



LOMA LINDA UNIVERSITY
School of Medicine

LLU School of Medicine Orientation Handbook

Orientation to Practice, Academics, and Research

2014 - 2015



Section Guide

Orientation to Practice, Academics, and Research

The purpose of these materials is to introduce new faculty to Loma Linda University School of Medicine (LLUSM). This Handbook, a work in progress, provides general information about the history and mission of the Loma Linda University Adventist Health Sciences Center (LLUAHSC) dba Loma Linda University Health (LLUH) as well as information about the faculty application process, faculty expectations and evaluation, and campus research and general faculty development resources.

Each faculty member of clinical science department of the School of Medicine has at least two and, for some, three reporting relationships: 1) the chair of their department for the purposes of education and research 2) the corporation in which they are employed 3) the medical staff of the hospital. The variety of roles and reporting relationships can be confusing and it is hoped that this document will help better define these roles.

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This manual was adapted from Transition to Practice Manual authored by Mark G. Haviland, Ph.D., Professor, Department of Psychiatry and Steven M. Yellon, Ph.D., Professor, Center for Perinatal Biology Research. Thank you for sharing your work.

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Orientation to Practice, Academics, and Research

Section I

FACULTY

This section contains information about Loma Linda University, School of Medicine, and your academic appointment.

Introduction

Loma Linda University is a co-educational institution with more than 5700 students founded in 1905 and operated by the Seventh-day Adventist Church. The institution was originally established to train medical missionaries for Christian service around the world and has grown to encompass eight professional schools. The School of Religion provides courses in religion, clinical ministry, and biomedical ethics for students in the various programs. More than 235 programs are offered by the schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Religion. Curricula offered range from certificates of completion and associate in science degrees to doctor of philosophy and professional doctoral degrees. Students from more than 80 countries and every state in the nation are represented in the student body.

There are more than 900 total beds for various institutions under the parent corporation, Loma Linda University Adventist Health Sciences Center (LLUAHSC)—pronounced “lew-ask dba Loma Linda University Health (LLUH). A nonprofit religious corporation, LLUAHSC serves the Seventh-day Adventist Church in its mission “to make man whole” physically, intellectually, emotionally, and spiritually. A comprehensive overview of the institution can be found online at www.llu.edu under the heading Loma Linda University Health.

The Loma Linda University Medical Center and Children’s Hospital is internationally recognized and is the only hospital designated by the State of California as a level 1 regional trauma center for Inyo, Mono, Riverside, and San Bernardino Counties. This region comprises more than one fourth of the landmass of California. The Medical Center was opened in 1967. Local facilities acquired by LLUAHSC include the East Campus Hospital in 1982, the Behavioral Medicine Center in 1991, and a Children’s Hospital was constructed in 1993. The 84 bed Neonatal Intensive Care Unit is one of the largest in the world. A wide variety of non-invasive imaging services are available on campus. The Medical Center also includes the first of its kind Proton Treatment Center. The Heart and Surgical Hospital opened for business in January 2009. Loma Linda University Medical Center-Murrieta, a community hospital site opened in April 2011. The Children’s Hospital is currently scheduled for to be separate licensed late 2014.

The LLUAHSC Mission

Loma Linda University, a Seventh-day Adventist Christian health sciences institution, seeks to further the healing and teaching ministry of Jesus Christ "to make man whole" by:

Educating ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth;

Expanding knowledge through research in the biological, behavioral, physical, and environmental sciences and applying this knowledge to health and disease;

Providing comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

The motto "To Make Man Whole" has been transformed into practical reality by continually developing new medical, surgical, and mental health services. Although LLU is perhaps best known as an educational center for healthcare professions, it is also known internationally in scientific and governmental circles for its contributions to research. Much of this research, presented around the world in papers and scientific exhibits, deals with the basic sciences. Such research forms building blocks for future scientific breakthroughs.

The institution has several international outreach programs. LLUH also sponsors education programs that have promoted medical education in many international settings. Loma Linda University and Medical Center and its fully accredited programs have an international reputation for maintaining the highest quality standards in the education, healthcare practices, research, and community service. The [Global Health Institute](#) (GHI) coordinates international projects for the University. The GHI provides international service opportunities for staff, faculty and students. GHI also provides focus, coordination, and logistical support for the many international initiatives arising from Loma Linda University schools and hospitals.

School of Medicine

For more than 100 years, since opening in 1909, Loma Linda University's [School of Medicine](#) has been training skilled medical professionals with a commitment to Christian service. The school has always endeavored to combine the best medical science with caring, Christian compassion. Loma Linda students are trained in a context emphasizing the patient's needs and preventive care to offset future disease.

Faculty Appointment, Loma Linda University School of Medicine

H. Roger Hadley, MD, the Dean of the School of Medicine

The Dean of the School of Medicine also serves as LLUAHSC Executive Vice President for Medical Affairs, President of the Faculty Practice Corporations, and Chief of Staff of LLUMC/BMC.

Ricardo L. Peverini, MD, Vice Dean for Clinical Affairs

Associate Dean for Clinical Practice

Tamara L. Thomas, MD, Vice Dean for Academic Affairs

Associate Dean for Faculty Development

Associate Deans

Leonard S. Werner, MD, Senior Associate Dean for Medical Student Education

Penny Duerksen-Hughes, PhD, Associate Dean for Basic Sciences & Translational Research

Daniel W. Giang, MD, Associate Dean for Graduate Medical Education

Henry H. Lamberton, PsyD, Associate Dean for Student Affairs

Sarah Roddy, Associate Dean for Recruitment & Admissions

Jim Pappas, MD, Associate Dean for Quality and Patient Safety

Leroy A. Reese, MD, Associate Dean for Los Angeles Programs

Tamara Shankel, MD, Associate Dean for Clinical Education

Alice Wongworawat, MBA, Associate Dean for Finance & Administration

David G. Wren, MHA, Associate Dean for Faculty Affairs

Assistant Deans

Lynda Daniel, MD, Assistant Dean for Program Development & Evaluation,
Assistant Dean for Clinical Site Recruitment

Leona Edwards, MA, MPH, Assistant Dean for Admissions

Dwight C. Evans, MD, Assistant Dean for Veterans Affairs

Lawrence Loo MD, Assistant Dean for Continuing Medical Education

Martie Parsley, PhD, Assistant Dean for Residency Education

Danny Wongworawat MD, Assistant Dean for Clinical Advisement

Assistants to the Dean

Reesa L. Chase, MD, Assistant to the Dean for Basic Science Curriculum

Daisy DeLeon, PhD, Assistant to the Dean for Diversity Affairs

Marvalee Hoffman, Director of Records and Student Services

Linda J. Mason, MD, Assistant to the Dean for Medical Staff Affairs

Rhodes L. Rigsby, MD, MBA, Special Assistant to the Dean for Administration

Faculty Responsibilities

Components of Faculty responsibilities are: Core Values – How We Live

Clinical Practice

Teaching

Research

Medical Student Teaching

Residency teaching

Academic service (committee work for department, school, university)

Continuing education (both teaching and learning)

Community Service

Your specific Job Duties will be outlined in your Employment Agreement provided to you from LLUFMG.

[Academic Departments](#)

Appointment Rank

Generally, new faculty are appointed at the rank of instructor and administratively advanced to assistant professor once evidence of passing specialty boards is presented to the department chair. If an incoming faculty member has held a higher rank at another academic medical center, that rank would be taken into consideration upon appointment at LLU. (Refer to the Faculty Handbook, Section 2.1.0 - <http://www.llu.edu/llu/handbook/facultyhandbook/>)

Faculty Appointment, Expectations/Evaluation

Following the LLU Faculty Handbook (Section 2.2.8), faculty members are evaluated regularly according to criteria determined by department chair and the School of Medicine administration. The evaluation materials reviewed may include the annual LLU Faculty Report (from July 1 through June 30) and student/resident evaluations of teaching. When faculty apply for academic advancement, full dossiers are reviewed by department and School of Medicine promotions committees, the chair of the department, and the Dean of the School of Medicine.

Faculty are appointed and promoted on one of three tracks basic scientist, clinician, and research ([Faculty Handbook](#)):

Academic: The educator and scientist tracks include the following categories:

Educator: Basic scientist educator

Clinical educator

Scientist: Basic scientist

Clinician scientist

Research

The initial track designation is determined in consultation between each faculty member and the department chair.

