

What do I need to provide for my merit or promotion?

Curriculum Vitae (CV)	Should be updated to include publications, presentations, teaching activities, service, awards/honors and grants since your last review
Contributions to Jointly Authored Works (Publications)	Describe your own contributions to the work resulting in co-authored publication, keeping in mind the importance of demonstrated intellectual leadership. Examples include activities such as developing the concept, inventing or applying novel analytic techniques. An estimate of your % contribution shouldn't be included
Candidate Statement	The candidate statement is your narrative and should highlight your greatest accomplishments in all mission areas for the period of review
Teaching Evaluations	Provide copies of any teaching evaluations from special lectures & medical student teaching that you have done outside of the department. The department will provide any evaluations and E-value records for UC Davis teaching
Extramural Letters	Some actions require soliciting extramural referee letters. If you are eligible for a promotion, or for a barrier step/Above Scale merit you may need to provide a list of 6-8 names for solicitation. The referee should be at your proposed rank or above and not a past collaborator, mentor, friend or previous/current colleague

Tips for a Successful Review

- Start Early! Submit your completed CV and Candidate Statement well in advance of your Department deadline
- Limit your Candidate Statement to 5 pages. The committees reviewing your advancement may return your packet if your statement exceeds 5 pages
- Entries in the list of Contributions to Jointly Authored works should clearly and succinctly summarize the actual contribution. Avoid using vague or repetitive language such as cutting and pasting identical contributions across publications
- Remember that your dossier establishes the case for a particular advancement outcome. If you need assistance please contact your department representative or Academic Personnel Analyst

Guidelines for Advancement under Step Plus

1.0-Step Advancement	A balanced record appropriate for rank and step with evidence of accomplishments in all areas of review
1.5-Step Advancement	A strong record with outstanding achievement in at least one area of review across research or creative work, teaching and service
2.0-Step Advancement	A strong record in all three areas of review with outstanding performance in at least two areas

Included in this Toolkit

Sample Candidate Statement
MIV Category Guide for Faculty
Template for Contributions

For more resources visit our website

[Academic Personnel](#)

Grants & Contracts-All active, submitted and completed grants are stored in this category. In order to complete this category in its entirety, we request that you provide the following information in your CV:

- Total amount of the grant
- Start date and end date of the grant (if submitted, include the submitted date of the grant)
- Your role –Note: If you are not the PI, please provide the name of the PI
 - Principal Investigator
 - Co-Investigator (Co-PI)
 - Assistant Researcher
 - Collaborator
 - Instructor
 - Trainer
- Funding agency
- Grant number

Extending Knowledge-Within this section there are 2 main categories, but all of the information in this section is given to the general public rather than other health professionals and may appear differently in your CV

Broadcast, Print or Electronic Media

- CD ROM
- Websites (Facebook, Twitter, YouTube)
- Fact sheets, Leaflets, Magazine Articles, Newspaper Articles,
- Television interviews, Video

Workshops, Conferences, Presentations and Short Courses

- Invited speaker, Keynote speaker, presenter
- Organizer

List of Evaluations- These courses may be listed in your CV and requested from your department representative to include in MIV. The rating used in this category reflects the “overall teaching” score and includes the scale in the format of low to high

- Quarter or Year
- Course Number
- Course Title
- Total Responses
- Instructor Score and Course Score (Scale)
- Link to PDF of evaluation

Publications-In the School of Medicine this category includes peer reviewed publications and presentations given to peers and other health professionals. This category may closely mirror sections within your own CV

- Abstracts
- Alternative Media (video series, video lecture, virtual patient cases)
- Books Authored
- Book Chapters
- Books Edited
- Books Reviewed
- Journals (peer reviewed)
- Letters to the Editor (also includes replies to letter to the Editor)
- Limited distribution (not available to general public)
- Patents
- Presentations (poster, oral, PowerPoint to peers and other health professionals)

Service-Service within the School of Medicine, Campus and system wide, other University Service, other Non- University service; including committee and administrative activities. This category also includes Editorial Board and Advisory Board Service, Journal reviewer, Professional membership and volunteer service

Teaching-This category is used for all teaching including mentorship and curricular development for residents, medical students, fellows and post doc's

- Contact hours (lecture, discussion, lab and clinic hours with trainees for the particular quarter and year)
- Courses
- Curricular Development
- Lectures/Seminars/Labs
- Special Advising
- Student Advising
- Thesis Committees
- Undergraduate Mentorship: Students for whom the candidate provided significant mentorship, example: 099 or 199 mentored to award
- Trainees: Fellows (post-doctoral, clinical, post-doctoral scholar, research) Doctoral Candidates

Interested in
learning more
about MIV?

[SOM MIV Guide for
Users](#)



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CANDIDATE STATEMENT – Joe Smith M.D.

To aid in the evaluation of my merit action to **Rank Step X (1.0, 1.5, 2.0-step advancement)** effective July 1, **20XX**, I am providing detailed descriptions of my research and or clinical, educational and service activities with an emphasis on the period since the last promotion, merit, or appointment (**20XX**).

