

A long-exposure photograph of a road at night, showing vibrant, multi-colored light trails from cars in shades of blue, purple, orange, and red. The road curves into the distance under a dark sky.

CLICK YOUR SEATBELT and DRIVE YOUR CAREER!

JANET F. WILLIAMS, MD, FAAP
UTHSA LSOM VICE DEAN FOR FACULTY

***Identity Development as an academic
biomedical faculty member!***



Academic Biomedical Culture = Your Career Context

“Any road will get you there, if you don’t know where you are going.” Lewis Carrol

Want to make a difference?



Join a group!

***“There are three things extremely hard:
Steel, a Diamond, and to know
one’s self.”***

Benjamin Franklin

Poor Richard’s Almanack, 1750

Instant identity?

Jump in & Go?



RULES OF THE ROAD

- **BOR RULES & HOP**
- **OFFER LETTER/ROLE**
- **PROMOTION GUIDELINES**
 - Tenure Guidelines
- **COMPENSATION PLAN**
 - Incentive
- **CV TEMPLATE**



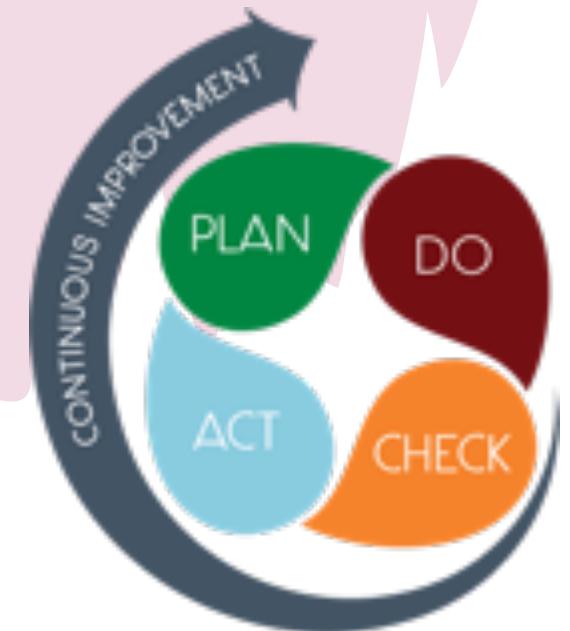
SAFETY PARAMETERS



- **MENTORING**
 - Mentor Map
- **WRITTEN ICDP**
 - Individual Career Development Plan
 - Annual Eval. of Goal Progress
- **SELF-MENTORING**

Personal Career CQI:

**Intentional alignment of
your own career
expectations & progress
with your institutional
context and the
institution's expectations
of YOU!**



**WORKING
KNOWLEDGE
OF RESOURCES**





MAJOR
RESOURCES
TO FIND AT
LSOM OFF
INTRANET



Annotated HOP PTAC
Guidelines for NTT, TT, T

Landscape version to
complete as a self-
study, PTAC-tool, etc.



Common Attributes
of Successful Tenure

Basic Science depts
Clinical depts



'Venues' documents for career planning



Targeting Publications & Presentations



CV annotated template (& blank framework)



Faculty Career Guidance/Mentoring

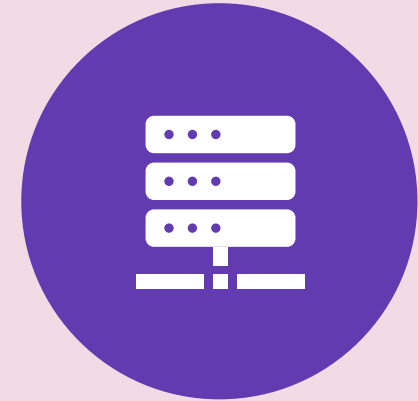
What is your Scholarship Strength area of focus for NTT, or 2 areas for TT?



TEACHING



RESEARCH



SERVICE

Associate Professor Non-Tenure Track Guide

HOP 3.6.4 General Guidelines for Initial Appointment or Promotion to the rank of ASSOCIATE PROFESSOR, NON-TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Associate Professor, NTT, whether for initial appointment or promotion. **BLACK bold** type is as stated in the current UT Health San Antonio HOP. **BLUE** is added detail for clarification, but should not be considered all-inclusive.

GENERAL GUIDELINES	EVIDENCE
<p>1. A minimum of three years in the rank of Assistant Professor or equivalent.</p> <ul style="list-style-type: none">• Accomplishments and time as Assistant or Associate Professor elsewhere are the basis of initial appointment title and rank decisions.• The <u>minimum time</u> before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3 years. Documentation of the individual's accomplishments during this time demonstrates an established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and beyond.• Good Citizenship: In any role, demonstrate active participation, collaboration and achievements that serve 'the community,' whether research team, clinic team, division, department, school, interdisciplinary teams, etc., and are aligned with the mission of UT Health SA.• Leadership development: in any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.	
<p>2. Academic credentials congruent with the expectations of the school and department.</p> <ul style="list-style-type: none">• For the LSOM, this means having a doctoral 'Terminal' degree and any board certifications that apply.	

