

Department of Pathology, UBC

Curriculum Vitae Guidelines

Version: Teaching Dossier Embedded

FAD (Faculty Activity Database) <http://td.pathology.ubc.ca> is an online faculty activity reporting system designed to make it easier for faculty to maintain and complete an accurate record of ongoing activities and accomplishments (teaching, research, service, public and international engagement) that can be used to produce faculty activity reports as well standardized University promotion and tenure CVs and TDs.

FAD allows users to enter activity information once and use it for multiple purposes. For example, a user would enter a conference presentation only once and that information will be included in different types of reports such as a CV, annual activity report, TD, or department web site bio.

File attachment capabilities allow faculty to attach full-texts of their publications, teaching evaluations, grant funding/award letters, and more.

Benefits to Users:

FAD (if use consistently) eliminates periodic, recurring requests for information on your teaching, research, and service activities. Faculty can generate reports for personnel review procedures such as promotion and tenure, biographical sketches and vitae once FAD contains their activity data. Faculty gain a single convenient easily accessible place to maintain their activity data and generate these reports.

Benefits to Administrators:

Administrators need timely access to faculty activity reports for accreditation; personnel review procedures, such as promotion and tenure; program reviews; and other stakeholders. FAD gives administrators an efficient, centralized, easy-to-navigate source for generating reports on these data.

Administrators also benefit in other ways. With a centralized system featuring pre-configured report templates, producing reports is a matter of a few clicks. That means no more hours or days of chasing faculty down and aggregating information from tens or hundreds of disparate, unstructured, and inconsistent documents. Likewise, with ready access to all needed information through a search mechanism or a report, campus leaders can more quickly make decisions, allocate resources, and summarize faculty activities.

Please note that we continue to make changes to the interface based on pilot user feedback. Eventually we will also link campus's website, ensuring that profiles of faculty are always current.

It is crucial that all faculty members ensure data is accurate and up-to-date all the time. Any question/help please contact Debbie at dbertanjoli@pathology.ubc.ca.

Please include your teaching evaluations as APPENDIX. To do so select 'FILES' in the FAD database and upload documents.

THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Vitae for Faculty Members

Date:

Initials:

1. **SURNAME:** **FIRST NAME:**
MIDDLE NAME(S):

2. **DEPARTMENT/SCHOOL:** *(for joint appointments, give both departments with % appointment in each)*

3. **FACULTY:**
CENTRE/ INSTITUTE AFFILIATION
PRIMARY LOCATION

4. **PRESENT RANK:** **SINCE:**

5.1 POST-SECONDARY EDUCATION

- Please provide University or Institution, degree, subject area and dates.
- It is useful to include the Titles of Dissertations, and Research Supervisors

5.2 Special Professional Qualifications

- Include non-degree postgraduate qualifications such as professional registration to practice, accreditation, certification and licensing; Acronym or title of qualification e.g. FRCPC, CFFP and Date (include month/year).

5.3 Continuing Education or Training

- General note: include all postgraduate (i.e. post PhD/post MD) activity/professional training undertaken as a student, not as an instructor, e.g. Residency training, Sub-specialty training. Post-doctoral research fellowships. Clinical fellowships, Internships, Management courses (CMA, PMI, SFU, Harvard Macy Program etc)

6. **EMPLOYMENT RECORD**

(a) *Prior (non-UBC employments)*

- Please provide University, Company or Organization, rank or title, and dates.

(b) *At UBC (since first employment)*

- Please provide rank or title, and dates.
- Check start date and rank to ensure that without review appointments are noted appropriately.
- You may add a brief narrative to describe your role in units other than your primary academic department, including roles within a Health Authority, Centre, etc.

(c) *Present (non-UBC employments)*

- Please provide University, Company or Organization, rank or title, and dates.

7. **LEAVES OF ABSENCE**

- Please provide University, Company or Organization at which Leave was taken, Type of Leave, and Dates.
- Do not omit as this information will help explain any gaps in your record, such as maternity or parental, study, medical or other leaves.

