General Faculty Meeting - January 21, 2010 - Page 1

REGULAR MEETING OF THE FACULTY OF THE UNIVERSITY OF IDAHO
Thursday, January 21, 2009 - 2:00 p.m. (PT), SUB Ballroom
Boise – 248A; Coeur d’Alene – 128; Idaho Falls – IF1 (TAB350a); Twin Falls – B66
President M. Duane Nellis Presiding

- Call to Order.
- Minutes. Meeting of September 16, 2009
- 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%20Faculty%20Meetings/univ_faculty_meetings.htm]

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

- FS-10-001: FSH 1800: Staff Affairs By-Laws
- FS-10-002: FSH 3520: Faculty Tenure
- FS-10-003: FSH 3560: Faculty Promotion
- FS-10-004: FSH 3570: Professional Portfolio
- FS-10-005 & FS-10-008: FSH 1565: Ranks and Responsibilities
  - Bring processes for promotion and tenure in line with recent changes to the annual evaluation and position description forms, connect to Strategic Action Plan goals, address interdisciplinary activities, establish common procedures
- FS-10-006: FSH 3900: Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff
- FS-10-010: FSH 3520: Faculty Tenure

II. Proposed Changes to the University of Idaho Catalog.

- FS-10-007: NOI: College of Engineering & Education - Transfer Industrial Technology
- FS-10-011: NOI: Department of Physics – two emphasis streams: General and Applied
- FS-10-012: NOI: Department of Plant, Soil & Entomological Sciences – name change
- FS-10-013: NOI: Foreign Languages and Literatures – BA in French
- FS-10-014: NOI: Foreign Languages and Literatures – BA in Spanish
- FS-10-015: NOI: Discontinue masters Economics major (M.S.)
- FS-10-016: NOI: Rename teaching minor in Industrial Technology Education
- FS-10-017: NOI: Discontinue academic minor in Arboriculture and Urban Forestry
- FS-10-022: NOI: New Undergraduate minor in Conservation Social Sciences
- FS-10-024: NOI: CLASS – Discontinue Minor in Greek
- FS-10-025: NOI: CLASS – Discontinue Minor in BA Latin
- FS-10-026: NOI: CLASS – Discontinue Minor in Latin
- FS-10-027: NOI: CLASS – Discontinue Minor in BA Classical Studies

- President’s Remarks.
- Adjournment.

Rod Hill, Secretary of the Faculty,
http://www.webs.uidaho.edu/facultycouncil, (885-6151)

NOTE: 98 faculty members (all campuses state-wide) constitute a quorum. Recently approved 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.
University of Idaho
Regular Meeting of the Faculty
Minutes
2009-10 Meeting #1 Wednesday September 16, 2009.

Introductory Remarks: A quorum being present (131), Faculty Senate Chair, Professor Miller welcomed the assembly. He noted that this was the first meeting since the constitutional amendments had passed that allowed participation via electronic A-V link across the state and invited the Moscow faculty to welcome faculty at remote sites, Coeur d’Alene, Idaho Falls and Twin Falls to the meeting.

Professor Hill, Secretary of the Faculty noted that the constitutional change required the support of 2/3 of the faculty, and now about 200 faculty from across the state could more readily join faculty meetings. He thanked David Tong and Mike Costa and their technical and support teams for working hard to make the electronic links work for such a large group. He added thanks to the faculty at sites across the state who had been active in responding to site registration and nomination of committee members who would be delegates at each site supporting orderly conduct of multi-site meetings.

Professor Miller then introduced President Nellis, noting that the President had a strong record in land-grant institutional leadership as dean at the University of West Virginia and Provost at Kansas State University. He added that President Nellis has a distinguished career as Professor of Geography and noted a few of the President’s many achievements and contributions: President of the Association of American Geographers, with two awards from that group, President of the National Council of Geography, an award from Kansas State University for teaching and advising. He is known nationally and internationally for his research using satellite data. He has been funded by over 50 organizations including NASA and the National Geographic Society. Professor Miller then welcomed the 17th President of the University of Idaho, Duane Nellis to the podium.

President Nellis expressed his excitement and enthusiasm to join UI as the 17th President and called the meeting to order.

Minutes: The minutes of the previous meeting (#3, 2008-09) were approved unanimously (Miller, Murphy).

The President invited Provost Baker to the podium to honor faculty who had passed away.

Dora Bialostocki
Senior Instructor of Mathematics
— July 2009 —

Henrik D. Juve, Jr.
Professor Emeritus of Chemistry
— May 2009 —

Harry W. Lee
Professor Emeritus of Forest Engineering
— June 2009 —

Glenn C. Lewis
Professor Emeritus of Soil Science
— April 2009 —
The meeting observed a few moments of silence in memory.

President Nellis then noted that the President’s Sustainability Symposium was coming up in Idaho Falls on October 22-23. A bus to provide transport from Moscow to Idaho Falls was being organized to contain costs and he encouraged faculty to attend if possible.

Faculty Senate Chair, Professor Miller announced that the Presidential inauguration would be held on October 16th, and that the senate had passed a resolution authorizing and recommending that faculty, at their discretion, cancel classes on that day between 8:00 a.m. and 3:00 p.m. to allow both faculty and students to attend the inauguration ceremony. He noted that the President was sensitive to the fact there was a need to hold classes to meet requirements for syllabi. He added that costs of holding the inauguration had been contained in consideration of the difficult fiscal period and were supported by private gifts.

Special Orders: Provost Baker noted that one of the fun things we get to do at this first meeting of the academic year is to introduce new faculty and administrators to the university. He noted his excitement to meet and welcome them as part of building the university’s culture and climate. He introduced new administrators and then asked the deans to introduce new faculty to the assembly. The Provost concluded by welcoming Carmen Suarez, newly appointed Director of Human Rights, Access and Inclusion.

President's Comments: President Nellis expressed his pleasure at joining an outstanding faculty and then recognized Steven Daley-Laursen for his important role as interim President in the preceding year.

The President noted that he would make brief comments today and keep more substantive comments for the inauguration address. He thanked the faculty for demonstrating excellence in supporting the success of our students. He noted that as he conducted his listening tour through Idaho, he learned of the many achievements of the faculty and that in the context of the land-grant mission, faculty contributed to the greatness of the university.

He continued, pointing out that these are difficult times but there are many opportunities. We had a 10% increase in transfer students, reflecting the additional efforts in our outreach to community colleges. UI now had 66 National Merit Scholars, second in the northwest to the University of Washington. He also pointed out that Harvard University had recognized the water management research team led by Professor Rick Allen.

The President noted that these are difficult times and we must prioritize. As a land grant institution we need to reinvent ourselves in a way that preserves our academic core, but at same time look at new ways
to augment and complement our mission relevant to the needs of society in the 21st century. His vision in reinventing ourselves revolves around six key themes: to be more entrepreneurial, more engaged, more sustainable, more globally connected, more diverse and more interdisciplinary. He noted that we need to grow enrollment in key areas and grow our research enterprise. Recently, there had been a large increase in research proposals submitted. It was impressive that faculty were working harder and noted that we need to invest in those faculty to allow us to grow, and to be aggressive in moving forward in gaining greater levels of private and public support to take us to a new level. The President is currently making efforts to build the level of enthusiasm in our partners. Great land-grant institutions need strong support from alumni and friends in moving forward.

The President pointed out that there were eight strategic initiatives that were the product of the Request for Innovations (RFI) which had just been announced. Examples included an enhanced student retention and recruitment program that contained 18 separate elements. The goal was to increase the freshman and sophomore retention rate by 6% from 79%. Having all freshmen live in residential units or fraternities or sororities beginning in fall 2010 is supported by data that show there is 30% differential in success of those who live on campus. He noted that we are tremendous value - quality at low cost. Substantially higher tuition rates at WSU (~$8,000) and in California for example, means that we have the opportunity to raise our tuition in a managed way but at the same time to recruit a talented and diverse student body. A second initiative is the Parflesch program moving tribal linkage forward. A third is the initiative to identify core research themes. Others include a respectful culture and waste minimization.

The President went on to note that it is unfortunate that given declines in predicted state revenues, it appeared inevitable that there would be a mid-year give-back of funds. He noted that we had faced a loss of operating funding over the past three years of $27 million. However, we need to control our own destiny. He noted that our consolidation theme is not unique and similar strategies were being implemented at Oregon State University. We need to be aggressive in finding new ways to serve our students and the state and to think innovatively and creatively about ways to sustain the quality we have at this university. He noted that in many ways the university is a beacon for the state and together we will meet our current challenge and turn it into successes in new and dynamic ways.

A faculty member spoke to the proposed minimum student numbers per section referred to in the Provost’s efficiency memo of August 25, 2009 stating that this was not a change that could fit across the entire university. A request was made to the Provost to provide the sources of data and to clarify the process of determining the metrics.

The Provost responded that the Provost’s Council had worked with data from many sources throughout the summer. He noted that these data had been shared with the Faculty Senate and that he was engaged in deep discussion with that body. The data presented in Faculty Senate would be posted to the senate web page and available for all to study. He noted that we have many small classes. Fewer than 1% of sections have more than 40 students and about 50% of sections have only 15 students.

Senate Chair, Professor Miller noted that the senate had been discussing these issues for the last several weeks. The class size issue was one under close scrutiny and a motion would be coming forward to recommend to the Provost to add further qualifying language and clarification around the new class size policies.

A concern was expressed that there was an increasing trend of centralization of resources and that these changes will lead in the long-term to stifling faculty entrepreneurship.
The Provost responded that a recommendation of the University Budget and Finance Committee was to pool funds to allow the university to have flexibility in dealing with responses to unforeseen issues and to allow greater focus in a strategic direction. He noted that the leadership was happy to discuss these issues with any faculty who wished to do so.

Another concern was that there was inadequate representation of research faculty on the new University Budget Advisory Committee and/or a lack of confidence in those appointed in this role. This is a concern because that group needs a clear understanding about how PIs need to manage their budgets and respond to specific situations that are often difficult to foresee.

Another faculty commented that it is a challenging time and it is inspiring to consider how we can bring novelty in delivering our programs. In addition, we need to think about what things we are going to stop doing. This conversation is good and a healthy dialog.

Senate Chair, Professor Miller noted that the senate would continue with discussions of Y accounts in response to the Provost’s efficiency memo. Faculty are encouraged to provide input through their college senators and are always welcome to attend meetings of senate.

A further question was how do we strike the balance between meeting our land-grant mission and the desire to consolidate and potentially eliminate certain programs?

President Nellis responded that we need to be very careful and sensitive as we look at change. We do not wish to do something dramatic and look back in 5 years to ask the question: why did we do that? We have a responsibility to carefully think this through due to our state-wide mission.

The President went on to note that CALS is facing a $3.2million reduction in its research and extension budget. Proposed solutions were developed by an 18 member committee that reviewed the research and extension sites across the state. That committee made recommendations not just to eliminate but to restructure and continue to provide critical services, one of those sites being Parma. Alternatives were proposed to continue a number of key thrusts and moving some faculty to Caldwell. This message did not make it to the general public. We need to look at different configurations and perhaps consider different ways that we can continue to serve the state. As the state’s needs evolve we must be sure that we are strategically aligned with those needs. Dialogue and a complete vetting of processes are necessary so that decisions made around program elimination or consolidations have been vetted and thought through very carefully.

President Nellis invited faculty who had suggestions to meet with him or provide input via e-mail. He noted that he had initiated regular meetings with the faculty leadership and that he had a desire to engage with the faculty to better understand their issues. He further noted that there would be a presidential first Tuesday of the month breakfast with administrators, including unit chairs in order to increase dialog and create interactions that will lead us forward.

The President expressed his appreciation for the feedback provided at the meeting and invited faculty to the President’s residence for refreshments following the meeting.

The meeting was adjourned at 5:00 p.m. (Pacific).

Respectfully submitted,

Rodney A. Hill, Secretary of the Faculty.
BYLAWS OF THE STAFF AFFAIRS COMMITTEE

PREAMBLE: The Staff Affairs Committee was created on the recommendation of the Faculty Council and the director of personnel services and with the approval of President Ernest Hartung in the summer of 1971. The current version of the Staff Affairs Committee’s bylaws were amended in September 2002, January 2007 and again in July 2008 in addition to replacing SAC with Staff Affairs.

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ARTICLE I--NAME. The organization shall be named the University of Idaho Staff Affairs Committee. [ed. 7-08]

ARTICLE II--PURPOSE.

Section 1. General. Staff Affairs represents the staff of the University of Idaho. The staff is defined as board-appointed employees at the University of Idaho who do not have faculty status.

Staff Affairs members shall be released from normal work duties for the purpose of attending Staff Affairs meetings, and performing related Staff Affairs responsibilities. This release time shall not be charged against their accrued leave.

Section 2. Specific. Specific purposes of Staff Affairs are:

a. To study issues, problems, welfare, and working conditions of staff;
b. To call to the attention of the president matters concerning staff affairs in any division or department that Staff Affairs believes should receive special attention;
c. To work with the university administration in the development and/or revision of university policies, employment benefits, and other matters where staff are directly affected;
d. To cooperate with the Faculty Affairs Committee and Faculty Council and participate in the formulation of joint recommendations concerning issues common to the staff and the faculty;
e. To advise on salary and promotion matters pertaining to staff;
f. To form subcommittees, as required, to study special or continuing issues;
g. To serve as a communication link between university administration and staff;
h. To work with the president’s designee, who will serve as a liaison with university administration.

ARTICLE III--MEMBERS.

Section 1. Constituencies. For the purpose of selecting Staff Affairs members, the UI staff is divided into the following groups:

a. Exempt; [ed. 7-08]
b. Maintenance / Services / Skilled Craft – this category includes employees in the skilled crafts and service/maintenance classifications
c. Administrative / Technical / Research - Classified—this category includes employees in the secretarial/clerical and technical / paraprofessional classifications and who do not fall in the categories a & b above

Secretarial/Clerical; [ren. 7-08]
Technical/Paraprofessional; [ren. 7-08]
d. Skilled Crafts; [ren. 7-08]
e. Service/Maintenance; [ren. 7-08]

Section 2. Representation.

a. On-Campus. Each group listed in Article III, Section 1 is represented on Staff Affairs by one member for every 50 employees or any fraction thereof in the group, provided that each group has at least one representative member on Staff Affairs. [ed. 7-08]

b. Off-Campus. Permanent positions will represent the campus sites and surrounding extension sites. The five permanent positions would be for (1) Coeur d'Alene/Post Falls/Sandpoint; (2) Boise; (3) Idaho Falls/Tetonia/Dubois/Aberdeen; (4) Twin Falls/Kimberly/Hagerman; and (5) at large (Parma, Caldwell, Caine Center, McCall/Taylor Ranch, Salmon, etc.). These positions would be permanent members of the On-Off Campus Committee, which currently exists as an ad-hoc standing subcommittee. Their roles would be: [add. 7-08]

• Information Distribution. The Staff Affairs representative for each Center would collect information, report, and attend Staff Affairs meetings via teleconference.
• Staff Appreciation Fair. Each Center (in collaboration with Staff Affairs) would hold a Staff Appreciation Fair at their location during Staff Appreciation month.
• Information Liaison. For any information items that are needed, the representative would be the contact for his/her location. Examples of responsibilities could include: information gathering and dissemination, Human Resources visit coordination (for benefits-related purposes, training, etc.), communication about Staff Affairs activities (Staff Appreciation Fair, War on Hunger, policy issues, etc.), and communication/efforts in other areas.

c. The Assistant Vice President of Human Resources serves on Staff Affairs in an advisory capacity, without vote.

Section 3. Term. Staff Affairs members are elected to serve a term of three years. No member may be elected to more than two consecutive terms.

Section 4. Eligibility. All staff, as defined in Article II, Section 1, are eligible for membership on Staff Affairs.

Section 5. Vacancies.

a. The Chair of Staff Affairs must declare a position vacant if a member is absent from four (4) consecutive meetings unless the member has informed the Chair and the absence is considered excused. Excused absences include approval of accrued leave and professional obligations. Staff Affairs will fill the vacancy in the method described in Article III, Section 5, Paragraph b.

b. Vacancies are filled as quickly as possible by appointment of the candidate who, at the most recent election for the position vacated, had the next highest number of votes. If the vacancy cannot be filled in this way, the Staff Affairs media coordinator gives notice of the vacancy as soon as possible in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website), as well as via Staff Affairs email listservs, giving staff an opportunity to volunteer for Staff Affairs service. The chair will appoint a person from the same group to complete the unexpired term from those responding to the vacancy notice; the appointment is subject to Staff Affairs approval. A person appointed is eligible for election to the succeeding term.

Section 6. Change of Constituency. A Staff Affairs member who changes job classifications, which then results in a change of constituency, may finish the remaining portion of that year of the term of office. Any remaining portion of the term will be filled by election at the next election of Staff Affairs members; a Staff Affairs member so elected is eligible for election to the succeeding term.
The member, whose new job classification puts them in a different category, should run for election on the next regular election ballot if a vacancy exists for the new classification. If a vacancy exists after a regular election, this person may be appointed to the new classification term.

ARTICLE IV--ELECTIONS.

Section 1. Continuity. To provide continuity of membership on Staff Affairs, approximately one-third of the member positions are filled by election each year. As far as possible, terms of members representing the same group are staggered.

Section 2. Election Date. Elections of Staff Affairs members are held such that the election results are presented at the April regular Staff Affairs meeting. The election date is announced in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website), as soon as possible.

Section 3. Nominations. Appropriate procedures for nominations and elections are developed by the Elections Subcommittee and approved by Staff Affairs (see Article IX).

Section 4. Seating of Members. Those elected are seated as Staff Affairs members at the first regular meeting in June.

ARTICLE V--OFFICERS.

Section 1. Election and Appointment of Officers. At the May regular meeting, Staff Affairs elects a chair and a vice chair to serve for the year beginning with the first meeting in June. The new chair appoints a secretary, treasurer, off-campus representative, and media coordinator to serve the same term; these appointments are subject to the approval of Staff Affairs.

Only seated Staff Affairs members are eligible to vote in the election. Only those persons who have been seated on Staff Affairs are eligible for the office of chair. [rev. 1-07]

Staff Affairs members who know they are going to be absent from officer and new member elections may cast an absentee vote in writing or email. The member’s absentee vote must be received by the Staff Affairs chair prior to the election. [add. 1-07]

Section 2. Chair. The chair:

a. Presides at all meetings of Staff Affairs;
b. In consultation with Staff Affairs, appoints required subcommittee chairs;
c. Maintains lines of communication between Staff Affairs and the president, the Faculty Affairs Committee, the Faculty Council, and staff;
d. Performs all other duties pertaining to the office of chair.

