

CALIFORNIA STATE UNIVERSITY, HAYWARD
Academic Affairs

MEMORANDUM

DATE: October 3, 1995

T0: Department Chairs

FROM: Frank Martino
Provost & Vice President, Academic Affairs

SUBJECT: Guidelines for Probationary Faculty Development

Few things are more important to a university than the development of its faculty. In recognition of this fact, Cal State Hayward has established an Office of Faculty Development under the able direction of Mary Cullinan. It is important to understand, however, that faculty development does not begin and end with that office, but should also be directly and consistently nourished within the academic departments.

In recognition of this I am calling upon the departments to develop written individualized plans for all probationary faculty which, in consultation with the School dean, will include explicit understandings of the University's expectations and goals for junior faculty, as well as the kinds of support that will be provided to help achieve these goals. These plans will have three components, a resource support plan, a mentoring plan, and a mutually agreed upon plan of expectations of development progress.

Examples of items that might be addressed in resource support plans are released time, startup funds, laboratory facilities, equipment, reduced course preparation professional travel, faculty development workshops, etc.

Beginning this Fall it will be expected that written resource support and mentoring plans will accompany all requests to the Provost for permission to hire new tenure-track faculty. (Routinely, this will be the last step in a prior search and recruitment process.) Need for these plans may be waived in cases of senior faculty hires.

The mentoring plans should identify a senior member of the faculty who has agreed to act as an informal advisor for the new colleague. The expectation is

for mentoring above and beyond the existing obligations of the Department Chair, e.g., in matters pertaining to promotion, tenure, and retention.

Early and often, Department Chairs should meet individually with probationary faculty members. Early in the first year, each new probationary faculty member will have been given his/her own copy of *the Promotion, Tenure and Retention Policy and Procedures* document. The Chair should explain that these are the policies governing promotion, tenure and retention at Cal State Hayward, and that it is the - faculty member's responsibility to become familiar with them. Particular attention should be drawn to the criteria in Section 4. Together, over the first year, the Chair and the probationary faculty member should begin to draw up a realistic development plan containing details of how the individual expects ultimately to meet the criteria for tenure and promotion. The plan will be consistent with the support and mentoring plans described above. Each year, this plan should be revised and updated, becoming increasingly detailed.

These plans will play a role in the promotion, tenure and retention processes through the Chair's annual retention letter. A frank and candid discussion of progress toward meeting the agreed upon goals in the individualized plans should form an important part of the retention letter. A constructive letter would normally address both past accomplishments and future expectations.

In too many cases over the past several years, departmental evaluation of candidates for retention has been superficial. This situation is not only a disservice to the probationary faculty member eager to build the strongest possible case for tenure, it is blind to the spirit of the PT&R document: "Reappointment of an untenured faculty member is *not routine* [emphasis added]" ... a probationary faculty member "must *demonstrate to the University* [emphasis added]" that s/he is worthy of retention. This is not a call for thicker dossiers; it is a call for a fuller, franker *evaluation* of the dossier in light of expectations agreed upon in the individualized plan.

Beginning with the 1995-96 academic year, School Deans will return to the department for revision superficial retention letters which do not explicitly address progress towards meeting agreed upon goals in the individualized plans and future expectations.

FM:jat

MEMORANDUM

DATE: June 7, 1999

TO: Faculty
California State University, Hayward

FROM: Frank Martino, Provost and Vice President, Academic Affairs
Henry Reichman, Chair, Academic Senate

SUBJECT: Faculty Development Plans

There has been some confusion about development plans for probationary faculty, especially with respect to their role in the retention, tenure and promotion process. To clarify, we have attached a copy of Provost Martino's original 1995 memorandum on this subject. We also wish to point out:

1. The University *Promotion, Tenure and Retention Policy and Procedures* is the sole document (besides a collective bargaining agreement) governing promotion, tenure and retention at CSUH. Each new probationary faculty member should be given a copy of this document and is responsible for becoming familiar with its contents.
2. Probationary faculty should meet at least once each year with the department chair, faculty mentor, and members of the department PTR committee to review the requirements of the University *Promotion, Tenure and Retention Policy and Procedures* and to determine how the probationary faculty member can best meet the criteria of the policy. Such discussions should be detailed and frank. Plans for development resulting from such discussions have no formal standing in the retention, promotion, and tenure process and need not be put in written form. They should, however, provide guidance to the faculty member in preparing the dossier for retention, promotion or tenure. Whether these plans are written or not, the chairs should provide assurance to the Provost's Office (via the School Deans) that they have been discussed.
3. Probationary faculty are free to include within their dossiers their own plans for teaching, scholarship and service should they so desire.
4. The principal written product of the process outlined in the Provost's memorandum is the annual retention letter. Each year the retention letters produced by the department PTR committee and the department chair should summarize the faculty member's achievements to date and outline clear and reasonable expectations for the coming year and the future. A frank and candid discussion of progress toward meeting the goals of the faculty member's plans for development should form a central part of the retention letter. For example, a retention letter might include statements like: "The department looks forward to Prof. X's revision of the department's course offerings in her subfield." "Prof. Y delivered three papers at academic conferences. We look forward to the acceptance for publication of one of these next year." "Prof. Z has made positive contributions to the department's scholarship and outreach committees; we hope he will be able to contribute at the school and university levels soon." Well-formulated retention letters are the most effective faculty development plans.

The retention, tenure and promotion process should be seen by all concerned as principally a process of faculty development rather than an obstacle course for probationary faculty. It is designed to assure that the quality of the faculty of the University will be maintained at the highest possible level. Substantive annual evaluations in the retention letters can assist us in realizing this goal.

FM/HR:jat/att.