

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

**Meeting #4**

**3:30-4:30 p.m.**  
**Monday, March 17, 2008 (St. Patrick's Day)**  
**Brink Hall Faculty Lounge**  
**Order of Business**

**I. Call to Order.**

**II. Minutes.**

- Minutes of Meeting #3, March 3, 2008

**III. Business.**

- Review and discuss second revision of summary table and position description
- Review and discuss revision of annual evaluation
- Review and discuss changes to *Faculty-Staff Handbook* (outreach/service)

Attachments:

Minutes, March 3, 2008 (includes 2007-08 Timeline)  
Rev. 2 Summary Table of Position Description  
Rev. 2 Position Description (pages 1&2)  
Revised annual evaluation form  
*Faculty-Staff Handbook* proposed changes (sent previously)

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

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

**Call to Order:** Anxious for the meeting to begin, some members jumped into discussion before the chair was able to call the meeting to order. Once these members were wrangled in, the minutes of the previous meeting were accepted as distributed.

**Business:** It was pointed out that the offer letter (sample template found on the Provost's web site) does not contain language with regard to teaching, research and service that was mentioned at our last meeting. However, it was noted that although this is a template for colleges to use, some colleges may vary in what is actually put in their respective offer letters.

The subcommittee then turned its attention to the revised summary table agreeing that the form was much simpler but that there still remained a few issues to resolve. Discussion began with regard to the advising concern as presented by Fletcher (via email) in that she felt that by including advising under teaching, it lost importance. The subcommittee agreed that although separated and placed under teaching, instruction and advising and mentoring were individual lines requiring individual percentages and thus including advising under teaching would not make a difference. Discussion then turned to the differences between advising vs. mentoring and their relation to undergraduate vs. graduate and it was agreed to reverse the order under Teaching b. Advising and Mentoring (graduate and undergraduate) to (undergraduate and graduate). Undergraduate students seemed to be more in line with advising than graduates to mentoring. However, it was pointed out that mentoring of undergraduates does exist (research projects or senior design classes) but that reversing these two made better sense. It was also agreed that a standard percentage formula was needed in relation to the number of one's advisees, one that could be used by all disciplines.

When the subcommittee began to address Stauffer's suggestion (via email) of adding "and design" following "a. Direct course instruction" under Teaching on the summary table, the discussion took the subcommittee to page one of the position description and the Planned Coursework table. Discussion ranged from course design belonging under scholarship, instruction is inclusive of design, the percent responsibility for a course, interdisciplinary vs. team taught (actively participating the full 16 weeks vs. 8 weeks), and by having separate percentages in the table it causes confusion. The subcommittee agreed to, for consistency sake and to address Stauffer's suggestion, change the summary table under Teaching from "a. Direct Course Instruction" to simply "a. Instruction" and on page one of the position description change "1. Planned Coursework" to "1. Instruction" and the "Est. teaching percentage..." to "Est. instruction percentage...". This topic did lead the subcommittee into a discussion of the need to establish a uniform formula for teaching loads (unsuccessfully attempted by many groups in the past). The overwhelming agreement of the subcommittee was that this was not part of their charge and thus they would not pursue that battle. The subcommittee finally agreed on changing the Planned Coursework table, page one of the position description as follows: 5<sup>th</sup> column would now read "Course Credit" rather than "Credits"; and the 6<sup>th</sup> column would read "Credit Responsibility" rather than "Percent Responsibility (100% unless team taught)".

The subcommittee then turned its attention to the inclusion of goals and objectives under each category in the position description. It was soon discovered each college differed, the College of Agriculture and Life Sciences includes goals and objectives, but the College of Natural Resources does not, believing it to be a heading. The subcommittee spent considerable discussion as to whether to

include it in the position description, the annual evaluation, in both, or not at all. The subcommittee came to the agreement that it was more appropriate on the position description, but that both forms should be filled out at the same time. However, this has not been our practice over the years. Faculty and administrators should compare the previous year's position description and its statement of goals and objectives to assist in preparing the annual evaluation for that year and preparing the following year's position description. The timeline of the process should be looked into and revised. [A copy of the 2007-08 Calendar for Position Descriptions, Performance Evaluations, etc. is attached for possible revision by this subcommittee.]

The subcommittee then addressed Prather's concerns of putting advancement in c. under Teaching. Advancement (fundraising) seems to be asking a lot of an already overloaded faculty without remuneration and is not part of a faculty member's responsibilities. It was pointed out that although this is a direction the university wants everyone to pursue, one should not be doing so without either the college's awareness and/or the Advancement Offices. The subcommittee agreed to add the words "as appropriate" to c. so that if someone does, or chose to do, any of the categories listed in c. e.g. advancement, interdisciplinary activity, professional development and professional service, they could do so by listing them under c. and in the annual evaluation, thereby receiving recognition.