Department Expectations

Most faculty are associated primarily with one or two major department programs (teaching, research, training, clinical practice, and continuing education); however, each faculty member is expected to develop at least one area of special interest and expertise as well as to contribute substantively in several areas. This kind of coverage and depth requires flexibility and harmony and is best worked out between each member and the department chair.

For example, a clinician might demonstrate expertise in the diagnosis and treatment of a specific disorder through original contributions to the professional literature, practice guideline committee work, and “evidence-based” practice. Research examples might include the application of new methods to unsolved problems (published) and collaborations with major research centers

(published and presented). Teaching examples might include technologically sophisticated lectures, presentations, and evaluations. Development and maintenance of such areas most often requires initiative and connectedness (to local, regional, national, and international organizations and resources).

Faculty members are expected to support the philosophy of the School of Medicine of creating wholeness – of physical, intellectual, emotional, and spiritual restoration – as delineated in the [Faculty Handbook](#) (pp. 3-4). Moreover, the School’s mission of preparing the physicians, developing whole persons, and reaching the world—should be each faculty member’s guide. As such, faculty show respect for students, residents, support staff, and professional colleagues through high ethical standards.

Review & Faculty Evaluation

LLU Faculty Report

Faculty are evaluated on several criteria:

Professional development: *Certification, Classes, Seminars and Conferences, Post-doc Training, Special Projects*

Teaching: *LLU Courses and other Didactic lectures, interactive teaching, teaching administration (e.g., course/clerkship coordinator and program director), and teaching innovations*

Research and Grantsmanship: *Equipment, Patents Earned, Funded Research Project (PI), Funded Research Project (CI), Non-Funded Research Project, Grant Proposals-Funded, Grant Proposals-Approved, Grant Proposals-Submitted, Abstracts Reporting Research - Peer Reviewed, Abstracts Reporting Research - Non-Peer Reviewed*

Publications: *Book Review - Scholarly Journals-Published, Scholarly Journals-Submitted, Scholarly Journals-Published, Scholarly Journals-Accepted, Books and Chapters, Non-Scholarly Journals, Abstract*

Presentations: *General Academic Presentation, Research Presentations - International, Research Presentations - National, Research Presentations - Regional, Research Presentations - Local/Campus, Poster Presentation, Presentations given to non-academic audiences*

Patient care: *Patient care*

Service: *Journal Reviewer, International Service, Community Service, Church Activities, Society Memberships (non-professional), Society Memberships (professional), Committee Membership (LLU), Committee Membership (non-LLU), Accreditation Support - LLU, Accreditation Visits, Presentations - Lay Audience*

Honors and Awards: *University Awards and Honors, Professional Awards and Honors, Community Awards and Honors*

Commitment to LLU Mission: *Annual Statement of Commitment*

Promotions Review

Advancement criteria and the advancement process are detailed in the [Faculty Handbook](#) (pp. 10-24). Criteria, checklist, and application appear at the end of Section III in Appendix 1.

Promotion Application

The following faculty contributions (which span several years) are reviewed:

- Teaching (effort, effectiveness, and additional teaching for professional societies)
- Research and scholarly activity (grants, publications, research)
- Patient care and clinical instruction (effort, clinical teaching, details of patient care)
- Professional growth (association membership, participation in advanced courses, official positions held in professional societies)
- Service to the University (administration and active participation in the intellectual, religious, and social life of the University)

Supplemental Materials

Faculty members provide copies of their curriculum vitae, papers (two), a personal statement, and teaching evaluations. A professional portfolio is required: Educator's Portfolio for Basic Science Educator and Clinician Educator; Scientist's Portfolio for Basic Scientist and Clinician Scientist; Researcher's Portfolio for Research Track.

Suggested names of three individuals to supply an extramural recommendation letter in the investigators field of research at level of rank or higher are required for promotion to professor (Exclusive of faculty from residence or post graduate education). The department promotions committee and department chair provide a supporting letter and summaries of teaching and administrative contributions.

Loma Linda University Faculty Application

(see following pages)



LOMA LINDA
UNIVERSITY
HEALTH

LOMA LINDA UNIVERSITY

FACULTY APPLICATION

Date: _____

FULL NAME: LAST, FIRST, MIDDLE INITIAL (MAIDEN/OTHER)

SCHOOL AND DEPARTMENT FOR WHICH YOU ARE APPLYING

SOCIAL SECURITY NUMBER (required)

RELIGION (required)

1. **Home Address:** _____
STREET, CITY, STATE ZIP
2. **Office Address:** _____
STREET, CITY, STATE ZIP
3. **Email Address:** _____ **Cell Phone:** _____

NOTE: Please complete all requested information. Your Curriculum Vitae is welcome; however, please answer all questions not included in your CV.

4. **Education:**

UNIVERSITY/COLLEGE/ PROFESSIONAL SCHOOL	DATES ATTENDED	MAJOR	DEGREE EARNED/ YEAR

5. **Additional or postdoctoral training (internship, fellowship, residency, graduate, graduate certificates/programs, etc.)**

NAME OF INSTITUTION	FIELD OF STUDY	DATES

6. **What are your plans for further professional development?** _____

LOMA LINDA UNIVERSITY
FACULTY APPLICATION

7. **Certified by American (National) Board of** _____ **Date** _____

8. **Fellow of American College (Academy) of** _____ **Date** _____

9. **License/Registration:**

STATE/PROVINCE/COUNTRY	LICENSE NUMBER	EXPIRATION DATE

10. **Academic employment record, beginning with most recent position:**

NAME OF INSTITUTION	ACADEMIC APPOINTMENT	DATES

11. **Other work experience, beginning with most recent position:**

POSITION	LOCATION	DATES

12. **Private practice experience, beginning with most recent:**

LOCATION	SPECIALTY	DATES

13. **Military service:**

ASSIGNMENT	DATES

14. **Reason for terminating present/previous position** _____

**LOMA LINDA UNIVERSITY
FACULTY APPLICATION**

15. **Bibliography (list texts, monographs, journal articles, papers presented to societies)** _____

16. **List research and/or other scholarly activity now in progress or planned** _____

17. **List research projects (grant-supported, other) completed** _____

18. **Membership in professional organizations, including honor societies** _____

19. **Citations, awards, other honors** _____

20. **References:**

NAME	ADDRESS	TELEPHONE NUMBER	EMAIL

21. **Financial obligation of applicant to current employing organization for reimbursement of unamortized costs for educations, moving, or medical expenses:** _____

APPLICANT'S SIGNATURE

**LOMA LINDA UNIVERSITY
FACULTY APPLICATION**

PLEASE ALSO FILL OUT THE FOLLOWING INFORMATION WHICH IS NEEDED FOR STATISTICAL PURPOSES.

The following data is requested from you to assist the University in compiling statistical data required for it to respond to governmental requests for information regarding diversity and to analyze and support programs to meet the University's goals of balance and diversity in the composition of its faculty. The information provided will not be used in assessing your application for faculty appointment.

Date of Birth: _____ **Ethnicity*:** _____

Gender: Male Female

**Please choose from the following: American Indian/Alaska Native; Black, non-Hispanic; White, non-Hispanic; Hispanic; Indian Subcontinent; Middle East; Asian; or Pacific Islander*

{FOR OFFICE USE ONLY}

DEPARTMENT RECOMMENDATIONS

Remarks/recommendations of department chair/coordinator: _____

Rank and status: _____ Effective date: _____

Tenure: Yes Date: _____ No Tenure Track: Yes No

CHAIR'S SIGNATURE

DATE

SCHOOL RECOMMENDATIONS

Recommendation of the dean: _____

DEAN'S SIGNATURE

DATE



Orientation to Practice, Academics, & Research

Section II
EMPLOYEE

Faculty Practice Corporation

The faculty practice programs are operated primarily for the purpose of medical education, research, and clinical service activities, conducted at LLUSM, Loma Linda University (LLU), Loma Linda University Medical Center (LLUMC) and its affiliated organizations and medical clinics in the San Bernardino and Riverside counties of California.

Professional Employment

There is mandatory training upon being hired to a faculty practice corporation that includes compliance training (HCCS) as well as sexual harassment prevention training. Both are required when you begin employment and there is renewal training at various intervals after becoming an employee of the corporation.

