

General Instructions for Preparation of the Curriculum Vitae Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

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.

- **Chronology of events:** With the exception of publications, all events in the CV should be listed in reverse chronological order, beginning with the most recent activity and ending with the earliest. When dates cover a range, (e.g., 2006-2009), order by the first year in the range. For ongoing activities, indicate with a dash (2006-) or by specifically noting 'to present' (20010 – present). If multiple, non-consecutive years, group as a single item (e.g., 1996-2000, 2001, 2012).
- **Definition of *local, regional, national and international*:** A number of activities and roles in the CV are categorized as *local, regional, national or international*. These designations are important in the evaluation for promotion as it is expected that the reach of one's influence and activities will broaden with rank. Thus, while many of the activities reported at the time of promotion to associate professor will be regional, it is expected that those under consideration for promotion to professor will participate in a broad range of national and, very often, international activities.

The designations of *local, regional, national or international* below are based on both the proximity of the activities to the institution at which the candidate was appointed at that time as well as the source of the invitation to speak/teach.

- ***Local activities and roles:***
 - During the time of appointment at the School of Medicine, includes activities and roles at or arranged by the School of Medicine and its affiliated institutions and organizations (e.g., the clinical facilities of the Health System, the Feinstein Institutes for Medical Research, the Hofstra Bioethics Center).
 - For candidates previously appointed at other institutions, local activities and roles during the time of those appointments would include activities at or arranged by the institution(s) at which the candidate was appointed (e.g., for an assistant professor at Albert Einstein College of Medicine, presentations at Montefiore are considered local).
- ***Regional activities and roles:***
 - During the time of appointment at the School of Medicine, includes activities and roles based on invitations by tri-state area institutions apart from the School of Medicine and the Northwell Health System facilities. The tri-state area is defined as including New York, Connecticut, and New Jersey. For example, presentations at Columbia University or Yale while a faculty member at the School of Medicine would be considered regional presentations.
 - For candidates previously appointed at other institutions, regional activities and roles during the time of those appointments would include activities based on invitations by institutions in regions geographically near the institution(s) at which the candidate was appointed. For example, if the candidate was appointed at an institution in Philadelphia, talks in Pennsylvania, New Jersey, or Delaware would be considered

regional. It is understood that the definition of “regional” is inexact in such cases; the candidate should make the best approximation possible.

○ ***National activities and roles:***

- During the time of appointment at the School of Medicine, this includes activities and roles in the US, based on invitations from institutions beyond the tri-state area.
- For candidates previously appointed at other institutions in the US, national activities and roles during the time of those appointments would include activities in the US, but outside the regional area in which the candidate was appointed.
- If a national meeting happens to be held in the New York metropolitan area (or other city where you were appointed), include it as a national, not a local, activity.

○ ***International activities and roles:***

- During the time of appointment at the School of Medicine, includes activities and roles outside the US based on invitations by international organizations not affiliated with the School of Medicine.
- For candidates previously appointed at other institutions, international activities and roles would be those outside the country in which the candidate was appointed at that time.
- If an international meeting happens to be held in the New York metropolitan area (or other city where you were appointed), include it as international, not a local activity. Society meetings should be considered international only if annual meetings are sometimes held in countries other than the United States.

○ ***For candidates previously appointed at institutions outside the US***, local, regional, national and international contributions are categorized relative to the appointing institution at that time. For example, for an individual holding an appointment at the University of Vienna, talks in Vienna would be considered local, while talks in New York during the time of that appointment would be considered international.

○ ***For individuals whose primary appointment is at the School of Medicine, but who simultaneously hold adjunct appointments at other institution(s)***, presentations at those other institutions and their affiliates should be reported as local contributions.

- ***Each activity, role or achievement should be reported only once in the CV.*** Guidance about where specific activities should be reported is provided in the CV. If you have additional questions, you may contact the Office of Academic Affairs by phone (516-463-7576) or e-mail (SOMFaculty@hofstra.edu).
- ***If a category does not apply to you, omit the category and its heading entirely.***
- ***Keep in mind that, as part of the evaluation for promotion, your CV may be reviewed by individuals outside your direct field.*** Avoid using abbreviations, acronyms and jargon that are not generally known (e.g., names of professional societies).
- ***Include page numbers on the CV*** for easy reference by reviewers.



