PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]

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A. INTRODUCTION. In order to carry out its functions and to serve most effectively its students and the public, the university recognizes the ranks and responsibilities set forth in this policy. An individual faculty member’s specific rank and responsibilities are set forth in the faculty member’s position description pursuant to FSH 3050. Each unit shall develop criteria for annual evaluation, promotion and/or tenure review of its faculty that are consistent with this policy and with other FSH provisions.

B. RESPONSIBILITY AREAS: The four general areas of faculty responsibility are defined in this section. Each unit and college shall adopt criteria for tenure and promotion that are consistent with these areas of responsibility in relation to their specific unit’s criteria. Because of the unique context and roles of extension faculty, additional information regarding the responsibilities of such faculty may be found in FSH 1566. Each faculty member shall have a position description consistent with FSH 3050 detailing the faculty member’s specific responsibilities.
B-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. Teaching Generally. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty. Evidence of effective teaching may include but is not limited to Student Evaluations of Teaching, peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads.

b. Advising and/or Mentoring Students Generally. Student advising includes but is not limited to: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member’s capacity to advise. Evidence of effective advising includes but is not limited to: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees’ evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

B-2. SCHOLARSHIP AND CREATIVE ACTIVITIES. Scholarship is creative intellectual work that is communicated and validated. Scholarship and creative activities must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university.

The role of a faculty member at the University of Idaho with responsibility for scholarship and creative activity 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. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is appropriate if it is validated and disseminated.

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. Evidence of scholarship in the area of teaching and learning is based primarily on evaluation by the faculty member’s peers both at the University and at other institutions of higher learning.

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. Evidence of scholarship in the area of artistic creativity is based primarily 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
c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. Evidence of scholarship in this area may include, but is not limited to: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member’s work by other professionals in the field; published reviews and commentary about a faculty member’s work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/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 wellbeing, 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.

B-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI’s Moscow campus and from each of the University’s physical locations around the state. Outreach activities are primarily directed at constituencies outside the university.

a. Outreach Generally. Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1566); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities.

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

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

**a. Service to the University** Generally, service to the university 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 must be a part of both the position description and annual performance review. Within the university, service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Service can include engagement in advancement activities, admissions activities, 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 service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

**b. Librarians and Service.** Librarians provide specialized service to the university by ensuring that the library’s collections and services support the teaching and research mission of the institution. Librarians provide specialized bibliographic research assistance to faculty and students.

**c. Administration:**

(1) **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. 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.

(2) **Program Administration.** Effective conduct of university programs requires administrative activities that support the university’s mission. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.
(3) **Library Administration.** Library Administration may include specialized public service or technical service responsibilities, 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; or effective supervision of an administrative unit.

(4) **Evidence of Effective Administration.** Demonstration of effective administration, may be documented by a variety of means. Examples include, but are not limited to: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management; (4) peer evaluation of librarianship. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership.

C. **UNIVERSITY FACULTY RANKS.** All faculty at the University of Idaho shall hold one of the following ranks. Because of the unique context and roles of extension faculty, qualifications and additional classifications for such faculty can be found in FSH 1566.

**C-1. PROFEssOR.** Professors shall have responsibilities in the four areas of faculty responsibility defined in B-1 through B-4 above. 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 missions of their respective discipline as defined in the unit’s promotion and tenure criteria. All professors must have some university leadership and service responsibility.

a. **Assistant Professor.** Appointment to this rank requires a terminal degree or professional experience that demonstrates equivalence to a terminal degree. Persons in the final stages of completing doctoral dissertations may be appointed as assistant professors. Potential for success in each area of responsibility in the faculty member’s position description is a prerequisite to appointment to the rank of assistant professor.

b. **Associate Professor.** Appointment or promotion to this rank requires the doctorate or appropriate terminal degree professional experience that demonstrates equivalence to a terminal degree. Associate professors must have fulfilled the requirements and expectations of their position description(s).

c. **Professor.** Appointment or promotion to this rank requires the doctorate or appropriate terminal degree or professional experience that demonstrates equivalence to a terminal degree. A professor should have intellectual and academic maturity in their areas of responsibilities. Professors are expected to play a major role in the development of academic policy and university service and leadership

**C-2. INSTRUCTOR: Instructors only have responsibility for teaching and advising, and university service and leadership not to exceed 10% of their level of effort. Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. The title of Instructor shall not be used in any other university position.**

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 unit administrator.

b. **Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching and/or advising ability. This rank does not lead to promotion to the professorial ranks.
C-3. ADJUNCT FACULTY:

a. General. A person who holds a faculty appointment pursuant to a limited contract of employment at UI of 49% or less is an adjunct faculty member. Adjunct faculty members may hold the titles of Adjunct Instructor, Adjunct Senior Instructor, Adjunct Assistant Professor, Adjunct Associate Professor or Adjunct Professor. The adjunct faculty may include UI staff holding a part-time faculty appointment.

b. Responsibilities/Rights. Members of the adjunct faculty have the same academic freedom as do members of the university faculty. Their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. The responsibilities of adjunct faculty are defined by their contract with UI. The appointment of adjunct faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies. Adjunct faculty do not qualify for the faculty-staff educational privilege.

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member’s responsibility. Units may require the support of a faculty member as a condition of employment.

D. IMPLEMENTATION. This policy shall apply to all faculty whose appointments begin after the effective date of the policy. Faculty appointed prior to the effective date of the policy shall retain the faculty rank of their original appointment (pursuant to former 1565 which is set forth in the appendix included with this policy). A faculty member’s appointment may be converted to a rank authorized by this policy pursuant to the agreement of the faculty member, unit administrator, dean and provost. The agreement shall specify the exact rank, specific criteria and timeline for tenure and/or promotion, if applicable. No faculty member may be required to convert if such requirement is detrimental to the faculty member.