

A Suggested Approach for Successful Probationary Faculty Members Within the Department of Youth Development

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The mission of the Department of Youth Development is to practice and advance the academic discipline of youth development. Probationary faculty have been hired because the University believes they have the potential to make significant contributions toward this mission and the mission of the University of Wisconsin Extension. The probationary period allows the university to evaluate their faculty hires before committing to them on a long-term basis through the granting of tenure. It is a time for the probationary faculty member to demonstrate and build evidence of their scholarly efforts. Tenure is granted to faculty with a consistent and high level of scholarly achievement which the University believes will continue to contribute with a consistently high level of scholarly achievement for the remainder of their career.

This document suggests an approach for the probationary faculty period. It suggests that the probationary faculty member take the work seriously and exercise a high degree of professionalism. It also suggests that the probationary faculty member know and understand the time frame and time commitment needed to be successful and to engage in ongoing reflection in their work.

Understand scholarship in the context of UW-Extension.

- Learn the definition of scholarship that is used in UW-Extension. Seek to understand how scholarship is practiced and evaluated in the Department of Youth Development and throughout UW-Extension. See <http://www.uwex.edu/secretary/facart.cfm> Faculty Articles of Governance Appendix IB for the UW-Extension definition of scholarship. Enroll in the Department of Youth Development's D2L course as another way to learn about the tenure process. Contact the SRP Committee chair for details.
- Take a scholarly approach to your work including your planning, your reporting, your programming, your evaluation and your reflection. Scholarship should not be viewed as an occasional act like writing a department paper.
- While not everything we do is scholarly, it is important that your scholarly work has depth and breadth.
- Engage in opportunities to increase your knowledge of the tenure process, this is your responsibility. Know and understand your tenure timeline, attend tenure workshops, read the portfolios of others and elect to write your mini portfolio.

Take a serious approach to the work

- Quality plans and reports become the basis for your scholarly work. Think them through and incorporate what you have learned from each planning cycle. Seek feedback from your mentor, liaison and colleagues.
- File the appropriate reports in a timely fashion.
- One, two and three-year reviews are opportunities for thoughtful reflection, come prepared, and take the recommendations given serious consideration.
- Seek opportunities to contribute to the department, program area and association that will advance your own professional development and/or scholarly work.
- Utilize your mentors and develop relationships with other faculty who understand the tenure and portfolio process.

Reflect on your work and on your development as a faculty member

- Take time to consider how to incorporate youth development and other research into your programs and work.
- Reflect on the recurring aspects of the 4-H organizational system in your county. What are the scholarly approaches you could take with regard to these efforts?
- Take time to continually reflect on the work that you do. What did the county look like when you started? How is the county different now? Can you answer the question “now that the work is done-‘so what’, what difference did it make in the lives of the participants and the communities they live in? What are the future implications of your work? How will you share your results with other colleagues, the organization and stakeholders?
- Assess your progress against the criteria for promotion. See Faculty Articles of Governance Appendix IB. Seek the assessment of others.

Being successful takes time and time management

- Probationary faculty are responsible for their own timeline. What is your tenure due date? When are you first eligible to submit for tenure? When is the best time to submit a mini-portfolio?
- Tenure is an ongoing process. Start laying the groundwork for achieving tenure as soon as possible. Share your plan with your mentor, liaison and other supportive faculty.
- Find ways to enhance your time management skills.
- Establish a system for maintaining and organizing materials that you want to use in your tenure documentation.

Achieving tenure is the short term goal

- The long term goal is the ongoing commitment and contributions you make to the profession and the discipline.
- Tenure is a commitment by the university that provides rights and responsibilities to the faculty member.
- You have responsibilities that include ongoing scholarly work and contributions, supporting other colleagues, meeting deadlines, and serving in leadership roles.

Important UWEX links and resources for probationary faculty

- Department of Youth Development Handbook
<http://www.uwex.edu/ces/4h/department/deptdocs.cfm>
- Program Planning and Plans of Work <http://www.uwex.edu/ces/4h/department/plans.cfm>
- Responsibility and Rights of Faculty in UW-Extension
<http://www.uwex.edu/ces/4h/department/roles.cfm>
- Guidelines for Assessment of Scholarship
<http://www.uwex.edu/ces/4h/department/index.cfm>
- Bibliography of Resources in Scholarship (Refer to page 9 of this document)

- Self Assessment Evaluation Guidelines <http://www.uwex.edu/ces/admin/360.pdf> ;
<http://www.uwex.edu/ces/admin/siprcoun.pdf>
- One, Two & Three Year Review Guidelines
<http://www.uwex.edu/ces/4h/department/deptdocs.cfm>
- Research and Publications Guidelines
<http://www.uwex.edu/ces/4h/department/documents/appF.pdf>
- Articles of Faculty Governance <http://www.uwex.edu/secretary/facart.cfm>
- Standards, Rank and Promotion Committee
<http://www.uwex.edu/ces/4h/department/committeespromotion.cfm>
- Tenure Portfolio Guidelines <http://www.uwex.edu/ces/4h/department/documents/appI.pdf>
- Mini-Portfolio Guidelines <http://www.uwex.edu/ces/4h/department/documents/appH.pdf>

Important scholarship resources and references

American Association of Higher Education (AAHE) Faculty Roles & Rewards Annual Conference
<http://www.aahe.org/FFRR/>

Boyer, Ernest (1990) Scholarship Reconsidered Jossey-Bass Publishers, San Francisco

“Defining Scholarship for County Extension Agents.” (August 1998). Journal of Extension
<http://www.joe.org/joe/1998august/iw1.html>

Glasick, Huber & Maeroff. (1997) Scholarship Assessed Jossey-Bass Publishers, San Francisco

Kellogg Commission on the Future of State and Land-Grant Universities (February 1999)
“Returning to Our Roots: The Engaged Institution”
<http://www.nasulgc.org/publications/Kellogg/execsum.pdf>

Kellogg Commission on the Future of State and Land-Grant Universities (March 2000).”Renewing the Covenant: Learning, Discovery and Engagement in a New Age and Different World.”
<http://www.nasulgc.org/publications/Kellogg/covenant.pdf>

“Scholarship Unbound for the 21st Century.” (August 1998). Journal of Extension
<http://www.joe.org/joe/1998august/a1.html>

“The Scholarship of Extension.” (August 1996). Journal of Extension
<http://www.joe.org/joe/1996august/comm1.html>

“UniSCOPE 2000: A Multidimensional Model of Scholarship for the 21st Century.” (February 2000). The UniSCOPE Learning Community, University Park, PA

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