CV Template for FoMD FEC

Please use the following guide for structuring your CV (content and format) for assessment by the Faculty Evaluation Committee, and by your reviewers, for your application for tenure and promotion.

As your full academic career is assessed for tenure and promotion, please include details since the start of your initial academic appointment.

Please use the following headings and order provided below. Add items in chronological order (current first). Add a Footer that includes your name, year, page number.

1. Demographics (personal data) and contact information
- Full name and salutation
- Contact details for primary work site: address, phone and email

2. Degrees and Certifications
Degree or training name and specialty (if applicable):
- Date completed
- Institution/City/Country

3. Academic appointments
A. Current:
  o Position, department, division, cross appointment, start-end dates.
B. Other academic appointments **(**e.g. Adjunct, Visiting appointments, Leadership roles (e.g. Divisional Director, Director, Assistant/Associate Deans, Program Director**)**
  o Position, Department, Faculty, Institution or school, Organization & country, start-end dates

4. Clinical Appointments: (for *major* roles with hospitals/health zones/regulatory bodies)
- Position, Location, Start/End Date

5. Awards and Recognition
o Domain, type, scope, name of award, honour, scholarship
o Name of conferring group
o Accomplishments of Trainees:
  • Major student awards while under your direct supervision

6. Research
A. Funding: Source, Type, Status, Amount awarded and attributed to you, Title of proposal, Your role

B. Publications: Number the list (oldest first). Use [APA Style, including for DOIs](#). Use formatting to designate roles (e.g. underlined for learner you supervised, bold your name, brackets to state your role (e.g. (PI)). Have a brief statement at beginning of publication section to clarify your formatting legend for the reader. Use the following sub-sections for each applicable type of publication:
   a. Peer-reviewed manuscripts
   b. Non-peer reviewed manuscripts
   c. Invited editorials and reviews
   d. Books, chapters
   e. Abstracts:
      i. Not published
      ii. Published not presented
      iii. Published and presented (specify if poster, oral, workshop)
   f. Communications - unpublished (include published Letters to the Editor, specify if peer reviewed or not)

C. Presentations: (work disseminated to an audience (live or virtual)
   a. Identify if Invited Presentation
   b. List your role (e.g. keynote, plenary, panel moderator, co-presenter), scope, year, title, audience/host institution
   c. Describe format (for example: oral, poster, workshop)
   d. Do not include teaching activities (belongs in Teaching Dossier or briefly under Education below)
   e. Do not duplicate abstracts reported in (B) above

D. Patents and Entrepreneurship

E. Other Scholarly and Creative Outputs:
   a. List your role, scope, peer-review process, dissemination mode

7. Peer review activities
Type, agency, journal, or organizational group, your role (reviewer, editor, accreditor, observer, etc.)
   o Grant review panel
   o Journal reviews
   o Abstract reviews
   o Accreditation
   o Education reviews (e.g. peer review of teaching, of assessment strategies)

8. Education
The **details** of this material are best entered into an Education/Teaching Dossier. For your CV, include *major* highlights of each learner group. Categorize by learner level for each subheading:

   A. Teaching Activities:

Very brief description of major teaching activities (add details to Teaching Dossier), categorized by learner level. For example:

Learner Level	Classroom	Workplace
Undergraduate		
Graduate		
Post-Graduate		
Faculty		

B. Supervised Learners for Research Training
Start with a summary statement: "Since appointment, I have supervised X number of students, X number of residents in my clinical workplace teaching.
"Since appointment I have supervised X number of summer students, X number of MSc, X number of PhD, X number of PDF."
- Describe if students are in progress or have graduated.

C. Teaching Innovations
List innovation (e.g. new assessment strategies, curriculum design), target group, peer-review, dissemination, impact (if known). If Glassick's criteria for scholarship are met, considering entering the work under Research/Other Scholarly and Creative Outputs.

9. Mentoring
Name of mentee(s), whether is a formal or informal mentoring relationship, status or outcome of mentee (UME student etc.), start-end dates. Note that this is different than research supervision or medical student/resident preceptoring.

10. Administration
Enter any **significant** administrative activities that are not already included elsewhere. These may be administrative roles (organizing, directing, chairing or membership) that are in educational, clinical, research or other academic domains. Examples would include course or block coordinator, conference organizer, search and selection committee, or chair of a faculty committee, major board roles or executive positions.

Identify your role (member, chair, director, team leader, event organizer etc.), start-end dates, and give a **brief** description **(or outcome)** of the activity.
Organize by Scope:
- Divisional
- Departmental
- Faculty
- University
- Hospital
- Health Authority (e.g. AHS)
- Provincial
- National

      o International

11. Professional Activities/Membership
List membership in professional and learned societies

12. Continuous professional development
Type, domain (educational, clinical etc.) scope, brief description