

PROFESSIONAL DEVELOPMENT GUIDELINES

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PROFESSIONAL DEVELOPMENT EXPECTATIONS FOR NEW ACADEMIC APPOINTMENTS

The Professional Development Plan

The intent of this document is to provide guidance for the creation of a statement of a new faculty appointee's professional development goals for first 3 years of appointment, developed in consultation with the local PD Committee representative, and co-signed by the Chief (and/or DFCM Program Director). It will be submitted with other documentation to the Appointments and Promotions Committee.

It is anticipated that this statement – a Professional Development Plan (PDP) - will reflect the needs of the unit or program for particular skills, the Chief's assessment of the faculty member's need for particular development activities, and the experience, self-assessed needs, and aspirations of the appointee. It is assumed that progress with achieving professional development goals will form part of an annual review of the appointee by the Chief (or designate), and/or DFCM Program Director.

The PDP will address the following:

- **The role(s) the appointee is taking on**
- **The skills and knowledge the appointee brings to the role**
- **Additional skills and knowledge needed to excel in the role**
- **Aspirations for exploring additional roles**
- **Goals for acquiring skills and knowledge and for exploring other opportunities, and specific plans for achieving these goals, outlined over 3 years.**
- **Professional development supports that will be made available to the appointee**

The DFCM Professional Development Committee has prepared a table of professional development activities (Appendix A) for the variety of appointment categories. Along with advice from the local PD Committee representative, it can serve as a guide for possible activities. This table will be reviewed and amended annually by the Committee.

Guidelines for Chiefs / Program Directors

The starting point for this plan (and annual reviews of it) is the Chief's (and/or DFCM Program Director's) assessment of unit/program and appointee needs. Your local PD representative can provide advice to you and the appointee on available and appropriate professional development resources at any stage in the process.

In preparation for the discussion with the appointee, and formulation of the PDP, consideration of the following will be useful:

1. What role(s) is the appointee taking on?

2. Why did you select this person for the role(s)?

3. What feedback do you have on the appointee's performance so far?

4. What additional roles, if any, would you like the appointee to consider?

5. Based on all of the factors above, what professional development activities make sense for this appointee?

6. What supports (e.g. financial, administrative, protected time, mentoring) can be made available to the faculty member for professional development?

The PDP submitted with appointment documentation need not address all of the questions outlined above. They are intended as a guide to the discussion between Chief and appointee.

Guidelines for Appointees

Your Professional Development Plan (PDP) is intended to build on the experience and strengths you bring to the academic role(s) you are undertaking, and to equip you for excellence. It will also allow you and your Chief / Program Director to consider additional roles and skills, as well as academic promotion.

Your local DFCM Professional Development Committee representatives (ask your Chief for the name and contact information) can be useful at any point in the discussion, development, and implementation of your PDP. Appendix A outlines some possible professional development activities for new appointees in various appointment categories.

In preparation for discussion of your PDP with your Chief and/or Program Director, consideration of the following questions may be useful:

1. Why have you chosen academic work (including teaching) as part of your career?

2. What interests and skills do you bring to this new role?

3. What challenges have you encountered/do you anticipate?

4. How can you build on pre-existing interests and skills and address challenges?

5. What professional development activities would help you?
(PD Committee representative can assist in outlining options)

6. What supports would aid you in your teaching?
(Consider other types of training, mentoring, practical assistance with particular parts of your current role)

7. What knowledge, experience, or expertise do you have to offer to colleagues in your unit, the DFCM, and beyond?

8. What activities in your unit, the DFCM, the University or beyond would you like to explore? Have you considered other roles within the unit or department? Would you like more information about them? What supports would be required to make a transition?

9. How important is academic promotion to you? What information and/or assistance do you need?

The PDP Statement submitted with appointment documentation need not address all of the questions outlined above. They are intended as a guide to the discussion between Chief and appointee.