



# Faculty of Medicine Preparing a CV and Teaching Dossier for Success

Academic & Faculty Affairs

Faculty of Medicine

2014



## Presenter

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## Panel

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## *Why an effort should be made*

- › Promotion and tenure reviews are some of the most, if not the most, important decisions we make as an academic community in the Faculty of Medicine.
- › As you prepare for your review for promotion and/or tenure, we want to provide you with some tools that will assist you in presenting the strongest possible case for success.

# Topics

- › Which CV template should I use?
- › What are the sections of the CV?
- › How do I find the right place?
- › How long will it take?
- › Where can I find further assistance?

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# Which CV template should I use?

## › *STAR's CV Template*

- If your CV data is currently held in STAR, please ask that your CV report be produced and then apply the missing information and formatting to that report. Updates and corrections in STAR can be made later.
  
- The CV component has been identified as STAR's major focus and would need to be upgraded to meet the needs of the Annotated CV

## › ***FOM Annotated CV***

- Our unique CV template that allows you to better present your successes in the Faculty of Medicine!
- Remember that your success in promotion & tenure relies heavily on your own record of your success.
- **Your attention to the details and formatting in your CV will help prevent unnecessary delays in the review of your file.**
- The FoM Annotated CV can be found on [MedNet](#).



# What are the sections of the CV?





## ***CV Sections:***

- 1) Demographic & Education (sections 1-7)
- 2) Teaching (Section 8)
- 3) Scholarly & Professional Activities (Section 9)
- 4) Service: (Sections 10-12)
  - to the University
  - to the Health professions/health Authorities
  - to the Community
- 5) Awards and distinctions (Section 13)
- 6) Other relevant information (Section 14 - one page maximum)
- 7) Publications record

# 1) Sections 1-7: Demographic & Education

- Name, Faculty, Department & Rank
- Post-secondary education & special designations
  - *It is useful to include the Titles of Dissertations, and Research Supervisors*
- Employment Record
- Leaves of Absence
  - *Do not omit as this information will help explain any gaps in your record, such as maternity or parental, study, medical or other leaves.*

Please note that each of sections 8-12 start with subsection:

**a) Areas of special Interest and accomplishments**

These subsections require a narrative form with a **maximum of 150 words.**

For professional or blended cases only this maximum may need to be *MODESTLY* extended for the “service” (sections 10-12) of the CV.

## 2) *Section 8: Teaching*

- › Teaching includes all activities by which learners, whether in degree or non-degree programs sponsored by UBC, derive educational benefit.
- › An individual's entire teaching contribution should be assessed within the context of the discipline & department norms.

As of September 2012, teaching effectiveness will be assessed by a **Summative Peer Review of Teaching (SPROT)**. **Guide is available on MedNet**

This document, together with the Head's Letter, external reference letters and the candidate's CV, will be forwarded to both the FoM Promotion and Tenure Committee, and SAC.

Note: The Teaching Dossier is NOT forwarded beyond the Department / School except for promotion/tenure in the Professor of Teaching path. Within the Professor of Teaching path, a Condensed Teaching Dossier is viewed at all levels beyond the Department / School.

- › ***Types of teaching (continued):***
  
- › **Additional Teaching Related Activities**
  - (e.g. Week or Block Captain, Case author/co-author or PBL Case Writer, Formal student mentoring, Teaching committee membership, Course Coordinator, Program Director, PBL Training, OSCE Examinations, etc.)

## › *Types of teaching:*

- › Lectures/seminars/lab instruction/simulation
- › Clinical teaching/teaching associated with patient care (e.g. bedside teaching)
- › Exam setting & marking
- › Author of web-based material
- › Supervision or co-supervision
- › Graduate student supervisory committees

## › *Types of teaching (continued):*

### › Continuing Education Activities

- (e.g. presenter/facilitator at CME Courses (UBC and non-UBC))

### › Visiting Lecturer

- (e.g. Presentations at ROUNDS, invited lectures given at a University or other institution; named lectures e.g. The Billy Brown Memorial Lecture)



## › *Types of Trainees:*

### › Undergraduates

- (e.g. Medical/dental students; BMLSc, BSc, summer students, honours theses, co-op, directed studies)

### › Graduates

- (e.g. MSc, MPH, MPT, MOT, PhD, residents, etc.)

## › *Types of Trainees (continued)*

### › Postgraduates

- (e.g. postdoctoral fellows, clinical fellows, etc.)

