

2025 – 2026 Faculty Senate – Pending Approval**Meeting # 13 Approved 11.18.25****Tuesday, November 11, 2025, 3:30 pm – 5:00 pm PST
Zoom only**

Present: Barannyk, Borrelli, Erickson, Hagen, Haltinner (vice chair), Harrison, Hu, Kenyon, Long, Maas, McKenna, Miller, Murphy (chair), Ramirez, Remy, Rinker, Rivera, Roe, Sammarruca (faculty secretary, w/o vote), Shook, Strickland, Thorne, Tohaneanu, Vella, Dean Long (in place of Dean Victoravich)

Absent: Victoravich (excused), Lawrence (excused)

Call to Order

Chair Murphy called the meeting to order at 3:30 p.m.

Approval of Minutes (vote)

- The minutes of the 2025-2026 Faculty Senate Meeting #12 (November 4, 2025) were approved as circulated.

Chair's Report

- The second UFM of the 2025-26 AY will be on December 3, 2:30pm – 4:00pm (PST).
- Tim provided an overview of the next Senate meetings until the end of the semester. The meeting of November 18 is the last one to approve policies for the December UFM agenda.

Provost's Report

- No report

Invited Guest Presentations

- Canvas and Title II Regulations for Accessibility – Dr. Margie Pinnell, Director for the Center for Excellence in Teaching and Learning (CETL), and Diane Kelly-Riley, Vice Provost for Faculty. Diane Kelly-Riley spoke on Title II web accessibility requirements. The goal is to make all our content on Canvas course sites and any digital platforms accessible to all students. The law goes into effect at the end of April 2026, and our goal is to meet the expectations to the best of our ability by then and then to continue refining our Canvas courses to meet the law's expectations. The Center for Excellence in Teaching and Learning provides resources to help faculty make their Canvas course content accessible. Margie Pinnell, director of CETL, outlined support measures, including instructional designers to assist with remediation, funds for hiring student workers to help faculty manage converting course content (these resources are available through the deans' offices), and professional learning opportunities. They are forming a Title II advisory group, whose membership is still being identified, to think more broadly than just the implications of Title II on Canvas. They wish to provide needed support and infrastructure while respecting the autonomy of each college. Every college has appointed an accessibility delegate who will work as a liaison with CETL and their job is identifying students for hiring and training, and prioritizing the faculty and the classes that these support students will be working with. CETL will provide two-day training and ongoing training for student workers hired to assist with accessibility remediation. They also offer one-to-one support from instructional designers for

faculty needing help. CETL's accessibility support page for faculty:

[https://vandalsuidaho.sharepoint.com/sites/InsideUI-Canvas-Instructors/SitePages/Accessible-Content-\(Instructor-Help\).aspx](https://vandalsuidaho.sharepoint.com/sites/InsideUI-Canvas-Instructors/SitePages/Accessible-Content-(Instructor-Help).aspx)

Discussion

Senators raised concerns about the workload and impact on teaching methods. Margie Pinnell invited faculty feeling overwhelmed with these requirements to work with CETL to find individual, reasonable solutions.

There were inquiries about the possibility of submitting a ticket/idea to Canvas to request that only visible/public content is considered in calculating Ally scores. Margie will bring this up with the Canvas LMS folks.

A question was asked about automating some of the changes to Canvas sites in partnership with OIT. Margie said she has begun initial conversations about automating accessibility remediation processes for faculty and will continue discussions with OIT.

Faculty from STEM disciplines pointed out that they face special challenges, because their lecture notes typically contain equations and formulas and are not easy to convert into appropriate formats. These faculty may consider removing content from their Canvas sites, if the burden becomes excessive, and there are repercussions for low Ally scores. On the other hand, removing content may negatively impact student learning. Margie emphasized that they should reach out to CETL instructional designers for individualized support. CETL has software that can help convert equations to an accessible form. She advised faculty continue to use Canvas as it provides our students an excellent instructional experience.

CETL will recognize faculty who have made significant progress or achieved high accessibility standards in their courses. Diane Kelly-Riley encouraged everyone to address this issue through a collaborative approach.

Committee Voting Items and Reports

- Periodic Performance Review (PPR) of Tenured Faculty – Faculty Affairs Committee (FAC). Tim recognized the enormous amount of effort that Faculty Affairs put into this project for over a year. He then provided information on the timeline that must be followed for the policy to reach the December 3rd UFM for a vote of the general faculty – it must be approved by the Senate at the next meeting, November 18. If that doesn't happen, or we choose to take no action, the administration may put an interim policy in place to ensure the University stays in compliance with SBOE policy. Periodic review of tenured faculty is not something new. All other institutions in the state have it, see, for instance, the Boise State policy at <https://www.boisestate.edu/policy/academic-affairs-faculty-administration/policy-title-periodic-review-of-tenured-faculty/>

Chair of FAC Borrelli and other FAC members spoke about the committee's approach and philosophy. While recognizing the need to meet state board expectations, they were guided by the principle that this process must not be about people re-earning tenure.

Tim opened the floor for general, high-level comments from the senators on behalf of their constituents.

A recurrent theme was that PPR is a waste of time and resources. We already have a process (see FSH 3320 B) and, if that process is not being used effectively to address underperformance, then the solution is to strengthen that process, not to build an entirely separate and redundant review system. Faculty are also worried about the loss of protection traditionally associated with

tenure, as well as workload implications. Under these conditions, what is the meaning of a tenure-track position?

Members of FAC explained that they crafted the policy to reduce the administrative burden on faculty as far as possible. They tried to leave the assessment very much up to the unit and to provide opportunities to dispute an unsatisfactory review.

