

**OFFICE OF ENGAGEMENT AND EXTENSION  
 CSU EXTENSION FACULTY CODE  
 COLORADO STATE UNIVERSITY**

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**A. MISSION OF CSU EXTENSION:** The Office of Engagement and Extension (OEE) at Colorado State University is the academic unit designated to promote the land-grant mission of fostering the accessibility and application of university knowledge “in the several pursuits and professions in life”<sup>1</sup> for the people and communities of Colorado and beyond. Engaged scholarship and extended learning complement and reinforce the research, teaching, service, and extension missions of CSU.

**A.1 Engaged scholarship of research, teaching, and service:** CSU Extension is a collaborative space for faculty and students pursuing and promoting community-based research, service-learning, industry partnerships, and other forms of the scholarship of engagement. Extension faculty and students work throughout the state of Colorado to engage individuals and communities in the design, implementation, and application of scholarship and educational opportunities. Faculty enjoy freedom to build partnerships and provide responsive service to the emerging and identified needs of local communities.

**A.2 Extension education, products, and services:** The purpose of CSU Extension is “to empower Coloradans to address important and emerging community issues using dynamic, science-based educational resources.” CSU Extension works in cooperation with Colorado counties, the federal government, state agencies, and other partners. CSU Extension programs are defined in Colorado Revised Statutes as “... the dissemination of information to the people of this state in order to assist them in applying the results of scientific research and technological developments, as well as lessons from practical experience, to the solution of individual, family, and community problems, drawing on relevant knowledge from various fields, including but not limited to agriculture, natural resources, home economics, nutrition, health, citizenship, and community and economic development.” (C.R.S. 23-31-7) CSU Extension includes off-campus offices that are organized through regional, area, and county leadership.

**A.3 Extended studies including continuing, professional, executive, and lifelong education:** The purpose of the enterprises offering extended education is “to provide affordable access to exceptional online and distance education from nationally recognized research and engaged universities.” Our enterprises deliver online, off-campus, collaborative, executive, professional, continuing education non-credit courses and programs. Extended studies learning experiences are primarily online, and includes collaboration campuses, and CSU Extension locations throughout the state.

**A.4 Diversity, Equity and Inclusion in Extension:** CSU Extension values the contributions of a diverse faculty and centers the Principles of Community (Inclusion, Integrity, Respect, Service and Social Justice) in all educational programs and services. CSU’s Principles of Community support the CSU mission and vision of “access, research, teaching, service and engagement.” Extension promotes diversity, equity and inclusion through professional development opportunities, allocation of resources, tools and strategies that facilitate accessibility for diverse audiences, and through our policies and practices. In 2015, CSU adopted the Multicultural Organizational Development model (MCO<sup>2</sup>)<sup>2</sup> as a best practice framework to advance equity across the institution. Through its “Blueprint for Diversity, Equity & Inclusion,” (see Appendix B for blueprint goals) Extension engages all faculty and staff in pursuing the goal of becoming a multicultural organization that serves all Coloradans equitably.

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<sup>1</sup> Morrill Act of 1862 ([7 U.S.C. § 301](#) et seq.)

<sup>2</sup> Jackson, B., & Hardiman, R. (2014). *A Multi-Cultural Organization*.

## B. CSU EXTENSION FACULTY:

### B.1 *Faculty Appointment*

**B.1.1. Basic Extension Faculty Appointment.** Section E.2.1 of CSU's Academic Faculty and Administrative Professional Manual defines the following basic types of appointments, specifies their terms of service, and describes their rights and privileges.

- a) Extension Faculty,** for whom Extension is the academic home unit for appointment, support, evaluation, and promotion. Extension Faculty are appointed under the following parameters:
  - i.** Extension faculty may provide instruction in extension or extended studies including continuing education and other non-credit programs and courses.
  - ii.** Extension faculty may teach courses and programs delivered online or off-campus that award academic credit only when designated to do so by the academic organization housing the course or program. Note: No Extension funds may be expended on faculty effort toward for-credit teaching (guest lecturing or similar incidental participation is acceptable).
  - iii.** Definitions of faculty roles and eligibility for Extension faculty appointments shall be delineated in this code.
  - iv.** Extension faculty may use working titles such as Extension County or Area Director, Extension County, Regional, or State Specialist, or other as alternatives to their instructor or professor titles to appropriately convey their roles to the public as referred to in Human Resources policies and procedures.

**B.2 CSU Extension Faculty Governance:** The faculty who may serve and vote for governance include faculty holding full-time appointments. Adjunct appointments and Administrative Professionals are strongly welcomed and encouraged to provide advisory input but do not have voting rights. Except for promotion decisions, voting on Extension faculty issues may be held either in faculty meetings or electronically. In instances when an elected program director or committee member is absent from the University for an extended period, that member will be replaced by another individual elected by full-time faculty as a replacement for the period of absence. In the case of absence owing to resignation, the newly elected member will complete that term of service vacated by the former member.

**C. EXTENSION PERFORMANCE ACTIVITIES:** The Extension mission is fulfilled by the three categories of scholarship output criteria in the areas of **educate, create, and connect**, which support faculty accountability and performance. Administrative role guidelines are outlined in Appendix C. Though each of these categories is distinct, faculty are supported to work within all three to meet community and partner-informed needs. These activities create an environment conducive to co-creation and shared understandings working with partners and communities to improve the well-being of individuals and families; open exchange of ideas; professional courtesy; and mutual respect.

**C.1 *Educate:*** Engaged teaching, providing consultation, and technical assistance.

- C.1.1.** Onsite and online teaching, educational programming, and other non-credit courses of instruction;
- C.1.2.** Continuing, professional, and executive education;
- C.1.3.** Guest lectures;
- C.1.4.** Technical assistance, evidence-based guidance, facilitation, consultation, and other services;
- C.1.5.** Directed student learning such as internships and graduate student committees;
- C.1.6.** Programs that are accessible to historically underrepresented individuals and groups;
- C.1.7.** Curriculum and training for volunteers; and
- C.1.8.** Other educational methods and interventions.

**C.2 *Create:*** Applied, participatory research, and engaged scholarship.

- C.2.1.** Innovative and research-informed educational programs, products, services, materials, curricula, tools, applications, practices, demonstrations, and other resources that address priority community issues;
- C.2.2.** Innovations and adaptations of educational content to meet the needs of diverse learners including traditionally underrepresented groups;
- C.2.3.** Engaged scholarship, applied research publications, presentations, products, and other scholarly products;
- C.2.4.** Evaluation and improvement measures, instruments, protocols, pilots, needs assessments, and analyses of educational programs, products, and services relative to intended efficacy and impact;
- C.2.5.** Participatory and other applied research projects;
- C.2.6.** Grants and contracts; and
- C.2.7.** Peer reviewed curriculum and training for volunteers and volunteer-based program(s).

**C.3 *Connect:*** Community and partner co-created, inclusive engagement.

- C.3.1.** Diverse and historically underrepresented learners, clients, and volunteers to improve educational program, product, and service delivery, effectiveness, and impact;
- C.3.2.** Diverse partners and stakeholders including advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies to assess, understand, and meet identified individual, group, organizational, professional, and community needs;
- C.3.3.** Donors, customers, contractors, foundations, county, and funding agencies to procure and sponsor additional resources and to account for and fulfill delivery requirements;
- C.3.4.** Communication media for the public, communities, and inclusive and

targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services;

- C.3.5.** Engaged scholarship that informs policy and issues using science-based information;
- C.3.6.** Reflect CSU's Principles of Community when engaging with colleagues and partners;
- C.3.7.** Leadership, mentorship, facilitation, capacity-building, planning, service, and other meaningful engagement with county/area/region/state Extension offices, county government partners, program teams, professional associations, and task forces/committees; and
- C.3.8.** Volunteer engagement, support, management, recruitment, and retention.

