



Merit Toolkit 2018/2019

Item	Completed	Information
Curriculum Vitae (CV)		Should be updated to include publications, presentations, teaching activities, service, awards and honors, and grants (including amount awarded) since last review
Contributions to Jointly Authored Works		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 should not be included.
Candidate Statement (optional)		Different than the Department letter, the Candidate Statement is <u>your</u> narrative and should highlight your greatest accomplishments in all mission areas
Teaching evaluations		You should obtain copies of any teaching evaluations from special lectures & medical student teaching that you've taught outside of the department. The department will provide any evaluations and E-value records
Extramural Letters: Required for merits to Adjunct Professor, Step 6, 6.5 or first merit to Above Scale		Provide a list of 6 extramural referees for solicitation that are at your proposed rank or above and not a; past collaborator, a mentor, a friend or previous/current colleague

Tips for a Successful Merit Review

- **Start early!** Submit your completed CV and Candidate Statement well in advance of your Department deadline
- **Best Practice-**submit only activities and achievements dated no later than **September 30th**
- **Best Practice-** entries in the list of Contributions to Jointly Authored Works should clearly and succinctly summarize the actual contribution, avoid using vague or repetitive language (i.e., cutting and pasting identical contributions across publications)
- **Best Practice-**Limit your Candidate Statement to **5** pages as it may be returned if in excess of this limit
- **Remember!** Your dossier establishes the case for a particular advancement outcome
Guidelines for advancement under Step Plus:
 - 1.0-step=a balanced record appropriate for rank and step with evidence of good accomplishments in all areas of review
 - 1.5-step=a strong record with outstanding achievement in at least one area of review across research or creative work, teaching and service
 - 2.0-step=a strong record in all three areas of review with outstanding performance in at least two areas

****Contact your Academic Personnel Analyst with any questions****

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:

UC DAVIS

SCHOOL OF MEDICINE

MyInfoVault Category Guide

Below are hints and suggestions designed to help departments facilitate the entering of data correctly into MyInfoVault. This document serves as a guide and was created by the School of Medicine, Office of Academic Personnel. The primary heading and its subcategories are below. ***If you have any questions, please contact your department analyst.***

Extending Knowledge: Information given to the general public rather than other health professionals (i.e. not for nurses, technicians, medical students, and physicians)

- 1.) Broadcast, Print or Electronic Media
 - a. CD ROM, Fact Sheets, Leaflets, Magazine Article, Newspaper Article, Other, Television Interview, Video, Website
- 2.) Workshops, Conferences, Presentations, and Short Courses
 - a. Invited Speaker, Keynote Speaker, Organizer, Other, Participant, Presenter
- 3.) Other
- 4.) Upload a PDF

Grants and Contracts

- All areas should be completed. This section is for an actual awarded grant, not an ongoing clinical research study (clinical research studies could be added under “additional information” in the Publications section).
- SOM requires the funding agency, grant number, and amount to be filled in.
- Please be accurate when specifying the role of the candidate, i.e. Principal Investigator, Co-Investigator (this means Co-PI), Assistant Researcher, Collaborator, Instructor, Trainer.
- We suggest working with your department’s grant/contract analyst to accurately complete this section and/or to verify the information.

Honors and Awards

List of Evaluations

- 1.) Quarter and Year
- 2.) Course Number
- 3.) Course Title
- 4.) Total response (the # of individuals that responded to the question related to “overall teaching” or the total # of scored responses)
- 5.) Instructor Score
- 6.) Course Score (SOM recommends using this box to indicate the range of scores in the evaluation in the manner of low to high. For example, if the lowest score the candidate could receive is 1 and the maximum is 5, this box should read 1 to 5. If

5 is the low score and 1 is the high score, this box would read 5 to 1. Please try to encourage the use of the 1-5 scale, where 5 equals excellent because reviewers are most familiar with this scale.

- 7.) Evaluations submitted-SOM will not be using the (summary)/(complete)/(not available) function in the List of Evaluations data section. You may use this field however your department deems appropriate.
- Please use a score from the evaluation that relates to a score of “overall teaching.” If your evaluation does not contain a question that relates to a rating of “overall teaching,” then you will need to average all of the questions on the evaluation as they relate to the Instructor. You might encourage your department to adopt an “overall teaching” score.
- No evaluation scores after June 30 of the year preceding the proposed effective date (if the candidate is eligible for promotion/merit July 1, 2011 there should not be any evaluations listed after June 30, 2010)
- SOM strongly suggests that the evaluations submitted with the dossier (supporting documentation) are evaluations that were completed by residents/fellows or medical students.
- We understand that not all evaluations are standard. If you have specific questions, please contact your analyst.

Publications

- 1.) Import Data (function to load publications using EndNote)
- 2.) Abstracts (printed materials)
- 3.) Books authored (candidate wrote the book or is a co-author of the book)
- 4.) Book chapters (candidate wrote a chapter in a book)
- 5.) Books edited (other contributor(s) wrote the chapters but the candidate edited the book/materials and is credited as Editor or Co-editor).
- 6.) Books reviewed (short article which reviews a book that has been published)
- 7.) Journals (only peer reviewed articles should be included)
- 8.) Letters to the Editor (also includes replies to letter to the editor)
- 9.) Limited Distribution (article sent to a small group of people and not available to the general public)
- 10.) Presentations (poster, oral, PowerPoint to peers and other health professionals)
- 11.) Additional information (subcategories could be created to include: Invited Articles, Alternative Media, Clinical Research Studies, Clinical Trials)
- Publications may be included through December 31 of the year preceding the proposed effective date (if the candidate is eligible for promotion/merit effective July 1, 2011 no publications listed after December 31, 2010 should be included; exceptions may be made for terminal year cases to include all acceptances until the final decision for marginal cases).

