

ACADEMIC RANKS AND RESPONSIBILITIES

*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 K-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new), C, D, and E, in July 1998. Further, less extensive revisions were made to D-1, E-1, and F-1 in July 2000. Further information may be obtained from the Provost’s Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [rev. 7-98, 7-00, 7-01, 7-06]*

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

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

**A-2.** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes and the conditions which they impose. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06]*

**A-3.** 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. Scholarship or scholarly activity takes diverse forms and is characterized by originality and critical thought. Scholarship must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Active scholarship is an ongoing obligation of all members of the faculty. *[rev. 7-06]*

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

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

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

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

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

**c.** Scholarship in discovery involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or

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applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

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

**e.** Scholarship of 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 occur simultaneously, but may occur independently. Application and engagement often follow discovery, however they can and should initiate new discovery. It may be demonstrated by: transfer of new knowledge, new technologies and new integrated understandings into broader societal application; acceptance and adoption of new or modified practice with positive outcomes; licensing and commercialization of new technologies, processes or other intellectual property; and application and engagement of one's scholarly expertise to serve society through cooperative relationships with individuals, groups, and agencies. *[add. 7-06]*

Broadly, the scholarship of application and engagement seeks: to identify, analyze, and solve problems of citizens, communities, businesses, and governmental units; to contribute to the economic development and general well-being of people; to enhance environmental quality and sustainability; to stimulate entrepreneurial activity; to integrate the arts and social sciences into people's lives, and creatively to apply standard or novel techniques to address emerging or ongoing problems. Like other forms of scholarship activity, the scholarship of application and engagement involves active communication and validation. The scholarship of application and engagement is rigorously demonstrated by peer reviewed or refereed professional publications and presentations; patents, copyrights and commercial licensing; and adoption or citation of newly developed or derived practices as formal, documented standards of practice in general or specific applications (e.g. best management practices, regulatory rules, codes of practice, standard methods, best available technologies, and others) and may also include citation of a faculty member's work; invited seminar, symposium, professional meeting papers and presentations. The validation of scholarship in the area of application is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[add. 7-06]*

**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*

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Professoriate 1997); [add. 7-06]

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?”

**A-5.** Advising students, ~~faculty, and/or staff~~ 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 uUniversity, college, department, or professional organizations to enhance a faculty member's capacity to advise. [add. 7-06, ed. 1-08]

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

**A-6.** Service is an essential component of the University of Idaho mission. Both extramural and university service are the responsibility of faculty members in all units. Service by members of the faculty to the university, state, nation, and world in their special capacities as scholars should be ~~recognized~~ a part of both the job description and annual performance review. [add. 7-06, rev. 1-08]

Within the university, service includes participation in department, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and department, committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the administration of the university and in the formulation of its policies, recognition should therefore be given to faculty members who participate effectively in faculty and university governance. [add. 7-06]

Extramural and 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, co-workers, citizens, clients, collaborators, private and public organizations and their representatives, and government. [add. 7-06]

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

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

**A-7.** Outreach/Extension is an essential component of the University's land grant mission. Outreach/Extension includes teaching, training, certification, volunteer development, unpaid consultation, information dissemination to general public, practitioner, and specialty audiences; establishment/maintenance of relationships with private and public industries, as well as governmental agencies. Outreach/Extension activity may include (1) teaching non-credit classes, workshops and short courses; (2) recruiting, training and supervising paraprofessionals and volunteers; (3) providing unpaid consultation to individuals, businesses, and other professionals; (4) providing information or technology transfer support through mass media; (5) providing leadership, facilitation, or subject-matter expertise in community coalitions and faculty teams; (6) developing or adapting extension-education materials; and (7) publishing in trade magazines.

Effective extension programs result when needs assessment leads to well-planned, carefully implemented, and well-documented efforts. Documentation may include (1) evaluation by participants in extension outreach activities; (2) quantity and quality of extension publications and other mass-media outlets; (3) numbers and types of audiences impacted; (4) evaluation of the program's effects on participants and stakeholders; (5) measures of significance to discipline/profession; and (6) extension awards, particularly those involving peer evaluation. *[add. 7-06]*

**A-8.** 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. *[add. 7-06]*

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. *[add. 7-06]*

**A-9.** Effective administration is essential to the smooth functioning of the University. Administration includes conducting and/or managing any unit, or significant operation within the University. For faculty in academic and extension units, administration is not normally considered in tenure and promotions deliberations. Administration is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship, advising, service, and extension (outreach). For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. Documentation of effective administration may include evaluations by unit faculty and

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staff, as well as objective measures of unit performance under the incumbent's leadership. [add. 7-06]

