduct seriously and critically endangers the essential operation of UI or the safety of members of the university community. By action of the regents, violations of alcohol related disciplinary regulations may lead to suspension or expulsion even without a showing that the misconduct seriously and critically endangers the essential operation of UI or the safety of members of the university community. (See 2300 XI-10.)

10. No student shall be tried twice for the same offense within the UI system of disciplinary hearings. Except where new material information is discovered, no student shall be brought up on alleged violations of the Student Code of Conduct a second time for the same alleged incident where a previous review/hearing was fully exhausted for the same alleged incident.

11. Any party to a disciplinary hearing action shall have the right to appeal the decision using the appeal processes detailed in FSH 2400 to the faculty or its duly authorized representative. Subsequent appeals may be taken to the president and to the regents when the president and the regents agree to hear the appeal.

A student found in violation guilty of the student code of conduct disciplinary violation will be entitled to a new review/hearing if prejudicial error is found on appeal. If the appellate body affirms the action of the hearing body, the severity of the sanction penalty shall not be increased if the appealed violation is affirmed.

b. Except in extraordinary circumstances, any disciplinary action shall be held in abeyance until appeals have been completed.

c. Appellate Review/hearing bodies may consider the validity of the regulations under which a particular disciplinary hearing was held and thoroughness of the findings and decisions, the compliance of All review/hearing must comply the hearing body with provisions of this policy statement, and the adequacy of the hearing body’s findings and decision.

d. Appellate bodies shall establish their own procedures. Review/hearing bodies these must include adequate notice to the parties and sufficient opportunity for the parties to prepare their arguments.

SECTION V--PROTECTION AGAINST IMPROPER DISCLOSURE. [See also FSH 2600.]

1. Students shall be protected from improper disclosure of all data from their disciplinary records as defined under Family Educational Rights and Privacy Act (FERPA) and Idaho Public Records Law. Such data shall only be made available: (a) in cases of legal compulsion, (b) when the student’s written permission is secured, or (c) to persons within UI who are directly involved in the disciplinary proceedings established in this statement, and then only to the extent that consultation of the record is essential to determine the charge against the student or to determine penalties, and (d) provided that transcripts of academic records shall not contain information about disciplinary action except when such action affects the eligibility of the student to continue as a member of the academic community.

2. Information about a student contained in academic and counseling records shall be considered confidential. Information about the views, beliefs, and associations of students acquired by instructors and advisers may be
released only with the written consent of the student. Judgments of ability and character may be provided, however.
Information accumulated in counseling students on personal problems of a private or confidential nature shall be
available only to those persons authorized by the student's written permission.

3. Information in academic and counseling records may be released only when: (a) such release is legally compelled,
(b) the student gives written authorization for such release, (c) faculty and staff members have adequate reasons, as
defined by the faculty, to consult academic records, or (d) individual students are neither identified nor identifiable
in statistical summaries of academic records.

SECTION IV-CONSTRUCTION AND AMENDMENT.

1. The enumeration of rights in this statement policy shall not be construed to deny or disparage other rights retained
by students.

2. This statement may be amended by the regents. Proposals for amendments from the university community to this
policy will require be made upon a two-thirds affirmative majority vote of the students voting in an election in
which at least 35 percent of the students vote.ASU Senate, together with the affirmative vote of a majority of
Faculty Senate the university faculty at a meeting at which a quorum is present. All policies are subject to review by
the regents.

3. No legislation policy enacted by students or by the faculty shall supersede or conflict with the provisions of this
policy/enacted/statement/article.
PREAMBLE. The university disciplinary system is part of the educational process of students focusing on behavior within a community. Sanctions are imposed for violations to the Student Code of Conduct to teach students how to be better and more responsible members of a community. Sanctions also serve to protect the UI community. The Student Code of Conduct is UI’s manifestation of Section III, P-12, of the State Board of Education’s Governing Policies and Procedures which states: ‘Each institution will establish and publish a statement of student rights and a code of conduct. The code of student conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and to present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval by the chief executive officer.’ The original of this code was created during the 1969-1970 school year. It was amended, at the suggestion of an ad hoc Faculty Senate committee in July 1992, July 1993, July 1998 (Article II), and July 2005 (Article II, Section 2). Unless otherwise noted, the text is as of July 1996. For further information, contact the Dean of Students (208-885-6757).

ARTICLE I—INTRODUCTION. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship.

A. Definitions:

A-1. Consent: as used in this code, is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. If coercion, intimidation, threats and/or physical force are used, there is no consent. If a person is mentally or physically incapacitated or impaired so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent; this includes conditions due to alcohol or drug consumption or being asleep or unconscious. Whether one has taken advantage of a position of influence over another may be a factor in determining consent.

A-2. DOS: the Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct, and includes the Dean of Students and his/her designees.


A-4. Educational Setting: refers to all the academic, educational, extracurricular, athletic and other programs of the University of Idaho, whether those programs take place in a University facility, at a University class or training program, or elsewhere.

A-5. Policy: the written regulations of the University as found in, but not limited to, the Student Code of Conduct, Residence Hall Handbook, the Apartment Handbook, the University web pages and computer use policy, and Graduate/Undergraduate Catalogs.

A-6. Student. Student as used in this code means:

a. all persons taking UI courses, both full-time and part-time and/or
b. all persons who are not officially enrolled for a particular term but have a continuing relationship with UI or intend to enroll in the next semester. [This provision is intended to include within the definition of students, those persons enrolled in the spring and fall semesters who engage in misconduct during the summer and students who are first time enrollees who engage in misconduct prior to the time of enrollment.]

A-7. Student Code of Conduct: herein referred to as “Code”.

Commented [TA(1]: New: All font in red is new.

Commented [TA(2]: Moved this from DOS and from Committee’s work when reviewing definitions for proposed Judicial

Commented [TA(3]: Came from Stanford site.

Commented [TA(4]: From FSH 2350;

Commented [TA(5]: See G second paragraph below.
A-8. University Official: includes any person employed or contracted by the University, performing assigned administrative or professional responsibilities.

A-9. University Premises: all land, buildings, facilities, and other property (including adjacent streets and sidewalks) in the possession of or owned, used, or controlled by (i) the University, and (ii) student groups or organizations.

B. Standards of Behavior. Attendance at the University of Idaho is optional and voluntary. When students enroll at the University, they voluntarily accept obligations of performance and behavior that are consistent with the University’s lawful mission, processes, and functions. In general, these obligations are considered much higher than the obligations imposed by civil and criminal law for all citizens.

By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies, including but not limited to this Code. Disciplinary action may also be taken for any violation of local ordinances, state or federal law, on or off campus conduct that adversely affects the University community or the pursuit of the University’s lawful educational mission, process, or function. The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. Students shall have the right of due process and appeal as prescribed in this document. Students may be subject to civil and criminal penalties in addition to any University sanctions for the same behavior. University proceedings may occur before, during, or after any civil or criminal actions are concluded and are not subject to challenge based on the action or inaction of any non-University authorities.

C. Purpose of the Code. The purpose of the Code is to educate students about their civic and social responsibilities as members of the University community. The primary focus of the disciplinary process is on educational and corrective outcomes; however, sanctions such as suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community. Extensive, organized, serious, or repeated violations of this code are taken into account when determining sanctions.

D. Interpretation and Revision. Any question of interpretation regarding the Code shall be determined at the discretion of DOS in consultation with General Counsel. The Code shall be reviewed periodically under the direction of DOS.

E. Affirmative Action and Equal Opportunity. Please refer to the Faculty-Staff Handbook sections 3060 and 3065 for other relevant policies and procedures.

F. Nondiscrimination. Please refer to the Faculty-Staff Handbook sections 3200, 3210, 3215 for other relevant policies and procedures.

