CODE

DEPARTMENT OF HUMAN DIMENSIONS OF NATURAL RESOURCES

Warner College of Natural Resources
Colorado State University
Approved by HDNR Faculty – Unanimous vote

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ARTICLE I. GOAL AND OBJECTIVES

A. DEPARTMENT MISSION

The mission of the Department of Human Dimensions of Natural Resources is to contribute to the conservation, stewardship and enjoyment of natural and cultural resources and the management of those resources in a way that produces both land health and sustainable human benefits. Our focus is on strengthening the human dimensions of natural resource management and integrating the social sciences with biophysical elements of management. Our efforts are directed locally, nationally and internationally, across a landscape that includes and integrates across public and private lands and resources. To that end, the department views the following resolutions as key components of its mission within a program of instruction, research, extension/outreach, and engagement:

- Foster activities and programs that contribute to the health of local, national, and international economies in a socially and environmentally responsible manner,

- Conduct scientific inquiry which helps to better understand and predict human thought and action toward the natural environment,

- Contribute to the planning and management of human activities and resources in parks, protected areas and other natural environments ranging from urban open space to wilderness,

- Contribute to the general public awareness, understanding and appreciation of natural resources,

- Promote and facilitate natural resources policy and decision making that is responsive to public values and which encourages direct and informed public access to the natural resource decision process,

- Contribute to the effectiveness of the techniques and procedures used for environmental communication, facilitation, and dispute resolution in a time of increasing societal demands on a limited resource base,

- Contribute to the understanding and effectiveness of leadership and collaborative efforts to address society’s environmental sustainability challenges.

To fulfill this mission, the Department focuses instructional efforts on preparing graduate and undergraduate students to be leaders in the human aspects of conservation, tourism and commercial recreation, global tourism, environmental communication, and the human component of natural resource decision-making. The Department conducts basic science that focuses on understanding human interaction with natural environments and conducts applied research that demonstrates how behavioral research can improve management and decision-making. The Department represents a breadth of social science disciplines and complements the College’s biophysical perspective by focusing on how human values, beliefs, attitudes
and behaviors affect and are affected by natural resources and its management and decision-making.

The faculty of the Department of Human Dimensions of Natural Resources are dedicated to excellence as scientists and teachers. The Department, through the actions of its faculty, staff, students and alumni strive toward leadership, locally, nationally, and internationally, in the sustainable stewardship of natural resources and livelihoods.

B. DEPARTMENT OBJECTIVES

To meet its mission, the Department of Human Dimensions of Natural Resources focuses on the following objectives. The Department of HDNR strives to…

1. Develop and maintain a program of instruction that recognizes current and future needs for knowledge in the subject areas that are elements of the total Department program and to develop excellence in transmitting this knowledge to graduate and undergraduate students.

2. Develop and maintain a program of basic and applied research directed toward the acquisition of new knowledge and problem solutions applicable to present and future societal needs. Maintain leadership and excellence in the human dimensions of natural resource management.

3. Provide planned informal education programs to disseminate knowledge and research results and respond to opportunities to provide service to natural resource managers and the public within Colorado, nationally and internationally.

4. Develop and maintain appropriate outreach and training opportunities for individuals not in residence at the University.

5. Use faculty knowledge, skills and experience to serve the University community and the private, public and nonprofit sectors within the state, national and international communities.

C. DEPARTMENT PLAN

Specific programs and activities to achieve the goals and objectives of the Department are articulated in the Department’s Strategic Plan. This document highlights priorities and is integrated into the College and University Strategic Plans.

ARTICLE II. ADMINISTRATION

A. ADMINISTRATIVE OFFICER

1. The Department Head is the administrative officer of the Department. His/her duties, the manner of selection, appointment, term of office and evaluations are specified in the
Academic Faculty and Administrative Professional Manual. Additional duties are specified in this Department Code.

2. It is the responsibility of the Department Head, with counsel of faculty, to formulate and implement strategies, policies, and procedures to accomplish Department goals and objectives, and to effectuate efficient operation of the Department.

3. The Department Head may appoint an Assistant Department Head who will serve as administrative officer during absences of the Department Head and perform other duties as assigned by the Department Head during such absences. If there is no Assistant Department Head, an acting Department Head will be selected on an annual basis by majority vote of the Department faculty. If both are absent, a temporary acting Department Head may be appointed by the Department Head.

B. DEPARTMENT ORGANIZATION

The Department Head may create standing committees and ad hoc committees as deemed necessary for the efficient functioning of the Department. Recommendations of committees must be approved by the Department faculty prior to implementation.

1. Department Standing Committees:

   a. Undergraduate Program Committee

      The Undergraduate Program Committee will consist of the Department Concentration Leaders. Additional faculty may be added by faculty vote. Concentration Leaders are appointed by the Department Head. The Undergraduate Program Committee has the following duties:

      i. maintain communications between undergraduate students and faculty,

      ii. review and approve curriculum changes,

      iii. recommend curricular changes to enhance the quality of undergraduate experience to Department faculty,

      iv. review and update majors and concentrations, with the Concentration or Major Leader, at least every three years,

      v. serve as a decision-making body for undergraduate student grievances.

   b. Graduate Program Committees

      The Department Head will annually appoint a chair of the traditional Graduate program, a Conservation Leadership through Learning director and a Master of Tourism Management academic director. These three positions will comprise the Graduate Program Committee. The Department Head will appoint additional faculty
members, as needed, to serve on this committee. The committee has the following duties:

i. recommend policies and procedures regarding the Department’s graduate programs. These will be codified and made available to Department faculty and graduate students in the *Graduate Student Handbook*,

ii. serve as a liaison between graduate students and faculty,

iii. review and advise graduate curriculum changes,

iv. recommend changes to enhance the quality of the graduate experience to Department faculty,

v. review the graduate program at least every three years,

vi. serve as a decision-making body for formal graduate student grievances.

c. Tenure and Promotion Committee

The Tenure and Promotion Committee will consist of all tenured Department faculty of higher rank than the faculty member under consideration. The Department Head will be an ex-officio member of this committee. The Committee has the following duties:

i. provide counsel regarding tenure and promotion to faculty upon request,

ii. respond to policy or process questions of concern to faculty,

iii. assure that University and College policies and procedures are followed in tenure and promotion decisions,

iv. provide annual written critique on faculty progress toward tenure and promotion by November 1st of that year,

v. Fulfill responsibilities prescribed by University, College and Department Code in evaluating faculty for tenure and promotion.

d. Non-Tenure Track Faculty Committee

The Non-Tenure Track Faculty Committee will consist of the chair of the Tenure and Promotion Committee, the WCNR Non-tenure track faculty representative for the Department, three tenure track or tenured faculty, and all senior teaching appointments. This committee will be responsible for the following duties:

i. provide counsel to Non-tenure track faculty upon request,

ii. respond to policy or process questions of Non-tenure track faculty concern,
iii. assure that University and College policies and procedures regarding Non-tenure track faculty are followed in promotion decisions,

iv. provide written critique on faculty progress toward promotion,

v. submit a written recommendation to Department Head in support or opposition of an application for promotion of special faculty to senior teaching appointment.