Donald and Barbara Zucker School of Medicine at Hofstra/Northwell Instructions for the Curriculum Vitae

Date Prepared:

Name:

Office Address:

Home Address:

Work Phone:

Work E-Mail:

Place of Birth:

Educational Background

Education

- *List all degree programs beginning with college; may also include courses of study at institutions of higher learning of at least one year in duration. Only include actual degrees, not the US equivalents.*
- *Do not include educational experiences of less than one year duration for which you were not granted a degree*
- *List in reverse chronological order*
- *For each degree program indicate:*

Year	Degree (Honors)	Fields of Study (Thesis advisor for doctoral research degrees)	Institution
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Example

1986

MD
cum laude

Pharmacology
(name of PhD advisor here)

Harvard University

Postdoctoral Training

- *Include internships, residencies, clinical and research fellowships*
- *List in reverse chronological order*
- *For each training program indicate:*

Year(s)	Title	Specialty /Discipline (Lab PI for postdoctoral research)	Institution
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Example

07/01-06/06 Resident Medicine Montefiore Medical Center

Professional Development and Certification

- *Include significant professional courses that led to a certification or other designation*
- *List in reverse chronological order*
- *For each entry indicate:*

Year(s)	Name of Course	Institution
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Example

2019-2020 Mentoring and Professionalism in Training (MAP-IT) Zucker School of Medicine

Professional Experience

Faculty Academic Appointments

- *Include only appointments conferred by the School of Medicine or another academic institution, e.g., Instructor, Assistant Professor, Associate Professor, Professor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor*
- *List in reverse chronological order*
- *Do not include:*
 - *Title of appointment for which you are being considered*
 - *Hospital titles or administrative titles (reported under Appointments at Hospitals/Affiliated Institutions or Major Administrative Leadership Positions)*
 - *Titles related to a fellowship, e.g., clinical fellow, research fellow, resident (reported under Postdoctoral Training)*
- *For each appointment indicate:*

Year(s)	Academic Title	Department	Academic Institution
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Example

07/05-06/08 Instructor Surgery Johns Hopkins School of Medicine

Appointments at Hospitals/Affiliated Institutions



- *Group positions according to the following categories: Past and Current*
- *Listing of current positions should include all appointments currently held at hospitals, clinical sites and other institutions, whether or not affiliated with the School of Medicine*
- *Do not include hospital leadership positions, such as division director (reported under Major Administrative Leadership Positions)*
- *List in reverse chronological order*
- *For each position indicate:*

Year(s)	Position Title	Department (Division, if applicable)	Institution
07/05-06/12	Assistant Physician	Cardiology	Lenox Hill Hospital

Other Professional Positions

- *List current and past positions including consultant positions, membership on scientific advisory boards for industry or other organizations such as foundations, speakers bureaus, and any roles in private for-profit and not-for-profit companies; listing should include relevant premedical/pre-doctoral positions (paid or unpaid) as well as all current professional roles not described elsewhere in the CV*
- *Do not include Visiting Professorships (reported under Invited Presentations) or administrative leadership roles (reported under Major Administrative Leadership Positions)*
- *List in reverse chronological order*
- *For each position indicate:*

Year(s)	Position Title	Institution
Example 2007-	Board Member	SeriousFun Children’s Network

Major Administrative Leadership Positions

- *Group positions according to the following categories: Local, Regional, National and International (See general instructions for description of local, regional, national and international categories)*
- *Includes educational, clinical, research and general administrative leadership positions*
Examples: Course director or co-director; clerkship, residency or fellowship director; society master; director or associate director of a clinic or clinical service at your institution; director of a research center; division chief; director of faculty development in your department; conference organizer
- *Do not include leadership roles in professional societies, on grant review or other committees, or in lay organizations as these are reported in subsequent sections*
- *List in reverse chronological order*
- *For each leadership role indicate:*

Local

Year(s)	Position Title	Institution (note if specific department)
2011-2013	Director of Faculty Development	Department of Pediatrics, Lenox Hill