G. Applicability of the University Student Code of Conduct. The Code shall apply to conduct that occurs on University premises and to off-campus conduct that adversely affects the University community and/or the pursuit of its objectives. DOS shall decide whether conduct that has occurred off campus adversely affects the University community or the pursuit of the University’s lawful educational mission, process, or function, on a case-by-case basis, in its sole discretion.

Each student shall be responsible for his/her conduct at all times from the time the university grants admission through the actual awarding of a degree. This includes the period before classes begin or after classes end, and periods between terms of actual enrollment. Conduct that is not discovered until after a degree is awarded is also included.

H. Failure to Appear. It is a violation of this code for a student to fail to appear or refuse to give testimony at a hearing, unless such testimony would force the student to testify against himself or herself.
ARTICLE II: PROSCRIBED CONDUCT.

A. Rules and Regulations. The following list describes actions that detract from the effectiveness of a University community and for which students are subject to disciplinary action. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary process:

A-1. **Academic Dishonesty.** Academic honesty and integrity are core values at a university and the faculty finds that even one incident of academic dishonesty merits expulsion. Acts of academic dishonesty include but are not limited to the following:

a. Cheating, plagiarism, or other forms of academic dishonesty. Cheating includes, but is not limited to:
   (1) use of any unauthorized assistance in taking quizzes, tests, examinations or other assignment, including copying from another’s quiz, test, examination, or other assignment or allowing another to copy from one’s own quiz, test, examination, or other assignment;
   (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
   (3) the acquisition, without permission, of tests or other academic material belonging to the instructor or another member of the University faculty or staff; and
   (4) engaging in any behavior specifically prohibited by the instructor in the course syllabus or in class discussion.

b. Plagiarism includes, but is not limited to:
   (1) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; and
   (2) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

c. Furnishing false information or providing false representations to any University official, instructor, or office. Submission of false information or withholding information at the time of admission or readmission may make an individual ineligible for admission to, or continuation at, the University.

d. Forger y, alteration, reproduction, removal, destruction, or misuse of any University document, record, or instrument of identification.

e. All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required [see Faculty-Staff Handbook 5400.]

f. Instructors and students are responsible for maintaining academic standards and integrity in their courses. In addition to any disciplinary sanctions imposed under the Code, additional consequences for academic dishonesty may be imposed by the course instructor; such consequences may include a grade of “F” in the course.

g. Instructors must report incidents of academic dishonesty to DOS by email or reporting form on DOS website (see FSH 2400 for disciplinary process of code violations).

A-2. **Misuse of University Resources or Property, or Personal Property on University Premises.**

a. Theft or other abuse of computer facilities and resources, including but not limited to:
   (1) Unauthorized entry into, or transfer of, a file.
   (2) Use of another individual’s identification and/or password.
   (3) Use of computing facilities and resources.

Commented [TA(11)]: A-1 a&b current 2300 Article II 1&2&3 but provides more detail

Commented [TA(12)]: Current 2300 Art. II 4

Commented [TA(13)]: Current FSH 2300 Art. II 5.

Commented [TA(14)]: Current FSH 2300 Art. II 8

Commented [TA(15)]: Suggest DOS create a simple form for faculty to fill out for reporting cheating. It is important for faculty to report all cases to document and stop serial cheaters. Comes from first sentence in current code Article II 9.
(i) to interfere with the work of another student, faculty member or University official,
(ii) to send obscene or abusive messages,
(iii) to interfere with normal operation of the University computing system, or
(iv) in violation of copyright laws.

(4) Any violation of the University Computer Use Policy.

b. Attempted or actual theft of and/or damage to property of the University or of another person.

c. Unauthorized possession, duplication or use of University keys, computers, lock combinations or other access codes or passwords that can be used to access University property or facilities.

d. Unauthorized entry into or use of any University building, facility, vehicle, equipment room or area, including but not limited to unauthorized entry into any private office or space of a member of the faculty, staff, or student body, heating tunnels, elevator shafts, shops, mechanical rooms, trunk rooms, storerooms, roofs, and fire escapes.

e. Building or setting fire(s) on University premises without proper authorization (see APM 35.25).

f. Removing or otherwise tampering with fire equipment or fire-alarm systems, or failure to vacate building(s) promptly when fire alarms sound.

g. Use of firearms, explosives, other weapons, projectile or explosive devices, explosive substances, or dangerous chemicals on University premises are subject to regulations per APM 35.35 on weapons and explosives.

A-3. Threat of Harm or Actual Harm to a Person’s Physical or Mental Health or Safety. Living together in a university community requires respect for the rights of fellow members of that community to pursue their academic goals and to participate in lawful campus or University activities. As in any community, certain forms of responsible conduct must be adhered to in order to ensure the physical functioning and safety or security of that community.

b. Physical violence of any nature against any person, on or off campus. Physical violence includes, but is not limited to (i) fighting; (ii) assault; (iii) battery; (iv) the use of a knife, gun, or other weapon; (v) physical abuse; (vi) restraining or transporting someone against his/her will; or (vii) any action that threatens or endangers the physical health or safety of any person or causes reasonable apprehension of such harm.

c. Persistent or severe, verbal abuse, threats, intimidation, harassment, coercion, bullying, derogatory comments, vandalism, or other conduct that threatens or endangers the mental or physical health or safety of any person or causes reasonable apprehension of such harm.

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

e. Sexual misconduct, which is a broad term encompassing any non-consensual contact of a sexual nature. Sexual misconduct may vary in severity, and consists of a range of behavior or attempted behavior including, but not limited to, the following examples of prohibited conduct (see APM 95.20):
(1) Unwelcome sexual conduct. This includes, but is not limited to,
   (i) the touch of an unwilling or non-consensual person’s intimate parts (such as genitalia, groin, breast, buttocks, mouth, or clothing covering same);
(ii) touching an unwilling person with one's own intimate parts;
(iii) forcing an unwilling person to touch another's intimate parts;
(iv) indecent exposure; and
(v) voyeurism, which includes but is not limited to any unauthorized use of electronic or other
devices to make an audio video, or photographic record of any person while on University
premises without his/her prior knowledge, or without his/her effective consent when such a
recording is likely to cause injury or distress.

(2) Sexual violence, which refers to physical sexual acts perpetrated against a person's will or where a
person is incapable of giving consent or is incapacitated. This includes, but is not limited to,
(i) rape, which is the unwilling or non-consensual penetration of any bodily opening with any
object or body part that is committed either by force, threat, intimidation, or through
exploitation of another’s mental or physical condition (such as intoxication, age, or disability)
of which the assailant was aware or should have been aware;
(ii) sexual assault, which is the unwilling or non-consensual penetration of any bodily opening with
any object or body part;
(iii) sexual battery; and
(iv) sexual coercion.

All acts of sexual violence are also forms of sexual harassment.

e. Sexual harassment, which is defined as unwelcome conduct of a sexual nature. It includes unwelcome
sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct or
communication of a sexual nature when (see FSH 3205):

1. Submission to or rejection of such conduct or communication is a term or condition of educational
benefits, employment, academic evaluations, or other opportunities;

2. Submission to such conduct or communication has the purpose or effect of substantially interfering
with a student’s education;

3. Such conduct is sufficiently severe or pervasive as to have the effect of creating an intimidating,
hostile or offensive educational environment or negatively affecting a student’s educational
opportunities.

f. Gender-based and sexual orientation harassment (see FSH 3215), which is defined as any act of verbal, non-
verbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do
not involve conduct of a sexual nature.

g. Stalking, which includes but is not limited to the persistent, severe, or pervasive harassment of another
person in a manner that would cause a reasonable person to feel frightened, intimidated, threatened,
harassed, or molested. This may include repeatedly contacting another person through any means (such as in
person or by phone, electronic means, text messaging, etc.), following another person, or having others
contact or follow another person on your behalf.


a. Discrimination, which includes conduct that violates the Board of Regent’s or the University’s
antidiscrimination policies (FSH 3200, 3210, 3215):

b. Nothing herein shall be deemed to affect the classification of persons based on the differences between
males and females or between other classes or groups that is not irrational, capricious, or arbitrary, and that is
intended to accomplish a lawful purpose (e.g., women’s or men’s living groups may exclude persons of the
opposite sex, and students with substandard grades may be denied membership in honor societies and other
groups having minimum grade requirements).
c. Retaliation, which includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or appeals procedure, or participates in dispute resolution.

A-5. Disruption, Obstruction, or Interference with Normal University Activities. Members of the University community have the right to lawful freedom of movement on campus; to lawful use of property, facilities, or parts of the University; and to lawful ingress to and egress from the University's physical facilities. It is a violation of the Code to violate any of the above rights of the University community by the following:

a. Disruption or obstruction of normal University activities, including, but not limited to all academic activities, using any University facility or resource, disciplinary proceedings, University administration, fire, police, or emergency services on University premises.

b. Classroom disruption, which is behavior that a reasonable person would view as substantially or repeatedly interfering with the instructor’s ability to teach the class or the ability of other students to benefit from the instructional program.

c. Failure to comply with directions of University, law enforcement, or fire department officials acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

d. Obstruction of the free flow of pedestrian or vehicular traffic on University premises.

e. Disorderly conduct, which is defined as behavior that is disorderly, lewd, indecent, or a breach of peace on University premises or at functions sponsored by, or participated in by, the University or members of the University community.

f. Abuse of the student conduct system, including but not limited to:
   (1) Failure to cooperate with DOS's investigation, except as specifically permitted by this Code.
   (2) Falsifying, distorting, or misrepresenting information provided to DOS.
   (3) Disrupting or interfering with DOS's investigation.
   (4) Making false allegations.
   (5) Attempting to discourage an individual's proper participating in, or use of, the student conduct system.
   (6) Harassment (verbal or physical) and/or intimidation of any person participating in DOS's investigation prior to, during, and/or after the investigation.
   (7) Failure to comply with the sanction(s) imposed under the Code.

g. Influencing or attempting to influence another person to commit an abuse of the student conduct system.

A-6. Housing and Living Groups. Violations of any rules imposed by University Housing or living groups are also violations of the Code.


a. Smoking, see APM 35.28.

b. Illegally using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, substance, or paraphernalia, including, but not limited to marijuana, heroin, narcotics, or other controlled substances. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student’s mental state is also prohibited. See the University’s Drug and Alcohol Abuse
c. Consuming, possessing, manufacturing, or distributing alcoholic beverages on University premises (except as expressly permitted by University policy, rule, or regulation see APM 80.01), or public intoxication. Alcoholic beverages may not, in any circumstance, be consumed, or possessed by, or distributed to any person under twenty-one (21) years of age. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to, and most commonly used by, the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of University-owned buildings or grounds.

B. Violation of Law and University Discipline.

B-1. University disciplinary action may be instituted against a student accused of conduct that potentially violates both the criminal law and this Code (that is, if both possible violations result from the same factual situation) independent of the status of civil or criminal litigation in court or criminal arrest and prosecution. Disciplinary action under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of DOS. When allegations include sexual harassment, sexual violence, sexual orientation or gender-based harassment, in which case disciplinary action will be carried out promptly. Determinations made or sanctions imposed under this Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B-2. When a student is charged by federal, state, or local authorities with a violation of law, the University will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense also gives rise to University disciplinary action, the University may advise off-campus authorities of the existence of the Code and of how such matters are typically handled within the University community. The University will attempt to cooperate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with campus rules or sanctions. Individual students and other members of the University community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Commented [TA(37)]: Could we include language that allows us to have jurisdiction over the Greek yards, which is university property: including the immediate grounds around student fraternities, sororities and co-op housing.

Commented [TA(38)]: B is mostly new, some is in current 2300 1&2 d

Commented [TA(39)]: G can you provide an example of how this applies?
PREAMBLE. The university disciplinary system is part of the educational process of students focusing on behavior within a community. Sanctions are imposed for violations to the Student Code of Conduct to teach students how to be better and more responsible members of a community. Sanctions also serve to protect the UI community. The Student Code of Conduct is UI’s manifestation of Section III, P-12, of the State Board of Education’s Governing Policies and Procedures which states: ‘Each institution will establish and publish a statement of student rights and a code of conduct. The code of student conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and to present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval by the chief executive officer.’ The original of this code was created during the 1969-1970 school year. It was amended, at the suggestion of an ad hoc Faculty Senate committee in July 1992, July 1993, July 1998 (Article II), and July 2005 (Article II, Section 2). Unless otherwise noted, the text is as of July 1996. For further information, contact the Dean of Students (208-885-6757).

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ARTICLE I—SCOPE OF THE CODE.

1. This document is a codification of disciplinary regulations enacted to govern the conduct of students on campus or at authorized UI activities in accordance with FSH 2100. Disciplinary regulations govern the conduct of students on campus and/or at authorized UI activities [see 2200, Section III]. The inclusion of, or failure to include, regulations herein pertaining to academic matters or to motor vehicles shall not affect any regulation, or the enforcement of any regulation, now or hereafter enacted by UI or any college or department thereof pertaining to academic matters or to motor vehicles.

2. Concurrent Jurisdiction.

   a. Acts in violation of federal, state, or municipal laws come under the jurisdiction of UI only when they are also in violation of this code.

   b. When Dean of Students (hereafter DOS) is informed that criminal charges are being brought against a student for conduct that also violates the Student Code of Conduct, DOS may file disciplinary charges against a student and investigate the incident. DOS has discretion to wait a reasonable period of time before requesting a hearing or final resolution of the disciplinary charges if it is in the best interest of the University disciplinary process to await the outcome of the criminal charges. [ed. 8-07]
c. Violations of any rules imposed by University Housing are also violations of the Code.

d. If a student is convicted of a crime prior to the university disciplinary hearing, the Student Disciplinary Review Board/University Judicial Council (hereafter UJC/SCRB) shall accept as fact that the student had engaged in conduct that constitutes the crime.

e. The disposition of criminal charges against the student, if determined prior to the university disciplinary hearing, shall be taken into account by the UJC/SCRB in determining sanctions against that student. [See 2300, Article XI, Section 5.]

3. Definitions:

a. Disciplinary action: the process undertaken to resolve allegations of violations of the Student Code of Conduct.

Incapacitation: a state where a person cannot make rational, reasonable decisions because he or she lacks the capacity to give knowing consent (i.e., having the capacity to consent means understanding the who, what, when, where, and how of a sexual interaction).

b. Knowingly. As used in this code, the terms “knowledge” and “knowingly,” when referring to causing consequences, means that the person is aware that his or her conduct will probably cause the consequence described in the code.

c. Student. Student as used in this code means:

1. all persons taking UI courses, both full-time and part-time and/or
2. all persons who are not officially enrolled for a particular term but have a continuing relationship with UI or intend to enroll in the next semester. [This provision is intended to include within the definition of students, those enrolled in the spring and fall semesters who engage in misconduct during the summer and students who are first time enrollees who engage in misconduct prior to the time of enrollment.]

Policy: the written regulations of the University as found in, but not limited to, the Student Code of Conduct, Residence Hall Handbook, the Apartment Handbook, the University web pages and computer use policy, and Graduate/Undergraduate Catalogs.

University official: includes any person employed or contracted by the University, performing assigned administrative or professional responsibilities.

University Premises: Campus. Campus means:

1. all land, buildings, facilities, and other property -- including adjacent streets and sidewalks -- in the possession of or owned, used, or controlled by UI.
2. all land, buildings, facilities, and other property (including adjacent streets and sidewalks) -- used as residence in the possession of or owned, used, or controlled by (i) the University, and (ii) student groups or organizations recognized by UI.

