Call to Order.

In Memoriam.

Minutes. Meeting #2, December 13, 2011

Announcements.

Special Orders.

Report of the Faculty Senate

[Hardcopies of all pertinent documents for this meeting can be accessed at the Faculty Senate Website at http://www.webs.uidaho.edu/facultycouncil/General_Faculty_Meetings/univ_faculty_meetings.htm]

I. Proposed Changes/Additions to the Faculty-Staff Handbook (FSH)

Group 1 - Requires a quorum

- FS-12-017 & FS-12-035: FSH 1520 – Constitution of the University Faculty (2/3 majority vote)
  - Faculty Senate Center Senators’ Responsibilities
  - Staff Representation on Faculty Senate
  - Student Bar Association Representation on Faculty Senate
- FS-12-034: FSH 1580 – By-laws of Faculty Senate (majority vote)
  - Update Student Selection Process (clean-up process)
  - Student Bar Association Representation on Faculty Senate

Group 2 – New policies

- FS-12-023: FSH 3780 – Dependent Tuition and Fee Reduction
- FS-12-030: FSH 3705 – Partner Benefits
- FS-12-038 (FS-12-029): FSH 2350 – Sexual Harassment & Violence Pertaining to Students

Group 3 – Other

- FS-12-022: FSH 1565 – Academic Ranks and Responsibilities
  - D-8 - Distinguished Professor (clarification/update)
  - E - Emeritus (qualification for emeritus title)
- FS-12-025: FSH 3520 – Tenure (student representation on tenure committees)
- FS-12-026: FSH 1540 – Standing Rules of University Faculty (open meetings)
- FS-12-027: FSH 3560 – University Promotion Committee membership (CLASS representation)
- FS-12-028: FSH 3760 – Educational Privilege for Non UI Employees
- FS-12-031: FSH 6241 – Nepotism (pending Faculty Senate approval)
- FS-12-032: FSH 1420 – University Administration (clarify Dean Search Process)
- FS-12-033: FSH 1420 – Unit By-laws (clarify approval, consistency with FSH, flexibility of content)

Group 4 - Informational

- FS-12-036: FSH 1640 – Americans with Disabilities Act Advisory Committee
- FS-12-037: FSH 1640 – Ubuntu (formerly Affirmative Action and Disabilities Committee and Juntura)

II. Proposed Changes to the University of Idaho Catalog

- FS-12-016rev: (UCC-12-039) Regulations B and C (FYI)
- FS-12-024: Regulation J-3 (General Education Core)

President’s Remarks.

Adjournment. Refreshments will be provided.

Gail Z. Eckwright, Secretary of the Faculty

http://www.webs.uidaho.edu/facultycouncil, (885-6151)
NOTE: 112 faculty members (all campuses state-wide) constitute a quorum. Quorum and voting regulations can be viewed at [FSH 1520 Article III](#) with the goal to actively include off-campus faculty participation in faculty meeting. To determine your voting right as a faculty member please see [FSH 1520 Article II Section I](#). Those who are recognized by the president for the purpose of speaking should identify themselves by name and discipline or position.

NOTICE: Off campus faculty will be receiving a separate email with a URL to access the meeting live. Also available at this site will be a streaming video link that can be viewed after the meeting for those unable to attend.
Call to Order: President M. Duane Nellis called the meeting to order at 3:35 p.m. (Pacific) and welcomed all faculty in Moscow and across the state. There being only 69 faculty members present, including 14 at University of Idaho Centers, a quorum was not achieved. The minutes of the September 14, 2011 meeting will stand approved as submitted by the Faculty Secretary.

In Memoriam: President Nellis read the names of faculty members who had died since the beginning of the fall semester and asked for a moment of silent reflection in their memory.

Nelson Curtis
Professor Emeritus of Art & Design
- October 2011 –

Roy Hartzell Goetschel, Jr.
Professor Emeritus of Mathematics
- November 2011 –

Lawrence H. Johnston
Professor Emeritus of Physics
- December 2011 –

President Nellis announced the appointment of Joseph Stegner as Special Assistant to the President. Mr. Stegner’s official starting date was December 1 and over the next weeks and months he plans to meet with University of Idaho colleges and units.

Faculty Senate Chair Paul Joyce introduced proposed changes and additions to the Faculty Staff Handbook (FSH) and to the University of Idaho catalog that had been passed by Faculty Senate during the fall semester. All changes and additions passed without vote, due to the lack of a quorum, with the exception of the proposed constitutional change to 1520 which requires a quorum and two-thirds affirmative vote to pass.

Chair Joyce briefly explicated the FSH policy changes, followed by a more detailed presentation of the new FSH 3205 – Consensual Romantic or Sexual Relationships policy. The Office of General Counsel and the Office of Human Rights, Access and Inclusion began developing this policy in early summer. It was widely vetted
by numerous groups and committees, including the Associated Students of the University of Idaho (ASUI), Staff Affairs Committee (SAC), and Faculty Affairs Committee (FAC), and it is similar to a policy endorsed by the American Association of University Professors (AAUP). This policy is not just for faculty and students; it addresses situations in which two individuals who are employed by the University of Idaho become involved in a romantic or sexual relationship, and where one of the individuals is in a role of authority over the other. For example, a relationship covered by this policy could be between a coach and an athlete; or between an administrator and an administrative assistant. This policy also outlines steps to be taken to mitigate the circumstances, should such a consensual romantic or sexual relationship occur.

A faculty member asked about the junior-senior faculty relationships described in the policy. Chair Joyce stated these are only a few examples and that the important point is this policy covers consensual romantic or sexual relationships in which one person has authority over the other. This policy does not apply in situations where there is no line of authority between the individuals involved in the relationship.

President Nellis will sign FSH 3205 – Consensual Romantic or Sexual Relationships policy at the close of this meeting and it will become effective immediately.

Chair Joyce then briefly presented the curriculum changes to the University of Idaho catalog. Two items were routine departmental name changes, but two other items were fairly major and significant changes to the catalog. Regulation J reduces the minimum number of credits required for graduation from 128 to 120. Most of our peers require a 120-credit minimum for graduation. This change will not affect the core curriculum and it will not affect those academic units that wish to keep a higher minimum number of credits for degrees from their programs. The effect of this change is that a full-load for a semester now may be 15 credits, rather than 16.

The second curriculum change, Regulations B and C, affects students’ ability to drop without a “W.” Students wanting to drop a class without incurring a “W” on their transcripts must do so no later than the 10th day of the semester. Students will be permitted to drop a course through the 4th week of the semester, but after day 10 a “W” will be registered on their transcripts.

A faculty member asked if these catalog changes affect only entering students. Chair Joyce answered that these changes will apply to students registering in fall 2012 and forward. There is no grandfathering on Regulations B and C (changes to the deadline for dropping a class without a “W”). Under Regulation J individual departments may decide to keep the 128 credit major and if your department/program language currently states a 128 requirement,
it will remain that way unless the department takes action to change it. If a department chooses to change to the 120 credit degree, they must take sending the proposed change to the University Curriculum Committee for approval.

President Nellis thanked Chair Joyce and Senate Leadership for their work with university policy and the catalog.

President Nellis then presented an overview of the University of Idaho at this time and a preview of the next legislative session. President Nellis described the state’s improved financial situation and said the governor may support CEC (change in employee compensation) funding. The governor may also support base level funding for the Center for Advanced Energy Studies at Idaho Falls as well as other funding for new initiatives relating to research.

President Nellis congratulated faculty for their outstanding research efforts and highlighted a few programs:

- Research partnership with Washington State University (WSU) in developing jet fuel from wood waste;
- Climate variability and its impact on wheat and barley;
- IBEST (Institute for Bioinformatics and Evolutionary Studies);
- LASR (Laboratory of Applied Science and Research), creating new opportunities for working with businesses in the Pacific-Northwest;
- Northwest Knowledge Network (NKN), providing data research;
- Partnership with BYU-Idaho to provide access to Ed.D. for BYU faculty.

President Nellis noted other recent recognition and successes:

- University of Idaho Foundation achieved a 20.4% return on investments during the fiscal year ending June 30, 2011, which places it in the top 5% of institution foundations nationally;
- The public phase of our capital campaign begins April 28 and with a tentative goal of $250 million. We are more than halfway to that goal during the silent stage of the campaign;
- The National Jurist ranked the University of Idaho Law school 13th out of 200 national schools for clinical opportunities;
- Incoming University of Idaho students in fall 2011 had an average 3.4GPA, our national merit scholars rank us second highest in the Pacific Northwest;
- Graduate student enrollment is up 1.2%, with slightly more than 2000 graduate students enrolled;
- Dr. Karen Launchbaugh heads the College of Natural Resources’ new Rangeland Center, which presents another opportunity for national leadership;
- Priscilla Salant, Director of the Office of Community Partnerships, has secured grant funding for the office which
enables the University of Idaho to formalize its community partnerships;

- Prof. Alexandra Teague, English, has recently won the California Book Award and is the recipient of a 2011 National Endowment for the Arts fellowship;
- Dr. Jan Boll was appointed as Director of the Environmental Science, Water Resources and Professional Science Masters programs.
- Drs. Larry Forney, Carolyn Bohach, Peter Goodwin and Aaron Thomas worked with President Nellis to create the President’s Doctoral Scholars in Stem award. This is a 3-year commitment of $50,000/year in funding targeted at minority doctoral students. This award program will enable the University of Idaho to compete nationally for top doctoral students.

In recognition of the many outstanding faculty at the University of Idaho, President Nellis announced a new mid-career faculty award which will be given to a maximum of 9 faculty each year. Qualified individuals will be either tenure-track or tenured and have been on the faculty for a minimum of 3 years. Award recipients will receive a temporary $5,000 increase in base salary.

President Nellis reminded faculty of the holiday reception scheduled for later this afternoon at the Student Union Building.

There being no other items of business, President Nellis adjourned the meeting at 4:17PM.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary

Quote of the meeting: “Basically, in modern days, the typical course is three credits, 3 courses/15 credits is easier to deal with. That is mainly arithmetic in my view. And that is a mathematician’s perspective on change.”
POLICY COVER SHEET

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

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

Chapter & Title: FSH 1520 – University Constitution

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):

Ann Thompson, Faculty Secretary’s
Name 885-6151  annat@uidaho.edu
Date

Policy Sponsor: (If different than originator.)
Gail Eckwright, Faculty Secretary
Name 885-6151  annat@uidaho.edu
Date

Reviewed by General Counsel
Yes No
Name & Date: 11/16/11  Hoey Graham

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. To address recent questions of the center senator’s role/responsibility on Faculty Senate.
2. Remove language that indicates venue determination is done annually which is unnecessary for sites already approved by senate.

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.
FSH 1540

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:

Ann Thompson, Faculty Secretary’s
Name 885-6151  annat@uidaho.edu
Date

Policy Coordinator
Appr. & Date: __________________________

FSH

Appr. __________________
FC __FS-12-017____
GFM __________________
Pres./Prov. ____________

Track # __UP-12-011_
Date Rec.: ____________
Posted: t-sheet _________
h/c __________ web

APM
F&A Appr.: ____________

Register: __________________

[Office Use Only]
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: 1520, Constitution of the University Faculty

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): Mark Miller  March 19, 2012

(Please see FSH 1460 C)

Telephone & Email: 208-885-6958
millerml@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:  

Reviewed by General Counsel _X__Yes  __ No Name & Date: _Kent Nelson 4/10/12

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.

The purpose of this change is to give Staff Affairs an additional representative on Faculty Senate

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.

The Faculty Constitution currently allows only one Staff Affairs representative on Faculty Senate

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
Aprr. & Date:  
[Office Use Only]

FSH

Aprr. ______________________
FC  __FS-12-035___
GFM ______________________
Pres./Prov.  ______________________
[Office Use Only]

Track # __UP-12-020_____  
Date Rec.: __________
Posted: 1-sheet ________
b/c ___________________
web ___________________
Register: __________
(Office Use Only)

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

[Office Use Only]
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: Chapter 1, Title 1520; Chapter 1, Title 1580

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): Will Gunderson March 26, 2012

(Please see FSH 1460 C)

Telephone & Email: 253-332-1862 gund1801@vandals.uidaho.edu

Policy Sponsor: Professor John Hasko March 26, 2012

Telephone & Email: 208-885-2160 jhasko@uidaho.edu

Reviewed by General Counsel  X Yes  No Name & Date: Kent Nelson 4/10/12

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.

The purpose of the revisions to sections 1520 and 1580 of Chapter 1 are to allow the College of Law to attain representation on the faculty senate. Currently, the college has no such representation.

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.

None known

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 FS-12-034&035
GFM ____________________________
Pres./Prov. ____________________________ [Office Use Only]

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

Track # __ UP-12-029 ____________________________
Date Rec.: ____________________________
Posted: t-sheet ____________________________
  h/c ____________________________
  web ____________________________
  Register: ____________________________ (Office Use Only)
CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: When the university was young, the faculty’s business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee’s recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung’s support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d’Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151).

CONTENTS:

Preamble
Article I. General Provisions
Article II. Faculty Classifications
Article III. Faculty Meetings
Article IV. Responsibilities of the University Faculty
Article V. Faculty Senate
Article VI. Rules of Order
Article VII. Amendments

PREAMBLE. The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university. [See also 1420 A.]
Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] [ed. 7-00, 7-09]

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university.

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws. [ed. 7-09]

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit. [ed. 7-09]

ARTICLE II—FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., “assistant research professor”, “assistant clinical professor” and “visiting associate professor”), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. [ed. 7-99, 7-09, rev. 7-01, 7-11]

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.] [ed. 7-00, 7-09]

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. [ed. 7-00, 7-09]

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their
home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty’s representation on the Faculty Senate.  [ed. 7-09, rev. 7-11]

Section 4. General Faculty. “General faculty” is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III--FACULTY MEETINGS.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty.  [ed. 7-09]

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B below. Venues will be designated annually by faculty senate as described in 1540 A.  [add. 7-09]

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary’s dDelegate at remote sites).  [add. 7-09]

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty.  [rev. 7-09]

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents.  [rev. 7-97, 7-09]

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval.  [add. 7-09]

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary’s Delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A).  [add. 7-09]

Clause D. Secretary’s Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94.  [add. 7-09]

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each
meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A-1-c.] [ed. 7-00, 7-09]

Clause A. Responsibility. The president is responsible for the agenda and it is issued under the president’s direction.

Clause B. Agenda Items from Individual Members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.] [ed. 7-00]

Clause D. Proposed Changes of Written Policies or Regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

Clause E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.

ARTICLE IV—RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty’s responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the “Statement of Student Rights,” the “Student Code of
Conduct,” and the “Student Judicial System.” [See 2200, 2300, and 2400.]

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them. [ed. 7-09]

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.] [ed. 7-06, 7-09]

Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.] [ed. 7-05]

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to ad hoc advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640] [ed. 7-97, 7-09]

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.] [ed. 7-09]

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.] [ed. 7-09]

Section 2. Structure. The senate is constituted as follows: [ed. 7-09]

Clause A. Elected Members. [ed. 7-00]

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected
senator from the college. [ed. 7-09]

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of telephone or other appropriate technology available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific. [add. 7-09, rev. 2]

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties. [See 1566.] [ed. & ren. 7-09]

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. [ed. & ren. 7-09]

(5) Staff. The representative body (Staff Affairs) of the university staff elects one employee who does not have faculty status to serve with vote in the senate. [ed. & ren. 7-09]

(6) Students. Two undergraduate students, and one graduate student, and one student from the College of Law serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] [ed. & ren. 7-09]

Clause B. Members Ex Officiis. The president or the president’s designated representative and the secretary of the faculty are members ex officiis of the senate, with voice but without vote. [ed. 7-09]

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate. [ed. 7-09]

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, and the staff representatives shall serve for staggered two one-year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected faculty member of the senate may serve an immediately ensuing term [but see 1580 III-3]. [ed. 7-09]

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate. [ed. 7-09]

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and
approved by a majority vote of the faculty of the college or other unit. [ed. 7-09]

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.] [ed. 7-09]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned. [ed. 7-09]

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. [ed. 7-09]

ARTICLE VI--RULES OF ORDER. The rules contained in Robert’s Rules of Order Newly Revised govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents’ policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action. [ed. 7-09]

ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.
PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-10, 7-11]

CONTENTS:

Article I. Function and Membership
Article II. Duties of Officers
Article III. Terms of Office
Article IV. Election of Officers
Article V. Meetings
Article VI. Student Members
Article VII. Executive Committee
Article VIII. Other Committees

ARTICLE I--FUNCTION AND MEMBERSHIP. The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.] [ed. 7-10]

ARTICLE II--DUTIES OF OFFICERS.

