

## **Career Development Process Guidelines/Checklist**

As stated in the *Faculty Handbook and Collective Bargaining Agreement*, the Career Development Program is a positive initiative designed to support professional growth and career development for the improvement of instruction, and is best achieved in an atmosphere of trust and cooperation. The application is designed to articulate the candidate's vision of his/her career development goals, as they also further the mission of the unit/school and college. Each candidate submits a plan projecting the activities and/or projects which will accomplish those goals, supplying relevant documentation as detailed below.

**Committees shall only consider written and signed communications except for student opinion...and oral presentation by the candidate.**

The following guidelines are designed to support Career Development Candidates, Unit Assessment Committees, and All-College Career Development Committee in achieving that goal.

### **CRITERIA IN PRIORITY ORDER FOR ALLOCATING CAREER DEVELOPMENT FUNDS**

1. Applications/proposals supporting development in identified areas for improvement.
2. Applications/proposals furthering the mission of the unit/school and college and/or to improve instruction.
3. Applications/proposals reorienting the Candidate in an area vital to the unit/school, and college and new to themselves.
4. All other applications/proposals of those undergoing Career Development review.
5. Applications/proposals of those not undergoing Career Development review.

### **CAREER DEVELOPMENT CANDIDATE: SELF-ASSESSMENT STATEMENT, PROPOSAL, AND RELEVANT DOCUMENTATION**

#### **\_\_\_\_ I. Career Development Proposal and Self-Statement**

In addition to the self-assessment statement required by Section 4.2 of the Career Development Procedure, candidates are to submit a thoughtful Career Development proposal, which projects future professional goals, related to teaching, scholarly and professional achievement, and contributions to the unit/school and college, and how they might best be achieved. This request should provide the means to achieve these goals. It will provide a context within which to understand the candidate's plans, through a reflective narrative.

The statement and proposal must be 3-5 pages, in line with FDF, Sabbatical, and Promotion applications. Font size must be 10 point at a minimum. This is a strict size limitation. Applications may include expanded discussions in the appendices.

In addition to the self-assessment statement and the reflective narrative, the proposal includes the following:

- \_\_\_\_ 1. Purpose and goals of the project, as it furthers the career development goals of the candidate, in ways that are consistent with those of the unit/school and college.
- \_\_\_\_ 2. Impact the project will have on achieving the career goals of the candidate and the goals of the unit/school and college.

- \_\_\_\_\_ 3. Scope and nature of the project.
- \_\_\_\_\_ 4. Methodology and timetable by which the project will be carried out.
- \_\_\_\_\_ 5. Expected outcomes and plans for disseminating results.
- \_\_\_\_\_ 6. Detailed budget, if funds requested (must include **Common Application Form**)
- \_\_\_\_\_ 7. Additional funding already received or being sought for this project.

## \_\_\_\_\_ **II. Vita**

Candidates are to submit an up-to-date curriculum vita including a listing of all credentials and scholarly and professional achievements. The Vita shall be in the Ramapo College format set forth in the Faculty Handbook in the sections on Promotion and Tenure.

## \_\_\_\_\_ **III. Supporting Materials**

Candidate are to submit materials supporting the written Self-Statement and Proposal, including:

- \_\_\_\_\_ 1. Two (2) peer observations of classroom teaching within the last 3 years (if none exist, one (1) peer observation by a current member of the Unit Assessment Committee may be substituted).
- \_\_\_\_\_ 2. Student Opinion Surveys within the past 5 years – aggregate data ONLY.

Candidates are also encouraged to include (as appropriate):

- \_\_\_\_\_ 1. Supporting documentation relevant to teaching activity such as courses taught, syllabi, exams, bibliographies, and examples of student achievement.
- \_\_\_\_\_ 2. Other supporting documentation and/or material considered appropriate by the Candidate.

## **UNIT ASSESSMENT COMMITTEE: ROLE AND RELEVANT DOCUMENTATION**

The Unit Assessment Committee prepares a report on each candidate in accordance with Section 5.4 of the Career Development Procedure, and assessing the candidate's professional growth and performance, contributions to the department unit and college, teaching effectiveness and areas for improvement, if any. The report should include a summary assessment of the candidate's:

- \_\_\_\_\_ 1. Future professional goals related to teaching, scholarly and professional achievement, and contributions to the unit/school and college, and how they might best be achieved.
- \_\_\_\_\_ 2. Teaching effectiveness and professional contribution in the last 5 years to the unit/school and College, which may include scholarly and professional achievement.
- \_\_\_\_\_ 3. Professional strengths and/or areas for improvement furthering Career Development objectives.
- \_\_\_\_\_ 4. Requests for career development resources if any. If a Unit Assessment Committee recommends a specific career development plan tailored to the candidate's needs different from the candidate's, it shall consult with the candidate beforehand.