

UCI School of Medicine

Academic Affairs



How to complete the **AP-10** form (clinical and non-clinical)

June 10, 2024

Academic Affairs Leadership

Geoffrey W. Abbott, PhD

Vice Dean, Basic Research
Senior Associate Dean, Academic Personnel
School of Medicine



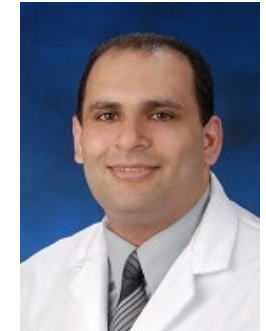
Kyoko Yokomori, PhD

Associate Dean for Academic Affairs, Senate (**Senate/Adjunct**)



Mohammad Helmy, MD,

Associate Dean for Academic Affairs, Non-Senate (HS Clinical)



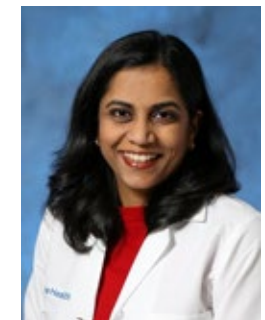
Brian Cummings, PhD

Associate Dean, Faculty Development, Senate (**Senate/Adjunct**)



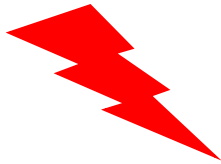
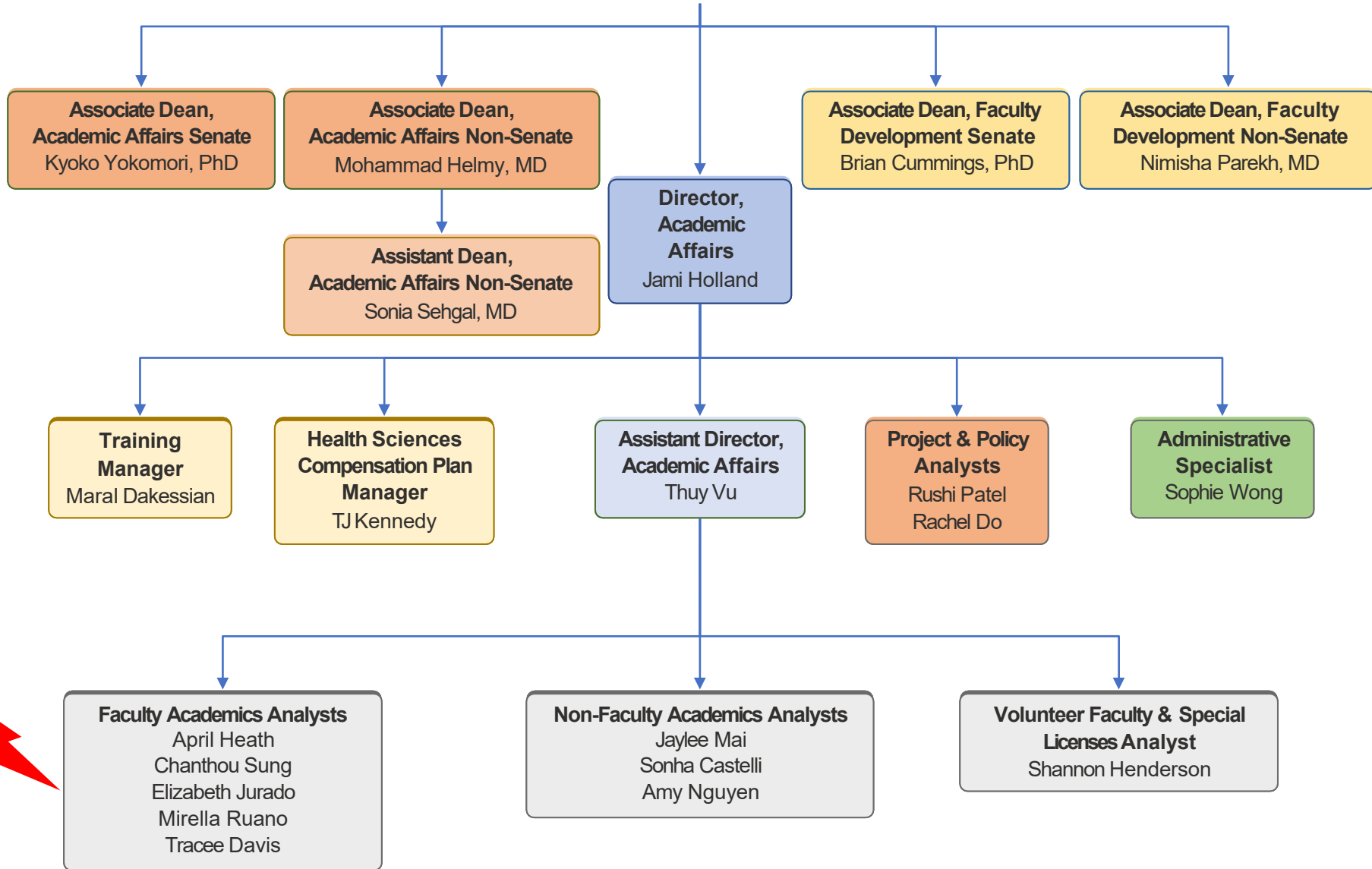
Nimisha Parekh, MD, MPH

Associate Dean, Faculty Development, Non-Senate (HS Clinical)



UCI School of Medicine Academic Affairs

Senior Associate Dean,
Academic Personnel
Geoff Abbott, PhD



Major Change!

