

**Professional Development Plan (PDP)**

**a tool for envisioning, planning, and empowering   
academic careers**

**tailored to the Associate-to-Full promotion**

**for tenured and teaching-track faculty**

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**Introduction**

**What is a PDP?**

The Professional Development Plan (PDP) is a personal agenda-setting tool that guides individual faculty members to outline: (i) annual goals in the areas of scholarship, teaching, leadership, and service appropriate to their type of position; (ii) annual goals within the context of departmental, school-wide, and university-wide priorities; (iii) personal life goals; (iv) long-term professional goals; and (v) plans for striking a desired balance between work and personal life responsibilities.

**Who is it for?**

PDPs are recommended as an annual ritual for all faculty. We believe that PDPs are especially important for post-tenure faculty members and others at mid-career. Absent a plan and purpose, mid-career faculty are more likely to take on too much work that does not further advance their career.

**How does the PDP work?**

The PDP integrates reflection, planning, assessment, implementation, and revision to help faculty advance while attending to both professional and personal satisfaction. Early steps empower faculty to envision the core activities of the next phase of their career in the context of their values and passions, to take advantage of the breadth of promotion criteria, and to leverage departmental, programmatic, and institutional needs, strategic directions, and strengths. Faculty use that vision to plan specific long-term and short-term goals, including personal as well as professional goals. Faculty members are encouraged to include specific details about timelines and actions necessary to reach their goals. The next steps encourage faculty to assess the skills and resources they will need to meet their goals and overcome challenges, and to develop a network of multiple mentors, sponsors, and advocates who can guide them. All of these elements should be revisited on an annual basis as accomplishments and challenges are reviewed.

**How is the PDP used by mentees and mentors?**

The PDP is the foundational component of the mentoring process. It provides the mentee with a vehicle for communicating professional and life goals. The mentee can complete the PDP on their own or in consultation with mentors. The mentee is encouraged to share a copy of the PDP with their mentors for review and consultation to clarify the mentor’s understanding of the mentee’s goals, so that the mentor can provide guidance, suggestions and information about available opportunities.

**Who benefits?**

When used consistently and optimally, the PDP can create a win/win situation for faculty and the institutions in which they work. Faculty participants benefit because drafting and implementing a PDP helps to achieve professional and life goals that are personally meaningful. Departments and schools/universities benefit because the PDP facilitates the development of professional capabilities, organizational planning, and resource mobilization. Those factors will likely lead to improved morale and personal job satisfaction, which, in turn, make the university more effective.

**Outline of Suggested Annual Process**

1. Remind yourself of the PDP components captured in this diagram:
2. Complete or revisit the exercises in steps 1-7 that require reflection, visioning or revising, planning and goal setting, skill assessment, and use of mentors.
3. Set the PDP aside for a few days and then review it to determine if your goals are clear, realistic, and achievable in the context of existing resources (time, money, current skill set, etc.). Be sure to provide details about resource needs, timelines, and deliverables that need to be completed as part of the processes. Revise where appropriate.
4. Once you have (mostly) completed the PDP, provide a copy to your mentoring team for review. Include all of it or whatever portion makes sense to you. Expect honest feedback from your mentors.
5. Reflect on the advice from your mentors. Where appropriate, integrate suggestions through a revision process. When choosing not to integrate the mentors’ suggestions, communicate your decision and why you will choose another path.
6. Maintain your revised PDP. Consider providing a copy to your mentors and keep a copy readily accessible as a reminder of your goals and timelines.
7. Implement your PDP, being sure to revisit and revise it regularly. Discuss it with your department head at annual review time. Take stock of challenges and strategize about how to overcome them. Celebrate when you achieve your goals!

**Step 1:**

**Aligning your Career Development Plan   
with your Values and Passions**

A primary goal of this PDP process is to identify a pathway for learning and advancement that you’re passionate about, and that aligns with professional and personal values.

Option 1: If you received a “card deck”\* of value statements, find 5-10 minutes of quiet time to sort the cards into three piles: 1) those that are very important to you; 2) those that are somewhat important to you; and 3) those that are not important to you. From pile #1, select the top 4-6 that you consider to be your guiding principles.

Option 2: If you did not receive a card deck, review the list below and circle those that are most important to you. Then select the top 4-6 that you consider to be your guiding principles.