### › Peers/Professionals

- (e.g. CME/CPD)



***In Section 8(d) (Students supervised), for each of the tables of trainees listed in this section it is helpful to start with a summary count.***

***For example, in the case of the graduate students that you supervised or co-supervised section:***

- › MSc Total = 11; 3 current; 7 completed***
- › PhD Total = 15; 5 current; 10 completed***



***For lists of Graduate and Postgraduate students in Section 8(d) only, you may include a column in your table indicating any awards the students garnered and their current position if they have completed their training. Alternatively, you may provide this information, for all or selected students, in a separate section below each of the categories. In some cases, you may also want to include the thesis title but this is usually not required.***

## ***Section 8(e) Continuing Education Activities***

- › ***Separate into:***
  
- › ***1) Activities as presenter/facilitator at CME Courses (UBC and non-UBC)***
  
- › ***2) CME activities as an attendee***



## ***Section 8(f) Visiting Lecturer***

***e.g. Presentation at ROUNDS - in Vancouver; invited lectures given at a University or other institution; named lectures e.g. The Billy Brown Memorial Lecture.***

***Items listed here should be related to your PROFESSIONAL ACTIVITIES other than original research.***

## Section 8(g): Educational Leadership

*This is a NEW section for Instructor Is, Senior Instructors & Professors of Teaching. It lists the types of activities that may be included to provide evidence of significant contributions to educational leadership. Please try to be succinct. More detail can be provided in the TD, which will also be seen by external reviews, the FoM Promotions Committee and SAC, and will be summarized in the SPROT*



## Section 8(h): Curriculum Development and Innovation

*This is a NEW section for Instructor Is, Senior Instructors & Professors of Teaching. It lists the types of activities that may be included to provide evidence of significant contributions to curriculum development and innovation. Please try to be succinct. More detail can be provided in the TD, which will also be seen by external reviews, the FoM Promotions Committee and SAC, and will also be summarized in the SPROT*



## Section 8(i) Other Teaching and Learning Activities

As an alternative to listing under later sections on service, you may wish to include activities such as PBL Case Writer, Formal student mentoring, Teaching committee membership, OSCE Examinations, etc.

For some activities, a brief narrative may be appropriate. This is especially useful to highlight activities that occupy considerable amounts of your time.

› ***Evidence of quality teaching:***

- › **Student evaluations:** Can be included in the table required for Section 8(b), but more detail in the TD
- › **Peer evaluations:** (TD ONLY)
- › **Innovative contributions to curriculum development:** Can be included in Section 8(i) but more detailed descriptions in TD
- › **Teaching awards:** Section 13(a)



## › *Evidence of quality teaching:*

### › Outstanding record of trainee supervision

- (e.g. trainees receive external national awards, graduation & success in finding a full-time position; publications & presentations at international meetings)



- › ***Your Teaching Dossier:***
  
- › Please use the [FoM Elements of a Teaching Dossier for Candidates](#) for the elements required for your Head and Department /School Tenure and Promotion Committee and the SPROT reviewer(s) to assess the required teaching evidence.
  
- › You can include other elements as long as these elements demonstrate your effectiveness as a teacher.

## Section 9

# Scholarly and Professional Activities

- › Scholarly activity means “research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.”
- › Dissemination of activity typically includes peer-reviewed journals as well as other non-traditional ways.

## › *Scholarly and Professional Activities*

- › Judgment of scholarly activity is based mainly on the quality and significance of an individual's contribution.



## › *Scholarly and Professional Activities*

- › Evidence of scholarly activity varies among the disciplines. Scholarly activity can take three forms:
  - traditional scholarship or scholarship of discovery;
  - scholarship of teaching or education; and/or
  - professional contributions.

- › ***Blended cases are possible***
  
- › Cases can be based on one or a combination of these forms.
  
- › The form of scholarly activity must be determined in advance in discussion between the Head and the candidate.
  
- › Appropriate referees must be chosen.
  
- › It is vitally important that referees are advised that they are assessing a blended case.
  
- › Appropriate criteria must be applied at all stages of the review.



## › *Evidence of Scholarly and Professional Activities*

- › Grants and Contracts (competitive & non-competitive):
  - Research or equivalent contracts, including funding for clinical trials
  - Research or equivalent grants (e.g. Operating Grants, Team Grants, Group Grants, Equipment Grants, Infrastructure Grants, Training Grants, Other)
  - Education innovation or development grants
  - For multi-investigator grants, indicate your role & share of the funding

## › *Evidence of Scholarly and Professional Activities*

### › Publications:

- Refereed publications (e.g. journals, conference proceedings, other) within well cited journals
- Non-refereed publications (e.g. journals, conference proceedings, other)
- Books (e.g. authored, edited, chapters)

› These are included in the Publication Record section of your CV.