- **Senate files that will be dean-delegated effective 2024-25 review cycle**
 - All normal merit files
 - Any faculty member can elect to have their merit files be Campus Reviewed
 - Must make that decision before submitting base file materials to the department
- **Senate files that continue to be Campus (CAP) review**
 - All promotion and advancement files
 - All Mid-Career Appraisal files
 - All acceleration files
 - Above Scale Merit Files
 - All files in the review cycle following any reappointment or No Change only decision

File Submission Deadlines 2024-2025

Academic Affairs Office will accept early file submission	August 1, 2024	
Postponement of Tenure Review Files one-year accelerations Accelerated Merits of two years or more Advancement to Professor Step VI No Change Reappointments Midcareer Appraisals Fifth Year Reviews	October 3, 2024	September 30, 2024
Faculty Promotions (normal & accelerated)	November 1, 2024	
Promotions (non-faculty academics) Non-reappointments Above Scale actions Merit, Deans Delegated All other actions, including non-Senate actions	December 2, 2024	Still goes to CAP (full AP-10) AP-10 or CV with highlights and AP-10DD (section II)

Candidate Base File – *Dean's Delegated Review File*

- **Curriculum Vitae (CV) OR complete the Addendum form, AP-10**
 - If submitting a CV
 - Highlight all new material since the last review period ended
 - Complete Teaching Addendum form, AP-10-DD
 - If submitting an AP-10:
 - Use updated **AP-10 June 2024**: Complete entire form
- **Self Statement (not required)**
 - Can include **one reflective statement with short sections about significant contributions in review areas** that may not be adequately evident from the CV/AP-10
 - Recommended length (**< 2 pages total**)
- **Two forms of evidence for teaching effectiveness**
 - **Student Evaluations**
 - One other: **reflective teaching statement** (most common), peer evaluation from a colleague, or other evidence
- **E-Copies of Publications/Creative Activities**
 - Refer to [APP 3-60: Merit and Promotion File Documentation for Academic Senate Titles](#)

What documents are needed for CAP-delegated files?

- **AP-10 (6/2024)**----This is the primary review file. All information **during the review period** should be included.
 - CV (information of your entire career) (**publication numbering cannot be changed and must match AP-10**)
 - Outside letters (only mandatory for initial appointment, promotions, and advancement to Professor Above Scale)---**please include letters from other UC campuses!**
 - **Teaching evaluations**
 - **Reflective teaching statement** (required)
 - **Research statement** (if applicable)
 - **Service statement** (not required but recommended)
 - **Inclusive Excellence/Diversity statement** - **only required for the initial appointment**
 - optional for merit/promotion review, if there is something you want to highlight
 - CAP typically **prefers this information to be included in AP-10** for merit/promotion review
- 2 pieces of evidence of teaching
- Personal statements**
3 pages max each!

Above Scale Merit Categories Revised

Proposed Action or Final Decision	Period of service (years)	% increase on total salary	Clock	Expectations
Advancement to Above Scale	4 years minimum at Step IX	8.5	reset	Highest distinction of excellence in each of the three review areas.
Above Scale Merit 3 <i>Old Merit Plus</i>	4 years minimum*	10	reset	Very rare action. Higher expectations than an accelerated merit in the Professor or Professor of Teaching rank with the highest distinction of excellence in the primary area and excellence/demonstration of leadership or impact in the other two review areas.
Above Scale Merit 2 <i>Old Merit</i>	4 years minimum*	8	reset	Similar to expectations for an accelerated merit in the Professor or Professor of Teaching rank with the highest distinction of excellence in the primary review area and excellence/demonstration of leadership or impact in a second review area and continuing good performance in the third review area. No area subpar.
Above Scale Merit 1 <i>New</i>	4 years minimum*	4	reset	Similar to expectations of excellence for merit in the Professor or Professor of Teaching rank with the highest distinction of excellence in the primary review area and continuing good performance in the other two review areas. No area subpar.
No change	4 years	0	not reset	Does not meet standards for merit at 4 years; Required review in year 5 for a Five-Year Review or Above Scale Merit 1, 2 or 3.
Five Year Review - Satisfactory	5 years	0	reset	Continuing good contributions in all three review areas. No area subpar.
Five Year Review - Unsatisfactory	5 years	0	not reset	One or more areas subpar. Three-year action plan with yearly progress reports required. Must be reviewed no later than 5 years after Unsatisfactory 5-year review.

