

**REGULAR MEETING OF THE  
FACULTY OF THE UNIVERSITY OF IDAHO**  
Monday, November 17, 2008 - 3:30 p.m., Janssen Engineering 104  
President Steve Daley-Laursen Presiding

- **Call to Order.**
- **Minutes.** Meeting of August 26, 2008
- **Announcements.**
- **Special Orders.**

**Report of the Faculty Council**

[Hardcopies of all pertinent documents for this meeting can be accessed at the Faculty Council Website at [http://www.webs.uidaho.edu/facultycouncil/General%20Faculty%20Meetings/univ\\_faculty\\_meetings.htm](http://www.webs.uidaho.edu/facultycouncil/General%20Faculty%20Meetings/univ_faculty_meetings.htm)]

**I. Proposed Changes/Additions to the *Faculty-Staff Handbook* (FSH).**

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- **FC-09-005: FSH 1520 – Article V. – Faculty Council** (requires quorum and 2/3<sup>rds</sup> vote)
  - Off-campus Faculty Council Representation
  - Rename Faculty Council to Faculty Senate
- **FC-09-009: FSH 3820: Ombuds Office**
- **FC-09-010: FSH 3050 Position Description (PD) Form**
- **FC-09-011: FSH 3320 Annual Evaluation (AE) Form**
  - simplify forms, tie AE to PD, connect to Strategic Action Plan goals, address interdisciplinary activities, establish common procedures

**II. Proposed Changes to the University of Idaho Catalog.**

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- **FC-09-002 (rev):** Catalog: Regulation B-12
- **FC-09-008:** FSH 4260: Academic Calendar

➤ **President's Remarks**

➤ **Adjournment**

Rod Hill, Secretary of the Faculty,  
<http://www.webs.uidaho.edu/facultycouncil>, (885-6151)

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117 faculty members constitute a quorum. Those who are recognized by the president for the purpose of speaking should identify themselves by name and discipline or position.

**NOTICE:** Off campus faculty will be receiving a separate email with a URL to access the meeting live. Also available at this site will be a streaming video link that can be viewed after the meeting for those unable to attend.

**University of Idaho**  
**Regular Meeting of the Faculty**  
**Minutes**

**2008-09 Meeting #1 Tuesday August 26, 2008**

A quorum being present (146), Faculty Council Chair, Professor Karen Guilfoyle called the meeting to order.

**Announcements:**

**Faculty Council Chair, Professor Karen Guilfoyle:**

Professor Guilfoyle outlined –

- Important role of shared governance at UI
- Briefly overviewed the origin and structure of faculty council
  - Faculty share in all matters pertaining to the governance of the university
- Reported on the Faculty Council retreat
  - Active and progressive in 2008-09
  - Culture / morale
  - Communications with faculty an important issue
- Introduced Faculty Council Vice-chair Professor Jack Miller and Faculty Secretary Professor Rod Hill.

**Faculty Secretary, Professor Rod Hill:**

Comments:

- Welcome
- Importance of internal communication between faculty and administration. An important role of the Faculty Secretary to act as conduit. Improve communication across campus and between all units and up and down from central administration to the UI community.
- Introduced President Steven Daley-Laursen

**President Steven Daley-Laursen:**

**In memoriam.** President Daley-Laursen called for reflection and silence in memory of faculty who had passed away.

**Special Orders.** President Daley-Laursen introduced Provost Doug Baker, VP Advancement Chris Murray, VP Research, Jack McIver, UI legislative liaison Marty Peterson, VP Finance and Administration, Lloyd Mues, General Counsel, Kent Nelson and Director of Athletics, Rob Spear.

**Provost Doug Baker:**

**Comments:**

Sixty-six new faculty this year and 77 last year. Inspiring to see this accomplished, energetic new group.

Provost Baker introduced new administrators then welcomed and introduced deans to introduce new faculty.

**President's Remarks.** President Daley-Laursen thanked the new faculty for choosing to join Idaho's nationally ranked university. He spoke of a positive change at UI based on a strong strategic action plan; for long term health of the institution and facilitating the excellent work of the faculty; our desire to have a greater and sustained impact on society. We lead the state and region and stand up nationally in every measure: academic quality, student and faculty quality and quality of student life. We strive to make extra efforts and emphasize the outcomes we make in the lives of our students. We welcome a record size fall class with the largest number of National Merit Scholars in any of the NW institutions. Selected recent faculty achievements were briefly outlined: \$9.7 mil. NIH grant to Larry Forney's group about evolution of human beings and human health on a global scale. Another success story is Waters-of-the-West.

The President asked faculty to actively seek and make opportunities for additional cross-disciplinary collaboration. He emphasized the importance of faculty embracing and understanding the vision for UI and to find a place there and add energy to the Strategic Action Plan. The way you do that is through interdependence amongst one another. We have agreed to focus our assets on strength and opportunities where we can have most impact.

The President thanked the Law faculty, staff, leadership, students and alumni for working toward a law curriculum in Boise.

**Questions:**

Faculty Comment – importance of FSH – new faculty recommended to become familiar with FSH.

Question about the changed benefits package and how it ranks with our peer institutions.

It is too soon to fully evaluate. Benefits Advisory group has good data. This topic will be revisited.

Question – What are major issues coming out of the Yardley Report? How do we engage in those issues?

President Daley-Laursen reflected on some of the issues. Society is demanding that researchers think about the fusion of sciences and the integration of sciences how they relate to each other, and how arts and sciences inter-relate. We need to ask how we should organize ourselves so these important interactions are not stifled. Another response to societal need is potential introduction of professional Masters degrees. Yardley also suggested that our graduate stipends are too low. In response, we have allocated more funds to the graduate college, but we still need to do more. When writing grant proposals, faculty need to write in research assistantships for graduate students. These activities can be more effective if we work towards meta-themes via multi-disciplinary teams.

Question – Please comment what you see going on at our other campuses around state. What are you hearing about the university as you move around the state?

President Daley-Laursen has plans to spend time with faculty and staff at our other institutional locations around the state and will spend time hearing and identifying what we can do on their behalf. The President mentioned the initiative to establish ourselves in building the Center for Advanced Energy Studies, the Center for Hydroecology in Boise and an initiative in Coeur d'Alene to study "what does higher education look like in a growing state?"

Provost Baker spoke to the UI collaboration with CAES and a three year on-going state legislative commitment to fund three faculty positions. The Provost also spoke to touring the state with Dean Hammel, visiting CALS centers.

Question - OSP has new rules on hiring IH and creating additional loads on researchers. Also many rules apply to on-campus but not off-campus.

