

1 February 9, 2006
2

3 **To:** R. Zemetra, Chair, Faculty Council
4 D. Adams, Faculty Secretary
5

6 **From:** G. Möller, Chair, Faculty Affairs Committee
7

8 **Subject:** Request from Faculty Affairs Committee for review, discussion, and input
9 from Faculty Council on development of amendments FSH 1565 to
10 incorporate teaching load references and revisions regarding scholarship
11
12

13 The Faculty Affairs Committee (FAC) is requesting review, discussion, and input from
14 Faculty Council as we move forward in the development of proposed amendments to
15 FSH 1565 to incorporate teaching load references and revisions regarding scholarship. At
16 this point, members of FAC have invested close to 100 hours over the past 18 months
17 examining key elements of FSH 1565. The motivations and goal for our efforts are listed
18 in the following outline:
19

20 **1565 Change Motivations and Goals**

- 21 1. *Original motivation arose because of problems in university PT reviews*
22 *concerning comparison of teaching loads; need to integrate interdisciplinary*
23 *activities; to update and examine 1565 and the "Version 1.0" integration of the*
24 *Boyer scholarship definitions into FSH*
- 25 2. *Other concerns were to make 1565 consistent with current PDs and Evaluations*
- 26 3. *Make P&T evaluation more consistent*
- 27 4. *Better describe assessment of scholarship*
- 28 5. *Add sections describing advising, extension (outreach), service, administration*
- 29 6. *Improve readability and communication*
- 30 7. *Equity of teaching loads is an issue*
 - 31 a. *Real loads vs. perceived loads; credits hours to be justified in PD*
 - 32 b. *Protection of faculty from unreasonable expectations*
 - 33 c. *Uniform criteria for across campus comparison*
 - 34 d. *Communication of diversity of teaching types and adjustments in PDs*
 - 35 e. *Recruitment and retention*
- 36 8. *Need to differentiate "effective teaching and learning" from "scholarship of*
37 *teaching and learning"*
 - 38 a. *Need to encourage true advances in "scholarship" as well as encourage*
39 *normal activities of effective teaching by good teachers; both are valued*
40 *and important to achieve the University's mission.*
 - 41 b. *"Scholarship in teaching and learning" does not necessarily lead to*
42 *"effective teaching and learning" just as not every experiment in a*
43 *laboratory would have a positive outcome*
- 44 9. *Interdisciplinary activities need FSH validation*
45
46

1 Since FSH 1565 is the faculty “Magna Carta,” we have put in a significant amount of
2 time and careful thought to develop a revisions draft that addresses these motivations and
3 goals. Although every attempt was made to think broadly, FAC membership is not
4 completely representative of the greater faculty community and therefore we are
5 appealing to Faculty Council for their review of the FAC work product thus far.

6
7 We are attaching several supporting documents. They include:

- 8 1) FSH 1565 FAC Revision_020906 (contains 1565A markup and justification
9 comments for each proposed change)
- 10 2) FSH 1565A FAC Revision_020906_edited (incorporates 1565A proposed
11 revisions highlighted for easier reading)
- 12 3) Teaching load graph (data illustrating the challenges faced in interpreting teaching
13 load for P&T candidates at the University level)
- 14 4) FAC Discussion Document 1- 1565A Teaching Load (a menu of options for
15 Faculty Council to consider regarding teaching load)
- 16 5) FAC Discussion Document 2- 1565A Effective Research Program Conduct (a
17 section under study for inclusion into 1565A describing the non-scholarship
18 responsibilities of running an effective research program)

19
20 We have recently completed a comprehensive statistical analysis of cross-campus
21 teaching loads of all faculty by college and we will be forwarding this information and an
22 executive summary in the near future.

23
24 Faculty Affairs Committee members have indicated they will be available to support
25 Faculty Council discussion and questions regarding these proposed changes.

26
27 Please contact me if you require additional information at this time.

28
29 (5 Attachments)

1 **FSH 1565**
2 **(Draft revisions, mark-up version with comments, 2-09-06)**

3 **A. INTRODUCTION.** *[rev. 7-98]*
4

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

10
11 In order to carry out its functions and to serve most effectively its students and the
12 ~~general~~ public, the university supports the diversification of faculty roles. Such
13 diversification ensures an optimal use of the university’s faculty talents and resources.

Comment [GM1]: The over-used term “general public” is unnecessary.

14
15 Diversification is achieved through developing a wide range of faculty position
16 descriptions that allow the faculty to meet the varying responsibilities placed upon the
17 institution, both internally and externally. While the capabilities and interests of the
18 individual faculty members are to be taken into account, it is essential that individual
19 faculty position descriptions are consonant with carrying out the roles and mission of the
20 university, the college, and the department. Annual position descriptions are developed
21 by the department head in consultation with the department faculty and with the
22 incumbent or new faculty member. In each college, all position descriptions are subject to
23 the approval of the dean and must be signed by both department head and faculty
24 member. If the faculty member, department head, and dean are unable to reach agreement
25 on the position description, the faculty member may appeal the department head’s
26 decision to the Faculty Appeals Hearing Board [[3840](#)].
27

28 As indicated in Sections [3320-C](#), [3520-H.2](#), [3560-G.1](#) below, faculty performance
29 evaluations that are used for yearly reviews as well as for promotion, tenure, and post-
30 tenure decisions are to be based on faculty members’ annual position descriptions.

31
32 **A-2.** Effective teaching is the foundation for both the advancement and transmission of
33 knowledge. The educational function of the university requires the appointment of faculty
34 members devoted to effective teaching. Teaching may take many different forms and any
35 instruction must be judged according to its central purposes and the conditions which
36 they impose. ~~Among the criteria for evaluating effective teaching are: self-evaluation, the
37 informed judgment of colleagues, the performance of students, and qualified student
38 opinion.~~

Comment [GM2]: Moved to first sentence of next paragraph and enhanced.