ARAC/CXAC



Above Scale Merits 2 and 3 are similar to accelerations so accelerated merits in time are not permitted at Above Scale.

Review of Submitted Material

Careful review of materials/dossier prior to submitting to the Dean's office will help to avoid/minimize a delay and/or return of the file to the department. Faculty members are ultimately responsible for signing off the review materials.

- The role of the **faculty member** is to input all the information in AP-10, prepare personal statements and provide CV, teaching evaluations and publications.
- The role of the **analyst** is to review and make sure that the information provided is within the review period, and complies with policy and procedures



AP-10 and AP-10DD (2024 versions)

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

UCI-AP-10	Addendum Form	2024-06	APP 3-60: Review File Documentation (Senate Titles) Review Periods by Action Type
UCI-AP-10-DD	Teaching Addendum Form	2024-03	APP 3-60: Review File Documentation (Senate Titles) Review Periods by Action Type

AP-10 sections

Section I----Employment history

Section II----Teaching/mentoring

Section III----Creative activities

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

Section V----University service

Evaluation criteria

Teaching/mentoring

Excellent teaching evaluations
Record of mentoring

Adjunct series only requires **two out of three activities** (research, teaching and service)!

Creative activities

Evidence of independent and robust research program.
Peer-reviewed original publications
Grant funding and/or clinical trials as a PI

Service

Evidence for professional recognition
List of professional and university service activities

Clinical competence

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

Name: ... → ¶

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 →

¶

B. →OTHER APPLICABLE ACADEMIC EMPLOYMENT ¶

→Period →	Position/Description →

¶

- 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 (6/24); always use the form from AP website <https://ap.uci.edu/forms/>

06/24

ADDENDUM

for the review period
October 1, 2020 through September 30, 2023

Name: _____

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

SECTION I – Previous Applicable Academic Employment

Section Break (Continuous)

A. UC EMPLOYMENT HISTORY

Period	Title & Rank	Step	Time	Department
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2021-present	Associate Professor	Step III	100%	Biological Chemistry
2019-2021	Associate Professor	Step II	100%	Biological Chemistry
2017-2019	Assistant Professor	Step IV	100%	Biological Chemistry
2015-2017	Assistant Professor	Step III	100%	Biological Chemistry
2013-2015	Assistant Professor	Step II	100%	Biological Chemistry

❖ List each step and don't consolidate by ranks.

If off scale, write e.g., "III OS"

<https://facultyhub.ap.uci.edu/Employment>

B. OTHER APPLICABLE ACADEMIC EMPLOYMENT

Period	Position/Description
--------	----------------------

If you worked at UCI in a different track, list here. Can also list academic employment at other institutions.

Section II. Teaching/Mentoring

<https://facultyhub.ap.uci.edu/Courses>

SECTION II – Teaching Activity during review period

A. COURSES TAUGHT AT UCI (if courses are taught elsewhere, list at the end and name institution)

<u>Qrtr/Year</u>	<u>Course #</u>	<u>Title</u>	<u>Enrollment</u>	<u># Instructors</u>	<u>% Taught</u>
Spring 2024	<u>BC225*</u>	<u>Epigen. Hum. Health/Dis.</u>	15	4	25
	(graduate course)		(# of students enrolled) (# of instructors)(your contribution %)		
Spring 2024	BIO199	Chromatin Biol.	3	1	100
	(undergraduate research)				
Spring 2024	BC200C	Chromatin Biol.	1	1	100
	(your own graduate student research A (fall), B (winter), C (spring))				



- ❖ Add asterisks to those with teaching evaluations. (For promotions, evaluations for the last 5 years should be included.)
- ❖ Underline regular courses.

New!

B. OVERLOAD COURSES TAUGHT AT UCI

<u>Qrtr/Year</u>	<u>Course #</u>	<u>Title</u>	<u>Enrollment</u>	<u># Instructors</u>	<u>% Taught</u>
Winter 2024	<u>BME135*</u>	<u>Photomedicine</u>	15	6	5%
	(A guest lecturer to give one lecture)				

Section II. C and D: *Faculty members with clinical teaching only*

SECTION II – Cont’d

C. **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.*

<u>Description</u>	<u># of Students</u>	<u>Date/Date Span</u>	<u># Hours/Days</u>
Ward Rounds:			
General surgery rounds	1	7/18-8/1/2022	4-5 hrs/day, 5 days/wk
General gastroenterology <u>consult</u> ward service, endoscopy and rounds.	1	9/9-9/13/21	2-4hrs/day
Clinical Teaching:			
IBS Clinic	One third year medical student every 3 months.	10/2018-9/2021	4 hours at a time.
Lectures (Grand Rounds, Special lectures, etc.):			
UCI Neurology Lecture series “Brain tumors”	30	12/5/2022	1 hour
UCI Neurology Lecture series “Brain tumors”	30	12/5/2021	1 hour

(list all lectures, journal clubs, you gave to medical students during the review period)

Section II Cont'd

D. 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.*

<u>Description</u>	<u># of Students</u>	<u>Date/Date Span</u>	<u># Hours/Days</u>
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Ward Rounds:

Medicine Ward rounds	1-3 residents	2021-present	4-5 hrs /wk
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- Do not need to list names of students, residents and fellows
- Do list the dates on service, number of students, residents and fellows
- Number of hours spent teaching
- List all lectures given to students, residents and fellows
- **Don't report the same lecture in >1 section; instead, explain if the audience for a specific lecture included >1 learner category**

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

Fellowship core curriculum lecture	1 resident & 1-2 fellows	7/2023
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·

(list all lectures, journal clubs, you gave to residents and fellows during the review period)

Clinical teaching

- It is important to describe the nature of teaching activities (organizing course, grading, lecturing, conducting clinical teaching) if this is not otherwise provided.
- **Medical student and resident evaluations must be obtained.** If there are very few student evaluations, the unit is responsible for providing other evidence (letters solicited from students, observation of other faculty, etc.) on the teaching performance.
- It is also important to indicate the total contact hours with students during the quarter, or in the case of team teaching, the hours on which the evaluation is based.

**Section II
Cont'd**

E. 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>
2023	John Goodrich	Member	Dev & Cell Biology
2023	Jane Martin	Chair	Biological Chemistry

(thesis defense date should be within the review period))

(b) those who advanced to candidacy

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
4/2023	Mary Hicks	Chair	Biological Chemistry
5/2022	Mike Johnson	member	Biochem. Mol. Biol.

(Exam date cannot be earlier than October 1 (the beginning of the review period))

(c) pre-dissertation committees

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
2023	John Goodrich	Member	Dev & Cell Biology
2023	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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May list rotation students.

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>
2023	Yasmin Newton	Chair	MS Biotech Program

**Section II
Cont'd**

3. Postdoctoral Scholars Supervised

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
2022-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>
2023-present	Chris Kim	Mentor	Biological Chemistry
	2023 UROP award, Excellence in Research		
2022-2024	Michael Tora	Mentor	Biological Chemistry
	2023 UROP award, 2023 SURP award, Excellence in Research		
2022-2023	Jennifer Liu	Mentor	Biological Chemistry

List here! →

5. Other Research or Teaching Supervision

<i>Year(s)</i>	<i>Student Name</i>	<i>Role</i>	<i>Department</i>
2023	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.		
2022-present	John Reed	Supervisor	Biological Chemistry
	Mr. Reed has been an assistant specialist in my lab.		

Explain! →

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

CLINICAL FACULTY (LIST RESIDENTS, FELLOWS WHO YOU MENTORED FOR RESEARCH OR CLINICAL TEACHING)

Section II, cont'd

F. TEACHING AWARDS AND SPECIAL PEDAGOGICAL ACTIVITIES

<i>Date(s)</i>	<i>Description</i>	
2023	Excellence in Graduate Student Teaching Award	UCI School of Medicine
7/6-7/30/2024	California State Summer School for Mathematics and Science (COSMOS) Cluster 6: Genes, Genomes, and Skeletal Muscle Dystrophies	
2010 – 2024 (interrupted by COVID)	Judge for undergraduate poster presentation	

List here the types of items that relate to university teaching, such as on-line or multi-media instructional programs and resources, unpublished laboratory preparations or manuals, course guides and packets, etc. Asterisk (*) items included in the file

G. TEACHING INNOVATIONS AND CURRICULUM DEVELOPMENT

<i>Date(s)</i>	<i>Description</i>
Summer 2024	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.
2017 – present	Course Co-Organizer (contact organizer) BC225/NB230 Epigenetics in Health and Disease We revamped our BC225 chromatin course focusing more on epigenetics relevant to human health and disease and also moved it to the Fall quarter with the effort to increase more student enrollment. We also put more emphasis on student discussion by dividing the students in two groups (authors and reviewers) to critically analyze research papers.
2023	GI Fellows Handbook, The Inside Scope (updates), 8 th edition

IF YOU ORGANIZED A NEW COURSE OR REVAMPED AN EXISTING COURSE DURING THE REVIEW PERIOD, REPORT IT HERE!



Section II Cont'd

H. PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO TEACHING

<i>Date(s)</i>	<i>Description</i>
December 2 and 9, 2023	IGEN Equity in Graduate Admissions Workshops
2023	UCI Active Learning Institute
August-September, 2023	Digital Learning Institute Summer Workshop series

I. DIVERSITY ACTIVITIES RELATED TO TEACHING

<i>Date(s)</i>	<i>Description</i>
5/2023	Research Seminar presentation for Bio Sci Minority Science Program
10/2023 – 2024	Served as both advancement and thesis committee member for four minority graduate students.

Cannot list any actual names! |

Teaching

Office of Academic Personnel/CAP

☐ Reflective Teaching Statement

- CAP looks for candidate's engagement with teaching evaluations, addressing any problems and explaining how they are / were resolved.

