University of Idaho
2019 – 2020 Faculty Senate Agenda
Meeting # 16
Tuesday, January 21, 2020 at 3:30 pm
Paul Joyce Faculty- Staff Lounge & Zoom

I. Call to Order

II. Approval of Minutes (vote)
   • Minutes of the 2019-2020 Faculty Senate Meeting #15 (December 10, 2019)
     Attachment #1

III. Consent Agenda (vote)

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports
   • FSH 3240, 1565, 3120 Attachment #2
     o Alexandra Teague, Faculty Affairs Committee Chair

VII. Other Announcements and Communications
   • R1 initiative and working group Attachment #3
     o Brad Ritts, Assoc. Vice President for Research

VIII. Special Orders

IX. New Business

X. Adjournment

Attachments:

- Attach. #1 Minutes of the 2019-2020 Faculty Senate Meeting #15 (December 10, 2019)
- Attach. #2 FSH3240, 1565, 3120 redline plus cover sheet
- Attach. #3 Power point on R1 Initiative
University of Idaho
2019 – 2020 Faculty Senate – Approved Minutes
Meeting # 16
Tuesday, January 21, 2020 at 3:30 pm
Paul Joyce Faculty- Staff Lounge & Zoom

Present: Bacon, Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wienczek (w/o vote).

Present via Zoom: Kern, McKellar, Tenuto

Absent: Bacon, Hill, Schwarzlaender, Smith A., Smith R.

Guests: 6

Guest Speakers: Alexandra Teague (Chair, Faculty Affairs Committee).
Brad Ritts (Associate Vice President for Research).

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

Approval of Minutes (vote): A motion (Dezzani/Tibbles) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 15 (December 10, 2019) passed unanimously

Consent Agenda: None.

Chair's Report:

• The Chair requested a moment of silence in honor of Pete Isakson, who passed away January 14.
• The new set-up in the room is intended to improve the sound and benefit our off-campus participants. Joana Espinoza, Mary Stout, and Tom English made it possible.
• The Chair welcomed new Faculty Senate members:
  o Jack Hanigan, ASUI (Marketing and Entrepreneurship), replacing Jacob Lockhart
  o Joseph (Joey) Carter, SBA, replacing Sidney Sears
  o Russell Meeuf, Assoc. Professor, Director, Film & Television Studies (back from sabbatical)
• Volunteers are needed to attend RFP presentations for outsourcing, mostly around the middle of February. Russ Meeuf volunteered.
• A reminder that all faculty and staff are invited to provide confidential feedback about the performance of their administrators (provost, vice provosts, deans, chairs, directors, etc.). Feedback will be collected through an online survey. Follow this link to the Survey: Take the Survey
• Pacifica Quartet will perform at 7:30pm, January 23, at the Admin Auditorium, as part of the Auditorium Chamber Music Series. This is a unique opportunity to hear a first-class chamber music ensemble for $25/ticket (or $10 for students).

There were no questions for the Chair.

Provost's Report:
• Our “Benchmark Peer Institutions” were approved by the State Board. The Board appreciated the faculty input and collaboration.

• The Provost thanked Alistair Smith and the members of the Tool Ranking Task Force. Their report has been forwarded to the Deans and the Vice Presidents.

• The Academic Program Prioritization (APP) process is being refreshed in an evolutionary way, building off the 2017 process but addressing concerns raised by faculty and staff. The governance structure is similar to the one we had in 2017, with IPEC as a guiding committee charged by the President and a working taskforce of mainly faculty representatives defining the updated process. With the criteria used in the last evaluation as the starting point, the committee have discussed how to best use those criteria within the President’s guidelines. The APP process will assess cost-effectiveness, consistent with State Board of Education policy, in an explicit manner as a first step. Revenues will be ascribed to academic programs and compared with the costs. Note that tuition revenue allocation is be studied carefully and systematically to assure that both faculty teaching loads (as measured by SCH) and the number of majors within an academic program (as measured by degree conferrals) are both properly recognized. A second level assessment of academic programs will include measures of mission essentiality and opportunity for growth to provide additional evaluation of programs in roughly the lower half of the cost efficiency analysis. Mission essentiality will not require polling or narratives this time but rather will rely on objective measures as defined by a small subcommittee reporting to the APP taskforce. For example, Board mandated state-wide educational programs might be consider more essential or programs offering a large fraction of their teaching as service course may be more essential (e.g. Math and English). Many such objective measures have been proposed and discussed. Those programs identified for closure will have the opportunity to deliver a presentation and answer questions as a final step in the process. The APP will serve as reviewers and make the final recommendations to the President for program closures. The President will consider the proposed list and decide on the closure of programs. There may be an opportunity to appeal to the President to clarify any misunderstandings, again through a presentation and Q&A. We expect implementation to begin in a matter of weeks.

• Discussion:
Clarifications were asked about the meaning of “mission essentiality”. For instance, if a program is the only one in the region, would that be considered “mission essentiality?” Provost Wiencek replied that the subcommittee did consider this particular concept as one of several objective measures. It is premature to announce the final recommended approach since it has not yet been vetted by the APP.

A Senator inquired about the importance of giving fair notice to faculty in those units identified for closure. Provost Wiencek said there will be no public announcement, but that impacted programs will be contacted and communication ensue once the analysis has been completed. Per recommendations from the faculty, only the quintiles will be available, not numerical scores or rank ordering. Senate will be provided with all of the data if it desires it.

A concern was raised that metrics are now very different due to the current focus on undergraduate enrollment, but some programs may have worked hard to adjust to previously adopted metrics, namely terminal degree production. The Provost noted that we have a fiscal reality to deal with and that there is a real need to focus on revenues. The Provost also noted that the current plan emphasized the need to grow enrollment first as part of Waypoint 1 so that we would have the resources to then shift to growing the number of terminal degrees. Unfortunately, this sequencing of activity was not broadly understood and enrollment has not materialized at the level to justify the added expenses. Nevertheless, programs that have made headway with terminal degree
production increases will have the opportunity to make their case and tell “their side of the story” if they progress to the final list of programs being considered for closure.

In response to a question, Provost Wiencek confirmed that the emphasis is on academic programs, whereas the last time the process was at the department level. The discussion moved to junior faculty members, especially those in the midst of the promotion and tenure process, and the potential impact on them. The Provost emphasized that, although no promises can be made about the impact on junior faculty, the promotion and tenure process is separate from our current financial situation and the evaluation of individuals for promotion will be based on their performance as is usual practice. These are two separate processes and finances will not influence the P&T evaluation process.

In response to the observation that, particularly for STEM disciplines, mentoring of graduate students is part of a faculty’s professional evaluation, the Provost noted that there is no “push” to reduce or slow down graduate student mentoring in favor of simply growing undergraduate enrollment. We have a mix of mission-driven criteria and financially driven criteria. Ultimately, decisions must be strategic but also informed by financial reality. If a program is “bleeding money” and does not have other compelling contributions or opportunity to grow, then it is something we need to stop doing so that we can do the other essential aspects of our mission.

Committee Reports: Faculty Affairs Committee report by Alexandra Teague, Committee Chair.

- Chair Teague gave an overview of and motivations for the proposed policy revisions on FSH 3240, 1565, and 3120. The committee felt that office hours should be defined as regularly scheduled synchronous communication, which the students are informed about. Some aspects of the revised sections were last updated in 1979. They contained outdated language and had no flexibility to incorporate online office hours.

- Discussion:
The synchronous contact being built in the new policy through online office hours was seen positively by some Senators. In response to a question, Chair Teague said that the proposed revisions are also meant to address the issue of enhanced security for the instructor, which was the original motivation for revising the policy. The way the policy revisions are stated, an instructor can opt out of in-person contact hours as a matter of personal safety. As for the requirement that contact hours be posted on the instructor’s door (as opposed to just on the class syllabus), it was noted that an office visitor may come by and learn about the office hours from the posting on the door.

- Hearing no more questions, Chair Grieb called for a vote on FSH 3240, 1565, and 3120 Taken as a packet. The seconded motion from the Faculty Affairs Committee carried unanimously.

Other Announcements and Communications: Report on newly formed Research Working Group, by Brad Ritts, Associate Vice President for Research.

- Brad Ritts proceeded to introduce a U of I internal study of Carnegie classification, starting with a classification description. He then presented both 2015 Carnegie classification and 2018 changes to it, as well as R1 and R2 total expenditures and total number of research Ph.D.’s produced. The conclusion from this analysis is that low Ph.D. degree production is our major obstacle to R1 classification. However, using the 2018 classification values places U of I at R2
The Research Working Group will explore alternative paths to R1. The group will meet on January 28 to begin sharing information and discuss goals moving forward. Those goals may include: develop a better understanding of the Carnegie classification system; understand how U of I metrics can apply to Carnegie classification; look into alternative pathways to R1 for U of I.

- **Discussion:**

  A Senator observed that a growing number of post-doc and research fellows may have a negative impact on graduate students. On the other hand, Vice President Ritts observed, another possible metric employed by some schools is the number of research staff with doctoral degrees who are not faculty.

  Some Senators emphasized the importance of Teaching Assistant (TA) support for our graduate students to develop important teaching experience. We at U of I face obstacles that R1 institutions do not have to face. TA and computing support/resources were mentioned, as well as diminishing library resources (see recent discontinuation of Elsevier journals). Part of our obstacle is lack of resources. The importance of teaching experience for graduate students and their future careers was reiterated.

  Of course, a Senator argued, we should do the best we can with the resources that we do have. For instance, updating and improving our websites is cheap and will help attract graduate students.

  A Senator cautioned against the notion that the number of faculty may need to be downsized because we face decline in undergraduate enrollment. This would have negative effects.

  It was brought up that many factors play a role in a graduate student’s decision to come to U of I or any other school. These may include: course offerings, availability of funds to send graduate students to professional meetings, vicinity to large urbanized centers, and more. Such personalized concerns should be taken into consideration by the Research Working Group, as our problems may be much deeper than they appear from the statistics shown on the slides. Vice President Ritts said that the committee will consider all facts broadly before recommending a plan.