Section 3. Vice Chair. The vice chair:

a. Assumes the duties and responsibilities of the chair in the absence or disability of the chair;
b. Works closely with, and attends Staff Affairs related meetings with the Chair; prepares reports of recommendations on policy actions for presentation to the president;
c. Is Chair of committees, convening meetings of standing and ad hoc committees, assuring procedures are followed and that specific charges of each committee are carried out;
d. Performs such other duties as may be assigned by the chair or by Staff Affairs.

Section 4. Past Chair. The past chair is:

a. a valuable resource and is thus considered an ex officio member of Staff Affairs (with vote).
b. thereby also a member of the Officers Committee, whether or not his/her term has expired.

Section 5. Secretary. The secretary:

a. Maintains an accurate record of all meetings of Staff Affairs;
b. Submits a summary of the minutes to the media coordinator for publication in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website) as soon as possible after each meeting;
c. Maintains a notebook for the official record for the year. This notebook shall be turned in to the notebook library located in the Staff Affairs office each year. The notebook shall include, but is not limited to:
   1) Approved minutes of all meetings;
   2) All handouts from all meetings;
   3) Letters of resignation or requests to serve on the committee;
   4) All committee election results;
   5) Annual Reports;
d. Performs such other duties as may be assigned by the chair or by Staff Affairs.
e. Shall send all annual reports and minutes of meetings to the UI library for official archiving
f. Maintains responsibility for the Staff Affairs website.

Section 6. Treasurer. The treasurer:

a. Maintains an accurate record of all the budgets and monetary transactions of Staff Affairs;
b. Reports to Staff Affairs at all regular meetings;
c. Performs such other duties as may be assigned by the chair or by Staff Affairs.

Section 7. Communications On/Off Campus. The Communications representative:

a. Helps promote better, consistent, and increased communication with the University of Idaho’s on/off-campus staff;
b. Finds a contact person for each off campus site;
c. Mails all Staff Affairs materials meeting handouts to off-campus locations;
d. Creates an e-mail distribution list for all off-campus contact people and sends “staff” e-mail to them for distribution;
e. Addresses issues and concerns that on/off-campus staff may have, including bringing the information to Staff Affairs Committee meetings;
f. Performs such other communications duties as may be assigned by the chair or by Staff Affairs.

Section 8. Media Coordinator. The media coordinator:

a. Serves as a consistent contact person for information to be published or released to various media sources;
b. Gathers information from the chair, vice chair, secretary, and subcommittee chairs to be distributed for publication;
c. Ensures all articles or releases are approved by the chair;
d. Distributes information to the appropriate media organizations, such as The Register, KUID TV, local newspapers and radio stations, in a timely manner;
e. Reports to Staff Affairs at all regular meetings;
f. Maintains a record of all releases;
g. Performs such other duties as may be assigned by the chair or by Staff Affairs.

Section 9. Filling Officer Vacancies.

a. In the case of the position of Staff Affairs Committee chair being vacant, the vice chair shall become the acting chair until the next regular meeting of Staff Affairs, at which time any unexpired portion of the term
shall be filled by a special election. If the vice chair becomes the chair at the special election, a new vice chair will also be elected at this meeting.

b. In the case of the position of Staff Affairs Committee vice chair being vacant, at the next regular meeting of Staff Affairs a special election will be held to fill any unexpired portion of the term of vice chair.

c. In the case of the positions of secretary, treasurer, off-campus representative, or media coordinator being vacant, at the next regular meeting of Staff Affairs the chair will appoint a secretary, treasurer, off-campus representative, or media coordinator to fill any unexpired portion of the term of that office. The appointment will be subject to the approval of Staff Affairs.

ARTICLE VI--ANNUAL REPORTS.

Section 1. Annual Reports. Staff Affairs will compile an annual report. A preliminary report is to be presented at the June meeting of every year. The final copy of the Annual Report shall be submitted to the membership at the September meeting. Copies of the report will be sent to the President’s Office, Provost’s Office, Faculty Secretary’s Office, and UI library archives.

Section 2. Contributors. The report will be composed of year-end summaries from each of the following members:

a. the chair;

b. the vice chair;

c. the secretary;

d. the treasurer;

e. the on/off-campus communications representative;

f. the media coordinator;

g. the chairs of all standing subcommittees;

h. the chairs of all ad hoc subcommittees;

Section 3. The Official Record. The annual report will constitute the official record for the year for Staff Affairs. The final copy will be kept in the yearly Official Record Notebook maintained by the secretary.

ARTICLE VII--STAFF AFFAIRS COMMITTEE MEETINGS.

Section 1. Regular Meetings. Staff Affairs will hold at least six regular meetings each calendar year. Staff Affairs designates the time and place for regular meetings.

a. Quorum. A quorum of Staff Affairs consists of half of the voting members of Staff Affairs.

b. Agenda. The chair is responsible for the preparation of the agenda and distributes it to the members of Staff Affairs (and all staff, if electronic mail permits) at least one week before each regular meeting.

c. Record of Attendance. The minutes of each meeting will show the names of the members present and of those absent.

Section 2. Executive Committee Meetings. The function of the Executive Committee meetings is to act for Staff Affairs on emergency matters when Staff Affairs will not have a regular meeting for a period of two weeks or more, and an issue pertinent to Staff Affairs requires an immediate response. The Executive Committee reports to Staff Affairs, and Staff Affairs retains the authority to review actions of the Executive Committee.

a. Structure and Quorum. The Executive Committee is made of such members of Staff Affairs as are present at a meeting called upon 24 hours written, electronic, or oral notice. Five voting members of Staff Affairs constitute a quorum for the meetings of the Executive Committee.

b. Officers. The officers of Staff Affairs 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 Executive Committee meeting will designate a chair pro tempore. Minutes of Executive Committee meetings will be kept and presented in written form at the next regular meeting of Staff Affairs.
c. Call of Meetings. Executive Committee meetings may be called on 24 hours’ notice by the chair or vice chair or by the president of the university or the president’s designee.

ARTICLE VIII—MEETINGS OF THE UNIVERSITY STAFF.

Section 1. Meetings. A meeting of the UI staff will be called when requested by four or more members of Staff Affairs or upon the written petition of at least 20 staff members. Notice of such a meeting must be given to the staff at large two weeks before the proposed meeting via official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website). Notice will also be given via the Staff Affairs email list serves. The president or the president's designee may call a meeting at any time. The chair of Staff Affairs presides at meetings of the staff.

Section 2. Quorum. Those staff members present at a meeting properly called in accordance with this article constitute a quorum.

Section 3. Agenda. An agenda listing all substantive items to be acted upon must be published in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website), and sent via Staff Affairs email listservs, at least one week before the meeting.

ARTICLE IX—SUBCOMMITTEES.

Section 1. Standing Subcommittees. The standing subcommittees will be appointed at the first regular meeting of Staff Affairs in June. Each subcommittee is responsible for maintaining a list of standing rules, policies and procedures which must be approved by Staff Affairs. The Staff Affairs chair will appoint a chair of each standing subcommittee. The chair shall be an ex officio (with vote) member of all standing subcommittees, except the Officer Nomination Subcommittee. The standing subcommittees of Staff Affairs are:

a. Election Subcommittee. The Election Subcommittee manages two-three tasks:
   1. The Election Subcommittee manages the nomination and election process for new members of Staff Affairs by:
      (a) Submitting a statement to the Media Coordinator stating which member positions are to be filled by election, for publication in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website), during the month of February. Notice will also be sent via Staff Affairs email listservs. Nominations must be in writing and signed by the nominator.
      (b) Confirming the eligibility and availability of each nominee;
      (c) Preparing and distributing ballots, ensuring that each eligible staff employee has an opportunity to vote;
      (d) Collecting and counting the ballots;
      (e) Reporting the election results to Staff Affairs at the April regular meeting. The election results are validated and the winning candidates named. The Staff Affairs secretary records the order in which all candidates finished in the election. In the event the number of candidates and vacancies are equal in any category – the election shall be considered non-contested. These positions shall be elected by voice vote at the April Staff Affairs meeting.

2. The Election Subcommittee monitors the vacancies and filling of staff positions on all UI standing committees.

2-3. The Election Subcommittee manages the process for electing new officers for Staff Affairs in May. Nominations for new officers may be made from the floor or submitted to the chair of the subcommittee.

b. Officer Nomination Subcommittee. The Officer Nomination Subcommittee manages the process for electing new officers for Staff Affairs in May. Nominations for new officers may be made from the floor or submitted to the chair of the subcommittee.

c. Staff Educational Awards Subcommittee. The Staff Educational Awards Subcommittee solicits contributions to the Staff Educational Endowment Fund, invites nominations for awards, ensures that information is provided to all staff and faculty regarding donations to the scholarship fund, and conducts the selection process. The nomination process is governed by these bylaws and states that a name shall be
Policy Review Subcommittee

Learning and Development Subcommittee. The Learning and Development Subcommittee oversees the subcommittees, and chairs of all ad hoc subcommittees.

Officers' Subcommittee. The Officer's Subcommittee is responsible for setting agenda items for the staff.

Communications Subcommittee

Communications Subcommittee. The Communication Subcommittee is responsible for maintaining and distributing the Staff Affairs website, assisting with the creation of print material for other subcommittees, distribution of a "Welcome to Staff Affairs letter" to new members, distributing information to UI staff members via the Staff Affairs listserv, and serving as a communication bridge between staff and administration; researching issues/ideas and presenting this information to the committee to include those items that are submitted via the website, at committee meetings or by email inquiries. [add 1-07] The Communications Subcommittee will facilitate periodic scheduling of Staff Forum and Staff Meetings to ensure reciprocal communication between UI staff.

Benefits and Compensation Subcommittee. The Policy Review Benefits and Compensation Subcommittee addresses issues directly related to benefits and compensation for staff as well as overseeing the bylaws to make sure they are up to date and accurate for the times. They Bylaws Subcommittee shall review and initiate revisions to the bylaws and facilitate presentation of amendments to Staff Affairs and UI Staff for recommendation of approval by vote as required. The chair of the Bylaws Policy Review Subcommittee will also serve as parliamentarian during Staff Affairs meetings. [rev. 1-07] The Subcommittee is responsible for reviewing University policies (including amendments thereto and proposed new policies in either the Faculty Staff Handbook or the Administrative Procedures Manual) on behalf of Staff Affairs within the process established in Faculty Staff Handbook section 1460. The Subcommittee shall focus on policies that affect staff, and shall make a formal recommendation on policies it has reviewed on behalf of Staff Affairs will also review all as requested policy revisions, additions and deletions to the Faculty Staff Handbook that affect staff provided by Faculty Council, Faculty Affairs, Human Resources, General Counsel and other related committees for a formal recommendation from Staff Affairs.

Bylaws Review and Revision Subcommittee. The Bylaws Subcommittee oversees the bylaws to make sure they are up to date and accurate for the times. The Bylaws Subcommittee shall review and initiate revisions to the bylaws and facilitate presentation of amendments to Staff Affairs and UI Staff for recommendation of approval by vote as required. The chair of the Bylaws Subcommittee will also serve as parliamentarian during Staff Affairs meetings. [rev. 1-07] The Subcommittee is responsible for reviewing University policies (including amendments thereto and proposed new policies in either the Faculty Staff Handbook or the Administrative Procedures Manual) on behalf of Staff Affairs within the process established in Faculty Staff Handbook section 1460. The Subcommittee shall focus on policies that affect staff, and shall make a formal recommendation on policies it has reviewed on behalf of Staff Affairs.

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Learning and Development Subcommittee. The Learning and Development Subcommittee oversees the continued improvement and delivery of the Skillsoft, learning and development programs, such as SkillSoft, an online learning program and works to identify and expand professional development opportunities for UI staff.

Officers’ Subcommittee. The Officer’s Subcommittee is responsible for setting agenda items for the monthly Staff Affairs meetings. Members of this committee are the chair, past chair, vice chair, secretary, treasurer, on-off campus communications representative, media coordinator, chairs of all standing subcommittees, and chairs of all ad hoc subcommittees. [add 1-07]
Section 2. Ad Hoc Subcommittees. Ad Hoc Committees will be appointed as needed. The Staff Affairs chair will appoint a chair of each ad hoc subcommittee. Staff Affairs must approve a motion to form an Ad Hoc committee.

ARTICLE X--PARLIAMENTARY AUTHORITY. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern Staff Affairs in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order Staff Affairs may adopt.

ARTICLE XI--AMENDMENTS. These bylaws may be amended either by a majority vote of the members of the staff voting at a duly called University Staff Meeting or by a majority vote of the members of the staff voting on a mail or electronic ballot. The notice of proposed bylaw amendments must be published at least two weeks prior to the vote in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff Affairs website). These bylaws and amendments thereto are subject to review and approval by the president of the university or the president’s designee.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

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<th>Faculty/Staff Handbook [FSH]</th>
<th>□ Addition □ Revision* □ Deletion* □ Emergency</th>
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<td>Chapter &amp; Title: FSH 1800 – Staff Affairs 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.”

Originator(s): Daniel Noble  8-7-2009
(Please see FSH 1460 C)
Name Date
Telephone & Email: 885-6841 dnober@uidaho.edu

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

Reviewed by General Counsel  □ Yes □ No Name & Date: Sharyl Kammerzell, June 25, 2009

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

This update of FSH1800 is a part of Staff Affairs’ regular review of their Bylaws. Over the past few years, with Dan Noble as the Chair of Staff Affairs, and with the leadership group of Staff Affairs, including officers and subcommittee chairs, our committee has gone through some changes and strategic planning. Specifically, we have revised our subcommittee structure to simplify the # of subcommittees and to focus our efforts. Staff Affairs efforts are focused on five strategic emphases: Policy, Appreciation, Communication, Learning and Development and Recognition. Specifically, the Learning and Development emphasis is new as of 2005.

The changes to FSH section 1800 was approved by Staff Affairs committee on March 5, 2009. A University Staff Meeting was held May 19, 2009 and the changes were approved by a voice vote.

Specific Sections and Descriptions of the change(s):

Article III—Members, Section 1-Constituencies: Previously, Staff Affairs representation was based on employee classifications. Specifically Exempt, Secretarial / Clerical, Technical / Paraprofessional, Skilled Crafts and Service / Maintenance. In the past, these functional delineations of the representative groups made sense based upon the scope of Staff Affairs and the different issues for each category of employee. As the University of Idaho has evolved, the need for these different categories of representation has become less important. The focus for Staff Affairs overall has been to strategically recruit from our board appointed staff from every college, department, unit and throughout the state with our new off-campus representatives. This section has been revised to specify three broad categories: (1) Exempt, (2) Maintenance / Services / Skilled Craft and (3) Administrative / Technical / Research. These three broad categories continue to encompass the original classification of employees, but also allow flexibility for Staff Affairs in their recruitment of representatives and nomination process each year.
Article IX—Subcommittees, Section 1—Standing Subcommittees:  There are a myriad of changes to this section, including the following new subsections:

a. **Election Subcommittee**: Officer nomination (formerly subsection b) has been included in the election subcommittee tasks. They request nominations for Staff Affairs representatives and can also run the nomination process for electing new officers.

b. **Staff Awards**: new subsection has been renamed to Staff Awards. The Staff Awards subcommittee has more activities than just those specific to the reception. The Staff Educational Awards (formerly subsection c) has been added to the Staff Awards subcommittee. They coordinate the nomination and selection of Staff Educational Awards along with the other Staff Awards responsibilities.

c. **Policy Review Subcommittee**: a combination of the Benefits and Compensation Subcommittee (formerly subsection g) and the Bylaws subcommittee (formerly subsection h). The Policy Review Subcommittee aligns Staff Affairs with their strategic emphases, and these two subcommittees had a similar purpose of Policy Review, either specific to Benefits & Compensation or to FSH1800 bylaws.

d. **Communications Subcommittee**: the Staff Forum subcommittee (formerly subsection f) has been combined into the communications subcommittee. As another strategic emphasis for Staff Affairs, communications with staff is very important. This communication includes the periodic scheduling of the Staff Forum and Staff Meetings. In addition, text was added to emphasize the need to “enhance reciprocal communication between UI staff, Leadership and Staff Affairs.”

e. **Learning and Development Subcommittee**: A new strategic emphasis for Staff Affairs, this subcommittee is given the focus of improvement and delivery of learning and development programs and working to identify and expand professional development opportunities for UI staff.

f. **Officers’ Subcommittee**: simply a change in the subsection to the letter g.

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 that have been identified. However, if anywhere in the Faculty-Staff Handbook, there is a reference to one of the subcommittees, those references would need to be updated.

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

If not a minor amendment forward to: ___________________________________________

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

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

**APM**
F&A Appr.: ________
[Office Use Only]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)

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

Chapter & Title: FSH 3520 – Faculty Tenure

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

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

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

Policy Sponsor: (If different than originator.) Faculty Affairs – Ken Locke 8/09

Policy Sponsor: (If different than originator.)

Policy Sponsor: (If different than originator.)

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

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

FSH
Appr. __
FS __
GFM __
Pres./Prov. __________
[Office Use Only]

Track # __UP-09-041__
Date Rec.: __3/09____
Posted: t-sheet __3/09__
h/c __________
[Office Use Only]

Register: __________
(Office Use Only)

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

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

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

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

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

none

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

FSH 1565, 3050, 3560, 3570, 3420, 3140.

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

If not a minor amendment forward to: ___in review with general counsel_________

[Office Use Only]
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, J-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 July 2008 this section was again revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost’s Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05, 7-07, 1-08]

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B. General Purpose of Tenure
BC. Further Definitions
DC. Criteria for Tenure
ED. Tenurable Ranks
EF. Tenure Eligibility
EG. Time Requirements for Tenure
EH. Evaluation for Tenure
HI. Review of Evaluations at the College Level
JJ. Review of Evaluations at the University Level

A. DEFINITION OF TENURE. Tenure is a condition of presumed continuing employment that is accorded a faculty member by the regents, usually after a probationary period, on the basis of an evaluation and affirmative recommendation by a faculty committee with concurrence by the faculty member's departmental administrator and college dean and by the president. Tenure is granted only when there is a reasonable assurance based on performance that the faculty member will continue to meet the standards for tenure. After tenure has been awarded, the faculty member’s service can be terminated only for adequate cause, the burden of proof resting with UI [see 3910], except under conditions of financial exigency as declared by the board [see 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

AB. PURPOSE OF TENURE GENERAL. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI’s tenure policy improves the quality of the faculty by requiring that each faculty member’s performance be carefully scrutinized before tenure is granted and on an annual basis periodically thereafter [see FSH 33204]. [ed. 7-90]

BC. FURTHER DEFINITIONS.