ARTICLE II—ACADEMIC HONESTY. [section renumbered 8-07]

1. Cheating on classroom or outside assignments, examinations, or tests is a violation of this code.

2. Plagiarism, falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty and, as such, are violations of this code.

3. Because academic honesty and integrity are core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion. [rev. 7-98]
4. The operation of UI requires the accuracy and protection of its records and documents. To use, make, forge, print, reproduce, copy, alter, remove, or destroy any record, document, or identification used or maintained by UI violates this code when done with intent to defraud or misinform.

5. All data acquired through participation in University UI research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the University Office of Research and Economic Development Office for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required [see FSH 5400 A through E].

6. Entrance without proper authority into any private office or space of a member of the faculty, staff, or student body is a violation of this code.

7. It is also a violation to “hack” or make unauthorized use of any computer or information system maintained by the university or a member of the faculty, staff, or student body. [rev. 7-05]

8. Instructors and students are responsible for maintaining academic standards and integrity in their classes. Consequences for academic dishonesty may be imposed by the course instructor. Such consequences may include but cannot exceed a grade of ‘F’ in the course. The instructor should attempt to notify the student of the suspected academic dishonesty and give the student an opportunity to respond. The notice and the opportunity may be informal and need not be in writing. Penalties for any disciplinary infraction must be judicially imposed. [See 1640.02 C-5] [rev. 7-98]

9. Instructors may report incidents of academic dishonesty to the dean of students. Upon receiving such a report, the dean of students shall provide the student with written notice that a report has been made and an opportunity to meet with the dean to discuss the report. The dean of students shall maintain the report and any record of the meeting for a period of time deemed appropriate by the dean. The dean of students may file a complaint against the student after the meeting has taken place or the student has elected, either affirmatively or through inaction, not to meet with the dean. [add. 7-98]

ARTICLE III--PHYSICAL ABUSE, HAZING, OR HARASSMENT. [section renumbered 8-07]

1. Living together in a university community requires respect for the rights of fellow members of that community to pursue their academic goals and to participate in lawful campus or UI activities.

2. Harassment;

3. Hazing;

4. Detention;

5. Threats;

6. Intimidation;

7. Coercion;

8. Physical abuse; or

9. Similar actions, undertaken knowingly, are violations of this code.

ARTICLE IV--CAMPUS DISORDERS AND DISRUPTION.

1. Members of the UI community have the right to lawful freedom of movement on campus, to lawful use of property, facilities, or parts of UI, and to lawful ingress to and egress from the institution’s physical facilities. It is a violation of this code to violate the above rights of the university community by:
a. knowingly hindering entrance to, exit from, or normal use of any UI facility or part thereof;
b. remaining in any UI building or failing to disperse from a crowd or group after being advised by any law
enforcement personnel or UI official to leave or disperse (see Appendix, paragraph 5);
c. knowingly creating noise, including the use of noisemaking or amplifying devices, which interferes with the
academic process or violates another person’s privacy;
d. knowingly interfering with reasonable use of UI driveways, parking lots, or sidewalks;
e. knowingly interfering with authorized events on property owned or controlled by UI or in UI facilities;
f. knowingly interfering with law enforcement personnel, public safety personnel, or UI officials in the lawful
conduct of their duties or

g. knowingly obstructing or disrupting teaching, research, or other academic activities. [Idaho Code 33-3715 and
33-3716, though not part of this code, are appended for information.]

ARTICLE V--HOUSING AND LIVING GROUPS. [section renumbered 8-07]

1. The internal regulation of residence halls shall primarily be the responsibility of the individual living-group
organization. Such regulations must conform to the Statement of Student Rights; violations of those regulations may also
be violations of this code.

2. Living groups may also set internal regulations governing hours and areas of public access provided that such
regulations do not condone the violation of a student’s right to privacy in his or her own rented space.

3. UI dwellings are regulated only by this code and the housing contract. Provisions of the housing contract may not
violate the Statement of Student Rights or the stipulations of this code. [It must be recognized, nonetheless, that UI
dwellings are also regulated by applicable municipal, state, and federal laws and regulations.]

4. Sanctions available to the living groups range from warning through probation. In addition, fines not in excess of $200
and/or restitution for damage or loss may be levied. Sanctions affecting the student’s residence in UI housing may also be
imposed as outlined in Article XI.

ARTICLE VI--PHYSICAL SAFETY AND WELFARE. [section renumbered 8-07]

1. As in any community, certain forms of responsible conduct must be adhered to in order to ensure the physical
functioning and safety or security of that community.

2. The need to safeguard the property of the university community requires that it is a violation of this code to engage in
the unauthorized entry or unauthorized attempted entry into or on any facility or area on campus, including but not
limited to heating tunnels, elevator shafts, shops, mechanical rooms, trunk rooms, storerooms, roof, and fire escapes.

3. Possessing, giving to another, making, or causing to be made any key or other access device to UI property or facilities
without proper authorization is a violation of this code.

4. Theft or misappropriation of UI property, and theft or misappropriation of the private property of any person occurring
on campus are violations of this code.

5. Knowingly damaging, destroying, or defacing UI property or property that is owned by others and located on campus
are violations of this code.

6. Protecting the university community against fire is a major concern. Smoking is prohibited in all university buildings
except full-time residential facilities. It is also prohibited in official meetings and hearings of UI units and bodies. [For
details of the UI policy on smoking, see Section 6380 of the Faculty-Staff Handbook.]

7. Building or setting fires on University premises, property owned or controlled by UI without proper authorization, are a
violation of this code. [Id. 8-07]
when fire alarms sound are violations of this code.

9. Firearms also may endanger the safety of the university community when improperly handled. “Firearms” as used in the code means any instrument used in the propulsion of shot, shell, or bullets, or other harmful objects by the action of gunpowder exploded within it, by the action of compressed air within it, by the power of springs and including what are commonly known as air rifles, BB guns, and pellet guns.

10. No firearm may be brought onto campus unless it is encased and has a trigger lock attached. (“Encased” is defined as placing a gun with a trigger lock in some sort of container—hard or soft, and including, but not limited to, such materials as aluminum, plastic, wood, leather, and cloth—that is fastened by means of a snap lock, zipper, tie, etc.).

11. In UI residence halls firearms must be kept in an area authorized by the Housing Office.

12. Loaded guns are not permitted on campus. A “loaded gun” is defined as one containing live ammunition either in the chamber or in the magazine. Possession and storage of gunpowder must comply with federal, state, and municipal laws. No ammunition will be allowed on campus except that designated for firearms that are properly stored on campus.

13. Other explosive substances are also prohibited on campus, except as approved by the safety officer. Exceptions to the above may be made for supervised UI courses.

14. Unauthorized uses of dangerous projectile or explosive devices, including but not limited to sling shots, crossbows, catapults, and devices which cause dangerous chemical reactions, are violations of this code.

15. It is a violation of this code to:

   a. knowingly gain unauthorized access to computer-based information or information resources;
   b. knowingly, without authorization, destroy, alter, dismantle, disfigure, prevent rightful access to, or otherwise interfere with computer-based information or information resources; or
   c. knowingly invade, without authorization, the privacy of individuals or entities that are creators, authors, users, or subjects of the information resources.

ARTICLE VII--DISCRIMINATION.

1. Any violation of the basic rights of a human being is contrary to the very nature of a university. The regents’ antidiscrimination policy is as follows:

   a. Practices or regulations that discriminate on the basis of race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran, or each of these bases is defined by law, are neither condoned nor permitted in any area of UI operations, including personnel appointments, student admissions, housing assignments, use of dining halls, classrooms, or other facilities, or in any activities of the faculty, staff, or students that may be commonly regarded as sponsored or sanctioned by UI.
   b. Nothing herein shall be deemed to affect the classification of persons based on the differences between males and females or between other classes or groups that is not irrational, capricious, or arbitrary, and that is intended to accomplish a lawful purpose (e.g., women’s or men’s living groups may exclude persons of the opposite sex, and students with substandard grades may be denied membership in honor societies and other groups having minimum grade requirements).

