**Old Dominion University**

**Office of Academic Affairs**

**Center for Faculty Development,**

**ODU Career Faculty Development Plan for Tenure Track Faculty**

**Purpose:** The purpose of this Career Development Plan (CDP) is to facilitate the planning, feedback, and support that tenure-track faculty need before they are eligible for tenure. A central feature of the CDP is a 3–5-year plan for developmental activities in research, teaching, and success.

Please complete the plan and revise it 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 on your individual needs and departmental tenure and promotion guidelines.
* Helps you prioritize resources and time spent on activities that are most important and beneficial to your development and performance.
* Document your goals and developmental needs so that your department chair can help you achieve your career goals.

**Procedures:**

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

* Meet regularly with your mentor(s) and at least annually with your department to discuss your CDP and your progress. A particular focus of this discussion should be understanding the standards for tenure and promotion.

**Professional Development Activities:**

The CDP asks you to consider professional development activities in the areas of research, teaching, and service[[1]](#footnote-1).

**Faculty Information and Planning Sheet**

|  |  |
| --- | --- |
| Name:  |  |
| Rank:  |  |
| College:  |  |
| Department: |  |

The following questions ask you to reflect on your goals and your current level of performance relative to those goals. Your answers should inform your CDP and discussions with your department chair and mentors.

1. **Overall career goals**
	1. Where do you see yourself professionally in 3-5 years?
	2. How do you currently spend your time? (Distribute effort to equal 100%)

 Research Teaching Service Other

If other, please describe here:

1. **Research and Scholarship**
	1. Describe your vision as a research scholar. Where are you now in terms of realizing this vision, and where do you want to be in the next 3-5 years?
	2. What short-term milestones (e.g., rate and types of publications, grant funding, networking) do you need to achieve to realize your vision?
	3. What support is needed to achieve this goal? Examples of support may include, but not limited to, financial resources (e.g., travel to support research), human resources (e.g., graduate assistants or postdocs), or professional development opportunities.
	4. Who are the key people with whom you are currently working? Are there others you would like to work with who you are not currently working with?
2. **Teaching**
	1. Describe your goals or philosophy as a teacher. What courses do you teach or plan to teach in the future?
	2. What do you know about ODU students? How does your teaching approach meet student needs? How does your teaching promote student success?
	3. How would you like to improve your teaching skills?
3. **Service**
	1. What are your goals for service within your department or profession?
	2. Are you aware of service activities that are required by departments that do not contribute significantly to tenure and promotion??
	3. Do you know how to say “No” when service requirements have become burdensome?

**Career Development Plan: Research**

**Long-term goals: (Tenure)**

Specific outcomes to be achieved: (i.e., list below target # of publications, presentations, grants,

impact factor measures, # of invited talks, grant panels, evidence of visibility/impact as a scholar)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

**Current Performance Relative to Long-Term Goals:** Evaluate your current progress toward each of your long-term research goals, as well as the challenges you currently face or anticipate facing that could impede your progress. Place a check in the "Priority" column for those items that you believe should be a priority in your development plan for the coming year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** |  | **Key Challenge** | **Priority** |
|  |  |  |  | 🞎 |
|  |  |  |  | 🞎 |
|  |  |  |  | 🞎 |
|  |  |  |  | 🞎 |

**Short-term goals: Actions to Achieve Long-Term Goals** (Examples of these are below, but are adaptable)

1. Funding (e.g., grant writing workshop, grant panels, meeting with program officers)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. Publications (e.g., writing circles, manuscript workshops, data collection)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. Developing a network of collaborators (e.g., attending conferences, chairing symposia, networking workshops)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. Establish (expand) lab (for some) (e.g., recruit RAs/postdocs)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. Work/life integration (e.g., balancing workload with personal commitments, building support network)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. Development of a disciplinary, national and/or international profile (depending on the department/college) (e.g., grant panels, editorial positions)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. Develop a network of mentors and collaborators who can assist you in a variety of areas: teaching, research, and professional life (multiple mentors from within and outside Old Dominion University are recommended).

|  |  |
| --- | --- |
| 1. Teaching Mentors
 |  |
| 1. Research Mentors
 |  |
| 1. Work/Life balance Mentors
 |  |
| 1. Mentors outside ODU
 |  |

**Career Development Plan: Teaching Long**

**Term Goals:** (Tenure)

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

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Current Performance Relative to Long-Term Goals**: Evaluate your current progress toward each of your long-term teaching goals, as well as the challenges you are currently facing or anticipate facing that may impede your progress. Place a check in the Priority column for those items that you believe should be a priority in your development plan for the coming year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** |  | **Key Challenge** | **Priority** |
|  |  |  |  | 🞎 |
|  |  |  |  | 🞎 |
|  |  |  |  | 🞎 |
|  |  |  |  | 🞎 |

**Short-term goals:** Actions to achieve long-term goals (examples of these are below, but adaptable)

1. **Teaching (i.e., CFD workshops)**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**2.** Mentoring undergraduate students (i.e., time spent with students, and the development of undergraduate projects such as undergraduate research internships, posters, and publications)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**3.** Graduate student mentoring (i.e., mentoring style that promotes student success, theses, posters, and publications)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

4. Workload management and class preparation

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

5. Work/Life Integration.

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

Additional Resources Needed or Skills Development Not Included Above

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Additional Suggestions**

It can be helpful to create a CDP plan that you refer to frequently; it should be a living document.

* Create a yearly outline of goals
* Set target dates for completing presentations, grant proposals, and/or publications
* Determine if you need specific professional development in teaching
* Define in detail how you will acquire specific skills that will improve teaching and research outcomes.
* Consider where you need mentors and how to find them
1. This Career Development Plan is based on the "Individual Development Plan for UCSF Faculty" from the University of California, San Francisco and the work of Simpson, J., Driscoll, M., Foulk, D., and Carroll, P. entitled "Self-Evaluation of Faculty Performance in Teaching, Research, and Original Creative Work and Service" from Florida State University. [↑](#footnote-ref-1)