2. Ad Hoc Committees

The Department Head may appoint ad hoc committees to address specific problems or issues within a specified time frame. These committees will be discharged by the Department Head after completion of their efforts.

3. Representation on College Standing Committees

Department representatives to College Standing Committees will be elected to annual terms by the faculty.

C. DEPARTMENT MEETINGS

1. A general meeting of Department faculty and staff will be scheduled prior to the beginning of the academic year. The agenda for this meeting will be dedicated to general department planning and preparation for annual activities to accommodate Department goals and objectives. Additional general meetings may be called.

2. Meetings of the regular voting faculty to conduct Department business will be scheduled as needed during the academic year. An agenda will be prepared for each of these meetings.

3. Non-tenure track faculty will be able to vote on all curricular issues.

4. Any faculty member may call a meeting for resolution of issues.

5. The Department Head or his/her designee will chair department faculty meetings and the annual general meeting. These meetings will be conducted in accordance with Robert’s Rules of Order.

6. All Department faculty members tenured at 9 months or in tenure track 9 month positions with the rank of Assistant Professor or above, and with a minimum of one-half effort allocation within the Department will be eligible to vote on Department issues brought before the faculty.

7. A quorum will consist of one more than 50% of the eligible voting faculty of the Department not on leave (e.g., sabbatical).
8. All questions or issues before the Department faculty will be decided by a majority vote of faculty present at the meeting, with the exception of changes to the Department Code, which will require a two-thirds vote of all eligible faculty. Proxies or written vote may be accepted for absent faculty.

D. SELF-EVALUATION OF DEPARTMENT OPERATIONS

1. The Department will utilize the Colorado State University process for ongoing self-evaluations and will conduct an Academic Program Review every six years.

2. This evaluation process will be complimented by periodic surveys of recent graduates, and internal discussions each fall at the Department retreat or pre-semester meetings.

ARTICLE III. FACULTY

A. DEFINING FACULTY

Faculty includes all personnel who carry academic rank (professor, associate professor, assistant professor, instructor, and faculty affiliate) and additional personnel as defined by C.R.S. 23-31-104 in the Colorado State University Academic Faculty and Administrative Professional Manual. Regular faculty members refer to those individuals who are tenured or on the tenure track. Regular faculty appointments may be part-time or full-time in nature. Non-tenure track faculty members are those individuals on temporary, special, or senior teaching appointments.

B. FACULTY RESPONSIBILITIES

Department faculty will conform to the duties and responsibilities established in Section D of the University Code.

1. In cases where faculty are delivering a credit-bearing course to students whose native language is not English and the students have not met English TOEFL language requirements, the faculty member in charge of the course must speak the student’s native language fluently and lectures must be delivered in that native language. This does not prevent guest lectures that are delivered in English and are translated, but this must be supplemental to the core of required subject matter that is delivered in the student’s native language.

C. SELECTION AND APPOINTMENT OF NEW OR REPLACEMENT FACULTY

1. New or replacement tenure, tenure track, faculty appointments will be conducted in accordance with the University Equal Opportunity / Affirmative Action policies and procedures.

2. In the case where an external search is convened, the Department Head will appoint a committee of not less than three faculty (tenured, tenure-track, or non tenure-track) from the Department to conduct a search and review of applications. The Department faculty will meet short-listed candidates through conference and / or seminar and will have
opportunity to make recommendations to the Department Head. The Department Head will consult with Department faculty and appropriate College and University administrators before making a final selection from the candidate(s) recommended by the committee.

D. PROCEDURES FOR APPOINTING FACULTY TO GRADUATE STUDENT ADVISORY COMMITTEES

1. While graduate students are primarily responsible for choosing an advisor, faculty must be willing to accept a student and to guide them in the selection of other committee members. In accordance with the Graduate School, for the master’s degree, a committee must have a minimum of three members with one being from outside the Department. For the doctoral degree, committees will have a minimum of four members with at least one outside member.

2. Only regular, full-time faculty may serve as chair of a graduate student’s committee. Individuals with Post-Doctoral appointments are not eligible to serve as chair or a voting committee member of a graduate student’s committee, but he/she can serve as a non-voting committee member. Exceptions to this general rule may occur by unanimous vote of the tenure track faculty.

3. When circumstances arise that lead to (1) a student choosing to remove a faculty member as his/her chair or (2) a faculty member voluntarily removes himself/herself as a chair, the Department Head will be responsible for selecting replacement or other provisions will be made.

4. These and other graduate program policies, including both faculty and student responsibilities, are outlined in the Department’s masters and doctoral Graduate Student Handbooks. These handbooks will be provided to all graduate students at the beginning of their program.

5 ANNUAL FACULTY PERFORMANCE EVALUATIONS

1. The Department Head will meet with each faculty member during the Spring semester for performance evaluation of the preceding year and to establish performance expectations / responsibilities for the current year. Productivity will be measured against department standards current at the time of review.

2. The Department Head will keep a written record of items considered in the performance evaluation of each tenure track and non-tenure track faculty member. Each faculty member will have the right to review his/her record and to request modification if he/she believe the record is incorrect or incomplete. A copy of the evaluation will be given to the faculty member.

3. If a faculty member disagrees with his/her evaluation, he/she has the right to challenge the evaluation through established University grievance procedures.
F. MID-TENURE COMPREHENSIVE REVIEW OF TENURE TRACK FACULTY

A comprehensive performance review of tenure track faculty will be conducted at the midpoint of their probationary period at Colorado State University.

1. This review will be conducted by the Tenure and Promotion Committee. The Department Head will not be a member of this committee.

2. Procedures for this review will be consistent with policies and procedures established by the College and by the University Code. Faculty applying for the comprehensive review must utilize current deadlines, guidelines, and documentation procedures for tenure and promotion from the Provost Office.