2. Any student conduct that violates this policy shall, upon due proof, be a violation of this code.

ARTICLE VIII--DRUGS AND ALCOHOL. [section renumbered 8-07]

1. The sale, use, or possession of illegal drugs is a violation of this code.

2. Sale or illegal possession or illegal consumption of alcoholic beverages is prohibited in facilities owned, leased, or operated by UI and on campus grounds.
3. Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of UI-owned buildings or grounds.

4. UI’s primary role in handling matters involving the use or potential use of drugs or alcohol by its students is that of counseling. However, in appropriate situations, the full range of sanctions may be applied.

ARTICLE IX--AIDING, SOLICITATION AND ATTEMPT.

A person is in violation of this code if he or she:

1. intentionally aids or abets another in the commission of any offense(s) mentioned in this code;

2. requests, hires, encourages, or otherwise solicits another person to commit any offense mentioned in this code, either intending that the other person commit the offense or with the knowledge that the other person intends to commit the offense; or

3. attempts to commit any offense mentioned in this code.

ARTICLE X--JUDICIAL PROCEEDINGS.

1. Any member of the university community may file a complaint against any student for misconduct. Such complaints shall be prepared in writing and directed to the office of Dean of Students (DOS). Any complaint should be submitted as soon as possible after discovery of the alleged misconduct, preferably within thirty days. DOS may investigate to determine if the complaint has merit. [ed. 8-07]

2. DOS, or its representatives, may file charges on behalf of the university against a student accused of violating the Student Code of Conduct. In no event shall DOS file charges more than one year after DOS has discovered the alleged misconduct, although the summons can be served after the one year period if the charges were filed within the one year period. [ed. 8-07]

3. All charges, including amended charges, shall be presented to the accused student in writing. The accused student shall be deemed to have been “notified” of the charges, amended charges, notice of the hearing date and any changes in the hearing date, by any of the following methods:

   a. hand-delivered notice; or
   b. proof of the mailing of a certified, registered letter containing such information, sent to either the campus address or the home address that the student provided the university registrar in the student’s registration documents; or
   c. if receipt for the certified, registered letter is not returned with a signature within three weeks, then the accused student may be notified by proof of the mailing of a certified, nonregistered letter to the student’s campus or home address, and the hearing date shall be set not less than five nor more than fifteen calendar days after the last date that the postal service attempted to deliver the certified, nonregistered letter.

4. A disciplinary hearing may be waived and informal disposition of disciplinary action may be made by an agreed settlement, in writing, between the student charged with code violations and the dean for Dean of Students or the dean’s designee. The sanctions imposed in the agreed settlement will be effective upon signature of the parties, do not depend upon the approval of the UJSCRB, and shall have full force and effect as if the sanctions had been imposed by the UJSCRB. The Dean of Students shall, on a regular basis, inform the UJC of the agreed settlements entered into with students during the academic year. [ed. 8-07]

5. A student suspected of violating this code shall be informed of the right to remain silent. This information shall be provided in the notice of the charges, in any summons, at any meeting with DOS, and at any hearing conducted by the UJSCRB. [ed. 8-07]
The disciplinary hearing shall occur not less than five nor more than fifteen calendar days after the accused student has been notified in writing of all charges, including amended charges. Maximum time limits for scheduling of hearings may be extended at the discretion of the Dean of Students, or the dean’s designee, as long as the hearing will be prompt. The accused student and DOS may agree to a specific hearing date. The accused student may waive his or her right to a prompt hearing. The accused student may request the chairperson of the UJCSCRB to reschedule the hearings [ed. 8-07]

Hearsay evidence is admissible if it is of the type commonly relied upon by prudent persons in the conduct of their affairs. Hearsay evidence, copies or recordings of such evidence, may be accepted as evidence at the discretion of the chairperson of the UJCSCRB. Generally, the hearing shall be conducted in the following order:

a. The chairperson of the UJCSCRB shall determine whether the accused student has requested a public or a private hearing, shall state for the record the names and roles of the persons present at the hearing, and shall remind the accused student of the right to have an advisor, of the right to refuse to testify, and that the refusal to testify shall not be considered as evidence against him or her. [See 2200.]

b. The party filing charges and the accused student shall have the opportunity to present opening statements in which they summarize the evidence they intend to present to the UJCSCRB.

c. The party filing charges shall present its evidence first, and the accused student shall have the right to present his or her evidence afterwards.

d. Following the presentation of evidence, the party filing charges shall have the opportunity to summarize the evidence presented. Afterwards, the accused student shall have the opportunity to summarize the evidence presented.

e. After the presentation of evidence and summary, the UJCSCRB shall make its decision in a closed session.

The UJCSCRB shall determine by majority vote whether the student has violated each section of the Student Code of Conduct which the student is charged with violating. The chairperson of the UJC, or the designee in the event of absence of the chairperson, is permitted to vote only in the event of a tie ballot. The burden of proof shall be upon the party bringing the charges against the accused student. The UJCSCRB’s conclusion shall be made on the basis of whether it is more likely than not that the accused student violated a specific provision or provisions of the Student Code of Conduct.

The university, if it is filing charges against the student, may be represented by any advisor it chooses. The student charged with a violation has the right to object to the admission of testimony and evidence. The accused student, the party filing charges against the accused student, and the UJCSCRB shall have the right to present witnesses and evidence and shall have the right to be present and hear and question adverse witnesses, as well as the right to object to the admission of testimony and evidence.

Relevant evidence is not admissible. All evidence, pertinent records, exhibits, and written statements, as well as copies or recordings of such evidence, may be accepted as evidence at the discretion of the chairperson of the UJCSCRB. Hearsay evidence is admissible if it is of the type commonly relied upon by prudent persons in the conduct of their affairs.

The party filing charges shall present its evidence first, and the accused student shall have the right to present his or her evidence afterwards. The party filing charges and the accused student shall have the opportunity to present opening statements in which they summarize the evidence they intend to present to the UJCSCRB.

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Conduct, the UJC SCRIB shall suspend the student from any university
activity or privilege from which the student might otherwise be
eligible, as the Dean of Students (or a designee), with the concurrence of the chair of the UJC, if and when he or she is available, may impose an interim university or residence hall suspension prior to the hearing before the UJC.  

ARTICLE XI--RANGE OF SANCTIONS. 

1. Interim suspension may be imposed only to ensure the safety and well-being of members of the university community or preservation of property, to ensure the student’s own physical or emotional safety and well-being, or if the student poses a definite threat of disruption of or interference with the normal operations of the university. 

2. During the interim suspension, the student shall be denied access to the residence halls and/or the campus (including classes) and all other university activities or privileges for which the student might otherwise be eligible, as the Dean of Students (or a designee), with the concurrence of the chair of the UJC, if and when he or she is available, may determine to be appropriate.

3. As soon as is practicable, the student subjected to an interim suspension shall be provided notice of the reasons for the university’s action and shall be accorded the normal procedures of the UJC, including the filing of a complaint and the right to a hearing.
Sanctions that may be imposed are listed here in order of their severity:

- **a.** warning;
- **b.** probation (with terms and length as determined by the UJCSCRB);
- **c.** withheld suspension (failure to comply with the terms of probation results in immediate suspension from UI);
- **d.** suspension (removal from UI for a specific length of time, e.g., semester or academic year);
- **e.** expulsion (indefinite removal from UI).

Before the UJCSCRB may impose a sanction of withheld suspension, suspension, or expulsion, the UJCSCRB must make a specific finding in writing that the student’s misconduct seriously and critically endangered the essential operation of UI or the safety of members of the university community [see 2200, IV-9].

In addition to the sanctions enumerated in paragraph 1, the UJCSCRB may impose any combination of the following and may include them as terms of probation:

- **a.** community service (to be performed for a specified period of time under the direction of the Dean of Students);
- **b.** restitution of damages;
- **c.** special sanctions deemed appropriate and reasonable by the UJCSCRB (e.g., counseling, restrictions on behavior, or requiring letters of apology to be written);
- **d.** administrative fees not exceeding $25.

