

[NOTE: This plan is intended as a model for departments in preparing probationary plans for new probationary faculty. Written for a fictitious Department of Forestry, this model plan is not appropriate to all disciplines across the university. It is expected that departments will prepare a plan that specifies clear expectations that are appropriate to the discipline, and cognizant of the workload of new probationary faculty members. In preparing the plan, departments are expected to make the plan conform with departmental and university policies. Please employ the headings and style formatting as much as possible when creating the plan.]

MODEL PROBATIONARY PLAN FOR

DR. JANE DOE

DEPARTMENT OF FORESTRY

INTRODUCTION

The purpose of this probationary plan is to communicate the standards, criteria and expectations of the department, college, and university to provide clear, consistent, supportive, accurate, and dependable communication to *Dr. Doe*. Guidance, advice, collegial support, and periodic review of the goals are characteristic of the ideal probationary experience. Therefore, continuing assessment of progress toward the goals established in this plan shall be made through the probationary review process. The responsibility for working with the mentor(s) and colleagues and taking full advantage of this plan rests with *Dr. Doe*.

Dr. Jane Doe was appointed to a probationary position as an Assistant Professor in the Department of Forestry, effective Fall Semester of [YEAR] with no service credit [or ENTER SERVICE CREDIT, IF ANY.] Therefore, the normal probationary period for *Dr. Doe* will be [NUMBER] years ending with the [YEAR] academic year. *Dr. Doe* will be expected to teach undergraduate and graduate courses. [Possible additional language, if appropriate: In addition, *Dr. Doe* will be assigned coordination of the Center for Forestry Research and receives 3 units of assigned time to carry out this responsibility.] [Possible additional language, if appropriate: In addition, *Dr. Doe* is being provided [NUMBER] units of assigned time for research as part of her responsibilities.]

[NOTE: This paragraph pertains to faculty who are participating in one of the University's interdisciplinary cohorts.] *Dr. Doe* is required to actively participate in the [NAME OF COHORT] Cohort with the expectation that significant and substantial ongoing contributions to teaching curricular, scholarly, creative, and/or outreach activities will result from this participation. These efforts may also lead to providing additional research opportunities for students in this area. The probationary plan may be revised to reflect more specific expected outcomes as they develop.

This plan describes the basis of *Dr. Doe's* retention/tenure evaluations during the probationary period. The plan is subject to modification as a result of continuing assessment of progress during the probationary period according to established university policies and guidelines.

The assist *Dr. Doe*, the mentor(s), selected by the tenured faculty of the Department in consultation with *Dr. Doe*, will be Professor(s) [NAME] (and [NAME]). The mentor(s) will meet regularly with *Dr. Doe* to monitor progress toward the goals established by the Department. *Dr. Doe* is expected to provide documentation of performance in the Working Personnel Action File (WPAF) for each area referenced in this plan.

The criteria by which *Dr. Doe* will be evaluated are contained in the University Policy on Retention and Tenure (APM 325). The primary criterion for retention is satisfactory progress toward the goals for tenure specified in this plan, including an established pattern of productive working relationships with peers and colleagues.

Consistent with the provisions of the campus Policy on Retention and Tenure, and established practice, only achievements while a probationary faculty member at California State University, Fresno, will be considered toward the completion of the probationary plan. Student evaluations from other institutions or in another type of appointment at California State University, Fresno; papers or publications already submitted, accepted or in press; and other professional activities that were substantially completed prior to the commencement of the probationary appointment at California State University, Fresno will not count toward completion of this plan.

Dr. Doe's evaluation will be based upon the following criteria:

Teaching Effectiveness: The Scholarship of Teaching

Professional Growth and Scholarly/Creative Activities: The Scholarship of Discovery, Integration, and Application; Professional Development

University and Public Service (including collegial and productive working relationships within the university community).

