

2018 Academic Review Workshop

Academic Resource Center



UC San Diego
HEALTH SCIENCES
Academic Resource Center

Steps and Promotion

STEP - - - - -

ASSISTANT	1	2	3	4	5*	6*											
ASSOCIATE					1	2	3	4*	5*								
FULL								1	2	3	4	5	6	7	8	9	Above Scale

Entry level faculty are appointed at step 1, however based on experience, faculty can be appointed at a higher step. (e.g. completion of fellowship may warrant appointment at Step II)

Assistant and Associates spend two years at each step. Full Professors spend three years at each step, and may remain at Step 5 indefinitely.

Faculty appointed at the Assistant rank have 8 years to be promoted to the Associate rank.

Faculty typically serve 6 years at the Associate rank before being considered for promotion to Full Professor.

Candidate Self-Assessment

RESEARCH AND SCHOLARLY ACTIVITIES:

Describe the focus of your research, notable observations, your specific role in collaborative research ventures, new grant funding and any additionally noteworthy information. Describe awards or prizes won. Specifically define your role (e.g. Principal or Co-Principal Investigator or head of a CORE program project) for each award.

TEACHING ACTIVITIES:

Describe precise teaching roles(s) in each course, as well as special lectures (e.g. Medical Grand Rounds, M & M, etc.), seminars or other teaching activities. Describe teaching awards won. Also, comment on mentoring activities, particularly those that you list in Section H of the biography form.

CLINICAL ACTIVITIES:

Describe patient care related activities. Include approximate numbers of patients evaluated/time, venues and other relevant information.

SERVICE ACTIVITIES:

Describe areas of University/Public Service. Include your specific involvement, time commitment and accomplishments.

Please draft your self-assessment in the 1st person.

Evaluation of Research/Scholarly Work

Ladder Rank/ In Residence/ Adjunct

Productivity:

Original peer-reviewed publications/dissemination
Progression/trajectory

Independent Contributions:

Authorship (first or senior author)
Principal Investigator
Collaborative research contributions – essential, creative and unique contributions

Significance:

Funding sources (competitive extramural support)
Quality of journal publications
Thematic focus
Letters of support (credentials of evaluators)
H-index

Clinical X

Productivity:

May focus on clinical or laboratory research, scholarly publications or creative educational work
Case studies, creative design of teaching materials or textbooks

Independent Contributions:

May be independent or collaborative
Active participation in collaborative and joint research programs

Significance:

Contribution to scholarship should result in significant contribution to knowledge or clinical or educational practice

HS Clinical

Productivity:

Expect to see activity that results in dissemination

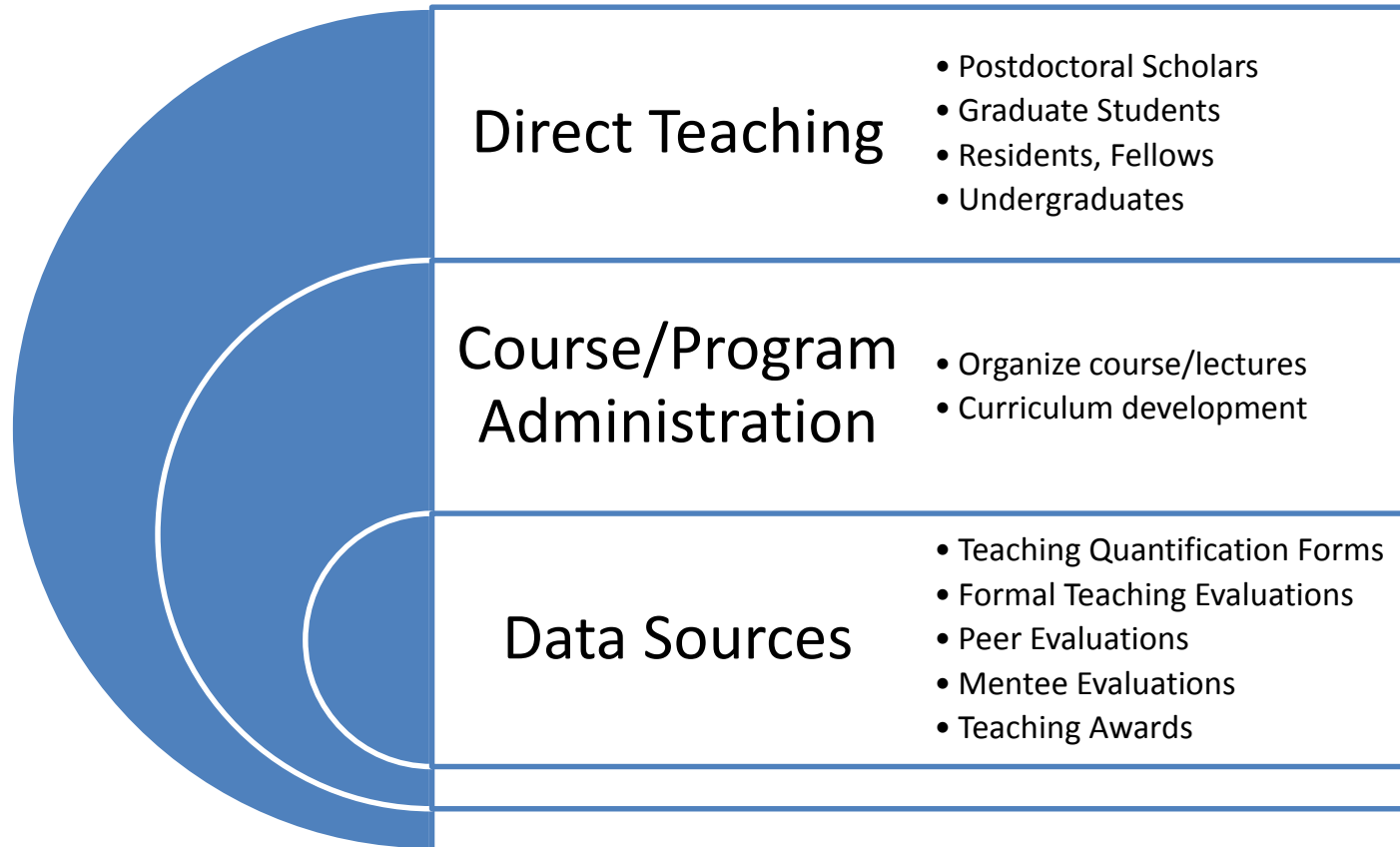
Independent Contributions:

Not required; contributions should be elaborated if not first or senior author

Significance:

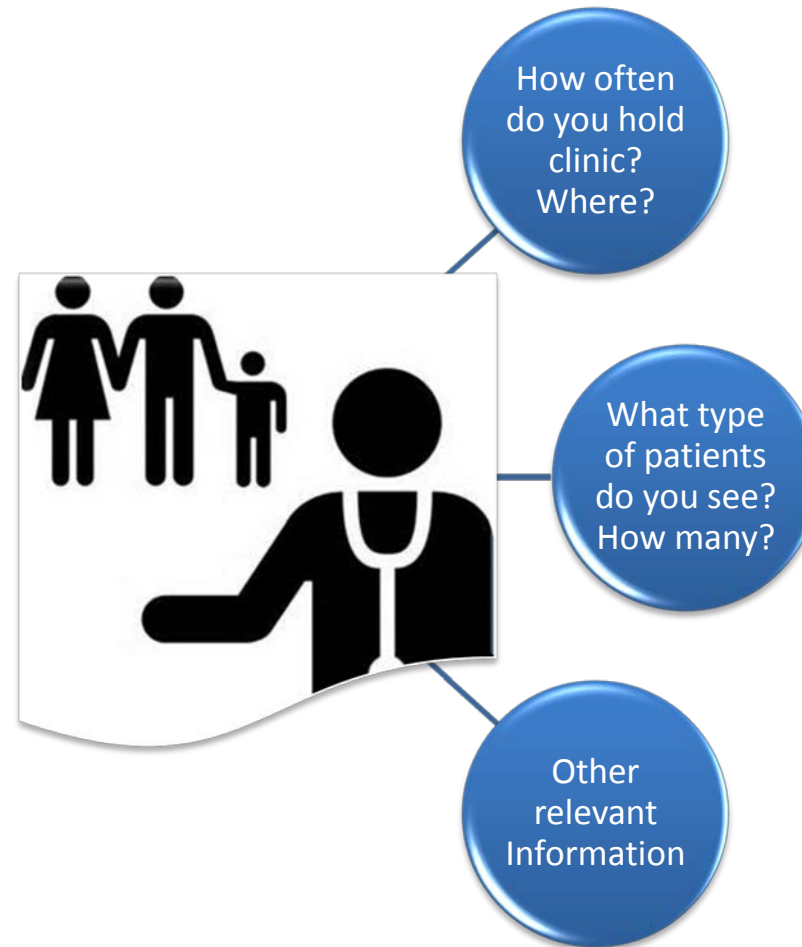
Assessed on the quality, impact to clinical care

Evaluation of Teaching

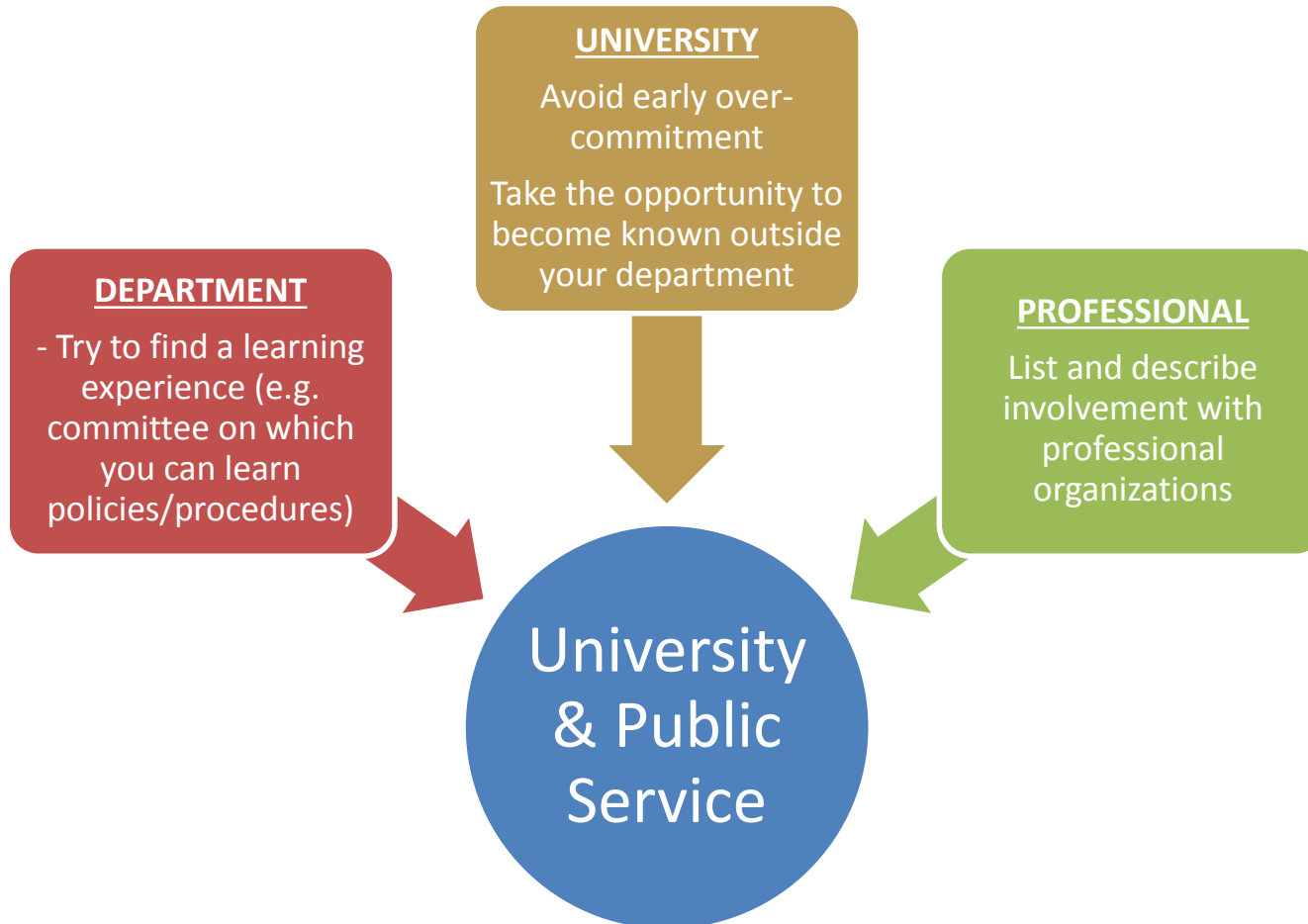


Clinical Activities

If you have a clinical component that you are evaluated on, it is important to highlight your clinical effort in your self-assessment as there is no other place in your file where this information is provided.



Service



Faculty should consult with their Department Chair, Division Chief or mentor to assess the amount of service that is appropriate for your level of appointment.

Teaching Quantification Form - Overview

UC SAN DIEGO SCHOOL OF MEDICINE TEACHING QUANTIFICATION FORM VERSION 3

NAME: YEAR:

One per academic year in the review period

*The Teaching Quantification Model assigns "credits" for each type of activity. Credits are a relative measure, not always equal to actual hours spent on a teaching activity.

NOTE: Each section is independent and should be completed accordingly.

Activities **Credit Formula** **Credits**

1. Administration

PreClerkship Thread Director ¹	150 Credits/ Year	
PreClerkship Thread Director-Path/Hist, Anatomy, Pharmacology	480 Credits/Year	
PreClerkship Block Director and Lead Clinical Educator	3 Credits/Contact Hour	
Core Clerkship Director ¹	480 Credits/Clerkship	
Clinical Foundations Director	480 Credits/Clerkship	
Graduate Program Director ¹	150 Credits/Year	
4th Year Clerkship Director ¹	5 Credits/Month	
Residency Program Director ¹	20 Credits/Resident/Year	
PI- Training Grant ²	50 Credits/Grant	
CME Course Director	2 Credits/Hour CME Credit	
Academic Community Director	150 Credits/Year	
Student Advising (formal advising only) ³	5 Credits/Student/Year	

2. Graduate Courses and Programs

Initial Composition/Set-up (one time only)	10 Credits/Course	
Administrative Time	— " —	
Graduate Student Training	1 Credit/Trainee/Week ⁵	
Post-Doc Research Fellow Training	0.5 Credit/Trainee/Week ⁵	#104

3. Preclinical Electives Course

Initial Development/Set-up (one time only)	10 Credits/Course	
Administrative Time	— " —	

4. Classroom Teaching

Lectures		
Core Medical School and SSPPS Courses	3 Credits/Lecture Hour	
GME and Other Graduate Courses	— " —	
Core Lecture Series for GME	— " —	
Grand Rounds	— " —	
Electives	— " —	
Seminars	— " —	##29
Resident Report	— " —	
PBL Facilitation	3 Credits/Contact Hour	
POM Facilitation	3 Credits/Contact Hour	
Other Small Group and Teaching/ Facilitation in Core Courses	2 Credits/Teaching Hour	**25
Laboratory Teaching, Core Courses	2 Credits/Laboratory Hour	
Independent Clinical Study Electives	10 Credits/Course	20

5. Clinical Teaching (when trainees⁴ are present) - max. 260 per year

Inpatient or General Ward Attending	15 Credits/Week	
Consult Attending	10 Credits/Week	
Path., Rad., ED, Anesthesia Attending	1 Credit/Session	
Operating Room Attending	15 Credits/Session	
Clinic Attending	15 Credits/Session	
Medical Student Ambulatory Precepting	2 Credits/Session	
CPX Remediation Training	# Credits = # Hours	
OSCE Participation	3 Credits/Session	

6. Academic Committees (credit granted at completion of project)

ISP Committee Member (Chair)	5 (20) Credits/Student	*40
Ph.D. Committee Member (Chair)	5 (40) Credits/Student	
Minor Proposition Chair	20 Credits/Student	
Minor Proposition Committee Member	5 Credits/Student	

Total Credits **218**

7. Education Committee Service credit commensurate with attendance

Chair: CEP, CCC, EC, GMEC, GPEC

Max 96 Credits/Yr

Member: CCC, EC, GMEC, GPEC

Max 45 Credits/Yr

Member: CEP

Max 20 Credits/Yr

Meetings: # of credits = # of meeting hrs

8. Course # Course Name

NEU299 (FA 13)	Independent Research Fall 2013 (Smith)
NEU299 (SU 14)	Independent Research Fall 2013 (Kennedy)

9. Student/Trainee Names

Primary Supervisor/Mentor

#George Washington PhD (Postdoctoral Research fellow)

#John Adams (Postdoctoral Research fellow)

*Thomas Jefferson '14 (UCSD Medical Student ISP Chair)

*James Madison '13 (UCSD Medical Student ISP Chair)

*James Monroe '13 (UCSD Medical Student ISP Chair)

**John Adams '16 (UCSD Med Stud, MSTAR 2013 summer fellowship)

Secondary Research Supervisor

#Andrew Jackson, M.D. (Postgraduate research fellow)

#Martin VanBuren, M.D. (Postgraduate research fellow)

#William Harrison, M.D. (clinical fellow)

#John Tyler, M.D. (clinical fellow)

10. Other (any teaching activities not included in form-2 credits/hr Describe Activity - Attach 2nd page if necessary)

##Neurosciences Clinical Research Investigator Seminars

##Neurosciences Lectures, Journal Club and Case Presentation Series

##Neurosciences Computational Seminars

Would expect to see credits here if there are students listed in Section 9

Courses listed here should have corresponding teaching evaluations in the file; credits would also be reflected in corresponding area in Section 4

Students listed here should also be listed in the bio/bib under section H "Student Instructional Activities"

Clinicians typically max out at 260 credits. Would expect to see corresponding residency evaluations

Teaching Quantification Form - Administration

Activities

Credit Formula

Credits

1. Administration

Activities	Credit Formula	Credits
PreClerkship Thread Director ¹	150 Credits/ Year	
PreClerkship Thread Director-Path/Hist, Anatomy, Pharmacology	480 Credits/Year	
PreClerkship Block Director and Lead Clinical Educator	3 Credits/Contact Hour	
Core Clerkship Director ¹	480 Credits/Clerkship	480
Clinical Foundations Director	480 Credits/Clerkship	
Graduate Program Director ¹	150 Credits/Year	
4th Year Clerkship Director ¹	5 Credits/Month	25
Residency Program Director ¹	20 Credits/Resident/Year	480
PI- Training Grant ²	50 Credits/Grant	
CME Course Director	2 Credits/Hour CME Credit	
Academic Community Director	150 Credits/Year	
Student Advising (formal advising only) ³	5 Credits/Student/Year	10

9. Student/Trainee Names

Residents: Alex Johnson, Sarah Cruz, Thomas Kobayashi, Andrew James, Charles Sloan, Linda Merritt, Gabe Warden, Yan Xu, Kevin Parvar, Charles Lee, Timothy Gaines, Jordan Azimi, Joseph Carrasco, Simon Gorham, Frank Ortiz, Sidney Boles, Chase Taylor, Alexis Choo, Krishelle Cidar, Ron Libra, James Kinney, Meagan Jones, Karen Misaghi, Michael Park
Fellows: David Mayorwitz, Emma Thorson, Michael Morales, Lucas Foran, Morgan Rana, Matthew Corman, Kenneth O'Brien,
Medical Students: Eric Rotham, Dan Horner, Kylee Cannon, Jennifer Park, Emily Lynch
Graduate Students: David Allison, Amanda Pierce

Content for Self-Assessment:

I am the course director for the orthopedic rotation for Surgery 401 for third year medical students. I am the course director for Orthopedic Surgery 425 (in-patient sub-internship) and Orthopedic Surgery 426 (out-patient sub-internship). Both have been evaluated by the School of Medicine and are in good standing as of February 2012. I am also the course director for orthopedic surgery 496. This is a rotation that allows medical students interested in orthopedics to rotate at outside institutions. My role is to meet with each student, discuss and advise regarding various external rotation electives, writing letters of recommendation required for the student to be considered for the elective, as well as grading the students based on outside evaluations.

Teaching Quantification Form – Classroom & Graduate Teaching

Correlating credits:

2. Graduate Courses and Programs

Initial Composition/Set-up (one time only)	10 Credits/Course	10
Administrative Time	— " —	
Graduate Student Training	1 Credit/Trainee/Week ⁵	104
Post-Doc Research Fellow Training	0.5 Credit/Trainee/Week ⁵	156

8. Course #	Course Name
BIOM256 (Winter)	The molecular pathology of cancer (90min lecture)
BIOM 252 (Spring)	Human genetics and genomics (elective) course director (admin time) (90min lecture)

Correlating credits:

4. Classroom Teaching

Lectures		
Core Medical School and SSPPS Courses	3 Credits/Lecture Hour	
GME and Other Graduate Courses	— " —	
Core Lecture Series for GME	— " —	
Grand Rounds	— " —	
Electives	— " —	9
Seminars	— " —	
Resident Report	— " —	
PBL Facilitation	3 Credits/Contact Hour	
POM Facilitation	3 Credits/Contact Hour	
Other Small Group and Teaching/ Facilitation in Core Courses	2 Credits/Teaching Hour	
Laboratory Teaching, Core Courses	2 Credits/Laboratory Hour	
Independent Clinical Study Electives	10 Credits/Course	

9. Student/Trainee Names

Postdocs: Jill Wykosky, Jorge Benitez, Ciro Zanca, Jianhui Ma, Tomoyuki Koga, Amy Hasely-Thorne
BMS Graduate Students: Tiffany Taylor, Nathan Jameson
BMS Graduate Student Thesis Committees: Karen Tumaneng (granted PhD), Charles Thomas (granted PhD), Catherine Lee
BMS Graduate Student Minor Proposition Committee: Tania Escobar
BMS Rotation Student: Alexandra Buckley

Teaching Quantification Form – Clinical Teaching and Academic Committees

5. Clinical Teaching (when trainees ¹ are present)- max. 260 per year		
Inpatient or General Ward Attending	15 Credits/Week	
Consult Attending	10 Credits/Week	110
Path., Rad., ED, Anesthesia Attending	1 Credit/Session	
Operating Room Attending	15 Credits/Session	
Clinic Attending	15 Credits/Session	120
Medical Student Ambulatory Precepting	2 Credits/Session	
CPX Remediation Training	# Credits = # Hours	
OSCE Participation	3 Credits/Session	
6. Academic Committees (credit granted at completion of project)		
ISP Committee Member (Chair)	5 (20) Credits/Student	20
Ph.D. Committee Member (Chair)	5 (40) Credits/Student	
Minor Proposition Chair	20 Credits/Student	
Minor Proposition Committee Member	5 Credits/Student	

Content for Self-Assessment:

While working on the clinical Pediatric Infectious Diseases inpatient service at RCHSD, there are typically a fellow, 1-2 senior residents, a subintern, and a pharmacy resident on the team. In addition to bedside teaching and didactic lectures throughout the week, I give set lectures to each new member of the team, "Approach to Pediatric ID" & "How to do a Consult".

***If credits are listed in Section 5; expect to see Resident or Fellow evaluations included in the file. Would also expect to see mentee evaluations for students listed in box 9.*

9. Student/Trainee Names

Sarah Schneider	ISP Chair
Victor Wong	SOC Committee
Mackenzie Coffin	Chief Resident Advisor

Teaching Quantification Form – Education Committee Service

7. Education Committee Service credit commensurate with attendance

Chair: CEP, CCC, EC, GMEC, GPEC Max 96 Credits/Yr	<input type="text"/>
Member: CCC, EC, GMEC, GPEC Max 45 Credits/Yr	<input type="text" value="10"/>
Member: CEP Max 20 Credits/Yr	<input type="text"/>

Meetings: # of credits = # of meeting hrs

ACRONYMS:

CCC = Core Curriculum Committee
CEP = Committee on Education Policy
CME = Continuing Medical Education
CPS = Clinical Practice Exam
EC = Electives Committee
ED = Emergency Department
GME = Graduate Medical Education
GMEC = Graduate Medical Education Committee
GPEC = Graduate Programs Education Committee
ICM = Introduction to Clinical Medicine
ISP = Independent Study Project
OSCE = Objective Structured Clinical Examinations
PI = Principal Investigator
SPPS = Skaggs School of Pharmacy & Pharmaceutical Sciences

Content for Self-Assessment:

At UCSD, I am on the Core Curriculum Committee (CCC). The CCC regularly reviews all required core courses to ensure the course content fulfills accrediting requirements. The CCC also ensures that each course has clearly defined learning objectives and that students are clearly informed of the methods and criteria used for evaluation. The CCC recommends to CEP that curriculum which should be required of all undergraduate medical students, and identifies and recommends to the CEP the time that should be allocated to each course.

Teaching Quantification Form – Other

10. Other (any teaching activities not included in form-2 credits/hour)
 Describe Activity - Attach 2nd page if necessary

Resident Simulation Session	2 hours
Fellow Simulation Session	1 hour
Journal Club	2 hours
Critical Analysis	1 hour

Spring San Diego Regional Pediatric Emergency Medicine Conference
 1-4 hour session = 8 credits

Total hours in box 10 =
 $2+1+2+1+4 = 10$ hours
 2 credits/ hour = 20 credits

4. Classroom Teaching

Lectures		
Core Medical School and SSPPS Courses	3 Credits/Lecture Hour	
GME and Other Graduate Courses	— * —	
Core Lecture Series for GME	— * —	3
Grand Rounds	— * —	3
Electives	— * —	
Seminars	— * —	18
Resident Report	— * —	3
PBL Facilitation	3 Credits/Contact Hour	
POM Facilitation	3 Credits/Contact Hour	
Other Small Group and Teaching/ Facilitation in Core Courses	2 Credits/Teaching Hour	20
Laboratory Teaching, Core Courses	2 Credits/Laboratory Hour	
Independent Clinical Study Electives	10 Credits/Course	

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UCSD Biography/Bibliography

****Sections need to be organized in chronological order from old to new.**

Example of how Service can be listed:

(a) **University Service** (Include service at the departmental, college, Academic Senate, campuswide, and systemwide levels.)

Department:

2010 – present	Department CAP Committee
2011	Faculty Recruitment Committee

School of Medicine:

2010 - 2012	Clinical Resource Management Committee
2012 - present	Medical Ethics Committee

Campus:

2014 - present	Education Policy Committee
2015	Research Grants Committee – Health Sciences

Note Honors and Awards (can list nominations):

(c) **Honors and Awards** (Include the dates they were received.)

2009	Semi-finalist for American College of Chest Physicians Alfred Soffer Research Award
2010	Nominated by UCSD School of Medicine MS-4 class for Kaiser Excellence in Teaching Award
2011	Nominated by UCSD School of Medicine MS-4 class for Kaiser Excellence in Teaching Award
2011	UCSD School of Medicine Chair and Program Director's Award for Outstanding Service to the Educational Mission of the UCSD Dept of Anesthesiology
2012 & 2013	Recognition as one of the top 5 teachers in UCSD Dept. of Anesthesiology
2013	Outstanding Teaching Award in recognition of excellence by the Residents of the UCSD Dept. of Anesthesiology

Biography/Bibliography (Bio/Bib) – Contracts & Grants

SAMPLE 1:

(d) Contracts and Grants. Please provide the following information for current contracts and grants:

Title	Granting agency	Amount of total award (include indirect costs)	Time period of contract/grant	Role (e.g. PI, co-investigator, project leader, etc.) List co-PIs/corresponding share of total award (total must = 100%)
U01 – AG10483 Alzheimer's Disease Cooperative Study New	NIH	\$9,527,770 \$450,000 (direct) to Jones for Biomarker Assays	11/13-5/18	Smith, PI (100%) Jones, Co-investigator
R01-AG030048 Multicenter Trial of AAV-NGF treatment for AD New	NIA	\$1,632,118 \$300,000 (direct) to Jones for Biomarker work	8/14-4/16	Roberts, PI (100%) Jones, Co-investigator
R01-AG16381 Multicenter Vitamin E Trial in Aging Persons with Down Syndrome New	NIA	\$716,179 \$31,550 to Jones for effort	2/15-1/17	Albright, PI (100%) Jones, Co-investigator
U01 – AG024904 Alzheimer's Disease Neuroimaging Initiative New	NIA	\$1,200,000 \$147,000 to Jones for effort and biomarker assays	12/14-1/19	Howard, PI (100%) Jones, Co-Investigator

Contracts and Grants:

Clinical Trials need to be included for HS Clinical faculty who may have addressed clinical trials in other aspects of their file, reviewers expect to see contracts and grant information in the bio/bib, the following is an example:

SAMPLE 2:

(d) **Contracts and Grants** (Provide the following information for current contracts and grants.)

Title	Granting agency	Amount of total award (include indirect costs)	Time period of contract/grant	Role (e.g. PI, co-investigator, project leader, etc.) List co-PIs/corresponding share of total award (total must = 100%)
Study of NICU Discharge	Clinical Trial	N/A	6/2014 – Ongoing	Site PI (enrolling patients)
Obesity in Children	IRB Approved Study	N/A	3/2015 - Ongoing	Co-Investigator (compiling Data)
Exploring the role of microRNAs	NIH R01	\$1,695,315	7/1/14 – 3/31/2016	PI (100%)

Examples of how External Professional Activities can be listed:

e) **External Professional Activities** (Examples include, but are not limited to, technical service to organizations and agencies, acting as a reviewer of journal or book manuscripts or contract and grant proposals, or professional committee service.)

Editorial Board

2011 – Present *Journal of Biological Chemistry*

Journal Reviewer (ad hoc)

2008- Present *Molecular Cell*

2010 – Present *Journal of Cell Science*

Invited Seminars

3/2011 Speaker, Salk Institute Cell Cycle Meeting (2005)

10/2013 Speaker, 12th Annual San Diego Cell Biology Meeting (2006)

Contributions to Promoting Diversity need to be listed, the following are some examples:

- (f) **Most Significant Contributions to Promoting Diversity** (Examples include, but are not limited to, developing strategies for the educational or professional advancement of students in underrepresented groups; contributions that promote equitable access to and diversity in education; and activities that promote recruitment, retention, and mentoring.)

Example 1: I work with a diverse patient population which provides me with the opportunity to work with families of different cultural and economic backgrounds.

Example 2: I work at many different medical sites in varied communities (RCHSD, Juvenile Hall, Phoenix House), where I work side by side with a culturally diverse staff of nurses, respiratory therapist and ancillary personnel which enriches my work environment.

Example 3: I teach and train a culturally diverse group of medical students, house staff and fellows and help them understand the value of cultural diversity.

Information listed here should also be listed on the TQ form (e.g. student/trainees):

(h) **Student Instructional Activities**

Course load information is reported separately in faculty review files. Please list here all students mentored outside of the structured classroom setting. Please list by category (e.g., undergraduate research students, masters or doctoral candidates, postdoctoral or medical fellows, interns, residents) and indicate your role (e.g., thesis adviser, research adviser) for each student. For graduate students, indicate the years of their degrees when appropriate.

2011 – present Co-Course Director for BIPN102 Mammalian Physiology II

Faculty moderator for Journal Clubs:

2010 – present Stem Cell Journal Club (biweekly), UCSD

Postdoctoral/clinical fellows:

2012 – 2014 John West, CIRM Postdoctoral Fellow

2014 – present April Smith, CIRM Clinical Fellow

UCSD Biological Sciences BISP195 Mentor:

2014 Jamie Cruz (undergraduate student)

2014 Michael Jones (undergraduate student)

Updates to the Biography/Bibliography

(i) External Reviews of Primary Creative Work

List only significant, independent reviews of the work—e.g., independent reviews or feature articles appearing in journals or online venues, major newspapers, books, or catalogs. Forms of review and venues may vary by department. (Please do not include advertisements, brief mention of candidate's name or work, event listings, minor blog chatter, or self-promotional or commercial items.)

1. Fox, MJ (2012). Now where to go? **Nature** 38, 153-6.

*This is a mini-review on three well-publicized studies, including mine (Smith et al., *Nature* 38, 213-24), with contrasting results on the role of XYZ in regeneration after spinal cord injury.

2. Online scientific/medical news outlets carried the story on our collaboration study with Dr. Yang's lab on corticospinal axon regeneration (J et al., *Nat Neurosci*, 2010), e.g. at Science Daily:

<http://www.sciencedaily.com/releases/2012/08/1008082128111.htm>

What counts as Research/Scholarly Activity?

A

*Primary Published or Creative Works

- Research Articles
- Books
- Book Chapters
- Review Articles
- Invited Articles
- Case Reports
- Editorials
- Letters to the Editor
- Commentaries
- Forwards

B

Other Works

- Abstracts
 - Poster Presentations
- Conference Proceedings
- Curriculum Development
- Additional Products of Major Research
 - Clinical Pathways
 - Patents

C

Works in Progress

- Material needs to be submitted with the file
- Particularly important for appraisals of Assistant Professors

*Examples for Health Science clinical series include: Case Reports, Pathways, institution and study of systems designed to improve clinical care.

Needs to be far-reaching, impacts those outside your practice

Biography/Bibliography (Bio/Bib) – Section A

A. PRIMARY PUBLISHED OR CREATIVE WORKS

I. Research Articles

1. **Doe, J.D.** “Prosperity and the Common Good.” *Journal of Baltic Studies* 5, 2009 (pp. 339-372)
 2. **Doe, J.D.**, Smith, A.B. “Economic Causes of Spanish Emigration.” In *Symposium on the Spanish Economy*, ed. J.J. Jones. New York: Wiley, 2011. (156 pages)
-

- *3. Smith, A.B., **Doe, J.D.**, Brown, D., Crawford, F.A. “Franco and His Economic Policy.” *Journal of Economic History* XXXIII. 2017 (pp.255-262) Accepted
Role: Collected data on a daily basis during study period, analysis of data, manuscript preparation and review

II. Review Articles

1. **Doe, J.D.**, Smith, A.B.: Airway management for the trauma patient with potential cervical spine injury. *Anesth Analg* 73:471-482, 2011.
-

III. Books

1. **Doe, J.D.** *Economic Changes in Spain, 1480-1750*. London: Collier-MacMillan, 2014 (I-iii, 425 pages).
 - *2. **Doe, J. D.** and Smith, A.B. *Economic Decline in Spain Following Defeat of the Armada*. Oxford: The Clarendon Press, 2017. (I-ix, 325 pages) In Press
-

IV. Case Reports

- *1. Crawford, F.A., Brown, D., **Doe, J.D.**: Successful direct laryngoscopy assisted by posture in a patient with ankylosing spondylitis. *Anesth Analg* 87:1436-1437, 2016.

Roles for middle-author:

For any works that you are not the first or senior author, please add a narrative description at the end of the citation that specifies your role or contribution to the paper. The purpose of this is to afford you ample credit for works on which you were not first, senior or corresponding author.

Biography/Bibliography (Bio/Bib) – Section B

B. OTHER WORKS

I. Abstracts

1. Crawford, Felicity, Smith, A.B., **Doe, John D.**, Brown, Daphne. “High-throughout identification of neuronal connections using FRET-based voltage sensitive dyes in the leech CNS,” *Society for Neuroscience Abstracts* 29, 2012. (Abstract and Poster Presentation)

2. **Doe, John D.** “Spain Today.” Paper prepared for symposium for Education Abroad Students, April, 2015. (Abstract)

II. Curriculum Development

1. Smith, Allen B., **Doe, John D.**, Brown, Daphne. Palliative and End-of-Life Care. UCSD Anesthesiology Pediatrics Education Handbook. 2012 May.

2. Crawford, Felicity, Smith, A.B., **Doe, John D.**, Brown, Daphne. “Apparent Life-Threatening Event” Inpatient Pediatric Learning Modules for Pediatrics 401 Clerkship in The Medical Bezoar Series TM: “Ingest It & Retain It”, University of California, San Diego <https://meded-portal.ucsd.edu/> (May 2015)

III. Additional Products of Major Research

a. **Patents**

1. Smith, Allen B., **Doe, John D.**, Brown, Daphne, Crawford, Felicity A. “User interface for presenting media information.” Patent 8,196,435. June 2013

2. **Doe, John D.** and Smith, Allen B. “Peripheral Couple Traveling Electro-Absorption Modulator.” Patent 7,167,695. June 2016

b. **Health Pamphlets**

1. **Doe, John D.** Health Handout; Hypertension. Spring 2014. Published for the United Taxi Workers of San Diego Health Fair, San Diego, CA. English and Somali translations available.

2. **Doe, John D.** Health Handout; Diabetes. Spring 2016. Published for the United Taxi Workers of San Diego Health Fair, San Diego, CA. English and Somali translations available.

CAP Guidelines for Selecting External Referees

An external referee has a conflict if he or she:

- Is the candidate's family member;
- Has been a collaborator within the past five (5) years;
- Has a current grant or pending grant application with the candidate;
- Is from the same institution as the candidate;
- Could have his or her impartiality questioned due to circumstances surrounding the case. In these cases, the department should determine whether a reasonable person with the relevant facts of the case would question the referee's impartiality.

**The solicitation letter includes language asking the external referees to comment on his or her relationship with the candidate.

Referees (LR, IR, Adjunct, Research Scientist)

Proposed Series	Proposed Rank or Action	Referees Level of Independence	Criteria	Letters needed for Advancement
LRF, IR, Adjunct, Research Scientist	Promotion or Change in Series to Associate Rank	Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years, or current/former mentors	Letters from senior professors (external to UCSD) who can comment on original research independence, impact of publications/research, and significance of scientific accomplishments beyond UCSD (with, at minimum a regional reputation)	5 letters from Associate or Full Professors
LRF, IR, Adjunct, Research Scientist	Promotion or Change in Series to Full Rank	same as above	As above, but must discuss national reputation	3 letters from Full Professors
LRF, IR, Adjunct, Research Scientist	Advancement to Step VI (Optional, no longer required)	same as above	As above, but must discuss national and/or international reputation	3 letters from Full Professors
LRF, IR, Adjunct, Research Scientist	Advancement to Above Scale	same as above	As above, but must discuss international acclaim	3 letters from Full Professors

Referees (Clinical X)

Proposed Series	Proposed Rank or Action	Referees Level of Independence	Criteria	Letters needed for Advancement
Clinical X	Promotion or Change in Series to Associate Rank	Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years or current/former mentors	Letters from senior professors who can comment on the candidate's regional reputation for excellence in teaching, clinical abilities, and clinical scholarship	5 letters from Associate or Full Professors
Clinical X	Promotion or Change in Series to Full Rank	same as above	As above, including comments on national reputation and leadership role in candidate's specialty	3 letters from Full Professors
Clinical X	Advancement to Step VI (Optional, no longer required)	same as above	As above, including comments on national/international reputation and leadership role in candidate's specialty	3 Letter from Full Professors
Clinical X	Advancement to Above Scale	same as above	As above, including comments on international acclaim	3 letters from Full Professors

Referees (HS Clinical)

Proposed Series	Proposed Rank or Action	Referees Level of Independence	Criteria	Letters needed for Advancement
HS Clinical Professor	Promotion or Change in Series to Associate Rank	Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years or current/former mentors	Letters from senior professors (Typically internal to UCSD, but NOT from candidate's department) who can judge CURRENT independent clinical excellence, regional reputation, and excellence in teaching	5 letters from Associate or Full Professors
HS Clinical Professor	Promotion or Change in Series to Full Rank	same as above	As above, with demonstrated superior clinical teaching and clinical skills	3 letters from Full Professors
HS Clinical Professor	Advancement to Step VI (Optional, no longer required)	same as above	As above, with clear evidence of superior skills with continued momentum	3 Letters from Full Professors
HS Clinical Professor	Advancement to Above Scale	same as above	As above, with clear evidence of superior skills with continued momentum	3 letters from Full Professors

Referees (Project Scientist)

Proposed Series	Proposed Rank or Action	Referees Level of Independence	Criteria	Letters needed for Advancement
Project Scientist	Promotion or Change in Series to Associate Rank	Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years, or current/former mentors	Letters from senior professors (typically external to UCSD) should discuss candidate's ability to make significant contributions to a research or creative program	5 letters from Associate or Full Professors
Project Scientist	Promotion or Change in Series to Full Rank	same as above	As above and should demonstrate significant contributions to a research or creative program	3 letters from Full Professors
Project Scientist	Advancement to Step VI (Optional, no longer required)	same as above	As above	3 letters from Full Professors
Project Scientist	Advancement to Above Scale	same as above	As above	3 letters from Full Professors

Certifications

Certification A:

Those due for normal merit advancement must submit Certification A with their review documents.

All others will be advised of the proposed action before it is voted on by the department.

By signing Certification A, the candidate certifies that he or she was informed of the pending review and was given the opportunity to ask questions and provide pertinent information and evidence, to suggest names of referees (if applicable), and to review the material in the file.

Certification B:

Signed and dated after the departmental review of the file and prior to submission of the file. By signing Certification B, the candidate certifies that he or she has had the opportunity to review the completed file and the department's recommendation prior to submission of the file for campus review.

Certification C:

Signed by the candidate if material is added to the file after it is Forwarded to the Dean's Office and/or Academic Personnel Office.

Campus & School of Medicine Review Committees

CAP: This Committee makes recommendations to the Chancellor and the Executive Vice Chancellor concerning appointments, promotions, and related matters; it confers with and advises the Administration, the Senate Council, and other agencies on general policy relating to academic personnel. Academic personnel files reviewed prior to meeting

Series reviewed: Ladder Rank, In Residence, Clinical X, Adjunct, Professor of Practice, Continuing Lecturers, LPSOE, LSOE, and Research Scientists

Meeting Schedule: every Wednesday (Fall – Spring)

SOMCAP: This Committee makes recommendations to the Associate/Assistant Vice Chancellor School of Medicine, concerning appointments, promotions, and related matters.

Series reviewed: HS Clinical and Clinical X

Meeting 1st and 3rd Tuesday of every month Fall - Spring

PSSRP: The Project Scientist and Specialist Review Panel (PSSRP) is a standing committee that reviews appointment, acceleration, promotion, and non-standard cases for Project Scientists and Specialists. The role of PSSRP is to serve in lieu of the Committee on Academic Personnel (CAP) as the final recommending body for these actions.

Series reviewed: Project Scientists and Specialists

Meet once a month (generally second Tuesday of the month)

AARP: The Academic Administrator and Academic Coordinator Review Panel is a standing committee that reviews appointments, accelerations, promotions and non-standard cases for Academic Administrators and Academic Coordinators. The role of AARP is to serve in lieu of the Committee on Academic Personnel (CAP) as the final recommending body for these actions.

Series reviewed: Academic Administrator and Academic Coordinators

Meet monthly, second Monday of the month

Academic Review File Process