Penalties for disruption of the judicial process range from warning through suspension, depending on the severity of the offense.

When appropriate, a student may be given the option of working off the equivalent of restitution for UI at the minimum wage.

If sanctions, including community service hours and restitution imposed by the UJCSCRB, have not been completed or if sanctions agreed to by a student in an agreed settlement have not been completed, UI, at the discretion of the Dean of Students or the dean’s designee, may deny a student the privilege of reregistering, may hold transcripts and/or diplomas, and may refuse to release information based on the student’s record.

Sanctions affecting a student’s residence in UI-controlled housing may be imposed. These sanctions are loss of privileges within the living group and temporary or permanent removal from UI-controlled housing.

Sanctions already imposed by civil or criminal process are taken into account when any UI sanction is imposed.

Extensive, organized, serious, or repeated violations of this code are taken into account when determining the appropriate sanction.

The Regents of UI adopted guidelines for enforcing campus alcohol regulations which include sanctions for violation of these regulations. Minimum sanctions for violations of Article VIII, Sections 1 and 2 of the Student Code of Conduct are listed below. These sanctions will be minimum standards and more severe sanctions may be applied. [See next page.]

<table>
<thead>
<tr>
<th>First Infraction</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open container or minor in possession violations.</td>
<td>1. Referral to judicial council for education programs and payment of administrative costs.</td>
</tr>
<tr>
<td>2. Illegal distribution of alcohol.</td>
<td>2. Referral to judicial council with sanctions to include community service, period of probation, administrative costs, and education programs.</td>
</tr>
</tbody>
</table>
b. Second Infraction

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Without injury; or without conduct likely to lead to injury.</td>
<td>1. Referral to judicial council or similar authority for action which must include a treatment and/or education program.</td>
</tr>
<tr>
<td>2. With injury; or conduct likely to lead to injury.</td>
<td>2. Referral to the proper administrative body of the institution for action must include notification to the criminal justice system, strict probation, and, a treatment or education program.</td>
</tr>
</tbody>
</table>

c. Third Infraction

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Without injury; or without conduct likely to lead to injury.</td>
<td>1. Referral to the appropriate administrative body of the institution for appropriate action, which must include, at least, suspension from school for one semester.</td>
</tr>
<tr>
<td>2. With injury; or conduct likely to lead to injury.</td>
<td>2. Referral to the appropriate administrative body of the institution for appropriate action, which must include, at least, referral to the criminal justice system and expulsion from the institution for one year.</td>
</tr>
</tbody>
</table>

APPENDIX TO THE STUDENT CODE OF CONDUCT:

(1) Idaho Code, section 33-3715: “The legislature, in recognition of unlawful campus disorders across the nation which are disruptive of the educational process and dangerous to the health and safety of persons and damaging to public and private property, establishes by this act criminal penalties for conduct declared in this act to be unlawful. However, this act shall not be construed as preventing institutions of higher education from establishing standards of conduct, scholastic and behavioral, reasonably relevant to their lawful missions, process, and functions, and to invoke appropriate discipline for violations of such standards.”

(2) Idaho Code, section 33-3716: “No person shall, on the campus of any community college, junior college, college, or university in this state, hereinafter referred to as ‘institutions of higher education,’ or at or in any building or other facility owned, operated, or controlled by the governing board of any such institution of higher education, willfully deny to students, school officials, employees, and invitees: (a) lawful freedom of movement on campus; (b) lawful use of property, facilities, or parts of any institution of higher education; or (c) the right of lawful ingress [to] and egress [from] the institution’s physical facilities.

(3) “No person shall, on the campus of any institution of higher education, or at or in any building or other facility owned, operated, or controlled by the governing board of any such institution, willfully impede the staff or faculty of such institution in the lawful performance of their duties, or willfully impede a student of such institution in the lawful pursuit of his educational activities, through the use of restraint, abduction, coercion, or intimidation, or when force and violence are present or threatened.

(4) “No person shall willfully refuse or fail to leave the property of, or any building or other facility owned, operated, or controlled by the governing board of any such institution of higher education upon being requested to do so by the chief administrative officer, his designee charged with maintaining order on the campus and in its facilities, or a dean of such college or university, if such person is committing, threats to commit, or incites others to commit, any act which would disrupt, impair, interfere with, or obstruct the lawful missions, processes, procedures, or functions of the institution.

(5) “Nothing in this section shall be construed to prevent lawful assembly and peaceful and orderly petition for the
redress of grievances, including any labor dispute between the institution of higher education and its employees.

(6) "Any person who violates any of the provisions of this section shall be deemed guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine not to exceed five hundred dollars ($500), or imprisoned in the county jail for a period not to exceed one (1) year, or by both such a fine and imprisonment."
Faculty Senate 2012-13, April 23, 2013

Policy Sponsor: Paul McDaniel Faculty Affairs Chair 3/11/14

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

1. Address “up or out” situation for instructors who must be promoted to Senior Instructor after three years, created from current language in 1565 D-1 b (last sentence limited instructors to 15%) and FSH 3560 – D-1 which states an instructor “must” go up for promotion.
2. Adjust the 15% “cap” up to 25%, or lower if unit by-laws permit. Applies to instructors, senior instructors and lecturers (who qualify for voting privileges), and thereby removes policy language currently being violated.
3. Move promotion/review language D-1 & D-9 to Promotion policy FSH 3560.
4. Address the misconception that anyone with instructor in their title qualifies under FSH 1520 II Section 1 – having faculty vote. The title of Instructor should only be used for those ranks described in FSH 1565 D-1.

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]
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 G 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’ (d-3), ‘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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B. Definitions
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F. Associated Faculty
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I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION. [rev. 7-98]

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources. [rev. 7-06]

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 15-25 percent, or a lower limit as defined by the department or similar unit’s by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1; however, each such unit may appoint one person to this rank without regard to this limitation. 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].

As indicated in Sections 3320-A-1d, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members’ annual position descriptions (FSH 3050). Each unit will develop criteria in its by-laws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit by-laws and shall include tenure track faculty (see FSH 3560 E-2 c). Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

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.”

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).

1National Academy of Science
B-9. Technology Transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information, and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment and evaluation 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.
[rev. 7-06]

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, operators, 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: Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be
a. **Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. **Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. 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.

c. **Promotion and Review.** Each unit will develop criteria for promotion and review 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). Instructors will be reviewed at a minimum of every 5 years, or earlier if otherwise determined by the unit’s by-laws. The committee for third-year review, periodic review and promotion and review, as defined by the unit’s by-laws, shall include tenure-track faculty within the unit.

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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; 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.

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

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

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

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]

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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.
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 transmittal 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 (FSH 3560 D-2) 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 and Review. 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. Clinical faculty shall be reviewed during their third year (see FSH 3570). Each unit will develop criteria for promotion and review 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). Clinical faculty will be reviewed at a minimum of every 5 years, or thereafter, as determined by the unit’s by-laws. The committee for third-year review, period review and promotion, as defined by the unit’s by-laws, shall include tenure-track faculty from the unit.  [See FSH 3560].

cd. 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 a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 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.  [add. 7-00, 7-02, 1-08, rev. 7-12, 1-14]

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. 7-08, 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.) [rem. 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. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit’s by-laws. The review committee defined by the unit’s by-laws shall include tenure-track faculty within the unit. [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]

<table>
<thead>
<tr>
<th>Policy/Staff Handbook [FSH]</th>
<th>□ Addition □ Revision* □ Deletion* □ Emergency</th>
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<tbody>
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<td>Minor Amendment ☑</td>
<td>FSH 1590 – Unit Bylaws</td>
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</table>

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

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

Originator(s): Faculty Senate, 2012-13, April 23, 2013
Telephone & Email: __________________

Policy Sponsor: (If different than originator.) Paul McDaniel Faculty Affairs Chair 12/9/13  paulm@uidaho.edu
Name Date: __________________

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.

