

**CODE OF THE DEPARTMENT OF HEALTH AND EXERCISE SCIENCE
COLLEGE OF HEALTH AND HUMAN SCIENCES
COLORADO STATE UNIVERSITY**

Unanimously approved by HES faculty and staff on

August 18, 2021

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The Department of Health and Exercise Science (HES) provides undergraduate and graduate education as well as serving as the home for the Human Performance Clinical Research Laboratory (HPCRL), Heart Disease Prevention Program (HDPP), the Adult Fitness Program, Noon Hour program and Fit Cancer program. The Department of Health and Exercise Science provides the following academic program specializations:

- Health and Exercise Science Major (B.S.) with tracks in Health Promotion and in Sports Medicine
- Master's degree in Health and Exercise (M.S.)
- Doctorate in Human Bioenergetics (Ph.D.)

The *Academic Faculty and Administrative Professional Manual* guides the procedures at Colorado State University and its content takes precedence over the HES Code in all instances. The Code follows the recommended headings in the *Academic Faculty and Administrative Professional Manual* as appropriate.

Section 1: Mission, Vision, and Values

A. Mission Statement

The department of Health and Exercise Science (HES) believes that all faculty, staff and students are indispensable and make different but vitally important contributions to our mission, goals and culture.

The HES **mission** is to create an environment of exceptional teaching and learning, outstanding research and scholarship and engagement/outreach that provides high value to the community. We are committed to our **goal** of producing nationally and internationally recognized research programs and graduates that focus on helping people protect, maintain, and improve their health and quality of life throughout the lifespan.

The “Movement = Health” tagline describes our commitment to exceptional research in the intersecting areas of physical activity/mobility/modifiable lifestyle behaviors and healthspan/disease prevention/optimizing physical and mental performance, and the dissemination of that knowledge through academic and community engagement programs.

The following operating guidelines outline and elaborate the Department’s code and philosophy in as much as that code and philosophy adhere to the latest code of Colorado State University as set forth in the *Academic Faculty and Administrative Professional Manual* (AFAPM).

The HES Department aligns with the College of Health and Human Sciences Strategic Plan 2021, including the college mission which states:

“With a commitment to principles of equity, diversity, and inclusive excellence, the College of Health and Human Sciences provides transformative academic research, and outreach programs that promote the health and well-being of people, their environment, and communities in which they live.”

B. Vision Statement

The Department of Health and Exercise Science will be a premier 21st century department focused on achieving distinction for academic, research, and outreach programs.

C. Commitment to Principles of Community

The HES Department believes in the CSU Principles of Community and uses them as a guide to the way

we treat others and expect to be treated ourselves.

Principles of Community

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative, and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

INCLUSION

We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions

INTEGRITY

We are accountable for our actions and will act ethically and honestly in all our interactions.

RESPECT

We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse and the advancement of knowledge.

SERVICE

We are responsible, individually and collectively, to give of our time, talents and resources to promote the well-being of each other and the development of our local, regional and global communities.

SOCIAL JUSTICE

We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice and to uphold the laws, policies and procedures that promote justice in all respects.

D. Values Statement

The following is not an exhaustive list, but it is a reasonable summary.

We value the work and devotion necessary to produce nationally and internationally recognized research programs and graduates that focus on helping people protect, maintain, and improve their health and quality of life throughout the lifespan.

We value effective dissemination of knowledge through innovative teaching methods and hands-on, active learning laboratories.

We value the art of complex analyses, critical thinking, and data interpretation that can be communicated in a clear, organized, and engaging way.

We value our connections with the local community and look for ways to enable them to meet and exceed their health, fitness, and wellness needs and goals.

We value the broader wisdom gained from having input from those who provide diverse perspectives, backgrounds and lived experiences.

Section 2: Unit Administration, Operations, and Organization

The Department operates under a collegial system of faculty and staff participation. Department members eligible to vote in Departmental affairs which are not restricted to academic faculty as described in the AFAPM (C.2.4.2) include all regular, special, and administrative professional faculty members and staff who have full-time appointments. Department members eligible to vote in academic affairs include all regular and special faculty members and ASCs, who have full-time appointments. Decisions in Departmental affairs shall be governed by majority vote of the eligible faculty and/or through committees and persons which are representative of the faculty and advisory to the department head.

A. Department Head/School Director

The department head is the administrative and academic officer in the Department and is the initial person in the administrative chain to the president. Departmental faculty and staff are responsible to them. The department head has the general responsibility for any faculty or staff activities which may affect the professional status of the Department or the best interests of the University.

The role of the department head is to administer decisions in a clear and sensitive manner and to maintain appropriate communications with the University administration.

The duties and responsibilities of the department head as specified in the AFAPM (C.2.6.2) include, but are not limited to, preparation of the departmental budget; administration of and adherence to the departmental budget; evaluation of each departmental faculty member in accordance with the AFAPM; initiation of recommendations for appointments, reappointments, promotion and tenure of faculty; inform any faculty member denied tenure or reappointment of his/her rights and procedures for appealing decisions; assignment of space; management of academic and financial matters within the Department to promote student achievement; evaluation of funding requests made by faculty for travel and professional development based upon the merits of the request and availability of funds; adjustment of faculty loads and salaries consistent with experience, competence, capacity, productivity and aptitude of individual faculty members; assignment of summer school teaching loads based upon the most recent annual evaluation of teaching effectiveness, student and departmental needs; and preparation of reports requested by higher authorities.

The performance of the department head shall be evaluated annually as described in the AFAPM (C.2.7). The dean of the College of Health and Human Sciences initiates evaluation of the department head and may solicit and utilize information obtained from all faculty and staff members in the Department.

The term of office of the department head shall be five years. By October 15 of the fifth year of incumbency the regular, full-time faculty shall be polled by the dean of the College of Health and Human Sciences to determine reappointment. Reappointment for additional terms of office is possible.

B. Unit Leadership

- **Assistant Department Head**

The assistant department head will serve as executive when the department head is absent during the academic year and during the summer. Specific tasks of the assistant department head include, but are not limited to, preparation of institutional and departmental reports, coordinate transfer agreements with

community colleges, advise the department head on course, instructor, and facility scheduling, manage independent studies, and assist the Academic Success Coordinators when needed with transfer evaluations and evaluation of transcripts for internal undergraduate transfers.

The assistant department head shall be nominated for appointment by the department head. This appointment must be approved by a majority of the voting faculty and will be for a three-year term. The selection process for the assistant department head will be conducted prior to July 31, or the end of the three-year term of office. The assistant department head shall be evaluated annually by the department head and will be reappointed unless the determination is that the assistant department head has not met expectations, in which case the faculty will vote on whether to renew for another year or request that the department head nominate a replacement.

The assistant department head shall be responsible for the departmental assessment process, act as liaison to the University assessment process, convene meetings of the Assessment Committee, maintain assessment records, and report to the Department and to the University as per the requirements of the University assessment process.

- **Program Directors**

All program directors are appointed by the department head. Duties as a director will be considered within the context of the total workload of the faculty member and time designated for these duties.

- **Undergraduate Concentration Directors**

The department head shall appoint from the full-time faculty coordinator for each of the undergraduate major concentrations. Each coordinator shall oversee the curriculum within their respective concentration (sports medicine, health promotion); maintain up-to-date information regarding concentration curriculum; serve as key academic and career advisor for the concentration; assist ASC's with transfer evaluations, course substitutions, and evaluation of transcripts for internal undergraduate transfers when needed, complete senior checks and graduation contracts, authorize course substitutions, finalize all student-athlete academic progress reports, review undergraduate Outcome Assessment Surveys, report on the state of the concentration annually to the department head and the faculty. Each concentration coordinator will serve on the curriculum committee to provide leadership in maintaining a quality curriculum and lead the strategic planning process for the undergraduate programs.

- **Graduate Director**

The graduate director oversees the graduate program, does initial screening of graduate applicants, serves as initial academic advisor for all graduate students, updates and revises the graduate brochure and other information, leads strategic planning process for the graduate program, reports annually to the department head and faculty on the state of the graduate program, chairs the Graduate Committee.

C. Unit Personnel

- **Academic Faculty**

The academic faculty includes all personnel who carry academic rank (i.e. assistant, associate and full professor, instructor, senior instructor, master instructor and faculty affiliate) according to the AFAPM. Responsibilities of the academic faculty regarding their role as a professor and their teaching and

classroom activities are given in the AFAPM. Expectations of faculty performance in teaching, scholarly activity and service are defined in the departmental publication “Guidelines for Faculty Reappointment, Promotion and Tenure”. Tenure track and tenured faculty (professor, associate professor, and assistant professor) are bound by the departmental, college and University requirements for performance of duties and for promotion and tenure. Contract and Continuing Faculty Appointments (instructor, senior instructor, master instructor, assistant, associate and full professor) and faculty affiliates and faculty on transitional, special and temporary appointment) are bound by the job definition under which they were appointed and by the yearly goal-setting process with the department head.

- Guidelines on Teaching Responsibility

Teaching, mentoring, and advising are the primary responsibilities of the academic faculty and as such it is appropriate to set forth specific responsibilities for desirable practice. A detailed summary of teaching, mentoring, and advising responsibilities is listed in Section 2.B in this code and the Annual Performance Evaluation and Merit-Based Salary Exercise can be found in Appendix C.

- Instructional Objectives

Faculty are responsible for orienting the content of the courses to the published official course descriptions.

- Grading

The faculty member is responsible for the assignment of the final course grade. Graded examinations, papers, and other sources of evaluation will be available to the student for inspection and discussion. These should be graded promptly to make the results part of the student’s learning experience. The results of these evaluations will be retained for at least one semester to provide opportunity for review by the students.

- Evaluation of Teaching

Each semester, faculty shall evaluate their teaching to improve the teaching/learning process.

Student Course Surveys are administered entirely online and can be accessed via published courses on Canvas. Each semester, instructors are required to conduct at least one student course survey for every class they teach. This online survey may be taken either in or outside of class during the designated time-period that the survey tool is active on Canvas. This survey is designed to provide instructors with valuable feedback and their main purpose is to be used for course improvement.

Results from all student course surveys will be used as one of several criteria in the annual evaluation process. In addition, faculty will be required to submit class syllabi from all courses taught, and a reflective teaching statement as the minimum for a teaching portfolio to be submitted as part of the tenure, promotion, annual evaluation and merit salary increase processes.

The department head and other faculty, at the department head’s and/or faculty member’s request, may directly observe, either announced or unannounced, classroom and/or laboratory instruction and include these observations as part of annual evaluation of teaching effectiveness.

- Attendance and Office Hours

Faculty members are expected to meet their classes at regularly scheduled times. In case of illness or emergency the department head, or the assistant department head, or the departmental office should be notified promptly. The faculty member is responsible for obtaining a substitute when possible.

Time should be made available for student conferences. Office hours (a minimum of 2 hours per week) should be convenient to both student and instructor with the opportunity provided for prearranged appointments. Available office hours should be clearly communicated to students.

- **Ethics**

Members of the faculty are expected to embody and reflect the highest ethical standards of the academic profession. These include the requirement to be accurate, basing views upon scholarly preparation, and carefully identifying opinions or other extrapolations from such foundation. In particular, professional and ethical considerations require appropriate discretion and respect with personal and professional views while working with students, faculty, staff, and the public.

Faculty and staff are expected to exercise accuracy, judgment, and restraint in public and University statements knowing that the profession and the University will be judged by such statements. Moreover, extreme care should be exercised to particularize such statements as one's own, minimizing the potential for interpretation of such statements as official statements of the University.

In scholarly activity, faculty have the obligation to produce accurate, unbiased results. The role and contribution of authors must be negotiated prior to initiating the work and accurately reflected in the final product. Data should not be reproduced in more than one article (abstracts/proceedings, review articles usually excepted). All appropriate institutional clearances (Human Subjects Committee, Animal Use Committee, Biohazards Committee, etc.) should be obtained prior to beginning the project. These guidelines apply to graduate student research as well.

Professional conduct is considered an integral part of a healthy and productive academic environment. Faculty interactions with students, other faculty, staff, administrators, and the public are expected to be honest, ethical, and conducted through proper channels. When instances of non-professional conduct occur, the department head should describe the situation in writing to the individual and place a copy in their personnel file. Non-professional conduct shall be a factor during the computation of the overall evaluation and a consideration in the subsequent merit exercise.

- **Administrative Professionals**

As noted in Section D.3 of the FFAPM, Administrative Professionals include staff with exempt status as specified by Colorado statute. This includes, but is not limited to, certain professional research positions.

- **Responsibilities to the Larger Community**

Consistent with the above, members of the faculty and administrative professionals have both the opportunity and responsibility to provide service to the larger community, including the state and the nation. By means of instruction, research, and community engagement, members of the faculty and administrative professionals are able to assist individuals, groups, and various governmental agencies.

- Responsibilities as a University Employee

Members of the faculty and administrative professionals are expected to accept and be guided by the applicable and appropriate policies and procedures of the State of Colorado and the Board, the administration of the University, established institutions of faculty self-governance, and the adopted code of the administrative unit. The amount and the character of any work done outside of the University are subject to the individual's responsibilities to the University and consistent with scholarly and professional standards.

- **State Classified**

Information regarding classifications, resources, and compensation for State Classified Staff can be found at [State Classified Employee Information website](#).

- **Academic Success Coordinators**

Academic Success Coordinators (ASCs) play a vital role in connecting students to high quality academic guidance and student success efforts. ASCs are fundamental in assisting students develop a 4-year academic graduation plan, connecting students to high impact practices, guiding timely graduation, and collaborating with academic departments on student success initiatives. For ASCs interested in promotion, CSU has developed an Academic Success Coordinator/Academic Advisor Professional Advancement Structure. The criteria for three levels of promotion, salary adjustments, and timeline for portfolio submission can be found in Appendix D.

- **Student Employees**

All student employees must be enrolled as undergraduate students at Colorado State University for Fall and Spring employment. The Health & Exercise Science department will follow all CSU student employee guidelines and procedures. Please see CSU's Student Employment Handbook for reference: <https://career.colostate.edu/resources/student-employment-handbook/>

- **Voting Eligibility**

Decisions in Departmental affairs shall be governed by majority vote of the eligible voting members. Department members eligible to vote in Departmental affairs include all Faculty Members, Academic Success Coordinators (ASC's), the Business Officer and Asst. Business Officer, the Managers of Academic, Research and Teaching/Outreach Operations, the Communications Specialist and the Directors of the Noon Hour, Youth Sports Camps, Adult Fitness programs who have full-time appointments. Department members eligible to vote in academic affairs include all faculty members and ASCs, who have full-time appointments. NOTE: if members who can vote on an issue are restricted by the AFAPM (e.g. tenure and promotion), the APAPM takes priority over the department code. Written proxy votes from voting members will be accepted.

D. Committees

Department Standing Committees are as follows:

- **Assessment Committee**

The Assessment Committee shall consist of the assessment coordinator (serves as chair and convenes meetings; often this will be the assistant department head), the department head, assistant department head, concentration coordinators, and graduate director.

The Assessment Committee shall meet at least once per year to review assessment data, make recommendations to the faculty as to actions to be taken, oversee and evaluate such action items, and file reports as required by the University assessment process.

- **Graduate Education Committee**

The Graduate Committee shall consist of the graduate program director (serves as chair and convenes meetings) and graduate faculty members as defined in Section IV of this code.

The Graduate Education Committee shall meet at least once per year to address all issues relevant to the graduate program. The Graduate Education Committee shall make recommendations to the department head regarding curricular issues or other areas of concern relevant to the graduate program.

- **Grade Appeals Committee**

Please refer to Section 6.D of this Code for specific procedures for student grade appeals.

- **Departmental Promotion and Tenure Committee**

The Departmental Promotion and Tenure Committee will oversee tenure, promotion, and post-tenure review cases. The committee is responsible for making promotion recommendations for all full-time faculty. The committee will review all pre-tenure faculty each year and report to the department head as to progress toward Promotion and Tenure, with a recommendation as to reappointment. Should there be a minority opinion, this will be forwarded to the department head the same time as the report from the committee. The committee will further be required to make a comprehensive review of candidates at the midpoint of the probationary period for pre-tenure faculty and after 3 years in the current appointment for Contract and Continuing Appointment (CCA), formerly called non-tenure-track (See section 4F). The committee also has responsibilities associated with any Phase II reviews of tenured faculty. All of the previously mentioned committee processes, distribution of summary reports (i.e. committee and department head faculty reviews) and decisions will be guided by and adhere to the Department Promotion and Tenure document, "Guidelines for Faculty Reappointment, Promotion and Tenure" and University Promotion and Tenure Policies and Procedures as outlined in the AFAPM.

- **Awards Committee**

The Awards Committee shall consist of five representatives from the faculty and staff who are appointed by the department head to represent the diverse appointments within the department. The purpose of the Awards Committee is to facilitate the recognition of the achievements of deserving faculty for college and university awards. Committee members are responsible for creating and gathering necessary nomination materials for submission. The term of service shall be for three years and members may be reappointed to additional terms. One person shall be designated chair by the department head.

- **Scholarship Committee**

The Scholarship Committee shall consist of a minimum of three faculty members who are appointed by the department head. The purpose of the Scholarship Committee is to recognize the achievements of students and award their accomplishments with department scholarships and to also nominate HES students for college scholarships. Each spring the committee will review and rate all undergraduate and graduate college scholarship applications. The chair of this committee will also serve as the department's representative on the CHHS scholarship committee

- **Curriculum Committee**

The Curriculum Committee shall be composed of the undergraduate concentration directors and appointed faculty and staff with an interest in curriculum development. The purpose of the Curriculum Committee is to discuss undergraduate curriculum and make recommendations for improvements based on DFW rates, graduation rates, feedback from the senior outcomes survey, advances in the field of study, or faculty expertise in a specific area. Suggested changes will be discussed with the department head prior to the full faculty. Program changes will be submitted to the college curriculum committee for full adoption.

- **Teaching Effectiveness Committee**

The Teaching Effectiveness Committee shall be composed of appointed faculty members with an interest in improving teaching effectiveness in the undergraduate, masters, and doctoral programs. The purpose of the committee is to seek out methods of enhancement for teaching delivery and techniques as well as novel approaches to evaluating teaching methods.

- **Engagement and Outreach Committee**

The Engagement and Outreach Committee shall consist of directors involved in engagement and outreach programs within the department including; Youth Sport Camps, Adult Fitness Program, Heart Disease Prevention Program, Muscles Alive!, Noon Hour Fitness Program, Performance Analysis, and the Colorado School of Public Health. Additional faculty and staff members serving in a supportive role for these programs may also be asked to serve on the committee. The purpose of the committee is to work collaboratively with the local community to support and promote the health and well-being of residents. The committee will meet regularly to review existing programs and strategize ideas for possible growth and development, safe practices, and innovative approaches to marketing.

- **Diversity, Equity and Inclusivity Committee**

The Diversity, Equity and Inclusivity Committee shall be composed of appointed faculty and staff members interested in enhancing DE&I in all areas within HES. The committee will use The Principles of Community as a guiding framework for program enrichment. The goal is to make HES an exemplar of inclusive culture by attending to principles of promoting diversity, equity, and inclusion in faculty and staff hires, department sponsored events, curriculum development, research programs, and service and outreach projects.

- **Student Success Committee**

The Student Success Committee shall be composed of appointed faculty and staff members with an interest in promoting student success. The committee is charged with implementing new evidenced-based approaches to enhance student belonging and engagement within HES, with an emphasis on first-generation, minority, and low-income students. The work will focus on increasing graduation

rates and decreasing graduation gaps that exist among traditionally underrepresented student groups.

- **Research Advisory Committee**

The Research Advisory Committee shall consist of the graduate director; principal investigators of active externally funded grants, the HPCRL director, any faculty members with current membership on University Regulatory Compliance Committees, the departmental representative to the College Research Committee (who will serve as committee chair), and other faculty appointed by the department head. The Research Advisory Committee serves in an advisory capacity to the department head regarding issues related to the research enterprise of the Department including but not limited to research space allocation, indirect costs allocation, shared equipment purchases, equipment maintenance, departmental research goals, incentives for external grant procurement, faculty research mentoring and graduate student research training and quality

- **Search Committees**

Search committees shall consist of a Search Chair, two to four faculty members (one from outside HES in the case of hires with a research component), and a graduate student (usually a senior PhD student unless compelling reasons to appoint someone else). All members are required to complete the OEO search process training prior to serving on the committee.

The committee will be responsible for developing the job description, advertising the position, review applicant materials, conducting phone interviews, and hosting on-campus interviews. Faculty presentations will be evaluated and summarized by the search committee. Once complete, the search committee shall make their hiring recommendation to the department head who is the hiring authority for CCA faculty or, in the case of tenure-track faculty, makes a recommendation to the Dean.

E. Unit Meetings

- **Faculty/Staff Meetings**

A minimum of three department-wide meetings shall be held each semester during the academic year. Departmental meetings may be called at more frequent intervals at the discretion of the department head. The minutes of each department meeting shall be taken by a department staff member and archived in the departmental office.

- **Attendance and Voting**

A majority of the full-time eligible voting members must be present to transact academic business. Written proxy votes will be accepted.

F. Organization Chart

- Department Head (All listed below report to the Department Head unless otherwise noted)
 - Assistant Department Head
 - Communications Specialist
 - Manager of Academic Operations

- Student Staff Assistants (Report to Manager of Academic Operations)
- Tenured/Tenure-Track Faculty
 - Research Scientists (Report to Tenured/Tenure-Track Faculty)
 - Research Associates (Report to Tenured/Tenure-Track Faculty)
 - Post-doctoral Fellows (Report to Tenured/Tenure-Track Faculty)
- Grad Program Director
 - Graduate Assistants (Report to Grad Program Directory)
- CCA Faculty
- Director of Advising
 - Academic Success Coordinators (Reports to Director of Advising)
- Business Officer
 - Assistant to the Business Officer (Reports to Business Officer)
 - Student Business Assistants (Reports to Business Officer)
 - Noon Hour Director (Reports to Business Officer)
 - Student Assistants (Reports to Business Officer)
- Outreach Programs Directors and HPCRL Leadership

Section 3: Faculty Administrative Policies and Procedures

A. Academic Faculty Appointments and Ranks

The following appointments exist for members of the faculty including tenure-track and tenured faculty with rank of assistant, associate, or full professor, contract and continuing faculty with rank of instructor, senior instructor, master instructor, assistant, associate and full professor, adjunct faculty, and transitional appointments. Only faculty members holding tenure-track appointments at the time of consideration are eligible to acquire tenure. Additional faculty appointments include joint faculty appointments, joint administrative professional and faculty appointments, faculty affiliate, visiting faculty, University Distinguished Professors, University Distinguished Teaching Scholars, and Emeritus/Emerita faculty. Specific details for each appointment can be found in Section E.2 of the AFAPM. Administrative professional positions are positions that are exempt from the State Personnel System under Colorado statutes, but are not faculty positions. Administrative professionals include the heads of administrative units and certain professional research positions in HES.

B. Workload Policy

- **Service**

As stated in Section E.12.3 of the AFAPM, faculty are expected to participate in the governance and the common good of the department, the campus, and the advancement of their profession. University service includes but is not limited to contributions to the governance and leadership of the University through participation in the formulation and implementation of department/college/university policies via membership on committees, councils, and advisory groups and participation in administrative activities. University service also includes advising student organizations and working to enhance the diversity and

inclusion of CSU's community, and community outreach and engagement.

Faculty members should undertake service roles based upon their experience with a focused effort on contributing to new perspectives, developing expertise, and advancing the mission of the Department and University.

- **Teaching**

Guiding Principles: As noted in section 2 of the HES Code, teaching/advising/mentoring (T/A/M) are the primary responsibilities of the academic faculty. The standard T/A/M commitments are 50% effort for pre-tenure and tenured faculty and 90% for CCA faculty with teaching appointments but there is considerable latitude to account for reduced teaching in the first two years of tenure-track appointment, high research productivity, major service commitments, etc. *We recognize and appreciate that faculty with high undergraduate teaching efforts allow others to focus more on research and graduate education and faculty who acquire extramural funding to focus on research and graduate education help support the faculty who are primarily teaching.*

Classroom teaching accounts for the majority of the T/A/M effort according to the following model:

Tenure-track and Tenured Faculty = 12 credits/academic year (40% of effort)

CCA Faculty = 24 credits/year (80% of effort) with reduction to 21 credits every second year to allow for other projects and professional development.

The relationship between class credits and percent effort is as follows:

1 credit = 4%
2 credits = 7%
3 credits = 10%
4 credits = 12% if GTA's have primary lab responsibility,

14% if faculty member teaches labs themselves.

Note: For faculty who co-teach a class (meaning a coordinated team effort, which is more than sequentially teaching parts of the class), each faculty member will receive 2/3 of the percent effort of the total for the class.

- **Advising Contributions toward Teaching**

For CCA Faculty: Blanket 10% for advising, mentoring, honors theses, etc. (total 90% T/A/M)

For TT and tenured faculty: up to a maximum of 10% (= -1 three credit course)

Serving on grad student committee (per yr.):

MS: 0.5% (*up to max of 3%*)

PhD: 0.75% (*up to max of 3.75%*)

Grad student primary mentor (per yr.):

MS: 2% if GTA, 3% if supported on GRA

PhD: 4%

Note: For co-mentored students, each mentor receives 2/3 of the total % effort

Note: There is a 1 yr. carryover for graduated PhD students of 1% to account for writing manuscripts, etc.

Primary post-doc mentor (per yr.):	3%
Honors undergrad (per semester):	Mentor = 0.75%, committee = 0.25%
Mentor for Intern (per semester):	1%
Mentor for Practicum (per semester):	0.5%
Independent study (per semester):	Teaching = 0.5% (<i>up to total of 2%</i>) Research = 0.75%
Capstone student (per semester):	0.5% <i>up to total of 2%</i>

- **Teaching responsibility reductions**

- For very time-consuming service:
 - Head of HP or SM concentration = -1 course
 - Grad Program Director = -1 course
 - Chair of Promotion and Tenure committee: -1 course
 - Associate Director of Center for Healthy Aging = -1 course
 - Oversight of HES GTA's = - 1 course
- With Academic year salary savings paid on grants
 - First 10% (0.9 months) of AY salary = -1 three credit course
 - Second 10% (0.9 months) of AY salary = -1 three credit course
 - Third 10% (0.9 months) of AY salary = half to HES, ½ to PI
 - Anything in excess of 30% (2.7 months) = all remaining salary savings to PI.
- With indirect costs from extramural grant
 - Each 10% of AY salary= -1 three credit course

- **Research**

We are committed to producing nationally and internationally recognized research programs and graduates that focus on helping people protect, maintain, and improve their health and healthspan. At each annual evaluation, the department head and faculty member will determine the appropriate percentage of effort devoted to research and each faculty member will be evaluated accordingly the following year.

- **Engagement**

We are committed to high quality department, college, university, and professional service. Examples include departmental and college committees, boards, task forces, coalitions, peer reviewers for journals and funding agencies, and active members of professional groups. At each annual evaluation, the department head and faculty member will determine the appropriate percentage of effort devoted to engagement and service by each faculty member and will be evaluated accordingly the following year.

- **Summer Assignments (service and teaching)**

Summer Session teaching appointments are used to pay Faculty, Admin Professionals, Graduate Teaching Assistants, and Other Salaried Employees who do not have regular appointments are either on a 9-month appointment or do not work during the academic year for work performed from May 16 through August 15. Use of a Summer Session appointment for work performed in the academic year is not allowed.

- **Sabbatical Leave**

As stated in Section F.3.4 in the AFAPM, sabbatical leaves are an important element in fostering the continued research vitality of the faculty. We expect that activity during the period of the sabbatical will result in the faculty member's professional growth, will enhance the institution's reputation, will benefit our students' educational experience, and will increase the overall level of knowledge in the faculty member's area of expertise. While sabbatical leaves are not a mandatory right of any faculty member, they can be considered as a legitimate expectation, providing that the faculty member satisfies the criteria of the College and University. For further information, please refer to Appendix A.

- **Faculty Mentoring Program**

The Department shall have a faculty mentoring program for newly hired tenure-track and CCA faculty. Each new faculty will be assigned a faculty teaching mentor and/or a faculty research mentor by the department head as deemed necessary by the department head or as requested by the faculty member. The service rendered by the faculty mentor will be evaluated by the department head and recognized in determining workload and in the annual review process. Specific details for mentoring junior faculty in HES can be found in Appendix B.

C. Formation of Promotion and Tenure Committees

The overall Promotion and Tenure (P&T) committee for HES consists of all faculty members at the rank of tenured Associate or Full Professor in the tenure-track pathway and Senior or Master Instructor, Assistant, Associate or Full Professor in the CCA pathway. In both pathways, faculty eligible to review the dossier, external letters and vote must be one rank more advanced than the candidate. For promotions and tenure in the tenure track pathway, all tenured faculty will participate as per the guidelines in the Faculty Manual.

