

**University of Idaho  
2009-2010  
FACULTY SENATE AGENDA**

**Meeting #19**

**Tuesday, February 9, 2010, 3:30 p.m.  
BRINK HALL FACULTY LOUNGE**

**Order of Business**

- I. Call to Order.**
- II. Minutes.**
  - Minutes of the 2009-10 Faculty Senate Meeting #18, February 2, 2010
- III. Consent Agenda.**
- IV. Chair's Report.**
- V. Provost's Report.**
- VI. Other Announcements and Communications.**
- VII. Committee Reports.**
  - UCC:**
    - **FS-10-021 original & proposed revision:** NOI Regulation M
    - **FS-10-028:** UCC-10-036 – Discontinue BS Special Education (Gathercoal)
  - Faculty Affairs:**
    - **FS-10-033:** Partner Accommodation
- VIII. Special Orders.**
- IX. Unfinished Business and General Orders.**
  - Structure of Furloughs
- X. New Business.**
- XI. Adjournment.**

**Professor Jack Miller, Chair 2009-2010, Faculty Senate**

Attachments: Minutes of 2009-2010 FS Meeting #18, February 2, 2010  
FS-10-021 original and revision  
FS-10-033  
FS-10-028

**University of Idaho**  
**Faculty Senate Meeting Minutes**  
**2009-10 Meeting #18**  
**Tuesday, February 2, 2010**

**Present:** Baillargeon, Baird, Baker (w/o vote), Barlow, Edwards, Eveleth, Geist, Graden, Guilfoyle, Adams for Hill (w/o vote), Huber, Joyce, Limbaugh, Marshall, Mihelich, Miller (chair), Murphy, Padagham-Albrecht, Williams, Wilson. Center-Campus Senators: Budwig (Boise), Dakins (Idaho Falls), Newcombe (Coeur d'Alene). **Absent:** Battaglia, Fritz, Hill (w/o vote), Holbrook, Stark, Stearns. **Guests:** 8.

A quorum being present, the Chair opened the meeting at 3:30 p.m., several members checking their watches, not for the time, but for the year as seeing the former faculty secretary taking minutes suggested that they might have been sucked into some Star-Trekian space-time discontinuity, but it was merely that the faculty secretary had to be out of town on university business.

**Minutes:** It was moved and seconded (Eveleth, Baillargeon) to accept the minutes of meeting #16 as distributed. The motion carried unanimously.

**Chair's Report:** The chair brought to the senate's attention FSH 3750 which describes certain educational benefits for employee spouses. Those benefits would appear to be more restricted for newly hired employees than for employees that have been on staff for more than four years. The chair wondered if that restriction was in the best interest of the university since spousal educational privileges were a possible recruitment tool. He suggested the section be sent to the Faculty Affairs Committee for discussion of this issue and for overall clarification. It was moved and seconded (Miller, Graden) to send the section to Faculty Affairs. The motion carried unanimously.

**Provost's Report:** The provost reported on an interesting week in Boise last week where President Nellis made his annual request to the Joint Finance and Administration Committee (JFAC). The prevailing mood was one of fiscal pessimism. The governor has recommended a further holdback of 1.5% for the current fiscal year (FY2010) but the legislature is leaning toward a larger rescission, perhaps of 4.0%. He reminded senate that the university had suffered a 6% holdback in FY2009 and a 6% holdback already in FY2010. Private conversations with legislators suggest that we should expect a continuing decline in state support in coming years.

The Superintendent of Public Instruction Luna has suggested that the reserves of the land grant endowment fund to soften the reductions to the K-12 budget. The university might have a similar draw on its portion of those funds. The provost was cautious about drawing down those reserves, however, because the income to the fund was largely through timber sales and the number of such sales and the prices obtained at those sales was a low point.

He briefly mentioned the possibility of employee furloughs (see further below). If there were to be furloughs the time to apply them was growing short, especially for nine-month employees. The president planned to "read the tea leaves" this week concerning further state revenue reductions and its magnitude, make his decision, and announce it perhaps next week. Concerning the possibility of furloughs the provost added that state legislators had cautioned

the university that any furloughs should have minimal impact on students (i.e., no canceling of classes).