Committee Service

- *Group positions according to the following categories: Local, Regional, National and International*
- *Do not include membership on committees of professional societies, grant review committees or committees of lay organizations as these are reported in subsequent sections*
- *List in reverse chronological order*
- *For each committee on which you have served, indicate the following:*

Local

Year(s) of Membership	Name of Committee	Institution/Organization
	Dates of Role(s)	Title of Role(s)

Example

2011-	Admissions Committee	Zucker School of Medicine
2011-2013		Extended Committee Member
2013-		Core Committee Member

Professional Societies

- *List in reverse chronological order*
- *For each professional society of which you have been a member indicate the following:*

Year(s) of Membership	Society Name	
	Dates of Role(s)	Title of Role(s)

Example

2000-	Society of General Internal Medicine	
2000-2004		Member, Abstract Selection Committee

Grant Review Activities

- *For each committee on which you have served or other grant review activity in which you have participated indicate the following:*
 - *On the first line, indicate year(s) in which you served and the name of the organization for which the activity was performed (e.g., NIH); for committees, also indicate the committee name and whether committee membership was permanent or ad hoc*
 - *Under each committee or activity, also indicate any specific leadership roles (e.g., chair) and the year(s) in which you served in those roles*
- *List in reverse chronological order*

Year(s) of Membership	Name of Committee	Institution/Organization
	Dates of Role(s)	Title of Role(s)

Example

2000-2007	NHLBI R21 Study Section	NIH
	2000-2002	Ad hoc Member
	2003-2007	Permanent Member

Editorial Activities

Report in the following two categories:

Ad hoc Reviewer

- List journals for which you serve as a reviewer

Journals for which you serve as a reviewer

Example

New England Journal of Medicine
Nature Genetics

Other Editorial Roles

- List in reverse chronological order
- Examples of roles include editor, editorial board member, guest/section editor, consultant in area of expertise such as biostatistics
- For each editorial role indicate:

Year(s)	Role	Journal Name
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Example

2011-	Editor	Journal of Pediatrics
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Honors and Prizes

- List awards for teaching, research, clinical and other academic contributions from college onward
- Include participation in courses (e.g., leadership programs) for which invitation indicates and honor
- Do not include grants to perform research projects, career development awards, or popular press designations such as New York Magazine's best doctors, or inclusion in Who's Who, which are reported in other sections
- List in reverse chronological order
- For each honor or award indicate:

Year	Name of Honor/Prize	Awarding Organization	Achievement for which awarded (if unclear from award title)
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Example

2000 Top Ten Teachers Award Mount Sinai Department of Medicine Teaching

Report of Funded and Unfunded Projects

Funding Information:

- *Group in two categories: Past and Current. Within each category, list funding chronologically according to the year when funding began. If a project is currently funded, do not list it under past funding*
- *For each grant, provide the following information:*
 - Year(s) funded
 - *Give the year(s) of the award including the end date for the current funding cycle; do not include unfunded extensions; if project is a clinical trial and the end date is based upon completion of enrollment, report as such (e.g., 2002-completion of enrollment)*
 - Role on project if not PI or Site PI
 - *If you are not PI or Site PI, provide your official title on the grant. Examples include: Project PI on a program project, co-PI, Investigator, Consultant, Mentor*
 - *Do not list grants on which you are not specifically included as a named investigator/collaborator, including those projects or trials for which your sole role is contribution of patients*
 - Funding source/Granting agency
 - *Name of government agency and institute, if applicable (e.g., DOD, AHRQ, CDC, NIH/NHLBI), name of company, foundation, professional society or local institution (e.g., hospital) awarding the grant*
 - Grant type and grant number
 - *If applicable, grant number, including codes for grant type and agency (e.g., R01 HDxxxxx)*
 - *Grant type examples (list below not meant to be comprehensive):*
 - *For government funding: individual investigator initiated grant, mentored training grant, transition to independence grant, institutional training grant, mid-career mentoring award, program project, contract, cooperative agreement or conference development*
 - *For industry funding: individual research project, phase 1, 2 or 3 drug trial; note if investigator initiated*
 - *For foundation, professional society or local institutional funding: career development, research, educational or clinical project*
 - For current grants on which you are PI, Site PI or PI of a project as part of a program project/SPORE grant, include total direct costs over the entire funding period
 - *Site PIs should report direct costs for the subcontract, not the overall grant*
 - *Do not include monetary information for grants on which you are not PI or Site PI*
 - *The reporting of total direct costs for past grants on which you were PI, Site PI or PI of a project as part of a program project/SPORE grant is optional*
 - Title of the grant (name of PI or Site PI)

- Description of the major goals of the study and your contributions to the project (limit of 2 sentences)
 - *Description should emphasize intellectual contributions*
 - *For multicenter trials indicate any roles in the overall project (e.g., member or chair of the steering committee, member or leader of paper writing groups)*

- *For each grant report the following:*

Current

Year(s) funded	Grant title
	Grant type and number
	Role on Project (if PI or site PI, total indirect costs)
	Description of the major goals

Example

2006-2010 Maintenance of Kidney Function Following Injury
 NIH Grant #54RT6789
 PI (\$275,000)
 The major goal of the study is to study kidney function following injury.

Current Unfunded Projects:

- *List only activities to which you are devoting substantial effort including studies on which your sole role is contribution of patients*
- *Do not include information on projects already described above in the section on funding*
- *For each project report the following:*

Year(s)	One sentence description of the purpose of the project
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Example

2009-2012 Pilot study of PEARLS performance and clinical interactions
 I am investigating the relationship between students’ performances in PEARLS and their interactions with patients in the clinical setting.

Report of Local Teaching and Training

Teaching of Students in Courses:

- *The classification of teaching in courses as local (vs. regional/national/international) is determined by the institution initiating the invitation. Thus, all courses for which the invitation originates with an individual or group affiliated with the School of Medicine (e.g., Hofstra University, the Feinstein Institutes for Medical Research) should be considered local and reported in this section.*
- *List each course in which you have taught medical, dental, graduate or undergraduate students, grouped according to the following categories:*
 - *Teaching during your current School of Medicine appointment; organize in the following categories and present reverse chronologically within each:*

- *School of Medicine courses*
- *Other Hofstra University courses (specify school, e.g., Hofstra College of Liberal Arts and Sciences)*
- *Teaching prior to start of your current School of Medicine appointment; organize according to the institution at which you held your primary appointment, presenting reverse chronologically for each institution*
- *Do not include:*
 - *Leadership roles in courses (e.g., course director), which should be reported under Major Administrative Leadership Positions*
 - *Teaching of medical or dental students in clinical rotations, which is reported under clinical supervisory and training responsibilities*
- *Group together if course contributions are repeated over multiple years*
- *For each course taught indicate:*

Year(s)	Course Title	Location
	Type of student/audience	Level of Effort

Example

2011-	The Biologic Imperative 1 st year medical students	School of Medicine 1-hr sessions per wk for 2 wks
2012	Interacting with the Environment 2 nd year medical students	School of Medicine 1-hr sessions per wk for 2 wks

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

- *Include local presentations in lecture and seminar series directed primarily toward these groups; list each venue in which you have taught residents or fellows, grouped according to the following categories:*
 - *Teaching during your current School of Medicine appointment*
 - *Teaching prior to start of your current School of Medicine appointment; organize according to the institution at which you had your primary appointment, presenting reverse chronologically within each*
- *Group if contributions are repeated over multiple years*
- *For each presentation indicate:*

Year(s)	Title	Location
	Type of student/audience	Level of Effort

Example

2011-2012	Management of Hemophilia 1 st year medical students	School of Medicine One hour session
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Clinical Supervisory and Training Responsibilities:

- *Describe supervisory and training responsibilities for medical students, dental students, residents*

and fellows in the clinical setting grouped according to the following categories:

- Teaching during your current School of Medicine appointment
- Supervisory and training responsibilities prior to the start of your current School of Medicine appointment; organize according to the institution at which you had your primary appointment, presenting reverse chronologically within each
- Do not include leadership roles (e.g., seminar director, residency or fellowship director), which should be reported under Major Administrative Leadership Positions
- Group if contributions are repeated over multiple years
- For each supervisory responsibility indicate:

Year(s)	Type of responsibility/Location	Level of Effort
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Example

