

MID-CAREER FACULTY DEVELOPMENT PLAN (CDP)

Purpose: The purpose of this career development plan (CDP) is to facilitate the planning, feedback, and support that tenured faculty require before applying for promotion to full professor. A central feature of the CDP is a 3c 5 year blueprint for developmental activities in research, teaching, and service that will position faculty for success at each stage of the RPT process. This plan should be completed after receiving tenure, as the faculty member begins his or her first year as an Associate Professor (if possible), but may be modified as appropriate on an annual basis.

Objectives:

- Outline specific activities that will enhance the skills needed to succeed in your current role;
- Provide a framework for evaluating your research, teaching, and service activities based upon your individual needs and departmental RPT criteria;
- Help you prioritize resources and time spent on activities that are most important and beneficial for your development and performance;
- Document your goals and developmental needs so that your department head can support you in reaching your career goals;
- Assist relevant units at UC (e.g., UC LEAF, CET&L, the Provost's Office, and the Research Division) to strategically plan and coordinate activities to meet the needs of faculty based upon the sum of their individual plans.

Procedures: To maximize the impact of your CDP, we recommend that you:

1. Become familiar with department and university policy and procedures for RPT, including key dates and timelines, levels of approval, and specific RPT criteria developed by your home department for obtaining full professorship.
2. Complete the attached Faculty Information and Planning (FIP) form.
3. Meet with your department chair or mentor(s) regularly to discuss your CDP and your progress. A special focus of this discussion should be understanding the standards for promotion to full and how those differ from the standards for obtaining tenure.

Professional Development Activities:

The CDP will ask you to consider professional development activities in research, teaching, and service. However, one or more of these areas may have more activities than others based upon your specific interests and development needs. Examples of developmental activities are shown in the box on the right.

Developmental Activities

- Traditional graduate coursework
- Non-traditional adult learning courses or distance education programs
- On-campus training events (seminars, workshops, special speakers, etc.)
- Off-campus conferences, conventions, or workshops
- A personal reading plan focused on a particular area of development
- On-line webinars
- Mentoring or coaching
- Peer feedback

- What support is needed to help you attain this goal? Examples of support might include, but are not limited to, financial resources (e.g., travel to support research), personnel resources (e.g., graduate assistants or post docs), or professional development opportunities (e.g., funding to support participation in leadership development programs within the academy)

- Who are the primary people you currently collaborate with? Who would you like to collaborate with that you are not working with now?

3. Teaching

- Describe your goals as teacher. What support is needed to help you attain this goal?

- What courses you would like to teach?

- How you would like to improve your pedagogical skills?

CAREER DEVELOPMENT PLAN: RESEARCH

Long Term Goals: (Promotion)

Specific Outcomes to be achieved: (i.e., list below target # of pubs, presentations, funding, impact factor measures, # invited talks, grant panels, evidence of visibility/impact as a scholar)

1. _____
2. _____
3. _____
4. _____

Current Performance Relative to Long Term Goals: *Assess your current progress toward each of your long term research goals as well as challenges you are currently facing or anticipate facing that might interfere with your progress. Place a check in the "Priority" column for those items you believe should take precedence in your development plan for the coming year*

Assessment	Key Challenge	Priority
1.		
2.		
3.		
4.		

Short Term Goals: Actions to Achieve Long Term Goals (Examples of these are below but adaptable)

1. Funding (e.g., grant writing workshop, grant panels, meeting with program officers)
 - a. _____
 - b. _____
 - c. _____
2. Publication (e.g., writing circles, manuscript workshops, data collection)
 - a. _____
 - b. _____
 - c. _____

3. Develop Network of collaborators (e.g., conference attendance, chair symposia, networking workshops)

a. _____

b. _____

c. _____

4. Establish (expand) Lab (for some) (e.g., recruiting RAs/postdocs)

a. _____

b. _____

c. _____

5. Work Life Integration (e.g., balancing workload with personal obligations, building support network)

a. _____

b. _____

c. _____

6. Developing a national profile (e.g., grant panels, editorial positions)

a. _____

b. _____

c. _____

Additional resources required or skill development not included in above

1. _____

2. _____

3. _____

CAREER DEVELOPMENT PLAN: TEACHING Long

Term Goals: (Promotion)

Specific Outcomes to be achieved: i.e., Excellence in Teaching and Mentoring

1. _____
2. _____
3. _____

Current Performance Relative to Long Term Goals: *Assess your current progress toward each of your long term teaching goals as well as challenges you are currently facing or anticipate facing that might interfere with your progress. Place a check in the "Priority" column for those items you believe should take precedence in your development plan for the coming year*

Assessment	Key Challenge	Priority
1.		
2.		
3.		
4.		

Short Term Goals: Actions to achieve Long Term Goals (Examples of these are below but adaptable)

1. Teaching (i.e., CETL workshops)
 - a. _____
 - b. _____
 - c. _____
2. Mentoring UG (i.e., advising theses/McNair, RAs, recommendations, time management, etc.)
 - a. _____
 - b. _____
 - c. _____

4. Mentoring Grad (i.e., mentoring style and plans, managing another's career development, etc)

- a. _____
- b. _____
- c. _____

5. Managing workload and class preparation

- a. _____
- b. _____
- c. _____

6. Work Life Integration

- a. _____
- b. _____
- c. _____

Additional resources required or skill development not included in above

- 1. _____
- 2. _____
- 3. _____

CAREER DEVELOPMENT PLAN: SERVICE

Long Term Goals: (Promotion)

Specific Outcomes to be achieved: i.e., Building (expanding) profile internal and external to UC

1. _____
2. _____
3. _____

Current Performance Relative to Long Term Goals: *Assess your current progress toward each of your long term service goals as well as challenges you are currently facing or anticipate facing that might interfere with your progress. Place a check in the "Priority" column for those items you believe should take precedence in your development plan for the coming year*

Assessment	Key Challenge	Priority
1.		
2.		
3.		
4.		

Short Term Goals: Actions to achieve Long Term Goals (Examples of these are below but adaptable – some may be deliberately avoided at particular stages)

1. Strategic planning for departmental and university service with Dept. Head
 - a. _____
 - b. _____
 - c. _____
2. Departmental Activities
 - a. _____
 - b. _____
 - c. _____

3. University Activities

- a. _____
- b. _____
- c. _____

4. National & International Activities (i.e., chair committees or sub organizations in discipline, community outreach, etc.)

- a. _____
- b. _____
- c. _____

5. Editorial or Other Review Activities (i.e., special editors, consulting/associate editor, review panels, etc.)

- a. _____
- b. _____
- c. _____

Additional resources required or skill development not included in above

- 1. _____
- 2. _____
- 3. _____

CAREER DEVELOPMENT PLAN: ALIGNMENT ASSESSMENT

After developing and reviewing your CDP, it is important to assess whether the goals you have articulated for research, service, and teaching are well-aligned or conflict with (a) one another and (b) the RPT criteria specific for your department. In the event that conflicts do exist, you should consider how they might be addressed.

1. Are there any conflicts you perceive between your research, teaching, and service goals?

- Yes
- No

If yes, please describe how you might address the source(s) of conflict:

2. Are there any conflicts you perceive between your research, teaching, and service goals and those specified by your department's RPT criteria?

- Yes
- No

If yes, please describe how you might address the source(s) of conflict: