

**2007-2008**  
**Faculty Affairs Subcommittee on Position Description/Annual Evaluation Forms**  
**Agenda**

**Meeting #10**

**3:30-4:30 p.m.**  
**Monday, May 5, 2008**  
**Brink Hall Faculty Lounge**  
**Order of Business**

**I. Call to Order.**

**II. Minutes.**

- Minutes of Meeting #9, April 21, 2008

**III. Business.**

- Position Description and Summary Table
- Annual Evaluation
- Review and discuss changes to FSH 1565 (outreach/service, clinical, etc.)

Attachments:

Minutes #9, April 21, 2008  
Position Description and Annual Evaluation  
FSH 1565 proposed changes (outreach/service, clinical, etc.)

**University of Idaho**  
**FACULTY AFFAIRS SUBCOMMITTEE ON POSITION DESCRIPTION/ANNUAL EVALUATION FORMS**  
**Meeting #9, 3:30 p.m. Monday, April 21, 2008**

**Present:** Crawford, Dakins, Fletcher, Force, Houle, Morrison (chair), Murphy, Prather, Thompson; Stauffer (Boise) **Absent:** Hollenhorst

**Call to Order:** The minutes of the previous meeting were approved as distributed with the exception of correcting the general faculty meeting date to April 28 not May 28<sup>th</sup>. The chair then addressed the subcommittee's unfinished business of including civility and collegiality language on the position description. He had discovered several sections (3160 B-3 b., 3170, 3910) in the *Faculty-Staff Handbook* (FSH) that discusses faculty behavior. He pointed out that when we begin revising policy language in FSH 1565, 3320, etc., we should at that time include appropriate language that references these sections.

The chair then explained the purpose of the two distributed versions of FSH 1565. The first being a substantial reorganization of the policy to better reflect faculty classifications as stated in FSH 1520 Article II and a reformat of the policy to the preferred policy format. The chair stressed that we were to vote only on the reorganization and not be tempted to address policy language (a burning desire when one has a stake in policy). This policy is in need of a complete revision which will happen later, beginning with the second version, when our group begins editing policy to reflect our changes to the forms.

It was important to understand that this reorganization was a minor change and that no substantive change was made to the policy. The significance of a minor change is that it would not require the approvals of faculty council or the general faculty. It was explained that before beginning revising policy substantively it was best to have a clean policy version to work on, one that did not have too many extensive changes. However, it was important to get input from Faculty Affairs (who approved the reorganization), General Counsel and Faculty Secretary/Policy Coordinator (also approved the concept of the reorganization), and our subcommittee to be sure it was properly vetted. The subcommittee approved the reorganization as presented but also pointed out issues for later consideration:

- Deleting the language "...with rank of" for categories such as Librarian, Psychologist, etc. might pose a problem since these were the actual titles of the position. [A follow-up discussion with the Faculty Secretary resulted in a decision to keep the original titles.]
- Definitions in B should be carefully considered. How does one define teaching for the different categories such as that under "Teaching" versus the teaching and learning under "Scholarship and Creative Activities." Defining each is critical and it would seem more appropriate to define these under each specific section within the body of the policy. It was pointed out that B is not part of the reorganization, merely a suggestion to follow policy format. Should we later decide not to include definitions in this particular policy, the current C would become B.
- Where do high school teachers teaching dual enrollment classes fit under this policy, affiliate or temporary faculty? Again, since we were voting on reorganization only this issue, although important, will be reserved for when we begin revising the policy language.

Turning to the position description one member pointed out that the asterisk under administration on the second page should be removed. Dakins, reporting back from the program directors' meeting presented their feedback. The directors stressed that signatures were not as essential as communication and discussion taking place between chairs and appropriate interdisciplinary/center administrators. They would be in support of any process that would facilitate making this communication happen. Be it a letter, an online system where they can provide a short narrative, or something that they can weigh in on in the evaluation process. The electronic signature idea received their full support.