VP Research, Jack McIver responded - We are looking at risk that is acceptable. The job of OSP along with parts of the VPR office is to balance and protect the university, at same time making the PI job as easy as possible. This means we need to balance what we are trying to do.

President Daley-Laursen reiterated that a major theme for UI will be "engagement" in a culture of mutual respect. He thanked all for attending inviting everyone for refreshments and light banter in the foyer.

**Adjournment:** Meeting closed 4:43 p.m.

Respectfully submitted,

Rodney A. Hill  
Faculty Secretary

Faculty Council: Here is a draft of the revised article V for consideration. This version is ready for comment. It addresses both changing the name of Faculty Council to Faculty Senate and conferring a seat in the senate to the centers in Boise, Coeur D'Alene, and Idaho Falls.

An important question for many is whether the center faculty retain the right to vote for their college rep. In this version they do retain that right. Note that there is explicit reference in this version to participation and vote by phone or other means. This language is meant to clarify that the center reps do not have to be physically present at the meetings. By implication, this means that other reps do have to be physically present to participate and vote. I think this is in accordance with past practice. Changing the physical presence rule for FC or for University Faculty meetings has some complexities that I think are best addressed separately if anyone is inclined to do so.

FC members should be encouraged to seek feedback from their colleagues in their respective colleges (including, of course, center faculty) concerning these changes. Jack

## **ARTICLE V--~~FACULTY COUNCIL~~ SENATE**

**Section 1. Function.** The Faculty ~~Council~~ Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See [I-3](#) and [1580](#).]

**Section 2. Structure.** The ~~council~~ senate is constituted as follows:

### **Clause A. Elected Members.**

**(1) College Faculties.** The faculty of each college, except the College of Graduate Studies, elects one ~~senator~~representative for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one ~~senator~~representative. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation ~~in the council~~ senate, the reduction does not take place until the expiration of the term of office of an elected ~~senator~~representative from the college.

**(2) University Centers.** The resident faculty of the university centers in Boise, Coeur D'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of telephone or other appropriate technology.

**(3) Faculty-at-Large.** Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects ~~senators~~representatives to serve with vote ~~in~~ in the ~~council~~ senate on the same basis as provided above for college faculties. [See [1566](#).]

**(4) Dean.** The academic deans elect one of their number to serve with vote ~~in~~ in the ~~council~~ senate.

**(5) Staff.** The representative body of the university staff elects one employee who does not have faculty status to serve with vote ~~in~~ in the ~~council~~ senate.

**(6) Students.** Two undergraduate students and one graduate student serve as voting members of the council senate, and the council senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See [1580 VI.](#)]

**Clause B. Members *Ex Officiis*.** The president or the president's designated representative and the secretary of the faculty are members *ex officio*s of the council senate, with voice but without vote.

**Section 3. Officers.** Each year the council senate elects a chair and a vice chair from among the elected faculty members of the council senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the council senate, from among the members of the council senate or from the membership of the university faculty. The appointment of a person who is not a member of the council senate to serve as secretary does not carry with it membership ~~in~~ the council senate.

**Section 4. Terms of Office.** Elected faculty members of the council senate serve for three years. The academic dean and the staff representative serve for one year. The terms of office for student members are as established by the council senate. [See [1580 VI.](#)] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the council senate may shorten the initial term of office of faculty representatives elected to fill new positions ~~in~~ the council senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected faculty member of the council senate may serve an immediately ensuing term [but see [1580 III-3](#)].

**Section 5. Eligibility.** Every member of the university faculty is eligible to vote for members of the council senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Council Senate and to hold an elective or appointive office ~~in~~ the council senate.

**Section 6. Elections.** Regular elections for representatives ~~in~~ the council senate are held before April 15 of each year in which an election is to be held. All elections for members of the council senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

### **Section 7. Vacancies.**

**Clause A.** If it is necessary for a member of the council senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate ~~in~~ the council senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the council senate member returns, he or she resumes the position ~~in~~ the council senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See [1580 VI](#) for procedures covering student vacancies.]

**Clause B.** The chair of the Faculty Council Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the council

senate in writing that he or she intends to participate fully in the activities of the ~~council~~ senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

**Section 8. Recall.** The recall of a member of the ~~council~~ senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the ~~council~~ senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the representative, the member may appeal the case to the ~~council~~ senate within 10 days. If the case is appealed and the ~~council~~ senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another representative. Regular procedures are followed in replacing the recalled person, except that the chair of the ~~council~~ senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate ~~ion~~ on the ~~council~~ senate with full vote.

## UI FACULTY-STAFF HANDBOOK

## CHAPTER THREE:

## EMPLOYMENT INFORMATION CONCERNING FACULTY AND STUDENTS

July 2005

3820

## OMBUDS OFFICE

*PREAMBLE: This section describes the office and duties of the Ombuds Office. Under its original title, "Faculty Ombudsman," it was added to the Handbook in July of 1992 and, as its title suggested, was restricted to faculty. In July 1999 the section was rewritten, and retitled, so as to include the entire university community. In July 2005 the section was revised to reflect national standards of practice and current terminology. More information may be obtained from the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-05]*

## CONTENTS:

- A. Introduction
- B. Duties of the Ombuds Office
- C. Qualification and Nature of the Appointment
- D. Nomination and Selection Process
- E. Evaluation and Renewal

**A. INTRODUCTION.**

**A-1.** The establishment of an ombuds office is predicated on the following premises: (1) disagreements are inevitable in human organizations; (2) unresolved conflict inhibits productive enterprise and disrupts interpersonal relationships; and (3) an impartial third party may afford insights and informal processes for conflict resolution. [*rev. and renumbered 7-99, rev. 7-05*]

**A-2.** The office is staffed by ~~two~~the ombuds: (~~one~~a part-time position appointed from tenured faculty ranks), and ~~one part-time exempt position~~an associate ombuds (~~a part time non faculty exempt staff position appointed from classified or non faculty exempt staff ranks~~). ~~Both~~The associate ombuds reports to the ~~provost~~ombuds. [*add. 7-99, rev. 7-05*]

**A-3.** The office provides a voluntary, informal mechanism to facilitate communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. The office's role complements existing formal procedures. The processes initiated by the office do not substitute for or become part of other institutional processes. Individuals retain their right to use any formal procedures ordinarily available to them [see FSH section 3.8]. Contact with the office does not constitute nor is it regarded as notice to the university. [*rev. and renumbered 7-99, rev. 7-05*]

**A-4.** The ultimate success of the office is highly dependent on the assurance of impartiality, independence, informal processes and procedures, confidentiality, accessibility, expertise in mediation, and integrity. The environment in which an ombuds can be effective is one where administrators, staff and faculty recognize and respect the appropriateness and usefulness of the ombuds' role in enhancing the goals of the university and individual faculty, ~~and staff~~ and students. [*rev. 7-05*]