The subcommittee then addressed the appropriate place for university service and administration. They once again embarked on a lengthy discussion about service, university service, professional service, extramural service, outreach and engagement, teaching, scholarship and creative activity vs. research and senior editor work seemingly being demoted or absorbed under university service. Hollenhorst pointed out that the compromise made at the last meeting of trimming the nine categories to three and ending with five was our trade-off. It was also pointed out that now there appeared to be more flexibility because one could address these under each category. Crawford stated that he would include his senior editor work under scholarship. He spends a lot of time as senior editor, but he is unable to list all his time because there would be no time left to report. He did acknowledge that although this is somewhat inaccurate recording, at least now there is a place to record what one is actually doing. When it was pointed out that this subcommittee's charge was to align the forms to the Strategic Action Plan, it was suggested that perhaps we could have four categories rather than the five agreed upon. Was it possible that university service and administration might somehow fit under Goal 4: Organization, Culture and Climate of the Strategic Action Plan? Following further discussion as to whether this truly was possible, the subcommittee enthusiastically agreed that the fourth category might possibly work if it was called "Organizational Leadership" with two sub-categories of "a. University Service, and b. Administration".

The subcommittee then agreed that the last four categories on the annual evaluation, Extramural Service, Advancement, Professional Development, Other and Interdisciplinary Activity would be integrated into the now four categories. Prather noted that there was one other thing to think about when looking at these other categories and that is the issue of scholarship of extension. County extension folks are required to list 5% of their appointment as scholarship, and extension specialists are required to list 20% of their extension appointment as scholarship. The extension scholarship category would help administrators locate these requirements on reports and position descriptions. However we do this, it needs to be clear.

The subcommittee adjourned at 4:55 p.m. agreeing to meet the Monday following spring break, March 17<sup>th</sup>, 2008 to review another revision of the documents to be prepared by Thompson and Hollenhorst.

Respectfully submitted,  
Ann Thompson, Assistant to the Faculty Secretary

**UI CALENDAR FOR FACULTY  
POSITION DESCRIPTION, PERFORMANCE EVALUATION, 3<sup>RD</sup> YEAR REVIEWS,  
PROMOTION AND TENURE, SALARY DETERMINATIONS  
[PROVOST OFFICE]  
2007-08**

- August** Promotion (see section 3560 *Faculty-Staff Handbook*), tenure (see section 3520 *Faculty-Staff Handbook*), and performance review (see section 3320 *Faculty-Staff Handbook*) procedures begin at departmental level.
- September** Position descriptions for Calendar Year 2008 developed (see section 3050 *Faculty-Staff Handbook*) by faculty member and administrator.
- November 14** Position descriptions for Calendar Year 2008 due in the deans' offices.
- November** Promotion and tenure recommendations due in deans' offices.
- December 12** Promotion and tenure recommendations **due in the Office of the Provost.** (17 sets of promotion recommendations in binders [1 being the original – please note as original]; 1 tenure recommendation clipped, not in binder)
- January** The performance evaluation process begins for calendar year 2007. Annual Performance Evaluations Forms are used as applicable (see section 3320 *Faculty-Staff Handbook*). Conferences with individual faculty and other employees being evaluated are required. The employee receives a copy of the evaluation at the conference.
- January 16** Position descriptions for Calendar Year 2008 due in the Office of the Provost.
- December 31** Annual consulting Activity Reports due in Provost Office.
- February** 3<sup>rd</sup> year reviews for tenure track faculty due in the Office of the Provost (see section 3520 *Faculty-Staff Handbook for process information*).
- February 2** Evaluations of academic deans due in the Office of the Provost; evaluations of assistant/associate deans and departmental or intra-unit administrators due in the deans' offices, using Form 2C, Faculty Evaluation of Academic Administrators, *Faculty Staff Handbook* 3320.
- February 9** The provost convenes the university-level Promotions Review Committee. The provost confers with deans on promotion and tenure recommendations.
- February 13** Annual Performance Evaluation, *Faculty-Staff Handbook* 3320, due in dean's office for completion.
- March 5** Annual Performance Evaluations, *Faculty-Staff Handbook* 3320, due in the Office of the Provost.
- March 26** Periodic Administrator Performance Reviews due in the Office of the Provost.
- March** President's notifications of promotion and tenure decisions is reported to the Board of Regents/Executive Director. The employee is notified of the President's decision.
- April/May** Salary recommendations for new fiscal year developed following Salary policy. Salary recommendations reported to Regents. The employee is notified of action and the "Salary Agreement" form is forwarded to the employee for signature.
- June 9** Deadline for returning signed salary agreements.

