

DEPARTMENT OF MEDICINE MENTOR PROGRAM

INDIVIDUAL CAREER DEVELOPMENT PLAN

Your Name/Calendar Year:

This career development plan is designed to help faculty and her/his mentor(s) to:

1. Define specific goals, mechanisms to achieve them, and outcomes for academic career development,
2. Establish both short and longer-term plans for career development that can be incorporated into career development awards, for promotion, or adapted for annual departmental faculty reviews,
3. Provide documentation and evaluate progress toward successful promotions and tenure submissions.

The career development plan should be reviewed by the scholar and mentor at least annually and should be updated as needed. Be as specific as possible; the more detailed the “road map,” the more likely you and your mentor(s) will know where you want to go and how to get there. This is intended to help prepare and assess readiness for promotion and save you future time and effort. *Once completed delete instructions.* **This plan has 4 parts: (1) your own mission, effort analysis, and self-assessment (2) identification of mentors and planned promotion referees; (3) goal sheet and growth plans for 1 and 5 years; and (4) SOM Matrix (covering teaching, scholarship, clinical activity, and service).**

Part 1. Your Mission, Effort, and Self-Assessment

Faculty personal mission and vision statements:

It is helpful to define your personal mission and vision for your career and work. Think why are you here, why did you come here to work, what makes you persist through challenges for this work.

Examples are:

- **Mission:** to become a leader in stress reduction approaches for children and adolescents with the goal of reducing migraines.
- **My main goals are** to improve care coordination, and decrease emergency department utilization and hospital re-admissions for vulnerable populations through the use of cost efficient programs.
- **Overall goal:** build a career as an independent investigator focused on implementing generalizable, cost-effective transitions of care interventions.

- **Mission:**

- **My main goals are:**

- **Overall goal:**



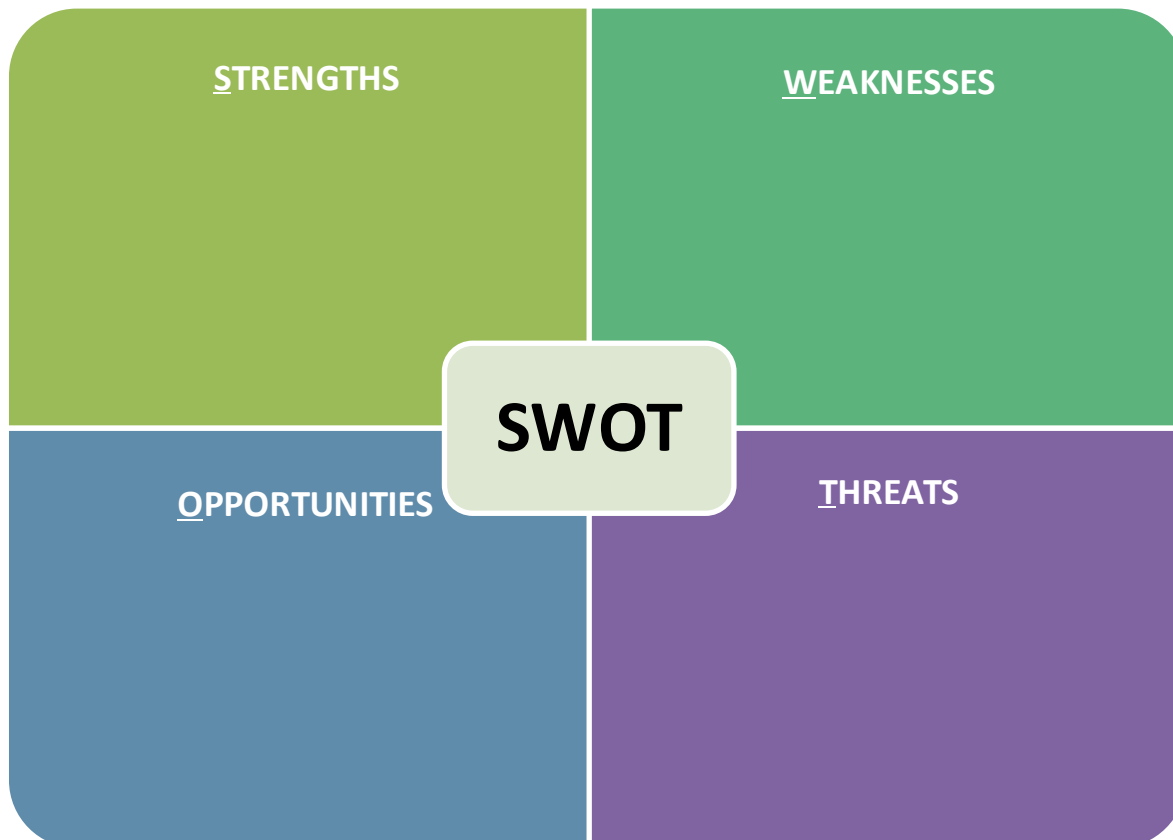
Effort analysis: Please enumerate your major faculty activities by estimating your **percent effort** devoted to the activities in each section—keep it simple using a base number of realistic hours worked/clinical FTE (you must account for sleep—no one gets more than 7*24=168) and actual worked %FTE that must add to 100%! It might help to do a simple time study for a typical week. You can reference this as you plan goals and professional development activities for the year. This could be a good subject to discuss with a mentor.