I feel that I can provide evidence for a strong record in all three areas of review, which justifies my request for 1.0-step advancement.

or

I feel that I can provide evidence for a strong record in all three areas of review, with outstanding performance in the (research or service or teaching) area, which justifies my request for 1.5-step advancement.

or

I feel that I can provide evidence for a strong record in all three areas of review, with outstanding performance in the research and service (two of three – be specific) areas, which justifies my request for 2.0-step advancement.

Important Note: *Faculty may specify the degree of advancement, but are not required to do so (e.g., 1.0, 1.5, 2.0) they believe they deserve.*

A. RESEARCH: Since my last review cycle in 20XX, I have continued to make significant progress in research endeavors resulting in publication. I have produced **number (X)** original papers: **number (X)** have been published, and **number (X)** other papers in press. I have also written **number (X)** book chapters (**X** submitted and **X** *in press*). Key research projects are described in more detail below (*Detailed Research Progress* section).

I have **number (X)** active grants at present. I have garnered extramural funding including a new **NIH, DOD, NSF** etc. grants including **grant number and dollar amount** direct costs for five years on the topic of **amazing science**. I also received a new **grant agency, number and dollar amount** on which I am the **role**. I also developed a collaborative project with **team members**, which resulted in a funded project through the **grant agency, number and dollar amount**.

I am serving as a sponsor for a **Jane Smith's pre/postdoctoral fellowship** from the **grant agency, number and dollar amount**.

B. CLINICAL: Since my last review cycle in 20XX, I have engaged in patient care related to **XXX**. During this period I have developed new **approaches, protocols etc.** that have **describe benefit. Describe impact for clinical sites served** (e.g. VA, Primary Care Network, external clinical locations).

C. TEACHING AND MENTORING: Since my last review, I have been actively engaged in teaching in the (**Medical School, Graduate Groups/Programs, Bedside, Residency program etc.**) and (**if applicable**) in an *ad hoc* capacity for various on campus programs.

I serve as IOR (or Co-IOR) (instructor of record) for **section** of the **course name**. In addition to course coordination, I give **X lectures** covering **topic areas**. The course evaluation metrics were (X out of X) indicating that "...", as supported by comments such as "...".

My teaching innovation during this time included ... and an important impact (describe) on the curriculum, enabling students to more successfully ... (describe).

I was ranked # **X** in the pre-clerkship **course** curriculum by students on the Educator Rank report this past year. (**objective measure**)

I was a lecturer in "**course**" during X quarter, **20XX**. This is a core course in the **Program** that is designed to provide students with **brief description**. I gave lectures on "**topic areas**" and comments from the students were very positive. The average student ratings for my lectures were 4.5 on a 5 point scale (**objective measure**).

I am a member of the **group** and serve as a **role** (i.e. faculty advisor).

I am currently mentoring **describe students/trainees and any of their substantial achievements. List membership/chair on any thesis/dissertation committees.**

D. SERVICE (UNIVERSITY AND PUBLIC): Since my last review, I have substantially expanded my service dossier. My service has garnered honors including **describe honors/awards/prizes**. Highlights of my service activities are outlined as follows:

Describe **community** service/engagement.

At the level of the *University of California System*, I serve as **describe roles and accomplishments**.

At the *University* level, I serve as **describe roles and accomplishments**. I serve as a **role** (i.e. **graduate advisor**, faculty advisor) in the **group**.

Within the *School of Medicine (SOM)*, I serve as **describe roles and accomplishments**.

At the *Department level*, I engage in service **describe roles and accomplishments**.

F. F. PROFESSIONAL COMPETENCE

I serve on the editorial board for the **Journal**, the advisory board of the **Association**, as a member of the **Consortium, Committee, Review board, study section, agency, journal** (add things like honors, keynote addresses, serving on NIH review committees, etc.).

Research Impact: There are multiple **objective indications** of widespread impact of ongoing research in the Lab. Since my last review, I was invited to give **number (X)** scientific presentations at various National and International venues. I engage in considerable invited intramural and extramural scientific service. A few examples include my service on the advisory board **of agency** as a member of the **group/agency**, the **group/agency** committee, and engagement in peer review for **group/agency/journal**.

E. CONTRIBUTIONS TO DIVERSITY: I have participated in activities related to: 1) Increase the participation of historically under-represented groups in science/nursing/medicine. This could include involvement in outreach, tutoring, or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities or other individuals who are members of groups that been historically excluded from higher education. 2) Develop approaches for teaching, advising, and/or mentoring of students who are under-represented or under-served in higher education/academic medicine. 3) Utilize or develop of pedagogies that address different learning styles and/or learning disabilities. 3) Contribute to or lead research that contributes to understanding the barriers facing women and under-represented minorities in higher education/academic medicine or that otherwise contributes to diversity and equal opportunity, including production of scholarly works that reflects culturally diverse communities or voices under-represented in higher education/academic medicine. 4) Develop clinical care models, innovation or approaches that are intended to benefit underserved patients.

Note: The diversity statement is a narrative and should describe impact.

Example statement can be found here: http://facultyexcellence.ucsd.edu/_files/Ex-1to3-C2D-Statements.pdf

F. DETAILED DESCRIPTION OF RESEARCH/CLINICAL/TEACHING PROGRAMS:

