

CNMS: PROFESSIONAL DEVELOPMENT PLAN (July 26, 2023)

Professional Development Plans (PDPs) provide a process that identifies both professional development needs and career objectives. Furthermore, PDPs serve as tools to help facilitate communication between mentees and their mentors. The PDP is only one component of a broader mentoring program and can help mentees identify:

- Long-term career options they wish to pursue and the necessary tools to meet these goals
- Short-term needs for improving current performance

Purpose

The purpose of the PDP is to help enhance the faculty members' professional growth, development, and vitality, and successfully fulfill the requirements of their position at UMBC. It is not a contract but a guide for identifying and managing professional growth opportunities.

Faculty members are expected to develop their teaching expertise and maintain currency in their disciplines and pedagogical approaches, develop their professional scholarly and creative works, and contribute to the work of the program, college, profession, and community. The plan's professional development activities will be used to establish priorities and expectations as the faculty member moves toward promotion and tenure.

Timetable

In consultation with the faculty member's department chair(s)/program director(s)/assigned mentor(s) (C/PD/AMs), newly hired faculty will develop a PDP by the end of their first academic semester that will cover years 2 and 3. *A PDP is a requirement of the university's official promotion and tenure process (P&T).* The completed PDP will be submitted to the Dean as an attachment to the First Year Probationary Review letter. The college is recommending that the PDP be modified after a successful 3rd-Year Contract Renewal, reviewed with the C/PD/AMs, and submitted to the Dean prior start of the following academic semester. Pre-tenure faculty beyond their first year are also encouraged to develop a PDP to guide professional development and assist in evaluation.

Outline of the PDP Process

The development, implementation and revision of the PDP require a series of steps to be conducted by the mentee, and then discussed with his/her mentor(s). These steps are an interactive effort, and ideally both the mentee and their mentor(s) will fully participate in the process.

STEP	ITEM	DESCRIPTION
1	Perform a Skills-assessment	Assess your strengths, weaknesses, and skills; then ask your mentor/colleague to review your skills assessment with you.
2	Write the PDP	State your career goals and write your PDP.
2A	Annual Update and Reflections	
2B	Skill Development Plans	
2C	Building a Strong Portfolio	
3	Implementing your PDP	Set an appointment with your mentor(s). Discuss your PDP with your mentor(s); implement the steps in your PDP; periodically review progress with your mentor(s).

STEP 1: SKILLS ASSESSMENT

Assess your strengths, weaknesses and skills – Self-Evaluation

Evaluate your skills and abilities in the following areas where: 5 = Highly proficient 1 = Needs improvement

General Research Skills:					
Designing program evaluations/studies	1	2	3	4	5
Analytical skills	1	2	3	4	5
Problem solving/troubleshooting	1	2	3	4	5
Creativity/developing new research directions	1	2	3	4	5
Teaching Skills:					
One-on-One Teaching	1	2	3	4	5
Small Group Teaching	1	2	3	4	5
Large Group Presentation	1	2	3	4	5
Professional Skills:					
Grant writing skills	1	2	3	4	5
Oral presentation skills	1	2	3	4	5
Manuscript writing skills	1	2	3	4	5
Mentoring skills	1	2	3	4	5
Being a mentee	1	2	3	4	5
Leadership and Management Skills:					
Leading and motivating others	1	2	3	4	5
Budgeting	1	2	3	4	5
Managing projects and time	1	2	3	4	5
Organizational skills	1	2	3	4	5
Interpersonal Skills:					
Getting along with others	1	2	3	4	5
Communicating clearly in writing	1	2	3	4	5
Communicating clearly in conversation	1	2	3	4	5

STEP 2: WRITE A Professional Development Plan

In Step 1 above, you have assessed your skills. Now it is time to reflect on your progress toward your career goals and to outline how you should move forward during the coming year(s). Fill out the PDP below, which begins on page 3. Your PDP is a changing document, since needs and goals will almost certainly evolve over the year(s). The aim is to set clearly defined career goals. Then to help you reach those goals, your PDP will help you create an approach for building upon current strengths and skills over the next year while providing a plan for you to address areas where you need further development.

The specific objectives of a PDP are to:

- Create an annual outline that will help you achieve your long-term career goals.
- Establish target dates for the completion of various training or skills improvement opportunities.
- Set goals and sub-goals for the next year, including a discussion of how you will spend your time.
- Define in detail the approach you plan to take to obtain the specific skills and strengths needed (e.g., courses, technical skills, teaching, supervision) along with an anticipated time frames for obtaining those skills and strengths.