HR Online

11175 Campus Street
Loma Linda, California 92354
909-558-8292

Loma Linda University Health Care dba Loma Linda University Health System (LLUHS) is the Management Service Organization (MSO) that supports the many programs and services provided by the more than 800 faculty physicians and clinical programs for outpatient surgery and neonatal care. These physicians are employed by Loma Linda University professional practice corporation and make up what is known as the faculty practice plan. These physicians include medical and surgical specialties and subspecialties. The faculty practice plan of Loma Linda University accounts for over 60,000 patient office visits a month. These visits occur in the Faculty Medical Offices, the Professional Plaza and other sites throughout the surrounding area. You may view a complete listing of the many [clinic locations](#) where our physicians work.

LLUHS has also developed a community based outpatient clinic network with [Jerry L. Pettis Memorial VA Medical Center](#). These outlying clinics provide a convenient primary care option staffed by Internal Medicine physicians for veterans in the surrounding areas. In addition, LLUHC contracts with some of the specialty physicians to see patients in these outlying clinics.

The more than 800 physicians and surgeons that make up the Faculty Practice Plan are dependent upon the unique relationship of the University and the hospitals that make up Loma Linda University Medical Center. It is these relationships that, when linked together, operationalize the mission of Loma Linda into the care provided to those who come through our doors.

Our Mission

The mission of Loma Linda University is to continue the healing ministry of Jesus Christ, to make man whole, in a setting of advancing medical science and to provide a stimulating clinical and research environment for the education of physicians, nurses, and other health professionals.

Our Vision

Innovating excellence in Christ-centered health care.

Our Values

Our Patients

Our first responsibility is to our patients who must receive timely, appropriate medical care with consideration for their privacy, dignity, and informed consent.

Our Employees

We recognize our employees as a valued resource; therefore, we will strive to provide every employee a harmonious and supportive workplace. We will encourage and reward excellence in our employees to achieve their maximum potential.

Our Physicians

We support our physicians, and other professionals, with staff, technology, and facilities within our financial resources. We value and respect the professional skills of our physicians and depend on their loyalty to the mission of the institution.

Our Students

We actively support the training of tomorrow's health-care professionals. We will work under the guidance of the School of Medicine of Loma Linda University to provide appropriate educational opportunities to medical students, residents, and fellows. We will work in close cooperation with the other health-related schools of Loma Linda University by making available facilities and expertise.

Our Communities

We will develop and maintain our facilities so as to enhance the quality of life in the local, national, and world communities. We support selected worthy issues and organizations as a corporate civic responsibility.

Our Future

We will secure the future educational, scientific, and financial viability of the Medical Center by maintaining quality programs and supporting selected centers of excellence that will enable the institution to achieve a leading position in health care, education, and research.

Our Church

We uphold the values of the Seventh-day Adventist Church and its rich traditions by caring for the sick, promoting healthful living, awakening inquiry, and spreading the gospel of Jesus Christ.

Our God

We honor our God, the Father, the Son, and the Holy Spirit by demonstrating Divine compassion and kindness through our care of the sick and by respecting and encouraging spiritual values.

A Seventh-day Adventist Institution

New Hire Checklist

(see following page)

LOMA LINDA UNIVERSITY FACULTY MEDICAL GROUP
NEW HIRE PROCESS

Employee Name: _____

Hire/Rehire Date: _____

Dept./Div.: _____

Pre-Employment:
Date Provided:

Date Received:

	Letter of Offer	
	Employment Agreement	

Post-Offer Acceptance:

Date Provided:

Date Received:

	LLUFMG Contact Information List	
	LLUFMG Payroll Schedule	
	Badge Pick Up Map	
	Online Parking System Login Instructions	
	Paychex Login Instructions	
	Paychex Stub Request Form	
	Policies & Procedures Acknowledgement	
	Mobile Phone Service Operating Policy Packet	
	OWL Online SHPT Register Instructions	
	Compliance, HIPAA & SHPT Form (2)	
	Computer/Workstation Rules of Conduct Form	
	Health Plan Eligibility Acknowledgement Form (2)	
	LLUFMG Health Plan Rate Information	
	Health Questionnaire/Biometric Screening Information	
	Health Enrollment Form	
	Flexible Spending Account (FSA) Information Packet	
	MyFlexMobile App Instructions	
	Flexible Spending Account (FSA) Enrollment Form	
	Term Life/ AD&D Insurance/STD & LTD Information	
	Lincoln Financial Personalized Calculator	
	Lincoln Form	
	MERP & TSA Plan Information Form	
	MERP Enrollment Form	
	MERP Beneficiary Form	
	TSA Enrollment Form	
	TSA Beneficiary Form	
	LLUFMG Employee Information Form	
	Electronic Fund Transfer Authorization Form	
	W-4 Form	
	Emergency Contact Form	
	Employment Eligibility Verificaton I-9 Form	
	Employment Eligibility Verificaton I-9 Information Packet	

Comments: _____

Orientation Completed by: _____ Date: _____

Employee Signature: _____ Date: _____

1/1/2015



Orientation to Practice, Academics, and Research

Section III

Medical Staff

Loma Linda University Health

The purpose of the LLUH organization is to participate in Jesus Christ's healing and teaching ministry by educating healthcare professionals, scholars, and scientists through delivery of and excellence in health care services and research. LLUH is the umbrella organization that directs, sponsors, supports and harmonizes the activities of its core and affiliate organizations:

Loma Linda University Medical Center

Loma Linda University Medical Center & affiliates is an outgrowth of the original Sanitarium on the hill in 1905, the present 11-story Loma Linda University Medical Center opened on July 9, 1967. With the completion of the Loma Linda University Children's Hospital in late 1993, nearly 800 beds are available for patient care. LLUMC operates some of the largest clinical programs in the United States in areas such as neonatal care and is recognized as the international leader in infant heart transplantation and proton treatments for cancer. Each year, the institution admits more than 33,000 inpatients. As the only tertiary-care hospital in the area, LLUMC is the only level I regional trauma center for Inyo, Mono, Riverside, and San Bernardino counties. Loma Linda University Medical Center is home to some of the nation's largest clinical programs, providing Whole Person Care for more than 33,000 inpatient's and .5 million outpatients annually.

Loma Linda University Children's Hospital

Loma Linda University Children's Hospital is the world leader in infant heart transplantation, pioneering this life-saving procedure and comprehensive care for children. LLUCH has more than 250 designated beds for children and see more than 134,000 annually. The hospital services a geographical area of 1.2 million children in Southern California.

Loma Linda University Medical Center East Campus

Loma Linda University East Campus offers the utmost in rehabilitation, orthopedics, neurosurgery and family medicine services integrated within a full range of inpatient, outpatient, and urgent care services.

Loma Linda University Behavioral Medicine Center

Organizations Loma Linda University Behavioral Medicine Center provides support and treatment for both behavioral and mental health conditions including depression, eating disorders, chemical dependency and more. A Behavioral Health Institute Outpatient Pavilion opened in 2009 in order to integrate academic, research, and clinical practice areas and will expand the Center's ability to offer innovative counseling and family services, psychiatry, psychology, social work and social ecology together in one location.

Loma Linda University Heart and Surgical Hospital

Loma Linda University Heart and Surgical Hospital, offers services within Heart and Vascular, Women's Health, Head and Neck, Urology and Minimally Invasive Surgery Centers.

Loma Linda University - Murrieta

Loma Linda University Medical Center – Murrieta (LLUMC-Murrieta) is a 106-bed acute care adult hospital that recently opened in April 2011 as a joint venture between Loma Linda University Medical Center and community investors. LLUMC-Murrieta brings together a community of dedicated medical professionals, advanced technology and a century of faith-based healthcare with a shared vision.

Highland Springs

Highland Springs Medical Plaza is collaboration between Loma Linda University Medical Center, Redlands Community Hospital and Beaver Medical Group created to enhance access to medical services for families in the Inland Empire and surrounding areas.

The facility offers comprehensive medical services in a 90,000 square foot facility. Residents in Beaumont and the surrounding areas have access to high quality care right in their own neighborhood.

Centers

Loma Linda University Proton Treatment Center

Institutes

Behavioral Health Institute

Cancer Center

Global Health Institute

Institute for Community Partnerships

International Heart Institute

Lifestyle Medicine Institute

Perinatal Institute

Rehabilitation, Orthopaedic & Neurosciences Institute

Transplantation Institute

Medical Staff Appointment

Medical staff appointment is necessary to practice in Loma Linda University Medical Center. Separate medical staff applications are necessary for LLU Behavioral Medicine Center as well as Loma Linda University Medical Center – Murrieta.