#### **D. ACADEMIC ADMINISTRATION OF EXTENSION**

**D.1 Vice President:** The administration of CSU Extension shall be the responsibility of the Vice President/Director of CSU Extension. The VP of the Engagement and Extension concurrently serves as the Vice President for Engagement and Extension and Director of CSU Extension. The VP is the principal administrative and academic officer of CSU Extension. The VP is responsible for general administration of the CSU Extension and for fostering the growth of excellence within the CSU Extension. Responsibilities of the VP include:

- D.1.1.** Calling and presiding over faculty meetings and administrative executive committee meetings. The VP shall serve as an ex-officio member of the standing committees, except in cases involving a conflict of interest. In no case will the VP have a vote.
- D.1.2.** Appointing CSU Extension ad hoc committees.
- D.1.3.** Directing the activities of all administrative officers of the CSU Extension as appropriate.
- D.1.4.** Appointing an Acting VP during temporary absences of the VP (usually one of the Assistant/Associate VPs).
- D.1.5.** Recommending faculty appointments and promotions to Provost.

**D.2 Assistant/Associate Vice President:** The assistant/associate VP will serve as executive when the VP is absent. Duties of the assistant/associate VP include, but are not limited to, preparation of institutional and unit reports and overseeing campus Extension functions. Responsibilities/Duties:

- D.2.1.** The individual filling this position reports to the VP and coordinates educate, create, connect activities providing academic leadership for faculty and learners.
- D.2.2.** Provides guidance for CSU Extension faculty and staff in activities related to educate, create, and connect, and CSU Extension activities and events related to learners.
- D.2.3.** The AVP may serve as Acting VP when requested by the VP.

**D.3 *Regional Directors:*** The regional director acts in a capacity similar to a campus-based department head/chair. Responsibilities/Duties:

- D.3.1.** Preparation of the regional budget.
- D.3.2.** Administration of and adherence to the regional budget.
- D.3.3.** Evaluation of each regional faculty member in accordance with the University Code (can be delegated to County/Area Director in the region).
- D.3.4.** Initiation of recommendations for appointments, advancement, and dismissal of staff members in region, including incorporation of input from learners and faculty members' relating to educate, create, and connect effectiveness of faculty members being recommended for reappointment, promotion, dismissal, and salary increase.
- D.3.5.** Management of academic and financial matters within the region to promote learner success, equity in travel and professional opportunities for staff members, and adjustment of faculty members' loads and salaries consistent with experience, competence, capacity, productivity, and aptitude of individual staff members.
- D.3.6.** Preparation of reports called for by higher authorities or by agencies of the institution charged with coordinating the general program of the University.

**D.4 *County or Area Directors (CADs):*** The CADs manage county-based offices across the state, overseeing and evaluating personnel, programs and collaborations within their counties. Responsibilities/Duties:

- D.4.1.** Oversee and manage the operations in their county/area.
- D.4.2.** Preparation of county/area budget.
- D.4.3.** Administration of and adherence to the county/area budget.
- D.4.4.** Evaluation of each county faculty member in accordance with the University Code.
- D.4.5.** Initiation of recommendations for appointments, advancement, and dismissal of staff members in county/area including incorporation of input from learners and faculty members' relating to educate, create, and connect effectiveness of faculty members being recommended for reappointment, promotion, dismissal, and salary increase.
- D.4.6.** Management of academic and financial matters within the county/area to promote learner success, equity in travel and professional opportunities for staff members, and adjustment of faculty members' loads and salaries consistent with experience, competence, capacity, productivity, and aptitude of individual staff members.
- D.4.7.** Preparation of reports called for by higher authorities or by agencies of the institution charged with coordinating the general program of the University.

**D.5 CSU Extension Faculty Meetings:** Faculty meetings shall be called for the purpose of conducting Extension business, including the adoption of major policies, code changes or revisions, or electing committee members. Attendance by all full-time faculty at meetings is an important service to shared governance.

**D.5.1.** Committee duties/structure:

- a) The VP serves as Chair, or the VP's designee, for purposes of conducting faculty meetings. All eligible faculty members may vote on issues presented for action.
- b) A record of action taken at faculty meetings shall be maintained by the VP, or by an appointed faculty or staff member. A summary of decisions made during a scheduled meeting shall be distributed to all faculty and staff.
- c) Motions called for a vote may be decided by either a live vote or by email ballot, but the type of vote (in person or email) will be declared prior to the vote.
- d) For purposes of transacting business, a simple majority of members of the faculty shall constitute a quorum. Voting in all matters, except where parliamentary rules dictate otherwise, shall be by simple majority of those voting.
- e) The parliamentary authority for Extension faculty shall be the latest edition of Robert's Rules of Order.

## **E. FACULTY COMMITTEES OF EXTENSION:**

**E.1** Selection of committee members

**E.1.1.** Faculty committee members shall be nominated or appointed by the VP from the CSU Extension faculty and staff to assist in academic policy formulation and making recommendations related to activities and facilities of CSU Extension.

**E.2** Terms of Service

**E.2.1.** The terms of service for all members of standing committees, except learners, shall be three years, except for the Executive Committee and the Code Committee, with one-third of the membership expiring each year. The terms of service for the Executive Committee shall be continuous with the appointed position for membership. Terms of office for newly appointed or elected members of all standing committees begin August 1. Unless otherwise specified, each committee shall elect a Chair whose term of office is one year, but may be elected for consecutive terms. The AVP shall be an ex officio, nonvoting member of a standing committee except the Executive Committee.

**E.3 Ad Hoc Committees:** Ad hoc committees may be appointed by the Vice President, or by simple majority of the faculty, to accomplish specific tasks. The task shall be clearly defined and presented to the faculty. Upon completion of the task a report shall be made to the Vice President and faculty. Upon completion of the task, the committee shall be dissolved.



**E.4 Colorado Extension Advisory Council:** The Colorado Extension Advisory Council (hereinafter called the Council) provides direct communication between the State Extension Administration office and leading citizens of the state for the mutual exploration of a broad range of educational needs and problems. The Council serves as a forum for discussion of Extension policies, programs, budgets, and evaluation. The Council members will provide information from the various communities to CSU Extension personnel. The members of the Council will also promote Extension programs and projects in the local communities.

**E.5 Executive Committee:** The Executive Committee is expected to advise the VP/Director and AVP(s) on matters of operations of CSU Extension, policies, programs, faculty concerns, and needs for special committees including all aspects of educate, create, and connect. Membership can be subject to change as the VP deems necessary for equal representation from CSU Extension faculty. However, initial membership is recommended to include:

- E.5.1.** VP, AVP, Director of Extension Operations,
- E.5.2.** At least one member of each of the following:
  - a)** Regional director,
  - b)** Regional specialist,
  - c)** County faculty
  - d)** Campus specialist
  - e)** Other Directors identified by the VP
  - f)** Diversity Catalyst Team representative

**E.6 Diversity Catalyst Team:** The DCT serves as a catalyst for positive change to enhance the employee climate for all people and remove persistent barriers that inhibit the success of our Extension staff and members of the communities we serve, especially those from marginalized groups. We advocate for the policies, resources, skill development and tools needed to reach diverse audiences and foster accessible, inclusive, and culturally appropriate programming. The DCT supports Extension faculty and leadership to embody the principles of Inclusion, Integrity, Respect, Service, and Social Justice in our work and promotes an organizational climate in which diverse employees and participants can be their authentic selves.

- E.6.1.** DCT includes representation from across all regions of the State and any voting faculty member may participate.
- E.6.2.** Members are required to attend 80% of all meetings each year in order to maintain good standing.
- E.6.3.** DCT leadership is comprised of 3 to 5 Co-Chairs. A member must have served on the DCT for at least 1 year and be in good standing to be eligible to serve. Co-chairs are elected by a simple majority of the membership present for the vote, with 60% of membership constituting a quorum. Co-chairs serve for up to 3 years and are voted in on a rotating basis annually, or as positions are vacated.

**E.7 Faculty Promotion Committee:** The committee functions to provide equitable full reviews and procedures for faculty promotion candidates. The committee also assesses and

recommends the initial ranking of newly hired faculty to the AVP. The committee shall consist of five faculty members who hold the rank of Master Instructor or Extension Professor and shall be elected by an all-Extension faculty ballot, and by a staggered-membership 3-year term. The committee chair will serve for a one-year term and be selected by the committee.