Other senators, while understanding the faculty frustration, noted that producing the policy allows faculty to retain some control on the process.

Dean Suzie Long spoke with her department leadership and her fellow deans. Both groups agreed that PPR should be perceived as an opportunity, as opposed to a punishment. It should not be burdensome. Where she was before coming here, the process was very simple – five years of annual reviews put together, cover letter, CV, and it went forward. She suggested a broader view that includes potential rewards from PPR. Once the last promotion is achieved, opportunities for salary increase are limited. Thus, a post-tenure review process should include an opportunity for those who have been evaluated with significant merit to have rewards beyond just the standard CEC. Most of the deans also suggested that applying the same process for 100% administrative faculty may not be the best use of faculty time and could be an uncomfortable experience for some. There are different mechanisms used on other campuses, such as full five-year reviews that do not require a faculty committee, where every stakeholder can participate.

Detailed discussion about the draft and the edits made in response to feedback from constituents.

FSH 3515 D-2. Motion (Borrelli, Long) to accept the amended draft that's on the table, which contains additional language to clarify the timeline.

Vote: 21/21 yes. Motion carries.

FSH 3515 D-3. Motion (Long, Haltinner) to accept the amended draft that's on the table, which adds language about presumption of satisfactory PPR if the faculty has received satisfactory annual evaluations for the period under review, *"...unless there is clear and convincing evidence that a contrary determination is appropriate. Should such a contrary determination be deemed appropriate, the unit administrator's report under Section E-6.b must explain why the reasons justifying that contrary determination were not addressed during the relevant annual evaluations."*

Discussion on the motion:

There was some discussion about the standards for "clear and convincing." Some senators explained that it's a heightened standard, as opposed to just a simple justification or "more likely than not" standard. Essentially, we are creating a standard of evidence that must justify the negative PPR outcome.

The Vice Provost commented on the "professional competence" language. Typically, we prefer using "meet expectations."

Vote: 17/20 yes; 3/20 no. Motion carries.

FSH 3515 E-1.a2. Motion to accept the amended draft as is (Haltinner, Shook). The amendment allows more flexibility to the reviewee if they wish to submit the name of faculty members who shall be excluded from serving on the committee.

Motion to amend the amendment on the table (Barannyk, Tohaneanu) to read: *“The reviewee may also submit the name of one faculty member who shall be excluded from serving on the committee and may submit names of other faculty members who may be excluded at the discretion of the coordinator.”*

Discussion on this motion:

Some senators said that, if a faculty wishes to submit more than one exclusion, they should not have to provide justification. Furthermore, there could be a toxic climate in some units involving more than one faculty.

Vote: 5/21 yes, 16/21 no. Motion to amend the amendment fails.

Back to the original motion to accept E-1.a.2. as written.

Discussion on the original motion:

A senator was concerned that the language as written does not contemplate the case when too many people are excluded. There's a limited population of tenured faculty. Others are confident that informal communication with the unit chair would resolve such situations.

Vote: 15/19 yes; 4/19 no. Motion carries.

Regarding FSH 3515 E-1.a.3., Vice Provost Kelly-Riley expressed concern about the reviewee being involved in the appointment of the members. Conversations with the reviewee are fine, but it should be clear that the coordinator appoints the committee.

FSH 3515 E-9.d. Motion (Long, Haltinner) to accept it as is.

Vote: 17/18 yes, 1/18 no. Motion carries.

FSH 3515 E-9.d.2. Motion (Long, Borrelli) to reject the strike out of the last line.

Vote: 19/20 yes; 1/20 no. Motion carries.

Diane Kelly-Riley noted that the current numbering of sections in E-9 is incorrect. It should be:

E-9. Final decision and outcomes.

- a. Satisfactory performance**
- b. Mixed review**
- c. Unsatisfactory performance**
 - 1. Performance plan**
 - 2. Alternative resolutions.**
 - 3. Termination**

Therefore, former section E-9.d. will be E-9.c.1. in the version generated at today's meeting. Also, former section E-9.d.2. will be E-9.c.3. in the version generated at today's meeting.

The meeting was more than 30 minutes over time. Motion to postpone (Long, Roe).

Vote: 14/21 yes; 7/21 no.

The discussion will be resumed next week. Please send specific language amendments for the post-tenure review policy to Tim and Kristin by Monday afternoon for incorporation into the draft to be discussed at next week's meeting. Tim/Kristin will incorporate received amendments into the post-tenure review policy draft and circulate the updated version at least 24 hours before the next Senate meeting.

Adjournment

Motion to adjourn (Long, Maas): 17/21 yes, 4/21 no. The meeting was adjourned at 5:36 pm PDT (6:36 pm MT).

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2025 – 2026 Faculty Senate Agenda

Meeting #13

Tuesday, November 11, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (VOTE)
 - Minutes of the 2025-2026 Faculty Senate Meeting # 12 (November 4, 2025)
Attach. #1
- III. Chair's Report
- IV. Provost's Report
- V. Invited Guest Presentations
 - Canvas and Title II Regulations for Accessibility – Dr. Margie Pinnell, Director for the Center for Excellence in Teaching and Learning, and Diane Kelly-Riley, Vice Provost for Faculty. **Attach. #2**
- VI. Committee Voting Items and Reports
 - Periodic Performance Review of Tenured Faculty (VOTE). Faculty Affairs Committee. **Attach. #3**
- VII. Other Policy Business
 - None
- VIII. Other Announcements and Communications
 - None
- IX. New Concerns or Issues
- X. Adjournment

Attachments

- **Attach. #1** Minutes of the 2025-2026 Faculty Senate Meeting #11 (October 28, 2025)
- **Attach. #2** Digital Accessibility Document
- **Attach. #3** Periodic Performance Review Draft

2025 – 2026 Faculty Senate – Pending Approval

Meeting # 12

Tuesday, November 4, 2025, 3:30 pm – 5:00 pm PST

Zoom only

Present: Barannyk, Borrelli, Erickson, Haltinner (vice chair), Harrison, Hu, Kenyon, Lawrence (provost, w/o vote), Maas, McKenna, Miller, Murphy (chair), Ramirez, Remy, Rinker, Rivera, Roe, Sammarruca (faculty secretary, w/o vote), Shook, Strickland, Thorne, Tohaneanu, Vella, Victoravich

Absent: Long (excused), Hagen

Call to Order

Chair Murphy called the meeting to order at 3:30 p.m.