In happier news, the provost announced that the university's enrollment was up 2.9% (320 students) over last spring, graduate enrollment was up 6% and freshman enrollment was up 11% as of the 10<sup>th</sup> day figures. Particularly heartening was the increase in freshman retention rates and the increase in transfer students. The university has dedicated considerable effort to both situations and the reward is gratifying. While applications for next fall had been down in December when compared to a record high in December 2008, right now they were dead even with last year's.

A senator noted that Idaho ranked 49/50 in the number of dollars per student in K-12. That level of funding presumably created greater needs for the university to provide remedial work. He also asked that the senate be kept apprised of any change in compensation of the football coaching staff and the AD and where any additional monies might be coming from. The provost readily agreed. The provost also noted that when the matter of 'remedial' work at the universities was raised in Boise, the legislative response was usually along the lines of what was the university doing to better train K-12 teachers. He was pleased with the dynamics of our College of Education's reform of teacher education.

**Efficiency Memo:** The chair began this discussion by saying that only one item remained to be discussed concerning the provost's August memo on efficiency: the disposition of salary savings on a resignation or retirement. He would argue that all such salary savings should stay with the unit until such time as the position was assigned by the provost or appropriate vice president to another unit. Professor Murphy, representing the UBAC, said that group had sent to the president a proposal that, inter alia, recommended that 75% of the salary savings occasioned by the resignation or retirement of an employee remain with the originating unit until the position was formally assigned back to the original unit or to another. 25% of the savings would go to a central fund that would be used only to "fund" rescissions so that units would be "held harmless" for any rescission amounting to 3% or less.

The discussion was centered largely on two themes: the desirability of having a strategic reserve or "rainy day fund" (and one would think we were situated on the west side of the Olympics for all the rainy days we have had and may project for the future) and the temptation for the central administration to use such funds to "make a difference" in areas other than providing a shock-absorber for rescissions.

It was moved (Miller, Edwards) that the senate recommend that salary savings remain with the college/unit until the open position has been assigned back to the originating unit or to another unit.

It was moved and seconded (Graden, Guilfoyle) to amend the previous motion that 75% of the salary savings remain with the college/unit until the open position has been assigned back to the originating unit or to another and that the remaining 25% be held centrally to form a strategic reserve. The motion carried 16-3-1. The main motion then carried unanimously.

The provost was asked his response to the long-running discussion of his memo. He said that he thought there had been many positive suggestions made and he would respond more fully next week.

**Partner Accommodation:** The chair reminded the senate that the issue of partner accommodation (FS-10-033) had been on its agenda for some time. It had been sent to the university's general counsel for review and suggestion but that general counsel had as yet to take any action. The chair was recalling the item to the senate and encouraging senators to communicate it to their constituencies for comment; it would be on next week's senate agenda for discussion.

**Structure of Furloughs:** The senate returned to the question of possible furloughs. The provost reiterated the notion that the possibility of a further rescission was high and thus the possibility of some sort of furlough was correspondingly high. The president had suggested, at the university faculty meeting, that there be graduated furloughs: everyone would have a minimum furlough of four hours and those making more than \$20,000 would have an additional hour of furlough for every \$2,500 of salary. The maximum furlough would be six days. Furloughs would only affect permanent employees and, where employees were paid partly with state funds and partly with federal or other money, the furloughs would only affect the state-funded portion of their salary. It was not yet clear about the portion of anyone's salary that was supported by Hatch (or similar) funds.

Several senators expressed support for the president's graduated proposal and at least one senator suggested that the possibility of raising both the lower and upper limits be explored (e.g., those making more than \$30,000 and an upper limit of 7 days). However, it was also suggested by several that closing the university for a day, or two, would be less disruptive to faculty and students, and make more obvious the effect of decreased funding (to students and the general public), than everyone taking furloughs at their own convenience (though that very convenience might be received as a partial recompense for the loss of income). It was noted that however furloughs were structured there was the potential for a furlough to have a greater immediate impact on classified staff as any hours not worked (because of a furlough) would necessarily result in a reduction of pay in that pay period. For other employees there is the option of spreading the reduced pay over multiple pay periods.

Senators were asked to poll their constituencies so as to try to ascertain the general feeling of the larger community.

**Adjournment:** The hour having arrived, it was moved and seconded (Murphy, Huber) to adjourn. The motion carried unanimously and the meeting was adjourned at 5:05 p.m.

