

I. PROPOSED CHANGES TO THE *FACULTY-STAFF HANDBOOK*

• *Faculty Staff Handbook Section 2700, Student Evaluation of Teaching*

Explanation: In March 2001 the Faculty Council and in May 2001 the General Faculty approved implementation of an on-line format for course/instructor evaluations. The change in format will make some of the specific procedures outlined in Section 2700 obsolete. The revision brings this section in line with the new format, and would clarify the wording in one case to match current practice (see B-1).

A. PURPOSE. Student evaluation of teaching has two purposes. First, student evaluations assist individual instructors in improving their own teaching ("instructor," as used in this section, refers to any teaching member of the faculty or staff). Second, they assist academic administrators in counseling instructors about their teaching and they are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. To achieve the first of these purposes instructors are urged to provide their students mechanisms for evaluation throughout the semester. To assist academic administrators in evaluation, the following policy and procedures have been adopted.

B. ~~POLICY~~ POLICIES AND PROCEDURES.

B-1. All students will have the opportunity every full semester to evaluate each of their instructors. Thus student evaluation of teaching is required in all sections of all courses during Fall and Spring semesters.

B-2. The standard university form, as approved by the faculty, will be used by all instructors in all of their classes, except in the College of Law which will use an evaluative device which it has tailored to its needs.

B-3. The Office of Academic Affairs has the responsibility of oversight in the administration of the evaluations, except those in the College of Law.

B-4. The evaluation shall take place during the last three weeks of instruction in each of Fall and Spring semesters.

B-5. Instructors shall not see the evaluation results until after final grades have been submitted.

B-6. The Office of Academic Affairs shall see that a database of evaluation results for at least the last five academic years is maintained. These results shall be made available to colleges and academic units as needed, and the numerical summaries of an instructor's evaluations shall be made available to students or other members of the university community upon request.

~~C. GENERAL PROCEDURES.~~

~~C-1. Clerical services for the program—such as producing the required number of copies of the form, sending them to instructors, receiving and collating the completed forms—are provided by the Office of Academic Affairs.~~

~~C-2. Not later than the twelfth week of the semester the Office of Academic Affairs duplicates the required number of standard university forms and sends them to the instructor in envelopes marked for each class.~~

~~C-3. During the thirteenth or fourteenth week of the semester, instructors are to hand out the forms in their classes. To ensure clear photocopying of the forms, students must fill them out with a black pen or Number 2 pencil. The instructor must designate a student monitor, leave the room, and allow at least 20 minutes for the students to fill out the forms. The student monitor collects the completed forms and takes them, in the envelope provided, immediately and directly to the Office of Academic Affairs or to the designated collection point.~~

~~C-4. The Office of Academic Affairs tabulates all forms, except those from the College of Law, and returns forms and tabulations to the deans of the appropriate colleges.~~

~~C-5. Deans will photocopy the fronts of all forms and, after the grades for the semester have been turned into the registrar, the deans send the originals of all the forms to the instructors concerned. Tabulation and photocopying of forms for the College of Law will follow procedures worked out between the College of Law and the Office of Academic Affairs.~~

~~C-6. Deans make the tabulations and photocopies available to the departmental administrators concerned. College procedures determine whether the files of photocopies are kept in the college or departmental office. In either case, they are to be retained for a minimum of five years so they can be used in connection with annual performance evaluations, periodic performance reviews, and tenure and promotion considerations.~~

~~C-7. The Office of Academic Affairs makes copies of the tabulations available to students and other members of the university community for not less than five years.~~

In addition to the changes in *FSH* Section 2700, the Faculty Council approved changes in the instrument to be used in the evaluation process. That revision was approved in May 2001 and then reviewed and revised by the Faculty Council in the Fall of 2001.

• **Instructor/Course Evaluation Form**

What grade do you expect to receive in this class?	A	B	C	D	F
What grade were you working to attain?	A	B	C	D	F
How often did you attend class?	90%+	80%+	70%+	60%+	<60%
How often were you fully prepared for class?	90%+	80%+	70%+	60%+	<60%
How would you rate the quality of your effort in this class?	A	B	C	D	F

The items below ask for your evaluation of your experience in [Course Number] this semester. In each case the scale is 0 to 4, with 4 being the highest rating and 0 the lowest rating.

1. Instructor

Rate the instructor of this course relative to each of the qualities listed below. (highest rating is 4)

(Menu questions from the “Instructor” section placed here) **4 3 2 1 0**

Overall, how would you rate the instructor’s performance in teaching this course? 4 3 2 1 0

Comment on the instructor’s performance. What was most helpful? What could be improved?
[text input box provided]

2. Course

Rate the course itself relative to each of the qualities listed below. (highest rating is 4)

(Menu questions from the “Course” section placed here) **4 3 2 1 0**

Overall, how would you rate the quality of this course? 4 3 2 1 0

Comment on the quality of this course. What was most helpful? What could be improved?
[text input box provided]

[Menu questions can be selected from a list or can be written by the instructor for each course]

• **Faculty Staff Handbook Section 3040**

Regents’ policy on personnel files has been amended to reflect the requirements of the public records law in Idaho. This policy makes all files open to the employee and does not allow for the maintenance of an “open” and a “closed” file. The U of Idaho no longer maintains “closed” faculty personnel files as currently stated in FSH 3040. The recommendation of University Counsel is to delete FSH 3040 completely and refer all employees to the Regents policy.

Idaho State Board of Education

P. General Policies and Procedures – All Employees

4. Personnel Files

a. Employee Files

Each institution, agency, school, and office must maintain for each employee a personnel file, which is open for examination by the employee in accordance with the provisions of the Idaho public records act, Idaho Code 9-337 et seq., and other applicable law.

(1) The employee may, pursuant to the Idaho public records act, request in writing an amendment of any record pertaining to that employee. Within ten days of the receipt of the request, the custodian of the files will make any correction of any portion of the file which the employee establishes is inaccurate, irrelevant, or incomplete; or inform the employee in writing of the refusal to amend the record(s) in accordance with the request and the reasons for the refusal, as set forth in the Idaho public records act.

(2) In accordance with the Idaho public records act and other applicable law, an employee may obtain copies of materials in his or her personnel file.

b. Personnel Records Exempt From Disclosure

Each institution, agency, school, and office will comply with the provisions of the Idaho public records act and other applicable law concerning the maintenance, disclosure and confidentiality of personnel records and information.

c. File Maintenance and Retention

(1) Each institution, agency, school, and office must maintain personnel files under such conditions as are necessary to ensure the integrity and safekeeping of the file and may establish additional policies and procedures for the maintenance of personnel files consistent with the Idaho public records act and other applicable law.

(2) Any personnel files related to and involving legal action must be retained through any time period in which legal action may be taken.

Personnel files must be retained for a minimum of three (3) years following severance of an employment relationship with an institution, agency, school, or office. A summary record of employment relationships must be kept indefinitely.

- **Faculty Staff Handbook Section 3080, Classification and Appointment of University Positions**

The Regents delegated greater authority to the president related to appointment of employees. In addition, much of the information in the old section was unrelated to the primary subject – appointment of personnel.

