

The UCSF CV in the *Advance* Application

The UCSF CV in the Advance Application & Background

The Curriculum Vitae (CV) is a key element of the academic review packet. It is intended to represent the full range of academic accomplishments in a manner that will facilitate a consistent and fair review process.

The CV is divided into several sections that focus on the four areas of academic review (Professional Activities, University and Public Service, Teaching and Mentoring, and Research and Creative Activities).

General guidelines for completing your CV in Advance:

1. **Chronological order:** List items in chronological order, oldest first and most recent last
2. **Be brief:** For sections that request a descriptive statement, be concise
3. **Acronyms:** Be aware that some campus level reviewers may not be familiar with your discipline; therefore, spell out acronyms that might not be widely known
4. **Font:** The font style is Arial 11pt because that is the font style required within the NIH Biosketch
5. **CV content is your responsibility:** Although you may delegate entry and editing of your CV to another individual, the accuracy and clarity of the information presented is your responsibility.
6. **Help Text:** Help text and examples are available during the CV editing process and can be identified by looking for the (drop in symbol). This information is provided as guidance and is not meant to be prescriptive. Ultimately, you may decide how best to represent your accomplishments.
7. **Quality Improvement:** Some areas of focus (e.g., diversity- and quality improvement-related work) may span multiple sections of the CV. These activities should be represented in the teaching, service, and/or research/creative activities sections of your CV, as appropriate.

This document shows all of the sections of the CV and includes help text and examples where appropriate.

GENERAL INFORMATION

This information comes from central payroll and personnel systems. Make any changes needed to customize your CV. Changes here will not affect the data in other systems, i.e. will not cause modifications to Profiles nor to the payroll system.

NOTE: *The General Information section will NOT be included in your academic review CV.* If you have added something here that you want a reviewer to see, be sure to also add it to an appropriate section of the CV.

EDUCATION

Include all degrees and residencies, internships and fellowships.

NOTE: The From and To fields allow for a month because this is required in the NIH Biosketch, but the month does NOT display on the CV.

Example:

From	To	Institution	Degree	Major	PhD Advisor
09/1975	06/1977	California State University, Fullerton			
08/1977	06/1980	University of California, Los Angeles	BS	Chemistry	
08/1980	06/1984	University of California, San Francisco	PharmD		

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LICENSES, CERTIFICATION

If required by your department or school, include License numbers.

Example:

Date	Description
1984	License, California Medical Board
2005	DEA Certification

PRINCIPAL POSITIONS HELD

List your academic positions, including joint appointments, as well as academic leadership positions such as Department Chair or Dean.

Examples:

From	To	Institution	Position	Department
1985	1990	University of California, San Diego	Assistant HS Clinical Professor	Radiology
1990	1996	University of California, San Francisco	Associate HS Clinical Professor	Radiology
1996	Present	University of California, San Francisco	Professor of Clinical Radiology	Radiology
2000	Present	University of California, Berkeley (joint appointment)	Adjunct Professor	Physics
2002	Present	University of California, San Francisco	Department Chair	Radiology

OTHER POSITIONS HELD CONCURRENTLY

List other positions that are relevant to your academic review.

Examples:

From	To	Institution	Position	Department
1985	1995	UCSF/San Francisco General Hospital	Division Chief	Family & Community Medicine
1994	2001	UCSF School of Medicine	Director, FCM Primary Care Residency Program	Family & Community Medicine
2009	Present	Lawrence Berkeley National Laboratory	Guest Staff Scientist	

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HONORS AND AWARDS

Include date conferred, name of the honor/award, and organization that conferred the honor/award

- Explain when the significance of an award is not evident from the title of the award
- Include Teaching and Mentoring Awards and Nominations in this section of the CV

Examples:

Year	Name	Organization
1999	First place Research Award	American Association for Dental Research Chicago Section
2003	Alumnus of the Year	Rho Chi (Academic Honor Society in Pharmacy) Alpha Lambda Chapter
2011	Lifetime Achievement in Mentoring Award	UCSF

KEYWORDS/AREAS OF INTEREST

Provide a set of indexing terms to describe your research and clinical interests.

NOTE: *The Key Words section is not required and will NOT be included in your academic review CV*

CLINICAL ACTIVITIES

This section is for *clinical activities involving Direct Patient Care*.

- Non-clinical UCSF Health System service activities should be recorded in the UCSF CAMPUSWIDE section
- Clinical teaching should be recorded in one of the TEACHING sections
- Grand Rounds should be recorded in the REGIONAL AND OTHER INVITED PRESENTATIONS section

CLINICAL ACTIVITIES SUMMARY

Summarize the highlights of the clinical activities listed below, with a focus on

- Leadership opportunities assumed
- Innovations implemented
- *Quality Improvement* activities

CLINICAL SERVICES

NOTE: *Non-clinical* UCSF Health System service activities should be recorded in the UCSF CAMPUSWIDE section; *clinical teaching* in one of the TEACHING sections; and *Grand Rounds* in the PRESENTATIONS section of the CV.

Examples:

From	To	Organization	Role
1992	2002	SFGH General Neurology Ward Service, Attending	One month per year
1995	Present	UCSF Epilepsy Center Clinic	Two half days/week
2000	Present	Faculty Group Practice, Dentist	1 day per week

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PROFESSIONAL ACTIVITIES

PROFESSIONAL ORGANIZATIONS

Professional organizations are usually non-profit organizations or societies linked to a particular profession (general medicine, medical specialties, pharmacy, nursing, dentistry) or discipline (social sciences, natural sciences, clinical sciences, research) or institution (university) and exist for the public interest.

NOTE: Government organizations, NIH, CDC, should be listed under GOVERNMENT AND OTHER PROFESSIONAL SERVICE.

MEMBERSHIPS

List past and present MEMBERSHIPS in Professional and Learned Societies, including dates.

If you had a leadership role in an organization, list that in SERVICE TO PROFESSIONAL ORGANIZATIONS.

Examples:

From	To	Organization
1985	2005	American Psychiatric Association
1985	present	Oncology Nursing Society
1986	present	Western Society for Research in Nursing
1988	present	Association of Nurses in AIDS Care

SERVICE TO PROFESSIONAL ORGANIZATIONS

NOTE: Government organizations, NIH, CDC, should be listed under GOVERNMENT AND OTHER PROFESSIONAL SERVICE.

Special contributions and leadership roles are noted during the academic review process. Examples include Officer, Advisor, Board membership, task force member, committee/track/session chair or member, organizer, etc.

Examples:

From	To	Organization	Role
1999	1999	Cambridge Health Institute	Scientific Advisory Board and Session Chair
1999	2001	ASTM Committee F04, Division IV	Committee Member
2000	present	Oregon Public Broadcasting (OBP) & ICAN Productions Limited	Advisory Board for Science & Social, Ethical & Legal considerations
2001	present	Lawrence Hall of Science, nanotechnology exhibits	Advisory Committee

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SERVICE TO PROFESSIONAL PUBLICATIONS

- Specify your role as Reviewer (or Ad hoc referee), Editorial Board Member, Associate Editor, etc.
- Indicate the number of manuscripts you review per period of time

Examples:

From	To	Role, Organization (Activity)
2005	2012	Associate Editor, Nanomedicine
2005	present	Ad hoc referee for Chemistry and Biology (5 papers in past 7 years)
2006	present	Editorial Board, International Journal of Nanomedicine
2006	present	Ad hoc referee for Journal of the American Chemical Society (6 papers in past 6 years)
2007	present	Ad hoc referee for PNAS (8 papers in past 5 years)

INVITED PRESENTATIONS

INTERNATIONAL

List year, organization, and role when you have been *invited to present* at a meeting of an INTERNATIONAL organization. The location of the meeting need not determine whether the presentation belongs in this section. Be sure to identify the type of presentation: Podium, Workshop, Poster (only if presented – otherwise posters goes into CONFERENCE ABSTRACTS).

Scenarios that fit into this category include:

- An invited talk at a meeting of a National/Regional group that is *located in another country* may be considered International and is appropriate in this section
- An invited talk at an *international meeting held in the US* (even at UCSF) belongs in this section

NATIONAL

List year, organization, and role when you have been *invited to present* at a meeting of a NATIONAL organization. The location of the meeting need not determine whether the presentation belongs in this section. Be sure to identify the type of presentation: Podium, Workshop, Poster (only if presented – otherwise posters goes into CONFERENCE ABSTRACTS).