The chair, recognizing that electronic signatures may not be possible in the near future, or at all, asked for other ideas and comments.

- The burden should be put on the faculty member to be sure all administrators are involved. Concern was expressed that putting this expectation on a new faculty member was unrealistic and it is the administrator's responsibility to provide guidance. Another member commented that her experience with faculty, especially new faculty, was that they do a pretty good job at making these contacts.
- Referring to the Strategic Action Plan, it was pointed out that interdisciplinary activity was not going away, it was expected of faculty and a culture change although difficult is imminent. One way to change culture was to clearly and explicitly include interdisciplinary activity on both forms otherwise it will not get resolved.
- Should the interdisciplinary/center signatures be included, if so, where? Currently it appears they are signing off on the entire position description and as such is it expected that they review the entire position description? If so, this would be a daunting task. Should they merely review the area that concerns their program? Most agreed that they should only be responsible for that which applied to them.
- Put a check box in lieu of the signatures, similar to the conflicts of interest section on the annual evaluation. One simply checks yes or no - whether they are or are not involved in interdisciplinary activities. If yes they would attach a narrative on which program(s) they are involved in and the administrator(s) involved. [Fido, barking wholeheartedly, agreed.] Having the faculty member list the groups they interact with assures all parties are involved.
- A section in policy with a clear definition on interdisciplinary activity as is the intent of the Strategic Action Plan – “a culture that values and promotes strong academic areas and interdisciplinary collaboration among them” was needed. Interdisciplinary collaboration is with programs directly linked to the university which have a director/unit administrator or cross departments; not that of collaborators within the same department or at another institution. Collaboration within the same unit or at other institutions is part of a faculty member's scholarship activity. Interdisciplinary collaboration is intended to redesign our way of thinking of how we work together, and with, established ‘interdisciplinary programs’.
- Strong language in the *Faculty-Staff Handbook* (FSH 3050 B-2, 3520 F-1, H-3, H-4 c, 3560 C, E-2 d)\* that unit administrators are responsible to solicit and consider relevant information from interdisciplinary/center administrators for faculty involved in these activities, has not been enough. Ensuring that policy is followed can be accomplished by adding language before 1 under authentication stating that communication and conversations must take place among all administrators for faculty involved in interdisciplinary activity.  
\*[Note: These references could be revised to be somewhat stronger e.g. add ‘responsible to solicit and consider . . .’, change ‘should’ to ‘shall’, etc.; also reference could not be found in FSH 3320 but should be included under 3320 A-1 d.]
- Could signatures somehow be tied to a faculty member's allocated salary funds. It was pointed out that some interdisciplinary programs don't have funds. The lack of funds for participation is the issue for departments who assert that these activities are a drain on the department. Our discussions thus far do nothing to commit faculty in the home department to accept and recognize interdisciplinary activities in their promotion and tenure voting of a colleague involved in these activities. Faculty are not involved in the discussions of others in their department for individual position descriptions or annual evaluations.
- Responsibility should lie with one administrator who is responsible for making sure all policies are followed. If he/she fails in that responsibility they should be held accountable. Language stating that the administrator has discussed the form with those involved could be included in 2.

The subcommittee agreed to the following changes to the position description and annual evaluation:

- remove interdisciplinary/center administrator signatures,
- enforce the importance of a conversation taking place between all parties by including language that conversations with all parties has taken place for faculty involved in interdisciplinary activities (language will be circulated to the subcommittee by email for discussion and approval).

Discussion then turned to the annual evaluation and comments that the changes are a vast improvement. The example clearly shows what categories are the faculty member's strengths and/or weaknesses, the extension of one decimal place and how rounding is accomplished. It was moved, seconded and approved to accept the annual evaluation form as presented.