39
40
41
42 **...[Please see accompanying “FAC Discussion Document: Changes to Address
43 Teaching Load in FSH 1565A”]...**
44
45
46

1 Among the methods for evaluating effective teaching are: self-evaluation, the informed
 2 judgment of colleagues, formal internal and external peer review, teaching awards,
 3 student evaluation, and student learning or performance assessments, all of which may be
 4 compiled into a teaching portfolio. More than one kind of evidence of teaching
 5 effectiveness should accompany any performance evaluation. For the purposes of
 6 performance evaluation, a distinction is made between teaching and the scholarship of
 7 teaching and learning (see below in A-3-a). However, the two are closely allied and many
 8 kinds of evidence would be applicable to the evaluation of both (see B below).

Comment [GM3]: This paragraph describes evaluation of effective teaching and initiates the concept of a distinction between “effective teaching” and “scholarship of teaching and learning”. “Scholarship of teaching and learning” does not necessarily have a positive outcome that yields “effective teaching.”

9 **A-3.** Scholarship is creative intellectual work that is communicated and validated. The
 10 creative function of a university requires the appointment of faculty members devoted to
 11 scholarship, an ongoing obligation of all faculty members. Scholarship or scholarly
 12 activity takes diverse forms and is characterized by originality and critical thought.
 13 Scholarship must be validated through internal and external peer review or critique and
 14 disseminated in ways having a significant impact on the university community and/or
 15 publics beyond the university. Active scholarship is an ongoing obligation of all members
 16 of the faculty.

Comment [GM4]: Brought out to the end of the paragraph for emphasis.

Comment [GM5]: Added to emphasize the scholarly role and expectations of faculty.

17 The basic role of a faculty member at the University of Idaho is to demonstrate
 18 continuing sound and effective scholarship in the areas of teaching and learning, artistic
 19 creativity, discovery, and application/integration, and application/engagement. While
 20 these areas may overlap, these distinctions are made for purposes of defining position
 21 descriptions and for developing performance standards. Demonstrated excellence that is
 22 focused in only one of these areas is acceptable if it is validated and judged to be in the
 23 best interests of the institution and the individual faculty member.

Comment [GM6]: Changes added to clarify that integration, often interdisciplinary is a unique form or scholarship; engagement is added because of increasing usage in extension scholarship and because it connotes a more active role for the scholar.

24 a. Scholarship in teaching and learning can involve classroom action
 25 research (site-specific pedagogy), descriptive or qualitative research,
 26 case studies, and other forms of teaching and learning research. It
 27 consists of the development, careful study, and the validated
 28 dissemination-communication of new teaching or curricular
 29 discoveries, observations, applications and integrated knowledge in the
 30 classroom or laboratory; the development of innovative curricula; the
 31 design and/or incorporation of new and effective teaching strategies;
 32 and continued scholarly growth. Evidence that demonstrates this form
 33 of scholarship might include: continuous updating of courses to reflect
 34 current research and progress in the corresponding fields; creative
 35 interdisciplinary approaches to course presentations; publications
 36 and/or professional presentations of a pedagogical nature; publications
 37 of publication of text books, laboratory manuals, or educational
 38 software; supervision of undergraduate and graduate research projects;
 39 effective integration of advancing educational technology into the
 40 classroom or laboratory; participation in; presentation in workshops
 41 related to teaching and learning; development and dissemination of
 42 curricula and other teaching materials; and individual and/or collective
 43 efforts in securing and carrying out education grants; promoting

Comment [A7]: Remove things that are not scholarship but regular effective teaching

Comment [GM8]: This is the “scope” of the Journal of Scholarship of Teaching and Learning.

Comment [GM9]: Validated communication is a standard of scholarship.

Comment [GM10]: This is effective teaching, not teaching and learning scholarship.

Comment [GM11]: This is effective teaching, not teaching and learning scholarship.

Comment [GM12]: Supervising research students is not, in and of itself, scholarship of teaching and learning. Some of this may be validated as effective teaching and/or scholarship of discovery.

Comment [GM13]: Integration of technology into the classroom is effective teaching; advancing educational technology is scholarship.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45

innovations in teaching and learning; engendering in the student a lasting interest in and enthusiasm for learning; and evidence of effective performance by the faculty member's students. [ed. 7-00]

The validation of scholarship in the area of teaching and learning is based in large measure on ~~three components: self evaluation of the faculty member, evaluation by the faculty member's students, and~~ evaluation by the faculty member's peers both at the University of Idaho and at other institutions of higher learning. ~~A faculty member whose scholarship is demonstrated entirely or almost entirely in the area of teaching and learning is strongly encouraged to prepare annually a portfolio reflecting his or her accomplishments. In addition, the informed judgment of colleagues based in part on class visitations forms a part of the annual evaluative process of these individuals, as does qualified student opinion.~~

Comment [A14]: Consistency of evaluation of scholarship; scholarship assessment by peer review.

- b. Scholarship in artistic creativity involves audience 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, or original design.

Comment [A15]: Consistency: A portfolio, in and of itself, does not necessarily demonstrate scholarship. Portfolios should be used to primarily to demonstrate "effective teaching".

Comment [GM16]: Helps differentiate scholarship of art from the philosophy of "art for art's sake." Using "communication" also add consistency over the different forms of scholarship.

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 communication are possible depending on the character of the art form or discipline. Each mode of dissemination communication has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

Comment [GM17]: Changed for consistency in scholarship definitions.

Comment [GM18]: Changed for consistency in scholarship definitions.

Comment [GM19]: Recognizes both individual and collaborative research activity.

- c. Scholarship in discovery involves the generation and interpretation of new knowledge through individual or collaborative research. It may be demonstrated by a combination of: publications in refereed journals; preparation and publication of books, articles and reviews of a scholarly nature; directing productive work by advanced students; include: effective integration of research within and across various disciplines; novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding addressing ongoing problems; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; awards or fellowships; membership on boards and commissions devoted to inquiry; service as editor of professional journals; and scholarly activities that support the mission of university research centers.

Comment [GM20]: Moved below for document consistency and clarity.

Comment [GM21]: This is covered in "scholarship of integration."

Comment [GM22]: An omission!

Comment [GM23]: Analysis and synthesis of new knowledge (raw) to yield new understanding (context, perception, comprehension).

Comment [GM24]: Best to delete since this may be interpreted in the context of an "applied vs basic" bias.

Comment [GM25]: Added to emphasize that both are included in scholarship of discovery.

Comment [GM26]: Acknowledges non-funded research.

Comment [GM27]: Evidence of scholarship mentioned in next paragraph.