Current Assessment of Effort and Gap Analysis:

Type of work	Percent effort PAID or ASSIGNED (MUST ADD TO 100%)	Percent effort ACTUALLY in real life (MUST ADD TO 100%)	GOAL for Percent effort PAID or ASSIGNED <i>next year</i> (MUST ADD TO 100%)
Clinical Care			
Teaching/Mentoring			
Research/Scholarship			
Service/Administration			
Other			

Personal SWOT Analysis: (Reflection on your strengths, weaknesses, opportunities and threats)

- **Strengths:** What skills can you leverage? What traits or skills set you apart from others?
- **Weaknesses:** Areas in which you need to improve and the things that will set you back in your career.
- **Opportunities:** Assess external factors you can take advantage of to pursue a promotion, find a new job or determine a career direction
- **Threats:** Consider barriers and threats to your career growth – external and internal factors that could hurt your chances to attain your goals



Part 2. References and Mentors

References: For promotion review, please list at least 3 External and 3 Internal references for your promotion. These references must have at least the rank you seek or higher (not Assistant Professors). External reviewers will be non-CU (individuals without any faculty appointment or other affiliation with CU, including community physicians with volunteer faculty appointments) and internal references can be any CU affiliate faculty, including inside your department.

If you are unsure then ask your mentor to help introduce you to key people who might be future references.

Internal

- 1.
- 2.
- 3.

External

- 4.
- 5.
- 6.

Mentors and Mentoring Team: All faculty members no matter how accomplished benefit from mentoring. Identify mentors and advisors to balance knowledge of major areas of focus (content experts) and commitment to helping the mentee in professional development (career mentor). Include your affinity group leader. Add a role if you need it, even if you have not identified the right mentor, as a mentoring team gap.

Mentor type	Roles	Frequency of Contact
Career		
Scientific/Clinical Specialty		
Peer		
Other...		

Part 3. 1 and 5-Year Goals and Growth Plans

This component of the career development plan is a table outlining progressive career goals as identified by the faculty member and the mentors, the resources and strategies being used to meet those objectives, and the evidence used to assess the accomplishment of those objectives. A generic example is below that would need to be much more specific to be helpful to the faculty member and mentor(s). Goals could be within a “major” area (example on research), or across areas like working towards something in education/mentoring and also in clinical care, especially if you are working towards promotion to professor.

This section is designed to replace the PRISM sections as the PRISM goals are optional.

Goals	Resources and Strategies	Evidence of Accomplishment	Who can help me?
1 year goal 1: Improve knowledge of research methods	-Weekly fellowship seminars -Develop research curriculum for clinical fellows	-Comments on presentations -Fellow evaluations of curriculum	Fellowship director, clinical mentor
1 year goal 2: Complete current research project	-Small grant application -Data analysis completed by (date) -Abstract presented at (meeting) -Manuscript completed by (date)	-Small grant funded -Abstract accepted -Paper submitted to journal	Research director, co-author
5 year goal: Apply for K award	-Identify mentors -Define local resources -Complete preliminary studies by (date) -Complete grant proposal by (date)	Grant submitted by (date)	Mentor, research director

Part 4. School of Medicine Promotion Matrix

Familiarize yourself with the SOM Promotion Series and Criteria below.