**Special Orders:** None

**New Business:** None.

**Adjournment:** A motion to adjourn (Lee-Painter/Fairley) passed unanimously. The meeting was adjourned at 4:55pm.

Respectfully Submitted,

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

2019 – 2020 Faculty Senate – Pending Approval

Meeting # 15

Tuesday, December 10, 2019 at 3:30 pm
Paul Joyce Faculty- Staff Lounge & Zoom

Present: Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Lockhart, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, A. Smith, R. Smith, Tibbals, Lawrence (proxy for Wiencek, w/o vote).
Present via Zoom: Kern, McKellar, Tenuto, Sears.
Absent: Bacon, Schwarzlaender, Wiencek.
Guests: 8.
Guest Speakers: Alistair Smith (Chair, Tools Ranking Task Force).
Brian Foisy (Vice President, Finance and Administration).

Call to Order: Chair Grieb called the meeting to order at 3:31 pm.

Approval of Minutes (vote): A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 14 (December 3, 2019) passed unanimously (Lee-Painter/Tibbals).

Consent Agenda:
The List of Approved Sabbaticals for next year was approved unanimously.

Chair’s Report:
• A member of the Vandal community, Kathleen Zillinger, passed away unexpectedly on Sunday, December 1st. She worked in a number of roles across campus over the last 12 years. A moment of silence was observed in memoriam.

• Thanks were extended to Sidney Sears (SBA representative) and Aaron Schab (CLASS) for their service to Faculty Senate this semester. Senate looks forward to working with the new College of Law student representative as appointed by SBA and Russell Meeuf from CLASS as he returns from sabbatical.

• One more reminder that Commencement is this Saturday at 12:30 in the Kibbie Dome (line up at 11:30). Senators were asked to forward Chair Grieb’s email reminder to faculty in their respective colleges.

• Online Educational Resources (OER) update. In October the SBOE mandated that institutions of higher education develop and/or adopt OER for common-indexed courses. This will be discussed at UCGE this week. The Senate Leadership teams from higher education institutions in the state are planning to meet next semester, late January or early February, to discuss this matter and other topics of common interest. Faculty Senate will discuss this issue further in the Spring. There were some questions about where to find more information. See SBOE website at https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-u-textbook-and-instructional-material-affordability/
It is not clear at this point whether the mandate concerns only lower-level courses or might extend beyond those. While we all share concerns about the cost of textbooks, academic freedom and the instructor’s ownership of the curriculum are very important and we will continue to discuss these matters. There are plans to invite Faculty Senate Leaders from 4-year and 2-year institutions to meet with Senate Leadership in the Spring.

- Central End User Technology Procurement (CTP) project update. Thanks were extended to the IT Committee. They are meeting with ITS to continue discussions on the CTP roll out and methods to ensure that costs are minimized while service and selections are maximized going forward.

- “Investiture” (formerly referred to as “Inauguration” for President Green. Scott Green wishes faculty’s feedback. If the ceremony does happen, he wants it to be a “low-pomp” and low-budget event. The timing and the format were discussed. It is debatable whether a time which coincides with the April meeting in Moscow of the SBOE is appropriate, given that the approval for program closures will be given by the SBOE at that same time. Other suggestions included the possibility to make the ceremony coincide with Spring graduation or perhaps other events in early Fall. It was noted that the April time should not be ruled out, as it will send a message of strong leadership in times of hardship.

  Apparently, replacing the formerly used term “inauguration” with “investiture” was intended to convey the impression of a lower-key and less expensive event. Although, a Senator noted, it is possible to get the opposite impression since, historically, “inauguration” has been suggestive of royal coronations and similar ceremonies. The “Annual Vandal Giving Day” was also suggested, and welcomed, as a good opportunity for the event to have the proper optics and theme.

- University Faculty Meeting tomorrow (Wednesday, 12-11-2019) at 2:30 in the International Ballroom, Pitman Center.

Provost’s Report (Delivered by Torrey Lawrence, Vice Provost for Faculty, Proxy for Provost Wiencek):

- Provost Wiencek wishes to apologize for not being present. He is attending a legislative event in Coeur d’Alene.

- Friday, December 13, 7:00 pm: Jazz Choir Holiday Concert. It is fun, festive, and there is no charge.

- This is the time of the year when students can feel stressed. Watch out for and reach out to students who may be in distress.

- One more reminder of the December Commencement, Saturday, December 14. Line-up at 11:30. The procession starts at 12:30. Ali Carr-Chellman will be the commencement speaker.

- Nominations from senate and deans are needed for the committee who evaluates University Distinguished Professor applications. The College of Natural Resources and the College of Engineering have faculty representation. Two deans, from CLASS and Architecture, respectively, will continue to serve on the committee. Two faculty and one dean positions need to be filled. Nominations should be emailed to the Provost by next Friday, if possible. Committee members must, themselves, be tenured faculty with outstanding records in teaching, research, and/or outreach.
Committee Reports: Tools Ranking Task Force (TRT) Update by Alistair Smith (Chair, Tools Ranking Task Force Group).