Scenarios that fit into this category include:

- An invited talk at a meeting of a Regional group that is *located in another part of the US* may be considered National and is appropriate in this section
- An invited talk at an *national meeting held locally* (even at UCSF) belongs in this section

REGIONAL AND OTHER INVITED PRESENTATIONS

List year, organization, and role when you have been *invited to present* at a meeting of a REGIONAL organization. The location of the meeting need not determine whether the presentation belongs in this section. Be sure to identify the type of presentation: Podium, Workshop, Poster (only if presented – otherwise posters goes into CONFERENCE ABSTRACTS).

Scenarios that fit into this category include:

- An invited talk at a meeting of a Regional group that is *located in California* may be considered Regional and is appropriate in this section
- **Grand Rounds, invited talks to Residents and Fellows, etc. belong in this section**

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CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT ACTIVITIES

You may list CE courses you have taken and other professional development activities in this section, however, **this section is not required and will NOT be included in your academic review CV.**

CE courses you have given, list elsewhere:

- You gave a talk: this belongs in INVITED PRESENTATIONS
- You were the Chair/Lead: this belongs in SERVICE TO PROFESSIONAL ORGANIZATIONS

NOTE: If you have added something here that you want a reviewer to see, be sure to also add it to the appropriate section of the CV.

GOVERNMENT AND OTHER PROFESSIONAL SERVICE

List professional services you have provided to local, state, or federal government, and professional services to industry and to organizations other than traditional professional societies (these entries go under SERVICE TO PROFESSIONAL ORGANIZATIONS).

Examples:

From	To	Organization	Role
1999	1999	National Institutes of Health	NINDS Study Section Member
1999	2001	Oxford Nanopore Technologies	Scientific Advisory Board
2000	present	March of Dimes	Grant Reviewer and Board of Directors

UNIVERSITY AND PUBLIC SERVICE

SERVICE ACTIVITIES SUMMARY

Summarize highlights of your service activities. You may choose to highlight particularly noteworthy service activities or to further expand on entries that appear in the UNIVERSITY & PUBLIC SERVICE sections of your CV.

Service provided as part of an academic leadership position should be placed under the ACADEMIC LEADERSHIP section of the CV.

UNIVERSITY SERVICE

UC SYSTEM AND MULTI-CAMPUS SERVICE

List all service activities performed for the UC System such as serving on the System-wide Academic Senate Committee, and service activities at other UC Campuses. Include dates, organization, and your role.

NOTE: service at a non-UC campus belongs in the SERVICE AT OTHER UNIVERSITIES section of the CV.

Examples:

From	To	Organization	Role
2000	2001	University Committee on Academic Personnel (UCAP)	UCSF Representative
2011	Present	UCOP Academic Affairs Health Sciences Workgroup (1-2 times yearly meetings)	UCSF Representative

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UCSF CAMPUSWIDE

List all service activities performed for the UCSF such as UCSF Academic Senate committee service. Include dates, organization, and your role.

NOTE: Include service activities at a UC Health System location that do NOT include Direct Patient Care (e.g., testing software, selecting new equipment, etc.); activities that DO include Direct Patient Care should be recorded in the CLINICAL SERVICES section of the CV.

Examples:

From	To	Organization	Role
2002	2004	Executive Committee of the Academic Senate	Member
2003	2008	Chancellor's Committee on the Status of Women	Member
2005	present	Career Development & Enrichment Programs. Student Academic Affairs / Graduate Division	Planning Committee member

SCHOOL OF MEDICINE

List all service activities performed under the umbrella of the SCHOOL OF MEDICINE, such as service on a search committee. Include dates, the group, committee, or organization within the school, and your role.

Examples:

From	To	Program	Role
2004	2005	Dean's Committee on Research Space Allocation	Member
2008	2008	Research Evaluation and Allocation Committee	Member
2010	2010	Dean's Prize for Student Research	Abstract reviewer and selection committee member

SCHOOL OF PHARMACY

List all service activities performed under the umbrella of the SCHOOL OF PHARMACY, such as service on a search committee. Include dates, the group, committee, or organization within the school, and your role.

Examples:

From	To	Program	Role
2004	2005	Dean's Committee on Research Space Allocation	Member
2008	2008	Research Evaluation and Allocation Committee	Member
2010	2010	Dean's Prize for Student Research	Abstract reviewer and selection committee member

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SCHOOL OF DENTISTRY

List all service activities performed under the umbrella of the SCHOOL OF DENTISTRY, such as service on a search committee. Include dates, the group, committee, or organization within the school, and your role.