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

#### ~~**B. PROFESSIONAL PORTFOLIO.** [add. 7-98, renumbered 7-01]~~

~~**B-1.** Evidence of effective teaching and scholarship in the areas of teaching and learning, artistic creativity, discovery, and application/integration are to be provided within the framework of a Professional Portfolio submitted by the faculty member for the third year review and when under consideration for tenure and promotion. The Professional Portfolio should be designed to complement the faculty member's current Curriculum Vitae (maintained in the Faculty Secretary's Office). For evaluative purposes, individual faculty members may also prepare and submit a portfolio on an annual basis. The Professional Portfolio addresses all aspects of an individual faculty member's responsibilities. The preparation of a portfolio encourages one's growth and development in all relevant areas. Through the collection and organization of a variety of materials in combination with self-reflection, one gains an overview of one's responsibilities as a member of the academic community. An individual faculty member understands best what he or she does and the portfolio explains the nature of the faculty member's activities so that others will understand them fully for purposes of assessment. The format and method of presentation of the Professional Portfolio is a matter of faculty choice. When this portfolio is to be included with the files of candidates for tenure and/or promotion, the page limits indicated below should be followed. At the candidate's discretion, a more comprehensive portfolio can be prepared and made available to colleagues in the unit evaluating his/her suitability for tenure and/or promotion. [renumbered 7-00]~~

~~**B-2.** Diversity rather than uniformity is encouraged since the portfolio serves to reflect the academic discipline and position description of each faculty member—the context within which each faculty member does his/her job. The following listing represents the minimal requirements of items that are to be included in a Professional Portfolio. The faculty member may provide additional material that offers further insight into individual responsibilities and accomplishments. (The portfolio is limited to twelve pages.) [ed. and renumbered 7-00]~~

#### ~~**B-3. Professional Portfolio for Tenure and/or Promotion** [renumbered 7-00, 7-01]~~

~~**a.—Context Statement** describing the faculty member's academic unit and his/her scholarly responsibilities:~~

~~**b.—Personal Philosophy Statement** regarding the faculty member's professional activities relevant to his/her position description:~~

~~**c.—Evidence** not included in the Curriculum Vitae (as appropriate to the position description) of the faculty member's productivity, scholarly ability, and student success:~~

~~**d.—Evidence** of professional growth in the faculty member's areas of responsibility:~~

~~**e.—Other supplementary materials** distinct to the individual faculty member:~~

[section B was moved to a new policy FSH 3570]

#### ~~**CB. CRITERIA FOR RANKS OF INSTRUCTOR AND SENIOR INSTRUCTOR.** [renumbered 7-98, 1-08]~~

~~**CB-1.** 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.~~

~~**CB-2.** Extension Faculty with Rank of Instructor. Appointment to this rank requires sound educational background and~~

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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]*

**EB-3.** 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.

**EB-4.** 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.

**EB-5.** Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature. No more than 15 percent of the positions in any department or similar unit may be held by senior instructors; however, each such unit may appoint one person to this rank without regard to this limitation.

#### **DC. CRITERIA FOR THE RANK OF ASSISTANT PROFESSOR.** *[renumbered 7-98, 1-08]*

**DC-1.** 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 application/integration is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate an ability for conducting and directing scholarly activities, and to provide service to the university and/or his or her profession. *[1565 A-2, A-3, A-4] [rev. 7-98, 7-00]*

**DC-2.** Assistant Research Professor. Appointment to this rank requires qualifications, except for teaching effectiveness, that correspond to those for the rank of assistant professor.

**DC-3.** 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]*

**DC-4.** 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

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committee work or equivalent activities.

**DC-5.** 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.

**ED. CRITERIA FOR THE RANK OF ASSOCIATE PROFESSOR.** *[renumbered 7-98, 1-08]*

**ED-1.** Associate Professor.

a. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed 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 application/integration. *[rev. 7-98, rev. and renumbered 7-00]*

b. 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 service to the university and/or his or her profession. [1565 A-2, A-3, A-4] *[rev. 7-98, rev. and renumbered 7-00]*

**ED-2.** Associate Research Professor. Appointment to this rank requires qualifications, except for teaching effectiveness, that correspond to those for the rank of associate professor.

**ED-3.** Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment 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-4.** Librarian with Rank of Associate Professor. Appointment 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.

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**ED-5.** Licensed Psychologist with Rank of Associate Professor. Appointment 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.

**FE. CRITERIA FOR THE RANK OF PROFESSOR.** *[renumbered and retitled 7-98, renumbered 1-08]*

**FE-1.** Professor.

a. Appointment 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 application/ integration. *[rev. 7-98, ed. and renumbered 7-00]*

b. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, through service to the university and/or his or her profession. [1565 A-2, A-3, A-4] *[rev. 7-98, rev. and renumbered 7-00]*

**FE-2.** Research Professor. Appointment to this rank requires qualifications, except for teaching effectiveness, that correspond to those for the rank of professor.