- E.7.1.** Membership must represent both rural and urban positions and the wide diversity of programs and job duties that span CSU Extension, with not more than two members from the same program emphasis (i.e. agriculture, 4-H, family and consumer sciences, etc.)
- E.7.2.** Duties and responsibilities regarding promotion
  - a) The committee will lead the process of making initial recommendations for promotion of Extension faculty. The chair will ensure the committee uses the most current performance criteria, policies, and guidelines in their deliberations.
  - b) The committee will report the results of the vote on all faculty promotion applications. If the vote is unanimous in favor of granting promotion or unanimous in favor of denying it, then the committee shall report and provide documentation supporting the vote. If, however, the vote is split, the committee shall report the vote and provide a statement of reasons for both the minority and majority points of view. When members on the committee have conflicts of interests, it is understood they will abstain from voting.
  - c) If less than three members can equitably review a candidate, then additional faculty members of higher rank shall be selected from eligible CSU Extension faculty.
  - d) The committee will be responsible to forward the committee's written recommendation to the Assistant/Associate Vice President of CSU Extension, who shall write the recommendation and commentary before transmitting these materials to the University Provost.
  - e) In the hiring of new faculty, the committee will assign two members to work in consultation with the AVP, to determine initial rank status. This shall be reported to the hiring authority.
  - f) The committee will fulfill any additional duties agreed upon by Committee members and the VP or AVP.

## **F. Ranks, Promotion, Eligibility, and Service Credit**

- F.1 Rank Overview:** For the purposes of discussing promotion in this section, the available ranks for faculty are grouped into two tracks (Instructors and Professors) dependent on degree level obtained. This coincides with three rank levels within each track: 1. Instructors 2. Senior Instructors 3. Master Instructors OR 1. Assistant Extension Professors 2. Associate Extension Professors 3. Full Extension Professors. A promotion is an advancement in rank from one level to a higher level. Service at other academic institutions or work experience will be considered for rank at time of hiring. The appointment letter shall state unambiguously whether prior service will count towards time in rank at Colorado State University and specify the exact number of prior years' service credit being granted.

## **F.2 Rank and Workload**

**F.2.1. Extension faculty** follows the definition of faculty as outlined in the *Academic Faculty and Administrative Professional Manual*, Section E.1. The faculty includes all personnel ranks (Extension Professor, Associate Extension Professor, Assistant Extension Professor, and Master Instructor, Senior Instructor, and Instructor). All Extension faculty members shall have the academic choice and freedoms enjoyed by tenured and other non-tenured faculty members, regardless of the type of appointment.

**F.2.2. Professor Track:** Faculty promoted or hired for the rank of Assistant Extension Professor, Associate Extension Professor or Extension Professor must have attained a Doctorate or terminal degree within their field of expertise prior to the time of appointment.

- a) Those appointed to the level of Assistant Extension Professor will be those who have less than 5 years' experience in an Extension position or relevant experience
- b) Those appointed as Associate Extension Professor will typically have a minimum of 5 years' experience as an Assistant Extension Professor, or the equivalent, and will have demonstrated progressive performance in relevant aspects of the job description.
- c) Those appointed at the level of Extension Professor will typically have a minimum of 5 years' experience as Associate Extension Professor (total of 10 years of experience) with solid evidence of mastery level performance in relevant aspects of the job description.

**F.2.3. Instructor Track:** Faculty hired at the rank of Instructor must have attained a Bachelor's or Master's Degree. Faculty promoted or hired for the rank of Senior Instructor, or Master Instructor must have attained a Master's degree prior to the time of appointment.

- a) Those appointed to the level of Instructor will be those who have less than 5 years' experience in an Extension position or relevant experience
- b) Those appointed as Senior Instructor will typically have a minimum of 5 years' experience as an Instructor, or the equivalent, and will have demonstrated progressive performance in relevant aspects of the job description.
- c) Those appointed at the level of Master Instructor will typically have a minimum of 5 years' experience as Senior Instructor (total of 10 years experience) with solid evidence of mastery level performance in relevant aspects of the job description.

**F.2.4.** Faculty will have a workload relevant to their job description and will include expectations related to educate, create, and connect criteria of performance.

## **F.3 Policies and Procedures Regarding Promotion**

**F.3.1.** Applications for promotion are initiated by the faculty member after consultation and mentoring with their direct supervisor.

**F.3.2.** All applications for promotion must be submitted using the form approved

- by Extension and must include the required documentation.
- F.3.3.** The Assistant/Associate Vice President and the Promotion Committee Chair will jointly maintain a timetable for the review of all faculty. This timetable must also identify individuals who might request early promotion.
  - F.3.4.** The Promotion Committee will carefully review each application for promotion. Evaluation criteria for promotion standards are outlined in Appendices B and C for benchmarks, and in CSU Extension policy documents. After a formal Committee vote, the Committee Chair will prepare a written recommendation and submit it to the Assistant/Associate Vice President. The recommendation must include the results of the Committee's vote to grant or deny promotion. A recommendation to grant or deny promotion will describe the applicant's performance and activity as related to promotion standards published in current Extension and University documents.
  - F.3.5.** It is the responsibility of the Assistant/Associate Vice President to review the Committee's recommendations, to add their own recommendation, and to forward both recommendations to the Vice President, together with the completed application. The applicant will be given 7 days to provide a written response to each recommendation if they choose. The application may not move forward in process during the 7 days after each recommendation.
  - F.3.6.** Before voting on an applicant's promotion, each member of the Committee is expected to have thoroughly reviewed all materials submitted by the applicant. It is also desirable that Committee members be familiar on an on-going basis with the applicant's achievements related to educate, create, and connect. Reasons for abstentions will be noted by the chair in the report to the Assistant/Associate Vice President.
  - F.3.7.** Confidentiality of discussions of Committee business is of utmost importance. All who attend and participate in Committee meetings must hold in strict confidence the information discussed, the votes taken, and the recommendations made.
  - F.3.8.** The Committee's recommendations regarding promotion are to be shared with the applicant at the time the recommendation is received by the Assistant/Associate Vice President. It is the responsibility of the Chair to share the Committee's recommendation with the applicant.
  - F.3.9.** Both the Assistant/Associate Vice President and the Committee Chair have access to a variety of sources of information on faculty eligible for promotion. The Assistant/Associate Vice President and Committee Chair are to share as much information as is needed to help the Promotion Committee make informed decisions and recommendations regarding promotion. On occasion, this may require that the Committee Chair invite the Assistant/Associate Vice President to participate in Committee deliberations. This participation may include providing information regarding performance expectations shared with the applicant and informing the Committee of the applicant's annual faculty evaluations that pertain to promotion.
  - F.3.10.** Faculty are encouraged to frequently update dossiers. The dossiers will be used for annual performance reviews.

## G. Evaluation of the Faculty

**G.1 Annual Performance Reviews:** Each faculty member employed at least in a half-time (0.5 FTE) position, along with all classified staff and administrative professionals, participate in an annual evaluation of performance in relation to the responsibilities of the position, and the specified objectives established for the faculty member for the year of review. The faculty member completes an annual activity report and presents it to the direct supervisor in advance of an annual evaluation meeting.

- G.1.1.** The annual Faculty Activity Report (FAR) follows a specified format established by CSU Extension. The Annual FAR describes the faculty member's professional commitments and specific accomplishments in the areas of educate, create, connect, and administration (if applicable). The report also allows the faculty members to describe their goals for the coming year and explain how they've contributed to a positive workforce environment and demonstrated our "Principles of Community".
- G.1.2.** During the annual performance review, the direct supervisor will (a) discuss the faculty member's previous year's performance; (b) point out ways to improve as well as maintain competent performance; and (c) reach agreement on the objectives for the faculty member for the following year.
- G.1.3.** Procedures for evaluation of faculty shall follow Extension and University Codes including performance ranking using a 5-point evaluation system.
- G.1.4.** During the annual performance review, each faculty member and the direct supervisor shall agree to the distribution of faculty effort across the categories of educate, create, connect, and administration (if applicable). For the overall good of community needs and dependent on faculty skills and career interests, differential effort loads are considered. These loads will be negotiated between the direct supervisor and the individual faculty member.
- G.1.5.** Criteria for evaluating performance in educate, create, connect, and administration are described in Appendix C.

## H. Miscellaneous Procedures

- H.1. CSU Extension Evaluation:** Procedures related to CSU Extension evaluation shall be followed as prescribed within the University Code.
- H.2. Review of CSU Extension Code:** The CSU Extension code shall be reviewed by the faculty in odd numbered years (typically every five years).
- H.3. Code Amendments:** Amendments to the Code may originate with the Assistant/Associate Vice President or any eligible faculty member at any time. Each amendment will be reviewed by the Assistant/Associate Vice President prior to presentation to the full faculty for review. In exceptional circumstances any part of this code may be suspended for one year. All amendments or suspensions to the Code shall require a two-thirds majority vote of the eligible Extension faculty.