3. It is the applicant’s responsibility to develop and maintain a portfolio that substantiates excellence in research, teaching and professional service. Excellence will be expected of all faculty regardless of whether an appointment is a part-time or full nine-month position.

4. The Tenure and Promotion Committee will use the information submitted by faculty as the basis for review. Reviews of performance will be based on the faculty member’s productivity in relation to effort distribution in each of the areas of responsibility (research, teaching and/or professional service). Productivity will be measured against Department standards current at time of review.

5. Committee recommendations will be determined by a vote of all members. Approval requires a roll call majority vote. Minority opinions can be appended to the majority committee recommendations.

6. Upon completion of the review, a written summary of the conclusions and recommendations reached by the tenured faculty will be provided to the faculty member, the Department Head, the Dean, and the Provost/Academic Vice President. The report will include one of the following possible outcomes:

   a. the faculty member is making satisfactory progress toward tenure and promotion, and sustained progress may result in a favorable recommendation from the Department;

   b. there are deficiencies that, if satisfactorily corrected, may lead to a favorable recommendation for tenure, or;

   c. the faculty member has not met the stated requirements for the position in one or more areas of responsibility, and the tenure committee recommends against further contract renewals.

7. The report will also include any written comments provided by the Department Head, Dean, and Provost/Academic Vice President, as well as the faculty member.
8. The midpoint comprehensive review will be maintained in the faculty member’s personal file.

9. A final comprehensive performance review is required prior to recommendations concerning tenure (see Section E10.4 of the Faculty Manual).

G. PERIODIC COMPREHENSIVE PERFORMANCE REVIEWS OF TENURED FACULTY

1. Phase I comprehensive reviews of tenured faculty will occur at intervals five years following the acquisition of tenure or if there are two unsatisfactory annual reviews during a five-year review period.

2. Faculty will be responsible for providing the following materials for Phase I reviews including an updated curriculum vitae, a self-analysis by the faculty member, and a statement of goals and objectives. In addition, annual review records will be used in the evaluation.

3. Deadlines for submitting Phase I review materials will be the same as deadlines established for submitting tenure and promotion materials.

4. The Department Head will evaluate Phase I materials to determine an overall assessment of performance. Productivity will be measured against Department standards current at the time of review. The evaluation will identify strengths and deficiencies in the faculty member’s performance. One of three assessments is possible; satisfactory performance, satisfactory but with deficiencies that require attention, and unsatisfactory. An assessment of satisfactory with deficiencies will require preparation of a professional development plan (per Section E.14.3 of the Faculty Manual). An assessment of unsatisfactory will result in a Phase II evaluation. The Phase II evaluation would be initiated immediately upon delivery of an unsatisfactory rating.

5. Phase II evaluations will be conducted by the Department’s Tenure and Promotion Committee. If the Committee numbers fewer than three faculty, the Department Head with the available Tenure and Promotion Committee members, will select a sufficient number of other Tenured Faculty Members at Colorado State University to raise the number of committee members to three.

6. Phase II procedures for evaluating faculty will be the same as procedures used in reviews of tenure and promotion. Faculty will have one month following an unsatisfactory assessment to submit the appropriate evaluation materials. The committee will follow existing procedures for soliciting external reviews.

7. Criteria used for evaluating faculty will be the same as those used in tenure and evaluation. Faculty will be evaluated only on their performance during the interval since the last comprehensive or tenure review.

8. Possible conclusions of the Committee Evaluation are described in E.14.3.2 of the Faculty Manual.
H. TENURE AND PROMOTION

Tenure and promotion (T&P) for each academic rank will be consistent with policies and procedures established by the College and by the University Code. Faculty applying for tenure or promotion must utilize current guidelines and documentation procedures from the Provost Office. The required forms are on the Provost’s website: [www.provost.colostate.edu/print/p&tapp.doc](http://www.provost.colostate.edu/print/p&tapp.doc)

All T&P documents must be submitted to the chair of the Tenure and Promotion committee by June 1 in the year the person is to be reviewed, or the documents will not be reviewed in that year.

1. Evaluation Process for Tenure Track Faculty

   a. Only tenured faculty can vote on tenure decisions. Full professors can vote on promotion decisions to the rank of associate and full professor; associate professors can vote on promotion decisions to the rank of associate professor but not to full professor.

   b. Tenure and promotion recommendations within the department will be made by a Tenure and Promotion committee consisting of at least three eligible faculty members. If a committee of at least three tenured faculty of higher rank cannot be constituted, the committee will include all tenured faculty of higher rank (i.e., full professors) and other qualifying faculty selected from the College of Natural Resources and/or Colorado State University. The outside committee member(s) will serve as a full member of the Committee with voting privileges. Selection of this (these) outside individual(s) will be based on their ability to help in assessing the excellence of the applicant’s performance in teaching, research, and/or service. Selection of the outside committee member(s) will be determined by all full professors in the Department.

   c. When a member of the Tenure and Promotion committee believes there may be a conflict of interest situation in a forthcoming tenure or promotion vote, the Committee may, by a majority vote, excuse a member from deliberation and voting in this situation.

   d. Separate recommendations from the Department’s Tenure and Promotion committee and Department Head will be forwarded to the College Executive Committee who will advise the Dean. The College Dean will subsequently make recommendation to the Provost. The Tenure and Promotion committee will assess productivity using Department standards available at the time of review.

   e. Final authority for the granting of tenure and promotion lies with the Board of Governors of the Colorado’s State University System, which has been delegated to the President of the University. Nothing is final until the President acts.
f. If the Dean and/or Department Head disagree with the committee, there should be compelling reasons and those should be documented in writing. All responses must be copied to the faculty member.

g. Generally annual evaluations and mid-probationary reviews should show consistency with the tenure/promotion evaluation. The annual evaluations and mid-probationary reviews should be included in the portfolio.

2. Evaluation Process for Non-Tenure Track Faculty

   a. The promotion of special faculty to a senior teaching appointment will be initiated by the Department Head. Instructions from the Department Head will be provided to the Non-Tenure Track Faculty Committee. This committee will vote by ballot for or against the appointment of the faculty member being considered. The decision will be based on a simple majority. Criteria for eligibility for consideration are specified in Section E.11 of CSU’s Academic Faculty and Administrative Professional Manual.

   b. When a member of the Non-Tenure Track Faculty Committee believes there may be a conflict of interest situation in a forthcoming promotion vote, the Committee may, by a majority vote, excuse a member from deliberation and voting in this situation.

   c. Generally annual evaluations should show consistency with the promotion evaluation. The annual evaluations and reviews should be included in the portfolio.

