

Crafting Your Faculty of Medicine CV

Office for Faculty Affairs
Harvard Medical School

25 Shattuck Street
Gordon Hall, Suite 206
HMS Longwood Campus



The CV's Purpose

The CV's Purpose

To showcase your accomplishments in a crisp, organized, easy-to-read format

Benefits to You

- Reminder of what information to include
- Keep track of your accomplishments

Benefits to Reviewers

- Standardized way to evaluate faculty
- Know where to check for certain activities

The CV's Purpose

When is the HMS CV used?

**ANNUAL
CAREER
CONFERENCES**

**FACULTY
PROMOTION
REVIEWS**

**LOCAL
AWARDS,
FELLOWSHIPS
and PRIZES**

The CV's Purpose

Big Picture: What Should My CV Convey?

- How you spend your time
- Reach of your reputation
- Teaching and mentoring activities
- All scholarly works
- Your focus/passion (Narrative Report)

CV Templates and Resources

HMS Office for Faculty Affairs: <https://fa.hms.harvard.edu/>

HARVARD UNIVERSITY HARVARD.EDU

HMS HSDM OMBUDS

HARVARD MEDICAL SCHOOL
a branch of the Office for Academic and Clinical Affairs

OFFICE FOR Faculty Affairs

Home About ▾ Faculty of Medicine Handbook ▾ Faculty Development ▾ Faculty Recruitment ▾

Checklists, Forms, Guides and Templates
Faculty of Medicine CV Guidelines
Promotion Profile Library

IMPORTANT ANNOUNCEMENTS

[OFA STAFF DIRECTORY](#)
[OFA Email Directory for Submissions](#)
[Annual Reappointment \(RAAP\) deadline extension](#)

Upcoming Events

2020 MAY 13 Faculty Council Meetings 4:00pm to 5:30pm
2020 MAY 22 Presentation: Crafting Your Faculty of Medicine CV 8:00am to 9:30am

Welcome to the Office for Faculty Affairs. We are committed to supporting the academic careers of all 11,000+ faculty members at [Harvard Medical School](#) and [Harvard School of Dental Medicine](#).

Faculty of Medicine Handbook



Schedule a CV Consultation

Faculty may request a 1:1 CV Consultation. To schedule a session, please complete our online [Pre-meeting Intake Form](#)

Additional Resources

HOME / FACULTY OF MEDICINE HANDBOOK /

Faculty of Medicine CV Guidelines

The CV, along with letters from internal and external referees and examples of scholarly work, provides the major evidence used during the evaluation of candidates for promotion. Therefore, accurate and complete reporting of contributions and achievements in the CV is essential. Below is some general guidance and templates for preparation of the CV.

- [Faculty of Medicine CV Instructions GUIDE Mar2019](#)
- [Faculty of Medicine CV Pre-Formatted Word TEMPLATE Mar2019](#)
- [Faculty of Medicine Alternative CV TEMPLATE Mar2019](#)

Upcoming Faculty Development Presentations

- | | |
|----------------------------|--|
| 2020
MAY
22 | Presentation: Crafting Your Faculty of Medicine CV
8:00am to 9:30am |
| 2020
JUL
20 | Presentation: Crafting Your Faculty of Medicine CV
3:30pm to 5:00pm |

[More »](#)

CV Instructions Guide

THE FACULTY OF MEDICINE
Harvard University

General Instructions for Preparation of the Faculty of Medicine Curriculum Vitae

Key:
Yellow: NEW
Blue: EMPHASIS

The CV, along with letters from internal and external referees and examples of scholarly work, provides the major evidence used during the evaluation of candidates for promotion. Therefore, accurate and complete reporting of contributions and achievements in the CV is essential. Below is some general guidance for preparation of the CV. Additional guidance is provided in each section of the CV.

- General questions regarding the CV guidelines or the promotions and appointments process should be directed to the Office for Faculty Affairs at ofa_promotions@hms.harvard.edu.
- Chronology: All events in the CV should be chronologic, beginning from the earliest and ending with the most recent. When dates cover a range, (e.g., 2005-2007), order by the first year in the range. For ongoing activities, indicate with a dash (2004-) or by specifically noting 'to present' (2004 – present). If multiple, non-consecutive years, group as a single item (e.g., 1999-2001, 2004, 2007). For faculty based at affiliated clinical institutions, all dates for degrees, postdoctoral training positions, faculty academic appointments, and appointments at hospitals/affiliated institutions should include the month and year, e.g., 07/99-06/05. For scholarly works which are updated on an annual basis, e.g. Up-to-date, cite the most recent version and in parentheses at the end of the citation, list all years in which you have produced revised versions (e.g., 2011).
- Definition of local, regional, national and international: A number of activities and roles in the

Yellow = New content added since previous 2016 version

Blue = Important sections that can often be confusing

- General formatting advice
- What (and what not) to include in each section
- Examples of formatted content for each section

CV Template Types

Pre-formatted Template

- Includes hidden tables to help with formatting
- Includes hidden text with specific directions for each section
- Visualizing text/tables can be toggled on or off