BC-1. Board. As used throughout this section, “board” refers to the State Board of Education and Board of Regents of the University of Idaho. [ren. 77]

BC-2. TENURE is a condition of presumed continuing employment that is accorded a faculty member by the regents/board, usually after a probationary period, on the basis of an evaluation and affirmative recommendation by a
faculty committee, with concurrence by the faculty member’s departmental administrator, and by the college dean, and by the president. Tenure is granted only when there is a reasonable assurance based on performance that the faculty member will continue to meet the standards for tenure. After tenure has been awarded, the faculty member’s service can be terminated only for adequate cause, the burden of proof resting with UI [see 3910], except under conditions of financial exigency as declared by the board [see 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

B-3C-2. University. As used throughout this section, “university” and “UI” refer to the University of Idaho.

BC-1. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, “faculty member” is defined as any member of the university faculty [see 1520.11] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

DC. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas (FSH 1565 C) as specified in their position descriptions, teaching and service and their scholarship in the areas of teaching and learning, artistic creativity, discovery and application, as appropriate and specified in their position descriptions. The college and departmental criteria [see 1611 and 1612] must also be met. [ed. 7-98].

ED. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, associate professor, professor, assistant research professor, associate research professor, distinguished professor, research professor (librarians, psychologist/licensed psychologist, and extension faculty all with the rank of assistant professor, associate professor, and professor. Administrative and service positions, as such, are not tenurable. Lecturer and instructor are not tenurable ranks. [See FSH 3560 D-L.] The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 D-1 bC.) Appointments made to the titles may be made as “tenure track” or “non-tenure track” positions. [rev. 7-98, 7-01] Tenure is granted only when there is a reasonable assurance based on performance that the faculty member who holds one of the tenurable ranks has been granted tenure in his or her administrative discipline.

EF. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures described in subsections E, F, G, H, and I. Full-time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section. Appointments to tenure may not be made, however, that will cause the number of faculty members with tenure to exceed 75 percent of the total number of faculty members.

ED.1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental administrator, interdisciplinary leader and center administrator if appropriate, and dean, including all narratives, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. The candidate is responsible for demonstrating that she or he has met the criteria for tenure. The authority to award tenure rests with the board, which has been delegated its authority the responsibilities to the president. Before attaining tenure, the burden of proving worth rests with the appointee/candidate. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See 1520.27 H] [rev. 7-02, 1-08]

EF.2. The granting of tenure to a librarian, student counselor, other academic officers, or a member of the Cooperative University of Idaho Extension Service does not provide tenure in the particular position held.

EF-13. To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline. A departmental administrator is never able to be granted tenure in his or her administrative
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*Section 3520: Faculty Tenure  
January 2008*

**GE-34.** The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See 2-1.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable departmental unit recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

**GE-3.** Time requirements for tenure eligibility.

**GE-1.** Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 3900.] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior experience may be given in accordance with the provisions of 3-4. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fourth full year of service. In this context, unless otherwise specified, the term “year” means the appointment year, whether that is an academic, calendar, or fiscal year. When the appointment begins after January 1, then the following fiscal year date is the start date to begin counting for consideration for tenure. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president. (RGP IIG6). [See 3900.] [rev. 7-98, 7-02, 7-05]

**GE-2.** Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in GE-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6). [rev. 7-02]

**GE-3.** Satisfactory service in any professorial-tenurable rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the professorial-tenurable ranks. For the purpose of tenure eligibility only, the rank of senior instructor is considered as a professorial rank.

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

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

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

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*Comment [AT7]:* Since the sentence in E-2 above was deleted that this refers to, this reference should be removed from E-3.

*Comment [AT8]:* Previous section moved to F-4 below.

*Comment [AT9]:* Clarifies in policy timeline for those hired mid-year.
h. Applicability of the prior service toward tenure must be stated in writing before reappointment.

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

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**F-7.** If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

**GE-67.** When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG67) [rev. 7-02].

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

**GE-9.** An **compassionate extension** of the probationary period for tenure probationary period may be granted in certain exceptional cases-circumstances that which may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to childbirth/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or *other exceptional circumstances beyond the control of the faculty member.*

a. The procedures for requesting an **compassionate extension** are:

1. The faculty member provides a written request to the Provost.
2. Requests should be made in a timely manner, proximate to the events or circumstances which that occasion the request. All requests should state the basis for the request and include appropriate documentation.
3. Except to obtain necessary consultative assistance on medical or legal issues, only the provost will have access to documentation pertaining to a request related to disability or chronic illness. The provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
4. In most cases, extension of the **tenure probationary period** will be for one year. However, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted. All requests for **tenure probationary period** extensions shall be made prior to commencing with a tenure or contract renewal review.
5. If a tenure probationary period extension is approved, a reduction in scholarly productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. Any faculty member in probationary status more than the ordinary probation period specified in 3520.G-1 because of extensions shall be evaluated as if the faculty member had been on probationary status for the ordinary probation period.

**H4. EVALUATION FOR TENURE.**

**H4-1. Departmental Unit Criteria.** The faculty of each unit or equivalent unit establishes specific criteria for tenure, teaching, research, and service pertaining to tenure of their members. The criteria shall include a statement regarding the role and weight—described-to-of interdisciplinary activity. Departmental criteria are subject to review by the college committee on tenure and promotion for consistency with the college criteria. Such criteria that unit criteria may be **changed** at any time by a majority vote of the departmental unit faculty, but and they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Any such revisions may not be retroactive but, for **tenure** evaluation purposes, are considered proportionately in conjunction with criteria that were
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previously in force. **Unit criteria must be consistent with the college criteria and are subject to review by the college committee on tenure and promotion.** [rev. 7-06, 1-08]

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

**HG-2. Annual Review (FSH 3320).** All faculty members, tenured and Nontenured, are reviewed each year by the appropriate departmental administrator ([see 3320](#)). In most cases, the principal basis for evaluation—**the annual review**—is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in FSH 3050 and in relation to the unit criteria for tenure and promotion. In the case of members of instructional faculty, the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The unit administrator’s annual evaluations, including all narratives and any evaluative comments provided by interdisciplinary/center administrators or from those administrators of faculty holding joint appointments, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates in writing to each faculty member evaluated an assessment of strengths and weaknesses.

**HG-3. Third Year Review.** A more thorough review by a non-tenured faculty member’s colleagues is held during the 24 to 36 months period after beginning employment at UI. The candidate creates a professional portfolio (see FSH 3570). A committee is appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each **department-unit** and made a part of the unit bylaws. In case of a conflict, the below requirements in a. supersede college and department/unit bylaws. [rev. 7-98, 7-05, 1-08]

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

1. Current curriculum vitae

2. Annual evaluations and other progress reviews from unit administrator, department chair(s), dean(s), and center executive(s) where applicable; i.e., in the case of joint appointments and appointments where interdisciplinary activities are part of the faculty member’s position description, or in cases where faculty are located at Centers—centers or offsite locations, the secondary unit administrator department chair and dean and/or center executive(s)’ evaluative comments should also be included;

3. Context statement written by the faculty member (limited to two pages) and approved by the department/college administrator(s), and center executive as applicable. Statement may include expectations placed on a faculty member by circumstances extant at research institutes, interdisciplinary departments or centers, the requirement of joint appointments or other special circumstances;

4. Teaching portfolio (includes goals, responsibilities, evaluations, results and appendix, or exhibits), the narrative is limited to five pages;

5. Research and service. Research and service statements as needed. These areas are often adequately represented in the vita; and

3. Professional Portfolio (see FSH 3570):

6a. Supporting materials. For example, it is appropriate to include a statement on progress from the faculty member’s mentor. At the candidate’s discretion, additional material may be prepared and made available to all who are evaluating his/her suitability for tenure and/or promotion. Materials from the following areas, should also be included as appropriate: advancement, interdisciplinary activity, professional development and professional service.

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January 2008

b. In case of a conflict, these requirements supersede college and department bylaws. The non-tenured faculty member is given a copy of the committee’s report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. The following materials are then submitted to the Provost's Office:

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

   2. Complete portfolio of 3rd year review materials.

HG-4. Formal Tenure Review.

   a. The formal evaluation for the granting of tenure is made on the basis of the faculty member’s potential requires assessing the faculty member’s performance in meeting the criteria for tenure, effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental unit administrator (or college dean if the departmental 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 departmental unit office), the professional portfolio (from the non-tenured 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 latter-previous listed documentation as to its completeness and accuracy with the person concerned/candidate. [rev. 7-98, 7-02, 1-08]

   b. Except in the case of senior instructors, The departmental unit administrator will request an evaluation of the candidate’s performance of every candidate for tenure 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 will have been suggested by the non-tenured faculty member/candidate. (See also External Peer Review Guidelines on the Provost website at http://www.promo-tenure.uidaho.edu/default.aspx?pid=100100.) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate's curriculum vitae, position descriptions (including all narratives) for the relevant period, the professional portfolio, and up to four examples of the candidate’s scholarly work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate’s personal context statement and unit and college criteria. When all deliberations within the university have been completed, the responses to these requests, external reviewers' evaluations will be shown to the faculty member after every effort has been made to ensure the reviewer's anonymity of those authors has been made. [add. 7-98, rev. 7-02, 1-08]

   c. Copies of position descriptions, unit tenure criteria, annual evaluations, the third-year review, including all narratives, the third-year review (if applicable), the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and outside external peer review letters are forwarded to each person participating in the review at the departmental unit and higher levels. Additional Supplementary material, supplied by the faculty member, if any, should be available for review in the departmental unit office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental unit administrator making the recommendation concerning tenure will consult in practice, solicit and address in his/her summary, have sought and considered the evaluative comments regarding the candidate made from all tenured faculty members of the department unit, and from interdisciplinary leaders, program directors, and/or center administrators (if appropriate/applicable), and from the departmental unit tenure-recommending committee (see HG-4-d). Any person having a familial or other similar significant relationship with the candidate faculty member’s spouse is...
not permitted to serve in any capacity in the review process. Each departmental unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (departmental unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [rev. 7-98, 7-02, 1-08]

**d. The departmental 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 departmental 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 departmental 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 departmental unit tenure-recommending committee when it is considering his or her own case. Nor is it permitted to attend/exclude him or her from the departmental unit committee’s process/deliberations. 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]**

**HG-5. Forwarding Materials.** The departmental unit administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental unit tenure committee, including all narratives and external review letters. A summary of votes, and any The individual comments recommendations submitted by tenured faculty members are also forwarded. Before forwarding the materials to the college, the findings of the departmental unit faculty and departmental unit administrator are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the departmental unit level. The candidate has one week from receipt of the findings to respond in writing to clarify the situation. Written clarification is forwarded with the rest of the candidate’s materials to the college. [rev. 7-98]

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

**III. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.**

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

**III-2. College Criteria.** Each college shall have bylaws adopted committee on tenure and promotion recommends, for adoption by the college faculty, specifying criteria consistent with FSH 1565 C. in teaching, research, and service for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the role/weight of interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in FSH 1565 and C above. [ed. 7-98, 7-01, rev. 7-06]

**III-3. College Standing Committee Recommendations.** The College standing committee makes recommendations to the dean and the provost on the tenure of individual faculty members. [rev. 1-08]
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**Hl-4. Dean’s Recommendation.** The dean considers the recommendations made by the college’s committee on tenure and promotion and makes his or her own recommendations. It is advisable that the dean confer collectively with the departmental unit administrators about the merits of the faculty members whom they are recommending for tenure. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed to the candidate in writing indicating strengths as well as weaknesses as perceived at the college level. The candidate has one week from receipt of the findings to respond in writing to clarify the situation. Any such letter of clarification is forwarded with the rest of the candidate’s materials to the provost. [rev. 7-98, 1-08]

**J1. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.**

**J1-1.** The individual recommendations, together with the summary recommendations of the departmental unit executive administrator, the recommendations of the college committee and those of the dean including all narratives, are forwarded for review by the provost. Any individually signed recommendations are placed in the faculty member’s personnel file. [rev. 7-02]

**J1-2.** The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 (see also FSH 3900 B) after the academic year during which the decision is made. (RGP IIG6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02]

**J1-3.** The board requires the president to provide a list of the faculty members granted tenure in the university’s regular semi-annual report to the board. (RGP IIC4b). [add. 7-02]
REPORT OF EVALUATION AND RECOMMENDATION
FOR AWARDING OF TENURE

Date ___________________________

Candidate’s Name ______________________________________________________________________________
Rank ________________________________________________________________________________________
Department or Unit _____________________________________________________________________________

VERIFICATION OF ELIGIBILITY FOR TENURE

Criteria of eligibility for tenure are met as follows:

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

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

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

We concur in the foregoing statements:

__________________________________ ___________________________________
(Candidate)   (Departmental Unit Administrator)

REQUIRED ELEMENTS OF EVALUATION

Having reviewed the documents as referenced in G-4 c, candidate’s curriculum vitae, position descriptions and annual evaluations (including all narratives), we concur in their completeness and accuracy. Other documentary material deemed by either of us to be pertinent has been appended to the curriculum vitae.

__________________________________ ___________________________________
(Candidate)   (Departmental Unit Administrator)

Copies of the documents as referenced in G-4 c, curriculum vitae, position descriptions and annual evaluations (including all narratives) and supplementary material, and attachments, if any, were made available to the persons or groups called upon to participate in the evaluation of the candidate and to make recommendations on the awarding of tenure. Statistics and comments derived from student evaluations of the candidate’s teaching performance were furnished to the same persons and groups. Files of student evaluations were made available for inspection in the college or departmental office.

__________________________________ ___________________________________
(departmental Unit Administrator)

__________________________________ ___________________________________
Departmental Unit Administrator, (faculty with Joint Appointment)

Interdisciplinary/Center Administrator (when appropriate)

Interdisciplinary/Center Administrator (when appropriate)
RECOMMENDATIONS

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

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

(Committee Chair)

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

(Departmental Administrator)

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

(Commitment Administrator)

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

(Committee Chair)

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

(Dean)

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

(President)
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)

Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐
Chapter & Title: FSH 3560 – Faculty Promotion

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

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

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

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

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

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

Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?
Many discrepancies were found in policy, forms and policy were inconsistent, unclear processes, process changes.

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

Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
FSH 1565, 3050, 3520, 3570, 3420, 3140.

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

If not a minor amendment forward to: ___ in review with general counsel

Track # __UP-09-052__
Date Rec.: __4/09______
Posted: t-sheet __5/09__
h/c ______
web __________
Register: ______________
(Office Use Only)

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

FSH
Appr. __
FC ____
GFM ____
Pres./Prov. __________
[Office Use Only]

APM
F&A Appr.: __________
[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-3 (providing a feedback loop between candidate and subsequent evaluators). In July 2000 section B was revised to make clear that eligibility for promotion in rank necessitated a history of position descriptions that required activities consistent with the criteria for that rank. In July 2002 section D was edited to clarify promotion schedules at each rank. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 the section underwent some minor editing and revising to bring it into greater conformity with other sections of the Handbook. – In July 2008 this section was again revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost’s Office (208-885-6448) and the Office of the Faculty Secretary (208-885-6151); [rev. 7-00, 7-02, 7-07, 1-08]

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

A. GENERAL. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member’s performance in relation to the expectations as listed in the position description, teaching, scholarship, and service. [1565 CA2, A3, A4, A5, and A6] Performance of university administrative duties as a unit administrator is not a consideration in promotion. [ed. 1-08]

B. BASES OF EVALUATION. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the set standards for promotion. The faculty member’s position descriptions [see FSH 3050], covering the period since appointment to his or her current rank, provide a frame of reference for the departmental unit expectations for satisfactory performance. When the appointment occurs after January 1, the following fiscal year is the first year of the promotion consideration period. In order to form a basis for promotion in rank, the position description must require activity consistent with the criteria for that rank as stated in FSH 1565. The faculty member’s professional portfolio and other documents are ability and performance, judged in the context of unit and college by-laws as well as the documents listed in E-2 a and b below, these position descriptions, constitute the principal basis for evaluation of the faculty member for promotion. Evidence of teaching, scholarship, creative accomplishments, and service shall be considered in this evaluation process, using annual performance evaluations and other documents [see also 1565 CA2, A3, A4, A5, and A6]. [rev. 7-00, ed. 1-08]
C. RESPONSIBILITY. The responsibility for submitting recommendations in accordance with the prescribed schedule [see D] falls on the departmental unit administrator or on the dean of the college if the college is not departmentalized. Small departmental units or divisions may be joined with others for this purpose. The intent is to secure an adequate body of recommendations from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations of the candidate, beginning with the faculty member’s colleagues at the departmental unit level, and proceeding through the college level to the university level. Interdisciplinary team leaders and center administrators are to be included as appropriate. [rev. 1-08]

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

D-1. Instructors. Instructors are considered for promotion before the end of their third (in exceptional cases, the fourth) year of full-time service in this rank. Part-time service is not considered in determining the time for mandatory consideration for promotion. Periods of full-time service need not be consecutive; however, if there is an interruption of more than three years’ duration in an instructor’s full-time service, the instructor and the departmental unit administrator may agree on an adjustment in the amount of full-time service that must be completed before consideration must be given to the instructor’s promotion, such adjustment being subject to approval by the provost. If an instructor who is serving full-time with primary responsibilities in teaching is not promoted by the end of the year in which consideration for promotion is mandatory, the following year will be his or her terminal year. The provisions of this paragraph do not apply to the rank of senior instructor, which is, except in very rare instances, a terminal rank that does not lead to promotion to the professorial ranks. [See 1565 D-1 b(5), [ed. 7-00, 7-04]

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

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

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

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

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

E-1. Departmental Unit Criteria. The faculty of each departmental unit or equivalent unit establishes, as appropriate for the unit, specific criteria that are consistent with criteria in 1565 C in teaching, research, and service pertaining to for promotion in rank of their members. The criteria shall include a statement regarding role, value, and weight ascribed to interdisciplinary activity. Departmental Unit criteria are subject to review by the college standing committee on tenure and promotion for consistency with the college criteria. Such criteria may be changed at any time by a majority vote of the departmental unit faculty, but they must be reviewed
E-2. Formal Promotion Review.