STEP 2, PART A: PDP – Annual Update and Reflections

Name: _____ PDP Year: _____ Date: _____

Department: _____ Academic Title and Rank? _____

Career and Professional Goals

What are your professional goals for the upcoming year?

What are your long-term career goals (3-5 years)?

What are some motivating factors for pursuing these particular goals?

Are there special circumstances or barriers that may make it more challenging to achieve your goals for the upcoming year?

What were your main goals for the past year?

Which of the above goals did you meet? If you did not meet a goal, why?

Time Management

By your best estimate, how did you allocate your time during the past year?

TIME SPENT	PERCENT
research work	
travel and presentations (conferences and presentations)	
publication efforts	
proposal writing and preparation	
mentoring students	
teaching (include course development, preparation, and office hours)	
advising students	
committee assignments	
service to your community	
service to your profession	
personal training and development	
Other duties, <i>please describe</i> :	
Total	

How, if at all, will you change this time distribution in the coming year?

STEP 2, PART B: PDP - Skill Development Plans

Development of General Research Skills

What further research-related skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

Development of Teaching Skills

What further teaching skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

Development of Professional Skills

What further development do you need in the areas of grant writing, oral presentation of your work, manuscript writing, mentoring, or being a better mentee? What will you do during the next year to improve in these areas?

Development of Leadership and Management Skills

What further development do you need in the areas of leadership, budgeting, time management, project management and organization? What will you do during the next year to improve in these areas?

Development of Interpersonal Skills

What further development do you need in this area? What will you do during the next year to improve in this area?

Development of Your CV and Portfolio

Update your CV and your Portfolio. Attach the updated documents to this PDP.

STEP 2, PART C: PDP – Building a Strong Portfolio

- **Teaching**

- What courses will likely be offered by the faculty member over the time of the plan? (It is understood that departmental needs may result in a change to the plan due to staffing or enrollment pattern changes, etc.)
- What is the plan for developmental peer observation that meets the needs of the faculty member vis-à-vis their current skills and competencies as teachers? (This should be as specific as possible.)
- What is the plan for evaluative peer observation? (This could be in accordance with the College's Peer Observation Guidelines.)
- What are faculty development needs (mentoring, pedagogical workshops, course development, etc.) related to teaching? What resources are needed to meet these needs? What is the plan for obtaining these resources?

- **Scholarship/Creative Work**

- What are the faculty member's scholarship/creative work goals for this period? (These goals should be reasonable, attainable, and help move the candidate toward successful reappointment, tenure and/or promotion.)
- What conferences or other professional development opportunities will the faculty member engage?
- Will the faculty member seek internal or external funding to support scholarship/creative work? What is the plan to apply for these funds?
- What sorts of support/mentoring (both internal/external to the institution) does the faculty member need to help realize these goals? What is the plan to obtain this support?

- **Service**

- When service does the faculty member plan to complete their academic year? When does this service best fit with the other components of the plan?
- What sorts of service complements the faculty member's teaching and scholarship goals?
- (*For tenured faculty*) What leadership opportunities exist and what leadership aspirations do the faculty member have? If applicable, what kind of leadership training would be useful to the faculty member to help meet these goals?

STEP 3: IMPLEMENT YOUR PLAN

Writing out your PDP is just the beginning of the career development process and serves as the road map. Now it's time to take action!

- Put your plan into action. File it someplace easy to find and read it over regularly to check your progress.
- Remember that each major professional goal that you write for the upcoming year should be broken down into its smaller, accomplishable sub-goals, steps, or “deliverables”, with specific dates for completion for each of those sub-goals. These smaller sub-goals should ultimately lead to accomplishment of the final goal. For example:

Major goal: Submit a paper for publication. Completion date - March

Sub-goal #1: Complete data analysis, figures, and outline. Completion date - previous October

Sub-goal #2: Complete the Introduction section. Completion date - previous November

Sub-goal #3: Complete the Discussion section. Completion date - previous December

- Revise and modify the plan as necessary. The plan is not cast in concrete; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.
- Plan to set an annual (or more frequently if appropriate) meeting with your mentor to review and discuss your PDP. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.
- Revise your PDP based on these discussions.