C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE. By law, the Board of Regents is the appointing authority for the University of Idaho. In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see 3065) and with the requirements of all applicable immigration and naturalization laws (see 3070) is required. These procedures Human Resource Services procedures must be followed to ensure legal compliance, with other applicable statutes.

C-1. Regents policy provides: "The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures." RPGIIB2 any matter so identified.

C-2. The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president's annual salary. In addition the Regents specifically retain the authority to approve the employment agreement of any head coach or athletic director and all amendments thereto.

- **Faculty Staff Handbook Section 3085, Recruitment Procedures for UI Employees**

This policy was changed to include recruitment procedures for filling all UI positions, including faculty, non-faculty exempt and classified.

B.A. PROCEDURES FOR FILLING POSITIONS – ALL EMPLOYEES

B A-1. All recruitment for vacant and new positions at the UI must be conducted in full compliance with UI's affirmative action and equal employment opportunity procedures (see 3065) and with the requirements of all applicable immigration and naturalization laws (see 3070). The chair of every search committee should be familiar with the affirmative action and equal employment opportunity requirements of the UI. The chair should also consult with the ODHR and for help with how to conduct a search that maximizes the potential for attracting a diverse pool of applicants.

AB-2. All positions should have an up-to-date position description. The position description for all vacancies non-faculty positions should be created using the form Results Oriented Job Description (ROJD) form available on at www.uidaho.edu/hrs [attached??] to ensure that the position description is results oriented and consistent with other positions. All faculty appointments positions should also have a position description using the format available from the Provost's Office. In addition, the chair of every search committee should consult with HRS for guidance on the accurate description of the university for purposes of advertising process.

BA-3. All recruitment is announced in the Idaho Register and/or on university's the Human Resource Services' (HRS) web site HRS Employment Services. In addition, the chair of every search committee should consult with HRS for guidance on the advertising process.

BA-4. When a decision has been made to recruit for a position from among existing UI employees (an internal recruitment, see 3065 C-4), the procedures established by HRS must be followed to ensure fair, objective recruitment. A position may be filled through promotion (see section C-3, Internal Promotion Process, below); when approved by the unit and by the Office of Diversity and Human Rights (ODHR).

A-5. Any exceptions to the university's recruitment process must be requested in writing by the department administrator to the Office of Diversity and Human Rights ODHR. The appointment is subject to final approval by the Provost. [see 3065 NOTE: This FSH POLICY IS CURRENTLY UNDER REVISION].

- **Faculty Staff Handbook Section 3170, Professional Ethics**

The Regents created a new section to their personnel policies entitled "Conflict of Interest and Ethical Conduct." This new policy is applicable to all employees of the university. The new policy affects many aspects of several policies in the Faculty-Staff Handbook. The initial suggestion is to add a new paragraph to inform people of these requirements and providing a link to the policy.

The proposal is:

1. to immediately provide a statement and link to the Regents policy in the current handbook section
2. refer this matter to the Faculty Affairs Committee for further consideration in the Fall of 2002

Added Statement:

A. In addition to the requirements set forth below, all employees of the UI are also subject to the Conflict of Interest and Ethical Conduct Policy of the Regents RGPIIQ. This policy can be reviewed at the following website: <http://www.sde.id.us/osbe/policy.htm>

- **Faculty Staff Handbook Section 3260, Professional Consulting and Additional Workload**

The Regents created a new section to their personnel policies entitled "Conflict of Interest and Ethical Conduct." This new policy is applicable to all employees of the university. The new policy affects many aspects of several policies in the FSH. The entire Regents policy has been added to this section as part B.

B-1. In addition to the requirements set forth below, all employees of the UI are also subject to the Conflict of Interest and Ethical Conduct Policy of the Regents RGPIIQ. This policy can be reviewed at <http://www.sde.state.id.us/osbe/policy.htm> and is quoted below.

B-2. General Principles of Ethical Conduct

All employees of the institutions, agencies, school and office:

a. shall not hold financial interests that are in conflict with the conscientious performance of their official duties and responsibilities.

b. shall not engage in any financial transaction in order to further any private interest using nonpublic information of the Board, institution, school, agency or office.

c. shall put forth honest effort in the performance of their duties.

d. shall make no unauthorized commitments or promises of any kind purporting to bind the Board or any Board-governed entity.

e. shall not use their public offices for private gain.

f. shall act impartially and not give preferential treatment to any private or public organization or individual.

g. shall protect and conserve public property and shall not use it for other than authorized activities.

h. shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflict with official duties and responsibilities.

i. shall promptly disclose to their chief executive officer waste, fraud, abuse, or corruption in accordance with applicable law and policy.

j. shall endeavor to avoid any actions that would create the appearance that they are violating the law or the ethical standards of the Board or the relevant Board-governed entity.

k. shall disclose potential conflicts of interest to the chief executive officer, or designee, of the institution, agency, school or office, and avoid Conflicts of Interest, potential Conflicts of Interest, and circumstances giving rise to the appearance of a Conflict of Interest.

B-3. Conflict of Interest

A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the Board-governed entity to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

B-4. Consideration of Transactions

a. In the event that a person subject to this policy shall be called upon to consider a transaction involving a Board-governed entity and a person, entity, party, or organization with which the person is affiliated, as defined below, such person, as soon as he or she has knowledge of the transaction, shall: (i) disclose fully to the chief executive officer, or designee, the precise nature of his or her interest or involvement in the transaction and/or such organization, and (ii) refrain from participating in the institution's, agency's, school's or office's consideration of the proposed transaction.

b. Each person subject to this policy shall disclose to the chief executive officer, or designee, of the entity all relationships and business affiliations that reasonably could give rise to a Conflict of Interest because of the employee's duties and responsibilities. This disclosure obligation is ongoing, and each employee has a duty to supplement or amend his or her disclosure when the employee knows that the disclosure was incorrect in a material respect when made or the disclosure, though correct when made, has become inaccurate in a material respect.

c. For the purposes of this policy, an employee is "affiliated" with an organization if the person, a member of the person's immediate family (i.e., spouse, parents, children, brothers, and sisters), or a person residing in the employee's household or a legal dependent of the employee: (i) is an officer, director, trustee, partner, employee, or agent of such organization; (ii) is either the actual or beneficial owner of more than one percent (1%) of the voting stock of or a controlling interest in such organization; (iii) has any other direct or indirect dealings with such organization from which the employee is materially benefited. It shall be presumed that an employee is "materially benefited" if he or she receives, either directly or indirectly, money, services, or other property in excess of one thousand dollars (\$1000) in any year in the aggregate.

d. All disclosures required to be made hereunder must be directed, in writing, to the chief executive officer, or designee, of the institution agency, school or office.

- **Faculty Staff Handbook Section 3420, Faculty Salaries**

The primary Regents policy change affecting this section is the delegation of approval of salaries to the president. In addition, there is simply a lot of material in this FSH section that does not accurately reflect current policy or practice regarding salaries. There is also information about additional compensation that should be more appropriately stated in FSH 3480. The recommendation is to move the information about additional compensation to FSH 3480. It is also recommended that the policy reference the UI Salary Model and Guidelines to reflect current practice.

SALARY MODEL. Each year the budget office issues Salary Guidelines, which provide information on how to apply the University's Salary Model given the fiscal issues relevant to the upcoming fiscal year. The Salary Model is maintained by the office of institutional planning and budget and can be read at www.its.uidaho.edu/ipb/salarymodel.htm

- **Faculty Staff Handbook Section 3480, Compensation for Service in Addition to Regular Duties**

FSH 3480 will include material moved from FSH Section 3420 and policy regarding additional duties.

A. The president or designee may request a UI non-classified employee or faculty member to perform responsibilities or provide services beyond the scope of his or her primary appointment. ~~Subject to the limitation stated in the following sentence, t~~The president or designee can authorize payments in addition to regular salary and these must be reported to the regents in a semi-annual report. See RGPP IIC4b(4), RGPP IIF2, RGPP IIG2a. ~~Any extra remuneration to an employee at or above the level of departmental administrator, and any payment that causes the total paid to a specific employee in one fiscal year to exceed \$200 (and any further payment to that employee in the same fiscal year), must be approved in advance by the regents.~~ Deans and other administrative officers are responsible for ensuring that required approvals have been granted for employees receiving additional compensation for service that is not part of the employee's position description. ~~to see that no one on regular appointment is engaged for additional service with pay without the required approval.~~

~~B. Section 3420-D contains information on faculty participation in short-term programs, continuing-education and correspondence-study courses, the intersession, and summer session; the latter is expanded in 3420. Section 3260-B-2 covers consulting services performed for UI.~~

B. For faculty the following activities are considered additional duties subject to this policy:

1. teaching during the intersession between fall and spring semesters
2. participation in short-term programs, such as symposiums and conferences, sponsored by UI colleges or departments.
3. teaching continuing-education courses or for grading correspondence-study courses when such activities are not a part of their regularly assigned responsibilities. No combination of continuing-education or other teaching overloads is to impose a total requirement on the employee's time that is greater than about one additional day a week (exclusive of periods of vacation leave or legal holidays).
4. services to UI that are clearly beyond the employee's assigned duties and are not performed on days for which the employee is paid for regular duties. Such services are subject to the limitations on private consulting stated in FSH 3260. In addition, prior approval by the employee's departmental administrator must include a certification that: (a) the work to be performed is an overload, (b) work schedules cannot be rearranged to include the work in the employee's regular duties, (c) no other qualified UI personnel are available to do the work as a part of their regular duties.

- **Faculty Staff Handbook Section 3520, Tenure** [ONLY THE SIGNIFICANTLY CHANGED SENTENCES ARE PROVIDED FOR REVIEW]

F-1. Tenure is awarded by the board, which has delegated the responsibility to the president. ~~only upon recommendation of the president and final approval by the board.~~

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

F-4. The board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. ~~An administrative or service officer-academic administrator~~ may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See F-3.]

G-1. Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 3900.] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGPIIG6). Ordinarily a faculty member is not considered for tenure until the fifth full year of probationary service, and consideration is mandatory no later than the seventh full year of service. (RGP IIG6). . . . The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). ~~Such actions are subject to final approval by the board.~~ [See 3900.] [rev. 7-98]

G-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in G-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP II6k)

G-6. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department. ~~his or her status is determined by the new department in the same manner as for initial appointment. Before reassignment the faculty member is informed in writing~~ as to the extent to which prior service will count toward tenure eligibility. (RGPII6l)

H-4. Formal Tenure Review.

b. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member ~~after every effort to ensure the anonymity of these authors has been made~~ consistent with the instructions provided to the reviewer at the time the evaluation was sought. [add. 7-98]

c. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. The faculty member's spouse is also not permitted to serve in any capacity in the review process.

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

J-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the ~~board upon the recommendation of the~~ president. The president gives notice in writing to the faculty member of the ~~board's approval or granting or~~ denial of tenure ~~by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made.~~ (RGPIIG6c) ~~no later than one week following the meeting of the board at which the action is taken.~~ . . . If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president ~~and the board.~~

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

• **Faculty Staff Handbook Section 3560, Faculty Promotions**

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

D-3. Associate Professors. Associate professors are considered for promotion before the end of their seventh year in that rank. If review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review required by the board of regents. (RGP IIG 6g) When an associate professor has been considered for promotion and not promoted, he or she ~~will~~ should be considered again ~~within five years no less frequently than at four-year intervals.~~ The review may be delayed upon the request of the associate professor and the concurrence of the department administrator and the dean.

• **Faculty Staff Handbook Section 3710 Part H, Leave for Professional Improvement**

H. LEAVE FOR PROFESSIONAL IMPROVEMENT. . . . On the recommendation of an applicant's administrative superiors, the provost may approve a leave under the following conditions: ~~UI participates with the employee as follows:~~

H-1. The employee may request approval to use accrued vacation leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement. In addition, the dean of any college may offer a program of professional leave funded by the college that does not require the use of annual leave and is available to all tenured faculty in the college. The dean may add requirements for eligibility and compensation that are not part of this policy with the approval of the Provost.

H-2. To participate in ~~this any plan under this policy plan,~~ the faculty or staff member must have completed four years of service before the time the leave is to begin.

H-3. ~~Generally, a~~ At least two years of service must intervene between a sabbatical leave and a leave for professional improvement.

H-4. Applications should be submitted at least three months before the leave is to begin. For college funded programs, the dean establishes the application process.

H-6. Persons granted leave under this policy are expected either to return to the active service of UI for at least one academic year after completion of the leave or to repay the money received from UI for the period of administrative leave granted. This requirement may be waived by the Provost upon written request from the faculty member with the approval of the department administrator and college dean.

H-7. The employee must submit to the president a report of his or her activities ~~each month while on-~~ at the conclusion of the leave.

H-8. The budget office and human resource services should be notified when a dean offers a program of professional leave that is funded by the college.

• **Faculty Staff Handbook Section 3840, Faculty Appeals**

A. AREAS OF CONCERN. The procedures provided in this policy are to be used by faculty members to appeal administrative decisions in such matters as denial of tenure, denial of promotion, position description, performance evaluation, and salary determination, and to challenge the contents of personnel files. Applicability of these procedures to some matters is subject to certain limitations and exclusions—nonrenewal of fixed-term appointments [see 3900 E and F], dismissal for cause [see 3910, in particular, 3910 D-5-c], and layoff resulting from a declaration of financial exigency [see 3970]. Allegations of sexual harassment or discrimination based on race, color, sex, national origin, religion, age, sexual orientation, or disability are not subject to this policy, but should be brought to the Office of Diversity and Human Rights. Decisions of the president concerning administrative assignments are not appealable under this policy. [rev. 7-99]

In all parts of 3840 the word "appellant" is changed to "faculty member."

B-4. A request for a hearing does not affect the effective date of the decision being appealed.

F-3. Appeal to the Regents. RGP/IM2.b.

A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review.