Getting Started

Allow a minimum of three (3) months for the credentialing and approval process to be completed (with an active California license).

An appointment to the LLUMC medical staff is necessary to practice in the hospital. Ensure you have a current or have applied for the following prior to applying:

California licensure

DEA with California address

Faculty appointment, if applicable

If you are applying to LLUMC (for inpatient care), LLUBMC (for Behavioral Medical Center practice) or LLUHC (for outpatient services), please download and print the initial application packet from the web site, complete, and return it to Medical Staff Administration (MSA).

The initial application packet includes the following documents:

Required Items Checklist

Loma Linda University Related Facilities Initial application

Addendum's A and B

Radiography/Fluoroscopy Certification form

Laser Certification form

Medicare Penalty Acknowledgement Statement

HIPAA Compliance Acknowledgement Agreement

DEA Waiver form

IS computer access form

Department specific service privilege form(s) are unique to each clinical service and may be downloaded separately.

Moderate/Deep Sedation Test (LLUMC only, if applicable, by contacting QRM)

Tuberculosis Screening Questionnaire

As part of the medical staff application you attest that you agree to abide by the medical staff bylaws and rules and regulations.

Medical Staff Bylaws and Rules & Regulations (for each facility applying to)

Departmental Rules & Regulations (as applicable)

Contact information for [Medical Staff Administration](#)

Loma Linda University Medical Center

Medical Staff Administration

11314 Mountain View Avenue, Cambridge Bldg.

Loma Linda, CA 92354

(909) 558-6052

Fax: (909) 558-6053



Orientation to Practice, Academics, and Research

Section IV

Faculty Development and Academic Advancement

This section contains general faculty development materials for research, ownership of data/intellectual property, research methods and statistics, and scientific writing. The School of Medicine sponsors faculty development programs. From the LLUSM Mission Statement, Preparing the Physician section: “Cultivating an atmosphere of inquiry and discovering new routes to wholeness through basic and clinical research.” To assist with this, campus research offices and contact persons are provided in this section as well as library information, campus research methods and statistics contacts, and links to other affiliates of Loma Linda University School of Medicine.

Faculty Development and Promotion

Promotion criteria, checklist, and application appear at the end of this section.

Dean's Office, School of Medicine (Dr. Tamara Thomas)

Ownership of data and intellectual property

<http://www.wipo.int/portal/index.html.en>

<http://osc.universityofcalifornia.edu/manage/>

Conflict of Interest

Research methods

Surveys

Cross-sectional studies

Clinical trials

<http://www.clinicaltrials.gov/>

Measurement and statistics

Reliability and validity of measurement

Statistical significance, statistical power, and effect sizes

Database management

Statistical software

<http://statpages.org/>

<http://freestatistics.altervista.org/stat.php>

<http://www.psych.uni-duesseldorf.de/abteilungen/aap/gpower3/>

<http://www.cs.uiowa.edu/~rlenth/Power/>

Reading and understanding medical literature

Scientific writing

Technology for written presentations

Ethics-Editorial policy for authors and contributors

JAMA, http://jama.ama-assn.org/ifora_current.dtl

Amer J Public Health, <http://www.ajph.org/misc/ifora.shtml>

Publication/peer review

Scientific Presentations

Technology for oral and poster presentations

PowerPoint, other graphic software

Professional organizations, National organizations and institutes

NIH: <http://www.nih.gov/>

NIMH: <http://www.nimh.nih.gov/>

AMA: <http://www.ama-assn.org/>

AAMC: <http://www.aamc.org/>

Local

Promotion Criteria and Application

The recommendation for promotion is usually initiated by the department after discussion between the Chair and faculty member. The department promotions committee reviews the documentation of the member's contribution and votes on the request. After a favorable vote, the Chair sends the promotion material to the Dean of the School of Medicine with a letter recommending the promotion. The Dean then forwards the application to the School of Medicine Promotions Committee.

The School of Medicine Promotions Committee evaluates the faculty member's contribution against the appointment and promotion guidelines, and votes on the case. The Promotions Committee acts in an advisory capacity, responsible to the Dean of the School of Medicine. The decisions of the Committee are confidential and communicated only to the Dean of the School of Medicine. After deciding to recommend promotion, the Dean of the School of Medicine forwards the recommendation for promotion to University administration for processing by the Board of Trustees. The President of the University gives formal notice of promotion to the faculty member in writing.

Faculty are promoted on one of three tracks: basic scientist, clinician, and research (Faculty Handbook: <http://www.llu.edu/pages/handbook/facultyhandbook/School-SM 2011.pdf> p10-24).

Academic Track:

Basic Scientist

Basic Scientist Educator

Clinician Scientist

Clinician Educator

Research Track

The initial track designation is determined in consultation between each faculty member and the department chair.

Promotion Packet for preparing promotion dossier.

The Office of the Vice President for Research Affairs

<http://www.llu.edu/research-affairs/index.page>

The Office of Research Affairs is responsible for promoting and guiding the overall direction of research at LLU, LLUMC, and affiliated entities. The Office of Research Affairs oversees the operations of four offices that have distinctive assignments and expertise:

Technology Management and Contracts manages research business activities including all related contracts and technology commercialization. Research contracts include industry sponsored research contracts, amendments, grant subcontracts and consulting, confidential disclosures, materials transfer agreements and licensing contracts. Technology commercialization activities include assisting faculty in invention disclosures, patent processing, commercialization of technology, technology evaluation, marketing and licensing.

Research Integrity is responsible for monitoring and auditing compliance with regulatory requirements for human and animal research and for investigating complaints regarding research activities. This department coordinates and monitors human subject education and the research volunteer/affiliate process, provides a networking forum for clinical research coordinators and export control issues.

Sponsored Projects Management is responsible for providing financial management of all sponsored programs to comply with regulations, laws and policies imposed by funding agencies and LLUH entities. This office provides post-award accounting for sponsored projects and is the central fiscal administrator for monitoring and managing projects from award to close out.

Sponsored Research provides assistance to investigators during the pre-award stages of grant development, particularly for federal and non-profit agencies. OSR also provides administrative support for the Loma Linda University Institutional Review Board (IRB) for human subjects and the Institutional Animal Care and Use Committee (IACUC). Investigators may contact OSR staff for assistance in complying with the requirements of those committees.

<u>To contact:</u>	Extension
Office of Research Affairs	88544
Sponsored Research	44531
Intellectual Property	87184
Sponsored Projects Management	44589
Radiation Safety	47269

Frequently Asked Questions for Researchers

Human studies education certification: As part of this commitment, LLU requires all individuals who participate in Human Studies research to hold a current certification in Human Studies Education. This is satisfied by first completing the **Basic Course** and then keeping certification current through **Renewal** training on a periodic basis

Clinical Trials Center

<http://www.llu.edu/clinical-trials/index.page>

The Clinical Trial Center (CTC) has been established to facilitate the clinical scientist's participation in important research projects. The CTC will focus on outcomes, cost conscious budgeting, contracting, compliance, seeking trial opportunities and other services for the clinical researcher. The CTC is committed to help the clinical researcher to easily and successfully navigate the research

process. CTC is located in Coleman Pavilion 11113, Phone: 909-651-5002, email: clintrials@llu.edu

Continuing Medical Education

Loma Linda University School of Medicine Office of Continuing Education is located in Coleman Pavilion A1116-G. If you are interesting in future CME offerings or obtaining CME please refer to forms at <http://www.llu.edu/medicine/cme/homepage.page?> or call 909-558-4963.

Library Information & Services

Prepared by Carlene Drake, Library Director

About the University Libraries

Welcome to Loma Linda University Libraries. Our goal is to provide you with the information resources that you need to preform your role at Loma Linda University. In addition to our physical space, we invite you to explore our web site and use our collection of digital resources. We hope that the information we have provided here will assist you in achieving your professional goals.

The Del E. Webb Memorial Library (<http://library.llu.edu>) is located at 11072 Anderson Street and houses the main health sciences collection. Thirty computer workstations are available for student, faculty, and staff use. Ten laptops are available for checkout. Wireless access to the campus network is available throughout the building and in the journal stacks. Quiet study spaces are provided as well as group study rooms for students and collaborative work areas.

Phone: (909) 558-4550 (circulation desk)

Hours: 7:30 a.m. - 11:00 p.m. (Mon-Thurs)

7:30 a.m. - 2:00 p.m. (Fri)

10:00 a.m. - 11:00 p.m. (Sun)

Closed

Saturday

Extended hours for exams.

Check the website for Holiday hours.

Using the Library Off-Campus

All of our electronic journals and databases are available off-site; gaining access is simple. Once you click on a resource you will be presented with a login screen. Select your affiliation LLU or MC and then login with the email username and password which matches the affiliation you selected.

If you have any trouble gaining access to library resources, please contact the library circulation desk at (909) 558-4550 available during all the library open hours. You can also use the library guide titled "[Connecting from home](#)". It is listed in the **Guides on...** section on the [home page](#).

Using Library Resources

Primary library resources are represented in three areas on the library web site:

If you are looking for a book...

Search the library catalog (<http://catalog.llu.edu/>)

Use the keyword search to type in a few words of a title and/or the author

The book record will tell in which library the book resides as well as if the book is checked out or on the shelf, you can also place a hold on the book if it is checked out

Use Link+ (from the library catalog) to request books from area libraries; great for general academic texts and leisure reading

If you are looking for a journal article or want to see if the library has a journal title...

Search the Journal Portal

If you have a citation in hand and want the full-text of an article, click on the "[Find Journals](#)" link on the library web site (<http://library.llu.edu/>):

Search or browse by journal title or subject area

Search by PMID (each citation in PubMed has a unique record number)

The Journal Portal will tell you if we have a journal, either in print (in the library) or online (will also provide you with a link to the online version)

Note: If the library does not have a needed article in our holdings, please submit an Interlibrary Loan request (listed in the **Services** section on the [library web page](#)) and the article will be obtained from another library. The general cost is \$11 an article.

If you want to do a literature search or look up information...

Search a database

Click on "[Databases A-Z List](http://library.llu.edu)" from the library web site (<http://library.llu.edu>)

Choose the appropriate database or information source from the list.

Selected database resources are briefly outlined below:

PubMed @ LLU

Conduct medical literature subject searches in freely available resource from the National Library of Medicine.

Use My NCBI to save searches, to automatically update and e-mail search results from your saved searches, and to apply various filters (view only LLU holdings).

LLU&MC Library holdings or subscriptions may be viewed in the "abstract" display.

Full-text Online: click to download the full-text article from the publisher's website.

Web of Science

Search Science Citation Index & Social Science Citation Index from 1970-present.

Citation databases contain the references cited by the authors of the articles. Cited reference searching is available, which enables you to find articles that cite a previously published work.

Search by topic, author, source title, and address by using the General Search and Advanced Search options.

Access and use a web-based version of EndNote.

AccessMedicine

McGraw-Hill's AccessMedicine® provides access to more than 60 medical e-book titles including *Harrison's Principles of Internal Medicine* and *CURRENT Medical Diagnosis & Treatment*; thousands of images and illustrations; interactive self-assessment; case files; diagnostic tools; a comprehensive search platform; and the ability to view from and download content to a mobile device.

STAT!Ref

Full-text medical information: *ACP Smart Medicine (SM) & AHFS DI® Essentials™; Scientific American Medicine; Washington Manual® of Medical Therapeutics, The - 34th Ed. (2014).*

Clinical Key

Includes the MDConsult database as well as, eBooks, eJournals, guidelines, videos, images, First Consult, Procedure Consult, and more in one platform.

Cochrane Library

An evidence-based medicine tool for locating systematic literature reviews and guidelines to support clinical decisions regarding health care interventions.

Browse Cochrane Reviews or conduct a keyword search in the search box.

If you need a Cochrane Review, search Cochrane Library; if you need a general systematic review, search PubMed (Cochrane Reviews are searchable in PubMed).

Micromedex

A drug database that offers summaries and detailed monographs for drugs, disease, alternative medicine, toxicological managements, reproductive risks, emergency care, and patient education. Updated quarterly.

For questions or further help, please contact the library: ext. 44550 or 909-558-4550

Research Methods and Statistics

Center for Health Research

<http://www.llu.edu/llu/chr/>

Health Research Consulting Group

<http://www.llu.edu/llu/hrcg/>

Affiliate Hospitals

ARMC <https://www.arrowheadmedcenter.org/home.aspx>

VAMC <http://ohrp.cit.nih.gov/search/irbdtl.asp?IRBID=1552>

PSH <http://www.oshpd.state.ca.us/cphs/index.htm>

BMC <http://www.llu.edu/llubmc/research.html>

RCRMC: <http://www.rcrmc.org>

WMMC <http://www.whitememorial.com>

PROMOTION PACKET

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

A completed Promotion Packet. The Chair of the Department in which the candidate is seeking promotion is responsible for submitting to the School of Medicine Promotions Committee the required documentation and description of the candidate's accomplishments. The Department Chair should encourage the faculty candidate to provide accurate and current information regarding teaching, research, practice, administration, and other areas. A complete and well-organized Promotion Packet that adheres to School's guidelines is required if the Committee is to give fair and timely consideration of the candidate's merits. When time allows before final submission deadlines, packets that do not adhere to College guidelines will be returned to the Chair for revision. The contents of the Promotion Packet are described below. Packets are available from the Dean's Office upon request.

Table of Contents:

- Section 1** Check List for Faculty Promotion
- Section 2** Faculty Track Designation
- Section 3** CURRICULUM VITAE – Summary Page
- Section 4** CURRICULUM VITAE
- Section 5** Personal Statement
- Section 6** Education-related CME
- Section 7** Teaching Evaluations
- Section 8** Promotion Recommendation by Department Chair
- Section 9** A copy of 2 recent publications
- Section 10** Professional Portfolio
A. Educator’s Portfolio (*for Basic Science Educator and Clinician Educator tracks only*)
B. Scientist’s Portfolio (*for Basic Scientist and Clinician Scientist only*)
C. Researcher’s Portfolio (*for Research track only*)
- Section 11** Extramural Letters of Recommendation (*for promotion to Professor*)

CHECK LIST FOR FACULTY PROMOTION

LOMA LINDA UNIVERSITY SCHOOL OF MEDICINE

Include as Section 1 of the submitted packet

The following should be forwarded to the Chair, Promotions Committee:

Name: _____ Degree: _____

Promotion: From: _____ To: _____

Faculty Promotion Track: _____

Department: _____ Secondary Department: _____

1. _____ Completed Checklist as coversheet to packet.
2. _____ Letter of proposal from the Department Chair addressed to the Chair of SOM Promotions Committee.
3. _____ Letter of support from Department Promotions Committee addressed to the Chair of the SOM Promotions.
4. _____ When the candidate holds a Dual or Joint appointment, there should be a letter from the secondary Chair or Dean supporting the recommendation.
5. _____ Designation of Faculty Track.
6. _____ An up-to-date one-page summary curriculum vitae in the School of Medicine standard format.
7. _____ An up-to-date curriculum vitae utilizing the School of Medicine standard format. Include only published or in-press citations.
8. _____ Signed candidate's Personal Statement.
9. _____ Documentation of education-related CME.
10. _____ A copy of 2 recent publications selected by the candidate as representative of his/her capabilities and area of expertise.
11. _____ Teaching Evaluations
12. _____ Updated Educator's Portfolio Report utilizing the SOM standard format (**for Basic Science Educator, Clinician Educator**).
_____ Updated Scientist's Portfolio Report utilizing the SOM standard format (**for Basic Scientist and Clinician Scientist**).
_____ Updated Researcher's Portfolio Report utilizing the SOM standard format (**for Research**).
13. _____ Promotion to Professor requires three extramural letters of recommendation, addressed to the Chair of Promotions Committee. A copy of one of the letters from the Chair soliciting extramural letters of recommendation.
14. A single copy of completed packet sent to the Chair of Promotions Committee for review 2 weeks in advance of final deadline after which the original along with 12 copies should be submitted.

