

APPENDIX B
The University of Nebraska Medical Center
Curriculum Vitae Format

Name in full

Campus address

Education (indicate years attended¹ and degrees granted)

Post-degree training (include years¹)

Continuing education training (optional)

Academic appointments in reverse chronological order, (i.e., list present position first) indicating years²

Certifications and licenses

Grant/contract support in reverse chronological order, (i.e., list present support first) and for each grant supply the following information:

- grant title
- funding agency
- start and end dates
- total dollars (direct cost)
- name of principal investigator and name of co-investigator

Study Sections (list agency, study section title, role, begin and end dates)

Patents (list both those pending and those awarded)

Other appointments or positions not given above (e.g., private practice)²

Consulting positions² (academic, government, and industry; also include editorial duties)

Military service²

Honors and awards

Memberships and offices in professional societies

Committee assignments (list service on departmental, medical staff, college, medical center, and university committees since appointment or last promotion; note years of service¹ and chairs)

Presentations (include primarily invited presentations at regional, national, and international meetings; and invited seminar presentations at institutions outside the University of Nebraska Medical Center. Presentations associated with voluntary, non-refereed abstracts or preliminary communications also may be included, **but limited to the 5 most significant or recent presentations.**)

Community Service/Outreach **[this section was moved from after Publications to before Publications]**

¹Indicate month and year (i.e., September 2006 to June 2008)

²These items should comprise a complete list of gainful employment since acquisition of the terminal degree. If there are gaps in this chronology, an explanation should be offered, including dates as defined in footnote 1.

Curriculum Vitae Format (Continued)

Publications

Publications are to be organized **in chronological order (old to new)** under the following headings. Please note that inclusive pagination is required where appropriate.

- a. Articles published in scholarly journals
- b. Articles accepted for publication in scholarly journals (please attach copy of letter of acceptance)
- c. Articles submitted for publication in scholarly journals
- d. Books published (also note books in preparation, submitted or in press)
- e. Chapters in books
- f. Books or journals edited
- g. Abstracts and preliminary communications (limit to one page of most recent **and important**)
- h. Published audiovisual or computer-based educational materials and computer software (video, audio, multimedia slides and video, slides and audio, broadcast, etc. **Indicate which have been "peer-reviewed" by hosting site such as MedEd Portal**).
- i. Published continuing education materials, on-line courses.

APPENDIX C

TEACHING ACTIVITIES

Documentation in support of Teaching Activities should be provided since the last major review or a minimum of the last two years using the following items as a guide. Examples of teaching activities include: classroom teaching, course coordinator or faculty participant, clinical instruction, research supervision, continuing education, interprofessional educational activities, community outreach and educational scholarship (the latter of which has the greatest potential impact for “double-dipping” in teaching and scholarly activity). Do not provide specific teaching materials, lecture outlines, etc.

- a. Listing of lectures given in team-taught courses (include number of lectures)
- b. Listing of courses for which you were coordinator/supervisor
- c. Listing of courses (course number and name, only) taught by you giving the total number of hours involved in course/courses
- d. Information on teaching of Graduate Students, especially as pertains to supervision of thesis and dissertation research
- e. Information on teaching activities related to those in residency training (medical, pharmacy, etc.)
- f. Listing of continuing education lectures/courses given
- g. Course/lecture/training evaluation materials and outcome assessments

TEACHING PORTFOLIO (optional)

Faculty who have a major teaching role are encouraged to develop a more extensive Teaching Portfolio which can be used to help develop the teaching narrative. In addition, faculty may want to consider including their Teaching Portfolio as a supplement for review by the P&T Review Committee separate from the required documentation.

Information for developing a teaching portfolio is available and detailed on the UNMC Academic Services website: <http://www.unmc.edu/academicervices>