Comment [GM28]: Better to categorize as service not scholarship.

1 ~~The validation of scholarship in the area of discovery is based on self-~~
 2 ~~evaluation of the faculty member, evaluation by graduate students, and~~
 3 ~~evaluation by other professionals in the faculty member's discipline or~~
 4 ~~subdiscipline.~~

5 Evidence of ~~effective~~ scholarship in this area ~~includes~~may include:
 6 ~~acceptance of manuscripts for publication of papers in refereed and~~
 7 ~~peer reviewed journals; published books; published law reviews;~~
 8 ~~citation of a faculty member's work by other professionals in the field;~~
 9 ~~published reviews and commentary about a faculty member's work;~~
 10 ~~peer reviews of proposals;~~ invited presentations at professional
 11 meetings; ~~seminar, symposia, and professional meeting papers and~~
 12 ~~presentations;~~ ~~direction and~~ contribution to originality and novelty in
 13 graduate student theses ~~and dissertations;~~ ~~direction and contribution to~~
 14 ~~undergraduate student research;~~ ~~awards, scholarships, or fellowships~~
 15 ~~recognizing an achievement, body of work, or career potential based~~
 16 ~~on prior work;~~ appointment to editorial boards; ~~service on professional~~
 17 ~~committees;~~ and significant ~~scholarly~~ contributions to university
 18 research centers. ~~The validation of scholarship in the area of discovery~~
 19 ~~is based on self-evaluation of the faculty member, evaluation by~~
 20 ~~graduate students, and evaluation by other professionals in the faculty~~
 21 ~~member's discipline or sub-discipline.~~

Comment [GM29]: Moved below for clarity and document consistency.

Comment [GM30]: Included for enhanced completeness.

Comment [GM31]: Needs mentioning; many are refereed; regarded as a lesser form of scholarship than peer reviewed papers but has great value in the community of scholarship.

Comment [GM32]: Acknowledges the direction of and contributions to thesis and dissertation work.

Comment [GM33]: Acknowledges undergraduate research support as scholarly activity.

Comment [GM34]: Acknowledges recognition of scholarship by award.

Comment [GM35]: Moved from above, edited to remove self-evaluation and graduate student evaluation. Review of effective research benefits from self-evaluation and the evaluation of graduate students, but scholarship of discovery is validated in peer review.

23 d. ~~Scholarship in application/integration involves the development and/or~~
 24 ~~communication of new technologies, materials, and methods.~~
 25 Scholarship of integration, often interdisciplinary and at the borders of
 26 converging fields, is the serious, disciplined work that seeks to
 27 synthesize, interpret, contextualize, critically review, and bring new
 28 insights into, the larger intellectual patterns of the original research.
 29 Similar to the scholarship of discovery, the scholarship of integration
 30 can also seek to investigate, consolidate, and synthesize new
 31 knowledge as it integrates the original work into a broader context. It
 32 often, but not necessarily, involves a team or teams of scholars from
 33 different backgrounds working together, and it can often be
 34 characterized by a multidisciplinary or interdisciplinary investigative
 35 approach. The consolidation of knowledge offered by the scholarship
 36 of integration has great value in advancing understanding and isolating
 37 unknowns. Beyond the differences, the scholarship of integration can
 38 include many of the activities of scholarship of discovery and thus
 39 may be rigorously demonstrated and validated in a similar
 40 manner. Scholarship integration. It may be demonstrated by:
 41 application of one's scholarly expertise to serve society through
 42 cooperative relationships with individuals, groups, and agencies;
 43 identification, analysis, and solution of problems of citizens,
 44 businesses, and governmental units; contributions to the economic
 45 development and general well-being of the region and state;
 46 integration of known or new techniques to address ongoing problems;

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46

development of interdisciplinary teams and strategies to deal with current and future problems; professional publications and presentations; adaptation of content and method of extension and educational programs to particular audiences; facilitate the resolution of conflict.

Comment [GM36]: Moved below, edited and enhanced.

The validation of scholarship in the area of application/integration is based on professional peer evaluation and measurement of the effectiveness of contributions to problem identification, analysis, and solution; contributions to the economic and social well-being of citizens; and the impact of program development.

Comment [GM37]: Moved below, edited and enhanced.

e. Scholarship of application and engagement is the reduction to practice of scholarly knowledge to address societal problems, challenges, and understanding. This area of scholarship is a primary activity of outreach and extension, although it is a shared responsibility of all faculty. The acts of application and engagement often follow discovery, however they can and should initiate new discovery. It may be demonstrated by: transfer of new knowledge, new technologies and new integrated understandings into broader societal application; acceptance and adoption of new or modified practice with positive outcomes; licensing and commercialization of new technologies, processes or other intellectual property; and application and engagement of one's scholarly expertise to serve society through cooperative relationships with individuals, groups, and agencies.

Comment [GM38]: Addresses the need for university-wide outreach responsibility.

Comment [GM39]: Incorporates "reduction to practice" into the definition of "scholarship of application." Enhances this area of scholarship to include engagement or seeking out problems of society; this better addresses the vital interactivity of a university with the society it serves. Boyer contends application and engagement can and should lead to discovery.

Comment [GM40]: Incorporates research and technology transfer.

Comment [GM41]: More generic term needed.

Comment [GM42]: Incorporates environmental quality and sustainability as a measurable endpoint of scholarship.

Comment [GM43]: Incorporates stimulation of entrepreneurial activity as a scholarship goal.

Comment [GM44]: Raises the bar of scholarship to focus on "creative" and "novel" solutions, thus differentiating it from the service responsibilities of a PD.

Comment [GM45]: Better to place this in "scholarship of integration."

Comment [GM46]: Added to emphasize "scholarship" validation and communication. This is a uniform qualifier. Not every presentation in extension (outreach) is scholarship but rather a potential demonstration of effective extension (outreach).

Comment [GM47]: Better defines expectations for rigorous demonstration of scholarship in application and engagement.

Comment [GM48]: "Adaptation" is best regarded as effective teaching or effective extension education and not scholarship. Conflict facilitation is not in and of itself, scholarship, however some approaches may result in scholarly activity.