8. **TEACHING**

8.1 *Approach to Teaching*

- (Statement of Teaching Philosophy, Teaching Strategies and Practice, Highlighted Teaching Contribution) Candidates are encouraged to provide a concise statement of teaching philosophy or approach to teaching (not exceeding 150 words), especially where such statements affect the way student or peer evaluations could be interpreted.

8.2 *Teaching without Patient Care*

- Structured: Courses, Seminars, Tutorial, etc. Include Undergraduate (non medical school), MD undergraduate, BMLSc Undergraduate, Graduate, Post-graduate Medical Resident / PDF, Other Pathology undergraduate, Other Non-departmental.
- List all courses taught each academic year (even if this means repeating course entries for different years).
- For “Scheduled Hours”, when this information is available, please provide the total number of formal contact hours for the relevant course section in which you were involved.
- Examples of Hours Taught “Other” include: Workshops, Course review, Exam review etc.

Year	Course #	Sched. Hrs	Class Size	Contact Hrs	Hours Taught			
					Lectures	Tutorials	Labs	Other
2008S	ANAT 390	50	500	4	4			

Brief Descriptions of the Principal Courses I Taught:

ANAT 390 - Introduction to Microscopic Human Anatomy: In this large-class undergraduate course, organ system structure and function is studied at the microscopic level. Lectures.

8.3 *Clinically Integrated Teaching*

Description	Duration	Number of Students	Year	Total Hours	Student level
Clinical Clerkships					
Internal medicine	8 weeks	8	1996	96	Year 3
		8	1997	120	Year 3

8.4 *Other Teaching without Patient Care*

- Outreach and Community based educational activities (Outreach and community based educational activities; Distance education and on-line-courses, Other (e.g. Genomic course, PALS, Pathology Day...))
- Indicate year/month, description of activity and # of contact hours.

8.5 Students Supervised

- *Supervision/Projects/Theses Without Patient Care* (Undergraduate, Graduate, Postgraduate and Research Personnel Supervision)
- *For the Graduate and Postgraduate student sections only, you may include any awards the students garnered and their current position if they have completed their training.*

MD Undergraduate Students

Other Undergraduate Students Supervised

- Please prepare a table that includes student names and separate within the list by program type (e.g. BMLSc, BSc, summer students, honours theses, co-op, and directed studies), starting and finishing year.

Graduate Students Supervised

- Please include student names and separate within the list by program type (MSc, MPH, MPT, MOT, PhD, etc.) For each entry include the starting and finishing year, and your supervisory role (supervisor, co-supervisor).
- Note that the names of any co-supervisors **MUST** be included.
- For Masters Programs, please indicate whether this is a research thesis program or a professional (non-thesis) program (if applicable).
- Below is an example of a useful table format:

Student Name	Degree	Start	Finish	Supervisory Role	Program
<i>MSc Students</i>					
Fred Blogs	MSc (Thesis)	Sept 2000	August 2003	Co-supervisor with Dr. Mary Kay	Neuroscience
<i>PhD. Students</i>					
Nancy Blue	PhD	Sept 2004	May 2009	Supervisor	Genetics

Graduate Student Supervisory Committees

- Provide a separate summary and list of students, also separated by program type, for whom you have served as a member of a supervisory committee., e.g.

Students	Program Type	Start	Finish	Supervisor	Department or Program
Lilian Birdie	Ph. D.	1993	1997	Dr. K. Seal	Zoology
Jamie Eagle	Ph. D.	1995	2002	Dr. J. Pigeon	Zoology
Etc.			2008		

Graduate Students Examination Committees

Postgraduate Students Supervised

- Please include names or cohorts with number of students, and separate within the list by program type (e.g. postdoctoral fellows, residents, clinical fellows, etc.)
- Include for each listing the month or year and awards & current position.

Note: In some cases the total number of residents or clinical fellows supervised can be very large. In this case, please DO NOT provide an individual listing but include summary information of the type of trainee, the numbers involved and the number of years of supervisory experience. Also describe your precise role and estimate of the total contact time per trainee.