**Announcements:**

- No meeting on April 28<sup>th</sup>, but we would meet on May 5<sup>th</sup> to begin work on the outreach changes as earlier presented by Hollenhorst. It was suggested that Prather also work with Hollenhorst on defining the terms approved by the subcommittee at its previous meeting.
- Goal I was currently working on the definitions for advising and mentoring.
- Suggested that perhaps the goal teams could work on an introduction for each section similar to that as in Scholarship and Creative Activity in FSH 1565. The chair noted that it was important that these be proposed to the goal teams so it was clear that they were to work on the introduction only and no other part of the policy.
- Prather reported on another editing system, Sharepoint, so that the subcommittee could continue to work over the summer electronically. It was agreed that he and the chair would meet and determine the possibility of this versus Groove, or a shared drive.

The subcommittee adjourned at 5:05 p.m.

Respectfully submitted,

Ann Thompson, Scribe

**UI FACULTY POSITION DESCRIPTION FOR ANNUAL PERFORMANCE REVIEW for 20\_\_**  
**(REVISED 7-08)**

**Date:** \_\_\_\_\_ **Department:** \_\_\_\_\_  
**Name:** \_\_\_\_\_ **Title/Rank:** \_\_\_\_\_  
**Appointment:** Academic Year  Fiscal Year  **Other:** \_\_\_\_\_  
**Tenure Status:** Nontenured  Tenured  **Year Tenured:** \_\_\_\_\_

**TEACHING:**

Semester	Subject	Course #	Section	Course Credits	Credit Responsibility	Course Title
Spring						
Fall						
Summer*						

**1. Instruction** (FSH 1565 A-2; Strategic Action Plan Goal 1):

**a.** Describe additional instructional responsibilities (course redesign; introduction of new delivery methods; involvement in course, program, and university level assessment of student learning outcomes; etc.):

**b.** Provide a statement of your goals and objectives for teaching. Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service (FSH 1565 ?).

*Est. Instruction Percentage of Responsibility:* Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

**2. Advising and/or Mentoring Students** (FSH 1565 A-5; Strategic Action Plan Goal 1):

Advisees (#): Undergraduate (Approx.): Major \_\_\_\_ Minor \_\_\_\_ Certificates \_\_\_\_  
 Grad (Major Professor): Doctoral \_\_\_\_ Masters Thesis \_\_\_\_ Masters Non-Thesis \_\_\_\_

Mentees (#): Graduate \_\_\_\_ Undergraduate \_\_\_\_

**a.** Other Service to Students (organization/program advisers, masters/doctoral committees as opposed to major professor, etc.):

**b.** Provide a statement of your goals and objectives for advising and/or mentoring. Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service (FSH 1565 ?).

*Est. Advising and/or Mentoring Percentage of Responsibility:* Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

**Total Teaching Percentage of Responsibility:**

**Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_  
 (carry forward to summary table)

**SCHOLARSHIP AND CREATIVE ACTIVITIES** (FSH 1565 A-4 & A-10; Strategic Action Plan Goal 2): [Include Teaching/Learning (FSH 1565 A-3-a), Artistic Creativity (FSH 1565 A-3-b), Discovery (FSH 1565 A-3-c), Integration (FSH 1565 A-3-d), and Application and Engagement Activities (FSH 1565 A-3-e)]

Provide a statement of your goals and objectives for scholarship and creative activities. Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service (FSH 1565 ?).

**Est. Percentage of Responsibility:**

**Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_  
(carry forward to summary table)

**OUTREACH AND EXTENSION** (FSH 1565 A-3-e & A-7, Strategic Action Plan Goal 3): [Include Extension (FSH?) Distance Education (FSH?) Service Learning (FSH?) Cooperative Education (FSH?) Technology Transfer (FSH?) and Extramural Professional Service (FSH?)]

Provide a statement of your goals and objectives for outreach and extension. Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service (FSH 1565 ?).

**Est. Percentage of Responsibility:**

**Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_  
(carry forward to summary table)

**ORGANIZATIONAL LEADERSHIP:**

**1. University Service** (See FSH 1565 A-6):

Provide a statement of your goals and objectives for university service. Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service (FSH 1565 ?).

*Est. University Service Percentage of Responsibility:* **Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_

**2. Administration** (See FSH 1565 A-8 & A-9):

Provide a statement of your goals and objectives for administration. Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service.