Approval of Minutes (vote)

- The minutes of the 2025-2026 Faculty Senate Meeting #11 (October 28, 2025) were approved as circulated.

Invited Guest Presentations

- PhD Production Incentive Program – President Scott Green and Chris Nomura, VP of Research and Economic Development.
President Green and Vice President Nomura presented data on doctoral student enrollment and completion rates. They explained that, while the university met R1 Carnegie classification requirements in previous years, there was a marked drop in doctoral completions (see slides attached to these minutes. Attach #1.a). In fact, while the number of doctoral students in the pipeline increased (from 450 in 2018 to 600 in 2025), the number of PhD conferrals went down last year. This realization prompted efforts to understand more about the doctoral student situation. In response, the incentive program was implemented to address “bottlenecks” in the completion pipeline and improve doctoral student experience. The program has led to increased attention on doctoral production across colleges, with regular reporting meetings, required monthly projections from the colleges, and targeted resources to support PhD student completion. The university is now on track to exceed 120 doctoral completions this year, with improved systems in place to monitor and support doctoral students. Since every college is different with respect to their doctoral programs, administration of the funds was left to the deans.

Discussion

Some senators expressed concerns about the lack of academic involvement in the development of the PhD completion program, which will cost \$800,000. They said that, with faculty participation, the barriers to PhD completion could have been identified at no cost. The potential for conflicts of interest was also raised. Francesca suggested that the program is intended to provide financial support for those facing specific challenges, like part-time enrollment or language barriers. President Green and Vice President Nomura emphasized that faculty participation in the program is optional and challenged the possibility of undue pressure from deans on faculty to complete PhDs for financial or self-interest reasons. They also highlighted the importance of maintaining R1 status and the development of new data tools to better track doctoral student progress. They acted in the best interest of the institution and did

not see it as a shared governance issue. Incentives have been funded before, for instance with the P3 R1 mapping programs.

Concerns were raised about resource allocation for colleges without PhD programs, particularly the College of Law. President Green explained that, while enrollment-driven resources are allocated based on growth, research funding follows different models depending on the colleges, which may be fundamentally different and, therefore, are rewarded in appropriate ways. A single model cannot directly benefit everyone. Provost Lawrence highlighted that the College of Law would benefit financially from its increased enrollment.

Doctoral students who are also employees encounter obstacles in their PhD completion pipeline. President Green acknowledged that non-traditional students with full-time jobs face unique challenges. The idea of the program is to help remove barriers when possible.

The College of Graduate Studies has also been working on identifying barriers to completion and creating tools to help remove them. An example is hiring additional writing consultants in the English department to alleviate the problems with language barriers.

A senator brought up the need for more TA positions. President Green responded that there are no restrictions on how the deans use their funds. Furthermore, the issue is not about the number of PhD students in the pipeline, but rather with the conferral timeline.

In response to a question, President Green said that the incentive funds will be distributed in May based on the number of PhD conferrals.

A senator wondered about the long-term impact. Will we end up with watered-down degrees and lesser-quality students? President Green said he is confident in the quality of our students and the integrity of our faculty. President Green and Vice President Nomura explained that the incentive program was implemented as a short-term fix to address a potential crisis in doctoral production, and they emphasized that the program has been successful. They reacted quickly to what they perceived as a crisis.

Chair's Report

- The Ad Hoc Safety Committee has sent out their campuswide survey. All constituents are encouraged to complete the survey.
- The post-tenure review policy from Faculty Affairs may be in the binder for next week's meeting. Please gather feedback from your constituents before the meeting, if possible.

There were no questions or comments.

Provost's Report

- Benefits annual enrollment closes tonight.
<https://vandalsuidaho.sharepoint.com/sites/InsideUI-Benefit-Services/SitePages/Annual-Enrollment.aspx#information-sessions>
- Faculty Gatherings. The next faculty gathering is on Thursday, November 6, 4:30 to 6:30 in the ISUB Aurora Horizon rooms, hosted by the College of Art and Architecture. Please RSVP at [U of I November Faculty Gathering - Moscow – Fill out form](#)
- Follow-up on the question from last week about the article in the media reporting that the U of I is cutting 28 positions. DFA confirmed that the state required high-level information about areas

that might be cut, and those numbers were likely extrapolated to numbers of positions. Specific positions and cuts have not yet been determined.

Discussion

A senator asked whether faculty participation in the PhD incentive program would affect program prioritization. The provost doesn't see how the two would cross over.

Tim reported that the October 31 memo from the Office of Research and Economic Development about the launch of **CARE (Collaborative Administration for Research Excellence)** may have caused confusion because of the existing VandalCARE program. VP Nomura responded that the team is investigating a different name/acronym to be announced at a forthcoming Q&A session.

New Concerns or Issues

None were raised.

Adjournment

The agenda being completed, the meeting was adjourned at 4:28 pm PDT (5:28 pm MT).