**FE-3.** Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment 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]*

**FE-4.** Librarian with Rank of Professor. Appointment 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.

**FE-5.** Licensed Psychologist with Rank of Professor. Appointment 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

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reasonable personal goal. These activities may occur in a domestic or international context.

#### **GE. OFFICER-EDUCATION FACULTY.** [*renumbered 7-98, 1-08*]

**GE-1. INTRODUCTION.** These qualifications and procedures for appointment of persons to the faculties of the officer education programs were 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.

**GE-2. QUALIFICATIONS.** The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

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

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

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

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

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

#### **GE-3. PROCEDURES.**

**a.** 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.

**b.** 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.

**c.** 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

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appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

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

e. 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.

#### **HC. FACULTY MEMBERS EMERITI. [renumbered 7-98, 1-08]**

**HC-1. ELIGIBILITY.** A member of the university faculty who holds one of the ranks described in 1565 C, D, E or F and who retires, having met the criteria either for university retirement or for state retirement [3730 D], 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]

**HC-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES.** Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They may hold a part-time position after retirement, but not a full-time one (when it is in UI's interest, this limitation may be waived by the regents on recommendation of the president). They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

#### **HC-3. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION.**

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

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

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

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

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

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

g. Departmental postage may be used for professional mail.

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

i. ~~Campus parking permits are available to emeriti without charge~~ 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.

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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. The Office of the Faculty Secretary provides clerical services (e.g., typing professional letters, papers, manuscripts, etc.) on a time-available basis when such services are not readily available to emeriti from departments and colleges.~~

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

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

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

**H. ADJUNCT FACULTY.** [*renumbered 7-98, 1-08*]

**H-1. GENERAL.** The adjunct faculty is an associated faculty [see 1520 II-3] consisting of professional personnel who serve academic departments in a supporting capacity. Appointment to adjunct-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in A-4, and authorizes assignment of service functions as described in subsection b below. It is also a means of encouraging greater cooperation between and among academic departments and other units. [*ed. 7-00*]

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

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

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

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

**H-2. FUNCTIONS.** Adjunct faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

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

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

**H-3. QUALIFICATIONS.** Members of the adjunct faculty possess academic degrees or knowledge and experience comparable to what is expected of members of the university faculty. Initial assignment of and promotion in adjunct-faculty rank are based on educational background, scholarly contributions to a branch of learning, and professional accomplishments [see 1565-A]. [*ed. 7-00*]

**H-4. APPOINTMENT.**

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

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

**c.** An appointment, termination, or other change in adjunct-faculty status is made official by means of a "Personnel Action" form.

**H-5. PROMOTION.**

**a.** Consideration for promotion in adjunct-faculty rank is initiated by the departmental administrator in consultation with the adjunct faculty member's immediate supervisor.

**b.** The procedures and schedule of consideration for promotion are as described in 3560.

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**II-6. BENEFITS.** As members of an associated faculty, adjunct faculty members have access to the library and other UI facilities. They also qualify for the faculty-staff educational privilege [see 3740]. They are not eligible for sabbatical leave.

#### **II. AFFILIATE FACULTY.** [*renumbered 7-98*]

##### **II-1. GENERAL.**

a. The affiliate faculty is an associated faculty [see 1520 II-3]. It 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 I-1-b.] [*ed. 7-00*]

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

c. Members of the affiliate faculty have the same academic freedom and responsibility as do members of the university faculty, except that they do not vote in meetings of the university faculty or of constituent faculties.

**II-2. RESPONSIBILITIES.** Affiliate faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees; to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

**II-3. QUALIFICATIONS.** Affiliate faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the affiliate faculty member's responsibility.

##### **II-4. APPOINTMENT.**

a. Appointments to the affiliate faculty may be made at any time.

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

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

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

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

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

##### **II-5. STATUS AND BENEFITS.** [*renumbered 1-08*]

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- a. Affiliate faculty members are generally appointed without remuneration.
- b. As members of an associated faculty, affiliate faculty members have access to the library and other UI facilities.
- c. Reimbursement for travel or for services to UI is subject to mutual and official arrangements that are to be recorded in the appointment dossier.