University of Colorado School of Medicine
Faculty Series Available for Full-Time (>50% FTE) Faculty*

<p style="text-align: center;">Regular Faculty Series <i>Traditional balance of activities: basic scientists, clinician-scientists, and clinician-educators.</i></p> <p>Ranks available: Instructor Sr. Instructor Assistant Professor Associate Professor Professor</p> <p>Requirements for promotion to Associate Professor: <u>Meritorious in all:</u> Teaching Scholarly Activity Service or Clinical Activity <u>Excellence in one:</u> Teaching Research Clinical Activity</p> <p>Requirements for promotion to Professor: <u>Meritorious in:</u> Teaching Service/Clinical Activity <u>Excellence in two:</u> Teaching Research Clinical Activity <u>Excellence in:</u> Scholarly Activity <u>National or International Reputation</u></p> <p>Tenure Eligible</p> <p>Appointment Types Available: Tenured, Limited, Indeterminate, At-Will</p>	<p style="text-align: center;">Research Professor Series <i>Grant-funded scientists with limited teaching and service activities.</i></p> <p>Ranks available: Research Instructor Sr. Research Instructor Assistant Research Professor Associate Research Professor Research Professor</p> <p>Requirements for promotion to Associate Research Professor: <u>Excellence in:</u> Research</p> <p>Requirements for promotion to Research Professor: <u>Excellence in:</u> Research <u>National or International Reputation</u></p> <p>Not Tenure Eligible</p> <p>Appointment Type Available: At-Will</p>	<p style="text-align: center;">Clinical Practice Series <i>Faculty members whose principal focus is direct patient care.</i></p> <p>Ranks available: Associate Professor of Clinical [Dept Name] Professor of Clinical [Dept Name]</p> <p>Requirements for promotion to Associate Professor of Clinical Practice: <u>Excellence in:</u> Clinical Care <u>At Least Meritorious in:</u> Teaching <u>Local or Regional Reputation for Clinical Excellence</u></p> <p>Requirements for promotion to Professor of Clinical Practice: <u>Excellence in:</u> Clinical Care <u>At Least Meritorious in:</u> Teaching <u>Excellence in at least one:</u> Teaching Leadership of structured projects that have assessed and improved the quality, value and efficiency of clinical care <u>National or International Reputation for Clinical Excellence</u></p> <p>Not Tenure Eligible</p> <p>Appointment Types Available: Limited, Indeterminate, At-Will</p>
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*Includes faculty employed at affiliated hospitals when FTE between two institutions $\geq 50\%$. SOM Office of Faculty Affairs (medschool.ucdenver.edu/faculty)

Develop a Personalized Promotions Matrix: Within each cell in the following tables, use a summary statement and then bullets to support any of your activities that meet promotions criteria for Meritorious or Excellence in each area that is relevant to your work. Be sure to include *work in progress*, as that is current work and may help shape your story more effectively than what’s done in the past. This can also be a good reminder of what to wrap up as you move forward to make a powerful and demonstrative case for achievement. For more information, please refer to the [Faculty Affairs Appointments and Promotions homepage](#) under Dossier Preparation. Recording this information will help you track your progress toward promotion.

PROMOTION CRITERIA MATRIX <i>Certified by SOM on July, 2015</i> For <u>Promotion to Associate Professor</u> you must use the SOM Matrix to show: Excellence in (at least) 1: Teaching, Research, or Clinical Activity AND Meritorious in all 3: Teaching, Scholarly Activity, and Service/Clinical Activity FOR FUTURE PLANNING: For <u>Promotion to Professor</u> you must show: Excellence in (at least) 2: Teaching, Research, Clinical Activity AND Excellence in Scholarly Activity PLUS a national reputation and continued growth in your areas of excellence. AND Meritorious in Teaching or Service/Clinical Activity (the one not shown to be excellent).	
TEACHING <u>Excellence</u>	
Regularly assumes greater than a average share of teaching duties –in classroom, laboratory, clinical or community settings.	
Consistently receives outstanding teaching evaluations or teaching awards.	
Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.	
Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or other evidence of mentees’ academic success; evidence that mentees have pursued outstanding careers.	
Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty.	