Include as Section 2 of the submitted packet

FACULTY TRACK DESIGNATION

Name _____ of _____
Candidate: _____

Department: _____

Division: _____

Rank: _____

Tenure: Yes Year: _____ No
Tenure does not apply for promotion of clinical faculty

Promotional Track: (Check one)

Regular Faculty Ranks	Clinician Educator	<input type="checkbox"/>
	Clinician Scientist	<input type="checkbox"/>
	Basic Science Educator	<input type="checkbox"/>
	Basic Scientist	<input type="checkbox"/>
	Research	<input type="checkbox"/>

(Tenure Tracks)

Faculty: _____ Date: _____
(signature)

Chair: _____ Date: _____
(signature)

Include as Section 3 of the submitted packet

Loma Linda University
School of Medicine

CURRICULUM VITAE – Summary Page

Date: _____

Name: _____
 Last First Middle

Citizenship and/or Visa Status: _____

Office Address: _____ Telephone: _____

Education: (*Baccalaureate and above*)

<u>Institution</u>	<u>Years attended</u>	<u>Degree/Date</u>	<u>Field of Study</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Graduate Medical Training: (*Chronological*)

<u>Place</u>	<u>Dates</u>
Internship _____	_____
_____	_____

<u>Place</u>	<u>Dates</u>
Residencies or Postdoctoral: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Board Certification: _____ Date: _____
_____ Date: _____
_____ Date: _____

Licensure: _____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____

Faculty appointments: (*Begin with initial appointment*)

<u>Years</u>	<u>Rank</u>	<u>Institution</u>	<u>Department</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CURRICULUM VITAE

JANE DOE

DEMOGRAPHIC AND PERSONAL INFORMATION

Home address
Office address
Business phone, FAX
Email address
Citizenship and/or Visa information
Military Service
Birthplace and birthdate (optional)

EDUCATION AND TRAINING

(Begin with Baccalaureate and continue in chronological order)

Year	Degree/Certification	Institution	Discipline
1988	BSc	University of	Major
1992	MD	Medical School	
1993	Internship	Univ Minnesota	Internal Medicine
1996	Residency	Mayo Clinic	Internal Medicine
1999	Fellowship	Harvard	Cardiology
2003	PhD	University of	

SPECIALTY BOARD CERTIFICATION

1996 Internal Medicine
1999 Cardiology

CURRENT ACADEMIC APPOINTMENT

Associate Professor, Department of Medicine, LLU July 2008 –

PAST ACADEMIC APPOINTMENTS

(Begin with initial appointment, enter all dates)
Assistant Professor, Department of Medicine, Mayo Clinic 1999-2004

Assistant Professor, Department of Medicine, LLU 2004-2008

MEDICAL LICENSES

California 1994-

Minnesota 1994-

HOSPITAL APPOINTMENTS

(Begin with first and end with current)

Attending, Cardiology Service, Mayo Clinic 1999-2004

Attending, Cardiology Service, LLUMC 2004-

Chief, Interventional Cardiology, LLUMC 2009-

RECOGNITION AND AWARDS

1992 Member, Alpha Omega Alpha Honor Medical Society

1999 Best resident research paper, Meeting American College of Cardiology

ACADEMIC & ADMINISTRATIVE COMMITTEE ACTIVITIES AT LOMA LINDA

(Beginning with the first in chronological order)

Loma Linda University

- Member School of Medicine Admissions Committee 2008-

Loma Linda University Medical Center

-

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

(Include committee work and offices held in the organization)

American Medical Association, Member 1999-

American College of Cardiology

- Member, Committee on Ethics 2002-2006
- Member, Research Committee 2007-

California Chapter of American College of Cardiology

- Member Program Committee 2002-4
- Chairman Program Committee 2004-6
- President elect 2006
- President 2007

JOURNAL EDITOR/REVIEWER

- List journals and dates

EXTRAMURAL GRANTS

- List award amount, current and past, sponsor

As Principal Investigator (% time)

As Co-investigator (% time)

INTRAMURAL GRANTS

- List award amounts, current and past

BOOKS, CHAPTERS

- List standard reference – author, other authors, chapter title, Book Editor, Title of book, publisher, year, underline the title of the book

PUBLICATIONS

- List only peer-reviewed original publications. Include only those published or in press. Do not include submitted or in preparation
- Use standard citation format: Author FI, second author FI, third author FI, etc and list all authors, and underline or bold your name, give title of the paper, journal, year, volume: page-page.
- List all articles chronologically from earliest to latest.

ABSTRACT AND POSTER PRESENTATIONS

ELECTRONIC PUBLICATIONS

INVENTIONS, PATENTS, COPYRIGHTS

MAJOR TEACHING RESPONSIBILITIES

Details to be included in the Educator's Portfolio

- Undergraduate medical education
- Graduate medical education
- Graduate Studies

- Continuing Medical Education
- Invited Lectures and Presentations in last 5 years

COMMUNITY SERVICE

PERSONAL STATEMENT

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

Include as Section 5 of the submitted packet

Describe personal reflections on accomplishments, areas of particular strength of your Appointment/Promotion Packet, and your future professional plans spanning the next five years.

PERSONAL STATEMENT

FOCUS OF THE PERSONAL STATEMENT

- Describe personal reflections on accomplishments, areas of particular strength of your Appointment/Promotion Packet, and your future professional plans spanning the next five years.
- The Personal Statement should articulate the specific grounds on which an application is based. It should contain a statement clearly delineating the main focus of your work and the particular achievements that are claimed, together with a brief overview of the significance of your contribution in the wider context of the discipline.
- A Personal Statement will accompany letters soliciting assessments from your extramural consultants. Use the personal statement, as an opportunity to

summarize your accomplishments, but be brief. **Your statement should be no longer than two pages.**

CREATION OF PERSONAL STATEMENT

The Personal Statement is designed to be the candidate's personal explanation of career trajectory and accomplishments to the various reviewing bodies. It is especially important that the Statement be worded to convey several things to others, in particular to those teaching faculty who may be called upon to sit on departmental committees, to Appointments and Promotions Committee members, and, finally, to the Promotion Review Committee at the topmost level of the promotion process. Namely, these things include:

1. Quality of work
2. Productivity over time.
3. Impact

SUGGESTIONS FOR WRITING A PERSONAL STATEMENT

While the statement is the candidate's own document, consider several factors when writing your statement.

1. Avoid making the statement your life's journey or a chronology of your professional career. You do not want to repeat what can already be gleaned from reading the packet and supporting materials. You may mention extensive work experience elsewhere, but focus on your Loma Linda experience.
2. Keep the document to a reasonable number of pages. Remember, very busy groups of people are reading the statement, and your goal is to give them overview and highlights.
3. Make the statement as jargon-free as possible; spell out acronyms or explain necessary, uncommon terminology. The personal statement may be read by faculty in other departments, so be sure you provide appropriate context in explaining your accomplishments.
4. This is a good time to make the point of what distinguishes your contributions from those of colleagues in the field. Where have you succeeded that others have not?

5. Prepare to promote yourself with good documentation. For instance, what service, process, etc. did you improve; what did you develop; where did you take advantage of technology; did you apply philosophy to practice or document new practices as a model for others; were you the first at something?
6. What do you see as your impact at the University and within the School of Medicine? Do your accomplishments fit within LLU goals and objectives or within the LLU Strategic Plan? Highlight the most significant and unique accomplishments. It is not necessary to cover details of every single accomplishment. Document your impact in and contributions to your specialty.
7. How does your scholarship and service impact the field?
8. Evaluate how your tone will come across to other readers. Be factual and an advocate for yourself.
9. Examine your statement for focus and consistency. Emphasize the “now” rather than the past.
10. Make this your best writing. It is not uncommon for outside evaluators to draw upon your own comments in their evaluations.

The contents of this packet represent a true and accurate statement of my activities and accomplishments.

Signed _____ **Date** _____

Educator	Scientist	Research
Basic Science Educator	Basic Scientist	
Clinician Educator	Clinician Scientist	
Assistant Professor to Associate Professor		

Include as Section 6 of the submitted packet

Education-related CME

Please submit documentation for continuing medical education focused on education or presentations.