TEACHING EFFECTIVENESS

SCHOLARSHIP OF TEACHING

The Scholarship of Teaching (teaching effectiveness) is the primary criterion for retention and tenure. Teaching is considered to be a "scholarly act" that includes the clear communication of knowledge and the transformation and extension of that knowledge. It is expected that *Dr. Doe* will continually strengthen teaching skills throughout the probationary period and will demonstrate both the accomplishment of clear, precise communication in teaching as well as the extension of that knowledge. To this achieve this goal, it is expected that *Dr. Doe* will incorporate the latest research and technology, when applicable, in the delivery of courses. *Dr. Doe* is expected to consistently meet or exceed the departmental standards on student and peer evaluations as a precondition for a favorable recommendation for tenure.

Department Standards and Expectations Regarding Teaching

Student Ratings: *[Insert appropriate language from department student evaluation policy]* The department will conduct student evaluations in all courses taught by *Dr. Doe* and it is expected that the overall scores in each class will be at or above the department standard of *[insert number on a 5.0 scale]*. This is the standard of measure determined to be satisfactory by the faculty members of the Forestry Department.

Peer Evaluations: *[Insert appropriate language from department peer evaluation policy]* The department faculty will conduct peer evaluations in two (2) classes per semester so as to include as many different course preparations as possible over the course of the probationary period. *Dr. Doe* is expected to receive consistently positive evaluations from department peers.

Course Materials, Assignments, and Responses: *Dr. Doe* is expected to develop a course syllabus for each course taught. All course syllabi will comply with APM 241, Policy on Course Syllabi and Grading. *Dr. Doe's* course syllabi will be maintained from year-to-year to include revisions and additions that address the changing needs of students and, in addition, to incorporate the results of *Dr. Doe's* ongoing research/professional experience and integrate this research/experience into course requirements.

Course expectations reflected in the syllabi should demonstrate a commitment to academic quality. Assignments to students in courses will be rigorous and relevant to the goals and expected learning outcomes of the course. *Dr. Doe's* response to student assignments will be timely; demonstrate care, concern and fairness; and be professionally sound and challenging for students.

Student Advising: *Dr. Doe* is responsible for advising undergraduate and graduate students, which includes advising Master's projects. Student advising is important to the delivery of the curriculum. The Department also considers constructive and professional relationships with students to be the cornerstone of a sound academic program. Therefore, sensitivity to different student personalities while properly directing their academic careers is essential.

The Department expects that *Dr. Doe* will maintain quality advising. The Department expects that *Dr. Doe* will be available to advise students, not only during posted office hours, but on other occasions mutually convenient and acceptable to students and *Dr. Doe*. To achieve this goal, *Dr. Doe* is encouraged to use current and relevant technologies to interact with students.

Dr. Doe is expected to respond to all advising needs and will provide documentation of the quality of advising for each probationary year.

Dr. Doe will document advising by maintaining a log of advising activities. For each advising session, the log will include advisee name, date, time, and a brief statement identifying the substance of the advising session. A summary of the advising log, with names as well as any other information which might identify a student appropriately redacted to protect student confidentiality rights, will be made available in the WPAF.

[*Alternative Language I*]: *Dr. Doe* will provide an estimate of the number of advisees, including independent study and thesis students, seen in each semester. A brief description of the time committed and the range of advising and mentoring activities dealt with would provide some measure of the effort devoted to advising. Signed letters containing direct qualitative statements by students and faculty may be used when included in the WPAF.

[*Alternative Language II*]: *Dr. Doe* will solicit no fewer than [NUMBER] student evaluations from advisees by having students complete the post-advisement questionnaire developed by the department.

Methods to Evaluate Progress - The Scholarship of Teaching

1. Quantitative student evaluations of instruction [i.e. IDEA Faculty Report]
2. Peer evaluations of classroom instruction
3. Peer evaluation of other material submitted to demonstrate teaching effectiveness (includes course syllabi, course materials, graded materials, etc.)
4. Assessment of advising activities through logs or other material relating to student advising
5. Signed letters from students regarding teaching and/or advising. **All information must be identified by source and placed in the Personnel Action File (PAF) and subsequently placed in the WPAF prior to consideration. Anonymous information, whether positive or negative, will not be placed in the either the PAF or WPAF.**

[NOTE: Below is a model for taking into account assigned time which may be part of the faculty member's responsibilities as described in the introduction. Expectations and evaluation of responsibilities as a Coordinator or Director would be placed here. Expectations and evaluation of assigned time responsibilities for research activities could be placed under the Scholarship of Discovery, etc.]