**No statement in this document shall be interpreted in a fashion inconsistent with the *CSU Academic Faculty and Administrative Professional Manual*.**

## **APPENDIX A: 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:***

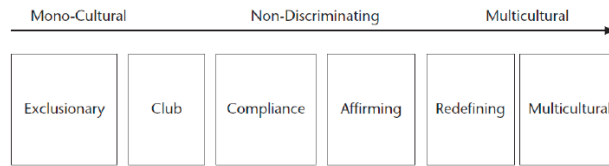
We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**APPENDIX B: ENGAGEMENT & EXTENSION DEI BLUEPRINT GOALS**



### Overall Goal

To develop as a multicultural organization to become an “affirming organization” by 2024, and a fully multicultural organization by 2027, as evidenced by the climate surveys and additional data administered in those years.



#### Goal 1. Define the baseline.

Create a shared understanding of the current employee climate across Extension on an ongoing basis. Leadership develops and communicates plans for improvement based on the results of each biannual climate survey.

#### Goal 2. Commit to growth.

Create organization-wide standards for inclusive behavior and ensure that policies and practices across the organization prevent bias and reflect our Principles of Community.

#### Goal 3. Learn to lead.

Institutionalize professional development requirements in DEI practices for leaders and develop accountability measures aimed at improving organizational climate. Expand professional development opportunities for all staff to build competencies in DEI.

#### Goal 4. Diversify workforce.

Implement established best practices for recruiting and retaining diverse faculty and staff. Track employee demographic information with respect to hires, turnover, promotion, and retention to inform improvement measures.

#### Goal 5. Co-create with diverse communities.

Conduct inclusive needs assessments at regular intervals that engage diverse participants and center the needs of underserved populations. Build responsive programming with identified community partners.

#### Goal 6. Increase faculty capacity to facilitate respectful community dialogues across differences.

Provide organization-wide professional development opportunities to build faculty knowledge and competencies in facilitating dialogues with diverse constituents.

**APPENDIX C: PROFESSIONAL GUIDELINES FOR ANNUAL EVALUATION OF FACULTY**

**Colorado State University Extension  
Professional Guidelines for Annual Evaluation of Faculty**

**I. OVERVIEW**

This document is designed to provide accountability and rationale for annual evaluation faculty ratings. Separate guidelines and expectations for promotion are identified and available.

**PERFORMANCE EXPECTATIONS**

Faculty members are expected to **demonstrate performance** in areas of the academic mission. The distribution of workload in these areas may vary based on appointment type. CSU Extension's standard workload distribution for faculty is **educate** (usually 50% of workload), **create** (usually 35% of workload), and **connect** (usually 15% of workload). Yet, non-standard workload efforts may be significantly influenced by additional administrative responsibilities, external funding sources, or other circumstances, which must be discussed and may be approved by the Assistant/Associate Vice President. All faculty are expected to demonstrate continuing commensurate effort in each area for which they are assigned. When activities are not clearly documented by categorical information (e.g., Onsite, and online Extension teaching, educational programming, and other non-credit courses of instruction, etc.), it is the faculty member's responsibility to obtain necessary additional information (e.g., external reviews, letters from appropriate people) to demonstrate impact of the activity. All members of the faculty will demonstrate the highest of **professional standards** across all areas of the land-grant university mission and in all activities and interactions both internal to CSU Extension and as representatives of CSU Extension with all external audiences.

**TIMELINE**

By Jan 15, each faculty member shall submit the following to the direct supervisor: (a) the Faculty Activity Report (FAR) for the preceding calendar year; (b) an updated vita; and (c) signed CSU Conflict of Interest and Conflict of Commitment forms. Faculty are responsible for uploading information into Digital Measures by this date. Supporting materials to demonstrate their work in the assigned areas of their workload distribution such as surveys, learner products, unsolicited letters, award or other recognition letters, copies of published, accepted, or submitted articles, fact sheets, etc., will be held by the faculty member, but made available as necessary. During January to February (in advance of the March 1 CSU Extension deadline for submission of annual evaluations), the direct supervisor will hold a meeting with the faculty member to talk about the year's performance. Following this meeting, the direct supervisor will prepare a written draft of the CSU Annual Faculty Evaluation Summary Report and forward that report to the faculty member to ensure accuracy of facts, for faculty signature, and for any commentary the faculty member wishes to append. The summary will be drafted based on the FAR as applied to the guidelines (see the following pages) in the areas of educate, create, and connect. **Variations are expected to occur based on workload distribution variations (i.e., percent of effort in each area), contract status (i.e., 9- vs 12-month appointment), as well as stage of career (i.e., the level of expectation of performance for senior faculty is greater than for early-career faculty).** Faculty may request an appointment with the direct supervisor at any time during this process but are expected to meet formally once.

## GUIDELINES

These guidelines ***are not*** to be considered all-inclusive. Instead, they represent examples of the kinds of behaviors anticipated to achieve a specific rating (depending on faculty rank), and other types of evidence may be included to document performance. Additionally, given the unique combinations of activities which may represent a faculty member's performance, the direct supervisor will use reasonable discretion in matching performance to the guidelines, and will make judgments relative to quality of the nature of the work and its outlet– ***all in the context of workload, contract status (i.e., 9- or 12-months), appointment type (e.g., instructor, assistant, associate, professor), and career stage***. It is understood that a small quantity of superior quality work may lead to the same or even better evaluation than a larger quantity of average quality. Thus, the guiding principle is demonstration of impact, and the ability to communicate that impact to a larger audience that is broader than one's specific area of expertise. In addition, the guidelines are considered holistically rather than compartmented check-offs. Thus, within a category, superior demonstration of one aspect may weight a category rating more than others, such that one does not *necessarily* have to have a superior in all aspects of that domain to get a superior. For example, receipt of a large grant, papers in the pipeline but not published, and no conference presentation could earn an “exceeds expectation” or “superior” rating, depending on the factors involved in that individual case, or in the case of early-career faculty, a number of papers, a submitted grant, but no funding might earn a “superior” or “exceeds expectations” depending on factors in that case.

Finally, the overall rating will be based on category score weighted by percent of effort and the consideration of multiple criteria in a given category. Evaluations will include a discussion between the faculty member and the direct supervisor.

## II. Educate Guidelines

The typical expectations for faculty in CSU Extension is that educate comprise 50% of the workload but may vary based on appointment type as specified and approved by the direct supervisor. Faculty taking on administrative or extensive external funding responsibilities may adjust the workload accordingly.

The following Educate Guidelines are not all-inclusive, but rather, represent exemplars of the kinds of activities, outputs, products, and behaviors faculty members may use to document their performance. Educate includes the categories of engaged teaching, providing consultation, and technical assistance. The following expectations refer to all aspects of educational program delivery in both online and residential settings. Community-engaged teaching is valued, and examples include service-learning, community-engaged research, and online and off-campus education.

II A. **Engaged teaching.** Innovation can be demonstrated by evidence of peer review; awards; grants to improve content; and demonstration of adaptation or improvement.