Broadly, the scholarship of application and engagement seeks: to identify, analyze, and solve problems of citizens, communities, businesses, and governmental units; to contribute to the economic development and general well-being of the region and state people; to enhance environmental quality and sustainability; to stimulate entrepreneurial activity; and to creatively apply standard or novel integration of known or new techniques to address emerging or ongoing problems; development of interdisciplinary teams and strategies to deal with current and future problems; Like other forms of scholarship activity, the scholarship of application and engagement involves active communication and validation. The scholarship of application and engagement is rigorously demonstrated by peer reviewed or refereed professional publications and presentations; patents, copyrights and commercial licensing; and adoption or citation of newly developed or derived practices as formal, documented standards of practice in general or specific applications (e.g. best management practices, regulatory rules, codes of practice, standard methods, best available technologies, and others). adaptation of content and method of extension and educational programs to particular audiences; facilitate the resolution of conflict.

The validation of scholarship in the area of application and engagement/integration is based on professional peer evaluation and the concomitant measurement of the effectiveness of contributions to problem identification, analysis, and solution; contributions to the economic and social well being of citizens and communities; enhancement of environmental quality and sustainability; and the impact of program development potential to stimulate new discovery and understanding.

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

1. “Clear goals—Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?”
2. “Adequate preparation—Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?”
3. “Appropriate methods—Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?”
4. “Significant results—Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?”
5. “Effective presentation—Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?”
6. “Reflective critique—Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?”

Comment [GM49]: Assessment of scholarship is the keystone of faculty assessment. Uniform guidance from highly researched and regarded sources such as this is valuable.

Comment [GM50]: If the complete description from Glassick is too much, it may be replaced by: “The six standards are: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.” However, the longer version may be useful to keep here for uniform FSH guidance in P&T reviews.

A-4.A-5. In addition to the aforementioned teaching and scholarly activities, faculty members' general service efforts also contribute to the overall welfare of their departments and the university. Such expected contributions can take the form of informal or formal student advising; service on department and university committees; student recruitment; mentoring newer faculty members; informal presentations of a

1 professional nature to local and regional groups; reviews of manuscripts, books, or
2 professional journal articles; service as an officer of a professional organization, etc.
3 Faculty members are expected to be effective citizens of their administrative units and,
4 where feasible, collaborate with their peers. Advising students, faculty, and/or staff is also
5 an important faculty responsibility and a key function of academic citizenship. Student
6 advising may include: (1) overseeing course selection and scheduling; (2) seeking
7 solutions to conflicts and academic problems; (3) working with students to develop career
8 goals and identify employment opportunities; (4) making students aware of programs and
9 sources for identifying employment opportunities, (5) facilitating undergraduate and
10 graduate student participation in professional activities (e.g. conferences, workshops,
11 demonstrations, applied research); and (6) serving as a faculty advisor to student
12 organizations or clubs. Advising also includes attendance at sessions (e.g. workshops,
13 training courses) sponsored by the University, college, department, or professional
14 organizations to enhance a faculty member's capacity to advise.

15
16 Effective advising performance may be documented by: (1) the evaluation of peers or
17 other professionals in the department or college; (2) undergraduate or graduate student
18 advisees' evaluations; (3) level of activity and accomplishment of the student
19 organization advised; (4) evaluations of persons being mentored by the candidate; (5)
20 number of undergraduate and graduate students guided to completion; and (6) receiving
21 awards for advising, especially those involving peer evaluation.

Comment [GM51]: The important duties and responsibilities of faculty in advising need to be discussed in greater detail. This is a tool for reward and regard of these activities.

22
23
24 **A-6.** Service is an essential component of the University of Idaho mission. Both
25 extramural and University service are the responsibility of faculty members in all units.
26 Service by members of the faculty to the university, state, nation, and world in their
27 special capacities as scholars should be recognized.

28
29 Within the University, service includes participation in department, college, and
30 university committees, and any involvement in aspects of university governance and
31 academic citizenship. University, college, and department, committee leadership roles are
32 seen as more demanding than those of a committee member or just regularly attending
33 faculty meetings. Because faculty members play an important role in the administration
34 of the university and in the formulation of its policies, recognition should therefore be
35 given to faculty members who participate effectively in faculty and university
36 governance.

37
38 Extramural and intramural service can include clinical service, routine support, and
39 application of specialized skills or interpretations, and expert consultancies. The
40 beneficiaries of these forms of service can be colleagues, co-workers, citizens, clients,
41 collaborators, private and public organizations and their representatives, and government.

42
43 Extramural service also includes participation in professional and scientific organizations
44 both as an elected office holder and/or a member; serving as a reviewer or editor for
45 scientific or trade journals; serving as a paid consultant to individuals, businesses,
46 agencies, and non-governmental organizations; representing the University/college or

1 your discipline on governmental, non-governmental or private sector bodies; and/or
2 building collaborative programs locally, regionally, statewide, nationally or
3 internationally.

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

Comment [GM52]: The important duties and responsibilities of faculty in the area of service need to be discussed in greater detail. This is a tool for reward and regard of these activities.

18
19
20 A-7. Extension (Outreach) is an essential component of the University’s land grant
21 mission. Extension includes teaching, training, certification, volunteer development,
22 unpaid consultation, information dissemination to lay and producer audiences, and
23 establishment/maintenance of relationships with private and public industries. Extension
24 faculty may (1) teach non-credit classes, workshops and short courses; (2) recruit, train
25 and supervise paraprofessionals and volunteers; (3) provide unpaid consultation to
26 individuals, businesses, and other professionals; (4) provide information through mass
27 media; (5) provide leadership, facilitation, or subject-matter expertise in community
28 coalitions and faculty teams; (6) develop or adapt extension-education materials; and (7)
29 utilize mass media to transfer technology.

30
31 Documentation of effective extension activities may include a variety of means.
32 Examples include: (1) evaluations by participants in extension outreach activities, (2)
33 numbers and types of audiences impacted as well as measures of significance to the
34 discipline/profession, state, nation, region and/or world; (3) letters from stakeholders in
35 extension projects documenting the project’s usefulness and effectiveness; (4) quality of
36 extension publications and other mass media outlets; and (5) extension awards, especially
37 those involving peer evaluation.

Comment [GM53]: The important duties and responsibilities of faculty in extension and outreach need to be discussed in greater detail. This is a tool for reward and regard of these activities.