[NOTE: INCLUDE THIS SECTION, IF APPLICABLE] Department standards and expectations regarding *Dr. Doe's* assigned time responsibilities

Dr. Doe is being provided assigned time as coordinator of the Center for Forestry Research. In this role, it is expected that *Dr. Doe* will provide opportunities for student research as well as productive interface with both governmental agencies and private industry.

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Methods to Evaluate Progress

There will be an annual assessment of *Dr. Doe's* role as coordinator of the Center for Forestry Research.

1. *Dr. Doe* is to provide an annual report of activities in this role at the end of the spring semester of each academic year to the department chair, a copy of which will be placed in the *Dr. Doe's* PAF.
2. *The department chair will prepare a written assessment of Dr. Doe's performance as coordinator by the beginning of each fall term for placement in the PAF by utilizing:*
 - A. *Dr. Doe's* annual report;
 - B. Students participating in the work of the research will be surveyed using a standard instrument created by the department;
 - C. Written and signed comments from students, faculty, governmental agencies and / or industry sources, which shall be made available to *Dr. Doe* and placed in the PAF no later than the end of the Spring term.

PROFESSIONAL GROWTH, SCHOLARLY AND CREATIVE ACTIVITIES

[NOTE: It is expected that departments will incorporate the standards of the discipline into each section, while being cognizant of the workload of a probationary faculty member.]

THE SCHOLARSHIP OF DISCOVERY

The scholarship of discovery is the research undertaken which is used by the faculty member as the framework of publications and presentations.

Department Standards and Expectations

Publications: *Dr. Doe* will publish a minimum of two (2) papers in refereed journals during the probationary period. These articles may be sole or joint authorship. In the case of joint authorship, it is expected that *Dr. Doe* will be the first author. Due to the nature of the professional literature in forestry, some of the journals are not refereed or juried, but are considered to be valuable resources to practitioners in the field. *Dr. Doe* may substitute two (2) articles in a non-refereed journal(s) for one refereed paper. Completion of book contract with a firm publication date from the publisher would also meet the probationary requirements for *Dr. Doe* in this area.

In order to meet the above expectations, publications must be published or accepted for publication (i.e. Documented with a letter of unconditional acceptance). Publications accepted pending revisions are not acceptable.

Professional Presentations: Over the course of the probationary period, it is expected that *Dr. Doe* will present two (2) scholarly papers or presentations at local, state, or national conferences appropriate to the discipline each year. At least one scholarly paper will be presented at a national / international conference during the probationary period.

Grant Writing: *Dr. Doe* will participate in the writing and submission of a minimum of one grant proposal during the probationary period. *Dr. Doe* is expected to be the PI or Co-PI on the grant. This could be a private, state, or national grant, and may be written in conjunction with university colleagues or local practitioners. Local grants made by the University will not be considered as meeting this requirement. *Dr. Doe* is expected to work with the University Office of Research and Sponsored Programs.

THE SCHOLARSHIP OF INTEGRATION

The scholarship of integration occurs when one field of learning connects with another body of knowledge. The products that result from these interactions often result in new and exciting paradigms, bodies of knowledge, programs, and experiences.

Department Standards and Expectations

Within the scope of this definition of integration of scholarship, the Forestry department expects that *Dr. Doe* will develop a new degree program in the area of Forestry Ecology. In addition, the department expects *Dr. Doe* to collaborate with other post-secondary institutions, such as community colleges to explore the possibilities of a new Independent or Joint Doctoral Program as a means to assist the Forestry Department in a renewal and extension of its programs.