With either option, add any values that are important to you but not contained in the list.

|  |  |  |
| --- | --- | --- |
| Achievement | Friendship | Freedom |
| Advancement⏐Promotion | Fame | Service |
| Adventure | Dependability | Generosity |
| Artistic expression | Honesty⏐Integrity | Wealth |
| Autonomy | Knowledge | Inner Peace |
| Authority | Leadership | Order |
| Challenging problems | Mastery | Nature⏐Ecology |
| Change and variety | Helpfulness | Power⏐Authority |
| Leisure | Commitment | Risk |
| Community | Compassion | Industriousness⏐Working Hard |
| Purpose | Mindfulness | Responsibility⏐Accountability |
| Contribution | Openness | Independence |
| Connection | Stability | Safety⏐Security |
| Cooperation | Recognition | Self-Knowledge |
| Creativity | Religion | Solitude |
| Duty | Public Service | Realism |
| Excellence⏐Quality | Reputation | Humility |
| Family | Social Justice | Other: |
| Physical fitness | Rationality | Other: |
| Flexibility | Non-Conformity | Other: |

\* Personal values card sort adapted from W.R. Miller, J. C’de Baca, D.B. Matthews, P.L. Wilbourne, University of New Mexico, 2001. Public domain.

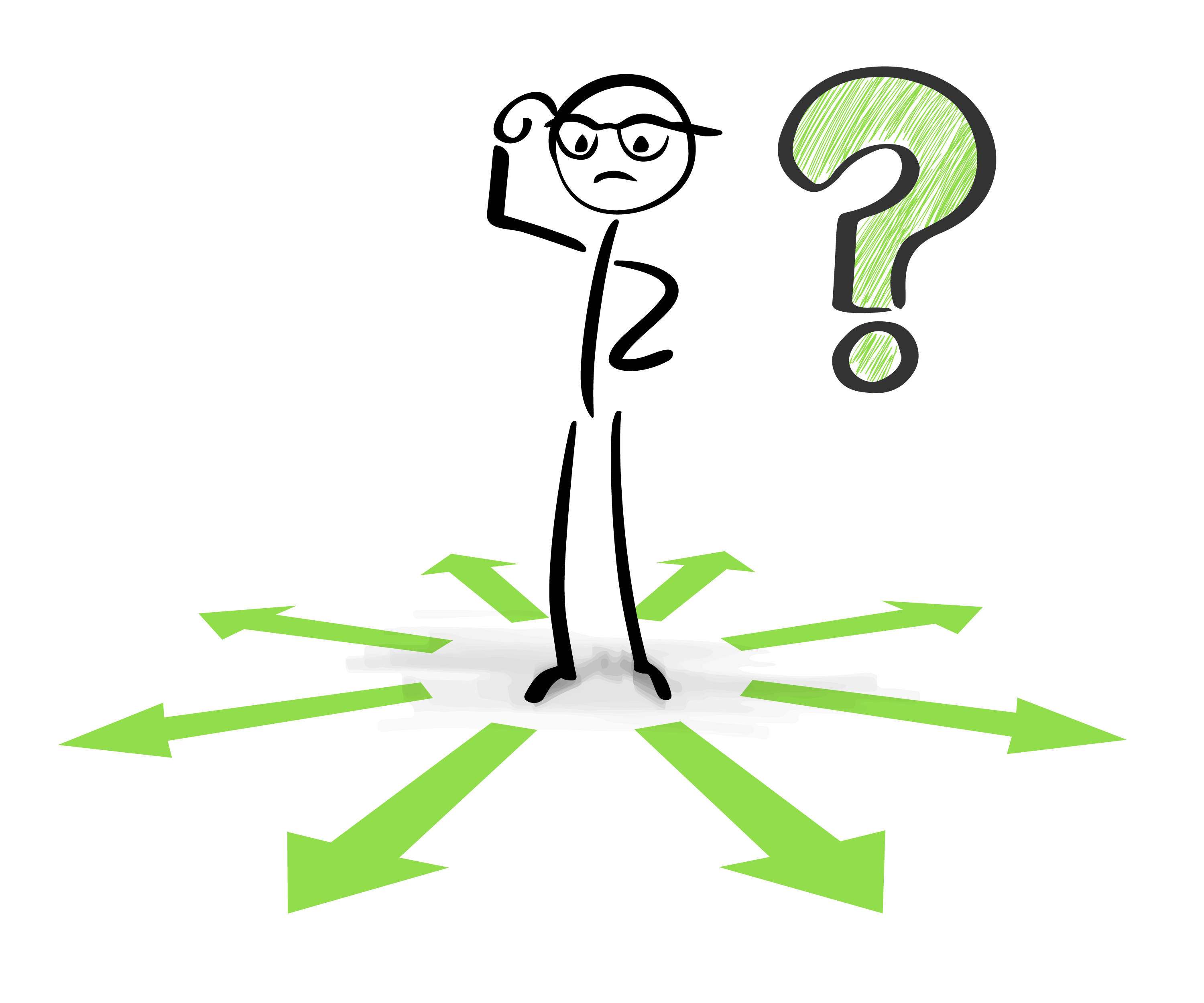
1. In the first row of the table below, list the values from the previous exercise that are core elements in your professional and personal lives. These can be either values that you are currently “living” or values that you aspire to in the next chapter of your career.
2. In the second row of the table, write a few brief sentences or phrases that articulate your professional and personal *passions*. When are you energized?