*Est. Administration Percentage of Responsibility:* **Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_

**Total Organizational Leadership Percentage Responsibility:** **Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_  
(carry forward to summary table)

Percentage of Responsibility Summary				
Area	Planned Percentage Allocation			
	Spring	Fall	Summer*	Annual
Teaching				
Scholarship and Creative Activities				
Outreach & Extension				
Organizational Leadership				
<b>Total</b>	(All must equal 100%)			

\*Summer column should only be completed by faculty members who have a twelve month, fiscal year appointment. Academic year appointments (this includes all appointments less than 12 months) may attach a narrative for evaluation purposes with respect to their plans for additional activities undertaken in the summer that are outside their position description.

Example Academic Year:	Spring	Fall	Annual
Teaching	40% (x.5)	60% (x.5)	= 50%
Scholarship/Creative Act.	45% (x.5)	25% (x.5)	= 35%
Outreach & Extension	10% (x.5)	10% (x.5)	= 10%
Organizational Leadership	5% (x.5)	5% (x.5)	= 5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

*Example Fiscal Year:	Spring	Fall	Summer	Annual
Teaching	20% (x.375)	14% (x.375)	9% (x.25)	= 15%
Scholarship/Creative Act.	42% (x.375)	40% (x.375)	37% (x.25)	= 40%
Outreach & Extension	23% (x.375)	33% (x.375)	44% (x.25)	= 32%
Organizational Leadership	15% (x.375)	13% (x.375)	10% (x.25)	= 13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

#### AUTHENTICATION

Interdisciplinary Activities: Attach narrative.\*

\*If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary activities as stated are reasonable. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 F-1, H-3, H-4 c, 3560 C, and E-2d, and 3320 A-1 d).

1. Faculty Member: I agree that this is a reasonable definition of my responsibilities to the University of Idaho for the forthcoming calendar year.

\_\_\_\_\_  
Signature of Faculty Member

2. Unit Administrator(s) (including ~~interdisciplinary/center administrator(s)~~ or faculty with joint appointments when appropriate): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

\_\_\_\_\_  
Unit Administrator

\_\_\_\_\_  
Unit Administrator (joint appointments if applicable)

\_\_\_\_\_  
Interdisciplinary/Center Administrator (when appropriate)

~~Interdisciplinary/Center Administrator (when appropriate)~~

3. College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

\_\_\_\_\_  
Signature of Dean

(FSH 3320)

ANNUAL PERFORMANCE EVALUATION FORM 1: EVALUATION OF FACULTY  
(INCLUDES DISCLOSURE OF CONFLICTS FSH 6240)  
(Confidential)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Department(s): \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

**NOTE:** Faculty and administrator(s) are to review and address the objectives as stated on the previous year's position description.

Position Description (PD) Responsibilities	PD %	Numeric Score*	PD% x score = total	COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)
<b>TEACHING</b> (FSH 1565 A-2, A-5; Strategic Action Plan Goal 1)				
<b>SCHOLARSHIP and CREATIVE ACTIVITIES</b> (FSH 1565 A-3,A-4,A-10; Strategic Action Plan Goal 2)				
<b>OUTREACH and EXTENSION</b> (FSH 1565 A-3-e,A-7, Strategic Action Plan Goal 3)				
<b>ORGANIZATIONAL LEADERSHIP</b> (FSH 1565 A-6, A-8, A-9, Strategic Action Plan Goal 4)				

**\*Scoring Key**

- 5 = Exceptional performance
- 4 = Above expectations
- 3 = Meets expectations
- 2 = Below expectations
- 1 = Unacceptable performance

**Scoring Example:**

PD%	Numeric Score	Total
Teaching 50%	4	.50 x 4 = 2.0
Scholarship 35%	2	.35 x 2 = .7
Outreach & Extension 10%	3	.10 x 3 = .3
Org. Leadership 5%	3	.05 x 3 = .15
Dept. Chair Score (transfer total to box below)		3.15 = 3.2
<b>Rounding:</b> .5 and above round up; .4 and below round down.		