Section 1. Chair. The chair shall: preside at meetings of the senate; appoint the secretary, subject to confirmation by the senate; appoint special or ad hoc committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent. [ed. 7-10]

Section 2. Vice Chair. The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate. [ed. 7-10]

Section 3. Secretary. The secretary shall: maintain an accurate record of all meetings of the senate; publish the minutes or a summary thereof on the Faculty Senate website as soon as possible after they are approved; file official copies of the minutes, together with appropriate exhibits, and in the Department of Special Collections and Archives in the University Library for safekeeping; prepare reports of policy actions taken by the senate for review by the university faculty, president, and regents; maintain a file of the minutes of university-level standing committees; maintain a file of the current bylaws of the senate and of its standing committees; and perform such other duties as may be assigned by the chair or by the senate. [ed. 7-97, 7-10, rev. 7-11]
ARTICLE III--TERMS OF OFFICE.

Section 1. Members. The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws. [ed. 7-10]

Section 2. Officers. The term of office for officers of the senate is one year, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. [ed. 7-10]

Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that member’s normal term of office is ineligible for membership on the senate until one year has elapsed. [ed. 7-10]

ARTICLE IV--ELECTION OF OFFICERS.

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president’s designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting. [ed. 7-10]

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president’s designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

Clause A. Additional Nominations. Before balloting begins for each office, additional nominations may be made for that office.

Clause B. Procedure for Balloting. Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues). [ed. 7-97, 7-10]

ARTICLE V--MEETINGS.

Section 1. Regular Meetings. The senate determines the time and place for its regular meetings. [ed. 7-10]

Section 2. Special Meetings. Special meetings of the senate may be called at any time by the chair. Such meetings must be called upon the request of the president of the university or the president’s designated representative. Meetings may be convened by 35 percent of the voting membership with a three-day written notice to all members. [ed. 7-10]
Section 3. Quorum. A quorum is half of the voting members of the senate, including half of the elected membership. [ed. 7-10]

Section 4. Agenda. The chair is responsible for the agenda and causes it to be issued at least one day before each regular meeting. Notice of special meetings may be given orally, provided each member so notified is informed of the purpose of the special meeting.

Section 5. Order of Business. The usual order of business for regular meetings is: (a) approval of the minutes of the previous meeting; (b) communications; (c) committee reports; (d) special orders; (e) unfinished business and general orders; and (f) new business.

Section 6. Communications. Communications that require action by the senate should be furnished in sufficient quantity to provide one copy for each member of the senate and five copies for the secretary. [ed. 7-10]

Section 7. Alternates. Alternates participate in meetings of the senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor. [ed. 7-10]

Section 8. Policy Actions. Before each regular meeting of the senate, the agenda for that meeting is to be published on the Faculty Senate website. The website shall include the number, if any, and the title of each agenda item involving the formulation or substantive change of policy and also a link to the proposed redline document. Final action may not be taken on any such item unless it has been included in an agenda previously published on the website and distributed electronically to all senators (preferably the Friday before the meeting, but no later than 24 hours prior to the meeting, see Section 4 above); this requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present. [ed. 7-97, 7-10, rev. 7-11]

Section 9. Motions. Motions involving the formulation or change of policy should be in writing and handed to the secretary. The minutes are to show the names of the person making a motion and of the seconder.

Section 10. Record of Attendance. The minutes are to show the names of members attending and of those absent from meetings.

Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.) [ed. 7-10]

Section 12. Open Meetings. The university faculty’s general regulations governing committee meetings, including meetings of the Faculty Senate, are contained in 1620. [ed. 7-10]

Section 13. Publication of Minutes. The complete text or a summary of the approved minutes of meetings of the senate is published on the Faculty Senate website and sent electronically to senate members at least one day before the meeting at which they will be ratified. [ed. 7-97, 7-10, rev. 7-11]

ARTICLE VI--STUDENT MEMBERS.
Section 1. Qualifications. The two undergraduate-student representatives must have completed at least 26 credits at UI before taking office and must be full-time students as defined in the catalog (regulation O-1). The graduate-student representative must be regularly enrolled in a program leading to an advanced degree. The College of Law student must be regularly enrolled in the college’s program leading to a law degree.

Section 2. Terms of Office. Student members are elected for one-year terms and are eligible for reelection for a second term.

Section 3. Election. The election of the two undergraduate-student representatives and the graduate-student representative to serve on the senate is entrusted to the ASUI Senate. The election of one graduate-student representative is entrusted to the Graduate and Professional Student Association. The election of one College of Law student is entrusted to the Student Bar Association of the College of Law.

ARTICLE VII--EXECUTIVE COMMITTEE.

Section 1. Function. The function of the Executive Committee is to act for the senate on emergency matters when the senate will not be in regular session for a period of more than two weeks and a quorum cannot easily be convened. The Executive Committee reports to and is subject to the orders of the senate, and the senate retains the authority to review actions of the Executive Committee.

Section 2. Structure and Quorum. The Executive Committee is made up of such members of the senate as are present at a meeting called upon 36 hours’ written or oral notice. Seven voting members of the senate constitute a quorum for meetings of the Executive Committee.

Section 3. Officers. The officers of the senate also serve as the officers of the Executive Committee. In the absence or incapacity of both the chair and the vice chair, the members of the Executive Committee attending the meeting designate a chair pro tempore.

Section 4. Call of Meetings. Meetings of the Executive Committee may be called on 36 hours’ notice by the chair or vice chair or by the president of the university or the president’s designee.

ARTICLE VIII--OTHER COMMITTEES.

Section 1. Authority of the Faculty Senate. Under the authority of the constitution the senate has the responsibility to establish and maintain all university-wide and interdivisional standing and special committees, except those specifically reserved to the president. The general regulations governing committees, as adopted by the senate and the university faculty, are contained in 1620.

ARTICLE IX--RULES OF ORDER. [See 1520 VI.]

ARTICLE X--AMENDMENTS. These bylaws may be amended by a majority vote of the university faculty, as defined in the constitution of the university faculty, in attendance at a regular meeting, a quorum being present. Amendments that conflict with any provision of the constitution of the university faculty or with regents’ policies are without effect. Proposed amendments must have been published in full in the agenda at least one week before the meeting of the university faculty or presented in writing at a meeting previous to the one at which the vote is to be taken.
Policy Cover Sheet

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

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

Chapter & Title: FSH 3780 – Dependent Educational Tuition and Fee Reduction

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):
(See please FSH 1460 C)

Telefon & Email:

Policy Sponsor: (If different than originator.)

Telefon & Email:

Reviewed by General Counsel _ X _

Senate Leadership, Paul Joyce Chair
Name  Date
joyce@uidaho.edu

Faculty Affairs, Ed Bechinski Chair
Name  Date
gdb@uidaho.edu  1/26/12

Reviewed by General Counsel  _ X _

Name & Date:  _ Hoey Graham

1/27/12

Suzette Yachenko, 1/26/12; Staff Affairs – Ana Burton, 1/25/12

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 promote employee recruitment and retention, and improve culture and climate at the university, by means of expanding employee benefits. Senate Chair reviewed with Keith Ickes, Budget & Finance Office.

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

The fiscal impact is difficult to predict so two scenarios are considered. In one scenario, that assumes full state support for Idaho residents, suggests that the extra income from a modest increase in enrollment could offset the cost of the program. In another scenario, which assumes less state support, suggests that the program would cost the university a modest amount. However, this cost is minimal compared to the benefits that include enhanced recruitment, retention and morale. See attached cost analysis and spreadsheet.

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
Apgr. & Date:

APM
F&A Apgr.:

FSH
Apgr.  ________________
FC  __FS-12-023__
GFM  ________________
Pres./Prov.  ________________

[Office Use Only]

Track #:  __UP-12-018__
Date Rec.:  ________________
Posted: t-sheet  ________________
h/c  ________________
web  ________________
Register:  ________________

(Office Use Only)
**Background:** In 2010 the Faculty Affairs Committee presented a Dependent Fee Reduction proposal to the Faculty Senate. Questions concerning the cost of the program led to a spirited debate. A majority of senators at that time felt they could not support a dependent fee proposal without further information about the cost of the program. The motion failed.

However, Boise State University passed a similar proposal and the State Board of Education approved BSU’s proposal on a provisional basis.

In the fall of 2011, Senate Chair Paul Joyce asked that Faculty Affairs work with Staff Affairs to revive the fee reduction proposal. The Faculty Affairs Committee felt they did not have the data or resources to do a valid cost assessment of the program, but were willing to revive the proposal and send it forth to Senate.

The chair of Senate took it upon himself to develop a cost assessment of the program and to present his assessment to the Executive Director of Planning and Budget. Together they formulated a balanced analysis and cost projection. That projection is summarized below with details in the attached excel spreadsheet.

**Summary of Cost Analysis:** The attached spreadsheet represents a cost estimate for the dependent tuition benefit. It is based on two simple premises.

1. A very small increase in enrollment (between 20 and 40 students) results in a modest increase in instructional costs. The Office of Planning and Budget estimates this cost to be around 50 thousand dollars. (Note that this is far less than the amount of tuition generated by these students.)
2. The state of Idaho pays $8064 dollars per resident student.

Based on these two premises, we conclude the following: if the dependent tuition benefit results in an increase in enrollment among University of Idaho dependents of (approximately) 35 student then the added tuition revenue from this increase in enrollment will more than make up for the loss of tuition revenue from the tuition reduction.

Thus if we can absorb a few extra students with minimal increase in instructional costs, those added students will more than pay for the benefit.

However, the state of Idaho does not always pay for increased enrollment based on the enrollment adjustment formula. (However, there is some indication that they will pay this year.) In the years when the State does not pay for increased enrollment, an increase in students due to this program will result in a net loss for the University. An alternative projection, based on this assumption, suggests that the dependent tuition program will cost upwards of around 200 thousand dollars.

**Summary:** In the best case scenario the program pays for itself through increased enrollment which results in increased state funding. In the worst case scenario, employees would see a modest increase in their benefit costs.
3780 - DEPENDENT EDUCATIONAL TUITION AND FEE REDUCTION

Preamble: This policy was created in 2012 with employee recruitment and retention purposes in mind as well as improving the culture and climate at the University.

A. General: The dependent educational tuition and fee reduction benefit (benefit) is a 50% reduction in residential (in-state) student tuition and fees for dependents of eligible employees enrolled in University of Idaho undergraduate or graduate academic credit courses. No other fees are waived by this benefit; for example, the benefit does not include additional fees associated with specific courses (e.g., web-based courses), specific academic programs (e.g., professional fees), or specific services (e.g., insurance or student activities). The benefit does not apply to noncredit courses, intersession or summer session courses, continuing education courses, or courses offered through, but not limited to, Independent Study in Idaho, the College of Law, the Executive MBA Program, the Doctorate of Athletic Training, Professional Practices Doctorate, the McCall Outdoor Science School, or the WWAMI Medical Program. There is no limitation on the number of credits that may be taken per semester.

B. Employee: A board-appointed University employee on regular appointment who works at least half-time (including those on official leave) is eligible for the dependent educational tuition reduction benefit. A dependent may receive the benefit if the employee is eligible on the first day of the academic term. Only a single dependent per household at a time is eligible for this benefit.

C. Dependent: A dependent of a University employee is eligible as defined by the Federal income tax code, Section 152. The University reserves the right to request copies of tax returns or other supporting documentation.

C-1. An eligible dependent:
   (a) must be an admitted student who has met all normal academic requirements for the course(s) taken;
   (b) may receive only one 50% dependent educational tuition and fee reduction per semester, and may use the tuition and fee reduction benefit for a maximum of eight semesters (applies to both full and part time students);
   (c) of an employee whose employment terminates due to death or permanent disability shall continue to be eligible for this program until the dependent meets one of the below, whichever comes first:
     • completes a degree
     • reaches the maximum number of eight semesters

D. Application: Applications require approvals/signatures of the employee, the dependent, and Human Resources. Applications must be filed before tuition is paid for the semester in which the benefit will be applied. The benefit is not automatically renewed; it must be applied for each semester. Fraudulent certification of dependent eligibility by an employee is grounds for discharge and the employee shall be required to repay all costs associated with the benefit.

E. Termination: If an employee's appointment is terminated during a semester for which the employee's dependent is registered for academic work under this policy, the academic work must be terminated unless the applicable tuition is paid, except in the case where employment is terminated due to death or permanent disability.
without dependent benefit
with dependent benefit difference between without and with benefit Instructional Costs

net profit from increased enrollment paying for benefit $3,456
total number additional employee dependent students needed to pay for program 35
Percent increase needed to pay for the program 0.3097345

*The estimated number of UI dependents attending UI is based on a 90 percent retention rate for UI dependents over a four year period. Of course a lower retention rate will result in fewer UI dependents participating in the fee reduction program.

The SBOE does not always pay for increased enrollment. Below is an alternative cost analysis based on this assumption.

<table>
<thead>
<tr>
<th>Estimated fraction UI dependents from a graduating class</th>
<th>Estimated number UI dependents from a graduating class</th>
<th>Estimated fraction UI dependents that enroll at UI as freshmen</th>
<th>Estimated number UI dependents that enroll as freshmen</th>
<th>Total UI dependents enrolled at UI*</th>
<th>UI Fees per student</th>
<th>Revenue generated by UI dependents from fees</th>
<th>State appropriation per student</th>
<th>Revenue generated by UI dependents from state funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>current 113 $5,856 $661,728 $8,064 $911,232 $1,572,960</td>
<td>Proposed II 113 $2,928 $330,864 $8,064 $911,232 $1,242,096</td>
<td>35 $2,928 $102,480 $2,244 $78,540 $181,020</td>
<td>total Proposed 148 $433,344 $989,772 $1,423,116</td>
<td>instructional costs ($228,384)</td>
<td>($50,400)</td>
<td>($50,500)</td>
<td>($200,344)</td>
<td></td>
</tr>
</tbody>
</table>

Relevant calculations:

- **Revenue generated by UI dependents from fees**:
  - Without dependent benefit: $5,856
  - With dependent benefit: $2,928

- **State appropriation per student**:
  - Without dependent benefit: $8,064
  - With dependent benefit: $8,064

- **Revenue generated by UI dependents from state funds**:
  - Without dependent benefit: $911,232
  - With dependent benefit: $911,232

- **Total cost under Proposal II**:
  - Without dependent benefit: $1,572,960
  - With dependent benefit: $1,242,096

- **Net profit from increased enrollment paying for benefit**: $3,456

- **Percent increase needed to pay for the program**: 0.3097345
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

Chapter & Title: New Section 3705 Domestic Partner Health Benefits

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)

Policy Sponsor: (If different than originator.)

Reviewed by General Counsel

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.

Providing health benefits to domestic partners of employees will enhance the University’s ability to recruit and retain faculty and staff members. Because health insurance coverage is made available to other similarly situated relatives of employees, offering these benefits to all partners is a matter of fairness.

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

Unknown

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:

FSH
Appr.
FC 
FS-12-030
GFM
Pres./Prov. _________

APM
F&A Appr.: ________

Track # _UP-12-024________
Date Rec.: _2/27/12________
Posted: t-sheet ___________
h/c ___________
web ___________
Register: ___________

[Office Use Only]
TO: Paul Joyce, Chair, Faculty Senate

FROM: Kenton Bird, Vice Chair, Faculty Senate
Elizabeth Brandt, Don Crowley and Jack Miller
Members, ad hoc committee on partner benefits

CC: Ana Burton, Chair, Staff Affairs Committee
Ed Bechinski, Chair, Faculty Affairs Committee
Gail Eckwright, Faculty Secretary

RE: Health insurance benefits for domestic partners

DATE: March 7, 2012

This memorandum reports on the analysis of recent court cases related to provision of benefits to unmarried partners of public employees. We believe that recent cases in the 9th Federal Circuit are applicable to Idaho and provide an opportunity for the University of Idaho to demonstrate its leadership on this important issue. Here is our rationale:

- Health insurance is a key employee benefit that no one wants to be without. Providing health insurance benefits for partners will enhance the University’s ability to recruit and retain top faculty and staff members.
- Providing such benefits to partners is a matter of basic fairness. The University of Idaho should provide health insurance benefits to an employee’s partner whether or not those persons are permitted to marry.

As the attached analysis indicates, the provision of health insurance benefits to employees and their domestic partners is consistent with recent federal court decisions. Indeed, failure to provide partner benefits while providing benefits to the spouses of employees may actually be unlawful discrimination. Idaho law must conform to the federal constitution. The U.S Constitution prohibits arbitrary and unreasonable discrimination against minorities such as domestic partners.

We propose that the Faculty Senate consider the attached changes to the Faculty Staff Handbook section defining eligibility for benefits on the following timetable:

- March 20: Introduce the proposal to Senate with an invitation to senators to contact their constituencies for comment and response; begin discussion.
- April 3: Conclude discussion and vote.