38
39
40 **A-8(?)...[Please see accompanying “FAC Discussion Document: FAC Discussion**
41 **Document: Changes to Address Effective Conduct of Research Programs in FSH**
42 **1565A]...**

Comment [GM54]: The important duties and responsibilities of faculty researchers need to be discussed in greater detail. This is a tool for reward and regard of these activities.

1 A-9. Effective administration is essential to the smooth functioning of the University.
2 Administration includes conducting and/or managing any unit, or significant operation
3 within the University. For faculty in academic and extension units, administration is not
4 normally considered in tenure and promotions deliberations. Administration is accounted
5 for insofar as expectations are proportionally adjusted in teaching, scholarship, advising,
6 service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large),
7 administration may be considered in tenure and promotion deliberations. Documentation
8 of effective administration may include evaluations by unit faculty and staff, as well as
9 objective measures of unit performance under the incumbent's leadership.

Comment [GM55]: The important duties and responsibilities of faculty with an administrative load need to be discussed in greater detail. This is a tool for reward and regard of these activities.

10
11
12 A-10. All faculty are encouraged to engage in interdisciplinary and multidisciplinary
13 activities and cooperation as they perform their teaching, scholarship, advising, service,
14 and extension (outreach) responsibilities.

Comment [GM56]: Interdisciplinary activity is an important part of present and future faculty activity yet it sometimes receives less regard and reward. To achieve the University strategic goals, recognition of these activities should be enhanced.

15 ...
16
17

1 **FSH 1565A**2 **(Draft revisions, major areas highlighted, 2-9-06)**3 **A. INTRODUCTION.** *[rev. 7-98]*

4
5 **A-1.** The principal functions of a university are the preservation, advancement, synthesis,
6 application, and transmission of knowledge. Its chief instrument for performing these
7 functions is its faculty, and its success in doing so depends largely on the quality of its
8 faculty. The University of Idaho, therefore, strives to recruit and retain distinguished
9 faculty members with outstanding qualifications.

10
11 In order to carry out its functions and to serve most effectively its students and the public,
12 the university supports the diversification of faculty roles. Such diversification ensures an
13 optimal use of the university's faculty talents and resources.

14
15 Diversification is achieved through developing a wide range of faculty position
16 descriptions that allow the faculty to meet the varying responsibilities placed upon the
17 institution, both internally and externally. While the capabilities and interests of the
18 individual faculty members are to be taken into account, it is essential that individual
19 faculty position descriptions are consonant with carrying out the roles and mission of the
20 university, the college, and the department. Annual position descriptions are developed
21 by the department head in consultation with the department faculty and with the
22 incumbent or new faculty member. In each college, all position descriptions are subject to
23 the approval of the dean and must be signed by both department head and faculty
24 member. If the faculty member, department head, and dean are unable to reach agreement
25 on the position description, the faculty member may appeal the department head's
26 decision to the Faculty Appeals Hearing Board [[3840](#)].

27
28 As indicated in Sections [3320-C](#), [3520-H.2](#), [3560-G.1](#) below, faculty performance
29 evaluations that are used for yearly reviews as well as for promotion, tenure, and post-
30 tenure decisions are to be based on faculty members' annual position descriptions.

31
32 **A-2.** Effective teaching is the foundation for both the advancement and transmission of
33 knowledge. The educational function of the university requires the appointment of faculty
34 members devoted to effective teaching. Teaching may take many different forms and any
35 instruction must be judged according to its central purposes and the conditions which
36 they impose.

37
38 **...[Please see accompanying "FAC Discussion Document: Changes to Address**
39 **Teaching Load in FSH 1565A"]...**

40
41 Among the methods for evaluating effective teaching are: self-evaluation, the informed
42 judgment of colleagues, formal internal and external peer review, teaching awards,
43 student evaluation, and student learning or performance assessments, all of which may be
44 compiled into a teaching portfolio. More than one kind of evidence of teaching
45 effectiveness should accompany any performance evaluation. For the purposes of
46 performance evaluation, a distinction is made between teaching and the scholarship of

1 teaching and learning (see below in A-3-a). However, the two are closely allied and many
2 kinds of evidence would be applicable to the evaluation of both (see B below).

3 **A-3.** Scholarship is creative intellectual work that is communicated and validated. The
4 creative function of a university requires the appointment of faculty members devoted to
5 scholarship. Scholarship or scholarly activity takes diverse forms and is characterized by
6 originality and critical thought. Scholarship must be validated through internal and
7 external peer review or critique and disseminated in ways having a significant impact on
8 the university community and/or publics beyond the university. **Active scholarship is an**
9 **ongoing obligation of all members of the faculty.**

10 The basic role of a faculty member at the University of Idaho is to demonstrate
11 continuing sound and effective scholarship in the areas of teaching and learning, artistic
12 creativity, discovery, **integration, and application/engagement.** While these areas may
13 overlap, these distinctions are made for purposes of defining position descriptions and for
14 developing performance standards. Demonstrated excellence that is focused in only one
15 of these areas is acceptable if it is validated and judged to be in the best interests of the
16 institution and the individual faculty member.

17 **d.** **Scholarship in teaching and learning can involve classroom action**
18 **research (site-specific pedagogy), descriptive or qualitative research,**
19 **case studies, and other forms of teaching and learning research. It**
20 **consists of the development, careful study, and validated**
21 **communication of new teaching or curricular discoveries,**
22 **observations, applications and integrated knowledge and continued**
23 **scholarly growth. Evidence that demonstrates this form of scholarship**
24 **might include: publications and/or professional presentations of a**
25 **pedagogical nature; publication of text books, laboratory manuals, or**
26 **educational software; advancing educational technology; presentation**
27 **in workshops related to teaching and learning; development and**
28 **dissemination of curricula and other teaching materials; and individual**
29 **and/or collective efforts in securing and carrying out education grants.**
30 *[ed. 7-00]*

31
32 The validation of scholarship in the area of teaching and learning is
33 based in large measure on evaluation by the faculty member's peers
34 both at the University and at other institutions of higher learning.

35
36 **e.** Scholarship in artistic creativity involves **audience communication** and
37 may be demonstrated by significant achievement in an art related to a
38 faculty member's work, such as musical composition, artistic
39 performance, creative writing, or original design.

