

Probationary Plan for Dr. Taylor Doe

Department of Forestry

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This plan will remain in effect until tenure is granted or a revised plan is approved. A copy of this plan shall be placed in the Personal Action File (PAF) and the Working Personnel File (WPAF). Changes such as mentor names do not require revision. Revisions should be submitted by using the form available listing the changes proposed. Revisions are not to be used for evaluation until the Provost has approved the revised plan.

Probationary Plan for Dr. Taylor Doe

Department of Forestry

INTRODUCTION

The purpose of probationary plans is to communicate the standards, criteria and expectations of the department, college, and university to provide clear, consistent, supportive, accurate, and dependable communication. 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 the faculty member seeking tenure.

This plan describes the basis of 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.

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; prior publications or papers already having been submitted or accepted for publication; and other 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.

Manuscripts written or substantially revised *after* initial appointment date at California State University, Fresno that utilize materials from a dissertation or post-doctoral work may contribute toward completion of this plan.

The criteria by which probationary faculty 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.

Probationary evaluation will be based upon the following criteria:

1. Teaching Effectiveness: The Scholarship of Teaching
2. Professional Growth and Scholarly/Creative Activities: The Scholarship of Discovery, and Integration; Professional Development
3. University and Public Service (including collegial and productive working relationships within the university community): The Scholarship of Application

1 OVERVIEW OF TEACHING EFFECTIVENESS

A. 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 faculty will continually strengthen teaching skills throughout the probationary period and 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 faculty incorporate the latest research and technology, when applicable, in the delivery of courses. It is also expected that faculty consistently meet or exceed the departmental standards on student and peer evaluations as a precondition for a favorable recommendation for tenure.

Student Ratings: Written student comments, when available, will be reviewed by the Department Chair and, when appropriate, discussed with faculty in a formative manner to improve and enhance teaching skills. These comments or a summary thereof will not be placed in the WPAF or otherwise used in the probationary review process.

Peer evaluations: Include review of the course syllabus and materials for content and current nature of material, and classroom visitations. Course materials should reflect the appropriate content and level of each course. All syllabi will be expected to conform to the expectations outlined in APM 241 (Interim Policy on Course Syllabi and Grading). Materials should also demonstrate that courses are well organized, current, and substantive. Examinations and assignments should verify that courses are taught at an appropriate level and that expectations are reasonable and realistic.

Course Materials, Assignments, and Responses: Faculty members are expected to develop a course syllabus for each course taught. All course syllabi will comply with APM 241, Policy on Course Syllabi and Grading and APM 237 Policy on the Faculty Responsibility for Accessible Instructional Materials as well as other applicable Policies.

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 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. Faculty responses to student assignments will be timely; demonstrate care, concern and fairness; and be professionally sound and challenging for students.

B. Other Assignments – Non-instructional

2 OVERVIEW OF PROFESSIONAL GROWTH, SCHOLARLY AND CREATIVE ACTIVITIES

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.

A. 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.

B. 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.

C. PROFESSIONAL DEVELOPMENT

3 OVERVIEW OF UNIVERSITY AND PUBLIC SERVICE AND COLLEGE RELATIONS

A. THE SCHOLARSHIP OF APPLICATION

As a colleague within the department, faculty are 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. It is essential that faculty establish a positive and collegial working relationship with department colleagues.

Faculty are 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.

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.

REFERENCES AND DEFINITIONS:

APM 206	Technology-Mediated Courses and Programs
APM 237	Faculty Responsibility for Accessible Instructional Material
APM xxx	
APM 322	Teaching Effectiveness
APM 325	Retention and Tenure
Mentors:	Mentors meet regularly with probationary faculty to monitor progress toward the goals established by the Department. It is expected that probationary faculty will provide documentation of performance in the WPAF for each area referenced in this plan.
Binder:	See WPAF
eWPAF:	
PAF:	Personnel Action File
RTP:	Retention, Tenure, and Promotion Process
WPAF:	Working Personnel Action File or RTP Binder

PROBATIONARY PLAN FOR DR. TAYLOR DOE

About the Faculty Member

Probationary Faculty Member: Dr. Taylor Doe

Appointment Date:

Status: Probationary

Rank: Assistant Professor

Department: Department of Forestry

Service Credit: None, 1 year, or 2 years

Probationary period: # years, with the normal year to apply for tenure

General Assignment Notes:

Instructional Assignment

Undergraduate and graduate courses.

General Non-instructional Assignment(s)

Probationary Faculty Assigned Time: A reduction of **three** WTU in instructional assignments for each semester during the first two probationary years. This reduction in teaching load is to provide new faculty with time to prepare for classroom instruction and to initiate a research agenda toward publication, grant writing and other scholarly initiatives. No report on this time can or will be required.

Other non-instructional: Coordinator [Director] of the Center for Forestry Research and will receive 3 WTU's of assigned time to carry out this responsibility. It is expected that faculty demonstrate how this time was used to further these goals in the Working Personnel Action File (WPAF).

