

**2023 – 2024 Faculty Senate – Pending Approval**  
**Meeting # 6**

Approved at Mtg #7  
October 3, 2023

Tuesday, September 26, 2023, 3:30 pm – 5:00 pm  
Zoom only

**Present:** Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mittelstaedt, Murphy, Rode, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, Strickland, McKenna.  
**Absent:** Mischel, Raney, Reynolds

**Guests:** Teresa Amos

**Call to Order:** Chair Gauthier called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #5, September 19, 2023, were approved as distributed.

**Chair's Report:**

- Today's guest is Teresa Amos, Deputy Director, IT Planning and Initiatives. Since COVID, technology and information technology have evolved very quickly and are having more impact on our activities. For example, video conferencing and artificial intelligence (AI) have a greater impact on teaching and learning, as well as on administrative tasks. I think we'll have an interesting discussion after Teresa's presentation on our short-term and long-term goals with technology.
- Last week, we had John Woods at Senate for a very insightful discussion. As we move forward with this affiliation, we see potential and, at the same time, we learn how our respective cultures are different.

**Provost's Report:**

- The possible government shutdown may impact federally funded programs. Please reach out to ORED if you have questions or need assistance.
- President Green would like to see a refocusing on student success initiatives. Several of our standing committees may be suitable, so we'll form a group with members from multiple committees, and Faculty Senate presence. A call for nominations will be sent soon.
- Borah Symposium:
  - Tonight, 7:00pm at the Kenworthy Theater. Film: "Putin's Attack on Ukraine: Documenting War Crimes."
  - Wednesday, September 27, at 7pm, International Ballroom, Plenary Address – Dirk Kempthorne, former Governor of Idaho and former US Secretary of the Interior.
- We will have a monthly gathering for faculty to meet informally across colleges, exchange ideas, build social relations and share intellectual interests. The first meeting will be Thursday, September 28, 4:30pm to 6:30pm in the ICCU Arena club room.
- Monday, October 17, at 7pm: Common Read Lecture. Author Florence Williams will be present.

**Proposed Changes and Additions to the Faculty and Staff Handbook:**

- FSH 1565 Academic Ranks and Responsibilities and FSH 1520 Constitution of the University Faculty  
The Faculty Secretary gave a brief background for this proposal. At the Faculty Senate meeting of April 4, 2023, FAC presented revisions on:
  - FSH 1565 Academic ranks and responsibilities – A-1, cap on instructors, senior instructors and lecturers; and G-1 & G-2, to align with simultaneously revised FSH 1520.
  - FSH 1520 Constitution of the University Faculty Article II Section 1, to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights, and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

Both policies passed Senate on April 4, 2023. FSH 1565 was voted down at the May 2023, UFM, and FSH 1520 was rejected by President Green due to inconsistency with G-1, G-2.

Today, Faculty Senate Leadership is proposing a new motion: to approve the whole package as presented at the 04/04/2023 with the deletion of the changes made to FSH A-1.

#### Discussion:

Some senators detected inconsistency between FSH 1565 G-2 and FSH 1520 II-1: in FSH 1565 G-2, two different kinds of visiting faculty are defined, but not in FSH 1520 II-1. The Secretary disagrees: “*Visiting Faculty*” is defined in FSH 1565 G-2 as visitors who have a home institution to return to, and their voting rights are clearly stated in FSH 1520 II-1. From FSH 1565 G-2, “*a visiting appointee who does not hold a professorial rank elsewhere*” belongs to a different category and “*shall be subject to the requirements for lecturers to qualify for voting rights.*” The voting rights for lecturers and, thus, for “*a visiting appointee who does not hold a professorial rank elsewhere*” are stated in FSH 1520 II-1. A senator suggested including, also in FSH 1520 II-1, the definition of “*a visiting appointee who does not hold a professorial rank elsewhere.*”

After some discussion, Senator Long proposed to amend FSH 1565 G-2 to read: “**G-2. VISITING FACULTY.** *A designation that indicates that the appointee holds a regular teaching or research position at another institution.*” Seconded by Murphy.