Respectfully submitted,

Douglas Q. Adams,  
Secretary Emeritus of the Senate  
and Faculty Secretary Emeritus

**TO: University Curriculum Committee**

**FROM: Associate Deans Group**

**RE: Proposed Change Regulation M [Effective: Summer 2010]**

**DATE: May 19, 2009**

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## **M – Attendance, Repeated Absences, Field Trips, and Official Student Travel**

**M-1. Attendance.** ~~Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance and in-class participation.~~ Students are responsible for class attendance; in all cases of absence, students are accountable ~~for initiating contact with the instructor to discuss for the missed work.~~ ~~missed.~~ ~~In the case of officially approved absence and on the request of the student, the instructor is obligated to provide an opportunity for the student to make up for missed work.~~ ~~In general, an absence is considered "official" when the student is~~ ~~The university expects instructors to be reasonable in providing an opportunity for students to make up work when accommodating students whose absence from class resulted from:~~ : (a) participation in official university activities and programs, (b) personal illness, (c) family illness and care and/or d) other compelling circumstances. ~~participating in an approved field trip or other official UI activity (e.g., athletics, debate, music, or theatre arts); (b) confined under doctor's orders; (c) called to active military duty during emergency situations; or (d) granted a leave of absence from UI for reasonable cause by his or her academic dean.~~

**M-2. Repeated Absences.** ~~In courses where a substantial amount of the content can be mastered only or primarily through class participation, regular and punctual attendance is essential and may, therefore, be reflected in grading.~~ ~~Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance.~~ ~~Instructors may report to the registrar students who are repeatedly absent from classes (a form is available from departmental and college officials).~~ ~~Absences may be considered excessive when their number equals or exceeds the number of credits in a particular course.~~

**M-22. Field Trips and Official Student Travel.** "Field trip" is defined as any required, course-related student travel that exceeds 25 air miles from the campus or conflicts with other classes that the students involved are taking. (A trip taken within 25 air miles during the class scheduled for the particular class or at a time that does not conflict with other classes the students involved are taking is a "local trip," not a "field trip.")

**M-32-a. Missed Class Work.** Students participating in field trips, as defined above, or other official UI activities are responsible for conferring in advance with the instructors of any classes that will be missed in order to be eligible for making up missed class work. (See M-1.)

**M-32-b. Approval of Course-Related Field Trips.** Administrative approval for course-related field trips will be obtained by the person in charge of the trip as follows:

(1) Each field trip as identified in the catalog course description requires prior approval by the department in accordance with divisional procedures (application for approval should be made at least one week before the expected departure).

(2) Each field trip NOT identified in the catalog course description requires prior approval by the departmental administrator, and the dean of the college (application for approval should be made at least two weeks before the expected departure).

**M-32-c. Approval of Other Official Student Travel.** Administrative approval for official student travel that is NOT course related is obtained from the vice president for student affairs (application for approval should be made at least two weeks before the expected departure).

**M-32-d. Costs.** When a college can cover all or part of the cost of a course-related field trip from allocated funds, the college should do so. If the college cannot cover the cost, or a portion thereof, the cost (or remaining portion) must be borne in proportionate share by the students in the course. Students missing required field trips identified in the catalog course description must pay their proportionate shares.

**M-32-e. Field-Trip Completion Deadline.** All field trips and other UI-approved student travel must be completed before 7:30 a.m. on the fifth day of classes before the start of final examinations. Part3 Pg. 4 of 6

**M-3-f. Unofficial Student Travel.** ~~UI student accident insurance does not cover injuries sustained in the course of travel unless the travel has been officially authorized by the appropriate UI agent.~~

**M-32-gf. Vehicle Information.** Information concerning privately owned vehicles (registration, insurance, driver's license, etc.) to be used for field trips or other official student travel must be filed in the Risk Management Office (Rm. 209, Admin. Bldg.). Administrators of departments and divisions are responsible for ensuring that the required information is filed before the initial use of each privately owned vehicle in a given academic year.

**M-43. Accommodation of Religious Observances in the Administration of Examinations.** When tests or examinations fall on days objectionable to a student because of religious beliefs, the student should contact the instructor as soon as possible. The instructor may require the student to submit a concise, written statement of the reasons for the request. If the request appears to be made in good faith, the instructor should make alternative arrangements for the administration of the examination or test. If the instructor believes the request not to be in good faith, or if the instructor and the student are unable to agree on arrangements, the student or the instructor should seek the assistance of the departmental administrator, dean, or provost, in that order.