<b>Department Chair Score</b>
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<b>College Dean Score</b>
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**College Score:** Department and college scores may extend one decimal place.

(Continued on next page)

**Interdisciplinary Activities:** The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative attached to the position description used for this evaluation. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 F-1, H-3, H-4 c, 3560 C, and E-2d, and 3320 A-1 d).

**Unit Administrator's Attachment:** A narrative on progress towards tenure, promotion, and/or continued satisfactory performance is to be completed by **all** evaluators for **all** faculty using separate pages and attach to this form (if there is a disagreement, see FSH 3320 A-1 e&f). Include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service (FSH 1565 ?). **If the narrative(s) is/are not attached the form will be returned to the department by the college.**

\_\_\_\_\_  
Unit Administrator Signature

\_\_\_\_\_  
Unit Administrator (joint appointments if applicable)

~~Attached signed narrative  
Interdisciplinary/Center Administrator (when appropriate)~~

~~Attached signed narrative  
Interdisciplinary/Center Administrator (when appropriate)~~

Faculty Comments:

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Dean Signature

**Dean's Attachment:** If there are any differences in any category of scoring between the department chair and college dean, a narrative shall be attached stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f). **If the narrative is not attached the form will be returned to the College by the provost.**

\_\_\_\_\_  
Second Faculty Signature (if applicable)

### FSH 6240 Required Disclosure of Conflicts

**You must complete this disclosure annually with your performance evaluation. If you have a conflict to disclose then you also will need to complete Form FSH 6240A.** Likewise, if there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change. University of Idaho FSH Policy 6240 Conflicts of Interest or Commitment is available at <http://www.webs.uidaho.edu/fsh/6240.html>. If you have any questions about the form or about specific potential or actual conflicts of interest, please contact your unit administrator or the Chair of the university's Ethical Guidance and Oversight Committee. **Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240 B – Disclosure of Outside Employment or Consulting for Compensation.**

- I have reviewed FSH 6240 and **DO NOT** have any conflicts of interest, conflicts of commitment or apparent conflicts to report. Please sign and date below.
- I have reviewed FSH 6240 and **DO** have conflicts of interest, conflicts of commitment or apparent conflicts to report. Please, sign below, and fill out form FSH 6240A. Submit completed FSH 6240A to your unit administrator along with separate pages describing a plan to manage each conflict or apparent conflict.

*Your signature below certifies that you have reviewed FSH 6240 regarding disclosure of conflicts, and that the information that you provide regarding disclosure of any conflict is accurate to the best of your knowledge as of the date of this document, and you commit to providing an update if a material change occurs in the information you have provided.*

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Faculty Signature

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 J-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 and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and D-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, 1-08]*

CONTENTS:

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

**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].

As indicated in Sections 3320-A, 3520-H.2, 3560-G.1, 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

## UI FACULTY-STAFF HANDBOOK

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

#### Section 1565: Academic Ranks and Responsibilities

January 2008

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descriptions. [ed. 1-08]

#### **B. DEFINITIONS (to be written):**

Advancement

Advising

**Civility and collegiality (see 3160, B-3 b, 3170, 3910) Expectations of faculty are to follow university ethics in 3170)**

Extension

Extramural

Instruction

Interdisciplinary activity

Intramural

Mentoring

Organizational Leadership

Outreach

Professional Development

Professional Service

Scholarship and Creative Activities

Teaching

University Service

#### **C. RESPONSIBILITY AREAS:**

**C-1. TEACHING:** The teaching and learning goal at the university is to engage students in a transformational experience of discovery, understanding and global citizenship. Our graduates will live, work, compete and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills and experiences that advance humankind. The university will build and sustain competitive advantages through innovative curricula of distinction and develop effective integrative learning activities to engage and expand student minds.

The basic role of a faculty member at the University of Idaho is to demonstrate continuing sound and effective integrative learning activities in the instruction, advising and mentoring of students. 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.

**a. Instruction:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes 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]

**b. Advising and/or Mentoring:** Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored

## UI FACULTY-STAFF HANDBOOK

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

#### Section 1565: Academic Ranks and Responsibilities

January 2008

by the university, college, department, or professional organizations to enhance a faculty member's capacity to advise. [add. 7-06, rev. 1-08] was A-5

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] was A-5

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The goal and creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. Faculty shall achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them. Most scientific, social, economic, environmental, legal and political problems are partly embedded in a complex system of interlinking causes and effects. The university is strategically positioned to effectively address these complex societal issues through interdisciplinary collaboration. The university shall promote an environment that increases faculty engagement in interdisciplinary scholarship. Emphasis will be given to scholarly and creative activities that support the university's strategic themes, the research-extensive and land grant missions, and strategically important graduate and professional programs.

Scholarship or scholarly-creative 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 outreach/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]

**\*\* Should these or similar guidelines for assessment be included in each section: teaching, scholarship, outreach, org. lead.? OR Should there be a reference to assessment in each section but the actual guidelines placed in 3320 evaluation section?**

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

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appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?"

**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 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

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a similar manner. *[add. 7-06]*

**e. Scholarship of ~~outreach~~ application and engagement:** is the ~~focus on research intended reduction to practice of scholarly knowledge~~ to address societal problems, challenges, and understanding. This area of scholarship is a primary activity of ~~University of Idaho outreach and e~~ Extension faculty, although it is a shared responsibility of all faculty. ~~Outreach scholarship should reflect: (1) a substantive link with and direct application of knowledge to significant human needs and social issues; (2) use of a faculty member's academic and professional expertise; (3) public benefits; and (4) generation of new knowledge. 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~~ outreach 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~~ outreach involves active communication and validation. The scholarship of ~~application and engagement~~ outreach 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 ~~the scholarship of outreach in the area of application~~ is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[add. 7-06]*

(Further clarification to include Steve's suggestion of the new terms extension, distance education, service learning, cooperation educ. Technology Transfer and extramural professional servivce, perhaps his goal team and include Tim Prather can come up with this language.) This is what Steve put in before for this area in his rev. of 1565 on outreach. "While outreach is an essential function of UI Extension faculty, it is a shared responsibility of all faculty. At its best, it engages the university in mutually beneficial partnerships with diverse external constituencies, including individuals, communities, firms, and public agencies. By engaging in these partnerships via outreach, the university makes its research useful beyond the academic community, enables learning to occur outside the classroom, and directly benefits the public."

**C-3. OUTREACH and EXTENSION:** ~~is an essential component of the University's land grant mission. The outreach and extension goal at the university is to engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity. The university has a long and strong history of extending agriculturally related teaching and research findings throughout the state. We seek to broaden that outreach and engagement to better link all academic areas of the university with the needs of constituents and stakeholders throughout Idaho. Faculty will build upon, strengthen, and connect the University of Idaho Extension with other parts of the university to engage in mutually beneficial partnerships with stakeholders. Faculty will also deliver undergraduate, graduate, continuing professional education, and Extension programs and opportunities for life long learning.~~

Outreach and Extension is an essential component of the University's land grant mission and 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 and Extension activity may include (1) teaching non-credit classes, workshops and short courses; (2) recruiting, training and supervising paraprofessionals and volunteers; (3) providing unpaid

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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]

**Extramural (~~Outreach/professional?~~) Service: A-6.** Service is an essential component of the University of Idaho mission ~~and~~. ~~Both~~ extramural ~~and university~~ service ~~is~~ 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 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~~ the discipline on governmental, non-governmental or private sector bodies; and/or building collaborative programs locally, regionally, statewide, nationally or internationally. [add. 7-06]

~~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 ~~by~~ 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]

**C-4. ORGANIZATIONAL LEADERSHIP:** Organizational leadership at the university depends on the organization, culture and climate goal of creating and sustaining an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently. To implement the first three responsibility areas requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner. To do so, the university must sustain and enhance 1) a positive work climate to enhance the quality of university life (FSH 3160 B-3 b, 3170, 3910 and UI Civility Statement), and 2) an organizational structure, policies, and procedures that enable the university to attain its other goals.