Vote to approve the amendment: 22/22 yes, 0/22 no. Motion to amend passes.

Motion to approve the main motion with amendment (Long, Mittelsteadt).

Vote on the amended main motion: 22/22 yes, 0/22 no. Motion passes.

#### **Announcements and Communications:**

- Teresa Amos, Deputy Director, IT Planning and Initiatives
  - APM 30 Series Policies Updates  
In response to a question from Chair Gauthier, Teresa Amos replied that OIT has no near-future plans to major updates on APM.
  - APM 30.16 and Exceptions  
Although the matter with the Senate request to the President to temporarily suspend APM 30.16 is closed, there are still related issues that faculty are asking about. For instance: last year, Vice President Ewart said his team needed six months to go through the transition, after which point the system will work much better. It was requested that we have an update on how things are going? This request would be for the non-average needs involving, in particular, the researchers who are unhappy with APM 30.16, are satisfaction data being collected and tabulated? As a follow-up, the Secretary added that a standard customer satisfaction survey would not address the present question. It is a fact that over 90% of U of I employees are happy with the policies and procedures in APM 30.16. However, it is important to know how the non-standard

needs of faculty are being addressed, and whether the exceptions are being handled successfully and in a timely manner.

Chair Jean-Marc wondered whether a faculty “mediator” might be helpful in the resolution of critical cases, so that the final decision is not just a unilateral one. Teresa Amos will take this idea back to her team.

A Senator expressed concern about the often-lengthy process to access IT help, with no in-person help desk. Students who need to access software for their projects spend excessive time seeking and waiting for help, often for simple questions. The senator wishes there was a way to obtain quick help for simple problems, such as setting up a laptop or accessing software. Their students spend more time trying to access software than using it. Teresa Amos will see about resources to develop a support system for these circumstances.

A senator reported long waiting after submitting a ticket. The senator opined, The OIT centralized model, introduced for the sake of cost saving, seems to impact quality of service. He also stated, It’s hard to understand the responsibility structure and to identify the right person to contact. Teresa Amos will get clarification on tickets and timelines.

- Faculty Data Privacy

Faculty are concerned that applications such as Teams and Duo on private phones give Microsoft access to private data.

Teresa Amos explained that, if one uses Microsoft products (Outlook, Teams, etc..), the data stays within the U of I system. If one deletes the application from their private phone, the data disappears from the phone and stays on the university server. However, if one uses a native email application, the data on their personal cellphone and the university data become mingled, and the person may be at risk for public record request. In summary, if one uses Microsoft applications and signs in with U of I credentials, their data stays within the U of I protected environment.

- University of Phoenix (UOPX) Discussion

Provost Lawrence will address some of the questions submitted by faculty after last week’s John Woods’ presentation.

- If it’s not a merger, what is it?

It is definitely not a merger. It’s an arrangement that leaves both institutions independent and distinct. For example, there will be no combined logo. Our Governing Board created an entity, named “43 Education.” This is a non-profit organization that will purchase the assets of UOPX. 43 Education will have its Board of Directors, to act as UOPX Board of Directors. They will be appointed by our Board of Regents. When the transaction is done, the role of the former owners ends. Affiliation is addressed after all of the above is completed. At this time, the focus is on getting through the transaction.

- Why this affiliation?

It will benefit both institutions. For UOPX, the key element is that they want to become non-profit, which is very difficult to do on their own. The profit that went to their previous owners and the taxes paid as a for-profit will now benefit both institutions and can be invested in programs, students, etc. Also, we can learn from UOPX about online education and strategies to best serve non-traditional learners.