- The University of Idaho Faculty Senate, in response to fiscal challenges at the university, established the Tools Ranking Taskforce in November 2019. The Task Force was given a mandate to: 1. Create a list of cost reduction strategies; 2. Provide a ranking for the strategies; 3. Present a report to Faculty Senate, Staff Council, and the Institutional Planning and Effectiveness Committee (IPEC). IPEC and the Sustainable Financial Model Working Group (SFMWG) will provide input to the Program Prioritization process. The Tools Ranking Taskforce is comprised of staff, faculty, and administrators from across the University, selected by Faculty Senate, Staff Council, and the University Administration. They were chosen so as to represent multiple colleges, institutional and academic support services, and a wide range of experiences across the institution.

Senator A. Smith reviewed some features of the TRT report (which had been previously emailed to the Senators). Multiple cost-cutting suggestions (some also revenue-generating) were ranked by the TRT. Ranking varies from 0 to 5, 0 being most preferable and 5 not acceptable. An idea which excited the committee was leasing university space to private retailers. This is a form of private partnership (encouraged by Scott Green) which would generate revenue, although not necessarily cut costs. On the TRT report, a lower-pointing arrow indicates a cost-cutting item, whereas an upper-pointing arrow indicates a revenue-generating item. Suggestions about the size of the administration were also included. A popular and well-ranked idea was to pursue a different model for funding of development and advancement persons. In some other universities, they generate their own revenue based on the (interest on the) income they bring in. Instead, we fund them though General Education.

Senator A. Smith observed that some of the proposed ideas were actually incorrect, although passionate. For instance, the perception that General Education funding of athletic spending is in the order of 10-12M is incorrect. A more realistic figure is 4.5M.

With regard to the suggestion on p.9 of the TRT report which includes dismissal of underperforming tenured faculty, it was noted that one must be cautious about mixing dismissal for cause of tenured faculty and cost-cutting strategies. The former is a separate issue and requires an entirely different process. The chair of the TRT stated that the item had been included in the list of suggestions upon request of the dean member of the TRT, and that there are faculty who fail to perform their duties. Secretary Sammarruca reiterated the dismissal for cause should be budget independent.

A Senator suggested that selling the university land near the mall could provide a considerable structural gain (although it was not ranked high by the TRT). It was observed that this strategy, while a good one, would not address the need for recurrent dollars, which is the crucial aspect when major cuts must be met. It was also noted that that land is now used as a dairy facility, which produces milk while, at the same time, being accessible to students as a research facility. It was underlined that this is an advisory report to be taken into consideration along with many other “pieces”. In addition to TRT, the Policy Review Group, IPEC, optional separation and retirement incentive programs, and the deans line-by-line process are going on. Between January and early February, when all information is available, final decisions will be made. A Senator suggested that a representative for each of the above committees should be part of the
executive committee who will make final decisions. Chair Grieb agreed this was a good idea to share with the President.

The discussion moved to the costs of the extensive software the university maintains. The question of how much money is in software was raised. VP Foisy was asked to address the question. The university has recently selected a “profit recovery” company whose sole purpose is to review all vendors’ files and give suggestions on how we can reduce costs in a broad variety of services, from software to office supplies. They are paid only a percentage of what they can save the university, thus the university is in a position of paying less eventually, regardless what we are paying now.

Vice President Dan Ewart was asked to comment and explained that ITS manages about 2M per year in contracts. There could be another 0.5M outside of ITS. We have over 400 applications. Vice President Ewart offered to provide additional information on the scope and magnitude of the ITS activities. It was noted that some of the software we use helps with retention and graduation rate. To the question whether a “software prioritization program” will take place, Dan Ewart noted that a software prioritization process approved by the President is, indeed, already in place.

The questions moved to IPEC and whether an administrative program prioritization process will also take place. Chair Grieb observed that such process is embedded in the four areas overseen by IPEC, since there are administrative components in those areas. The TRT Chair noted that the committee has tried to be as factual as possible. When people talk about reducing the number of executives, often times perceptions and reality are different. As discussed previously by the Senate, looking at different sets of data may lead to different conclusions, depending on how one defines “administration”. A Senator argued that, while it is true that we have more Associate Deans than we used to, they contribute to teaching and/or have active research programs, whereas this is not typically the case for Vice Provosts and Vice Presidents.

To conclude this part of the agenda, Senator A. Smith noted that, at this time, the TRT report is informational (no action is required of the Senators). Again, it will be shared with IPEC and become part of a coherent set of information. The community feedback portal (accessible through the Office of the President website) for providing budget-related suggestions will remain open until January 1, 2020.

