**Geisel CV –Research Scientists**

This page provides *instructions* on information to be provided in CVs submitted to the APT Committee for consideration of appointment/promotion of faculty and to the Dean of Faculty Affairs for consideration of **promotion of Research Scientists**.

Please provide the specific information **in the specified order** that is listed below, however, how you choose to present this information is up to you in terms of considerations such as font or whether information is provided in columnar form etc.

With that flexibility in mind, please do ensure that (again):

1. All requested and relevant information is provided in the specified order. Entries may in in chronological or reverse chronological order, but please be consistent.
2. The one exception to (a) research funding should be provided in reverse chronological order (active funding first).
3. Please leave all subject headings. If a specific subset of information is not relevant to your own portfolio, preserve the header, but add no information below it.
4. As before, please feel free to add brief annotations if you feel the requested information does not quite capture something you think is important in your portfolio
5. Please DO make sure the information is easily read and understood by the reviewers. That means, even if fonts are variable, they should be standard fonts of decent size (no 8-point Apple Chancery please….). Most important, the needed information should be readily accessible to external reviewers (i.e., **format as if you also have to read this and review**).

All CV pages should be numbered with the candidate’s name in the header on each page. The date when the CV was last revised should be provided on the first page.

**Please feel free to add a section and information related to your professional accomplishments and career and notate it as added if that information is not captured through these instructions.**

**Do not include this page with submitted CV**

**Initial Header:**

Name

Office address (no personal information, please)

Date prepared

1. **Education**

For each degree obtained, please provide:

Dates

Institution

Degree

1. **Training: Postdoctoral (or Post-Highest Degree)**

For each training opportunity (i.e., postdoc, residency etc.), please provide

Dates

Institution

Specialty

*For example*:

June 2012- April 2014

UCSD School of Medicine

Postdoctoral fellow (T32), Neuroscience Training Grant

1. **Areas of Expertise**

Can be descriptive. *A few examples—not meant to be exhaustive*.

Proven track record of establishing new paradigms, including set-up of equipment, for a suite of rodent behavioral testing (e.g., Morris water maze, conditioned place preference, fear-potentiated startle).

In-depth experience in standard and cutting-edge molecular biological approaches, including single cell genomics, single cell RT-PCR, *in situ* hybridization, Western blots and immunohistochemistry.

Responsible for financial oversight (expenditures, ordering) and equipment maintenance of behavioral testing suite.

1. **Professional Positions**

List all institutional non-trainee (e.g., not grad student or post-doc) professional positions of employment

Dates

Position

Institution

*For example*:

2011-2015

Staff Scientist

Behavioral Research Core, Jackson Laboratories

2016-2018

Research Assistant Professor

Department of Neuroscience, University of Vermont

2018-present

Research Scientist

JR Smith (PI) laboratory

Geisel School of Medicine at Dartmouth

1. **Institutional Positions and Leadership Roles** *(not employment positions)*

*For example*:

2016-2018

Co-director of the Behavioral Research Laboratories Training Module (T32)

Department of Neuroscience, University of Vermont

2016-2017

Member, IACUC

Department of Neuroscience, University of Vermont

1. **Licensure and Certification** (*if applicable)*

Date

Title of Licensure and/or Certification

1. **Hospital or Health System Appointments** *(if applicable)*

Date

Position/Title

Institution/Organization

1. **Consulting Activities**

List activities for which you were under contract as a consultant:

Dates

Contracting organization

Description of activities

1. **Professional Development Activities**

This may include a broad variety of activities, but they should be ones in which you were engaged to advance *your own professional development* (e.g., conferences, courses, workshops) and should be relevant to your professional career.

Dates

Sponsoring organization/institution

Name of the program

Your role in the program

Whether you received any type of certificate for completion, and/or any other information you feel may be pertinent.

Do not include seminars, grand rounds or other events you attended unless they constituted an actual *program* in which you enrolled.

Do not include professional development activities that are not directly related to your professional career (e.g., Master Chef Classes).

1. **Administrative Activity**

If not captured above under institutional positions/employment (e.g., if you held an employed

staff position doing pre-award, it should be listed above)

Date

Institution

Your role

Brief description

1. **Teaching Activities**

Teaching is not a required activity for Research Scientists, but it is relevant if you have it. If you have teaching experience, please provide the following information for each of the categories below (A-D). If a given category is not applicable—please feel free to delete.