Professor Non-Tenure Track Guide

HOP 3.6.4 General Guidelines

intended to help clarify expectations for the academic rank of Professor, NTT, whether for initial appointment or for promotion. **BLACK bold type** is as stated in the current UT Health SA HOP.

1. Distinguished performance and maturity as an Associate Professor or Professor, generally 3-5 years in the rank of Associate Professor or Professor elsewhere in the field.

- Accomplishments and time as Associate Professor or Professor elsewhere are the basis of initial appointment title and rank decisions.
- The minimum time before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3 years. Documentation of established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and beyond.
- **Good Citizenship:** in any role, demonstrate active participation, collaboration and achievements that serve "the community," whether research team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.
- **Leadership development:** in any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.

2. Academic credentials congruent with the expectations of the school and department.

- For the LSOM, this means having a doctoral "terminal" degree and any board certifications that apply.

Associate Professor TT/Tenure Guide

HOP 3.6.3 General Guidelines for Initial Appointment or Promotion to the rank of ASSOCIATE PROFESSOR, TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Associate Professor, TT or with Tenure Evaluation. **BLACK bold type** is as stated in the current UT Health San Antonio HOP. **BLUE** is added detail for clarification, but should not be considered all-inclusive.

1. A minimum of three years in the rank of Assistant Professor or equivalent.

- Accomplishments and time as Associate Professor or Professor elsewhere are the basis of initial appointment title and rank decisions.
- The minimum time before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3 years. Documentation of established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and beyond.
- **Good Citizenship:** in any role, demonstrate active participation, collaboration and achievements that serve "the community," whether research team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.
- **Leadership development:** in any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.

2. Academic credentials congruent with the expectations of the school and department.

- For the LSOM, this means having a doctoral "terminal" degree and any board certifications that apply.

Professor Tenure/Tenure Track Guide

HOP 3.6.3 General Guidelines for Initial Appointment or Promotion to the rank of PROFESSOR, TENURE TRACK: The following guidelines are intended to help clarify expectations for the academic rank of Professor, TT or with Tenure Evaluation. **BLACK bold type** is as stated in the current UT Health San Antonio HOP. **BLUE** is added detail for clarification, but should not be considered all-inclusive.

1. Distinguished performance and maturity as an Associate Professor, generally 3-5 years at this rank.

- Accomplishments and time as Associate Professor and/or Professor elsewhere are the basis of initial appointment title and rank decisions.
- The minimum time before a Long School of Medicine (LSOM) faculty member should be considered for promotion is 3-5 years. Documentation of the individual's accomplishments during this time demonstrates an established trend and body of academic contributions that have brought value to the LSOM, UT Health SA and well beyond.
- **Good Citizenship:** in any role, demonstrate active participation, collaboration and achievements that serve "the community," whether research team, clinic team, division, department, school, interdisciplinary team, etc., and are aligned with the mission of UT Health SA.
- **Leadership development:** in any role, demonstrate ongoing leadership development by expanding role responsibilities and effectively increasing scholarship.

2. Academic credentials congruent with the expectations of the school or department.

- For the LSOM, this means having a doctoral "terminal" degree and any board certifications that apply.

3. An established reputation that is derived from national or international peer recognition.

- Demonstrate/document substantive professional and academic peer-acclaim and work renown within and well beyond the LSOM, UT Health SA, the San Antonio community, the state and/or regional level(s) in order to show that the faculty member's substantive academic reputation has been well established and recognized broadly on the national and/or international level(s).
- Broad and respected peer recognition of an established academic reputation through sustained scholarly achievement.

LSOM GUIDELINES – TENURE STATUS

The Tenure Status Guidelines below (black type) are thematically regrouped Tenure Status stipulations listed in the 2009 PTAC Guidelines document based on the UT Health SA HOP. BLUE is added detail for clarification, but should not be considered all-inclusive.

For additional guidance about TENURE, refer to the relevant documents: *Common Attributes of Successful Tenure Candidates in the LSOM – Basic Science Departments*, and *Common Attributes of Successful Tenure Candidates in the LSOM – Clinical Departments*.