**A-5.** The university prohibits any employee from discouraging or limiting another employee or student from accessing the office, or intimidating, threatening, coercing, retaliating, or discriminating against any individual because that individual raised an issue or participated in dispute resolution through the office. [see 3810]. Employees will be allowed reasonable time away from work to access the office. The university also prohibits any employee or student from ~~discouraging~~, intimidating, threatening, coercing, retaliating, or discriminating against the ombuds, ~~associate ombuds~~, or their staff for performing the duties of the office. [*rev. and renumbered 7-99, rev. 7-05*]

**B. DUTIES OF THE OMBUDS OFFICE.**

**B-1.** The ombuds ~~and associate ombuds~~ listen to concerns of any employee or student at the UI and use informal

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## Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

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means to facilitate resolution of disputes. The ombuds ~~and associate ombuds~~ do not act as advocates for a single party. Rather, they seek to find a reasonable and equitable solution for all parties to a problem or conflict situation. Any employee ~~or student in~~of the UI community can bring a concern to the office, so long as it relates to the role and experiences of ~~the workplace or employees in the~~ university life. [rev. 7-99, 7-05, ed. 7-01]

**B-2.** The office conducts discussions, makes inquiries and keeps quantitative information about caseloads in a confidential manner, and is discreet in dealing with comments or inquiries from those not involved in the dispute or its resolution. With respect to confidentiality, all contacts, conversations, and information exchanged with the office are confidential to the fullest extent allowed by law, unless release is authorized by all parties involved as well as the involved ombuds person. There are limits to confidentiality, such as when necessary to protect someone from harm, or as otherwise required by law. No case records, documents, or copies of documents are kept, unless doing so is legally mandated. Working notes, which are regarded as confidential and ephemeral, are shredded along with documents at approximately two week intervals or at the conclusion of a case, whichever comes first, unless retaining these documents is legally mandated. In order to preserve the confidentiality and impartiality so essential to the successful conduct of the ombuds function, the standards and practices of the profession preclude participation by ombuds staff as witnesses in formal proceedings on or off campus, unless subject to a subpoena or other order from a court of competent jurisdiction. [rev. 7-99, 7-05]

**B-3.** The office is impartial and its primary purpose is to help employees and students find resolutions to problems affecting or involving them. The office is well versed in the policies, procedures, and processes that exist at the university for handling complaints or concerns ~~of employees~~. The office will listen to the concern, make appropriate inquiries, involve appropriate other parties, make suggestions to the employee(s), student(s) and other parties involved (including but not limited to formal and informal procedures that could be used), and conduct mediation as needed. The office has the authority to make reasonable arrangements for meetings of appropriate people involved in a dispute to try to achieve a resolution. The ombuds ~~and/or the associate ombuds~~ may attend these informal meetings to help facilitate communication among the parties through mediation. The ombuds ~~or associate ombuds~~ may serve as ~~a~~ designated neutral observers at formal meetings and may provide recommendations regarding processes and procedures. [rev. 7-99, 7-05]

**B-4.** The role of the office is not to make judgments on the merits of a particular situation or complaint, but rather to create an environment in which the individual concerned and the others directly involved come to a clearer understanding of the situation and reach reasonable and mutually satisfying agreements. The office is neither an advocate for any party nor a final judge of a situation, rather it facilitates a resolution determined by the parties. In specific instances, the ombuds ~~or associate ombuds~~ may offer opinions and recommendations and may comment on a process or procedure when ~~they~~ he or she believes it is not functioning well. [rev. 7-99, 7-05]

**B-5.** The ombuds staff will have access to the Office of the University Counsel for legal counsel and representation. Upon request by the ombuds staff to the Office of the University Counsel, the university may provide access to independent counsel for their consultation and representation. [add. 7-05]

**B-6.** The ombuds ~~and associate ombuds~~ are encouraged to comment on policies, procedures, and processes with an eye to positive future change. These observations should be shared with the administrators and bodies with jurisdiction over those policies, procedures, and processes. The ombuds author~~s~~ an annual report including aggregate data on the types of matters handled and narrative reflecting the character of the year's activities. The report is submitted to the president, provost, faculty council, and staff affairs committee on or before ~~August~~ September 1-30 of each year. The annual report and other educational programs are means for proffering advice and comment on policies and procedures. [rev. 7-99, rev. and renumbered 7-05]

**C. QUALIFICATIONS AND NATURE OF THE APPOINTMENT.**

**C-1.** ~~The One~~ ombuds will be selected from among the tenured faculty at the UI (a faculty member in a non-tenure track position, or who has not achieved tenure, may be considered for the position under exceptional circumstances), ~~Another and the associate~~ ombuds will be an exempt staff position, UI staff member reporting to the ombuds. While the ombuds ~~Both~~ serves at the pleasure of the president, but considerable independence and autonomy,

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confidentiality, impartiality, and informality are afforded to ensure the ombuds's effectiveness in keeping with national standards for the office. The ombuds position ~~is~~ ares part time. The term of service is for 2 years and is renewable; upon evaluation and review by the president. ~~The associate ombuds is a staff position and serves on a part time basis. The term of office is for 2 years and is renewable upon evaluation and review by the ombuds and the president.~~ The terms of the ombuds ~~and associate ombuds~~ will be staggered so as to ensure there is always an experienced incumbent in the office. [rev. 7-99, 7-05]

**C-2.** The qualifications of the successful candidate for ombuds should include:

- a. excellent communication and interpersonal skills,
- b. characteristics which lend themselves to facilitating problem solving,
- c. demonstrated ability to handle confidential information and use discretion in sensitive matters,
- d. respect of his or her colleagues for professionalism and integrity,
- e. familiarity with university policies and procedures, especially those pertaining to grievances, faculty and staff personnel, and records. [rev. 7-99, ed. 7-05]

**D. NOMINATION AND SELECTION PROCESS.**

**D-1.** Ombuds selection.

a. The chair and vice chair of the Faculty Council propose to the council for appointment two Faculty Council members to serve on a ~~seven~~nine-member ombuds committee. The chair and vice chair of the Staff Affairs Committee (~~SAC~~Staff Affairs) propose two ~~SAC~~Staff Affairs members to the ~~SAC~~Staff Affairs for appointment. The president and vice president of ASUI select two students, one graduate and one undergraduate. The committee is composed of the provost, the director of Human Resources, the ~~four~~six aforementioned members and the outgoing ombuds (without vote), and has the responsibility for nominating people for the ombuds position. [rev. and renumbered 7-99, ed. 7-05]

b. The advertisement is drafted by the committee and reviewed and approved by the president. The committee advertises the position, accepts and solicits applications and nominations, and interviews candidates. The committee functions in a confidential manner. [rev. and renumbered 7-99]

c. The committee provides a list of at least two nominees to the Faculty Council, ~~and Staff Affairs~~Staff Affairs and ASUI, forwards the list to the president along with a portfolio and statement of rationale for each nominee. The president reviews the files and interviews the nominees. The president selects the ombuds from that list. [rev. and renumbered 7-99, 7-05]