40
41 The validation of scholarship in the area of artistic creativity is based
42 in large part on the impact that the activity has on the discipline and/or
43 related fields as determined by the peer review process. Many modes

1 of communication are possible depending on the character of the art
 2 form or discipline. Each mode of communication has its own form of
 3 peer review that may include academic colleagues, practitioner or
 4 performance colleagues, editorial boards, and exhibition, performance,
 5 or competition juries.

- 6
 7 f. Scholarship in discovery involves the generation and interpretation of
 8 new knowledge through individual or collaborative research. It may
 9 include: novel and innovative discovery; analyzing and synthesizing
 10 new and existing knowledge and/or research to develop new
 11 interpretations and new understanding; research of a basic or applied
 12 nature; individual and collaborative effort in securing and carrying out
 13 grants and research projects; membership on boards and commissions
 14 devoted to inquiry; and scholarly activities that support the mission of
 15 university research centers.

16
 17 Evidence of scholarship in this area may include: publication of papers
 18 in refereed and peer reviewed journals; published books; published
 19 law reviews; citation of a faculty member's work by other
 20 professionals in the field; published reviews and commentary about a
 21 faculty member's work; invited presentations at professional meetings;
 22 seminar, symposia, and professional meeting papers and presentations;
 23 direction and contribution to originality and novelty in graduate
 24 student theses and dissertations; direction and contribution to
 25 undergraduate student research; awards, scholarships, or fellowships
 26 recognizing an achievement, body of work, or career potential based
 27 on prior work; appointment to editorial boards; and significant
 28 scholarly contributions to university research centers. The validation
 29 of scholarship in the area of discovery is based on evaluation by other
 30 professionals in the faculty member's discipline or sub-discipline.

- 31
 32 d. Scholarship of integration, often interdisciplinary and at the borders of
 33 converging fields, is the serious, disciplined work that seeks to
 34 synthesize, interpret, contextualize, critically review, and bring new
 35 insights into, the larger intellectual patterns of the original research.
 36 Similar to the scholarship of discovery, the scholarship of integration
 37 can also seek to investigate, consolidate, and synthesize new
 38 knowledge as it integrates the original work into a broader context. It
 39 often, but not necessarily, involves a team or teams of scholars from
 40 different backgrounds working together, and it can often be
 41 characterized by a multidisciplinary or interdisciplinary investigative
 42 approach. The consolidation of knowledge offered by the scholarship
 43 of integration has great value in advancing understanding and isolating
 44 unknowns. Beyond the differences, the scholarship of integration can
 45 include many of the activities of scholarship of discovery and thus
 46 may be rigorously demonstrated and validated in a similar manner.

1
2
3 e. Scholarship of application and engagement is the reduction to practice
4 of scholarly knowledge to address societal problems, challenges, and
5 understanding. This area of scholarship is a primary activity of
6 outreach and extension, although it is a shared responsibility of all
7 faculty. The acts of application and engagement often follow
8 discovery, however they can and should initiate new discovery. It may
9 be demonstrated by: transfer of new knowledge, new technologies and
10 new integrated understandings into broader societal application;
11 acceptance and adoption of new or modified practice with positive
12 outcomes; licensing and commercialization of new technologies,
13 processes or other intellectual property; and application and
14 engagement of one's scholarly expertise to serve society through
15 cooperative relationships with individuals, groups, and agencies.

16
17 Broadly, the scholarship of application and engagement seeks: to
18 identify, analyze, and solve problems of citizens, communities,
19 businesses, and governmental units; to contribute to the economic
20 development and general well-being of people; to enhance
21 environmental quality and sustainability; to stimulate entrepreneurial
22 activity; and to creatively apply standard or novel techniques to
23 address emerging or ongoing problems. Like other forms of
24 scholarship activity, the scholarship of application and engagement
25 involves active communication and validation. The scholarship of
26 application and engagement is rigorously demonstrated by peer
27 reviewed or refereed professional publications and presentations;
28 patents, copyrights and commercial licensing; and adoption or citation
29 of newly developed or derived practices as formal, documented
30 standards of practice in general or specific applications (e.g. best
31 management practices, regulatory rules, codes of practice, standard
32 methods, best available technologies, and others).

33
34 The validation of scholarship in the area of application and
35 engagement is based on professional peer evaluation and the
36 concomitant measurement of the effectiveness of contributions to
37 problem identification, analysis, and solution; contributions to the
38 economic and social well being of citizens and communities;
39 enhancement of environmental quality and sustainability; and the
40 potential to stimulate new discovery and understanding.

41
42
43 **A-4.** The assessment of scholarship, in self-evaluation and peer-evaluation, is an
44 ongoing expectation for faculty members of the University. Assessment of
45 scholarship within and across disciplinary boundaries requires standards for
46 evaluation that adequately describe the phases of scholarship. In assessment of

1 scholarship, faculty members are encouraged to use the following six standards
 2 (from Glassick, et al. Scholarship Assessed: An Evaluation of the Professoriate
 3 1997):

- 4 7. “Clear goals—Does the scholar state the basic purposes of his or her work
 5 clearly? Does the scholar define objectives that are realistic and achievable? Does
 6 the scholar identify important questions in the field?”
- 7 8. “Adequate preparation—Does the scholar show an understanding of existing
 8 scholarship in the field? Does the scholar bring the necessary skills to his or her
 9 work? Does the scholar bring together the resources necessary to move the project
 10 forward?”
- 11 9. “Appropriate methods—Does the scholar use methods appropriate to the goals?
 12 Does the scholar apply effectively the methods selected? Does the scholar modify
 13 procedures in response to changing circumstances?”
- 14 10. “Significant results—Does the scholar achieve the goals? Does the scholar's work
 15 add consequentially to the field? Does the scholar's work open additional areas for
 16 further exploration?”
- 17 11. “Effective presentation—Does the scholar use a suitable style and effective
 18 organization to present his or her work? Does the scholar use appropriate forums
 19 for communicating work to its intended audiences? Does the scholar present his
 20 or her message with clarity and integrity?”
- 21 12. “Reflective critique—Does the scholar critically evaluate his or her own work?
 22 Does the scholar bring an appropriate breadth of evidence to his or her critique?
 23 Does the scholar use evaluation to improve the quality of future work?”