|  |  |  |
| --- | --- | --- |
|  | **Professional** | **Personal** |
| **Values** |  |  |
| **Passions** |  |  |

**Step 2:**

**Envisioning the Next Phase of Your Career**

After earning tenure or promotion from Assistant to Associate, there is more freedom and flexibility to chart a variety of pathways to the next promotion that are personally meaningful and intentional, aligned with values and passions. Conceiving of a career in focused phases can empower us to reset, shift gears, and be more selective and strategic about the activities we take on. The diagram below shows a wide range of pathways or professional identities that could be core contributions of a career phase. Career phases may also be influenced by commitments such as parenting and caregiving.

****

master teacher, program builder

disciplinary super-star

departmental change-agent

community change-agent

entrepreneur

public intellectual

institutional change-agent

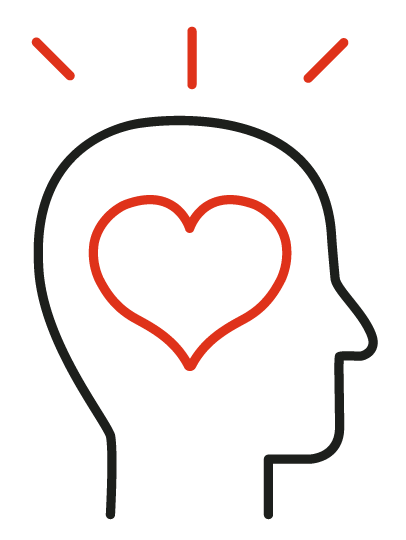
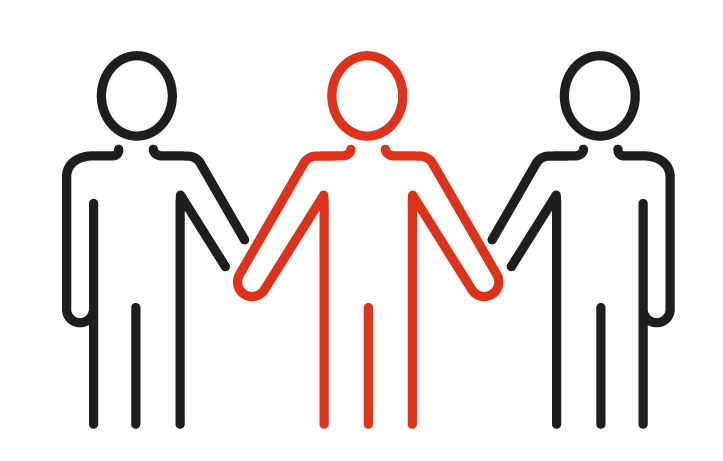
administrative leader

*Image credit: ThreeCups, non-transferable standard license from Vectorstock*

**Exercise:** Free-write for about 5 minutes, either in a paper journal or an electronic document, about the phases of your career thus far and possibilities for the phase ahead. What professional identity, dream project or activities, and feelings are you, or would you be, most excited about? What identities, activities, and feelings from previous phases do you want to carry with you or leave behind? Think holistically about both professional and personal trajectories.

**Step 3:**

**Identifying Opportunities in WPI’s Promotion Criteria**

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We hope that everyone is able to identify a pathway to promotion that they are genuinely excited about: one that has personal meaning and aligns with the values, passions, and professional identities identified in Steps 1 and 2. Then it becomes a matter of pursuing that pathway in a way that’s promotable, which usually means having broader impact in some way. Toward that end, we recommend reviewing WPI’s [promotion criteria](https://www.wpi.edu/sites/default/files/faculty-governance/Faculty_Handbook.pdf) on an annual basis. For the purposes of this planning process, we’ve pulled excerpts that help distinguish the Associate-to-Full promotion from the Assistant-to-Associate promotion: *“demonstrated leadership in some aspect of teaching”* for teaching-track positions and *“scholarly contributions that demonstrate a positive external impact beyond WPI”* (including diverse forms of scholarship) for tenured positions.