☐ Student Evaluations of Teaching (SET)

- Include most recent SETs, up to the last 5 years
- Response rates are important (indicate if low response rates are normal within unit)
- Student comments are often more valuable than numerical scores
- CAP discusses potential gender/ethnicity/race biases in teaching evaluations and related concerns.
- Any major negative comments should be addressed in the teaching statement and the department letter.

teaching evaluations for Fall 2022 watermarked for the effect of UAW strike

Section III. Research and Creative Activity

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

A. PUBLICATIONS AND CREATIVE ACTIVITY NOT CREDITED IN A PRIOR REVIEW

INTELLECTUAL CONTRIBUTIONS

Category

Publication

Journal Articles, Peer-Reviewed

78. Author, Author, **Anteater, P.*** and Author.* (2023) 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 **Anteater, P.** (2022) Title. Journal Volume:Pages.

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

76. Author, Author, **Anteater, P,** and Author. (2020) Title. Journal Volume:Pages.

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

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 or clearly mark original research articles and review articles.
- Stipulate your role as **corresponding or co-corresponding author.**
- Your name in bold** for easy detection
- For a middle author, explain your role and degree of contribution. (minor, moderate, major or %)
- BioRxiv** publications can be listed as “**non-peer-reviewed**”. However, when they are published, keep the same publication number and need to list them in Section IIIB.
- Make sure the numbers match with those in CV (and stay the same over time).

B. 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
74.	Author (2020) Title . Journal Volume :Pages .
73.	Author (2020) Title . Journal Volume :Pages .
72.	Author (2019) Title . Journal Volume :Pages .
71.	Author (2019) Title . Journal Volume :Pages .

(This section should only be used for promotion, advancement to Step VI, and promotion to above scale. Web files are only for the last 5 years)

ARTISTIC AND PROFESSIONAL PERFORMANCES AND EXHIBITS

Category	Creative Work
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C. COMPLETED PARTS OF LARGER WORKS

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



Section III. Research and Creative Activity

- **Publishing peer-reviewed original research articles**, case reports, review articles (“invited” review is a plus), and book chapters
 - Important to publish **as a first or senior author – corresponding author status is crucial**
 - Middle authorship should be documented/explained (subject matter expert, supply of special resource, expert analysis of dataset). Do not assume peers will understand your role.
 - Evidence of impact: author- or paper-level metrics (*not required but can be used*)
 - H-Index** in Google Scholar or Semantic Scholar: an **author**-level metric that measures both the productivity and citation impact of the publication. H-index should increase each year.
 - iCite**: Relative Citation Ratio (RCR) values, which measure the scientific influence of **each paper** by field- and time-adjusting the citation.
 - Impact Factor (IF)**: a measure of the frequency with which the average article in a journal has been cited in a particular year. It is used to measure the importance or rank of **a journal**.
- **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, Clinical X** and **Adjunct** faculty members.

SECTION III – Cont’d

D. PROFESSIONAL ONLINE & SYSTEM RESOURCES PRODUCED/MAINTAINED

Date(s) Active *Description*

E. INTELLECTUAL PROPERTY – PATENTS, COPYRIGHTS, ETC.

Date(s) *Description*

F. CONTRACTS, GRANTS, FELLOWSHIPS

Previously Submitted	Funding Source	Number or Title	Role*	Amount**	Date Span of Award	
No	NSF	MCB-XXXXXXX	PI	\$778,653 (T)	08/1/2023	07/31/2026
No	NIH	R21 ARXXXXXX	MPI (contact PI)	\$242,000 (D)	09/1/2022	08/31/2024
No	CRCC	C21CRXXXX	PI	\$75,000 (D)	10/1/2022	09/30/2023
No	UCI SOM Seed Grant		PI	\$10,320.57 (T)	10/1/2021	09/30/2022
Yes	NIH	R01 ARXXXXXX	MPI (contact PI)	\$2,241,185 (T)	09/1/2019	08/31/2024
Yes	NIH	R01 GMXXXXXX	Co-I	\$2,300,000 (T)	09/1/2018	03/18/2023
Yes	NIH - National Institutes of Health Biomedical Informatics Training Program		Mentor	-	2020	2024
Clinical Trial						
Yes	Genentech/Hoffmann- LaRoche		Site-PI	\$449,729	11/5/2018	7/1/2023

For Co-I, stipulate the % effort, allocated resources.

Short descriptive grant title and spell out the acronym of funding agencies

Do not list grants or fellowships awarded to trainees under contracts and grants with the role of mentor or sponsor, but list these under teaching as evidence of mentorship.

← 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, including a descriptive title of the grant.

Amount can be Direct (D), or total (T).

Stipulate your role as PI, MPI or co-I/sub-contractor/consultant (then list the PI name).

Section III. Research and Creative Activity (continued)

- **Extramural funding** (grants) and/or **investigator-initiated clinical trials** as **the PI, MPI or site-PI**
- **Current research protocols** that have IRB approval but for which the clinical trial has not yet been funded or initiated can be mentioned in the research statement.