Alternative Template

- Includes section headings, but no tables
- Helpful if you plan to cut & paste large sections of the CV
- Be sure to review the CV Guidelines if using this template

Hidden Text & Tables: Before & After

BEFORE

The Faculty of Medicine of Harvard University
Format for the Curriculum Vitae
TEMPLATE

1

Date Prepared:

Name:

Office Address:

Home Address:

Work Phone:

Work Email:

Work FAX:

Place of Birth:

2

Education:

Start/End	Degree	Field of Study (Please indicate the discipline, research, department)	Institution
09/02-05/07	PhD	Microbiology (Name of PhD Advisor Here)	The Rockefeller University
08/95-05/98	MD	Medicine	Cornell University Medical College

3

Postdoctoral Training:

Start/End	Title	Specialty/Department (List all postdoctoral research)	Institution
07/99-06/04	Resident	Surgery (Name of postdoctoral advisor here)	Cleveland Clinic

AFTER

The Faculty of Medicine of Harvard University
Format for the Curriculum Vitae
TEMPLATE

1

Date Prepared:

Name:

Office Address:

Home Address:

Work Phone:

Work Email:

Work FAX:

Place of Birth:

2

Education:

09/02-05/07	PhD	Microbiology (Name of PhD Advisor Here)	The Rockefeller University
08/95-05/98	MD	Medicine	Cornell University Medical College

3

Postdoctoral Training:

07/99-06/04	Resident	Surgery (Name of postdoctoral advisor here)	Cleveland Clinic
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CV Formatting: Basic Tips

General CV Formatting: Basic Tips

Chronology

- Report activities from **oldest to most recent**
- Dates should match official records
- Avoid time gaps
- In general, list each activity **only once** in the CV
- Group activities that repeat over multiple years

Organization

- Utilize the section headings in the template (**do not reorder**)
- Maintain “working version” with all categories
- If a category doesn’t apply, leave it off (“final version”)
- Include page numbers

General CV Formatting: Basic Tips

Aesthetics

- Use a font size ≥ 11 (Times New Roman or Arial)
- Ensure that hidden text boxes and table borders are **invisible** in final PDF version
- Space items as you see fit
- Define all acronyms/abbreviations

Questions?

- Formatting and other CV-related questions can be sent to **ofa_promotions@hms.harvard.edu**

Education, Training & Appointments

Education and Postdoctoral Training

- List all degree/certificate programs, beginning with college
 - Only include courses of study of **at least one year** in duration
- List actual degrees received, not U.S. equivalents
 - Examples: MBBS; MBChB; MD, CM
- List location of institution, if not widely known
- Dates should match official records
- Include names of PhD, postdoctoral and fellowship advisors/mentors, as applicable

Education and Postdoctoral Training

Education (*Examples*)

05/1987	BA (<i>Cum Laude</i>)	Biology	Drew University Madison, New Jersey
1997	MBBS	Medicine	All India Institute of Medical Sciences, New Delhi
2010	PhD	Genetics (PI: Dr. Johanna Smith)	Stanford University
2014	MPH	Health Management	Harvard T.H. Chan School of Public Health

Postdoctoral Training (*Examples*)

8/99-6/04	Resident	Surgery	University of Cincinnati
07/04-06/05	Chief Resident	Pediatrics	New York University Medical Center
7/12-6/13	Postdoctoral Fellow	Neuroscience (PI: Dr. Xie Wang)	McLean Hospital
7/13-6/14	Clinical Fellow	Psychosomatic Medicine	Cambridge Health Alliance

Faculty Academic Appointments

- Conferred by Harvard or another academic institution
 - Examples: Instructor, Assistant Professor, Lecturer
 - Concurrent academic appointments at other institutions **must be “non-voting”** and have modifier (e.g., Visiting, Adjunct, Honorary, Emeritus)
- Do not include:
 - Pending titles; hospital or administrative titles; named hospital chair titles; fellow or trainee titles

Faculty Academic Appointments (*Examples*)

7/14-2/16	Instructor	Psychiatry	Harvard Medical School
3/16-	Assistant Professor	Psychiatry	Harvard Medical School
2006-	Affiliated Faculty	Microbiology	Harvard Medical School
07/19-	Adjunct Clinical Professor	Medicine	Boston University School of Medicine (non-voting)

Appointments at Hospitals & Affiliated Institutions

- List all past & current appointments held at hospitals, clinical sites, and other institutions
 - Includes any HR title related to clinical work, research or teaching
 - Also includes named hospital chair titles
- Do not include hospital leadership positions (*reported elsewhere*)

Appointments at Hospitals/Affiliated Institutions (*Examples*)

8/96-3/05	Staff Physician	Nephrology	
2008-	Courtesy Staff	Internal Medicine	Newton-Wellesley Hospital
2010-2012	Research Scientist	Pediatrics	Boston Children's Hospital
2015-	Member	Chemical Biology Training Program	Harvard Medical School
2019-	Associate Member		Broad Institute of MIT and Harvard

Other Professional Positions

Other Professional Positions

**Document your time commitment for any current positions
(hours/year or similar)**

**Past and current roles
in for-profit or non-
profit organizations**

- Scientific Advisory Board
- Consultant
- Board of Directors
- Data Safety Monitoring Board
- Private medical practice