Other Announcements and Communications:

- Voluntary Separation Incentive Program and Optional Retirement Incentive Program Update, presented by Brian Foisy (Vice President, Finance and Administration). Shortly prior to the time of this report, 61 applications for VSIP and 93 for ORIP had been received, for a total of 154 people having expressed interest in one of the programs. In the earlier process named VSROP, 157 people took advantage of the incentives. Thus, this time there will be, most likely, a smaller number of faculty actually taking advantage of VSIP and ORIP. The deadline is this Friday, December 13. It is likely that some of the people who have applied are keeping their options open. By next week, letters with offers will go out to those employees. They will then have 45 days to consider and accept (or not) the offer. By federal guidelines, employees older than 40 years of age will have an additional 7 days to consider the offer. This will take us to January-early February, at which time more information on the outcome of these two programs will be available.
Sustainable Financial Model Update, presented by Terry Grieb (Faculty Senate Chair).
Initially, Scott Green had requested a report by January 1, but it became clear than more time was needed. The Working Group will meet through January and continue to share updates with Senate. As we move forward, we need a feedback loop between the model towards which we want to move and the cuts that are being made.

Vice President Foisy added that Scott Green wants to move away from the old incremental budgeting system, where the budget next year consists of this year budget plus any increase which may result, for instance, from new funded initiatives. If there are none of those, next year’s budget is the same as this year’s, regardless increase or decrease in enrollment, more or less research productivity, we just get what we always received. Scott finds this unacceptable and wants a new budget model which accounts for changes in parameters and performance within units. The questions are: what parameters? How to evaluate variations in performance?

Special Orders:

• Faculty Senate Overview, presented by Terry Grieb (Faculty Senate Chair).
The next Senate meeting will be on Tuesday January 21, 2020.
Chair Grieb thanked every member of FSL, members of the various budget-related committees, speakers, and guests. He reviewed some of the major business conducted by the Senate this Fall semester, including: the OEA policy, the new P&T policy, the UI Solar Initiative, and Peer and Benchmarking Institutions. The latter is especially important with regard to the SBOE having the proper perception of who we are as an institution. All of the above activities demonstrated good communication and shared governance. The interaction between ITS and the IT committee has improved, which rendered the committee more functional.

Naturally, Senators spent considerable time talking about the budget challenges. We have a good dialogue ongoing with the administration.

Following a comment from a Senator, the discussion moved on to diversity efforts. In particular, the importance of a resolution from Senate of our commitment to diversity and inclusion was reiterated. In fact, earlier in the day, FSL and Staff Council met with representatives/leaders of the Office of Equity and Diversity, CAMP, the Office of Multicultural Affairs, the LBGTQA Office, the Women’s Center, and UBUNTU. We need to connect with University Communication and Marketing to best address challenges faced by diversity and inclusion initiatives. These conversations will continue in the Spring and will also be coordinated with the Ombud’s Office. Vice-Chair Kirchmeier noted that such a resolution is in the plans for the near future. It took a long time to gather everyone together.

• Peaceful Holidays to everyone!

New Business: There were none.

Adjournment: A motion to adjourn (A. Smith/Dezzani) passed unanimously. The meeting was adjourned at 5:03 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 www.uidaho.edu/governance/policy.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to uofi-policy@uidaho.edu.

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Chapter & Title: Sections 3240 Hours of Operation and Rest Periods; 1565 Academic Ranks and Responsibilities; 3120 Faculty Obligations During Period of Appointment

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

*Note: If revision or deletion, request original document from uofi-policy@uidaho.edu. All changes must be made using “track changes.”

Originator (see FSH 1460 C) Alexandra Teague, Chair, Faculty Affairs Committee

415-702-7104 / ateague@uidaho.edu / 9 December 2019

Policy Sponsor, if different from Originator

Name ___________________________ Date ___________________________

Reviewed by General Counsel

☐ Yes ☐ No Name & Date: ____________________________________________

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

Earlier this semester, FAC member Crystal Kolden brought to our attention concerns in her department about the expectation that office hours be held only in person—given the existence of videoconferencing, and also potential issues of being in an office rather than a more public or otherwise safer place if a student is likely to be hostile.

When FAC began to review the current language in 3240, we realized that not only did it fail to reflect the reality of contemporary office hours (e.g. that distance faculty hold only online hours), but that the description of office hours belonged with faculty responsibilities in Teaching and Advising in 1565-C, rather than with overall hours of operation for the university.

We moved the office hour section to 1565-C, and made changes to the language to preserve what we saw as the intent of office hours—opportunities for regularly scheduled, synchronous communication between faculty and students—with more flexible approaches to providing that opportunity.

We further found that the Hours of Operation in 3240 included some outdated material (e.g. the Motor Pool), as well as inaccurate information about hours, which prompted a revision of 3240.

Finally, 3240 Section A: Faculty Workloads, which was already cross-referenced with 3120 B, belonged in that section, where we have moved it, which necessitated some renumbering within that section.

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

none; the new location of the office hours information and clarified expectations should just be made clear to faculty and supervisors

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

If not a minor amendment forward to: ___________________________________________

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CHAPTER THREE: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

PREAMBLE: This section was original to the 1979 Handbook and has had only minor editorial changes and had only minor changes until 2019, when it was substantially revised. Policy on office hours was moved to FSH 1565, policy on faculty workloads was moved to FSH 3120, and policy in FSH 3240 on hours of operation was updated. Further information may be obtained from the Provost’s Office (208-885-6448), the Office of the Faculty Secretary (208-885-6444), and the offices of the vice presidents.