2000-2007	Medicine Clinic Preceptor/Montefiore	One half session per week
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Laboratory and Other Research Supervisory and Training Responsibilities:

- Describe supervisory and training responsibilities for medical, dental and graduate students, postdoctoral fellows and other trainees in the laboratory and other research settings (e.g., teaching or training of lab techniques and protocols to trainees)
- Do not include supervision or training of technicians unless that supervision resulted in significant career development, eg, technician pursued PhD after working in your laboratory
- Group if contributions are repeated in multiple years
- List in reverse chronological order
- For each supervisory responsibility indicate:

Year(s)	Type of responsibility/Location	Level of Effort
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Example

1997-2003	Supervision of post-doctoral research fellow/ the Feinstein Institutes for Medical Research. Daily mentorship.	
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Formally Supervised Trainees and Faculty:

- Individuals reported in this section should be those supervised in a research, teaching, or clinical setting. List only those trainees on whose careers you have had a substantial impact. For training directors, it is expected that only selected trainees will meet this criterion. For research, the supervision will most often have resulted in writing a grant application or a publication with the trainee or faculty member.
- Do not include individuals for whom you have only provided general career advice; such activities can be described in the narrative.
- Dates refer to a period of formal supervision; end dates should be indicated for individuals who have completed the formal supervisory period.

- For each trainee, indicate:

Year(s)	Name and degrees/Current Position
	Describe the type of supervision and the specific accomplishments of your trainee that occurred as a direct result of your supervision (maximum one sentence)

Example

2000-2003 Joseph Smith, PhD, MD/ currently Assistant Professor of Medicine, SUNY Upstate Medical Center
I was Dr. Smith's PhD Research Mentor; he received an NIH post-doctorate grant and "Best Abstract" commendation at American Heart Association Annual Meeting, 2012.

Formal Teaching of Peers (e.g., CME and other continuing education courses):

- Describe:
 - Teaching in all School of Medicine or Northwell Health-sponsored continuing education courses (e.g., CLI Courses) even if the location of the program is outside New York. Courses may be organized by a School of Medicine-affiliated department/institution and often present a comprehensive review of a clinical/ research area
 - Teaching in courses organized by another institution during the time your primary appointment was at that institution
- Do not include:
 - Teaching in courses for professional societies or at national meetings or courses at other institutions for which you were an invited participant (report under Regional/National and International Presentations)
 - Presentations at local grand rounds even if CME credit is granted (report under Local Invited Presentations)
 - Leadership roles in courses, such as course director (reported under Major Administrative Leadership Positions)
- Please state below the title of this section either "No presentations below were sponsored by outside entities" or "Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified." For those presentations sponsored by outside entities (e.g., industry), include the name of the sponsor in parentheses after the course name.
- Group if course contributions are repeated over an expanse of multiple years
- For each course indicate:

Year(s)	Title(s) or topic(s) or talks	Number of talks in a single course
	Course Name (Sponsor, if any)	Location(s) (city or country)

Example

Formal Teaching of Peers

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

2000	Narrative Rounds: Promoting Humanism in Healthcare CME, School of Medicine	Single presentation Hempstead, NY
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Local Invited Presentations:

- *Include presentations directed at a broad audience including peers (e.g., grand rounds) at or arranged by the School of Medicine and its affiliated institutions or organizations (e.g., Northwell Health, the Feinstein Institutes for Medical Research) or at other institutions during the time of your appointment there*
- *Do not include:*
 - *Talks delivered in the setting of formal courses, presentations primarily intended for the education of School of Medicine students or teaching in School of Medicine-sponsored Continuing Education Courses*
 - *Presentations to lay audiences (report as Education of Patients and Service to the Community)*
 - *Invitations to speak by institutions in New York but outside of the School of Medicine (report as Regional Presentations)*
- *Please state below the title of this section either "No presentations below were sponsored by outside entities" or "Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified." For those presentations sponsored by outside entities (e.g., industry), include the name of the sponsor in parentheses after the course name.*
- *For each presentation indicate:*

Year(s)	Title of presentation/ Type of presentation
	Department and Institution where presented (Sponsor, if any)