**Relevant past
professional positions**

- Important to explain gaps in resume
- Most relevant to those with career changes

Other Professional Positions

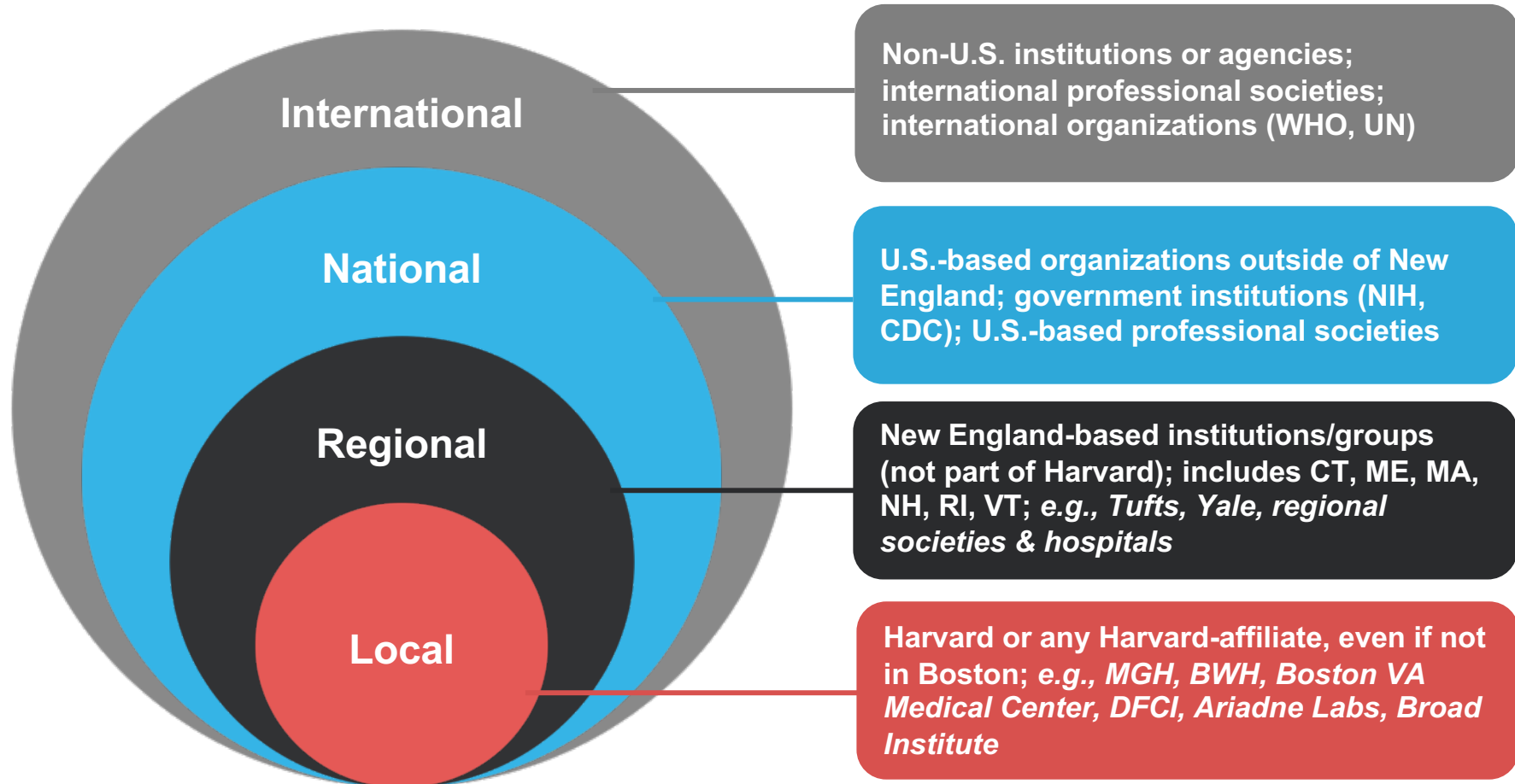
Other Professorial Positions (*Examples*)

1996	Software Developer	Prometric, Inc.	
2000-2004	Private Practice	Orthopedic Associates	
2015-2017	Scientific Advisory Board	Teva Pharmaceuticals	
2018-	Consultant	Quest Diagnostics	12 hrs/month
2019-	Scientific Advisory Board	Pfizer	4 days per year

Leadership Roles, Committees, and Professional Societies

Classifying Your Activities

Which organization/institution sponsored or hosted your various activities?