Mentors. Note: If mentors change during the probationary period, a revised probationary plan does not need to be submitted.

Name

Name

1 TEACHING EFFECTIVENESS

A. Scholarship of Teaching

1) Department Standards and Expectations Regarding Teaching

a. Student Ratings

See Appendix A for the complete departmental policy on teaching effectiveness.

Course Frequency:

Expected score for each section (minimum):

b. Peer Evaluations

See Appendix A for the complete departmental policy on teaching effectiveness and the Peer Evaluation Form.

Course Frequency:

Expected for each review: Consistent positive evaluations from department peers.

2) Methods to Evaluate Progress - The Scholarship of Teaching

a. Quantitative student ratings of instruction

See your department policy on Teaching Effectiveness per APM 322. Student Ratings are established by policy [i.e. IDEA Faculty Report].

b. Peer evaluations of classroom instruction

Use University wide Peer Evaluation Form, or a Provost-approved departmental form. Peer evaluation of other material submitted to demonstrate teaching effectiveness (includes course syllabi, course materials, graded materials, etc.)

c. Signed letters from students regarding teaching.

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.

B. Other Assignments

1) Department Standards and Expectations Regarding Student Advising and Assigned Time

a. Student Advising

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.

- Advise undergraduate and graduate students
- Advise Master's projects.
- Maintain quality advising
- Available to advise students, not only during posted office hours, but on other occasions mutually convenient and acceptable to students.
- Use of current and relevant technologies to interact with students.
- Expected to respond to all advising needs

b. Assigned Time

Dr. Doe will receive a reduced teaching load of a minimum of **three** WTU of assigned time during each semester of the first two probationary years.

2) Methods to Evaluate Progress – Student Advising and Assigned Time

a. Assessment of advising activities through logs or other material relating to student advising

[Alternative Language 1]: Document advising by maintaining a log of advising activities. For each advising session, the log will include advisee, date, time, and a brief statement identifying the substance of the advising session. A summary of the advising log, with name's 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 2]: 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 placed in the Personnel Action File and subsequently included in the WPAF.

b. Use of assigned time.

New Faculty Assigned Time: An annual report detailing how this assigned time was used at the end of each Academic Year. The department chair will write a brief evaluation of the report to be placed in the PAF at the beginning of the Fall Term; it will also be placed in the WPAF.

Other Assigned Time: such as director or coordinator assignments – Expectations 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.

2 PROFESSIONAL GROWTH, SCHOLARLY AND CREATIVE ACTIVITIES

A. 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.

1) Department Standards and Expectations

a. Publications

A minimum of two (2) [departmental standards may set a higher requirement] 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 or corresponding 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 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.

b. 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.

c. Grant Writing

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 Division of Research and Graduate Studies.

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.

1) Department Standards and Expectations

Within the scope of this definition of integration of scholarship, the 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 department in a renewal and extension of its programs.

a. Collaboration

Provide documentation for at least three (3) 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.

b. New Courses

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. [This is optional; complete redesigns of current courses using new pedagogy could also be used here]

c. 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 research 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 are other examples to be considered in meeting this requirement.

PROFESSIONAL DEVELOPMENT

1) Department Standards and Expectations

d. Professional Affiliations

Maintain membership in a minimum of [NUMBER] professional organizations related to Forestry.

Participate in and document an active role in at least two (2) professional organizations during the probationary period.

e. Professional 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.

Attend an average of a least one professional development activity each semester.

2) Methods to Evaluate Progress - Scholarly/Creative Activity

a. Publications

The Peer Review Committee will review publications, reviews of those publications, presented papers, reviews of those papers, grant proposals, and other materials and documents submitted to assess their contribution to the field. In the case of collaborative publications, a brief description of Dr. Doe's role in the collaborative endeavor should be provided.

b. Professional Development Activities

The Peer Review Committee will assess the professional development activities through participation in life-long learning activities.

c. Research Projects

The Peer Review Committee will review and assess participation in research projects.

d. Course Development

The Peer Review Committee will review and evaluate the new courses developed or redesigned courses.

e. Collaborations with Students

The Peer Review Committee will review and evaluate any involvement of students by Dr. Doe in collaborative efforts.

3 UNIVERSITY AND PUBLIC SERVICE AND COLLEGE RELATIONS

THE SCHOLARSHIP OF APPLICATION

Theory and practice vitally interact, renewing each other; therefore, scholarly service must be tied to one's special field of knowledge (Boyer, 1990).

As the probationary period progresses, **Dr. Doe** will also continue to grow in the contributing role at the college and university levels.

A. Department Standards and Expectations

a. Faculty Committees

Service within the department committee structure,

Participation in a minimum of **two (2)** different faculty committees at the college or university level during the probationary period.

