

P&T File # 1 of 3 – Candidate’s Dossier

Curriculum Vitae Addenda & Publication Record Addenda

Checklist item # 1

Notes:

- 1) Contains updates to the candidate’s record which wasn’t previously captured in the original CV which was viewed by the referees.
- 2) Presented in the UBC format, and hand initialed by the candidate as validation of accuracy.
- 3) Must be dated appropriately.

THE UNIVERSITY OF BRITISH COLUMBIA

Addendum to Curriculum Vitae for Faculty Members

Notes:

The purpose of submitting an Addendum is to update your record from the point of your last submission.

Once your CV has been distributed to referees, a fully revised CV should not be resubmitted unless it is requested by the Faculty Committee, SAC, or the President.

Please include new information only.

Sections which do not contain any additional information should be deleted.

Numbering should begin where it left off in the original CV that was sent to referees.

Date: June 29, 2016 Initials: Hand-initialed

1. SURNAME: Lastname FIRST NAME: Candidate
 MIDDLE NAME(S):

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

3. **FACULTY:**

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

8. **TEACHING**

(c) *Graduate Students Supervised and/or Co-Supervised*

Student Name	Program Type	Year		Principal Supervisor	Co-Supervisor(s)
		Start	Finish		
Alison Wonderland	Ph.D.	2015		Candidate Lastname	

12. **AWARDS AND DISTINCTIONS**

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

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Addendum to Publications Record

SURNAME: Lastname

FIRST NAME: Firstname

Initials:

MIDDLE NAME(S):

Date: June 29, 2016

1. **REFEREED PUBLICATIONS**

(a) *Journals*

- *Please include new information only.*
- *Numbering should begin where it was left off in the original CV that was sent to referees.*

9. **WORK IN PROGRESS** (including degree of completion)

- *Please include new information only.*
- *Numbering should begin where it was left off in the original CV.*

Curriculum Vitae and Publications Record

Checklist item # 2

Notes:

- 1) Presented in **UBC format**, and hand initialed by the candidate as validation of accuracy
- 2) The CV should be identical to the one examined by referees, and the timing appropriate
- 3) The List of Grants includes dates, amounts, co-investigators and the grants for which they are principal investigator
- 4) Follows the correct bibliographic style, including pagination
- 5) Refereed papers are clearly identified and the candidate's most significant papers are asterisked*

FoM ANNOTATED CV *Professoriate Stream* (June 23, 2016v)

Notes:

- ***This Annotated CV is to be used by faculty members within the Professoriate: tenure track and tenured Assistant Professors, Associate Professors, and Professors.***
- ***Commentary and suggestions regarding CV and publication record entries are shown throughout this document in bold underlined italics. Please remove all notes and annotations as you complete your CV.***
- ***Please remember that your CV summarizes factual information associated with your activities, while your teaching dossier and scholarly & professional activities dossier provide the evidence of impact of your activities. Both documents are used by your reviewers to assess your achievements.***
- ***Close attention to detail is needed (e.g. page numbers of all papers, accurate, clear and complete).***

- *Information (e.g. paper presentations) should not be duplicated or repeated in different sections of the CV and publication record. For example, if two (or ten) different presentations all have the same title, they should be listed as separate presentations, differentiated by location and date or publication details.*
- *Acronyms that are not known outside a specific discipline should be avoided – spell them out instead.*
- *If this CV format does not provide the appropriate categories for your discipline, categories can be added as long as the information is placed in a logical place (publications with publications, presentations with presentations, teaching with teaching, service with service) and is clearly labeled.*
- *Avoid subjective and self-evaluative comments but include explanatory narratives when the opportunity arises.*
- *Please retain ALL section and subsection headings and numbers, even when there are no entries within that section*
- *Please number all lists chronologically from the earliest to the latest.*

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:
4. PRESENT RANK: SINCE:

5. 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*

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).*

6. EMPLOYMENT RECORD

(a) *Prior to coming to UBC*

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

(b) *At UBC*

- *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) *Date of granting of tenure at U.B.C.:*

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

(a) *Areas of special interest and accomplishments*

- *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.*

(b) *Courses Taught (include undergraduate, medical/dental and graduate courses)*