<b>Superior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
Demonstrates evidence of innovation each time the educational program is offered that is influenced by both internal and external sources of evidence-based teaching practices	Research-based and effective innovations successfully incorporated into educational programs and effectiveness is documented externally	Adapts educational program content based on curriculum requirements, learners' needs, and responds to feedback to update educational programs as needed	Updates content and educational program materials less than once each a calendar year	Little evidence of coherent educational program construction
Demonstrates impact by external adoption of materials/ curriculum	Receives funding for educational program or learning experience redesign	Provides evidence for peer evaluations and responses to feedback	Updates or edits educational programs and materials without evidence-based teaching practices or consideration of essential element forms	No activity in innovation
Provides evidence of significant contributions to major curriculum/program development	Demonstrates evidence of evaluations provided by peers or students and demonstrates edits made based on this feedback, as appropriate	Develops educational materials and content for programs and is acknowledged as "good" by internal and/or external audiences		Educational programs and materials are out-of-date
		Participates in professional development in educate at appropriate intervals based on educate workload distribution		

**II B. Technical assistance, evidence-based guidance, facilitation, consultation, and other services.**

<b>Superior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
Outstanding evaluations provided by peers or other expert body	Strong evaluations provided by peers or other expert body	Good evaluations provided by peers or other expert body	No evidence of evaluations or feedback	Consistently fails to acquire evaluations or feedback
Outstanding survey feedback provided by those who have received technical assistance, evidence-based guidance, facilitation, consultation, and other services	Strong survey feedback provided by those who have received technical assistance, evidence-based guidance, facilitation, consultation, and other services	Good survey feedback provided by those who have received technical assistance, evidence-based guidance, facilitation, consultation, and other services	Poor evaluations with no or minimal attempt to address feedback	Poor evaluations provided by peers or other expert body
Receives award	Nominated for award	Evidence of attention to addressing constructive feedback from various sources	Weak evaluations provided by peers other expert body	Poor survey feedback provided by those who have received technical assistance, evidence-based guidance, facilitation, consultation, and other services
			Weak survey feedback provided by those who have received technical assistance, evidence-based guidance, facilitation, consultation, and other services	Evidence of poor performance
			Evidence of weak performance	

**Table 1. Educate Guidance for CSU Extension Faculty**

Faculty are evaluated based on both workload distribution and the quality of the evidence they provide. Faculty members do not need to provide all evidence listed here, but need to provide sufficient evidence to obtain the rating specified for performance. The direct supervisor provides an overall evaluation of: “Superior,” “Exceeds Expectations,” “Meets Expectations,” “Below Expectations,” or “Unsatisfactory.” No specific quantitative criteria or formulae exist to guide making these categorical evaluations.

<b>Criteria</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Superior</b>
<i>Onsite and online teaching, educational programming, and other non-credit courses of instruction</i>	Delivery of non-credit educational programming (i.e., classes, workshops, webinars, etc.)	Knowledge gain and/or behavior change as a result of programming	Social, environmental, and/or economic changes as a result of programming
<i>Technical assistance, evidence-based guidance, facilitation, consultation, and other services</i>	Delivery of technical consultations (i.e., educational site visits, phone calls, emails, etc.)	Knowledge gain and/or behavior change as a result of consultations	Technical consultations result in knowledge gain and/or behavior change outside of service area
<i>Delivering programs that are accessible to historically underrepresented individuals and groups</i>	Resources targeted to underrepresented populations (i.e., program educational materials in languages other than English, notification of reasonable accommodation)	Demographics served exceed demographics of service area for some programs	Demographics served exceed demographics of service area for most/all programs
<i>Other educational methods and services</i>	Delivery of other educational methods/services	Knowledge gain and/or behavior change as a result of other educational methods/services	Social, environmental, and/or economic change as a result of other educational methods/services
<i>Delivery of continuing, professional, and/or executive education</i>		Deliver one or more continuing, professional, and/or executive education non-credit learning experiences (badges, certifications, course completion)	Regularly deliver continuing, professional, and/or executive education non-credit learning experiences and/or learning experiences that result in knowledge gain or behavior change
<i>Guest lectures</i>		Conduct one or more guest lectures at institutions of higher education	Regularly conduct lectures at institutions of higher education
<i>Directed student learning such as internships and/or service on graduate student committees</i>	Participate in one or more directed student learning activities (i.e., guide an intern or mentor a graduate student)	Regularly participate in directed student learning activities and/or activities that result in measurable student success	Lead and facilitate directed student learning activities such as undergraduate research projects, student internships that result in significant, measurable student success

### III. Create Guidelines

The expectations for Create for faculty in CSU Extension are that faculty contributions comprise a typical assignment of 35% of workload, with significant variations expected based upon other factors that influence workload distribution (e.g., external grant funding, additional administrative responsibilities), as approved by the Assistant/Associate Vice President.

Faculty with a typical (or greater) research assignment are expected to engage in a systematic, sustained program of create activities with measurable efforts made toward applied, participatory research, and engaged scholarship that, each year, promote progress in core themes relevant to that faculty member's program of research. ***Impact and ability to communicate impact are key factors in demonstrating performance.***

There are several guidelines for create, but the most significant are applied, participatory research, grant funding, and a record of engaged scholarship. A major test of the quality of is peer review, and this includes the receipt of funding to support a program of create activities, as well as publication of that work (examples included in the [Continuum of Engaged Scholarship](#)).



### III A. Engaged Scholarship

<b>Superior—Co-creation</b>	<b>Exceeds Expectations--Collaborate</b>	<b>Meets Expectations--Involve</b>	<b>Below Expectations—Consult or Inform</b>	<b>Unsatisfactory</b>
Multiple examples of public scholarship <sup>1</sup>	>2 examples of public scholarship	1-2 examples of public scholarship	Minimal public scholarship activity (examples in pipeline only)	No public scholarship activity
Noteworthy participatory research project(s) that involve community members as active contributors in the creation of knowledge	Multiple, participatory research project(s) that involve community members as active contributors in the creation of knowledge	Evidence of participatory research project(s) that involve community partners as active contributors in the creation of knowledge for one's career stage	No indicators of participatory research projects	No evidence of pipeline of participatory research projects
Received award	Nominated for award	Evidence of a community partnership	No evidence of community partnerships	No evidence of forward progress in developing community partnerships
Multiple community partnerships that lead to social transformation <sup>2</sup>	Evidence of community partnerships that lead to social transformation	Evidence of forward progress in creating public information networks	No evidence of forward progress in creating public information networks	No evidence of forward progress in creating public information networks
Multiple public information networks created to help communities identify resources and assets <sup>3</sup>	>2 public information networks created to help communities identify resources and assets	Good performance of civic skills or civic literacy	Weak performance of civic skills or civic literacy	Evidence of poor performance related to civic skills or civic literacy
Outstanding performance of civic skills or civic literacy <sup>4</sup>	Strong performance of civic skills or civic literacy			

<sup>1</sup> "Academic work that incorporates deliberative practices such as forums, town meetings to enhance scholarship and address public problems" (Barker, 2004, 129)

<sup>2</sup> Barker, D. (2004). [The scholarship of engagement: A taxonomy of five emerging practices](#). *Journal of Higher Education Outreach and Engagement*, 9(2), 122-137.

<sup>3</sup> Barker, 2004, 131

<sup>4</sup> "Enhance democratic processes by ensuring their disciplines are supplying publics with the knowledge necessary for reflective judgments on public issues" (Barker, 2004, 132)

**Table 2. Create Guidelines for CSU Extension Faculty**

CSU Extension values interdisciplinary and team science. Faculty are required to describe their role in and contributions to each team educational product, program, service, etc. and to team grants. This is done in two ways: (a) in an overall create statement that is part of both annual and promotion-related reviews; and (b) specifically with a line under each work and/or grant that briefly states the candidate’s role and contribution. Faculty are evaluated based on both workload distribution and the quality of the evidence they provide. Faculty members do not need to provide all evidence listed here, but need to provide sufficient evidence to obtain the rating specified for performance. The direct supervisor provides an overall evaluation of: “Superior,” “Exceeds Expectations,” “Meets Expectations,” “Below Expectations,” or “Unsatisfactory.” No specific quantitative criteria or formulae exist to guide making these categorical evaluations.

<b>Criteria</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Superior</b>
<i>Innovation and adaptation of educational content to meet the needs of diverse learners including historically underrepresented groups</i>	Existing educational content is revised and enhanced (i.e., language translation, updated information, new delivery mode, interpretation)	Revised and enhanced content results in increased use and/or measurable knowledge gain or behavior change	Revised and enhanced content that results in measurable impact (social, environmental, and/or economic change)
<i>Innovative and research-informed educational programs, products, services, materials, curricula, tools, applications, practices, demonstrations, and other resources that address community issues</i>	Creation of new, research-informed educational content that meets community needs	New, research-informed content results in measurable knowledge gain and/or behavior change	New, research-informed content results in measurable social, environmental, and/or economic change
<i>Participatory and other applied research projects</i>	Significant contributor/co-PI on one or more participatory or applied research project	Principal investigator for one or more participatory or applied research project	
<i>Grants and contracts</i>	Significant contributor/co-PI on one or more grant and/or contract	Principal investigator for one or more grant and/or contract	
<i>Engaged scholarship, applied research publications, presentations, products, and other scholarly products</i>		Peer-reviewed scholarly products (i.e., fact sheets, journal articles, poster presentations, conference presentations)	
<i>Evaluation and improvement measures, instruments, protocols, pilots, needs assessments, and analyses of educational programs products, and services relative to intended efficacy and impact</i>	Creation and use of new evaluations and/or assessments using evidenced-based practices		

## IV. Connect Guidelines

Expectations for Connect for faculty in CSU Extension are that faculty contributions comprise 15% of load (unless otherwise approved by the Assistant/Associate Vice President) and include activities both internal and external to the University. The following Create Guidelines represent the types of behaviors faculty members may use to document their performances. Connect activities may result from assignment, election, or appointment. Connect includes the categories of department and program service, college and university service, professional service, and community service and engagement. Connect accomplishments will be expressed not only in terms of hours of involvement, but in terms of leadership, scope, and depth of influence as well.

