



CAREER DEVELOPMENT PLAN

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

1. Define specific goals and outcomes for academic career development and mechanisms to achieve them.
2. Evaluate the faculty’s progress toward their goals and toward successful promotion.
3. Establish a one-year and longer-term plan for career development that can be incorporated into career development awards, for promotion, or adapted/excerpted for annual departmental faculty reviews.

The career development plan should be reviewed by the faculty / 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 midpoint review, promotion and save you future time and effort.

This plan has 5 parts: (1) Your own mission statement and percent effort; (2) Example goals and goal metrics; (3) Personal Goal sheet and growth plans for 1-3 years; (4) A mentor matrix specific to you; (5) Appendix with resources

Calendar Year:
Your Name:
Mentor(s) Name:

Part 1. Your Mission and Effort

Faculty personal mission statement (for today, can change over time with intention and mentor input):

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

- 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 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.

Now 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 (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 and complete your annual review. This could be a good subject to discuss with a mentor.

Keeping it real with your effort:

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			



Part 2. At least 3 planned External References and 3 Internal References for promotion

For promotion review, 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 clinical faculty appointments); and internal references can be any CU / affiliate faculty, including inside your department. If you don't have names now, then leave blank and ask your mentor to help introduce you to key people who might be future references.

- 1.
- 2.
- 3.
- 4.
- 5.

Part 3. Goals and Goal Metrics

This component of the career development plan is a table outlining examples of measurable career goals. Examples below should be deleted and replaced by goals relevant to the faculty member. Goals could be within a "major" area or across areas for example, working towards something in education/mentoring and also in clinical care, especially if you are working towards promotion to professor.

Goal Focus	Goal Type	Goal	Goal not met / 0% progress	Goal partially met / 25% progress	Goal achieved / 50% progress	Goal exceeded / 75% progress	Goal greatly exceeded / 100% progress



Part 4. Mentoring Team / Map

All faculty members, no matter what level of appointment or how accomplished, benefit from mentoring. Identify mentors and advisors to balance knowledge of major areas of focus (**content experts**) and commitment to helping you as mentee in professional development (**career mentor**). Add a role if you need it, even if you have not identified the right mentor yet, as a mentoring team gap that needs attention.

Mentor type	Roles	Frequency of Contact
Career		
Scientific/Clinical Specialty		
Peer (Senior, Junior, Similar Peer Level)		
Other: e.g. Specific skill or a project focused advisor; Life-Work Balance		

Part 5. Appendix

These reference documents are added for further guidance.

- a) The **Promotions Matrix** is an important requirement for documenting work products and evidence of excellence for promotion. Please start using this now and consider attaching to your career plan, filling in examples in all relevant domains. This is found at:
<http://www.ucdenver.edu/academics/colleges/medicalschooll/departments/pediatrics/faculty-affairs/promotion-and-tenure/Documents/Promotion-Criteria-Matrix.pdf>
- b) A suggested **Self-Assessment** and reflection exercise. A career plan is always informed and influenced by who you are both at work and outside work.
- c) The **Mentor Mosaic Map** can be an additional or alternative worksheet to categorize mentors and roles.