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**a. University Service:** ~~A-6.~~ Service is an essential component of the University of Idaho mission and is. ~~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 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 s~~Service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and, co-workers, ~~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}~~

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 (university) 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]

**\*\*This will be controversial. The subcommittee revising the Position Description & Annual Evaluation forms has proposed that some researchers with big and/or multiple grants and employees spend significant amounts of their time in obvious administrative duties. This category allows for them to be recognized for the amount and type of work they are actually performing. Criteria for using this category may need to be developed.**

**b. Administration:** ~~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

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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, ~~outreach~~service, and ~~professional service~~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 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, outreach, and professional service, ~~and outreach/extension~~ responsibilities. [*add. 7-06*]

#### **D. UNIVERSITY FACULTY (FSH 1520 Article II, 3520 C?):**

##### **D-1. INSTRUCTOR:**

**a. Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

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

##### **D-2. FACULTY:**

**~~a~~C-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 ~~outreach~~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*]

**~~b~~D-1. Associate Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal

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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-outreach~~. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service ~~to the university and/or his or her profession~~. [1565 A-2, A-3, A-4] *[rev. 7-98, rev. and renumbered 7-00]*

**cE-1. Professor.** 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/integrationoutreach. 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]*

#### D-3. RESEARCH FACULTY:

~~**aC-2. Assistant, associate and professor.** **Research Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to ~~th~~their respective ranks as for faculty in D-2 above, ~~ese for the rank of assistant professor.~~~~

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

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

#### D-4. EXTENSION FACULTY:

**aB-2. Extension Faculty with Rank of Instructor.** Appointment to this rank requires sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

**bC-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]*

**cD-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

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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]

**dE-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]

#### D-5. LIBRARIAN:

**a.B-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.

**bC-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 committee work or equivalent activities.

**cD-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.

**dE-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

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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.

#### **D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:**

**aB-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.

**bC-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.

**cD-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.

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

**\*\*It's not clear if the officer educators are part of the "university faculty" or the "associated faculties" see 1520 II-3. Traditionally they have had the privileges of "university faculty."**

**D-7. OFFICER-EDUCATION:** 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. 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.

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**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.

#### f. Appointment: **PROCEDURES.**

**1a.** 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.

**2b.** 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.

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

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

**5e.** 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.

#### **E. EMERITI. (FSH 1520 II-3)**

**E-1. ELIGIBILITY.** A member of the university faculty who holds one of the ranks described in 1565 B, C, D, or E and who retires, having met the criteria either for university retirement or for state retirement [3730 C], is designated as "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement. [*ed. 7-00, 7-02, 1-08*]

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**E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES.** Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They 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.

#### **E-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 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 *Register* 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. One, free non-transferable gold parking permit [for each emeritus or emeriti](#) each year. [*rev. 1-08*]
- j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.
- k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.
- l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.
- m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.
- n. E-mail accounts are available to emeriti without charge within the local dialing area. [*add. 7-99, renumbered 1-08*]

**E-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.

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**E-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. [*ed. 1-08*]

#### F. ASSOCIATED FACULTY: (FSH 1520 II-3)

##### F-1. ADJUNCT FACULTY: [*renumbered 7-98, 1-08*]

**aH-1. General.** The adjunct faculty ~~is an associated faculty [see 1520 II-3]~~ consistsing 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 ~~subsection e below~~A-42, and authorizes assignment of service functions as described in subsection ~~b-e-2~~ below. It is also a means of encouraging greater cooperation between and among academic departments and other units. [*ed. 7-00*]

**ba. 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.

**cb. 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 I]. 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, 1-08*]

**de. 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.

**ed. 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(~~do we need benefits below? Can we include parts here?~~); 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.