Leadership Roles, Committees & Professional Societies

Major Administrative Leadership Positions

- Includes educational, clinical, research and general administrative leadership positions
 - Example roles: **Chief, Director, Co-Director, Course Director, Program Director**
 - Group by Local, Regional, National, International
- Does not include leadership roles in professional societies or committees
- Typically include only faculty-level roles (not trainee roles)

Major Administrative Leadership Roles (*Examples*)

Local

2007-	Vice Chair of Research	Boston Children's Hospital Department of Dermatology
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National

2006	Co-Chair, Cancer Genome Atlas Network	National Cancer Institute
2019	Organizer, Keystone Symposia (Ubiquitin Biology)	Snowbird, Utah

Leadership Roles, Committees & Professional Societies

Committee Work

- Includes educational, clinical, research and administrative committees
 - Examples: IRB committees, faculty search committees, clinical competency committees, student thesis committees (non-Harvard students only)
 - Group by Local, Regional, National, International
- Does not include committee roles in professional societies or grant review
- Highlight leadership roles, such as **Chair** or **Co-Chair**

Committees (*Examples*)

Local

2011-2017	Admissions Committee	Harvard Medical School
	2011-2014	Member
	2014-2017	Chair, Subcommittee I

National

2015-2016	Advisory Committee on Immunization Practices	Centers for Disease Control and Prevention
2019	Member, Thesis Dissertation Committee for Abdul Mehotra	Case Western Reserve University

Leadership Roles, Committees & Professional Societies

Professional Societies

- Includes regional, national and international professional societies and associations
 - List societies chronologically by participation date
- Denote any leadership positions and participation in subcommittees & groups

Professional Societies (*Examples*)

1997-2008	Massachusetts Medical Society	
2001-	American Academy of Pediatrics	
	2005-2008	Abstract Selection Committee
	2005-	Fellow (FAAP)
	2009-2014	Member, Section on Epidemiology
2017-	American Association of Medical Colleges	Member, Group on Educational Affairs

Grant Review, Editorial Activities, and Honors & Prizes

Grant Review Activities

- Can group all activities (local, national, international) into one section by year
- Be sure to specify type of role (e.g., *ad hoc* vs permanent)

Grant Review Activities (*Examples*)

2007	Grant Review Panel	American Heart Association <i>Ad hoc member</i>
2009-2012	Developmental Brain Disorders Study Section	NIMH/NIH
	2009-12 Permanent Member	
	2011-12 Chair	
2014-	Harvard Catalyst Pilot Grants	Reviewer

Editorial Activities

- Separate ad hoc review from other editorial roles
- Include book editor, other content editor roles

Ad hoc Reviewer

Nature

Clinical Cancer Research

Oncogene

PLoS One

Cell

Other Editorial Activities

2009-2012	Editorial Board Member	<i>Biological Psychiatry</i>
2015	Guest Associate Editor	<i>PLoS Genetics</i>
2016	Co-Editor	Smith LP, Johnson WJ, eds. Intracranial Hemorrhage 1 st Edition, Springer Philadelphia, PA
2017-	Statistical Editor	<i>British Journal of Anaesthesia</i>

Honors & Prizes

Include:

- Awards from professional organizations, societies and institutions
- Participation in courses (e.g., leadership programs) for which invitation indicates an honor
- Predoctoral awards; institutional postdoctoral awards (e.g. T32, K12)
- NIH Loan Repayment Awards

Do NOT Include:

- Popular press designations such as Boston Magazine's best doctors, or inclusion in "Who's Who"
- Awards or honors given to your trainees or subordinates

Funded and Unfunded Projects

General Guidelines for Funding

- Group awards into categories; list chronologically by start date within each category
- Only list awards where you have an official role as a named investigator/collaborator
- Awards you received as a trainee should only be listed if competitively awarded to you as an individual
- If grant has been funded continuously for multiple cycles, list as single entry (note number of cycles)
- Clearly state your role on the project
 - Should match official records (e.g., NIH Reporter)

Each Entry Should Include:

Grant information

- Start and end dates of funding – indicate no cost extension (NCE) if applicable
- Title of Project
- Funding source / Granting agency
- Grant type and grant number

Your official role on the project

- e.g. PI, Multi-PI, Site PI, Project PI, Co-Investigator, Consultant, Mentor
- If multi-PI, list name(s) of other PI(s)
- If not PI, list name(s) of PI(s)

Total **direct** costs (if applicable)

- All years of current cycle
- Only if PI, multi-PI, or site-PI
- Your portion of the grant

Project goals

- 1-2 sentences

Group Funding into Categories

Past funding

Past

2010-2012 Non-coding RNA in Neurodegenerative Disorders
NIH R03 NS45512
PI; \$50,000 total direct costs *[Note: listing direct costs for past grants is optional]*
The goal of this project was to characterize microRNAs and other non-coding transcripts in mouse models of Alzheimer's disease and Parkinson's disease.

Current funding

Current

2013-2018 Magnetic Resonance Imaging of the Brain in Type 2 Diabetes
NCE NIH R01 DK86537
2018-2019 Co-Investigator (PI: Janet Arrizo)
The major goal of this project is to use structural and functional magnetic resonance imaging to identify changes in individuals with diabetes.