If the Senate approves the necessary policy changes, we ask that amendment to the handbook be placed on the agenda for the April 24 University Faculty Meeting.

The provision of health insurance benefits to domestic partners of employees is the right thing to do. It is also the lawful thing to do. It is time for the University of Idaho to take a stand for fair treatment of all its employees. Thank you for bringing this important issue before the Senate.
Why the University of Idaho
Should Provide Partner Benefits
March 7, 2012

The provision of health insurance benefits to employees and their domestic partners is consistent with recent federal court decisions. The U.S. 9th Circuit Court of Appeals (which includes Idaho) has recently decided two relevant cases:

- **Diaz v. Brewer**, 656 F. 3d 1008 (9th Cir. 2011). The State of Arizona adopted regulations excluding same sex partners of state employees from health care benefits. These regulations were adopted after the state amended its constitution to prohibit same sex marriage. State employees who were excluded from benefits sought an injunction the new regulations. The federal trial court granted the injunction. The 9th Circuit upheld the injunction. The 9th Circuit reasoned that a state could not arbitrarily deny benefits to unpopular groups. The court stated that prohibiting Arizona from discriminating against same-sex couples was not creating a new constitutional right but was… “consistent with long standing equal protection jurisprudence holding that ‘some objectives, such as ‘a bare . . . desire to harm a politically unpopular group,’ are not legitimate state interests.’

- **Perry v. Brown**, 212 U.S. App. LEXIS 2328 (Feb. 7, 2012). In this case the 9th Circuit considered whether Proposition 8 (the California anti-gay marriage initiative) was constitutional. The court struck down the initiative. “Although the Constitution permits communities to enact most laws they believe to be desirable, it requires that there be at least a legitimate reason for the passage of a law that treats different classes of people differently. There was no such reason that Proposition 8 could have been enacted.” The Court held that Proposition 8 had “stripped same-sex couples of the ability they previously possessed…to obtain and use the designation of 'marriage' to describe their relationships. Nothing more, nothing less.” Proposition 8 “could not have been enacted to advance California's interests in childrearing or responsible procreation, for it had no effect on the rights of same-sex couples to raise children or on the procreative practices of other couples. Nor did Proposition 8 have any effect on religious freedom or on parents' rights to control their children's education; it could not have been enacted to safeguard these liberties.” While it took away from same-sex couples the right to obtain marriage licenses, the Court noted that Proposition 8 “…serves no purpose, and has no effect, other than to lessen the status and human dignity of gays and lesbians in California, and to officially reclassify their relationships and families as inferior to those of opposite-sex couples. The Constitution simply does not allow for ‘laws of this sort.’

for the Northern District of California held that the federal Defense of Marriage Act, which precludes the extension of federal benefits to the partners of same sex federal employees, is unconstitutional. Relying on Diaz, the court held that for DOMA to be upheld it must be substantially related to an important governmental interest. After reviewing the stated governmental justifications for DOMA, the court concluded that DOMA could not be justified.

The Idaho Constitution provides: “A marriage between a man and a woman is the only domestic legal union that shall be valid or recognized in this state.” The Idaho Courts have not yet interpreted this amendment. We do not believe that providing partner health insurance benefits would violate the Idaho Constitution. The City of Moscow, through its insurance carrier, offers health insurance benefits for domestic partners of city employees.

- Benefits are based on many factors in addition to marriage – dependency, parent-child relationship, child-older parent relationship, grandparent-child relationship.
- Marriage imposes a general duty of support on spouses but not a specific duty to provide health insurance. Providing health insurance would not alone satisfy a spouse’s duty of support.
- The key benefits of marriage – universal recognition, inheritance, divorce/equitable distribution, mutual legal duty of support, presumed legitimacy of children – would not be provided even if partner benefits are provided.
FACULTY STAFF HANDBOOK

3705 PARTNER HEALTH INSURANCE BENEFITS

A. Policy. The University of Idaho shall provide health insurance benefits to an employee’s partner consistent with the benefits provided to employees, their spouses and qualifying dependents.

B. Definitions.

B-1. Partner: For purposes of this policy, partner shall include a spouse or a person who is neither married nor related by blood to the employee but is the employee’s sole domestic partner.
POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] □ Addition X Revision* □ Deletion* □ Emergency Minor Amendment □
Chapter & Title: 2350 – Sexual Harassment & Sexual Violence Policy Pertaining Specifically to Students

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): Guilherme Costa April 5, 2012
(Please see FSH 1460 C)
Telephone & Email: x4347 gcosta@uidaho.edu

Policy Sponsor: (If different than originator.)
Bruce Pitman, April 6, 2012
Telephone & Email: bpitman@uidaho.edu

Reviewed by General Counsel X Yes _No Name & Date: Guilherme Costa April 5, 2012

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.

President Nellis signed an emergency policy that became FSH 2350. This is the permanent policy to replace the emergency policy. This permanent policy has some minor changes that have been reviewed and approved by Bruce Pitman, the Dean of Students and Samantha Perez, ASUI.

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.

Current FSH 2350, which is temporary as it was enacted by President Nellis as an emergency policy.

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.

Immediately upon final approval by the President.

If not a minor amendment forward to: ____________________________________________

Track # ___UP-12-025___
Date Rec.: ____________
Posted: t-sheet ____________
h/c ____________
web ____________
Register: ________________
(Office Use Only)
SEXUAL HARASSMENT & SEXUAL VIOLENCE POLICY PERTAINING SPECIFICALLY TO STUDENTS

PREAMBLE. In March of 2012 President Nellis, pursuant to FSH 1460 C-3, enacted the following emergency policy (in the form of an emergency policy pursuant to FSH 1460 C-3) to implement revisions to University Policy addressing claims of Sexual Harassment (including Sexual Violence) and claims of Gender-Based Harassment to conform to legal requirements promulgated by the U.S. Department of Education.

NOTE: The following emergency policy will apply to claims of Sexual Harassment (including Sexual Violence) and claims of Gender-Based Harassment whether occurring on or off campus. The terms of this emergency policy supplement current University policy regarding Sexual Harassment, and supersede any contrary terms in any current University policy (including any contrary terms in FSH 2200 - Statement of Student Rights; FSH 2300 - Student Code of Conduct; FSH 2450 - Appeals to Faculty Senate in Disciplinary Cases; FSH 3215 – Non-Discrimination on the Basis of Sexual Orientation and Gender Identity/Expression; FSH 3220 – Sexual Harassment) until such time as this emergency policy lapses pursuant to FSH 1460 C-3 or until a permanent University policy replacing this emergency policy becomes effective.

A. DEFINITIONS:

A-1. “Gender-Based Harassment” includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

A-2. “Sexual Harassment” is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual Violence is a form of Sexual Harassment.

A-3. “Sexual Violence” refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A number of different acts fall within the definition of Sexual Violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All such acts of Sexual Violence are forms of Sexual Harassment.

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.

B. REPORTING SEXUAL VIOLENCE. For information and resources available for survivors of sexual violence, please see the Administrative Procedure Manual (APM) 95.20.

C. JURISDICTION. The jurisdiction of University of Idaho disciplinary regulations shall expand to govern off-campus conduct when such off-campus conduct constitutes Sexual Harassment or Gender-Based Harassment that may have continuing adverse effects in the Educational Setting.
D. VIOLATIONS OF THE STUDENT CODE OF CONDUCT:

D-1. Sexual Harassment and Gender-Based Harassment are violations of the Student Code of Conduct (see FSH 2300).
D-2. Because campus security and safety are critical to the essential operation of the University, even a single violation of the Student Code of Conduct’s prohibition of Sexual Harassment or Gender-Based Harassment may merit expulsion.

E. CHARGES OF SEXUAL HARASSMENT OR GENDER BASED HARASSMENT:

E-1. When the allegations in a student’s complaint include Sexual Harassment or Gender-Based Harassment, the Dean of Students office (“DOS”) must investigate the incident and take immediate steps to protect the complainant in the Educational Setting. This applies whether the alleged conduct occurred on or off campus.
E-2. A preponderance of the evidence (more likely than not) standard will be used to evaluate allegations of Sexual Harassment or Gender-Based Harassment.
E-3. The DOS may determine to temporarily delay fact-finding in an investigation regarding Sexual Harassment or Gender-Based Harassment while law enforcement authorities are gathering evidence; but once notified that law enforcement has completed gathering of evidence, the DOS must promptly resume fact finding. The DOS may not await the ultimate outcome of a law enforcement investigation or the filing of charges before resuming or beginning fact finding.
E-4. Both parties must be afforded similar and timely access to any information that will be used at the hearing, other than each party’s work product (or that of the party’s advisor), consistent with FERPA and other relevant laws, including any recognized privilege.

F. RIGHT TO A HEARING:

F-1. The University Judicial Council (“UJC”) (see FSH 2400 B-2 & 1640.93) hearing shall be private when the matter involves charges of Sexual Harassment or Gender-Based Harassment.
F-2. During a hearing involving charges of Sexual Harassment or Gender-Based Harassment, neither the accused student nor his or her representative will be permitted to directly question the complainant(s). Instead, such persons may submit written questions to the chair of the UJC (“Chair”) hearing board, which will ask questions the Chair determines to be appropriate.

G. TIMELINESS-TYPICAL TIMEFRAME OF THE PROCESS: (see FSH 2300 X). A typical timeframe for the complaint investigation and hearing procedure is as follows: (1) The University investigation of the complaint is generally completed within 60 calendar days following receipt of a complaint; (2) Both parties receive a response regarding the outcome of the complaint within 10 business days following the UJC’s decision; (3) Either party may appeal the UJC’s decision within 14 calendar days in accordance with the Appeals provision below. Both parties should
receive periodic updates from the DOS. A number of factors may influence the timeframe of any particular complaint investigation and hearing procedure; this typical timeframe is provided for informational purposes only and does not bind the University to this timeframe for any particular complaint.

H. APPEALS: (see FSH 2450)

H-1. Either party has the right to appeal the decision of the UJC by notifying the Office of the Faculty Secretary to that effect in writing, within 14 calendar days following receipt by the party of the written decision of the UJC. Parties wishing to appeal must include valid contact information. Appeals may be sent to: Office of the Faculty Secretary, P.O. Box 441106, Moscow, ID 83844-1106.

H-2. A subsequent hearing before the UJC or another board as the result of an appeal by either party, shall not be considered a second “trial” for purposes of FSH 2200 IV(10).

H-3. This Section H specifically supersedes any contrary provision of FSH 2450, including, specifically, subsection D-10.

I. DISCLOSURE OF OUTCOME OF DISCIPLINARY PROCEEDING:

I-1. Both the complainant and the accused student will be notified, in writing, of the outcome of a complaint and any appeal. “Outcome” for these purposes means whether the harassment was found to have occurred. The University will only disclose information about the sanctions imposed when they directly relate to the harassed student, such as a sanction of no contact with the complainant.

I-2. When the allegations include a crime of violence or a non-forcible sex offense (as defined by FERPA), the University will, upon written request, disclose to the alleged victim of such crime or offense the final results of any disciplinary proceeding conducted by the University against a student who is an alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph. The University may disclose to anyone, upon written request, the final results of a disciplinary proceeding if the University determines that the student is an alleged perpetrator of a crime of violence or a non-forcible sex offense, and, with respect to the allegation made, the student has committed a violation of the institution’s rules or policies. “Final results” for these purposes means the name of the accused student, any violation found to have been committed, and any sanction imposed against the accused student by the University.

I-3. When the allegations include a forcible sex offense (as defined by FERPA), both the complainant and the accused student must be informed of the outcome of any institutional disciplinary proceeding (APM 95.20 G-2) brought against the accused student. “Outcome” for these purposes means the University’s final determination with respect to the alleged sex offense and any sanctions imposed against the accused student.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

Addition □ Revision* □ Deletion* □
Emergency Minor Amendment □

Chapter & Title: FSH 1565 D.8 University Distinguished Professor

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): Jeanne Christiansen 07-28-11
(See FSH 1460 C)
Telephone & Email: 885-7941 jeannec@uidaho.edu

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

Reviewed by General Counsel _x__Yes ____No Name & Date: _Hoey Graham 1/17/12___________

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.

The University Distinguished Professor rank was implemented in 2010-2011 for the first time. The proposed revision includes recommendations to add clarity to the policy.

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

There are no anticipated financial impacts.

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

There are no policies or procedures similar to this policy.

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 __FS-12-022__
GFM ____________________________
Pres./Prov. ____________________________
[Office Use Only]

Track # __UP-12-016__
Date Rec.: _____________
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h/c _____________
web _____________
Register: _____________
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POLICY COVER SHEET

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

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

Chapter & Title: 1565 Academic Ranks and Responsibilities

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)

Provost’s Office  ?

Name Office Date

Policy Sponsor: (If different than originator.)

Name Date

Reviewed by General Counsel  x Yes ___No Name & Date: Hoey Graham Jan. 17, 2012

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. 1565 E-1: Faculty who have come to the University of Idaho late in their careers may not qualify for Emeritus status due to current rules that are tied to PERSI retirement rules (rule of 80). Most faculty are no longer covered by PERSI, so linking this policy to PERSI is no longer necessary. Also, the proposed changes allow for denying or awarding emeritus status in exceptional circumstances.

2. 1565 new E-3: Units employing emeritus faculty may be granted three-year search waivers from the Director of Human Rights, Access & Inclusion.

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

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

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

If not a minor amendment forward to:

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Policy Coordinator

FSH
Appr. __FS-12-022__
FC 
GFM 
Pres./Prov. 
[Office Use Only]

Track # ___UP-12-017_
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web ______________
Register: ______________
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ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g., graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty now fall under University Faculty. 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]

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A. INTRODUCTION. [rev. 7-98]

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources. [rev. 7-06]
Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head’s decision to the Faculty Appeals Hearing Board [FSH 3840]. [ed. 1-10]

As indicated in Sections 3320-A-1 d, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members’ annual position descriptions. [ed. 1-08, 7-10]

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

B. DEFINITIONS: [add. 1-10]

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

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

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

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

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

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

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

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

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

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

C. **RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. [add. 1-10]

C-1. **TEACHING AND ADVISING:** The university’s goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. [add. 1-10]

   **a. Instruction:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. [rev. 7-06, ed. 1-10]

   The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. [add. 1-10]
b. Advising and/or Mentoring Students: Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member’s capacity to advise. [add. 7-06, rev. 1-08, ed. 1-10]

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees’ evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. [add. 7-06, ed. 1-10]

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university’s Carnegie designation as “research university high” fosters an emphasis on scholarly and creative activities. [rev. 1-10]

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. [rev. 7-06, 1-10]

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. [rev. 7-06, 1-10]

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of text books, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching
materials to peers; and individual and/or collective efforts in securing and carrying out education grants. [ed. 7-00, rev. 7-06]

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member’s peers both at the University and at other institutions of higher learning. [rev. 7-06]

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member’s work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. [rev. 7-06, 1-10]

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

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. [rev. 7-06]

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member’s work by other professionals in the field; published reviews and commentary about a faculty member’s work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline. [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, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership. [add. 7-06, rev. 1-10]

D. UNIVERSITY FACULTY (FSH 1520 Article II):
D-1. INSTRUCTOR:

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

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature. No more than 15 percent of the positions in any department or similar unit may be held by senior instructors; however, each such unit may appoint one person to this rank without regard to this limitation.

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability for conducting and directing scholarly activities, and providing intramural and extramural professional service. [1565 C] [rev. 7-98, 7-00, 1-10, ed. 1-12]

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. 1-12]

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. I-10]

D-5. LIBRARIAN:

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

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

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [ed. I-10]

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement
of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [ed. 1-10]

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. [ed. 1-10]

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [ed. 1-10]
D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: [ed. 1-10]

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master’s degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. [ed. 1-10]

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

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

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

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. [rev. 1-10]

f. Appointment:

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

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

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

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

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: The acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor is will be 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 of Idaho; if the recipient leaves while still employed by the University of Idaho, and is eligible for emeritus status, the title rank will change to University Distinguished Professor Emeritus will be conferred upon retirement. The rank is meant to be 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 of Idaho. 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. 1-12]

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University of Idaho via through their activities work. [fed. 1-12]

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 a minimum of seven years. [rev. 1-12]

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. [fed. 1-12]

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 composition of The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost and will serve three-year terms on a staggered basis. Nominations for committee members 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. 

1. Each year The Provost will determine the maximum number of conferrals of the rank University Distinguished Professor permitted for that year and then request nominations from faculty, deans, directors and unit administrators annually. 

2. Written nominations will be submitted to the Provost and must include:
   a. A cover letter making the nomination and providing a brief summary of the candidate’s achievements;
   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 or colleagues at the University of Idaho 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.

3. The University Distinguished Professorship Advisory Committee is a standing committee composed of four faculty members and three deans who will review the nominations and make recommendations to the Provost for transmittal to the President.