Examples:

From	To	Program	Role
2004	2005	Dean's Committee on Research Space Allocation	Member
2008	2008	Research Evaluation and Allocation Committee	Member
2010	2010	Dean's Prize for Student Research	Abstract reviewer and selection committee member

SCHOOL OF NURSING

List all service activities performed under the umbrella of the SCHOOL OF NURSING, such as service on a search committee. Include dates, the group, committee, or organization within the school, and your role.

Examples:

From	To	Program	Role
2004	2005	Dean's Committee on Research Space Allocation	Member
2008	2008	Research Evaluation and Allocation Committee	Member
2010	2010	Dean's Prize for Student Research	Abstract reviewer and selection committee member

DEPARTMENTAL SERVICE

List all service activities performed for a specific department, such as service on a departmental committee. Include dates, department name, and your role in the service activity.

NOTE: Service activities at a UC Health System location that do NOT include Direct Patient Care belong in the UCSF CAMPUSWIDE section of the CV; activities that DO include Direct Patient Care belong in the CLINICAL SERVICES section of the CV.

Examples:

From	To	Organization	Role
2002	2003	Department of Clinical Pharmacy	Research Committee Representative
2005	2008	Fresno/Madera Region Poison Control Center	Faculty Search Committee; Managing Director
2011	2011	Department of Physiology	Merits and Promotions Committee

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SERVICE AT OTHER UNIVERSITIES

List service activities performed at other universities. This section is most relevant for the initial UCSF appointments of faculty coming from another university.

Include dates, description of the activity, and the university where the activity was performed.

Examples:

From	To	Description	Location
2014	2015	Committee on the Status of Women	Stanford University

COMMUNITY AND PUBLIC SERVICE

List service activities performed outside of an academic or clinical setting.

Include dates, organization, and your role.

Examples:

From	To	Organization	Role
1999	2010	San Francisco School District Science Education Partnership Program	Counselor
2000	2003	SF Public Health Department Water Quality Board	Member
2007	present	SunSense Committee, Marin County Office of Education	Member

CONTRIBUTIONS TO DIVERSITY

CONTRIBUTIONS TO DIVERSITY

The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic review process. This field provides an opportunity for **highlighting** your Contributions to Diversity. You should continue to list all academic contributions under the appropriate sections of the CV; here you may emphasize the impact of these contributions on diversity at UCSF and beyond. Examples include:

- Teaching, Mentoring, or University and Public Service activities that address the needs of diverse populations
- Clinical activities for diverse patient populations
- Efforts to advance access to education
- Research that highlights inequalities

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TEACHING AND MENTORING

TEACHING

TEACHING SUMMARY

There are two options for summarizing your teaching activities:

1. The Narrative enables you to include a brief description of your teaching activities since your last advancement, as appropriate, limited to 1-2 paragraphs. **This is suitable for most people.**
2. The Educator Overview activates the Educator Portfolio, an optional display for documenting educational scholarship in the areas of direct teaching, mentoring, curriculum development, educational leadership, and learner assessment. This format entails 2 components: an Educator Overview (used in place of the teaching narrative) and 1 to 3 Detailed Role Descriptions (found in a section immediately after "Significant Publications"). It is recommended that only faculty who demonstrate educational scholarship use this alternative display. Other faculty are recommended to demonstrate their teaching excellence using the teaching narrative.
 - The Educator Overview (formerly, Executive Summary) is a summary of the highlights of your recent scholarly contributions toward teaching and education at UCSF
 - Each contribution should be related to a designated educator role (teacher, mentor and advisor, curriculum developer, leader, learner assessor)
 - When choosing which Detailed Role Descriptions to include, focus on whichever role better demonstrates excellence and highlights your scholarship or scholarly contribution(s). You may list up to 3 educator roles.

EDUCATOR OVERVIEW – selection text (warning)

By selecting the Educator Overview, you have decided to activate the Educator Portfolio for recording your scholarly work in education.