D. Procedures for Tenure

According to Section E. 10.4. of the AFAPM, a tenure-track faculty member shall be considered for tenure based upon evidence of capability for significant professional contributions. It is normally expected that a candidate for tenure will have a terminal degree in their field. However, the necessity for any particular advanced degree as a prerequisite for tenure shall be decided upon by the eligible faculty of the department concerned.

Unless stated otherwise in the appointment letter, the probationary period before the granting or denial of tenure is six (6) years of continuous employment for a faculty member initially appointed as an assistant professor, four (4) years of employment for an associate professor, and three (3) years of employment for a full professor. The length of the probationary period, the timing of the midpoint review (see Section E.14.2), and the time frame for the tenure application process shall all be stated unambiguously in the appointment letter.

A tenure-track appointment that begins prior to January 1 shall, at the end of the 30th day of June immediately following, be counted as a full year of service. When the tenure-track appointment begins on or after January 1, the period ending with the 30th day of June immediately following shall not count as any part of the probationary period.

E. Procedures for Promotion of Tenure-Track and Tenured Faculty

The department head is responsible for making explicit at the time of employment to the faculty member the conditions which normally must be met for the acquisition of tenure, the procedures and timelines by which tenure is awarded, denied, terminated, or withdrawn, and the procedures by which the faculty member may challenge such decisions. The department head shall make every effort to encourage and assist the faculty member to fulfill the conditions which will qualify them for tenure. After consulting with the Departmental Promotion and Tenure Committee, the department head shall also inform the faculty member in writing, in each year of their appointment, of any perceived problems with their performance that might jeopardize their prospects for tenure.

Members of the Tenure and Promotion Committee will be provided with appropriate materials provided by the tenure applicant and external reviewers, which will serve as the basis for evaluating the individual's qualifications for promotion. The applicant's qualifications will be discussed by the Tenure and Promotion Committee and a formal vote taken on granting promotion. A promotion recommendation shall be by a majority vote of the Tenure and Promotion Committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The results of the vote, the Tenure and Promotion Committee's written evaluation, the Department Head's recommendation and written evaluation will be sent to the Dean of CHHS. All recommendations will be transmitted through the appropriate administrative channels for recommendation by the College of Health and Human Sciences Tenure and Promotion Committee, the Dean of the College, the Provost's Office, the President's Office, and finally by the CSU Board of Governors.

Faculty members should check the Office of the Provost Webpage for updated submission guidelines before submitting any applications for reappointment, promotion, or tenure.

F. Procedures for Promotion of Contract and Continuing Faculty

For promotions in the CCA pathway, a CCA Promotions sub-committee, consisting of all eligible CCA faculty, will participate. If there are less than five CCA faculty at the requisite rank for a promotion case, up to two tenured faculty will be added by the Chair of the overall Promotion and Tenure committee in consultation with the department head and the candidate. If adding tenured faculty does not bring the total voting members to five, non-tenure track faculty at the appropriate rank will be invited by the Promotion and Tenure committee chair in consultation with the department head and the candidate from units within the CHHS (or outside CHHS) that have a similar undergraduate programs.

Members of the CCA Promotion Committee will be provided with appropriate materials provided by the applicant, internal, external reviewers, which will serve as the basis for evaluating the individual's qualifications for promotion. The applicant's qualifications will be discussed by the Review and Promotion Committee and a formal vote taken on granting promotion. A promotion recommendation shall be by a majority vote of the Review and Promotion Committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The results of the vote, the Review and Promotion Committee's written evaluation, the Department Head's recommendation and written evaluation will be sent to the Dean of CHHS. All recommendations will be transmitted through the appropriate administrative channels for recommendation by the College of Health and Human Sciences Tenure and Promotion Committee, the Dean of the College, the Provost's office, the President's Office, and finally by the CSU Board of Governors.

G. Faculty Appointments for Graduate Student Committees

- **Committee Composition**

The Graduate Committee is made up of the student's advisor, who chairs the committee and must be a member of the Department faculty, and two committee members: one from the department and one from outside the Department. Committee members should be selected based on their knowledge, expertise, and research interests, which should be closely related to those of the student. Emeritus faculty may be committee members but may not serve as the advisor. An additional faculty member may serve on the committee. Occasionally, a student will request a committee member from outside the University. Non-faculty appointments are subject to certain restrictions and a detailed appointment process. To add a non-faculty member to the committee, see the Guidelines for Graduate Advising and Committee Service Graduate School Bulletin.

The Graduate Committee and Program of Study are established simultaneously with the [GS Form 6](#). Instructions for completion of the GS Form 6 are at [GS 6 Instructions](#). Students select committee members in consultation with their advisor, and membership must be approved by the Department Head and Dean of the Graduate School.

- **Graduate Faculty**

- Duties and Responsibilities

The graduate faculty is responsible for evaluating the graduate curriculum and other relevant program items and making changes to the curriculum or program when necessary and appropriate. Graduate curricular and program changes are submitted to the general departmental faculty for discussion and approval.

Associate and full graduate faculty members may teach graduate classes and serve as a member on both master's and doctoral student committees. Affiliate graduate faculty members shall be eligible to serve only on master's student committees, but do not normally teach graduate classes.

Full graduate faculty members shall be eligible to chair both master's and doctoral graduate student committees (i.e. serve as the graduate student adviser). Associate graduate faculty members may only co-chair master's and doctoral graduate student committees (i.e. serve as co-adviser). Affiliate graduate faculty members may neither chair nor co-chair master's or doctoral graduate student committees.

- Graduate Faculty Membership

Members of the academic faculty are eligible for associate or full membership on the graduate faculty, as described below. Individuals with faculty affiliate appointments who meet the criteria for either associate or full graduate faculty member can be considered for associate graduate faculty membership only (co-chair graduate student committees and serve on graduate student committees), as per the Graduate and Professional Bulletin. Application for membership is initiated by a letter of interest by the faculty member to the director of the graduate program.

- Graduate Faculty Membership Criteria

- Full Graduate Faculty Member

- Possession of an earned doctorate.
- Teaching experience, preferably at the University level.

- Proven competence in mentoring graduate level research to completion of a degree.
- Research or creative experience, and/or publications over and above the requirements for the terminal degree.
- Associate Graduate Faculty Member Criteria
 - Possession of an earned doctorate.
 - Academic competence and/or professional experience required for teaching at the graduate level.
- Affiliate Graduate Faculty Membership Criteria
 - Affiliate graduate faculty membership may be granted to those departmental academic faculty (professor, associate professor, assistant professor, lecturer, instructor, faculty affiliate, administrative professional with joint academic appointment at the rank of professor, associate professor, or assistant professor) who do not meet the criteria for either associate or full membership but who have qualifications of value to service on graduate student committees and/or of value to teaching in the graduate curriculum.
 - Affiliate graduate faculty members must have a graduate degree, and must hold a graduate degree equivalent to, or higher than, the level of the degree sought by the student in order to serve on the graduate student committee.
- Appointment

Appointment for full graduate faculty member status requires a 2/3 vote of the graduate faculty and will be for the duration of employment within the Department unless membership is terminated by 2/3 vote of the graduate faculty.

Appointment for associate graduate faculty member status requires a 2/3 vote of the graduate faculty and will be for an initial three-year period. Associate members (other than faculty affiliates) may apply for full graduate faculty membership upon successful mentoring (as a co-advisor) of a graduate student through completion of their degree. Associate members may apply for a second three-year appointment at the associate member level after the initial three-year period. Re-appointment requires a 2/3 positive vote from the graduate faculty. Additional re-appointments at the associate member level will be considered but are not guaranteed. Faculty affiliates may be granted associate graduate faculty member status for the duration of their affiliation with the Department by 2/3 vote of the graduate faculty; and, this appointment can be revoked by 2/3 vote of the graduate faculty.

Appointment for affiliate graduate faculty member status requires a 2/3 vote of the graduate faculty and will be for the duration of employment within the Department. However, this appointment can be revoked by a 2/3 vote of the graduate faculty members. The graduate faculty may be convened by the department head or the graduate program director as needed to transact business.

Section 4: Faculty Evaluation, Tenure & Promotion Standards, and Disciplinary Actions

A. Annual Performance Evaluation

Consistent with Section C.2.5 of the AFAPM and established procedures of the College of Health and Human Sciences, untenured and tenured faculty members shall have performance evaluated on a calendar year basis.

Evaluation shall be based upon faculty performance which includes teaching/advising/mentoring, scholarly activity, service, and administrative duties. The faculty shall be fully advised concerning the methods and criteria used in the annual evaluation, the results of the evaluation and how the results of the evaluation will be utilized.

Annual goals and annual report: As part of the annual performance evaluation, a faculty member should prepare a plan for the upcoming year, including a statement of proposed goals and overview of work responsibilities. The plan should include a statement on the distribution of work across teaching/advising/mentoring, research, and service as a percentage of effort to be spent in each category. The department head using the College of Health and Human Sciences workload guidelines as a model, shall distribute workloads within the department to achieve the most effective and efficient use of human resources while considering the talents and interests of individual faculty. The department head shall strive to diversify faculty workloads based on each faculty member's teaching and research productivity, as well as the individual's service load. Typically, higher performance expectations will be expected in a workload distribution area when the percent workload allocation is higher. Each faculty member shall be responsible for presenting the department head with these annual goals at the same time the annual performance report is submitted. The annual performance report must be submitted by January 15th for the calendar year in reference. It is essential that faculty submit documentation as specified by the department head for inclusion in the annual performance report.

The department head shall evaluate each faculty member using the annual performance report. Criteria for the classification of performance achievement in Teaching/Advising/Mentoring, Research/Scholarly activity, Engagement/Service and administrative duties for the annual performance evaluation and merit exercise are detailed in Appendix C. The department head's annual evaluations will be used by the Departmental Promotion and Tenure Committee as one component in their recommendations for promotion and tenure of pre-tenured faculty, for promotion of tenured and CCA faculty and in their recommendation of tenured faculty under Phase II post-tenure review.

Before salary determinations for the subsequent academic year are made, the department head shall meet with each faculty member to discuss the summary performance evaluation. The summary evaluation will be signed by the department head and by the faculty member. The faculty member shall receive a copy of the evaluation. The faculty member may append a statement that will also become a part of the permanent record. A copy of the annual report and the summary evaluation and statement shall be filed in office of the dean of the College of Health and Human Sciences.

Performance criteria and the expectations for designations of Unsatisfactory, Not meeting Expectations, Meeting Expectations, Exceeding Expectations and Superior performance are specified in Appendix C. Given the strong CSU, CHHS and HES commitment to creating an equitable and inclusive climate, considerations of work that faculty are doing in these areas is a component of the annual evaluation.

- **Reappointment, Promotion and Tenure**

As stated in the AFAPM, faculty are typically eligible to be considered for reappointment after five (5) years in rank. If the promotion is approved, it shall become effective the following July 1st. Promotion may be considered prior to five (5) years in rank in those cases in which the faculty member's performance clearly exceeds the standards for promotion established pursuant to the performance expectations stipulated in Section E.12 of the AFAPM.

- **Promotion and Tenure Application Instructions**

The Promotion and Tenure Application should be submitted to the Promotion and Tenure committee using the format described in detail on the CSU Provosts website.

Cover Page

Part I: Recommendations (See University Promotion and Tenure Instructions) Promotion and Tenure Committee

Department head (new page) Dean (new page)

Copy of candidate's appointment letter

Copy of Promotion and Tenure criteria/expectations in the unit

Part II: Curriculum Vitae (See University Promotion and Tenure Format Instructions)

Part III: Evidence of Teaching & Advising Effectiveness (See University Promotion and Tenure Instructions)

Part IV: Candidate Responses to Evaluations/Recommendations (**optional**)

Part V: Record of Other Evaluations

Copies of annual evaluations/progress reviews for the past 3 yrs. by department head and Promotion and Tenure Committee, as appropriate.

Copy of Progress toward Tenure Review

Copy of most recent periodic comprehensive review (if applicant is tenured)

Part VI: External Evaluation Letters

Copy of letter sent to outside evaluators

Description of how evaluators were selected and their expertise in evaluating the candidate

Copies of external evaluators letters

Part VII: Appendices (See University Promotion and Tenure Instructions)

Please note that this is presented as a general guide only. The format of the Promotion and Tenure application CAN CHANGE from year to year, and it is the responsibility of the faculty member applying for tenure to be certain that the document is in the proper format. The latest University Promotion and Tenure application form and instructions are available on the office of the Provost webpage. Any questions about current format should be directed to either the chair of the Departmental Promotion and Tenure Committee, or the department head.

REMINDER: The faculty member must notify the department head of the intent to apply for Tenure/ Promotion by the final day of the spring term in the academic year **prior** to the year in which the faculty member plans to apply. In rare cases faculty may be tenured and promoted early. Faculty seeking early tenure and/or promotion should discuss this with the department head by the beginning of the spring term in the academic year prior to the year in which the faculty member desires to apply.

Obtaining External References

Reviews from experts external to the University must be part of the evaluation process. A candidate may not have access to external letters of evaluation; such letters may otherwise be disclosed only as permitted by law.

Letters from 5-7 scholars who are qualified to judge the credentials of the candidate are required for all Promotion and Tenure recommendations. Peer review scholars should be included who represent institutions with similar (or higher) standards for Promotion and Tenure and who are qualified to make such recommendations in their own institutions. Selection of evaluators from industry or governmental agencies who have appropriate scholarly credentials is acceptable. While it is appropriate for the candidate to suggest persons familiar with his/her work, the majority of external evaluations must come from referees suggested by the Departmental Promotion and Tenure Committee and the department head. Letters from colleagues/collaborators who might stand to benefit from the success of the candidate or who are known to be close personal friends are not

allowed. The list of potential reviewers from a candidate and from the Promotion and Tenure Committee should be long enough so that confidentiality of a source is maintained. The candidate has no privilege of vetoing external reviewers but may indicate individuals whom he or she considers to be inappropriately biased. The head or committee chair should contact reviewers to assure they feel qualified and are willing to provide letters of evaluation.

The qualifications of all outside reviewers should be provided in the Promotion and Tenure document. External review letters should be sent directly to the department head and must be made fully available for review by all members of the Promotion and Tenure Committee prior to their final recommendation. These letters are to remain confidential and not available to the candidate unless required by law. Neither the source nor direct quotes from reference letters are to be conveyed to the candidate. The content of these letters is not to be discussed other than in the meeting of the committee. The head or committee chair should paraphrase key points in the letters and provide them to the candidate for response.