- *If you are being considered for tenure and/or promotion, include all years since your first appointment or last promotion. (A complete record of your teaching activities at UBC should be included in your teaching dossier).*
- *Please use the format of the example table below.*
- *Include, as footnotes to the table, out-of class activities. Examples: Course/Module Director/Coordinator, Week Captain, Block Captain, Exam setting, Exam marking, Case author/co-author, Author of web-based material, etc.*
- *Entries should be in chronological order (earliest to latest) where, in the example below, “2009W” is the winter session of the academic year i.e. Sept 2008-April 2009 and 2008S is the summer session in 2008 (May-Aug).*
- *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.*

- For “Total Hours Taught”, provide the number of formal contact hours applicable to you.
- 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	¹ ANAT 390	50	500	4	4			
2008W	CELL 502	48	7	21	5	12		4 workshop
2008W	² PRINb	N/A	296/8/296	32	2	24	6	
2009S	¹ ANAT 390	50	500	4	4			
2009W	CELL 502	48	7	21	5	12		4 workshop
2009W	³ PRINb	N/A	296/8/296	32	2	24	6	

¹ Course Coordinator, Exam setting and marking

² Week Captain, Exam setting, Case co-author

³ Case Co-Author

- Below the Courses Taught table you may add a brief description of the principal courses to which you have contributed; for example:

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.

PRINb - Principles of Human Biology: This is a 4-week PBL block in the first year MD Undergraduate Program. I am the Week Captain of one week and contribute lectures and histology lab instruction to the whole class and tutor a group of 8 students.

- If the above Courses Taught table is unsuitable for describing clinical teaching at the bedside, or in operating rooms, ambulatory care settings, doctor’s offices, etc., please prepare your own list of activities under the heading “Clinical Teaching”. See the example below. Please include as much information as possible. For example, course description, duration and number of students, approximate contact time per day/week/.

Clinical Teaching

Description	Duration	Number of Students	Year	Total Hours	Student level
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Clinical Clerkships					
Internal medicine	8 weeks	8	1996	96	Year 3
		8	1997	120	Year 3
Surgery	8 weeks	4	1996	80	Year 4
		4	1997	80	Year 4

c) Other Teaching of Undergraduates, Graduates and Postgraduates

- *Use this section only for any teaching activities not captured in the sections above.*
- *Indicate year/month, description of activity and # of contact hours.*

(d) Students Supervised

For each of the sub-sections below it is helpful to start with a summary count. For example, in the case of the graduate students that you supervised or co-supervised section:

MSc Total = 11; 3 current; 7 completed

PhD Total = 15; 5 current; 10 completed

For the Graduate and Postgraduate student sections only, you may include a column in your table indicating any awards the students garnered and their current position if they have completed their training. Alternatively, you may provide this information, for all or selected students, in a separate section below each of the categories. In some cases, you may also want to include the thesis title but this is usually not required.

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 prepare a table that includes 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.*
- *Entries should be in chronological order of "Finish" date (i.e. date of degree completion).*
- *Graduate students who are no longer "active" (e.g. withdrawn or transferred to another supervisor) may be included, but they should be so identified.*

- *For Masters Programs, please indicate whether this is a research thesis program or a professional (non-thesis) program (if applicable).*
- *DO NOT include the names of students where your role was that of a member of a supervisory committee. These must be listed separately (see below).*
- *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.*

Total 68: 13 current, 55 complete.

Ph. D. Total 44; 10 current, 34 complete

M. Sc. Total 24; 3 current, 21 complete

Ph. D. 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
Karl Albatros	Ph. D.	1995	2000	Dr. W. Neuron	Neuroscience
Etc.					
M. Sc. Students		Start	Finish	Supervisor	Program
Carolyn Icon	M. Sc.	1998	2001	Dr. L. Soma	Neuroscience
Jason Bear	M. Sc.	1998	2000	Dr. W. Wolf	Zoology
Jenny Li	M. Sc.	1999	2001	Dr. J. Cortex	Neuroscience
Etc.			2008		

Postgraduate Students Supervised

- *Please prepare a table that includes 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.

(e) *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

(f) *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 9d, below, items listed here should be related to your PROFESSIONAL ACTIVITIES other than original research.*
- *Entries here should not be duplicated elsewhere.*

(g) *Educational Leadership*

- *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.*

(h) *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.*

(i) *Other Teaching & Learning Activities*

- *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.*

9. **SCHOLARLY AND PROFESSIONAL ACTIVITIES**

(a) *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).*
- *If you are submitting a blended case, you might find it easier to split Section 9 into "Scholarship of Discovery" followed by the relevant grants, contracts, conferences, etc. and then into "Scholarship of Education" or "Professional Contributions" followed by the relevant sections. If you choose this method, please indicate this split in 9a.*

(b) *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)). **BOLD = current funding***

- *This information should be compiled using the example table format (see below).*
- *DO NOT include personal salary awards (which should appear in section 13), or those of your trainees (put in section 8). Funding for clinical trials should appear in section 9c, below.*

- *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.*
- *For multi-year grants, list the amount received each year.*
- *Highlight in BOLD your current funding.*
- *In cases of multiple recipients of grants, please use a footnote 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.*
- *For large, Team grants – please cite your role as it appears on the original application. Then list the subproject title, your role, amount funded for the subproject, etc. as a separate entry, noting that it is a subproject of the main grant cited immediately above.*
- *Below is an example of a table format you may wish to follow for current and formerly held grants:*

In this example, grants are sorted by type, your name is BOLD throughout, current funding is bolded, and the Emerging Team Grants is listed followed by the subproject for which you are the PI.

A footnote explains the usage of the equipment purchased by the equipment grant. The month and year are included for all multi-year grants, with just the month and year of the equipment grant.

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
CIHR	Foot health Sub-project of the above. In-growing toenails	C	\$50,000	Apr/12-Mar/17	Fred Clogs	
	EQUIPMENT GRANTS					
CIHR	¹ Deconvolution microscope	C	\$113,458	Apr/09	Fred Clogs	T, Fey A. Wright N. Wrong

¹ This equipment is shared equally by me and the three other Co-investigators

- *Below is an example of a table format you may wish to follow for grants that have been submitted and are currently under review:*

Grants Submitted and Currently Under Review **(NEW)**

Granting agency	Title	COMP Or Non-COMP	\$ per year	Date Submitted mo/yy	Principal Investigator	Co-PI(s)
CIHR	XXXX	C	\$150,000	Nov/16	Fred Clogs	

(c) *Research or equivalent contracts, including funding for clinical trials (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)). **BOLD** = current funding.*

- *Use a table format as above.*
- *Please include Granting Agency, Title, COMP, Annual \$\$, Month and year of start and finish, Principal Investigator and Co-Investigators.*
- *For multi-year grants, list amounts received each year.*

All other notes for section 9b (above) also apply to this section.

(d) *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 8f “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 d, e, f, or g.*
- *Identify whether Local/National/International*

(e) *Invited Participation*

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

(f) *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.*

(g) *Other Presentations*

- *Include here any other type of presentation not captured in section 9 d, 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.*

(h) *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 (normally not to exceed 2 pages). 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.*

(i) *Professional Contributions*

- *Professional Contribution activities 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 (normally not to exceed 2 pages). E.g. you could insert a list of professional 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.*

10. SERVICE TO THE UNIVERSITY

(a) *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.*

(b) *Memberships on committees, including offices held and dates*

- *Include role, title of committee and dates.*
- *In sections 10b &c, it is useful to separate your contributions in the order 1) Department, 2) Faculty of Medicine, 3) UBC.*
- *If not already covered in narrative form in section 10a above, for some service contributions (in all of Sections 10, 11 and 12) it may be useful to add a brief narrative (indented below the particular entry; 3 lines maximum) describing your role and/or particularly meritorious outcome of your service.*

(c) *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.

(d) *Other service, including dates*

- *Examples of activities to be included here are service on thesis examination committees, oral comprehensive examination committees, OSCE examinations, etc.*
- *This information may be best presented in table format with footnotes/explanatory notes as appropriate.*

11. SERVICE TO THE HEALTH PROFESSIONS / HEALTH AUTHORITIES

(a) *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 11b & c, where appropriate, please indicate for each entry whether the service is Provincial, National or International.

(b) *Memberships on committees, including offices held and dates*

- *Include role, title of committee and dates.*

(c) *Other service, including dates*

12. SERVICE TO THE COMMUNITY

(a) *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.

(b) *Memberships on scholarly societies, including offices held and dates*

(c) *Memberships on other societies, including offices held and dates*

(d) *Memberships on scholarly committees, including offices held and dates*

(e) *Memberships on other committees, including offices held and dates*

(f) *Editorships (list journal and dates)*

(g) *Reviewer (journal, agency, etc. including dates)*

(h) *External examiner (indicate universities and dates)*

- (i) *Consultant (indicate organization and dates)*
- (j) *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

- (a) *Awards for Teaching (indicate name of award, awarding organizations, date)*
- (b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*
- (c) *Awards for Service (indicate name of award, awarding organizations, date)*
- (d) *Other Awards*

14. OTHER RELEVANT INFORMATION (Maximum One Page)

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

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Publications Record

Notes:

- *Publications should be listed and numbered sequentially in chronological order starting with the earliest.*
- *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.*
- *Please ensure there is no duplication of references.*

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Publications Record

Date:

Initials:

SURNAME:

FIRST NAME:

MIDDLE NAME(S):

Example of an Authorship Statement

Authorship Statement

* Most Important papers

Underline – trainees under my direct supervision

Italic – 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

1. REFEREED PUBLICATIONS

(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.

3. Wright J.T., Anderson, R. S. and **Smith, S. G.** (2008). A high-throughput screen to identify novel compounds to promote toe outgrowth. J. Neuroscience Methods 189:341-348. SA (IF 2.1; Citations 1)

*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.*

(b) *Conference Proceedings*

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

(c) *Other*

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

2. NON-REFEREED PUBLICATIONS

(a) *Journals*

(b) *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 sub-section.*
- *Note: Accepted abstracts may be published in supplements to regular peer-reviewed journals, which are sometimes entitled 'proceedings'. However, this does not qualify them as peer-reviewed journal articles or as peer-reviewed proceedings.*

(c) *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.*

3. BOOKS

(a) *Authored*

(b) *Edited*

(c) *Chapters*

4. **PATENTS**

5. **SPECIAL COPYRIGHTS**

6. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

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

7. **OTHER WORKS**

8. **WORK SUBMITTED** (including publisher and date of submission)

9. **WORK IN PROGRESS** (including degree of completion)

- *Please list the names of all active collaborators. (NEW)*

Summative Peer Review of Teaching (SPROT)

Checklist item # 3

Notes:

- 1) Please do not forward the Teaching Dossier except for appointment or promotion cases in the Educational Leadership Stream.
- 2) The SPROT is a two-three page document that contains a peer review assessment of the candidate's entire teaching contribution. The peer review team should be conducted by teams of at least two peer reviews selected by the Head/ Director or delegate.
- 3) As indicated in the Summative Peer Review of Teaching for Heads/ Directors: the candidate's entire teaching contribution at the undergraduate, graduate and post-graduate levels should be reviewed, and this review may include information on the context of teaching (i.e. teaching workload, numbers of students and range of courses taught, etc.), teaching process, outcomes and impact.

Template for a Summative Review of Teaching

1. Description of the procedure.

- *An explanation of how the teaching review is carried out.*

2. Description of candidate's teaching responsibilities.

This should include:

- *A quantitative summary of the amount of teaching of all kinds performed by the candidate at the undergraduate, graduate and postgraduate levels.*
- *A statement comparing the amount of teaching to the expected norms of the Department, School or Faculty.*
- *An explanatory statement or comment if the amount of teaching in one or more particular areas does not meet the expected norms.*

3. Summary of student evaluations of teaching. (Note *Policy on Student Evaluation of Teaching, approved by Senate May 16 2007*)

- Explanation of scale used in evaluation questionnaires. E.g. ratings from 1-5, 5 is 'excellent'.*
- Explanation of departmental norms. Specify how the norms are calculated. They may be, for example, averages for all classes at the same level taught over the same time period. Standard deviations may be provided, if so desired.*
- Table of student scores evaluating overall instructor effectiveness (e.g. Q6 of the on-line student evaluations at UBCV or Q20 at UBCO equivalent). The table should provide scores; if possible, for all course offerings in which the candidate teaches together with appropriate norms for those courses or level formats of instruction. If a questionnaire other than the standard UBCV or UBCO questionnaire is used, please provide a blank copy of the questionnaire.*

Example: Table of student scores evaluating overall effectiveness

Course	Year	Term	Class size	# of responses	'Effectiveness score' of instructor	Mean 'effectiveness' score for similar courses in the department

- Scores in addition to 'overall effectiveness.' If student evaluations scores from questions other than 'overall effectiveness' provide particularly useful evidence about the candidate's teaching record, organize the information in additional tables. List the questions asked of students on the evaluation form and list the instructor's scores, along with departmental norms for each question.*

- e. A summary of student comments for each course may be presented. *The candidate has the right to add all the student comments to the file providing they were obtained through formal procedures (Article 4.02 of the Agreement). If selected comments are to be presented, they should be chosen by the Head or the committee rather than by the candidate. Selected comments should represent the full range of student opinion across courses taught, as illustrated in the examples that follow.*

Examples of Summaries of Qualitative Comments from SEoT/TEQ

Representative Student Comments

COURSE 101 (2015 W)

Professor X encouraged students to really understand where things came from rather than just showing formulas.

Was always willing to offer help outside of class.

COURSE 222 (2015 W)

Professor X presented the material very clearly and made sure that everyone understood.

I wish that Professor X spoke louder.

COURSE 101 (2014 W)

Professor X made the material really interesting, but I got confused when he made an error and had to back track.

Professor X was the best teacher I had this term.

Assessment of Student Evaluations

Overall, the comments reveal that students appreciated the clarity with which Professor X presented the material. They commented especially on how the examples made the material more relevant. The main negative comment, especially from large first year classes, was that students had difficulty hearing. Upper-level students found the classes demanding, but stated that they felt that the tests and assignments were fair.

4. Optional: Graphical view of the candidate's scores compared with other scores of other instructor/classes. As long as other instructors cannot be identified, a chart can be a useful way of showing trends and variation across courses and instructors.
5. Description of contributions to educational leadership (*Required for candidates in the educational leadership stream, and optional for candidates in the professoriate stream. See Appendix 1 and Article 3.05 of the Agreement.*)
6. Description of contributions to graduate or professional training.
(*Article 3.07(a) of the Agreement - For candidates in the professoriate stream and optional for candidates in the educational leadership stream.*)

This should include, as appropriate, evidence of 'ability to direct graduate students' as shown by:

- *Supervised students' degree completion, publications, research awards, and subsequent professional success.*
- *Teaching of graduate courses.*
- *The quality and quantity of graduate student mentoring compared to the expected norms in the Department, School or Faculty.*

7. Highlights from summative peer evaluations.

This should include:

- *A minimum of one recent summative report (consisting of at least two assessors' assessments) OR a minimum of two recent summative reviews obtained through formal departmental processes. Deviations from these norms should be explained in the Head's letter.*
- *A statement comparing assessments of the candidate's teaching at the undergraduate, graduate and postgraduate levels to the expected norms of the Department, School or Faculty.*
- *A comment or explanatory statement if the candidate's peer evaluations in one or more particular areas do not meet the expected standards.*
- *For information about summative peer evaluations, see the **Centre for Teaching, Learning and Technology**.*

8. Qualitative evidence regarding the candidate's effectiveness and the importance of candidate's educational activities to the Department, School or Faculty.

This may include:

- *A summary of the candidate's quantitative teaching evaluation scores and student comments, relative to the norms of the Department, School or Faculty.*
- *A summary of any other evidence that bears upon the effectiveness or quality of the candidate's teaching, e.g. national professional accreditation of a training program the candidate directs or recognition by a scholarly society of the candidate's educational contributions to the field.*
- *A list and brief description of any special or remedial efforts undertaken by the candidate to improve teaching performance.*
- *A list and brief description of any awards or other recognition of teaching excellence the candidate has received.*

9. Concluding statement that relates the candidate's overall teaching record to the relevant criteria for promotion or tenure from *Articles 3.04-3.08* of the Agreement.

Peer Evaluations

Checklist item # 4

Notes:

- 1) Copies of two teaching observations conducted by peer evaluators.