You may enter a maximum of 5 entries; the fewest entries to highlight your best educator work is recommended. **Entries should be brief, limited to about four sentences.**

If you have questions about using the Educator Portfolio, consider the following:

- Read frequently asked questions (FAQs) on the Educator Portfolio
- Discuss with a mentor/chair/campus EP coach to help decide whether to use this EP view or not; email EducatorPortfolio@ucsf.edu to begin the EP coaching process
- Review the examples of the Educator Portfolio

REMEMBER: scholarship or scholarly work in education is the primary focus of this format

FORMAL TEACHING

List all classes, including Scheduled Classes, Postgraduate and Other Courses.

- You may choose to include teaching that was not done as part of your UCSF responsibilities and/or was done prior to your appointment at UCSF. If not UCSF, identify the institution where teaching occurred. From the drop down list, select the appropriate school.

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INFORMAL TEACHING

Describe nature of this teaching, including dates, and the amount of time devoted to the activity.

Examples:

From	To	Description
1995	2005	Hematology blood smear reviews (weekly with 5 residents/students at the microscope)
2005	2014	Attending rounds, Hematology Service (Jan, Mar, and Nov)
2002	present	Clinical supervision - Pediatric Neurology/Pharmacy Clinic - SFGH (12 hrs/year)

MENTORING

At UCSF, the academic review values mentoring as an indicator of academic development.

A mentoring relationship involves a commitment on the part of the mentor to guide a student or faculty member in achieving their academic goals. List your mentees in one of the following three sections of the CV; select the type of mentoring, and indicate the intensity, frequency of contact, and any result/product of the mentoring relationship.

MENTORING SUMMARY

Include a brief description of your mentoring activities since your last advancement. Limit the description to 1-2 paragraphs.

You may choose to highlight particularly noteworthy successes in this area, or further expand on entries that appear in the three mentoring sections below, relevant to your current academic review period.

NOTE: When your mentoring activities represent **a significant part of your creative activities** – for example, if you develop mentoring programs, or tools to improve mentoring – you may choose to complete the DIRECT MENTORING section of the Educator Portfolio. To activate the Educator Portfolio, select the Educator Overview option within the TEACHING SUMMARY section of the CV.

PREDOCTORAL STUDENTS SUPERVISED OR MENTORED

List all individual students you have mentored. Be sure to list current position if known and specify your Mentor Type:

- **Research/Scholarly Mentor:** Provides overall research and/or scholarly guidance. For example, Advisor for Masters thesis or PhD Dissertation Committee, Graduate Student research Advisor
- **Project Mentor:** Supervises a defined, time-limited project, e.g. data collection, data analysis, manuscript preparation, grant preparation, curriculum or course development
- **Career Mentor:** Provides overall career guidance
- **Co-Mentor/Clinical Mentor:** Provides specialized, content area, methodological or clinical expertise as part of a mentoring research or clinical team

Use the Role field to indicate the intensity, frequency of contact, and any result/product of the mentoring relationship.

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POSTDOCTORAL FELLOWS AND RESIDENTS MENTORED

List all postdoctoral fellows and residents directly mentored. Be sure to list current position if known and specify your Mentor Type:

- **Research/Scholarly Mentor:** Provides overall research and/or scholarly guidance. For example, lab PI overseeing research project
- **Project Mentor:** Supervises a defined, time-limited project, e.g. data collection, data analysis, manuscript preparation, grant preparation, curriculum or course development
- **Career Mentor:** Provides overall career guidance and support mentoring
- **Co-Mentor/Clinical Mentor:** Provides specialized, content area, methodological or clinical expertise as part of a mentoring research or clinical team

Use the Role field to indicate the intensity, frequency of contact, and any result/product of the mentoring relationship.

FACULTY MENTORING

List all faculty members directly mentored. Include the relevant dates, the mentee's current position and your Mentor Type:

- **Research/Scholarly Mentor:** Provides overall research and/or scholarly guidance. For example, primary research mentor for a K-24.
- **Project Mentor:** Supervises a defined, time-limited project, e.g. data collection, data analysis, manuscript preparation, grant preparation, curriculum or course development
- **Career Mentor:** Provides overall career guidance and support mentoring
- **Co-Mentor/Clinical Mentor:** Provides specialized, content area, methodological or clinical expertise as part of a mentoring research or clinical team

Use the Role field to indicate the intensity, frequency of contact, and any result/product of the mentoring relationship.

VISITING FACULTY MENTORED

List all, including dates, name and institution.