**Exercise:** Read the excerpts below from the promotion criteria that apply to your type of position. Then write down one or more key ideas that you identified in Steps 1 and 2: values, passions, dream projects, and/or professional identities. In the second column, make connections to specific types of teaching leadership or scholarly contributions. Where relevant, make notes about standards—what would you need to do to have an activity recognized as leadership or scholarship? Be sure to discuss these standards with your mentoring team.

|  |  |  |
| --- | --- | --- |
| Professional Values and Passions; Desired Activities or Identities | Aligned Teaching Leadership Contributions (NTT) or Aligned  Forms of Scholarly Contributions (TTT) | Key Standards (e.g., external dissemination) |
|  |  |  |
|  |  |  |

**Excerpts from criteria for promotion from Associate to Full (teaching-track positions):**

To be considered for promotion to teaching professor, an associate teaching professor must have demonstrated **considerable professional growth and development of qualities of leadership**. This usually requires at least five years as an associate teaching professor. The candidate must have **recent accomplishments of high quality in teaching as well as demonstrated leadership in some aspect of teaching**. This leadership must be recognized by peers within WPI, and acknowledgement by external peers would be viewed favorably. High quality teaching can be evidenced in many ways, including (but not limited to)… In evaluating teaching qualifications, the Committee on Appointments and Promotions will consider innovations in teaching and adaptability to the needs of WPI, effectiveness as measured by students, alumni, and colleagues, and the candidate's overall impact and importance in WPI academic programs. **Leadership accomplishments in teaching may be demonstrated by some or all of the following:** exceptionally high quality teaching that serves as a model for others, development of new courses or other academic activities such as project experiences, leadership in curricular revisions or other academic initiatives within WPI, leadership of teaching-­‐ and learning-­‐related grant proposals and funded projects, publications and presentations related to teaching, and leadership roles in appropriate professional organizations. **Service is valued and considered in the promotion review.** Service can be evidenced in many ways, including…(internal or external)

**Excerpts from criteria for promotion from Associate to Full (tenured positions):**

The candidate for promotion to full professor should demonstrate continuing high quality teaching and high quality scholarship/creativity as well as a record of scholarly contributions that demonstrates a positive external impact beyond WPI as appropriate to the candidate’s area of expertise. Service is a critical responsibility of all tenured faculty; thus, evidence of service at a level appropriate to the rank is expected.

**The specific standards of performance in teaching, scholarship, and service for promotion to full professor are similar to those for promotion to associate professor, with the added expectation of scholarly contributions that demonstrate a positive external impact beyond WPI. Contributions to WPI may demonstrate an external impact if they are disseminated and recognized externally.** In every case, the high quality and positive external impact of scholarly contributions must be recognized by peers within WPI and by knowledgeable people external to WPI. While it is expected that these criteria describe the great majority of cases, there may be exceptional candidates whose unique contributions, while not conforming to these guidelines, are deserving of promotion.

Scholarship exists in a continuum of diverse forms of knowledge and knowledge-making practices. Scholarship may be pursued through original research, making connections between disciplines, building bridges between theory and practice, communicating knowledge effectively to students and peers, or in reciprocal partnerships with broader communities. **The common characteristics for any scholarly form to be considered scholarship are: it must be public, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly community.**

Contributions may be in one area or across multiple areas of the continuum of scholarship. Scholarly contributions to any area or areas are valued equally by WPI.

*Scholarship of Discovery*: The creation or discovery of new knowledge…Usually demonstrated through publication in peer-reviewed journals and books, presentations at scholarly conferences, inventions and patents, or original creation in writing or multimedia, artistic works, or new technologies.

*Scholarship of Integration:* …When disciplinary and interdisciplinary knowledge is synthesized, interpreted, or connected, this integrative scholarly contribution brings new insight. Integrative or interdisciplinary work might include articles, policy papers, reflective essays and reviews, translations, popular publications, synthesis of the literature on a topic, or textbooks.

*Scholarship of Application and Practice:* …This may include translational research, commercialization, start-ups, technology transfer, assistive technologies, learning technologies, or applied research supported by industrial or corporate partners or by government agencies. Contributions…are shared with stakeholders and open to review and critique by stakeholders and by peers.

*Scholarship of Teaching and Learning:* …Scholarly teaching activity becomes the scholarship of teaching and learning when faculty members make their teaching public, so that it can be reviewed, critiqued and built on by others, through publications, presentations or other forms of dissemination.