Summary Table from Faculty Position Description.

Summary of Percentage Time Allocations by Responsibility Area for Period				
Area	Planned Percentage Allocation			
	Spring	Fall	Summer*	Annual
<b>Teaching</b>				
<del>a1. Direct Course</del> Instruction				
<del>b2.</del> Advising and Mentoring ( <u>under</u> grad and <u>under</u> grad)				
(Total Teaching)				
<b>Scholarship and Creative Activities</b>				
<b>Outreach &amp; Extension Activities</b>				
<b><u>Organizational Leadership</u></b>				
<u>1.</u> University Service				
<u>2.</u> Administration				
( <u>Total Organizational Leadership</u> )				
<b>Total</b> (All must equal 100%)				

\*Summer column should only be completed by faculty members who have a twelve month, fiscal year appointment.

Steve: I changed the a. and b. above to numbers to be consistent with pages 1 and 2 of the PD. We can address at our next meeting so the minutes accurately reflect this change.

**UI FACULTY POSITION DESCRIPTION FOR ANNUAL PERFORMANCE REVIEW for 20\_\_**  
**(REVISED 7-07)**

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

**TEACHING**

**1. ~~Planned Coursework Instruction:~~**

Semester	Subject	Course #	Section	<u>Course Credits</u>	<u>Percent Credit Responsibility</u> <del>(100% unless team-taught)</del>	Course Title
Spring						
Fall						
Summer						

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.

c.) Describe plans in the following areas, as appropriate-of: advancement, interdisciplinary activity, professional development and professional service with respect to teaching.

Est. Teaching Instruction Percentage of Time: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

**2. Advising and Mentoring Students.**

No. of Advisees: Undergraduate (Approx): Major \_\_\_\_\_ Minor \_\_\_\_\_ Certificates \_\_\_\_\_  
 Grad (as Major Professor): Masters Non-Thesis \_\_\_\_\_ Masters Thesis \_\_\_\_\_ Doctoral \_\_\_\_\_  
 No. of Mentors: Undergraduate In: Scholarship \_\_\_\_\_ Teaching \_\_\_\_\_ Outreach/Extension \_\_\_\_\_  
 Graduate In: Scholarship \_\_\_\_\_ Teaching \_\_\_\_\_ Outreach/Extension \_\_\_\_\_

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 mentoring.

c.) Describe plans in the following areas, as appropriate-of: advancement, interdisciplinary activity, professional development and professional service with respect to advising and mentoring of students.

Est. Advising and Mentoring Percentage of Time: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

**SCHOLARSHIP AND CREATIVE ACTIVITIES** (Including Teaching/Learning, Artistic Creativity, Discovery, Integration, and Application and Engagement Activities)

a.) Provide a statement of your goals and objectives for scholarship and creative activities.

b.) Describe plans in the following areas, as appropriate: ~~of~~ advancement, interdisciplinary activity, professional development and professional service with respect to scholarship and creative activities.

Est. Percentage of Time: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

**OUTREACH AND EXTENSION ACTIVITIES** (define?)

a.) Provide a statement of your goals and objectives for scholarship and creative activities.

b.) Describe plans in the following areas, as appropriate: ~~of~~ advancement, interdisciplinary activity, professional development and professional service with respect to scholarship and creative activities.

Est. Percentage of Time: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

**ORGANIZATIONAL LEADERSHIP**

**1. University Service** (define?)

a.) Provide a statement of your goals and objectives for university service.

b.) Describe plans in the following areas, as appropriate: ~~of~~ advancement, interdisciplinary activity, professional development and professional service with respect to university service.

Est. University Service Leadership Percentage of Time: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_  
Summer: \_\_\_\_\_

**2. Administration** (define?)

a.) Provide a statement of your goals and objectives for administration.

b.) Describe plans in the following areas, as appropriate: ~~of~~ advancement, interdisciplinary activity, professional development and professional service with respect to administration.