Development of innovative teaching methods, such as educational, websites, simulations, videotapes, packaged courses or workshops, etc.	
Successful leadership of local, regional or national continuing education courses.	
Consistent participation in national educational activities (for example, residency review committees, programs sponsored by professional organizations, re-certification courses or workshops).	
Invitations to be a visiting professor at other institutions.	
Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials.	
Demonstration of educational leadership (for example, by serving as a course, fellowship or training program director or assistant dean).	
Evidence of teaching scholarship (for example, research, grants, publications or national presentations that focus on understanding the best methods, or outcomes, of teaching).	
Completion of advanced faculty development programs that result in a certificate or degree in education, with evidence that the faculty member has applied these new skills or knowledge to improve his or her teaching or pedagogy.	
TEACHING Meritorious	
Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities.	
Meritorious teaching evaluations from students and peers.	
Development or redevelopment of teaching materials for students, continuing education courses or other faculty training.	



Invitations to present Grand Rounds or seminars here and at other institutions; invitations to present courses outside of primary department.	
Self-improvement activities (for example, participation in workshops or courses that are designed to improve teaching or mentoring effectiveness).	
Participation as a mentor on a training grant.	
CLINICAL ACTIVITY Excellence	
Regularly assumes greater than a average share of clinical duties, as measured by patient care or procedure logs, RVUs, clinical billing statistics or other measures of clinical effort.	
Continuing, significant participation for an extended period of time in clinical activities that are highly effective.	
Development of new techniques, therapies, clinical guidelines, patient care practices or health care delivery systems that have improved the health of patients or populations.	
Creative, active participation in the evaluation of the effectiveness of care (quality, outcomes, patient safety, utilization, access, cost).	
Recognition for excellence in clinical activity at the local, regional, national or international level through letters of reference, honors, awards, institutional evaluations, invitations to speak, requests to write reviews, etc.	
Demonstration of effective leadership at the site of clinical practice – e.g., director of a clinical service, head of a division, chair of a department, head of an interdisciplinary team that creates and manages a clinical pathway and outcomes evaluation, medical staff president.	
Assumption of a substantive leadership role at the regional level – e.g., chairing committees, or serving as officer of local or statewide professional organizations.	
Assumption of a substantive leadership role at the national or international level - e.g., chairing national symposia and meetings, chairing committees or serving as officer of national professional organizations, journal editor.	
Leadership of structured activities that promote quality of care and patient safety and that advance the science and practice of health care quality improvement.	
Participation in significant self-assessment activities and audits of one's own practice that have led to improvements in quality, efficiency or outcomes of care.	



Significant involvement in health care advocacy, community service or other activities that shape public policy on health care or that address health disparities.	
Evidence of health care-related scholarship (for example, grants, publications, authoritative review articles, national presentations, innovations or other activities that advance the science and practice of health care quality improvement.)	
CLINICAL ACTIVITY <u>Meritorious</u>	
Active and effective participation in clinical activities of the academic unit.	
Board certification.	
Demonstration of clinical skills that are highly effective (e.g., mastery of important clinical techniques, high degree of patient satisfaction, evidence of high quality and efficient patient care).	
Support from peers at the site of practice.	
Invitations to speak on clinical topics on campus, or participation on institutional clinical care committees.	
Active participation in activities that promote health care quality and patient safety.	
Completion of self-improvement activities (for example, participation in workshops or continuing medical education activities that are designed to improve knowledge or clinical skills).	