Tenure Status Guide

HOP 3.7.1 UT Health San Antonio Tenure Policy for awarding Tenure to full-time faculty with the title, Professor, Associate Professor, or Assistant Professor, who have demonstrated an exceptional degree of professional competence and scholarly achievement. The following guidelines are intended to help clarify expectations for the granting of Tenure.

***Rating Scale:** (1) Exceeds Expectation; (2) Meets Expectation; (3) Does Not Meet Expectation; (4) Unsatisfactory

TENURE STATUS

- Exceptional degree of professional competence and scholarly scholarship strength areas and activity in the third: Research,
- Original accomplishments in research, teaching, and service
- Sustained, superior level or performance in two of three acad
- Outstanding accomplishments in teaching, research, and servi
- Outstanding, original work

- Attitudes and intellectual qualities that make the individual a de member of the faculty
- Recognized as outstanding by one's peers, both within and outsi
- Judged in terms of the mission of the particular academic compon
- Documented by letters from peers within the department/division
- Professional excellence should be recognized
- Local, state, national, and international levels
- Unique value of the individual to this institution

- **Mentoring:** Mentoring is considered to be an integral role responsi faculty member and an essential promotion criterion regardless of a despite not being listed in this section of the HOP.

- Find a section of the CV to document all mentoring of any level (senior trainee, faculty, etc.) whether related to teaching, research or service. . separate E-TALUS CV section called 'Mentoring,' refer to the 'E-TALUS Sections' document. Identify one or more CV sections for this document. "Teaching – Other Teaching/Non-Course-Based." Document quantity and mentoring, advising, coaching, etc. Differentiate how many and the "con mentees/advisers (student, faculty, other). List such as member(s) school location, and any formal mentoring program name, or state "informal me

- **Recommendation from Department P&T Committee:** Document examples examined each applicable tenure stipulation.

- **Recommendation from Department Chair:** Provide examples of qualities on at the foundation for specific accolades.

TENURE STATUS	*RATING	EVIDENCE
Exceptional degree of professional competence and scholarly achievement		
Attitudes and intellectual qualities that make the individual a desirable and continuing member of the faculty		
Original accomplishments in research, teaching, and service		
Recognized as outstanding by one's peers, both within and outside the Health Science Center		
Sustained, superior level or performance in two of three academic activities		
Judged in terms of the mission of the particular academic component		
Outstanding accomplishments in teaching, research, and service		
Documented by letters from peers within the department/division		
Professional excellence should be recognized		
Local, state, national, and international level		

Common Attributes of Successful Tenure Candidates in the Basic Science Departments

Joe R. & Teresa Lozano Long School of Medicine

- This document is intended to provide the Joe R. & Teresa Lozano Long School of Medicine (JLSOM) context for application of The UT System and UTVSCSA policies and guidelines for awarding tenure.
- These tenure attributes can facilitate goal-based annual career planning, including proactive tenure and promotion guidance.
- Standard policy operations are that Promotion, Tenure and Appointment Committee (PTAC) formal review for 'tenure' is conducted separately from the formal review for 'promotion in rank' even when both are requested in the same PTAC 'cycle' (the most common approach). Faculty may be proposed for Tenure and promotion in rank synchronously or asynchronously.
- Tenure-track and tenure careers always require demonstration of work impact and growing legacy in two areas of scholarship strength with activity in the third area from among Research, Teaching and Service.
- Scholarship is documentable through such as projects, productivity, and products, especially when disseminated, and recognized through attracting funding, honors or awards, etc.
- Statements and attributes listed provide common general examples and should not be considered as all-inclusive.
 - The more attributes a candidate attains, the greater the likelihood of tenure success; however, each candidate is not expected to have attained every single attribute listed in her/his two key scholarship strength areas.
 - Mentoring is an essential attribute for all.
 - These attributes do not fully address Team Science, i.e., the case when a faculty member is an essential member of a research team (or teams).

RESEARCH ATTRIBUTES

Strength and leadership in research is demonstrated when the faculty member engages in sustained scholarly activity as evidenced by:

- Developing emerging or established research-related national recognition, such as through esteemed invited speaker presentations at institutions outside Texas, national meetings, and/or invitations to review manuscripts or grant proposals (more than only internal), etc.
- Having published 'a reasonable number' of peer-reviewed primary, i.e., original, scientific research articles as corresponding (first or last/senior) author, making an impact on the field. "A reasonable number" shall be defined by the having a combination of any of the commonly recognized factors in that particular area of study that evince the work is impactful, such as journal name and prestige in the field, article type, citing frequency over time, etc.
- Holding a funded R01 as PI or serving as PI in a Multiple Principal Investigators (MPI) grant, and being the contact PI is best. Other equivalent competitive investigator-initiated and renewable funding from external sources may be considered in lieu of an R01.
- Having renewed funding, or a second active grant as a PI or PI in an MPI grant. Other equivalent competitive renewed funding may be considered in lieu of an R01.
- Attracting salary from extramural funding consistent with the pay plan.

