Geisel CV - Faculty

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 faculty members at the Geisel School of Medicine at Dartmouth.

The Past CV *templates* have been haunted by formatting that has been carried over for many years in ways that are often not possible to detect in new versions but resulted in heartburn-inducing frustration to users who re-discover these ghosts in trying to enter new information. To this end, we no longer provide a "template", but rather instructions.

With this in mind, we ask that you provide the specific information **in the specified order** that is listed below.

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):
a) All requested and relevant information is provided in the specified order. Unless otherwise indicated, entries may be in chronological or reverse chronological order, but please be consistent: e.g., academic appointments and research funding, which should be in reverse chronological order.
b) 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.
c) 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
d) 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 and the APT Committee (i.e., **format as if you also have to read this and review**).

Finally, if you have your CV in the tabulated/structured Geisel format and it is working for you, there is no need to change it!

Educators' Portfolios: If you have developed an educator's portfolio as part of your professional development, you may substitute that in lieu of information requested in this template (e.g., information that would normally be captured under sections IX, X, and XIV). Please delete any sections out of the template that appear in your educator's portfolio with an indication in the CV that you have done so (i.e., don't duplicate information), but please do make sure all requested information (as applicable to your line and track) appears either in the template CV or in your educator's portfolio. There is no mandatory template for an educator's portfolio, but the AAMC provides helpful information for constructing such a dossier: [The Educator Portfolio: A Tool for Career Development](). An Educator's Portfolio template can also be found on the [Geisel-specific resources on the Academic Affairs website](). **Note, if an educator's portfolio is used and reference is made to learner/mentee evaluation/feedback, the portfolio must include those evaluations/narratives/feedback as appended material, and it needs to be inclusive of all feedback (not selective for supportive feedback).**

Advocacy Portfolios: If a substantive body of your work is through advocacy efforts (as they relate to your academic area of endeavor), you may substitute and/or expand on information related to such work (e.g., under Program Development) using an [advocacy portfolio](), an example of which (for Pediatrics, but transferrable to other disciplines) may be found under the [Geisel-specific resources on the Academic Affairs website]().

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.

Do not include this page with submitted CV

Initial Header:

Name
Office address (no personal information, please)
Date prepared

I.   Education
For each degree obtained, please provide:
Dates
Institution
Degree

II.   Postdoctoral (or Highest Degree) Training
For each training opportunity (i.e., postdoc, residency etc.), please provide
Dates
Institution
Specialty

III.   Academic Appointments:
    a. Please provide current Dartmouth/Geisel affiliations, indicating primary department and, if relevant secondary and tertiary departments or true joint appointments with other Dartmouth schools (i.e., A&S, Thayer, Tuck);
Title
Institution
Dates

    b. Please next provide in chronological or reverse chronological all other current academic affiliations (e.g., current adjunct appointments with other Dartmouth schools or with other institutions);
Title
Institution
Dates

    c. Please next provide in chronological or reverse chronological all past academic affiliations;
Title
Institution
Dates

Do not list non-academic titles (e.g., vice chair)

IV.   Institutional Leadership Roles
Title
Institution
Dates

For example, Vice Chair of Education, Department of Surgery 2010-2018

Restrict to leadership roles. Other institutional service (e.g., committee work) should go elsewhere

V. **Licensure and Certification (if applicable)**
Date
Title of Licensure and/or Certification

VI. **Hospital or Health System Appointments (if applicable)**
Position/Title
Institution/Organization
Date

VII. **Other Professional Positions**
Position/Title
Institution/Organization
Date

For example, President of the Society for Neuroscience 2003-2010

VIII. **Professional Development Activities**
This may include a broad variety of activities, related to teaching, research, and engagement, but they all should be relevant to your professional career.

Please provide information on dates, the sponsoring organization/institution, the name of the program, duration 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.

Please do NOT include seminars, grand rounds or other events you attended for CME credit unless they constituted an actual *program* in which you enrolled.

IX. **Teaching Activities**
All available metric evaluations and written course reviews must be included in your submitted portfolio

All teaching activities are considered under the promotion process. If the categories below do not adequately capture a specific teaching activity, please add a different category.

Do not dually list students that you teach as part of a given activity (e.g., Family Medicine Clerkship) under the section on mentees unless you have advised/mentored those students in additional areas than what is covered in the formal teaching class/clerkship/fellowship.

For each of the categories below (A-G) provide information on

- Name of course/clerkship/fellowship offering
- Dates taught
- Institution where offered
- Your specific role

- Your scheduled (not preparatory, consultative or advising time) hours/year for this activity
- Estimated number of students for each time you participated in this activity (e.g., CTO; 80 students/year. Include both ECHO and in-person students)

A. Undergraduate teaching ("college" students)
B. Undergraduate Medical Education (UME; "med student") *Classroom* teaching
C. Undergraduate Medical Education (UME; "med student") *Clerkship or other Clinical* (e.g., On-doctoring) teaching
D. Graduate Medical Education (GME) teaching: Inclusive of instruction of residents and fellows during clinical practice
E. Other clinical education programs (e.g., PA programs)
F. Graduate teaching (post-college students enrolled in advance degree-granting programs, e.g., MS, MPH, PhD)
G. Other professional/academic programs (e.g., teaching in courses at MBL or Cold Spring Harbor)

X.   **Primary Research Advising**
For each advisee for whom you are/were the <u>primary mentor</u>, provide the following information under the appropriate subheadings (A-E)

- Name of Advisee/Mentee
- Dates during which you advised/mentored
- Name of program (e.g., PhD Advisor, MCB Program. Put none if none applies)

A. Undergraduate Students (e.g., Honors theses)
B. Graduate Students (e.g., MS, PhD)
C. Medical Students (directed research)
D. Residents/Fellows (directed research)
E. Others (define)

XI.   **Advising/Mentoring (other)**
Advisees/mentees listed here should be those with whom you have substantive interactions outside of programmatic teaching (clerkships, ORC-listed classes, residencies). Do not include the names of students whom you taught as part of a course/educational program if they have been listed in IX (i.e., if you teach first year residents and have listed this teaching above under GME, do not list those students here). Do not include students for whom you have been the primary research advisor (X).