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- Faculty Staff Handbook Section 3910, Dismissal and Discipline of Faculty [Only the changed parts are provided]

CONTENTS:

- A. Regents' Authority
- B. Cause for ~~Termination~~ Dismissal
- C. ~~Suspension~~ Administrative Leave
- D. UI Procedures Related to Dismissal
- E. UI Procedures Related to Discipline Other Than Dismissal
- ~~E. Transmittal of the President's Recommendations to the Regents~~
- F. Appeals to the Regents

A. REGENTS' AUTHORITY AND DEFINITION OF ADEQUATE CAUSE.

A-1. All employees of the ~~R~~regents or of the agencies, institutions, school, or office under its jurisdiction are subject to dismissal for adequate good cause during the period of employment. "Adequate Good cause" means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his or her professional or assigned duties or the best interests of the regents, institution, agency, school, or office. In addition, any conduct seriously prejudicial to the regents, an institution, agency, school or office may constitute adequate cause for discipline up to and including dismissal. Examples include harassment prohibited by law, immorality, criminality, dishonesty, unprofessional conduct, actions in violation of policies, directives, or orders of the Regents, an institution, agency, school or office, unsatisfactory or inadequate performance of duties, or failure to perform duties. [~~See IDAPA 08-01-02-104 RGP III.3~~] [add. 7-99]

A-2. Dismissal of faculty is as provided in the regents' ~~rules IDAPA 08-01-02-204~~ policy RGP III. [add. 7-99]

B. CAUSE FOR ~~TERMINATION~~ DISMISSAL.

B-1. ~~Termination-Dismissal~~ (as opposed to non-renewal of a non-tenured faculty member) by UI of the employment of a faculty member, except in the case of resignation or retirement, will be only for good-adequate cause as defined above in A-1, shown. [rev. 7-99]

B-2. As provided in 3970, any faculty member may be laid off in conjunction with a reduction in force approved by the regents and resulting from a declaration of financial exigency.

~~—B-3. Definition of Cause. Any conduct seriously prejudicial to UI may constitute cause for dismissal or termination of any employee. Examples include, but are not limited to, immorality, criminality, dishonesty, unprofessional conduct, actions in violation of policies, directives, or orders of the Regents, unsatisfactory or less than adequate performance of his or her assigned or contractual duties, or failure to perform his or her assigned or contractual duties. Good cause is defined above in A-1. [See IDAPA 08-01-02-204.03] [add. 7-99]~~

~~—B-4. Violation of Sections 33-3715 and 33-3716, Idaho Code, or violation of any law which results in a felony conviction of a faculty member may be cause for dismissal from the UI. Dismissal must be preceded by the procedures outlined below and in regents policy. It is not necessary that such violations be committed on the campus of UI unless the same is a material element of such violation. [See IDAPA 08-01-02-204.04.] [add. 7-99]~~

C. ~~SUSPENSION~~ ADMINISTRATIVE LEAVE. A faculty member may be ~~suspended~~ placed on administrative leave with pay pending the procedures set forth in this section. ~~#:~~

~~—C-1. Without the approval of the president, a faculty member for reasons other than illness fails to meet his or her teaching responsibilities or other assigned duties. [rev. 7-99]~~

~~—C-2. Immediate harm to the faculty member or others is threatened by continuance of the employee's services. [rev. 7-99]~~

~~—C-3. The faculty member violates Sections 33-3715 and 33-3716, Idaho Code or any law which results in a felony conviction. It is not necessary that such violations be committed on the campus of the UI unless the same is a material element of such violation. [See IDAPA 08-01-02-204.04] [add. 7-99]~~

D-5. Appeal to the Faculty Appeals Hearing Board. The faculty member may appeal a presidential ~~recommendation of dismissal decision to dismiss either~~ to the Faculty Appeals Hearing Board (FAHB), see section 3840, or to the ~~R~~regents, see F below. [add. 7-99]

a. If the faculty member appeals to the FAHB he or she must notify the president in writing within fifteen (15) calendar days of the receipt of the notice given by the president. [add. 7-99]

b. If the charges against the employee, or the contentions of fact on which the charges are based, materially change after the determination of the DHC or appropriate appeals hearing body, the faculty member may obtain an additional review before the president ~~forwards the recommendation to the regents makes a decision. The president's final determination concerning dismissal of the employee shall not be made until the review by the appropriate appeals hearing body, if the faculty member has filed an appeal in a timely fashion. [renumbered 7-99] Unless specifically provided by the regents in RGP IIM (see text below), discipline up to and including dismissal may be effective prior to the initiation by the employee of the internal grievance procedure.~~

c. For the purpose of dismissal-for-cause procedures only, the FAHB hearing procedures have an expanded scope. Specifically, in accord with its current procedures, the FAHB may also hear and decide on the regularity and appropriateness of process, procedures, factual basis, and timeliness in the dismissal ~~recommendation decision~~ or the ~~recommendation decision~~ for continuance of employment, with the stated conditions. [ed. 7-99]

~~d. The regents require that the appeal of a dismissal-for-cause to the FAHB be completed within a 30 day period. [Sec IDAPA 08.01.02.104.03.b][add. 7-99]~~

d.e. The president, after due consideration of the FAHB's recommendation, shall initially determine whether he or she agrees or disagrees with the FAHB's recommendation. In the event of disagreement, the president shall meet with the FAHB to discuss the reasons for the president's disagreement prior to reaching a final ~~recommendation decision~~. The president shall give substantial weight to the recommendation of the FAHB. If the president does not follow the recommendation of the FAHB, he or she shall send to the FAHB and to the appellant a written report of the basis for the president's determination. [add. 7-99]

~~E. TRANSMITTAL OF THE PRESIDENT'S RECOMMENDATION TO THE REGENTS. The president must notify the regents, in writing, of his recommendation for dismissal concisely stating the reasons therefor including the findings of fact that are the basis for the recommendation of dismissal. In arriving at the recommendation, the president may utilize whatever advice he may require to ascertain the facts in the case. The president may forward a copy of the complete record of on-campus proceedings to the regents. The president will notify the regents of his recommendation following the faculty member's appeal to the FAHB or after the time for the faculty members appeal to the FAHB has expired. [Sec IDAPA 08.01.02.204.06.b] [rev. 7-99]~~

E. UI PROCEDURES RELATED TO DISCIPLINE OTHER THAN DISMISSAL

E-1. The regents provide the following relative to discipline other than dismissal:

In each case the issue of whether or not adequate cause exists should be determined fairly by the institution, agency, school, or office recognizing and affording protection to the rights of the employee and to the interests of the Board and its institutions, agencies, school, or office.

a. Discipline, up to and including dismissal, of employees before the expiration of the stated period of appointment or employment contract will be only for adequate cause, as determined by the appropriate administrative officers to whom this responsibility is delegated by the chief executive officer of the institution. Each institution, agency, school or office shall have a process that provides employees with written notice of contemplated discipline and an opportunity to be heard. The employee may be placed on administrative leave with pay until he or she has exercised the opportunity to respond, or declined, either affirmatively or through inaction, to do so, and the recommendation has been acted upon by the chief executive officer or designee. The chief executive officer or designee must notify the employee of the recommendation and proceed in the following manner:

(1) The notice must be in writing, and may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee.

(2) The notice must contain a concise statement of the reasons and nature of the discipline.

