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

Direct Teaching
- Postdoctoral Scholars
- Graduate Students
- Residents, Fellows
- Undergraduates

Course/Program Administration
- Organize course/lectures
- Curriculum development

Data Sources
- Teaching Quantification Forms
- Formal Teaching Evaluations
- Peer Evaluations
- Mentee Evaluations
- Teaching Awards
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.

How often do you hold clinic? Where?

What type of patients do you see? How many?

Other relevant Information
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

### 1. Administration

<table>
<thead>
<tr>
<th>Role</th>
<th>Credit Formula</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preclinical Thread Director</td>
<td>150 Credits/Year</td>
<td></td>
</tr>
<tr>
<td>Preclinical Thread Director - Path/Phys, Anatomy, Pharmacology</td>
<td>480 Credits/Year</td>
<td></td>
</tr>
<tr>
<td>Preclinical Black Director and Lead Clinical Educator</td>
<td>3 Credits/Contact Hour</td>
<td></td>
</tr>
<tr>
<td>Core Clerkship Director</td>
<td>480 Credits/Year</td>
<td></td>
</tr>
<tr>
<td>New Clerkship Director</td>
<td>480 Credits/Year</td>
<td></td>
</tr>
<tr>
<td>Early Career Clerkship Director</td>
<td>5 Credits/Month</td>
<td></td>
</tr>
<tr>
<td>Residency Program Director</td>
<td>20 Credits/Academic Year</td>
<td></td>
</tr>
<tr>
<td>PI Training Grant</td>
<td>50 Credits/Grant</td>
<td></td>
</tr>
<tr>
<td>OML Course Director</td>
<td>2 Credits/OML Credit</td>
<td></td>
</tr>
<tr>
<td>Academic Community Director</td>
<td>150 Credits/Year</td>
<td></td>
</tr>
<tr>
<td>Student Advising (formal advising only)</td>
<td>5 Credits/Student</td>
<td>20 Credits/Year</td>
</tr>
</tbody>
</table>

### 2. Graduate Courses and Programs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Credit Formula</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Composition Set-up (one time only)</td>
<td>10 Credits/Course</td>
<td></td>
</tr>
<tr>
<td>Administrative Time</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Graduate Student Training</td>
<td>1 Credit/Trainee/Wk</td>
<td></td>
</tr>
<tr>
<td>Post-Doc Research Fellow Training</td>
<td>6.5 Credits/Trainee/Wk</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Preclinical Electives Course

<table>
<thead>
<tr>
<th>Activity</th>
<th>Credit Formula</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Development Set-up (one time only)</td>
<td>10 Credits/Course</td>
<td></td>
</tr>
<tr>
<td>Administrative Time</td>
<td>104</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Classroom Teaching

#### Lectures

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Formula</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Medical School and SSPEP Courses</td>
<td>15 Credits/Lecture Hour</td>
<td></td>
</tr>
<tr>
<td>OME and Other Graduate Courses</td>
<td>2 Credits/Lecture Hour</td>
<td></td>
</tr>
<tr>
<td>Core Lecture Series for OME</td>
<td>5 Credits/Lecture Hour</td>
<td>#29</td>
</tr>
<tr>
<td>Grand Rounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Seminar</td>
<td>2 Credits/Contact Hour</td>
<td></td>
</tr>
<tr>
<td>PUL Facilitation</td>
<td>2 Credits/Contact Hour</td>
<td></td>
</tr>
<tr>
<td>ORF Facilitation</td>
<td>2 Credits/Contact Hour</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Clinical Teaching (when trainees are present), max. 260 per year

<table>
<thead>
<tr>
<th>Activity</th>
<th>Credit Formula</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ward Attending</td>
<td>15 Credits/Week</td>
<td></td>
</tr>
<tr>
<td>Consult Attending</td>
<td>10 Credits/Week</td>
<td></td>
</tr>
<tr>
<td>Pac., ED, ED Attending</td>
<td>1 Credit/Session</td>
<td></td>
</tr>
<tr>
<td>Operating Room Attending</td>
<td>15 Credits/Session</td>
<td></td>
</tr>
<tr>
<td>Clinic Attending</td>
<td>15 Credits/Session</td>
<td></td>
</tr>
<tr>
<td>Medical Student Ambulatory Preventing</td>
<td>2 Credits/Session</td>
<td></td>
</tr>
<tr>
<td>CPX Remediation Training</td>
<td># Credits # Hours</td>
<td></td>
</tr>
<tr>
<td>OSCE Participation</td>
<td>3 Credits/Session</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Committee</th>
<th>Credit Formula</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISF Committee (Chair)</td>
<td>5 (20) Credits/Student</td>
<td>#40</td>
</tr>
<tr>
<td>Ph.D. Committee Member (Chair)</td>
<td>5 (40) Credits/Student</td>
<td></td>
</tr>
<tr>
<td>Minor Proposal Chair</td>
<td>20 Credits/Student</td>
<td></td>
</tr>
<tr>
<td>Minor Proposal Committee Member</td>
<td>5 Credits/Student</td>
<td></td>
</tr>
</tbody>
</table>

### Total Credits

|                | 218 |

---

UC San Diego School of Medicine

Teaching Quantification Form Version 3

NAME: Dog Johnson

YEAR: 2013-14

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.