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

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

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

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

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

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

E-3. Forwarding Materials.

a. Before forwarding the materials to the college, the unit administrator shall forward the following to the
candidate:
• the written findings of the unit faculty and/or committee’s report and vote,
• the department–his or her administrator–written report which shall include indicating strengths as
well as weaknesses as perceived at the unit department level.

The candidate has one week from receipt of the above to respond in writing to clarify the situation provide
written clarification if he or she believes his or her record or the department unit criteria for promotion
have been misinterpreted. Any such clarification is forwarded with the rest of the candidate’s materials to
the college.

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

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

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

F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

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

F-2. College Criteria. Each college shall have bylaws, adopted committee on tenure and promotion recommends,
for adoption by the college faculty, specifying criteria consistent with FSH 1565 C in teaching, research, and
service for granting promotion to specific ranks in that college. The criteria shall include a statement regarding the
role, value and weight ascribed to interdisciplinary activity. Such College criteria must be compatible with the
university-wide criteria as specified in 1565, 3520, and section A above and are subject to approval by the
provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may
initiate consideration for revision of the criteria at any time. [rev. 1-08]

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

F-4. Assistant professors who have served eight years in that rank, have consistent records of good or superior
performance in their principal assigned duties, have been regularly rated in the top categories for salary
adjustment, have terminal degrees, and are recommended for promotion by their departmental administrators are
not given further consideration at the college level but have their names automatically placed before the
university level review committee.

F-5. Dean’s Recommendations. The dean considers the recommendations made by the college’s committee on
promotion and makes a his or her own recommendation. It is advisable that the dean confer collectively with the
departmental–unit administrators about the merits of the faculty members whom they are recommending for
promotion. Before forwarding the materials to the provost, The findings of the college committee(s) and the dean
are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the college level.
The candidate has one week from receipt of the findings to may respond in writing to clarify the situation provide
written clarification if he or she believes his or her record or the college criteria for promotion have been
misinterpreted. Any such letter-clarification is forwarded with the rest of the candidate’s materials to the provost. [rev. 7-98]

F-56. The names of the members of the college committee are made public after the committee’s recommendations have been forwarded.

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

H. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL BY THE PROMOTIONS REVIEW COMMITTEE. [rev. 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]

H-2. A University-level Promotions Review 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 the criteria established by the department/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 departmental unit and college levels.

a. One-third of the committee’s membership is randomly selected by the provost from the previous year’s committee; the remaining members are selected by the provost and the chair and vice chair of the faculty Council-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 Council Senate nominates six faculty members who should be representative of the breadth of the disciplines within the college from the college 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 departmental unit and college levels.

b. Membership of the committee, including carryover members, consists of the provost (chair), three representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, one representative from each of the other constituencies, 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. A subcommittee designated by the provost of the Promotions Review Committee is given the particular responsibility of evaluating recommendations for promotion. Applications of faculty members being considered for promotion from the University Library, Law Library, Counseling and Testing Center, and the Cooperative Extension will be presented by the University Promotions Committee’s representative whose own position most closely matches that of the applicant. Service. The names of the members of the departmental and college advisory committees are made public after the committee’s recommendations have been forwarded. 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, ren. 1-08]

H-3. A presumption in favor of promotion shall exist for each candidate who comes to the university Promotions Review Committee with a favorable recommendation from all of the committees which have considered the matter at the departmental unit and college level, from the department/unit chair and dean directly involved, and from a majority of the faculty members who submitted a recommendation pursuant to section E-2.d.4 above. Upon showing that the lower level recommendations were made without due
regard for the university criteria for the rank sought pursuant to section 1565, Faculty Ranks and Responsibilities, the presumption shall be overcome, and in such case the University Promotions Review Committee shall state in writing the reasons for the decision. [ed. 7-98, ren. 1-08]

I. APPEAL. When a person is informed (after the recommendations of the university level University Promotions Review Committee have been considered) that there has been a decision not to recommend his or her promotion to the regents, he or she has the right of appeal. [See 3840.]

J. ANNUAL TIMETABLE FOR PROMOTION CONSIDERATIONS. The process of promotion considerations is carried out annually. The unit level evaluation for promotion begins summer/early fall and shall follow the approximate timetable provided by the provost and published on his website:

November: Promotion evaluations begin at the departmental unit level.

December: Departmental Unit administrators must have sent their promotion recommendations to their deans. Each candidate must have been notified of the nature of the departmental unit administrator’s recommendation.

February: The university level Promotions Review Committee meets. [See FH? 2 above.]

March: Candidates for promotion and their deans and departmental unit administrators are notified as to whether their promotions in rank will be recommended by the president to the president regents. [ed. 7-99]

(Form on next two pages)
REPORT OF EVALUATION AND RECOMMENDATION
FOR PROMOTION IN FACULTY RANK

Date __________________________

Name ___________________________ Department or Unit ____________________________

Considered for promotion to the rank of ____________________________

Has served in the rank of ____________________________ since ____________________________

RECOMMENDED ELEMENTS OF EVALUATION

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

_____________________________ ___________________________________
(Candidate) (Departmental Unit Administrator)

Copies of the documents as referenced in E-2 curriculum vitae, position descriptions and annual evaluations (including all narratives) and supplementary materials, if any, were made available to the persons or groups called upon to participate in the evaluation of the candidate and to make recommendations on his or her promotion. Statistics and comments derived from student evaluations of the candidate’s teaching performance were furnished to the same persons and groups. Files of student evaluations were made available for inspection in the college or departmental office.

_____________________________ ___________________________________
(Departmental Unit Administrator)

_____________________________ ___________________________________
(Departmental Unit Administrator, (Faculty with joint appointments)

Interdisciplinary/Center Administrator (when appropriate)

_____________________________ ___________________________________
(Interdisciplinary/Center Administrator (when appropriate)

RECOMMENDATIONS

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

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

_____ excellent
_____ good
_____ average
_____ poor
_____ unsatisfactory

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

_____________________________ ___________________________________
(Signature) (Rank) (Department Unit)
(Recommendations continue on back of form)
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3560: Faculty Promotions

July 2007

Evaluations of the candidate and recommendations on the proposed promotion have been submitted by ____ faculty members. Of these, ____ judged the candidate’s performance of assigned duties to be excellent, ____ judged it to be good, ____ average, ____ poor, and ____ unsatisfactory.

Moreover, ____ recommended promotion, ____ recommended against it, and ____ abstained from making a recommendation.

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

___________________________________
(Departmental Unit Administrator)

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

___________________________________
(Committee Chair)

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

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

___________________________________
(Dean)

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

___________________________________
(Provost)

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

___________________________________
(Provost)

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

___________________________________
(President)
Policy Sponsor: (If different than originator.)  

Policy Sponsor: Don Crowley 4/29/09 Ken Locke 8/31/09

Telephone & Email: Crowley@uidaho.edu

Reviewed by General Counsel  

I. Policy/Procedure Statement: 

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

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

II. Reason/Rationale: 

Reason this addition, revision, and/or deletion is necessary, if different than above? Many discrepancies were found in policy, forms and policy were inconsistent, unclear processes, process changes.

III. Fiscal Impact: 

What fiscal impact, if any, will this addition, revision, or deletion have? none

IV. Related Policies/Procedures: 

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

FSH 1565, 3050, 3520, 3420, 3140.

V. Effective Date: 

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

If not a minor amendment forward to: ___ in review with general counsel

Policy Coordinator 

Appr. & Date: 

[Office Use Only]

APM 

F&A Appr.: 

[Office Use Only]

Track #: ___ UP-09-053___ 

Date Rec.: ___ 4/09 ___ 

Posted: t-sheet _5/09__ 

h/c ______________ 

web ______________ 

Register: ______________ 

(Office Use Only)
PREAMBLE: This section was introduced to the Handbook July 1998 as section B of 1565. For better ease of access it was made its own section in January 2008. In July 2008 this section was revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process More information may be obtained from the Provost’s Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151).

CONTENTS:
A. Introduction
B. Professional Portfolio for Third-Year Review, Tenure, and/or Promotion

A. INTRODUCTION. Evidence of effective teaching, and scholarship and creative activities, in the areas of teaching and learning, artistic creativity, discovery, and application/integration, outreach and extension, and organizational leadership (FSH 1565 C) are to be provided within the framework of a professional portfolio submitted by the faculty member for the third year review (FSH 1565 GH-3) and when under consideration for tenure and promotion. The professional portfolio should be designed to complement the faculty member’s current curriculum vitae and position descriptions. For evaluative purposes, individual faculty members may also prepare and submit a portfolio on an annual basis. The professional portfolio should address all aspects of the individual faculty member’s responsibilities. The preparation of a portfolio encourages one’s growth and development in all relevant areas. Through the collection and organization of a variety of materials in combination with self-reflection, one gains an overview of one’s responsibilities as a member of the academic community. An individual faculty member understands best what he or she does and the portfolio explains the nature of the faculty member’s activities so that others will understand them fully for purposes of assessment. The format and method of presentation of the professional portfolio is a matter of faculty choice. When this portfolio is to be included with the files of candidates for tenure and/or promotion, the page limits indicated below should be followed. At the candidate’s discretion, though a more comprehensive portfolio can be prepared and made available to colleagues in the unit evaluating his/her suitability for tenure and/or promotion.

B. PROFESSIONAL PORTFOLIO FOR THIRD-YEAR REVIEW, TENURE, AND/OR PROMOTION. Diversity rather than uniformity is encouraged since the portfolio serves to reflect the academic discipline and position description of each faculty member - the context within which each faculty member does his/her job. The following listing represents the minimal-minimum requirements of items that are to be included in the contents of a professional portfolio. The faculty member may provide additional material that offers further insight into individual their his/her responsibilities and accomplishments. (The portfolio that is forwarded for tenure and/or promotion is limited to twelve pages. At the candidate's discretion, additional material may be prepared and made available for review in the departmental office, but is not forwarded with the packet.)

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

B-2. Personal Philosophy Statement regarding the faculty member’s professional activities relevant to his/her position description.
B-3. Evidence not included in the curriculum vitae (as appropriate to the position description) of the faculty member’s productivity, scholarly ability, and student success.

B-4. Evidence of professional growth in the faculty member’s areas of responsibility.

B-5. Other supplementary materials distinct to the individual faculty member.

C. ACADEMIC UNIT CONTEXT STATEMENT

C-1. An Academic Unit Context Statement is included in the package of materials sent to external peer reviewers (see FSH 3520 G-4 b and 3560 E-2 b). It is intended to inform reviewers about the academic environment at the University of Idaho so that reviewers may consider the similarities and differences between their own academic units and that of the candidate for tenure or promotion. The Academic Unit Context Statement shall be developed and approved by the faculty of the academic unit and reviewed regularly for accuracy. Each faculty member may clarify their unique responsibilities within their Personal Context Statement (see B-1 above).

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

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

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

(See Faculty Staff Handbook 1460 for instructions.)

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

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

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

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**Originator(s):**
Subcommittees of Faculty Affairs formed to review P&T Process since 2006

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Morrison</td>
<td>Chair, <a href="mailto:charlesm@uidaho.edu">charlesm@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Affairs - Don Crowley</td>
<td>4/29/09</td>
</tr>
<tr>
<td>Ken Locke</td>
<td>8/31/09</td>
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</tbody>
</table>

**Telephone & Email:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crowley</td>
<td>@uidaho.edu</td>
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</tbody>
</table>

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**I. Policy/Procedure Statement:**
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**III. Fiscal Impact:**
What fiscal impact, if any, will this addition, revision, or deletion have?

none

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

FSH 1565, 3050, 3520, 3420, 3140.

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If not a minor amendment forward to: ___in review with general counsel__________

---

Policy Coordinator
Appr. & Date: _______

[Office Use Only]

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

[Office Use Only]

Track #: UP-10-017 ______
Date Rec.: ___ 8/09 ______
Posted: t-sheet _9/1/09__
h/c ______
web ______

Register: ____________
(Office Use Only)

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APM
F&A Appr.: _______

[Office Use Only]
A. INTRODUCTION. [rev. 7-98]

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

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

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the department. Annual position descriptions are developed by the department head in consultation with the department faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both department head and
faculty member. If the faculty member, department head, and dean are unable to reach agreement on the position description, the faculty member may appeal the department head’s decision to the Faculty Appeals Hearing Board [3840].

As indicated in Sections 3320-A-1 d, 3520-H.2, 3560-G.1, faculty performance evaluations that are used for yearly reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members’ annual position descriptions. [ed. 1-08]

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

**B. DEFINITIONS:**

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, 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/zivetidaho/meetourpeople/universityadvancementvpoffice.aspx).

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

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

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

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

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

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

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

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

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

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

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

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

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

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the department/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]

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.

B-10. Unit Administration: includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit’s faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.
Scholarship and scholarly-creative activities take diverse forms and is characterized by originality and critical thought. Scholarship 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. Active scholarship is Both are an ongoing obligation of all members of the faculty. [rev. 7-06]

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

A-4. Assessment of scholarship, in self-evaluation and peer-evaluation, is an ongoing expectation for faculty members of the university. Assessment of scholarship within and across disciplinary boundaries requires standards for evaluation that adequately describe the phases of scholarship. In assessment of scholarship, faculty members are encouraged to use the following six standards (from Glassick, et al. Scholarship Assessed: An Evaluation of the Professorate 1997): [add. 7-06]

“Clear goals—Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?”

“Adequate preparation—Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?”

“Appropriate methods—Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?”

“Significant results—Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional areas for further exploration?”

“Effective presentation—Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?”

“Reflective critique—Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?”

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of text books, laboratory manuals, or educational software; advancing educational technology; 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]

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. [rev. 7-06]

This area of scholarship is a primary activity of and extension, although it is a shared responsibility of all faculty. The acts of application and engagement often occur simultaneously, but may occur independently. Application and engagement often follow discovery, however they can and should initiate new discovery. It may be demonstrated by: transfer of new knowledge, new technologies and new integrated understandings into broader societal application; acceptance and adoption of new or modified practice with positive outcomes; licensing and commercialization of new technologies, processes or other intellectual property; and application and engagement of one’s scholarly expertise to serve society through cooperative relationships with individuals, groups, and agencies. [add. 7-06]
Broadly, the scholarship of application and engagement seeks to identify, analyze, and solve problems of citizens, communities, businesses, and governmental units; to contribute to the economic development and general well-being of people; to enhance environmental quality and sustainability; to stimulate entrepreneurial activity; to integrate the arts and social sciences into people’s lives, and creatively to apply standard or novel techniques to address emerging or ongoing problems. Like other forms of scholarship activity, the scholarship of application and engagement involves active communication and validation. The scholarship of application and engagement is rigorously demonstrated by peer-reviewed or refereed professional publications and presentations; patents, copyrights and commercial licensing; and adoption or citation of newly developed or derived practices as formal, documented standards of practice in general or specific applications (e.g. best management practices, regulatory rules, codes of practice, standard methods, best available technologies, and others) and may also include citation of a faculty member’s work; invited seminar, symposium, professional meeting papers and presentations. The validation of scholarship in the area of application is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.

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

Outreach and Extension includes a wide variety of activities including, but not limited to, (a) extension (see 1565 C-3); (b) teaching, training, certification, volunteer development, unpaid consultation, and other dissemination of information dissemination to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public industries/organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member’s position description specifies where his or her outreach activities will be counted, as well as governmental agencies, outreach and Extension activity may include: (1) teaching non-credit classes, workshops and short courses; (2) recruiting, training and supervising paraprofessionals and volunteers; (3) providing unpaid consultation to individuals, businesses, and other professionals; (4) providing information or technology transfer support through mass media; (5) providing leadership, facilitation, or subject-matter expertise in community coalitions and faculty teams; (6) developing or adapting extension education materials; and (7) publishing in trade magazines.

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

Extramural Service: Service is an essential component of the University of Idaho mission and extramural service is the responsibility of faculty members in all units. Service by members of the faculty to the university, state, nation, and world in their special capacities as scholars should be a part of both the job description and annual performance review.

Extramural service can include clinical service, routine support, and application of specialized skills or...
interpretations, and expert consultancies. The beneficiaries of these forms of service can be citizens, clients, collaborators, private and public organizations and their representatives, and government. [add 7-06]

Extramural service also includes participation in professional and scientific organizations both as an elected officer and/or a member, serving as a reviewer or editor for scientific or trade journals, serving as a paid consultant to individuals, businesses, agencies, and non-governmental organizations, representing the University, college or the discipline on governmental, non-governmental, or private sector bodies; and/or building collaborative programs locally, regionally, statewide, nationally or internationally. [add 7-06]

Effective performance in extramural service may be documented by a variety of means. Examples include: (1) numbers of individuals and types of audiences impacted as well as measures of significance to the discipline/profession, state, nation, region and/or world; (2) letters of commendation from individuals from within organizations to whom your service was provided; (3) service in a leadership role of a professional or scientific organization as an officer or other significant position; (4) professional service oriented projects/outputs; and (5) receiving service awards from external organizations, especially those involving peer evaluation. [add 7-06]

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

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

Within the university, intramural service includes participation in department/unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and department/unit, committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the administration of the university and in the formulation of its policies, recognition should therefore be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural University service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or department/unit committees; and (3) receiving University service awards, especially those involving peer evaluation; and (4) the interdisciplinary nature of service. Effective performance in intramural service may be documented by a variety of means. Examples include: (1) numbers of individuals and types of audiences impacted as well as measures of significance to the discipline/profession, state, nation, region and/or world; (2) letters of commendation from individuals from within organizations to whom your service was provided; (3) service in a leadership role of a professional or scientific organization as an officer or other significant position; (4) professional service oriented projects/outputs; and (5) receiving service awards from external organizations, especially those involving peer evaluation. [add 7-06]

b. Administration:

(1). Unit Administration (see FSH 1565 B): Effective administration is essential to the smooth functioning of the University. Administration includes conducting and/or managing any unit, or significant operation within the University. For faculty in academic and extension units, administration is not normally considered in tenure and promotion deliberations. Administration is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship, advising, service, and extension (outreach). Refer to the activities of administrators of schools, divisions, and units...
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. Documentation of effective administration may include evaluations by unit faculty and staff, as well as objective measures of unit performance under the incumbent’s leadership. [add. 7-06]

(2) Other: Effective conduct of research university programs requires administrative scholarship and activities that support scholarship, outreach and teaching but are not of themselves scholarly activity. Research program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a research university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. [add. 7-06]

Demonstration of effective research program conduct, administration beyond scholarship attributes, may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budgetary management; (3) achievement completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management; and (4) timely communication and validation of research outcomes into the scholarship domain. Documentation of effective research program operation, beyond scholarship, may also include review input by graduate and undergraduate students participating in the research program; and input by collaborators, cooperators, funding agency and beneficiaries of the research program. Absence of citation for non-compliance with laboratory safety guidance, hazardous material guidance or other research related policy, rule or regulation is regarded as a demonstration of effective research program operation. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership. [add. 7-06]

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

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-I. 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/integration/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate an ability for conducting and directing scholarly activities, and in providing intramural and extramural professional service to the university and/or his or her profession. [1565 A-2, A-3, A-4C] [rev. 7-98, 7-00]

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

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

D-3. RESEARCH FACULTY:

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

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires sound educational
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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]

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

D-5. LIBRARIAN:

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

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.
c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

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

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

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

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

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

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

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

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

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

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the usual-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.

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.

E. EMERITI (FSH 1520 II-3)

E-1. ELIGIBILITY. A member of the university faculty who holds one of the ranks described in 1565 B, C, D, or E and who retires, having met the criteria either for university retirement or for state retirement [3730 C], is designated as “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement. [ed. 7-00, 7-02, 1-08] E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES. Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They may hold a part-time position after retirement, but not a full-time one (when it is in UI’s interest, this limitation may be waived by the regents on recommendation of the president). They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

E-3. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION.

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

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

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

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

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

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

g. Departmental postage may be used for professional mail.

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

i. One, free non-transferable gold parking permit each year. [rev. 1-08]
j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.

l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

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

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

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

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

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

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

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

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

c. Distinction Between Affiliate and Adjunct Faculties. Members of the adjunct faculty have a more direct relationship with UI than do members of the affiliate faculty [see 1565 F-21]. Members of the affiliate faculty are not UI employees. An affiliate faculty member’s primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially
that of a collaborator with a UI unit, program, or faculty member. An adjunct faculty member, in contrast, has
a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In
addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary
relationship to the academic program in the same unit in which he or she has a primary employment
responsibility. These latter relationships are the kind that are recognized by the adjunct faculty
memberships [ed. 7-00, 1-08].

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

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

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

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

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

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

f. Qualifications. Members of the Assignment to an adjunct faculty position is based on demonstrating
possess academic degrees or knowledge and experience, academic degree, comparable to what is expected of
members of the university faculty. Initial assignment of and promotion in adjunct faculty rank are based on
educational background, scholarly contributions, to a branch of learning, and or other professional
accomplishments comparable to what is expected of faculty within that unit [see 1565-AD]. [ed. 7-00]

g. Appointment.

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

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

3. An appointment, termination, or other change in adjunct-faculty status is made official by means of a
“Personnel Action” form.
h. Promotion. Consideration for promotion in adjunct-faculty rank is initiated by the departmental administrator in consultation with the adjunct faculty member’s immediate supervisor. The procedures and schedule of consideration for promotion are as described in 3560.

i. Benefits. As members of an associated faculty, adjunct faculty members have access to the library and other UI facilities. They also qualify for the faculty-staff educational privilege [see 3740]. They are not eligible for sabbatical leave.

F-2. AFFILIATE FACULTY:

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

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

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

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

e. Appointment.

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

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

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

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

5. The appointment of affiliate faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies.
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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1565: Academic Ranks and Responsibilities
January 2008

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

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

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

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

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

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

G-5. CLINICAL FACULTY:

a. General. The clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching in which his/her primary functions are in clinical skills instruction. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements and which will serve university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in d below.

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

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

Comment [AT10]: New proposed rank.
1. Clinical faculty members, as such, do not necessarily have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the vice president for research and graduate studies), or act as expert advisers to faculty members or groups.

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

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

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

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

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

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

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

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

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

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

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

Minor Amendment □
Chapter & Title: ____________________________

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

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

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

Telephone & Email:

Policy Sponsor: (If different than originator.)

Telephone & Email:

Reviewed by General Counsel ☐ Yes ☐ No Name & Date:

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

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]

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

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

Track #
Date Rec.: ____________
Posted: t-sheet ____________
             h/c ____________
             web ____________
Register: ______________________
             (Office Use Only)
NON-REAPPOINTMENT AT END OF CONTRACT OF NON-TENURED FACULTY AND EXEMPT STAFF

PREAMBLE: This section outlines the procedures, including appeal procedures, used when the university does not reappoint a non-tenured faculty member or an exempt employee at the end of his or her contract. It was a part of the 1979 Handbook, but was extensively revised in 2002 to conform with Regent policy changes. Further information may be obtained from the Provost’s Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [rev. 7-02, ed. 12-07]

CONTENTS:
A. General
B. Notice of Non-Renewal of Term Appointment
C. Elimination of Positions--Not Under Financial Exigency
D. Reduction in Force Under Financial Exigency
E. Review of Non-Renewal Decision
F. Appeal or Grievance Procedures

A. GENERAL. A non-tenured faculty member or other exempt employee with a term appointment must be advised at the time of his or her appointment of the criteria and procedures that are followed in decisions affecting reappointment.

B. NOTICE OF NON-RENEWAL OF TERM APPOINTMENT. Except as provided in D, the president’s decision that a term appointment not be renewed must be communicated in writing to the employee concerned in accordance with the following standards [rev. 7-02]:

B-1. With the exception of the non-tenured faculty members covered in B-2 and the categories described in a and b of 3080 D-2, the employee must be notified at least 60 days before the end of the existing period of employment. [ed. 7-98]

B-2. A non-tenured faculty member, as “faculty” is defined in 3520 B-4, must be notified (RGP IIG5):

a. Not later than March 1 of the first full academic year of service if the appointment is not to be renewed at the end of the academic year or, if a one-year appointment terminates during an academic year and is not to be renewed, at least three months in advance of its termination.

b. Not later than December 15 of the second full academic year of service if the appointment is not to be renewed at the end of that year or, if the appointment terminates during an academic year and is not to be renewed, at least six months in advance of its termination.

c. Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or if the appointment terminates during an academic year and is not to be renewed, at least twelve months in advance of its termination. (RGP IIG) [rev. 7-02]

d. Failure to provide timely notice of nonrenewal because of mechanical, clerical, or mailing error does not extend or renew the letter of contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of nonrenewal. (RGP IIG) [add. 7-02]

e. Nontenured faculty members who are notified that they will not be reappointed or that the succeeding academic year will be the terminal year of appointment are not entitled to a statement of reasons upon which the decision for such action is based. No hearing to review such a decision will be held. (RGP IIG) [add. 7-02]

B-3. Failure to give timely notice to an exempt employee not covered in B-2 or in a or b of 3080 D-2 because of mechanical, clerical, mailing, or similar error is may not be deemed to renew the appointment for another full term, but
the existing term must be extended for the number of days length of time necessary to allow sixty (60) calendar days notice to the employee, the required 60 days' notice. [ed. 7-97]

B-4. Reasons for nonrenewal of a fixed term appointment need not be stated. If reasons are given to the employee the furnishing of reasons does not convert nonrenewal to dismissal for cause and does not shift any burden of proof to UI. Except as provided below, nonrenewal is not grievable within UI and is not appealable to the board [but see E and F]. [rev. 7-02]

C. ELIMINATION OF EXEMPT POSITIONS--NOT UNDER FINANCIAL EXIGENCY. Circumstances may require the elimination of some positions even though the board has not directed a reduction in force resulting from a declaration of financial exigency [see 3970]. The departmental administrator, dean, or equivalent administrator makes the determination as to which exempt positions (those not defined as “faculty” in 3520 C-3) are to be eliminated. This determination is based on considerations of budgetary restrictions, priorities for maintenance of programs and services, employees’ fields of specialization, and their work performance. [rev. 7-02, ed. 12-07]

C-1. When an exempt position is eliminated the employee occupying the position may be notified of a nonrenewal of the term appointment, with notice being given as specified in B. [rev. 7-02, ed. 12-07]

D. REDUCTION IN FORCE UNDER FINANCIAL EXIGENCY. Notice of nonreappointment is not required when the board has authorized a reduction in force resulting from a declaration of financial exigency and an exempt employee with a term appointment is to be laid off before the end of the contract term. In that event, notice of layoff shall be given as provided under the rules for reduction in force [see 3970].

E. REVIEW OF NONRENEWAL DECISION. Nonreappointment of an non-tenured faculty member or an exempt employee at the end of his or her term of appointment is not subject to investigation or review, except as provided in F, and with the further exception that the employee may request an investigation and review to establish that written notice was or was not received in accordance with the provisions of B. In such cases, the investigation and review will be concerned only with the manner and date of notification of nonreappointment and will not consider grounds for nonreappointment. The employee must address a written request to the president for an investigation or review within fifteen days of receipt of the written notice of nonrenewal. [rev. 7-02, ed. 12-07]

F. APPEAL OR GRIEVANCE PROCEDURES. A non-tenured faculty member or exempt employee may have recourse to the internal grievance procedures used to allege discrimination prohibited by applicable law under the following circumstances and conditions: (1) the employee alleges that an institutional decision not to recommend renewal of his or her appointment was the result of discrimination prohibited by applicable law, (2) the allegation is submitted in writing to the president within 20 days after the employee receives notice of nonrenewal, and (3) the allegation is made with particularity and supported by such documentary evidence and statements of witnesses as may be reasonably available to the employee under the circumstances. The ultimate burden of proof rests with the employee and UI is required to offer evidence of the reasons for nonrenewal only if the employee has made a prima facie showing that the recommendation was made for reasons prohibited by applicable law. [rev. 7-02, ed. 12-07]

F-1. The normal internal grievance procedures used to allege discrimination prohibited by applicable law will be followed unless changed by mutual agreement of the parties. [rev. 7-02]

F-2. Unless mutually agreed by the parties, recourse to the grievance procedures will not delay the board’s consideration of the recommendation of nonrenewal, nor will it delay the effective date of nonrenewal. (RGP IIF5b and RGP IIG5b) [ed. 7-02]

F-3. UI’s decision at the conclusion of the grievance procedure is final. Nonetheless, the employee may elect to petition the board to review UI’s action. Such petition must be filed at the Office of the State Board of Education within 15 days after the employee receives notice of UI’s final decision. The board may grant the petition for review, or it may not, and the board may set out whatever procedure and conditions for review it deems appropriate. The fact that a petition for review is filed does not stay the effectiveness of UI’s final decision, nor does the board’s grant of the petition, unless specifically provided by the board. An employee need not petition the board for review in order to exhaust administrative remedies for purposes of judicial review. (RGP IIF5c and RGP IIG5b) [ed. 7-02]
F-4. If a decision of the university is changed by the board and the appointment is renewed for another term, the employee may thereafter use the internal grievance procedure to seek to expunge the unfavorable decision from UI’s personnel records. However, under no circumstances will the board’s record of the recommendation and its rejection of that decision be expunged. [rev. 7-02]
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 3520 Faculty Tenure

Minor Amendment □
Chapter & Title: 

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

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

Originator(s):
Hoey Graham October 20, 2009
Name Date
(Please see FSH 1460 C)
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Policy Sponsor: (If different than originator.)
Mike Jolly October 20, 2009
Name Date
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Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Hoey Graham 10/20/09

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

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

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

None anticipated.

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

FSH 3560

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

If not a minor amendment forward to: ______________________

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

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

[Office Use Only]

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

Track # __________________
Date Rec.: ____________
Posted: t-sheet ____________
h/c ____________
web ____________

Register: ____________
(Office Use Only)
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 July 2008 this section was again revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost’s Office (208-885-6448). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05, 7-07, 1-08]

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

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

B. DEFINITIONS.

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

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

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

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

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

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

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

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

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

F. **TIME REQUIREMENTS FOR TENURE ELIGIBILITY.**

F-1. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior experience may be given in accordance with the provisions of F-4. In this context, unless otherwise specified, the term “year” means the appointment year, whether that is an academic, calendar, or fiscal year. When the appointment begins after January 1, then the following fiscal year date is the start date to begin counting for consideration for tenure. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a
F-1. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in F-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). [rev. 7-02]

F-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in F-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6j). [See 3900.]

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

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

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

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

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

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

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

F-7. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6l) [rev. 7-02].

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

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

a. The procedures for requesting an extension are:

1. The faculty member provides a written request to the Provost.

Page 3 of 9
2. Requests should be made in a timely manner, proximate to the events or circumstances that occasion the request. All requests should state the basis for the request and include appropriate documentation.

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

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

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

G. EVALUATION FOR TENURE.

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

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

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

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

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

      1. Current curriculum vitae;

      2. Annual evaluations and other progress reviews from unit administrator(s), dean(s), and center administrator(s) where applicable; in the case of joint appointments and appointments where interdisciplinary activities are part of the faculty member’s position description, or in cases where faculty are located at centers or offsite locations, the secondary unit administrator and dean and/or center administrators’ evaluative comments shall also be included;
The faculty member is given a copy of the committee’s report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. The following materials are then submitted to the Provost's Office:

1. Analysis, recommendations and narratives from:
   a) Dean,
   b) Unit chair and, where applicable, interdisciplinary program administrators (those listed on the faculty member’s narrative attached to his/her position description) and center administrators, and/or administrators of faculty in joint appointments, and
   c) Review committee(s).
2. Complete portfolio of 3rd year review materials.

G-54. Formal Tenure Review.

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

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

c. Copies of position descriptions, unit tenure criteria, annual evaluations, including all narratives, the third-year review (if applicable), the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and external peer review letters are forwarded to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in tenure determinations. The unit administrator making the recommendation concerning tenure will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all tenured faculty members of the unit, and from interdisciplinary program directors and/or center administrators (if applicable), and from the unit tenure-recommending committee (see G-4-d). The unit administrator’s summary should assess the
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 3380 D.]

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

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

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

**H. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.**

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

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

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

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

I. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

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

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

I-3. The board requires the president to provide a list of the faculty members granted tenure in the university’s regular semi-annual report to the board. (RGP IIC4b). [add. 7-02]

(Form on next two pages)
REPORT OF EVALUATION AND RECOMMENDATION
FOR AWARDING OF TENURE

Candidate’s Name ____________________________________________

Rank ____________________________________________

Unit ____________________________________________

VERIFICATION OF ELIGIBILITY FOR TENURE

Criteria of eligibility for tenure are met as follows:

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

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

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

We concur in the foregoing statements:

(Candidate) ____________________________________

(Unit Administrator) ____________________________________

REQUIRED ELEMENTS OF EVALUATION

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

(Candidate) ____________________________________

(Unit Administrator) ____________________________________

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

(Unit Administrator) ____________________________________

Unit Administrator, (faculty with Joint Appointment) ____________________________________

Interdisciplinary/Center Administrator (when appropriate)

Interdisciplinary/Center Administrator (when appropriate)
RECOMMENDATIONS

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

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

___________________________________
(Committee Chair)

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

___________________________________
(Unit Administrator)

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

___________________________________
(Unit Administrator)

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

___________________________________
(Committee Chair)

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

___________________________________
(Dean)

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

___________________________________
(President)
IDAHO STATE BOARD OF
EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional
Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Education and College of Engineering
Name of Department(s) or Area(s): Dept. of Adult, Career and Technology Education (COEd) & Dean’s office (COEngr)

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic   X   Professional - Technical

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:

The transfer of the Industrial Technology option of the Technology Training and Development degree program in Idaho Falls from the College of Education to the College of Engineering. See full description on page 2, item 1.

(Degree or Certificate)

Proposed Starting Date: Fall 2010

For New Programs:  For Other Activity:

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other – Transfer degree program

Dean’s signature on file  9/28/09
College Dean (Institution) Date

AVP/CEO Idaho Falls (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

Dean’s signature on file  9/28/09
College Dean (Institution) Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This request is a coordinated request between the College of Education and the College of Engineering. The intent is to transfer the Industrial Technology option in the B.S. Technology degree program from the College of Education to the College of Engineering. Industrial Technology is currently a program option under the Technology Training and Development (TTD) program housed in the Department of Adult, Career, and Technology Education (ACTE). The TTD program was closed on the Moscow campus in June of 2009 but was kept open on the Idaho Falls campus pending this requested transfer to the College of Engineering. The present TTD program in Idaho Falls has two options: Industrial Technology and Business Technology. With this transfer of the Industrial Technology option to the College of Engineering, the remaining Business Technology option will be closed, thus totally closing the TTD program in the College of Education.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

The TTD program now offered in Idaho Falls is not a teacher preparation program; it is a program focused on technologies of nuclear energy, operations, and industrial safety and is delivered through the Industrial Technology option. This Idaho Falls based part of the TTD program is funded primarily by an Idaho National Laboratory (INL) education contract. This program has existed in various forms, and under various administrative arrangements for nearly 50 years; the service of the University of Idaho to the region, through this program, is well established. With the start of the Center for Advanced Energy Studies (CAES) and feedback from INL management and local students during a study in March, 2009, the university has become aware of strong interest in growing this program and better serving the needs of the region. In short, given the technical interests of the INL and surrounding community, the current College of Education affiliation of the TTD program is limiting the program’s sustainability and potential for future growth. Given the Idaho Falls context of the remaining Industrial Technology program and its technical rather than education focus, it will be beneficial to the students and regional industry for the program to be a part of the College of Engineering. Additionally, the College of Engineering already has a strong presence in Idaho Falls, offering degrees in several engineering disciplines and computer science. This transfer will help the university consolidate and improve administrative responsibilities in the region.

Data on Industrial Technology graduates is published by the Association of Technology, Management, and Applied Engineering (ATMAE, 2009). In a survey of graduates from the past five years, the average annual salary is $55,000, 90% are employed full time, and nearly a third are in graduate school (the implication is that many are working and attending graduate school part-time). Nearly all of the students currently in the program in Idaho Falls are employed and
pursuing the degree on a part-time basis. Most of these students work at the INL. In discussions with several INL managers in March, 2009 these students are highly valued and very qualified for positions at the INL. Since the students are already working, the degree is not used to obtain a job but to qualify for positions of increased responsibility and pay.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

In the consideration of this transfer, the College of Engineering conducted a Feasibility Study. Plans have been established to increase the quality of the program including two major changes: accreditation and an advisory board. The College of Engineering has a long tradition of accredited undergraduate programs with industrial advisory boards. Upon transfer of the program, the College of Engineering will begin the process of seeking national accreditation from the Association of Technology, Management, and Applied Engineering (ATMAE) and establishing an industrial advisory board.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

In Idaho and the surrounding states, there are no other degree programs, accredited or not, in Industrial Technology. In the western US, there are four similar programs accredited by ATMAE, at:

- Arizona State University
- California Polytechnic State University
- California State University – Chico
- San Jose State University

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

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<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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<td>Current</td>
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Degrees offered by school/college or program(s) within disciplinary area under review

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<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e. centrality).