E-2. UI Process. The provost has authority to determine if adequate cause has been established and if discipline other than dismissal should be taken. The provost may place the faculty member on administrative leave pending the final decision by the provost. Before final decision, the provost will provide the faculty member with a written statement setting forth with particularity the basis for the contemplated discipline and any information or material used to formulate the determination of adequate cause. The faculty member must be notified that he or she has fifteen (15) calendar days, or more in the discretion of the provost, in which to respond or decline to respond affirmatively or through inaction. After the period to respond expires the provost must notify the faculty member of his or her decision as required in the regents' policy quoted above.

E-3. Following the imposition of discipline, the faculty member may use the FAHB (FSH 3840) to appeal the decision.

F. ~~APPEAL~~APPEALS TO THE REGENTS. Upon receipt of the final findings and recommendations, including those resulting from an internal grievance, a faculty member may file an appeal with the regents as set forth in RGP IIM (see below). The regents may if they choose to here an appeal, by a majority of the total membership, approve, reject, or amend such findings, recommendations, or suggestions, if any, or may remand the matter for additional evidence, recommendations, or suggestions, if any. Reasons for suggestions will be stated in writing and communicated to the employee. The Board may employ a hearing officer for carrying out the Board's duties under this paragraph. (RGP L4)

RGP IIM provides: A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review. Should the employee appeal directly to the regents, he or she must notify the regents, in writing at the Office of the State Board of Education that he so appeals within thirty (30) days from the date of receipt of the notice given by the president. The rules of the regents applicable to the hearing are found in the Idaho Administrative Procedures Act Rules Section 08.02.204 a copy of which can be obtained from the Office of the Faculty Secretary. [rev. 7-99]

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• **Faculty Staff Handbook Section 5400, Employment Agreement Concerning Patents and Copyrights**

As a condition of my being afforded an opportunity to participate in the research activity of the University of Idaho, and in consideration of such opportunity, I hereby agree with The Regents of the University of Idaho, a constitutional corporation of the state of Idaho (hereinafter called the university), to the following:

- a. All patentable inventions made by me in the course and scope of my employment and of my working on research programs or projects under contracts or agreements with the university shall belong to the university. I agree to promptly disclose to the university all patentable inventions and subject matter belonging to the university. Such disclosures will be made on a form available from the Technology Transfer Office or contain substantially the same information as required by that form. I agree to make application for patents thereon as directed by the university and shall assign such inventions, patent applications, and resulting patents as directed by the university.
- b. Any such patentable subject matter and inventions made by me in the course of my employment by or for the university or with the use of facilities or equipment, other than library facilities and normal office use, owned by the university or made available to it for research purposes shall be deemed to have been made in the course and scope of my employment and research programs or projects under contracts or agreements with the university. of my working on a research program or project of the university.
- c. I agree to obtain from all individuals, including students, wishing to participate in my university research programs, and who are not employees of the university, a signed copy of the "Memorandum of Understanding Regarding Research Participation and the University Patent Rights and Copyright" available from the Technology Transfer Office. I will provide the Technology Transfer Office with a copy of the signed MOU.

**MEMORANDUM OF UNDERSTANDING
REGARDING RESEARCH PARTICIPATION AND
UNIVERSITY PATENT RIGHTS AND COPYRIGHTS**

This memorandum of understanding is entered into by _____, a student/visitor at University of Idaho ("participant"), _____, a professor/researcher at University of Idaho ("faculty"), and the Regents of the University of Idaho ("university").

Whereas the participant is involved in research activities or enrolled in _____, which may involve working on research or design projects. These activities or projects may or may not result in the development of patentable subject matter and/or copyrightable work products in which the university and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and the university have a full understanding of the participant's rights and obligations regarding these proprietary interests, copyright, and patent rights. This memorandum sets forth the understanding of the parties.

1. The participant acknowledges receipt of copies of the relevant patent/copyright policies of the Regents of the University of Idaho and the University of Idaho. The participant agrees to promptly disclose any discoveries he/she makes that may be patentable/copyrightable to the Technology Transfer Office.
2. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from his/her work as part of the fulfillment of the requirements for obtaining an undergraduate, master's, or doctoral degree from the university or collaboration with the university.
3. In exchange for the opportunity to participate in these projects and the right to receive royalties, the participant agrees to assign his/her right, title, and interest in any research or other project outcome, including copyright or patent rights, derived from the participant's work in these classes or research activities to the university. This assignment vests rights in the university as provided for in the university's copyright and patent policies attached hereto and is subject to the participant's right to share in royalties in the same manner as employees of the university.

Participant _____ Date _____

Supervising Faculty _____ Date _____

Vice President for Research _____ Date _____

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- **Faculty Staff Handbook Section 6240, Employee Rights and Responsibilities**

A. CONFLICT OF INTEREST.

In addition to the requirements set forth below, all employees of the UI are also subject to the Conflict of Interest and Ethical Conduct Policy of the Regents RGPIIQ. This policy can be reviewed at <http://www.sde.state.id.us/osbe/policy.htm>. To the extent there is a conflict between this policy and the one stated in the Regents policy manual, the Regents' policy overrides this policy.

- **Faculty Staff Handbook Section 3140, Performance Expectations of Faculty**

A. **POLICY.** Position descriptions designated for individual faculty members to achieve tenure or promotion in rank or satisfactory performance that meets expectations ~~evaluation~~ must be compatible with the criteria of the ~~department or other~~ unit concerned. Each faculty member is advised of these expectations in writing [see 3320] by the departmental or unit administrator prior to the writing of the first position description. ~~at the time of appointment. Furthermore:~~

B. PROCEDURES.

B-1. Except by written agreement between the faculty member and the unit appropriate administrator, expectations for individual faculty members are in effect for a period of not less than three years.

B-2. Annual faculty position descriptions [see 3050] must accurately reflect the stated expectations for tenure, promotion, or continued satisfactory performance evaluation. [Remainder of this section remains unchanged]

- **Faculty Staff Handbook Section 3050, Position Descriptions**

The only changes to this section of the handbook are to the other sections referenced.

- **Faculty Staff Handbook Section 3320, Periodic Performance Evaluation and Salary Determination for Faculty Members**

Section 3320 Part A

CONTENTS:

A. Annual Performance Evaluation and Salary Determination for Faculty Members

B. Periodic Performance Review of Tenured Faculty Members

~~C~~ B. Performance Evaluation of Academic Administrators

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is, primarily, the responsibility of the faculty member and the unit administrator concerned. The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the successive steps. The forms to be used (#1, "Teaching-Research"; ~~#2, "Extension and Service"; #3, "Administration"; #4, "Summary Evaluation"; and #5, "Salary Recommendation"~~), are appended to this section. [See also 3380 C.]

a. Forms Distributed. Supplies of the forms to be used in the evaluation process are procured by deans and unit administrators. The immediate administrative officer is responsible for ensuring that each faculty member receives the proper form(s) together with a copy of the supplementary instructions. [rev. 7-01]

b. Performance levels in each criterion evaluated are described as follows:

i. Exceptional Performance (5) is extraordinary performance well beyond that required relative to the position description

ii. Above Expectations (4) represents performance which is better than that expected relative to the position description.

iii Meets Expectations (3) is the performance expected of a faculty member relative to the position description that can be defined as normative.

iv. Below Expectations (2) denotes performance that is less than that expected and means improvement is necessary. A rating of this type triggers procedures outlined in 3320 B.

v. Unacceptable Performance (1) is performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any of the following ways will result in a rating of unacceptable performance:

a) received a "1" rating the previous period but did not make the improvements required.

b) consistently violated one or more of the institution's standards for meeting the expectations of the position

c) violated one or more standards of conduct as specified in the *Faculty/Staff Handbook*

[The remaining material is Part A of Section 3320 remains unchanged except for the change in lettering sequence]

New Section 3320 Part B

Periodic Performance Evaluations and Salary Determination For Faculty Members

B. PERFORMANCE BELOW EXPECTATIONS OF TENURED ACADEMIC PERSONNEL (See also FSH 3190)

B-1. If the unit administrator determines that a faculty member is performing below expectations, the unit administrator should consider the variety of possible causes, other than mere application of effort on the faculty member's part, that might be responsible for the change.