<p>A minimum of five (5) hours of continuing medical education (CME) credit focused on education in the years between appointment to assistant professor and promotion to associate professor.</p> <p>One (1) hour of the above CME may be fulfilled by one presentation on any topic related to faculty development.</p>	<p>A minimum of two (2) hours of continuing medical education (CME) credit focused on education in the years between assistant professor appointment and promotion to associate professor.</p>	<p>A minimum of two (2) hours of continuing medical education (CME) credit focused on education in the years between assistant professor appointment and promotion to associate professor.</p>
Associate Professor to Professor		
<p>A minimum of ten (10) hours of continuing medical education (CME) credit focused on education in the years between appointment to associate professor and promotion to professor.</p> <p>Two (2) hours of the above CME may be fulfilled by two presentations on any topic related to faculty development.</p>	<p>A minimum of five (5) hours of continuing medical education (CME) credit focused on education in the years between appointment to associate professor and promotion to professor.</p>	<p>A minimum of two (2) hours of continuing medical education (CME) credit focused on education in the years between assistant professor appointment and promotion to associate professor.</p>

Include as Section 7 of the submitted packet

Promotion Recommendation by Department Chair

The chair of the department in which the candidate is seeking promotion is responsible for preparing a comprehensive recommendation letter. Accurate and current information regarding teaching, research, practice, administration, and other areas provided by the candidate for inclusion in the Promotion Packet assists the Chair in preparing the letter. A comprehensive, accurate, well-documented, and up-to-date recommendation letter is essential to assist the Committee in evaluating the candidate's accomplishments and suitability for promotion. A description of accomplishments since the last promotion is important. Both teaching and clinical practice are valued by the committee, but accomplishments in these areas are difficult to quantify and evaluate. The committee therefore depends upon the Chairman's letter to provide sufficient detail in order for the committee to arrive at a fair assessment of the faculty member's contribution. The recommendation letter must follow the outline shown below. Incomplete letters may delay consideration of the candidate's promotion. The letter should be appropriate for the level of rank proposed, Associate Professor, Professor or Emeritus.

Template for Letter of Recommendation by Department Chairman

Key Points: Proposal letters should be structured with the use of headings that identify the letter elements listed below.

I. Introductory paragraph

- A. State the candidate's full name and degree, proposed academic rank, proposed faculty track, and the field in which promotion is being proposed.

II. Education

- A. Specific roles and accomplishments at LLUSM: lecturer, student or resident preceptor/advisor, student clerkship director, residency director, clinical attending, supervisor of fellows or junior faculty, developer of educational material.
- B. Recognition for demonstrated skills, talents, and special accomplishments such as teaching awards, author of educational material, course director, head of training programs, conference leader, etc

- C. Record of accomplishment of students mentored by the faculty member.
- D. Contributions and service to committees involved with education such as committee member, committee chair, or committee accomplishments, etc.
- E. Regional, national, international accomplishments such as visiting professorships, editorial boards, invited lectures, membership on certification boards, participation in educational efforts of professional societies, etc.

III. Research

- A. Description of research.
- B. Importance and significance of research.
- C. List trainees and their records of accomplishments during and after their time working with the candidate.
- D. Important papers presented at regional, national, or international meetings.
- E. Role and percent of effort in extramural grants.
- F. Participation in NIH Study Sections or other extramural appointments.
- G. Major journals for which the candidate served as a peer reviewer, editor editorial board member, or editorialist. Provide an estimate of the number of manuscripts reviewed.

IV. Scholarly publications

- A. Summarize the nature, importance, and significance of the candidate's publications. The contributions of the candidate to these publications and the candidate's role as a mentor should be discussed.

V. Clinical Practice (Omit for non-clinical faculty).

- A. Contributions to innovative methods of patient care.

- B. Measures of practice quality: Patient satisfaction data, commendations, letters from patients.
- C. Participation in performance improvement projects.
- D. Awards for clinical excellence.
- E. Comparison with peers: Expertise for specific clinical problem, recognized expert.

VI. Administration

- A. Important positions: Department/Division Chair, chair or member of administrative departmental / division committees, director or departmental or hospital units (e.g., MICU, transplantation, clinics). Include evaluations of the effectiveness of the administrative contribution.
- B. Responsibilities in extra-departmental administrative activities.
- C. Responsibilities in extra-institutional administrative activities.

VII. Other activity and accomplishments

- A. Community Service
- B. Recognitions and honors
- C. Membership and activities in professional societies
- D. Commitment to the Mission of LLU

VIII. Summary of Recommendations

If appointment is Dual (another department within School of Medicine) or Joint (in another school), include a letter of endorsement from the Chair of other department or Dean of other school.

Example letters: see Appendix

Include as Section 8 of the submitted packet

TEACHING EVALUATIONS

Include as Section 9 of the submitted packet

A copy each of 2 recent publications selected by the candidate as representative of his/her capabilities and area of expertise (choose those with most relevance).

Include as Section 10 of the submitted packet

PROFESSIONAL PORTFOLIO

DOCUMENTATION OF TEACHING & RESEARCH FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

- A. If you are promoting in the **Educator track (Basic Science Educator or Clinician Educator)**, teaching contributions should be submitted in the **Educator's Portfolio**.
- B. If you are promoting in the **Scientist track (Basic Scientist or Clinician Scientist)** contributions should be submitted in the **Scientist's Portfolio**.

If you are promoting in the **Researcher's track** professional contributions should be submitted in the **Researcher's Portfolio**. **A. Educator's Portfolio**

DOCUMENTING TEACHING FOR PROMOTION

BACKGROUND

The Loma Linda University School of Medicine requires documentation of teaching and teaching effectiveness for promotion.

Promotion candidates are required to assemble an Educator's Portfolio to record on an ongoing basis all teaching, special lectures, involvement in course planning, and evaluations. Compilation of an educator's portfolio in the promotion dossier allows for

formal assessment of contribution to teaching, providing documentation and evidence of the quality and value of educational activities.

It is recommended that faculty members proactively request supporting material for the educator's portfolio, such as course evaluations, peer or student assessments at the time that the teaching activity is performed.

School of Medicine requires submission of an Educator's Portfolio as a component of the promotion and/or tenure packet for all faculty. The Portfolio should be developed by the faculty member and include:

Section 1: Summary of the faculty member's contributions to the education mission (including direct teaching and other education-related activities).

Section 2: Most important contributions to education with evidence of quality and/or impact.

- Teaching
- Curriculum development
- Assessment of learner performance
- Mentoring/advising
- Educational administration/leadership

PURPOSE

1. To emphasize the value placed on high quality teaching and other educational activities as part of the promotion and tenure process.
2. To facilitate planning and assessing the education component of one's career development.

FORMAT FOR EDUCATOR'S PORTFOLIO

1. State the purpose of preparing EP (e.g. for promotion from assistant to associate professor in Clinician Educator Track).
2. State whether you are documenting "Outstanding" or "Competent" contributions in teaching/education.
3. Indicate the percent of your time devoted to teaching/other educational activities.

Caveat: Take the time to keep it short—No longer than 5 pages.

Section 1: Summary of teaching activities and approximate time commitment

Emphasize activities particularly over the last 5 years. Separate learner categories if you teach at multiple levels (e.g., medical students, graduate students, allied health students, residents/fellows, peers). *More is not better* (most faculty have one or a few “most important” contributions). The extent and impact of your teaching will be linked to the magnitude of your teaching responsibilities.

Section 2: Most important teaching contribution(s) (Use only applicable categories)

A. Direct Teaching Responsibilities

- **State teaching venue** (e.g., lectures, small group facilitating, clinical preceptor, rounds, small groups, laboratory).
- **Describe your role:** Your philosophy about teaching, strategies you use, how you teach in various settings, how you work to improve your teaching and student’s learning.
- **Documentation:** Provide evidence of quality, quantity, summary of student evaluations with comparison to course means, if available; peer evaluations; teaching awards with selection criteria. This may be most effectively illustrated with graphic displays. An internal reference letter that contains a comprehensive section reflecting personal observation of teaching effectiveness may be appropriate as one element of peer evaluation.

B. Curriculum Development, Instructional Design

- **Describe your role in course development (or revision) and projects.** Include objectives of the project. Describe teaching methods selected, preparation of instructional materials (e.g. cases, web-based materials, syllabi, chapters).
- **Educational Scholarship and Creation of Enduring Educational Materials** (e.g., presentations or publications related to education; creative products of educational activity that have been reviewed for quality by peers, made public for others to build upon, and perhaps adopted outside of institution).
- **Documentation:** Describe creative work and its impact; describe roles in regional or national professional organizations related to medical education.

C. Assessment of Learner Performance (e.g., course development or significant revision)

- Describe your role in assessment and outcomes.

D. Educational Administration and Leadership (e.g., course or block director, residency program director, advising, Curriculum Committee)

- Describe leadership role and outcomes.

E. Advising and Mentorship

- Description of advising/mentoring activities; may list advisees/mentees, collaborative projects with students (outcomes), work with students who have academic/personal problems.

F. Professional Development in Education

- Describe participation in workshops, fellowship, additional credentials in education, specific efforts to enhance education/teaching dimension of your career development, e.g., participation in Faculty Development and Educational Excellence programs.