3. Time in Service, Prior Service and Early Cases for Tenure and Promotion

   a. The time in rank may be reduced by an amount of prior service, provided this is described in the offer letter. If prior service is spelled out in the offer letter, then utilization of this prior service means that the case is not classified as “early.” Utilization of prior service requires mutual approval of the candidate, the Department Head, and the Dean, indicated by signature, at the time of application for tenure and/or promotion and prior service must be explicitly stated on the cover page of the portfolio. The candidate always has the option to utilize the full six-year probationary period, even with prior service documented in the offer letter.

   b. The normal period of service before consideration for tenure and promotion is five completed academic years. Tenure is granted at the end of the sixth academic year. The normal period in rank as Assistant Professor before consideration for promotion to Associate Professor is five years. Similarly, the normal period in rank as Associate Professor before consideration for promotion to Full Professor is five years. In these cases, advancement in rank is granted at the end of the sixth academic year.

   c. Cases can be considered early, although this will not be common. Early cases are held to higher standards than regular cases; simply meeting the usual standard is not enough. For any early case, there should not be any concern or doubt about performance in areas of responsibility. In particular, this means that no part of the application can rest upon unpublished work.
i. A case that is considered one year early must provide convincing documentation that the individual is truly exceptional in all areas of performance. For a case to be considered two years early, the national/international reputation of the individual must be clearly in the uppermost percentile of academic achievements. The faculty member will have established an exceptional national/international reputation with ample evidence to support the claim, including publication record, relevance of work (citations, major applications of research findings, etc.), letters of support from leaders in the field, etc.

ii. If any case is being brought forward more than one year early, the Dean and Department Head must present to the Provost convincing prima facie evidence of its merit before beginning the process.

4. Effort Distribution for Regular and Non-Tenure Track Faculty

a. Effort distribution between teaching, research and outreach will be detailed initially in the faculty member’s appointment letter. Effort distribution is re-evaluated annually, and as appropriate, revised based on circumstances of individual faculty. Changes to effort distribution are made collaboratively between the faculty member and Department Head and will be recorded in writing. The Tenure and Promotion committee, and external reviewers of Tenure and Promotion applications, will be apprised of a faculty member’s annual effort distribution.

b. Effort should reflect actual workload expectations. The workload distribution for regular faculty members in the Department is typically:

i. 50% teaching and advising undergraduate / graduate students, independent study courses, and undergraduate Honor’s Theses,

ii. 40% research,

iii. 10% service, which may include participation on University, College, and Departmental committees, professional outreach, and community service.

c. The workload distribution for a non-tenure track faculty member in the Department will typically be:

i. 80% teaching and advising,

ii. 10% research,

iii. 10% service, which may include participation on University, College, and Departmental committees, professional outreach, and community service.

As reference, one three-credit course is considered 10% effort distribution. For teaching, in addition to course instruction, teaching activity can include student recruitment, internship coordination, academic program coordination, curricular oversight, and mentoring of students.
Typically, the Department head and faculty member will collaborate on the number of classes being taught and amount of effort distribution annually.

5. Plan for Guiding Faculty

a. Plan for Guiding Tenure-Track Faculty

Given the variety of effort distributions that exists, the strategies for evaluating progress toward tenure and promotion will be individualized for each faculty member. The formal steps in this process include:

i. At the time of appointment, the Department Head will assign a mentoring committee for the probationary faculty member to assist in navigating the process of tenure and promotion. The mentoring committee will consist of 2 to 3 tenured faculty members from within the Department.

ii. The Tenure and Promotion committee and the probationary faculty member will work together as needed and can assist in:

   a) Identifying clear strategies for achieving excellence in teaching and research
   b) Setting targets for reaching teaching and research goals
   c) Identifying resources that will be made available to achieve those goals
   d) Outlining an evaluation strategy

iii. For excellence in teaching and research, the probationary faculty member, along with assistance from the Tenure and Promotion committee, will prepare an annual summary that is presented to the tenured faculty (see Faculty Manual, Section E.10.3.a). The tenured faculty will vote on whether the person is making “appropriate progress in meeting Departmental expectations to date.” The comments made during the meeting will be captured in the summary memo and the results of the vote will be included in the report. The vote is intended to communicate the tenured faculty’s assessment of progress toward tenure, and voice any concerns.

iv. For excellence in teaching, a reviewer will evaluate the probationary faculty member’s progress toward tenure using the criteria in the faculty member’s plan. This evaluation will occur after the candidate’s third year. An additional review by the same reviewer, if possible, may occur if the candidate, Tenure and Promotion committee and Department Head deem the evaluation would facilitate a favorable tenure and promotion decision.

b. Plan for Guiding the Promotion of Special Faculty to Senior Teaching Appointments
Strategies for evaluating progress toward promotion from special faculty to senior teaching appointments will be individualized for each faculty member. The formal steps in this process include:

i. The Non-Tenure Track Faculty Committee and the faculty member will work together as needed to:

   a) Identify clear strategies for achieving excellence in teaching

   b) Set targets for reaching teaching goals

   c) Identify resources that will be made available to achieve those goals

   d) Outline an evaluation strategy

For excellence in teaching, the Non-Tenure Track Faculty Committee will evaluate the faculty member’s progress toward promotion using the criteria in the faculty member’s plan after three years.

6. External Letters for Tenure and Promotion

a. Every tenure and promotion decision requires the formal input of outside evaluators. External letters must be collected from similar kinds of institutions, and the people writing those letters should not be closely connected to the candidate. A plan for selecting external reviewers will be prepared in advance and should not select only the names recommended by candidates.

b. Any number of letters may be provided as part of the portfolio, but they must include a minimum of five letters with the following properties:

   i. The letter writer should not be a thesis advisor, member of graduate committee, teacher, or mentor of the candidate.

   ii. The letter writer should be employed at a peer or aspirant university, or at a research institute or laboratory, or agencies or non-government organizations

   iii. The letter writer should have experience at or above the rank aspired to by the candidate.

   iv. At least half of the letter writers should be chosen by the Department Head or Department Tenure and Promotion committee rather than the candidate.

c. External reference letters are considered confidential to the candidate and are not part of the personnel file. These letters must be kept in a separate confidential file.

d. Reviewers will be asked to provide a written critique on the quality of performance and contribution of scholarship in the areas of excellence.
e. No external letters will be required for non-tenure track faculty for promotion to senior teaching faculty.