RESEARCH--Optional; the scholarship matrix is required. Excellence	
A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time.	
Demonstrated evidence of originality as an investigator.	
Demonstration of significant independent intellectual contributions to successful research programs.	
Principal investigator status on competitive peer-reviewed research grants (for example: R03 or R21 awards or mentored K08 or K23 awards from NIH or private foundations for associate professors; R01, P01 or other independent awards for professors).	
Development of a significant number of patents.	
An ongoing, peer-reviewed publication record with first- or senior-author publications.	
A national or international reputation, as evidenced by: external letters of reference; invitations to present at national or international meetings; invitations to write reviews or chapters, or to provide unique expertise as a collaborator on a research project; visiting professorships; service on as a regular member on study sections; organization of national meetings; service as a national consultant or on editorial boards of journals.	
RESEARCH--Optional; the scholarship matrix is required. Meritorious	
Authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses and represent a significant contribution to the published literature.	
Co-investigator status on grants.	
A principal and sustained role in the management of a research program with external funding.	
Development of patents for discoveries.	

Presentations at national meetings; invited research seminars at this and other institutions; service as an ad hoc member on study sections.	
SERVICE: Excellence cannot “count” as a major for promotion although it is encouraged and welcomed; service must be meritorious for all faculty. This matrix includes administrative roles.	
<u>Excellence</u>	
Regularly assumes greater than a average share of administrative responsibilities, including service to the School, University, professional discipline or community.	
Appointment to leadership positions within the institution, such as: chair of a committee; faculty officer; program director; course or curriculum director; academic clinical coordinator; or membership on major decision-making School of Medicine or Anschutz Medical Campus committees.	
Service as an officer or committee chair in clinical, educational, scientific or nonprofit organizations.	
Significant involvement in health care advocacy, community service or outreach, community-based participatory research programs, or other activities that shape public policy on health care or that address health disparities.	
Leadership of activities or programs that address challenges in education, such as workforce diversity, training of scientists, assessment of competencies or learning outcomes, mentorship, professionalism or educational technology.	
Service as a member of a scientific study section, or service as an editor or editorial board member of a professional or scientific journal.	
Appointment to leadership positions dealing with scientific, health care or educational issues at the local, state, regional, national or international levels.	
Service awards from the University or from a local, national, or international organization (civic, scientific or professional).	
SERVICE	
<u>Meritorious</u>	
Service on committees or task forces within the program, division, department, school, campus or university.	
Service to local, state, national or international organizations through education, consultation or other roles.	
Service as an article reviewer for clinical, educational or scientific journals.	

SCHOLARSHIP OF DISCOVERY

Excellence

The “scholarship of discovery” refers to traditional, hypothesis-driven research that results in the generation of new knowledge. Successful “discovery scholarship” usually results in peer-reviewed scientific publications.

Designs and directs a basic science, clinical, translational or other research program and plays a major role in writing up the results.	
Has an ongoing record of first- or senior-author publications in peer-reviewed journals that: a) represent significant contributions to the published literature; b) demonstrate the ability to generate and test hypotheses; and c) demonstrate originality and independence as an investigator or represent significant independent intellectual contributions to successful research programs.	
A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time.	
Principal investigator status on competitive peer-reviewed research grants (for example: R03 or R21 awards or mentored K08 or K23 awards from NIH or private foundations for associate professors; R01, P01 or other independent awards for professors).	
Development of a significant number of patents.	
Service as an editor or section editor for a medical or scientific journal (Include a written summary of the faculty member’s activities and contributions to the success of the journal).	
Service as a regular member on scientific study sections.	

SCHOLARSHIP OF DISCOVERY

Meritorious

The “scholarship of discovery” refers to traditional, hypothesis-driven research that results in the generation of new knowledge. Successful “discovery scholarship” usually results in peer-reviewed scientific publications.

Serves as a collaborator in a basic science, clinical, translational or other research program.	
Authorship or co-authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses and represent a significant contribution to the published literature.	
Co-investigator status on grants	
A principal and sustained role in the management of a research program with external funding.	