- What's the actual revenue stream we hear about? How does the money actually change hands?  
It will be part of the stipulations in the agreement. Non-profit institutions can give money to each other, like what happens with our Foundation. How revenue stream moves to U of I will be stipulated in the agreement.
- What about potential risks and liabilities?  
The liabilities will belong to 43 Education. The due diligence was extensive and calculated risks that were considered when finalizing the transaction. Provost Lawrence will come back with more information.
- Is it possible that the State will allocate less money to the U of I, because of the new revenue?  
We can't predict what our legislature will do. They reconsider our budgets annually.
- Why U of I and not another, more comparable, institution?  
Our missions align well. As a public and land grant institution, we serve the entire population, which connects with the non-traditional population UOPX is serving. This is a key common point we can capitalize on. We see opportunities to gain from this affiliation. They also see opportunities to learn from us through this affiliation.
- What are the net steps?  
They include approval from accreditors, finalizing transactional details, the 43 Education Board of Directors has to be finalized; the bonding process; the closing process; then we enter a post-closing phase.

Time is coming to an end. On behalf of Vice Chair Haltinner, Chair Gauthier reminded everyone that many faculty have expressed interest in a survey about the degree of approval of the UOPX affiliation. Vice Chair Haltinner invites everyone to think about suitable questions and, generally, the nature of the survey, to be discussed next week.

**Adjournment:**

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Roberson, Long). Meeting adjourned at 4:59pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2023 – 2024 Faculty Senate Agenda

Meeting # 6

Tuesday, September 26, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes
  - Minutes of the 2023-24 Faculty Senate Meeting #5 September 19, 2023 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Proposed Changes and Additions to the Faculty Staff Handbook
  - FSH 1565 Academic Ranks and Responsibilities **Attach. #2** and FSH 1520 Constitution of the University Faculty **Attach. #3**
- VI. Other Announcements and Communications
  - Teresa Amos, Deputy Director, IT Planning and Initiatives
    - APM 30 Series Policies Updates
    - APM 30.16 and Exceptions
    - Faculty Data Privacy
  - University of Phoenix Discussion
  - Survey for Opinions Surrounding University of Phoenix
    - Modality, Scope of Survey & Eligibility
  - Parking Permits Discussion
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #5 (September 19, 2023)
- **Attach. #2** FSH 1565 Academic Ranks and Responsibilities
- **Attach. #3** FSH 1520 Constitution of the University Faculty

**2023 – 2024 Faculty Senate – Pending Approval**

**Meeting # 5**

Tuesday, September 19, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Miller, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Schiele, Schwarzlaender, Shook, Tibbals.

**Absent:** Long (excused), Sammarruca (excused), Strickland, Walsh, Reynolds, McKenna, Mischel.

**Guests:** John Woods

**Call to Order:** Chair Gauthier called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #4, September 12, 2023, were approved as distributed.

**Chair's Report:**

- Today we welcome John Woods, Chief Academic officer and Provost at University of Phoenix. The Faculty Senate is interested in digital learning and innovation at University of Phoenix and academic pathways that can be developed between the two universities. There will be questions after the presentation, and we will schedule more presentations as we move to other topics related to the University of Phoenix.
- Today, we will also discuss boundaries between APM and FSH. This is a global conversation about current and future directions. I hope we will have constructive discussions based on examples of policies where APM and FSH overlap with regard to their impact on faculty – for example, the way APM items related to technology impact education and/or research activities.

**Provost's Report:**

- A follow-up to a question that came up during a recent discussion with Dean Blaine Eckles about the university childcare center and its utilization – 18% by students, 62% by U of I employees, 10% by the community. Graduate students are considered students, not employees.
- U.S. News & World Report released yesterday a number of significant changes on how rankings are determined. It's good news for us: for example, this is the 4<sup>th</sup> year in a row UI is ranked No.1 among public universities in the West for Best Value. All rankings for UI can be viewed at <https://www.usnews.com/best-colleges/university-of-idaho-1626>

**Announcements from Vice Provost Diane Kelly-Riley:**

- We will have a monthly gathering for faculty to meet informally across colleges, exchange ideas, build social relations and share intellectual interests. The first meeting will be Thursday, September 28, 4:30pm to 6:30pm in the ICCU Arena club room. Faculty can bring a guest (must be over 21). These events will continue through the academic year until April, hosted by different colleges. An invite will be sent soon.