It is not the unit administrator's role to diagnose the cause of the problem but to suggest sources of appropriate professional help and to encourage the employee to seek such help [www.uidaho.edu/hrs/benefits/eap.html]. Faculty members and unit administrators may obtain referral information and advice from the University Ombudsman and Human Resource Services.

B-2. FIRST ANNUAL OCCURRENCE.

1. In the event that a faculty member receives an annual evaluation concluding that the faculty member has performed below expectations (an overall summary score of 2), the unit administrator will offer to meet with the faculty member to identify the reasons for performance below expectations

- a. The faculty member and the unit administrator will review the current Position Description and revise it as necessary to address the issues identified during the discussion.
- b. The faculty member and the unit administrator will write a development plan that will assist the faculty member in improving his or her performance to meet expectations.
- c. The unit administrator will appoint a mentoring committee by selecting three individuals from a list of five faculty members nominated by the faculty member. The mentoring committee's purpose is to help the faculty member improve performance. The members of the committee need not be drawn from the same unit as the faculty member.

The faculty member or unit administrator may request that the University Ombudsman attend this meeting.

2. In the event that a faculty member receives a score of 1, the provost can determine that further review of a faculty member's performance is required. This review will be conducted in accordance with the procedures prescribed in 3320 B-4.

These steps will be taken within sixty days of the annual evaluation.

B-3. TWO CONSECUTIVE ANNUAL ASSESSMENTS OF BELOW EXPECTATIONS. In the event of two consecutive annual evaluations concluding that the faculty member has performed below expectations (an overall summary score of 2 or 1) the unit administrator will arrange a meeting of the faculty member, the unit administrator and the Dean of the College. The faculty member or the unit administrator may request that the University Ombudsman attend the meeting.

The intent of the meeting is to review

- a. the current position description and revise it as necessary to address the issues identified during the discussion.
- b. the development plan implemented in the previous year and to identify why the plan did not result in the faculty member meeting expectations. The parties should re-examine strategies that would permit the faculty member to improve his or her performance.

These steps will be taken within sixty days of the annual evaluation.

B-4. THREE CONSECUTIVE ANNUAL EVALUATION ASSESSMENTS OF BELOW EXPECTATIONS. In the event of three consecutive annual evaluations below expectations or a pattern of below expectations evaluations over five years (an overall summary score of less than 2), the Dean shall initiate a formal peer review.

- a. **Composition of the Review Committee.** The Review Committee will consist of six (6) members, appointed as follows:
 - i. The Faculty member will submit to the unit administrator a list of the names of three faculty members from within the unit and three tenured faculty members from outside of the unit. The unit administrator will submit a similar list to the faculty member. From the list given to the faculty member, he/she will select one person from inside of the unit and one from outside the unit. From the list given to the unit administrator, he/she will select one person from inside of the unit and one from outside the unit.
 - ii. The committee members will select as chair another faculty member from within the unit.
 - iii. The Ombudsman or his/her designee shall be an ex-officio member of the committee.

b. Timing of the Review. The review and recommendation(s) will be completed within sixty days of the annual evaluation.

c. The Review. The purpose of the review is to assess the level of performance of the faculty member and the unit administrator's evaluation of that performance. To that end, the committee shall assess the reasonableness of the previous evaluations and the appropriateness of the development plans, as well as any material submitted by the faculty member and the unit.

The faculty member and chair will provide the following materials to the committee:

- Updated Curriculum Vitae of the faculty member
- Position Description(s) for the past four years
- Annual evaluation materials submitted by the faculty member for the past three years
- Annual evaluations of the faculty member by the unit head and the Dean for the past three years
- Student and peer evaluations (if any) of teaching for the past four years
- A self-evaluation of teaching
- A self-assessment summary of what the faculty member has learned and achieved during the past four (4) years, including contributions to the department, university, state, nation, and field (about 2 pages).

The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.

d. Responses to Committee Report. The faculty member, chair, and dean will receive the report and will have fifteen days from the report's date to submit written responses to the review committee. The review committee will send the report and all responses to the provost.

e. Provost. The Provost will be responsible for determining the appropriate resolution.

Section 3320 Part C

B C. PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS.

Changes Previous Letter Designation from "B" to "C"

Form 1 for Section 3320

**ANNUAL PERFORMANCE EVALUATION (FSH 3320)
FORM 1: EVALUATION OF TEACHING-RESEARCH PERSONNEL
(Confidential)**

Name: _____
 Department: _____
 Date: _____
 Evaluator: _____

Assigned Responsibilities	Position Description Percentage	Numeric Score *	Weighting (optional)	COMMENTS (Use back if necessary)
TEACHING/PEDAGOGY**				
SCHOLARSHIP IN				
Teaching and learning ** (1565 A-3-a)				
Artistic creativity (1565 A-3-b)				
Discovery (1565 A-3-c)				
Application/integration (1565 A-3-d)				
ADVISING				
ON-CAMPUS SERVICE				
EXTRAMURAL SERVICE				
EXTENSION/OUTREACH				
ADMINISTRATION				
OTHER				

** Design and first-time preparation of new or substantially different courses, development of new/innovative teaching techniques or materials, and similar activities are normally evaluated as scholarship in teaching and learning. (1565 A-3-a)

***Scoring Key**

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

Overall Evaluation Score

Should reflect a weighting—not necessarily a mathematical average—of the numerical scores by the appropriate position description percentages.

**Individual's
Department
Overall**

**Individual's
College
Overall**

**Department
Average**

NARRATIVE EVALUATION (complete on back and use extra pages if necessary)

 Evaluator Signature

 Faculty Signature

Agree

Disagree



II. PROPOSED CHANGES TO THE UNIVERSITY OF IDAHO CATALOG

• III Catalog Regulation E-5-b., Replacing a Grade by Repeating a Course

E-5. Replacing Grades.