8.6) *Continuing Education Activities*

Separate into:

- 1) Activities as presenter/facilitator at Continuing Medical Education or Continuing Professional Development courses (UBC and non-UBC)
- 2) CME / CPD activities as an attendee

8.7 *Visiting Lecturer (indicate university/organization and dates)*

- 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.
- Compared to the section 9.3, below, items listed here should be related to your PROFESSIONAL ACTIVITIES other than original research.
- Entries here should not be duplicated elsewhere.

8.8 *Educational Leadership and Development (NEW for Instructor Is, Senior Instructors & Professors of Teaching)*

- Description of leadership positions or roles within the Department, Faculty, University and other institutions
- Informal advising time with students
- Teaching, mentorship and inspiration of colleagues
- Funding obtained for advising or mentoring
- Leadership and significant contributions to the Department/Faculty curriculum and learning initiatives and committees
- Formal educational leadership responsibility within Department/Program/Faculty, such as Week or Block Captain, Course Coordinator, Program Director, or PBL Training
- UBC Faculty Certificate on Teaching and Learning in Higher Education; Scholarship of Teaching & Learning Leadership Program, or significant participation in workshops and conferences to improve curricula and pedagogical practices
- The organization of conferences, symposia and other educational events associated with teaching and learning.

8.9 *Curriculum Development & Innovation*

- Examples of sustained and innovative contributions to curriculum development, course design pedagogy and other initiatives that advance the University's ability to excel in its teaching and learning mandates

- Description of new or revised programs or teaching approaches (including, but not limited to: majors, minors, internships, lab courses, etc.)
- Development of innovative approaches to teaching methodology and curricula (including strategic and effective assessment of program-level learning outcomes)
- Development of new assessment models
- Explanation of the application of the scholarship of teaching and learning in curriculum development and/or pedagogy.

8.10 *Other Teaching Learning Activity*

- 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.
- If you do provide this information here, please do not duplicate it elsewhere.

8.11 *Efforts to Improve Teaching*

- Workshops attended; Formal Courses in Education; Educational Conferences; Peer Feedback and Consultations; Service to Teaching; Evidence of Teaching Effectiveness, Future Teaching Goals

9. SCHOLARLY AND PROFESSIONAL ACTIVITIES

9.1 *Areas of special interest and accomplishments*

- Please include a clear and concise statement of your contributions to scholarship and the criteria that you deem to be appropriate in assessing your contributions (normally not to exceed 150 words unless used to demonstrate scholarship of teaching and/or professional contribution activities).

9.2 *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).*

- Have separate sub-sections within the table in the order: Operating Grants, Team Grants, Group Grants, Equipment Grants, Infrastructure Grants, Training Grants, Other (specify such as education innovation or development grants).
- Please include Granting Agency, Title, COMP, Annual \$\$, MONTH and YEAR of start and finish dates, Principal Investigator and ALL Co-Investigators
- In cases of multiple recipients of grants, please use a footnote (under Grants Comments field) to indicate your specific role and, if necessary, to provide additional information. For example, what portion of the amount indicated was available for your discretionary use?
- Whatever format you use IT MUST BE CLEAR AS TO WHETHER THE AMOUNT SHOWN IS FOR ONE YEAR OR THE TOTAL FOR THE DURATION OF THE GRANT.
- Below is an example of a table format you may wish to follow for current and formerly held grants:

Granting agency	Title	COMP Or Non-COMP	\$ per year	Duration mo/yy to mo/yy	Principal Investigator	Co-PI(s)
	OPERATING GRANTS					
CIHR	Molecules directing toe growth	C	\$150,000	Apr/04-Mar/ 09	Fred Clogs	
BC Podiatrist Foundation	Yeast infections of the feet; diagnosis and treatment.	NC	\$27,500	Jul/13-Jun/17	Mary Kay	Fred Clogs
	EMERGING TEAM GRANT					
CIHR	Foot health	C	\$250,000	Apr/12-Mar/17	Alan Pied	Judith Ankle Jane P. Nail Fred Clogs John A. Shoe

9.3 *Invited Presentations*

- Include only presentations given at scholarly meetings or at another institute by specific invitation. This would include lectures given as Keynote Speaker at a conference.
- Compared to the above section 8.7 “Visiting Lecturer”, items listed here should be related to your ORIGINAL RESEARCH ACTIVITIES.
- Note: PLEASE ENSURE THAT ENTRIES APPEAR IN ONLY ONE OF SECTIONS 9. 3, 9.4, 9.5.....
- Identify whether Local/National/International

9.4 *Invited Participation*

- List scholarly activities such as where you have been invited to participate on a government or other organization panel.