From the perspective of the students and industry of the University of Idaho fulfilling its role and mission to the Idaho Falls region, there is no change. This request is for the transfer of the program from one administrative unit (the College of Education) to another (the College of Engineering).

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes  X  No _____

BS Technology in Industrial Technology, College of Education

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary):

Funding will continue to be supported by the same UI budgets in Idaho Falls, therefore no new funding is required for the transfer.

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<th>Estimated Fiscal Impact</th>
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<td>4. Other:</td>
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<td><strong>TOTAL:</strong></td>
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<tr>
<td><strong>B. Nature of Funds</strong></td>
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</tr>
<tr>
<td>1. Recurring *</td>
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<tr>
<td>2. Non-recurring **</td>
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<tr>
<td><strong>TOTAL:</strong></td>
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</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
I D A H O  S T AT E  B O A R D  O F  E D U C A T I O N  
A C A D E M I C / P R O F E S S I O N A L - T E C H N I C A L  E D U C A T I O N  

N O T I C E  O F  I N T E N T  

To initiate a 
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Science
Name of Department(s) or Area(s): Department of Physics

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

Academic  X   Professional - Technical

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:

Create two emphases in the Physics Major (B.S.): General Physics Emphasis and Applied Physics Emphasis

(Degree or Certificate)

Proposed Starting Date: August 23, 2010

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

Program Component (major/minor/option/emphasis)  X

Off-Campus Activity/Resident Center

Instructional/Research Unit

Addition/Expansion

Discontinuance/consolidation

Contract Program

Other

Dean’s signature on file 10/13/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The request is for restructuring the existing (undergraduate) Physics B.S. to include two emphases, namely the “General Physics Emphasis” (GPE) and the “Applied Physics Emphasis” (APE), in the Department of Physics at the University of Idaho. The GPE is identical to the present Physics B.S. and, thus, no new program. The present Physics B.S. will just be renamed GPE to distinguish it from the newly introduced APE. Therefore, the remainder of this NOI is focused on the APE. The APE is designed to foster interdisciplinary undergraduate education in the sciences and engineering, with emphasis and preparation in the applied sciences. Students in APE will gain basic and well-rounded knowledge in physics, mathematics, and chemistry as well as engineering that will prepare them to be valuable members and future leaders in the hi-tech industry. The APE is tailored to provide a well-balanced educational module that encompasses both fundamentals and practical applications of the sciences and engineering, with focus on educating students in specific application areas such as solid-state physics, materials science engineering, semiconductor devices and technologies, and fluid dynamics in mechanical engineering. This focus will allow the graduating students to pursue both better high tech job opportunities as well as pursue further higher education, if they choose to do so, in disciplines such as Applied Solid State Physics and Material Science and Engineering.

The APE curriculum is entirety based on existing active courses, and no new resources are needed. Besides the general requirements of the university class curricula, the students enrolled in the APE will have to complete additional 81 credits from the sciences and engineering in the following manner:

- 54 credits are from the APE required courses* (Chemistry, Mathematics, and Physics).
- 27 credits are from the APE electives* (Physics, Materials Science and Engineering, Electrical Engineering, and Mechanical Engineering).

The electives will be chosen by a student in accordance to her/his interdisciplinary educational interest. The plan of study will be developed and tailored by the APE undergraduate academic advisor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

The Applied Physics Emphasis (APE) will provide a new high-quality educational choice at the University of Idaho which will give the opportunity for undergraduate students to acquire education in the interdisciplinary field of science and engineering, with an emphasis on firmly educating students in specific application areas such as solid-state physics, materials science engineering, semiconductor devices and technologies, and fluid dynamics in mechanical engineering. There is increasing demand in the high tech industry for well-qualified and cross-disciplinary men and women: the APE provides a timely and highly desirable educational endeavor for addressing that demand. In the state of Idaho, the graduates may find career-making jobs at Micron Technology, Inc. at Idaho National Lab, and in addition may contribute to small business in the science/engineering industries. Thus the APE answers the strong need for an applied cross-disciplinary science curriculum that better prepares students for high tech job opportunities, and moreover will enable increased outreach and partnerships with local industry.
By creating the APE which has a significant science component yet is practical in nature, the prediction and expectations are that it will draw numerous qualified students, and so will increase student enrollment in classes in the Department of Physics as well as other science and engineering departments. The expected increase in students and the cross-disciplinary nature of the new emphasis will strengthen the stature of the Department of Physics and that of the University of Idaho in the education and research community.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

All classes for the Applied Physics Emphasis (APE) are existing, active, and university approved. The quality of the emphasis as a whole will be monitored by the APE committee at the Department of Physics that currently consists of Dr. Leah Bergman (Committee chair), Dr. David McIlroy, and Dr. Wei Jiang Yeh. When a new student enters this program, one committee member in collaboration with the student and his/her advisor will develop an individual study plan for the student and monitor the progress every semester.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

The Physics Department at ISU offers a B.S. in Health Physics, which may be perceived as a B.S. degree in an area of applied physics. However, the APE we are proposing in this NOI is very different in its contents as compared to the Health Physics B.S. of ISU. Therefore, the APE is not a duplication of an existing program in the state of Idaho.

We further note that a general B.S. in Physics is offered at BSU and ISU.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
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<tr>
<td>BSU</td>
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<td>CSI</td>
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<td>CWI</td>
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<td>ISU</td>
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<td>NIC</td>
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<tr>
<td>UI</td>
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</tbody>
</table>
### Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
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<tr>
<td>CSI</td>
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</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The creation of an Applied Physics Emphasis, with its emphasis on interdisciplinary scholarship and practical applications in science and engineering in areas such as solid-state physics and semiconductor technologies, will promote competitive advantage in the high-tech industry as well as enable increased outreach and partnerships with state industry. Students will not only acquire broader and integrated exposure to science as it applies to applications and technologies in today’s society, but will also be better prepared for high-quality job opportunities and further scientific education. In addition it is anticipated that the cross-disciplinary applied emphasis will increase student enrollment and active participation in physics as well as the sciences. The Applied Physics Emphasis is thus highly consistent with and advances the mission of the State Board of Education as well as the strategic plan for the University of Idaho.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes ____ No X ___

   If not on 8-year plan, provide a justification for adding the program.

This degree emphasis is being created in accordance with the departmental strategic plan. That strategic plan, in turn, was developed in response to last year’s discussion of viability of the Physics undergraduate program. Specifically, there was a perceived need to boost enrollment in upper-division undergraduate Physics courses. This degree emphasis is intended to widen the audience to which the undergraduate Physics program will appeal, thus boosting enrollments in those courses. These are existing courses that presently have capacity for enrollment growth. Creating this new emphasis within the Physics B.S. will thus serve the interests of employers and students as well as increase the efficiency of the university.

Revised 12/10/08
Page 5
8. Resources -- Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
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<tr>
<td>1. Personnel</td>
<td>$0.00</td>
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<td>$0.00</td>
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<tr>
<td>2. Operating</td>
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<tr>
<td>3. Capital Outlay</td>
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<td>4. Facilities</td>
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<td><strong>TOTAL:</strong></td>
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<tr>
<td><strong>B. Source of Funds</strong></td>
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<tr>
<td>1. Appropriated- reallocation</td>
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<td>2. Appropriated – New</td>
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<td>3. Federal</td>
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<td>4. Other:</td>
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<td><strong>TOTAL:</strong></td>
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<tr>
<td><strong>B. Nature of Funds</strong></td>
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<tr>
<td>1. Recurring *</td>
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<tr>
<td>2. Non-recurring **</td>
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<td><strong>TOTAL:</strong></td>
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</table>

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

There are no expenditures, because the APE does not require the creation or offering of any new courses; instead students in the APE will be filling currently unused capacities in existing courses.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
FULL PROPOSAL
to initiate a
NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT

Submitted by:

University of Idaho

INSTITUTION SUBMITTING PROPOSAL

College of Science
Name of College, School, or Division

Department of Physics
Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

August 23, 2010

PROPOSED STARTING DATE

This proposal has been approved by:

Chief Fiscal Officer (Institution) Date

SBOE/OSBE Approval Date

Chief Academic Officer (Institution) Date

President Date
Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.

1. Describe the nature of the request. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than $150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

2. Quality – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, “Guidelines for Program Review and Approval”). A copy of their report/recommendations must be attached.

a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

c. Student – briefly describe the students who would be matriculating into this program.

d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

3. Duplication – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

4. Centrality – documentation ensuring that program is consistent with the Board’s policy on role and mission is required. In addition, describe how the proposed program relates to the Board’s current Statewide Plan for Higher Education as well as the institution’s long-range plan.

5. Demand – address student, regional and statewide needs.

   a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and ongoing assessment. (See the Board’s policy on outcome assessment.)

   b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.
c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

6. **Resources** – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. **PLANNED STUDENT ENROLLMENT**

<table>
<thead>
<tr>
<th>FY ____</th>
<th>FTE</th>
<th>Headcount</th>
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<tbody>
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<tr>
<td>A. New enrollments</td>
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<tr>
<td>B. Shifting enrollments</td>
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</table>
## II. EXPENDITURES

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<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
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<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Cost</td>
<td>FTE</td>
<td>Cost</td>
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<tr>
<td>A. Personnel Costs</td>
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<tr>
<td>1. Faculty</td>
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<tr>
<td>2. Administrators</td>
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<tr>
<td>3. Adjunct faculty</td>
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<tr>
<td>4. Graduate/instructional assistants</td>
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<td>5. Research personnel</td>
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<td>6. Support personnel</td>
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<td>7. Fringe benefits</td>
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<tr>
<td>8. Other:</td>
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<tr>
<td><strong>Total FTE Personnel And Costs:</strong></td>
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</table>

B. Operating expenditures

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<tr>
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<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
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<tbody>
<tr>
<td>1. Travel</td>
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<td>2. Professional services</td>
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<td>3. Other services</td>
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<td>4. Communications</td>
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<td>5. Utilities</td>
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<td>6. Materials &amp; supplies</td>
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<tr>
<td>7. Rentals</td>
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<tr>
<td>8. Repairs &amp; maintenance</td>
<td></td>
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<tr>
<td>9. Materials &amp; goods for manufacture &amp; resale</td>
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<tr>
<td>10. Miscellaneous</td>
<td></td>
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<tr>
<td><strong>Total Operating Expenditures:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### C. Capital Outlay

1. Library resources
   
   FY ______  |  FY ______  |  FY ______

2. Equipment
   
   Total Capital Outlay:
   
   FY ______  |  FY ______  |  FY ______

D. Physical facilities

- Construction or major renovation

E. Indirect costs (overhead)

   FY ______  |  FY ______  |  FY ______

**GRAND TOTAL EXPENDITURES:**

   FY ______  |  FY ______  |  FY ______

### III. REVENUES

#### A. Source of funds

1. Appropriated funds -- Reallocation – MCO
   
   FY ______  |  FY ______  |  FY ______

2. Appropriated funds -- New – MCO
   
   FY ______  |  FY ______  |  FY ______

3. Federal funds
   
   FY ______  |  FY ______  |  FY ______

4. Other grants
   
   FY ______  |  FY ______  |  FY ______

5. Fees
   
   FY ______  |  FY ______  |  FY ______

6. Other: ______
   
   FY ______  |  FY ______  |  FY ______

**GRANT TOTAL REVENUES:**

   FY ______  |  FY ______  |  FY ______

#### B. Nature of Funds

1. Recurring*
   
   FY ______  |  FY ______  |  FY ______

2. Non-recurring**
   
   FY ______  |  FY ______  |  FY ______

**GRANT TOTAL REVENUES:**

   FY ______  |  FY ______  |  FY ______

*Revised 12/10/08*  
*Page 11*
* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

<table>
<thead>
<tr>
<th>Name, Position, And Rank</th>
<th>Annual Salary to this Program</th>
<th>Projected Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salary Rate</td>
<td>Program Dollars Hours Students</td>
</tr>
</tbody>
</table>

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

<table>
<thead>
<tr>
<th>Name, Position, And Rank</th>
<th>Annual Salary to this Program</th>
<th>Projected FTE Percent of Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salary Rate</td>
<td>Program Dollars to Program</td>
</tr>
</tbody>
</table>

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

d. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

e. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

(2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
(3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

**Full Proposal**

**Applied Physics Emphasis (APE)**

1. **Nature of the Request.**
The request is for establishing a new B.S. undergraduate emphasis entitled “*Applied Physics Emphasis*” (APE) in the Department of Physics at the University of Idaho. Besides this emphasis, the current Physics B.S. will continue to exist, except that it will be re-named “*General Physics Emphasis*” (GPE) to distinguish it from the newly introduced APE. Since the GPE is not a new program, the remainder of this proposal is focused on the (new) APE. The APE is designed to foster interdisciplinary undergraduate education in the sciences and engineering, with emphasis and preparation in the applied sciences. Students in APE will gain basic and well-rounded knowledge in physics, mathematics, and chemistry as well as engineering that will prepare them to be valuable members and future leaders in the high tech industry. The APE is tailored to provide a well balanced educational module that encompasses both fundamentals and practical applications of the sciences and engineering, with focus on educating students in specific application areas such as solid-state physics, materials science engineering, semiconductor devices and nano technologies, and fluid dynamics in mechanical engineering. This focus will allow the graduating students to pursue better high tech job opportunities as well as pursue further higher education, if they choose to do so, in disciplines such as Applied Solid State Physics and Material Science and Engineering.

The APE curriculum is entirely based on existing active accredited courses within the College of Engineering and the College of Science. No new resources or additional funding are needed for the APE.

2. **Quality**
All classes for the Applied Physics Emphasis (APE) are existing, active, and university approved. The quality of the emphasis as a whole will be monitored by the APE committee at the Department of Physics that currently consists of Dr. Leah Bergman (Committee chair), Dr. David McIlroy, and Dr. Wei Jiang Yeh. The students will be advised by the APE committee members, as well as by their respective academic advisors. The advisors will work together with the students, in an individual fashion, to explore the student’s scientific interest and in accordance to tailor the appropriate curriculum. The progress and class accomplishments of the students in the APE will be closely monitored by the committee members. Due to the flexibility of the APE curricula, a student can readily find and change to a different focus group of classes in order to match the student’s talent and ability; thus we predict strong student retention and success rates.

The conception of the APE had strong input and encouragement from Dr. Karen DenBraven (Mechanical Engineering), Dr. Wudneh Admassu (Chair of Chemical Engineering), Dr. Daniel Choi (Materials Science & Engineering), and Dr. Rick Wells (Electrical and Computer Engineering). The creation of APE was also strongly recommended by the Dean of College of Engineering Dr. Donald Blackketter, and the Dean of the College of Science Dr. Scott Wood.

**Curriculum**

Revised 12/10/08
Page 14
Besides the general requirements of the university class curricula, the students enrolled in the APE will have to complete additional 81 credits from the sciences and engineering in the following manner:

- 54 credits are from the APE required courses* (Chemistry, Mathematics, and Physics).
- 21 credits are from the APE electives* (Physics, Materials Science and Engineering, Electrical Engineering, and Mechanical Engineering).
- Additional 6 credits from any physics and engineering courses.

The electives will be chosen by a student in accordance to her/his interdisciplinary educational interest. The plan of study will be developed and tailored by the APE undergraduate academic advisor.

**Detailed Curricula:**

Bachelor of Science in Physics (Applied Physics Emphasis) Curriculum:

Required course work includes the university requirements (see regulation J-3) and:

- Chem 111 Principles of Chemistry I (4 cr)
- Chem 112 Principles of Chemistry II (5 cr)
- Math 170 Analytical Geometry and Calculus I (4 cr)
- Math 175 Analytical Geometry and Calculus II (4 cr)
- Math 275 Analytical Geometry and Calculus III (3 cr)
- Math 310 Ordinary Differential Equations (3 cr)
- Math 330 Linear Algebra (3 cr)
- Phys 200 Physics Seminar (1 cr)
- Phys 211 Engineering Physics I (4 cr)
- Phys 212 Engineering Physics II (4 cr)
- Phys 213 Engineering Physics III (4 cr)
- Phys 305 Modern Physics (3 cr)
- Phys 321 Analytical Mechanics (3 cr)
- Phys 341 Electromagnetic Fields I (3 cr)
- Phys 351 Introductory Quantum Mechanics I (3 cr)
- Phys 411 Physical Instrumentation I (3 cr)

Physics and engineering electives (27 credits, such that at least 21 credits are from upper division and 9 credits from 400 level. At least 21 credits from the following):

- Phys 433, Phys 463, Phys 443, Phys 444, Phys 431, Engr 240, Engr 210, Engr 335, Engr 350, MSE 201, MSE 313, MSE 427, ECE 350+ ECE 351, ECE 460, ECE 462, ME 301, ME 412, ME 413, ME 420.

Need 4 credits of upper division lab work in physics and engineering, and a total of 128 credits for the degree.

**Students**

The APE is designed to attract students whose aptitude and talent are in the fundamentals of physics, and in parallel have strong interest in the scientific applications to 21st century emerging technologies. The emphasis in particular will draw and appeal to students who want to acquire knowledge in a science-engineering multidisciplinary module that will enable the student to gain education of the basic principles.
of physics, semiconductor technology and fundamentals, materials science, nanotechnology, and basic aspects of engineering dynamics.

3. Duplication
The Physics Department at ISU offers a B.S. in Health Physics, which may be perceived as a B.S. degree in an area of applied physics. However, the APE we are proposing is very different in its contents as compared to the Health Physics B.S. of ISU. Therefore, the APE is not a duplication of an existing program in the state of Idaho.

We further note that a general B.S. in Physics is offered at BSU and ISU. The Physics Departments of the Universities located in Eastern Washington or Montana do not offer a B.S. degree with an applied physics option or emphasis.

4. Centrality
The creation of an Applied Physics Emphasis, with its emphasis on interdisciplinary scholarship and practical applications in science and engineering in areas such as solid-state physics and semiconductor technologies, will promote competitive advantage in the high tech industry as well as enable increased outreach and partnerships with state industry. Students will not only acquire broader and integrated exposure to science as it applies to applications and technologies in today’s society, but will also be better prepared for high quality job opportunities and further scientific education. In addition it is anticipated that the cross-disciplinary applied emphasis will increase student enrollment and active participation in physics as well as the engineering disciplines. The Applied Physics Emphasis is thus highly consistent with and advances the mission of the State Board of Education as well as the strategic plan for the University of Idaho.

