TUSDM Faculty Individual Advancement Plan (FIAP)  
Name: _____________________

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, devises, 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.

<table>
<thead>
<tr>
<th></th>
<th>Short-Term Time Frame (&lt; 12 months)</th>
<th>Mid-Term Time Frame (1-2 years)</th>
<th>Longer-Term Time Frame (2-3 years)</th>
<th>Long-Term Time Frame (3-6 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to</td>
<td>What do I want to accomplish in the next 12 months?</td>
<td>What do I want to accomplish in the next one to two years?</td>
<td>What do I want to accomplish in the next two to three years?</td>
<td>What do I want to accomplish in the next three to six years?</td>
</tr>
<tr>
<td>My Goals – Section 1</td>
<td>Write your short-term goals</td>
<td>Write your mid-term goals</td>
<td>Write your long-term goals</td>
<td>Identify your longer term goals</td>
</tr>
<tr>
<td>What are my overall goals that I want to accomplish in this time period?</td>
<td></td>
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</tbody>
</table>

| Action – Section 2 | 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 |
| What will I do?    | | | | |
### Areas of Focus – Section 3

How do the above plans and actions fit with my primary and secondary areas of responsibility?

What criteria from Page 1 do I satisfy or advance for my primary area and secondary area of responsibility?

<table>
<thead>
<tr>
<th>Fit with Area of Focus 1</th>
<th>Fit with Area of Focus 2</th>
<th>Fit with Additional Areas</th>
<th>Fit with Area of Focus 1</th>
<th>Fit with Area of Focus 2</th>
<th>Fit with Additional Areas</th>
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<th>Fit with Area of Focus 2</th>
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<tr>
<td>Skills &amp; knowledge</td>
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</table>
## Resources – Section 5

What resources do I need?

How to use the TUSDM, CTSI, ADEA, other Resources?

<table>
<thead>
<tr>
<th>Write your short-term resource needs</th>
<th>Write your mid-term resource needs</th>
<th>Write your long-term resource needs</th>
<th>Write your long-term resource needs</th>
</tr>
</thead>
</table>

## Schedule – Section 6

What is my time schedule for each of the specific activities and sub-objectives? (Start and Projected End Dates)

<table>
<thead>
<tr>
<th>3mo-6mo</th>
<th>6-12mo</th>
<th>12mo-3yr</th>
<th>3yr-6yr</th>
</tr>
</thead>
</table>

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