1. Address the need for review by tenure-track faculty of all non tenure-track faculty by including tenure track faculty on review committees.

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.  3320, 1565, 3560, 3570

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

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

Track # __UP-14-040 __  Track # __UP-14-040 __  Track # __UP-14-040 __
Date Rec.: _____________  Date Rec.: _____________  Date Rec.: _____________
Posted: t-sheet _____________  Posted: t-sheet _____________  Posted: t-sheet _____________
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web _____________  web _____________  web _____________
Register: ________________  Register: ________________  Register: ________________
(Office Use Only)  (Office Use Only)  (Office Use Only)
UNIT BY-LAWS

PREAMBLE: Responding to widespread disparities among unit bylaws, the Faculty-Staff Handbook and Regents policies, this section was adopted by the university faculty at its April 27, 2004 meeting. In 2012 changes were made to provide guidance, clarify language, and define “unit”. [rev. 7-12]

A. Definitions.

A-1. **Unit:** For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560. [add. 7-12]

B. **Policy.** Each recognized unit will develop a set of bylaws (see Regents Policy III. C. 3), setting forth the rules (see B-1 below) by which the unit is governed [for specifics with regard to promotion and tenure see FSH 3050 B, 3320, 3520 G-1 and 3560 E-1]. Departments/programs may incorporate or adopt college bylaws by reference and colleges may incorporate or adopt specific relevant Faculty-Staff Handbook provisions. The majority of the faculty of the unit, must approve the bylaws and any revisions (see FSH 1520 IV 8, 1540 A II-1, II-3). Unit bylaws and revisions must be approved by the president, as required by Regents Policy III C. 3. [rev. 7-12]

Unit bylaws are subordinate to policies within the Faculty-Staff Handbook, and each unit should review its bylaws annually for consistency with the Faculty-Staff Handbook (units are strongly encouraged to seek assistance from General Counsel). The bylaws will undergo a thorough review and be re-approved at least every five years, and copies shall be sent to the Offices of the Faculty Secretary and Provost. [rev. 7-12]

B-1. **A unit’s bylaws should contain the following information:** [ed. 7-12]

- the mission statement of the unit, including the objectives of the unit and its role;
- policies on unit governance, including rules of order, meeting procedures, quorum, attendance at meetings, student representation, and voting rights;
- the organizational structure of the unit, including the responsibilities of the unit administrator and the constitution and function of committees, their terms, and selection procedure;
- specific unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hirings are conducted; [ed. 7-12]
- the process for negotiation of annual position descriptions;
- the unit’s criteria and procedures for annual performance evaluation and third-year review;
- the makeup of all review committees (third year, periodic and promotion) will include tenure track faculty;
- the unit’s promotion and tenure guidelines [see 3050, B-1] and procedures; [ed. 7-12]
- the procedures for amendment of the bylaws.
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 3320 – Annual Evaluation

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

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

Originator(s):
(Please see FSH 1460 C)

Telephone & Email:

Policy Sponsor: (If different than originator.)

Telephone & Email:

Reviewed by General Counsel ___Yes ____No
Name & Date: __________________

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

1. Include language that ensures all faculty (FSH 1520 II Section 1 – including instructors/clinical/lecturers who attained faculty status) go through a review by their peers and that review committee membership is in accordance with FSH 3560 E-2 c.
2. New faculty are first exposed to the annual evaluation policy, added language to stress the importance of materials necessary (and policies) that are used by review committees when considering the faculty’s progress towards promotion/tenure.

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.
1565, 3560, 3570, 1590

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: _____Fac. Affairs 3/10/14 appr._____________

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

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

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

Track # __UP-14-042 __
Date Rec.: __3/10/14__
Posted: t-sheet ________
h/c ________
web ________
Register: ______________
(Office Use Only)
ANNUAL PERFORMANCE EVALUATIONS AND SALARY DETERMINATION
OF FACULTY MEMBERS

PREAMBLE: This section contains those policies and their attendant procedures for those periodic reviews of
performance that affect faculty members and academic administrators. Policies concerning performance evaluation
were part of the original 1979 Handbook, but were completely rewritten in July 2002 and further refined in 2003. In
July 2007 Form 1 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 Form 1 was
again revised to include a Disclosure of Conflicts statement to comply with FSH 6240. In 2009 this section was
again revised to reflect recent changes to the faculty position description and evaluation forms to better integrate
faculty interdisciplinary activities. In July 2010 B was added and FSH 1420 E-6 was incorporated into D to
consolidate the evaluation process into one policy. Further information may be obtained from the Provost’s Office
(208-885-6448. [ed. 7-03, rev. 7-07, 1-08, 7-09, 7-10]

CONTENTS:

A. Annual Performance Evaluation and Salary Determination for Faculty Members
B. Performance Below Expectations of Non-tenured Faculty Members
C. Performance Below Expectations of Tenured Faculty Members
D. Performance Evaluation of Academic Administrators
E. Sequence of Evaluation of Faculty Members and Administrators.

A. ANNUAL PERFORMANCE EVALUATION AND SALARY DETERMINATION FOR FACULTY
MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is
primarily the responsibility of the faculty member and her/his unit administrator. Each unit will develop criteria in
its bylaws for third year and periodic review of its faculty (FSH 1520 II Section 1). The committee for all reviews
will be defined in unit by-laws and will include tenure-track faculty (see FSH 3560 E-2 c). The materials listed in
FSH 3560 E-2 a and b are critical and used by review committees when considering progress towards promotion
(FSH 3560) and or tenure (FSH 3520). The provost is responsible for preparing supplementary instructions each
year, including the schedule for completion of the successive steps. The form to be used, “Annual Performance
Evaluation Form 1: Evaluation of Faculty,” is appended to this section. Personnel on international assignment see
FSH 3380 C. [rev. 7-03, 7-09, ed. 7-10]

a. Forms Distributed. Supplies of the form to be used in the evaluation process are procured by deans and
unit administrators. The immediate administrative officer is responsible for ensuring that each faculty member
receives the proper form together with a copy of the supplementary instructions. [rev. 7-01]

b. Performance levels for each criterion are described as follows: [ed. 7-10]

i. Exceptional Performance (5) is extraordinary performance well beyond what is required relative to the
position description.
ii. Above Expectations (4) represents performance that is better than expected relative to the position
description. [ed. 7-10]
iii. Meets Expectations (3) is the performance expected of a faculty member relative to the position
description.
iv. Below Expectations (2) denotes performance that is less than expected of a faculty member relative
to the position description and means improvement is necessary. A rating of below expectations in one or
more criteria triggers procedures outlined in 3320 B or C. [rev. 7-09, 7-10]
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): (Please see FSH 1460 C) Telephone & Email: 

Policy Sponsor: (If different than originator.) Telephone & Email: 

Reviewed by General Counsel 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.

1. Address “up or out” situation for instructors who must go up for promotion to Senior Instructor after three years. This created a problem because of 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.

2. Moved promotion/review language from 1565 Ranks & Responsibilities to 3560 Promotion.

3. Address the need for a periodic review by tenure-track faculty of instructors, senior instructors, clinical faculty, and lecturers (who qualify for voting privileges).

4. If instructor or clinical choose not to go up for promotion at the end of their third year, a review by tenure-track faculty in unit is required.

5. Moved requirement for External Peer Reviews from E-2 b to new section E-3. If this paragraph remained in E-2, it would require external reviews for all instructors/clinical. This would be onerous for all units to comply with; if a unit desires external reviews of their clinical faculty, they may address in their unit by-laws.

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. 1565, 1590, 3320, 3560, 3570

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: ___FAC approved 3/10/14_______________________

Track # __UP-14-041__
Date Rec.: ___3/10/14___
Posted: t-sheet __________
web __________
Register: ______________
(Office Use Only)
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).