Service

- 1.) Administrative Activities (non-committee activities specific to UC Davis, i.e. Dean, Department Chair, Vice Chair, Division Chief, Center Director)
- 2.) Committees (be sure to select the appropriate sub-category)

- a. Department/Section, School/College/Division, Campus, Systemwide, Other University, Other Non-University
- 3.) Editorial and Advisory Boards (external to UCD)
- 4.) Additional Information (subcategories could be created to include: Journal Reviewer, Volunteer Service)

Teaching

- 1.) Contact hours (Lecture, Discussion, Lab, Clinic contact hours with trainees for the particular quarter and year. This is a section where you NEED to get the faculty's input or have them complete the section in MIV)
- 2.) Courses (a structured body of teaching around a prescribed topic for a defined body of trainees. Not a single lecture).
- 3.) Curricular Development (Candidate assisted in developing or refining the curriculum)
- 4.) DESII Report (do not use)
- 5.) Lecture / Seminar / Lab (**Lecture:** Candidate made a formal presentation to a specific audience as part of a course on a given date. **Seminar:** An interactive session involving significant input from trainees as well as the seminar leader. **Lab:** A structured exercise in which the candidate guides and teaches trainees in a formal interaction).
- 6.) Special Advising (Master Advisor, Chair of Advising Committee-often used with graduate groups and in the basic sciences)
- 7.) Student Advising
- 8.) Thesis Committees (typically used with graduate groups and in the basic sciences)
- 9.) Trainees
- 10.) University Extension (UC Extension courses taught)
- 11.) Additional Information

Extramural Letters Requirement Charts

GENERAL GUIDELINES

- All Actions must be submitted with a minimum of (#) letters indicated (of which at least 3 must be Arm's Length if indicated by an "A" on the chart) (HSCP actions can have 5 letters until AS merit)
- At least half of the letters solicited must be Chair selected.
- All references solicited must be included on the List of References; if someone does not respond, please note and add them to the end of your reference list.
- All reference letters received must be included with the action.
- Extramural = Outside UC Davis
- Referees should **always** be at or above the candidate's proposed rank for ALL actions

Arm's Length Referees should meet the following criteria:

- **Not a past collaborator (PI on shared grant, co-author, etc.)**
- **Not a past Mentor, Advisor or Supervisor**
- **Not a friend or previous/current Co-worker**

Labeling of Letters

- Letters must have the Candidate Name, Referee # (matching list of referees), marked as candidate or chair selected, marked as arm's length or not arm's length in the TOP RIGHT.
- All letters should be marked **CONFIDENTIAL**

SERIES SPECIFIC GUIDELINES

Regular Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Above Scale only
E (3)	E (4)	A (6)	A (6)	A (6)	A (6)	A (6)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

In Residence Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Above Scale only
E (3)	E (4)	A (6)	A (6)	A (6)	A (6)	A (6)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

Clinical (X) Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Above Scale only
E (3)	E (4)	A (6)	A (6)	A (6)	A (6)	A (6)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

Extramural Letters Requirement Charts

Health Sciences Clinical Professor (HSCP) Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Barrier Steps (Full Step 6 or AS)
*E (3)	* E (4)	* L (5)	∞L (5)	* L (5)	∞L (5)	∞N (5)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

N = Letters must demonstrate National Recognition (not necessarily true arm's length)

* = Referees from UC Davis (but outside candidate's home/joint department(s) are allowed

∞ = At least half of the letters should come from outside UC Davis

Adjunct Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Barrier Steps (Full Step 6 or AS)
E (3)	E (4)	A (6)	A (6)	A (6)	A (6)	A (6)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

Professional Research Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Barrier Steps (Full Step 6 or AS)
E (3)	E (4)	A (6)	A (6)	A (6)	A (6)	A (6)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

Project Scientist Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Barrier Steps (Full Step 6 or AS)
N/A	N/A	L (3)	L (4)	L (3)	L (4)	Step 6 - L (4) Above Scale - A (5)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

Specialist Series

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Barrier Steps Above Scale
N/A	N/A	L (3)	L (3)	L (3)	L (3)	A (5)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

Extramural Letters Requirement Charts

Visiting Professor Title

Appointment Asst rank, Steps I-III	Appointment Asst rank, Steps IV-VI	Appointment Associate Rank	Appointment Full rank	Promotion Associate Rank	Promotion Full Rank	Merit to Barrier Steps (Full Step 6 or AS)
N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = No Extramural Letters are required

Lecturer SOE / Sr Lecturer SOE

Appointment PSOE ranks	Appointment Lecturer SOE Rank	Appointment Sr. Lecturer SOE Rank	Merit to Above Scale (Sr. LSOE)	Promotion LPSOE to LSOE	Promotion LPSOE to Sr. LSOE or LPSOE to SR. LSOE
E (3)	L (4)	A (6)	A (6)	L (4)	A (6)

E = Letters solicited during recruitment are deemed sufficient to submit, arm's length not required (Advisory #AA2014-01)

L = Letters required, arm's length not required

A = At least 3 must be Arm's length

[illegible]