External evaluators should be asked a well-considered set of questions. Examples of crucial questions are:

- How has a candidate's work impacted the discipline, and what is the contribution to the discipline?
- Has a candidate demonstrated the ability to work independently?
- Has the candidate demonstrated leadership or leadership potential in their field?
- Is the candidate creative? Do they have unique ideas, yet present solid and reliable work?
- To what extent is the candidate making progress toward being known at the state, regional, national, or international level in her/his areas of emphasized excellence? This may vary with the discipline of the candidate.
- What impact does the scholarly and creative activity of the candidate have on society?

A copy of the letter requesting evaluation sent to external evaluators should be included with the reviewers' responses. Whenever possible, copies of the works of a candidate should be provided to the outside evaluators. The committee and/or department head should provide a separate analysis of the letters of reference and evaluators. The analysis should assess reviewers' knowledge of the candidate's field, familiarity with details of the candidate's work, areas addressed by their expertise, relationship of the evaluator to the candidate (previous supervisor, collaborator, etc.), and evidence of bias or direct competition. Heads and deans may choose to comment on the external letters.

Process for Selecting External Reviewers for Promotion and Tenure to Associate Professor or Professor

- i. Five to seven external reviewers are required for input on the candidate's credentials. Reviewers are to be at the associate or professor rank for associate professor reviews and professor for professor reviews. Reviewers should be from research institutions, with special emphasis on Colorado State University peer institutions. Peer institutions change over time therefore candidates should check annually for updates on the Institutional Research, Planning and Effectiveness Board of Governor's Peer Group website.

[BOARD OF GOVERNORS' PEER GROUP](#)

- ii. Candidate can provide up to three names, and the department head and Promotion and Tenure Committee provide the remainder of names of potential reviewers for a total list of ten names. This helps provide confidentiality for the final list of seven names. The candidate can review the extended list of ten names to identify any inappropriate reviewer but does not have veto power. The candidate cannot name previous or current co-investigators, mentors or close friends on their list, and must identify such conflicts on the extended list.

The final list of names is selected by the department head and Promotion and Tenure Committee chair. The Chair of the Promotion and Tenure committee and the Department Head correspond with the reviewers to ascertain willingness to perform these duties, submit the required materials to the reviewers and receive the confidential reviews.

Specific policies and procedures used by the Department of Health and Exercise Science for reappointment, promotion, and tenure are outlined in Sections B, C, and D of this document. Promotional standards for Tenured-track and Tenured Faculty are outlined in Section E. The guidelines contained therein are binding to all departmental faculty in a tenure track or tenured position.

- **Post-Tenure Review**

There will be a comprehensive performance review of tenured faculty as specified in the AFAPM. The performance review will occur every 5 years or sooner if there are two unsatisfactory annual reviews within any five-year period. The departmental “Guidelines for Faculty Reappointment, Promotion and Tenure” document outlines the method of selection of the peer review committee for Phase II reviews, stipulates procedures assuring impartiality and lack of bias of the peer review committee, presents criteria and standards of evaluation for the Phase II review and identifies the types of information to be submitted by the faculty member.

- **Re-Hire Notification Policy for Non-Tenure Track Faculty**

The department head shall notify all non-tenure track faculty of the intent to re-hire dependent upon availability of funds, a positive annual evaluation and ongoing need for the position, no later than March 15 of each calendar year.

B. Comprehensive Midpoint Probationary Period Review of pre-Tenured/Tenure-Track Faculty

A comprehensive performance review of tenure track faculty shall be conducted at the midpoint of the probationary period at Colorado State University. The review shall be conducted by the Departmental Promotion and Tenure Committee. External letters of reference may be required at the discretion of the department head. In this event, the candidate is referred to the guidelines for obtaining external references in Appendix C. The department head shall not be a member of this committee. Upon completion of the review, a written summary of the conclusions and recommendations reached by the committee shall be provided to the faculty member, the department head, the dean and the Provost. The report shall include one of the following possible outcomes:

1. The faculty member is making satisfactory progress toward Promotion and Tenure, and sustained progress may result in a favorable recommendation from the Department.
2. There are deficiencies that, if satisfactorily corrected, may lead to a favorable recommendation for tenure, or
3. 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.

The report shall include any written comments provided by the department head, dean, and Provost, as well as the faculty member. A final comprehensive performance review is required prior to recommendations concerning tenure as per the AFAPM.

C. Comprehensive Performance Reviews

- **Phase I**

As per the AFAPM, Phase I Comprehensive Performance Reviews of all tenured faculty shall be conducted by the department head at intervals of five years following the acquisition of tenure or if there are two unsatisfactory annual reviews within a five-year review period.

A Phase I Review shall be based upon a summary of all annual reviews since the last comprehensive review or the acquisition of tenure, an updated curriculum vitae, a self-analysis by the faculty member, and a statement of goals and objectives. The department head shall provide an overall assessment of the faculty member's performance. Evaluation must be based upon the faculty member's effort distribution and performance weighted in each area of responsibility. The criteria used by the department head for Phase I Review shall be consistent with the guidelines for the annual performance evaluation outlined in the Department Code, Appendix C. These minimum standards will be used as a template; however, the overall contribution (teaching, research, and service) of the individual during the review period will be most important. These standards are designed to reflect the overall mission of the Department and are sufficiently flexible to accommodate faculty with a variety of responsibilities and effort distributions. The evaluations should identify strengths and any deficiencies in the faculty member's performance. If a faculty member has deficiencies that, in the opinion of the department head, may be corrected without implementing a Phase II Review, the department head, in consultation with the faculty member, will prepare a specific professional development plan to assist the faculty member in meeting the departmental expectations. As part of this plan, the faculty member's effort distribution in each of these areas of responsibility may be adjusted to focus on the faculty member's strengths, interests, demonstrated performance, and needs of the Department. This plan may include resources, assistance, and opportunities to be made available to the faculty member and include a time frame by which the department head will monitor progress toward achieving the planned goals. If the evaluation from a Phase I Comprehensive Performance Review is unsatisfactory, a Phase II Comprehensive Performance Review shall be conducted.

- **Phase II**

Phase II Comprehensive Performance Reviews are initiated when the department head determines that a tenured faculty member's performance was unsatisfactory in the Phase I Review (AFAPM). The initiation of a Phase II review is not grievable by the faculty member. This review shall be conducted by peers within the Department or by a group from the same college as explained below. The department head shall not be a member of this committee.

The Phase II Review committee shall normally be composed of three tenured departmental peers at the same rank or higher. In order to assure impartiality of the Phase II review committee; first, one member of the Phase II Review committee shall be selected by the Departmental Promotion and Tenure Committee from a pool of three qualified Departmental Promotion and Tenure Committee members nominated by the faculty member under review. Next, two of the three committee members shall be elected by the Departmental Promotion and Tenure Committee from qualified members within that committee. If a committee of at least three tenured faculty of equal or higher rank cannot be constituted from within the Department, additional tenured faculty at the same rank or higher will be recruited by the Departmental Promotion and Tenure Committee from other departments within the College. The faculty member under review must select the pool of three nominees from within the Department if five departmental peers of equal or higher rank are available. If five departmental members of equal or higher rank cannot be constituted from within the Department, the faculty member under review may select one or all three of their nominees from other departments within the College. No faculty member under Phase II post-tenure

review will be eligible to serve on a concurrent Phase II Post-tenure review committee in the Department.

Challenges to candidate selection for Phase II post-tenure review must be made within the guidelines described in the preceding paragraph (#2 above). Thus, while challenges may be forwarded to the Chair of the Promotion and Tenure Committee, the challenges that are not based on the guidelines for seating a Phase II post-tenure review committee set out in #2 above, or those challenges that would result in a committee that does not meet the guidelines set out in #2 above, will not be heard. Both the faculty member under review and the Promotion and Tenure Committee may forward challenges. The final Phase II committee selection, including challenges by both the faculty member under review and by the Promotion and Tenure Committee shall be completed within 10 business days after the initial selection and solicitation of Phase II committee candidates.

The faculty member under review must submit a written challenge to the Chair of the Promotion and Tenure Committee stating the basis for the challenge of the selection of a proposed member(s) of the Phase II post-tenure review committee. In a case where the Chair of the Promotion and Tenure Committee is under a Phase II review, or is being challenged, the challenge will be submitted to the Promotion and Tenure Committee for review. The Chair of the Promotion and Tenure Committee must respond in writing. If the challenge is accepted, the Promotion and Tenure Committee will forward an alternate candidate to both the faculty member under review and the chair of the Promotion and Tenure Committee, and subsequent challenges, if applicable, are subject to the same timeline as the initial challenge, i.e., the Phase II committee will be seated within 10 business days after the initial selection and solicitation of Phase II committee candidates. Similarly, the Promotion and Tenure Committee can forward challenges to the proposed nominee(s) made by the faculty member under review. The committee must submit a written challenge within 5 business days to the Chair of the Promotion and Tenure Committee stating the basis for the challenge of the nomination of a proposed member(s) of the Phase II post-tenure review committee by the candidate under review. The Chair of the Promotion and Tenure Committee must respond in writing within 5 business days. If the challenge is accepted, the candidate under review must forward an alternate candidate(s) to the chair of the Promotion and Tenure Committee.

The criteria used by the Phase II Review committee shall be consistent with the standards (for the given rank of the individual under review) are outlined in Section E.14.3.2. of the AFAPM. These standards are designed to reflect the overall mission of the Department and are sufficiently flexible to accommodate faculty with a variety of responsibilities and effort distributions.

The types of information submitted by the faculty under the Phase II Review shall be consistent with the guidelines established in this document and should include as a minimum, a current curriculum vitae, annual reports for the past 5 years, and annual evaluations for the past 5 years. Additional evidence of scholarship, service and teaching may be submitted. Additionally, review materials shall include summary reports of any previous Phase I and II Reviews, including any professional development plans and outcome statements by the faculty member and department head.

As a result of Phase II Reviews, a majority of the committee must decide on one of four possible outcomes. No further actions are necessary if:

1. The faculty member has met the reasonable expectations for faculty performance, as identified by the Department; or
2. The deficiencies are not judged to be substantial and chronic or recurrent.

Further action is required if:

3. There are substantial and chronic or recurrent deficiencies that must be remedied; or
4. The committee concludes that the conditions set forth in the AFAPM appear to be present.

In cases where deficiencies are found that, in the opinion of the peer review committee must be remedied, the department head and faculty member will design a professional development plan indicating how these deficiencies are to be remedied and set timelines for accomplishing each element of the plan. Such development plans must be approved by the dean of the College. If conditions set forth in AFAPM regarding disciplinary action and tenure revocation are present, the committee will recommend the initiation of procedures that may result in possible sanctions up to and including tenure revocation. For each outcome, the committee shall provide the faculty member with a written summary of the review, and the faculty member shall have a reasonable opportunity to prepare a written response to the summary. Both the review and the faculty member's response shall be forwarded to the department head, and at successive steps, to the dean, and the Provost. Recommendations of the department head and dean will be sent concurrently to the faculty member. The Provost shall make the final decision regarding action.

- **Timeline for conduct of Phase II Post-Tenure Review:**

If the department head determines that a faculty member's Phase I review is unsatisfactory, then the department head shall notify (within 10 business days) both the faculty member and the chair of the Promotion and Tenure Committee that a Phase II review will be conducted.

The chair of the Promotion and Tenure Committee, once notified by the department head, shall convene the Promotion and Tenure Committee (within 10 business days) to select 2 members of the Phase II committee and solicit a candidate pool from the faculty member under Phase II review.

The final Phase II committee selection, including challenges by both the faculty member under review and by the Promotion and Tenure Committee shall be completed within 10 business days after the initial selection and solicitation of Phase II committee candidates.

Upon final constitution of the Phase II committee, the faculty member under review must submit all materials (current curriculum vitae, annual reports for the past 5 years, and annual evaluations for the past 5 years, additional evidence of scholarship, service and teaching, and summary reports of previous Phase I and II reviews, including any professional development plans and outcome statements by the faculty member and department head) within 20 business days.

Upon receipt of the faculty member's materials, the Phase II committee must submit its written report (within 20 business days) to both the department head and the faculty member under review.

f. Upon receipt of the Phase II committee's report, the faculty member under review must submit his/her written response to the department head within 20 business days.

The department head must submit his/her recommendation to the dean, with an accompanying copy to the faculty member under review, within 10 business days.

All previous timelines will apply to the entire calendar year and are not restricted to the academic year.

D. Annual Probationary Period Review of pre-Tenured/Tenure-Track Faculty

Each year the probationary faculty member will submit their progress towards tenure report to the

Promotion and Tenure Committee as indicated in the timetable issued by the Provost. The report must reflect the Performance Criteria in this document and be submitted as directed on the Provost's website. This committee will review the faculty member's development and progress toward the granting of tenure. A written summary of the committee evaluation will be forwarded to the department head and later forwarded unedited to the dean.

The department head and probationary faculty member must jointly discuss (at least once annually) the faculty member's development and fitness for the position involved and prospects for eventually acquiring tenure. The department head will provide the faculty member and dean a written summary of the evaluation at the time of conference. The unedited summary evaluation from the Promotion and Tenure Review Committee will also be included in this correspondence.

The department head shall make every effort to encourage and assist the faculty member to fulfill the conditions which will qualify them for tenure. After consulting with the Departmental Promotion and Tenure Committee, the department head shall also inform the faculty member in writing, in each year of their appointment, of any perceived problems with their performance that might jeopardize their prospects for tenure.

The department head is responsible for making explicit at the time of employment to the faculty member the conditions which normally must be met for the acquisition of tenure, the procedures and timelines by which tenure is awarded, denied, terminated, or withdrawn, and the procedures by which the faculty member may challenge such decisions.

The Promotion and Tenure policy, application, and timeline can be found in Section E.13 in the AFAPM. <https://facultycouncil.colostate.edu/faculty-manual-section-e/#E.13>

E. Promotion Standards for Tenure-track and Tenured Faculty

In line with both University and college policy, expectations are higher for persons at higher academic levels. When an individual has a large proportion of workload in a given area, expectations for performance to achieve each qualitative rating (superior, exceeds expectations, etc.) will increase.

- **Expectations for Reappointment, Promotion and Tenure for each of the Academic Ranks:**
 - Assistant Professor
 - Reappointment: At least "meets expectations" in research and in one of the two categories (yrs. 1 & 2) (teaching and service) with no "unsatisfactory" performances in any category.
 - Reappointment: (Comprehensive midpoint review and beyond) At least meets expectations in all three categories.
 - Tenure: (Usually in conjunction with promotion to Associate Professor).
 - Associate Professor
 - Reappointment: At least "exceeds expectations" in research and teaching and at least "meets expectations" in service/engagement.
 - Tenure: At least "exceeds expectations" in research and teaching and at least "meets expectations" in service/engagement.
 - Promotion: "Superior" in research and at least "exceeds expectations" in teaching and service/engagement.
 - Professor

- Reappointment: “Superior” in research and at least “exceeds expectations” in teaching and service/engagement.
- Tenure: “Superior” in research and at least “exceeds expectations” in teaching and service/engagement.