#### **KJ**. OTHER ACADEMIC TITLES. [~~renumbered 1-08~~]

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

**KJ-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.

**KJ-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.

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

**KJ-5. 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” employees recognized by the regents. [See also 3710 B-4.] Postdoctoral fellows are not members of the faculty. [~~ed. 7-00, rev. 1/06~~]

#### **LK**. GRADUATE-STUDENT APPOINTEES. [See also 3080 D-2-a.] [~~renumbered 7-98, 1-08 ed. 7-00~~]

**LK-1. Teaching Assistant.** Teaching assistants conduct classroom or laboratory instruction under the supervision of a full-time member of the faculty. Consult the *Graduate Bulletin* for further information. Teaching assistants are not members of the faculty.

**LK-2. Research Assistant.** Research assistants provide research service, grade papers, and perform other nonteaching duties. Consult the *Graduate Bulletin* for further information. Research assistants are not members of the faculty.

**LK-3. Graduate Assistant.** Graduate assistants perform paper-grading and other nonteaching duties. Consult the *Graduate Bulletin* for further information. Graduate assistants are not members of the faculty.

**LK-4. Research Fellow.** This title is appropriate for registered graduate students engaged in research or scholarly activities sponsored by funds designated for fellowships. Research fellows are not members of the faculty.

**ML**. 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

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continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members. [*renumbered 7-98, 1-08*]

POSITION DESCRIPTIONS

*PREAMBLE: This section describes the creation and use of position descriptions that define responsibilities for faculty and staff positions. See also section 3140, "Performance Expectations of Faculty." This section was original to the 1979 Handbook; it has been editorially revised at intervals. In July 1998 the year covered by a position description was changed from an academic year to a calendar year. In July 2001 section B underwent some clarifying changes while the form itself underwent extensive revisions. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. Further information may be obtained from the Provost's Office (208-885-6448), the Office of the Faculty Secretary (208-885-6151), or Human Resources (208-885-3609). [rev. 7-98, 7-01, 7-07, ed. 12-06]*

**A. GENERAL.** Specific responsibilities of each faculty member are established in position descriptions. These position descriptions serve a variety of important functions; in particular, they constitute the essential frame of reference in annual performance evaluation of faculty members [see 3320 B], and consideration of faculty members for tenure and promotion [see 3520 and 3560]. [rev. 7-98, ed. 7-00, 7-02]

**B. PROCEDURE.**

**B-1.** During the fall semester (with a due date announced by the provost) each faculty member's calendar-year position description is recorded on a form that provides for the classification of responsibilities in conformity with the statewide reporting system. A copy of this form is appended to this section. ~~(An alternate form is available for use when the position description is perceived by the faculty member, unit administrator, and dean to be exactly the same as for the preceding contract year.)~~ [rev. 7-98, 1-08, ed. 7-01]

**B-2.** The form should be filled out in collaboration with the unit administrator, signed by the faculty member, approved by the unit administrator (and opportunity given for review and comment to any interdisciplinary leader and center administrator if appropriate), approved by the dean, and sent to the Provost's Office. [rev. 7-01, 7-02]

**B-3.** When the faculty activity audit is completed in the spring, the unit administrator should compare the data obtained for each faculty member with the corresponding position description. Perfect agreement between the position description and the record of actual performance is not necessarily expected, but it is desirable that any discrepancy between them be as small as is feasible. [ed. 7-01]

## FACULTY TENURE

*PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. Mionor rearrangements and clarifications were made January 2008. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05, 7-07, 1-08]*

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

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

### C. FURTHER DEFINITIONS.

**C-1. Board.** As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

**C-2. University.** As used throughout this section, "university" and "UI" refer to the University of Idaho.

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**C-3. Faculty Member.** For the purposes of this section and certain other sections that contain references to this subsection, “faculty member” is defined as any member of the university faculty [see 1520 II-1] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

**D. CRITERIA FOR TENURE.** Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective teaching and service and their scholarship in the areas of teaching and learning, artistic creativity, discovery and application, as appropriate and specified in their position descriptions. The college and departmental criteria [see H and I] must also be met. [rev. 7-98].

**E. TENURABLE RANKS.** The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, distinguished professor, research professor, library, and extension faculty with the rank of assistant professor, associate professor, and professor. Administrative and service positions, as such, are not tenurable. Lecturer and instructor are not tenurable ranks. (See FSH 3560 D.) The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 C.) Appointments made to the titles may be made as “tenure track” or “non-tenure track” positions. [rev. 7-98, 7-01]

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

**F-1.** Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental tenure-recommending committee [see H-4] in accordance with the schedule in G-1. That committee’s recommendation, together with the recommendations of the faculty member’s departmental administrator, interdisciplinary leader and center administrator if appropriate, and dean, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. Tenure is awarded by the board, which has delegated the responsibility to the president. Before attaining tenure, the burden of proving worth rests with the appointee. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See H-5.] [rev. 7-02, 1-08]

**F-2.** The granting of tenure to a librarian, student counselor, other academic officer, or a member of the Cooperative Extension Service does not provide tenure in the particular position held.