24
 25 **A-5.** Advising students, faculty, and/or staff is also an important faculty responsibility
 26 and a key function of academic citizenship. Student advising may include: (1) overseeing
 27 course selection and scheduling; (2) seeking solutions to conflicts and academic
 28 problems; (3) working with students to develop career goals and identify employment
 29 opportunities; (4) making students aware of programs and sources for identifying
 30 employment opportunities, (5) facilitating undergraduate and graduate student
 31 participation in professional activities (e.g. conferences, workshops, demonstrations,
 32 applied research); and (6) serving as a faculty advisor to student organizations or clubs.
 33 Advising also includes attendance at sessions (e.g. workshops, training courses)
 34 sponsored by the University, college, department, or professional organizations to
 35 enhance a faculty member’s capacity to advise.

36
 37 Effective advising performance may be documented by: (1) the evaluation of peers or
 38 other professionals in the department or college; (2) undergraduate or graduate student
 39 advisees’ evaluations; (3) level of activity and accomplishment of the student
 40 organization advised; (4) evaluations of persons being mentored by the candidate; (5)
 41 number of undergraduate and graduate students guided to completion; and (6) receiving
 42 awards for advising, especially those involving peer evaluation.
 43
 44

1 **A-6.** Service is an essential component of the University of Idaho mission. Both
2 extramural and University service are the responsibility of faculty members in all units.
3 Service by members of the faculty to the university, state, nation, and world in their
4 special capacities as scholars should be recognized.

5
6 Within the University, service includes participation in department, college, and
7 university committees, and any involvement in aspects of university governance and
8 academic citizenship. University, college, and department, committee leadership roles are
9 seen as more demanding than those of a committee member or just regularly attending
10 faculty meetings. Because faculty members play an important role in the administration
11 of the university and in the formulation of its policies, recognition should therefore be
12 given to faculty members who participate effectively in faculty and university
13 governance.

14
15 Extramural and intramural service can include clinical service, routine support, and
16 application of specialized skills or interpretations, and expert consultancies. The
17 beneficiaries of these forms of service can be colleagues, co-workers, citizens, clients,
18 communities, collaborators, private and public organizations and their representatives,
19 and government.

20
21 Extramural service also includes participation in professional and scientific organizations
22 both as an elected office holder and/or a member; serving as a reviewer or editor for
23 scientific or trade journals; serving as a paid consultant to individuals, businesses,
24 agencies, and non-governmental organizations; representing the University/college or
25 your discipline on governmental, non-governmental or private sector bodies; and/or
26 building collaborative programs locally, regionally, statewide, nationally or
27 internationally.

28
29 Effective performance in University service may be documented by a variety of means.
30 Examples include: (1) letters of support from university clientele to whom your service
31 was provided; (2) serving as a member or chairperson of university, college, or
32 departmental committees; (3) receiving University service awards, especially those
33 involving peer evaluation; and (4) the interdisciplinary nature of service. Effective
34 performance in extramural or intramural service may be documented a variety of means.
35 Examples include: (1) numbers of individuals and types of audiences impacted as well as
36 measures of significance to the discipline/profession, state, nation, region and/or world;
37 (2) letters of commendation from individuals from within organizations to whom your
38 service was provided; (3) service in a leadership role of a professional or scientific
39 organization as an officer or other significant position; (4) professional service oriented
40 projects/outputs; and (5) receiving service awards from external organizations, especially
41 those involving peer evaluation.

42
43
44 **A-7.** Extension (Outreach) is an essential component of the University's land grant
45 mission. Extension includes teaching, training, certification, volunteer development,
46 unpaid consultation, information dissemination to lay and producer audiences, and

1 establishment/maintenance of relationships with private and public industries. Extension
 2 faculty may (1) teach non-credit classes, workshops and short courses; (2) recruit, train
 3 and supervise paraprofessionals and volunteers; (3) provide unpaid consultation to
 4 individuals, businesses, and other professionals; (4) provide information through mass
 5 media; (5) provide leadership, facilitation, or subject-matter expertise in community
 6 coalitions and faculty teams; (6) develop or adapt extension-education materials; and (7)
 7 utilize mass media to transfer technology.

8
 9 Documentation of effective extension activities may include a variety of means.
 10 Examples include: (1) evaluations by participants in extension outreach activities, (2)
 11 numbers and types of audiences impacted as well as measures of significance to the
 12 discipline/profession, state, nation, region and/or world; (3) letters from stakeholders in
 13 extension projects documenting the project's usefulness and effectiveness; (4) quality of
 14 extension publications and other mass media outlets; and (5) extension awards, especially
 15 those involving peer evaluation.

16
 17
 18 **A-8(?)...[Please see accompanying "FAC Discussion Document: FAC Discussion**
 19 **Document: Changes to Address Effective Conduct of Research Programs in FSH**
 20 **1565A]...**

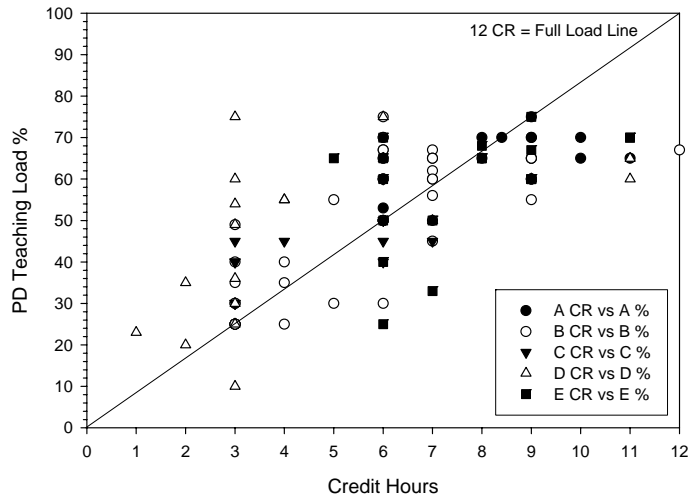
21
 22
 23
 24 **A-9.** Effective administration is essential to the smooth functioning of the University.
 25 Administration includes conducting and/or managing any unit, or significant operation
 26 within the University. For faculty in academic and extension units, administration is not
 27 normally considered in tenure and promotions deliberations. Administration is accounted
 28 for insofar as expectations are proportionally adjusted in teaching, scholarship, advising,
 29 service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large),
 30 administration may be considered in tenure and promotion deliberations. Documentation
 31 of effective administration may include evaluations by unit faculty and staff, as well as
 32 objective measures of unit performance under the incumbent's leadership.