7. Department Expectations and Standards / Guidelines for Tenure-track Faculty

The standards / guidelines for tenure-track faculty include:

a. Sustained Productivity

i. Evidence of **sustained** productivity in teaching, research, and service over the entire probationary period will be used during the tenure and promotion evaluation process.

ii. Evidence on sustained teaching and service will be based on the candidate’s annual productivity in these areas across the entire probationary period.

b. Teaching / Advising Expectations and Standards / Guidelines for Tenure Track Faculty

Faculty are expected to strive for teaching excellence, demonstrate efforts to provide quality instruction to students, and provide satisfactory advising to students. Faculty will be evaluated on teaching as part of the promotion and tenure process. As noted in the Faculty Manual (Section E.12.1): *The faculty in each academic unit will develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and will evaluate teaching and advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods will be incorporated into departmental codes.*

i. Teaching excellence is defined by numerous characteristics outlined below, which should be used in evaluating teaching performance and also the probationary faculty member’s written plan. These characteristics include:

a) **Academic rigor**: students are challenged intellectually at a level appropriate to their abilities.

b) **Student appreciation of the subject**: students value course content and its applicability to understanding the world.

c) **Student assessment**: students are provided constructive and timely feedback

d) **Pedagogy**: faculty member utilizes innovative and varied instructional strategies.

e) **Engagement**: students are prepared and active in class activity
f) **Community**: faculty member establishes a climate of trust and respect in course activities and discussion.

g) **Interaction**: faculty member is available to students outside of class, and encourages students to do well.

ii. Teaching excellence is demonstrated by a number of indicators related to instructional quality, support of students, student outcomes and others. In the tenure and promotion portfolio, teaching excellence can be illustrated by:

a) Course materials (e.g., syllabi, assignment sheets, lesson outlines)

b) Leadership and/or initiative to design a new course or re-design an existing course

c) Peer review by faculty or other qualified personnel

d) Departmental course evaluations

e) Standard university course evaluations

f) Letters from current and/or former students

g) Annual departmental performance evaluations

h) Participation in professional development related to teaching

i) Awards and/or other similar recognitions for teaching performance

**c. Research Expectations and Standards / Guidelines for Tenure Track Faculty**

i. Both research quality and quantity will be assessed as part of the tenure and promotion process. Publication in refereed journals is the common standard used to judge research performance.

a) “Refereed publications” are defined as: Contributions to periodicals, serials and monographs manuscripts have been submitted to review and evaluated by peers. These contributions should be original contributions to the discipline.

b) Book reviews, short notes, invited papers, and discussion papers, although non “refereed publications” may be used for additional evidence of scholarly work. While presentation of papers at professional meetings, preparation of research reports and consultation are indicators of achievement, they often lack the necessary peer approval and widespread dissemination that are usually deemed necessary.
c) A distinction is made between peer reviewed (a.k.a. peer-edited) and refereed publications. One criteria for distinguishing peer reviewed from refereed is the probability a manuscript submission will be accepted or rejected. If the probability of rejection equals 0, the publication is not refereed.

d) The accept / reject ratio can be applied to other types of publications. For example, books, book chapters, and conference proceedings would typically be considered peer reviewed, not refereed publications, because once the author has written the manuscript, the document will be published. The accept / reject ratio also provides a criterion for ranking the prestige of a journal publication. Journals with higher rejection rates apply more rigorous standards. Candidates seeking tenure and promotion should consult with members of the Tenure and Promotion committee if they have questions about the acceptability of any given journal.

Evidence of scholarly / research activity will be evaluated, not merely enumerated, to assess the continuity and effectiveness of the faculty member’s effort and the quality and significance of the results.

ii. Evidence of sustained research productivity will be based on the number and quality of research publications (specific expectations are noted in the sections to follow) generated by the candidate each year across the entire probationary period. The following criteria will be used as department standards to evaluate refereed publications:

a) Substantial contribution is expected to refereed publications during the five years preceding application for either tenure or promotion to Associate Professor in proportion to research workload distributions. Examples of substantial contribution include, but are not limited to, the following:

b) The faculty member is lead or co-lead author on the paper

c) The faculty member is collaborating with a graduate or undergraduate student(s), and the student(s) is listed as first author

d) The faculty member is part of a collaborative or interdisciplinary research team, and the faculty member makes a substantial contribution to a paper with multiple authors. The faculty member should clearly explain their contribution and it is recommended that they indicate their contribution using standard journal designations, such as: designed research, performed research, analyzed data, wrote the paper, and funded the research.
e) Typically, the criteria for minimum research activity for an assistant professor with a 40% research workload distribution is to contribute substantially to approximately 10-12 publications during the five years leading to submission of the application for tenure. However, a lower number of exceptionally high quality papers may also meet the criteria for minimum research activity (see below for example metrics of quality).

f) Assistant Professors with a higher teaching workload position and a lower research workload position are expected to contribute proportionately to the baseline number of substantial contribution papers listed above. An exception to the sustained productivity clause (Section 6) will be made for Assistant Professors with a higher teaching workload position and a lower research workload position. This exception allows the first required publication for sustained productivity to occur by the end of the 12-month to 18-month timeframe.

iii. The evaluation of Research will take into account the type and quality of publications and other research activities. Some measures of research quality may include:

a) the prestige of the journals in which publications appear (prestige may be measured in several different ways, including (but not limited to) journal impact factors, journal eigenfactor scores, journal rankings within fields (e.g., via Web of Science Journal Citation reports)),

b) number and quality of citations of authored works (e.g., as tabulated by google scholar citations, via altmetric scores, or via citation indices, such as h-index and i10-index; and/or as indicated by citations that refer to the substantial influence of the research

c) awards for significant accomplishment,

d) External funding activity (e.g., writing of proposals, obtaining awards, and obtaining renewals),

e) Presentations and organized sessions at regional, national, and international conferences and other professional meetings; invitations to visit and present at peer (or higher) institutions,

f) Evidence of impact research has had on the field (e.g., influence of work on the practices of agencies, organizations, or industry).

d. Professional Service Expectations and Standards / Guidelines for Tenure-Track
Faculty

i. University service may include: committee work (Departmental, College and University); interdisciplinary collaboration on academic programs or governance; development of special forums, symposia and other events; participation on search committees; and advising student organizations.

ii. Public service is often reflected in work on boards, commissions, task forces or working groups at the community, state, or national level and relevant to the faculty member’s expertise. Technical assistance, training, development of extension activities and materials (e.g., handbooks, technical reports, videos, media interviews, field days, etc.), participation on evaluation or mediation teams - especially where they are directed at agencies or similar clients that we serve in our discipline – are all demonstrations of service. Awards for such service may prove a measure of quality.

iii. Participation in and contribution to professional societies may be evaluated by length of membership, offices held, conferences or symposia the person has helped organize, and service on editorial boards or as editor for journals. Invited presentations at professional meetings (e.g., plenary or keynote addresses) are evidence of the person’s leadership and progressive work in the field. Letters of appreciation or recognition by outreach clients may serve as tangible evidence of contribution for both public and professional service.

