

Approved December 12, 2018 by Executive Faculty

WUSM Faculty CV Format Guidelines

Date: (date CV is prepared)

Name (full formal name)

Contact Information

Address, Telephone and email:

- Office -
 - Phone Number
 - FAX
 - Mailing address
 - Assistant's contact information if pertinent
- Home -
 - Phone Number
 - Mailing address
- Email - work email address (required,) personal email (optional)

Present Position

From year - present, positions may include academic titles

From year - present, start a new position with a new paragraph

Education (list all degrees in forward chronological order)

Year; degree; degree granting institution

- Undergraduate
 - Include degree (e.g. BS, BA), Granting institution, City & State, Country (if applicable)
- Graduate
 - Include degree (e.g. MS, PhD), Granting institution, City & State, Country (if applicable)
 - If Ph.D., include thesis title, advisor and citation of publication
- Postgraduate
 - Inclusive years: training position; postdoctoral area of study/training, Institution, City & State, County (if applicable)

Academic Positions / Employment: (list in forward chronological order)

From year – year

Academic Title

Institution or place of employment

City, State, Country (if applicable)

Clinical Title and Responsibilities (if distinct from academic title & responsibilities)

Teaching Title and Responsibilities (Include courses taught, enrollments if possible, and outcomes such as course evaluations, thesis sponsorships and thesis examination committees)

University, School of Medicine and Hospital Appointments and Committees (list in forward chronological order)

Inclusive years; Hospital (Attending) title; Hospital/Institution

Medical Licensure and Certification

- Year-year; License # (state of issue, active or inactive)
- Board qualification/certification

Military Service (as applicable)

- Continuing military obligations
- Status as a Vietnam Veteran

Honors and Awards (include election to select professional societies and year awarded)

Year

Award title

Editorial Responsibilities

Editorial responsibilities as a reviewer, editor or editorial board member and years of service as such (year-year)

National Panels, Committees, Boards

Year Organization or governmental agency

Community Service Contributions (include year-year served)

- Participation in departmental or other academic unit, School of Medicine, University, or Hospital system **committees and activities**

- **Professional Societies and Organizations**
 - Membership in professional organizations and leadership positions held

- Media activities

Major Invited Professorships and Lectureships (include important invited lectureships, special appointments etc. inclusive of years in chronological order)

Year Title of Honorary Professorship or Lectureship

Year Information on professorship or lectureship

Consulting Relationships and Board Memberships (year-year of service)

Research (List past, present and pending grants separately, in forward chronological order.)

Support (role, title, duration, and amount of direct funds):

- Governmental
- Non-governmental

Trainee/Mentee/Sponsorship Record: graduate students, medical students, postdoctoral scholars, and faculty include names of mentees and years during which mentorship occurred, reason for mentorship or sponsorship and outcome of relationship if known

Patents

- All pertinent information regarding any patents held

Bibliography: (Do not include submitted manuscripts or manuscripts in preparation. Number each publication and list by category in forward chronological order; *indicate with an asterisk (*) at the beginning for which the candidate is considered a senior author*)

Note: Reordering of authors, omission of names or the use of “et al” is not permitted except in cases of publications with greater than 20 authors. If there are greater than 20 authors, list the first 5 and the last 5 authors in order using ... in between. If the faculty member’s contribution is between the first and last 5, please list as follows: “First 5 authors...*Faculty Member (author number X)*...last 5 authors.”

Correct pagination format: 123-127; Incorrect: 123-7 or 123.

List separately by category as follows:

- A. Original, peer reviewed articles in refereed journals
- B. Case Reports
- C. Reviews, Chapters and Editorials, including invited publications
- D. Books (Indicate authors or editors)
- E. Non-refereed publications
- F. Abstracts – selected, high impact meeting abstracts
- G. Audiovisual/Media

The format for publications in a book or symposium issue of a journal is as follows: List authors in the sequence in which they appear in the publication; complete title, as published; editors; name of book; publisher; city; year; inclusive pagination.

Number chronologically from oldest to most recent with **faculty member’s name in bold text**

Example: Peer reviewed manuscripts in refereed journal

***Gray DL**, Dicke JM, Dickerson R, McCourt C, Odibo AO. Reevaluating humeral length for the detection of fetal Trisomy 21. JUM 2009;28(10):1325-1330.

CLINICIAN-EDUCATOR PORTFOLIO TEMPLATE

The following portfolio is to become part of every WUSM CV when appropriate regardless of faculty track but will be especially pertinent to clinicians & educators. See the Office of Faculty Affairs website for posted examples of the portfolios (not yet posted.)

The clinician-educator portfolio should serve as an executive summary of faculty work and contributions that are not generally included in traditional academic resumes. Faculty members should use the following template as a guideline. Work products and impact that are included in the above portions of the WUSM CV document should not be duplicated in the portfolio.

CLINICAL CONTRIBUTIONS

- Summaries of ongoing clinical activities
- Development of methods for improved quality and efficiency of clinical care
- Development of clinical guidelines or care paths
- Clinical administrative responsibilities
- Feedback in the form of patient care evaluations

EDUCATIONAL CONTRIBUTIONS, inclusive of all teaching activities, including CME

- Direct teaching
 - Classroom
 - Clinical
 - Other
- Curriculum development
- Educational leadership
- Learner assessment
 - Development of new tools or processes
- New handouts or other guides (may be multimedia) for trainees
- Development of new methods of education, utilization of new pedagogies in existing courses, or changes to curricula to improve outcomes

- Graduate students, fellows, medical students, residents for whom mentorship was provided
- Feedback in the form of course or teaching evaluations
- Educational publications including Med Ed Portal, PogoE, books, chapters and traditional publications. Can include web-based materials if publically accessible.

ANNUAL SUMMARIES

OTHER