E-5-a. Some courses are listed in this catalog as "repeatable" (i.e., the credits listed for the courses show a maximum number of credits that may be earned or show "cr arr" or "max arr" indicating that the courses may be repeated for credit without restriction as to a maximum). Other courses show one credit entry for the course (e.g., "1 cr," "2 cr," etc.) and may be taken only once for credit (see procedure for repeating to replace a grade below). Students, however, may repeat such "non-repeatable" courses for zero credit. [See the section entitled "Credit Designations" at the beginning of Part 6 of this catalog for more information.]

E-5-b. Replacing a Grade by Repeating a Course. A student who has received a D or F in a course at UI ~~or elsewhere~~ may repeat the course at the UI: ~~in an effort to replace the grade once, provided a more advanced course in the same subject field for which the first course is a prerequisite has not been completed in the meantime;~~ provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, ~~all grades beginning with the first repeat are averaged for grade point purposes;~~ the grade earned the second time in the course will replace the first grade in the student's institutional GPA. If a course is repeated more than once, all grades beginning with the first repeat are averaged in the student's institutional GPA. (A student who repeated a course prior to Fall 1998 and earned a final grade of D or F may repeat the same course. The grade earned in this subsequent repeat will replace the previous final grade. However, all grades earned in subsequent repeats of the same course will be averaged into the student's institutional GPA.) (See the College of Law section in part 4 for the exception to this regulation applicable to students in that college.)

~~E-5-c. Credit Repeat to Replace Grade Limitation. The number of credits that may be repeated to replace a grade is limited to 20 credits during a student's undergraduate career at UI. Petitions must be submitted to the Academic Petitions Committee to repeat to replace a grade beyond the 20-credit limit during a student's undergraduate career at UI.~~

~~[Note: Since Fall Semester 1998, a student who repeats a course to replace a grade of D or F does so as if he or she is taking the course for the first time. In accordance with E-5-b, if the student repeats the course again, the grade earned by that repeat is the one used in the calculation of the grade-point average. Any repeats to replace D or F grades before the Fall Semester 1998 are not included in the 20-credit maximum stipulated in E-5-c.]~~

• III Catalog Regulation D-2., Credit Load Limitations

D-2-a. Fall and Spring Semesters, and Summer Session.

(1) During the Fall and Spring, an undergraduate student may register for no more than 20 credits in a semester. This number may be increased to 22 with specific written approval by his or her academic dean. Registration for more than 22 credits (except for students enrolled in the WAMI Medical Education Program) is permitted only on approval of a petition to the Academic Petitions Committee (petition forms are available in deans' offices). During the Summer Session, an undergraduate student may register for no more than 18 credits. See the College of Graduate Studies section in Part 4 for the credit limitation for a graduate student ~~who is not a graduate assistant.~~

(2) Registration for courses with conflicting or overlapping meeting times is allowed only with the approval of the instructor of each affected course.

~~D-2-b. Graduate Student Appointees. A graduate assistant may register for no more than 12 credits in a semester or 6 credits in an eight-week period. On the written recommendation of the employing dean and approval by the vice president for research and graduate studies, an appointee is permitted to register for more than 12 credits in one semester but not more than an aggregate of 24 credits during two successive academic-year semesters.~~

• III Catalog Regulation K-2, Dean's List

K-2. Dean's List. Undergraduate students who are registered for at least ~~44~~ 12 credits (10 in the College of Law) and attain a grade-point average of ~~3.30~~ 3.50 (3.00 in the College of Law) for a given semester are placed on lists prepared for the college deans. ~~(Except for grades of P earned in Engl 101 and 102, credits for which a student was graded P are not computed in the specified minimums.)~~ These lists are publicized within UI and are distributed to news agencies.

• **UI Catalog Regulation J-3, University Core Curriculum**

Replace the current J-3-d Humanities and J-3-e Social Sciences with the following:

J-3-d. General Core Studies (GCS) (18 credits including the following:)

1. **Core Discovery:** Core 101 or Core 102 (at least one course).
2. **Cluster Courses:** Three courses chosen from one UCGE (University Committee on General Education) approved core cluster. (Students in the University Honors Program (UHP) are not restricted to the core cluster courses, but may elect to choose Honors courses.) The three courses must include at least two different disciplines, must include one upper-division course, and can include no more than one 100-level course.
3. **International Course:** One UCGE approved international course with a contemporary international or global focus.
4. **Humanities/Social Sciences:** 14 credits in a combination of humanities and social science courses with a minimum of six credits in humanities and six credits in social sciences.

Additional credits to total the required 18 credits may be selected from courses in any core cluster, the international course listing and the UCGE approved listing of general elective core courses.

Core Discovery courses and the cluster courses may also be international courses as well as humanities or social science courses. A course may be used toward more than one of the above requirements but may count only once toward the required 18 credits. Courses used to satisfy requirements in J-3-a, J-3-b, and J-3-c may not be used toward the above requirements. See Web site _____ for a listing of cluster courses, international courses, and general core elective courses.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category.

~~**Foreign Language.** Students who receive a passing grade in any of the eight foreign language classes included in the core curriculum are expected to develop and demonstrate (1) sufficient communicative competency in a modern foreign language to be able to satisfy basic survival needs and social demands in a non-English speaking culture or, alternately, a grasp of the most basic vocabulary and elementary syntax of classical Greek or Latin and the ability to translate classical Greek or Latin passages of elementary difficulty at sight; (2) a greater awareness of and sensitivity to language, its structure and function as provided through the study of a modern or classical language; and (3) an understanding of fundamental language concepts and, through comparison with a modern or classical language, a more thorough understanding of how one's own language works.~~

Public Speaking. Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the five English classes included in the core are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

- (1) Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and 102.
- (2) Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or 102.
- (3) UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

~~Chin 101, Chinese First Semester (4 cr)~~

Comm 101, Fundamentals of Public Speaking (2 cr)

Engl 207, Persuasive Writing (3 cr)

Engl 208, Personal and Exploratory Writing (3 cr)

Engl 209, Inquiry-Based Writing (3 cr)

Engl 317, Technical Writing (3 cr)

~~Fren 101, Elementary French I (4 cr)~~

~~Germ 101, Elementary German I (4 cr)~~

~~Grek 341, Elementary Greek (4 cr)~~

~~Japn 101, Elementary Japanese I (4 cr)~~

~~Latn 101, Elementary Latin I (4 cr)~~

~~Russ 101, First Semester Russian (4 cr)~~

~~Span 101, Elementary Spanish I (4 cr)~~

III. PROPOSED NEW DEGREE PROGRAMS

Ph.D. Degree in Environmental Science
College of Letters and Science **Environmental Science Program**
Beginning Fall 2002

Abstract

In order to maintain an acceptable level of environmental quality in the U.S., scientists need strong academic training in the management of natural resources. The director of the National Science Foundation has stated, "For the twenty-first century, our goal must be to understand, and learn to keep in balance, the bio-complexity of all of Earth's ecosystems." This charge will require scientists trained both in disciplinary fields and in inter- and multi-disciplinary areas such as environmental science. There is an on-going need to provide students with an understanding of the complexity of environmental problems, and an integrated and coherent approach to solving them.

The UI Environmental Science program has been extremely successful since its inception in 1993. Since the first graduates in 1996, 43 M.S. degrees and 185 B.S. degrees have been awarded. In Moscow, the M.S. program has 43 students; the B.S. program has 140 students. In Idaho Falls (where the program has been offered since 1996), 21 students are seeking the M.S. and 7 are seeking the B.S. degree. Of those graduated, 94% are employed or chose to continue their education.