9.5 *Conference Participation (Organizer, Chair, Moderator, etc.)*

- Add essential information about the conferences (such as the acceptance rate of proposals). Providing this additional information will help the Faculty of Medicine and UBC Committees to understand the significance of your participation.

9.6 *Other Presentations*

- Include here any other type of presentation not captured in section 9 3, e or f. An example would be presentations to public events organized by local funding agencies, charities, patient support group, high schools, etc.
- Include Date, Role, Organization/Institution/Event at which presentation took place, Title of Presentation and Location.

9.7 *Other Scholarship of Education Activities*

- Scholarship of education should be described here to help demonstrate impact on practice (such as the delivery of health care), policy or your discipline unless you are able to use the categories below . E.g. you could insert a list of activities that demonstrate where your creativity and expertise is recognized. Please choose a format that is most appropriate for demonstrating the impact of your work.

9.8 *Professional Contributions*

10. SERVICE TO THE UNIVERSITY

10.1 *Areas of special interest and accomplishments*

- This section requires a narrative format.
- Please use this section to highlight key service contributions that have resulted in any particular accomplishment or meritorious outcome.

10.2 *Memberships on committees, including offices held and dates*

- Include role, title of committee and dates.
- In sections 10.2 & 10.3, it is useful to separate your contributions in the order 1) Department, 2) Faculty of Medicine, 3) UBC.

10.3 *Faculty mentoring*

- Describe any faculty mentoring activities in which you have been engaged. Please indicate whether your mentoring is/was formal or informal. An example statement follows:

Mentorship of Early Career Faculty: Through our formal departmental mentorship program I serve as a mentor for several junior faculty in the department (Drs. XX YY, AA BB, CC DD and EE FF). I spend a significant amount of time advising junior faculty on research, teaching and administrative duties. This includes critiquing grants and manuscripts, attending and providing feedback on lectures and providing advice on work balance. I have previously mentored 3 other junior faculty members who have all be successfully promoted to the rank of Associate Professor with tenure and I continue to serve as a mentor to them, but on an informal basis.

10.4 *Other service, including dates*

- Examples of activities to be included here are service on thesis examination committees, oral comprehensive examination committees, OSCE examinations, etc.

11. SERVICE TO THE HEALTH PROFESSIONS / HEALTH AUTHORITIES

11.1 *Areas of special interest and accomplishments*

- This section requires a narrative format.
- Please use this section to highlight key service contributions that have resulted in any particular accomplishment or meritorious outcome.

In sections 11.2 & 11.3, where appropriate, please indicate for each entry whether the service is Provincial, National or International.

11.2 *Memberships on committees, including offices held and dates*

- Include role, title of committee and dates.

11.3 *Other service, including dates*

12. SERVICE TO THE COMMUNITY

12.1 Areas of special interest and accomplishments

- This section requires a narrative format.
- Please use this section to highlight key service contributions that have resulted in any particular accomplishment or meritorious outcome.

Where appropriate, please indicate for each entry below whether the service is Provincial, National or International.

12.2 Memberships on scholarly societies, including offices held and dates

12.3 Memberships on other societies, including offices held and dates

12.4 Memberships on scholarly committees, including offices held and dates

12.5 Memberships on other committees, including offices held and dates

12.6 Editorships (list journal and dates)

12.7 Reviewer (journal, agency, etc. including dates)

12.8 External examiner (indicate universities and dates)

12.9 Consultant (indicate organization and dates)

12.10 Other service to the community

- This may include any radio, TV, or other media interviews, panel discussions, public discussions or volunteer work relating to your scholarly activities.