For each advisee/mentee provide the following information under the appropriate subheadings (A-G)
- Name of Advisee/Mentee
- Dates during which you advised/mentored
- *Approximate* time commitment to mentee during these dates
- Name of program
- If not through a named program, provide a brief synopsis of how you provided mentoring

- Provide a brief synopsis of notable endpoints for mentee (e.g., published paper with you as mentor; got into grad/professional school; was successfully promoted

A. Undergraduate Students (e.g., WISP, Presidential Scholars)
B. Graduate Students (e.g., MS, PhD—thesis committees, qualifying exam committees, but not primary advisor)
C. Medical (UME Learners; roles beyond instructor in official teaching activities that should be in Section IX)
D. Residents/Fellows (GME Learners; roles beyond instructor in official teaching activities that should be in Section IX)
E. Non-degree Program Students (e.g., post-baccalaureate or certificate programs)
F. Faculty
G. Others (define)

XII.   Engagement, Advocacy, Community Service, Community Education
Activities should be related to your professional responsibilities; may include community efforts that also reflect key institutional goals (e.g., efforts in diversity, equity and inclusion; wellness). For each activity, please provide the following information:
- Dates
- Institution/Organization
- Course or Activity Title
- Your Role
- Hours/Year

XIII.   Research Activities (<u>reverse</u> chronological order)

A.   <u>Sponsored Activity (grants and contracts)</u>
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
   a. key personnel (e.g., PI, Multiple-PI, Co-I, Director, Co-Director, Biostatistician)
   b. 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.

2. 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.

B. <u>Pending submissions</u>:

- 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

C. <u>Clinical Faculty: Activities for which you have been provided protected time (but not funding), please provide:</u>

- Dates of project
- Name of project
- Your role
- Protected time (i.e., fractional FTE)
- IRB approval (if relevant)

XIV.   Program Development
Activities may include efforts to advance key institutional goals (e.g., efforts in diversity, equity and inclusion). Please provide the following information for each project
- Title or Project Description
- Type (i.e., educational, advocacy/engagement, 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

XV.   Entrepreneurial Activities
List any patents, licenses or other entrepreneurial activities

XVI.   Major Committee Assignments, inclusive of Professional Societies
Provide the following information for each of the relevant categories (A-C)
- Dates
- Committee name
- Your role
- Institution/organization

A. National/International
B. Regional
C. Institutional

XVII.   Institutional Center or Program Affiliations
- Dates
- Committee name
- Your role
- Institution/organization

XVIII.   Editorial Boards
- Dates
- Society/Journal
- Your role

XIX.   Journal Referee Activity
- Dates
- Society/Journal
- Your role
- Frequency of review for each journal/society

XX.   Awards and Honors
- Date
- Award name

XXI.   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

A.   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).
B.   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).
C.   Regional/local (e.g., in the "Upper Valley", except as noted above).
D.   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.

XXII.   Bibliography
Provide information as indicated below:

A. Peer-reviewed publications in print, in press[1] 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.

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[1] Open access publications that fall under open-peer review may be listed with appropriate link. Do not list works in preparation or conventional peer-reviewed publications solely under review (OK to list papers accepted pending revision).

- 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](). 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:

   b. Original peer-reviewed articles.
   MUST in indexed journals (e.g., Web of Science, PubMed etc.).

   c. Reviews
   Indicate whether reviews were
   - invited/reviewed by peers
   - invited/reviewed by editors
   - invited, not reviewed

   d. 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

XXIII. 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 or restate the chronology of your professional career.**
- If an appreciable part of your work is with other faculty 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.
- It may be useful to elaborate on future directions, but, keep in mind, that the APT Committee will be assessing promotion based on past/current accomplishments rather than future directions. Do not sacrifice making clear what is the value of the work you have done to date for what you may plan to do next.

Appendix: Log of CV revisions

Do not include this page with submitted CV

Beginning 12/18/18, this appendix provides a log indicating changes made to the Geisel CV format. Please do not include this page in your actual CV—it is simply here for informational purposes for faculty and administrators.

1. 12/18/18 Instructions on Educators' Portfolios added (introductory page)
2. 02/15/19 Formatting removed and information provided as instructions
   a. Additional section added for noting research activities that do not have direct funding, but rather protected time for clinicians
   b. Clarification of what constitutes international/national/regional for meetings
   c. Additional guidance provided for identifying mentees/advisees
   d. Additional guidance provided for descriptions of activities under program development
3. 03/01/19 Clarification of instructions on listing pending proposals
4. 03/26/19 Noted that entries can be in chronological or reverse chronological order (with exception of funding—reverse only)
5. 06/28/19 Correction of some formatting errors. Additional information added to personal statement instructions based on input from the APT Committee
6. 11/13/19 Correction of some formatting errors
7. 05/19/20 Clarification on how to describe awards on which you had a substantive role in writing/crafting the proposal versus awards from which you receive support, but did not have a role in writing/crafting the proposal
8. 10/14/20 Updated template to include specific language to call out efforts in Diversity, Equity and Inclusion
9. 11/11/20 Clearer information added on community-related engagement activities that may be listed, as well as clarification on listing peer-reviewed publications.
10. 2/12/21 Updated information required for mentees (other)
11. 05/07/21 Clarified language on personal statement