**Administrative assignments are considered here as well, and in the following, chair of a significant committee would be considered similarly to director of program or center.** Thus, the following are rough guidelines for committee work, with the expectation that there will be variability based on type and extent of assignment. It will be the expectation that pre-tenure individuals will have smaller Connect assignments and expectations will be commensurate with rank (e.g., new early-career faculty will not be necessarily expected to serve as chairs of committees to earn superior).

### III B. *Connect*: Community and partner co-created, inclusive engagement

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Evidence of multiple programs that include diverse learners, clients, and volunteers to improve educational program, product, and service delivery effectiveness and impact	>2 programs that include diverse learners, clients, and volunteers to improve educational program, product, and service delivery effectiveness and impact	1-2 programs that include diverse learners, clients, and volunteers to improve educational program, product, and service delivery effectiveness and impact	Minimal evidence of programs that include diverse learners, clients, and volunteers to improve educational program, product, and service delivery effectiveness and impact	No evidence of programs that include diverse learners, clients, and volunteers to improve educational program, product, and service delivery effectiveness and impact
Evidence of multiple programs that include partners and stakeholders (advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies) to	>2 programs that include partners and stakeholders (advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies) to assess and apprehend individual, group,	1-2 programs that include partners and stakeholders (advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies) to assess and apprehend individual, group,	Minimal evidence of programs that include partners and stakeholders (advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies) to	No evidence of programs that include partners and stakeholders (advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies) to

<p>assess and apprehend individual, group, organizational, professional, and community needs</p> <p>Procurement of additional resources from donors, customers, contractors, foundations, and funding agencies to account for and fulfill delivery requirements</p> <p>Outstanding evidence of communication media for the public, communities, and inclusive and targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services</p> <p>Outstanding evidence of collaboration with colleagues, collaborators, and professional organizations to advance the work of Extension, the University, the profession, and the discipline</p>	<p>organizational, professional, and community needs</p> <p>Procurement of additional resources from donors, customers, contractors, foundations, and funding agencies to account for and fulfill delivery requirements</p> <p>Strong evidence of communication media for the public, communities, and inclusive and targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services</p> <p>Strong evidence of collaboration with colleagues, collaborators, and professional organizations to advance the work of Extension, the University, the profession, and the discipline</p>	<p>organizational, professional, and community needs</p> <p>Procurement of additional resources from donors, customers, contractors, foundations, and funding agencies to account for and fulfill delivery requirements</p> <p>Good evidence of communication media for the public, communities, and inclusive and targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services</p> <p>Good evidence of collaboration with colleagues, collaborators, and professional organizations to advance the work of Extension, the University, the profession, and the discipline</p>	<p>assess and apprehend individual, group, organizational, professional, and community needs</p> <p>No additional resources from donors, customers, contractors, foundations, and funding agencies to account for and fulfill delivery requirements</p> <p>Minimal evidence of communication media for the public, communities, and inclusive and targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services</p> <p>Minimal evidence of collaboration with colleagues, collaborators, and professional organizations to advance the work of Extension, the University, the profession, and the discipline</p>	<p>assess and apprehend individual, group, organizational, professional, and community needs</p> <p>No additional resources from donors, customers, contractors, foundations, and funding agencies to account for and fulfill delivery requirements</p> <p>No evidence of communication media for the public, communities, and inclusive and targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services</p> <p>No evidence of collaboration with colleagues, collaborators, and professional organizations to advance the work of Extension, the University, the profession, and the discipline</p>
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**Table 3. Connect Guidance for CSU Extension Faculty**

<b>Criteria</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Superior</b>
<i>Diverse and historically underrepresented learners, clients, and volunteers to improve educational program, product, and service delivery, effectiveness, and impact</i>	Educational resources are informed by diverse and historically underrepresented stakeholders (i.e., identifying and responding to diverse needs)	Diverse and historically underrepresented stakeholders are partners who co-create educational resources (i.e., formal and informal collaborations, partners serve as context and content experts, partner and outreach to a target audience)	Co-creation of education resources with diverse and historically underrepresented stakeholders (i.e., community-based research, facilitated peer-to-peer learning, co-authorship, etc.)
<i>Involvement with partners and stakeholders including advisory councils, advisory boards, elected officials, associations, other educational institutions, trade/professional groups, and government agencies to assess, comprehend, and meet identified individual, group, organizational, professional, and community needs</i>	Measurable effort to build partnerships and bring resources to multiple groups of diverse audiences and stakeholders	Lead efforts and be recognized as a valuable member of collaborative teams of stakeholder and partner groups	Hold leadership position or chair committees of organized groups
<i>Communication media for the public, communities, and inclusive targeted market segments to convey information, interpretation, and promotion of the value and availability of university educational programs, products, and services</i>	Use of marketing and communication strategies and materials to increase awareness of CSU Extension	Use of marketing and communication strategies and materials that result in increased participation and engagement in CSU Extension programs	Use of marketing and communication strategies and materials that result in increased engagement from one or more new audiences and/or communities
<i>Reflect CSU's Principles of Community when engaging with colleagues and partners</i>	CSU Principles of Community upheld when engaging with one another and acting on behalf of the University	Extraordinary application of one or more Principles of Community	Multiple extraordinary applications of one or more Principles of Community
<i>Donors, customers, contractors, foundations, county, and funding agencies to procure, sponsor additional resources and to account for and fulfill delivery requirements</i>	Sponsorship and/or donations received to advance work with communities	Multiple sponsorships and/or donations received to advance work with communities	
<i>Develop and provide information for policy and issue recommendations using science-based information</i>	Serve as a key informant, providing information to decision-making body on community-based issues (i.e., county commission, external board, etc.)		
<i>Leadership, mentorship, facilitation, capacity-building, planning, service, and other meaningful engagement with county/area/region Extension offices, county government partners, program teams, professional associations, and task force/committees</i>		Demonstrated leadership performance from formal position of service (i.e., mentor, volunteer manager, committee chair, professional association elected leader, etc.)	

## V. DIVERSITY, EQUITY, AND INCLUSION PERFORMANCE GUIDELINES

**Table 4. DEI Guidance for CSU Extension Faculty**

<b>Criteria</b>	<b>Superior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<i>Professional development: Annual number of hours of training <b>specifically addressing DEI</b> <sup>i</sup></i>	>8 DEI training hours	5-8 DEI training hours	4-6 DEI training hours	<4 DEI training hours	
<i>Program development: Innovation in reaching <b>new, diverse, and/or underserved audiences county/region/statewide</b> <sup>ii</sup></i>	Score = 31+	Score = 25-30	Score = 18-24	Score = 9-17	Score of < 9
<i>Outreach and partnership development: Developing relationships with <b>community partners representing new, diverse, and/or underserved audiences in the community</b> <sup>iii</sup></i>	12 or more meetings and/or communications annually with local partners representing new, diverse, and/or underserved audiences	More than 4 meetings and/or communications annually with local partners representing new, diverse, and/or underserved audiences	At least quarterly meetings (4) and/or communications with local partner(s) representing new, diverse, and/or underserved audiences	2 or fewer meetings and/or communications annually with local partner(s) representing new, diverse, and/or underserved audiences	No effort

- i. To be verified with MyLearningBridge reports for CSU provided trainings; and/or certificate of completion with trainer, topic, and number of hours specified for trainings provided by external organizations*
- ii. Scores are calculated using the OEE Program Innovations for DEI Rubric*
- iii. Employees provide narrative to list partnerships/accomplishments, provide details regarding meeting frequency, and describe the stages of partnership development: exploratory, informal, or formal partnerships*