*Scholarship of Engagement:* The scholarship of engagement involves collaborative partnerships with communities (local, regional, state, national, or global) for the mutually beneficial exchange of knowledge and resources. Examples: community-based programs that enhance WPI’s curriculum, teaching and learning; educational or public outreach programs; other partnerships with communities beyond the campus to address critical societal issues, prepare educated citizens, or contribute to the public good. Contributions are…visible and shared with stakeholders, and open to review and critique by community stakeholders and by peers.

**Step 4:**

**Considering Departmental and Institutional Needs**

Your core strategic directions for scholarly or leadership contributions may garner more resources, recognition, and success, and be more satisfying, if they contribute to departmental, programmatic, and/or institutional needs or strategic directions. You might also be able to leverage departmental and institutional strengths and distinctiveness (e.g., project-based learning, an interdisciplinary research area) toward your own professional goals.

**what’s this sweet spot?**

|  |  |  |
| --- | --- | --- |
|  | **Department/ Program** | **Institution** |
| **Strategic directions or needs for the next 3-5 years** |  |  |
| **Current strengths, distinctiveness that you can leverage** |  |  |

**Step 5:**

**Setting Professional and Personal Goals**

1. Long-term: If your career goals are met, describe where you see yourself in five years professionally.
2. Long-term: If your personal goals are met, describe where you see yourself in your personal life in five years.
3. Ideally, how would you want to spend your time to obtain those five-year goals? (Distribute effort to equal 100%)
   1. \_\_\_\_\_\_ Research/Scholarship
   2. \_\_\_\_\_\_ Teaching
   3. \_\_\_\_\_\_ Service
   4. \_\_\_\_\_\_ Leadership (e.g., director, administrative roles)
   5. \_\_\_\_\_\_ Non-work-related activities
   6. \_\_\_\_\_\_ Other (please describe further):
4. Currently, approximately how do you spend your time? (Distribute effort to equal 100%)
   1. \_\_\_\_\_\_ Research/Scholarship
   2. \_\_\_\_\_\_ Teaching
   3. \_\_\_\_\_\_ Service
   4. \_\_\_\_\_\_ Leadership (e.g., director, administrative roles)
   5. \_\_\_\_\_\_ Non-work-related activities
   6. \_\_\_\_\_\_ Other (please describe further):

**On the subsequent pages, you’re asked to articulate short-term goals in each of those areas, aligned with your long-term vision, and to break them down into manageable steps. Skip any areas that do not apply to your position. Keep in mind that your goals should be SMART:**

**S**pecific: Have I made clear precisely what needs to happen in each area?

**M**easurable: Will I know whether I have achieved my goal or not?

**A**ttractive: Are the goals stated in a positive way? Are they appealing to me?

**R**ealistic: Does each goal seem feasible to accomplish?

**T**ime-framed: Are there clear milestones, time points, and due dates?

|  |  |
| --- | --- |
| **Personal goals** | **What steps do you need to take to get started?** |
| What are your **personal goals** for the upcoming year?  (*Examples*: *Establish a daily meditation routine; N steps per day; take X weeks’ vacation; do not work on weekends; spend Y time weekly on a hobby; date night with spouse/significant other at Z frequency)* | *(Examples: Assess meditation apps; identify weeknight for date, put on calendar, find a babysitter; block noon on calendar for walking)* |

**\*The last page of this document shows a summary table that might be useful   
for capturing all of your short-term (annual) personal and professional goals   
in one place.\***

|  |  |  |
| --- | --- | --- |
| **Professional goals** | **Outline the deliverables and sub-goals or steps that go along with each goal** | **When will I start and when do I expect to finish?** |
| What are your **research/scholarship goals** for the upcoming year, and which goals will receive your top priority?  (*Examples*: *Publish a manuscript*; *Apply for/procure a major grant, Meet with program officers, Recruit a top notch postdoc, Serve on grant review panels to enhance my visibility, Write a review paper, Start a new collaboration)*  Prioritize goals |  |  |

What support is needed to help you attain your research/scholarship goals? Examples may include financial resources (e.g., travel), personnel resources (e.g., postdocs, graduate and undergraduate assistants), professional development opportunities (e.g., participation in conferences), or new types of mentors.

What challenges stand in the way of you achieving your research/scholarship goals?

|  |  |  |
| --- | --- | --- |
| **Professional goals** | **Outline the deliverables and sub-goals or steps that go along with each goal** | **When will I start and when do I expect to finish?** |
| What are your **teaching goals** for the upcoming year, and which goals will receive your top priority?  *(Examples: Redesign a course to enable more active learning, create an online course, develop resources for a project center, manage workload/class preparation)*  Prioritize goals |  |  |

What support is needed to help you attain your teaching goals? Examples may include financial resources (e.g., course materials), teaching flexibility, or professional development opportunities.