* Name of course/clerkship/fellowship offering
* Dates taught
* Institution where offered
* Your specific role
* Types of learners (e.g., undergraduate students, Staff/Faculty—can be a mixed cohort)
* Your scheduled (not preparatory, consultative or advising time) hours/year for this activity
* Estimated number of learners for each time you participated in this activity
1. Institutional workshops
2. Classroom teaching
3. Clerkship, laboratory or other “engaged teaching”
4. Other professional/academic programs (e.g., teaching in courses at MBL or Cold Spring Harbor)
5. **Research Advising**

For each advisee for whom you have provided *research* mentorship, provide the following information

* Name of advisee/mentee
* Kind of advisee/mentee (e.g., undergraduate student, PhD student, med student)
* Dates during which you advised/mentored
* Name of program (e.g., MCB Program). Put none if none if none applies).
* Your role (e.g., primary advisor; lab supervisor)
1. **Supported Research Activities (reverse chronological order)**
2. Sponsored Activity (grants and contracts)

The APT Committee reviews funded proposals as a reflection of how your academic peers value your work. The amount of the award and the funding source are relevant in that they may be indicative of the level of competitive peer-reviewed assessment.

The APT Committee reviews whether a candidate was instrumental in obtaining a grant (i.e., had a key role in the submission of a successful award) and also whether the candidate has a key role in carrying out a funded project once awarded (e.g., PI, co-I or project leader). The role as key personnel and the fractional effort devoted to the project provide useful information in this assessment.

1. Awarded grants or contracts on which you had a role as
	1. key personnel (e.g., PI, Multiple-PI, Co-I, Director, Co-Director, Biostatistician)
	2. had a significant role in the crafting/writing of the proposal when submitted
* Dates (start and stop)
* Project title and award number
* Your role (e.g., PI, Multiple-PI, Co-I, Director, Co-Director, Biostatistician)
* Percent effort
* Sponsoring agency
* Annual direct costs of the award (see below)

For example, independent investigator awards on which you are PI or mPI; COBRE proposals for which you wrote a project on a reviewed and funded grant.

1. Awarded grants or contracts on which you have received substantive support but were not involved in crafting/writing the proposal prior to submission and review
* Dates (start and stop)
* Project title and award number
* Your role (e.g., PI, Multiple-PI, Co-I, Director, Co-Director, Biostatistician)
* Percent effort
* Sponsoring agency
* Annual direct costs of the award (see below)

For example, if you receive substantive support from the NCCC core grant or a COBRE grant, but assumed these responsibilities subsequent to the grant/contract being reviewed/awarded

For both 1 and 2:

* If you are a co-I, list PI on the award
* If the award is a multiple PI project, list other PIs
* For program project, COBRE awards etc., whether you were a submitting contributor or became a project leader after the grant was awarded, the direct costs/yr should reflect those funds for your project
* If the award has subawards (either you received one or there are subawards on a grant on which you are key personnel) indicate the total award direct costs/year and the fraction of the award (direct costs/year) for your portion of that award.
1. Pending submissions:
* List only those proposals that are expected to be under review at the time of submission of our portfolio to the Departmental/ATP Committees
* For pending proposals that meet this criterion, include the same information as in (A) e.g., proposed start and stop dates
1. **Program Development**

This may include a broad variety of activities, related to teaching, research, and engagement, including efforts to advance key institutional goals (e.g., efforts in diversity, equity and inclusion), but they all should be relevant to your professional career. Please provide the following information for each project

* Title or Project Description
* Type (i.e., educational, research or clinical)
* Stated mission/aim of program
* Your role
* Relevant dates in which you are/were involved
* Cohort of program (e.g., if students, residents, faculty; participant number)
* Assessments by which impact of program has been measured
1. **Entrepreneurial Activities**

List any patents, licenses or other entrepreneurial activities

1. **Major Committee Assignments**

Provide the following information for each of the relevant categories (A-C)

* Dates
* Committee name
* Your role
* Institution/organization
1. National/International
2. Regional
3. Institutional
4. **Memberships, Office and Committee Assignments in Professional Societies**
* Dates
* Committee name
* Your role
* Institution/organization
1. **Institutional Center or Program Affiliations**
* Dates
* Committee name
* Your role
* Institution/organization
1. **Editorial Boards**
* Dates
* Society/Journal
* Your role
1. **Journal Referee Activity**
* Dates
* Society/Journal
* Your role
* Frequency of review for each journal/society
1. **Awards and Honors**
* Date
* Award name
1. **Other Engagement Activities**
* Date
* Activity
* Your role

*For example*:

January 13, 2018

Judge

Dartmouth Brain Bee

March 29, 2016

Panelist

Vermont Legislature Presentation on Animals in Biomedical Research

1. **Invited Presentations**

Indicate with an asterisk (\*) those presentations to which you, individually, were extended an invitation to present.

Indicate with a hashtag (#) those presentations that were meetings where you may have presented a poster/talk, but not following a personalized invitation (i.e., at a large society meeting).

Indicate with a carat (^) if the talk/presentation was applicable as a CME activity.