Group Funding into Categories

How to list funded clinical trials:

- Distinguish between sponsored and investigator-initiated
- List endpoint (e.g. completion of enrollment) if there is no end date
- Include ClinicalTrials.gov identifier (NCT) number

2017-completion of enrollment	<p>A Randomized Open-Label Phase II Multi-Institutional Study Evaluating the Efficiency of Oral Everolimus Novartis (DF/HCC #11-375); NCT00975474 Multi-PI (Other PI: Jeremy Daniel); \$176,244 – Investigator Initiated The objective of this study is to evaluate the efficiency of a novel somatostatin analog in patients with advanced pancreatic NET.</p>
2019-2022	<p>A Phase 3, Randomized, Open-Label Study To Evaluate the Efficacy and Safety of Eflornithine for Anaplastic Astrocytoma Merck, NCT02795281 Site Principal Investigator (Overall PI: X. Wu); \$20,844 Pivotal registration trial on the efficacy of eflornithine, an irreversible inhibitor of ornithine decarboxylase, for patients with recurrent anaplastic astrocytoma.</p>

Group Funding into Categories

Projects submitted for funding

- Include expected date of review or preliminary scores, if known
- Only include pending submissions, not rejected submissions

Projects Submitted for Funding

Submitted 10/2019	Consequence of Aging on Immune Response and Transplant Outcome NIH / National Institute of Aging R01 PI – Direct Costs Requested \$1,250,000 The grant proposed to investigate the effects of donor and recipient age on transplant outcomes in mice. SRG Action: Impact/Priority Score: 20 Percentile: 9
Submitted 04/2020	Molecular imaging of downstream remodeling after myocardial injury AHA Scientist Development Grant PI – Direct Costs Requested \$200,000 The major goal of this award is to develop novel imaging approaches for myocardial infarct healing Expected review date: June 2020

Group Funding into Categories

Training grants and mentored trainee grants

- Fellowships or K awards to mentees
- Faculty roles on institutional training grants
- **Do not include** grants where YOU were the trainee

Training Grants and Mentored Trainee Grants

- 2011-2014 School-based air pollution and asthma morbidity
NIH/NIAID K23 AI106945
Primary Mentor to Mia Pratt, MD, MPH
To investigate the epidemiology of asthma in schools and train Dr. Pratt in appropriate methodology.
- 2013-2022 Chemical Biology Training Grant
NIH T32 GM079241
Faculty
The purpose of this training grant is to support graduate students in chemical biology at Harvard Medical School. I serve as a mentor to students with an interest in cell signaling.

Group Funding into Categories

Current unfunded projects

- List current activities with substantial effort, including oversight, mentorship, contribution of patients, etc.
- **Do not include** past projects that have ended

Unfunded Current Projects:

2018- Pilot study of the association of the OSCE with performance on Medical Board examinations
Mentor
I am supervising an Academy fellow in evaluating the association between OSCE performance and Part I of the Medical Board examinations

Report of Local Teaching

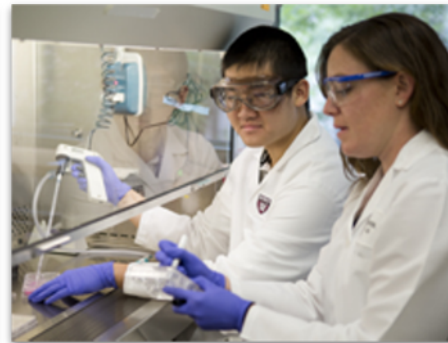
General Guidelines

Keep good records and report as much detail as possible

- Includes lectures, informal study groups, clinical supervision, research mentoring (group and 1:1), statistical/skills training, etc.

Total should be at least 50 hours per year (all years)

- Needs to be teaching of “Harvard Learners” to count
 - *Students/trainees enrolled in Harvard-associated programs*
 - *Also include non-Harvard teaching if you have adjunct role*
- Only include direct contact hours, not prep time
- Do not include teaching roles from trainee period



Formal Teaching

This section is for didactic lectures, not clinical supervision of clerkship students or residents

Teaching of Students in Courses

2010-	The Human Body 1 st year Medical Students	HMS 3 hour tutorial sessions per week/8 weeks
2014-2016	Immunology 201 PhD students	HMS 4 90-minute lectures per year

Formal Teaching of Residents, Clinical Fellows and Research Fellows (post-docs)

2016-2017	Management of Back Pain 1 st year Anesthesia Residents	BIDMC One hour lecture per year
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Clinical and Research Supervision

Do not list individual mentees by name in this section

Clinical Supervisory and Training Responsibilities

(Important for practicing clinicians)

2008-	General Gastrointestinal Clinic Preceptor, 3 rd year HMS students Boston Children's Hospital	One half session per week (4 hours/week)
2016-	GI Inpatient Teaching Service Internal medicine PGY2 residents	8 hours/week; 2 weeks/year

Research Supervisory and Training Responsibilities

(Important for investigators)

2013-	Supervision and training of post-doctoral fellows (~ 1-2 fellows/year)	One hour lab meeting and one hour individual supervision weekly
2015	Secondary mentor for 2 graduate students	8-10 hours per week

Listing Mentees

Who should I list as a mentee?

Had long-term,
meaningful
professional
mentorship

Supervised a project
w/ academic output
(abstract/poster;
publication)
Can be co-mentor

Research assistants
& technicians, IF
they went on to
academic
advancement



**If asked, individuals listed would be expected to
endorse that you have been their mentor**

Listing Mentees

Formally Mentored Harvard Medical, Dental, and Graduate Students**

2012-2014 Susanna Johnson, HMS Class of 2015
Conducted thesis research in my laboratory. Presented poster at 2013 Society for Neuroscience meeting.