What challenges stand in the way of you achieving your teaching goals?

|  |  |  |
| --- | --- | --- |
| **Professional goals** | **Outline the deliverables and sub-goals or steps that go along with each goal** | **When will I start and when do I expect to finish?** |
| What **service and/or leadership contributions** do you wish to make to your department, school, profession or community?  *(Examples: Take on a leadership role in graduate education in my department, lead a MQP review in my program; Get involved in University wide service activities, Chair a conference in my professional society, Pursue editorships in key journals)*  Prioritize goals |  |  |

What support is needed to help you attain your service or leadership goals? Examples may include financial resources (e.g., travel) or professional development opportunities (e.g., participation in leadership development workshops).

What challenges stand in the way of you achieving your service or leadership goals?

**Step 6:**

**Assessing Professional Skills Necessary for Goal Attainment**

(Adapted from myIDP for Science Careers, AAAS)

1. Complete the skills assessment in the table below, thinking especially about the skills that are relevant to the goals you just identified. (Those focusing on discovery research in STEM fields may want to complete an online assessment at <http://myidp.sciencecareers.org/>, but the table below includes skills that apply to a broader range of goals.)

Skip or select N/A whenever a skill does not apply to your position or is not relevant to your goals.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1=Highly deficient | 5= Highly proficient | | | | | |
|  | N/A | 1 | | 2 | 3 | 4 | 5 |
| **Disciplinary Knowledge** |  |  | |  |  |  |  |
| Breadth of knowledge in my field |  |  | |  |  |  |  |
| Depth of knowledge in my specific area |  |  | |  |  |  |  |
| Critical evaluation of literature in my area of interest |  |  | |  |  |  |  |
| Knowledge in related fields (for interdisciplinary work) |  |  | |  |  |  |  |
| **Writing/Publishing/Communication** |  |  | |  |  |  |  |
| Having a regular writing routine |  |  | |  |  |  |  |
| Basic writing and editing |  |  | |  |  |  |  |
| Choosing publishing venues |  |  | |  |  |  |  |
| Writing a book manuscript |  |  | |  |  |  |  |
| Preparing and submitting a book proposal |  |  | |  |  |  |  |
| Writing grant proposals |  |  | |  |  |  |  |
| Writing journal articles in my field |  |  | |  |  |  |  |
| Writing educational publications |  |  | |  |  |  |  |
| General public speaking skills |  |  | |  |  |  |  |
| Giving pitches for my work |  |  | |  |  |  |  |
| **Teaching and Curriculum** |  |  | |  |  |  |  |
| Course design |  |  | |  |  |  |  |
| Effective use of active learning methods |  |  | |  |  |  |  |
| Assessment of learning |  |  | |  |  |  |  |
| Leveraging technology for teaching |  |  | |  |  |  |  |
| Teaching online |  |  | |  |  |  |  |
| Universal design/ inclusive teaching |  |  | |  |  |  |  |
| Project advising/ project-based learning |  |  | |  |  |  |  |
| Curriculum design/ curriculum mapping |  |  | |  |  |  |  |
| Outcomes assessment |  |  | |  |  |  |  |
| Creating a teaching portfolio |  |  | |  |  |  |  |
| **Development of Research and Scholarship** |  |  | |  |  |  |  |
| Finding and assessing a range of funding sources |  |  | |  |  |  |  |
| Training and mentoring a research group |  |  | |  |  |  |  |
| Technical skills/methods for my specific scholarship goals |  |  | |  |  |  |  |
| Research /experimental design |  |  | |  |  |  |  |
| Scholarship of teaching and learning |  |  | |  |  |  |  |
| Cultivating partnerships with industry |  |  | |  |  |  |  |
| Translational research and commercialization |  |  | |  |  |  |  |
| Data analysis methods (e.g., statistics, qualitative methods) |  |  | |  |  |  |  |
| Research with community partners |  |  | |  |  |  |  |
|  |  | 1=Highly deficient | 5= Highly proficient | | | | | |
|  | N/A | 1 | 2 | | 3 | 4 | 5 |
| **Career Planning / Advancement/ Visibility** |  |  |  | |  |  |  |
| Building and maintaining a professional network |  |  |  | |  |  |  |
| Seeking advice from mentors |  |  |  | |  |  |  |
| Negotiating for resources or workload adjustments |  |  |  | |  |  |  |
| Maintaining positive relationships with colleagues |  |  |  | |  |  |  |
| Contributing to a field (e.g., professional society) |  |  |  | |  |  |  |
| Contributing to the institution (e.g., committee) |  |  |  | |  |  |  |
| **Management and Leadership Skills** |  |  |  | |  |  |  |
| Providing constructive feedback |  |  |  | |  |  |  |
| Conflict management and difficult conversations |  |  |  | |  |  |  |
| Project management |  |  |  | |  |  |  |
| Time management |  |  |  | |  |  |  |
| Developing/managing budgets |  |  |  | |  |  |  |
| Delegating responsibilities |  |  |  | |  |  |  |
| Creating shared vision and goals |  |  |  | |  |  |  |
| Leading and motivating others |  |  |  | |  |  |  |
| Conducting performance reviews |  |  |  | |  |  |  |
| Strategic planning |  |  |  | |  |  |  |