Example

Local Invited Presentations

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

2012 Sepsis Update / Grand Rounds
 Department of Medicine, School of Medicine

Report of Regional, National and International Invited Teaching and Presentations

- *The designations of activities as regional, national or international are based on both the proximity of the activities to the institution at which the candidate was appointed at that time as well as the source of the invitation to speak/teach. (See general instructions for description of categories.)*
- *Include presentations and course invitations from outside the School of Medicine and its affiliated institutions/organizations during your appointment at the School of Medicine or outside other institutions during the time of your appointment there*
- *Examples include grand rounds, visiting professorship, invited lecture, plenary talks and teaching in a professional society course as well as invitations to teach clinical or research procedures to faculty or trainees at other institutions*
- *Do not include:*
 - *Presentations to lay audiences (reported under Education of Patients and Service to the Community)*
 - *Talks delivered in the setting of a School of Medicine organized/sponsored course at a*

location outside New York (e.g., PEARLS course in Los Angeles should be reported in the section on Local Teaching and Training)

- *Poster presentations or abstracts for which there was no platform presentation*
- *Leadership roles in planning or organizing meetings, courses or conferences (e.g., course director), should be reported in the section on Major Administrative Leadership Positions*

- *List by year within each of the following categories: Regional, National and International*
- *Please state below the title of this section either "No presentations below were sponsored by outside entities" or "Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified." For those presentations sponsored by outside entities (e.g., industry), include the name of the sponsor in parentheses after the course name.*
- *If presentation the result of a selected abstract, please note in the parentheses as indicated in the example below.*
- *For each invited presentation indicate:*

National

Year(s)	Title of presentation or name of course/ Type of presentation/roles(s) (note if presentation is the result of a selected abstract)
	Location (Sponsor, if any)

Example

Regional, National and International Presentations

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

2012 New strategies for managing diabetes/ Grand Rounds
 The University of Texas Medical School, Houston (Merck Pharmaceuticals)

Report of Clinical Activities and Innovations

Current Licensure and Certification:

- *Do not include license number*
- *Note if your license is active or inactive*
- *Report the following:*

Year	Type of License or Certification (active or inactive)
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Example

1998 New York Medical License (active)

Practice Activities:

- *Indicate the discipline in which you practice*
- *List all clinical activities, both those at Northwell Health and its affiliates and those outside Northwell Health; and for each indicate:*
 - *Type of activity (e.g., ambulatory practice, inpatient or ICU attending, surgery, interventional cardiology)*
 - *Name and location of practice (e.g., ProHealth, Lake Success, NY)*

- Level of activity (e.g., sessions, days or hours per week or month; weeks or months per year; days/week in the operating room)

- For each practice activity, please indicate:

Year(s)	Type of activity	Name and location of practice	Level of activity
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2004-2012 Ambulatory Care Pediatric Cardiology, LIJ Two sessions/week

- *If you have no current clinical activities but have practiced in the past, you may provide a brief (1-2 sentence) description of those prior activities*

Clinical Innovations:

- *List innovations in clinical care which may include novel approaches to diagnosis, treatment or prevention of disease, development and application of technology to clinical care and development of models of care delivery.*

Name/location of clinical; innovation (dates if applicable)	Describe the influence or potential influence of the innovation on clinical care or practice management, including how the innovation is used or has been implemented locally (at the SOM), regionally, nationally or internationally; if developed as a member of a committee, describe your contribution (1-2 sentences)
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Example

Electronic medical record (EMR) QA improvement system at Martha Elliot Health Center (2004):	This EMR modification has improved practice in 3 clinical areas (documenting patient allergies; confirming follow up on abnormal pap smears; scheduling childhood immunizations). These outcomes have been reported at the American Family Practice Society meeting, and I have been invited to discuss this system with the QA Taskforce of Geisinger Health System.
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Report of Technological and Other Scientific Innovations

- *Development of software, hardware (e.g., instrumentation and devices) and other technologic innovations (including novel applications of existing technology) that influence the conduct of research and clinical care*
- *For each item indicate:*

Innovation (date if applicable)	Patent, if any, pending or awarded /If described in print/on web, provide citation
	Describe the influence or potential influence of the innovation on research or clinical care, including how the material is used locally (at the SOM), regionally, nationally or internationally; if developed as a member of a committee, describe your contribution (1-2 sentences)

Example

Assay for evaluating CD-1 restricted IL-2 expressing NK-T cells	US Patent Application, 22/555555, filed March 17, 2007/ www.NKIL_2roteinassay.net
	As a member of the Jones lab, my colleagues and I created a two-tiered infra-red detection system to evaluate IL-2 producing NK-T cells following dendritic cell stimulation. This assay has since been used/validated by multiple labs in the US and abroad.