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

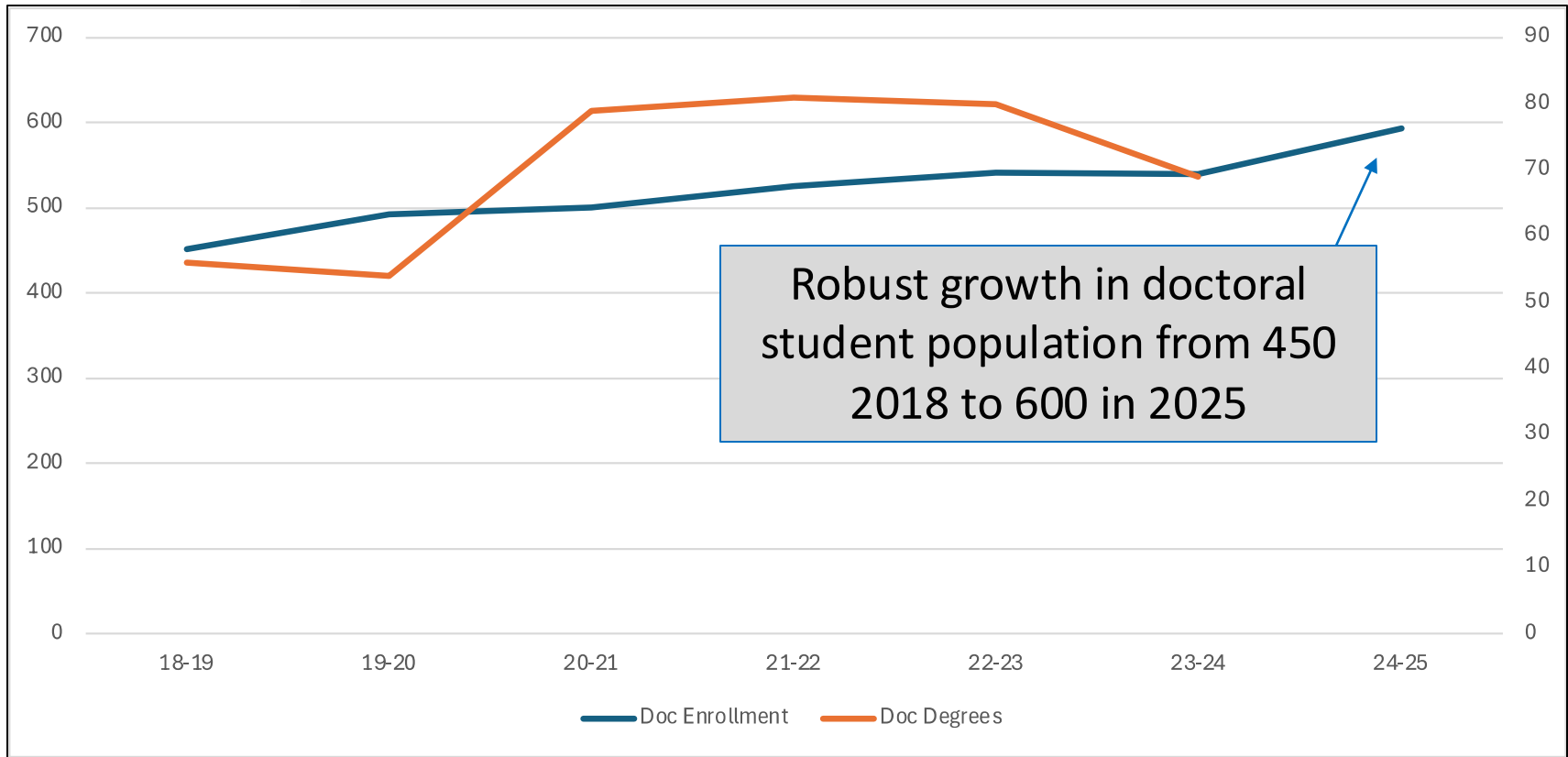


Doctoral Production

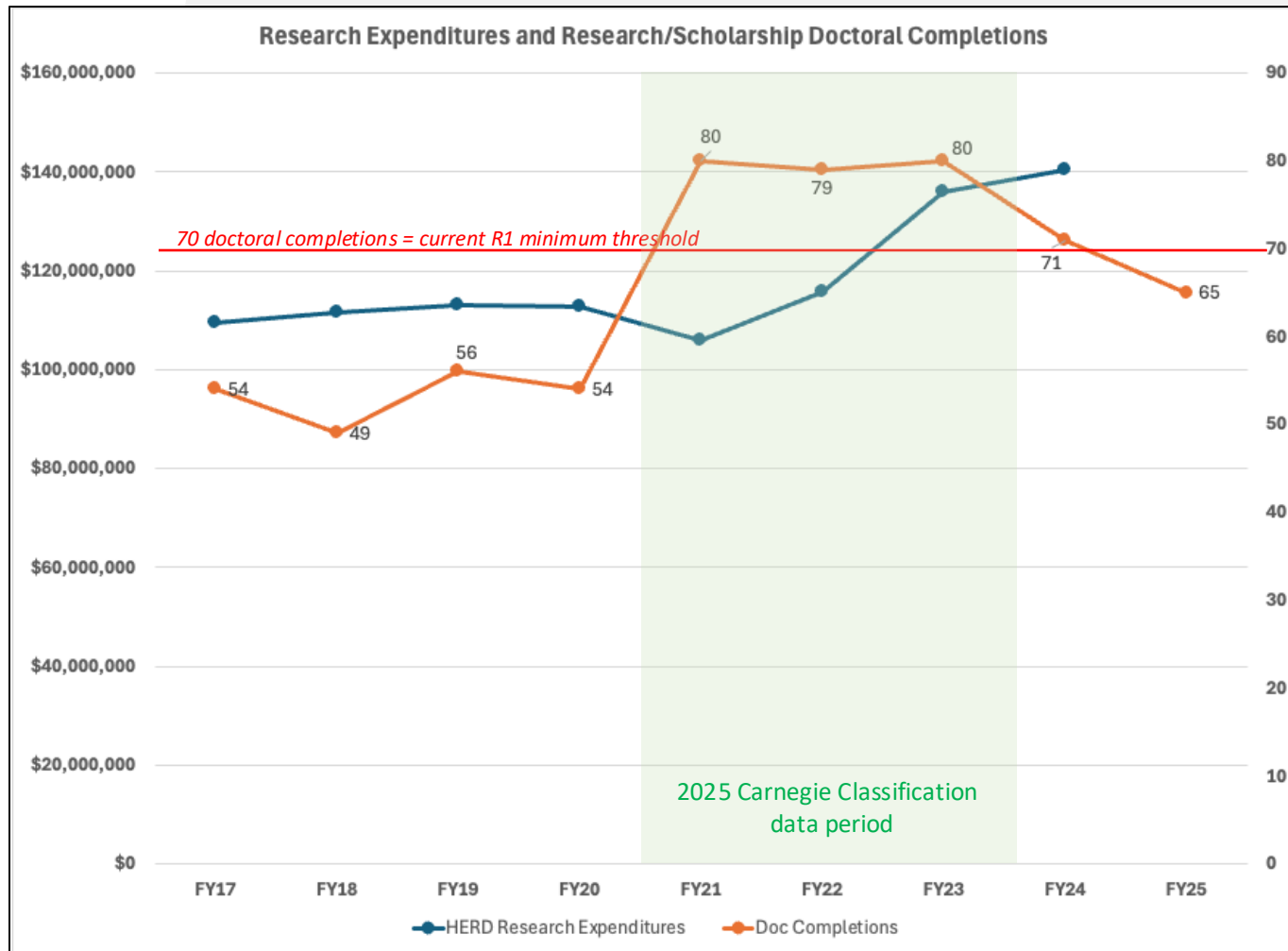