~~**D-2.** Associate ombuds selection.~~

~~a. A seven-member associate ombuds committee consisting of two Faculty Council members and two SAC/Staff Affairs members selected as in D-1 a, the provost, the director of Human Resources, and the ombuds will nominate people for the associate ombuds position. [add. 7-99, rev. and renumbered 7-05]~~

~~b. The committee and the selection process will function as in D-1. [add. 7-99]~~

**E. EVALUATION AND RENEWAL.**

**E-1.** Ombuds review. The president conducts an annual review of the ombuds. During the latter half of the second year of each two-year term, an in-depth evaluation is conducted by the president. Included in the evaluation are

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assessments by the provost, the Faculty Council, ~~the Staff Affairs, ASUIAC~~ and a self-evaluation by the ombuds. These confidential evaluations are submitted to the president for review and discussion with the incumbent by February 15 in the second year of service. Renewal of the appointment of the ombuds will be based on these evaluations and requires mutual consent of the Faculty Council, the ~~SAC~~Staff Affairs and the president. *[rev. and renumbered 7-99, ed. 7-00, 7-05]*

~~E-2. Associate ombuds review. [ed. 7-05]~~

~~a. The ombuds conducts an annual performance evaluation of the associate ombuds as described in section 3340 of the Faculty Staff Handbook. [add. 7-99, ed. 7-05]~~

~~b. During the latter half of the second year of each two-year term, an in-depth evaluation is conducted by the president. Included in the evaluation is an assessment by the ombuds. The decision about whether to renew is made by February 15 in the second year of service. [add. 7-99, ed. 7-00, 7-05]~~

3050 - POSITION DESCRIPTIONS  
**UI FACULTY POSITION DESCRIPTION FOR ANNUAL PERFORMANCE REVIEW for 20\_\_**  
**(REVISED 7-07)**

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

**NOTE:** Each category below (I-IV) may include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and extramural professional service.

**I. TEACHING AND ADVISING:**

**1. Instruction** (FSH 1565 C-1 a; Strategic Action Plan Goal 1):

a. Courseload:

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

\* Percentage/or credit(s) of responsibility for a team taught course.

\*\*See summary table on back page.

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

**c.** Provide a statement of your goals and objectives for teaching.

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

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

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

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

**b.** Provide a statement of your goals and objectives for advising and/or mentoring.

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

**Total Teaching and Advising Percentage of Responsibility:** Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_  
 (carry forward to summary table)

**II. SCHOLARSHIP AND CREATIVE ACTIVITIES** (FSH 1565 C-2; Strategic Action Plan Goal 2): [May include Teaching/Learning (FSH 1565 C-2 a), Artistic Creativity (FSH 1565 C-2 b), Discovery (FSH 1565 C-2 c), Integration (FSH C-2 d), and Scholarship of Outreach/Application/Engagement Activities (FSH 1565 C-2 e)]

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

**Est. Percentage of Responsibility:** **Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_  
(carry forward to summary table)

**III. OUTREACH AND EXTENSION** (FSH 1565 C-3, Strategic Action Plan Goal 3): [May include Extension (FSH 1565 C-3 b) Distance Education (FSH 1565 C-3 c) Service Learning (FSH 1565 C-3 d) Cooperative Education (FSH 1565 C-3 e) Technology Transfer (FSH 1565 C-3 f)]

Provide a statement of your goals and objectives for outreach and extension.

**Est. Percentage of Responsibility:** **Spring:** \_\_\_\_\_ **Fall:** \_\_\_\_\_ **Summer:** \_\_\_\_\_  
(carry forward to summary table)

**IV. UNIVERSITY SERVICE AND LEADERSHIP:**

**1. Intramural Service** (See FSH 1565 C-4 a):

Provide a statement of your goals and objectives for intramural service.

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

**2. Unit Administration** (See FSH 1565 C-5):

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

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

**3. Other Administration** (See FSH 1565 C-4 b):

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

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

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

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

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

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

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

**Interdisciplinary Activities: Attach narrative.\*\***

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

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

\_\_\_\_\_  
Signature of Faculty Member/Date

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

\_\_\_\_\_  
Unit Administrator/Date

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

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

\_\_\_\_\_  
Signature of Dean/Date

3050 - POSITION DESCRIPTIONS  
**UI FACULTY POSITION DESCRIPTION FOR ANNUAL PERFORMANCE REVIEW for 20\_\_**  
**(REVISED 7-07)**

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

**NOTE: Each category below (I-IV) may include the following areas, as appropriate: advancement, interdisciplinary activity, professional development and extramural professional service.**

**RESPONSIBILITIES:**

**I. TEACHING AND ADVISING:**

**1. Instruction (FSH 1565 C-1 a; Strategic Action Plan Goal 1):**  
Statement of Goals and Objectives for the Year:

**a. Planned Courseloadwork:**

Semester	Subject	Course #	Section	Course Credits	Credit Percent Responsibility* (100% unless team taught)	Course Title
Spring						
Fall						
Summer**						

\* Percentage/or credit(s) of responsibility for a team taught course.

\*\*See summary table on back page.

**b.** Describe **a**Additional **i**nstructional **r**esponsibilities (course redesign, introduction of new delivery methods, involvement in course, program, and university level assessment of student learning outcomes, etc.):

**c.** Provide a statement of your goals and objectives for teaching.

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

**2. — Scholarship and Creative Activities** (Including Teaching/Learning, Artistic Creativity, Discovery, Integration, and Application and Engagement Activities)  
Statement of Goals and Objectives for the Year:

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

**32. — Advising and/or Mentoring Students** (FSH 1565 C-1 b; Strategic Action Plan Goal 1):

Statement of Goals and Objectives for the Year:

~~\_\_\_~~ ~~No. of~~ Advisees (~~#~~): Undergraduate (Approx): Major ~~\_~~ ~~\_\_\_~~ Minor ~~\_\_\_~~ ~~\_\_\_~~  
~~\_\_\_~~ Certificates ~~\_\_\_~~ Grad (~~as~~ Major Professor): Doctoral ~~\_\_\_~~ Masters Thesis ~~\_\_\_~~ Masters -Non-  
Thesis ~~\_\_\_~~

~~\_\_\_~~ ~~No. of~~ Mentees (~~#~~): ~~\_\_\_~~ ~~\_\_\_~~ Graduate Undergraduate In: ~~\_\_\_~~ ~~\_\_\_~~ Scholarship  
~~\_\_\_~~ ~~\_\_\_~~ Undergraduate 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/or mentoring.