Report of Education of Patients and Service to the Community

- *Do not include activities, publications or recognition from before your graduate/medical education or those unrelated to your professional area of expertise*

Activities

- *Examples include talks to lay groups regarding health issues or biomedical science, participation in disaster relief and international healthcare activities, service on public committees related to health (e.g., Nassau Country Medical Reserve Corp), leadership of disease-based lay organizations (e.g., Tourette Syndrome Association), or leadership of programs that improve diversity of the faculty or trainees*
- *Please state below the title of this section either "No activities below were sponsored by outside entities" or "Those activities below sponsored by outside entities are so noted and the sponsor(s) is (are) identified." For those activities sponsored by outside entities (e.g., industry), include the name of the sponsor in parentheses after the course name.*
- *For each activity indicate:*

May include a brief, one-sentence description of each role if needed (optional)

Year(s)	Organization or institution/ Role (Sponsor, if any)
	One sentence description (optional)

Example

Education of Patients and Service to the Community

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

2006- Health Benefit Exchange Regional Advisory Committee
Provide advice and make recommendations on the establishment and operation of the Exchange, including recommendations about relevant regional factors

Educational Material for Patients and the Lay Community:

- *Group materials (in print or other media) into three categories under the following headings:*
 - Books, monographs, articles and presentations in other media (e.g., video and websites, movies, television and radio) that educate the public about medicine, health or biomedical sciences
 - Educational material or curricula developed for non-professional students
 - Patient educational material
- *Please state below the title of this section either "No educational materials below were sponsored by outside entities" or "Those educational materials below sponsored by outside entities are so noted and the sponsor(s) is(are) identified." For those presentations sponsored by outside entities (e.g., industry), include the name of the sponsor in parentheses after the course name.*

For each indicate:

Year	Title	Type of contribution (Sponsor, if any)	Citation, if any
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Example

Educational Materials for Patients and the Lay Community

No educational materials below were sponsored by outside entities.

2000	HPV Vaccine	Co-author	Patient education pamphlet, Joslin
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Recognition:

- Includes awards related to health or science from lay organizations (e.g., recognition as a “Top Doc” or listing in “Who’s Who”)
- List in reverse chronological order
- For each indicate:

Year(s)	Name of award/recognition	Organization conferring recognition
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Example

2010	Best Doctor	New York Magazine
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Report of Scholarship

General instructions for publications:

- Include only manuscripts that are published or accepted for publication (forthcoming) in print or other media using the attached format
- Do not include manuscripts that have been submitted but not accepted for publication or those that are in preparation
- Number references in each section; start each section with #1
- Use footnotes to indicate co-first authorship
- Report peer-reviewed and non-peer reviewed separately, as described below. Please use bold-faced type for your name in the authorship list

Peer-Reviewed Publications in Print or Other Media

- Peer review is the critical assessment of manuscripts by experts providing independent review and critique on the work. Such experts are ordinarily not part of the editorial staff. (For further information on peer review see: <http://www.icmje.org/index.html#peer>)
- Group peer-reviewed publications in three categories under the following headings:

- Research investigations
 - *Must include presentation of new data*
- Other peer-reviewed publications
 - *For example, reviews, case reports or series, clinical pathologic conference reports, descriptions of new methods or theories or full-length proceedings of meetings which have undergone a formal peer-review process*
- Research publications without named authorship
 - *Includes research publications of multicenter studies on which you are not a listed author but you are formally cited in the list of investigators for the study, typically in the appendix of the article*
 - *For these publications, indicate your role in the study (e.g., role in study concept and design, contribution of patients/acquisition of data, analysis and interpretation of data, drafting the manuscript, critical revision of the manuscript for important intellectual content, statistical analysis, or obtaining funding)*
 - *You should not append your name to the list of the writing authors, neither should you append your name if authorship is attributed to a writing group without individuals listed. An appropriate example of citing this work is as follows:*