Research and Scholarly Activity

- ❑ AP-10 bullet points with supporting self statements that are clear, concise and provide additional context (see below) are helpful.
- ❑ CAP looks for connections between research activity, impact and leadership.
 - Example: For co-authors, co-artistic directors, designers, collaborators, “team science,” inter- or cross-disciplinary work – Provide context: did the candidate initiate the work? Did they have a minor or a major role in the development and final production of the work?
- ❑ Research grants, external funding:
 - A mark of stature / research accomplishments
 - Explain grant / funding totals – indicate candidate’s role as PI or Co-I

SECTION III – Cont'd

G. ALLOCATION OF OTHER NON-FINANCIAL RESOURCES

H. PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO RESEARCH/CREATIVE ACTIVITIES

Date(s) *Description*

2022-2023 NIH Bootcamp

I. DIVERSITY ACTIVITIES RELATED TO RESEARCH/CREATIVE ACTIVITIES

Date(s) *Description*

2021-24 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 (**but no names!**).
- 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...

Section IV. Professional Recognition and Activity

- Awards and Honors, media coverage
- Participation in activities of clinical and/or professional organizations
- Membership on editorial boards and manuscript review
- Grant review, NIH and other study section membership
- Invited lectures at other institutions and professional meetings
- Accepted Abstract/Poster Presentations at Professional Meetings
- Community service outreach activities
- Mentorship of other faculty

Clinical competence

- Evidence of provision of high-quality patient care (e.g., Super Doctor, USA)
- **Board certification (list under Section IV.B)**
- Leadership role in your division, clinical program (**List in Section V, university service**)

SECTION IV – Professional Recognition and Activity during review period ¶

A. → HONORS AND AWARDS ¶

<i>Date(s)</i>	→	<i>Description</i>	→	¶
2021-22	→	Best Doctors of America ¶		
2022	→	Physician of Excellence, Orange County Medical Association ¶		
2021	→	Physician of Excellence, Orange County Medical Association ¶		
2022	→	Fellow, American Society of Cell Biology ¶		
2022	→	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 ¶		

¶

Also list board certification!

Section IV
Cont'd

C. PROFESSIONAL ACTIVITY

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

Date(s) *Description*

Separate local and national/international invited talks.

4/4/2024	Invited research seminar speaker	University of Michigan
5/8/2023	Invited research seminar speaker (Zoom)	University of South Florida
12/11/2022	Invited research seminar speaker (Zoom)	University of Maryland

Presentations at UC Irvine. **New!**

Date(s) *Description*

6/4/2024	Invited research seminar speaker	UCI Dept. Dev Cell Biol.
12/8/2023	Invited research seminar speaker	UCI CCBS

Invited presentations at professional meetings

Date(s) *Description*

2023	American Society for Cell Biology; 39th Annual Meeting; San Francisco, CA Symposium speaker and session chair
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Accepted presentations at outside educational, governmental institutions (or similar organizations)

Date(s) *Description*

Accepted presentations at professional meetings

Date(s) *Description*

6/24-25/2023	73. <u>The XXX Society annual International Research Congress</u> "Genetic engineering and characterization of XXXXX." Hernandez, B., Clay, J., Meadows, M., Ng, P., Sakamoto, K., Saleh, Z., and Anteater, P. (oral presentation by Hernandez)
3/19/2023	72. Second Annual Southern California Rare Disorders Symposium "Relationship of XXXX and XXX in XXXXX" Hernandez, B., Clay, J., Meadows, M., Ng, P., Saleh, Z., Sakamoto, K., and Anteater, P. (poster presentation).

Include poster or selected oral presentations in this section

Section IV
Cont'd

Other presentations at professional meetings

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

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

Aug 5, 2022	UC Irvine Health Facebook Blog
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Aug 6, 2022	UC Irvine Health Instagram
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Professional articles in this period about you or published reviews of your work

<i>Date(s)</i>	<i>Description</i>
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List articles that talk about your work. Provide a brief description of your contributions and include link to article (if available).

D. PROFESSIONAL AND PUBLIC SERVICE

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

<i>Date(s)</i>	<i>Description</i>
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2023	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.
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Aug 2023-Jan 2024	Anteater Foundation Congress Social Planning Committee
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Section IV Cont's

Journal Editor / Membership on Journal Editorial Boards

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

Reviewer of Manuscripts / Journal Articles

<i>Date(s)</i>	<i>Description</i>
2023	reviewer, EMBO Journal
2023	reviewer, Frontiers in Genetics
2019-2023	reviewer, Journal of Biological Chemistry
2017-2023	reviewer, <u>eLife</u>
2022	reviewer, Scientific Reports

Standing Member of Review Boards for Funding Agencies

<i>Date(s)</i>	<i>Description</i>
2023	NIH/ SEP ZRG1 MOSS-K02 (3/23) (Co-Chair) ZRG1 CB-S (70)/4D <u>Nucleome</u> (5/23) Friends of FSH Research RFP (5/23 and 9/23)
2022	NIH/MGB Study Section (member) (2/22) American Cancer Society Seed Grant Friends of FSH Research RFP (2/22 and 10/22)

Ad hoc Service as Referee of Proposals

<i>Date(s)</i>	<i>Description</i>
2023	NIH/ SEP ZRG1 MOSS-K02 (7/23) (Chair) NIH/SMEP (10/23) UKRI Future Leaders Fellowship
2022	NSF MCB the Program of Genetic Mechanisms (8/22)

**Section IV
Cont'd**

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

2020-present Orange County Outreach Program: gave talks to elementary, middle and high school students to encourage their career path in STEM.

E. PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO PROFESSIONAL AND PUBLIC SERVICE

Date(s) *Description*

5/09/23 Faculty Development Series – “Communication and interpersonal styles” via Zoom

6/04/23 AAMC Professional Development Series – “Building Better Curriculum” webinar

10/17/23 Faculty Development Series – “Managing your clinical research career” in person

F. DIVERSITY ACTIVITIES RELATED TO PROFESSIONAL AND PUBLIC SERVICE

Date(s) *Description*

July 2023 I am serving on the Minority Affairs Committee (MAC) for ASCB. The goal of the MAC is to significantly increase the involvement of underrepresented minority scientists in all aspects of the Society and develop programs for undergraduate and predoctoral students to assist them in achieving careers in biomedical research.

Section V. University Service

- Department, SOM, campus-wide, or UC-wide committees
- Hospital committees (**this should be under SOM**)
- Department Chair, Division Chief, Organized Research Unit (ORU) Director and other leadership roles
- Less service is expected from Assistant Professors
- Significant service/leadership is expected at higher ranks (**for senate faculty, campus-wide service is expected to ensure shared governance of the University of California**).

SECTION V – University & Systemwide Service during review period

A. UNIVERSITY/SYSTEMWIDE - Academic Senate, Administrative Service; Senate Assembly; MRU, UCOP

<i>Date(s)</i>	<i>Description</i>
2022-present	The Cancer Research Coordinating Committee (CRCC)

B. CAMPUS - Academic Senate and Administrative Service:

<i>Date(s)</i>	<i>Description</i>
2021 - 2024	The Council on Faculty Welfare, Diversity, and Academic Freedom, UCI, Member.
2021 - Present	The Institutional Biosafety Committee, UCI, Member, Appointed.
2020 - Present	The Radiation Safety Committee, UCI, Member, Appointed.

C. SCHOOL

<i>Date(s)</i>	<i>Description</i>
2020-2024	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.

[UCI Medical Center](#)

[2019-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
2023-2024	Faculty Search Committee

Section V
Cont'd

E. PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO UNIVERSITY/SYSTEMWIDE SERVICE

<i>Date(s)</i>	<i>Description</i>
2023-2024	SOM Leadership Academy

F. DIVERSITY ACTIVITIES RELATED TO UNIVERSITY/SYSTEMWIDE SERVICE

<i>Date(s)</i>	<i>Description</i>
2018 - 2022	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.
2016-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 2021 (0 in 2020) and 2 more in 2022.

Service

Office of Academic Personnel/CAP

- Context in service activities is essential
 - CAP looks for levels of leadership, effort and main contributions, not long lists of service activities.
 - For example:
 - How many hours/years?
 - Compensated or volunteer? What is standard in the department?
 - Editorial work: How many papers reviewed? Top journals or blog?

- Higher levels of service are required at higher ranks/steps.

Section V

Examples of University service for HS faculty members

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

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

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

UCI Health, Hospital committee (may include a brief bullet point about their contribution)

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

Clinical X series definition

The Clinical X series at University of California emphasizes clinical duties, teaching and creative output.

The position is not tenure-track and the research expectations are not quite the same as for tenure-track faculty.

Specifically, Clinical X faculty are expected to lead or have a significant intellectual and substantive contribution to a research program and/or be involved in other creative activities.

Creative activity may be highly integrated into clinical activities, and may include clinical-translational projects, health services/health outcomes research, case series, educational scholarship, or bench research.

Extramural support is **desirable** but not required.

Although this is not a tenured position, it confers membership in the UC Academic Senate.

Diversity

- CAP encourages the candidate to include their work in inclusive excellence and diversity where appropriate *in the AP-10*.
- If you feel strongly that your inclusive excellence/diversity efforts warrant a separate statement, you are free to provide a separate statement. <https://ap.uci.edu/faculty/guidance/ieactivities/>
- It is helpful if these contributions are also highlighted in the departmental letter.

Not all diversity descriptions or activities are equal

(always provide context)

So so

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.

Personal Statements (<3 pages)

Put your accomplishments in context!

- **Reflective teaching statement:** discuss your teaching philosophy, highlight any teaching innovation, and address negative teaching evaluations.
- **Research statement:** focus on providing context (explain the significance of your study in the field, define your contribution in team science, etc.) rather than going into details of your projects.
Describe any unfunded clinical research/IRB.
- **Service statement:** Briefly summarize your service, elaborate if a certain committee activity requires a lot of hours/work!
- Inclusive Excellence/Diversity statement - **only required for the initial appointment**
 - CAP typically prefers IED information included in the diversity sections in AP-10 for merit/promotion review.

