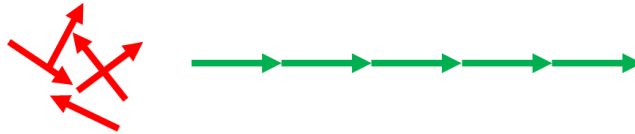


Professional Development Plan

This is a working document to help you plan and design your academic career. This career plan is personalized and individualized to you, based on your strengths, values and interests. You are encouraged to revisit your career plan at least annually, and also involve mentors and colleagues in helping to define, refine, and implement the plan. With a thoughtfully designed career plan, the goal will be that your activities build on each other and allow you to have a stronger impact, rather than engage in activities that take you in different directions and ultimately limit your impact.



The steps in the Professional Development planning process (which should be revisited at least annually) are:

- 1) Self-reflection
- 2) Self-assessment
- 3) Developing the plan
- 4) Aligning effort allocation with the Plan

1. Self-reflection

The main points to consider here are:

What do you value in terms of your way of life?

What are the personal, family, community, and career components of your life that are relevant for your career plan in the short- and long-term, e.g. do you want to pursue the research, education and clinical missions simultaneously in the short-term (i.e. intense focus on your career) or sequence them over the long-term during your career (i.e. make space for non-career components of your life)? Or as another example, do you need to engage in more remunerative activities now given current obligations, with the plan to shift focus later?

What are you driven to accomplish as an academic clinician, researcher, educator and/or program builder?

What do you see in the various missions of the Department and institution as compelling to you? Which academic track for promotion will you plan to pursue, based on where you want to devote most of your effort?

What are your professional strengths and areas that need improvement?

How can you design career goals and a career plan that capitalize on your strengths, and improve in key areas that need attention that may hold you back? E.g. a faculty member who is excellent in teaching may make education their academic focus, or may incorporate teaching into their research focus (e.g. by organizing grant-writing seminars).

2. Self-assessment

The main academic goal for a junior faculty member is to make academic contributions (in clinical care, research, education or program building) that have national recognition and impact. Additionally, junior faculty need to solidify strong professional skills and acquire leadership and management skills in order to effectively transition into senior faculty and academic leadership roles. The following is a table that charts a typical progression of activities in each of the academic mission areas as faculty members build their clinical/professional skills and gain national recognition and impact. Using the scale below, rate your progress **in your professional skills (for all faculty), and in your academic area(s) of focus (typically 1 main area of focus, ± 1 secondary area)**. **Note that you are not expected to achieve the highest level in all of these areas; you should focus on your chosen area.** You may also shift your area of focus over time.

1=have not yet started this activity

2=early engagement in this activity

- 3=moderate progress in this activity
 4=substantial progress in this activity
 5=completed/secure in this activity

Professional skills (for all faculty)

Specific activities	Self-Assessment				
	1	2	3	4	5
Defining scope of practice, clinical areas of interest and focus, with respect to your Division, clinical needs	1	2	3	4	5
Building clinical practice: work with Marketing, outreach to referring PCP's and general otolaryngologists	1	2	3	4	5
Understand clinical/surgical coding, documentation	1	2	3	4	5
Building clinical and surgical volume and experience in key index procedures	1	2	3	4	5
Management of clinical practice to meet Departmental expectations (clinical effort, target work RVU's)	1	2	3	4	5
Manuscript writing and submitting for publication	1	2	3	4	5
Serving as mentor or mentee	1	2	3	4	5
Oral presentation and other forms of communication	1	2	3	4	5
Seeking professional advice	1	2	3	4	5
Time management	1	2	3	4	5
Networking	1	2	3	4	5

Clinical focus

Specific activities	Self-Assessment				
	1	2	3	4	5
Develop a clinical focus, area of interest, identify key gaps in clinical care	1	2	3	4	5
Identify/develop areas of unique clinical/technical expertise	1	2	3	4	5
Identify/develop methods to assess improved clinical outcomes (e.g. functional outcomes, satisfaction scores)	1	2	3	4	5
Clinical teaching of new methods	1	2	3	4	5
Publication of new clinical process/procedure/program	1	2	3	4	5
Presentations at key meetings, clinical teaching opportunities	1	2	3	4	5
Broadening of referral base, patient draw	1	2	3	4	5
Host visitors from other institutions	1	2	3	4	5
Participation in clinical guideline development, consensus panels	1	2	3	4	5
Participation in national committees (Academy, specialty societies)					
Service as board examiner	1	2	3	4	5