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.

b. Other Service

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

ii. University Community Service

Throughout the probationary period, probationary faculty will encounter opportunities to participate in nondiscipline-based University service, e.g., faculty advisor to student clubs, nondiscipline-based faculty groups, University outreach, etc. Service in this area may substitute for one (1) of the Public/Community Service requirements.

c. Collegial and Collaborative Relations

While there is no quantitative target set, demonstration of efforts in this area must be provided in the WPAF.

B. Methods to Evaluate Progress – University and Community Service and Collaborative and Collegial Working Relationships

- a. The **Peer Review Committee** will evaluate service based on the documentation of the progress in each of these areas provided in the WPAF.
- b. The **Peer Review Committee** will only consider signed comments regarding Dr. Doe's working relationships with colleagues and students that are placed in the PAF and then made available in the WPAF.
- c. Provide documentation regarding involvement in collaborative projects and collegial practices within the department, and as appropriate, within the college and university.

APPENDIX A

APM 322 Policy on Teaching Effectiveness

Departmental Policy on Teaching Effectiveness

APPENDIX B

Tables for tracking and reporting

See College OYR tables

1 TABLES FOR TEACHING EFFECTIVENESS

C. Scholarship of Teaching

Department Standards and Expectations

Student Ratings:

Place department standards here.

Student Ratings (List in Reverse Chronological Order (Most recent year first))

Semester and Year Taught	Course	Prob. Plan Standard	Faculty Mean	Number of Students in course	Number of Respondents

Peer Evaluations:

Cut and paste expected standard from approved probationary plan.

Semester and Year Taught	Course	Name of Evaluator	Date of Evaluation

Student Advising:

Cut and paste expected standard from approved probationary plan.

Semester and Year	# of Undergrad Advisees	# Graduate Advisees	Total # Visits	# Project/ Thesis Chair or Member	Is Log Up-to-Date?
Fall 2018					

Non-Instructional Assignments:

Insert expectations or cut and paste them from approved probationary plan.

Semester and Year	Brief Description of Assignment	Assigned Time/ WTUs Allocated

4 TABLES FOR PROFESSIONAL GROWTH, SCHOLARLY, AND CREATIVE ACTIVITIES

A. THE SCHOLARSHIP OF DISCOVERY

Publications

Cut and paste expected standard from approved probationary plan.

Refereed Professional Scholarly Journals/Books

Date Published or Status	Author/s	If Joint Publication, is Candidate First Author?	Journal/Book Name, Volume, Page #s (if applicable)	Title

Recognized Scholarly Journals or Books

Date Published or Status	Author/s	If Joint Publication, is Candidate First Author?	Journal /Book Name, Volume, Page #s (if applicable)	Title

Other Creative or Scholarly Work as Specified in Probationary Plan

Date	Type of Scholarly/ Creative Work	Author/s	Description

Professional Presentations

Cut and paste expected standard from approved probationary plan.

Presentation Date	Presenter/s	International, National, or State	Title

Grant Writing

Cut and paste expected standard from approved probationary plan.

Grant Title	Funding Agency	University or College Center Affiliation	Role of Faculty (P.I., wrote, implemented)	Amount Requested	Private, State or National	Proposal Funded?

B. THE SCHOLARSHIP OF INTEGRATION

Collaboration

Cut and paste expected standard from approved probationary plan.

Dates of Involvement or Commitment	Project/Program Name	Collaborating Agency	Responsibilities

New Courses/Curriculum Development

Cut and paste expected standard from approved probationary plan.

Date Proposed	Subject & Number of Course Designed	Date Approved	Semester taught

Professional Experiences

Cut and paste expected standard from approved probationary plan.

Date of Experience	Description	Integrated into Course Requirements

A. PROFESSIONAL DEVELOPMENT

Professional Affiliations

Cut and paste expected standard from approved probationary plan.

Professional Affiliation	Dates of Membership	Responsibilities

Professional Growth

Cut and paste expected standard from approved probationary plan.

Date Attended	Description of Professional Development Activity (Meeting, Seminars, Workshops, Conferences etc)

Professional Awards

Cut and paste expected standard from approved probationary plan.

Date Awarded	Award Name	Awarding Agency	International, National, State or Local

5 UNIVERSITY AND PUBLIC SERVICE AND COLLEGE RELATIONS

Faculty Committees

Cut and paste expected standard from approved probationary plan.

Year/s and Semester/s Served on Committee	Level (Dept, College or University)	Name of Committee	Responsibilities/Position

University Community Service

[e.g., faculty advisor to student clubs, nondiscipline-based faculty groups, University outreach, etc.]

Cut and paste expected standard from approved probationary plan.

Date of Project	University Service Activity or Organization	Responsibilities

Public/Community Service

Cut and paste expected standard from approved probationary plan.

Date of Project	Community Service Activity or Organization	Is Activity Related to Candidate's Educational Background and Professional Discipline?	Responsibilities

Collegial and Collaborative Relations

Cut and paste expected standard from approved probationary plan.

Description of Collaborative Project/Collegial Practice