**Announcements and Communications:**

- Provost Lawrence introduced John Woods, Chief Academic Officer and Provost, University of Phoenix (UOPX). Provost Woods will give a town hall style presentation followed by Q&A. Provost Woods started with some background about UOPX and its many years of educating adult learners. UOPX has been a pioneer in online education for adults. Since 1978, the university held continuous regional accreditation from the Higher Learning Commission (HLC). UOPX was the first university to offer fully online programs at the associate degree level. Eventually, it moved away from those programs and into a model of partnership with Community Colleges. Currently, UOPX has 80,000 students, following a drop in enrollment due to the refocusing of its mission. Provost Woods described the realignment of strategic directions since 2017. They dropped degrees that did not improve job outcomes and aligned 100% of their curriculums with career-relevant skills, through programs that have above-average career projections. The UOPX assessment system was revised accordingly. They created a career exploration tool through which students can look for jobs that match their skill level. The average student at UOPX is 38 years old, works full time, and supports dependents. The university created a plan to reach out to adults with life challenges, which resulted into a higher retention rate than the one for students who do not seek an accommodation. On the average, the UOPX student has three risk factors that can negatively impact progression, retention and graduation rates. The UOPX graduation rate is higher than the national average for students with one risk factor.  
In summary, UOPX is a different kind of institution, focused on serving underserved student populations. They published papers in peer-reviewed journals on the improvements they made on required UG math courses. They completed several HLC accreditations.

Question from Provost Lawrence: Shared governance is a hallmark of higher education yet institutions all operate differently. Can you comment on how UOPX faculty work together in a shared governance situation?

Provost Woods: Colleges have College Councils, made of faculty who work on curriculum matters and policies about their programs. An Academic Council, comprising faculty and administrators, approves programs and recommendations for our Board, and institution-wide policies. All courses are built with faculty experts, who are current in their fields. There are many opportunities for faculty to be informed and participate, including internal journals and monthly messages. In response to a follow-up comment from Provost Lawrence about the role of governance in the accreditation process, Provost Woods noted that there was never a problem with governance at the accreditation level.

Question from faculty read by Provost Lawrence: How does UOPX use data to improve curriculums and learning outcomes?

Provost Woods: We have program-level learning goals and university-level learning goals, all of which are measured and tracked.

Question from faculty read by Provost Lawrence: Can you comment on the letter written by three U.S. Senators to President Green asking that he reconsiders the plans to acquire UOPX?

Provost Woods: These senators represent a philosophy that would never support for-profit education. The Department of Education has placed rules for the for-profit institutions that should apply to all institutions. The letter is politically motivated and contains allegations with no evidence to support them. With the Federal Trade Commission (FTC) 2019 case, we settled to avoid a long litigation, but made no admissions of wrongdoing. Senators' letter:



<https://www.durbin.senate.gov/newsroom/press-releases/durbin-warren-blumenthal-warn-university-of-idaho-on-the-dangers-of-purchasing-predatory-for-profit-college-university-of-phoenix>

President Green's response: <https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/president/Communications/phoenix-faq/uoph-senator-response.pdf>

Questions from the floor:

A senator asked about possible competition between the two universities in the online space. Provost Woods replied that competition will not be an issue. U of I and UOPX are different institutions with different student populations, focus and mission, and they are not merging. Provost Woods expects more opportunities than challenges, and more options for the students. Provost Lawrence added that this concern can be addressed in more depth in a follow-up conversation where he can show a comparison of programs.

A senator commented that, although the two universities have different student populations, math proficiency may be a common problem. This area may be an opportunity to share ideas and collaborate.