29 October 2025
Moscow, Idaho



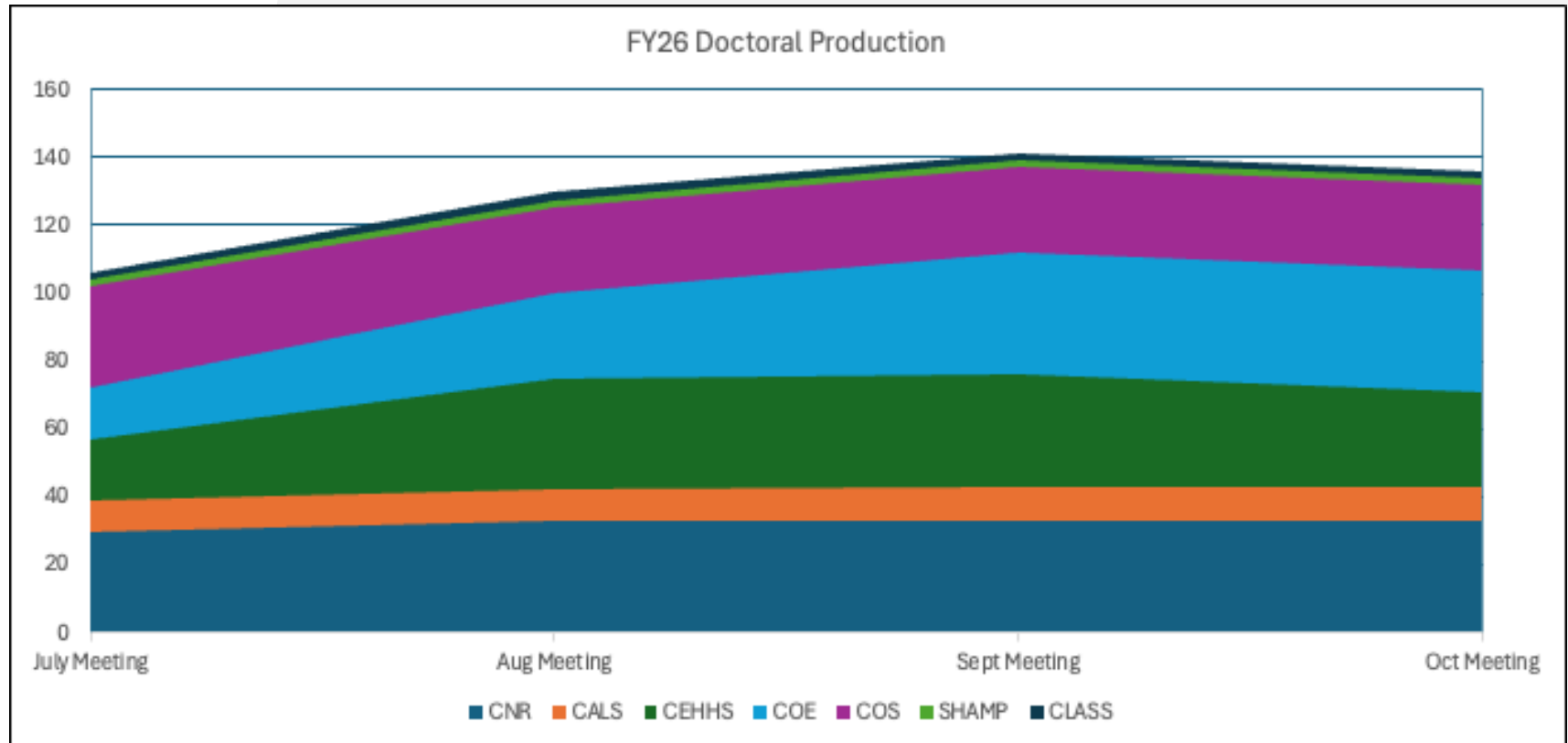
Robust growth in doctoral enrollments suggested conferrals >80/year