Research focus

Specific activities	Self-Assessment				
	1	2	3	4	5
Develop a research focus, area of interest, identify key knowledge gaps	1	2	3	4	5
Define a set of research questions, associated methods and expected outcomes	1	2	3	4	5
Identify research mentors, collaborators internally and externally	1	2	3	4	5

Identify resources needed (equipment, space, personnel)	1	2	3	4	5
Define research budget, identify funding sources (start-up, internal/external; private (e.g. Foundation, Societies)/public (e.g. state/federal))	1	2	3	4	5
Develop grant writing skills by participating in peer review, taking courses, writing grants	1	2	3	4	5
Publications in high-impact journals					
Presentations at key meetings	1	2	3	4	5
Secure independent funding (federal, industry, foundation)	1	2	3	4	5
Mentor students, post-docs	1	2	3	4	5
Journal peer review, editorial work	1	2	3	4	5
Grant review (e.g. NIH study section, CORE, Triological)	1	2	3	4	5

Education focus

Specific activities	Self-Assessment				
Develop an educational focus, area of interest, identify key practice gaps	1	2	3	4	5
Identify/develop new educational method/program	1	2	3	4	5
Identify/develop methods to assess improved educational outcomes (e.g. technical skill, trainee diversity, professionalism)	1	2	3	4	5
Mentoring trainees, students, fellows	1	2	3	4	5
Publication of new educational method/program	1	2	3	4	5
Presentations at key meetings	1	2	3	4	5
Participation in national education content/milestone development	1	2	3	4	5
Participation in national committees (Academy, specialty societies)					
Service as program director, associate program director	1	2	3	4	5
Institutional educational service to School of Medicine	1	2	3	4	5

3. Developing a Plan

Now consider those activities that you have not yet or minimally started to pursue (scores of 1 or 2) as well as activities that are not yet secure (scores of 3 or 4). Reflect on actions you might take *in the next year* to start on certain activities (scored at 1 or 2) or to complete certain activities (scored at 3 or 4) which would best assist you in progressing towards national recognition and impact and in enhancing your professional and leadership skills. Determine which of these actions in each category will receive your highest priority. Select no more than 2 actions per category, example actions are given. When selecting actions, it is important to know the specific benchmarks that are used in your academic track to assess national recognition and impact, e.g. number of publications or citation index for the research track, patient volumes and geographic extent of patient draw for the clinical track. In the stakeholder/connector column, list individuals in your network who could help facilitate taking this action. Connectors are individuals who based on their positions and networks are connected to a large number of individuals and opportunities.

Activity Category	Specific activities	Action	Stakeholders/ connectors
Clinical	E.g. Identify/develop areas of unique clinical/technical expertise	Read literature, attend meetings in a different field (e.g. Alzheimer's Ass'n Annual meeting) to get ideas	Colleague in a different field

Research	E.g. Identify and apply for research funding source	Get to know your NIH program officer, identify PAR/RFA's to target, learn grant craft by volunteering as grant reviewer for your Society (e.g. CORE)	Funded colleague, NIH program officer
Education	E.g. Institutional educational service to School of Medicine	Get involved in education efforts in School of Medicine, e.g. defining criteria for an Education Promotions track	Colleague serving on Faculty Senate, Assistant/Associate Dean of Education
Professional	E.g. Networking	Invite colleagues to give a talk at JH to build a connection, attend a small meeting to connect with a colleague	Add connectors to your network
Leadership and Management	E.g. Managing and motivating a team	Enroll in a leadership course within or outside institution (e.g. Junior Faculty Leadership Program at JHSOM)	Emerging leaders also enrolled in the program

4. Aligning Effort Allocation with the Plan

Consider whether the way you are allocating your time and energy aligns with your academic focus and goals/actions for the coming year. Are there short-term and long-term changes you want to make to your effort allocation to better support your current way of life, your academic progress towards national recognition and impact, and/or your development of professional and leadership skills?

Effort Category	Current effort allocation	Proposed short-term effort allocation	Proposed long-term effort allocation
Clinical			
Research			
Education			

Professional development			
Administrative/ Leadership			

We recommend that you complete this document at the start of your academic career, and revisit it every year and also during a time of career transition (e.g. shift in research focus, taking on a new role). We recommend getting periodic input on your professional development plan from a mentor(s) and colleagues, and using this plan as a guide for meetings with mentors and colleagues. Additionally, we offer the following general tips for successfully starting an academic career.