**F-3.** To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline; a departmental administrator is never granted tenure in his or her administrative capacity. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. (RGP IIG6i)[rev. 7-02]

**F-4.** The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See F-3.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable departmental recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

**G. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.**

**G-1.** Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 3900.] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior service may be given in accordance with the provisions in G-4. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fourth full year of service. In this context, unless otherwise specified, the term “year” means the appointment year, whether that is an academic, calendar, or fiscal year. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). [See 3900.] *[rev. 7-98, 7-02, 7-05]*

**G-2.** Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in G-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). *[rev. 7-02]*

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

**G-4.** In cases involving prior equivalent service, tenure may be granted following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. *[ed. 7-98]*

**G-5.** In the event that a nontenured faculty member's period of service at UI has been discontinuous, prior years in the same or a similar position may be counted toward tenure eligibility, subject to the conditions that:

- a. Not more than three years have passed since the person left UI.
- b. Applicability of the prior service toward tenure must be stated in writing before reappointment.
- c. At least one additional year is to be served before tenure is recommended.

**G-6.** When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6l) *[rev. 7-02]*.

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

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

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## H. EVALUATION FOR TENURE.

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

**H-2. Annual Review.** All faculty members, tenured and nontenured, are reviewed each year by the appropriate departmental administrators [see 3320]. In most cases, the principal basis for evaluation is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in 3050 and in relation to the departmental criteria for tenure and promotion. In the case of members of ~~the resident~~ instructional faculty ~~(those who teach courses in the regular program on the Moscow campus)~~, the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The departmental administrator's annual evaluations, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates to each faculty member evaluated an assessment of strengths and weaknesses.

**H-3. Third Year Review.** A more thorough review by a non-tenured faculty member's colleagues is held during the third full year of service at UI. ~~The candidate creates a professional portfolio (see 3570).~~ A committee ~~shall be is~~ appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each department and made a part of the departmental bylaws. The non-tenured faculty member is given a copy of the committee's report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. *[rev. 7-98, 7-05, 1-08]*

### H-4. Formal Tenure Review.

**a.** The formal evaluation for the granting of tenure is made on the basis of the faculty member's potential effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for tenure) obtains the position descriptions and annual evaluations for the relevant period, the third-year review (all maintained in the departmental office), the professional portfolio (from the nontenured faculty member), summary scores of student evaluations from all classes taught (Institutional Research Planning and ~~Budget Assessment~~), and the curriculum vitae ~~(maintained by the secretary of the faculty)~~ and reviews the latter as to its completeness and accuracy with the person concerned. *[rev. 7-98, 7-02, 1-08]*

**b.** Except in the case of senior instructors, the department administrator will request an evaluation of the performance of every candidate for tenure from three to five appropriate reviewers, who should include tenured faculty at peer institutions. The names of at least two of these reviewers will have been suggested by the nontenured faculty member. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member ~~consistent with the instructions provided to the reviewer at the time the evaluation was sought~~ after every effort to ensure the anonymity of these authors has been made. *[add. 7-98, rev. 7-02, 7-08]*

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c. Copies of position descriptions, annual evaluations, the third-year review, the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and outside letters are forwarded to each person participating in the review at the departmental and higher levels. Additional material supplied by the faculty member should be available for review in the departmental office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental administrator making the recommendation concerning tenure will, insofar as practicable, have sought and considered the evaluations of the candidate made by all tenured faculty members of the department, interdisciplinary leaders and center administrators (if appropriate), and the departmental tenure-recommending committee (see H-4-d). The faculty member's spouse is not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures in its bylaws that meet the requirements of this subsection (departmental bylaws procedures are subject to review and approval by the president and the board provost, see 1590). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [rev. 7-98, 7-02, 1-08.

~~d. This The departmental tenure-recommending committee includes the following, each with full vote: one or more tenured faculty members, one or more nontenured faculty members, one or more persons from outside the department, and, in cases involving the evaluation or review of members of the resident instructional faculty [see H-4], one or more students sufficient to ensure equity of representation and who have had experience in the department with which the faculty member being evaluated is associated. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. Nor is the dean permitted to attend the departmental committee's deliberations. [rev. and renum. 1-08] ~~The faculty member's spouse is also not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures that meet the requirements of this subsection (departmental procedures are subject to review and approval by the president and the board). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [rev. 7-98, 7-02]~~~~

**H-5. Forwarding Materials.** The departmental administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental tenure committee. The individual recommendations submitted by tenured faculty members are also forwarded. The findings of the department faculty and department administrator are relayed to the candidate indicating strengths as well as weaknesses as perceived at the department level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the departmental criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the college. [rev. 7-98]

**H-6. Departmental Administrator Under Review for Tenure.** If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

## I. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

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

**I-2. College Criteria.** Each college committee on tenure and promotion recommends, for adoption by the college faculty, criteria in teaching, research, and service for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in 1565 and 3560, and are subject to

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approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [*ed. 7-98, 7-01, rev. 7-06*]

**I-3. College Standing Committee Recommendations.** The College standing committee makes recommendations to the dean and the provost on the tenure ~~(and promotion)~~ of individual faculty members.

**I-4. Dean's Recommendation.** ~~In each college, t~~The dean considers the recommendations made by the college's committee on tenure and promotion and makes his or her own recommendations. It is advisable that the dean confer collectively with the departmental administrators about the merits of the faculty members whom they are recommending for tenure. The findings of the college committee(s) and the dean are relayed to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the provost. [*rev. 7-98, 1-08*]

#### J. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

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

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

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

(Form on next two pages)

3560

## FACULTY PROMOTIONS

*PREAMBLE: This section discusses promotion in rank and the procedures by which a faculty member is evaluated, at the department, college, and university level, for a possible promotion. In particular the charge of the University Level Promotions Committee is given (subsection G). This section was an original part of the 1979 Handbook and has been revised in very minor ways several times since. In July 1994 it was more substantively revised: subsections A and B were largely rewritten to emphasize the faculty's responsibility for promotion, G-2 (add a "presumption in favor" of the candidate under certain conditions at the university level) and the last sentence of H (providing feedback to the candidate) added. Again in July 1998 there were substantial revisions to E-2 (making formal the requirement and procedures for an external review), and E-5 and F-5 (providing a feedback loop between candidate and subsequent evaluators). In July 2000 section B was revised to make clear that eligibility for promotion in rank necessitated a history of position descriptions that required activities consistent with the criteria for that rank. In July 2002 section D was edited to clarify promotion schedules at each rank. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 the section underwent some minor editing and revising to bring it into greater conformity with other sections of the Handbook. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448) and the Office of the Faculty Secretary (208-885-6151). [rev. 7-00, 7-02, 7-07]*

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- H. Report of Recommendations Forwarded
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**A. GENERAL.** Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty members' performance in teaching, scholarship, and service. [1565 A-2, A-3, A-4, A-5, and A-6] Performance of university administrative duties is not a consideration in promotion. [ed. 1-08]

**B. BASES OF EVALUATION.** Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the set standards for promotion. Faculty members' position descriptions [see 3050], covering the period since appointment to his or her current rank, provide a frame of reference for the departmental expectations for satisfactory performance. In order to form a basis for promotion in rank, the position description must require activity consistent with the criteria for that rank as stated in 1565. The faculty member's ability and performance, judged in the context of these position descriptions, constitute the principal bases for evaluation of the faculty member for promotion. Evidence of teaching, scholarship, creative accomplishments, and service shall be considered in this evaluation process, using annual performance evaluations and other documents [see also 1565 A-2, A-3, ~~and~~ A-4, A-5, and A-6]. [rev. 7-00, ed. 1-08]

**C. RESPONSIBILITY.** The responsibility for submitting recommendations in accordance with the prescribed schedule [see D] falls on the departmental administrator or on the dean of the college if the college is not departmentalized. Small departments or divisions may be joined with others for this purpose. The intent is to secure an

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adequate body of recommendations from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations of the candidate, beginning with the faculty member's colleagues at the departmental level, and proceeding through the college level to the university level. Interdisciplinary team leaders and center administrators are to be included as appropriate. [rev. 1-08]

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

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

**D-2. Assistant Professors.** Assistant professors are considered for promotion before the end of their sixth year in that rank. When an assistant professor has been considered for promotion and not promoted, he or she will be considered again no less frequently than at five-year intervals. The review may be delayed upon the request of the assistant professor and the concurrence of the department administrator and the dean. [See also F-4.] [ed. 7-97, ed. 7-02]

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

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

**D-5. Credit for Prior Service.** In cases involving prior equivalent service, promotion may be considered following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years.

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

**E-1. Departmental Criteria.** The faculty of each department or equivalent unit establishes specific criteria in teaching, research, and service pertaining to promotion in rank of their members. The criteria include a statement regarding the value and weight ascribed to interdisciplinary activity. Departmental criteria are subject to review by the college standing committee on tenure and promotion for consistency with the college criteria. Such criteria

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may be changed at any time by a majority vote of the departmental faculty, but they must be reviewed for possible changes at intervals not to exceed five years. Any such revisions may not be retroactive but, for evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force.