- **Teaching, Advising and Mentoring**

In this document, teaching is used as a generic term referring to the systematic transfer of knowledge and skills to others. It includes extension teaching and programming, classroom instruction, and curricular development. Most of the examples of teaching in the following sections refer to resident instruction, but with modest translation, these examples can also apply to the instructional/informative activities of faculty with extension appointments. Advising is defined as the process of facilitating student academic and professional development.

S Extraordinary performance in classroom teaching, advising, grad mentoring.

Examples: Acquisition and implementation of a teaching grant, publication or production of impactful pedagogical materials, teaching and advising awards, receipt of major awards by mentored students, innovations in advising, truly exceptional reviews from peer evaluations, very strong positive feedback from students, major involvement in HES priorities such as getting undergraduate student involved in research or enhancing diversity, equity and inclusion in addition to EE.

EE Very strong performance in classroom teaching, advising, grad mentoring.

Examples: Actively improving teaching effectiveness, strong mentoring to graduate and undergraduate advisees, serving as chair for multiple grad theses and dissertations, submission of teaching grants, attendance at teaching and advising workshops and using learning in the classroom, publication or production of new courses and/or pedagogical materials, incorporating commitment to diversity, equity and inclusion into teaching and advising, in addition to ME.

ME Strong performance in classroom teaching, advising and mentoring of students.

Examples: Seeking out peer evaluation of teaching and using feedback, qualitative student feedback is generally positive, clear evidence of careful advising, evidence of effective mentoring of graduate student research, course syllabi reflective of appropriate objectives and content, maintain appropriate office hours (punctual and available), notify appropriate staff when away during office and advising hours, accurate advising and maintaining advising files appropriately.

NI Performance in classroom teaching, advising and mentoring of students is not strong.

Examples: Did not seek out peer evaluation of teaching or feedback from evaluations not used to improve performance, minimal evidence of effective mentoring of grad student research, minimal evidence of attention to careful advising, qualitative feedback from students not generally positive, ineffective in achieving course objectives, materials and student input indicate inadequate preparation and delivery of instruction.

U Unsatisfactory teaching, and/or advising and mentoring.

Examples: Negative input from students and faculty peers, failure to meet classes as assigned, very low involvement with graduate student mentoring, poor student advising, and teaching evaluations compared to faculty peers.

- Teaching, advising and mentoring criteria: (not necessarily in rank order, or required, nor comprehensive)

1. Quality of student evaluations of teaching.
2. Quality of course materials (syllabi, reading assignments, exams, AV and other instructional aids, handouts, laboratory and other manuals, etc.)
3. University or college wide awards for teaching excellence
4. Evaluation by peers based on classroom or advising visits
5. Development of new course(s)/curriculum
6. Major revisions of existing courses(s)
7. Quality of student independent study projects
8. Quality and quantity of undergraduate and graduate advising and counseling
9. College/University wide advising and counseling honors or awards
10. Quality of student advising evaluations
11. Attendance/participation in related conferences and workshops
12. Association with other departments or Universities as related to teaching
13. Videotapes of lectures
14. Willingness to take on challenging teaching assignments
15. Overall value to the Dep
16. Quality of completed master's theses and/or doctoral dissertations as either chair or member of the supervisory committee
17. Student demand for courses taught by the faculty
18. Comments by alumni who have taken the faculty person's course
19. Positive mentoring feedback on the graduate student exit interview questionnaire
20. Mentored projects presented at professional meetings and/or published by students

- **Research and Other Creative Activity**

The term research, scholarly and creative activities in these guidelines includes the discovery and dissemination of new knowledge. All institutions of higher education are involved in the transfer of knowledge, but universities also have a major societal role in the discovery of knowledge. It is the latter function, often called research, that differentiates a university from a community or four-year college and which should be reflected in faculty performance. Research can be either basic or applied. A major criterion for an activity to be included in the research activity category is whether it has been judged by peers to be an addition to knowledge. Peer review is made primarily on the end product -- the published paper. Thus, even though research is a process that extends over time, the rewards for faculty come primarily at the end of the process when the work is finished and judged to be important by peers. The product itself need not be directed towards peers i.e., it can be designed for students or the public, but to be classified as research, it must be evaluated by academic peers and adopted or used by them for their work. All faculty, no matter what their funding, are expected to devote a significant portion of their effort to research in this broad sense. Furthermore, although previous research is important, it is essential that faculty members maintain a recent research program as part of their overall record. However, quality of the research product is more important than quantity at all levels.

- Research Indices

S Exceptional performance in research and scholarly activity.

Examples: At least 4 full-length publications in peer-reviewed journals with high impact factors*, award of new multi-year extramural grant, strong oversight of multiple grad students including doctoral students and/or post-docs as well as M.S. students, publication of invited review papers in prestigious peer-reviewed journals, continuation of active extramural grants, recipient of national or international research award, invited symposium speaker at a national or international research meeting, invited research seminar speaker at R1 university, receipt of national awards by graduate students, extramural training grant (e.g. F31) for grad student or post-doc trainees.

Note: Institute of Scientific Information (ISI) indicators (impact factor, immediacy index, and cited half-life) of the citation record of journal articles over time, along with article acceptance rates and other measures may be used to indicate a journal's quality within the context of the applicable subject area.

EE Very strong performance in research and scholarly activity.

Examples: Several full-length publications in peer-reviewed journals with moderate to high impact factors*, award of new extramural grant, strong oversight of multiple grad students, publication of invited review paper in peer-reviewed journal, continuation of active extramural grant or contract, recipient of a faculty, regional or national research award, symposium speaker at national or international research meeting, invited research seminar speaker at a university outside CSU, regional meeting recognition for mentored graduate students.

ME Strong performance in research and scholarly activity.

Examples: At least 2 full-length publications in peer-reviewed journals with moderate to high impact factors*, submission of competitive extramural grant or contract proposals, award of new intramural grant, oversight of grad student research, continuation of active grant or contract, symposium speaker at regional research meeting, invited research seminar speaker at another departmental at CSU, local recognition for mentored graduate students.

NI Below average performance in research and scholarly activity.

Examples: Less than 2 publications in peer-reviewed journals with moderate to high impact factors*, no submissions of competitive extramural grant or contract, little oversight of grad student research, no or very little intramural research funding.

U Not engaged in visible research or scholarly activity.

- Research Criteria: (not necessarily in rank order, all required or comprehensive)

1. Publication of refereed articles in high quality scholarly journals (*)
2. Published abstracts of refereed and non-refereed original research.
3. Published books, book chapters and monographs
4. Completed technical reports
5. External funding of grants for research and/or training projects.
6. External funding of research contracts
7. Internal funding of research
8. Presented papers at professional meetings
9. Scholarly contributions in non-journal media such as computer programs, audiovisual productions, films, podcasts, etc.
10. Published articles in non- refereed proceedings and journals
11. Publication of book or monograph reviews
12. Non funded proposals for research and/or training projects
13. Submission of grant progress reports
14. Evidence of the impact of published research such as the number of citations (Citation Index or h-index) for a published article
15. Publication of refereed proceedings
16. Research honors and awards
17. Intellectual property development (e.g., patents).

(*) Note: Institute of Scientific Information (ISI) indicators (impact factor, immediacy index, and cited half-life) of the citation record of journal articles over time, along with article acceptance rates and other measures may be used to indicate a journal's

quality within the context of the applicable subject area.

- **Service/Outreach/Engagement**

Service advances the interests of the institution and the professions. Outreach and Engagement advance the capabilities of constituents outside the University and offers two-way exchange of knowledge, skills, and advice to and from the local, state, national, and international community.

Service refers to activities that fall into one of the following categories: (1) professional activities, (2) department-school/college/University service. Professional activities include membership in and attendance at professional meetings, and especially such active roles as being an officer, president, board member, presenter, reviewer, etc. University Service includes campus committee assignments, club sponsorships, and administrative duties. Outreach and Engagement refer to activities in which faculty members use their professional expertise to work with communities to advance common goals.

Service rendered in one's professional capacity as a citizen of the community is commendable and can be evaluated as appropriate faculty activity.

- Service/Outreach/Engagement Indices

S Exceptional performance in Service/Engagement/Outreach.

Examples: Acquisition of considerable funding for S/E/O, visible recognition of S/E/O in the form of awards, outstanding engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., exceptional engagement with the media that brings considerable positive recognition for HES and CSU, prodigious service to professional organizations in the form of grant reviews, role as Associate Editor or multiple Editorial Boards for excellent peer-reviewed journals, organizing/hosting a conference. Serving as exceptional mentor for junior faculty, service to CSU in highly visible roles, additional outstanding service contributions.

EE Very strong performance in Service/Engagement/Outreach.

Examples: Strong engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., multiple examples of engagement with the media that brings positive recognition for HES and CSU, service to professional organization in the form of grant reviews, role as Associate Editor or Editorial Boards for peer-reviewed journal, involved in hosting a conference as part of the planning committee, etc. Serve as strong mentor for junior faculty, service to CSU in visible roles, considerable work as reviewer for manuscripts for excellent journals, additional strong service contributions.

ME Strong performance in Service/Engagement/Outreach.

Examples: Engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., engagement of the media that brings positive recognition for HES and CSU, service to professional organization in the form of editorial board and good work as reviewer of manuscripts for peer-reviewed journals, some leadership work for professional organizations (organizing symposia service on planning committee), service to CSU in visible roles, additional strong service contributions including involvement in diversity, equity and inclusion work.

NI Below average performance in Service/Engagement/Outreach.

Examples: Minimal engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., lack of engagement of the media that brings positive recognition for HES and CSU, minimal service to professional organization in the form of editorial board or good work as reviewer of manuscripts for peer-reviewed journals, no leadership work for

professional organizations (organizing symposia service on planning committee), minimal service to CSU in visible roles, lack of additional strong service contributions.

U Meager contribution: failure to attend committee meetings or contribute, very little evidence of professional activity as a teacher as evidenced by a formal letter from the department head.

- Service/Outreach Criteria (not necessarily in rank order)
 1. Department, college and/or University administrative work
 2. Chair of department, college and/or University committees
 3. Involvement as an officer, board member, committee member, or a member of state, regional, national, or international professional organizations
 4. Invited lectures
 5. Chair or coordinator of conventions or professional meeting sessions at state, regional or national level
 6. Member or chair of external evaluation teams
 7. Appointed consultant in area of expertise
 8. Member of departmental, college and/or University committees
 9. Public service participation (e.g. print and social media appearances and dissemination)
 10. Participation in editorial review process for refereed journals
 11. Membership on editorial board of professional journals
 12. Participation in review process for grant proposals
 13. Providing high quality-innovative service/outreach programs to the public
 14. Contributing discipline-based newspaper articles for local and national media
 15. Publishing a discipline-based newsletter for the public
 16. Providing discipline-based community lectures
 17. Active member of discipline-based community coalitions and boards
 18. Providing external evaluations of candidates for promotion and tenure at other institutions.

F. Promotion Standards for Contract and Continuing Faculty on Professor Ranks

This section provides ranks and guidelines for general expectations for the different academic ranks available to faculty on Contract and Continuing Appointments (CCA), formerly called non-tenure-track faculty, whose primary responsibility is Instruction/Advising/Mentoring. These guidelines have been prompted by the new tracks and ranks voted on by the Faculty Council and adopted by the University and the Board of Governors in spring 2018.

OVERALL PHILOSOPHY: The department of Health and Exercise Science (HES) believes that both tenure track/tenured (TT) and Contract/Continuing Appointment (CCA) faculty are indispensable and make different but vitally important contributions to our mission, goals, and culture.

TRACKS/RANKS: The following pages outline how HES defines the Instructor and Professor tracks and qualifications for various ranks. This specific to HES but designed to align with expectations by the College of Health and Human Sciences (CHHS) and Colorado State University (CSU).

For most CCA faculty, the large majority of the effort is Instruction/Advising/Mentoring, which includes creating courses as well as teaching pre-existing courses, grading course work, holding office hours and advising students on specific class issues and larger context of the major and potential careers and supervising and evaluating course assistants assigned as graders, co-instructors and recitation instructors. Service includes serving on HES committees and being involved in planning and implementing departmental events, etc.

PROMOTIONS: Promotions in rank are based on merit. Decisions are made via careful analyses of performance, outcomes, and impact. Each promotion case is evaluated individually, taking into account the specific expectations of HES and general expectations of CHHS and CSU. Except for Instructor to Senior Instructor, all CCA promotions parallel the procedures in place for the tenure-track and tenured faculty.

Two years before the anticipated bid for promotion, (typically 3 years in rank but may be less or more depending on circumstances), the CCA Promotion sub-committee will perform a pre-promotion review and send an evaluation regarding the candidates progress and trajectory to the candidate and the Department Head. This review is designed to provide clear feedback and guidance about the progress that is being made toward promotion and identify potential roadblocks.

After a minimum of 5 years (may be less if offer letter indicates faculty member has been given credit for work done at equivalent rank before current appointment), the candidate will provide a dossier that documents progress and achievements in Instruction/Advising/Mentoring (likely the majority of the dossier), Service/Engagement) and, for Assistant Professors, documentation of Scholarship/Research.

The Professor Track begins with an Assistant Professor position. Promotions include Associate Professor and Professor when criteria are met.

- **Assistant Professor**

Doctoral Degree (e.g. PhD, MD, EdD)

75-85% Instruction/Advising/Mentoring responsibilities; 10% Service/Engagement and 5-15% Scholarship/Research.

Expectation is that large majority of effort is Instruction/Advising/Mentoring, including creating courses as well as teaching pre-existing courses, grading course work, holding office hours and advising students on specific class issues and the larger context of the major and potential careers, and supervising and evaluating course assistants assigned as graders, co-instructors, and recitation instructors. There is expectation of scholarship that results in presentations and publications or other tangible outputs. Service includes professional service/engagement and serving as part of HES committees and some involvement in planning and implementing departmental events, etc. *It is possible that in certain cases, there is a larger percent of time/effort spent in scholarship, engagement and/or service and graduate education with less emphasis on undergraduate teaching/advising.*

- **Promotion to the Rank of Associate Professor**

- Minimum 5 years of experience as Assistant Professor (or equivalent)
- Consistent record of excellence in teaching (demonstrated success in for example, well-developed learning outcomes, course/curriculum development, integration of community-engaged learning, teaching innovation, development of effective pedagogical methodologies)
- Record of positive contributions to the departmental instructional program.
- Evidence of professional development
- A demonstrated commitment to department research/scholarship and/or extra-departmental service/engagement
- Service/Engagement with communities and partners beyond the department that draws upon the individual's expertise

- Five letters from colleagues external to CSU with the background and expertise to assess the quality and impact of the candidates work in the categories above.