8. Department Expectations and Standards / Guidelines for Non-Tenure Track Faculty

a. Teaching / Advising Expectations and Standards / Guidelines Non-Tenure Faculty

Non-tenure track faculty are expected to strive for teaching excellence, demonstrate efforts to provide quality instruction to students, and provide satisfactory advising to students.

Faculty will be evaluated on teaching as part of the promotion process. As noted in the Faculty Manual (Section E.12.1): The faculty in each academic unit will develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and will evaluate teaching and advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods will be incorporated into departmental codes.

iv. Teaching excellence is defined by numerous characteristics outlined below, which should be used in evaluating teaching performance and also the faculty member’s written plan. These characteristics include:

a) Academic rigor: students are challenged intellectually at a level appropriate to their abilities.

b) Student appreciation of the subject: students value course content and its applicability to understanding the world.
c) **Student assessment**: students are provided constructive and timely feedback

d) **Pedagogy**: faculty member utilizes innovative and varied instructional strategies.

e) **Engagement**: students are prepared and active in class activity

f) **Community**: faculty member establishes a climate of trust and respect in course activities and discussion.

g) **Interaction**: faculty member is available to students outside of class, and encourages students to do well.

ii. Teaching excellence is demonstrated by a number of indicators related to instructional quality, support of students, student outcomes and others. In the tenure and promotion portfolio, teaching excellence can be illustrated by:

a) Course materials (e.g., syllabi, assignment sheets, lesson outlines)

b) Leadership and/or initiative to design a new course or re-design an existing course

c) Peer review by faculty or other qualified personnel

d) Departmental course evaluations

e) Standard university course evaluations

f) Letters from current and/or former students

g) Annual departmental performance evaluations\Participation in professional development related to teaching

h) Awards and/or other similar recognitions for teaching performance

Actions involving the reappointment/promotion of non-tenure track faculty are made by the Department Head, in consultation with faculty. The annual faculty performance evaluations will be used as the basis for any decisions regarding the reappointment/promotion of non-tenure track faculty.

b. **Research Expectations and Standards / Guidelines for Non-Tenure Track Faculty**

For non-tenure track faculty, evidence of continued research efforts will be assessed on an annual basis. This assessment will take into account the following:
i. Publication in refereed journals. “Refereed publications” are defined as: Contributions to periodicals, serials and monographs manuscripts have been submitted to review and evaluated by peers. These contributions should be original contributions to the discipline.

ii. Book reviews, short notes, invited papers, and discussion papers, although non “refereed publications” may be used for additional evidence of scholarly work. While presentation of papers at professional meetings, preparation of research reports and consultation are indicators of achievement, they often lack the necessary peer approval and widespread dissemination that are usually deemed necessary.

iii. Additional types of research that will be counted as evidence toward research activity may include:

a) Awards for significant accomplishment,

b) External funding activity (e.g., writing of proposals, obtaining awards, and obtaining renewals),

c) Presentations and organized sessions at regional, national, and international conferences and other professional meetings; invitations to visit and present at peer (or higher) institutions,

d) Evidence of impact research has had on the field (e.g., influence of work on the practices of agencies, organizations, or industry).

iv. Measures of research quality may include:

a) The prestige of the journals in which publications appear (prestige may be measured in several different ways, including (but not limited to) journal impact factors, journal eigenfactor scores, journal rankings within fields (e.g., via Web of Science Journal Citation reports)).

b) Number and quality of citations of authored works (e.g., as tabulated by google scholar citations, via altmetric scores, or via citation indices, such as h-index and i10-index; and/or as indicated by citations that refer to the substantial influence of the research.

For non-tenure track faculty with a 10% research allocation, they are not necessarily expected to produce a completed publication each year. Rather, evidence needs to be provided that the faculty member is continuously engaged in producing quality research, as demonstrated by any of the criteria identified above.

c. Service Standards / Guidelines for Non-Tenure Track Faculty
i. *University service* may include: committee work (Departmental, College and University); interdisciplinary collaboration on academic programs or governance; development of special forums, symposia and other events; participation on search committees; and advising student organizations.

ii. *Public service* is often reflected in work on boards, commissions, task forces or working groups at the community, state, or national level and relevant to the faculty member’s expertise. Technical assistance, training, development of extension activities and materials (e.g., handbooks, technical reports, videos, media interviews, field days, etc.), participation on evaluation or mediation teams - especially where they are directed at agencies or similar clients that we serve in our discipline – are all demonstrations of service. Awards for such service may prove a measure of quality.

iii. Participation in and contribution to professional societies may be evaluated by length of membership, offices held, conferences or symposia the person has helped organize, and service on editorial boards or as editor for journals. Invited presentations at professional meetings (e.g., plenary or keynote addresses) are evidence of the person’s leadership and progressive work in the field. Letters of appreciation or recognition by outreach clients may serve as tangible evidence of contribution for both public and professional service.

Special teaching appointments are required to do a minimum 5% service (as specified in section J).

9. Department Expectations and Standards / Guidelines for Tenured Professor

Section E.13 of the Colorado State University Academic Faculty and Administrative Professional Manual provides some general guidelines for the advancement in rank to full professor. For example:

a. Faculty are normally eligible for consideration for promotion from associate professor to professor after five (5) years in rank. Advancement from associate professor to professor may occur prior to five (5) years in rank in those cases in which the faculty member’s performance clearly exceeds the standards for promotion to professor established pursuant to the performance expectations stipulated in Section E.11.

b. Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will count toward time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The department head and dean are responsible for apprising the candidate of this possibility.