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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. Performance of university administrative duties as a unit administrator is not a consideration in promotion.

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 (FSH 3350) and other documents are judged in the context of unit and college by-laws as well as the documents listed in E-2 and F-3 below.

C. RESPONSIBILITY. The responsibility for submitting recommendations in accordance with the prescribed schedule (see D) falls on the unit administrator or on the dean of the college if the college is not departmentalized. Small units may be joined with others for this purpose. The intent is to secure an adequate body of recommendations.
from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations of the candidate, beginning with the faculty member’s colleagues at the unit level, and proceeding through the college level to the university level. Interdisciplinary and center administrators are to be included as appropriate. [rev. 1-08, ed. 1-10]

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

D-1. Instructors. Each unit will develop criteria for promotion and review of its instructors which will be consistent with that followed by the unit, college and university for tenure-track faculty. Instructors 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. Instructors who do not seek promotion shall be reviewed at the end of their third year (FSH 3570) and at a minimum of every five years thereafter as determined by the unit’s by-laws. The committee for third-year review, periodic review and promotion, defined by the unit’s bylaws, shall include tenure-track faculty within the unit.

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.

Note: The rank of senior instructor, 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. 7-97, 7-02, 1-10]

D-24. Clinical Faculty. 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. Clinical faculty shall be reviewed during their third year (see FSH 3570). Each unit will develop criteria for promotion and review 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). Clinical faculty will be reviewed at least once every five years thereafter as determined by the unit’s by-laws. The committee for third-year review, periodic review and promotion, as defined by the unit’s bylaws, shall include tenure-track faculty from the unit.

D-23. 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-34. 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-5-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-5D-6. 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, 1-10]

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 (FSH 3520 G-4) 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. 1-08, rev. 1-10]

b. 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, 1-10, 7-10, ren. 1-08]

c. All review A promotion committees shall be formed consistent with unit by-laws and must include tenure-track faculty. If the unit’s by-laws do not address review committee makeup, one is not specified, the structure of the tenure committee as described in FSH 3520 G-5 d. shall be used. [add. 1-10]

d. 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
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3560: Faculty Promotions

1. The unit administrator completes the first section on the back of the recommendation form. In arriving at a conclusion, the administrator carefully considers the following (particularly as they relate to the factors listed in B): the information obtained from the curriculum vitae, the position descriptions (including all narratives), the conference with the candidate, the recommendations solicited from the candidate’s colleagues, the external reviewers, interdisciplinary administrators and/or center administrators (if applicable) and the results of annual student evaluations of teaching (in the cases of teaching members of the faculty). [ren. 1-08, rev. & ren. 1-10]

E-3. External Review: In addition to E-2 above, tenure track faculty will require an external review. 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 and creative 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. 1-10]

E-34. 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.

[rev. 7-98, 1-10, ren. 1-08]

E-45. The names of the members of the unit committee are made public after the committee’s recommendations have been forwarded.

E-56. 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.
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 3570 – Professional Portfolio

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): Faculty Senate, 2012-13, April 23, 2013

Policy Sponsor: (If different than originator.) Paul McDaniel Faculty Affairs Chair 12/9/13 paulm@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.

1. Address the need for review by tenure-track faculty of course material taught by non tenure-track voting faculty.
2. Make it clear that external reviews are not required of all faculty e.g. instructors/clinical/lecturers with faculty status)

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.

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: _______FAC 3/10/14 approved __________________

Track # ___UP-14-038__
Date Rec.: __3/10/14___
Posted: t-sheet ______
[Office Use Only]

Register: ______________ (Office Use Only)
PROFESSIONAL PORTFOLIO

PREAMBLE: This section was introduced to the Handbook July 1998 as section B of 1565. For better ease of access it was made its own section in January 2008. In January 2010 this section was revised to reflect changes in the faculty position description and evaluation forms that simplified the forms while better integrating faculty interdisciplinary activities into the evaluation process and a new section C was added. More information may be obtained from the Provost’s Office (208-885-6448). [rev. 1-10]

CONTENTS:

A. Introduction
B. Professional Portfolio for Third-Year Review, Tenure, and/or Promotion
C. Academic Unit Context Statement

A. INTRODUCTION. Evidence of effective teaching, scholarship and creative activities, outreach and extension, and organizational leadership (FSH 1565 C) is to be provided in a professional portfolio submitted by the faculty member for the third year review (FSH 3520 G-43) and when under consideration for tenure and promotion. The professional portfolio should be designed to complement the faculty member’s current curriculum vitae and position descriptions. For evaluative purposes, faculty members may also submit a portfolio on an annual basis. The professional portfolio should address all aspects of the faculty member’s responsibilities as defined in their position description (FSH 3050). The preparation of a portfolio encourages one’s growth and development in all relevant areas. Through the collection and organization of a variety of materials in combination with self-reflection, one gains an overview of one’s responsibilities as a member of the academic community. An individual faculty member understands best what he or she does and the portfolio explains the nature of the faculty member’s activities so that others will understand them fully for purposes of assessment. The format and method of presentation of the professional portfolio is a matter of faculty choice, samples are available on the Provost website. [ren. 7-00, ed. 1-08, rev. 1-10]

B. PROFESSIONAL PORTFOLIO FOR THIRD-YEAR REVIEW, TENURE, AND/OR PROMOTION. Diversity rather than uniformity is encouraged since the portfolio serves to reflect the academic discipline and position description of each faculty member - the context within which each faculty member does his/her job. Following are the minimum requirements for the contents of a professional portfolio. The faculty member may provide additional material that offers further insight into his/her responsibilities and accomplishments. (The portfolio that is forwarded for tenure and/or promotion is limited to twelve pages. At the candidate’s discretion, additional material may be prepared and made available to all who are evaluating his/her suitability for tenure and/or promotion. This additional material, if any, is available for review in the departmental office, but is not forwarded with the packet.) [ed. and ren. 7-00, ed. 1-08, rev. 1-10]

B-1. Personal Context Statement describing the faculty member’s scholarly responsibilities within his or her academic unit. The personal context statement is written by the faculty member (limited to two pages) and reviewed by the relevant unit/college/center administrators. The statement may include expectations placed on a faculty member by interdisciplinary programs or research centers, the requirements of joint appointments or other special circumstances. [rev. 1-10]

B-2. Personal Philosophy Statement regarding the faculty member’s professional activities relevant to his/her position description.

B-3. Evidence not included in the curriculum vitae (as appropriate to the position description) of the faculty member’s productivity, scholarly ability, and student success.
**B-4.** Evidence of professional growth in the faculty member’s areas of responsibility.

**B-5.** In the case of instructional or extension faculty, evidence of evaluation of course/extension material content by tenure track faculty.

**C. ACADEMIC UNIT CONTEXT STATEMENT**  

**C-1.** An Academic Unit Context Statement is included in the package of materials sent to external peer reviewers, when applicable, (see FSH 3520 G-4 b and 3560 E-32-b). It is intended to inform reviewers about the academic environment at the University of Idaho so that reviewers may consider the similarities and differences between their own academic units and that of the candidate for tenure or promotion. The Academic Unit Context Statement shall be developed and approved by the faculty of the academic unit and reviewed regularly for accuracy. Each faculty member may clarify their unique responsibilities within their Personal Context Statement (see B-1 above).

**C-2.** The Academic Unit Context Statement is included with other materials used in the review process at levels beyond the unit, but is distinct from the Personal Context Statement described in B above.

**C-3.** The Academic Unit Context Statement describes relevant features of the university, college and academic unit. The context statement should cover the following areas:

- **a.** The usual allocation of effort as described in the position descriptions of faculty in the academic unit.
- **b.** A description of the annual review process and annual performance criteria.
- **c.** Unit/College criteria for promotion and tenure.
- **d.** Resources available to support scholarly activity such as travel, teaching assistants, etc.
- **e.** Other information deemed useful to those outside the academic unit.