4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no suitable candidates will be identified.

5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities
and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]

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

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

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

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

E. EMERITI. (FSH 1520 II-2)

E-1. ELIGIBILITY. A board appointed, benefit eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has met the criteria of a minimum of 55 years in age, and age plus years of service is at least 65 (rule of 65)retires, having met the criteria either for university retirement or for state retirement [3730 C], is designated as “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emitus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement. [ed. 7-00, 7-02, 1-08, rev. 1-12]

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

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

E-3. 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. E-3. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION. [ren. 1-12]

a. Departmental mail boxes continue to be available to emeriti who reside locally.
b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). [ed. 7-06, 1-08]
c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.
d. Emeriti who have campus mail boxes receive the University of Idaho Register and similar publications by campus mail or upon request by e-mail; otherwise, upon individual request, they receive these publications by U.S. mail.
e. Emeriti who have departmental mail boxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.
f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.
g. Departmental postage may be used for professional mail.
h. Offices for emeriti are provided on a space-available basis.
i. One, free non-transferable gold parking permit each year. [rev. 1-08]
j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.
k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.
I. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.
m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

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

E-54. 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. 1-12]

E-65. 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. 1-12]

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave. [ed. 1-10]

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

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection e below, and authorizes assignment of service functions as described in subsection e-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. [ed. 7-00, 1-10, rev. 7-10]

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency’s units or programs that is officially associated with the university. [rev. 7-10]

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member’s primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty
category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

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

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees (with approval by the vice president for research and graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10]

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

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

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the General Catalog. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee’s immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]
3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a “Personnel Action” form. [rev. 7-10]

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

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [ed. 7-00, 1-08, rev. 7-10]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students’ supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11]

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member’s responsibility. [ren. 1-10, rev. 7-10]

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

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the General Catalog. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. [rev. 7-10]

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. [rev. 7-10]

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee’s employer, if any, will be requested and recorded. [rev. 7-10]

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

5. The appointment of adjunct faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]
G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave. [add. 1-10]

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

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

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

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. [ed. 1-10]

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

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] [ed. 1-10]

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

a. Teaching Assistant. Teaching assistants conduct classroom or laboratory instruction under the supervision of a full-time member of the faculty. [ed. 1-10]

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

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

d. Research Fellow. This title is appropriate for registered graduate students engaged in research or scholarly activities sponsored by funds designated for fellowships. [ed. 1-10]
1. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐

Emergency

Minor Amendment ☑

Chapter & Title: FSH 3520 – Tenure Committees

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): Senate Leadership 2/10/12

(Please see FSH 1460 C)

Telephone & Email:

Policy Sponsor: (If different than originator.)

Gail Eckwright, Faculty Secretary

Telephone & Email: 885-6151 gze@uidaho.edu

Reviewed by General Counsel _ x__ Yes ____No Name & Date: Hoey Graham 2/24/12

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. Student membership: Regents policy simply states that students be included on tenure committees and university policy states no less than 25% and no more than 50%. In smaller units the use of a percentage minimum of 25% creates a larger number of students than is necessary.

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

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

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

If not a minor amendment forward to:
FACULTY TENURE

PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. Minor rearrangements and clarifications were made January 2008. In 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 2011 changes to F-9 were made to make automatic the one year extension for childbirth/adoption. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost’s Office (208-885-6448). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05, 7-07, 1-08, 1-10]

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

A. NO CHANGES HAVE BEEN MADE FROM A THROUGH G-4.

G-5. Formal Tenure Review.

a. The formal evaluation for tenure requires assessing the faculty member’s performance in meeting the criteria for tenure. To initiate the formal evaluation for the granting of tenure to a faculty member, the unit administrator (or college dean if the unit administrator is under consideration for tenure) obtains the position descriptions and annual evaluations (including all narratives) for the relevant period, the third-year review (all maintained in the unit office), the professional portfolio (from the faculty member, see FSH 3570), summary scores of student evaluations from all classes taught (Institutional Research and Assessment), and the curriculum vitae and reviews all of the previous listed documentation for its completeness and accuracy with the candidate. [rev. 7-98, 7-02, 1-08, 1-10]

b. The unit administrator will request an evaluation of the candidate’s performance from three to five appropriate external reviewers, who should
include tenured faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. See also External Peer Review Guidelines on the Provost website at http://www.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 (including narratives) for the relevant period, the professional portfolio, and up to four examples of the candidate’s scholarly work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate’s personal context statement and unit and college criteria. When all deliberations within the university have been completed, the external reviewers’ evaluations will be shown to the faculty member after every effort has been made to ensure the reviewer’s anonymity. [add. 7-98, rev. 7-02, 1-08, 1-10]

c. Copies of position descriptions, unit tenure criteria, annual evaluations including all narratives, the third-year review (if applicable), the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and external peer review letters are forwarded to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in tenure determinations. The unit administrator making the recommendation concerning tenure will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all tenured faculty members of the unit, and from interdisciplinary program directors and center administrators (if applicable), and from the unit tenure-recommending committee (see G-5-d). The unit administrator’s summary should assess the candidate’s record in light of the criteria established at the unit, college and university level. Any person having a familial or other similar significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. [See also FSH 3380 D.] [rev. 7-98, 7-02, 1-08, 1-10]

d. The unit tenure-recommending committee includes the following, each with full vote: one or more tenured faculty members, one or more nontenured faculty members, one or more persons from outside the unit, and, in cases involving the evaluation or review of members of the instructional faculty, one or more students sufficient to ensure equity of representation and who have had experience in the unit with which the faculty member being evaluated is associated. In cases involving the evaluation of individuals involved significantly in interdisciplinary activities, one or more members of the appropriate interdisciplinary program(s) faculty shall be included on the committee. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the unit tenure-recommending committee when it is considering his or her own case. The dean is excluded from the unit committee’s process. Each unit is responsible for developing procedures, including protocols for voting, in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). [rev. and ren. 1-08, rev. 1-10]
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 1540 – Standing Rules of the University Faculty

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): Kenton Bird  Feb. 23, 2012
(K)Please see FSH 1460 C) Name Date

Telephone & Email: 885-4947, kbird@uidaho.edu

Policy Sponsor: (If different than originator.)
Gail Eckwright, Faculty Secretary
Name Date

Reviewed by General Counsel _x__ Yes ____No  Name & Date: ___Kent Nelson____

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 change is intended to clarify attendance and participation by non-faculty members in meetings of the University Faculty. It recognizes that students, non-faculty administrators, staff, journalists and the general public regularly attend and observe these meetings. The current policy, which limits attendance by nonmembers, is inconsistent with the spirit of Idaho’s Open Meeting Law and with current practice. By establishing procedures for nonmembers to participate, this change provides clear guidelines for those who might wish to address the faculty.

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

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

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. __________________________
FS  __FS-12-026__
GFM __________________________
Pres./Prov. ______________________
[Office Use Only]

Track # _UP-12-021__
Date Rec.: ______________________
Posted: t-sheet __________
h/c ______________________
web ______________________
Register: ______________________
(Office Use Only)
STANDING RULES OF THE UNIVERSITY FACULTY

PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. In 2009 constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A. In July 2011 processes were clarified and updated to current practice and again in January 2012. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, rev. 7-09, 7-11, 1-12]

CONTENTS:
A. Voting Privilege
B. Referral of Catalog-Change Proposals
C. Circulation of Curricular and Policy Proposals
D. Admission of Nonmembers to Faculty Meetings
E. Procedures for First Fall Meeting
F. Minutes
G. Identification of Speakers

A. VOTING PRIVILEGE. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights). [rev. 1-12]

A-1. Venue Determination. Remote sites that seek full participation at faculty meetings must submit to the Office of the Faculty Secretary by April 15th (when senate elections are due) a participation form for approval of their venue by Faculty Senate. The form is available on the Faculty Senate website under University Faculty Meetings. (see also 1520, III-1-A). [add. 7-09, ed. 7-11, rev. 1-12]

B. REFERRAL OF CATALOG-CHANGE PROPOSALS. When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

C. CIRCULATION OF CURRICULAR AND POLICY PROPOSALS.

C-1. Routine Catalog-Change Proposals. Additions, deletions, and changes of courses and changes in existing curricula may, after approval by the University Curriculum Committee, be circulated in a general curriculum report (GCR) to the faculty for consideration and published at an appropriate UI web-site. [ed. 7-02, rev. 7-11]

C-2. Policy-Change Proposals. Proposals that affect university policy see FSH 1460. General university academic requirements, e.g., those in part 3 of the catalog, or that concern the addition or expansion of instructional programs may, after approval by the Faculty Senate, be circulated in a general policy report (GPR) to the faculty for consideration. The
C-3. Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required. [ed. 7-09, 7-11]

C-4. If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate, and the remainder of the report will move forward. On items referred to it, the Senate may (a) affirm the action and report it to a meeting of the university faculty, (b) amend the action and report it to a meeting of the university faculty, or (c) rescind the action. [NOTE: If a petition concerns courses or curricula in the College of Letters and Science or in the College of Agriculture, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.] [ed. 7-09]

C-5. Faculty Approval. Any policy item approved by Senate and not circulated on a general policy report will be included in the agenda of the next appropriate university faculty meeting for faculty approval. Items approved at a university faculty meeting are forwarded to the president for approval and transmittal to the regents, if regents' action is required. See 1420 A-1 c. for time periods for presidential action on Faculty Senate items. [add. 7-11]

C-6. Interim Approval. If there is insufficient opportunity for the faculty to act on a routine catalog-change proposal [see C-1] between the time of its approval by the University Curriculum Committee and the date that it is to be effective, it may be reported directly to the president. Upon approval by the president, the change will be considered temporarily approved for implementation. Such interim approval is valid only until the end of the succeeding semester. Actions thus approved will be reported to the faculty at the earliest possible time, either in the agenda for a faculty meeting or in a general curriculum-policy report. Continuing approval of the change is subject to ratification at a faculty meeting or by the procedures described in C-3 and C-4. (To illustrate: Late in the spring semester, the University Curriculum Committee approves a routine catalog change that is to be effective during the next fall semester. That action is reported to the president and, if approved by the president, the change can be put into effect. If it is included in a curriculum-policy report that is circulated to the resident faculty early in the fall semester, the approval of the change may, by means of the steps outlined in C-3 and C-4, become permanent or it may be terminated at the end of that semester. Alternatively, the faculty may take either of these actions in a meeting if the change is included in the agenda.) [ren. 7-11]

D. ADMISSION OF NONMEMBERS TO FACULTY MEETINGS. Nonmembers are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting may be admitted to meetings of the university faculty under the following conditions:

D-1. Student government leaders, specifically the ASUI president, vice president, attorney general, and members of the ASUI Senate, may attend meetings of the university faculty. The presiding officer must be informed of the names of four of their number who may speak for the group at any particular meeting.

D-2. Two representatives from each campus or other news medium, designated to the
D-3. Members of the Faculty Senate or of university-level committees who are not members of
the university faculty may attend meetings of the university faculty at which proposals of the
Senate or of their committees are being considered. They may speak only on issues
presented by the body on which they serve. [ed. 7-09]

D-4. Under unusual circumstances any nonmember may submit a request to the
Faculty Senate faculty secretary at least two business days in advance of the meeting
specifying both the topic and purpose of their comments for admission to meetings of the
university faculty for the purpose of discussing a particular issue that is stipulated in the
request. The faculty secretary shall notify the senate chair and the President’s Office. The
president and chair will decide whether to allow the guest to speak. All nonmember
speakers must identify themselves at the onset of their remarks. [ed. 7-09, rev. 7-12]

E. PROCEDURES FOR FIRST FALL MEETING.

E-1. Substantive policy matters are not included in the agenda for the first fall meeting of the
university faculty unless emergency action is needed on particular items.

E-2. To expedite the proceedings, each new member of the resident faculty is introduced by
name and department only. The person’s name, degrees, past experience, new assignment,
campus telephone number, and the location of his or her office are supplied by each dean or
division head to the president’s office well ahead of the meeting. The president’s office
compiles the information by colleges or similar units and distributes it at the meeting. [7-02]

F. MINUTES. Minutes of the meetings of the university faculty, constituent faculties, and
committees are to be sent on a regular basis to the Department of Special Collections and
Archives in the University Library.

G. IDENTIFICATION OF SPEAKERS. Those who are recognized by the chair for the
purpose of speaking at meetings of the university faculty are to identify themselves by name and
discipline or position.
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 – Promotion Committees

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): Provost Office/Senate Leadership 2/10/12
(If different than originator.)

Policy Sponsor: Gail Eckwright, Faculty Secretary

Reviewed by General Counsel _ X__Yes ____No Name & Date: Hoey Graham 2/24/12

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.

Change FSH (3560 a and b) to reflect current practice so that CLASS will have 4 nominations and 2 members on the University Promotions Committee. When Art & Architecture was re-established as a college in 2005, the FSH language dealing with CLASS membership on the committee was not readjusted.

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

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

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

If not a minor amendment forward to: ______________________________________

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

FSH
Appr. __________
FC __FS-12-027__
GFM __________
Pres./Prov. __________
__ [Office Use Only]

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

Track # _UP-12-022__
Date Rec.: __________
Posted: 1-sheet __________
h/c __________
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. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-00, 7-02, 7-07, 1-08, 1-10]

CONTENTS:

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

A. NO CHANGES A THROUGH G.

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

H-1. All individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for review by the provost. Any individually signed
recommendations are placed in the faculty member’s personnel file. [rev. 1-08, 1-10]

H-2. A University Promotions Committee of faculty members, chaired by the provost, is named each year. The committee reviews each promotion recommendation with specific reference to university guidelines and to the criteria established by the unit and college of the faculty member concerned and reflected in the faculty member’s position descriptions for the relevant period. This review involves full consideration of the material that was used in making the recommendations at the unit and college levels. [ed. 7-10]

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

b. Membership of the committee, including carryover members, consists of the provost (chair), three-two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, one representative from each of the other colleges, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs. The provost, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs shall be ex-officio members without vote. Applications of faculty members being considered for promotion from the University Library, Law Library, Counseling and Testing Center, and the University of Idaho Extension will be represented by the University Promotions Committee's representative whose own position most closely matches that of the applicant. The names of the members of the University Promotions Committee will be made public as soon as the committee’s recommendations have been forwarded. The chair will conduct voting on candidates by closed ballots. [rev. 7-97,1-10, ed. and ren. 1-08, ed. 7-09]

NO CHANGES FROM HERE ON.
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 3760 – Educational Privilege

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): Office of Provost and Executive Vice President,
(please see FSH 1460 C)

Telephone & Email: helbling@uidaho.edu

Policy Sponsors: Provost and Executive Vice President, VP Ron Smith, Dan Stephens,
Controller; Co-sponsors

Telephone & Email: helbling@uidaho.edu

Reviewed by General Counsel X Name & Date: Graham 3/1/12

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 policy change is sought to discontinue the practice of waiving fees for employee’s spouses of other Idaho institutions and limiting access for employees of four year institutions and the agencies that directly report to SBOE to traditional classes only. This is an act of accountability to the students who pay full fees. Full fee paying students should not be potentially subsidizing the employee development expense for other institutions. State funds that may have covered the cost of reciprocity years ago, has diminished to a point where it certainly no longer does. In addition, true reciprocity has also been lost in that relatively few University of Idaho employees benefit from courses at these other institutions.

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

Our analysis indicates that our total non-employee and non-employee spouse waivers for FY11 totaled $489,600. Employees and their spouses from other institutions may decide to no longer take classes at UI due to the loss of the waiver, so while we will save costs, we may lose some of them as students. We have encouraged the other institutions to consider subsidizing the cost for this employee development opportunity.