As noted in Article III, Section G of HDNR code, a traditional workload distribution for a faculty member in the Department is 50% teaching / advising, 40% research, and 10% service. The following guidelines for promotion to full professor within HDNR primarily apply to individuals with this workload distribution. Guidelines for
individuals with a substantially different workload distribution will be determined by the existing full professors in the Department in collaboration with the candidate. The guidelines reflect 8 broad areas:

c. Teaching. The high standard of teaching exemplified at the time of promotion to associate professor has been continued and hopefully improved over time. Teaching excellence can be demonstrated by:

i. Course materials (e.g., syllabi, assignment sheets, lesson outlines).

ii. Leadership and/or initiative to design a new course or re-design an existing course

iii. Peer review of class sessions by faculty or other qualified personnel

iv. Departmental student course evaluations

v. Standard university course evaluations

vi. Letters from current and/or former students

vii. Annual departmental performance evaluations

viii. Participation in professional development related to teaching

ix. Awards and/or other similar recognitions for teaching performance

x. Significantly influencing the curriculum through major revision of existing courses, developing new courses, minors or programs

xi. Continued active involvement in undergraduate student advising, recruitment and retention activities that ensure delivery of effective support and timely information for students

xii. Training assistance for new advisors

xiii. The development, use and dissemination of original course material and teaching methods that may be adopted by other faculty or institutions

d. Scholarship. The guideline expectation for most faculty is that the record will show continued research productivity and quality, with a clear sign of growth and maturity in research achievements.

i. Both research quality and quantity will be assessed as part of the promotion process.

ii. Publication in refereed journals is the common standard used to judge research performance.
a) “Refereed publications” are defined as: Contributions to periodicals, serials and monographs manuscripts have been submitted to review and evaluated by peers. These contributions should be original contributions to the discipline.

b) A distinction is made between peer reviewed (a.k.a. peer-edited) and refereed publications. One criteria for distinguishing peer reviewed from refereed is the probability a manuscript submission will be accepted or rejected. If the probability of rejection equals 0, the publication is not refereed.

c) Book reviews, short notes, invited papers, and discussion papers, although non “refereed publications” may be used for additional evidence of scholarly work. While presentation of papers at professional meetings, preparation of research reports and consultation are indicators of achievement, they often lack the necessary peer approval and widespread dissemination that are usually deemed necessary.

d) The accept/reject ratio can be applied to other types of publications. For example, books, book chapters, and conference proceedings would typically be considered peer reviewed, not refereed publications, because once the author has written the manuscript, the document will be published. The accept / reject ratio also provides a criterion for ranking the prestige of a journal publication. Journals with higher rejection rates apply more rigorous standards. Candidates seeking tenure and promotion should consult with members of the Tenure and Promotion committee if they have questions about the acceptability of any given journal.

iii. Evidence of scholarly / research activity will be evaluated, not merely enumerated, to assess the continuity and effectiveness of the faculty member’s effort and the quality and significance of the results.

iv. Evidence of sustained research productivity will be based on the number and quality of research publications (specific expectations are noted in the sections to follow) generated by the candidate each year across the entire probationary period.

v. The following criteria will be used as department standards to evaluate refereed publications:

   a) Substantial contribution is expected to refereed publications during the five years preceding application for either tenure or promotion to Associate Professor in proportion to research workload
distributions. Examples of substantial contribution include, but are not limited to, the following:

- The faculty member is lead or co-lead author on the paper
- The faculty member is collaborating with a graduate or undergraduate student(s), and the student(s) is listed as first author.
- The faculty member is part of a collaborative or interdisciplinary research team, and the faculty member makes a substantial contribution to a paper with multiple authors. The faculty member should clearly explain their contribution and it is recommended that they indicate their contribution using standard journal designations, such as: designed research, performed research, analyzed data, wrote the paper, funded the research.

b) Typically, the criteria for minimum research activity for an associate professor with a 40% research workload distribution is to contribute substantially to approximately 30-40 publications during the years leading to submission of the application for promotion to full profession. However, a lower number of exceptionally high quality papers may also meet the criteria for minimum research activity (see below for example metrics of quality).

c) Associate Professors with a higher teaching workload position and a lower research workload position are expected to contribute proportionately to the baseline number of substantial contribution papers listed above. An exception to the sustained productivity clause (Section 6) will be made for Associate Professors with a higher teaching workload position and a lower research workload position.

vi. The evaluation of research will take into account the type and quality of publications and other research activities.

a) Some measures of research quality may include:

- the prestige of the journals in which publications appear (prestige may be measured in several different ways, including (but not limited to) journal impact factors, journal eigenfactor scores, journal rankings within fields (e.g., via Web of Science Journal Citation reports).
- number and quality of citations of authored works (e.g., as tabulated by google scholar citations, via altmetric scores, or via citation indices, such as h-index and i10-index; and/or as
indicated by citations that refer to the substantial influence of the research.

b) Additional types of research that will be counted as

- Awards for significant accomplishment,
- External funding activity (e.g., writing of proposals, obtaining awards, and obtaining renewals)
- Presentations and organized sessions at regional, national, and international conferences and other professional meetings; invitations to visit and present at peer (or higher) institutions; evidence of impact research has had on the field (e.g., influence of work on the practices of agencies, organizations, or industry)
- An acknowledged stature and leadership role of the candidate’s contribution to the field. External recognition of such stature is evident when other scholars adopt and apply the concepts and methods advanced.
- The promotion or facilitation of research opportunities for others in the Department, College, or University. This can be demonstrated by making significant contributions as a member of a productive disciplinary or interdisciplinary research group that has produced publications or products. Successful administration of a disciplinary or interdisciplinary group may also demonstrate fulfillment of this expectation.

e. National / International Reputation. HDNR expects candidates for promotion to full professor to be nationally / internationally recognized. Evidence of a national reputation can be demonstrated by:

i. Receipt of honors and awards outside of the university

ii. Participation on professional conference organization

iii. Editorial duties for scholarly journals (e.g., Editor-in-Chief, Guest Editor, Associate Editor)

iv. Serving in positions of leadership in professional societies

v. Appointment or election to professional and/or honorary societies

vi. Evidence of an international reputation can also be demonstrated in a variety of ways:
a) Invitations to participate in international symposia

b) Publication in journals that draw on scholarship worldwide

c) Co-authoring with colleagues outside the U.S.

d) Funded projects with international partners

e) Letters from well-known scholars outside the U.S.

f) Other documented international impact.

f. Acquisition of funds from sources external to the department. A consistent on-going record is expected in acquiring external resources from multiple sources. These efforts should have resulted in the support of at least one graduate student (or post doc) a year on a consistent basis and support money to carry out research projects.

g. Establishment and effective mentoring of a cadre of graduate students. Indicators of mentoring excellence include:

i. The graduation of a minimum of 10-12 graduate student advisees, with a representation of both master’s and doctoral candidates.