FY25 continued decline in doctoral conferrals was opposite expectations from COGS



To increase attention on doctoral production pipeline we are now requiring monthly projections from colleges



Regular reporting is also intended to drive improvements in doctoral production and timely completion of degree, improving student and faculty experiences

Advancing Digital Accessibility Together

In April 2024, the U.S. Department of Justice issued a final rule under Title II of the Americans with Disabilities Act (ADA) requiring state and local governments to ensure their websites and mobile apps meet WCAG 2.1 Level AA digital accessibility standards. For an institution of our size, the compliance deadline is April 24, 2026.

At the University of Idaho, we are deeply committed to digital accessibility as part of our land-grant mission and our shared goal of equitable access to education. We recognize the importance of this work in supporting every student's learning experience.

To guide our efforts, we are forming a Title II Advisory Group composed of campus partners (including CDAR, OIT, CDHD, UCM, OCRI, Deans, Vice Provosts, and Faculty Senate). This group will help shape timelines, policies, communication strategies, and cross-unit collaboration to ensure meaningful progress.

To support faculty directly, the Center for Excellence in Teaching and Learning (CETL) will provide the following resources to the campus community:

1 - Support for faculty to help make their Canvas sites more accessible.

CETL recognizes that remediating existing Canvas courses to improve digital accessibility is time consuming, and many faculty members may be unclear on how to accomplish this task. To reduce the burden on faculty while accelerating progress towards digital accessibility, CETL will provide hands-on support through:

- Trained student employees who will work collaboratively with faculty to address accessibility issues in their courses.
- CETL Instructional Designers who will assist faculty with more complex accessibility challenges.

Structure of Student Employee Initiative

CETL will provide financial support for each college to recruit and hire students who will work closely with faculty to assist them with remediation tasks in Canvas. CETL will provide initial and ongoing training and support to these students. This model is designed to offer structure and support while honoring the autonomy of each unit. Support from student employees is expected to continue through the end of the academic year (May 2026) with potential for institutional and CETL support to extend through Fall of 2026. Colleges will determine how to prioritize faculty and courses for support with a focus on addressing courses offered in the Spring of 2026. Many of the accessibility fixes, such as adding alternative text, removing broken links, etc., are well-suited to student work. By

delegating these tasks to trained student assistants, faculty can focus on higher-level course design and pedagogy, while still making measurable progress toward accessibility compliance. This model also provides students with meaningful and flexible work experience.

Structure of Instructional Designer Support

Instructional Designers will work with identified faculty members to help make their courses more digitally accessible. Faculty can seek help directly from the Instructional Designers by emailing cetl@uidaho.edu (use subject line: Course Remediation).

Instructional Designers will remain available to assist faculty for as long as needed. This hands-on support will be complemented by robust professional learning opportunities and on-demand training resources focused on web accessibility in Canvas as described below.

2 – Training and Professional Learning for Faculty: CETL will partner with Digital Learning Initiatives (DLI) and the Office of Information Technologies (OIT) to create and refine accessible training resources for faculty. While the University of Idaho already offers many excellent tools and guides, this initiative will ensure that resources are:

- Easy to locate
- Highly accessible
- Strategically aligned

The goal is to reduce duplication, address existing gaps, and streamline the faculty experience. This coordinated approach will minimally include:

- On-demand videos
- Web-based resources
- Professional learning communities
- Hands-on workshops
- Office hours

3 – Formal recognition of faculty success: To celebrate and incentivize progress, CETL will offer formal recognition for faculty who improve the digital accessibility of their courses. This will include shoutouts in the daily register (with faculty approval), a digital wall of success, faculty feature in CETL monthly newsletter, certificates, and other “awards.”



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

X Addition ☐ Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment

Policy Number & Title: **FSH 3515 PERIODIC PERFORMANCE REVIEW OF FACULTY**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Bob Borelli, Faculty Affairs Committee Chair

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: ☒ Yes ☐ No Name & Date: Karl Klein 11/7/25

Comprehensive review? ☐ Yes ☐ No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

This policy establishes procedures for periodic performance review of tenured faculty in compliance with Idaho State Board of Education Policy II.G.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

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

FSH 3515 – Periodic Performance Review of Tenured Faculty

Owner:

- **Position:** Vice Provost for Faculty
- **Email:** vprovf@uidaho.edu

Last updated:

A. Purpose. FSH 3515 contains all official University periodic performance review (PPR) procedures and supersedes any PPR procedure contained in college or unit bylaws.

B. Scope. This policy applies to all tenured faculty.

C. Definitions

C-1. Coordinator. The administrator tasked with coordinating the review process is typically the unit administrator. If the unit administrator is the reviewee, the coordinator role will fall to the dean. If a supervisor of the unit administrator is the reviewee, the review will be coordinated by the Vice Provost for Faculty.

C-2. Reviewee. The tenured faculty member whose performance is under consideration.

C-3. Tenure. Faculty tenure is defined in FSH 3500 A-3.

C-3. Unit. For purposes of this policy, “unit” is defined as in FSH 3500 A-1.e, and refers to the unit in which the reviewee holds a tenured position.

D. Policy

D-1. In general. The review must be conducted in terms of the tenured faculty member’s overall contributions to the unit and continuing performance of responsibilities as articulated in their position description. The review process is expected to be conducted with a spirit of fairness, integrity, and good faith.