Common Attributes of Successful Tenure Candidates in the Clinical Departments

Joe R. & Teresa Lozano Long School of Medicine

- This document is intended to provide the Joe R. & Teresa Lozano Long School of Medicine (JLSOM) context for application of The UT System and UTVSCSA policies and guidelines for awarding tenure.
- These tenure attributes can facilitate goal-based annual career planning, including proactive tenure and promotion guidance.
- Standard policy operations are that Promotion, Tenure and Appointment Committee (PTAC) formal review for 'tenure' is conducted separately from the formal review for 'promotion in rank' even when both are requested in the same PTAC 'cycle' (the most common approach). Faculty may be proposed for Tenure and promotion in rank synchronously or asynchronously.
- Tenure-track and tenure careers always require demonstration of work impact and growing legacy in two areas of scholarship strength with activity in the third area from among Research, Teaching and Service.
- Scholarship is documentable through such as projects, productivity, and products, especially when disseminated, and recognized through attracting funding, honors or awards, etc.
- Statements and attributes listed provide common general examples and should not be considered as all-inclusive.
 - The more attributes a candidate attains, the greater the likelihood of tenure success; however, each candidate is not expected to have attained every single attribute listed in her/his two key scholarship strength areas.
 - Mentoring is an essential attribute for all.
 - These attributes do not fully address Team Science, i.e., the case when a faculty member is an essential member of a research team (or teams).

RESEARCH ATTRIBUTES

Strength and leadership in research is demonstrated when the faculty member engages in sustained scholarly activity as evidenced by:

- Developing emerging or established research-related national recognition, such as through esteemed invited speaker presentations at institutions outside Texas, national meetings, and/or invitations to review manuscripts or grant proposals (more than only internal), etc.
- Having published 'a reasonable number' of peer-reviewed primary, i.e., original, scientific research articles as corresponding (first or last/senior) author, making an impact on the field. "A reasonable number" shall be defined by the having a combination of any of the commonly recognized factors in that particular area of study that evince the work is impactful, such as journal name and prestige in the field, article type, citing frequency over time, etc.
- Serving as PI of competitive investigator-initiated and renewable funding from external sources for scholarly activity in any mission, e.g., a clear career pattern of being a PI on clinical trials (cooperative group, or investigator-initiated, and/or multi-center). Could also be service as PI of R01 or PI of a Multiple Principal Investigator (MPI) grant, and contact PI is best.
- Having renewed funding, or a second active grant as a PI or PI in an MPI grant. Other equivalent competitive renewed funding may be considered in lieu of an R01.
- Attracting salary from extramural funding consistent with the pay plan.

EDUCATION/TEACHING VENUES - EVENTS/CONFERENCES

Faculty Career Scholarship Strength can be demonstrated through documentable products & outcomes, especially funding. See Funding Sources.*

Must produce: Projects - Presentations (posters, speaker, workshop) - Publications - Policy - Participatory Citizen/Committees - Leadership - Mentorship

Examples provided. Not a comprehensive list. Customize to needs.

CAMPUS/LOCAL	STATE/REGIONAL	NATIONAL/INTERNATIONAL
Event/Conference in Division/Dept./LSOM/UTHSA/SA Area	Event/Conference in TX or Regional	Event/Conference in U.S./World
Source: Division/Departmental	Source: State - University of TX System (UTS)	Source: Professional organization
Example: Annual Research Day	Example: Innovations in Health Science Education Conference sponsored by UTS Shine Academy of Health Science Education	Example:
Scholarly <u>Educational</u> Connection: Research in Education	Scholarly <u>Educational</u> Connection:	Scholarly <u>Educational</u> Connection:
Role: leader, planning committee, presenter, etc.	Role: leader, planning committee, presenter, etc.	Role: leader, planning committee, presenter, etc.
Proposals Sought:	Proposals Sought: October	Proposals Sought:
Date Occurs:	Date Occurs: mid-February in Austin	Date Occurs:
Website:	Website: https://www.uth.tmc.edu/ShineAcademy/conferences.htm	Website:
Information:	Information:	Information:
Source: LSOM	Source: State Professional organization TX chapter	Source: Cross-professional organization
Example: Annual Research Day	Example:	Example:
Scholarly <u>Educational</u> Connection: Research in Education	Scholarly <u>Educational</u> Connection:	Scholarly <u>Educational</u> Connection:
Role: leader, planning committee, presenter, etc.	Role: leader, planning committee, presenter, etc.	Role: leader, planning committee, presenter, etc.
Proposals Sought:	Proposals Sought:	Proposals Sought:
Date Occurs: late April	Date Occurs:	Date Occurs:
Website: http://som.uthscsa.edu/research/researchDay.asp	Website:	Website:
Information: http://som.uthscsa.edu/research/	Information:	Information:
Source: UTHSA	Source: State of Texas	Source: Federal Government Agency
Example: Education-focused local conference	Example:	Example: Department of Education
Scholarly <u>Educational</u> Connection:	Scholarly <u>Educational</u> Connection:	Scholarly <u>Educational</u> Connection:
Role: leader, planning committee, presenter, etc.	Role: leader, planning committee, presenter, etc.	Role: leader, planning committee, presenter, etc.
Proposals Sought:	Proposals Sought:	Proposals Sought:
Date Occurs:	Date Occurs:	Date Occurs:
Website:	Website:	Website: https://www.ed.gov/
Information:	Information:	Information:



Understanding Venues

- **Purpose:** Resource list of specialty or subspecialty venues for targeting one's particular scholarship strength(s).
 - Projects, products, publications, policy, funding, presentations, leadership
- Separate VENUES multipage form/scholarship strength area:
 - Teaching/Education; Research; Service
 - Scaled: Campus local, State/Regional, National/International
- Within each area, are specific venues to showcase work:
 - Events/Conferences; Honors/Awards; Committees/Service
 - Funding Sources

Targeting Your Planning and Work: Faculty Publications and Conference Speaking

HIGHEST VALUE TARGETS

- **PUBLICATIONS:** Peer-reviewed submissions
 1. Specialty area's highest regarded professional journals: NEJM, JAMA, The Lancet, Pediatrics, etc.
 2. Journals with high "indicators," i.e., h-index or high journal impact factor rating: Nature, Cell, Science, etc.
 - a. Aim for the highest. Try to publish in [research] journals with impact factor ≥ 10 .
 - b. Research publications rather than review articles.
 - c. Bibliometric indices: <https://www.bmj.com/content/bmjn1919/107/hvll.pdf>
 3. Indexed by key subject major citation database, e.g., Scopus (as the gold standard)
 4. University of Melbourne: Scholarly Publishing – A Guide to publishing strategically. See topics list.
 - a. https://unimelb.libguides.com/Scholarly_publishing/links
 5. Journal ranking tools: <https://www.scimagoir.com/journalrank.php>
- **CONFERENCES:** Invited speaker or Planning Committee member for the most reputable venues (FASEB, Cold Spring Harbor, Keystone, etc.) or for a highly esteemed national/international society (or regional chapter) or subspecialty conference: ASM, ASBMB, APA, Amer. Coll. Cardiology, etc.

ALTERNATIVE TARGETS TO CONSIDER: Peer reviewed submissions:

1. Online portal for peer-reviewed dissemination
 - a. E.g., Educational Research: MedEdPORTAL (AAMC) <https://www.mededportal.org/>
2. PLOS Journals are peer-reviewed and open access; considered high quality despite open access.

LIMITED VALUE TARGETS: Exception: The following formats are of potential value when one is invited to author or contribute to a high-impact journal publication about such as national guidelines for a specialty.

1. Review article
2. Editorial comment or Letter to the Editor
3. Book chapter
4. Foreign language journal

NO VALUE – DO NOT CONSIDER, DO NOT RESPOND, DELETE EMAILS,

- **'PREDATORY' PUBLICATIONS:** Non-Peer-reviewed; Online sites making work accessible prior to peer review.
 - a. Exception: "BoFu" "preprint" can be required by major journal: <https://www.biorxiv.org/about/biorxiv>
 1. Resource information - Potentially predatory open-access 'scholarly' journals and publishers:
 - a. Beall's list: <https://bealllist.net/> Go To UPDATE.
 - b. University of Melbourne: PowerPoint - Predatory Publisher & Author Mills https://unimelb.libguides.com/tpa?content_id=35547819
 - c. Gogtay NI, Bavdekar SB. Predatory journals - Can we stem the rot? / Postgrad Med. 2019;65(3):129-131.
 - d. Wolters Kluwer: Free Open Access Journal Guide <https://www.wolterskluwer.com/en/now/open-access>
- **'PREDATORY' CONFERENCES:** Non-Peer-reviewed presentations
 1. Tips on How to Identify and Avoid Predatory Conferences: <https://www.enago.com/academy/tips-identify-avoid-predatory-conferences/>
 2. Caltech list: Open Access/Predatory Publishers/Questionable Conferences
 - a. <https://libguides.caltech.edu/c.php?g=512665&p=3503029>