A senator inquired about the ratio of faculty to administrators at UOPX. Provost Woods replied that they have 150 full-time faculty and 2500 non-faculty employees. Many are in student service offices such as financial aid, to address the needs of 80,000 students. The senator wondered whether this model is financially sustainable. Provost Woods reiterated that many of the non-faculty employees are in student-related roles (such as financial aid and academic counseling). For 13 years in a row, they have reduced the number of staff due to declining enrollment. UOPX is financially healthy and always had a surplus. This year, they had revenue in excess of \$160M over expenses. (Comment from Provost Lawrence: there may be some confusion between definitions of staff and administrators.)

A senator inquired whether faculty are given constraints on their course content, and whether UOPX would have to follow the restrictions imposed by Idaho state law, if affiliated with the U of I. John Woods responded that, as a self-funded university, UOPX is not part of the Idaho system and, thus, will not have to follow the same rules.

To reiterate: this transaction is an affiliation, not a merger. There will be opportunities to work together and share best practices as we choose to.

Chair Gauthier thanked John Woods for his visit and for sharing very useful information.

- Open Forum: Separation between APM and FSH – Rationale and process  
There was some discussion about the scope of what we are trying to do. Should we identify specific policies in APM which impact faculty but are nevertheless approved outside faculty jurisdiction? APM 70.02 and APM 50.53-A.1 were mentioned as examples, as well as the phone policy with respect to safety in laboratories. More broadly, it's a global concern about the approval process, and faculty not being involved in making decisions about their work conditions. When Francesca and Diane W. are both back, we hope to have them come and discuss the process and potentials for different ways of doing APM/FSH. At present, knowing what concerns/problems exist is helpful.



Chair Gauthier recalled the request by some faculty at the recent UFM to survey the degree of faculty approval/disapproval of the UOPX affiliation. Some senators emphasized the need for additional clarity on several topics, such as the U of I legal liability on alleged UOPX wrongdoing, if any were proved. Also, we should put our data and those from UOPX side by side and compare them in a meaningful way. Provost Lawrence will respond to these questions next week.

**New Business:**

Vice Chair Haltinner gave a brief update on the status of FSH 1640 committees.

**Adjournment:**

The agenda being completed, Chair Gauthier adjourned the meeting at 5:00 pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition x Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 1565 FACULTY RANKS AND RESPONSIBILITIES**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Alistair Smith, FAC Chair**

**Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty**

**Reviewed by General Counsel:  Yes  No** Name & Date: Kim Rytter, 3/27/23

**Comprehensive review?  Yes  No**

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Changes made to A-1. Introduction to revise cap on instructors, senior instructors, and lecturers, and to G-1. Lecturer and G-2 Visiting Faculty to align with revised FSH 1520.

**2. Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

**3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 1520

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

# FACULTY-STAFF HANDBOOK

## CHAPTER ONE:

### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

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1565

#### ACADEMIC RANKS AND RESPONSIBILITIES

##### CONTENTS:

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

##### A. INTRODUCTION.

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.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's bylaws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty

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/givetooidaho/meetourpeople/universityadvancementvpoffice.aspx>).

**B-2. Cooperative education:** a structured educational strategy that blends classroom studies with learning through

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

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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."<sup>1</sup>

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

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

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

**B-10. Unit Administration:** includes assisting higher administration in the assignment 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.

**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.<sup>7</sup>

**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.<sup>7</sup>

**a. Teaching:** 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

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<sup>1</sup> National Academy of Science

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

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purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office.

**b. Advising:** For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise.

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

**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.

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

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.

**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 textbooks, laboratory manuals, or educational software;

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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.

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.

**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.

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.

**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: 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 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.

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**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, 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 activities will be counted.

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

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

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

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

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. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.



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

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership.

