

PREAMBLE:

This is the University of Calgary Cumming School of Medicine CV template, aligned with the 2025 Clinical, Adjunct, and Research (CAR) promotion criteria and the 2024 GFC Handbook. It is intended as a guide. Use of this template is optional, and any CV format is acceptable. You are encouraged to adapt your CV to best reflect your contributions and academic narrative.

Date prepared

University of Calgary

Cumming School of Medicine

STANDARDIZED FORMAT FOR CURRICULUM VITAE**I. BIOGRAPHICAL DATA**

Name

Address

Telephone

Present rank

Department

Faculty

Institution

II. ACADEMIC RECORD

Final degree

Date completed

Specialty

Institution/City/Country

i. Undergraduate

ii. Special professional

iii. Graduate and post-doctoral

iv. Licensure, professional certifications and boards (e.g. *medical licensure; specialty certification such as FRCPC; professional registration*)

v. Additional training, courses and certifications (e.g., *continuing professional development; continuing medical education; leadership development; teaching credentials; research methods; coaching; DEI; informatics; AI; quality improvement*)

III. PERSONAL IMPACT STATEMENT / NARRATIVE (optional)

Reflect on your most significant career achievements and their associated impact across research, teaching, clinical care, leadership, service, and/or community engagement. This may be presented as a brief narrative or up to ten (10) key contributions. Emphasize impact and outcomes rather than a chronological career summary, and use quantitative and/or qualitative indicators where appropriate. Contributions may represent individual achievements, sustained bodies of work, or thematically linked activities.

IV. AWARDS AND DISTINCTIONS**V. APPOINTMENTS (Academic, Clinical, Research, Educational and Professional appointments in reverse chronological order, current first)****VI. EDUCATIONAL ACTIVITIES (if/as applicable)**

i. Teaching & Instruction

List major contributions in teaching and instruction across all educational settings and learner levels. Document the type of instruction provided, course or activity, level of learners, approximate number of learners engaged, and the approximate number of hours taught. Where specific course details or

teaching hours are unavailable, a brief narrative outline is recommended.

Undergraduate

(e.g., lectures, small group teaching, skills or clinical teaching)

Graduate

(e.g., course teaching, student supervision, thesis or project mentorship)

Postgraduate

(e.g., research and clinical fellows, residents, subspecialty trainees)

Faculty & Peer Education

(e.g., faculty development, peer teaching, continuing medical education activities)

Interdisciplinary / Interprofessional Education

(e.g., teaching involving RN, RT, DT, NP, CA, or other healthcare professionals)

ii. Curriculum and Program Development:

- a. Development of courses and curriculum
- b. Development of learning tools, small group cases, core documents, OSCE stations, quality/safety initiatives, guides or manuals
- c. Development of student and faculty educational skills

iii. Mentorship/Coaching/Supervision

- a. Research students/scholarly project students (*document the number of students supervised, the type and scope of the project, and your specific role in guiding the work*)
- b. Graduate studies preceptorship/supervision committees, i.e. thesis or dissertation committees (*articulate role with graduate students - whether as a primary supervisor, co-supervisor, or committee member - and note the level of training (e.g., Master's, PhD). Include the number of students, the stage of their program, and the nature of your contribution to their academic progress.*)
- c. Mentorship and Coaching
 - i. Students/learners
 - ii. Peers

iv. Assessment

- a. Examinations, grading and other assessments of students/learners
- b. File review and interviewing
- c. Development of remedial learning plans

VII. ADMINISTRATIVE/SERVICE /LEADERSHIP

List formal and informal leadership, administrative, and service contributions that support institutional, health system, or organizational missions. Include role, scope, and impact.

- i. Administrative and Leadership roles (e.g., departmental; divisional; institute; faculty; university-wide; hospital; clinic-level; clinical network level; QI lead roles; Alberta Health service roles; or other organizational leadership roles)
- ii. Committees, Councils and Task Forces
- iii. Community, Civic, and Societal Engagement (e.g., leadership or service with community organizations or boards; participation in governmental or civic bodies such as commissions, advisory groups, or task forces **in a governance or decision-making capacity**; advocacy initiatives; social innovation projects; educational or cultural organizations; community forums; media or public engagement activities; or other contributions advancing equity, inclusion, sustainability, or public awareness)

VIII. PROFESSIONAL ACTIVITIES (if/as applicable)

- i. Membership in professional and learned societies.
- ii. Professional service
 - Grant panels
 - Grant review
 - Journal reviews
 - Editorships