My Signature verifies this CV is accurate and complete:

Signature with Date

Document date & time stamp signature or original signature with date

CURRICULUM VITAE (Arial 14)
First, MI, Last Name with degrees (Arial 12)

Instructions:

- Use Arial font in the size and capitalization used in the template.
- All headings and sub-headings **bold**. All added text of CV listing to be Arial 10 – font text.
- **REVERSE CHRONOLOGICAL ORDER** is preferred, (i.e., start with most recent dates/activities to document academic/scholarship listings except under EDUCATION and POST-GRADUATE TRAINING subsections of GENERAL INFORMATION. If chronological order is used, it must be consistently used throughout the CV.
- Provide sufficient summary detail of amount, value and outcome to convince reviewers of listing significance.
- Follow directions and examples in blue, but use the **BLANK CV TEMPLATE** to build your **ACTUAL CV**. The final CV should not have blue annotations. Examples are not comprehensive.
- Do not leave unexplained time gaps greater than 3 months. Explain time gaps briefly, such as Family Medical Leave, Personal time, unpublished sabbatical coursework, etc. List under pertinent General Information category.
- Providing mentoring is a faculty promotion requirement. Note MENTORING section under TEACHING category.
- Academic scholarship strength depends on documenting outcomes, metrics and products produced including improved learning/outcome, presentations, publications, funding/more funding, policy, service increasing to leadership service, honorific recognition, innovations, etc. Document more than "presence or attendance."
- Try to include your activities each year that demonstrate your personal contribution to our institution's commitment to building a culture of diversity, equity, inclusion, justice, belonging, and well-being.

GENERAL INFORMATION Main headings: **Bold, CAPITALIZE, Underline - Arial 14**

PERSONAL DATA: Sub-headings: **Bold, CAPITALIZE, Underline - Arial 12**
Work Address: Added text Arial 10 – Not bold

Work Phone Number: (000) XXX-XXXX
Work Fax Number: (000) XXX-XXXX
Work Email Address: XXXX@uthscsa.edu
Mobile Phone Number: (000) XXX-XXXX

EDUCATION: **CHRONOLOGICAL ORDER:** Start with earliest undergraduate (Associate, Bachelor degree(s) earned then professional degree(s) earned. Include dates of academic enrollment and date degree was awarded

Years enrolled Degree Earned Date Awarded Institution Name/Location /City/State/Country/
XX-XX-XXXX

POST-GRADUATE TRAINING: **CHRONOLOGICAL ORDER:** Post-degree training, such as postdoctoral training, residency, fellowship, etc. List formal training with certification completed and credential earned. Identify medical post-graduate years as PDIP and identify which disciplines, academic affiliation and location. See CERTIFICATION section for more.

Years enrolled Training Type/Discipline Institution Name/Location /City/State/Country/

ACADEMIC APPOINTMENTS: Start with earliest faculty appointment and list with title, rank and years held in academic/educational institutions and where located. List formal FTE rank only administrative & professional (ADP) leadership positions at academic/educational institutions. List major role here only when an associated academic faculty appointment & rank. See NONACADEMIC APPOINTMENTS for non-academic work. See SERVICE section – ADMINISTRATIVE RESPONSIBILITIES to list academic "informal" not titled non-FTE roles such as department Deputy Chair for Research and briefly describe the service role details.

Years Name of Academic Appointment Institution Name/Location /City/State/Country/
XX-XXXX Assistant Dean of Graduate Medical Education UTHSCA/LSOM, San Antonio

NONACADEMIC PROFESSIONAL APPOINTMENTS / OTHER EMPLOYMENT: List such as hospital or medical staff privileges (where), private industry employment, practice employment, military service other than with an affiliated academic faculty title/rank position (if academic faculty, list in section above)

Years Name of Non-Academic Appointment Institution Name/Location /City/State/Country/

CERTIFICATION AND LICENSURE: List such as renewable and permanent registrations, certifications, licensure. List Active or other status.
Board/Certification(s):

My Signature verifies this CV is accurate and complete:

Signature with Date

CURRICULUM VITAE

GENERAL INFORMATION

PERSONAL DATA:

Work Address:
Work Phone Number:
Work Fax Number:
Work Email Address:
Mobile Phone Number:

EDUCATION:

Years enrolled Degree Earned Date Awarded Institution Name/Location /City/State/Country/

POST-GRADUATE TRAINING:

Years enrolled Training Type/Discipline Institution Name/Location /City/State/Country/

ACADEMIC APPOINTMENTS:

Years Name of Academic Appointment Institution Name/Location /City/State/Country/

NONACADEMIC PROFESSIONAL APPOINTMENTS / OTHER EMPLOYMENT:

Years Name of Non-Academic Appointment Institution Name/Location /City/State/Country/

CERTIFICATION AND LICENSURE:

Board/Certification(s):
Description/Agency Date Acquired Number Status - Expiration or Renewal Date

Licensure:
Description/Agency Date Acquired Number Status - Expiration or Renewal Date

Other Certifications/Registrations:
Title of Certification Date Acquired Number Status - Expiration or Renewal Date

HONORS AND AWARDS:

Date Name of Honor, Award or Endowment

TEACHING

COURSE BASED TEACHING:

Dates Course Name Level Role

Role & Activity Description:

NON-COURSE BASED TEACHING / INSTRUCTIONAL SUPERVISION:

Dates Institution/School/Dept./Site Location, number & level

Role & Activity Description:

Selected Mentoring Resources

S.M.A.R.T. GOALS

- S** • **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)
- M** • **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?
- A** • **Achievable:** stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
- R** • **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?
- T** • **Time-bound:** Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)

Evaluation of My LSOM Career Mentor

Protégé/Protégée Name:

Mentor Name:

- Indicate Y or N (Yes or No) responses below: "My MENTOR and I..."
 - ___ meet at least quarterly?
 - ___ are well matched emotionally?
 - ___ are well matched professionally?

- Indicate a Satisfaction Rating Scale score for each of the three statements below:
 0 = Below my expectations 1 = Meets my expectations 2 = Exceeds my expectations

My MENTOR through our mentoring relationship...

1. ___ facilitates development of my clear career vision.
 - Is academically and institutionally savvy.
 - Provides strategy, tactics, focus, definition, organization.
 - Provides guidance and direction balanced with self-direction.
 - Helps define my written and contextual short-term and longer-term career goals.

2. ___ provides and facilitates academic career support for me.
 - Is available, approachable, trustworthy.
 - Deploys open, respectful communication. Is observant; a careful listener.
 - Encourages, advocates. Recognizes/celebrates my contributions.
 - Shares own eminent content/skills expertise. Advises my skill development.
 - Helps build community/network to others. Literature, resources, opportunities.

3. ___ challenges & inspires me professionally and personally.
 - Provides timely, constructive and useful critique.
 - Provokes, provokes, and stimulates ideas, exploration and creativity.
 - Cultivates my professional integrity.

Nature's guide for mentors
 Having a good mentor early in your career can mean the difference between success and failure in any field. Adrian Lee, Carlos Domínguez and Philip Campbell look at what makes a good mentor.

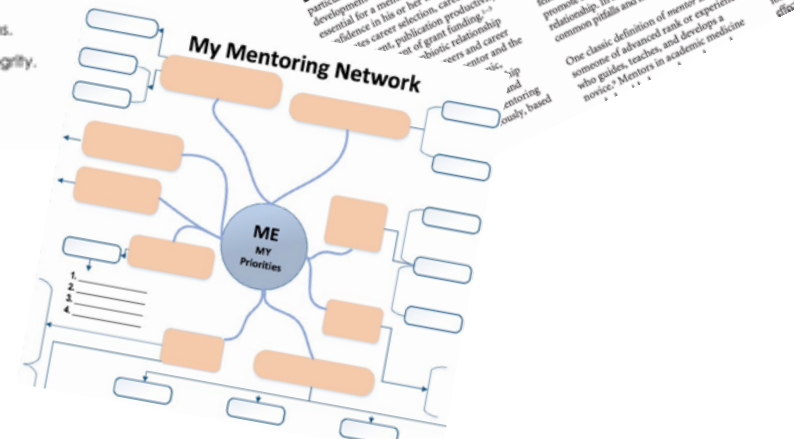
Personal characteristics
 44 • Not everyone is a good mentor. The best mentors are those who are not only successful in their own careers but also have the time and energy to help others. A good mentor should be someone who is not only successful in their own careers but also has the time and energy to help others. A good mentor should be someone who is not only successful in their own careers but also has the time and energy to help others.

Author's tip
 44 • When you are asked to be a mentor, it is important to be clear about your own limitations. Do not take on more than you can handle. It is better to be a good mentor for a short time than a bad mentor for a long time.

Making the Most of Mentors: A Guide for Faculty Mentoring
 Judy T. Zyzanski, MD, MPH, Rachel Hess, MD, Ellen Schur, MD, Russell S. Phillips, MD, and Nancy Rigotti, MD

Abstract
 Effective mentorship is likely one of the most important determinants of success in academic medicine, but few give the mentor's perspective. In this review, the authors apply "mentoring up," a corporate concept, to academic medicine.