#### D. UNIVERSITY FACULTY (FSH 1520 Article II):

**D-1. INSTRUCTOR:** Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be 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 departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

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

#### D-2. FACULTY:

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared

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responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

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

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

#### D-3. RESEARCH FACULTY:

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

#### D-4. EXTENSION FACULTY:

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

**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.

**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

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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.

**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.

#### 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 or an equivalent terminal degree and relevant experience 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.

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#### 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 measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

**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

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expected to have attended a junior or senior military college and to have made a distinguished record there.

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

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

**f. Appointment:**

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

**2.** The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

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

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

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

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly

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<sup>2</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title.

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

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

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

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

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

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

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see [31604000](#)] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

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

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

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

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

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

#### **E. EMERITUS STATUS. (FSH 1520 II.2)**

**E-1. PURPOSE.** Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

**E-2. ELIGIBILITY.** A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

#### **E-3. APPOINTMENT.**

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.

2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.

3. A list of emeriti is maintained by the Provost's office.

4. Emeriti are responsible for updating contact information with the university.

#### **E-4. PRIVILEGES.**

**a. Access.** Emeriti continue to have access to research, library, and other UI facilities.



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- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.
- c. **Title.** Emeriti may use the title “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.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures.
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually.
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.
- j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.
- k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days’ notice.
- l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

#### E-5. EMPLOYMENT OPPORTUNITIES.

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

**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. AFFILIATE FACULTY:

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

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

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

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 31604000] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

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

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of 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 affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.
3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

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

**f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.
2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.
3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form.

#### F-2. ADJUNCT FACULTY:

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

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

**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.

**d.** Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

**e. Appointment.**

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

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

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

**4.** Appointment information is recorded on the regular "Personnel Action" form.

**5.** The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies.

**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. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure track faculty within the unit.~~

**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

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hold a professorial rank elsewhere ~~may be designated as a lecturer~~ shall be subject to the requirements for lecturers to qualify for voting rights. ~~Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.~~

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

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

**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.]

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

**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.

#### Version History

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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
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**Amended July 2022.** Revised and clarified section C-1.a. to expand and clarify the evidence that may be used in evaluating teaching effectiveness.

**Amended July 2021.** Editorial changes.

**Amended July 2020.** The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

**Amended January 2020.** The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

**Amended 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.

**Amended July 2014.** The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

**Amended January 2014.** The time necessary to qualify for emeritus status was redefined.

**Amended July 2013.** Definitions for research and teaching assistants were more clearly defined.

**Amended 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.

**Amended 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.

**Amended July 2010.** The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

**Amended January 2010.** Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. 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.

**Amended July 2008.** The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

**Amended July 2006.** Substantial revisions were made to Section A.

**Amended July 2001.** Section J-1, voting rights for lecturers, was changed.

**Amended July 2000.** Revisions were made to C-1, D-1, and E-1.

**Amended 1998.** Extensive revisions were made to B (entirely new), C, D, and E.

**Amended July 1998.** Section A underwent additional substantial revision.

**Amended July 1996.** The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

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**Amended July 1994.** Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. 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.

**Amended 1987.** The material in section I was added.

**Adopted 1979.**



## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 1520 CONSTITUTION OF THE UNIVERSITY FACULTY**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Alistair Smith, FAC Chair**

**Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty**

**Reviewed by General Counsel: X**Yes No Name & Date: Kim Rytter, 2/27/23

**Comprehensive review?** Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Article II, Section 1 revised to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights; and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 1565.

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



# UI FACULTY-STAFF HANDBOOK

## CHAPTER ONE:

### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

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1520

#### CONSTITUTION OF THE UNIVERSITY FACULTY

#### **OWNER**

Faculty Secretary

Francesca Sammarucca

[facsec@uidaho.edu](mailto:facsec@uidaho.edu)

**LAST REVISION:** September 2022

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

#### **ARTICLE I--GENERAL PROVISIONS.**

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

**Section 2. President.** The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university.

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**Section 3. Faculty Senate.** This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate.