****Can also include local student thesis committees in this section**

Other Mentored Trainees and Faculty

1994-2000 Mary Jones, MD, MPH / Associate Professor of Medicine, Northwestern University
Career stage: resident, fellow. Mentoring role: research advisor.
Accomplishments: two first-authored papers from mentored research; MPH at Harvard T.H. Chan School of Public Health

1996-1998 Mario Woods, MD / Assistant Professor of Radiology / University of Southern California
Career stage: fellow. Mentoring role: fellowship mentor. Accomplishments: MRI safety quality improvement project; presented abstract at Radiological Society of North America meeting

Local Presentations

Formal Teaching of Peers (e.g. CME and other Continuing Education Courses)

These should be CME conferences (or similar) sponsored by Harvard or affiliated institutions

2008	Cardiovascular Disease Update Harvard Medical School CME	Single Presentation Chicago
2012	Managing Arrhythmias in the Outpatient Setting Harvard Medical School	Lecture CME Online

Local Invited Presentations

Talks at all Harvard affiliates belong in this section (BCH, BIDMC, BWH, DFCI, MEE, MGH, Cambridge Health Alliance, Boston VA, etc.)

2003	Cardiovascular Disease Update / Grand Rounds Department of Medicine, Brigham and Women's Hospital
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Regional, National, and International Presentations

General Guidelines

Oral presentations only – not poster presentations

Must be a talk you personally delivered

Use correct location categories

Include titles (or close approximation)

Can include talks that are scheduled for the future

Can include both invited talks and selected oral abstracts (please label as such)

Can include session moderator and panelist roles

Be sure to indicate sponsors, if not explicitly clear

Sponsorship Language (mandatory)

Choose one of the options below (whichever is most appropriate):



*No presentations below
were sponsored by
outside* entities*

*Those presentations below
sponsored by outside entities are
so noted and the sponsor(s) is
(are) identified*

***refers to third-party organizations not directly affiliated with the event**

Examples: Presentations

Report of Regional, National and International Invited Teaching and Presentations

Those presentations below sponsored by outside entities are so noted and the sponsors are identified.

Regional

2015 Autism Spectrum Disorders / Plenary Session
Massachusetts Psychiatric Society
Boston, MA

National

2013 Total Ankle Arthroplasty (Selected Oral Abstract)
American Association of Orthopedic Surgeons
San Diego, CA

2015 White Matter Abnormalities in Schizophrenia / Grand Rounds
University of Wisconsin, Department of Psychiatry
(Sponsor: Otsuka)

2018 Moderator, Fiber Optic Laryngoscopy Hands On Session
American Association of Endocrine Surgeons Annual Meeting
Orlando, FL

Clinical Activities & Innovations

Clinical Practice Activities

Where and how often do you see patients?

- Provide enough detail for non-experts
- Include any private practice activity

Indicate how much time you spend at each location

- Be specific (avoid using “sessions”)

Practice Activities *(Required for practicing clinicians)*

2008-2010	General Gastrointestinal Clinic Tufts Medical Center	3 days per week
2010-	GI Inpatient Teaching Service Brigham and Women's Hospital	2 weeks per year
2012-	GI Oncology Consult Service Dana-Farber Cancer Institute	1 day per week
2012-	Outpatient GI Clinic Brigham and Women's Hospital	9 hours per week
2015-2017	Endoscopy Clinic Faulkner Hospital	2 days per month

Clinical Innovations

Relevant for Clinicians

- Novel approaches to diagnosis, treatment or prevention of disease
- Development and application of technology to clinical care
- Quality improvement initiatives
- Development of models of care delivery
- Programmatic innovations
- Generation of clinical guidelines

List the innovation(s) and describe the following: (~1-3 sentences)

- Date / time frame
- Effect (or potential effect) on patient care
- Dissemination or implementation locally, nationally, and/or internationally
- Your leadership role in the project

Examples of Clinical Innovations

Electronic medical record (EMR) QA improvement system at Mt. Auburn Hospital (2015)

I created an EMR modification that has improved practice in three clinical areas (documenting patient allergies; confirming follow up on abnormal pap smears; scheduling childhood immunizations). These outcomes were reported at the American Family Practice Society meeting and I have been invited to discuss this system with Harvard Pilgrim Health Care.

Creation of Multidisciplinary Breast Center at Mass General (1999-2003)

I co-established the first multidisciplinary disease center in the MGH Cancer Center. I reorganized the practice to include surgeons, radiation oncologists and medical oncologists in a single clinic for coordinated visits for newly diagnosed breast cancer patients and for clinical trials, teaching and research activities. This model has since been replicated at two other New England area hospitals.

Clinical development of telotristat for carcinoid syndrome (2017-)

I conceived and led the first clinical study of telotristat, a novel serotonin inhibitor, in patients with carcinoid syndrome. Based on the encouraging initial results, I led an international, placebo-controlled registration study which confirmed the activity (published in *JCI*, see ref 69). FDA review of telotristat for the treatment of carcinoid is pending for 2020.