Feel free to provide further annotation if you wish: for example, an invited presentation was a keynote talk or distinguished lecture.

Provide the following information for A-C:

* Date
* Topic/title
* Sponsoring Organization
* Location
1. International (can be defined by both the location or by the attendees. That is, a Geisel faculty member presenting in Berlin or a meeting in Boston in which an appreciable fraction of the attendees are from countries outside the US—the meeting itself is international in scope).
2. National (can be defined by both the location or by the attendees. That is, a Geisel faculty member presenting in California or a meeting in Boston in which an appreciable fraction of the attendees are from outside our region—the meeting itself is national in scope).
3. Regional/local (e.g., in the “Upper Valley”, except as noted above).
4. Talks should be characterized by the relationship of the faculty member to the locale and meeting composition at the time the talk was given. That is a faculty member gives a talk at University of Wisconsin, Madison while on the faculty at that institution before moving to Dartmouth, should list that as a regional/local, not national talk, unless it qualifies as a national meeting by attendee status.
5. **Bibliography**

Provide information as indicatedbelow:

1. **Peer-reviewed publications in print or other media**

For all entries:

* Use a standard format that includes list of ALL authors, date of publication, title of publication, journal/book name, volume (number) and inclusive pages or appropriate web address.
* Highlight (e.g., underline) *your* trainees (students, residents, fellows) who are coauthors.
* Please feel free to add an explanation of format/content for any peer-reviewed publications that are non-conventional in scope.
* Please note: while many academicians include evaluative metrics of the publication (e.g., Journal Impact Factor, H Index; i10 index), the APT committee recognizes the limitations of these factors as outlined by [DORA](https://sfdora.org/). As such, these metrics may be included, but they are not required, and will be considered by the APT Committee with knowledge of their limitations in mind.

1. Most significant publications (3-5):

a. Provide a list (3-5) of those publications\* in print or other media that *you consider* having the highest impact/significance. (Candidates should address in personal statement or here why so designated).

\*If your most significant body of work is in program development, listing of such program(s) may substitute for publications.

2. All other publications (excluding any listed in part 1) as noted in b-d below:

1. Original peer-reviewed articles.

**MUST** in indexed journals (e.g., Web of Science, PubMed etc.).

1. Reviews

Indicate whether reviews were

* invited/reviewed by peers
* invited/reviewed by editors
* invited, not reviewed
1. Books/book chapters/monographs

Indicate by (\*) any works that are serial revisions of an original contribution (i.e., with successive editions. If the work involves substantive updates of the information, this should be noted.

**B. Other scholarly work in print or other media:**

1. Editorially-reviewed publications (e.g., Op-Ed pieces, Letters to the Editor)
2. Print resources (e.g., workshops)
3. Electronic resources (e.g., MOOCs, educational websites, modules, videos, virtual patients).
4. Large-team publications on which you have a role that is not author(define/describe contribution)
5. White papers/position papers
6. Others (define)

Include all pertinent information for each (e.g., all authors, your contribution; dates and sites) and for educational media provide names of schools/institutions in which they are utilized, as well usage numbers (e.g., downloads, ‘hits’) if available.

**C. Abstracts (include both oral, exhibit and poster presentations):**

Indicate with (#) abstracts that were reviewed (e.g., by a professional society) prior to being accepted for presentation.

If relevant/data available, provide specificity on the number of abstracts submitted vs. accepted

1. **Personal Statement**
* Highlight in **~1-3 pages** those accomplishments that best define your career contributions here and elsewhere that pertain to the academic mission of Geisel. This section should be used to convey the ***significance*** and ***impact*** of your work as would be viewed by others, especially those who are *informed*, but not *experts* in your specific field. Avoid using jargon if possible or make sure to define non-common terms/concepts so that their meaning is known to reviewers.
* Include all activities (educational, clinical, research or engagement) that you feel are important in defining your academic contributions. In including them, be sure to indicate how your efforts in these different arenas have moved a field or an area of endeavor forward. It is helpful to relate specific areas of impact to identified work: e.g., my work has shown the importance of the gut microbiome in autism spectrum disorders (specific citation(s)).
* Use this space to describe activities that may benefit from a more substantive description than the entries listed in your CV, especially if your work is in any way non-conventional. *Do not* use this space to simply reiterate information that is listed in other parts of your CV.
* If an appreciable part of your work is with other colleagues (e.g., team research), the personal statement can be useful in defining your role and your importance in that work in ways that may not be evident in the listing of grants/papers.
* If your work in a given domain (e.g., research) encompasses different areas, if possible (and valid) use this space to synthesize those disparate areas with common ties/themes that may not be immediately evident to the reviewers. As noted above, this synthesis should not simply be a summation of findings, but should convey the significance/impact of that work.