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

**Total Teaching Est. Percentage of Responsibility Time:** Spring: ~~\_\_\_~~ - Fall: ~~\_\_\_~~  
Summer: ~~\_\_\_~~

(carry forward to summary table)

**II. SCHOLARSHIP AND CREATIVE ACTIVITIES** (FSH 1565 C-2; Strategic Action Plan Goal 2): [~~May include~~ Teaching/Learning (FSH 1565 C-2 a), Artistic Creativity (FSH 1565 C-2 b), Discovery (FSH 1565 C-2 c), Integration (FSH C-2 d), and Scholarship of Outreach/Application/and-Engagement Activities (FSH 1565 C-2 e)]

Provide a Sstatement of your Ggoals and objectives for scholarship and creative activities~~the Year~~.

**Est. Percentage of ~~Time~~Responsibility:** Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_  
(carry forward to summary table)

**~~4. Extramural Service and/or University Service~~**  
Statement of Goals, Objectives and Planned Activities:

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

**III.5. - OUTREACH AND EXTENSION**~~Outreach/Engagement and/or Extension Activities~~ (FSH 1565 C-3, Strategic Action Plan Goal 3): [~~May include~~ Extension (FSH 1565 C-3 b) Distance Education (FSH 1565 C-3 c) Service Learning (FSH 1565 C-3 d) Cooperative Education (FSH 1565 C-3 e) Technology Transfer (FSH 1565 C-3 f)]

Provide a Sstatement of your Ggoals and, objectives for outreach and extension~~and Planned Activities~~.

**Est. Percentage of ~~Time~~Responsibility:** Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_  
(carry forward to summary table)

**IV.6. UNIVERSITY SERVICE AND LEADERSHIP**~~Administration:~~

Statement of Goals, Objectives and Planned Activities:

**1. Intramural Service** (See FSH 1565 C-4 a):

Provide a statement of your goals and objectives for intramural service.

~~Est. Intramural Service Percentage of Responsibility: Spring: \_\_\_\_\_ Fall: \_\_\_\_\_ Summer: \_\_\_\_\_~~

**2. Unit Administration** (See FSH 1565 C-5):

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

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

**3. Other Administration** (See FSH 1565 C-4 b):

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

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

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

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

**~~7. Advancement~~**

~~Statement of Goals, Objectives and Planned Activities:~~

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

**~~8. Professional Development~~**

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

**~~9. Other~~**

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

<u>Summary of Percentage Time Allocations by Responsibility Area for Period</u>				
<u>Area</u>	<u>Planned Percentage Allocation</u>			
	<u>Spring</u>	<u>Fall</u>	<u>Summer*</u>	<u>Annual</u>
<u>Teaching</u>				
<u>Scholarship and Creative Activities</u>				
<u>Advising and Mentoring</u>				
<u>Extramural Service and University Service</u>				
<u>Outreach/Engagement &amp; Extension Activities</u>				
<u>Administration</u>				
<u>Advancement</u>				
<u>Professional Development</u>				
<u>Other</u>				
<u>Total (All must equal 100%)</u>				

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

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

<u>Example Academic Year:</u>	<u>Spring</u>	<u>Fall</u>	<u>Annual</u>
<u>Teaching and Advising</u>	<u>40% (x.5)</u>	<u>60% (x.5)</u>	<u>= 50%</u>
<u>Scholarship/Creative Act.</u>	<u>45% (x.5)</u>	<u>25% (x.5)</u>	<u>= 35%</u>
<u>Outreach &amp; Extension</u>	<u>10% (x.5)</u>	<u>10% (x.5)</u>	<u>= 10%</u>
<u>University Service &amp; Leadership</u>	<u>5% (x.5)</u>	<u>5% (x.5)</u>	<u>= 5%</u>
<u>Total</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

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

Interdisciplinary Activities: Attach narrative.\*\*

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

**AUTHENTICATION**

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

\_\_\_\_\_  
Signature of Faculty Member/Date

- Approval of Unit Administrator(s) (including interdisciplinary/center-administrators or faculty with joint appointments when appropriate): I agree that this position description is a reasonable reflection of the stated

expectations for progress towards tenure, promotion and/or continued satisfactory performance ~~evaluation (per FSH 3140 B2).~~

\_\_\_\_\_  
Unit Administrator/Date

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

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

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

3. ~~Approval of~~ College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance ~~evaluation (per FSH 3140 B2).~~

\_\_\_\_\_  
Signature of Dean/Date

**(FSH 3320)**  
**ANNUAL PERFORMANCE EVALUATION FORM 1: EVALUATION OF FACULTY**  
**(INCLUDES DISCLOSURE OF CONFLICTS FSH 6240)**  
 (Confidential)

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

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

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

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

Position Description (PD) Responsibilities	PD %	Numeric Score*	PD% x score = total	COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)
<b>TEACHING AND ADVISING</b> (FSH 1565 C-1; Strategic Action Plan Goal 1)				
<b>SCHOLARSHIP and CREATIVE ACTIVITIES</b> (FSH 1565 C-2; Strategic Action Plan Goal 2)				
<b>OUTREACH and EXTENSION</b> (FSH 1565 C-3, Strategic Action Plan Goal 3)				
<b>UNIVERSITY SERVICE &amp; LEADERSHIP</b> (FSH 1565 C-4 & C-5, Strategic Action Plan Goal 4)				

**\*Scoring Key**

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

**Scoring Example:**

PD%	Numeric Score	Total
Teaching and Advising 50%	4	.50 x 4 = 2.0
Scholarship 35%	2	.35 x 2 = .7
Outreach & Extension 10%	3	.10 x 3 = .3
Univ. Service & Leadership 5%	3	.05 x 3 = .15
Unit Adm. Score (transfer total to box below)		3.15 = 3.2

Unit administrators and college deans may extend the weighted score one decimal place.  
**Rounding:** .5 and above round up; .4 and below round down.

