

Professional Development Plan Guidelines

Architecture Department

Cal Poly State University, San Luis Obispo, CA

Adopted 12/10/04

1 Introduction

The goal of the Professional Development Plan in the Architecture Department is to establish guidelines by which members of the faculty can develop a program for maintaining currency and achieving excellence in their teaching, engaging in professional growth activities aimed at improving their level of professional and academic proficiency, and defining their commitment to service.

For probationary (tenure track) faculty this plan will establish a road map towards retention and then to promotion and tenure. For tenured faculty, this plan reflects the activities to be undertaken to assist in achieving promotion and to develop leadership skills and assume leadership roles within the department.

The Professional Development Plan provides Peer Review Committees (PRC) with goals and plans against which a faculty member's progress in the areas of teaching, professional growth and service can be evaluated.

For lecturers the Professional Development Plan only addresses maintaining currency and achieving excellence in teaching.

2 Process

During the first weeks of the Fall quarter in which a faculty member is scheduled for review, the faculty member should review his or her Professional Development Plan covering the next review period in consultation with the Department Head. The plan should articulate the goals of the faculty member with respect to the Mission Statement and Goals of the Department, CAED and University. A Professional Development Plan should identify specific goals and activities achievable within the short (one year) and medium (three-five year) terms.

A faculty member should submit both their Professional Development Plan for the period being reviewed and the revised Professional Development Plan for the next review period, if different, to the appropriate PRC in their Working Personnel Action File.

3 Format

Each faculty member may determine the formatting for his or her development plan. However, to facilitate record keeping and inclusion in reports and to support legibility, it is suggested that it be letter size (8.5" by 11"), oriented vertically, use upper and lower case lettering for text, and have all pages numbered.

The Professional Development Plan should not use type smaller than 10 point or exceed 4 pages.

4 Content Categories

4.1 Title & Period

State the period covered as September 200X to August 200Y

4.2 Faculty Member Information

Name, Current Rank, and Campus Phone Number, and E-mail Address.

4.3 Teaching

This may include improving existing courses, assignments, teaching effectiveness, and teaching skills, as well as new course preparations, teaching using new technologies, and preparing in-service training for professionals. Refer to the department's ARPT document for more detail.

4.3.1 Teaching Plan

The plan should set out the courses that the faculty member expects to teach in a one-year period (September through August). It should also set down a more generalized 3-5 year plan for growth, change and/or course development. This longer period serves to establish a broader basis for review and evaluation.

4.3.2 Teaching Assessment

The plan should illustrate how the activities proposed can be assessed in order to demonstrate progress and merit. All progress should be documented on an annual basis.

4.3.3 Teaching Implementation

Indicate the challenges faced in accomplishing the teaching plan. Be realistic as to the extent of what can be accomplished in the time period covered.

4.3.4 Department Assistance

Indicate in what ways the department, the college and university may assist in supporting the teaching plan.

4.4 Professional Growth

This includes the four types of scholarship recognized by the Carnegie Commission – teaching, discovery, integration and application. Refer to the department's ARPT document for more detail.

Note: This section is not required for lecturers.

4.4.1 Scholarship Plan

The plan should set out the activities to be accomplished in a one-year period (September through August). It should also set down a more generalized 3-5 year framework within which the yearly activities would occur. This longer period serves to establish a broader basis for review and evaluation.

The plan should indicate how the scholarship activities will benefit the faculty member's teaching, professional growth and/or contributions to the profession.

4.4.2 Scholarship Assessment

The plan should illustrate how the activities undertaken can be assessed in order to demonstrate progress and merit. This can take the form of numerical measures (such as one article submitted in a peer reviewed journal every two years), as well as qualitative measures (such as external reviews and awards) and reviews and internal or external comments by peers. The measurement units should be easily verified. For example, presenting a paper at a national conference can be verified by submitting a copy of the paper. All progress should be documented on an annual basis.

4.4.3 Scholarship Implementation

Indicate the challenges faced in accomplishing the scholarship. Be realistic as to the extent of what can be accomplished in the time period covered.

4.4.4 Department Assistance

Indicate in what ways the department, the college and university may assist in supporting the scholarship plan.

4.5 Service

Includes service to the department, college, university and community. Refer to the department's ARPT document for more detail.

Note: This section is not required for lecturers.

4.5.1 Service Plan

The plan should set out the service commitments the faculty member will undertake in a one-year period (September through August). It should also set down a more generalized 3-5 year plan for growth, change and/or contribution. This longer period serves to establish a broader basis for review and evaluation.

4.5.2 Service Assessment

The plan should illustrate how the activities undertaken can be assessed in order to demonstrate progress and merit. All progress should be documented on an annual basis.

4.5.3 Service Implementation

Indicate the challenges faced in accomplishing the service plan. Be realistic as to the extent of what can be accomplished in the time period covered.

4.5.4 Department Assistance

Indicate in what ways the department, the college and university may assist in supporting the service plan.

4.6 Optional

This should provide for areas and activities not covered elsewhere in this document.