**The Stanford Enhanced Curriculum Vitae**

**Part 1: The Traditional CV**

Overview: This portion of the CV is the traditional portion and there is no specific format required for the Stanford School of Medicine faculty lines (CE, MCL, NTL, UTL). However, there are requirements as to what and how publications are documented and how grants are displayed (see below). The CV should also indicate at the top the most recent date of revision and Stanford faculty terms must be listed with all start and end dates in mm/dd/yy format. Please review specific instructions on the Stanford School of Medicine Office of Academic Affairs website (med.stanford.edu/academicaffairs.html)

Peer-reviewed original research articles must be listed separately from all other publications – suggested:

* original research articles published in peer-reviewed journals
* all other publications in peer-reviewed journals (reviews, case reports, letters, replies, opinions, commentaries, editorials)
* non-peer-reviewed articles
* book chapters
* books
* abstracts

Documenting grants:

* Remove all dollar amounts from grants (University requirement)
* For all grants, note granting agency, title, PI, your role if not PI, and dates of funding
* All grants, awards, etc must be listed only once (for example, do not list under "Honors and Awards" as well as "Current Funding")

**Part 2: The Enhanced CV (Quality Improvement (QI) Portfolio)**

Overview: This portion of the CV is the QI portfolio, which includes documentation of QI activities in quantity, quality, scope and impact. Include QI activities over the past 5 years of the academic service. For faculty with less than 5 years of service, QI activities from the start of their appointment should be included. The suggested format is below. The format can be modified to use tables or outlines, but the order and content should remain.

In section 1, you will write a narrative describing the quantity, scope and impact of your QI contributions. Section 2 provides space to document the quantity and quality of your QI teaching and projects over the past 5 years; section 3 provides space to document the quantity and quality of your QI teaching and projects over the past 5 years. Sections 4-8 allow you to describe other QI, teaching, mentoring, curriculum development, QI leadership and scholarship activities.

Definitions:

* *Quantity*: descriptive information regarding the types and frequencies of QI activities and roles
* *Quality*: evidence of effectiveness and excellence in the activity, using comparative measures when available
* *Scope*: descriptive information regarding the number of people served by the activity
* *Impact*: descriptive information regarding outcomes from the activity over time
* *Educational activities* include QI, teaching, mentoring/advising, curriculum development, learner assessment, educational leadership, and educational scholarship

**1. Narrative: QI Contributions (max 150 words)**

Directions: In this section, write a description of the quantity, scope, and impact of your most important work in QI. Some examples of contributions to describe include mentoring or advising students and residents in QI projects, supporting individuals from diverse backgrounds that are underrepresented in academic medicine, teaching QI to medical students and/or physician trainees in clinics and hospital wards, or teaching in/development of a formal course or workshop. Be sure to indicate the learner group and learning environment (lab, clinic, etc.) in your description.

**2. QI didactic and clinical teaching (past 5 years; start with most recent).** In this section, document the quantity and quality of your didactic teaching. To demonstrate quality, include any or all of the following: information from evaluations (use Likert scale and report number of learners); evidence of learning from self-reports; evidence of inclusive teaching practices; standardized tests; awards with criteria.

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| --- | --- | --- | --- | --- | --- |
| **Course Name** | **Learner** | **Role** | **Years** | **Avg annual instructional hours** | **Regional or national recognition** |
|  |  |  |  |  |  |

**3. QI projects (past 5 years; start with most recent)**. In this section, you will document the quantity and quality of your QI projects. To demonstrate quality, include any or all of the following: outcomes and publications or presentations from project

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| --- | --- | --- | --- |
| **Project Name** | **Role** | **Outcomes** | **Presentations or abstract/manuscript** |
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**4. QI committes and role (past 5 years; start with most recent)**. In this section, you will document your involvement in QI committees and accomplishments at your institution. Emphasize regional or national committes you have been on and evidence for promoting diversity and inclusion.

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| --- | --- |
| **QI committee** | **Role and accomplishments** |
|  |  |
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**5. QI Advising/Mentorship (past 5 years; start with most recent).** In this section, document the quantity and quality of your advising and/or mentorship. To document quality, describe trainee outcomes (e.g. awards, publications, presentations), the breadth of diverse trainees (diversity broadly defined including but not limited to women, underrepresented minorities, sexual and gender minorities, individuals with disabilities) and effectiveness ratings.

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| --- | --- | --- | --- | --- | --- | --- |
| **Trainee Name** | **Trainee Position** | **Dates** | **Project** | **Trainee Current Position** | **Avg. annual advising/mentoring hours** | **Quality** |
|  |  |  |  |  |  |  |
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**6. QI Curriculum Development and Learner Assessment**

In this section, document the quality, quantity, scope, and impact of curricula or learner assessment methods, including pedagogical tools, that you have developed for QI educational courses or programs. Examples might include a flipped classroom, interactive videos, or workshops associated with medical school or faculty development.

To do this, write a brief narrative (max 100 words) describing your role and contribution in the work. For curriculum development, be sure to describe the curriculum purpose and learner group. For learner assessment, be sure to describe the assessment goal, learner group assessed, number of items and frequency of use. Then, use the tables below to document the years, quality and impact of the curriculum or assessment.

**Examples to consider for quality include:**

* Learner evaluations of your course/workshop
* Learner’s scores on national standardized examinations, course exams, observation of leaner’s performance
* Evaluation by peers
* For learner assessment, measures of reliability and validity

**Examples to consider for impact include:**

* Adoption of your curriculum or assessment tool at other schools
* Invited presentations on your work at departments, other schools, or national/international meetings
* Peer review of your curricula or assessment tool in publication or peer-review repository
* Regional or national recognition

|  |  |
| --- | --- |
| **Name of Program/Workshop/Assessment Tool** |  |
| **Years** |  |
| **Quality** |  |
| **Impact** |  |
| **Name of Program/Workshop/Assessment Tool** |  |
| **Years** |  |
| **Quality** |  |
| **Impact** |  |

**7. Ql Leadership/Administration**

In this section, describe the quantity and impact of your role as an QI leader at the school and courses, programs or other QI leadership activities—regional or national—that you have engaged in.

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| --- | --- |
| **Name of Program & Your Role** |  |
| **Years** |  |
| **Major Contributions** |  |
| **Measurement of Impact** |  |
| **Name of Program & Your Role** |  |
| **Years** |  |
| **Major Contributions** |  |
| **Measurement of Impact** |  |

**8. QI Scholarship (max 150 words)**

In this section, describe the quantity and scope of your QI scholarship. QI scholarship can include any peer-reviewed QI product that is broadly disseminated. Examples include: national workshops, abstracts, publications, a new curriculum in a peer reviewed repository (AAMC MedEd Portal), articles or books related to leadership in medical education. If you are active in QI scholarship include:

* A description of the area of research/scholarship, its importance, how it fits into the mission of the medical school or hospital
* Summary of most significant recent works (e.g. past 5 publications)
* Description of current studies and future directions
* Role in collaborations within the institution or with other institutions
* Regional or national recognition

**Appendix**:

In this section you can include samples and/or links to QI work and a section on diversity, equity, and inclusion activities that do not fall into any of the above categories