**M-54. Drop for Non-attendance.** Students are responsible for notifying their instructors through the Registrar when extenuating circumstances not covered as an officially ~~approved~~ absence as defined in M-1 prevent their attendance during the first week of the semester. Instructors may [notify the Registrar to](#) drop students who have not attended class or laboratory meetings nor notified the instructor through the Registrar by the end of the sixth business day following the start of the class. Valid reasons for missing classes do not relieve the student of making up the work missed.

Rationale for proposed changes:

M-1 and M-2: The integration of the current M1, Attendance and M2, Repeated Absences into one section combines the expectations about attendance in one section of the regulation and reduces perceived confusion and possible inconsistencies. The addition of the fifth reason for official absence comes as a resolution from GPSA for consideration and recognizes the responsibilities of students with families who must stay home to care for family members who are ill and cannot be cared for in another setting.

M-3-f: The university does not authorize or carry insurance for unofficial student travel.

M-5: A minor change in wording is recommended to increase understanding of the regulation and process for dropping students who do not attend the first week of the semester.

**FS-10-021rev.**

**M-1. Attendance.** Instructors will make clear at the beginning of each course the extent to which grades depend on attendance and in-class participation. Students are responsible for attending class. Students are accountable for communicating with the instructor and making up missed work in the event of any absence. Instructors should provide reasonable opportunity for students to make up work when the student's absence results from: (a) participation in official university activities and programs, (b) personal illness, (c) family illness and care or d) other compelling circumstances.

**IDAHO STATE BOARD OF EDUCATION  
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION  
NOTICE OF INTENT**

**To initiate a  
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional  
Program or Instructional/Research Unit**

Institution Submitting Proposal: University of Idaho  
 Name of College, School, or Division: College of Education  
 Name of Department(s) or Area(s): Curriculum & Instruction

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program  
 Academic X Professional - Technical \_\_\_\_\_

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Discontinue the Bachelor of Science in Education (B.S.Ed.) major in Special Education  
 \_\_\_\_\_  
 (Degree or Certificate)

Proposed Starting Date: Summer 2010

**For New Programs:**

**For Other Activity:**

\_\_\_\_\_  
 Program (i.e., degree) Title & CIP 2000

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation
- Contract Program
- Other

**Dean's signature on file** **10/25/09**

\_\_\_\_\_  
 College Dean (Institution) Date

\_\_\_\_\_  
 VP Research & Graduate Studies Date

\_\_\_\_\_  
 Chief Fiscal Officer (Institution) Date

\_\_\_\_\_  
 State Administrator, SDPTE Date

\_\_\_\_\_  
 Chief Academic Officer (Institution) Date

\_\_\_\_\_  
 Chief Academic Officer, OSBE Date

\_\_\_\_\_  
 President Date

\_\_\_\_\_  
 SBOE/OSBE Approval Date

**Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.**

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The request is to discontinue the B.S.Ed in Special Education and offer a 5<sup>th</sup> year Master of Education (M.Ed. in Special Education) and institutional recommendation for the Standard Exceptional Child Certificate with Generalist K-12 Endorsement.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

The 5<sup>th</sup> Year Special Education Program offers a unique program culminating in an undergraduate degree and recommendation for certification in either elementary or secondary education plus a Master's Degree and recommendation for the Standard Exceptional Child Certificate with Generalist K-12 Endorsement. The program can be completed in five years. It is designed for students who want to become teachers in Special Education and general education. Since graduates are eligible for dual certification and complete multiple degrees, their professional employment options should be far richer than those available to graduates who complete a single certification program in elementary or secondary education. The proposed 5<sup>th</sup> Year Special Education Program can also be completed all online, reaching out to inservice teachers across Idaho and the United States.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The program can be completed in five years and can be delivered all online. Students will first study elementary or secondary education at the undergraduate level and special education at the graduate level. During the first three years, students complete their general education requirements, including the major requirements for either elementary or secondary education. They also enroll in additional courses that provide background for teaching special education. And, students complete initial coursework in the special education content area (approximately 9 credits). Throughout the program, students complete several early field experiences in the schools and complete a full year of internship. Students complete their first semester of internship, in either elementary or secondary education, during the fourth year, prior to beginning their graduate course work. During the fifth year students complete graduate coursework and their second teaching internship in special education. At the same time, they work on their research project. When all coursework, internships and their research project are successfully completed, graduates enter schools as some of the best educated special educators in the country. This program will be NCATE and state accredited.