**Unit  
Administrator  
Score**

**College  
Dean Score**

(Continued on next page)

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

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

\_\_\_\_\_  
Unit Administrator Signature/DATE

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

Faculty Comments:

\_\_\_\_\_  
Faculty Signature/DATE

\_\_\_\_\_  
Dean Signature/DATE

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

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

### 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.*

\_\_\_\_\_  
Faculty Signature/DATE

(FSH 3320)

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

(Confidential)

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

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

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

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

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

Strategic Action Plan reference numbers	Faculty Staff Handbook reference documents	Position Description (PD) Assigned Responsibilities	Position Description Percentage P D%	Numeric Score *	PD% x score = total 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** and ADVISING</b> (FSH 1565 C-1; Strategic Action Plan Goal 1) 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.)				
A.2.	1565 A 4 & A 10	<b>SCHOLARSHIP and CREATIVE ACTIVITIES</b> (FSH 1565 C-2; Strategic Action Plan Goal 2) 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.)				
A.2.	1565 A 3 a	Teaching and learning **				
A.2.	1565 A 3 b	——— Artistic creativity				
A.2.	1565 A 3 c	——— Discovery				
A.2.	1565 A 3 d	——— Integration				
A.2.	1565 A 3 e	——— Application/Engagement				

A.1.4.	1565 A-5	<del>ADVISING and MENTORING STUDENTS</del> (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.)				
D.	1565 A-6	<del>EXTRAMURAL SERVICE</del> (Scholarly review activities and judging; leadership in professional, scientific or arts and humanities organizations; free services rendered to external organizations; etc.) <del>and/or UNIVERSITY SERVICE</del> (university and college governance — committees, task forces; participation in signature academic events; etc.)				
A.3.	1565 A-3 e & A-7	<del>OUTREACH/ENGAGEMENT and/or EXTENSION</del> (FSH 1565 C-3, Strategic Action Plan Goal 3) Program design, evaluation, and delivery; engagement materials; engagement activities, one to one engagement contacts; interdisciplinary engagement efforts, developing outreach grants or contracts, etc.)				
A-4, B.	1565 A-8 & A-9	<del>UNIVERSITY SERVICE and LEADERSHIP</del> (FSH 1565 C-4 & C-5, Strategic Action Plan Goal 4) 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.)				
C	No Direct Reference	<del>ADVANCEMENT</del> (Participation in identifying, soliciting, and/or obtaining contributions for university campaigns; developing program proposals, etc.)				
E	No Direct Reference	<del>PROFESSIONAL DEVELOPMENT</del> (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.)				
A-4.	No Direct Reference	<del>OTHER</del>				

~~\*\* 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  
Average**

**College  
Average**

**Department  
Unit  
Administrator  
Chair  
Score**

**College Dean  
Score**

**Scoring Example:**

PD%	Numeric Score	Total
Teaching and Advising 50%	4	.50 x 4 = 2.0
Scholarship 35%	2	.35 x 2 = .7
Outreach & Extension 10%	3	.10 x 3 = .3
Univ. Service & Leadership & Service 5%	3	.05 x 3 = .15
-Unit Adm. Score (transfer total to box below)	-	—3.15 = 3.2

Unit administrators and college deans may extend the weighted score one decimal place.

**Rounding:** .5 and above round up; .4 and below round down.

**(Continued on next page)**

Scoring Example:

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

~~**Narrative evaluation 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.**~~



- 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)~~

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

~~Faculty Signature/Date~~

~~Agree~~

~~Disagree (summarize reasons below)~~

~~Dean Signature~~

**FC-09-002(rev)**  
**UCC-08-065**

**TO: University Curriculum Committee**

**FROM: Office of the Registrar**

**RE: Proposed Change Regulation B-12 [Effective: Summer 2009]**

**DATE: April 07, 2008**

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### **Original Proposal, returned from Faculty Council on 9/16/08**

**B-12. Registration for Fewer Credits than Authorized.** Students may register for a particular course for fewer credits than indicated in the Class Schedule (they may also register for zero credit under the conditions outlined in B-4); ~~likewise, departments may list courses in the Class Schedule for fewer credits than the number authorized by this catalog.~~

### **Updated Proposal approved by UCC on 9/29/08**

#### **B – Registration**

**B-1. Registration Access.** Registration access is given to new students as described above. It is also given to students who were previously enrolled within two years of the term in which they wish to register. Former students who have not been enrolled at UI within those two years must be re-admitted by the Undergraduate or Graduate Admissions Office at least one month prior to the term in which they wish to register. Such students will be required to submit transcripts from any institutions attended since their last registration at UI, and they may also be required to complete a residence questionnaire. Failure to meet the deadline may cause a delay in registration.

#### **B-2. Admission to Classes.**

**B-2-a.** Instructors do not admit anyone to class whose name does not appear on the class roster or for whom they have not signed an "add" card. UI professors are given the authority to grant or deny access to classes by visiting scholars.

**B-2-b.** Before the beginning of each academic session, students with their advisors' aid complete a trial study list. The information is checked by such intracollege procedures as the student's college may require. Once the advisor's block is removed from an individual student's record, the student registers for classes using the Web registration process. Signed "add" cards are taken to the Registrar's Office for those courses that require permission of the instructor or department. On payment of fees, admission to classes is authorized.

**B-3. Auditing Classes.** Auditing a course consists of attendance without participation or credit. Only lecture classes may be audited. Audited courses are not recorded on a student's permanent record, except as provided in the chart with regulation C-1.

**B-4. Registration for Zero Credit.** Any course offered for credit may be taken for zero credit. The implications of zero credit are:

**B-4-a.** Registrants are expected to do the assigned work and attend class sessions. Grades are received on the same basis as if the course were taken for credit and are entered on permanent records.

**B-4-b.** Students enrolled in a course for zero credit may take it P/F. This is separate from the "pass-fail option" outlined in B-11.

**B-4-c.** Courses taken for zero credit do not fulfill requirements.

**B-4-d.** Zero-credit grades have no effect on a student's grade-point average. Neither do they affect academic eligibility, disqualification, or reinstatement.

**B-4-e.** Students enrolled for zero credit count as regular registrants for statistical purposes, such as listing course enrollments, computing instructors' loads, and determining departmental services.

**B-5. Independent Study Courses.** A student enrolled in the regular program is permitted to carry independent study courses for college credit only with the prior written approval of his or her academic dean. Credit for correspondence-study courses will not be accepted without such approval.

**B-6. Registration for Courses Without Completion of Prerequisites.** Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

**B-7. Registration of Lower-Division Students in Upper-Division Courses.** All academic programs give priority in the first two years to meeting the general requirements for the appropriate degree and acquiring the foundation for advanced study; therefore, freshman students may not take upper-division courses. Exceptions may be made for students who have fulfilled the prerequisites and who are well prepared in their field of study. In such cases, the instructor may, with the concurrence of the student's advisor, authorize the exception.