B. Scientist's Portfolio

DOCUMENTING RESEARCH & TEACHING FOR PROMOTION

BACKGROUND

The Loma Linda University School of Medicine requires documentation of research and teaching effectiveness for promotion for those promoting in the **Basic Scientist** and **Clinician Scientist** track.

Promotion candidates are required to assemble a Scientist's Portfolio to record on an ongoing basis all research and teaching. Compilation of a scientist's portfolio in the promotion dossier allows for formal assessment of contribution to research and teaching, providing documentation and evidence of the quality and value of academic activities.

It is recommended that faculty members proactively collect and/or request supporting material for the scientist's portfolio, such as course evaluations, publications, articles, peer reviews, peer or student assessments at the time that the research and teaching activity is performed.

School of Medicine requires submission of a Scientist's Portfolio as a component of the promotion and/or tenure packet for all faculty in Basic Scientist and Clinician Scientist tracks. The Portfolio should be developed by the faculty member and include:

Section 1: Summary of the faculty member's contributions to the research, organized by project. Focus on relevant publications, external funding and evidence of expertise.

Section 2: Most important contributions to education with evidence of quality and/or impact (include direct teaching and other education-related activities).

- Teaching
- Curriculum Development
- Assessment of learner performance
- Mentoring/advising
- Academic administration/leadership

PURPOSE

1. To emphasize the value placed on high quality research as part of the promotion and tenure process.
2. To facilitate planning and assessing the education component of one's career development.

FORMAT FOR SCIENTIST'S PORTFOLIO

1. State the purpose of preparing SP (e.g. for promotion from assistant to associate professor in Clinician Scientist Track).
2. Indicate the percent of your time devoted to research, teaching/other educational activities.

Caveat: Take the time to keep it short—No longer than 5 pages.

Section 1: Summary of research activities and approximate time commitment

Emphasize activities particularly over the last 5 years. *More is not better* (most faculty have one or a few “most important” contributions). The extent and impact of your research and teaching will be linked to the magnitude of your academic responsibilities.

A Statement of Research Interest, which functions as a summary of the faculty member's contributions to research, organized by project.

Evidence of research accomplishments in each of these projects. A separate section should be prepared for each project and include:

- Statement of the research-related problem or objective and relevant publications.
- External funding applied for and received. List all grants applied for and/or received (both internal and external), and follow with copies of any relevant Notice of Grant Award notices.
- Other evidence of research productivity in this area. Evidence could include patents applied for and/or received (followed by any relevant notices of awards), a description of related collaborations, evidence of related work with industry (service on corporate boards, participation in start-up companies), etc.

Section 2: Most important teaching contribution(s) (Use only applicable categories)

A. Direct Teaching Responsibilities

- **State teaching venue** (e.g., lectures, small group facilitating, clinical preceptor, rounds, small groups, laboratory).
- **Describe your role:** Your philosophy about teaching, strategies you use, how you teach in various settings, how you work to improve your teaching and student's learning.
- **Documentation:** Provide evidence of quality, quantity, summary of student evaluations with comparison to course means, if available; peer evaluations; teaching awards with selection criteria. An internal reference letter that contains a section reflecting personal observation of teaching effectiveness may be appropriate as one element of peer evaluation.

B. Curriculum Development, Instructional Design

- **Describe your role in course development (or revision) and projects.** Include objectives of the project. Describe teaching methods selected, preparation of instructional materials (e.g. cases, web-based materials, syllabi, chapters).
- **Educational Scholarship and Creation of Enduring Educational Materials** (e.g., presentations or publications related to education; creative products of educational activity that have been reviewed for quality by peers, made public for others to build upon, and perhaps adopted elsewhere).
- **Documentation:** Describe creative work and its impact; describe roles in regional or national professional organizations related to medical education.

a. **Assessment of Learner Performance** (e.g., course development or significant revision)

- Describe your role in assessment and outcomes.

D. Academic Administration and Leadership

(e.g., course or block director, residency program director, advising, Curriculum Committee)

- Describe leadership role and outcomes.

E. Advising and Mentorship

- Description of advising/mentoring activities; may list advisees/mentees, collaborative projects with students (outcomes), work with students who have academic/personal problems.

F. Professional Development in Education/Research

- Describe participation in workshops, fellowship, additional credentials in education, specific efforts to enhance education/teaching dimension of your career development, e.g., participation in Faculty Development and Educational Excellence programs.

C. Researcher's Portfolio

DOCUMENTING RESEARCH FOR PROMOTION

BACKGROUND

The Loma Linda University School of Medicine requires documentation of research activities for promotion in the **Research** track.

Promotion candidates are required to assemble a Researcher's Portfolio to record on an ongoing basis all research-associated activities. Compilation of a researcher's portfolio in the promotion dossier allows for formal assessment of contribution to research activities, providing documentation and evidence of the quality, quantity, and value of these research activities.

It is recommended that faculty members proactively collect and/or request supporting material for the researcher's portfolio, such as publications, notices of grant awards, patent applications, etc.

The School of Medicine requires submission of a Researcher's Portfolio as a component of the promotion and/or tenure packet for all faculty on the Research track. The Portfolio should be developed by the faculty member and include:

Section 1: A Statement of Research Interest, which functions as a summary of the faculty member's contributions to research, organized by project.

Section 2: Evidence of research accomplishments in each of these projects. A separate section should be prepared for each project and include:

- Statement of the research-related problem or objective.
- Relevant publications. List all relevant publications, and follow with copies of up to three of those with the most relevance/highest impact.
- External funding applied for and received. List all grants applied for and/or received (both internal and external), and follow with copies of any relevant Notice of Grant Award notices.
- Other evidence of research productivity in this area. Such evidence could include lists of patents applied for and/or received (followed by any relevant notices of awards), a description of related collaborations, evidence of related work with industry (service on corporate boards, participation in start-up companies), etc.

Section 3: Evidence of Professional Service. Such evidence could include documentation of service in NIH and/or NSF Study Sections or service on editorial boards or as a journal reviewer, descriptions and documentation of professional meetings organized, etc.

PURPOSE

1. To emphasize the value placed on high quality research and contributions to knowledge as part of the promotion and tenure process
2. To facilitate planning and assessing the research components of one's career development

FORMAT FOR RESEARCHER'S PORTFOLIO

1. State the purpose of preparing RP (e.g. for promotion from assistant to associate professor in Research Track).
2. Indicate the percent of your time devoted to research/other educational activities.
3. Document teaching, mentoring, and collaboration in your research.

Caveat: Take the time to be succinct.

Section 1: Summary of research activities and approximate time commitment

Begin with a Statement of Research Interest. Emphasize activities particularly over the last 5 years. This functions as a summary of the faculty member's contributions to research.

Section 2: Most important research contribution(s) (Use only applicable categories)

A. Direct Research Responsibilities

- **State teaching venue** (e.g., lectures, small group facilitating, clinical preceptor, rounds, small groups, laboratory).
- **Describe your role:** Your philosophy about teaching, strategies you use, how you teach in various settings, how you work to improve your teaching and student's learning.
- **Documentation:** Provide evidence of quality, quantity, summary of student evaluations with comparison to course means, if available; peer evaluations; teaching awards with selection criteria. This may be most effectively illustrated with graphic displays. An internal reference letter

that contains a comprehensive section reflecting personal observation of teaching effectiveness may be appropriate as one element of peer evaluation.

B. Curriculum Development, Instructional Design

- **Describe your role in course development (or revision) and projects.** Include objectives of the project. Describe teaching methods selected, preparation of instructional materials (e.g. cases, web-based materials, syllabi, chapters).
- **Educational Scholarship and Creation of Enduring Educational Materials** (e.g., presentations or publications related to education; creative products of educational activity that have been reviewed for quality by peers, made public for others to build upon, and perhaps adopted outside of the institution).
- **Documentation:** Describe creative work and its impact; describe roles in regional or national professional organizations related to medical education.

b. **Assessment of Learner Performance** (e.g., course development or significant revision)

- Describe your role in assessment and outcomes.

D. Academic Administration and Leadership (e.g., course or block director, residency program director, advising, Curriculum Committee)

- Describe leadership role and outcomes.

E. Advising and Mentorship

- Description of advising/mentoring activities; may list advisees/mentees, collaborative projects with students (outcomes), work with students who have academic/personal problems.

F. Professional Development in Education

- Describe participation in workshops, fellowship, additional credentials in education, specific efforts to enhance education/teaching dimension of

your career development, e.g., participation in Faculty Development and Educational Excellence programs.