Teaching and Educational Innovations

Teaching and Educational Innovations

Relevant for Medical Educators

- Novel approaches to curriculum delivery
- Novel curricular materials (in any media)
- Programmatic innovations in teaching
- Development of training or mentorship programs

List the innovation(s) and describe the following: (~1-3 sentences)

- Date / time frame
- Effect (or potential effect) on medical education
- Dissemination or implementation locally, nationally, and/or internationally
- Your leadership role in the project

Examples of Teaching Innovations

Creation of a video conferencing lecture series for fellows in MGH Neurology (2016-present)

In response to a survey of fellow needs, I developed and implemented a weekly departmental video conference lecture series for clinical fellows in the Movement Disorders fellowship program. This program increased the participation of off-site fellows in group discussions by 5-fold over previous programs. Results of subsequent surveys indicated that 95% of fellows rated the conference series as “Excellent”. The format of the program has since been adopted by two other divisions within the department.

Performance: The Z Score system (2001-2005)

I co-designed a novel resident performance rating system, known as Z Score. Quarterly clinical performance reports are created for each resident and are used to identify performance issues which then result in faculty supervised plans for improvement. Reports contain Z scores, Competency flag density, written comments, statistical assessment of performance as compared to peers, and faculty confidence in allowing a resident to act in an unsupervised fashion. This assessment has been published in *Academic Medicine* (see Ref.13) and has been adopted at five institutions in the New England area.

Technological and Scientific Innovations

Examples of Technological and Scientific Innovations

- Software development
- Device or instrumentation development
- Technique or method development
- Novel application or adaptation of technology

Describe impact on clinical care or research and include patent number/status (if applicable)

Method for reducing the scan time of phase contrast MRI

US Patent Serial Number: 14/501,936; filed 9/30/2014

Jointly developed with C. Radcliffe, H. Erwin and Q. Fong. This method reduces scan time, eddy currents and image factors in dynamic magnetic resonance (MR) imaging associated with at least a portion of k-space. The method includes scanning with an Echo-Planar Imaging (EPI) pulse sequence technique, allowing for enhanced reconstruction of three-dimensional images with reduced image acquisition time.

This patent has been licensed by Samsung Electronics.

Education of Patients and Service to the Community

Relevant Activities to Include

Patient education materials (in print or online)

Talks given to lay (non-professional) audiences

- Topics should be related to your expertise

K-12 education or other STEM outreach

Volunteer or mission work (including global health)

- Only include work related to your expertise

Recognition by non-professional organizations

- Best Doctor, Who's Who
- Press/media mentioning your work, interviews, podcasts (can include links)
- Awards from lay organizations

Report of Scholarship

General Guidelines

- Sort scholarship into appropriate categories – **IMPORTANT**
- Format citations similar to NLM (Pubmed)
 - Exact format is flexible, as long as all relevant information is included
 - Use consistent format for all citations
- Can list ORCID iD; avoid listing citation metrics (hard to keep updated)
- Can list PubMed ID for individual papers, but not required
- **Bold** or underline your name
- Don't use *et al.* (list all authors, unless more than 50)
- Keep author order as what is published (no rearranging)
- Don't list manuscripts that have been submitted or are in preparation (including bioRxiv and other preprint servers)

General Guidelines, cont.

- Number each category separately starting at #1
- Create separate subsections for non-English papers
- Use * to denote ALL co-first or co-senior authors (mandatory)
- Use ** to denote your mentee (optional) – *most relevant when middle author*
- Update citations when available for in press or forthcoming publications (e.g. replace Epub dates with print citations)
- Note any comments, correspondence and special recognition for papers
- Also note retractions, errata
 - Provide explanation of circumstances for retractions
- For work with multiple versions, list as single entry with multiple dates

Peer-Reviewed Scholarship

Research Investigations

- Manuscripts that include **new data**
- Meta-analyses and systematic reviews with statistical analysis

1. Sham LT, Butler EK, Lebar MD, Kahne D, **Bernhardt TG***, Ruiz N*. MurJ is the flippase of lipid-linked precursors for peptidoglycan biogenesis. *Science*. 2014 Jul 11; 345(6193):220-222. PMID: 25013077 (*Co-corresponding authors)
 - Faculty of 1000 recommended
 - Highlighted in the same issue of *Science*
2. **Yock TI**, Yeap BY, Ebb DH, Weyman E, Eaton BR, Sherry NA, Jones RM, MacDonald SM, Pulsifer MB, Lavally B, Abrams AN, Huang MS, Marcus KJ, Tarbell NJ. Long-term toxic effects of proton radiotherapy for paediatric medulloblastoma: a phase 2 single-arm study. *Lancet Oncol*. 2016 Mar;17(3):287-98. PMID: 26830377.
 - Correspondence: Proton beam therapy for medulloblastoma. English M, Grundy RG, Peet A, Lowis S, Walker D. *Lancet Oncol*. 2016 May;17(5):e174. PMID: 27301037.
 - Author's reply: **Yock TI**, Tarbell NJ, Yeap BY, Ebb DH, Weyman E, Eaton BR, Sherry NA, Jones RM, MacDonald SM, Pulsifer MB, Lavally B, Abrams AN, Huang MS, Marcus KJ. Proton beam therapy for medulloblastoma - Author's reply. *Lancet Oncol*. 2016 May;17(5):e174-5. PMID: 27301036.