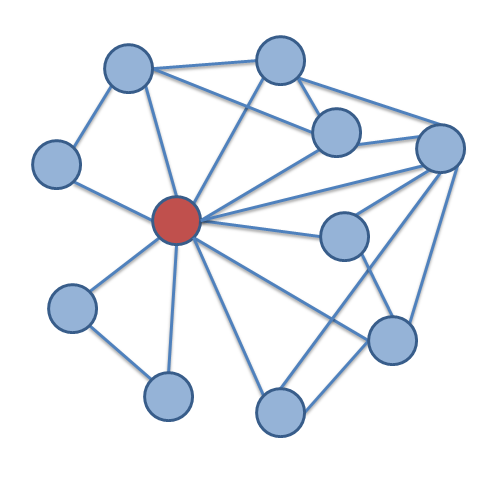
1. Review your self-assessment and think about those areas of strength that you know to be true about yourself. What have others appreciated about you? Look hard at those areas that are continually challenging for you. What have others commented that you need to work on?
2. Identify a minimum of 3 key strengths and 3 challenges in the table below, again thinking most about the goals you’ve identified. Keep the challenges in mind as you think about expanding your network of mentors (Step 7) and also revisit the support questions in Step 5 in case some additional professional development would be helpful.

|  |  |
| --- | --- |
| **Strengths** | **Challenges / Growth Areas** |
|  |  |

**Step 7:**

**Creating a Network of Mentors and Advocates**

Establishing a network for advice, skill-building, feedback, and personal wellness is important for career success and to enable promotion to Full Professor. If you had mentors that helped you achieve tenure or your first promotion, they may or may not be well-suited for your next chapter; each new stage typically requires reaching out to a new set of people. Therefore, your list should be updated annually and expanded as you progress through your career.



*Image credit: Houl0078, public domain from Wikimedia*

Traditionally, a mentor has been defined as an experienced and trusted advisor, but we encourage a broader, less formal conception. A **mentor** can be any person, or a group of people, who have expertise that can help you achieve your goals in either short or longer interactions. In that sense, your short-term and long-term goals and needs assessment for skill development should serve as the basis of building your network. Mentors can come from academic or non-academic backgrounds and be affiliated with WPI or external. Sometimes the most effective mentors are ones we wouldn’t choose to hang out with socially. Both senior and peer mentors are equally valuable, along with professional staff and sometimes even students.

As *one* component of your network and as part of WPI’s system of mentoring and professional development for Associate rank faculty, you are encouraged to choose a **Mentoring Team** consisting of up to two faculty members and your department head. It is anticipated that most Mentoring Team members will be at a higher rank (i.e., full professor); however, individual faculty members are encouraged to choose those who they feel will best serve their needs. The role of the mentoring team is to foster continuing professional development and promotion in academic rank.



*Image credit: enotmaks, non-transferable standard license from Adobe Stock*

In addition to mentors, identify one or more **advocates,** sometimes also called **sponsors**. An advocate or sponsor is someone who uses their power and influence on your behalf *when you’re not there*. While we ask people to serve as mentors, it’s not really typical to ask people to be your advocate. It comes about with consistent meetings or communication about your professional activities and goals, what you’re “up to,” so that your sponsor has information about you and talking points. Department heads and Deans may serve the role of sponsor, for example, as well as external contacts.

**In the map on the next page, list any people you currently consider to be mentors or advocates/sponsors and others who you might add.** Some individuals might serve multiple roles or needs on your map.