After review of materials, deliberation, and a vote, the CCA Promotion sub-committee will provide a written summary to the department head along with a yes/no/abstain vote on whether the candidate should be promoted.

After allowing 7 days for the candidate to respond, the department head will send their own evaluation to the Dean of the CHHS, the Chair of the CCA Promotions sub-committee and the candidate recommending promotion or not.

- **Promotion to the Rank of Professor**

- Minimum 5 years' experience as Associate Professor (or equivalent)
- Demonstrates sustained excellence in teaching and teaching innovation (e.g. course/curriculum development, integration of community-engaged learning, development of effective pedagogical methodologies) and comprehensive evaluation of these innovations
- Increased record of professional development
- Demonstrates leadership in teaching beyond the university
- Service/Engagement with communities and partners beyond the university that draws upon the professor's expertise
- Demonstrates a consistently strong track record in research/scholarly activities and/or extra-departmental service/engagement.
- Five letters from colleagues external to CSU with the background and expertise to assess the quality and impact of the candidates work in the categories above.

After review of materials, deliberation, and a vote, the CCA Promotion sub-committee will provide a written summary to the department head along with a yes/no/abstain vote on whether the candidate should be promoted.

After allowing 7 days for the candidate to respond, the department head will send their own evaluation to the Dean of the CHHS, the Chair of the CCA Promotions sub-committee and the candidate recommending promotion or not.

G. Promotion Standards for Contract and Continuing Faculty on Instructor Ranks

The Instructor Track begins with an Instructor position. Promotions include Senior Instructor and Master Instructor when criteria are met.

- **Instructor**

Minimum Master's degree (or equivalent experience)
90% Instruction/Advising/Mentoring responsibilities: 10% Service/Engagement.

Note: Other duties such as directing outreach programs may be part of overall effort

The large majority of the effort is Instruction/Advising/Mentoring, which includes creating courses as well as teaching pre-existing courses, grading course work, holding office hours and advising students on specific class issues and larger context of the major and potential careers and supervising and evaluating course assistants assigned as graders, co-instructors and recitation

instructors. Service includes serving on HES committees and being involved in planning and implementing departmental events, etc.

- **Promotion to the Rank of Senior Instructor**

- Minimum 5 years of experience as Instructor (or equivalent)
- Consistent record of excellence in teaching (demonstrated success in for example, well-developed learning outcomes, course/curriculum development, integration of community-engaged learning, teaching innovation, development of effective pedagogical methodologies)
- Record of positive contributions to the departmental instructional program.
- Evidence of strong professional development
- Some service/engagement with communities and partners beyond the department that draws upon the individual's expertise
- Three "external to HES" letters are required from individuals with the background and expertise to assess the quality and impact of the candidates work in the categories above. Two of the letters can be from colleagues outside HES but internal to CSU. Letters will be solicited from individuals identified via a collaborative effort by the Chair of the CCA Promotion sub-committee, the candidate, and the department head.
- After review of materials, deliberation, and a vote, the CCA Promotion sub-committee will provide a written summary to the department head along with a yes/no/abstain vote on whether the candidate should be promoted
- After allowing 7 days for the candidate to respond, the department head will send their own evaluation to the Dean of the CHHS, the Chair of the CCA Promotions sub-committee and the candidate recommending promotion or not.

- **Promotion to the Rank of Master Instructor**

- Minimum 5 years of experience as Senior Instructor (or equivalent)
- Demonstrates sustained excellence in teaching and teaching innovation (e.g. course/curriculum development, integration of community-engaged learning, development of effective pedagogical methodologies) and comprehensive evaluation of these innovations
- Increased record of professional development
- Demonstrates leadership in teaching beyond the university
- Strong record of service/engagement with communities and partners beyond the university that draws upon the instructor's expertise
- Five letters from colleagues external to CSU with the background and expertise to assess the quality and impact of the candidates work in the categories above.

After review of materials, deliberation, and a vote, the CCA Promotion sub-committee will provide a written summary to the department head along with a yes/no/abstain vote on whether the candidate should be promoted.

After allowing 7 days for the candidate to respond, the department head will send their own evaluation to the Dean of the CHHS, the Chair of the CCA Promotions sub-committee and the candidate recommending promotion or not.

H. Disciplinary Action for Faculty

All procedures set forth in Section E.15 of the AFAPM will be followed to govern disciplinary action for tenured faculty members, including revocation of tenure and termination of appointment. These actions may occur in connection with either behavior or performance of professional duties. Disciplinary action for

a tenured faculty member (hereinafter termed the “Tenured Faculty Member”) must follow the procedures outlined in this section of the Manual. These procedures shall be used in a manner that is consistent with the protection of academic freedom and confidentiality of all participants in such actions to the extent permitted by law. These procedures must not be used in an arbitrary, unreasonable, capricious, or discriminatory manner. Participants shall conduct themselves in accordance with the Code of Ethical Behavior (Section C, Under Academic Faculty).

I. Grievance Processes for Faculty

The faculty member shall have recourse to the provisions in Section E.14.4, the grievance section of the AFAPM, except where otherwise prohibited once an adverse recommendation is made in any performance review. Any adverse recommendation or decision made by an administrator as a result of a Phase II Review may be the basis for a complaint under the AFAPM.

- **Revocation of Tenure**

The AFAPM describes the grounds and procedures for revocation of tenure. Faculty should familiarize themselves with this section. The department head is responsible for maintaining documentation on faculty performance and communicating performance evaluations to each faculty in writing. Failure to resolve declining faculty performance may result in a recommendation for revocation of tenure.

Section 5: Administrative Professionals and State Classified Staff Administrative Policies & Procedure

A. Annual Performance Evaluation

As noted in Section D.5.5 of the AFAPM, HES will follow the following guidelines for annual evaluation of performance of its administrative professionals.

All administrative Professionals and State Classified Staff shall be evaluated annually on the quality and quantity of performance fulfilling responsibilities defined in the employee’s job description.

The employee may submit information and documentation pertinent to the evaluation and may submit a self-evaluation, both of which shall be taken into consideration by the superior in the evaluation process.

The immediate supervisor shall meet annually with everyone as part of the evaluation, during which the employee shall be fully advised concerning the methods and criteria used in the evaluation and of the results of the evaluation. Annual evaluations will be used in salary exercises for merit raises.

The evaluation shall be in writing and shall be signed by the immediate supervisor and the employee, who thereby indicates receipt of the evaluation. A copy shall be provided to the employee.

The Provost of the University is responsible for assuring that such evaluation is conducted in a proper and timely manner.

B. Procedures for Promotion of Administrative Professionals including Research Professionals

At present, CSU has no standardized pathway or procedures for promotion of Administrative Professionals. Broadly, promotions depend on availability of a higher-level position, performance as determined by the Annual Performance Evaluations, feedback from stakeholders and evidence of professional growth consistent with the assumption of greater responsibility and decision-making. HES

will follow guidelines as they are developed by the Administrative Professional Council and incorporated into the [Section D of the Academic Faculty & Administrative Professional Manual](#)

As stated in Section D.5.3.3 of the AFAPM, Research Associates and Research Scientists/Scholars are research staff members whose assignments are not such as to classify the individuals as faculty members. Position descriptions for the multiple levels of research associates and research scientists/scholars, including typical duties and educational and experience criteria, along with guidelines for advancement between levels, are available from the Director of Human Resource Services. Changes to the descriptions for these positions are subject to approval by the President after review and comment by the Administrative Professional Council.

- **Procedures for Promotion of Academic Success Coordinators**

As Colorado State University continues to deepen and enrich learning in and outside of the classroom in the service of educational equity, the role Academic Success Coordinators (ASCs) will continue to play a significant role in connecting students to high quality academic guidance and student success efforts. ASCs are fundamental to providing students with a quality education, connection to high impact practices, guiding timely graduation, and collaborating with academic departments on student success work. To continue to develop and sustain high quality academic guidance and student success efforts, the university has adopted a professional advancement structure to recognize and hopefully retain our best and most experienced ASCs.

Further, the rigorous standards and evaluation required for advancement will serve as to model for the ASCs network to focus on continuous improvement, and the practice of exemplary academic guidance and student success practices, behaviors, values reinforcing the integration of student success and technologies to manage, track, and inform academic guidance practices.

The goals for establishing the professional advancement model are to:

- a. Recognize and promote academic guidance practices that improve the quality of undergraduate educational experiences and enhance student learning and success at CSU.
 - b. Acknowledge ASCs that have experience and are providing high quality academic guidance practices.
 - c. Implement this initiative within a framework of both merit and equity
- Three levels of promotion are as follows:
 1. Academic Success Coordinator/Academic Advisor (All ASC/Advisors)
 2. Academic Success Coordinator/Academic Advisor II (5 + Years of CSU experience)
 3. Academic Success Coordinator/Academic Advisor III (8 + years of CSU experience)

A full version of the promotional advancement document is available through the office of Collaborative for Student Advancement.

C. Promotion for Procedures of State Classified Staff

NOTE: Refer to [Section 3 of the Manual for Human Resources Services at CSU](#), for the most recent guidelines.

State Classified Employees may be promoted in the following ways:

1. Open competitive and promotional comparative analysis which put the employee on eligible lists for referral to vacant, higher level, positions.
2. Reclassification based on changes in job duties and responsibilities, provided the incumbent employee meets the minimum qualifications for the new level of the position.
3. Satisfactory completion of training in a class identified as an Intern class.

Performance plans are developed in April each year for the State Classified employees of the University. Additionally, a plan must be developed within 30 days of a new hire, transfer, or promotion for all State Classified employees. The plan allows the manager to select and define the key standards, goals, and objectives of the position and describe measurement methods that will be used, as well plan any needed development activities. Further, the employee's performance plan can be modified throughout the year if circumstances within your organization warrant it. Mid-year reviews for State Classified employees are completed in October each year and provide the opportunity to formally touch-base regarding progress on goals. The midyear review also offers the chance to revise performance plan, if necessary, and the opportunity to clarify expectations. Final Evaluation is conducted in April each year and serves as the review of the employee's performance for the entire performance cycle of April 1 to March 31. The final evaluation describes and assesses the actual performance versus what was established in the performance plan.

D. Disciplinary Action for Administrative Professionals and State Classified Staff

As explained in [Section 3-27 of the Human Resource services manual](#), in cases where disciplinary action may be justified, departments should not administer corrective actions without the approval of the Executive Director and Chief Human Resource Officer of the Human Resources Department. Corrective actions are administered by the department and include written warnings, reprimands and censures which are primarily intended to correct and improve an employee's job performance or behavior. Corrective actions do not adversely affect the employee's current pay, status or tenure. Corrective actions, in addition to being in writing, must indicate to the employee the nature of the offense, the corrective actions the employee should take, the time allotted to make the correction, and the consequences the employee will face if the employee fails to follow corrective instructions. The employee must be informed that they may submit a written explanation to be attached to each copy of the corrective action; the employee must be informed of the grievance procedures. A copy of each corrective action must be forwarded to the Executive Director and Chief Human Resource Officer of the Human Resources Department for inclusion in the employee's personnel file. Supervisors considering a corrective action should consult with the Human Resources Department.

State Classified Personnel. Disciplinary actions are only administered by the Executive Director and Chief Human Resource Officer of the Human Resources Department or her/his designee and include suspension, demotion, dismissal, adjustment of pay to a lower level within or below the assigned pay range for a specified period, and any other action affecting the current pay, current status or tenure of an employee. Under State Personnel Rules, disciplinary actions may be imposed for:

1. Failure to perform competently.
2. Willful misconduct (willful violation of State rules or law or rules of the University or employing department).
3. False statements of fact during the application process.
4. Willful failure to perform duties assigned, including failure to plan or evaluate performance in a timely manner, or inability to perform.
5. Final conviction of a felony or other offense including moral turpitude.
6. Conviction shall include a plea of nolo contendere.

The Executive Director and Chief Human Resource Officer of the Human Resources Department should be contacted immediately whenever a department feels that a state classified employee has been performing at an unsatisfactory level or has violated the law or the rules of the State, University or department to such an extent that disciplinary action is justified. State Personnel Rules provide that employees must be given the opportunity to refute charges or to explain any mitigating circumstances to the Executive Director and Chief Human Resource Officer of the Human Resources Department or his/her designee before any formal disciplinary action is imposed.

E. Grievance Processes for Administrative Professionals and State Classified Staff

Every effort should be made such as coaching and progressive discipline to resolve any issues at the lowest possible level (e.g. immediate supervisor) and CSU Human Resources strongly encourages informal resolution before initiating the formal dispute resolution process. However, a formal procedure has been adopted in the case that situations cannot be resolved informally, and this expedited process from immediate supervisor to final decision is intended to resolve disputes related to the CSU Performance Management Program in a timely fashion. For more information on the dispute process, contact Employee Relations. The form to initiate a review of a dispute can be found at: [CSU Performance Management Dispute Resolution Form](#).

The University encourages employees to act to resolve disagreements or misunderstandings which may arise in the course of employment. If it is not possible to resolve concerns through informal discussion among the individuals involved, the employee may choose to pursue resolution through the appropriate grievance/appeal procedure. An employee filing a grievance must provide a copy of the original complaint and all subsequent materials filed throughout the grievance process to the Executive Director and Chief Human Resource Officer of the Human Resources Department. The employee's department must also submit all responses at each step of the grievance to the Executive Director and Chief Human Resource Officer of the Human Resources Department. Employees who are denied the opportunity to process a grievance or appeal in accordance with the procedure or who are threatened or subjected to duress as a result of processing a grievance should notify the Executive Director and Chief Human Resource Officer of the Human Resources Department in writing.

The Executive Director and Chief Human Resource Officer shall ensure that the appropriate steps are taken to address the employee's complaint. Situations involving complaints of discrimination, sexual harassment should be brought to the attention of the Office of Equal Opportunity.

- **Grievance Process:**

A formal grievance may be initiated by an employee who is aggrieved by any action, not otherwise appealable, which relates to his/her working conditions or relationships or to agency policies, rules or regulations. Grievances include, but are not limited to, such matters as performance evaluations, corrective actions, employee/supervisor relationships, duty assignments not affecting job classification, shift and job location assignments, hours worked, working facilities and conditions, policies for granting leave, health and safety issues, and similar matters. A grievance cannot include any issue pertaining to the sharing of annual leave by state employees. Employees have the right to be represented by a person of their choosing at any step in the process. Once a decision is rendered through the final step of the grievance process an employee may petition the State Personnel Board for a discretionary review.

