**RWJMS Faculty Individual Development Plan**

The **Individual Development Plan (IDP)** provides a planning process that identifies career goals, objectives necessary for achieving career goals, professional development needs, and progress toward achieving the career goals for RWJMS faculty. Each faculty member should complete and submit an IDP within six months of his or her initial appointment. Subsequently, each faculty member should complete and submit a renewed IDP at the time of reappointment or when necessary based on a change in career direction.

**Benefits of the IDP**

Faculty will have a clear process that assists in developing and achieving long-term career goals. Identifying short-term objectives will give faculty a clearer sense of their own expectations and help identify milestones along the way to achieving specific goals. The IDP provides a tool for communication between the faculty member and their mentors. It is a good idea to review your IDP on an annual basis to ensure you are on track and take the opportunity to revise your IDP as needed.

**Career Goals and Objectives**

Your long-term career goals should be achievable through a series of short-term and medium-term goals. You are advised to identify 3 short-term (6-12 months) and 3 long-term goals (3-5 years) and the specific steps you will take to achieve each of your goals. Your objectives (or sub goals) will vary in scale. Some might be relatively complex, while others might only require simple one-off actions. Feel free to add career development or learning activities to accommodate the specific action steps needed to achieve a goal.

Using “SMART” criteria can assist in creating more clear and focused goals. “SMART” goals are:

**S**pecific – State the task(s) at hand

**M**easureable – Quantitative or qualitative, manage the expectation

**A**chievable – Scope and resources permitting – *specify!*

**R**elevant – Tie your goals to your overall Development Plan

**T**ime bound – State the deadline

When articulating objectives to complete your goals, include both strengths to leverage and areas needing further development. A strength to leverage signifies a knowledge, skill or ability that, while already a strength, could be used more effectively, maintained, or further developed to optimize performance. A development need signifies what knowledge, skills or abilities should improve as a result of the learning activities.

**Mentor or Mentorship Committee**

Identify 2-3 faculty members that will serve as an advisory group to assist you in reaching your goals. Your Department Chair/Division Director will be part of your mentoring mini-committee; other mentors may or may not be within your department or even school. This group should meet with you initially to review your plan and make suggestions and recommendations. They should review your progress at least twice per year. It is the responsibility of the mentee to organize these meetings. You should seek input from your Department Chair/Division Director in forming this mentorship mini-committee.

**Outline of the IDP process**

The development, implementation and revision of the IDP require a series of steps to be conducted by the faculty mentee and the mentorship mini-committee. These steps are an interactive effort whereby both parties must participate fully in the process.

**How to complete the IDP**

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| --- | --- | --- |
| Basic Steps | …. For Faculty Member | …. For Mentorship mini-Committee |
| Step 1 | 1. Write a draft IDP
2. Share draft IDP with mentorship mini-committee and revise; attach a CV
3. Submit your revised IDP to your Department Chair/Division Director during faculty evaluation process
 | Review IDP draft and CV, and help revise |
| Step 2 | 1. Implement the plan
2. Revise/update IDP yearly or at reappointment
 | Establish biannual progress review |
| Step 3 | Seek opportunities with mentorship committee | Discuss opportunities with faculty member |

**DATE:**

**Mentee name**

**Mentor(s) NAME(S):**

**Time Allocation As Estimated by Mentee:**

**% Education**

**% Research**

**% Clinical Care**

**% Administration/Service**

**How (if at all) would you like to change this commitment distribution?**

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| --- |
|  |

**Current Responsibilities at RWJMS:**

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| --- |
|  |

**Academic Track:**

Do you understand your current academic track and the requirements for advancement in this track?

**Yes**

**No**

**Explain**:

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|  |

**Short Term Career Goals:**

List three short-term goals, learning objectives, and activities to be completed over the next 6-12 months. Briefly discuss how these short-term goals integrate with your long-term career goals. Provide checkpoints, end dates, and a status update or progress toward each goal.

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| **Goal 1:** |
| Learning Objectives and Activities |
| Resource/Support Needed |
| Expected (or achieved) Outcome |
| Mentorship Committee Comments  |

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| --- |
| **Goal 2:**  |
| Learning Objectives and Activities |
| Resource/Support Needed |
| Expected (or achieved) Outcome |
| Mentorship Committee Comments  |

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| --- |
| **Goal 3:** |
| Learning Objectives and Activities |
| Resource/Support Needed |
| Expected (or achieved) Outcome |
| Mentorship Committee Comments  |

**LONG-TERM CAREER GOALS**

List three long-term goals, learning objectives, and activities to be completed over the next 3-5 years. Briefly discuss how these long-term goals integrate with your overall career goals. Provide checkpoints, end dates, and a status update or progress toward each goal.

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| **Goal 1:** |
| Learning Objectives and Activities |
| Resource/Support Needed |
| Expected (or achieved) Outcome |
| Mentorship Committee Comments  |

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| **Goal 2:**  |
| Learning Objectives and Activities |
| Resource/Support Needed |
| Expected (or achieved) Outcome |
| Mentorship Committee Comments  |

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| **Goal 3:** |
| Learning Objectives and Activities |
| Resource/Support Needed |
| Expected (or achieved) Outcome |
| Mentorship Committee Comments  |

**PRIORITIZING ACTIVITIES**

List how you plan to balance each of the goals listed above throughout the year. Provide a strategy for prioritization for clinical, research, teaching, service, and career development activities. When developing this strategy, consider the percent effort you anticipate spending on each of these activities. You are also encouraged to think about your goals outside of the workplace (though you might not wish to enumerate them) and how achieving those personal goals would affect your prioritization strategy.

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| Strategy for Prioritization of Goals |