All current special education majors have been informed that they must complete the courses for B.S.Ed. and recommendation for certification this year or wait until the 5th year masters program is in place. Some majors will need to complete their Internship the following year. Entering first-year students have been advised of the 5th year masters and certification program and have been given a draft description of the program and coursework. As they will need either an elementary or secondary general education teaching certificate, first, they have been advised to begin their coursework in either of those two programs upon admission to the University of Idaho.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

This would be the only 5<sup>th</sup> Year Special Education Program in the state.

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI						
EITC						
ISU						
LCSC						
NIC						
UI						

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
EITC			
ISU			
LCSC			
NIC			
UI			

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The 5<sup>th</sup> Year Special Education Program will prepare special educators and simultaneously general educators who will help "improve the education system to a level of effectiveness that allows all learners to develop their full potential as individuals and contributors to society." The program provides a unique educational and training program that meets "the personal and professional needs of Idaho citizens and Idaho employers."

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes \_\_\_\_ No \_\_\_\_

If not on 8-year plan, provide a justification for adding the program.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 09	FY 10	FY 11	Total
<b>A. Expenditures</b>	\$0	\$0	\$0	\$0
1. Personnel	\$0	\$0	\$0	\$0
2. Operating	\$0	\$0	\$0	\$0
3. Capital Outlay	\$0	\$0	\$0	\$0
4. Facilities	\$0	\$0	\$0	\$0
<b>TOTAL:</b>	\$0	\$0	\$0	\$0
<b>B. Source of Funds</b>				
1. Appropriated-reallocation	\$0	\$0	\$0	\$0
2. Appropriated – New	\$0	\$0	\$0	\$0
3. Federal	\$0	\$0	\$0	\$0
4. Other:	\$0	\$0	\$0	\$0
<b>TOTAL:</b>	\$0	\$0	\$0	\$0
<b>B. Nature of Funds</b>				
1. Recurring *	\$0	\$0	\$0	\$0
2. Non-recurring **	\$0	\$0	\$0	\$0
<b>TOTAL:</b>	\$0	\$0	\$0	\$0

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.



## POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** Partner Accommodation

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** \_\_\_\_\_

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

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** Faculty Senate 2008-09 Fall 2008  
 (Please see FSH 1460 C) Name \_\_\_\_\_ Date \_\_\_\_\_  
**Telephone & Email:** \_\_\_\_\_

**Policy Sponsor:** (If different than originator.) Don Crowley, Chair Faculty Affairs  
 Name \_\_\_\_\_ Date \_\_\_\_\_  
**Telephone & Email:** Crowley@uidaho.edu 5-7290

**Reviewed by General Counsel** \_\_\_ Yes \_\_\_ No Name & Date: \_Sent Feb. 17, 2009. On Feb. 2, 2010 – the 2009-10 Senate decided to move forward.

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

Units reported that the lack of a written spousal accommodation policy had complicated or even completely halted searches. It is hoped that this will help with recruitment and retention.

**II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

unknown

**III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
 Appr. & Date: \_\_\_\_\_  
 [Office Use Only]

*APM*

F&A Appr.: \_\_\_\_\_  
 [Office Use Only]

*FSH*

Appr. \_\_\_\_\_  
 FC \_FC-09-032;  
 FS-10-033  
 GFM \_\_\_\_\_  
 Pres./Prov. \_\_\_\_\_

Track # \_\_\_\_\_  
 Date Rec.: \_\_\_\_\_  
 Posted: t-sheet \_\_\_\_\_  
 h/c \_\_\_\_\_  
 web \_\_\_\_\_  
 Register: \_\_\_\_\_  
 (Office Use Only)

~~FC-09-032~~FS-10-033

## PARTNER ACCOMMODATION

### A. Definitions.

**A-1. Domestic partner** (partner): For purposes of this policy partner shall include a married spouse or a person who is neither married nor related by blood to the employee but is the employee's sole domestic partner, lives together with the employee in the same residence and intends to do so indefinitely, and is financially responsible with the employee for the other's welfare. The university reserves the right to request documentation establishing financial responsibility or qualifying status.