### 7. Education Committee Service

Credit commensurate with attendance

#### Chair

- CEP, CCG, EC, GME, GPEC
- Max: 86 Credits/Year

#### Member

- CEP, CCG, EC, GME, GPEC
- Max: 45 Credits/Year
- CEP
- Max: 20 Credits/Year

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 (Postdoctoral Research Fellow)
- Thomas Jefferson (UCSD Medical Student ISP Chair)
- James Madison (UCSD Medical Student ISP Chair)
- James Monroe (UCSD Medical Student ISP Chair)
- John Adams (UCSD Med, MBI 2013 summer fellow)

#### Secondary Research Supervisor

- Andrew Jackson, M.D. (Postgraduate research fellow)
- Martin Van Buren, M.D. (Graduate 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

- Neuroscience Clinical Research Investigator Seminars
- Neuroscience Lectures, Journal Club and Case Presentation Series
- Neuroscience Computational Seminars

---

UC San Diego
Health Sciences

Academic Resource Center

One per academic year in the review period

Courses listed here should have corresponding evaluations in the file; credits would also be reflected in the corresponding area in Section H “Student Instructional Activities”

Students listed here should also be listed in the biography under Section H “Student Instructional Activities”

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

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

<table>
<thead>
<tr>
<th>Initial Composition/Setup (one time only)</th>
<th>10 Credits/Course</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Training</td>
<td>1 Credit/Trainee/Week$^3$</td>
<td>104</td>
</tr>
<tr>
<td>Post-Doc Research Fellow Training</td>
<td>0.5 Credit/Trainee/Week$^3$</td>
<td>156</td>
</tr>
</tbody>
</table>

**Course #**

<table>
<thead>
<tr>
<th>BIOM256</th>
<th>The molecular pathology of cancer (Winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 252</td>
<td>Human genetics and genomics (elective) (Spring)</td>
</tr>
</tbody>
</table>

80min lecture

**9. Student/Trainee Names**

- **Postdocs:**
  - Jill Wykosky, Jorge Benitez, Ciro Zanca, Jianhui Ma, Tomoyuki Koqa,
  - 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

UC San Diego
Health Sciences
Academic Resource Center
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.**
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.

**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:**

credit commensurate with attendance

Chair: CEP, CCC, EC, GMEC, GPEC
Max 96 Credits/Yr

Member: CCC, EC, GMEC, GPEC
Max 45 Credits/Yr

Meetings: # of credits = # of meeting hrs

**UC San Diego**

**Health Sciences**

**Academic Resource Center**
Teaching Quantification Form – Other

Total hours in box 10 = 2 + 1 + 2 + 1 + 4 = 10 hours
2 credits/hour = 20 credits
Example of how Service can be listed:

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

<table>
<thead>
<tr>
<th>Department:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – present</td>
<td>Department CAP Committee</td>
</tr>
<tr>
<td>2011</td>
<td>Faculty Recruitment Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Medicine:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 2012</td>
<td>Clinical Resource Management Committee</td>
</tr>
<tr>
<td>2012 - present</td>
<td>Medical Ethics Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - present</td>
<td>Education Policy Committee</td>
</tr>
<tr>
<td>2015</td>
<td>Research Grants Committee – Health Sciences</td>
</tr>
</tbody>
</table>

Note Honors and Awards (can list nominations):

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Recognition/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Semi-finalist for American College of Chest Physicians Alfred Soffer Research Award</td>
</tr>
<tr>
<td>2010</td>
<td>Nominated by UCSD School of Medicine MS-4 class for Kaiser Excellence in Teaching Award</td>
</tr>
<tr>
<td>2011</td>
<td>Nominated by UCSD School of Medicine MS-4 class for Kaiser Excellence in Teaching Award</td>
</tr>
<tr>
<td>2011</td>
<td>UCSD School of Medicine Chair and Program Director’s Award for Outstanding Service to the Educational Mission of the UCSD Dept of Anesthesiology</td>
</tr>
<tr>
<td>2012 &amp; 2013</td>
<td>Recognition as one of the top 5 teachers in UCSD Dept. of Anesthesiology</td>
</tr>
<tr>
<td>2013</td>
<td>Outstanding Teaching Award in recognition of excellence by the Residents of the UCSD Dept. of Anesthesiology</td>
</tr>
</tbody>
</table>
### SAMPLE 1:

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

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

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

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**
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 – present</td>
<td>Co-Course Director for BIPN102 Mammalian Physiology II</td>
</tr>
</tbody>
</table>

**Faculty moderator for Journal Clubs:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – present</td>
<td>Stem Cell Journal Club (biweekly), UCSD</td>
</tr>
</tbody>
</table>

**Postdoctoral/clinical fellows:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-14</td>
<td>John West, CIRM Postdoctoral Fellow</td>
<td></td>
</tr>
<tr>
<td>2014-18</td>
<td>April Smith, CIRM Clinical Fellow</td>
<td></td>
</tr>
</tbody>
</table>

**UCSD Biological Sciences BISP195 Mentor:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Jamie Cruz (undergraduate student)</td>
</tr>
<tr>
<td>2014</td>
<td>Michael Jones (undergraduate student)</td>
</tr>
</tbody>
</table>
Update 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.)

