

UCI School of Medicine
Academic Affairs



Merit & Promotions for Non-Senate HS Faculty

Jan 31, 2022



UCI School of Medicine

Office of Academic Affairs

2022 FACULTY DEVELOPMENT SERIES:

Monthly *On Mondays*

5:15 – 6:15 pm

Location: ZOOM

Presented By:

Associate Dean for Faculty Development Senate
Brian J. Cummings, PhD

Associate Dean for Faculty Development Non-Senate
Nimisha K. Parekh, MD, MPH, FACG, AGAF

Agenda

3

- Introductions
- Review of Academic Series
- Definitions of Actions (merit, promotion)
- Review process
- AP-10 form
- Questions, please put in the chat, the host will share with us.

School of Medicine Academic Affairs

4

Geoffrey Abbott, PhD

Vice Dean, Basic Research

Senior Associate Dean, Academic Personnel

Mohammad Helmy, MD

Associate Dean, Academic Affairs (Non-Senate)

Kyoko Yokomori, PhD

Associate Dean, Academic Affairs (Senate)

Nimisha Parekh, MD

Associate Dean, Faculty Development (Non-Senate)

Brian Cummings, PhD

Associate Dean, Faculty Development (Senate)

Jami Holland

Executive Director, Academic Affairs

Academic Series

5

- Line (Senate – tenure track)
- In-Residence (Senate)
- Clinical X (Senate)
- **Health Sciences (HS) Clinical (Non-Senate)**
- Adjunct (Non-Senate)
- Volunteer

Academic Personnel Review

6

□ Ranks

- HS Assistant Clinical Professor
- HS Associate Clinical Professor
- HS Clinical Professor

□ Steps

- Levels within each rank
- Assistant Professor – Steps I through VI
- Associate Professor – Steps I through V
- Professor – Steps I through IX

Academic Personnel Review

7

- Evaluation cycle occurs regularly for all faculty at preset time points
- Normal time in each Step is as follows:
 - HS Assistant Clinical Professor all Steps = 2 years each
 - HS Associate Clinical Professor Steps I through III = 2 years each
 - HS Associate Clinical Professor Steps IV and V = 3 years each
 - HS Clinical Professor = 3 years each (generally)

Professor Series or Equivalent Titles

Assistant Professor year limit, tenure-track		8	Associate Professor 6 years normal, tenured		Full Professor Indefinite, tenured	
Step	Period of Service (years)	Step	Period of Service (Years)	Step	Period of Service (Years)	
I	2					
II	2					
III	2					
IV*	2					
V	2 (overlapping step)	I	2			
VI	2 (overlapping step)	II	2			
		III	2			
		IV	3 (overlapping step)	I	3	
		V	3 (overlapping step)	II	3	
				III	3	
				IV	3	
				V	3	
				VI	3	
				VII	3	
				VIII	3	
				IX	4 normal minimum	
				A/S	4 normal minimum	

**Review frequency
(years)**

MCA
(mid-career appraisal)

6 years typical*
8 years max

Indefinite
(reviewed every 5 years)

Above scale
(Distinguished Professor)

Definitions

- Merit:
 - ▣ Example: HS Associate Clinical Professor, Step 1 to HS Associate Clinical Professor, 2
- Promotion:
 - ▣ Example: HS Assistant Clinical Professor, Step 4 to HS Associate Clinical Professor, Step 1
- 4 areas of evaluation: service, teaching, clinical performance/clinical productivity, research

Acceleration

10

- Acceleration: Must be doing exceptional work
- 4 areas of evaluation: service, teaching, clinical performance, research
 - ▣ All areas must be excellent
 - ▣ 2 out of 4 must be outstanding
- There are 1-year, 2-year or whole step accelerations
- Accelerated Merit

Other options from merit and promotion

Reappointment

Formal review but no merit increase or promotion.

No change in rank or step

Stop the Clock (STC): Assistant Professor only, does not count for the 8 year rule, still turn in file

Personal and family reasons.

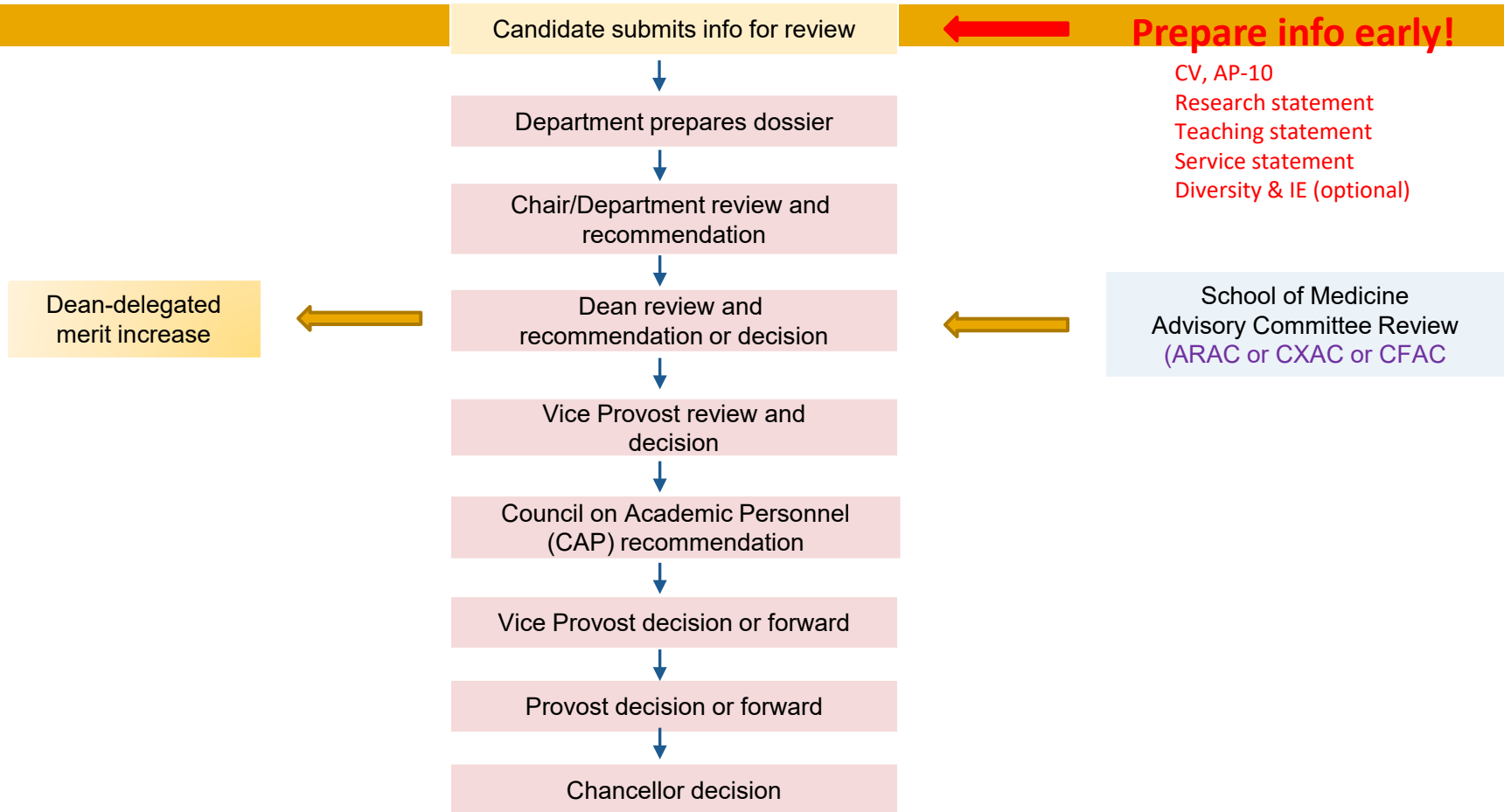
- Refer to AP site [APP 3-50 Appendix III](#)

Clinical Faculty Advisory Committee(CFAC)

12

- This is a SOM committee comprised of faculty from various departments
- Faculty members in the HS Clinical Series at the Associate Clinical Professor or Clinical Professor appointed by the Senior Associate Dean for Academic Affairs.
- No Dean or Department Chair
- Associate Dean for Academic Affairs, Non-Senate and Associate Dean for Faculty Development, Non-Senate, serve as a permanent Ex-Officio member

The Review Process



Professor Series or Equivalent Titles

Assistant Professor year limit, tenure-track		8	Associate Professor 6 years normal, tenured		Full Professor Indefinite, tenured	
Step	Period of Service (years)	Step	Period of Service (Years)	Step	Period of Service (Years)	
I	2					
II	2					
III	2					
IV*	2					
V	2 (overlapping step)	I	2			
VI	2 (overlapping step)	II	2			
		III	2			
		IV	3 (overlapping step)	I	3	
		V	3 (overlapping step)	II	3	
				III	3	
				IV	3	
				V	3	
				VI	3	
				VII	3	
				VIII	3	
				IX	4 normal minimum	
				A/S	4 normal minimum	

**Review frequency
(years)**

MCA
(mid-career appraisal)

6 years typical*
8 years max

Indefinite
(reviewed every 5 years)

Above scale
(Distinguished Professor)

HS Assistant Clinical Professors

15

- Reviewed every 2 years for potential merit increase to next step
- Mid-Career Appraisal (MCA) occurs during 3-4 years in the Assistant rank
- Consideration for promotion to Associate rank typically at 6 years
- 8-year time limit/rule for promotion

HS Associate Clinical Professors

16

- Steps I-III, every 2 years
- Steps IV and V, every 3 years
- Step IV overlaps with Professor Step I
- Step V overlaps with Professor Step II
- Consider promotion after 6 years
- Every other normal merit is Dean-delegated.

Professor Series or Equivalent Titles					
Assistant Professor year limit, tenure-track		Associate Professor 6 years normal, tenured		Full Professor Indefinite, tenured	
Step	Period of Service (years)	Step	Period of Service (Years)	Step	Period of Service (Years)
I	2				
II	2				
III	2				
IV*	2				
V	2 (overlapping step)	I	2		
VI	2 (overlapping step)	II	2		
		III	2		
		IV	3 (overlapping step)	I	3
		V	3 (overlapping step)	II	3
				III	3
				IV	3
				V	3
				VI	3
				VII	3
				VIII	3
				IX	4 normal minimum
				A/S	4 normal minimum

HS Clinical Professors

17

- Reviewed every 3 years for potential merit increase to next step for Steps I to IV
- Above Step V no longer a strict requirement for advancement, typically spend 3 to 5 years, must be reviewed after 5 years

Professor Series or Equivalent Titles					
Assistant Professor 8 year limit, tenure-track		Associate Professor 6 years normal, tenured		Full Professor Indefinite, tenured	
Step	Period of Service (years)	Step	Period of Service (Years)	Step	Period of Service (Years)
I	2				
II	2				
III	2				
IV*	2				
V	2 (overlapping step)	I	2		
VI	2 (overlapping step)	II	2		
		III	2		
		IV	3 (overlapping step)	I	3
		V	3 (overlapping step)	II	3
				III	3
				IV	3
				V	3
				VI	3
				VII	3
				VIII	3
				IX	4 normal minimum
				A/S	4 normal minimum

Academic Series Evaluation Criteria

18

- Health Sciences Clinical Professor Series
 - Promotion to Associate Clinical Professor rank
 - Local or Regional reputation for Clinical Activities
 - Excellence in Teaching
 - Distinguished Clinical Professional Activity, High-Quality Patient Care
 - Meritorious Service
 - Promotion to Clinical Professor rank
 - Regional or National reputation for Clinical Activities
 - Excellence in Teaching and Professional Activity
 - Highly meritorious Service
 - May have leadership role(s) in department or hospital

Questions: Please put in the chat

19



Materials Requested from Faculty

20

- Up to date Curriculum Vitae
- UC AP-10 Addendum Form
- Reflective Teaching Statement
- Research Statement (if applicable)
- Statement on Contributions to Diversity/Inclusive Excellence (if applicable)

UC-AP-10 Addendum



Section I----Employment history

Section II----Teaching/mentoring

Section III----Research/Creative activities

Section IV----Profession recognition/Clinical
competence and service activities

Section V----University/systemwide services

What do I emphasize in my file.

22

□ Teaching

- Excellent teaching evaluations
- Record of mentoring

□ Research

- Evidence of independent and robust research program
- Peer-reviewed original publications as a first or senior author
- If middle author – explain your role in the activity
- Grant funding and/or clinical trials as a PI or Co-I

□ Clinical

- Evidence for professional recognition/clinical competence

□ Service

- List of professional and university activities

UC-AP-10 Section I

23

ADDENDUM → Name: _____ →

for the review period →

October 1, 20____ through September 30, 20____ →

NOTE: Additional instructions can be accessed by hovering over hyperlinked wording.

SECTION I – Previous Applicable Academic Employment

Section Break (Continuous)

UC EMPLOYMENT HISTORY

→Period	→ Title & Rank	→ Step	→ Time	→ Department
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B. → OTHER APPLICABLE ACADEMIC EMPLOYMENT

→Period	→ Position/Description
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- Include faculty name and review period on every page of addendum (you have to do this 5 times due to sectioning of the file).
- All material listed on the addendum must be within the review period
- Use the most current form revised as of (7/21); always use the form from AP website <https://ap.uci.edu/wp-content/uploads/UCI-AP-10.docx>

Teaching/mentoring

- Good teaching is essential for advancement
- Wards, clinic, OR, rounds, classroom
- Clinical teaching of medical students, residents and fellows
- Mentoring of graduate students and postdoctoral scholars (if you do it)
- Have evaluations on your teaching, discuss with your department, more weight given for teaching activities for which evaluations are provided
- Department Administrators/Education Team can provide specific information on teaching evaluation
- Teaching statement: discuss your teaching philosophy and creative teaching methods/tool development, and address negative comments

UC-AP-10 Section II Part A

25

ADDENDUM → Name: _____ →
 for the review period ¶
 October 1, 20____ through September 30, 20____ → ¶

SECTION II – Teaching Activity during review period ¶

Section Break (Continuous)
COURSES TAUGHT AT UCI (if courses are taught elsewhere, list at the end and name institution) ¶

→ Qrtr/Year → Course # → Title Enrollment # Instructors
 % Taught → ¶

(end of your review period) ¶

Spring 2021	→ BC225	→ Epigen. Hum. Health/Dis.	→ 15	→ 4	→ 25
	→ (graduate course)		(# of students enrolled)	(# of instructors)	(your contribution %)
Spring 2021	→ BIO199	→ Chromatin Biol.	→ 3	→ 1	→ 100
	→ (undergraduate research)				
Spring 2021	→ BC200C	→ Chromatin Biol.	→ 1	→ 1	→ 100
	→ (your own graduate student research A (fall), B (winter), C (spring))				
Spring 2021	→ BC200R	→ Chromatin Biol.	→ 1	→ 1	→ 100
	→ (rotation student)				
Spring 2021	→ BC523A	→ Medical Biochemistry	→ 106	→ 10	→ 10
	→ (medical student course)				



UC-AP-10 Section II Parts B and C (very important section for clinical faculty)

26

SECTION II – Cont'd

B. → HEALTHCARE PROFESSIONAL STUDENTS TEACHING – *Note: This section is to be filled out by **Clinical Faculty only**. General faculty please skip to [Section II, Subsection D](#) to continue.*

→ Description → # of Students → Date/Date Span → # Hours/Days

Ward Rounds:

Clinical Teaching:

Lectures (Grand Rounds, Special lectures, etc.):

C. → GRADUATE TEACHING (**Residents, other**) – *Note: This section is to be filled out by **Clinical Faculty only**. General faculty please skip to [Section II, Subsection D](#) to continue.*

→ Description → # of Students → Date/Date Span → # Hours/Days

Ward Rounds: → → →

Clinical Teaching: → → →

Lectures (Grand Rounds, Special lectures, etc.): → → →

UC-AP-10 Section II Part B

SECTION II – Cont'd

B. → **MEDICAL STUDENT TEACHING** – *Note: This section is to be filled out by Clinical Faculty only.
General faculty please skip to Section II, Subsection D to continue.*

→ Description → # of Students → Date/Date Span → # Hours/Days

Ward Rounds:

1 → 7/18-8/1/2020 → 4-5 hrs/day, 5 days/wk

1 → 3/18-4/1/2020 → 4-5 hrs/day, 5 days/wk

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.

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2 → 10/10-10/16/2019 → 4-5 hrs/day, 5 days/wk

Clinical Teaching:

N/A

Lectures (Grand Rounds, Special lectures, etc.):

UCI Neurology Lecture series “Brain tumors” → → 30 → → 12/5/2020 → 1 hour

UCI Neurology Lecture series “Brain tumors” → → 30 → → 12/5/2019 → 1 hour

**DO NOT NEED TO LIST NAMES OF STUDENTS
DO LIST THE DATES ON SERVICE, NUMBER OF STUDENTS,
NUMBER OF HOURS SPENT TEACHING
LIST ALL LECTURES GIVEN TO STUDENTS**

UC-AP-10 Section II Part C

B. HEALTHCARE PROFESSIONAL STUDENTS TEACHING – *Note: This section is to be filled out by Clinical Faculty only. General faculty please skip to Section II, Subsection D to continue.*

Description	# of Students	Date/Date Span	# Hours/Days
Attending Walk Rounds:			
Otolaryngology	1-3	11/20-09/21	1-4 hours/month
Clinical Teaching:			
Otolaryngology	1-2	11/20-09/21	4-8 hour/day
Lectures (Grand Rounds, Special lectures, etc.):			
Otolaryngology	5-10	11/20-09/21	1-2 hours/month

C. GRADUATE TEACHING (Residents, other) – *Note: This section is to be filled out by Clinical Faculty only. General faculty please skip to Section II, Subsection D to continue.*

Description	# of Students	Date/Date Span	# Hours/Days
Attending Walk Rounds:			
Otolaryngology	4-6	11/20-09/21	1-4 hours/month
Clinical Teaching:			
Otolaryngology	1-2	11/20-09/21	4-8 hours/day
Lectures (Grand Rounds, Special lectures, etc.):			
Otolaryngology	12-13	11/19-09/20	1-2 hours/month

Statements below are applicable to both section B and C

Attending Walk Rounds: This is a new formal didactic initiated by myself and Dr. Tjosen Tjoa. The entire medical student and resident team is led by one or more faculty member and asked to present current inpatient cases. Medical students and residents are given feedback on their formal presentation skills, and knowledge regarding the patient's history and underlying clinical theory is assessed via the Socratic method. This takes place for 1 hour at a time on average once or twice per month during academic year, or up to once per week during sub-internship season. The numbers of participants provided are contemporaneous, which typically includes 1-3 students and 4-6 residents at the same time.

Clinical Teaching: Medical students and residents generally accompany individual faculty members in their clinical practice (clinic or operating room) and undergo hands-on surgical teaching and patient evaluations. This occurs daily for 4-8 hours at a time, typically with 1-2 students and/or 1-2 residents at the same time.

Lectures: I typically give, on average, 1-3 hours of formal didactics or session-based teaching per month to all residents and interested medical students. At any given time, there are approximately 5-10 students and 12-13 residents (the entire group) involved with these lectures.

DO NOT NEED TO LIST NAMES OF RESIDENTS AND FELLOWS

DO LIST THE DATES ON SERVICE, NUMBER OF RESIDENTS AND FELLOWS, NUMBER OF HOURS SPENT TEACHING

LIST ALL LECTURES GIVEN TO RESIDENTS

DO NOT LIST A LECTURE TWICE

UC-AP-10 Section II Part D

D. ADDITIONAL ITEMS THAT RELATE TO YOUR TEACHING

1. Doctoral Students Supervised (indicate dates, and whether as chair, co-chair, or committee member)

(a) those who received their Ph.D

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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(b) those who advanced to candidacy

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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(c) pre-dissertation committees

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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(d) other research supervision

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
----------------	---------------------	-------------	-------------------

2. Master's Thesis Students Supervised (indicate whether as chair, co-chair, or committee member)

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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3. Postdoctoral Scholars Supervised

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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4. Undergraduate Student Research Supervision – UROP, honors courses, 199's

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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5. Other Research Supervision

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
----------------	---------------------	-------------	-------------------

UC-AP-10 Section II Part D

D. → ADDITIONAL ITEMS THAT RELATE TO YOUR TEACHING ¶

1. → Doctoral Students Supervised (indicate dates, and whether as chair, co-chair, or committee member) ¶

(a) → those who received their Ph.D or PharmD. ¶

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
2021	John Goodrich	Member	Dev & Cell Biology ¶
2021	Jane Martin	Chair	Biological Chemistry ¶
2020	XXXX	XX	XXXX ¶

(thesis defense date cannot be earlier than October 1, 2019) ¶

(b) → those who advanced to candidacy ¶

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
4/2021	Mary Hicks	Chair	Biological Chemistry ¶
5/2021	Mike Johnson	member	Biochem. Mol. Biol. ¶
4/2020	Jacki Zeng	member	Dev. Cell ¶
5/2020	Lily Wang	member	Dev. Cell ¶

(Exam date cannot be earlier than October 1, 2019) ¶

(c) → pre-dissertation committees ¶

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
2020	John Goodrich	Member	Dev & Cell Biology ¶
2020	Jane Martin	Chair	Biological Chemistry ¶

(d) → other research supervision ¶

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
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UC-AP-10 Section II Part D

2. → **Master's Thesis Students Supervised** (indicate whether as chair, co-chair, or committee member) ¶

<i>Year(s)</i>	→	<i>Student Name</i>	→	<i>Role</i>	→	<i>Department</i>	→	¶
2019	→	Yasmin Newton	→	Chair	→	MS Biotech Program	→	¶

3. → **Postdoctoral Scholars Supervised** ¶

<i>Year(s)</i>	→	<i>Student Name</i>	→	<i>Role</i>	→	<i>Department</i>	→	¶
2018-present	→	Carl Lis	→	Mentor	→	Biological Chemistry	→	¶

4. → **Undergraduate Student Research Supervision – UROP, honors courses, 199's or equivalents** ¶

-→

<i>Year(s)</i>	→	<i>Student Name</i>	→	<i>Role</i>	→	<i>Department</i>	→	¶
2020-present	→	Chris Kim	→	Mentor	→	Biological Chemistry	→	¶
	→	2020 UROP award, Excellence in Research ¶						
2019-2021	→	Michael Tora	→	Mentor	→	Biological Chemistry	→	¶
	→	2020 UROP award, 2020 SURP award, Excellence in Research ¶						
2018-2020	→	Jennifer Liu	→	Mentor	→	Biological Chemistry	→	¶

5. → **Other Research or Teaching Supervision** ¶

<i>Year(s)</i>	→	<i>Student Name</i>	→	<i>Role</i>	→	<i>Department</i>	→	¶
2020	→	Hitoshi Nakano	→	Mentor	→	Biological Chemistry	→	¶

Mr. Nakano is an undergraduate student who came to do a 2-month internship in my laboratory. I met him daily to supervise his research activities. ¶

(List visiting students/scholars, summer high school student research program, etc. Briefly indicate what this supervision entailed.) ¶

UC-AP-10 Section II Part E

32

E. TEACHING AWARDS AND SPECIAL PEDAGOGICAL ACTIVITIES

<i>Date(s)</i>	<i>Description</i>
2020	Golden <u>Apple Teaching</u> Award UCI School of Medicine
2021	Faculty teaching award from Dept of Medicine
7/6-7/30/2021	California State Summer School for Mathematics and Science (COSMOS) Cluster 6: Genes, Genomes, and Skeletal Muscle Dystrophies
1998 – 2019 (interrupted by COVID)	Judge for undergraduate UROP poster presentation

UC-AP-10 Section II Part F

33

F. TEACHING INNOVATIONS AND CURRICULUM DEVELOPMENT

<i>Date(s)</i>	<i>Description</i>
Summer 2021	COSMOS Cluster 6: Genes, Genomes, and Skeletal Muscle Dystrophies A 4-week program for high school students to learn advanced topics in science, technology, engineering, and math (STEM) fields together with Dr. Stem. I developed the lecture series on muscular dystrophies.
2019	GI Fellows Handbook, The Inside Scope (updates), <u>8th edition</u>
2020	Podcast for Clinical Correlates in Pharmacology
2021	<u>Maunal</u> for GI Lab for Fecal Microbiota Transplant

UC-AP-10 Section II Part G

34

G. DIVERSITY ACTIVITIES RELATED TO TEACHING

<i>Date(s)</i>	<i>Description</i>
5/2020	Research Seminar presentation for Bio Sci Minority Science Program
10/2019 – 2021	Served as both advancement and thesis committee member for four minority graduate students. Cannot list any actual names!
10/23/2022	Lecture to GI fellows on Disparities in Colorectal Cancer Screening

UC-AP-10 Section III Research and Creative Activity

- Peer Reviewed articles, case reports, review articles, and book chapters
 - Important to publish peer-reviewed original research articles (and some peer-reviewed “review” and “method” papers) as a first, senior or corresponding author
 - Evidence of impact: H Index: is an author-level metric that measures both the productivity and citation impact of the publications of a scientist or scholar (not required)
- Publishing case reports, review articles, and book chapters, development of teaching materials or web site content, and clinical trials are also considered important creative activity for **HS and Clinical X** faculty members

UC-AP-10 Section III Research and Creative Activity

- Extramural funding and/or investigator-initiated clinical trials as the PI or Sub-PI
- Development of teaching materials (could be under teaching as well)
- Development website content
- Grants
- Current Research protocols that have IRB approval, no presentation yet, can put in research statement

SECTION III – Research and Creative Activity during review period

A. PUBLICATIONS AND CREATIVE ACTIVITY **NOT CREDITED IN A PRIOR REVIEW** INTELLECTUAL CONTRIBUTIONS

Category	Publication
----------	-------------

Journal Articles, Peer-Reviewed

78. Author, Author, **Yokomori, K.*** and Author.* (2021) Title. **Journal** Volume:Pages.

*Co-corresponding author. Both co-corresponding authors were responsible for designing the experiments, organizing the data figures, overseeing the manual confirmation of critical results, and writing of the manuscript together.

77. Author, Author, Author and **Yokomori, K.** (2020) Title. **Journal** Volume:Pages.

Yokomori is the corresponding author who was primarily responsible for conceiving the idea, designing the experiments, analyzing data, and writing the manuscript.

76. Author, Author, **Yokomori, K.**, and Author. (2019) Title. **Journal** Volume:Pages.

Yokomori lab helped with some of the protein biochemistry experiments. 10% contribution.

Reference numbers must be sequential from old (#1 is your first ever published paper) to new (#78 (for example) is your latest paper) in your CV, which should not be changed and matched with the numbers here.

Your name in bold for easy detection.

Explain your role/contribution for each paper.

Invited Reviews and Book Chapters, Peer Reviewed

Case Reports, Peer Reviewed

Books, Peer Reviewed

Commentary

Make sure that they are published during the review period.

Stipulate “peer-reviewed” (or not).

Separate original research articles and review articles.

Stipulate your role as corresponding or co-corresponding author.

For a middle author, explain your role and degree of contribution.

Make sure the numbers match with those in CV.

SECTION III – Research and Creative Activity during review period ¶

Published after the last review period (typically 2-3 years).

¶ Section Break (Continuous) ¶

A. → PUBLICATIONS AND CREATIVE ACTIVITY NOT CREDITED IN A PRIOR REVIEW ¶
INTELLECTUAL CONTRIBUTIONS ¶

Category → Publication → ¶

¶
¶
¶

▪ ARTISTIC AND PROFESSIONAL PERFORMANCES AND EXHIBITS ¶

Category → Creative Work → ¶

¶
¶

PUBLICATIONS AND CREATIVE ACTIVITY PREVIOUSLY SUBMITTED IN A PRIOR REVIEW (do not list any work already credited for the last promotion or advancement (Professor VI, A/S) ¶

INTELLECTUAL CONTRIBUTIONS ¶

Category → Publication → ¶

¶
¶

ARTISTIC AND PROFESSIONAL PERFORMANCES AND EXHIBITS ¶

Category → Creative Work → ¶

¶
¶

COMPLETED PARTS OF LARGER WORKS ¶

Category → Publication or Creative Work → ¶

¶
¶

For promotions and Professor step VI, you need to include publications during the entire review period, including those that were previously reviewed for merit increase. (Web files are only for the last 5 years)

Only for a multi-year work that would not be published until later, but the completed portion can be evaluated now.

SECTION III – Cont'd

D. → PROFESSIONAL ONLINE & SYSTEM RESOURCES PRODUCED/MAINTAINED ¶

Date(s) Active →	Description →
¶	¶

E. → INTELLECTUAL PROPERTY – PATENTS, COPYRIGHTS, ETC. ¶

Date(s) →	Description →
¶	¶

CONTRACTS, GRANTS, FELLOWSHIPS ¶

Previously Submitted →	Funding Source →	Number or Title →	Role* →	Amount** →	Date Span of Award →
No	NIH - National Institutes of Health / R21 ARXXXXXX	MPI (contact PI)		\$242,000 (D)	09/1/2021 - 08/31/2023
No	CRCC C21CRXXXX	PI		\$75,000 (D)	10/1/2020 - 09/30/2021
No	NSF MCB-XXXXXXX	PI		\$778,653 (T)	08/1/2020 - 07/31/2023
No	UCI SOM Seed Grant	PI		\$10,320.57 (T)	07/1/2019 - 06/30/2020
Yes	NIH - National Institutes of Health / R01 ARXXXXXX	MPI (contact PI)		\$2,241,185 (T)	09/1/2017 - 08/31/2022
Yes	NIH - National Institutes of Health / R01 GMXXXXXX	Co-I 5% effort, molecular experiments		\$2,300,000 (T)	09/1/2015 - 03/18/2019
Yes	NIH - National Institutes of Health / Biomedical Informatics Training Program	Mentor		-	2018 - 2022
Clinical Trial					
Yes	Genetech/Hoffmann- LaRoche	Site-PI		\$449,729	11/5/2015 - 7/1/2021

If you have any video or other online resources during the review period, list here

If you had a patent during the review period, list here

- Make sure that grants and trials overlap with the review period.
- Include all the information indicated at the top.
- Amount can be Direct (D), or total (T).
- Stipulate your role as PI, MPI or co-I.
- If co-I, add your % effort and a short description of your role.



SECTION III – Cont'd

→ Previously → Submitted → Funding Source → Number or Title → Role* → Amount** → Award → Date Span of

¶
¶

H. → DIVERSITY ACTIVITIES RELATED TO CREATIVE ACTIVITIES ¶

Date(s) → *Description* → ¶

¶

2018-21 → Studied health disparities among different demographic groups, leading to publication #72. The work uncovered that there are pharmacy "deserts" in low-income counties in California that contribute to worse health outcomes. ¶

¶

☐ List the creative activities that promote or support an increase of diversity.

For example,

- publication that includes a minority/diversity student as an author.
- actual study/grant/clinical trial that directly focuses on health disparity.

Note - Diversity is viewed very broadly – categories could be ethnic background, gender identity, socioeconomic status, first-generation student, military veterans, disabled populations etc...

UC AP 10 Section IV

- Awards and Honors/ Evidence of provision of high-quality patient care
- Media coverage
- Membership in Professional Society
- Participation in activities/committees of professional organizations
- Membership on editorial boards
- Manuscript review
- Grant review, NIH and other study section membership
- Invited lectures at UCI, other institutions and professional meetings
- Accepted Abstract/Poster Presentations at Professional Meetings
- Community service outreach activities
- Mentorship of other faculty
- Board Certification

UC-AP-10 Section IV

42

SECTION IV – Professional Recognition and Activity during review period ¶

A. → HONORS AND AWARDS ¶

<i>Date(s)</i>	→	<i>Description</i>	→	¶
2018 -19	→	Best Doctor's of America ¶		
2019	→	Physician of Excellence, Orange County Medical Association ¶		
2020	→	Physician of Excellence, Orange County Medical Association ¶		
2019	→	Fellow, American Society of Cell Biology ¶		
2019	→	UCI ICTS Team Science Award ¶		

¶

B. → MEMBERSHIPS ¶

<i>Date(s)</i>	→	<i>Description</i>	→	¶
2000-present	→	American Society of Cell Biology ¶		
2000-present	→	American Society of Biochemistry and Molecular Biology ¶		

UC-AP-10 Section IV

C. → PROFESSIONAL ACTIVITY ¶

Invited presentations at educational, governmental institutions (or similar organizations) ¶

<i>Date(s)</i>	<i>Description</i>
4/2021 →	Invited research seminar speaker (Zoom) → University of Michigan ¶
8/2020 →	Invited research seminar speaker (Zoom) → University of South Florida ¶
11/2019 →	Invited research seminar speaker → University of Maryland ¶

Invited presentations at professional meetings ¶

<i>Date(s)</i>	<i>Description</i>
2020	American Society for Cell Biology; 39th Annual Meeting; San Francisco, CA ¶ Symposium speaker and session chair (meeting canceled due to COVID-19) ¶

Accepted presentations at educational, governmental institutions (or similar organizations) ¶

<i>Date(s)</i>	<i>Description</i>

Accepted presentations at professional meetings ¶

<i>Date(s)</i>	<i>Description</i>
6/24-25/2021 →	73. The FSH Society annual International Research Congress, (virtual) ¶ → "Genetic engineering and characterization of isogenic FSHD mutant myocytes." ¶ → Nguyen, N., Kong, X., Williams, K., Tawil, R., Kiyono, T., Mortazavi, A., and Yokomori, K. (oral presentation by Nguyen) ¶
3/19/2-21 →	72. Second Annual Southern California Rare Disorders Symposium (virtual) ¶ → "Relationship of DUX4 and target gene expression in FSHD myocytes" ¶ → Chau, J., Kong, X., Nguyen, N., Williams, K., Tawil, R., Kiyono, T., Mortazavi, A., and Yokomori, K. (poster presentation). ¶

0125 000000 74. The FSH Society annual International Research Congress, (virtual) ¶ 0125 000000 ¶

UC-AP-10 Section IV

Other presentations at professional meetings

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>
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Media Appearances and Interviews

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>
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List any media appearance during the review period. Provide a link with a brief description of your contributions.

Professional articles in this period about you or published reviews of your work

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>
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List articles that talk about your work. Provide a link with a brief description of your contributions.

D. PROFESSIONAL AND PUBLIC SERVICE

Service to Professional Societies / Outside Institutions (board of advisors, session chair, conference organizer, etc.)

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>
2020	→	→ ASCB → → selected to be on the nomination committee	→
	→	Through 4 meetings over 3 months, we came up with the list of nominees for the president and executive committee for the Society.	→

Journal Editor / Membership on Journal Editorial Boards

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>
2015 – present	→	Frontiers in Genetics, Editorial Board <u>Epigenomics</u> and Epigenetics, Associate Editor	→
2008 - Present	→	BMC Cell Biology, Associate Editor.	→

UC-AP-10 Section IV

45

Reviewer of Manuscripts / Journal Articles

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>	
2020	→	reviewer, EMBO Journal		
2020	→	reviewer, Frontiers in Genetics		
2017-2019	→	reviewer, Journal of Biological Chemistry		
2017-2020	→	reviewer, eLife		
2017	→	reviewer, Scientific Reports		

Standing Member of Review Boards for Funding Agencies

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>	
2020	→	NIH/ SEP ZRG1 MOSS-K02 (3/20) (Co-Chair)		
	→	ZRG1 CB-S (70)/4D Nucleome (5/20)		
		Friends of FSH Research RFP (5/20 and #/20)		
2019	→	NIH/MGB Study Section (member) (2/19)		
		American Cancer Society Seed Grant		
		Friends of FSH Research RFP (2/19 and 10/19)		

Ad hoc Service as Referee of Proposals

<i>Date(s)</i>	<i>→</i>	<i>Description</i>	<i>→</i>	
2020	→	NIH/ SEP ZRG1 MOSS-K02 (7/20) (Chair)		
		NIH/SMEP (10/20)		
		UKRI Future Leaders Fellowship		
2019	→	NSF MCB the Program of Genetic Mechanisms (8/19)		

UC-AP-10 Section IV

46

Consulting Activities (industry, government; indicate whether paid or *pro bono*) ¶

Date(s) → *Description* → ¶

¶

e.g., serving as an advisor for a company during the review period. ¶

¶

Community Service (including activities related to the improvement of elementary and secondary education) ¶

Date(s) → *Description* → ¶

List any outreach activities. ¶

¶

2017-present → Orange County Outreach Program: gave talks to elementary, middle and high school students to encourage their career path in STEM. ¶

E. → DIVERSITY ACTIVITIES RELATED TO PROFESSIONAL AND PUBLIC SERVICE ¶

Date(s) → *Description* → ¶

¶

2014-present → As the departmental graduate advisor, I helped ensure proper inclusion of diverse students in our graduate program. I interviewed and admitted 3 URM students directly into the Departmental Graduate Program in 2019 (0 in 2018) and 2 more in 2020. ¶

¶

Section Break (Next Page)

UC AP 10 Section V University Service

Division/Department Committees: PEC, CCC, Educational, Wellness, Resident/fellows Interviews

XX committee (UCI Health, Hospital committee) and could include a brief bullet point about their contribution

School of Medicine: Interview medical student applicants, office of medical education, curriculum review, advisory committee for dean's office, cross collaborations across depts

Campus-wide: work with school of nursing, school of arts, Samueli Institute, Administrative role

University: Across the UC system, UCOP advisory committee, EPIC liaison for UC system

Less service is expected from Assistant Professors

More service is expected at Associate and Professor ranks

UC-AP-10 Section V

SECTION V – University & Systemwide Service during review period ¶

¶ Section Break (Continuous) ¶

A. → UNIVERSITY/SYSTEMWIDE ↔ Academic Senate, Administrative Service; Senate Assembly; MRU, UCOP ¶

<i>Date(s)</i>	→	<i>Description</i>	→	¶
2019-present	→	The Cancer Research Coordinating Committee (CRCC)	→	¶

B. → CAMPUS ↔ Academic Senate and Administrative Service: ¶

<i>Date(s)</i>	→	<i>Description</i>	→	¶
2018 - 2021	→	The Council on Faculty Welfare, Diversity, and Academic Freedom, UCI, Member.	→	¶
2001 - Present	→	The Institutional Biosafety Committee, UCI, Member, Appointed.	→	¶
2001 - Present	→	The Radiation Safety Committee, UCI, Member, Appointed.	→	¶

C. → SCHOOL ¶

Date(s) → *Description* → **add further details if you want to highlight a specific service activity.** → ¶

2016-2020	→	SOM Mentoring Committee. This committee meets monthly and requires considerable pre-meeting outreach and review activities to ensure that the highest standard of mentoring is provided for the senate faculty covered by this group. We provide support for approximately 24 junior and mid-career faculty per year.	→	¶
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UCI Medical Center ¶

2018-present → OR steering committee ¶

D. → DEPARTMENT (other than listings in Section I) ¶

<i>Date(s)</i>	→	<i>Description</i>	→	¶
2019-present	→	Division Chief ¶	→	¶
2020-present	→	Graduate Advisor ¶	→	¶
2020-2021	→	Faculty Search Committee ¶	→	¶

UC-AP-10 Section V

E. → DIVERSITY ACTIVITIES RELATED TO UNIVERSITY/SYSTEMWIDE SERVICE ¶

<i>Date(s)</i> ¶	<i>Description</i> ¶	¶
2016 - 2020 →	As the Chair of the SOM Mentoring Committee, I aimed to provide proper guidance for career progress of minority faculty members. To better serve the URM faculty members who came to the mentoring committee for guidance, we engaged with the School of Medicine Equity Advisors and UCI Office of Inclusive Excellence who gave us advice on challenges specific to this group, and resources and support services that can mitigate these challenges. We utilized these approaches and resources when mentoring URM faculty members. ¶	¶

¶

Not all diversity descriptions or activities are equal

Poor

I supervised 5 URM and 7 female students over the current review period.

Good

Out of 15 trainees in my lab under my direct supervision during the review period, 5 were URM and 7 were female students. I provided both general career guidance and more specific mentoring tailored towards challenges specific to these different groups. I also supported their minority/diversity fellowship applications.

Excellent

Out of 15 trainees in my lab under my direct supervision during the review period, 5 were URM and 7 were female students. To achieve this level of diversity in my lab, I ensured that the opportunity was advertised in venues that are specifically targeted to URM and to female students (*list*), and I participated in outreach activities to URM and female students at a scientific conference (*list*) to publicize the graduate program and other training opportunities in my lab to these groups. Once trainees were in my lab, I provided both general career guidance and more specific mentoring tailored towards challenges specific to these different groups. I also supported their minority/diversity fellowship applications, and 2 students were successful in their applications.

Diversity Statement (Optional)

- CAP encourages the candidate to include their work in inclusive excellence and diversity where appropriate within the AP-10.
- If you feel strongly that your diversity effort demands a separate statement, you may highlight it in a separate statement. (<https://ap.uci.edu/faculty/guidance/ieactivities/>)
- It is helpful if these contributions are also highlighted in the departmental letter.

COVID impact

- <https://ap.uci.edu/documentingcovid19-updated/>

CAP and AP strongly encourage faculty to document COVID-19 related issues with regard to their professional achievements in their self-statements (teaching, research, service and/or inclusive excellence, as may be relevant/appropriate).

While faculty are not expected to provide personal details about difficult individual circumstances, the impact of these circumstances can be included in your teaching, research and/or service statements.

COVID-19 Stop the Clock (COVID-STC):

- Applicable to all eligible titles at the Assistant rank, including new faculty starting 2021-22.
- May submit COVID-STC prior to July 1 of the year in which they wish to delay their Mid-Career Assessment (MCA) or promotion/promotion to tenure.

Review of Submitted Material

53

Careful review of materials/dossier prior to submitting to the Dean's office will help to ensure less of a delay and/or return of the file with a "BACK TO DEPT/SCHOOL" memo



Tips

54

- Keep CV up to date as you complete activities and provide contributions
- Review materials for accuracy and appropriateness (review period, level of service, etc.)
- Incorporate an emphasis on diversity and inclusive excellence in contributions you are already making
- Work closely with department analyst and adhere to timelines provided

Helpful Websites

Office of Academic Personnel-Resources for Faculty:

<https://ap.uci.edu/faculty/>

Academic Personnel Manual:

<http://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/index.html>

Council on Academic Personnel FAQ:

<https://cpb-us-e2.wpmucdn.com/sites.uci.edu/dist/e/1492/files/2021/01/CAP-FAQ-January-2021.pdf>

**SOM Academic Affairs Office – Working on enhancing our website!
This slide set will be posted there.**

QUESTIONS

56





UCI School of Medicine

Office of Academic Affairs

2022 FACULTY DEVELOPMENT SERIES:

Monthly *On Mondays*

5:15 – 6:15 pm

Location: ZOOM

Presented By:

Associate Dean for Faculty Development Senate
Brian J. Cummings, PhD

Associate Dean for Faculty Development Non-Senate
Nimisha K. Parekh, MD, MPH, FACG, AGAF

2022 Faculty Development Series

Topics:

Merits and promotions for HS clinical faculty

Nimisha Parekh & Brian Cummings, 1/31/22

Achieving success as an educator; how to add scholarship and educational activity to boost your career

Julie Youm, Megan Osborn & Nimisha Parekh, 2/7/22

Merits and promotions for senate faculty

Kyoko Yokomori & Brian Cummings, 3/21/22

The X,Y, and Z's of compensation...salary and benefits

Jami Holland, Nimisha Parekh & Brian Cummings, 4/11/22

Communication and interpersonal styles

Sherwynn Umali, Nimisha Parekh & Brian Cummings, 5/9/22

How to complete AP-10 Form (clinical and non-clinical)

Kyoko Yokomori, Nimisha Parekh & Brian Cummings, 6/6/22

Topics:

Wellness and life balance

Anju Hurria & Nimisha Parekh, 8/1/22

Full professors step 4-6 & above scale, senate and non-senate - what you need for step 6 or above scale

Geoff Abbott & Mohammad Helmy, 9/12/22

Tips and tricks on managing your clinical research career (all levels), clinical trials, who is doing what @ UCI, working with IRB

Dan Cooper, Claire Henchcliffe & Nimisha Parekh, 10/17/22

Achieving success as a clinician

Kristen Kelly, Cristobal Barrios, Stephanie Lu, Sameh Mosaed, Danielle Perret, & Nimisha Parekh, 11/7/22

Tips and tricks on managing basic science research (early career)

Peter Kaiser, Vladimir Kefalov, & Brian Cummings, 12/12/22

Registration link: https://uci.co1.qualtrics.com/jfe/form/SV_cGtDKW5qsdqV1fU

ZOOM Link: <https://ucihealth.zoom.us/j/98584545804?pwd=MFdNaIFPUIIZaFZhNHhKNi9nVzdNUT09>

Certificate of attendance available