**MY PROFESSIONAL NETWORK\***

\*This map is an amalgam of those from the National Center for Faculty Development & Diversity   
and the UMass Amherst Mutual Mentoring Program

**Enhancement of Leadership Skills**

**Enhancement of Research/ Scholarship Skills**

**Enhancement of Teaching Skills**

**Intellectual Community | Getting Substantive Feedback | Readers**

**Understanding Performance Review Criteria and Processes | Creating Appropriate Balance of Teaching, Scholarship, Service (Mentoring Team)**

**Accountability Partners or Groups   
(e.g., for writing, exercising)**

**Role Models**

**Access to Opportunities | Sponsorship**

**Emotional Support | Safe Space**

**Assess the gaps in your network map.** In the space below, identify at least 2-3 people you will reach out to for mentoring/advocacy in the next six months. *Also list potential candidates to serve on your Mentoring Team.*

|  |
| --- |
| Name:  Affiliation / Title:  Role (articulate the reasons for selecting this mentor and how they will contribute to your development):  Strategy for communication (e.g., How often? In person or virtual? What sort of feedback is anticipated?): |
| Name:  Affiliation / Title:  Role (articulate the reasons for selecting this mentor and how they will contribute to your development):  Strategy for communication (e.g., How often? In person or virtual? What sort of feedback is anticipated?): |
| Name:  Affiliation / Title:  Role (articulate the reasons for selecting this mentor and how they will contribute to your development):  Strategy for communication (e.g., How often? In person or virtual? What sort of feedback is anticipated?): |

**Candidates for your Associate Professor Mentoring Team:**

****Step 8: Taking Stock of Last Year’s Successes and Challenges**

***Use these questions to think through and plan your annual review conversation   
with your department head and conversations with other mentors.***

*Image credit: Enotmaks, non-transferable standard license from Adobe Stock*

1. List your proudest accomplishments from this past year. Take a moment to celebrate!
2. Did your accomplishments align with the goals that you set in your PDP? If not, why?
3. Which of the previous year’s research, teaching and service/leadership goals did you not meet?
4. What were the challenges you faced in the meeting the goals that you set (e.g., need for further development, too many goals, goal revision, time management, lack of resources, special circumstances or life factors, etc.).

**Step 9: Honing Skills and Strategies for Implementation**

***“A goal without a plan is just a wish.”***

Consider any challenges you identified in meeting your goals. Implementation of a PDP generally requires its own set of professional skills and strategies. WPI’s institutional membership in the National Center for Faculty Development & Diversity (NCFDD) provides access to programs that suggest evidence-based strategies for writing productivity, personal wellness, and accountability to prioritize your most important goals, chunk them into steps, and put them on your calendar:

To access the NCFDD, go to [facultydiversity.org](http://facultydiversity.org), click on Become a Member, select WPI as your institution, then follow additional instructions. Items identified with a “\*” below are part of the NCFDD Core Curriculum; these programs are free to institutional members and available on-demand on the website.

|  |  |
| --- | --- |
| **Implementation Challenges** | **Specific Strategies or Skills** |
| Transforming goals into action plans that prioritize research/writing and personal goals | Every Semester Needs a Plan\*  Weekly Planning Meetings |
| Setting aside time for writing or other high priority goals | How to Align Your Time with Your Priorities\*  How to Develop a Daily Writing Practice\*  Mastering Academic Time Management\*  14-Day Writing Challenge  Accountability Groups and Time Logging |
| Confronting mental blocks and related challenges | Moving from Resistance to Writing\*  The Art of Saying No\*  Overcoming Academic Perfectionism\*  How to Engage in Healthy Conflict\* |
| Reaching out to potential mentors, sponsors, advocates | Cultivating Your Network of Mentors, Sponsors, & Collaborators\* |
| General accountability to make progress on PDP | Create your own accountability group (e.g., monthly coffee date to report on progress, private Facebook group or other medium to report virtually at an agreed-upon frequency) |

If you would like to invest more time and resources to develop these skills, consider the NCFDD Faculty Success Program, which is a semester-long virtual program with built-in practice, accountability mechanisms, and coaching.

**Summary Annual and Five-Year Plans**

This type of table or spreadsheet might be useful to capture key components of your PDP in a way that’s easy to track and share with mentors. Or develop any format that works for you! Everything shown here might not be relevant to all individuals. It might also be helpful to include both plans for each year and, in reflection, what you accomplished. Each annual plan can be used as a reference for creating semester plans and then weekly plans.

**Overview of 5-Year Vision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **SMART Goals**  *Consider including skills-building and key actions in each area, in addition to outcomes and deliverables.* | | | | |
| **Academic Year** | **Personal** | **Teaching** | **Scholarship** | **Leadership/Service** | **External Visibility/ Networking** |
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| 2021-2022 |  |  |  |  |  |
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| 2022-2023 |  |  |  |  |  |
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| 2023-2024 |  |  |  |  |  |
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