**Career Advancement Plan Worksheet**

**Clinician-Educator Track**

*The purpose of the Career Advancement Plan (CAP) is to describe Faculty goals and how it is anticipated that those goals will be achieved, as well as determine whether career progress is on course. Parts of this worksheet may not be relevant to all Faculty members as they are intended for those following the Clinical Educator track.*

**Save this worksheet and a summary of your meeting with your OFD Coach in your Feinberg Faculty Portal**

[https://www.feinberg.northwestern.edu/fao/for-faculty/feinberg-faculty-portal/index.html](https://www.feinberg.northwestern.edu/fao/for-faculty/feinberg-faculty-portal/index.html%20%20)  under Activities>Meetings with Mentors

1. If you were to construct the ideal picture of your professional activities five years from now, what would it look like?
2. Which two of the following domains have you identified?\*
	* Clinical Impact and Recognition
	* Teaching and Education
	* Original Research
	* Health Services and Management
	* Community Engagement

*\*(Please see Feinberg School of Medicine’s Promotion Information Guide for details:* [*https://www.feinberg.northwestern.edu/fao/for-faculty/promo-tenure/index.html*](https://www.feinberg.northwestern.edu/fao/for-faculty/promo-tenure/index.html)

1. Do my current professional activities align with my two identified domains? Place check marks next to items which you have accomplished or which you are actively targeting for progress within the next academic year.

|  |  |  |
| --- | --- | --- |
| **Domain** | **Scholarship** | **Recognition and Leadership** |
| **Clinical Impact and Recognition** | [ ] Development and implementation of clinical protocols and guidelines[ ] Development and implementation of innovative clinical programs or quality initiatives [ ]  Unique expertise in clinical or consultative specialty[ ] First author on any publications since my training or have my publications been as co-authors?[ ]  Publication of case reports, reviews, editorials and book chapters | [ ] Leadership activity in professional organizations[ ]  Editorial activity for medical journals[ ] Invited to speak on my clinical topic of expertise at a regional or national meeting[ ] Serve as a meeting moderator or meeting organizer [ ] Service as a clinical consultant in governmental or nongovernmental organizations[ ]  Recognition by community or peers as a clinical leader[ ] Consistent outstanding evaluations as a clinician from residents and med students? Have I documented this?[ ] Participate in the development of clinical guidelines, statements, etc. that form the basis for the national standard of patient care |
| **Teaching and Evaluation** | [ ] Novel contribution to education research and development[ ] Development of new approaches to teaching (e.g. , audiovisual, web-based, texts, manuals, curriculum development, and student assessment and educational/programmatic evaluation)[ ] Collaborations with Searle Center for Teaching Excellence | [ ] Receipt of teaching awards [ ] Recurring exceptional teaching effectiveness on evaluations[ ] Leadership activities in residency programs or medical student clerkships[ ] Leadership activities in medical school or university education[ ] Leadership in national organizations whose primary focus is education[ ] Editorial activity for education journals[ ] Visiting professorships, national presentations, and invited lectures |
| **Original Research** | [ ] Contribute to publications of innovative, original research as a PI or member of a research team[ ] Extramural funding (e.g. governmental and nongovernmental)[ ] Principal investigator of multicenter studies or collaborations | [ ] Editorial activities for journals[ ]  Leader of scientific review committees[ ] Leadership activity in professional organizations[ ] Participant in scientific review for granting agencies[ ] Awards |
| **Health Services and Management** | [ ] Scholarly evaluation of health care delivery with publication of findings regarding the effects of administrative interventions[ ] Development of physician leadership training programs (e.g. administrative fellowship with MBA at Kellogg)[ ] Development of innovative administrative programs | [ ] Administrative leadership activity in the medical center, medical school, or university [ ] Department or division leadership activity (e.g., chair, vice chair, director)[ ] Leadership in faculty development[ ] Leadership activity in professional organizations |
| **Community Engagement** | [ ]  Contribute to community-engaged research activities and publication of the findings[ ]  Development of community-based clinical and/or educational programs[ ]  Development of training, learning opportunities, toolkits and related resources for community partners[ ]  Additional forms of scholarship, such as collaborative authorship contributions to community health needs or asset reports, evidence-based practice guidelines, and policy documents[ ]  Curricular design or leadership over educational or training programs that are developed, implemented, and evaluated in collaboration with community partners to respond to community-identified needs, concerns or interests (e.g. service learning programs) | [ ]  Receipt of awards for community-based activities and service[ ]  Leadership or co-leadership of community-based initiatives[ ]  Research leadership/innovation in strong partnership with community organizations, including serving as co-PI, PI, or co-investigator on externally funded community-based research projects with community organization investigators |

4. Does my current effort align with my two identified domains? Should coincide with Department of Pediatrics Annual Self-Assessment. New Faculty should review with their Division Chief.

|  |  |
| --- | --- |
|   | **Current Percent Effort** |
| Clinical |  |
| Education |  |
| Scholarship |  |
| Advocacy |  |
| Administration |  |
| Community Engagement |  |
| **Total** |  |

5. How do I really spend my time? Reflect upon your activities during each half day of the week.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Morning** | **Afternoon** | **After Hours** |
| **Monday** |  |  |  |
| **Tuesday** |  |  |  |
| **Wednesday** |  |  |  |
| **Thursday** |  |  |  |
| **Friday** |  |  |  |
| **Saturday** |  |  |  |
| **Sunday** |  |  |  |

6. If your assigned effort distribution does not correspond with how you spend your time, what will be needed to reconcile them?

7. In the table below, list your current mentors and their area of expertise. Some examples might include, but not limited to mentoring for a specific research program, general conduct of research, faculty development, clinical practice management and development of clinical programs, developing skills as an educator or advocate.

For each of the mentor and activities you listed below, rate the ***overall interaction*** in the ‘Likert Scale’ column:

1= not helpful

2=somewhat helpful

3=helpful

4= very helpful

|  |  |  |
| --- | --- | --- |
| **Name of Mentor** | **Area** | **Likert Scale** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Enter these names** into your Feinberg Faculty Portal at <https://www.feinberg.northwestern.edu/fao/for-faculty/feinberg-faculty-portal/index.html>

under Profile>Mentor(s) or Mentoring Committee

1. How often do you meet with your Division Head to discuss your academic development? Who typically initiates the meetings?
2. Have you attended informational meetings sponsored by Feinberg, NUCATS or IPHAM?
3. Have you experienced significant obstacles to academic progress in the past two years, e.g. loss of a primary mentor, illness, family issues, unanticipated increases in clinical demand within your division
4. Who gives you formal feedback on your progress? How often does this occur?
5. What types of written materials have you generated in the past two years? Examples include: original manuscripts, teaching curricula.
	1. Peer- reviewed work (List):
	2. Other work (book chapters, review articles, web-based materials, or guidelines or other written quality initiatives)
	3. Do you find writing difficult and if so, why

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