Effect of UAW strike

CAP strongly encourages faculty to document **any negative impacts of the strike** on professional achievements in their **self-statements** (teaching, research, service, and/or inclusive excellence).

While faculty are **not expected to provide personal details** about difficult individual circumstances, **the impact** of these circumstances can be included and **contextualized** so all levels of review (including the department, school, and CAP) may conduct an equitable evaluation of merit and promotion cases that considers how they were impacted by the strike.

Teaching evaluations for Fall 2022 watermarked

External letters for promotion (do not provide drafts!)

- Assistant to Associate
 - Associate to Professor
 - Professor Step V to VI
 - Professor above scale
(Distinguished Professor)
- } 4-5 external letters required
- Letters not required
- 4-5 external letters required

- At least **3 letters** must be Department-nominated, Non-conflicted
- 1-2 of them should be from **other UC campuses**.----important for CLINX!
- Your former mentors are "conflicted" forever
- Collaborators are conflicted for **4 years**.
- Candidate and department generate two independent lists. Any name that appears on both is marked as Department.
- The letter writers must be at/above rank of the proposed candidate rank.

External Letters

- ❑ On **AP-11**, give **details regarding connection with candidate** for ALL letter writers (e.g., “was a colleague of former advisor, but never formally collaborated”).
- ❑ Do not quote substantially from external letters in the Department letter.
- ❑ Avoid selecting reviewers from previous actions for the same candidate.
- ❑ For senate faculty files, letters from **UCI faculty (even in another department/school) are considered conflicted.**

Department, Chair, and Dean Letters

- **A writer and signature must accompany all letters**
 - The department letter should not be written or signed by the chair on behalf of the department to limit any undue influence.
 - The chair and dean letters must be submitted separately from the department letter and from each other.
- **Chair's letter:**
 - Not required, but CAP values the additional context that the chair can provide, especially for **accelerations, promotions, and advancements**.
- **Best Practices for Letters:**
 - Articulate the expectations for faculty in the area and explain how the file compares with those expectations.
 - Analyze the strengths and weaknesses of the case file, including impact of activities.
 - Identify future areas of growth.
 - Chair letter should explain negative as well as positive votes if possible.

Adjunct series only requires **two out of three activities (research, teaching and service)!
Faculty members with clinical duties are evaluated for the 4th category [**Clinical Competence**]**

Accelerations: Outstanding Contributions in Two Buckets

- **Expectations in Professor Series compared to non-accelerated action at same rank/step**
 - Research/Creative Activity is a required bucket
 - Volume and impact twice as high, evidence of leadership
 - Service as second bucket
 - Volume and impact twice as high, evidence of leadership
 - Teaching/mentoring as second bucket
 - Volume does NOT have to be twice as high but impact does, evidence of leadership
- **If department support for acceleration is mixed: departments should have one vote on acceleration and a second vote on normative action.**

Acceleration

SOM FY20-21: ~17% went for acceleration and ~57% success rate

**FY22-23: ~23% went for acceleration and ~38% success rate
(~7-8% of all files)**

Sufficient for acceleration?

Sufficient to be at the particular step?

There is a higher bar required for accelerations:

- through major steps (promotion, advancement to Prof VI and Above scale)

- from Assistant Professor, Step VI to Associate Professor Step IV, which overlaps with Professor Step I

- more than one step acceleration.

Stop the Clock (STC) for Assistant Professors

- **COVID-19 Stop the Clock:**

- Applies to eligible faculty at the Assistant Professor rank, which fall under the provision of [APM 133](#)
- Faculty must have **started on or before June 30, 2022**

- **Two COVID-19 Stop the Clock:**

- An eligible faculty may only request up to two STC due to COVID-19
- In total, **a faculty may not exceed 3 Stop the Clocks at the assistant rank**
- For second COVID-19 STC, complete the [UCI AP-92 Stop the Clock Certification](#) and provide memo (no more than 1 page) with rationale for the request

- **Third Stop the Clock:**

- Eligible faculty with two Stop the Clocks (STC) previously acknowledged that are non-COVID related, who are requesting a third Stop the Clock due to the COVID-19 pandemic must provide:
 - A completed [UCI AP-92 Stop the Clock Certification](#)
 - Form should indicate that this is the third Stop the Clock request
 - Include an explanation on how the COVID-19 pandemic has impacted their work
 - The Office of Academic Personnel will manage the exceptional approval request to UC Office of the President

Helpful Websites

SOM Office of Academic Affairs:

<https://medschool.uci.edu/about/office-academic-affairs>

SOM Faculty Development Webinars

<https://medschool.uci.edu/about/why-choose-uci-school-medicine/academic-affairs/faculty-development/monthly-mondays>

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://docs.google.com/document/d/1XCZNTNDiyZF3KNamkxKQkqeSP1hUU6gdX2WkehK3Dr4/edit>

Guidance for preparing review files and statements

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

AP-10 addendum (2024-06) and AP-10DD (section II only) can be found at

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