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: ____________________________________

Track # _UP-12-019__
Date Rec.: ____________
Posted: t-sheet __________
h/c __________
web __________
Register: ________________
(Office Use Only)

University of Idaho Faculty Meeting #3 - April 24, 2012 - Page 67
EDUCATIONAL PRIVILEGE

PREAMBLE: This section outlines the policy whereby certain members of the larger UI community may enroll in the university for reduced fees. See 3740 for historical background. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 6-09]

A. POLICY. Enrollment in the university for reduced fees ($20 registration fee plus $5 a credit) is a privilege extended to the following members of the UI community: (1) faculty members emeriti, honored staff retirees, and their spouses, (2) members of the adjunct affiliate faculty and staff not otherwise considered employees [See also Section 3740], and (3) non-remarried widows or widowers whose spouses' deaths occurred while they were in the employ of, on official leave from, or retired from UI. [See also Section 3750 F.] Employees at other higher education institutions and state agencies under the jurisdiction of the State Board of Education are eligible for this benefit. This educational privilege is subject to the same provisions, interpretations and limitations contained in the following subsections as UI employees. Fees waived under this privilege may be subject to tax liability. This privilege is subject to the provisions, interpretations, and limitations contained in the following subsections. [ed. 7-02]

B. LIMITATION TO REGULAR PROGRAMS AND TERMS. This educational privilege applies only to courses that are offered in a traditional classroom setting [i.e. face-to-face, same location, instructors and students] as a part of the regular program on the Moscow campus during a regular academic session or intersession period. Specifically, courses taught via extended education methods (e.g. web, hybrid, video-conferencing and other technologies), offered through correspondence, or continuing education are excluded from this program. The education privilege is limited to six credits in a semester, three credits in the summer session, and three credits per year in intersession courses. Full fees and applicable tuition are charged for those credits that exceed the specified limit; the privilege does not apply to full-time students. [ed. 7-97]

C. LIMITATION TO ACADEMIC SERVICES. A person who is registered under this policy is entitled only to academic services (e.g., instruction and use of the library). Other services covered by regular full-time student fees, such as student health services, insurance, ASUI membership, student activities, and admission to athletic events, are not included. Special fees imposed for certain aspects of instruction, such as for special courses and programs, individual instruction in music, and course-related field trips, must be paid separately.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

Faculty/Staff Handbook [FSH]  □ Addition  □ Revision*  □ Deletion*  □
Emergency Minor Amendment  □
Chapter & Title:  6241 Nepotism

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):  □ Suzette Yaezenko  2/10/2012
(Please see FSH 1460 C)
Name  Date
Telephone & Email:  885-3616  suzettey@uidaho.edu

Policy Sponsor: (If different than originator.)  □ Matthew Dorschel  2/10/2012
Name  Date
Telephone & Email:  885-3478  mdorschel@uidaho.edu

Reviewed by General Counsel  □ Yes  □ No  Name & Date:  □ Hoey Graham  2/10/2012

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.
The purpose of the changes is to provide consistency with FSH 3205 and how the
University of Idaho applies its policy.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion
have?
No fiscal impact.

III. Related Policies/Procedures: Describe other policies or procedures existing that are
related or similar to this proposed change.
FSH 3205

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.  □ FS-12-031
FC  □ FS-12-031
GFM  □
Pres./Prov.  □
[Office Use Only]

Track #  □ UP-12-023
Date Rec.:  □
Posted:  □ t-sheet  □ h/c  □
[Office Use Only]
web  □
Register:  □  □  □  □
(Office Use Only)
PREAMBLE: In June 2005, President Tim P. White created an ad-hoc Committee on Ethical Guidance and Oversight charged with reviewing, revising and developing policies on conflicts of interest, nepotism and ethical conduct. As a result, this policy and FSH 6242 were created, FSH 6240 was completely rewritten, and changes were made to FSH 3170 and 3260. Further information may be obtained from General Counsel (885-6125) or the Office of the Faculty Secretary (885-6151).

NEPOTISM. No preferential treatment will be afforded to individuals based on relationships that may place undue or inappropriate influence on terms and conditions of employment and/or employment decisions.

A. Definitions.

A-1. “Relationship” applies to:

a. individuals legally related by blood, marriage, or adoption;

b. a person a public employee intends to marry, or with whom the public employee intends to share a household, or who have duties to and do provide financial support for one another; or any other persons having the same legal residence as the public employee; or;

c. persons engaged in a domestic partnership, or who intend to marry, or who are dating, or other who have another similar personal relationship in which objectivity might be impaired.

A-2. “Related individuals” are individuals who stand in having a relationship as defined above.

A-3. “Line of authority supervision” is defined as authority extending vertically through one or more organizational levels of supervision or management.

A-4. “Work unit” is defined as a department, division or any other unit or office.

B. Policy.

B-1. Direct supervision or control or influence in line of supervision or institutional decision. Relationship to another individual employed by the University shall not constitute a barrier to hiring, promotion, or reappointment, provided that no employee shall be placed or permitted to remain under the direct supervision or control of a related individual or shall have an influence in supervision of a related individual. No UI employee may function as judge or arbiter in specific situations involving members of his or her immediate family (such as the employee's spouse, child, parent, grandparent, brother, sister, mother in-law, father in-law, son in-law, or daughter-in-law). No related individual, nor may any UI employee initiate or participate in institutional decisions involving a direct benefit (such as a related individual or affecting an employment decision (including without limitation initial
appointment, retention, promotion, salary, or leave of absence) to members of their immediate families involving a related individual.

B-2. Indirect supervision or same work unit: The University discourages indirect supervision of approval and management of a supervisory relationship between related individuals. A confidentiality. Except in the case of a romantic or sexual relationship between supervisor and employee (see below), a person may work under the indirect supervision of a related individual, or in the same work unit of a related individual provided that such personnel action only if the working relationship is preaddressed in a nepotism management plan, Form 6241A, approved by the Assistant Vice President/Executive Director for Human Resources under a management plan [FSH 6240]. In reviewing a proposed personnel action, the Assistant Vice President/Executive Director for Human Resources shall consider all aspects of the working relationship including, but not limited to, the effect of ineffective supervision, morale, safety, security, nature of job description and applicant pool, and any potential actual or apparent conflicts of interest.

Disclosure of consensual romantic or sexual relationships between a supervisor and employee is required under the provisions of FSH 3205, which mandates immediate action to end any relationship of authority between the parties to a sexual or romantic relationship. All disclosures and actions taken with regard to consensual romantic or sexual relationships shall be considered confidential and must be treated as protected personnel information under the public records statutes.

In a supervisor-subordinate or other relationship involving the exercise of authority, the university may alter supervisory or reporting lines of either the supervisor or subordinate, and in other relationships of authority, may take such action necessary to change the position of authority. Whatever the nature of the authority one person has over another, prompt action must be taken to remove the authority when a nepotic relationship exists or develops.

The University retains the right to refuse to appoint, or may revoke the appointment of, an individual to a position that results in indirect supervision by a related individual or creates a supervisory relationship between related individuals. Results in related individuals working in the same work unit, or creates an actual or apparent conflict of interest.

Failure to comply with policy. Actions in violation of this policy are considered unprofessional conduct and may constitute adequate cause for discipline up to and including dismissal under the provisions of FSH 3910, 3920, and 3930.
### 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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<th>Faculty/Staff Handbook [FSH]</th>
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<td>Chapter &amp; Title:</td>
<td>FSH 1590 – Unit Bylaws</td>
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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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**Originator(s):**

John Marshall Chair

(See FSH 1460 C)

**Senate Leadership – Sub-committee**

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<td><a href="mailto:jdm@uidaho.edu">jdm@uidaho.edu</a></td>
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**Telephone & Email:**

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

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**Telephone & Email:**

Reviewed by General Counsel

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<td>Yes &amp; Date: _Hoey Graham/Kent Nelson 4/2/12</td>
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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.

These edits clarify the process by which unit by-laws are developed, adopted and approved. Specific areas include:

- in the true spirit of faculty governance, approval of unit by-laws by unit administrators/deans/provost has been removed. However, language has been added clarifying that president approval is required per Regents policy III C.3.
- consistency with the Faculty-Staff Handbook (FSH) - units are strongly encouraged to seek assistance from General Counsel when drafting/reviewing/revising their by-laws.
- allow units more flexibility in what to include in their by-laws.

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

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

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

If not a minor amendment forward to:

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**Policy Coordinator**

Appr. & Date: [Office Use Only]

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**FSH**

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**Track # UP-12-026**

Date Rec.: __________

Posted: t-sheet _________

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web _________

Register: ____________

(Office Use Only)
PREAMBLE: Responding to widespread disparities among departmental or unit bylaws, the Faculty-Staff Handbook and Regents policies, this section was adopted by the university faculty at its April 27, 2004 meeting.

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.

B. Policy. Each academic 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. 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, the unit administrator, the dean of the college, and the provost must approve the bylaws and any revisions. Unit bylaws and revisions must be approved by the president, as required by Regents Policy III C. 3.

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.

B-1. Each unit’s bylaws should contain the following information:

- 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 departmental unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hirings are conducted;
- the process for negotiation of annual position descriptions;
- the unit’s criteria and procedures for annual performance evaluation and third-year review;
- the unit’s promotion and tenure guidelines (see 3050-40, B-1) and procedures; and
- 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)

Addition ☐ Revision* ☐ Deletion* ☐
Emergency Minor Amendment ☐

Chapter & Title: FSH 1420 – Administration

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.”

Faculty/Staff Handbook [FSH] ☐

Originator(s):
John Marshall Chair
(Please see FSH 1460 C)

Senate Leadership – Sub-committee

Name Date
jdm@uidaho.edu 3/27/12

Policy Sponsor: (If different than originator.)

Telephone & Email:

Reviewed by General Counsel _X_ Yes __No Name /Date: Hoey Graham/Kent Nelson

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.

These edits are to clarify:
• the role of the college faculty in the selection of deans
• that a candidate is selected from a list of acceptable candidates
• that college faculty may ask Senate Leadership to discuss the selection of a dean with the president/provost.

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

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

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

If not a minor amendment forward to: ____________________________

Track #: __ UP-12-027____
Date Rec.: _____________
Posted: t-sheet ________
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   web _______________
Register: _____________
   (Office Use Only)

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

FSH
Appr. _____________
FC _FS-12-033____
GFM _____________
Pres./Prov. ___________
[Office Use Only]

APM
F&A Appr.: ___________
[Office Use Only]
PREAMBLE: This section describes the major administrative officers of the university down to the level of the provost and vice presidents and, further, the academic administration down to the level of the head of a school, division, or department. A fuller display of the university’s administration is to be found, in graphic form, in 1440. This section is original to the 1979 edition of the Handbook. It has been updated frequently since that time as titles and administrative organization have evolved. Notable substantive additions include that of the ombuds (C-4) in July 1992, material concerning the presidential veto (A-1-c) in July 1995, and substantial revisions to the subsections dealing with the selection and tenure of departmental administrators (E) in July 1998. Section E was substantially revised again in July 1999. Major revisions in subsections A, B, and C also appeared in July 1999 and again in July 2006 to reflect reorganizations of the senior administration. In July 2010 section E-6 was moved to FSH 3320 to consolidate the evaluation process into one policy. Further information on the university’s administrative structure is available from the President’s Office (208-885-6365), the Office of the Faculty Secretary (208-885-6151), or from the offices of the provost and executive vice president, vice presidents, or deans. [rev. 7-98, 7-99, 7-06, 7-10, ed. 7-00]

CONTENTS:
A. The President and Provost and Executive Vice President
B. Vice Presidents and Vice Provosts
C. Other Officers Reporting Directly to the President
D. College Deans
E. Administrators of Schools, Divisions, and Departments

A. THE PRESIDENT AND PROVOST AND EXECUTIVE VICE PRESIDENT. The president is the chief executive officer of the university. The provost and executive vice president supports and assists the president in providing leadership to and coordination of the activities of the central administration and the executive functions of the university. [rev. 7-99, 7-06]

A-1. The President.

a. The president is appointed by the regents and serves at their pleasure. The president is the chief executive officer of the university and functions as the representative of and an adviser to the regents and as the general agent through whom representations to them by UI personnel and students are regularly made. [See also 1900.] The Idaho Constitution, statutes and university policies declare the president a member and the president of the university faculty and also as the president of the other faculties referred to in 1520 I-4 and II [See 1520 I-2.] and a professor of a branch of learning in which UI regularly offers instruction.

b. The president exercises the power and authority delegated by the regents by issuing and enforcing such executive orders and invoking such measures as are reasonable and necessary for the performance of the functions and the discharge of the responsibilities and duties appurtenant to the presidency. The president exercises such rights, prerogatives, and responsibilities as normally accrue to the president and chief executive officer of an institution of higher education and discharging such other responsibilities and performing such other duties as may be assigned by the regents or required by law. The president may delegate his authority to other officers of the university as necessary. The president serves as a member ex officio of all councils, committees, boards, or similar bodies necessary to the operation of UI, regardless of how these bodies may have been established or appointed. [See 1620 B-3 and B-8.]
c. The president receives recommendations from the faculty on policy issues.

1. When the faculty, whether in a meeting or via a general policy report, approves an item which requires the president’s action, the president will approve or disapprove it within sixty days of the faculty’s action. The president will provide written notification of his or her action to Faculty Senate via the faculty secretary. Any item not approved by the president within this time will be deemed to be disapproved. [rev. 7-06, ed. 7-09]

2. When an item has not been approved by the president:
   a. The Faculty Senate may reconsider; and/or [ed. 7-09]
   b. A referendum may be held on the item. Such referenda will be held on the petition to the Faculty Secretary signed by fifty members of the university faculty and submitted within sixty days of the first full semester after the item has been disapproved. Such referenda will be by written ballot and conducted by the Faculty Secretary’s Office. Upon two-thirds vote of the total voting membership of the university faculty, the item will be presented by the president to the regents for their consideration.

A-2. The Provost and Executive Vice President.

a. The Provost and Executive Vice President [hereinafter “the provost”] serves as the chief academic officer of the UI, is a member of the president’s cabinet, and serves as the chief executive officer of the University of Idaho when the president is unavailable. The provost has the major responsibility for the promotion of academic freedom and tenure. The provost is the president’s representative to the Faculty Senate and works closely with the vice president for finance and administration, Faculty Senate and deans in budget planning, fiscal accountability, general policy development and human resources. Acting for the president and within delegated authority and responsibility, the provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. [rev. 7-06, ed. 7-09]

b. The provost is directly responsible for the general direction of the academic programs, endeavors, and instructional services in the several colleges, schools, departments, and other academic units on the Moscow campus and to the UI’s academic efforts throughout the state. To this end, the provost coordinates the activities of the vice presidents and other members of the senior administration to support the mission of the university. The college deans report to and work closely with the provost in these responsibilities. Among the specific duties of the provost are: general direction of curricular planning, student recruitment and retention; general direction of academic support programs and services; fostering academic excellence in UI departments and divisions; appointment, training, and review of academic administrators; oversight of the faculty personnel system and the faculty development program; general direction of UI’s research and outreach efforts; and coordination among the faculty, administration, and staff.

c. The provost also provides leadership to the dean of library services, the center deans in Boise, Coeur d’Alene, and Idaho Falls, the WWAMI medical education program, and institutional research and assessment. [add. 7-06]

B. THE VICE PRESIDENTS AND VICE PROVOSTS [See 1440, Administrative Organization] [rev. 7-99, 7-06]
B-1. Vice President for Finance and Administration.

a. The vice president for finance and administration also serves as treasurer for the regents and performs the functions of UI bursar, as specified in the Idaho Code. The vice president works to determine UI’s requirements for funds, obtain such funds, and ensure their effective and proper use. The vice president develops and prepares operating and capital budgets and operating plans in concert with academic and staff departments. The vice president is the institutional officer designated by law and by the regents to execute contracts or agreements that, if made, would commit UI to any obligation to provide services or facilities, expend funds, or convey property. Acting for the president and within delegated authority and responsibility, the vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. The vice president for finance and administration is a member of the president’s cabinet. The vice president regularly reports to the regents through the president; even so, as provided by board policy, the vice president is authorized to report to the regents through the executive director of the Office of the State Board of Education when such direct reporting is requested by the regents or the president. [rev. 7-06, ed. 5-08]

b. The vice president oversees the division of finance and administration whose mission is to provide leadership in an environment which promotes distributed and integrated management, productivity, transparency, and accountability in implementing the university’s mission and goals while ensuring stewardship of the institution’s human, financial, information technology, and facility resources. The division includes all functional areas in administrative operations, auxiliary services, business systems and accounting services, capital planning and budget, facilities services, financial services, and human resources. The Idaho Constitution provides the regents of the university autonomy in its activities regarding the procurement of goods, acquiring and managing real estate holdings, capital construction and personnel management. [rev. 7-06, ed. 6-09]

B-2. Vice President for University Advancement. The vice president for university advancement is responsible for developing and maintaining institutional programs for alumni relations, public relations and development, and also serves as executive director of the UI Foundation. The vice president is specifically responsible for the effective functioning of university communications and marketing, alumni relations, and the development offices including those at extended regional campuses, and specific program fundraising efforts. These departments are coordinated to support and enhance the university’s missions of teaching, scholarly activity and outreach. Among specific duties are to: formulate and recommend policies relating to the development, public relations, and volunteer activities of the university; formulate a strategic plan for the organization and progression of long-range development programs; design and implement strategies for a comprehensive public relations program; and promote fundraising activities. The vice president works closely with the Alumni Association and the Vandal Booster Board in association with their executive directors. The vice president serves as a member of the president’s cabinet. The vice president is expected to supervise, lead, and manage the advancement area and to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and within delegated authority and responsibility, this vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. [ed. 7-06]

B-3. Vice President for Research. The vice president for research is responsible for the research program of the university and the university’s several research institutes as well as the Idaho Geological Survey, and is responsible for coordinating with the Idaho Research
Foundation. The vice president provides vision and leadership to the research institutes and the procurement of external research support. The vice president is expected to lead, and manage the research program as well as to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and the provost and within delegated authority and responsibility, the vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. The vice president is a member of the president’s cabinet. [rev. 7-06]

B-4. Associate Vice President for Northern Idaho. The associate vice president for Northern Idaho identifies innovative higher education programs to meet the higher education needs of the Coeur d’Alene, Post Falls, and Sandpoint regions. [add. 7-06]

B-5. Vice Provost for Student Affairs and Dean of Students. The vice provost for student affairs and dean of students is responsible for setting the tone for the quality of student life on campus, leadership in student development, and the general direction and oversight of student services. The vice provost leads UI’s statewide efforts pertaining to student life, including residence living, student counseling, multicultural affairs, student benefits, health and wellness, child care, campus recreation, and the dean of students’ office. The vice provost also works closely with student government and intercollegiate athletics. The vice provost serves as a member of the presidents cabinet, and is expected to supervise, lead, and manage student affairs and to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and the provost and within delegated authority and responsibility, this vice provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. [rev. 7-06]

B-6. Vice Provost for Academic Affairs and Enrollment Management. The vice provost for academic affairs and enrollment management is responsible for the following academic support areas: admissions and financial aid, new student services, tutoring and academic assistance, the Center for Academic Advising, the College Assistance Migrant Program, career and professional planning, Core, honors program, international programs office, independent study, summer programs and concurrent enrollment, registrar’s office, officer education programs, and the Center for Teaching Excellence, which includes general education, student retention, and faculty development. The vice provost is responsible for delegated responsibilities from the provost in general academic areas. The vice provost promotes articulation with other colleges and universities based on academic policies, and participates in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the provost and within delegated authority and responsibility, the vice provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. [rev. 7-06]

C. OTHER OFFICERS REPORTING DIRECTLY TO THE PRESIDENT. [sec. C rev. 7-99, 7-06]

C-1. General Counsel. The university’s general counsel is solely responsible for all legal matters pertaining to UI, including retaining outside legal counsel. The general counsel represents the university, including advising the president and all members of the central administration, and others designated by the president or other administrators. The general counsel is an ex officio member of the president’s cabinet. [ed. 7-06, rev. 5-07]

C-2. Affirmative Action Officer. The affirmative action officer oversees the functioning of
UI’s equal employment opportunity and affirmative action programs and advises the president on the full range of employment and educational practices concerning these matters within UI. [See also 1640.10, 3060, and 6010 (ed. 7-97).]

**C-3. Director of Athletics.** The director of athletics supervises the intercollegiate athletic programs and ensures that they support UI’s educational objectives and comply with the regulations of the National Collegiate Athletic Association and the athletic conferences with which UI is affiliated. [See also 4320 and 4325.] The director is a member of the president’s cabinet. [ed. 7-06]

**C-4. Ombuds.** The ombuds provides a voluntary, informal mechanism to facilitate communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. [See also 3820.] [ed. 7-06]

**C-5. Special Assistant to the President for Governmental Relations.** The special assistant to the president for governmental relations is responsible for assisting members of the central administration in all matters involving the university’s relationship with congressional and legislative entities and elected officials at the state and federal levels. Located in Boise, the special assistant is a member of the president’s cabinet. [ed. 7-06]

**C-6. Internal Audit.** The Department of Auditing Services, reporting directly to the president, is an independent appraisal activity established within the university as a service to university management and the Board of Regents [See Governing Policies and Procedures Manual of the State Board of Education, Section V.H.4]. The department seeks to improve the management of the university’s resources and assets and provide the university’s management staff and the Board of Regents with an evaluation of the institution’s and various organizational unit’s operational functions. The scope of the audit function encompasses the examination and evaluation of the adequacy and effectiveness of the institution’s system of management controls as well as the quality of performance in carrying out assigned responsibilities. [add. 7-06]

**D. COLLEGE DEANS.**

**D-1. APPOINTMENT.**

- a. Each college is administered by a dean who is appointed by the regents on recommendation of the president. Such recommendation is formulated through procedures that (a) solicit the advice and include the active participation of faculty members and students of the college and (b) are consistent with the bylaws of the college faculty. [See 1520 IV-7 (ed. 7-97).]

- b. When a vacancy in the position of dean occurs, the provost convenes a search committee to advise in the selection of a new dean. The provost determines the size of the committee, including the number of members from outside UI, and appoints the members. The provost also names a person to chair the committee. To ensure adequate representation and participation of the college faculty in the search and selection process [see 1520 I-4-A], the following will be observed: (a) faculty members from the college concerned comprise at least 50 percent of the membership; and (b) these faculty representatives are selected by the provost from a pool of faculty members presented to him or her through procedures established in the college bylaws that provide for the representation of the major academic disciplines in the college. The pool must contain at least half again the number of members needed from the college for the committee. Additionally, search procedures must provide some means for the entire college faculty to participate in the interviewing of finalists; and for individual faculty members, [staff.}
students, and/or external constituents to forward their comments and recommendations directly to the president. The search committee forwards its recommendation list of acceptable candidates to the provost who, in turn, forwards a recommendation from the list to the president who is responsible for making a final recommendation to the regents. [ed. 7-97, 7-00, rev. 7-06]

c. The college faculty may request senate leadership (Faculty Senate Chair, Vice Chair and Faculty Secretary) to discuss the selection of a dean with the president/provost.

de. The college dean serves in his or her administrative position at the pleasure of the provost, and the regents receive annual recommendations from the president concerning the dean’s status. [rev. 7-06]

d. The college dean may be granted tenure in an academic discipline in accordance with regular UI procedures for tenure, but may not be granted tenure as an administrator. [See 3520 F-4.]

D-2. RESPONSIBILITIES.

a. The various colleges differ widely in size and organization. Consequently, this statement of responsibilities is intended to be general enough to allow for different procedures and different degrees of delegation of authority and responsibility within the colleges. These matters are dealt with specifically in the bylaws of the individual colleges. The principal variation lies in the responsibilities placed in the hands of administrators of intracollege academic units.

b. The college dean is the chair of the college faculty in the development of policies and priorities governing the academic program of the college. The dean is responsible both for the exercise of leadership in these matters and for the development of the leadership roles of other faculty members in the college decision-making process. The academic program of the college is directly affected by program planning, definitions of goals and priorities, instructional methods and standards, student advising, research policies, allocation of resources, and the development of professional standards peculiar to the branches of learning for which the college is responsible. The academic program of the college includes undergraduate and graduate instruction, research and creative activity, and extension services.

c. The college dean is the chief executive officer of the college in the implementation of policies defined by the college or university faculty and approved by appropriate authority. As such, it is the dean’s responsibility to:

1. Foster academic excellence in the college and each of its units.
2. Operate a system of academic advising and counseling for students [see 4310].
3. Present to the Faculty Senate or its committees matters that have been proposed by the college faculty and require approval by the Faculty Senate. [ed. 7-09]
4. Present to the Provost Council or to other bodies problems of policy implementation that need university-wide attention, including the implementation of interdisciplinary programs. [ed. 7-06]
5. Develop budget proposals.
6. Control expenditures from approved budgets. [ed. 7-97]

7. Develop recommendations concerning appointments, promotions, tenure, salaries, layoffs, and terminations of college personnel.

8. Assign duties to the faculty. [See also E-1 below and 3240.]

9. Define job responsibilities, assign duties, and supervise the activities of nonfaculty personnel.

10. Maintain contacts with the professions for which the college prepares graduates.

11. Supervise the use, maintenance, and security of property entrusted to the college (responsibility for security is shared with Facilities Management and Campus Security). [See 6140.]

12. Allocate space assigned to the college within limitations imposed by the Space Governance Group (see APM 40.10). [ed. 7-06, 6-09]

d. College deans, individually and as members of the Provost Council, advise the president on such university-wide matters as: (a) admission, registration, advising, counseling, retention, and dismissal of students, (b) personnel policies, (c) institutional goals, (d) budgetary priorities, (e) university relations, and (f) day-to-day problems of institutional operation that require the attention of the president’s executive staff. [ed. 7-06]

e. The dean is encouraged to organize his or her activities so as to provide time for personal involvement in teaching, research, or equivalent professional endeavors.

E. ADMINISTRATORS OF SCHOOLS, DIVISIONS, AND DEPARTMENTS. [All save E-1, E-4b, and E-4c were revised or added 7-98; E-1, E-4, and E-6 were revised 7-99; E-6 was moved to FSH 3320 7-10.]

E-1. RESPONSIBILITIES. The administrator of a school, division, or department (i.e., the first organizational unit below the college level) is responsible for interpreting university and college objectives and policies for the faculty of the unit and, through leadership, ensuring faculty participation in formulating and carrying out the unit’s policies within the framework of the objectives and policies of the college and university. The role may be defined more specifically by the bylaws of each college, but it is understood that the general responsibility for leadership includes: assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit’s faculty and staff; promoting effective leadership of personnel and management of departmental 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 department; effectively representing all constituents of the department; and continuing personal professional development in areas of leadership. [rev. 7-99]

E-2. TITLE.

a. The title of the administrator of a school or division (i.e., a division that is the first organizational unit below the college level) is “director.”

b. The title of a departmental administrator may be either “department chair” or
“department head,” as determined by the bylaws of the individual colleges.

E-3. RANK AND TENURE. [ed. 7-00]

   a. Administrators of schools, divisions, or departments must hold an academic rank in a discipline.

   b. Tenure, in the academic rank only, may be granted under the usual procedures; tenure is not granted in the administrative capacity. [See 3520 F-4.]

E-4. SELECTION OF PERMANENT ADMINISTRATOR.

   a. The responsibility for recommending unit administrators shall be shared between the voting faculty members (as defined by Article II, Section, 1 of the UI Constitution) of the unit and the dean of the unit’s college.

   b. Administrators of schools, divisions, or departments are reviewed periodically as initiated by the dean. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The review will include the mechanisms of formal review as described in the approved bylaws of the individual colleges and be consistent with the procedures of E-6. The dean submits the review material and recommendations to the provost, who in turn makes a recommendation to the president regarding renewal or nonrenewal. [rev. 7-99, ed. 7-00]

   c. The college dean has the responsibility to initiate an earlier review at any time he or she judges such a review is needed. Likewise, the faculty of the particular unit may initiate, by majority vote, an earlier review. A summary of conclusions and recommendations resulting from the review are submitted to the dean to the provost who, in turn, makes his or her review and forwards recommendations to the president.

   d. When a vacancy occurs, it is the responsibility of the college dean to assemble a search committee. The search committee should represent a balance of interests including diversity, unit disciplines and specializations, and faculty rank. Appointment to the search committee shall be in accordance with the bylaws of the unit and/or the unit’s college, provided that the search committee shall be comprised as follows:

   1. At least two-thirds of the members shall be voting faculty members of the unit who were nominated by the faculty.
   2. At least one member shall be a UI faculty member from outside the college selected from three persons nominated by the faculty. (A role of this outside member is to assure compliance with the process for selecting administrators).
   3. In consultation with the faculty of the unit, the dean will select the overall committee to represent a balance of interests including diversity, disciplines/specialization, and rank.

   e. As provided by the bylaws of either the unit or the college, the search committee may include student members, alumni, representatives of the unit’s constituents, and/or other UI faculty from outside the unit.

   f. Faculty members of the unit who are candidates for the administrative position may not serve on the search committee nor participate in any faculty voting regarding the position.

   g. Once the search committee has been formed, the dean of the college will select the
chair after consultation with the committee.

h. In accordance with the provisions of the bylaws of the unit and/or college and with the recruitment policies and procedures of the UI, the search committee shall, in consultation with college and university administration:

1. Develop a position description.
2. Determine whether an external or internal search shall be conducted. (An external or internal search is determined by circumstances unique to each vacancy; e.g., availability of funds, departmental needs, departmental and/or college policy, and shall be resolved in accordance with college or unit policies and procedures.)

i. The responsibilities of the search committee shall be to:

1. Solicit a pool of candidates to be considered for the position;
2. Evaluate applicants, from the pool of candidates, in accordance with criteria specified in the position description; and
3. Recommend finalists for further consideration by the unit’s faculty and administration.

j. All voting faculty members of the unit shall have the opportunity to participate in interviewing finalists for the position.

k. After the unit’s voting faculty members have completed interviewing the finalists, the chair of the search committee shall obtain, by secret ballot, the preferences of the unit’s voting faculty for the administrative position.

l. The chair of the search committee shall forward the name(s) of one or more candidates acceptable to the majority of the unit’s voting faculty and a report documenting the search process to the dean. The dean will then meet with the unit faculty members or the search committee to discuss the proposed candidates.

m. If, after subsequent rounds of voting, no candidate obtains a majority of votes of the unit’s faculty members, the chair of the search committee shall poll the voting faculty members for an appropriate course of action.

n. If the unit’s voting faculty is unable to determine a course of action for selecting a unit administrator, the matter shall be referred to the dean.

o. If the individual(s) selected by the voting faculty members are acceptable to the dean, the dean shall forward the recommendation to the provost.

p. If the dean and a majority of the unit’s faculty cannot agree on a candidate who will accept the administrative leadership, the dean prepares a written summary of the relevant issues, including the results of the faculty vote, for the provost. Faculty members are encouraged to forward their written comments to the provost. The provost shall make a reasonable attempt to achieve congruence between the dean and the majority of the faculty; and in any event, makes a recommendation to the president regarding an appointment or an alternate course of action.

q. In the case of a recommendation to appoint an individual not currently on the faculty, the dean must also receive the recommendation of at least the majority of the full professors (and where appropriate, of the associates) in the academic department for the academic faculty appointment and rank.
E-5. APPOINTMENT OF AN ACTING (OR TEMPORARY) ADMINISTRATOR.  
When a vacancy occurs, the college dean shall assemble and consult with the voting faculty members of the unit and recommend to the provost and president a member of the unit’s faculty, acceptable to both the dean and a majority of the unit’s faculty, to serve as its acting administrator until a permanent administrator is selected.

E-6. REVIEW AND EVALUATION. See FSH 3320 D. [rev. 7-10].

[See 1440 for chart of administrative organization.]
A. FUNCTION.

A-1. To advise the Director of Human Rights, Access and Inclusion on all matters relating to disability, including universal access and design of university facilities, websites, and programming; accommodation of students, faculty and staff with disabilities; full compliance with the Americans With Disabilities Act as amended, Idaho Human Rights Act, Rehabilitation Act of 1974, and Fair Housing Act; and to discharge such other functions as may be assigned by the Faculty Senate or by the president or the president’s designee.

A-2. To fulfill the major faculty responsibility for monitoring and advancing UI’s commitment to ensuring that its facilities, programs, activities and services are accessible to all persons with learning, sensory, physical and other disabilities, and to serve the needs of these members of the university community. The committee works closely with administrative officers in identifying and ensuring compliance with applicable laws, regulations, and best practices, as well as regents’ policy.

A-3. To submit periodic reports on its activities to the Director of Human Rights, Access and Inclusion, who will distribute them to the Faculty Senate, along with recommendations for appropriate program or policy changes.

B. STRUCTURE AND MEMBERSHIP. Three faculty (one from the library, one academic administrator, and the third should have experience and/or possess knowledge of persons with disabilities) all of whom are selected by the Committee on Committees, ITS Director (or designee), Facilities Director (or designee), Executive Director for Human Resources (or designee), Director of Disability Support Services, Director of Housing, Director of Human Rights, Access and Inclusion (who also serves on Ubuntu), two staff members, two students (undergraduate and graduate), and the following without vote: Parking and Transportation Services, Center on Disabilities and Human Development, Risk Management, Security Services, and Office of General Counsel.
CURRENT COMMITTEE FUNCTION/STRUCTURE PER FSH 1640:

FSH 1640.10
AFFIRMATIVE ACTION AND DISABILITY AFFAIRS COMMITTEE (AADA)
[Combined and revised Affirmative Action and Disability Affairs, 7-06]

A. FUNCTION. [See also 3060, 3065 B, and 6010.]
A-1. To advise the president on matters of equal opportunity employment, the implementation of UI’s affirmative action policy including disability affairs, and to discharge such other functions as may be assigned by the Faculty Senate or by the president or the president’s designee. [ed. 7-09]
A-2. This committee has the major faculty responsibility for monitoring and advancing UI’s affirmative action and equal opportunity programs [see 3060 E-3] as well as for monitoring and advancing UI’s commitment to ensuring that its programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee works closely with administrative officers and attempts to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at UI as well as recommends policies and procedures to address specific disabled access challenges at UI, consistent with requirements of applicable regulations and regents’ policy. [rev. 7-06]
A-3. This committee submits periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes. [rev. 7-06, ed. 7-09]

B. STRUCTURE AND MEMBERSHIP. Six faculty members including one faculty member from the library, one academic administrator, ITS Director (or designee), Facilities Director (or designee), two staff members, two students, and the following without vote: Director of Human Rights, Access and Inclusion (or designee), director of Multicultural Affairs (or designee), director of Student Support Services (or designee), coordinator of disabled-student services, and director of the Women’s Center (or designee) shall serve continuously as ex officio members without vote. The HRC director will provide staff support to the committee. To provide the necessary expertise and continuity of operation, members may serve successive terms. [ed. 7-05, 7-10, rev. 7-06]

FSH 1640.58
JUNTURA

A. FUNCTION. To review university policies and programs affecting under-represented and/or under-served students in consultation with various representatives from student services and programs; to recommend changes and additions in university policies and programs that enhance student academic success; and to promote the values of respect, understanding, and equality within a diverse university experience. [See also 4340.] [rev. 9-02]
B. STRUCTURE. Four faculty and two staff members (one of these six serves as chair), three students (two who belong to an under-represented and/or under-served student populations and the third is the ASUI Director of Diversity Affairs), and the following without vote or their designees: Coordinator of Student Support Services, the Director of Multicultural Affairs, the Director of the Women’s Center, and the Director of Human Rights, Access and Inclusion, and the following ex officio members or their designees: The Director of Diversity & Community, the Director of the International Programs Office, the LGBTQA Coordinator, and the Director of the Native American Office. [rev. 9-02, 7-04, 7-05, 7-06, 7-08, ed. 7-10]

PROPOSED NEW COMMITTEE COMBINING JUNTURA AND AADA

UBUNTU – FSH 1640
[Affirmative Action and Disability Affairs & Juntura were combined in 2012 to form Ubuntu]

A. CONTEXT: Ubuntu, as explained by Desmond Tutu, is essential to the interconnectedness of being human and living in interdependent communities. Ubuntu is affirming and inclusive of others because we all belong to a larger whole which is diminished when any members are humiliated, disrespected or oppressed. People with Ubuntu enrich themselves but do so in ways that enable the community and all its members to also improve. In this spirit the Ubuntu committee is established to advance these ideals.

B. FUNCTION

B-1. Ubuntu will promote the values of respect, understanding, and fairness within our diverse university experience; review university policies and programs affecting under-represented and/or under-served students, staff, and faculty in consultation with appropriate representatives as necessary across campus; recommend changes and additions in university policies and programs that enhance student/staff/faculty success and advancement. [See also FSH 4340.]

B-2. This committee has the major faculty responsibility for monitoring and advancing the university’s affirmative action and equal opportunity programs [see FSH 3060 E-3] being a strong and active voice as well as for monitoring and advancing UI’s commitment to ensuring that the university’s programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee will also work closely with the Americans with Disabilities Act Advisory Committee (ADA) administrative officers and attempts to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at the university. UI-Ubuntu also as well as recommends policies and procedures to address specific disabled access challenges at the
universityUI, consistent with requirements of applicable regulations and regents’ policy ensuring that the ‘spirit of the law’ is followed. [rev. 7-06]

B-3. This committee will advise the president on matters of equal opportunity, ensuring that UI’s programs, activities and services are available to persons with learning, sensory, physical and other disabilities, and identify avenues for ensuring the campus community creates a fair and inclusive environment for all.

B-4. This committee will also discharge such other functions as may be assigned by the Faculty Senate or by the president or the president’s designee. It will also submit periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes (see FSH 1460).

C. STRUCTURE. Four faculty, one of whom serves as chair; and two staff members (one from Staff Affairs); one of these six serves as chair, three two students, one undergraduate (ASUI) and one graduate (GPSA or SBA), one of whom belongs to an under-represented and/or under-served student population; and the following ex officio members without vote or their designees: the ASUI Director of Diversity Affairs, Coordinator of Student Support Services, the Director of Multicultural Affairs, the Director of the Women’s Center, a representative from Human Resources, and the Director of Human Rights, Access and Inclusion, and the following ex officio members or their designees: the Director of Diversity and Community, the Director of the International Programs Office, the LGBTQA Coordinator, and the Director of the Native American Student Center or the Native American Tribal Liaison. [rev. 9-02, 7-04, 7-05, 7-06, 7-08, ed. 7-10]
February 20, 2012

Dear Senate Leadership:

I’ve attached a draft of language we believe needs to go back to the Senate for clarification. As you recall, the original proposal was amended from the floor of the Senate, but did not address how students can add courses through the tenth day. We believe we need to have a mechanism for students to do so because they are able to drop through tenth day and will need to ensure a fulltime schedule for the financial aid census date on the tenth day of the term. In order to encourage students to enroll and attend courses from the beginning of the semester, students would need to petition to add any course after the tenth day. This mirrors the intent of the original proposal.

Will you take a look at this language and advise me of next steps? Do you have questions?

I appreciate your time in this.

Thanks, Nancy Krogh
TO: Faculty Senate
FROM: Office of the Registrar and Office of Advising
RE: Changes in Registration (Regulations B & C) [Summer 2012]
DATE: February 20, 2012

B - Registration

B-1. Registration Access. Registration access is given to new students as described above. It is also given to students who were previously enrolled within two years of the term in which they wish to register. Former students who have not been enrolled at UI within those two years must be re-admitted by the Undergraduate or Graduate Admissions Office at least one month prior to the term in which they wish to register. Such students will be required to submit transcripts from any institutions attended since their last registration at UI, and they may also be required to complete a residence questionnaire. Failure to meet the deadline may cause a delay in registration. Undergraduate students are required to meet with their academic advisor prior to registration.

B-2. Admission to Classes. Instructors do not admit anyone to class whose name does not appear on the class roster. UI professors are given the authority to grant or deny access to classes by visiting scholars.

B-3. Auditing Classes. Auditing a course consists of attendance without participation or credit. Audited courses will be recorded on a student's permanent record. The permission of the instructor is required before a student may audit a course. Seating preference in a course will be given to students who are completing the course for credit. (See C-2 and C-3 for deadlines)

B-4. Independent Study Courses. A student enrolled in the regular program is permitted to carry independent study courses for college credit only with the prior written approval of his or her academic dean. Credit for correspondence-study courses will not be accepted without such approval.

B-5. Registration for Courses without Completion of Prerequisites. Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

B-6. Registration of Lower-Division Students in Upper-Division Courses. All academic programs give priority in the first two years to meeting the general requirements for the appropriate degree and acquiring the foundation for advanced study; therefore, freshman students may not take upper-division courses. Exceptions may be made for students who have fulfilled the prerequisites and who are well prepared in their field of study. In such cases, the instructor may, with the concurrence of the student's advisor, authorize the exception.

B-7. Registration of Undergraduate and Non-degree Students in Graduate Courses. Undergraduate and non-degree students may register in graduate courses under the conditions outlined in the College of Graduate Studies section with the prior written approval of the instructor of the course, the student's advisor, and the Dean of the College of Graduate Studies.

B-8. Registration of Students with Baccalaureate Degrees as Undergraduates. To register as undergraduates, students with baccalaureate degrees must secure the permission of the dean of his or her undergraduate college and file a statement with
the registrar indicating that they understand that the work will not be classified as graduate work and cannot be used toward a graduate degree at a later date. (See J-7-b and c.)

B-9. Registration for Full Semester Courses. Students may register for full semester courses through the sixth day of the semester. A student may add a course may be added by with instructor approval through the tenth day of the semester.

B-10. Registration for Accelerated and Other Short Courses. Students may register for accelerated and other short courses at any time up to and including the starting date of the course without petition

C - Changes in Registration

C-1. Adding a Course. A student may add a full semester course online through the sixth day of the semester. A student may add a course may be added by with instructor approval through the tenth day of the semester. These periods are prorated for accelerated or short courses.

C-2. Dropping a Course. A student may drop a full semester course through the tenth day of the semester without a grade of W. This period is prorated for accelerated or short courses. Students may not drop a course by simply staying out of class.

C-3. Withdrawing from a Course. Beginning with the eleventh day of the semester and ending with the tenth week of the semester a student may withdraw from a course. During this period a grade of W will be recorded on the student’s record and will count against their 21 credit withdrawal limit (see regulation C-4). This period is prorated for accelerated or short courses.

C-4. Credit Withdrawal Limitation. The number of credits that a student may withdraw from during his or her undergraduate career at UI is limited to 21 credits. If a student attempts to drop a course(s) that would bring the total credits he or she will have withdrawn from above 21, the student will not be allowed to do so. When a student withdraws from the university the credits in the courses for the semester do not count against the withdrawal credit limitation (see regulation G)
TO: University Curriculum Committee
FROM: University Committee for General Education
RE: Changes to Regulation J-3 [Summer 2012]
DATE: December 9, 2011

Following the catalog language are copies of the proposals and rubrics for the American Diversity Courses, Senior Experience, and Great Issues Seminar.

J-3. Subject Requirements (Core Curriculum). All students entering the University of Idaho with fewer than 14 transcripted credits from a regionally accredited institution are to complete the University of Idaho core curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. A central component of this preparation is the requirement that a student working toward a baccalaureate degree must complete the necessary course work in the four categories described below. This requirement is to be satisfied by earning the minimum number of credits specified for each category. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a core requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a core course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 090, 101, or 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 106 or in a course that meets the core requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the core requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category.

Public Speaking. Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the six English classes included in the core are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and 102.

2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 209 Inquiry-Based Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

J-3-b. Natural and Applied Science (8 cr which includes two accompanying labs OR 7 cr which includes a CORS course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science
courses of the core curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102 Biology and Society (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 116 Organisms & Environments (4 cr)
Chem 101 Introduction to Chemistry I (4 cr)
OR Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 or 4 cr)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Envs 101 Introduction to Environmental Science, and Envs 102 Field Activities in Environmental Sciences (4 cr)</td>
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<tr>
<td>Geog 100 Physical Geography (4 cr)</td>
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<tr>
<td>Geol 101 Physical Geology (4 cr)</td>
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<td>Geol 102 Historical Geology (4 cr)</td>
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<tr>
<td>MMBB 154, 155 Introductory Microbiology and Lab (4 cr)</td>
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<tr>
<td>MMBB 250, 255 General Microbiology and Lab (5 cr)</td>
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<tr>
<td>Phys 100 Fundamentals of Physics (4 cr)</td>
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<td>Phys 103, 104 General Astronomy and Lab (4 cr)</td>
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<td>Phys 111 General Physics I (4 cr)</td>
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<td>Phys 112 General Physics II (4 cr)</td>
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<td>Phys 211 Engineering Physics I (4 cr)</td>
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<td>Phys 212 Engineering Physics II (4 cr)</td>
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<tr>
<td>Soil 205, 206 The Soil Ecosystem and Lab (4 cr)</td>
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*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.

J-3-c. Mathematics, Statistics, or Computer Science (3 cr). These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 101 Introduction to Computer Science (3 cr)
CS 112 Introduction to Problem Solving and Programming (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3d. General Core Studies (18 cr): Within the requirements below, students must complete at least one upper division course, and must complete courses from at least three different disciplines. Integrated Seminar courses may not be counted towards the three discipline requirement.

1. Integrated Seminar (3 cr): One course from ISem 101-499 (open to freshmen only).
2. Humanities (6 cr): Six credits chosen from the approved humanities courses listed below.
3. Social Sciences (6 cr): Six credits chosen from the approved social science courses listed below.
4. International Course: One course chosen from the approved international courses listed below. Students are required to complete one International course. If a student takes a Great Issues course (ISem 301) or an Integrated Seminar, Humanities, or Social Science course that also appears on the list of approved International courses then this requirement is considered to be completed. This requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.
5. American Diversity: One course chosen from the approved American Diversity courses listed below. If a student takes a Great Issues course (ISem 301) or an Integrated Seminar, Humanities, or Social Science course that also appears on the list of approved American Diversity courses then this requirement is considered to be completed.
6. Great Issues (1 cr): One credit from ISem 301.
7. Senior Experience: One course chosen from the approved Senior Experience courses listed below.
8. Additional Course(s) (3 cr): Additional coursework to total 18 credits chosen from the approved capstone senior experience, humanities, social sciences, diversity, and/or international courses listed below.

