

**THE DEPARTMENT OF EPIDEMIOLOGY AND BIostatISTICS  
ARNOLD SCHOOL OF PUBLIC HEALTH  
UNIVERSITY OF SOUTH CAROLINA**

**Faculty Learning and Development Plan**

*Approved by Faculty at meeting of December 5, 2005 for implementation  
In Spring 2006 on a trial basis  
DRAFT as of February 27, 2006*

The Department of Epidemiology and Biostatistics has established a structure and process to facilitate mentoring of all faculty members, including tenure- and non-tenure track. As part of this effort, the Faculty Learning and Development Plan is an important tool designed to promote a proactive planning process that will facilitate communication among the faculty members, between mentor(s) and the mentee, and with the Department Chair. The Plan recognizes that success at USC / ASPH is rewarded (in part) via the tenure and promotion process, as well as via merit increases and resource allocation; thus, mentoring and being mentored should facilitate success by faculty that can lead to these benefits. Please note that this tool is not intended to replace or constrain personal mentoring relationships and your plan should be developed to meet your individual needs. Please also note that this tool is for use within the Department of Epidemiology and Biostatistics; it is not part of the formal School level annual review process, nor is it part of the School level evaluation for tenure and promotion. Mentoring can extend beyond accomplishments at or for USC, depending on individual faculty style and preferences; however minimally, mentoring should lead to greater success relative to the faculty member's position at this institution. Key procedures are derived from the "Faculty Mentoring and Development Program" document which can be referred to for an overview and background.

**First Year of Implementation**

**Step 1.** Faculty drafts a personal Learning and Development Plan (Plan)

- Required content of the Plan is given below, including four areas: teaching, research, service, and administration; as well as identification of mentor(s)
- Each faculty member is responsible for writing his/her draft Plan
- Each faculty member is encouraged to seek input from others (mentors, Center Directors or others as appropriate) in preparing the draft Plan. The Department Chair and/or Associate Chair is available for input as well if the faculty member so wishes
- The draft Plan is attached to the annual review materials, and submitted to the Department Chair

**Step 2** The Department Chair will review the draft Plan with each faculty member at the time of their annual review to ensure that the listed goals are reasonable, that resources required to meet the goals are available as appropriate, and that a mentoring process appropriate for the individual faculty member's needs is in progress.

- Changes will be incorporated as appropriate, with an updated Plan due to the Department Chair within 2 weeks of the annual review meeting

**Step 3** Schedule regular meetings with mentor(s). Recommended minimum is biannual meetings.

## **Subsequent Years of Implementation**

**Step 1** Faculty drafts a personal Learning and Development Plan Progress Report

- Progress on each action item from the most recent Plan should be reported
- The Plan Progress Report is due along with annual review materials
- The Plan Progress Report can simply be an annotated version of the previous year's Learning and Development Plan, briefly noting accomplishments for the stated goals.

**Step 2** Faculty drafts their personal Plan for the upcoming year

- The updated Plan should incorporate action items from issues outstanding based on the Progress Report, as well as any new items.
- The updated Plan is due along with annual review materials

**Step 3** The Department Chair will review the draft Plan with each faculty member at the time of their annual review to ensure that the listed goals are reasonable, that resources required to meet the goals are available as appropriate, and that a mentoring process appropriate for the individual faculty member's needs is in progress.

- Changes will be incorporated as appropriate, with an updated Plan due to the Department Chair within 2 weeks of the annual review meeting

**Step 4** Schedule regular meetings with mentor(s). Recommended minimum is biannual meetings.

## **Faculty Learning and Development Plan**

The Faculty Learning and Development Plan is structured to identify overarching priorities for the upcoming year, and specific goals and actions to be taken. Consistent with USC/ASPH criteria for tenure (for tenure-track faculty) and promotion (for all faculty), the usual three areas of teaching, research and service, are represented explicitly in the Plan. It is expected that the focus and effort across these three areas will differ for tenure-track and non-tenure track faculty. For example, for non-tenure track faculty, the teaching goal may include giving a small number of invited class lectures and serving as a mentor for a small number of students. In addition, the Plan explicitly includes goal setting for administrative issues and responsibilities because of the importance of these issues to academic success. Administrative issues relate to overall time management as well as how to efficiently and accurately conduct the business of academia, as appropriate for each individual. For example, some faculty may need development in the area of staff management; others may need development in USC procedures for grants management, etc. Finally, the Plan should specify an individual mentor, or mentoring committee.

For each section of the Plan, the faculty will state one or two long term goals, and one or two short term goals, along with specific action items needed to attain the stated goals. It is expected that the nature of goals and action items will vary considerably across faculty. Goal setting should be reasonable in terms of what is realistic. Action items can include things to be done (e.g., attending a conference, updating a course, submitting a grant) and things NOT to be done (e.g., discontinue selected activities that are not conducive to meeting goals). It is appropriate, and desirable, to note any resource needs that may be important to facilitate the effort.

# Learning and Development Plan

## DRAFT

Name  
Current Rank  
Date

### Statement of Overarching Vision and Priorities

Provide a brief statement of your vision as a faculty member in the Department of Epidemiology and Biostatistics. Identify the one or two highest priorities for you in the coming year, and the one or two most important action items required for you to accomplish your stated priorities.

### Section One: Goals and Action Items

For each category, provide 1 or 2 long term goals (to be accomplished in more than a year's time) and no more than 3 short term goals (to be accomplished in less than a year). Provide at least one specific action item for each goal.

#### A. Teaching

Long-Term Goal # 1 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Long-Term Goal # 2 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 1 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 2 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

#### B. Research

Long-Term Goal # 1 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Long-Term Goal # 2 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 1 (time frame):  
Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 2 (time frame):  
Action Item # 1:  
Action Item # 1 Due Date:

### **C. Service**

Long-Term Goal # 1 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Long-Term Goal # 2 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 1 (time frame):  
Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 2 (time frame):  
Action Item # 1:  
Action Item # 1 Due Date:

### **D. Administration**

#### 1. Time Management Approach.

Please describe tools you use to manage your time, including issues of balance.

Describe approaches you will try to improve your overall time management, including issues of balance.

#### 2. Administrative Responsibilities

Administrative duties that are important to consider are expected to vary considerably across individual faculty members. Please consider your administrative roles, potentially including committee membership (or leadership), administrative responsibilities relative to grants (e.g., budgets, personnel), or other.

Long-Term Goal # 1 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Long-Term Goal # 2 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 1 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

Short Term Goal # 2 (time frame):

Action Item # 1:  
Action Item # 1 Due Date:

**E. Mentor(s)**

Identify individual(s) who mentor you, or who you would like to have mentor you. Note mentor(s) can be department members, but commonly would be individuals outside the Department or outside of the School or University. Refer to Department mentoring documents for guidelines on mentorship.