New York City College of Technology
OF THE CITY UNIVERSITY OF NEW YORK

Faculty Professional Development Plan

New faculty members at New York City College of Technology (NYCCT) participate in a structured process of development and evaluation during the years leading to tenure. Key elements in the process are:

- the Professional Development Plan (PDP),
- the Professional Activity Report and Self-Evaluation (PARSE),
- and the Annual Evaluation.

**Professional Development Plan**
The Professional Development Plan outlined below is formulated to offer you the benefit of specific goals and time lines for you to achieve during your seven-year probationary period as faculty member at NYCCT. These objectives outline the way in which you will fulfill the criteria for reappointment and tenure stated in the University’s *Statement on Academic Personnel Practice*, the standards against which you will be measured by your department appointments committee, the College Personnel & Budget Committee, and the President as you stand for reappointment each year and progress toward tenure. The aims set forth reflect your development as a faculty member and are reviewed each year so that they accurately reflect any changes in your professional goals and the needs of the department and provide increasing specificity about your professional goals. The attached template outlines the scope of expectations and suggests examples; however, each faculty member will specify items that reflect individual strengths, interests, and professional goals.

**Professional Activity Report and Self-Evaluation Form**
Beginning with the first year evaluation, in preparation for your annual evaluation and reappointment, you are expected to prepare and update a preliminary PARSE in which you outline and reflect on your professional accomplishments in teaching, scholarly/professional growth and service in light of the goals set in the PDP. **Documentation for each item must be deposited in your personnel file in the Office of Instructional Staff Relations (ISR).**

**Annual Evaluation**
Your annual evaluation by your department chair (Chair) at the end of each academic year serves as an official appraisal of your progress in meeting the expectations for tenure. The Chair will review the goals set in the PDP and the accomplishments and self-evaluation you provide in the PARSE. Formal classroom observations, student opinion reports (SET), student advisement, relationships with your colleagues, service to your department, the college and perhaps the community, as well as professional activities including research and publication are some of the major elements usually included in the annual evaluation. In addition, your school dean (Dean), your Chair and tenured faculty members may offer you informal advice from time to time that should further serve to guide you in the process.

**The “Guidelines for Faculty Personnel Process”**
Use the “Guidelines” as it provides a detailed description of the process and the expectations.
Faculty Professional Development Plan for ________________________________

Department ________________________________ Appointment for Year ______

The objectives listed below are based upon the university’s Statement on Academic Personnel Practices (See “Guidelines for Faculty Personnel Process”, section V.Appendix A.). In setting these goals all parties are aware that this is a developmental exercise, subject to reevaluation each year as the individual progresses towards tenure.

• In Year 1, the faculty member and the Chair will agree on specific outcomes for the first two years and will outline longer-range outcomes for the period leading to tenure.
• Each year thereafter, having reviewed the PARSE, the faculty member, with the Chair’s guidance, will revise the PDP as needed and describe expected outcomes and achievements for the next period with increasing specificity.

Year 1

Teaching: Demonstrate an interest and growth in teaching
• Establish and maintain a teaching portfolio
• Classroom observations, student outcomes, and student perception of teaching surveys (SET) indicate effective instruction
• Observe procedures for reporting, grade submission, and other procedures
• Become an effective advisor
• Other activities, e.g., undergraduate research, implement safe laboratory procedures, support co- or extra-curricular activities or events.

Scholarly/ Professional Growth: Demonstrate potential for scholarly work/ professional achievement
• Plan for publication or other significant professional activity, as appropriate for discipline.
• Identify relevant “seed” opportunities, e.g., PSC, GRTI, or other small grants
• Participate in local or regional conferences or professional organization activities

Service: Provide service to the Department/ School/College
• Serve on a departmental committee or support a significant departmental initiative or activity (Specify)
• Through participation in School or College activities (Specify), become familiar with the College’s structure and mission.
Years 2-7
(Each year’s plan should indicate developing skill, responsibility, engagement, and accomplishment; the plan should be revised as needed to reflect new directions and opportunities)

Teaching
Demonstrate growth in teaching (e.g., participate in focused faculty development, develop materials, engage in curriculum development, take on course responsibility, increase skill as an academic adviser; as appropriate, develop skills in online teaching or teaching with technology, participate in a learning community, etc.) and earn stronger observation and student reports.

Scholarly/Professional Growth
Move from preliminary activities to the development of a substantial body of work, demonstrating that the faculty member continues to grow professionally, to contribute to knowledge or improved practice in the field, and to achieve recognition outside the college for professional accomplishments. Examples of peer-reviewed publications or the equivalent, depending upon the discipline, are expected.

Service
Demonstrate increasing responsibility for shared faculty work in the department. Play an active role in a substantial school-wide, or college-wide activity (e.g., college governance, grant proposal development, cross-disciplinary collaboration, recruitment, assessment, general education, student clubs and organizations, etc.). In general, the goal is for selective but significant achievement—not how much or how many, but how well and with what impact.

Signatures

Faculty Member__________________ Date____________________
Chair____________________________ Date____________________
School Dean_______________________ Date____________________

Adopted by the College Personnel & Budget Committee, 22 April 2010