**B. Policy.** In recognition that professional employment opportunities for partners can enhance faculty and staff recruitment and retention, the University of Idaho may aid in the employment of an employee's partner. Any such help will be consistent with the principles of affirmative action and fairness and available to both new recruits and established employees. Partner accommodation is a non-mandated program available to the university to assist units in recruiting and retaining employees. No unit is required to participate in this program. Prospective employees are not to view partner accommodation as an entitlement.

NOTE: It is illegal to ask a job candidate if he or she needs partner accommodation. However, the appointing authority or employing official may provide the information included in this section and the candidate may then request consideration for such support.

**C. Process.** Human Resources shall assign a staff member who will be responsible for aiding a faculty member's partner in finding local employment. This person shall maintain an information base and support network pertaining to local employers, both on and off campus and will actively coordinate with other educational institutions in the area. This person will contact and offer service to all new hires, will be available at the time of interview, and will be available to existing employees.

**C-1. Existing Vacancy.** Initially, the university may attempt to find accommodation in existing vacancies, including jobs listed as "open only to current UI employees." However, the candidate's qualifications must be competitive with other applicants in the pool.

**C-2. Temporary Position.** If there are no appropriate existing vacancies and if a partner's qualifications meet a demonstrated need at the university, a one to three year temporary position may be created to provide appropriate employment opportunity. In order to safeguard individuals, departments, and other units, any offer of employment under these circumstances must be approved through the

ordinary channels, i.e. the unit's administrator or hiring committee, and following approved HR and/or affirmative action hiring procedures. The Office of the Provost & Executive Vice President (Provost) may assist with the funding of created positions for the purpose of temporary accommodation. These temporary accommodations are supported in part by limited funds set aside by the provost for this purpose.

Hiring units must advise candidates of the time limits for temporary accommodation support. Support beyond the initial temporary accommodation period of one to three years may be available if the candidate has completed a successful performance evaluation rating of "meets expectations" or above each year and if:

- 1) The position becomes permanent and funding is available outside of the Office of the Provost, or
- 2) The hiring unit has planned for future permanent funding.

**a. Requirements:**

- 1) There must be an appropriate fit between the qualifications of the candidate and the proposed position, and
- 2) The university must benefit if the accommodation is provided.

**b. Written Proposal.** Units requesting temporary partner accommodation submit a written proposal through the responsible dean (or equivalent administrator) to the Provost. Units are to provide the following:

- 1) An explanation of the situation,
- 2) An explanation of how the university will benefit from the accommodation,
- 3) The vita of the partner,
- 4) A list of possible positions for consideration,
- 5) The proposed time period of the temporary accommodation,
- 6) The proposed salary,
- 7) An explanation indicating why permanent funds are not available if there is a need for the position in an area,
- 8) A statement indicating that the requesting unit will provide the required matching funds or an indication of the source of such matching funds, and
- 9) Information about potential future funding. NOTE: The goal is to move employees from temporary funds to permanent funds whenever feasible and appropriate.

**c. Funding.** After approval of the proposal, the Provost commits funding for temporary accommodation as follows:

- 1) One year for .50 FTE (matched by funds from the hiring or receiving unit),

- 2) Two years for .50 FTE (matched by funds from the hiring or receiving unit),  
or
- 3) Three years for .33 FTE (.67 FTE matched by funds from the hiring or receiving unit).

If the position is less than full-time, the funding support is prorated based on the formula described above. Either the hiring unit or the receiving unit may provide the funds to make the position full-time. A unit interested in pursuing a partner accommodation may provide funds to enable the temporary hire to take place in a different unit.

In general units are to view partner accommodations as a university priority. A unit with available funds and a need for temporary assistance should be willing to participate in a temporary accommodation.

Any unused temporary accommodation funds revert to the provost.

**d. Approval.** Approval by the provost is contingent upon the availability of funds and the evaluation of the temporary accommodation proposal.

**C-3. Human Rights Compliance Review.** The Provost submits copies of all accommodation requests to the Human Rights Compliance Office for review to ensure that requests conform to EEO policies and regulations.

**C-4. Contact Information.** TBD