   *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*
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)


Role: Collected data on a daily basis during study period, analysis of data, manuscript preparation and review

II. Review Articles


III. Books


IV. Case Reports


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.
B. OTHER WORKS

I. Abstracts


II. Curriculum Development


III. Additional Products of Major Research
a. Patents


b. Health Pamphlets

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)

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

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*UC San Diego Health Sciences*

*Academic Resource Center*
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</thead>
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<tr>
<td>Clinical X</td>
<td>Promotion or Change in Series to <strong>Associate</strong> Rank</td>
<td>Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years or current/former mentors</td>
<td>Letters from <strong>senior professors</strong> who can comment on the candidate’s regional reputation for excellence in teaching, clinical abilities, and clinical scholarship</td>
<td>5 letters from Associate or Full Professors</td>
</tr>
<tr>
<td>Clinical X</td>
<td>Promotion or Change in Series to <strong>Full</strong> Rank</td>
<td><strong>same as above</strong></td>
<td><strong>As above, including comments on national reputation and leadership role in candidate’s specialty</strong></td>
<td>3 letters from Full Professors</td>
</tr>
<tr>
<td>Clinical X</td>
<td>Advancement to <strong>Step VI (Optional, no longer required)</strong></td>
<td><strong>same as above</strong></td>
<td><strong>As above, including comments on national/international reputation and leadership role in candidate’s specialty</strong></td>
<td>3 Letters from Full Professors</td>
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<tr>
<td>Clinical X</td>
<td>Advancement to <strong>Above Scale</strong></td>
<td><strong>same as above</strong></td>
<td><strong>As above, including comments on international acclaim</strong></td>
<td>3 letters from Full Professors</td>
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</table>
## Referees (HS Clinical)

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<tr>
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<th>Referees Level of Independence</th>
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<th>Letters needed for Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Clinical Professor</td>
<td>Promotion or Change in Series to <strong>Associate</strong> Rank</td>
<td>Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years or current/former mentors</td>
<td>Letters from <strong>senior professors</strong> (Typically internal to UCSD, but NOT from candidate’s department) who can judge CURRENT independent clinical excellence, regional reputation, and excellence in teaching</td>
<td>5 letters from Associate or Full Professors</td>
</tr>
<tr>
<td>HS Clinical Professor</td>
<td>Promotion or Change in Series to <strong>Full</strong> Rank</td>
<td>same as above</td>
<td>As above, with demonstrated superior clinical teaching and clinical skills</td>
<td>3 letters from Full Professors</td>
</tr>
<tr>
<td>HS Clinical Professor</td>
<td>Advancement to <strong>Step VI</strong> <em>(Optional, no longer required)</em></td>
<td>same as above</td>
<td>As above, with clear evidence of superior skills with continued momentum</td>
<td>3 Letters from Full Professors</td>
</tr>
<tr>
<td>HS Clinical Professor</td>
<td>Advancement to <strong>Above Scale</strong></td>
<td>same as above</td>
<td>As above, with clear evidence of superior skills with continued momentum</td>
<td>3 letters from Full Professors</td>
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**Referees can also include experienced outside practitioners who can assess the candidate’s clinical care**
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</thead>
<tbody>
<tr>
<td>Project Scientist</td>
<td>Promotion or Change in Series to <strong>Associate</strong> Rank</td>
<td>Letters may not be from those who have been collaborators, co-authors, etc. within the last 5 years, or current/former mentors</td>
<td>Letters from <strong>senior professors (typically external to UCSD)</strong> should discuss candidate’s ability to make significant contributions to a research or creative program</td>
<td>5 letters from Associate or Full Professors</td>
</tr>
<tr>
<td>Project Scientist</td>
<td>Promotion or Change in Series to <strong>Full</strong> Rank</td>
<td><strong>same as above</strong></td>
<td>As above and should demonstrate significant contributions to a research or creative program</td>
<td>3 letters from Full Professors</td>
</tr>
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<td>Project Scientist</td>
<td>Advancement to <strong>Step VI</strong> <em>(Optional, no longer required)</em></td>
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<td><strong>As above</strong></td>
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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

1. Candidate submits required material
2. ARC compiles materials and submits to department for review
3. Department reviews/votes on proposed action pursuant to departmental voting guidelines
4. ARC drafts departmental letter for chair review
5. AVC reviews and approves recommendation and depending on action, goes to committee
6. VCHS Analyst audits and prepares AVC letter
7. ARC submits compiled file to Office of the Associate Vice Chancellor, HS Academic Affairs
8. Department chair reviews/revises/approves letters. Candidate receives final draft
9. Committee review
10. File is returned to AVC office for dissemination
11. Report of final action taken (RAT) is sent to department
12. Department provides appointee with RAT and discusses results, if applicable

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