A. FACULTY WORKLOADS. Assignments of duties to academic personnel are made by college deans [1420 D] and departmental administrators [1420 E] in such a way that the schedule of course offerings will permit each student to complete his or her curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. [For a general statement of the service obligations of faculty members, see 3120 B.]

B. DUTY AND OFFICE HOURS.

B-1. General Policy. Instructional personnel are responsible for being available to students by appointment and at an appropriate number of office hours each week; schedules are to be posted near each faculty member’s office door. Departmental administrators, college deans, and other administrative officers are responsible for overseeing the work schedules of the personnel under their jurisdiction.

B-2. Major Offices. Major UI offices are open from 8 a.m. to 5 p.m., including the noon hour. The cashier’s window in the Controller’s Office is open from 8:30 a.m. to 4:30 p.m. Departmental offices are normally open from 8 a.m. to noon and from 1 to 5 p.m. Facilities Management, Central Receiving/Stores, and Motor Pool are open from 7 to 11:30 a.m. and from 12:30 to 4 p.m.

B-3. Summer Hours. A. Hours of Operation. During the academic year, the hours of operation for UI offices are 8:00 a.m. to 5:00 p.m. During the summer (beginning on the Monday following spring commencement and until the day before fall semester registration or beginning of fall semester) administrative offices are open from 7:30 a.m. to 11:30 a.m. and from 12:30 to 4 p.m. This special schedule does not affect the academic schedule or the working hours of personnel in Facilities Management, Central Receiving/Stores, or Motor Pool. Some offices may be closed for a lunch hour. [Rev. 1-20]

B-4. Rest Periods. Employees may take a 15-minute rest period during each four-hour period worked, provided the supervisor determines that work conditions permit it. The breaks are to be taken at times approved by supervisors and cannot be accumulated. [NOTE: Expenditure of UI funds to provide refreshments for breaks is not permitted. ] [Ed. 1-20]

C. HOLIDAYS. Holidays recognized by the state of Idaho are listed in 3460 F. [ed. 12-18]
PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-I, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-I, D-I, and E-I in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]

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A. INTRODUCTION. [rev. 7-98]

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

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

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty
to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit’s by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head’s decision to the Faculty Appeals Hearing Board [FSH 3840]. [ed. 1-10, rev. 7-14]

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members’ annual position descriptions (FSH 3050). Each unit will develop criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). [ed. 1-08, 7-10, 7-14]

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

B. DEFINITIONS: [add. 1-10]

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

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

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

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

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

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

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

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

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

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

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

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

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

The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. [add. 1-10]

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

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees’ evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. [add. 7-06, ed. 1-10]
c. Office Hours: To provide students with the opportunity for regularly scheduled, synchronous communication, faculty with teaching duties must offer office hours each week. Faculty may meet with students in person or using technology such as videoconferencing. Schedules are to be posted near each faculty member’s office door and, as appropriate, on the course website. College or unit bylaws may specify a minimum number of office hours.

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

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

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

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

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

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

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

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of
Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member’s work by other professionals in the field; published reviews and commentary about a faculty member’s work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline. [rev. 7-06]

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. [add. 7-06]

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members’ knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people’s lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member’s work. [add. 7-06, rev. 1-10]

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI’s Moscow campus and from each of the University’s physical locations around the state. [add. 1-10]

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member’s position description specifies where his or her outreach activities will be counted. [rev. 1-10]

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

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. [add. 1-10]

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. [add. 7-06, rev. 1-08, ed. 1-10]

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. [rev. 1-10]

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. [rev. 1-10]

b. Administration:

(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. [add. 7-06, rev. 1-10]

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. [add. 7-06, rev. 1-10]

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well
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 [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

D-2. FACULTY:

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

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] [rev. 7-98, 1-10, rev. and ren. 7-00]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by
several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] [rev. 7-98, 1-10, rev. and ren. 7-00]

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. [ed. 7-12]

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. [rev. 7-98]

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master’s degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. [rev. 7-98]

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [rev. 7-98, ed. 1-10]

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. [rev. 7-98, ed. 1-10]

D-5. LIBRARIAN:

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

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

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [ed. 1-10]

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

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

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

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [ed. 1-10]

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: [ed. 1-10]

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

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

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

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

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

f. Appointment:

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

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

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

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

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

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship, outreach, and service. The rank will be held for the remainder of the recipient’s active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least $5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). 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. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
   a. A nominating letter with a brief summary of the candidate’s achievements; [rev. 7-12]
   b. The candidate’s curriculum vitae, including a list of any significant previous awards;
   c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

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

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

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

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean,
subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university’s strategic goals than a tenure-track position. [add. 7-11, ren. 7-14]

E. EMERITI (FSH 1520 II-2)

E-1. ELIGIBILITY. A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement. [ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]

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

E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES. Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

E-3. EMPLOYMENT OPPORTUNITIES. [add. 1-12]

a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university’s interest, exceptions may be made and the full-time employment limitation may be waived by the president. [ed. 1-14]

b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.

c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION. [ren. 7-12]

a. Departmental mailboxes continue to be available to emeriti who reside locally.