## › *Evidence of Scholarly and Professional Activities*

### › Patents

- Special Copyrights
- Artistic Works, Performances, Designs
  - (e.g. audio-visual work, pamphlets, computer programs or similar works and designs)

### › Other Works

## › *Evidence of Scholarly and Professional Activities*

### › Invited Presentations

- Presentations related to original research activities given at scholarly meetings or at another institute by specific invitation, including lectures given as Keynote Speaker at a conference

### › Invited Participation

- e.g. participation on a government or other organization panel

- › ***Evidence of Scholarly and Professional Activities***
  
- › Conference Participation
  - e.g. Organizer, Chair, Moderator, etc.
  
- › Other Presentations
  - e.g. Presentations to public events organized by local funding agencies, charities, patient support group, high schools, etc.

- › ***Evidence of Scholarly and Professional Activities:***
  
- › **Other Scholarship of Education Activities**
  - Evidenced by factors such as:
    - originality or innovation,
    - demonstrable impact in a particular field or discipline,
    - peer reviews of scholarly contributions to teaching,
    - dissemination in the public domain, or
    - substantial and sustained use by others.

- › ***Evidence of Scholarly and Professional Activities:***
  
- › **Other Scholarship of Education Activities**
  - For example, textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching, whereas textbooks or curriculum revision of a routine nature would not.

## › *Evidence of Scholarly and Professional Activities:*

### › Other Professional Contributions

- evidenced by research or the creation of:
  - i) significant application of fundamental theory; or
  - ii) significant forms and applications of professional or clinical practice or policy





## › *Scholarly & Professional Activities Dossier*

- 1) Sample peer-reviewed publications
- 2) Evidence of scholarship of education & of professional contributions
  - Government reports or policy
  - Letters from industry or government where served as an external consultant confirming impact
  - Letters confirming leadership roles in professional organizations & impact



## 4) Service

- › Service to the University, health professions, health authorities, and the community.
- › Includes service performed for the benefit of Departments, Faculties, Continuing Studies, or other parts of the University (including the Faculty Association), and for professional organizations and the community at large.



- › ***Service to the University:***
- › Memberships on committees in your Department/School, the Faculty of Medicine, and UBC
- › Faculty mentoring (formal and informal)
- › Other service
  - e.g. thesis examination committees, oral comprehensive examination committees, OSCE examinations, etc.

- › ***Service to the Health Professions/Health Authorities:***
- › Memberships on provincial, national and international committees
- › Other provincial, national and international service

- › ***Service to Community***  
***(List in order of: Provincial, National and International)***
  
- › Memberships on scholarly & other societies
- › Memberships on scholarly & other committees
- › Editorships, Reviewer, External examiner
- › Consultant, Other service to the community
  - e.g. any radio, TV, or other media interviews, panel discussions, public discussions or volunteer work relating to your scholarly activities.

› ***The Publications section should start with an “Authorship Statement” that includes:***

- The accepted meaning of the order of authors for papers in your field
- Codes explanations for “FA, CA or SA” (first author, contributing author, senior author respectively)
- Codes used to identify trainees, doctoral postdoctoral supervisors etc.)
- For multi-authored works, indicate your role if not the senior or first author.
- You should add a brief narrative (below the entry) describing the findings/impact of those papers you have identified to be of primary importance.

## *Example of an Authorship Statement*

### Authorship Statement

\* Most Important papers

Underline - trainees under my direct supervision

*Italic* - My doctoral Supervisor

***Bold Italic*** - My postdoctoral supervisor

*Key to my contribution:*

FA - First Author - typically performed the majority of the experiments in the manuscript, wrote the first draft

CA - Contributing Author - typically helped with experimental design, completed some experiments, edited the draft manuscript

SA - Senior Author - typically conceived the experimental approach, supervised the writing of the manuscript, corresponding author for the paper. A senior author is typically the last author in publications relevant to my field of study.

# How do I find the right place?



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## How long will it take?

- › Tenure and Promotion Summary Map
- › You have the right to supplement your file with new, unsolicited info or a response to particular concerns that emerge, up to the stage of the President's decision.
- › To supplement your CV, use an addendum in this format: FoM Addendum to CV Sample.

# Where can I find further assistance?





- 1) Your Mentor(s)
- 2) Your Department Head/School Director
- 3) The Dean's Office  
([Dr. Fred Mikelberg](#), [Claire Bane](#), [Susan Jackson](#))
- 4) For Educator Scholars: CHES & [Joanna Bates](#)



## 5) Online Information:

- › [UBC Tenure, Promotion & Reappointment for Faculty Members](#)
- › [FOM Information for Full-Time Candidates](#)
- › [FOM Centre for Health Education Scholarship](#)