RESEARCH AND CREATIVE ACTIVITIES

RESEARCH AND CREATIVE ACTIVITIES SUMMARY

A description of your current research interests/program is required for Ladder Rank, In Residence, Clinical X, and Adjunct faculty. Health Sciences Clinical faculty should include this description as appropriate.

Collaborative and team science-oriented research is valued at UCSF through the academic review process. Highlight important contributions to collaborative research (i.e., **unique, essential, and creative contributions**), particularly those that have led to significant grants and papers for which you were not necessarily PI or first/last author; especially if they are important to your identity as a researcher.

Limit to one page.

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RESEARCH AWARDS

CURRENT

For currently funded projects in which you play a significant role in the research, include the following:

- Award number
- Your role (e.g., PI, co-investigator, or consultant)
- Your effort on the project as awarded ("0" if donated; explain in "Your contribution")
- The PI last name, even if this is you
- Source of funding (awarding agency name)
- Begin and End dates of the competitive period
- Award title
- Direct costs for year 1 of the current competitive period
- Total direct costs for entire competitive period
- A description of the research project
- Your contribution to the project

SUBMITTED

For research projects that are submitted and are pending an award, where you play a significant role in the research, include the following:

- Award number (if known)
- Your role (e.g., PI, co-investigator, or consultant)
- Your effort on the proposed project as proposed
- The PI last name, even if this is you
- Source of funding (awarding agency name) – ***include your score, if known***
- Projected Begin and End dates of the competitive period
- Award title
- Projected Direct costs for year 1 of the proposed competitive period
- Projected Total direct costs for entire proposed competitive period
- A description of the research project
- Your contribution to the project

PAST

For research projects that have ended, where you played a significant role in the research, include the following:

- Award number
- Your role (e.g., PI, co-investigator, or consultant)
- Your effort on the project as awarded
- The PI last name, even if this is you
- Source of funding (awarding agency name)
- Begin and End dates of the competitive period
- Award title
- Direct costs for year 1 of the competitive period
- Total direct costs for entire competitive period
- A description of the research project
- Your contribution to the project

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PUBLICATIONS

PEER REVIEWED PUBLICATIONS

- Include books that undergo a formal peer review process as well as peer reviewed journal articles
- Include the year of the publication in the year field, but ***do not omit year from the citation***
- Include full list of authors (no "et al."), full title, and full citation, including date
- Manuscripts that have been accepted but not yet published can be included as "In Press"
- Submitted manuscripts may be included
- "Planned" or "in preparation" manuscripts should not be included

NON-PEER REVIEWED PUBLICATIONS

Use the appropriate section of the CV for:

- Review Articles
- Books and Chapters
- Other Publications

REVIEW ARTICLES

Include all review articles

BOOKS AND CHAPTERS

Books that undergo a formal peer review process should be included under PEER REVIEWED PUBLICATIONS

OTHER PUBLICATIONS

Include other published works that are not peer reviewed and do not easily fit into another category.

SIGNIFICANT PUBLICATIONS

Include up to five significant *recent publications* with a description of your role/contribution (1-2 paragraphs). When you are not first or last author but your role is significant, identify your unique, essential and/or creative contributions to the published work.

EDUCATOR PORTFOLIO

When your ***primary creative endeavor*** is teaching – as opposed to, or in conjunction with research or clinical endeavors – you will benefit from using the Educator Portfolio as a means to convey your scholarly activities in teaching and education.

1. You must complete the Educator Overview in order to complete the rest of the Educator Portfolio
2. Select and complete ***up to three*** detailed role descriptions: direct teaching, mentoring, curriculum development, educational leadership, learner assessment. It is not necessary to fill out a detailed description for every item listed on your Educator Overview. Only your best evidence for scholarship or scholarly contributions in an area should be listed.

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DIRECT TEACHING

Teaching targets students, residents, fellows, postdocs, faculty members and practitioners. It involves activities such as lectures, workshops, case discussions, patient-centered teaching and can be in various settings (e.g., classroom, clinical, laboratory, and virtual environments).