5. Demand
The Applied Physics Emphasis will provide a new high quality educational choice at the University of Idaho which will give the opportunity for undergraduate students to acquire education in the interdisciplinary field of science and engineering, with an emphasis on firmly educating students in specific application areas such as solid-state physics, materials science engineering, semiconductor devices and nano technologies, and fluid dynamics in mechanical engineering. There is increasing demand in the hi-tech industry arena for well qualified and cross-disciplined men and women: the APE provides a timely and highly desirable educational endeavor for addressing that demand. In the state of Idaho, the graduates may find career-making jobs at Micron, at Idaho National Lab, and in addition may contribute to small business in the science/engineering industries. Thus the APE answers the strong need for an applied cross-disciplinary science curriculum that better prepares students for high tech job opportunities, and moreover will enable increased outreach and partnerships with local industry.

By creating the APE which has a significant science component yet is practical in nature, as it provides cutting-edge classes from the engineering disciplines, the prediction and expectations are that it will draw numerous qualified students, and so will increase student enrollment in classes in the Department of
Physics as well as other science and engineering departments. The expected increase in students and the cross-disciplinary nature of the new emphasis will strengthen the stature of the Department of Physics and that of the University of Idaho in the education and research community.

The most likely source of students who will be expected to enroll will be entering students from the high-schools in the state of Idaho. However, due to the uniqueness in the Northwest region of this educational emphasis in physics, entering students from nearby states are also a strong source of potential candidates.

Cost effective outreach efforts will be initiated to advertise the APE that include:
- Visits to local and Boise area high schools to present the emphasis to the students, guidance counselors, and science teachers.
- Advertising via the websites of the Department of Physics and the College of Science.
- Posting documentation about the APE in high schools and community youth centers.
- Collaboration with the Envision Idaho event. Students from the local high schools will be invited to our department to get first-hand information about the APE, as well as to visit our laboratories.

6. Resources
Since the APE curriculum is based on existing courses within the College of Science and College of Engineering, no new recourses or additional funding are required. Instead students in the APE will be filling currently unused capacities in existing courses.

I. PLANNED STUDENT ENROLLMENT IN THE APE

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<td>B. Shifting enrollments</td>
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II. EXPENDITURES FOR THE APE

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Revised 12/10/08
Page 17
PHYSICS (B.S.)

Required course work includes the university requirements (see regulation J-3) and:

- Chem 111  Principles of Chemistry I (4 cr)
- Chem 112  Principles of Chemistry II (5 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)
- Phys 200  Physics Seminar (1 cr)
- Phys 211  Engineering Physics I (4 cr)
- Phys 212  Engineering Physics II (4 cr)
- Phys 213  Engineering Physics III (4 cr)
- Phys 305  Modern Physics (3 cr)
- Phys 321  Analytical Mechanics (3 cr)
- Phys 341  Electromagnetic Fields I (3 cr)
- Phys 351  Introductory Quantum Mechanics I (3 cr)

And one of the following emphases:

A. General Physics Emphasis

- Phys 342  Electromagnetic Fields II (3 cr)
- Phys 371  Mathematical Physics (3 cr)
- Phys 433  Thermal and Statistical Physics (3 cr)
- Upper-division mathematics electives (6 cr)
- Upper-division physics courses, including at least 4 cr of lab and 9 cr from the following: Phys 411, Phys 412, Phys 425, Phys 428, Phys 443, Phys 444, Phys 463, Phys 465, Phys 485 (at least 15 cr).
- 3 credits in the social sciences in addition to the minimum university-wide core requirements.*
- Electives to total 128 credits for this degree

*Courses satisfying additional Humanities and Social Sciences may be found in Part 3 Regulation J-d of the General Catalog. See your academic advisor for a listing of appropriate courses.

B. Applied Physics Emphasis

- Math 310  Ordinary Differential Equations (3 cr)
- Math 330  Linear Algebra (3 cr)
- Phys 411  Physical Instrumentation I (3 cr)
- Four credits of upper-division lab work in physics and engineering
- Electives to total 128 credits for this degree
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: College of Agricultural and Life Sciences

Name of Department(s) or Area(s): Plant, Soil and Entomological Sciences

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

Academic  X  Professional - Technical  

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Change the name of the Sustainable Crop and Landscape System (B.S.Ag.L.S.), Soil and Water Resources Emphasis to the Soil and Land Use Emphasis

(Degree or Certificate)

Proposed Starting Date: Summer 2010

For New Programs:

Program (i.e., degree) Title & CIP 2000

X  Program Component (major/minor/option/emphasis)

☐  Off-Campus Activity/Resident Center

☐  Instructional/Research Unit

☐  Addition/Expansion

☐  Discontinuance/consolidation

☐  Contract Program

☐  Other

Dean’s signature on file  10/19/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

For Other Activity:

X  Program Component (major/minor/option/emphasis)

☐  Off-Campus Activity/Resident Center

☐  Instructional/Research Unit

☐  Addition/Expansion

☐  Discontinuance/consolidation

☐  Contract Program

☐  Other

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   We would like to change the name of our current emphasis, Soil & Water Resources, to Soil and Land Use as we do not offer any water courses.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The original title is too broad for our emphasis area because we do not offer any water courses.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   By changing this title, we are ensuring the students are fully aware of what the emphasis contains as well as any of their future employers.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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</table>
Degrees offered by school/college or program(s) within disciplinary area under review

<table>
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<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<tbody>
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5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

Soil science is central to the university’s missions in agricultural and environmental sciences.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes ___  No ____

If not on 8-year plan, provide a justification for adding the program.

We are not adding a program, just modifying the name of an existing degree emphasis area.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
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<th>FY 2011</th>
<th>FY 2012</th>
<th>Total</th>
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<td><strong>A. Expenditures</strong></td>
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<td>3. Capital Outlay</td>
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<td>4. Facilities</td>
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<td><strong>TOTAL:</strong></td>
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| **B. Source of Funds**  |         |         |         |       |
| 1. Appropriated-        |         |         |         |       |
| reallocation            |         |         |         |       |
| 2. Appropriated – New   |         |         |         |       |
| 3. Federal              |         |         |         |       |
| 4. Other:               |         |         |         |       |
| **TOTAL:**              |         |         |         |       |

| **B. Nature of Funds**  |         |         |         |       |
| 1. Recurring *          |         |         |         |       |
| 2. Non-recurring **     |         |         |         |       |
| **TOTAL:**              | 0       | 0       | 0       | 0     |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Letters, Arts and Social Sciences
Name of Department(s) or Area(s): Department of Foreign Languages and Literatures

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical ______

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
Bachelor of Arts in French
(Degree or Certificate)

Proposed Starting Date:
Fall 2011 Summer 2010

For New Programs:
Program (i.e., degree) Title & CIP 2000 X Program Component (major/minor/option/emphasis)

For Other Activity:
Off-Campus Activity/Resident Center
Instructional/Research Unit
Addition/Expansion
Discontinuance/consolidation
Contract Program
Other

Dean’s signature on file 10/19/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The purpose of this request is to restructure the existing B.A. degree program in Foreign Language with Spanish and French options through the offering of separate B.A. degrees in Spanish and French. The current “umbrella” degree in Foreign Language would be replaced by separate degrees for Spanish and French.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

Up until 2003, the University of Idaho offered separate B.A. degree programs in Classical Studies, French, German, Latin and Spanish. In 2003 these five degree programs were united under the degree title B.A. Foreign Language with a particular language option in an attempt to reflect the interconnectedness of the multiple degree programs. Since 2003 the University of Idaho has ceased to grant degrees in Classical Studies, German and Latin. The remaining degree programs in Spanish and French seek to restructure their program requirements to more effectively serve students, recognizing that constraints on resources may lead to different restructuring models for each degree.

In addition, the current degree title is potentially confusing. Students and faculty members have expressed a concern that a B.A. Foreign Language: Spanish option or French option sounds ambiguous and may diminish the strength of the degree when competing for both scholarships to graduate programs as well as in the job market. Most universities offer B.A. Spanish and B.A. French degrees. A B.A. Foreign Language degree with a specific language option may erroneously be considered a degree in comparative linguistics with a focus on one language in particular. This is not a true representation of the current makeup of the degree. When universities and employers see B.A. Spanish or B.A. French, they know the candidate has a strong background in the language, literature, history and cultures of the Spanish-speaking or Francophone world. The B.A. Foreign Language Spanish/French option degree only mentions the linguistic aspect of the education our students receive, and is therefore insufficient and potentially detrimental to the student after he/she graduates from the University of Idaho.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The quality of the existing degree programs will be positively affected by the restructuring. In the case of Spanish, restructuring will allow for the opportunity to address certain areas for improvement in our degree program that have been identified through the process of assessment. For instance, currently all B.A. Foreign Language degree candidates are required to take 8 to 9 credits in the FLEN subject listing (i.e., courses on various foreign literatures, cultures and film offered in English), yet many of our degree candidates, during their exit interviews, commented on the desire to continue to improve their language ability after a study abroad experience through an increased number of course requirements in the target language. The creation of separate degrees in Spanish and French would allow for each language division to more freely respond to student need and changes in degree focus.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

B.A. Spanish, B.A. French; Boise State University
B.A. Spanish, B.A. French; Idaho State University
M.A., B.A. Spanish, B.A. French; Washington State University
Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

Enrollment and Graduate Numbers for B.A. FLL—Spanish

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Enrollment and Graduate Numbers for B.A. FLL—French

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### Degrees offered by school/college or program(s) within disciplinary area under review

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<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<td>EITC</td>
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<tr>
<td>ISU: B.A. Spanish; B.A. French</td>
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<td>N/A</td>
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<tr>
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<td>undergraduate</td>
<td>Spanish; French; German; Japanese; Russian; Italian; Chinese; Latin; Greek</td>
<td>Spanish; French</td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Foreign languages are one of the primary emphasis areas as defined in the State Board of Education’s Role and Mission Statement for the University of Idaho:

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business, education, liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum. [ed. 8-07]

While foreign languages are taught and degrees are offered on other campuses in the state, the Department of Foreign Languages and Literatures and the University of Idaho continues to be the largest degree-granting FL program in the State of Idaho. The department currently cooperates heavily with the College of Education, College of Business, College of Natural Resources, as well as the International Studies degree program within the College of Letters, Arts and Social Science, in an effort to produce graduates with a truly global education. Throughout the degree restructuring process the Department of Foreign Languages and Literatures will continue to foment these interdisciplinary relationships and will, at the same time, be able to more effectively institute language specific changes that will increase our students’ and graduates’ positive impact within their communities.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes  X  No  ____

Revised 12/10/08
Page 4
If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

The restructuring does not require additional staffing or other support, assuming five full time Spanish lines and two full time French lines. The department’s current course offerings will change slightly, as more upper division courses in the target language and less FLEN courses are offered as requirements for the B.A. Spanish degree. Popular FLEN courses that meet degree requirements for other degree programs on campus (i.e., English, International Studies, History, Latin American Studies) will continue to be offered by the faculty of the Department of Foreign Languages and Literatures.

<table>
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<th>FY _____</th>
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<td>3. Capital Outlay</td>
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</table>

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Letters, Arts and Social Sciences
Name of Department(s) or Area(s): Department of Foreign Languages and Literatures

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

Academic X  Professional - Technical

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
Bachelor of Arts in Spanish
(Degree or Certificate)

Proposed Starting Date: Fall 2011 Summer 2010

For New Programs:  For Other Activity:

Program (i.e., degree) Title & CIP 2000

X Program Component (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other

Dean’s signature on file 10/19/09
College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The purpose of this request is to restructure the existing B.A. degree program in Foreign Language with Spanish and French options through the offering of separate B.A. degrees in Spanish and French. The current “umbrella” degree in Foreign Language would be replaced by separate degrees for Spanish and French.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

Up until 2003, the University of Idaho offered separate B.A. degree programs in Classical Studies, French, German, Latin and Spanish. In 2003 these five degree programs were united under the degree title B.A. Foreign Language with a particular language option in an attempt to reflect the interconnectedness of the multiple degree programs. Since 2003 the University of Idaho has ceased to grant degrees in Classical Studies, German and Latin. The remaining degree programs in Spanish and French seek to restructure their program requirements to more effectively serve students, recognizing that constraints on resources may lead to different restructuring models for each degree.

In addition, the current degree title is potentially confusing. Students and faculty members have expressed a concern that a B.A. Foreign Language: Spanish option or French option sounds ambiguous and may diminish the strength of the degree when competing for both scholarships to graduate programs as well as in the job market. Most universities offer B.A. Spanish and B.A. French degrees. A B.A. Foreign Language degree with a specific language option may erroneously be considered a degree in comparative linguistics with a focus on one language in particular. This is not a true representation of the current makeup of the degree. When universities and employers see B.A. Spanish or B.A. French, they know the candidate has a strong background in the language, literature, history and cultures of the Spanish-speaking or Francophone world. The B.A. Foreign Language Spanish/French option degree only mentions the linguistic aspect of the education our students receive, and is therefore insufficient and potentially detrimental to the student after he/she graduates from the University of Idaho.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The quality of the existing degree programs will be positively affected by the restructuring. In the case of Spanish, restructuring will allow for the opportunity to address certain areas for improvement in our degree program that have been identified through the process of assessment. For instance, currently all B.A. Foreign Language degree candidates are required to take 8 to 9 credits in the FLEN subject listing (i.e., courses on various foreign literatures, cultures and film offered in English), yet many of our degree candidates, during their exit interviews, commented on the desire to continue to improve their language ability after a study abroad experience through an increased number of course requirements in the target language. The creation of separate degrees in Spanish and French would allow for each language division to more freely respond to student need and changes in degree focus.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

B.A. Spanish, B.A. French Boise State University
B.A. Spanish, B.A. French Idaho State University
M.A., B.A. Spanish, B.A. French Washington State University

Revised 12/10/08
Page 2
Enrollment and Graduates (i.e., number of majors or other relevant data) 
By Institution for the Proposed Program 
Last three years beginning with the current year and the 2 previous years

Enrollment and Graduate Numbers for B.A. FLL—Spanish

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<th>Institution</th>
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Enrollment and Graduate Numbers for B.A. FLL—French

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Degrees offered by school/college or program(s) within disciplinary area under review

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<th>Institution and Degree name</th>
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<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<tr>
<td>ISU: B.A. Spanish; B.A. French</td>
<td>undergraduate</td>
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<td>N/A</td>
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<td>NIC</td>
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<tr>
<td>UI: B.A. Foreign Language</td>
<td>undergraduate</td>
<td>Spanish; French; German; Japanese; Russian; Italian; Chinese; Latin; Greek</td>
<td>Spanish; French</td>
</tr>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

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While foreign languages are taught and degrees are offered on other campuses in the state, the Department of Foreign Languages and Literatures and the University of Idaho continues to be the largest degree-granting FL program in the State of Idaho. The department currently cooperates heavily with the College of Education, College of Business, College of Natural Resources, as well as the International Studies degree program within the College of Letters, Arts and Social Science, in an effort to produce graduates with a truly global education. Throughout the degree restructuring process the Department of Foreign Languages and Literatures will continue to foment these interdisciplinary relationships and will, at the same time, be able to more effectively institute language specific changes that will increase our students’ and graduates’ positive impact within their communities.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes  ___  No  _____
If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

The restructuring does not require additional staffing or other support, assuming five full time Spanish lines and two full time French lines. The department’s current course offerings will change slightly, as more upper division courses in the target language and less FLEN courses are offered as requirements for the B.A. Spanish degree. Popular FLEN courses that meet degree requirements for other degree programs on campus (i.e., English, International Studies, History, Latin American Studies) will continue to be offered by the faculty of the Department of Foreign Languages and Literatures.

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<th>Estimated Fiscal Impact</th>
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* Recurring is defined as ongoing operating budget for the program, which will become of the base.  
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

SPANISH (B.A.)