**Table 5. Program Innovations for DEI Measures Rubric for CSU Extension Faculty**

	<b>Column A (Weight = 1)</b>	<b>Column B (Weight = 3)</b>	<b>Column C (Weight = 5)</b>
<b>PROGRAM PARTICIPANTS</b>			
<i>Place only ONE X in appropriate box for these two rows</i>	Demographics served over-representation of dominant groups: white, male, English speakers, middle class, etc.	Demographics served show increase in underserved audiences attendance from prior year	Demographics served mirror those of the county/region for most programming
		OR- Demographics served mirror the demographics of the county/region for some programming	OR- Demographics served: over-representation of underserved audiences when compared to demographics of the county/region for some programming
<b>LANGUAGE ACCESS (SEE BELOW FOR GUIDANCE)</b>			
<i>Place only ONE X in appropriate box for these two rows</i>	All programs only provided in English	Language accessibility is provided in a limited capacity* for languages other than English (ASL, Spanish, etc.) for some programming	Language accessibility is provided to meet the needs of all participants and/or facilitators through simultaneous interpretation, allowing for full engagement and interaction
			OR- Language(s) other than English are represented at the front of the room (i.e. some/all facilitators speak other languages)
<b>PROGRAM CREATION/ADAPTATIONS: TARGETING DIVERSE AND UNDERSERVED POPULATIONS</b>			
	No new programming targeting diverse and/or underserved populations	1-2 new programming options targeting diverse and/or underserved populations; includes revising existing programs	3 or more new programming options targeting diverse and/or underserved populations
	Target population partners not involved in any capacity	Target population partners involved in an advisory capacity when revising or creating the program	Target population partners involved in co-creating and/or delivering the program based on community identified needs
<b>REDUCING AND ELIMINATING BARRIERS: **SEE BELOW FOR GUIDANCE</b>			
	No effort to eliminate barriers** to participation	Attempts taken to eliminate some barriers** to participation	Resources provided to eliminate barriers** identified by community partners
<b>INNOVATIVE PROGRAM EVALUATION</b>			
	No evaluation conducted -OR- evaluations collected without demographic information	Standard pre/post survey collects anonymous demographic info with impact statements to assess equitable outcomes	Survey includes qualitative responses following best practices guidelines to assess equitable outcomes and evaluations influence future practices
	No analysis is done	Analysis is done on aggregate level	Analysis includes de-aggregating participant groups to assess whether outcomes are equitable
<b>STAKEHOLDER MAPPING</b>			
	None completed	Annual Stakeholder mapping is completed	Annual Stakeholder Mapping completed plus opportunities for community to identify potential new stakeholders
	<b>Column A Total</b>	<b>Column B Total</b>	<b>Column C Total</b>
	<i>Max possible = 8</i>	<i>Max possible = 24</i>	<i>Max possible = 42</i>
	<b>Total Overall Score</b>		
	<i>Max possible = 42</i>		

### **\*Language Access**

Weighting 3 - Limited capacity can mean any of the following:

- a. Simultaneous interpretation for all participants is provided with some program materials (registration, visual aids, handouts, program related email messages, and evaluation forms) only available in English.
- b. Consecutive interpretation for LEP participants is provided with translations available for all program materials (registration, visual aids, handouts, program related email messages, and evaluation forms).

### **\*\*Reducing and Eliminating Other Barriers to Participation**

Reducing/Eliminating Barriers to Participation can include innovations such as items described below. Scores reflect 1=no changes made; 3=1 -2 changes made in hopes of being more accessible; 5=changes are informed by community partners and resources are provided accordingly

1. Offering programming at alternate times and/or dates than in the past so that it is more accessible to more diverse and underserved people
2. Changing up the location at which programming is delivered to accommodate public transportation stops, serve new neighborhoods, and/or provide a more culturally neutral setting
3. Offering programming at alternate times and/or dates than in the past so that it is more accessible to more diverse and underserved people
4. If appropriate to the needs of program participants, childcare provided



## VI. A. Leadership in Administrative Operations

It is the director's responsibility to manage the administrative operations of the county/area/regional/state Extension office(s) to optimize flexibility, adaptability, efficiency, and effectiveness. The director must lead the affairs of the office consistent with university policies and regulations.

<b>Superior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
Mentors others in modeling and setting high expectations for colleagues that promote fair, honest, and trustworthy performance	Models and sets high expectations for colleagues that promote fair, honest, and trustworthy performance	Performs administrative duties in a fair, honest, and trustworthy manner	Inconsistently performs administrative duties in a fair, honest, and trustworthy manner	Fails to perform administrative duties in a fair, honest, and trustworthy manner
Mentors others in demonstrating, upholding, and modeling professional ethics, University policies, and professional code of conduct	Consistently demonstrates, upholds, models professional ethics, University policies, and professional code of conduct	Implement, monitor, and enforce University policies and procedures	Inconsistently implements, monitors, and enforces University policies and procedures	Fails to implement, monitor, and enforce University policies and procedures
Mentors others in working cooperatively with Extension Administration to recruit, promote, and retain faculty and staff of the highest caliber	Consistently works cooperatively with Extension Administration to recruit, promote, and retain faculty and staff of the highest caliber	Work cooperatively with Extension Administration to recruit, promote, and retain faculty and staff of the highest caliber	Inconsistently works with Extension Administration to recruit, promote, and retain faculty and staff of the highest caliber	Fails to work cooperatively with Extension Administration to recruit, promote, and retain faculty and staff of the highest caliber
Mentors others in using innovative methods for securing the resources necessary to strengthen operations in the county/area/region/state	Models and sets high expectations for using innovative methods for securing the resources necessary to strengthen operations in the county/area/region/state	Devise innovative methods for securing the resources necessary to strengthen operations in the county/area/region/state	Inconsistently uses innovative methods for securing the resources necessary to strengthen operations in the county/area/region/state	Fails to use innovative methods for securing the resources necessary to strengthen operations in the county/area/region/state
Mentors others in organizing and implementing effective communication processes and procedures in an open, flexible, and accessible manner with faculty and staff	Models and sets high expectations for using effective communication processes and procedures in an open, flexible, and accessible manner with faculty and staff	Organize and implement effective communication processes and procedures and be open, flexible, and accessible through interactions with faculty and staff	Inconsistently organizes and implements effective communication processes and procedures and be open, flexible, and accessible through interactions with faculty and staff	Fails to organize and implement effective communication processes and procedures and be open, flexible, and accessible through interactions with faculty and staff
Mentors others in identifying and applying strategies for consulting and involving Extension administration, faculty, staff, and county commissioners in major decisions	Models strategies and sets high expectations for consulting and involving Extension administration, faculty, staff, and county commissioners in major decisions	Consults and involves Extension administration, faculty, staff, and county commissioners in major decisions	Inconsistently consults and involves Extension administration, faculty, staff, and county commissioners in major decisions	Fails to consult and involve Extension administration, faculty, staff, and county commissioners in major decisions

Mentors others in becoming a problem-solver and resolving issues by using practical judgment and experience	Models being a problem-solver and resolving issues by using practical judgment and experience	Be a problem-solver and resolve issues by using practical judgment and experience	Inconsistently functions as a problem-solver and resolves issues by using practical judgment and experience	Fails to be a problem-solver and resolve issues by using practical judgment and experience
Mentors others in managing the personnel, fiscal, and space resources of the county/area/regional/state office in an effective and efficient manner	Models and sets high expectations for managing the personnel, fiscal, and space resources of the county/area/regional/state office in an effective and efficient manner	Manage the personnel, fiscal, and space resources of the county/area/regional/state office in an effective and efficient manner	Inconsistently manages the personnel, fiscal, and space resources of the county/area/regional/state office in an effective and efficient manner	Fails to manage the personnel, fiscal, and space resources of the county/area/regional/state office in an effective and efficient manner
Empowers staff to assume ownership of continuous improvement efforts through dialogue, reflection, study, and other professional development opportunities.	Fosters and aligns a professional learning environment for faculty and staff they supervise to support continuous improvement	Supervise and evaluate the work performance of assigned faculty and staff	Inconsistently supervises and evaluates the work performance of assigned faculty and staff	Fails to supervise and evaluate the work performance of assigned faculty and staff
Provides ongoing actionable feedback to each member of the faculty and staff regarding the performance of their duties and aligning individual and group professional development opportunities that promote continuous improvement	Provides actionable, clear, and direct feedback to each member of the faculty and staff regarding the performance of their duties and aligning individual and group professional development opportunities that promote continuous improvement	Provide clear and direct feedback to each member of the faculty and staff regarding the performance of their duties	Inconsistently provides clear and direct feedback to each member of the faculty and staff regarding the performance of their duties	Fails to provide clear and direct feedback to each member of the faculty and staff regarding the performance of their duties
Coaches and mentors faculty and staff by providing clear performance decisions and recommendations that differentiate among faculty and staff performance with specific examples of work as evidenced in documentation provided to Extension administration	Clearly articulates performance decisions and recommendations in a narrative that differentiates among faculty and staff performance with specific examples of work as evidenced in documentation provided to Extension administration	Make appropriate decisions and recommendations to Extension administration that differentiate among faculty and staff performance	Inconsistently makes appropriate decisions and recommendations to Extension administration that differentiate among faculty and staff performance	Fails to make appropriate decisions and recommendations to Extension administration that differentiate among faculty and staff performance