Service as an ad hoc reviewer or member of an editorial board for a medical or scientific journal.	
Facilitates the research programs of the SOM through substantive contributions to COMIRB (or the COMIRB Scientific Advisory Committee-SARC), which must include: regular attendance at meetings over at least a three-year period; active and effective participation in discussions; review and presentations of protocols to the committee; and a demonstrated understanding of key topics (e.g. informed consent, risk assessment, protection of vulnerable populations, adverse event reporting or waivers of informed consent). Additional aspects of COMIRB service that may be considered evidence of meritorious scholarship may include: mentoring of new COMIRB members in the elements of proper review and presentation of protocols; active participation in COMIRB "education days;" training of SOM clinical investigators in techniques of protocol writing; and serving as a positive spokesperson for COMIRB service. A supporting letter from the Director of COMIRB is required.	
<p><u>SCHOLARSHIP OF APPLICATION</u> <u>Excellence</u></p> <p>The "scholarship of application" includes activities that build bridges between theory and practice or that apply knowledge to practical problems. Examples include development of new medical treatment modalities, clinical care pathways, or other activities that address community health care needs that shape public policy on health care or that that promote quality of care and patient safety and advance the science and practice of health care quality improvement.</p>	
Leadership of projects that have improved the quality of care, cost-efficiency, access, or patient safety locally, nationally or internationally (Provides documentation of interventions and outcomes).	
A record of multiple publications related to clinical or health services topics, which may include clinical trials, investigative reports, case studies, policy reports or other publications that have advanced the science and practice of health care quality improvement.	
Articles, white papers or other products of scholarship that focus on health care advocacy, community service or other activities that shape public policy on health care or that address health disparities.	
Other evidence of clinical scholarship (for example, research, authoritative review articles, grants, contributions to clinical information systems, publications or national presentations) that promote health care quality or patient safety or that advance the science and practice of health care quality improvement.	
Development of new techniques, therapies, clinical guidelines, patient care practices or health care delivery systems that have improved the health of patients or populations.	

SCHOLARSHIP OF APPLICATION

Meritorious

The “scholarship of application” includes activities that build bridges between theory and practice or that apply knowledge to practical problems. Examples include development of new medical treatment modalities, clinical care pathways, or other activities that address community health care needs that shape public policy on health care or that promote quality of care and patient safety and advance the science and practice of health care quality improvement.

Active participation in activities that promote health care quality, cost-efficiency, access or patient safety within the institution (Provide documentation of interventions and outcomes)

Co-authorship of articles, policy reports or other publications related to clinical or health services topics.

SCHOLARSHIP OF INTEGRATION

Excellence

The “scholarship of integration” (horizontal scholarship) includes creative synthesis or analyses that define “connections across disciplines” or bring new insights to bear on original research. The scholarship of integration seeks to interpret, analyze and draw together the results of the original research. Review articles and book chapters are examples of the scholarship of integration.

Consistent record of senior-author review or other scholarly products; these reviews or other integrative works represent a major body of scholarship that provides a demonstrable national or international reputation.

SCHOLARSHIP OF INTEGRATION

Meritorious

The “scholarship of integration” (horizontal scholarship) includes creative synthesis or analyses that define “connections across disciplines” or bring new insights to bear on original research. The scholarship of integration seeks to interpret, analyze and draw together the results of the original research. Review articles and book chapters are examples of the scholarship of integration.

Co-authorship of articles integrating knowledge in a field and assessing overall value of discoveries in relationship patient care, teaching or other areas.

Publication of review articles, book chapters, case series or other reports that integrate knowledge and put new discoveries into perspective.

SCHOLARSHIP OF TEACHING

Excellence

The “scholarship of teaching” focuses on the development of new teaching methods, assessments of learning outcomes and preparation and dissemination of highly effective curricula or other instructional materials.

Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials.

Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops, etc.



A strong record of first- or senior-author publications in health professions education.	
Other evidence of teaching scholarship (for example, research, grants or national presentations that focus on understanding the best methods, or outcomes, of teaching).	
<p><u>SCHOLARSHIP OF TEACHING</u> <u>Meritorious</u></p> <p>The “scholarship of teaching” focuses on the development of new teaching methods, assessments of learning outcomes and preparation and dissemination of highly effective curricula or other instructional materials.</p>	
Improvement or expansion of an existing course or curriculum.	
Facilitates the educational programs of the SOM through ongoing and substantive contributions to the Student Admissions Committee, Participation must include submission of end-of-year reports reflecting on knowledge and insights gained from admissions committee meetings and applicant interviews or discussion of applicant recruitment, measures of applicant readiness, premed advising, pipeline activities, class diversity or other relevant challenges and topics. A supporting letter from the Associate Dean for Admissions is required.	

Additional support for career mapping: DOMFacAdvancement@ucdenver.edu