33
 34
 35 **A-10.** All faculty are encouraged to engage in interdisciplinary and multidisciplinary
 36 activities and cooperation as they perform their teaching, scholarship, advising, service,
 37 and extension (outreach) responsibilities.

38
 39 ...
 40

Data extracted from 2005 University Level P&T Candidate Pool

Teaching Load Data: Credit Hours vs. PD%
College/Candidate Variation Seen at University Level P&T Review



A, B, C, D = Colleges
E = Collective category for faculty in 2005 P&T review from colleges with <5 candidates

1 **FAC Discussion Document 1: Changes to Address Teaching Load in FSH 1565A**
 2
 3

4 ***Option 1. Current 1565A with no changes in teaching load description.***
 5

6 **A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The
 7 educational function of the university requires the appointment of faculty members devoted to effective
 8 teaching. Teaching may take many different forms and any instruction must be judged according to its
 9 central purposes and the conditions which they impose. ...
 10

11
 12 ***Option 2. Statement of PD teaching load development responsibility added.***
 13

14 **A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The
 15 educational function of the university requires the appointment of faculty members devoted to effective
 16 teaching. Teaching may take many different forms and any instruction must be judged according to its
 17 central purposes and the conditions which they impose. Individual colleges and units have the
 18 responsibility to determine appropriate teaching loads for faculty position descriptions.
 19
 20

21 ***Option 3. Text added to better link teaching load with level of effort.***
 22

23 **A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The
 24 educational function of the university requires the appointment of faculty members devoted to effective
 25 teaching. Teaching may take many different forms and any instruction must be judged according to its
 26 central purposes and the conditions which they impose. Individual colleges and units have the
 27 responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching
 28 appointments must be reflected by hours and level of effort spent in teaching activity, and justified in
 29 position descriptions.
 30
 31

32 ***Option 4. Text added to define a standard teaching load across the University.***
 33

34 **A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The
 35 educational function of the university requires the appointment of faculty members devoted to effective
 36 teaching. Teaching may take many different forms and any instruction must be judged according to its
 37 central purposes and the conditions which they impose. Individual colleges and units have the
 38 responsibility to determine appropriate teaching loads for faculty position descriptions. However, to
 39 promote equity in the description and comparison of teaching loads across the University for purposes of
 40 evaluation and for tenure and promotion considerations, it is useful to begin with some standard metric
 41 that reflects the most common University practice. While colleges and units may diverge from that
 42 common metric, they need to describe precisely in the position descriptions, evaluations, and promotion
 43 and tenure documentation what percentage of work effort an individual is expected to devote to teaching
 44 and what specific teaching assignments and tasks comprise that work effort. Such descriptions are
 45 especially important whenever an individual's teaching assignment diverges significantly from the most
 46 commonly used University practices. Across the University, a full-time (100%) teaching load is usually
 47 12 credit hours of instruction per semester with fractional appointments as fractions thereof. Teaching
 48 load should be described in job descriptions. Any adjustments to teaching load (e.g. teaching unusually
 49 large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student
 50 mentoring, technology-enhanced teaching, and others) must be documented in the position description.

1
2
3
4
5 Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty
6 position descriptions. However, to promote equity in the description and comparison of teaching loads
7 across the University for purposes of evaluation and for tenure and promotion considerations, it is useful
8 to begin with some standard metric that reflects the most common University practice. While colleges
9 and units may diverge from that common metric, they need to describe precisely in the position
10 descriptions, evaluations, and promotion and tenure documentation what percentage of work effort an
11 individual is expected to devote to teaching and what specific teaching assignments and tasks comprise
12 that work effort. Such descriptions are especially important whenever an individual's teaching
13 assignment diverges significantly from the most commonly used University practices. For the University,
14 a full-time teaching load is standardized at 12 credit hours of instruction, usually comprised of three
15 courses, with fractional assignments as fractions thereof. Each course in a teaching load...

16
17
18
19 ***Option 5. Text added to define a standard teaching load across the University with guidance for***
20 ***weighting level of effort.***

21
22 **A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The
23 educational function of the university requires the appointment of faculty members devoted to effective
24 teaching. Teaching may take many different forms and any instruction must be judged according to its
25 central purposes and the conditions which they impose. Individual colleges and units have the
26 responsibility to determine appropriate teaching loads for faculty position descriptions.

27
28 To support faculty equity in teaching loads and to assist performance, tenure, and promotion reviews, a
29 standard metric, such as a "standardized credit hour" is useful for teaching load comparison. A
30 "standardized credit hour" is a weighted, student credit hour. For the University, a full-time teaching load,
31 beyond the University service required by faculty governance, is 12 "standardized credit hours" of
32 instruction per semester, with fractional assignments as fractions thereof. Many courses across the
33 university have different degrees of teaching difficulty, different contact and support hours, and diverse
34 demands on faculty that are not well represented by student credit hour numbers. Examples of these may
35 be: teaching unusually large classes; team-teaching; teaching assistant support; teaching new courses;
36 scholarship of teaching and learning activity; teaching studios, laboratories, or field courses; graduate
37 student thesis or dissertation courses; independent study courses; technology-enhanced teaching; distance
38 education and others. Thus, each course in a teaching load should be assigned a specific credit-loading
39 weight factor (e.g. 0.2, 0.5, 1.0, 2.0...) in addition to student credit hours, in faculty position descriptions.
40 This multiplier should be the result of analysis and agreement in the development of the annual position
41 description. Guidance for the development of weighting factors is the uniform standard of weekly level-
42 of-effort for one standardized credit hour at approximately 3.5 hours. The standardized teaching load
43 (course student credit hours x weighting factors = standardized credit hours) must be documented with
44 justification in the position description.
45

FAC Discussion Document 2:
Changes to Address Effective Conduct of Research Programs in FSH 1565A

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

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