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

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

d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. [ed. 7-12]

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

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

g. Departmental postage may be used for professional mail.
h. Offices for emeriti are provided on a space-available basis.

i. One, free non-transferable gold parking permit each year. [rev. 1-08]

j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

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

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

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

n. 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. [add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]

E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. [ed. 1-10, ren. 7-12]

E-6. MAINTENANCE OF TIES WITH EMERITI. The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. [ed. 1-08, 7-09, ren. 7-12]

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

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

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection 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. [ed. 7-00, 1-10, 12-16, rev. 7-10]

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

Section 1565: Academic Ranks and Responsibilities

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

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

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

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

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

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

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

**f. Appointment.**

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

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee’s immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a “Personnel Action” form. [rev. 7-10]
F-2. ADJUNCT FACULTY: [rev. 7-10]

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

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students’ supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

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

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

e. Appointment.

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

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

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

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

5. The appointment of adjunct faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave. [add. 1-10]

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit’s bylaws. The review committee defined by the unit’s bylaws shall include tenure-track faculty within the unit. [rev. 7-01, rev. 7-14]
G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

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

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

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

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

H-2. GRADUATE STUDENT APPOINTEES: 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.] [rev. 7-13, 7-18]

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. [ed. 1-10, 7-18, rev. 7-13]

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. [ed. 1-10, 7-18, rev. 7-13]

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. [add. 7-18]

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.
FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

PREAMBLE: This section describes the various periods of time for which faculty may be appointed and what the service obligations of faculty are during their appointments. It also notes what kinds of teaching services are not covered in the basic appointment. This section combines two sections of the 1979 Handbook, both of which have undergone only editorial changes since their appearance. Unless otherwise noted, the text is as of July 1996. Section C was removed in 2002 with the approval of new language in 3480. Section B-1 was moved from FSH 3240 and former section B-3 removed in 2020. Further information is available from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-02, rev. 1-20.]

CONTENTS:

A. Periods of Appointment
B. Service Obligation

A. PERIODS OF APPOINTMENT. Professional academic personnel are regularly appointed for service either (1) during the academic year (in this context, the "academic year" encompasses the nine full months ending the day after the close of the spring semester) or (2) for the fiscal year beginning on July 1.

B. SERVICE OBLIGATION.

B-1. Service and Faculty Workloads. Assignments of duties to academic personnel are made by college deans ([FSH 1420 D]) and departmental administrators ([FSH 1420 E]) in such a way that the schedule of course offerings will permit each student to complete his or her curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in FSH 3260. [Rev. 1-20]

B-21. Academic-Year Appointments (see FSH 3710 B-1 a). Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). [ed. 1-12]

B-32. Fiscal-Year Appointments (see FSH 3710 B-1 b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year. [ed. 1-12]

B-3. Service. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in 3260.

B-4. Summer Session Appointments.

a. Full-time summer appointments generally call for a basic teaching load of six or seven credits during eight weeks of service. If the basic teaching load is less than six credits or requires less than eight weeks of service, the summer salary may be prorated accordingly. In addition to the basic teaching load of six or seven credits, faculty load may be increased by the assignment of students registered for research and thesis, directed study, etc. Furthermore, faculty members on summer appointment are expected to perform other routine duties, such as student advising and committee work. [See also FSH 3420 E-4.]
b. The selection of faculty members to teach during summer session is based on program needs. In some cases it may be desirable to appoint visiting faculty instead of resident faculty members.

c. Summer appointments are made as soon as practicable following final development of the summer program. This generally means that a faculty member may be approached by the departmental administrator or dean as early as the preceding September to ascertain his or her interest in teaching during the following summer session. The plan for the summer program is generally completed by February 1, and recommendations for summer appointments are normally submitted to the president in March or April.
Proposed Research Expectations for U of Idaho

• Maintain an externally-funded program of research or scholarly productivity consistent with levels of activity in the field at peer R1 research universities (levels of external funding from all sources adequate to support required activity).

• Train, and award degrees to, graduate students at the highest degree levels offered in the department at University of Idaho.
Basic Classification Description

• The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970 to support its research program.


• In the 2018 update, the Doctoral Universities have been reshaped to better accommodate “Doctor's degree – professional practice”.

• The next Carnegie Classification update is 2021. The methodology may or may not remain the same.

http://carnegieclassifications.iu.edu/classification_descriptions/basic.php
Together R1-R3 represented just over 7% of universities in the Carnegie classification.

R1 consisted of the 115 top research universities; R2 was composed of 107 universities; R3 was composed of 112 universities

Two indices of research activity

- **Aggregate**: Science and Engineering (S&E) R&D expenditures; Non-S&E R&D expenditures; S&E research staff (postdoctoral appointees / non-faculty research staff with doctorates); Doctoral conferrals by broad disciplinary area (humanities, social sciences, STEM fields, other fields)
- **Per capita** (by the number of full-time faculty): S&E R&D expenditures; Non-S&E R&D expenditures; S&E research staff
As of 2018 there are only 2 categories for Doctoral Research Universities: R1 and R2. Together R1 and R2 represent 261 universities, less than 5% of universities in the Carnegie classification.