Peer-Reviewed Scholarship

Other peer-reviewed scholarship

- Review articles, case reports or series (only if peer-reviewed)
- UpToDate; MedEdPortal
- Guidelines & consensus statements
- Methods papers

1. Smith SR**, **Browning EB**, James SP, Henry RD. Hand fractures in children. *Pediatrics*. 2013 Mar 17;73:165-70. (**Denotes trainee for whom I served as primary mentor)
2. **Marion DW**. Diaphragmatic pacing. In: UpToDate, Basow DS (Ed), UpToDate, Waltham, MA. 2005. Updated 2007, 2009, 2011, 2013
3. Potter LA, Burnett-Bowie SM, **Potter J**. Teaching medical students how to ask patients questions about identity, intersectionality, and resilience. *MedEdPORTAL Publications*. 2016;12:10422. http://dx.doi.org/10.15766/mep_2374-8265.10422.
4. Wühr M, Obholzer ND, **Megason SG**, Detrich HW 3rd, Mitchison TJ. Live imaging of the cytoskeleton in early cleavage-stage zebrafish embryos. *Methods Cell Biol*. 2011;101:1-18. PMID: 21550437.

Peer-Reviewed Scholarship

Scholarship without named authorship

- Consortium/group member
- Large clinical trials and genomic studies
- Do not append your name if not formally listed
 - *Papers should appear when searching your name on PubMed*

1. Lebo MS, Zakoor KR, Chun K, Speevak MD, Waye JS, McCready E, Parboosingh JS, Lamont RE, Feilotter H, Bosdet I, Tucker T, Young S, Karsan A, Charames GS, Agatep R, Spriggs EL, Chisholm C, Vasli N, Daoud H, Jarinova O, Tomaszewski R, Hume S, Taylor S, Akbari MR, Lerner-Ellis J; **Canadian Open Genetics Repository Working Group**. Data sharing as a national quality improvement program: reporting on BRCA1 and BRCA2 variant-interpretation comparisons through the Canadian Open Genetics Repository (COGR). Genet Med. 2018 Mar;20(3):294-302 PMID: 28726806
2. The ABC Clinical Research Network*. Quality control of measurement in multicenter clinical trials. Am J Respir Crit Care Med. 2005 Nov 15;356(10):1276-81 (**member of the writing group cited in the appendix of the manuscript*)

Non-Peer Reviewed Scholarship

Proceedings of meetings

- Full-length only, not abstracts

Reviews, chapters, monographs and editorials

- Includes invited reviews/perspectives without formal peer review

Books/textbooks for the medical or scientific community

- Do not include editorial roles here
- Does not include books written for lay audiences

Case reports & case series

Letters to the Editor

Additional Scholarship Categories

Professional Educational Materials

- Course materials
- Exam review materials

Local/Unpublished Clinical Guidelines and Reports

- Guidelines implemented at your hospital, not formally published
- List national guidelines (e.g. American Heart Association) under Other Peer-Reviewed

Thesis Citation

Abstracts, Poster Presentations and Exhibits Presented at Professional Meetings

- Limit to last 3 years and/or unpublished
- Can include older abstracts if award received

The Narrative Report

What Should the Narrative Do?

- Tell a **cohesive story** about the various aspects of your career
 - *What path brought you to where you are today?*
- Convey the **big picture** of your work to non-experts
 - *How does your work fill gaps and/or advance the field?*
- Give **perspective** about the importance of field-specific activities
 - *Awards; committee service; specialty journals*

What Should the Narrative Do?

- Explain events or accomplishments that don't fit anywhere else
 - *Work in progress; pending awards or publications; future plans*
- Anticipate obvious questions about major career shifts or work gaps
- Include contributions in teaching and mentoring
- Describe any supporting activities and their impact

Things to Avoid in the Narrative

- Using jargon
 - *instead, write for a broad audience*
- Focusing on details
 - *instead, emphasize larger relevance*
- Focusing excessively on training or past accomplishments
 - *instead, emphasize recent and future work*
- Including personal details about your family or health

General Narrative Guidelines

Length

- Commensurate with rank
- Assistant Professor \leq 1 page
- All Narratives \leq 2 pages

Organization

- Structure does not need to be chronological; can organize thematically
- Consider using subheadings for different topics

Voice/Tone

- 1st person – Use “I” statements
- Active voice
- Balance modesty with brashness; passion with substance

Resources

Helpful Resources from HMS



WEBSITE: <http://fa.hms.harvard.edu/>

Faculty of Medicine
Handbook

Faculty of Medicine
CV Guidelines and
Templates

Promotion Profile
Library

Checklists, Forms,
Guides, and
Templates

Schedule a 1:1
Faculty CV
Consultation

Email CV-related
questions to:

**OFA_Promotions@hms.
harvard.edu**