State Classified Personnel: The Employee Relations Manager shall advise both parties on matters relating to the interpretations of applicable rules or policies; shall attend each scheduled conference

as a resource person and/or facilitator if so requested by either party; and shall mediate disagreements concerning time limits, requests for time extensions, the determination of the effect of prearranged or emergency absences from campus on the specified time limits or other procedural matters relating to the effective resolution of grievances. If an opinion provided by the Employee Relations Manager concerns matters related to the administration of the State Personnel Board rules, the employee is entitled to have the opinion reviewed by the Executive Director of the State Department of Personnel or the State Personnel Board under one of the appeal options identified in this section.

Employees and applicants shall be informed of their rights to seek review through grievance, including the time limits in which such right or option must be exercised, and the official to whom correspondence should be directed. The agency official who gives notice of any corrective action shall be responsible for conveying such information together with the written action. Notice of right to grieve, given with a corrective action, will be considered sufficient if it contains the following information:

“If you wish to protest this action, you may initiate the grievance process. To do so you must request to meet with me for discussion of the situation (step 1) within ten calendar days of your receipt of this corrective action. If you are dissatisfied with the results of this discussion and wish to continue with the grievance process, you must put your grievance in writing and present it to (name of second step official) (step 2) within five working days after you have received my decision. **Forms and other provisions of the grievance process, which must be closely followed, are available from the Colorado State University Human Resources Department, 555 South Howes Street, Second Floor.**

If your grievance alleges discrimination, there is an additional requirement: it must be in writing and mailed or delivered to the State Personnel Board no later than the tenth calendar day after you receive this corrective action. The State Personnel Board is located at 633 17th Street, Suite 1320, Denver, CO 80202

Section 6: Student Policies and Procedures

A. Student Employees

All student employees must be enrolled as undergraduate students at Colorado State University for Fall and Spring employment. Preference is usually given to hiring students who qualify for Work-study. Students may remain as non-work-study for summer session positions but can only work past graduation as designated by Colorado State’s HR regulations. The Health & Exercise Science department will follow all CSU student employee guidelines and procedures. Please see CSU’s Student Employment Handbook for reference: <https://career.colostate.edu/resources/student-employment-handbook/>

Undergraduate student supervisors include Manager of Academic Operations for Front Desk Staff, Assistant to the Business Officer for Business Office student staff, Noon-Hour Fitness Director for noon-hour student staff, Director of Adult Fitness, Director of Youth Sports Camps for YSC student staff, and HPCRL supervisors will vary by lab and need.

B. Graduate Student Evaluation

All graduate students will complete an Individual Development Plan (IDP) within their first semester enrolled in the HES program. The IDP serves as a living document and communication tool for both the mentor and mentee. The IDP outlines steps for personal and academic growth and development by

identifying talents, strengths, and development opportunities for academic and scholarly practice, research objectives, and thesis and dissertation milestones. The IDP will be discussed during 1:1 meeting between the PI and student. M.S. students will propose their thesis project to their committee the semester before graduation. Evaluations of teaching and/or research duties will be provided by direct supervisors. [Specific steps for developing IDPs can be found on the graduate school website.](#)

As stated in the Graduate and Professional Bulletin, to meet requirements for graduation and to remain in good academic standing, a student must demonstrate acceptable performance in coursework and satisfactory progress in the overall graduate program. Students on probation are subject to dismissal, in lieu of probation, upon finding that the student is making unsatisfactory progress toward the degree and that satisfactory progress cannot reasonably be anticipated.

Performance indicators that may lead to a recommendation for an immediate dismissal action may include, but are not limited to:

- Failure to follow graduate advisor or Committee documented recommendations regarding specific academic tasks to be undertaken and completed, methodologies to be followed, documentation of work product, or writing as requested.
- Documented instances of plagiarism by a graduate student including but not restricted to research (primary or secondary), falsification of research results, and/or written work presented for thesis, Plan B, or dissertation review to the student's advisor or Committee.
- Poor or non-performance in a Graduate Teaching or Research Assistantship as documented by the student's supervisor or advisor.
- Other acts that are deemed by the advisor or Committee to compromise the academic integrity of the program, e.g., cheating or conspiring to cheat, including acts which, by intent, limit other students to succeed in the program.

Graduate advisors shall inform their graduate advisees of the existence of the Graduate and Professional Bulletin and appropriate sections such as the 'Evaluation of Graduate Students' and 'Student Rights and Responsibilities.' Graduate students' familiarity with the Graduate and Professional Bulletin can also be encouraged through general graduate student advising.

Periodic evaluation of graduate student progress toward the Master of Science or Doctoral of Philosophy degree shall be conducted using milestones identified in the IDP, grades in specified coursework, plus any documented evidence of failure to comply with program, departmental, college, or University requirements. Additional documented evidence shall include, but is not restricted to, falsification of entrance exam scores, academic scores and/or results from any academic institutions, and falsifications of resumes.

Acts by graduate students, separate or outside their graduate program, may also result in a recommendation for dismissal by the Committee from departmental/college academic programs and/or the college and University. These include, but are not restricted to, personal acts including documented threatening behavior to faculty, staff or others, physical violence, destruction of University property, participation in illegal activities or activities harmful to the University, plus other threatening, destructive, or harmful acts of a non-professional nature.

Students who have a contract for a Graduate Teaching Assistantship or Graduate Research Assistantship may have that contract terminated or not renewed for reasons of non-performance or poor performance. Documented examples of the non-performance/poor performance may include, but are not limited to, attendance problems, ASCSU evaluations, supervisor evaluations, advisor evaluations, or student complaints. The mechanisms for termination may be found in the Graduate and Professional Bulletin.

At any time in which the student's performance may be subject to question to the extent that dismissal is potentially being considered, a formal review and performance evaluation may be conducted by the student's graduate advisor, assistantship advisor, graduate committee, and/or department head. The student shall be advised as to all relevant concerns with an attempt to seek a positive resolution of issues. Failing to seek a positive resolution of issues, any action to recommend dismissal of a graduate student shall be communicated both orally and in writing with specific actions or non-actions resulting in a recommendation to dismiss provided to the student in a timely manner. In any instance where there is a recommendation to terminate a graduate student's participation in the graduate program, or dismissal that is the result of any of the conditions listed in the Graduate and Professional Bulletin under the section 'Graduate School Appeals Procedure,' the appeals procedures detailed in this section shall be applicable.

C. Undergraduate Teaching and Research Assistants

All undergraduate students at Colorado State University can assist in campus research upon satisfaction of appropriate trainings and with approval from the lab PI. Undergraduate teaching assistants must be approved by the primary course instructor and have earned an A in the course of interest or have permission from the Instructor. Undergraduate teaching and research assistants must fulfill comparable hours to a classroom course (i.e. 3 hours/week/credit) to earn degree credit. Refer to the [Supervised College Teaching Procedures](#) and Guidelines for more information.

D. Graduate Teaching and Research Assistants

Prior to beginning their MS or PhD degree, all graduate students must identify a primary mentor who has agreed to serve in that role. Incoming graduate students are required to complete all necessary trainings and certifications before their first semester. Graduate students with a GTA or GRA appointment will be fully funded (20 hrs./wk. during the academic year and receive a monthly stipend (adjusted yearly in accordance with CSU guidelines). Graduate students will be assigned duties as a GTA, GRA, or both prior to the beginning of each semester (assignments are subject to change throughout the course of the degree).

Please refer to the [Graduate Student handbook](#) for further details.

All graduate school policies and forms can be downloaded via the [Ramweb portal under the Graduate School menu.](#)

All GTAs are required to complete the TILT GTA training session prior to their first semester teaching. Full-time (20 hours/week), GTAs are expected to spend time each week instructing, grading, and assisting their primary instructors and be available for a minimum of 2 office hours a week (these times must remain consistent and be listed on the course syllabus). GTAs are expected to meet with their primary instructors once a week or per an alternative arrangement made between the two. GTAs must be enrolled in HES 684 each semester they have a teaching assignment unless their teaching assignment prevents them from doing so and they make an alternate arrangement with the GTA coordinator. Complaints from or about a GTA can be reported to the GTA Coordinator or to the primary instructor of an individual course. The GTA Coordinator can audit a GTA taught course at any time.

GRAs are expected to spend their time on research related projects. Given that research projects are often variable in terms of time and effort required, it is possible that some weeks will exceed the 20 hours of time paid on the GRA and some may require fewer. Time off during the semester should be incorporated into the Individual Development Plan (IDP) and agreed on by the student and the PI in advance. Complaints from the PI about a GRA or from a GRA about the PI should be initiated with the

Graduate Program Coordinator, who can then work out a solution or bring the case to the department head for assistance.

Additional information regarding GRA Expectations can be found in Appendix D.

E. Student Grade Appeal

A student may appeal faculty grading decisions. To appeal a grading decision, the student must demonstrate that:

- A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty, or
- A grading decision was based upon standards unreasonably different from those which were applied to other students, or
- A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards
- Procedures

Step 1. Before making an appeal, the student should discuss the situation with the faculty member involved in the grading decision.

Step 2. If, after discussion with the faculty member involved in the grading decision, the student is not satisfied with the outcome or decision, they shall submit a written request for an appeal to the department head. The request must set forth the basis for the appeal, identifying one of the three conditions set forth in [a. (1), (2), and (3)] above. This written appeal request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade was recorded. If no appeal is filed within this time period, the grade shall be considered final.

Step 3. Within 30 days of the receipt of such a written request an appeal, the department head shall forward the grievance materials to the faculty member involved and to the chairperson of the Grade Appeals Committee.

Step 4. The Grade Appeals Committee will review the written appeal and response of the faculty member(s) involved. They may elect to interview separately both the student and the faculty member or instructor before rendering a decision. The decision of the committee will be based upon whether one of the conditions for an appeal set forth above has been met. At the conclusion of the deliberations, the committee shall render one of the following decisions:

- A. The original grading decision is upheld, or
- B. The Appeals Committee will reevaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

Step 5. Written notice of the committee's decision and the reasons for the decision normally will be sent to the student and the faculty member(s) or instructor(s) within 30 calendar days. The Grade Appeals Committee's decision is the final decision of the University. Written summaries of the hearing and decision, together with a rationale for that decision, shall be provided to the student and the faculty member who assigned the grade and shall be retained in the Department office for a period of one year.

- **Committee Membership**

The committee shall be composed of three faculty members and two students.

Faculty Membership

Two faculty members from within the Health and Exercise Science Department shall be appointed by the department head and asked to serve a 3-year term of office that will be staggered allowing for continuity on the committee. An outside faculty member, who shall serve as the voting chair, shall be selected by the department head.

In case of a conflict of interest or a member being absent from the University, an alternate faculty member will be appointed by the department head.

Student Membership

Recognizing the importance of a student involvement in grade appeals, the department will form a cohort of four seniors annually (two students from each concentration) to serve on the committee if an undergraduate grade appeal is submitted. Every fall semester interested students will submit a one-page summary explaining their interest in serving, what they can add to the committee, and how they will professionally benefit from such a role. The department head and HES faculty members of the committee will review the submissions and vote on student membership. All students must be in good academic standing with the university and have a spring graduation date to fulfill their yearlong commitment.

Two students in the master's program and two students in the doctoral program will serve on the committee when needed in their specific program of study. The above process will also be used for undergraduate student grade appeals.

Section 7: Procedures for Changing Unit Code

A. Signatures Approving of the Unit Code

This document, although comprehensive, will need to be updated on a regular basis as University, college and departmental expectations for faculty evolve and change. Faculty should always check with the department head and the Office of the Provost Webpage to assure they are following the most recent guidelines for submitting materials for reappointment, promotion and tenure. Substantial changes to the code, i.e. more than updating to meet evolving CSU guidelines or rewording, will require a majority "yes" vote from full-time faculty and staff eligible to vote.

B. Relationships to the Academic Faculty and Administrative Professional Manual

The HES code is designed to be entirely consistent with the AFAPM however, if there is a conflict between two documents, the AFAPM takes priority.

Appendix A: Criteria in Recommending and Evaluating Sabbatical Leaves

General policies regarding sabbatical leaves are outlined in [Section F of the Academic Faculty and Administrative Professional Manual](#)

[Sabbatical application form](#)

Appendix B: Mentoring of Junior Faculty

Goal: For HES tenure-track and non-tenure track faculty to be supported in their pursuit of a satisfying and successful career.

HES is interested in fostering the development of junior faculty members through the promotion (and tenure for tenure-track faculty) process with the goal of producing thriving research and teaching faculty. Throughout academia, the “sink or swim” model of mentoring is out of favor because guidance and nurturing of junior faculty has proven to be a more successful pathway to success. The responsibilities laid out in this document are both for the Mentor and Mentee. It is important to recognize that both participants must be willing and active participants in the process. In HES, it is important that although the mentoring process is formalized with this document, and rewarded on annual evaluations, the impromptu and informal mentoring of our junior faculty remains the responsibility of all members of the Department. Ultimately, the collective success of the department is dependent on the combined individual successes. As such, the following set of guidelines define the requirements as well as best practices of Mentors and Mentees within HES.

- 1) Selecting a committee
 - a. Between the period of your hiring and your start date, the Department Head (DH) will assign you an initial mentor to help in your transition.
 - b. With the initial mentor, you will work together to form a mentoring team within the first 6 months of your appointment.
 - c. The proposed mentoring team will be submitted to and approved by the Department Head (DH) and the appropriate co-Chair of the Promotion and Tenure (P&T) Committee.
 - d. The composition of the mentoring team should be composed of a *minimum* of two mentors, and include:
 - i. Required (one person could potentially serve more than one role)
 1. One member within HES
 2. One member outside HES and potentially outside CSU
 3. A research professional mentor (required for TT faculty)
 4. A teaching professional mentor
 - ii. Suggested
 1. Someone who can provide perspective on work-life balance or non-academic interests
 2. When appropriate, someone that can provide additional insight for women, under-represented groups or other situations that merit it.
 - e. Your committee is always considered provisional and can be switched under the following conditions:
 - i. By either the Mentor or Mentee contacting the DH
 - ii. By advice of members of the P&T Committee through the appropriate co-Chair of the P&T Committee
 - f. The Mentee will maintain a committee throughout the P&T process and is encouraged to maintain that relationship post-tenure.
- 2) Accountability
 - a. There is no requirement for the number of times the Mentor and Mentee make contact in a given year although frequent interaction is encouraged.
 - b. At the end of the calendar year, each mentor will submit a written summary of mentoring activities and mentee progress.
 - c. At the end of the calendar year, the mentee will submit a written summary of mentoring activities and current progress.
 - d. The Mentor and Mentee report will be submitted to both the DH and co-Chairs of the P&T Committee and will be considered as a component of the Mentee’s Annual Review and progress toward Promotion (and Tenure for those on the tenure-track).
- 3) Mentor – Mentee responsibilities (best practice suggestions)
 - a. Mentor

- i. Provide professional and/or personal guidance
 - ii. Initiate contact with Mentee*
 - iii. Seek professional opportunities for your Mentee
 - iv. Know and serve your role as a Mentor, especially if your role is specialized
 - v. Be critical but thoughtful in your feedback
 - vi. Respect confidentiality
- b. Mentee
 - i. Initiate contact with Mentor*
 - ii. Come prepared to meet with your Mentor
 - iii. Be receptive to feedback
 - iv. Respect confidentiality

Please also refer to [Mentoring Best Practices](#)

Appendix C: Faculty Annual Evaluation Performance Rating System

Overall guiding principle: While it is easy to quantify some measures of performance, e.g. number of publications, impact factor, grant dollars, number of credits taught, manuscripts reviewed, etc., many others, e.g. teaching effectiveness, quality of advising/mentoring, engagement with the community, etc., are less amenable to simple tallying. And even seemingly obvious candidates like grant dollars (does it come with the full indirect rate? Are government funding, foundation funding and industry funding equally “valuable”) and credits taught (was the enrollment 100 or 10? Was there GTA support? Is there a lab and how much of a role does the instructor have?) are fraught with context-dependent interpretation. Therefore, the metrics below are not based on an over simplistic rubric for what constitutes meeting or exceeding expectations or superior performance. Rather, they should be properly viewed as guidelines rather than operational definitions. *The model we hope to achieve is to base evaluations on how effectively individuals have attained or exceeded high, but realistic, goals set in the prior years’ annual evaluation meeting – with some adjustment for new opportunities and unanticipated challenges.* The Department Head is responsible for using the guidelines in an equitable, transparent way to recognize the value of what each person has done and how it has contributed to the overall mission and quality of the department.

Note: To achieve each qualitative rating in a performance area, i.e. Needs Improvement (NI), Meets Expectations (ME), Exceeds Expectations (EE) or Superior (S); faculty must accomplish the bolded criteria. High quality and/or quantity of work above and beyond the criteria for ME or EE, but not sufficient to move to the next higher category, will be rewarded with ME+ or EE+ designations.

Note: When a large proportion of effort is in research, expectations for performance to achieve each rating (ME, EE, S) are proportionally higher. For example, requirements to Exceed Expectations in Research/Scholarship/Creative Activity are higher if effort is 75% rather than 40%.

Faculty Annual Performance Evaluation System

KEY:

- S** – superior
- EE** – exceeds expectations
- ME** – meets expectations
- NI** – needs improvement
- U** – unsatisfactory

1. Instruction/Advising/Mentoring:

S Extraordinary performance in classroom teaching, advising, grad mentoring.

Examples: Acquisition and implementation of a teaching grant, publication or production of impactful pedagogical materials, teaching/advising awards, receipt of major awards by mentored students, innovations in advising, truly exceptional reviews from peer evaluations, very strong positive feedback from students, major involvement in HES priorities such as getting undergraduate student involved in research or enhancing diversity, equity and inclusion **in addition to EE.**

EE Very strong performance in classroom teaching, advising, grad mentoring.

Examples: Actively improving teaching effectiveness, strong mentoring to graduate and undergraduate advisees, serving as chair for multiple grad theses and dissertations, submission of teaching grants, attendance at teaching and advising workshops and using learning in the classroom, publication or production of new courses and/or pedagogical materials, incorporating commitment to diversity, equity and inclusion into teaching and advising, **in addition to ME.**

ME Strong performance in classroom teaching, advising, and mentoring of students.

Examples: Seeking out peer evaluation of teaching and using feedback, qualitative student feedback is generally positive, clear evidence of careful advising, evidence of effective mentoring of graduate student research, course syllabi reflective of appropriate objectives and content, maintain appropriate office hours (punctual and available), notify appropriate staff when away during office and advising hours, accurate advising and maintaining advising files appropriately.

NI Performance in classroom teaching, advising and mentoring of students is not strong.

Examples: Did not seek out peer evaluation of teaching or feedback from evaluations not used to improve performance, minimal evidence of effective mentoring of grad student research, minimal evidence of attention to careful advising, qualitative feedback from students not generally positive, ineffective in achieving course objectives, materials and student input indicate inadequate preparation and delivery of instruction..

U Unsatisfactory teaching, and/or advising and mentoring.

Examples: Negative input from students and faculty peers, failure to meet classes as assigned, very low involvement with graduate student mentoring, poor student advising and teaching evaluations compared to faculty peers.

2. Research/ Scholarship/ Creative Activity:

S Exceptional performance in research and scholarly activity.

Examples: At least 4 full-length publications in peer-reviewed journals with high impact factors*, award of new multi-year extramural grant, strong oversight of multiple grad students including doctoral students and/or post-docs as well as M.S. students, publication of invited review papers in prestigious peer-reviewed journals, continuation of active extramural grants, recipient of national or international research award, invited symposium speaker at a national or international research meeting, invited research seminar speaker at R1 university, receipt of national awards by graduate students, extramural training grant (e.g. F31) for grad student or post-doc trainees.

Note: Institute of Scientific Information (ISI) indicators (impact factor, immediacy index, and cited half-life) of journal articles over time, along with article acceptance rates and other measures may be used to indicate a journal's quality within the context of the applicable subject area.

EE Very strong performance in research and scholarly activity.

Examples: Several full-length publications in peer-reviewed journals with moderate to high impact factors*, award of new extramural grant, strong oversight of multiple grad students, publication of invited review paper in peer-reviewed journal, continuation of active extramural grant or contract, recipient of a faculty, regional or national research award, symposium speaker at national or international research meeting, invited research seminar speaker at a university outside CSU, regional meeting recognition for mentored graduate students.

ME Strong performance in research and scholarly activity.

Examples: At least 2 full-length publications in peer-reviewed journals with moderate to high impact factors*, submission of competitive extramural grant or contract proposals, award of new intramural grant, oversight of grad student research, continuation of active grant or contract, symposium speaker at regional research meeting, invited research seminar speaker at another departmental at CSU, local recognition for mentored graduate students.

NI Below average performance in research and scholarly activity.

Examples: Less than 2 publications in peer-reviewed journals with moderate to high impact factors*, no submissions of competitive extramural grant or contract, little oversight of grad student research, no or very little intramural research funding.

U Not engaged in visible research or scholarly activity.

3. Service/Engagement/Outreach:

S Exceptional performance in Service/Engagement/Outreach.

Examples: Acquisition of considerable funding for S/E/O, visible recognition of S/E/O in the form of awards, outstanding engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., exceptional engagement with the media that brings considerable positive recognition for HES and CSU, prodigious service to professional organizations in the form of grant reviews, role as Associate Editor or multiple Editorial Boards for excellent peer-reviewed journals, organizing/hosting a conference. Serving as exceptional mentor for junior faculty, service to CSU in highly visible roles, additional outstanding service contributions.

EE Very strong performance in Service/Engagement/Outreach.

Examples: Strong engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., multiple examples of engagement with the media that brings positive recognition for HES and CSU, service to professional organization in the form of grant reviews, role as Associate Editor or Editorial Boards for peer-reviewed journal, involved in hosting a conference as part of the planning committee, etc. Serve as strong mentor for junior faculty, service to CSU in visible roles, considerable work as reviewer for manuscripts for excellent journals, additional strong service contributions.

ME Strong performance in Service/Engagement/Outreach.

Examples: Engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., engagement of the media that brings positive recognition for HES and CSU, service to professional organization in the form of editorial board and good work as reviewer of manuscripts for peer-reviewed journals, some leadership work for professional organizations (organizing symposia service on planning committee), service to CSU in visible roles, additional strong service contributions including involvement in diversity, equity and inclusion work.

NI Below average performance in Service/Engagement/Outreach.

Examples: Minimal engagement with the non-academic community in the form of presentations, events, workshops, demonstrations, etc., lack of engagement of the media that brings positive recognition for HES and CSU, minimal service to professional organization in the form of editorial board or good work as reviewer of manuscripts for peer-reviewed journals, no leadership work for professional organizations (organizing symposia service on planning committee), minimal service to CSU in visible roles, lack of additional strong service contributions.

U Meager contribution: failure to attend committee meetings or contribute, very little evidence of professional activity

4. Other: This rating is incorporated into the service areas for those with administrative assignments:

S Superior performance in assigned areas not classifiable as teaching/scholarly productivity. Completion of all assigned tasks with highest effectiveness.

- EE** Very strong performance in assigned areas. Tasks completed in a timely fashion, pre-stated goals and objectives met.
- ME** Competent performance in assigned areas, normal expectations achieved, and most goals and objectives met.
- NI** Poor performance in assigned areas, normal expectations not met and major objectives not achieved.
- U** Unsatisfactory performance. Reassignment clearly necessary.

Types of activities in the “Other” category:

acting administrator	laboratory administration	clinical responsibilities
fundraising	undergraduate director	graduate director
program director	adult fitness director	advising director
concentration coordinator	assistant department head	grant administration

General Guidelines for the Annual Merit Salary Exercise:

Raises for faculty and administrative professionals for whom funds have been provided by the University, shall be distributed by the department head, using the following system.

Tenured, tenure track, contract and continuing faculty and administrative professionals will be sorted into the categories below. The average percentage raise (determined by the CSU Provosts office) will awarded to the person(s) at the mid-point of the distribution. Then a percentage factor determined by the department head (for example 0.2%) that is appropriate to the distribution of rankings will be progressively added for those above and subtracted for those below the mid-point. The percentage for each person is then multiplied by their current salary to calculate the salary increase.

- Superior
- Exceed Expectations+
- Exceeds Expectations
- Meets Expectations+
- Meets Expectations
- Needs Improvement
- Unsatisfactory

Finally, at the discretion of the department head, additional amounts may be awarded to address salary discrepancies resulting from gender bias, accidents of history or for truly noteworthy contributions to the betterment of the department in the areas of teaching/advising, research/scholarship or engagement/outreach/service.

* During the annual evaluation and merit processes, the department head, may request that a three-member subcommittee be elected by the Promotion and Tenure Committee from among its membership to act in an advisory capacity to the department head.

Appendix D: GRA Expectations

GRA Expectation	Description
Overall and Time	<ul style="list-style-type: none"> • The Individual Development Plan (IDP) should be submitted by December 1st of each year and spell out the training plan in terms of overall goals and expectations, communication type and frequency, expected milestones and approximate dates for their attainment and professional development. • GRA time in the lab should roughly equate to your % support on GRA, understanding that due to the nature of research, some weeks will entail more and some fewer. • Weekly reports of research hours are not a department requirement but may be required at the PI's discretion). • Travel/time off during the semester should be arranged with the PI in advance.
Lab Membership	<ul style="list-style-type: none"> • Clear, honest, direct but respectful communication • Reasonable attempts for group cohesion (e.g., collegiality, mutual aid and respect). • Attend and be engaged in lab meetings and journal clubs • Mentor those less senior in the lab & seek mentorship from those more senior. • Continue lab work during the summer (contingent on funding)
Communication	<ul style="list-style-type: none"> • Email response expected within 2 business days unless away from office (e.g., conference, vacation). This goes both ways – from student and from PI • Lab meetings held at the discretion of the PI with student schedules in mind. Attendance can be required. • Regular meetings with PI for feedback loop as per the IDP. • Check in at end of each semester and revisit and refine/alter the IDP before each Fall semester with copy sent to Grad Program Coordinator. • Follow the IDP but suggest no more than two-week turnaround for feedback on work (e.g., abstracts, thesis document) from PI and committee members. Feedback may be provided sooner depending on the project and deadlines. But, best to plan ahead! • Timeline for your thesis and dissertation milestones will be discussed at 1:1 meetings with the PI and included in the IDP. This timeline should be established as early as possible (but will likely change as you go!). M.S. students: Propose thesis project to your committee in the semester before you plan to graduate or earlier. PhD students: refer to the IDP for a more detailed timeline of milestones.

GRA Expectation	Description
Manuscripts	<ul style="list-style-type: none"> • Ph.D.: Should be included in the IDP. A rough goal is an average of at least one manuscript per year. First author publications are particularly important for researchers at this early stage of their career. • Goal is for at least 3 to be published, under review or submitted by the time of graduation but some flexibility is anticipated. • M.S.: Refer to the IDP. A rough goal is to have at least one, first-author manuscript submitted by the time of graduation.
Conference Presentations	<ul style="list-style-type: none"> • Ph.D.: Refer to the IDP but a rough goal is to submit a <i>minimum</i> of one local or regional, <u>and</u> one national conference presentation <i>per year</i> (as presenting/lead author). • M.S.: Refer to the IDP but a rough goal is to submit one local, <u>and</u> one regional conference abstract by the time of graduation.
Funding	<ul style="list-style-type: none"> • Ph.D.: A rough goal is to apply for a <i>minimum</i> of one internal <u>and</u> one extramural funding opportunity by the time of graduation. • Ph.D. and M.S.: Apply for travel funding for <u>all</u> conference travel • GRA tuition and stipend funding is contingent upon continued academic success and integrity, work ethic, product and outputs, maintenance of a >3.2 GPA
Onboarding	<ul style="list-style-type: none"> • IRB Training • HPCRL Safety Training • CITI training and CPR Certification if working with human participants • Project/Study specific protocols and training • Other training as required by project (e.g., REDCap)
Skillset and Knowledge	<ul style="list-style-type: none"> • Abstract/manuscript writing, poster and oral research presentation skills • Discipline-specific knowledge of measurement methods, equipment, and theoretical foundations. • Skills will differ depending on the nature of the work but should include training in ethical conduct of research, equipment preparation and use, data collection, data reduction, statistical analysis and interpretation, dissemination of knowledge in oral and written communication.
Other	<ul style="list-style-type: none"> • Please refer to graduate student website, handbook, and for PhD students, your checklist to monitor progress and any other departmental or college expectations and requirements for graduation. • Remember: (1) flexibility and change are the features of science, not downfalls of it, (2) it often takes about 3.14 times longer than you think to accomplish any task, (3) your research questions will likely change (a lot!) over time