20 research/scholarship doctorates and $5 MM is the cutoff for R1-R. The University of Idaho with ~$110 MM in expenditures is aligned with the upper tier of R2 and the lower tier of R1 schools in expenditures.
R1 & R2 Total Expenditures and Total Research Ph.D.s

- Expenditures and Ph.D. production have major impact
- U of I has adequate expenditures
- U of I has low Ph.D. production

2018 Carnegie Classification Data: http://carnegieclassifications.iu.edu/
ALL R2 Sort on Total Expenditure

- U of I is #11 for total expenditures in R2
- Other R2 schools with high expenditures have high Ph.D. production and higher Per Faculty metrics

2018 Carnegie Classification Data: http://carnegieclassifications.iu.edu/
• U of I is in lower half of R2 institutions for Ph.D. production metrics

2018 Carnegie Classification Data: http://carnegieclassifications.iu.edu/
R1 + Idaho Sort on Total Expenditure

- R1 institutions with similar expenditures are higher on Ph.D. awarding metrics

2018 Carnegie Classification Data: http://carnegieclassifications.iu.edu/
R1 + Idaho Sort on Total Research Ph.D. Production

- U of I has lower Ph.D. production than any R1

2018 Carnegie Classification Data: http://carnegieclassifications.iu.edu/
U of Idaho’s production of research and scholarly Ph.D.s is lower than all R1 universities and lower than most R2 universities; *low Ph.D. degree production is the principle obstacle to R1 classification.*

U of Idaho has relatively high faculty numbers for its level of expenditures and very high faculty numbers for its level of Ph.D. production.

Efforts to gain R1 classification for U of Idaho should focus on:

• increasing Ph.D. production
• increasing research productivity per faculty member (expenditures and Ph.D. production)
• maintaining an adequate level of expenditures.
What if...using 2018 Classification Values

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<tr>
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<th>Engineering R&amp;D Expenditures</th>
<th>Engineering R&amp;D Expenditures</th>
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- Current numbers place UI as R2
- Doubling research expenditures w/o significant increases in students still yields R2
- Minimum expenditures needed with only slight PhD growth is $220MM
- 10% Research expenditure growth coupled with growth in ALL Doctorates will yield R1
Testing Alternative Roadmaps to R1

Reference Case

Wes McClintick, UI Institutional Effectiveness and Accreditation
### Current Doctoral Programs at UI

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## R1/Research Working Group

This working group will examine the University of Idaho’s steps to R1 status under the Carnegie Classification of Institutions of Higher Education. The outcome of this working group will be a report of ideas and actionable tasks that together will outline the best path to resource and implement the process to attain R1 status for the university.

| Chair: Brad Ritts, Associate Vice President, Research |
| Lee Ostrom, Center Executive Officer, Idaho Falls |
| Jerry McMurtry, Dean, College of Graduate Studies |
| Cher Hendricks, Vice Provost, Academic Initiatives |
| Ginger Carney, Dean, College of Science |
| Michael Parrella, Dean, College of Agricultural and Life Sciences |
| Janet Nelson, Vice President, Research |
| P. Michael Davidson, Institute Chancellor's Professor Emeritus, University of Tennessee |
| Amy Lientz, Director, Supply Chain – Energy Industry, Idaho National Laboratory |
| Shirley Luckhart, Faculty, Entomology, Plant Pathology and Nematology |
| Rich Christensen, Director, Nuclear Engineering |
| Diane Kelly-Riley, Associate Dean for Research and Faculty Affairs, College of Letters, Arts and Social Sciences |
| Lisette Waits, Department Head, Fish and Wildlife Sciences |
| Tom Ptak, Faculty, Geography |
| Barrie Robison, Faculty, Biological Sciences |
| Raymond Dixon, Department Chair, Curriculum and Instruction |
| Katherine Himes, Director, McClure Center for Public Policy Research |
| Russell McClanahan, Facility Manager, Integrated Research and Innovation Center |
| Trina Mahoney, Assistant Vice President, University Budget and Planning |
| Connor Hill, Graduate Professional Student Association Chair, Chemical Engineering |
| Jane Lucas, Postdoctoral Associate, Soil and Water Systems |
Desired Outcomes for this meeting:

1. Develop shared understanding of the Carnegie Classification system, how it works, its history, and how it may work going forward
2. Develop shared understanding of U of I characteristics and metrics as they apply to the Carnegie Classification
3. Develop path forward to develop any needed information and begin to develop alternative pathways to reach R1

- Introductions
- Charge from President Green
- Information sharing
- Discussion of level of understanding and information needed
- Discussion of next steps
Proposed Research Expectations for U of Idaho

• Maintain an externally-funded program of research or scholarly productivity consistent with levels of activity in the field at peer R1 research universities (levels of external funding from all sources adequate to support required activity).

• Train, and award degrees to, graduate students at the highest degree levels offered in the department at University of Idaho.

• We need alignment and cooperation between Provost, colleges, faculty to deliver on this goal.