

# 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](mailto: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)

## The UCSF CV in the *Advance* Application

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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
  - **Quantity** – number of assessments and breadth of the faculty member's role and effort in the development and implementation of the assessment
  - **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
  - **Scholarly approach** – application of literature and best practice models
  - **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.