Tips for Getting Started in an Academic Career

1. Within 6 months of your appointment, identify a mentor(s) or a faculty advisor(s) who can assist you in orienting to the institution and help you navigate the early phase of establishing your clinical, research and academic activities at JHU.
2. Work on building your clinical/surgical practice, a process that can take 3-5 years. Think about your clinical/surgical focus in the context of your Division and other clinical collaborators at the Institution. Work with marketing to develop print and online materials that clearly articulate your clinical scope and focus, and provide a clear process for referral. Be “affable, available, and able.” Work with your Division Director to identify potential new referral sources for your practice, and communicate diligently with referring providers.
3. Ensure you are meeting Departmental/Institutional faculty “citizenship” requirements, e.g. timely documentation, certification, compliance training, etc. You want to avoid being on any “out of compliance” lists which may raise leadership concerns about your performance.
4. Review the process of annual performance review within the Department and the promotion process in the Department and at JHSOM (notably, the Department has an internal Promotions Committee that reviews faculty applications, and faculty applications that are considered ready will be forwarded to the JHSOM Promotions Committee). Clarify any questions with your Chair and mentor.
5. Within 6 months, create a **Professional Development Plan** with your mentor or colleague advisor and Chair. This is a process that sets short-term and long-term goals for your career, including thinking about which promotion track you intend to pursue. A useful exercise can be reviewing CV’s of successful faculty internal and external to the institution, inside and outside your field, to note their career progression (e.g. start as a Committee member for 3 years, then transition to Committee Chair).
6. Establish strong lines of communication with your Division Director and Chair. Make sure you update them about your successes (e.g. grants, awards, high-impact papers) so they are aware of the unique value you bring to the Department. They will also be more likely to think of you for opportunities that arise.
7. Begin as soon as possible to document your professional activities. Regularly record the details as to what occurred and when as well as your role in those activities. You should use the official JHSOM curriculum vitae form to collect this information, whether or not you choose to use the document outside of the institution.
8. Request of your Chair, mentor or other advisors feedback on your work. It is a reasonable request that they observe and critique your clinical work, teaching and research seminars, assist you in interviewing and selecting trainees and hiring staff, and make introductions to persons within the institution who can assist you in your specific objectives.
9. During your third year of appointment, request a formal evaluation by the Departmental Promotions Committee. Make note of any activities the committee recommends you sustain, improve or discontinue and discuss these with your mentor and Chair.
10. Get involved in faculty governance and networking opportunities. You will be expected to provide impactful service to the Institution, and actively observing these operations will help you decide where your service interests exist. As a faculty member, you can participate in many governance committees (e.g. Faculty Senate, OR Committee, Medical School Admissions Committee). As you gain experience as a faculty member, think about the aspects of academic medicine that are particularly important to you, or that you feel there is an important need to change. These may be the efforts you will want to direct your leadership towards, leveraging your understanding of operations and the networks you established.
11. Volunteer your time. There are numerous opportunities to help your department, colleagues and trainees that will introduce you to more members of the academic family. You can volunteer to assist student organizations or help address Departmental concerns (e.g. service on Professionalism Committee, Diversity

and Inclusion Committee). By getting involved, you will broaden your network in ways that will constructively shape your career.

12. Inquire about opportunities that you are interested in. For example, contact a journal editor if you would like to be considered as a Reviewer, or to join a journal Editorial Board. Ask Committee Chairs in national organizations how you can participate, or talk to NIH Program Officers about getting involved in grant reviews. Volunteering to do work for these organizations, and following through in a timely manner on your commitments, will allow you to progress within these organizations.

13. Provide creative solutions. When you were hired, there was an expectation that you would bring new perspectives and energy to the Faculty of the School. Don't simply point out problems, but get involved in providing solutions by finding ways to build consensus and implement needed, impactful change. Above all, be creative and follow through on your initiatives.

14. Your annual performance review with your Chair should include advice you have received from your mentor or colleague advisor. Be sure to address your goals and progress toward those goals in your annual review. This is also a time during which you are expected to make clear how the Department and the Chair can assist you in attaining your goals.

15. When thinking ahead about the Promotions process, a major part of that process is naming referees to support your promotion. Think about cultivating relationships with colleagues nationally and internationally, who could potentially serve as referees for you (e.g. invite colleagues to give talks, provide mentorship to a colleague's trainees).