**B-8. Registration of Undergraduate and Non-degree Students in Graduate Courses.** Undergraduate and non-degree students may register in graduate courses under the conditions outlined in the College of Graduate Studies section of Part 4 with the prior written approval of the instructor of the course, the student's advisor, and the Dean of the College of Graduate Studies.

**B-9. Registration of Students with Baccalaureate Degrees as Undergraduates.** To register as undergraduates, students with baccalaureate degrees must secure the permission of the dean of the undergraduate college and file a statement with the registrar indicating that they understand that the work will not be classified as graduate work and cannot be used toward a graduate degree at a later date. (See J-7-b and c.)

**B-10. Registration for Accelerated and Other Short Courses.** Students may register for accelerated and other short courses at any time up to and including the starting date of the course without petition.

**B-11. Pass-Fail Option.**

**B-11-a. Undergraduate Students.**

(1) After consultation with their advisors, undergraduates who have a cumulative grade-point average of 2.00 or higher are permitted to enroll in one course a semester under this P/F option. (The grade-point requirement is not applicable to students who are taking university-level courses for the first time.) This procedure is separate from taking courses that are regularly graded P/F. Within the limitations specified above, an undergraduate may enroll under the pass-fail option in any course EXCEPT: (a) courses listed by number and title in the student's major curriculum as printed in Part 5; (b) courses taken to meet the distributional requirements of the college or curriculum, unless allowed for P/F enrollment by the college in which the student is majoring; (c) courses used to satisfy the core curriculum; (d) courses in the major subject field; and (e) courses in closely related fields that are excluded from this option by the student's department. (See B-11-d for "Reporting of Grades.")

(2) Students in officer education programs (OEP) may enroll under this regulation in courses required because of their affiliation with the OEP ONLY with the permission of the administrator of the OEP department concerned.

(3) A maximum of 12 credits earned in courses under this regulation may be counted toward a baccalaureate degree.

**B-11-b. Graduate Students.**

(1) With the approval of the major professor concerned (or advisor in the case of an unclassified student) and the vice president for research and graduate studies, graduate students may enroll in a limited number of courses under this P/F option. This procedure is separate from taking courses that are regularly graded P/F.

(2) Courses that may be taken by graduate students under this regulation are: (a) any course not in the student's designated major and (b) any course required to remove a deficiency or to provide background for the student's program, unless the major department stipulates that such deficiency courses must be taken on a regular-grade basis and completed with an A or B.

(3) Of the minimum number of credits required for a degree, no more than three credits in a master's or specialist program or nine in a doctoral program may be taken under this P/F option.

(4) To have P recorded for courses taken under this regulation, a graduate student must earn a C or above. A grade of D will be converted to an F on the student's records.

(5) An unclassified student may enroll for courses under this option with the approval of his or her advisor (if assigned) and the vice president for research and graduate studies. If, however, at a later date an unclassified student is admitted to a degree program, the above regulations apply and no changes to regular letter grades will be permitted.

**B-11-c. Adds, Drops, and Changes.** Students may add or drop a P/F option course in the same manner as a regular course, and they may change from P/F to regular-grade classification, or vice versa, if they do so no later than the deadlines stated in regulation C and the academic calendar. Students may make these changes by securing the signatures of the advisor or major professor and dean concerned.

**B-11-d. Reporting of Grades.** Instructors are not notified as to which students are enrolled in courses under this P/F option. Grades are reported in the same manner as grades in courses taken on a regular-grade basis. The registrar is responsible for converting Cs or above to Ps on students' records and, for graduates, Ds to Fs. Grades of D reported for undergraduates are recorded on students' records and are not converted.

~~**B-12. Registration for Fewer Credits than Authorized.** Students may register for a particular course for fewer credits than indicated in the Class Schedule (they may also register for zero credit under the conditions outlined in B-4); likewise, departments may list courses in the Class Schedule for fewer credits than the number authorized by this catalog.~~

**B-1312. Registration in Joint-Listed Courses.** A student who enrolls in a joint-listed course may only earn credit at the level the student initially completes the course. A student who enrolls in the same joint-listed course at a different level will receive zero credit on his or her transcript.

**TO: University Curriculum Committee**  
**FROM: Office of the Registrar**  
**RE: Proposed Change to FSH 4260 [Effective: Summer 2009]**  
**DATE: September 16, 2008**

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~~2003-04      2004-05      2005-06      2006-07      2007-08~~

**FALL SEMESTER**

~~Classes Begin      8/25      8/23      8/22      8/21      8/20~~  
~~Labor Day      9/1      9/6      9/5      9/4      9/3~~  
~~Recess      11/24-28      11/22-26      11/21-25      11/20-24      11/19-23~~  
~~Finals      12/15-19      12/13-17      12/12-16      12/11-15      12/10-14~~  
~~Commencement      12/13      12/11      12/10      12/9      12/8~~

~~2003-04      2004-05      2005-06      2006-07      2007-08~~

**SPRING SEMESTER**

~~Class Begin      1/14      1/12      1/11      1/10      1/9~~  
~~MLKC Rights Day      1/19      1/17      1/16      1/15      1/21~~  
~~President's Day      2/16      2/21      2/20      2/19      2/18~~  
~~Recess      3/15-19      3/14-18      3/13-17      3/12-16      3/10-14~~  
~~Finals      5/10-14      5/9-13      5/8-12      5/7-11      5/5-9~~  
~~Commencement      5/15      5/14      5/13      5/12      5/10~~

~~**SUMMER SESSION\***      6/14-8/6      6/13-8/5      6/12-8/4      6/11-8/3      6/9-8/1~~

\*These dates refer to the regular eight-week session. There is also an early session that begins the Monday following the end of the Spring Semester and a late session that ends the Friday before the beginning of the Fall Semester.

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
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**FALL SEMESTER**

Classes Begin	8/25	8/24	8/23	8/22	8/20
Labor Day	9/1	9/7	9/6	9/5	9/3
Recess	11/24-28	11/23-27	11/22-26	11/21-25	11/19-23
Finals	12/15-19	12/14-18	12/13-17	12/12-16	12/10-14
Commencement	12/13	12/12	12/11	12/10	12/8

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
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**SPRING SEMESTER**

Class Begin	1/14	1/13	1/12	1/11	1/9
MLKC Rights Day	1/19	1/18	1/17	1/16	1/21
President's Day	2/16	2/15	2/21	2/20	2/18
Recess	3/16-20	3/15-19	3/14-18	3/12-16	<del>3/18-22</del> <u>11-15</u>
Finals	5/11-15	5/10-14	5/9-13	5/7-11	5/6-10
Commencement	5/16	5/15	5/14	5/12	5/11

<b>SUMMER SESSION*</b>	6/15-8/7	6/14-8/6	6/13-8/5	6/11-8/3	6/10-8/2
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\*These dates refer to the regular eight-week session. There is also an early session that begins the Monday following the end of the Spring Semester and a late session that ends the Friday before the beginning of the Fall Semester.