D-2. Review period. The review is conducted at five-year intervals following the award of tenure. In accordance with RGP II.G., there is an exception for associate professors in the promotion process. Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In cases where a candidate submits an application for promotion from associate professor to professor rank in the same year that a PPR would otherwise be scheduled, the promotion review will fulfill the requirement for the PPR. Additionally, regarding extenuating circumstances that may result in a request to delay review, refer to FSH 3500 C-4.

D-3. Satisfactory performance of tenured faculty. The basic standard for appraisal regarding the periodic performance review of tenured faculty shall be whether a reviewee performs the duties outlined in their position description with professional competence.

E. Procedure

E-1. Committee composition and selection

a. Faculty without administrative appointments

1. Composition. The PPR committee shall comprise three tenured faculty members from within the reviewee’s unit. If there are not enough tenured faculty in the unit or they are unknowledgeable about a candidate’s work, then faculty outside the unit may serve on the committee, Committee members are subject to the procedures for disclosure and recusal contained in FSH 3500 B-6. If there are not sufficient tenured faculty members available to serve on the committee, the unit administrator shall designate appropriate faculty members from

other units whose areas of expertise are as closely related as possible to the work of the candidate. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.

2. Nominations. The reviewee may nominate up to three tenured faculty members from within their unit by submitting their names to the coordinator; the reviewee may also nominate tenured members from other units should those members be qualified to evaluate the reviewee's performance with regard to their position description. The reviewee may also submit the name of one faculty member who shall be excluded from serving on the committee and may submit names of other faculty members who may be excluded at the discretion of the coordinator.

3. Appointment of members. The coordinator shall work with the reviewee to appoint the committee, including, if provided, at least one named person from the reviewee's list of nominees. The committee members shall select a chair from their membership. When multiple faculty members in the same unit are up for review, the coordinator and the faculty members involved may determine whether a single committee can conduct all reviews or if separate committees should be formed for each individual review.

b. Faculty with administrative appointments

1. Composition. The PPR committee shall comprise three tenured faculty members, one of whom should be from the faculty member's unit, and one of whom should be a tenured faculty member holding a commensurate administrative position. In the case of unique administrative positions, such as a president, provost, or vice president, an administrator or executive at the rank of Dean or above should be included.

Committee members are subject to the procedures for disclosure and recusal contained in FSH 3500 B-6. **2. Nominations.** The reviewee may nominate up to three tenured faculty members from within their unit by submitting their names to the coordinator. The reviewee may also nominate tenured members from other units, provided those members are qualified to evaluate the reviewee's performance with respect to their position descriptions. The same process may be followed in the nomination of administrators, for which up to two may be nominated. The reviewee may also submit the name of one faculty member and one administrator who shall be excluded from serving on the committee.

3. Appointment of members. The coordinator shall appoint the committee, including, if provided, at least one name from the reviewee's list of nominees. The committee members shall select a chair from their membership.

E-2. Review materials. The review shall be limited to the materials described below.

a. Materials submitted by reviewee. The reviewee shall provide the following materials to the committee chair:

1. Updated curriculum vitae in U of I format.
2. A self-evaluation summary of each area of the reviewee's responsibilities and achievements relative to the reviewee's post-tenure work activities during the review period reflected in their annual position descriptions following the procedures in FSH 3050 B. The self-evaluation summary shall be limited to three pages and must address responsibilities in the position description and the reviewee's continued contribution to the unit where they hold tenure.

b. Materials submitted by coordinator. The coordinator shall provide the following materials:

1. Position descriptions for the review period.
2. The official record, as maintained by the provost's office, of annual evaluation materials for the review period, including any responses to annual evaluations submitted by the faculty member.
3. If teaching is included in the reviewee's position descriptions, copies of all the reviewee's student course evaluation summaries as described in FSH 2700 D-2 for the period under review.
4. If the previous PPR review required a formal performance plan to realign a tenured faculty member's performance with their current position description, the reports and performance plan from the unit, unit administrator, dean, and provost shall be included in these materials.

c. Clarification requests. The review committee may request clarification, including limited additional materials, from the reviewee or coordinator when necessary. However, such requests should be clearly warranted and limited in both scope and volume. In general, the materials outlined in sections E-2.a and E-2.b are expected to provide sufficient information for the review process.

E-3. Basis for evaluation. The review shall be based on the PPR review materials submitted as they pertain to the reviewee's position descriptions for the review period and unit and college criteria for PPR as articulated in the unit and college bylaws, if any.

E-4. Unit committee and administrator review. The committee and unit administrator shall each determine if the reviewee's performance is satisfactory or unsatisfactory by reviewing the responsibilities outlined in the position descriptions during the review period and determining if the reviewee's PPR materials meet their position descriptions and the PPR expectations defined in the unit and college bylaws, if any.

E-5. Unit committee's review and conclusion. After reviewing the reviewee's continuing performance in each of the responsibilities articulated in their position descriptions, the committee shall make a holistic assessment of the reviewee's performance as satisfactory or unsatisfactory.

- a. If the committee determines the performance to be satisfactory, the committee chair shall sign the attestation form as satisfactory and forward it to the unit administrator.
- b. If the committee deems the performance unsatisfactory, they shall write a report detailing the problem areas in relation to the position description, responsibility areas, and the criteria articulated in the unit and college bylaws, if any.

E-6. Unit administrator's review and conclusion. The unit administrator shall consider the report submitted by the unit committee in making a holistic determination as to whether the reviewee's performance has been satisfactory or unsatisfactory.