## VI. B. Leadership in Fostering the Success of Extension in the County/Area/Region

It is the responsibility of the director to facilitate the success of Extension efforts in the county/area/region/state. These efforts may be led by county, regional, or campus-based faculty. As the local Extension spokesperson and administrative liaison, the director must understand and clearly communicate the needs, challenges, and opportunities in the county/area/region. It is the responsibility of the county/area/regional/state director to act strategically and support all Extension programs, regardless of the discipline.

<b>Superior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
Mentors others in identifying and soliciting private and foundation gifts, external grants, and county resources	Models and sets high expectations for identifying and soliciting private and foundation gifts, external grants, and county resources	Provide leadership for identifying and soliciting private and foundation gifts, external grants, and county resources	Inconsistently provides leadership for identifying and soliciting private and foundation gifts, external grants, and county resources	Fails to provide leadership for identifying and soliciting private and foundation gifts, external grants, and county resources
Mentors others in fostering morale and cooperation across the programs, faculty, and staff affiliated with county/area/region/state	Models and sets high expectations for morale and cooperation across the programs, faculty, and staff affiliated with county/area/region/state	Foster morale and cooperation across the programs, faculty, and staff affiliated with county/area/region/state	Inconsistently fosters morale and cooperation across the programs, faculty, and staff affiliated with county/area/region/state	Fails to foster morale and cooperation across the programs, faculty, and staff affiliated with county/area/region/state
Mentors others in developing strategies to recognize the achievements and accomplishments of faculty and staff	Models and sets high expectations for recognizing the achievements and accomplishments of faculty and staff	Recognize the achievements and accomplishments of faculty and staff	Inconsistently recognizes the achievements and accomplishments of faculty and staff	Fails to recognize the achievements and accomplishments of faculty and staff
Mentors others in encouraging, facilitating, and supporting efforts from campus-based and regional specialists to provide programs in the county/area/region/state	Models and sets high expectations for encouraging, facilitating, and supporting efforts from campus-based and regional specialists to provide programs in the county/area/region/state	Encourage, facilitate, and support efforts from campus-based and regional specialists to provide programs in the county/area/region/state	Inconsistently encourages, facilitates, and supports efforts from campus-based and regional specialists to provide programs in the county/area/region/state	Fails to encourage, facilitate, and support efforts from campus-based and regional specialists to provide programs in the county/area/region/state
Mentors others in being an effective spokesperson and promote the image and reputation of the county/area/region/state	Models and sets high expectations for being an effective spokesperson and promote the image and reputation of the county/area/region/state	Be an effective spokesperson and promote the image and reputation of the county/area/region/state	Inconsistently serves as an effective spokesperson and promote the image and reputation of the county/area/region/state	Fails to be an effective spokesperson and promote the image and reputation of the county/area/region/state
Mentors others to implement adaptive and effective planning processes that facilitate continuous improvement for your county/area/region/state	Models and sets high expectations for implementation of adaptive and effective planning processes that facilitate continuous improvement for your county/area/region/state	Implement adaptive and effective planning processes that facilitate continuous improvement for your county/area/region/state	Inconsistently implements adaptive and effective planning processes that facilitate continuous improvement for your county/area/region/state	Fails to implement adaptive and effective planning processes that facilitate continuous improvement for your county/area/region/state

## VI. C. Leadership in Fostering the Success of CSU Extension and the University

As leaders at Colorado State University, directors have the responsibility to foster the success of CSU Extension and the overall university. Actions and decisions should be consistent with building a high-quality Extension system and a world-class university. It is the director's responsibility, as university leaders, to ensure that their county/area/region/state is contributing positively to the goals and strategic plans of the Extension system and the university.

<b>Superior</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
Mentors others to be an effective spokesperson for CSU Extension and the university	Model and set high expectations for being an effective spokesperson for CSU Extension and the university	Be an effective spokesperson for CSU Extension and the university	Inconsistently serves as an effective spokesperson for CSU Extension and the university	Fails to be an effective spokesperson for CSU Extension and the university
Mentors others to positively communicate with faculty, staff, students, prospective students, and stakeholders the policies, perspectives, and goals of Extension and the university	Model and set high expectations for positive communication with faculty, staff, students, prospective students, and stakeholders the policies, perspectives, and goals of Extension and the university	Positively communicates with faculty, staff, students, prospective students, and stakeholders the policies, perspectives, and goals of Extension and the university	Inconsistently uses positive communication with faculty, staff, students, prospective students, and stakeholders the policies, perspectives, and goals of Extension and the university	Fails to use positive communication with faculty, staff, students, prospective students, and stakeholders the policies, perspectives, and goals of Extension and the university
Mentors others to contribute to the creation of policies and programs that move CSU Extension and the university forward in a positive, constructive manner	Model and set high expectations for contributing to the creation of policies and programs that move CSU Extension and the university forward in a positive, constructive manner	Contribute to the creation of policies and programs that move CSU Extension and the university forward in a positive, constructive manner	Inconsistently contributes to the creation of policies and programs that move CSU Extension and the university forward in a positive, constructive manner	Fails to contribute to the creation of policies and programs that move CSU Extension and the university forward in a positive, constructive manner
Mentors others to act in a manner befitting to their role as a leader and consistent with high standards of professional ethics	Models and sets high expectations for acting in a manner befitting to their role as a leader and consistent with high standards of professional ethics	Acts in a manner befitting to their role as a leader and consistent with high standards of professional ethics	Inconsistently acts in a manner befitting to their role as a leader and consistent with high standards of professional ethics	Fails to act in a manner befitting to their role as a leader and consistent with high standards of professional ethics

## VI. PROFESSIONAL CONDUCT

Although not listed as one of the three major criteria to be used in faculty review for promotion and tenure, faculty are expected to adhere to the University's Code of Ethical Behavior described in Section D.9, *Academic Faculty and Administrative Professional Staff Manual* and CSU's Principles of Community (Appendix A). Academic faculty members, staff and administrative professionals at Colorado State University should be aware that their personal conduct reflects on the integrity of the University and should take care that their actions have no detrimental effect on the institution. Therefore, each faculty member is expected to:

- a) Perform educate, create, and connect assignments in a manner consistent with standards established for all faculty members and detailed in the *Manual*.
- b) Use University funds, facilities, equipment, supplies, and staff only in the conduct of university duties, exceptions to be made only under specific University policies or when established commercial rates are paid.
- c) Maintain a high level of discretion and respect in personal and professional relations with students, faculty members, staff, and the public.
- d) Compensate University personnel (including students) fairly for work performed which is related to professional activities beyond one's University assignment.
- e) Recognize fairly and accurately the extent of the contribution of others to one's professional work.
- f) Avoid non university activities that could significantly interfere with carrying out assigned University responsibilities.
- g) Refrain from disclosing confidential information that was acquired by nature of one's activities as an academic faculty member or administrative professional (for example, see C.R.S., 1973, 18-8-402, Misuse of Public Information).
- h) Abide by University policies pertaining to patents, publication, copyrights, consulting, off-campus employment, and conflict of interest as detailed in the *Manual*.
- i) Refrain from selling complimentary textbooks.
- j) Eschew academic misconduct such as fabrication, falsification, and plagiarism, in proposing, conducting, or reporting research, or in scholarly or creative endeavors, or in identifying one's professional qualifications.