

Step 1: Assess your skills. Include Primary Area, Secondary Area & Service/Citizenship/Professionalism/Civic Engagement

1. TUSDM Teaching

- a) Instructional strategies and design
- b) Case based and problem-based learning
- c) Formative/ summative assessments didactic
- d) Teaching: courses, lectures, workshops, tutorials, grand rounds, seminars, rotations, CSL

2. TUSDM Educational Leadership

- a) Leadership roles in teaching or educational programs (course director, program director, chair, group director, etc)
- b) Innovation in classroom teaching methods or novel application of existing teaching methods
- c) Developing educational products such as curriculum, assessment tools or programs, policy statements, technologies such as simulation etc.
- d) Leading or substantive participation in committees related to education
- e) Involvement in mentoring programs
- f) Awards for teaching, mentoring, contributions and/or innovation related to education.
- g) Invited lectures to disseminate new knowledge related to successful education programs, interventions, curricula
- h) Funding or scholarship specifically related to education.
- i) National leadership roles in education/training committees and professional societies

3. TUSDM Clinical Instruction

- a) Contribution to the development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care locally such as a community-based program, clinical care model, practice guidelines, an innovative application of an existing technology etc.
- b) Developing Formative/ summative assessments/competencies OSCE
- c) Service on committees in area of clinical expertise such as developing guidelines and policies for health equity, clinical management, quality control, evaluating clinical programs, etc.
- d) Leadership roles in professional organizations, courses or programs related to clinical expertise
- e) Invitations to share expertise through invited talks, book chapters, clinical reviews
- f) Awards for contributions and/or innovation in the area of clinical expertise
- g) Regional, national and international
- h) Engagement/collaboration in clinical trials
- i) Clinical awards

4. Scholarship

Demonstration of impact requires evidence of successful translation of new knowledge into new approaches, techniques, devices, programs etc. and may include:

- a) Grant Funding (funding agency, type of award, amount of funding, years of funding etc)
- b) Research Activities
- c) Peer reviewed publications of research papers
 - Citations of work (number)
 - Contribution to work
 - Authorship (first, last, etc)
- d) Publications and Editorial Roles
- e) External lectures and invited talks
- f) Academic awards
- g) Participation in study sections, organizing committees, etc.
- h) Patents and commercialization aligned with primary research program
- i) Identifiable contributions to team science
- j) Participation in the development of scholarly products related to education didactic/clinical, patient care, population oral health, community outreach, policy

5. Service /community civic engagement/citizenship/professionalism (institutional, local, national, international)

Service

- a) departmental activities: academic advisor, departmental committees, faculty searches, other tasks
- b) contributing member of TUSDM standing committee
- c) Local, national, international committees

Community and civic engagement

- a) particularly community outreach programs
- b) other civic engagement (mayor, member of NGO, volunteering, etc)

Institutional citizenship

- a) participation in service relevant to a faculty member's academic activities and to the missions of the school and University. It encompasses efforts including but not limited to mentoring, professionalism, inclusion, diversity and health equity.

Professionalism

- a) exemplary behavior including the demonstration of honesty and integrity in all realms of work, respect for patients, colleagues, staff and learners at all levels, evidence of continuous learning and self-management toward a goal of personal betterment, the encouragement of questions, debate and acceptance of diverse viewpoints without prejudice or bias.

Step 2: Fill out the chart below.

	Short-Term Time Frame (< 12 months) What do I want to accomplish in the next 12 months?	Mid-Term Time Frame (1-2 years) What do I want to accomplish in the next one to two years?	Longer-Term Time Frame (2-3 years) What do I want to accomplish in the next two to three years?	Long-Term Time Frame (3-6 years) What do I want to accomplish in the next three to six years?
My Goals – Section 1 What are my overall goals that I want to accomplish in this time period?	Write your short-term goals	Write your mid-term goals	Write your long-term goals	Identify your longer term goals
Action – Section 2 What will I do?	Write your short-term activities towards achieving your goals	Write your mid-term activities towards achieving your goals	Write your long-term activities towards achieving your goals	Write your long-term activities towards achieving your goals

<p>Areas of Focus – Section 3</p> <p>How do the above plans and actions fit with my primary and secondary areas of responsibility.</p> <p>What criteria from Page 1 do I satisfy or advance for my primary area and secondary area of responsibility?</p>	<p>Fit with Area of Focus 1 Fit with Area of Focus 2 Fit with Additional Areas</p>	<p>Fit with Area of Focus 1 Fit with Area of Focus 2 Fit with Additional Areas</p>	<p>Fit with Area of Focus 1 Fit with Area of Focus 2 Fit with Additional Areas</p>	<p>Fit with Area of Focus 1 Fit with Area of Focus 2 Fit with Additional Areas</p>
<p>Skills and Knowledge to be Learned – Section 4</p>	<p>Skills & knowledge</p>	<p>Skills & knowledge</p>	<p>Skills & knowledge</p>	<p>Skills & knowledge</p>

<p>Resources – Section 5</p> <p>What resources do I need?</p> <p>How to use the TUSDM, CTSI, ADEA, other Resources?</p>	<p>Write your short-term resource needs</p>	<p>Write your mid-term resource needs</p>	<p>Write your long-term resource needs</p>	<p>Write your long-term resource needs</p>
<p>Schedule – Section 6</p> <p>What is my time schedule for each of the specific activities and sub-objectives? (Start and Projected End Dates)</p>	<p>3mo-6mo</p>	<p>6-12mo</p>	<p>12mo-3yr</p>	<p>3yr-6yr</p>

Version 1 of the document presented and approved by FAPTC on Aug. 15th 2022.