For non-writing author:

Irin MG, Cilli BM, Elman JS, and the ABC Clinical Research Network *. Quality control of measurement in multicenter clinical trials. *Am J Respir Crit Care Med* 2005; 356:1276-281 (*member of the investigative team cited in the appendix of the manuscript)

For trial group citation:

The ABC Clinical Research Network *. Quality control of measurement in multicenter clinical trials. *Am J Respir Crit Care Med* 2005; 356:1276-281 (*member of the investigative team cited in the appendix of the manuscript)

Non-peer Reviewed Scientific or Medical Publications/Materials in Print or Other Media

- *Do not include articles in newspapers or magazines, books published for the lay public or educational material designed for patients or pre-college students (reported under Education of Patients and Service to the Community)*
- *Group materials into the following categories:*
 - Proceedings of meetings or other non-peer reviewed research publications
 - *Include only full-length manuscripts published from presentations that report new data but have not undergone a formal peer-review process*
 - Reviews, chapters, monographs and editorials
 - Books/Textbooks for the medical or scientific community
 - *For each volume, indicate whether you are the author or the editor*

- Case reports
- Letters to the Editor

Digital Scholarship

- *Include original scholarship published on social media or through other digital platforms*
- *Entries in this section should be focused on patient education, advocacy, epidemiology, research, or other areas related to health care professions education*
- *Examples include Tweetorials, podcasts, blogs, videos, and webinars*
- *Each entry in this section must meet these criteria:*
 - Original content
 - Advance the field by building on theory, research, or best practice
 - Be archived and disseminated
 - Available to be commented on by members of the health professions community in a transparent fashion
- *For each entry indicate:*

Year	Title	Type of Scholarship (e.g. podcast, video series) and Name	Metrics (e.g. number of downloads, views, subscribers, re-posts)	Link
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Example

2023 Research Grant Writing for Beginners Video – MedEdDoc YouTube channel
42,000 views, <http://www.youtube.com/watch?v=e45890>

Professional Educational Materials or Reports, in print or other media

- *May be for college, graduate or medical/dental students, residents, clinical or research fellows and/or peers*
- *Includes curricula, syllabi, tutorial cases, teaching exhibits, simulation programs, web- or CD-based educational material, training videos/DVDs*
- *For each item indicate:*
 - Type of material (e.g., syllabus, teaching case)
 - If published in print or on the web, provide citation
 - Intended audience (including course number if applicable) and brief description of how the materials is used locally (at the SOM), regionally, nationally or internationally; if developed as a member of a committee, describe your contribution (1-2 sentences)

Clinical Guidelines and Reports

- *Includes guidelines, protocols, or standards for clinical care developed individually or as a member of a committee*
- *For each item indicate:*

- Type of material (e.g., clinical protocol or standard of care)
- If published in print or on the web, provide citation
- *Description of how the material is used locally (at Northwell Health), regionally, nationally or internationally; if developed as a member of a committee, describe your contribution (1-2 sentences)*

Thesis

- *Provide full citation for doctoral thesis*

Abstracts, Poster Presentations and Exhibits Presented at Professional Meetings:

- *List abstracts published and exhibits presented at meetings during the last 3 years which have not already been published as full length manuscripts.*
- *May also list all abstracts or exhibits, regardless of date or publication as full-length manuscript, which received special recognition at a meeting (e.g., juried poster presentation, meeting commendation)*

Narrative Report

- *The Narrative Report should be written in first person and limited to 500 words.*
- *The purpose of the Narrative Report is to expand on activities and roles that are listed on your CV. Please describe the scope and impact of your work while highlighting the activities and roles that have led to your regional, national, or international reputation of excellence. The focus of the Narrative Report should be in one or more of these areas: Research, Clinical, Education and/or Service Administration/Leadership.*
- *Do not use acronyms or abbreviations since your Narrative Report may be reviewed by individuals outside of your department or division.*