**1a.** 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

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committees (with approval by the vice president for research and graduate studies), or act as expert advisers to faculty members or groups.

**2b.** 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.

**fH-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]

#### **gH-4. Appointment.**

**1a.** 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.

**2b.** 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.

**3e.** An appointment, termination, or other change in adjunct-faculty status is made official by means of a "Personnel Action" form.

**h.H-5. Promotion.** Consideration for promotion in adjunct-faculty rank is initiated by the departmental administrator in consultation with the adjunct faculty member's immediate supervisor. The procedures and schedule of consideration for promotion are as described in 3560.

**\*\*This section should probably be moved to 1520 II-3-B.**

**iH-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.

## **F-2. AFFILIATE FACULTY:**

**aI-1. General.** 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 ~~HF-1-b.2~~] [ed. 7-00, 1-08]

**b. Academic Rank.** 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.

**cI-2. Responsibilities.** 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. 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 (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

**dI-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

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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.

#### **e1-4. Appointment.**

**1a.** 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.

**e2.** 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.

**3d.** 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.

**5e.** Appointment information is recorded on the regular "Personnel Action" form.

**e1-5. Status and Benefits.** Affiliate faculty members are generally appointed without remuneration. As members of an associated faculty, affiliate faculty members have access to the library and other UI facilities. (wonder if this benefit can be listed in 1520 it would be minor) Reimbursement for travel or for services to UI is subject to mutual and official arrangements that are to be recorded in the appointment dossier.

#### **~~G. NON FACULTY AND/OR~~ TEMPORARY FACULTY:**

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

**G-2. VISITING FACULTY.** A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

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

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

#### **G-5. Clinical Faculty: (draft for discussion/revision)**

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**a. General.** The clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching in which his/her primary functions are in clinical skills instruction. Clinical faculty positions are applicable for professional disciplines with strong applied and/or clinical elements and who will serve university units or academic departments in a supporting capacity. Individuals appointed to clinical faculty positions must hold a terminal degree appropriate to their profession and instructional role. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in A-4?. The relationship of a member of this faculty category, whose primary employment responsibility to UI is essentially that of a collaborator with a UI unit, program, or faculty member.

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

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical 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.

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

1. Clinical faculty members, as such, do not necessarily 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.

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

**e. Qualifications.** Members of the clinical 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 clinical-faculty rank are based on educational background, scholarly contributions to a branch of learning, and professional accomplishments.

#### **f. Appointment.**

1. Appointments to the clinical faculty may be made at any time. A recommendation for appointment to the clinical 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 provost?, the president?, and the regents?.

2. They are reviewed by the dean of the college or unit administrator before publication of each issue of the *General Catalog*. No appointment should be continued unless receiving a satisfactory evaluation as measured by an annual evaluation performed by the unit administrator in consultation with the clinical faculty member's immediate supervisor, with final review by the provost, ????

3. An appointment, termination, or other change in clinical-faculty status is made official by means of a "Personnel Action" form. When necessary, the consent of the nominee's employer, if any, will be requested and recorded.

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**g. Promotion.** Consideration for promotion in clinical-faculty rank is initiated by the unit administrator in consultation with the clinical faculty member's immediate supervisor. The procedures and schedule of consideration for promotion are ???

**h. Benefits.** As members of an associated faculty, clinical faculty members have access to the library and other UI facilities (can eliminate this if put in 1520 as part of Associate faculty would be minor change). They also qualify for the faculty-staff educational privilege [see 3740]. They are not eligible for sabbatical leave.

#### **H. NON-FACULTY.**

**H-1. G-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" ([FSH 3080 D-2 a](#)) employees recognized by the regents. [See also 3710 B-1.b.] Postdoctoral fellows are not members of the faculty.

**H-2. G-6. GRADUATE STUDENT APPOINTEES:** [See also 3080 D-2-a.]

**a. 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.

**b. 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.

**c. 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.

**d. 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.

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.