The University of Idaho has also offered both B.S. and an M.S. degrees statewide in Environmental Science since January, 2001, using live instruction, compressed video, and the Internet. This proposal is for the implementation of a Ph.D. degree in Environmental Science at the University of Idaho. The proposed degree will blend well with the existing B.S. and M.S. programs and provide continuity of educational opportunities in the environmental area in Idaho. Cooperation with WSU, ISU, and BSU will ensure that courses do not overlap in regional offerings. The proposed Ph.D. in Environmental Science will offer students the opportunity to combine studies in several disciplines and professional fields in order to gain an understanding of the complex nature of environmental problems. In addition to understanding relationships between traditional disciplines, the program will foster an integrated, interdisciplinary, and coherent approach to environmental problem solving. To meet these objectives, the curriculum includes courses in many disciplines as well as in specific areas of environmental science. Courses in biology, chemistry, math, forestry, geology, geography, political science, economics and soils are combined into six emphasis areas for the degree. Existing faculty and curricular resources will be re-allocated to support the new degree program.

M.S. and Ph.D. Degrees in Bioinformatics and Computational Biology
University of Idaho
College of Graduate Studies
Fall 2002

Abstract

As Dr. Mary E. Clutter, Assistant Director for Biological Sciences of the National Sciences Foundation has said in testimony to the Senate Subcommittee on Science, Technology and Space:

"The biological sciences are poised to become to the 21st Century what physics has been to the 20th Century. Just as the knowledge about the structure of DNA in the 1950's led to a profound revolution in biological understanding, today we are poised to make a similar leap, in which advanced computational tools will be used to understand biological systems in all their complexity while preserving and exploiting those systems in a sustainable fashion."

Idaho will be an active part of this revolution. We already have the research faculty and facilities in place. This proposal will create necessary educational capability by establishing a new graduate program. We propose to create a new, interdisciplinary degree program at the University of Idaho to offer M.S. and Ph.D. degrees in Bioinformatics and Computational Biology (BCB). Bioinformatics and computational biology are new disciplines emerging from the application of mathematics, statistics, and computer science. They explain the vast quantities of biological data that modern molecular techniques have made available.

For example, the recent sequencing of the human genome provides far more data than analyzed with current computational or mathematical techniques. Yet this is only one of over 800 complete genomes that have been sequenced to date. To mine this mountain of data, we need experts who know biology, computer science, and mathematics. The students who graduate with our proposed BCB degree from the University of Idaho will have this expertise. The University of Idaho is in a good position to offer this degree. As part of the Initiative for Bioinformatics and Evolutionary Studies (IBEST), faculty in the biological sciences, computer sciences, and mathematics have been collaborating for years. We have benefited from significant NSF and NIH funding, including (in part): \$10.4 million from NIH for a Center for Biomedical Research Excellence (COBRE) that focuses on evolutionary processes; \$6 million from NIH to establish a Biomedical Research Infrastructure Network (BRIN) focused on cell signaling; \$9 million from NSF supporting (in part) an integrated, multidisciplinary investigation into the biocomplexity of environmental systems with a significant computational biology component; and \$500,000 from NSF for interdisciplinary studies in bioinformatics and evolutionary studies. The BCB degree will enhance this active research effort, and educate tomorrow's researchers, practitioners, and educators. It will bring highly qualified graduate students to campus, and will enhance our ability to recruit and retain high quality faculty members. The emphasis of the BCB degree will be on active, interdisciplinary collaborations such as those we already have in place. The two degrees, M.S. and Ph.D. in Bioinformatics and Computational Biology, will be delivered on-campus in Moscow at the University of Idaho, and will be administered by the College of Graduate Studies. Participating faculty will be drawn from current faculty, and from anticipated new hires. There are 17 current faculty participants, from eight departments spanning four colleges and one institute. The coursework will be drawn primarily from current offerings, with a few supplements. This request does not duplicate any programs in Idaho or in the Pacific Northwest.

M.S. and Ph.D. Degrees in Neuroscience
Letters and Science; Engineering; Biological Sciences; Psychology;
Electrical/Computer Engineering
Fall Semester, 2002

Abstract

This proposal is for the implementation of a Neuroscience Program at the University of Idaho, consisting of two degrees, an M.S. in Neuroscience and a Ph.D. in Neuroscience. The proposed degree programs offer students the opportunity to combine studies in traditional disciplines and professional fields in order to gain an understanding of the complex nature of the brain and behavior. This program is distinct among neuroscience programs in that three areas will be emphasized: neurobiology, cognitive neuroscience, and computational neuroscience. The program will therefore foster an integrated and quantitative approach to neuroscience and behavior.

One major goal of neuroscience research is to understand how the nervous system forms and functions so that treatments and cures can be developed for neurological disorders such as Alzheimer's disease, depression, drug addiction and spinal cord injury. These disorders impact millions of Americans and cause disability and death and incur costs of over \$500 billion annually.

We therefore must continue to make progress toward understanding the genetic and cellular basis of neurological disease. Neuroscience research also strives to understand cognitive processes and apply this understanding to the industrial and policy arenas. Toward these ends, we must train students in the area of neuroscience to prepare them for careers at academic institutions, industry, and in scientific communications. Such training must be interdisciplinary as neuroscience integrates across many traditional disciplines such as chemistry, biology, psychology, engineering and computer sciences, physics, and philosophy. A recent report by the National Research Council (NRC), "Trends in the Early Careers of Life Scientists" (1998) identified the field of Neuroscience as the "top newly emerging field that held great promise for the future." This report acknowledges that advances in technology and a multidisciplinary approach have greatly enhanced neuroscience research currently and its prospects for the future. Program participants will strive to solve interesting and important problems related to the nervous system and make this information available to others via publication and instruction. Since program participants utilize differing methodologies and have different research emphases, degree requirements will be flexible and reflect the individual participant's focus.



B.S. Degree in Early Childhood Development and Education
College of Education
and the College of Agricultural and Life Sciences, School of Family and Consumer Sciences
Fall 2002

Abstract

The proposed program of courses is designed to meet the standards as outlined in the Early Childhood/Early Childhood Special Education Blended Certification (Birth through Grade Three). Students enrolled in this degree will complete 131 credits. Students will take courses from the general education core, courses in education methods, child development and family relations, and special education. They will complete practica in settings for infants and toddlers, preschoolers, and primary grade children. A Memorandum of Understanding will be drafted to clarify this collaborative effort between the College of Education and the College of Agricultural and Life Sciences, and how they will share in RCM majors based on where the majors are taught. Student credit hours generated by courses offered in each college will be attributed to the home department of the faculty member teaching the course. One new temporary FTE will teach, administer the program, and assist with arranging practica. This FTE may be shared between the colleges. This FTE would be supported through the Early Childhood/Special Education grant agreement with the J.A. & Kathryn Albertson Foundation and the Provost's office. The Provost has agreed to assist in funding a temporary faculty position over a three-year period at \$30,000 per year.