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
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**FALL SEMESTER**

Classes Begin	8/4 <del>9</del> <sup>26</sup>	8/25	08/24	8/22	8/21
Labor Day	9/2	9/1	9/7	9/5	9/4
Recess	11/25-29	11/24-28	11/23-27	11/21-25	11/20-24
Finals	12/09-13 <del>16</del> <sup>20</sup>	12/15-19	12/14-18	12/12-16	12/11-15
Commencement	12/07 <del>14</del>	12/13	12/12	12/10	12/09

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
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**SPRING SEMESTER**

Class Begin	1/15	1/14	1/13	1/11	1/10
MLKC Rights Day	1/20	1/19	1/18	1/16	1/15
President's Day	2/17	2/16	2/15	2/20	2/19
Recess	3/17-21	3/16-20	3/14-18	3/13-17	3/12-16
Finals	5/12-16	5/11-15	5/9-13	5/8-12	5/7-11
Commencement	5/17	5/16	5/14	5/13	5/12

<b><u>SUMMER SESSION*</u></b>	<u>6/16-8/8</u>	<u>6/15-8/7</u>	<u>6/13-8/5</u>	<u>6/12-8/4</u>	<u>6/11-8/3</u>
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\*These dates refer to the regular eight-week session. There is also an early session that begins the Monday following the end of the Spring Semester and a late session that ends the Friday before the beginning of the Fall Semester.

**C. SUMMER SCHEDULING PLAN**

The Faculty Council, in order to ensure fulfillment of the standards set forth in regulation D-1 in the catalog and to minimize conflicts between courses, has approved the following plan for the scheduling of summer-session courses [see also 3410 D-2-c and regulation D-2-b in the catalog]:

**Eight-Week Session.**

<b>3-Credit Lec Course</b>	<b>4-Credit Lec Course</b>	<b>2-Credit Lec Course</b>	<b>1-Credit Lab</b>
<b>Five-Day Week</b>			
7:30-8:30	7:30-8:50	7:30-8:20 M,Tu,Th,F	xxx
9:30-10:30	9:00-10:20	9:00-9:50 M,Tu,Th,F	xxx
11:30-12:30	10:30-11:50	10:30-11:20 M,Tu,Th,F	xxx
xxx	12:00-1:20	12:00-12:50 M,Tu,Th,F	xxx
1:30-2:30	1:30-2:50	1:30-2:20 M,Tu,Th,F	1:30-4:30 Tu,Th
3:30-4:30	3:00-4:20	3:00-3:50 M,Tu,Th,F	xxx

**Four-Day Week**

7:30-8:45	7:30-9:10	7:30-8:20	xxx
9:30-10:45	xxx	9:00-9:50	xxx
11:30-12:45	10:30-12:10	10:30-11:20	xxx
xxx	xxx	12:00-12:50	xxx
1:30-2:45	1:30-3:10	1:30-2:20	1:30-4:30 Tu,Th
3:30-4:45	xxx	3:00-3:50	xxx

[For six-week and four-week sessions, see next page.]

**Six-Week Session.**

<b>3-Credit Lec Course</b>	<b>4-Credit Lec Course</b>	<b>2-Credit Lec Course</b>	<b>1-Credit Lab</b>
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**Five-Day Week**

7:30-8:50	7:30-9:15*	7:30-8:35 M,Tu,Th,F**	xxx
9:30-10:50	xxx	9:00-10:05 M,Tu,Th,F**	xxx
11:30-12:50	10:30-12:15*	10:30-11:35 M,Tu,Th,F**	xxx
xxx	xxx	12:00-1:05 M,Tu,Th,F**	xxx
1:30-2:50	1:30-3:15*	1:30-2:35 M,Tu,Th,F**	1:30-5:30 Tu,Th
3:30-4:50	xxx	3:00-4:05 M,Tu,Th,F**	xxx

\*Provides 8-1/3 min./wk. less than norm.

\*\*Provides 6-2/3 min./wk. less than norm.

**Four-Day Week**

7:30-9:10	7:30-9:45*	7:30-8:35**	xxx
9:30-11:10	xxx	9:00-10:05**	xxx
11:30-1:10	10:30-12:45*	10:30-11:35**	xxx
xxx	xxx	12:00-1:05**	xxx
1:30-3:10	1:30-3:45*	1:30-2:35**	1:30-5:30 Tu,Th
3:30-5:10	xxx	3:00-4:05**	xxx

\*Provides 6-2/3 min./wk. more than norm.

\*\*Provides 6-2/3 min./wk. less than norm.

**Four-Week Session.**

<b>3-Credit Lec Course</b>	<b>4-Credit Lec Course</b>	<b>2-Credit Lec Course</b>	<b>1-Credit Lab</b>
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**Five-Day Week**

7:30-9:30	7:30-10:10	7:30-8:50	xxx
xxx	xxx	9:00-10:20	xxx
10:30-12:30	10:30-1:10	10:30-11:50	xxx
xxx	xxx	12:00-1:20	xxx
1:30-3:30	1:30-4:10	1:30-2:50	1:30-4:30 M,Tu,W,Th
xxx	xxx	3:00-4:20	xxx

**Four-Day Week**

7:30-10:00	7:30-10:50	7:30-9:10	xxx
10:30-1:00	xxx	10:30-12:10	xxx
1:30-4:00	1:30-4:50	1:30-3:10	1:30-4:30

**D. INTERSESSION SCHEDULING PLAN.** Intersession occurs in the period of time after the close of Fall semester and before the beginning of Spring semester. Any course that begins in this period of time must be scheduled as an intersession offering. The intersession period begins the day after Fall semester closes and ends the day before Spring semester begins. [See also 3410 D-2-c and regulation D-2-a in the catalog].

Intersession: ~~12/20/03-1/13/04~~  
~~12/18/04-1/11/05~~  
~~12/17/05-1/10/06~~  
~~12/16/06-1/9/07~~  
12/15/07-1/8/08  
12/20/08-1/13/09  
12/19/09-1/12/10  
12/18/10-1/11/11  
12/17/11-1/10/12  
12/15/12-1/8/13  
~~12/14/13-1/14/14~~  
~~12/20/14-1/13/15~~  
~~12/19/15-1/12/16~~  
~~12/17/16-1/10/17~~  
~~12/16/17-1/9/18~~