Mentoring: a lifelong process
 Mentoring is a lifelong process, particularly important for career development in academic medicine. It is essential for a mentor to be clear about his or her own role in the relationship. The mentor's role is to provide guidance and support, not to take over the mentee's career.



ADD INTENTIONALITY TO YOUR CAREER

“Begin with the end in mind” – Stephen Covey



5 of the best
ROAD TRIP
planning resources



STRATEGIZE

Together with your evaluating leader

- Scholarship strength(s)
- WHAM – Why & How Aligned Mentoring

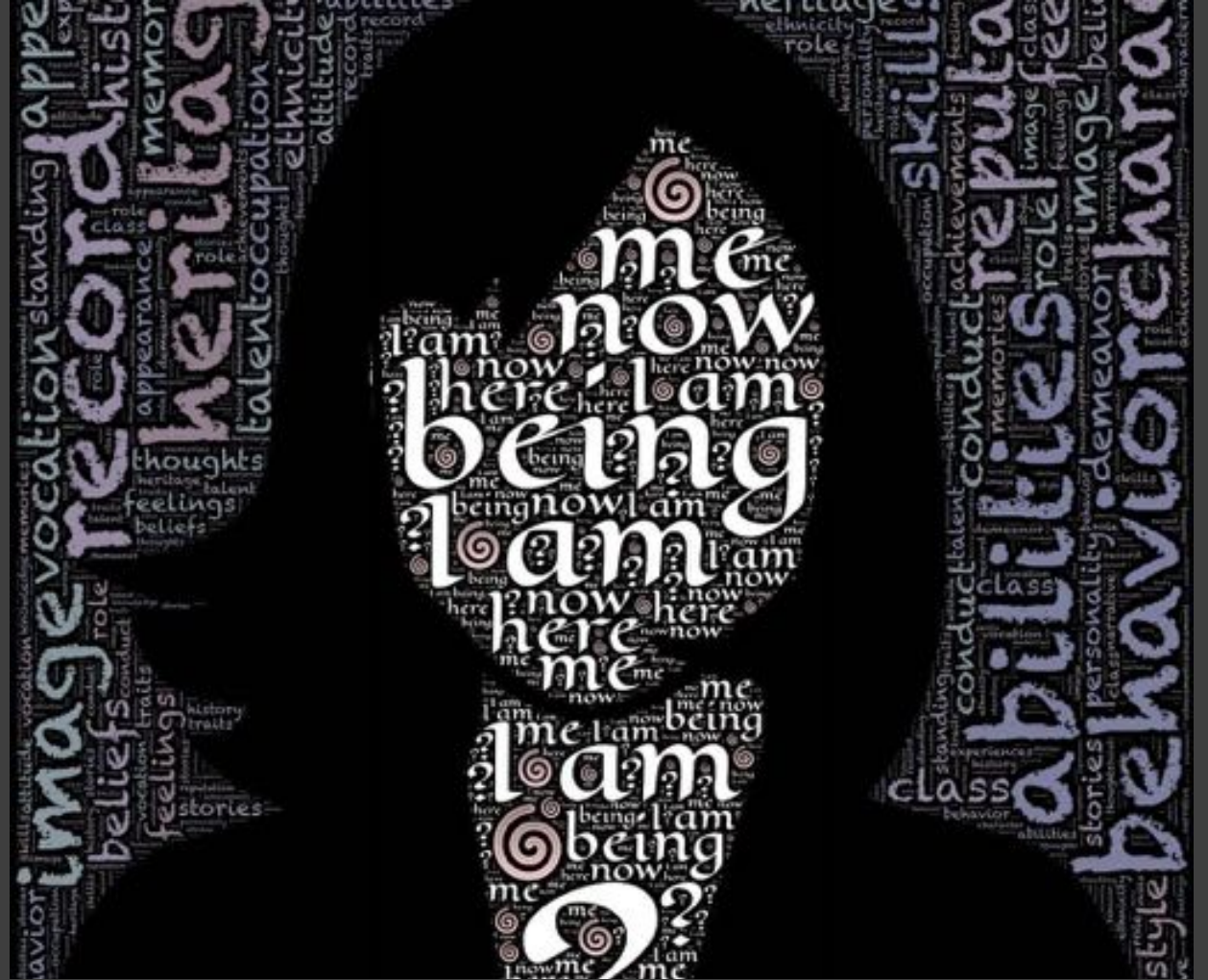
MAP

Target your context.
Participatory citizen

- Mass & momentum
- Impact & legacy

DRIVE

Write, negotiate, agree, sign SMART goal-based, contextual ICDP annually. **GO!**



CLICK YOUR SEATBELT & DRIVE YOUR CAREER!