Approved Humanities Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AmSt 301 Studies in American Culture (3 cr)</td>
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<tr>
<td>Art 100 World Art and Culture (3 cr)</td>
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<tr>
<td>Art 202 Early Modern Art and Aesthetics (3 cr)</td>
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<td>Art 205 Visual Culture (3 cr)</td>
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<tr>
<td>Art 213 History and Theory of Modern Design I (3 cr)</td>
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<td>Art 302 Modern Art and Theory (3 cr)</td>
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<td>Art 382 History of Photography (3 cr)</td>
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<td>Dan 100 Dance in Society (3 cr)</td>
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<td>Engl 175 Introduction to Literary Genres (3 cr)</td>
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<td>Engl 257 Literature of Western Civilization (3 cr)</td>
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<td>Engl 258 Literature of Western Civilization (3 cr)</td>
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<td>Engl 342 Survey of British Literature (3 cr)</td>
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<td>Engl 344 Survey of American Literature (3 cr)</td>
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<tr>
<td>Engl 345 Shakespeare (3 cr)</td>
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<td>Engl 375 The Bible as Literature (3 cr)</td>
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<td>Engl 481 Women's Literature (3 cr)</td>
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<tr>
<td>Engl 484 American Indian Literature (3 cr)</td>
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<tr>
<td>FLEN 313 Modern French Literature in Translation (3 cr)</td>
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<td>FLEN 324 German Literature in Translation (3 cr)</td>
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<tr>
<td>FLEN 394 Latin American Literature in Translation (3 cr)</td>
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<tr>
<td>IS 370 Africa's Calling: The Culture of Ghana</td>
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</tbody>
</table>
Art 202  Early Modern Art and Aesthetics (3 cr)
Art 208  Italian Renaissance Art and Culture (3 cr)
Art 213  History and Theory of Modern Design I (3 cr)
Art 302  Modern Art and Theory (3 cr)
Art 303  Contemporary Art and Theory (3 cr)
Art 304  Contemporary Art and Theory (3 cr)
Art 305  Contemporary Art and Theory (3 cr)
Art 313  History and Theory of Modern Design II (3 cr)
Chin 201  Chinese Third Semester (4 cr)
Chin 202  Chinese Fourth Semester (4 cr)
Comm 335  Intercultural Communication (3 cr)
Econ 446  International Economics (3 cr)
Econ 447  Economics of Developing Countries (3 cr)
Engl 221  History of World Cinema I (3 cr)
Engl 222  History of World Cinema II (3 cr)
Engl 481  Women's Literature (3 cr)
Engl 485  Global Literatures in English (3 cr)
FCS 411  Global Nutrition (2 cr)
FCS 419  Dress and Culture (3 cr)
FLEN 307  The European Union (3 cr)
FLEN 308  European Immigration and Integration (3 cr)
FLEN 313  French/Francophone Culture and Institutions (3 cr)
FLEN 394  Latin American Literature in Translation (3 cr)
Fren 101  Elementary French I (4 cr)
Fren 102  Elementary French II (4 cr)
Fren 201  Intermediate French I (4 cr)
Fren 202  Intermediate French II (4 cr)
Fren 301  Advanced French Grammar (3 cr)
Fren 302  Advanced French Writing Skills (3 cr)
Fren 304  Connecting French Language and Culture (4 cr)
Fren 305  Reading French Texts (3 cr)
Fren 307  French Phonetics (4 cr)
Fren 308  Advanced French Conversation (3 cr)
Fren 407  Topics in French Literature (3 cr, max 9)
Fren 408  French and Francophone Culture and Institutions (3 cr, max 9)
Geog 165  Human Geography (3 cr)
Geog 200  World Regional Geography (3 cr)
Geog 356  Political Geography (3 cr)
Hist 101  History of Civilization (3 cr)
Hist 102  History of Civilization (3 cr)
Hist 111  Introduction to U.S. History (3 cr)
Hist 112  Introduction to U.S. History (3 cr)
JS 101  Introduction to the Justice System (3 cr)
PoIs 101  Introduction to Political Science and American Government (3 cr)
PoIs 205  Introduction to Comparative Politics (3 cr)
PoIs 275  American State and Local Government (3 cr)
PoIs 338  American Foreign Policy (3 cr)
PsyC 101  Introduction to Psychology (3 cr)
Soc 101  Introduction to Sociology (3 cr)
Soc 230  Social Problems (3 cr)
Soc 250  Social Conflict (3 cr)
The 386  Documentary Film (3 cr)
FLEN 308  European Immigration and Integration (3 cr)
FREN 301  Advanced French Grammar (3 cr)
FREN 302  Advanced French Writing Skills (3 cr)
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PsyC 101  Introduction to Psychology (3 cr)
Soc 101  Introduction to Sociology (3 cr)
Soc 230  Social Problems (3 cr)
Soc 250  Social Conflict (3 cr)
The 386  Documentary Film (3 cr)
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr)
Hist 372 History of England (3 cr)
Hist 414 (a) History and Film (3 cr, max 6)
Hist 421 Pirates of the Caribbean and Beyond (3 cr)
Hist 438 Modern Mexico and the Americas (3 cr)
Hist 439 Modern Latin America (3 cr)
Hist 440 Social Revolution in Latin America (3 cr)
Hist 441 Comparative Slavery and Emancipation in the Atlantic World (3 cr)
Hist 451 French Revolution and Napoleonic Era (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 469 Modern France, 1815-present (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
IS 325 The Contemporary Muslim World (3 cr)
IS 326 Africa Today (3 cr)
IS 328 Canada Today (3 cr)
IS 350 Sport and International Affairs (3 cr)
IS 370 Africa's Calling: The Culture of Ghana (3 cr)
Ital 201 Intermediate Italian I (4 cr)
Ital 202 Intermediate Italian II (4 cr)
Italian Studies, Global Media (3 cr)
Japn 101 Elementary Japanese I (4 cr)
Japn 102 Elementary Japanese II (4 cr)
Japn 201 Intermediate Japanese I (4 cr)
Japn 202 Intermediate Japanese II (4 cr)
Japn 301 Japanese Reading (3 cr)
Japn 302 Japanese Writing (3 cr)
Japn 303 Japanese Speaking (3 cr)
LArc 390 Italian Hill Towns and Urban Centers (3 cr)
MusH 420 Studies in World Music (3 cr)
PoIS 205 Introduction to Comparative Politics (3 cr)
PoIS 237 International Politics (3 cr)
PoIS 338 American Foreign Policy (3 cr)
PoIS 381 Western European Politics (3 cr)
PoIS 420 Introduction to Asian Politics (3 cr)
PoIS 449 World Politics and War (3 cr)
PoIS 480 Politics of Development (3 cr)
PoIS 487 Political Violence and Revolution (3 cr)
Russ 201 Third Semester Russian (4 cr)
Russ 202 Fourth Semester Russian (4 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Political Sociology (3 cr)
Soc 367 Global Justice (3 cr, max arr)
Soc 440 Post-Colonialism (3 cr)
Span 101 Elementary Spanish I (4 cr)
Span 102 Elementary Spanish II (4 cr)
Span 201 Intermediate Spanish I (4 cr)
Span 202 Intermediate Spanish II (4 cr)
Span 301 Advanced Grammar (3 cr)
Span 302 Advanced Composition (3 cr)
Span 303 Spanish Conversation (3 cr)
Span 305 Culture and Institutions of Spain (3 cr)
Span 306 Culture and Institutions of Latin America (3 cr)
Span 308 Proficiency in Reading (3 cr)
Span 311 Readings: Hispanic News Via Internet (3 cr)
Span 401 Readings: Spanish Literature (3 cr)
Span 402 Readings: Spanish American Literature (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 412 Spanish Short Fiction (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
Span 419 Latin America Theatre Through Literature (3 cr)
Span 420 Modern Spanish Theatre Through Literature (3 cr)
The 221 History of World Cinema I (3 cr)
The 222 History of World Cinema II (3 cr)
The 467 Asian Theatre History (3 cr)
The 468 Theatre History I (3 cr)
The 469 Theatre History II (3 cr)
Approved American Diversity Courses:
AIST 320 The Celuloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 420 Native American Law (3 cr)
AIST 422 Plateau Indians (3 cr)
AIST 478 Tribal Nation Economics and Law (3 cr)
AIST 484 American Indian Literature (3 cr)
AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 Food, Culture, and Society (3 cr)
Arch 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Engl 481 African American Literature (3 cr)
FCS 414 Idaho's Journey Toward Diversity and Human Rights (1 cr, max 3)
FLEN 391 Hispanic Film (3 cr)
FLEN 394 Latin American Literature in Translation (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 Comparative African-American Cultures (3 cr)
Hist 411 Colonial North America, 1492-1763 (3 cr)
Hist 415 Civil War and Reconstruction, 1828-1877 (3 cr)
Hist 417 United States, 1919-1960 (3 cr)
Hist 418 Recent America, 1960-Present (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 423 Idaho and the Pacific Northwest (3 cr)
Hist 425  Immigration and Ethnicity in the United States (3 cr)
Hist 426  Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 428  History of the American West (3 cr)
ID 443  Universal Design (3 cr)
JAMM 340  Cultural Diversity and the Media (3 cr)
JAMM 445  History of Mass Media (3 cr)
MusH 410  Studies in Jazz History (3 cr)
Phil 381  American Indian Environmental Philosophy (3 cr)
PolS 101  Introduction to Political Science and American Government (3 cr)
PolS 333  American Political Culture (3 cr)
PolS 335  American Interest Groups & Social Movements (3 cr)
Psyc 315  Psychology of Women (3 cr)
Psyc 419  Adult Development and Aging (3 cr)
Soc 101  Introduction to Sociology (3 cr)
Soc 230  Social Problems (3 cr)
Soc 250  Social Conflict (3 cr)
Soc 301 or Anth 301  Introduction to Diversity and Stratification (3 cr)
Soc 422  Religion, Culture & Society (3 cr)
Soc 423  Social Class & Stratification (3 cr)
Soc 424  Sociology of Gender (3 cr)
Soc 427 or Anth 427  Racial and Ethnic Relations (3 cr)
Soc 450  Dynamics of Social Protest (3 cr)
Span 306  Culture and Institutions of Latin America (3 cr)
Span 411  Chicano and Latino Literature (3 cr)
Span 413  Spanish American Short Fiction (3 cr)
WmSt 201  Introduction to Women's Studies (3 cr)

Approved Capstone-Senior Experience Courses:
AgEc 478  Advanced Agribusiness Management (3 cr)
Art 490  BFA Art/Design Studio (6 cr, max 12)
Art 491  Information Design (3 cr, max 9)
Art 495  BFA Senior Thesis (2 cr, max 4)
BAE 478  Engineering Design I (3 cr)
BAE 479  Engineering Design II (3 cr)
Biol 411  Senior Capstone (2 cr)
Bus 490  Strategic Management (3 cr)
CE 494  Senior Design Project (3 cr)
ChE 452  Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454  Process Analysis and Design II (3 cr)
ECE 481  EE Senior Design II (3 cr)
ECE 483  Computer Engineering Senior Design II (3 cr)
EDCI 401  Internship Seminar (1 cr)
EnvS 497  Senior Research (3 cr)
ForP 495  Product and Process Development and Commercialization (3 cr)
IS 495  International Studies Senior Seminar (3 cr)
LArc 480  The Emerging Landscape (3 cr)
ME 424  Mechanical Systems Design I (3 cr)
ME 426  Mechanical Systems Design II (3 cr)

1. Add the following courses [Effective: Summer 2012]

ISEM 301  (s) Great Issues Seminar (1 cr)
May be used as core credit in J-3-d. Open only to students who have earned at least 26 credits (sophomore status), the Great Issues Seminars are interdisciplinary courses typically linked with an annual signature event of the university (e.g., Bellwood Lecture, Borah Symposium, Runstad Lecture, Jazz Festival) that integrate the university learning outcomes and general education goals with a critical examination of the great issue topic of the event. Attendance at the event is required. See www.webs.uidaho.edu/core for specific course titles and descriptions.
Prereq: Engl 102 and Sophomore Standing

ISEM 301  (s) Great Issues Seminar (1 cr)
May be used as core credit in J-3-d. Open only to students who have earned at least 26 credits (sophomore status), the Great Issues Seminars are interdisciplinary courses typically linked with an annual signature event of the university (e.g., Bellwood Lecture, Borah Symposium, Runstad Lecture, Jazz Festival) that integrate the university learning outcomes and general education goals with a critical examination of the great issues topic of the event. Attendance at the event is required. See www.webs.uidaho.edu/core for specific course titles and descriptions.
Prereq: Engl 102 and Sophomore Standing
1. Experience emphasizes University of Idaho learning outcomes within the degree program (learn and integrate, think and create, communicate, clarify purpose and perspective, practice citizenship).

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<th>Not Met</th>
<th>Minimally Met</th>
<th>Fully Met</th>
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Experience does not emphasize any of the University of Idaho learning outcomes.

Experience emphasizes some of the University of Idaho learning outcomes in the context of the degree program.

Experience focuses on the University of Idaho learning outcomes in the context of the degree program.

2. Experience integrates student learning within their degree program. (Note that the form of integration will depend on the program’s learning objectives and methods.)

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Description does not clearly address integration of student learning within the degree program.

Description reflects some integration of student learning within their degree program.

Description indicates a high level of integration of student learning within the degree program.

3. Qualifications: If the individual teaching or monitoring the experience is not a full-time faculty member, please briefly describe his or her teaching or mentoring experience or in teaching in professional preparation.

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<tr>
<th>Not Met</th>
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Individual possesses no or minimal academic qualifications to teach or monitor a senior experience.

Individual is academically qualified at an acceptable level to teach or monitor senior experience.

Individual is academically highly qualified to teach or monitor senior experience.
The University of Idaho Faculty is invited to submit proposals for Senior Experiences for the academic year 2012-2013.

DUE DATE FOR COMPLETED PROPOSALS: ____________________

Guidelines for the Senior Experience of the University Core:
The type of experience should be chosen to provide students within each degree program with the greatest opportunity to integrate that program’s specific goals and student outcomes within the context of the University’s learning outcomes (see below). Examples of senior experiences might include capstone courses, internships, externships, student teaching, student research, and service learning.

Proposals should consist of the following:

1) **Instructor**: Name and title of individual teaching or monitoring the senior experience. If the individual is not a full-time faculty member, please briefly describe his or her teaching or mentoring experience or in teaching in professional preparation.

2) **Description**: In one to two pages, describe the proposed senior experience, its objectives, and how the experience will integrate student learning within their degree program. Please include a list of likely materials and activities included in the experience and discuss how the experience emphasizes and measures the University of Idaho learning outcomes.

3) **Department Support**: A signature line indicating department support for the experience.

For more information, contact: Beth Price  email: bethp@uidaho.edu  Phone: 208-885-5778

University Learning Outcomes to be considered in the development of the course:

**University Learning Outcomes**

University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

a. **Learn and integrate** - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

b. **Think and create** - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
c. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

d. Clarify purpose and perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

e. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
GREAT ISSUES CORE COURSE RUBRIC

1. Course Characteristics: Course requires attendance or participation in one or more signature event (e.g. the Bellwood Lecture, Austin Lecture, Borah Symposium, Jazz Festival, and VIEW business plan competition).

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Course does not clearly require attendance or participation in a UI signature event.

Course requires attendance at one UI signature event.

Course requires attendance at two or more UI signature events or active participation in at least one event.

2. Course Outline and Description: Reflect predominant integration of multiple disciplines and educational experiences.

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Course outline and description do not clearly address integration of disciplines or educational experiences.

Course outline and description reflects some integration of disciplines or educational experiences.

Course outline and description offer high level integration of disciplines or educational experiences.

3. Response to Criteria: Course addresses the University of Idaho Learning Outcomes.

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Proposal does not demonstrate integration of learning outcomes in course design.

Proposal mentions objectives and demonstrates some attempt to integrate learning outcomes in course design.

Proposal describes a course specifically designed to help students achieve learning outcomes and links activities and assignments to course objectives.

4. Qualifications: If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

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Course instructor possesses no or minimal academic qualifications to teach general education American diversity courses and has no history in teaching.

Course instructor is academically qualified at an acceptable level to teach general education and has some history of successful teaching.

Course instructor is academically highly qualified to teach general education courses and has a history of successful teaching.
The University of Idaho Faculty is invited to submit proposals for Great Issues courses for the academic year 2012-2013.

DUE DATE FOR COMPLETED PROPOSALS:__________________

Content Guidelines for the Great Issues Component of the University Core:
Courses fulfilling the core Great Issues requirement seek to integrate disciplines and university learning outcomes by engaging students in one of the University of Idaho’s signature events (e.g. the Bellwood Lecture, Austin Lecture, Borah Symposium, Jazz Festival, and VIEW business plan competition).

The focus of this requirement is to help students integrate educational experiences and to provide them with an opportunity to connect with faculty and librarians and ideas from disciplines outside their major.

Courses in this category may address American or international diversity, synergies between academic disciplines or majors, involvement in service learning or other outreach programs, development of cross-disciplinary teams, improving information literacy and research skills, and other key topics addressed by one or more of the university’s signature events.

These courses should be designed for students in their 2nd or 3rd year at the university.

Proposals should consist of the following:

1) **Instructor**: Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

2) **Course Outline and Description**: In one or two pages, briefly describe the course and its objectives, and provide as detailed a schedule and syllabus as possible. Include the proposed signature event that will serve as the focus of the course, likely texts and materials relevant to the integrated issues addressed in the course, and indicate possible supplementary activities you would like to incorporate. Describe how the course addresses the University Learning Outcomes listed below.

3) **Department Support**: A signature line indicating department support for the course.

For more information, contact: Beth Price   email: bethp@uidaho.edu    Phone: 208-885-5778

University Learning Outcomes to be considered in the development of the course:

University Learning Outcomes
University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular
experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

a. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

b. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

c. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

d. Clarify purpose and perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

e. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
### AMERICAN DIVERSITY CORE COURSE RUBRIC

1. Course includes one or more diversity attributes and characteristics (i.e. ability, age, ethnicity, gender, race, religion, sexual orientation, socioeconomic status).

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- Course does not clearly define diversity attributes.
- Course contains one attribute of diversity.
- Course contains two or more attribute(s) of diversity.

2. Course Outline and Description: reflect predominantly domestic, United States expressions of diversity.

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- Course outline and description do not clearly address American issues of diversity.
- Course outline and description reflects some integration of American issues of diversity.
- Course outline and description offer high level of domestic, United States diversity content.

3. Response to Criteria: Course addresses the objectives of American Diversity core course and University of Idaho Learning Outcomes.

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- Proposal makes no mention of objectives and does not demonstrate integration of objectives or learning outcomes into course design.
- Proposal mentions objectives and demonstrates some attempt to integrate objectives and learning outcomes into course design.
- Proposal describes a course specifically designed to help students achieve objectives and learning outcomes and links activities and assignments to course objectives.

4. Qualifications: If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

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- Course instructor possesses no or minimal academic qualifications to teach general education American diversity courses and/or has nor or minimal history in teaching.
- Course instructor is academically qualified at an acceptable level to teach general education American diversity courses and has some successful history in interdisciplinary teaching.
- Course instructor is academically highly qualified to teach general education American diversity courses and is known to be among the best instructors at UI or elsewhere.
American Diversity Courses

UCGE Proposal Criteria Suggestions

The University of Idaho Faculty is invited to submit proposals for American Diversity courses for the academic year 2012-2013.

DUE DATE FOR COMPLETED PROPOSALS: December 5th, 2011

Content Guidelines for the American Diversity Component of the University Core:
Courses fulfilling the core American Diversity requirement seek to engage students in critical inquiry into contemporary and historical issues of social and cultural diversity in the United States.

The focus of this requirement is to foster a greater awareness and understanding of our collective complexity as an American community by exploring the construction of differences in American society and by providing an overview of the social, economic, and political forces that have shaped the experiences of diverse communities throughout U.S. history.

Topics in the category may include issues of power and privilege, systems of inequality, and forms of institutionalized discrimination within American society. These courses provide a conceptual framework for analyses of diversity topics as they raise questions, stimulate thought and reflection, and challenge stereotypes and myths.

Proposals should consist of the following:

1) Instructor: Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

2) Course Outline and Description: In one or two pages, briefly describe the course and its objectives, and provide as detailed a schedule and syllabus as possible. Include likely texts and materials relevant to the diversity issues addressed in the course, and indicate possible speakers or other supplementary activities you would like to incorporate. Describe how the course addresses the objectives of American Diversity core courses listed below.

   a. Increase awareness of contemporary and historical issues surrounding social and cultural diversity in the U.S.
   b. Engage in critical inquiry into issues of diversity in the United States.
   c. Explore conceptual frameworks for analyzing diversity issues in American society.
   d. Emphasize critical thinking about our collective complexity and how social, economic, and/or political forces have shaped American communities.
   e. Stress collaborative work that provides students opportunities to raise questions, stimulate thought and reflection, and challenge diversity stereotypes and myths.

3) Department Support: A signature line indicating department support for the course.
University Learning Outcomes to be considered in the development of the course:

**University Learning Outcomes**

University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

a. **Learn and integrate** - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

b. **Think and create** - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

c. **Communicate** - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

d. **Clarify purpose and perspective** - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

e. **Practice citizenship** - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.