13. AWARDS AND DISTINCTIONS

13.1 Awards for Teaching (indicate name of award, awarding organizations, date)

13.2 Awards for Scholarship (indicate name of award, awarding organizations, date)

13.3 Awards for Service (indicate name of award, awarding organizations, date)

13.4 Other Awards

14. NARRATIVE REPORT - OTHER RELEVANT INFORMATION (Maximum One Page)

- *List activities that do not fit under any of the above categories and which illustrate accomplishments and contributions.*

THE UNIVERSITY OF BRITISH COLUMBIA
Publications Record

Date:

Initials:

SURNAME:

FIRST NAME:

MIDDLE NAME(S):

Example of an Authorship Statement

Authorship Statement

* Most Important papers

Bold Underline – trainees under my direct supervision

Underline– 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

99. **REFEREED PUBLICATIONS**

99.(k) Publications: Summary Statement

99 (a) Journals

Example:

1. **Smith S.G.**, White, E.R. and ***Rose, V.W.*** (2001). Calcium signaling in osteoblasts by parathyroid hormone. J. Endocrinology 123:124-135. FA (IF 2.9; Citations 234)

*2. Togo, K. C., Brown, J. and **Smith, S. G.** (2007). Combined activation of calpain and calcineurin during ligand-induced toe growth. Molecular and Cellular Neuroscience 153:425-434. SA (IF 4.0; Citations 18).

This paper was the subject of editorial comments in the same issue of the journal. One of the figures was used on the cover page of the journal. It is the first paper to determine the mechanism by which calcium signalling is linked to cell growth and division in the toe.

In the above list, your name appears in BOLD, the name of a postdoctoral supervisor appears in bold-italic, and trainee's names are underlined. At the end of the reference are added 1) the key

code for the role of the candidate (SA, FA etc.), 2) the IF of the journal and 3) the number of citations. A key paper is identified by the asterisk before the number of the paper, and a brief narrative explains the impact of the paper.

Conference Proceedings

- External peer-review. This may include those podium presentations that are recorded in the conference proceedings of national and international societies.

Other

- Include here items such as correspondence, letters or rebuttals published in journals, but only if you consider them to have been refereed contributions.

99(b). NON-REFEREED PUBLICATIONS

Journals

Conference Proceedings

- Conference proceedings, including published abstracts (see Note below), represent the outcome of a presentation at a meeting and may be published in a book or in a special issue of a journal. Although such contributions may be edited they are not usually subjected to anonymous, external peer-review, and therefore should be listed in this subsection.

Other

- Include abstracts that have been presented either as a poster or platform presentation given at a scientific meeting, and not yet published.
- Note: Although abstracts presented as a poster or platform presentation may be reviewed for suitability they are not usually peer-reviewed.

99(c) BOOKS

Authored

Edited

Chapters

99(d) PATENTS

99(e) SPECIAL COPYRIGHTS

99(f) ARTISTIC WORKS, PERFORMANCES, DESIGNS

- *Include audio-visual work, pamphlets, computer programs or similar works and designs.*

99(g) OTHER WORKS

99(h) WORK SUBMITTED (including publisher and date of submission)

99(i) WORK IN PROGRESS (including degree of completion)

Notes:

- *Where there are multiple authors of papers or books, you must include all authors and collaborators exactly as per the original publication.*
- *Use the standard bibliographical form (with first and last page indicated and the order of authorship clear). Publications (maximum number = 5) that are considered to be of primary importance are to be marked with an asterisk to the left of the number of the paper.*
- *You may if you wish add a brief narrative (below the entry) describing the findings/impact of those papers you have identified to be of primary importance.*
- *The candidate should include an “Authorship Statement” (see example below) and use the contribution code at the end of each listed publication. Identify ONLY those trainees under your direct supervision, not those for whom you served as a member of a supervisory committee or who were supervised directly by a collaborator.*
- *Addition of other information, such as the Journal Impact Factor, Journal ranking in the field or the number of citations is optional and should be presented in parentheses at the end of the reference.*
- *Unless they describe original research contributions, do not include items such as correspondence, letters, or rebuttals, in the section for Refereed Publications, even if you consider them to have been peer reviewed. If this is not the case, such items should be listed in section c) of the publications.*