THE SCHOLARSHIP OF APPLICATION

The Scholarship of Application is especially appropriate in the area of Forestry. It is important that a positive working relationship be maintained between the Department of Forestry and governmental agencies and industry. It is imperative that our curriculum and pedagogy provide our students with the skills, knowledge and abilities necessary for them to be successful in the discipline.

Department Standards and Expectations

Collaboration: *Dr. Doe* will provide documentation in the WPAF for at least three such collaborative efforts in developing programs or projects before the end of the probationary period. These efforts will promote the discipline and the department. These efforts may consist of coauthored presentations, articles, grant proposals, course development, sponsorship of student papers / presentations, or student involvement in research projects. Student involvement will be especially appropriate.

New Courses: *Dr. Doe* will design and offer a minimum of [NUMBER] new courses (i.e., entirely new to the department) during the probationary period incorporating the latest research and technology.

Professional Experiences: During the probationary period, *Dr. Doe* will integrate a minimum of two (2) professional experiences into course requirements. For example, participation by students in forestry projects as a requirement for any of the core courses or as part of a fieldwork experience would suffice to meet this requirement. Sponsoring graduate colloquia and other forums through the Forestry Center are other examples to be considered in meeting this requirement.

PROFESSIONAL DEVELOPMENT

Department Standards and Expectations

Professional Affiliations: *Dr. Doe* will maintain membership in a minimum of four (4) professional organizations related to Forestry. *Dr. Doe* is expected to participate in and document an active role in at least two (2) professional organizations during the probationary period.

Personal Growth: It is expected that *Dr. Doe* will continue the quest for life-long learning by attending regional / national / international meetings, seminars, workshops, conferences, etc. which will enhance knowledge and understanding in the field as well as other areas of interest. It is expected that *Dr. Doe* will attend an average of a least one professional development activity each semester.

Methods to Evaluate Progress - Scholarly/Creative Activity

1. The Department will review publications, reviews of those publications, presented papers, reviews of those papers, grant proposals, and other materials and documents submitted by *Dr. Doe* to assess their contribution to the field.
2. The Department will assess the professional development activities for relevance to the candidate's personal growth.
3. The Department will evaluate the progress made towards the development of the new Master's degree program.
4. The Department will review and assess *Dr. Doe's* participation in Forestry Projects.
5. The Department will review and evaluate the new courses developed by *Dr. Doe*.
6. The department will review and evaluate any involvement of students by *Dr. Doe* in collaborative efforts.

UNIVERSITY AND PUBLIC SERVICE (INCLUDING COLLEGIAL RELATIONS)

As a colleague within the department, *Dr. Doe* is expected to participate fully and collegially in the collective efforts of the faculty to ensure that the necessary functions of the department, school, and university are carried out. In addition, it is essential that *Dr. Doe* establish a positive and collegial working relationship with department colleagues. More specifically, *Dr. Doe* is expected not only to perform mandatory tasks such as participating in departmental meetings, but also is expected to participate actively in the professional life of the department. As the probationary period progresses, *Dr. Doe* will also assume a contributing role at the college and university levels.

Contributions to curricular evaluation, submission of proposals for collective action, willingness to volunteer for responsibilities, ability to maintain constructive, professional relationships with colleagues and students, attendance at department meetings, active participation on department committees, and otherwise sharing in the collective work of the department are expected activities of a successful faculty member.

Department Standards and Expectations

Faculty Committees: In addition to service within the department committee structure, *Dr. Doe* will participate in a minimum of two (2) different faculty committees at the college and/or university level during the probationary period. It is expected that *Dr. Doe* will seek a position on a committee or subcommittee of the Academic Senate *OR* another university level committee / task force to ensure involvement at the university level.

Public/Community Service: *Dr. Doe* will participate in a minimum of two (2) public/community service projects during the probationary period. These projects should relate in some way to *Dr. Doe's* educational background and professional discipline.

Collegial and Collaborative Relations: *Dr. Doe* will provide documentation regarding involvement in collaborative projects and collegial practices within the department. While there is no quantitative target set, demonstration of efforts in this area must be provided in the WPAF.