**Section 4. Constituent Faculties.** The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

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

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

**Clause C. Interim Government.** The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

**Clause D. Matters of Mutual Concern.** The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit.

## ARTICLE II--FACULTY CLASSIFICATIONS.

**Section 1. University Faculty.** The university faculty comprises the president, provost, ~~vice presidents, deans, and all faculty in the following ranks, including those serving in administrative positions:~~ professors;~~;~~ associate professors;~~;~~ assistant professors;~~;~~ senior instructors;~~;~~ instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, ~~or clinical or visiting~~ designations, ~~(e.g., “assistant research professor”,” and “assistant clinical professor”))~~ ~~and “visiting associate professor.”~~); ~~and visiting faculty on full-time appointment who have completed at least two consecutive semesters; and lecturers currently on at least half-time appointment who have served/completed at least four two semesters, whether consecutive or not, on more than half-time appointment within the preceding three years [see 1565 G-1]. See FSH 1565 for definitions of faculty ranks.~~ Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties.

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

### Section 3. Associated Faculties.

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

**Clause B.** Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote,

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they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate.

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

**ARTICLE III--FACULTY MEETINGS.** Meetings of the university faculty may be called at any time, with due notice, by the president. Procedure for meetings of the university faculty is governed by FSH 1540 Standing Rules of the University Faculty.

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

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

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

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

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

**Section 5. Conduct of Students.** The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.]

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

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

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

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

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

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

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

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

#### **ARTICLE V--FACULTY SENATE.**

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

**Section 2. Structure.** The senate is constituted as follows:

##### **Clause A. Elected Members.**

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

**(2) University Centers.** The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college or discipline specific.

**(3) Faculty-at-Large.** Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.<sup>1</sup>

<sup>1</sup> The constitution of the university faculty originally provided that faculty status could be conferred by presidential designation on certain administrative and service officers who did not hold academic rank. When the faculty, on May 13, 1986, amended the constitution by, among other things, deleting that provision, it explicitly granted continuing membership, for the duration of their then current incumbencies, to those officers who on that date were members by virtue of presidential designation. These officers are members of the constituency known as the faculty-at-large.

**(4) Dean.** The academic deans elect one of their number to serve with vote in the senate.

**(5) Staff.** The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate.

**(6) Students.** Two undergraduate students, one graduate student, and one law student serve as voting

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members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.]

**Clause B. Members *Ex Officiis*.** The president or the president's designated representative and the secretary of the faculty are members *ex officio* of the senate, with voice but without vote.

**Section 3. Officers.** Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate.

**Section 4. Terms of Office.** Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3].

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

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

#### **Section 7. Vacancies.**

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

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

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

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alternate in the senate with full vote.

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

**ARTICLE VII--AMENDMENTS.** This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

### **Version History**

**Amended September 2022.** Clerical edit to correct cross-reference.

**Amended July 2022.** University faculty meeting procedure moved from Article III to FSH 1420 Standing Rules of the University Faculty. Outdated information regarding remote participation removed from Article V.

**Amended July 2019.** Language from FSH 1566 was moved to a footnote to Article V, Section 2, and language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.

**Amended July 2015.** Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies.

**Amended July 2014.** Editorial changes.

**Amended July 2013.** The Faculty Senate's membership was increased by one member to represent the Student Bar Association.

**Amended July 2012.** The Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two, and the required annual venue determination removed.

**Amended July 2011.** The clinical faculty rank was added and language with respect to associated faculty voting was clarified.

**Amended July 2009.** The Faculty Council changed its name to Faculty Senate, a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A).

**Amended July 2006.** Editorial changes.

**Amended July 2005.** Editorial changes.

**Amended July 2001.** Editorial changes.

**Amended July 2000.** Editorial changes

**Amended July 1999.** Editorial changes.

**Amended July 1997.** Editorial changes.

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**Amended 1986.** Content of revision unknown.

**Adopted 1968.**