- a. If the unit administrator deems the reviewee's performance satisfactory, they shall sign the attestation form as satisfactory.
- b. If the unit administrator deems the performance unsatisfactory, they shall write a report detailing the problem areas in relation to the position description responsibility areas and the criteria articulated in unit and college bylaws, if any, and will make a recommendation about the outcome of the post tenure review. If the conclusion is incongruous with previous performance reviews during the review period, the unit administrator must justify the conclusion in the report.
- c. The coordinator shall provide the unit level decision and, if applicable, the committee's report and unit administrator's report to the reviewee for review.

E-7. Faculty response. Upon receipt of the unit committee's and unit administrator's decisions and, if applicable, reports, the reviewee may submit a response within five business days to the coordinator. This response will be included in materials forwarded to the dean, if distinct from the unit administrator, coordinator, and reviewee. If the dean or another executive is the reviewee, the materials are forwarded to the Vice Provost for Faculty.

E-8. Forwarding to the dean. The coordinator shall submit the materials, unit reports and any responses provided by the reviewee to the dean, if distinct from the unit administrator, coordinator, and reviewee. If the dean has another role in the review, the materials are forwarded to the Vice Provost for Faculty, who shall perform the duties assigned to the dean below.

a. If both the unit committee and unit administrator have signed the attestation form as satisfactory, the dean shall forward this finding to the provost.

b. If the unit administrator disagrees with a finding of unsatisfactory performance by the unit committee, the unit administrator shall provide a report outlining how the reviewee does meet expectations based on the position description and annual evaluation materials for the review period. The report shall be limited to five pages. The reviewee may respond to the unit administrator's conclusion within five days of receipt if needed. The unit administrator shall send the report and all relevant materials to the dean. The dean shall forward the materials to the provost.

c. If the dean disagrees with a finding of unsatisfactory performance by the unit committee and the unit administrator, the dean shall provide a report outlining the ways in which the reviewee does meet expectations based on the position description and annual evaluation materials for the review period. The report shall be limited to five pages. The reviewee may respond to the dean's conclusion within five days of receipt if needed. The dean shall send the report and all relevant materials to the provost.

d. All materials from the review and recommendations (committee, unit administrator, and dean) will be submitted to the Office of the Provost by April 1.

E-9. Final decision and outcomes. With the unit committee and unit administrator review complete, the dean shall forward the findings to the provost.

a. Satisfactory performance. If the unit committee and unit administrator find the reviewee's performance to be satisfactory, then the PPR is complete.

b. Mixed review. If the review contains both satisfactory and unsatisfactory conclusions, then the provost shall review all of the materials and reports generated at the unit and college level and make the administrative decision of satisfactory or unsatisfactory based on review of all materials and recommendations listed above.

c. Unsatisfactory performance. If the reviewee's performance is found unsatisfactory by the unit committee and unit administrator, then one of the following outcomes will occur:

d. Performance plan. The unit administrator may submit a proposal for a performance plan to the college dean. This will be a formal plan designed to realign the reviewee's performance with their current position description. The performance plan is expected to be crafted in good faith with both unit administrator, if any, dean, and the reviewee. It shall include a commitment by the reviewee to improve and a commitment by the institution to provide adequate support towards that improvement. Within 20 business days of receipt, the dean shall approve the performance plan and submit it to the provost in writing for approval. If the unit administrator and dean, in consultation with the reviewee, cannot reach a reasonable agreement on a performance plan, all parties may seek a meeting (scheduled by the dean) with the Ombuds to discuss and amend the proposed performance plan. Within 20 business days of receipt of the amended performance plan, the dean shall submit it in writing to the provost. Once received by the provost, the faculty member must receive the approved plan within 20 business days to begin implementation.

1. Alternative resolutions. The reviewee may request alternative resolutions, which may be adopted in the discretion of the provost.

2. Termination. The provost may recommend termination as outlined in FSH 3910.

The provost shall make the final administrative determination on which of these three outcomes will apply.

E-10. Appeal by faculty member. Unsatisfactory performance determinations may be appealed per FSH 3840.

E-11. Timeline

a. In general. In the January prior to the review year, the unit administrator shall provide written notification to each faculty member scheduled for review in the upcoming academic year. The faculty member may request a delay if appropriate. The PPR process will be conducted annually during the spring semester. The provost will communicate the review outcomes to the faculty member, unit administrator, and college dean before the end of the spring semester.

b. Extensions

1. Childbirth or adoption. A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline

2. Other circumstances. An extension of the timeline may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving a satisfactory PPR, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, problems beyond the faculty member's control relating to their research or scholarly activities, or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member's progress.

3. Length of extension. In most cases, extension of the time shall be for one year; however, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted.

4. Option to shorten extension. A faculty member may choose to be considered for PPR on their original timeline, even if an extension has been granted.

5. Procedure for requesting an extension

a. The faculty member must request the extension from the provost in writing by the first week of the academic year in which the review process is scheduled to begin. The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance.

b. Except to obtain necessary consultative assistance on medical or legal issues, only the provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in their discretion, determine if consultation with the dean or unit administrator is appropriate.

c. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.

d. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their self-evaluation; otherwise, no information regarding the extension shall be included in the candidate's dossier, unless such information already exists in the materials to be provided by the unit administrator. If such information already exists in the materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

6. Effect of extension. No additional productivity is expected when a faculty member extends the timeline for PPR. For example, if a decision would customarily take place in the sixth year, and it is extended to the sixth year, the standard of performance would remain the same as for a decision made in the fifth year.

F. Related Policies

- [Idaho State Board of Education Policy II.G. Policies Regarding Faculty](#)
- [FSH 3500 Promotion and Tenure](#)
- [FSH 3910 Dismissal and Discipline of Faculty](#)
- [FSH 3840 Procedures for Faculty Appeals](#)