#### **E-2. Formal Promotion Review.**

**a.** To initiate the formal evaluation for promotion of a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for promotion) obtains the position descriptions for the relevant period (maintained in the departmental office), annual performance evaluations, and the third year review if conducted while in the current rank, the professional portfolio (from the faculty member), summary scores of the student evaluations of all classes taught (from ~~Management Information Services~~ Institutional Research and Assessment), and the curriculum vitae (~~maintained by the secretary of the faculty~~) and reviews the latter as to its completeness and accuracy with the person concerned. [*ren. & rev. 1-08*]

**b.** The department administrator will request an evaluation of the performance of every candidate for promotion from three to five appropriate reviewers, who should include faculty at peer institutions holding at least the rank of associate professor. The names of at least two of these reviewers will have been suggested by the candidate for promotion. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member after every effort to ensure the anonymity of these authors has been made. [*ren. 1-08*]

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

**E-3.d.** Members of the faculty of the candidate's department (or group of small departments joined together for this purpose) whose ranks are higher than that of the candidate are afforded an opportunity to submit their opinions and recommendations on the candidate's promotion on the lower portion of the front page of the prescribed form. It is expected that the departmental administrator making the recommendation concerning promotion will, insofar as practicable, have sought and considered the evaluations of the candidate made by all faculty members of a higher rank than the candidate of the department, interdisciplinary leaders and center administrators (if appropriate). The faculty member's spouse is not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures in its bylaws that meet the requirements of this subsection (departmental bylaws procedures — are subject to review and approval by the president and the board provost, see 1590). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for promotion appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [*rev. & ren. 1-08*]

**E-4e.** The departmental administrator completes the first section on the back of the recommendation form. In arriving at his or her conclusion, the administrator carefully considers and gives weight to the following (particularly as they relate to the factors listed in B): the information obtained from the curriculum vitae, the position descriptions, the conference with the candidate, the recommendations solicited from the candidate's colleagues, and the results of annual student evaluations of teaching (in the cases of teaching members of the faculty).

**E-53. Forwarding Materials.** The departmental administrator forwards his or her completed copy of the recommendation form for each person considered to the dean. The forms submitted by individual faculty members are also forwarded to the dean. The findings of the department faculty and department administrator are

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relayed to the candidate indicating strengths as well as weaknesses as perceived at the department level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the departmental criteria for promotion have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the college. *[rev. 7-98]*

**E-64. Departmental Administrator Under Review for Promotion.** If a departmental administrator is under consideration for promotion, the forms completed by the faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

~~**E-7. All individual recommendations, together with the summary recommendations, are forwarded for review by the provost. Any individual signed recommendations that are confidential are placed in the closed files.**~~

#### **F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.**

**F-1. College Standing Committee.** In each college there is a standing committee on tenure and promotion. The members serve for terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. ~~{See also 3520 I 1.}~~

**F-2. College Criteria.** Each college committee on tenure and promotion recommends, for adoption by the college faculty, criteria in teaching, research, and service for granting promotion to specific ranks in that college. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. Such criteria must be compatible with the university-wide criteria as specified in 1565, 3520, and section A above and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. ~~{See also 3520 I 2.}~~

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

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

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

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

#### **GH. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL BY THE PROMOTIONS REVIEW COMMITTEE.** *[ren. 1-08]*

**H-1. All individual recommendations, together with the summary recommendations, are forwarded for review by the provost. Any individual signed recommendations that are confidential are placed in the closed files.**

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### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

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**GH-12.** A university-level Promotions Review Committee of faculty members, chaired by the provost, is named each year. The committee reviews each promotion recommendation with specific reference to the criteria established by the department and college of the faculty member concerned and reflected in the faculty member's position descriptions for the relevant period; this review involves full consideration of the material that was used in making the recommendations at the departmental and college levels. One-third of the committee's membership is randomly selected by the provost from the previous year's committee; the remainder of the members are selected by the provost and the chair and vice chair of the Faculty Council from nominations submitted by the council. The random selection of carryover members is done one week before the council makes its nominations. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Council nominates six faculty members from the college--two each from (a) the social sciences and humanities, (b) the natural sciences, and (c) communication, music, and theatre arts. The delegation representing the College of Agricultural & Life Sciences on Faculty Council nominates four faculty members from the college--two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% Cooperative Extension Service appointments. The delegation from each of the other colleges and the faculty at large nominates two faculty members from its constituency. Membership of the committee, including carryover members, consists of the provost (chair), three representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, one representative from each of the other constituencies, the vice president for research ~~and graduate studies~~, and the vice provost for academic affairs ~~teaching and undergraduate studies~~. The provost, the vice president for research ~~and graduate studies~~, and the vice provost for academic affairs ~~teaching and undergraduate studies~~ shall be ex-officio members without vote. A subcommittee of the Promotions Review Committee is given the particular responsibility of evaluating recommendations for promotion of faculty members in the University Library, Law Library, Student-Counseling and Testing Center ~~Service~~, and the Cooperative Extension Service. The names of the members of the departmental and college advisory committees are made public after the committee's recommendations have been forwarded. The names of the members of the University Promotions Committee will be made public as soon as all have been appointed. The chair will conduct voting on candidates by closed ballots. [rev. 7-97]