ii. Evidence of joint publications or presentations with current and former advisees.

iii. The career placement of advisees (e.g., number of former advisees with positions in universities, public and private organizations, government, NGOs, etc.).

iv. Guiding graduate students in other departments, colleges and / or universities.

h. Internal Service refers to:

i. Serving on a minimum of one major University level committee (e.g., Faculty Senate).

ii. A leadership role on multiple Department and College level committees.

i. External Service refers to responsively serving the needs of constituents’ external to the university. This may be exemplified by publications in popular magazines, textbooks, technical publications, or contract reports; by presentations and workshops to professional constituent or general citizen groups; or similar activities. It does not include service to a community in a citizen, rather than in a professional, role. For example, personal (as opposed to professional) involvement with political, commercial, religious, or non-profit institutions is not relevant to the evaluation of service performance.
j. Professional Integrity and Responsibility is exemplified by:

i. Showing respect for colleagues and this respect being reciprocated.

ii. Professional conduct conducive to a collegial work environment.

iii. Adhering to expected standards of academic integrity.

iv. Being a “good citizen” of the Department, College, and University by serving on committees, task forces, etc.

10. Department Expectations / Guidelines for Promotion of Special Faculty to Senior Teacher

Section E.2.1.3 of the Colorado State University Academic Faculty and Administrative Professional Manual provides general guidelines for Senior teaching appointments. Senior teaching appointments may be either full-time or part-time. Part-time is defined as less than full-time, but at least half-time (0.5). The granting of a senior teaching appointment shall follow the procedures in Section E.11. Faculty on senior teaching appointments have the following distinguishing characteristics:

a. Senior teaching appointments are “at-will” and are subject to termination by either party at any time unless the faculty member has a multi-year contract, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, employment as a senior teaching appointment faculty member reverts to an ‘at-will’ appointment, unless the multi-year contract is renewed by written agreement of both parties.

b. There is no specified ending date for a senior teaching appointment.

c. Faculty members on senior teaching appointments shall have effort distributions with at least fifty (50) percent of the effort being in the category of teaching and advising and at least five (5) percent of the effort being in the category of service.

d. Faculty members on senior teaching appointments shall participate in annual reviews and the annual salary exercise in the same manner as faculty with regular full-time and regular part-time appointments.

e. Faculty members on senior teaching appointments are not eligible for tenure (see Section E.10.4).

f. The standard expectation is that faculty members on senior teaching appointments shall be included fully, except with regard to personnel matters involving regular faculty members, including the department chair.

g. If a tenured faculty member changes positions to a senior teaching appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member
who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.

h. Faculty members on senior teaching appointments are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the Academic Faculty and Administrative Professional Benefits and Privileges Handbook and in Section F and G of the Manual. They are not eligible for sabbatical leave.

Section E.11 of the Colorado State University Academic Faculty and Administrative Professional Manual provides guidelines for Granting of Senior Teaching Appointments. A current Colorado State University employee becomes eligible for consideration for a senior teaching appointment when all of the following conditions have been met:

i. The person has been employed at Colorado State University other than as a Graduate Assistant at least half-time (0.5) for at least ten (10) semesters (not including summers), and at least fifty (50) percent of his or her assignment was devoted to teaching and advising for each of those ten (10) semesters.

j. The person has been employed at Colorado State University other than as a Graduate Assistant at least half-time (0.5) for each of the preceding four (4) semesters (not including summers), and at least fifty (50) percent of his or her assignment was devoted to teaching and advising for each of those four (4) semesters.

I. INTERNAL GRIEVANCE PROCEDURE

1. Any full- or part-time faculty members, whether tenure track or non-tenure track faculty, have the right to question any decision, which may affect their Departmental responsibilities, professional status, or salary.

2. Any faculty member who feels that they may have a complaint against the Department Head, or any other Department faculty member, should discuss the problem with the individual(s) involved to try to resolve the problem as quickly as possible at that level.

3. If a situation is not resolved to the satisfaction of the complainant, he/she should discuss the matter informally with the Department Head (or if the Department Head is the subject of the issue, with the Dean of the College) prior to invoking the CSU grievance procedures (see Faculty Manual, Section K).

J. FACULTY AFFILIATES

Individuals may be formally designated as faculty affiliates who may be instrumental in assisting the Department to achieve its goals and objectives. To become a faculty affiliate a person must be nominated by a regular faculty member. The nominee’s vita will be circulated among faculty with adequate time for review. Faculty affiliate status will be granted with a majority vote. Appointments will be made in conformance with Section E.5.3 of the University Code.
ARTICLE IV. STUDENTS

A. STUDENT APPEALS

The process for student appeals on matters between faculty and the student depends on the alleged injustice or issue is as follows:

1. Issues related to alleged sexual misconduct or harassment, and any complaint concerning discrimination should be directed to the university’s Office of Equal Opportunity, where separate policies are applicable and administered by specific university offices.

2. On academic matters between a faculty and undergraduate or graduate student, such as disputes on course or assignment grades, authorship on articles, classroom climate and similar matters, the parties should first attempt to resolve the dispute among themselves through open discussion, potentially involving an internal and objective third party such as a department chair, if appropriate.

3. If the dispute remains unresolved, the parties can seek outside assistance to facilitate a resolution process, beginning with the university’s Conflict Resolution Service (CRS). A student or faculty member can make a referral to CRS, which will meet with affected parties to advocate for and facilitate a fair process as a neutral third party.

4. Matters of grade appeals that are not resolvable between student and the faculty member should not go through CRS. Rather, students should follow the Grade Appeals process outlined in the General Catalog.

5. If the student is not satisfied with the outcome of either the Grade Appeals process or the CRS resolution process, the individual can submit a Student Complaint to the Dean of Students within the office of the Vice President for Student Affairs (see policy 8-8004-004). The Dean of Students will make a determination if additional action is warranted.

ARTICLE V. CONSISTENCY AND REVISION OF THE CODE

All policies and procedures adopted in this Department Code will be consistent with policies and procedures of the College of Natural Resources and the University Code. A review of the department code should be undertaken in the year prior to the end of each term of the Department Head.

Approved:
Mike Manfredo, Head
Alan Bright
Brett Bruyere
Stuart Cottrell
Maureen Donnelly
Michael Gavin
Rebecca Gruby
Kelly Jones
Richard Knight
Joseph O’Leary
Jennifer Solomon
Tara Teel
Jerry Vaske