Required course work includes the university requirements, the general requirements for the B.A. degree, and:

SPAN 101-102 Elementary Spanish I and II (or equivalent) (8 cr)  
SPAN 201-202 Intermediate Spanish I and II (or equivalent) (8 cr)  
SPAN 301 Advanced Spanish Grammar (3 cr)  
SPAN 302 Advanced Composition (3 cr)
SPAN 305 Culture and Institutions of Spain (3 cr)
SPAN 306 Culture and Institutions of Latin America (3 cr)
Upper-division courses in Spanish language (12 credits must be 400 level) (20 cr)
Related fields (as approved by major adviser) (6 cr)
A second foreign language (elementary and intermediate or equivalent), waived for students with a double major (Spanish plus another major (16 cr)
Minimum one semester study abroad experience in a Spanish speaking country
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT

To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: College of Business and Economics

Name of Department(s) or Area(s): Business

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic x Professional - Technical

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
Discontinue the Master of Economics, M.S. Economics

(Degree or Certificate)

Proposed Starting Date: Summer 2010

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
x Discontinuance/consolidation
☐ Contract Program
☐ Other

Dean’s signature on file 5/15/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The University of Idaho requests permission to discontinue the Master of Economics, M.S.Economics

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

Demand for the degree is no longer adequate to justify allocation of college resources.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

We have no students currently enrolled

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

**There are none**

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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Degrees offered by school/college or program(s) within disciplinary area under review

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<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<td>Executive, Traditional MBA includes specializations (electives) in Accounting, Finance, Marketing.</td>
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<tr>
<td>ISU Grads</td>
<td>GRAD</td>
<td>MBA, with emphasis areas in Accounting, Computer Information Systems, Management, Marketing, Health Care</td>
<td>Business Admin. Certificate</td>
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<td>Executive MBA, Accountancy</td>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The University of Idaho will continue to offer graduate programs in Accountancy as well as the Executive Master of Business Administration.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes ____  No ____

   Not applicable

   If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

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<th>FY 11</th>
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<td>3. Capital Outlay</td>
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<td>4. Facilities</td>
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<td><strong>TOTAL:</strong></td>
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</tbody>
</table>

| **B. Source of Funds**  |       |       |       |       |
| 1. Appropriated-        |       |       |       |       |
| reallocation            |       |       |       |       |
| 2. Appropriated – New   |       |       |       |       |
| 3. Federal              |       |       |       |       |
| 4. Other:               |       |       |       |       |
| **TOTAL:**              |       |       |       |       |

| **B. Nature of Funds**  |       |       |       |       |
| 1. Recurring *          |       |       |       |       |
| 2. Non-recurring **     |       |       |       |       |
| **TOTAL:**              |       |       |       |       |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Education
Name of Department(s) or Area(s): Curriculum & Instruction

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Change the name of the teaching minor in Industrial Technology Education to Technology Education

(Degree or Certificate)

Proposed Starting Date: Summer 2010

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

X Program Component (major/minor/option/emphasis)

Off-Campus Activity/Resident Center

Instructional/Research Unit

Addition/Expansion

Discontinuance/consolidation

Contract Program

Other

Dean’s signature on file  10/27/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

To change the catalog name of a minor offered in Curriculum & Instruction to match the name of the state endorsement for Technology Education. I.e., change "Industrial Technology Education" minor to "Technology Education" minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

To update the University of Idaho catalog with state endorsement requirements.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

N/A – University of Idaho has the only Technology Education Program in the State.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
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</table>

Enrollment and Graduates (i.e., number of majors or other relevant data)  
By Institution for the Proposed Program  
Last three years beginning with the current year and the 2 previous years  

Revised 8/9/06
Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
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<td>UI</td>
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</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

6. Is the proposed program in the 8-year Plan? Indicate below.
   
   Yes ___  No ___

   If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>Total</th>
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<td>2. Operating</td>
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<td><strong>TOTAL:</strong></td>
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</tbody>
</table>

| **B. Source of Funds**  |         |         |         |       |
| 1. Appropriated-        | $0      | $0      | $0      | $0    |
| reallocating            |         |         |         |       |
| 2. Appropriated – New   | $0      | $0      | $0      | $0    |
| 3. Federal              | $0      | $0      | $0      | $0    |
| 4. Other:               | $0      | $0      | $0      | $0    |
| **TOTAL:**              | $0      | $0      | $0      | $0    |

| **B. Nature of Funds**  |         |         |         |       |
| 1. Recurring *          | $0      | $0      | $0      | $0    |
| 2. Non-recurring **     | $0      | $0      | $0      | $0    |
| **TOTAL:**              | $0      | $0      | $0      | $0    |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Natural Resources; College of Agricultural and Life Sciences
Name of Department(s) or Area(s): Department of Forest Resources and Department of Plant, Soil, and Entomological Sciences

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Discontinue the Arboriculture & Urban Forestry Minor

(Degree or Certificate)

Proposed Starting Date: Summer 2010

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
X Discontinuance/consolidation
☐ Contract Program
☐ Other

Deans’ signatures on file 10/22/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   We are unable to offer the Arboriculture & Urban Forestry Minor any longer because the key faculty have resigned (in CALS) and are retiring (in CNR). Due to the budget cuts and other priorities we are not able to continue the courses needed to offer this minor. Thus, we are discontinuing this minor. It is jointly offered with the Plant Soil and Entomological Sciences Department. They are also seeking discontinuance of the minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.)

   Not applicable

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   Not applicable

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   We are not aware of other similar programs offered in the state or region.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
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<th>Institution</th>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes  X  No

Forestry is in the plan; urban forestry is a specialization within the broad field of “forestry.”

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY ______</th>
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<th>FY ______</th>
<th>Total</th>
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<td><strong>B. Nature of Funds</strong></td>
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<td>2. Non-recurring **</td>
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<td><strong>TOTAL:</strong></td>
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</tbody>
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* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Natural Resources</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Conservation Social Sciences</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

- Academic  X
- Professional - Technical  

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

- An undergraduate minor in Conservation Social Sciences (CSS)  

(Degree or Certificate)

<table>
<thead>
<tr>
<th>Proposed Starting Date:</th>
<th>July 1, 2010</th>
</tr>
</thead>
</table>

**For New Programs:**

- Program (i.e., degree) Title & CIP 2000

**For Other Activity:**

- Program Component (major/minor/option/emphasis)  X
- Off-Campus Activity/Resident Center  
- Instructional/Research Unit  
- Addition/Expansion  
- Discontinuance/consolidation  
- Contract Program  
- Other

**Dean's signature on file 11/9/09**

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
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**VP Research & Graduate Studies Date**

<table>
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<tr>
<th>State Administrator, SDPTE</th>
<th>Date</th>
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</table>

**Chief Academic Officer, OSBE Date**

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

Create a new 20-credit undergraduate minor in Conservation Social Sciences (CSS) that is designed for students not enrolled in the existing CSS undergraduate degree program (B.S. in Resource Recreation and Tourism). CSS currently offers 4 minors (Environmental Communication, Outdoor Recreation Leadership, Parks, Protected Areas, And Wilderness Conservation, Sustainable Tourism And Leisure Enterprises) to its undergrads that serve as breadth electives. The new minor is designed for non-majors as a way to help enrich the diversity of their educational experiences and enhance placement and performance of those students.

The proposed content is:

**ONE of the following: (3-4 credits)**
CORE 106 (3-4) Core Discovery: The New Wild West, or
CORE 125 (3-4) Core Discovery: The Earth and our place on it, or
CSS/FOR 235 (3) Society and Natural Resources, or
CSS 287 (3) Foundations of Conservation Leadership & Mgmt

**ONE of the following: (3-4 credits)**
CSS 304 (3) Conservation Social Sciences Field Studies, or
*CSS 310 (4) Social Research Methods in Conservation

**9-11 credits selected from the following:**
*CSS 385 (4) Conservation Mgmt & Planning I
*CSS 386 (4) Conservation Mgmt & Planning II
CSS 387 (3) Environmental Communication Skills
*CSS 481 (3) Conservation Leadership
CSS 489 (3) Personalities/Philosophies in Conservation

**ONE of the following: (3 credits)**
CSS 364 (3) Politics of the Environment, or
CSS 462 (3) Natural Resource Policy

Students must take a minimum of 20 credits from among the courses listed above. This minor may not be earned by students in an existing degree program in CSS (B.S. in Resource Recreation and Tourism).

* UI Service-Learning course

2. Provide a statement of need for program or a program modification. Include student and state need,
demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

This minor will expose students in programs outside CSS to the social side of conservation. These students could come from other programs within the College of Natural Resources (who have a biological based management focus) or be students outside CNR, who have an interest in the human dimensions of natural resources. In both cases students have complained that our current minors are too narrow and are not focused on the core of CSS. This minor is intended to fill that niche. These could be students from Geography, Journalism and Mass Media, Agriculture, or Education, for example. This minor will help introduce the human dimensions on natural resources to a wider array of students thus helping enrich their educational experience and may enhance students seasonal and permanent employability. A minor in CSS will prepare students for jobs that relate to nature based tourism, environmental interpretation, natural resource planning, community development and so forth.

Four of the proposed classes (all existing) are considered Service-Learning courses and will help students address Learning Outcome 5 (Practice citizenship) by applying the 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.

Because the proposed minor is aimed at non CSS majors, learning outcomes 1 (Learn and integrate) and 2 (Think and create) will especially be enhanced for all students due to the cross-disciplinary nature of the classes. This will lead to all students being better able to Clarify purpose and perspective while being exposed to diverse experiences.

Human dimensions of natural resources is the application of social science to help understand the cultural, sociological, psychological, economic, biological, and physical aspects of natural resource and environmental management. During the past 30 years, there has been a growing interest in the human dimensions of natural resources due to fundamental changes in the management environment. For example, natural resource managers face an increasingly complex management environment that now includes many diverse public stakeholders who demand an active role in planning and decision-making. Also, natural resource agencies typically have a dual mission of protecting resources while providing benefits to the public. For such reasons, most natural resource managers are now aware that solving natural resource issues requires understanding the sociopolitical and cultural environment as well as understanding biological and ecological principles. Despite the recognition that human dimensions information is important to managing natural resources, most natural resource professionals still lack specific answers to the practical question, “What can human dimensions information and research do for me? This minor will better enable non-majors answer that question themselves.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The CSS department delivers a dynamic, nationally recognized program of interdisciplinary teaching, scholarship and outreach, focused on the social and human dimensions of conservation and environmental issues facing the world today. The department seeks to increase the capacity of the...
conservation community—future professionals, practicing professionals and stakeholders—in the nation and abroad. While nurturing individuals’ abilities to think skillfully and critically, we also strive to deepen their commitment to values such as integrity, equity, stewardship and diversity so that their contributions reflect a sensitive and responsible approach to the management of cultural and natural resource landscapes, the needs of communities, social-ecological systems and environmental change.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

**No similar programs (minors or majors) exist in Idaho.**

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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Degrees offered by school/college or program(s) within disciplinary area under review

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</table>
5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The undergraduate degree offered by the Department of Conservation Social Sciences (CSS) is the only one of its kind in Idaho. No other degree combines the social, natural, and physical sciences with the goals of managing the natural resources of the state, the people who use those resources, and the communities that benefit from them. The CSS degree is an existing degree with an even more successful graduate program (MS and PH.D). The department has high research, scholarly, and outreach activity and this minor will allow more University of Idaho students to benefit from the systematic scholarship and gain a credentialed education and skill set.

This minor will help the University address strategic goals, in particular by teaching students to engage in learning that will be effective at addressing complex societal issues through interdisciplinary collaboration.

This proposal helps advance the University of Idaho's mission as the land grant institution in Idaho.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes ___  No  X ___
If not on 8-year plan, provide a justification for adding the program.

This will not require any additional faculty, space, funding or other resources. This minor is built on existing classes and thus makes more efficient use of existing offerings. This minor will provide service to all students of Idaho, regardless of undergraduate specialization.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
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<td></td>
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<td>0</td>
</tr>
<tr>
<td>2. Operating</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>4. Facilities</td>
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<td>0</td>
</tr>
<tr>
<td><strong>B. Source of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated-</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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<td>reallocation</td>
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<td>3. Federal</td>
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<td>0</td>
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<td>4. Other:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>B. Nature of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recurring *</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Non-recurring **</td>
<td>0</td>
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<td>0</td>
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<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
CONSERVATION SOCIAL SCIENCES MINOR

Note: This minor may not be earned by students in an existing degree program in the Department of Conservation Social Sciences.

One of the following (3-4 cr):
- Core 106   Core Discovery: The New Wild West (3-4 cr)
- Core 125   Core Discovery: The Earth and our place on it (3-4 cr)
- CSS 235 OR For 235  Society and Natural Resources (3 cr)
- CSS 287   Foundations of Conservation Leadership and Management (3 cr)

One of the following (3-4 cr):
- CSS 304   Conservation Social Sciences Field Studies (3 cr)
- CSS 310   Social Research Methods in Conservation (4 cr)

One of the following (3 cr):
- CSS 364   Politics of the Environment (3 cr)
- CSS 462   Natural Resource Policy (3 cr)

Electives from the following (9-11 cr)
- CSS 385   Conservation Management and Planning I (4 cr)
- CSS 386   Conservation Management and Planning II (4 cr)
- CSS 387   Environmental Communication Skills (3 cr)
- CSS 481   Conservation Leadership (3 cr)
- CSS 489   Personalities and Philosophies in Conservation (3 cr)

To complete this minor, students must earn a minimum of 20 credits.
IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal:  University of Idaho

Name of College, School, or Division:  College of Letters, Arts and Social Sciences

Name of Department(s) or Area(s):  Departments of History/Foreign Languages

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

Academic  X  Professional - Technical  

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Minor in Greek  

(Degree or Certificate)

Proposed Starting Date:  Fall 2010

For New Programs:  

For Other Activity:  

Program (i.e., degree) Title & CIP 2000

Program Component (minor/ emphasis)

Off-Campus Activity/Resident Center

Instructional/Research Unit

Addition/Expansion

Discontinuance/consolidation

Contract Program

Other

Dean’s signature on file  9/28/09

College Dean (Institution)  Date

VP Research & Graduate Studies  Date

Chief Fiscal Officer (Institution)  Date

State Administrator, SDPTE  Date

Chief Academic Officer (Institution)  Date

Chief Academic Officer, OSBE  Date

President  Date

SBOE/OSBE Approval  Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Greek Minor needs to be discontinued since there is no longer any instruction in the Greek language. It will be partly replaced by a revised Classical Studies minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   N/A

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   No similar programs exist within the state of Idaho.

   Enrollment and Graduates (i.e., number of majors or other relevant data)
   By Institution for the Proposed Program
   Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
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<tr>
<td>BSU</td>
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<td>CSI</td>
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<td>EITC</td>
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<td>UI</td>
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</table>
Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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</thead>
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<tr>
<td>BSU</td>
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<td>CSI</td>
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<tr>
<td>UI</td>
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</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

The Greek minor is being eliminated to make way for a new restructured Classics minor which will better serve student demand. This is consistent with the mission of the University of Idaho to emphasize areas of liberal arts and social sciences.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes  X  No 

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

This change requires no new resources.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total _____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
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<td>2. Operating</td>
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<tr>
<td>3. Capital Outlay</td>
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<tr>
<td>4. Facilities</td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| **B. Source of Funds**  |          |          |          |            |
| 1. Appropriated-        |          |          |          |            |
| reallocation            |          |          |          |            |
| 2. Appropriated – New   |          |          |          |            |
| 3. Federal              |          |          |          |            |
| 4. Other:               |          |          |          |            |
| **TOTAL:**              |          |          |          |            |

| **B. Nature of Funds**  |          |          |          |            |
| 1. Recurring *          |          |          |          |            |
| 2. Non-recurring **     |          |          |          |            |
| **TOTAL:**              | N/A      | N/A      | N/A      | N/A        |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Letters, Arts and Social Sciences
Name of Department(s) or Area(s): Departments of History/Foreign Languages

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Latin BA (Degree or Certificate)

Proposed Starting Date: Fall 2010

For New Programs: For Other Activity:
Program (i.e., degree) Title & CIP 2000

Dean’s signature on file 9/28/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Foreign Language, Latin option BA, along with the Latin minor, Greek minor and Foreign Language Classical Studies option BA are being eliminated to make way for a new, restructured Classics minor which will better serve student demand.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   N/A

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
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<td>CSI</td>
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<td>EITC</td>
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<tr>
<td>ISU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
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<td>NIC</td>
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<tr>
<td>UI</td>
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</table>
### Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<td>UI</td>
<td>BA and minor</td>
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</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

   The Foreign Language Latin option BA is being eliminated to make way for a new restructured Classics minor which will better serve student demand. This is consistent with the mission of the University of Idaho to emphasize areas of liberal arts and social sciences.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes X No ____

   If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

This change requires no new resources.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>1. Personnel</td>
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<tr>
<td>2. Operating</td>
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<td>3. Capital Outlay</td>
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<tr>
<td>4. Facilities</td>
<td></td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
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</tbody>
</table>

| **B. Source of Funds**  | N/A      | N/A      | N/A      | N/A   |
| 1. Appropriated-        |          |          |          |       |
| reallocation            |          |          |          |       |
| 2. Appropriated – New   |          |          |          |       |
| 3. Federal              |          |          |          |       |
| 4. Other:               |          |          |          |       |
| **TOTAL:**              |          |          |          |       |

| **B. Nature of Funds**  | N/A      | N/A      | N/A      | N/A   |
| 1. Recurring *          |          |          |          |       |
| 2. Non-recurring **     |          |          |          |       |
| **TOTAL:**              | N/A      | N/A      | N/A      | N/A   |

* Recurring is defined as ongoing operating budget for the program, which will become part of the base. ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: College of Letters, Arts and Social Sciences

Name of Department(s) or Area(s): Departments of History/Foreign Languages

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit leading to:

Minor in Latin

(Degree or Certificate)

Proposed Starting Date: Fall 2010

For New Programs: For Other Activity:

Program (i.e., degree) Title & CIP 2000

Program Component (minor/ emphasis)

Off-Campus Activity/Resident Center

Instructional/Research Unit

Addition/Expansion

X Discontinuance/consolidation

Contract Program

Other

Dean’s signature on file  9/28/09

College Dean (Institution) Date

VP Research & Graduate Studies Date

Chief Fiscal Officer (Institution) Date

State Administrator, SDPTE Date

Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The Latin minor, along with the current Foreign Language Latin option BA, Greek minor and Classical Studies BA, are being eliminated to make way for a new restructured Classics minor which will better serve student demand.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

N/A

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

N/A

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
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<tbody>
<tr>
<td></td>
<td>Current</td>
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</tr>
<tr>
<td>BSU</td>
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<td>LCSC</td>
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Degrees offered by school/college or program(s) within disciplinary area under review

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<tr>
<td>BSU</td>
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<td>UI</td>
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</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The Latin minor is being eliminated to make way for a new restructured Classics minor which will better serve student demand. This is consistent with the mission of the University of Idaho to emphasize areas of liberal arts and social sciences.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes  X  No  

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

**This change requires no new resources.**

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
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<td>2. Operating</td>
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| B. Source of Funds      |         |         |         |         |
| 1. Appropriated-        |         |         |         |         |
| reallocation            |         |         |         |         |
| 2. Appropriated – New   |         |         |         |         |
| 3. Federal              |         |         |         |         |
| 4. Other:               |         |         |         |         |
| **TOTAL:**              |         |         |         |         |

| **B. Nature of Funds**  |         |         |         |         |
| 1. Recurring *          |         |         |         |         |
| 2. Non-recurring **     |         |         |         |         |
| **TOTAL:**              | N/A     | N/A     | N/A     | N/A     |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Letters, Arts and Social Sciences
Name of Department(s) or Area(s): Departments of History/Foreign Languages

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

BA in Classical Studies

(Degree or Certificate)

Proposed Starting Date: Fall 2010

For New Programs:

For Other Activity:

Program (i.e., degree) Title & CIP 2000

Program Component (minor/ emphasis)
Off-Campus Activity/Resident Center
Instructional/Research Unit
Addition/Expansion
X Discontinuance/consolidation
Contract Program
Other

Dean’s signature on file 9/28/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Foreign Language Classical Studies option BA is being eliminated along with the Foreign Language Latin BA option and the Latin and Greek minors, to make way for a reorganized Classics minor which will better serve student demand.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   N/A

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   N/A

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
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<td>BSU</td>
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</table>
### Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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</thead>
<tbody>
<tr>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

   The Foreign Language in Classical Studies option BA is being eliminated to make way for a new restructured Classic minor which will better serve student demand. This is consistent with the mission of the University of Idaho to emphasize areas of liberal arts and social sciences.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes X  No ____

   If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>Total</th>
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<td><strong>A. Expenditures</strong></td>
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<td>1. Personnel</td>
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* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

This change requires no new resources.