Est. Administration Percentage of Time: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_

(FSH 3320)

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

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

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

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

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

Strategic Action Plan reference numbers	Faculty-Staff Handbook reference documents	Assigned Responsibilities	Position Description Percentage	Numeric Score *	Weighting (optional)	COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)
A.1.	1565 A-2 & FSH 3050 Pos. Des. 1.	<b>TEACHING**</b> <b>a. Direct Course Instruction.</b> (Course design, and delivery; involvement in course, program, and university level assessment activities; peer course evaluation processes; workshops and training programs for students; boundary crossing efforts – interdisciplinary, inter-college, with student or academic affairs; developing teaching grants or contracts, etc.) <b>b. Advising and Mentoring Students.</b> (Number and types of undergraduate advisees; number and types of graduate students guided to completion; undergraduate and graduate students mentored in a variety of activities; student club/organization advisor; etc.) <u>Include teaching related accomplishments in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service.*</u>				
A.1-4.	1565 A-5					
A.2.	1565 A-4 & A-10  1565 A-3-a 1565 A-3-b 1565 A-3-c 1565 A-3-d 1565 A-3-e	<b>SCHOLARSHIP and CREATIVE ACTIVITIES</b> (Performances; exhibits; written contributions; media/electronic contributions; technologies and patents; scholarly events participated in; boundary crossing efforts - interdisciplinary, inter-college, with student or academic affairs; scholarly presentations, etc.) <u>Include scholarship and creative activity accomplishments in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service.*</u>  Teaching and learning ** Artistic creativity Discovery Integration Application/Engagement				

A.3.	1565 A-3-e & A-7	<p><b>OUTREACH and EXTENSION</b> (Program design, evaluation, and delivery; engagement materials; engagement activities, one-to-one engagement contacts, interdisciplinary engagement efforts, developing outreach grants or contracts, etc.)</p> <p><u>Include outreach and extension accomplishments in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service.*</u></p>				
D. A-4, B.	1565 A-6 1565 A-8 & A-9	<p><b><u>ORGANIZATIONAL LEADERSHIP</u></b></p> <p><b>a. University Service</b> (university and college governance – committees, task forces; participation in signature academic events; etc.)</p> <p><b>b. Administration:</b> (Management of personnel and unit resources; implementation of university administrative processes and procedures; mentoring of faculty for promotion and tenure; leadership in implementing the strategic plan; communication with faculty, staff and administrators; management to foster excellence in teaching, scholarship, outreach/engagement and extension; efforts to engage constituents, etc.)</p> <p><u>Include organizational leadership accomplishments in the following areas, as appropriate: advancement, interdisciplinary activity, professional development and professional service.*</u></p>				

[Note to Committee: What do we do with the items below? It seems like they should be part of and references in each of the above.]

\*

D.	1565 A-6	<b>Professional Service:</b> Scholarly review activities and judging; leadership in professional, scientific or arts and humanities organizations; free services rendered to external organizations; etc.
C	No Direct Reference	<b>Advancement:</b> Participation in identifying, soliciting, and/or obtaining contributions for university campaigns; developing program proposals, etc.
E	No Direct Reference	<b>Professional Development:</b> Participation in opportunities for self-improvement of capacities necessary to enhance or remain competitive in areas such as teaching, advising, technology, research techniques, human resource management, administrative procedures, interdisciplinary skills, etc.
?	No Direct Reference	<b>Interdisciplinary Activity: ?</b>
A-4.		<b>Other: ?</b>

\*\* The Scholarship of Teaching and Learning is defined in Section 1565 A-3-a of the *FSH* and is differentiated from Teaching by the requirement that it must be communicated and validated (*FSH* 1565 A-3).

(Continued on next page)

**\*Scoring Key**  
 5 = Exceptional performance  
 4 = Above expectations  
 3 = Meets expectations  
 2 = Below expectations  
 1 = Unacceptable performance

**Evaluation Score**  
 May reflect a weighting—not necessarily a mathematical average—of the numerical scores by the appropriate position description percentages. The weighted, department and college scores may extend one decimal place.

**Department  
Chair  
Score**

**College  
Dean  
Score**

**Department  
Average**

**College  
Average**

Position Description %	Numeric Score	Weighting
Teaching 85%	4	.85X4 = 3.40
Scholarship 15%	1	.15X1 = 0.15

**To the committee:** We need to address some issues that arose with regard to the weighted scores above. Also I added the below to be sure that a narrative is required, not just expected. **Expected to do so but you really don't have to and I believe the intent is that they must provide a narrative.**

**Narrative Evaluation:** A narrative on progress toward promotion and/or tenure is to be completed by **all** appropriate evaluators (Unit, Center, and/or Interdisciplinary Administrators). Each evaluator is ~~expected~~ to include a signed narrative using separate pages and attach to this form. **If the narrative is not attached the form will be returned.**

### 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.*

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

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

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

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

- Agree  Disagree (summarize reasons below)  
 \_\_\_\_\_ Dean Signature