- Based on contributions cited in the Educator Overview, provide details about your scholarly contributions to teaching – ***limit each entry to maximum 3-4 sentences***
- Evaluation of sustained contributions in teaching requires judgment about
 - **Quantity** – number, duration and scope of teaching activities
 - **Quality** – teaching has been effective with positive reviews
 - **Scholarly approach** – application of literature and best practice models
 - **Scholarship** – peer reviewed publications, presentations and products and/or evidence of adoption by others

DIRECT MENTORING

Mentoring is guidance toward broad professional goals (advising is specific to a circumscribed goal). Ideally, mentoring and advising relationships are active and reciprocal, providing the mentee/advisee with developmentally and contextually appropriate guidance and the mentor/advisor with personal and professional satisfaction.

- Based on contributions cited in the Educator Overview, provide details about your scholarly contributions to mentoring – ***limit each entry to maximum 3-4 sentences***
- Evaluation of sustained contributions in mentoring and advising requires judgment about
 - **Quantity** – number, duration and scope of relationships, breadth of the faculty member's effort
 - **Quality** – effectiveness of mentor/advisor and demonstrated effectiveness with positive reviews and positive outcomes emerging from relationship
 - **Scholarly approach** – application of literature and best practice models
 - **Scholarship** – peer reviewed publications, presentations and products and/or evidence of adoption by others

CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN AND TECHNOLOGY

Curriculum is defined as a longitudinal set of systematically designed, sequenced and evaluated educational activities. A curriculum can target learners at any level and may be delivered in many formats.

- Based on contributions cited in the Educator Overview, provide details about your scholarly contributions to Curriculum Development, Instructional Design and Technology – ***limit each entry to maximum 3-4 sentences***
- Evaluation of sustained contributions in curriculum development requires judgment about
 - **Quantity** – number, duration and scope of each curriculum, breadth of the faculty member's role and effort
 - **Quality** – curriculum has demonstrated effectiveness with positive reviews
 - **Scholarly approach** – application of literature and best practice models
 - **Scholarship** – peer reviewed publications, presentations and products and/or evidence of adoption by others

EDUCATIONAL LEADERSHIP

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups. Examples include leaders of education committees, clerkships and courses, training and professional development programs, and decanal positions.

- Based on contributions cited in the Educator Overview, provide details about your scholarly contributions to Educational Leadership – ***limit each entry to maximum 3-4 sentences***
- Evaluation of sustained contributions in educational leadership requires judgment about
 - **Quantity** – number, duration and scope of leadership roles
 - **Quality** – leader and program have demonstrated effectiveness with positive reviews
 - **Scholarly approach** – application of literature and best practice models
 - **Scholarship** – peer reviewed publications, presentations, and products and/or evidence of adoption by others)

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LEARNER ASSESSMENT

Learner assessment is defined as all activities associated with measuring knowledge, skills, attitudes and behaviors of learners so that judgments can be made about their performance.

- Based on contributions cited in the Educator Overview, provide details about your scholarly contributions to Learner Assessment – ***limit each entry to maximum 3-4 sentences***
- Evaluation of sustained contributions in learner assessment requires judgment about
 - o **Quantity** – number of assessments and breadth of the faculty member's role and effort in the development and implementation of the assessment
 - o **Quality** – assessments measure what they are supposed to measure, include sufficient relevant samples of a learner's performance, and information gained has impact on the learner and the institution
 - o **Scholarly approach** – application of literature and best practice models
 - o **Scholarship** – peer reviewed publications, presentations, and products, and/or evidence of adoption by others

PATENTS ISSUED OR PENDING

Include all patents that have been issued or are pending award.

CONFERENCE ABSTRACTS

Enter abstracts that have been published as part of a professional meeting or conference brochure, journal or supplement. After an abstract becomes a full length publication, remove it from this section. Note, that conference abstracts presented by you in either poster or platform format may also be placed in the INVITED PRESENTATIONS section of your CV.

ACADEMIC LEADERSHIP

Academic leadership may be considered, in itself, a significant academic activity. Therefore, distinguished and effective leadership may be considered in academic evaluation. Summarize your contributions as an academic leader (e.g., Division/Department Chair, Dean, Faculty Administrator) that constitute significant academic activity. APM-245-11 provides additional information regarding the valuation of academic leadership.

OTHER CREATIVE ACTIVITIES

List other creative activities not included elsewhere such as teaching aids, syllabi, web pages, etc. Demonstration of dissemination (e.g., publication, adoption by other institutions) is an essential element in the evaluation of creative activities.

ADDITIONAL RELEVANT INFORMATION

Describe other activities that don't easily fit into the categories in this CV.