

## **Department of Emergency Medicine Guide for Developing a Road Map**

Developing a road map is really critical to your long-term success! It requires some attention and thought to a few specific details. You should discuss it with your primary mentor. The core structure of the road map has three parts:

- (1) A broad narrative description of your current career goals. This can be thought of as your long-term vision.
- (2) A list of the 3 to 6 short-term (one-year) strategic objectives. What do you want to accomplish this year to advance along your career road?
- (3) A list of your intermediate strategic objectives (1-3 years).

The other reference points for the road map are the Promotion and Tenure guidelines used by The University of Arizona, the College of Medicine and the Department of Emergency Medicine. The College of Medicine Guidelines for Promotion and Tenure are available at: [www.medicine.arizona.edu](http://www.medicine.arizona.edu). The reason for using this reference is that your road map should serve not only to help you and others understand where you want to go with your career, but the short-term objectives should be translatable to the annual evaluation process required by the College of Medicine.

### **The steps in developing a Road Map:**

1. Read this guide and complete the attached Road Map Workload and Goals. You may want to use the language from this Guide as your short-term goals.
2. Arrange to discuss your worksheet and plans with your primary mentor for useful feedback.
3. Complete a copy of the Road Map Workload and Goals and save it for the annual evaluation process.
4. Use the Road Map Workload and Goals sheet to apply for affiliation with the AEMRC, if appropriate.

For each of the following areas, determine which level of emphasis best describes your long-term career goals. Your road map must take salary support into consideration. Becoming academically successful involves a process of garnering sufficient salary sources for your clinical, academic and research activities. Having nonclinical avenues of salary support “buys” you the time to engage in nonclinical activities. Examples of such funding include salary support from: grants, contracts, and directorships (DEM, medical school, local, state, and national). Other potentials include working less clinically with a corresponding lower salary to allow time to engage in nonclinical, academic pursuits. There are also opportunities to leverage other financial sources such as departmental academic enrichment funds to support your goals in a particular career area.

## **Teaching/Instruction**

1. I intend to teach residents during my regular clinical activities and take part in the minimally required academic activities such as the weekly resident conference.
2. Teaching residents is important to my career goals. I intend to be recognized as an excellent clinical teacher and to actively contribute to the presentations and discussion in conference (e.g., 2-3 conference presentations/year and active interaction with residents both at and outside conferences).
3. Teaching all levels of medical education (residents, medical students, etc.) is important. I intend to be recognized as an excellent clinical teacher at multiple levels and to be an active mentor for medical students, residents and undergraduates interested in medicine (e.g., 3+ conference presentations/year, active presentations to medical students and active involvement in clerkships or other similar activities).
4. Teaching is very important. I intend to be recognized as one of the best educators in the Department, if not the College of Medicine. I intend to teach and provide guidance at all levels with perhaps the acceptance of an active teaching or development position in the medical school curriculum and multiple conference presentations each year.

## **Clinical Service**

Each clinical faculty member has a core expectation for high quality patient care. The following descriptions are intended to assess the level of emphasis this work will play in your career goals.

1. I intend to reduce my clinical responsibilities to the minimum level required to maintain competency, to make room for other activities. (<1,000 hours/year).
2. A reasonable level of clinical activity will continue to be important and necessary for my career goals (1,000-1,200 hours/year).
3. Clinical activity and bedside teaching are very important to my career goals. (1,200-1,400 hours/year).
4. Clinical activity is the primary focus of my career and other activities will be undertaken at the minimally required level. (1,400-1,600 hours/year).

## **Research/Scholarship**

1. Research is of very little interest. I intend to participate in research and scholarly activities by supporting other faculty member projects through the identification of potential patients and advice where I hold special expertise. I intend to publish an occasional scholarly report.
2. Research is a minor interest. I intend to participate in research and scholarly activities by conducting small scale, non- or lightly-funded research studies and to publish the results of those studies. I also intend to become involved in ED-sponsored or authorized clinical trials as a liaison or collaborator. I intend to publish scholarly work to meet the guidelines for Promotion and Tenure.

3. Research is a major interest. I intend to be continuously involved as a collaborator on one or more fully funded grants, to reduce my clinical time through buy-downs supported from these grants, and to publish regularly from results of these studies and other scholarly activities. These publishing activities would meet or exceed the guidelines for Promotion and Tenure.
4. Research is a primary interest. I intend to become the PI on one or more fully funded grants, to reduce my clinical time through buy-downs supported by these grants and to publish regularly from the results of these studies and other scholarly activities.

### **Service/Administration**

1. I have no interest in administrative activities and would seek no positions that would allow buy-down of clinical time from these activities. I intend to serve on a limited number of departmental hospital or college committees that are directly related to my expertise.
2. I have a minor interest in administration activities and would support the department through ad hoc assignments or service on specific departmental, hospital or college committees that support my activities in other areas such as research or education.
3. I have a major interest in administration activities and would seek a limited number of such positions to buy down my clinical time. I would supplement this interest by service on departmental, hospital or college committees that are focused on this area.
4. I have a primary interest in administration activities and would seek a major position in the department, hospital or college that is consistent with my expertise (e.g., program director, clinical director, etc.). I would supplement this interest by service on departmental, hospital or college committees that would further this goal.