**GH-23.** A presumption in favor of promotion shall exist for each candidate who comes to the university-level Promotions Review Committee with a favorable recommendation from all of the committees which have considered the matter at the departmental and college level, from the department chair and dean directly involved, and from a majority of the faculty members who submitted a recommendation pursuant to section E-3 above. Upon showing that the lower level recommendations were made without due regard for the university criteria for the rank sought pursuant to section 1565, Faculty Ranks and Responsibilities, the presumption shall be overcome, and in such case the Committee shall state the reasons for the decision. [ed. 7-98]

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

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

**J. ANNUAL TIMETABLE FOR PROMOTION CONSIDERATIONS.** The process of promotion considerations is carried out annually according to the following approximate timetable:

November: Promotion evaluations begin at the departmental level.

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

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December: Deans must have sent their recommendations to the provost. Each candidate and the departmental administrator concerned must have been notified of the nature of the dean's recommendation.

February: The university-level review committee meets. [See F-2 above.]

March: Candidates for promotion and their deans and departmental administrators are notified as to whether their promotions in rank will be recommended by the president to the regents.

*[ed. 7-99]*

(Form on next two pages)

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## PROFESSIONAL PORTFOLIO

*PREAMBLE: This section was introduced to the Handbook July 1998 as section B of 1565. For better ease of access it was made its own section in January 2008. More information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151).*

### **B. PROFESSIONAL PORTFOLIO.** *[add. 7-98, renumbered 7-01]*

#### **CONTENTS:**

##### **A. Introduction**

##### **B. Professional Portfolio for Third-Year Review, Tenure, and/or Promotion**

**BA-1. Introduction****NTRODUCTION.** Evidence of effective teaching and scholarship in the areas of teaching and learning, artistic creativity, discovery, and application/integration are to be provided within the framework of a **P**rofessional **P**ortfolio submitted by the faculty member for the third year review and when under consideration for tenure and promotion. The **P**rofessional **P**ortfolio should be designed to complement the faculty member's current **C**urriculum **V**itae *(maintained by the Faculty Secretary's Office)*. For evaluative purposes, individual faculty members may also prepare and submit a portfolio on an annual basis. The **P**rofessional **P**ortfolio addresses all aspects of an individual faculty member's responsibilities. The preparation of a portfolio encourages one's growth and development in all relevant areas. Through the collection and organization of a variety of materials in combination with self-reflection, one gains an overview of one's responsibilities as a member of the academic community. An individual faculty member understands best what he or she does and the portfolio explains the nature of the faculty member's activities so that others will understand them fully for purposes of assessment. The format and method of presentation of the **P**rofessional **P**ortfolio is a matter of faculty choice. When this portfolio is to be included with the files of candidates for tenure and/or promotion, the page limits indicated below should be followed. At the candidate's discretion, a more comprehensive portfolio can be prepared and made available to colleagues in the unit evaluating his/her suitability for tenure and/or promotion. *[renumbered 7-00, ed. 1-08]*

**B-2. PROFESSIONAL PORTFOLIO FOR THIRD-YEAR REVIEW, TENURE, AND/OR PROMOTION.** Diversity rather than uniformity is encouraged since the portfolio serves to reflect the academic discipline and position description of each faculty member - the context within which each faculty member does his/her job. The following listing represents the minimal requirements of items that are to be included in a **P**rofessional **P**ortfolio. The faculty member may provide additional material that offers further insight into individual responsibilities and accomplishments. (The portfolio is limited to twelve pages.) *[ed. and renumbered 7-00, ed. 1-08]*

### **B-3. Professional Portfolio for Tenure and/or Promotion** *[renumbered 7-00, 7-01]*

**B-1a. Context Statement** describing the faculty member's academic unit and his or her scholarly responsibilities.

**bB-2. Personal Philosophy Statement** regarding the faculty member's professional activities relevant to his/her position description.

**eB-3. Evidence** not included in the **C**urriculum **V**itae (as appropriate to the position description) of the faculty member's productivity, scholarly ability, and student success.

**dB-4. Evidence** of professional growth in the faculty member's areas of responsibility.

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