

LOMA LINDA UNIVERSITY SCHOOL OF MEDICINE

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. Detailed guidelines regarding promotion requirements and the process can be found in the [faculty handbook](#). 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 LLUSM guidelines will be returned to the department Chair for revision. The contents of the promotion packet are described below. Packets are available from the Office of Faculty Development (x44766) upon request.

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Instructions for Preparing your School of Medicine Promotion Packet

In order to facilitate preparation of your Promotion Packet, please follow these instructions:

- 1. You must include PMID numbers with references listed in your CV.**
2. You should include evaluations from residents, fellows and medical students (if applicable) for the most recent two (2) years (minimum) prior to submitting your promotion application. The teaching evaluations should include the specific rotation dates; whether fellow, resident or student evaluations; and the number of evaluators so that the Committee can fully assess teaching effectiveness. Many departments have migrated to using summary teaching evaluations in Med Hub that makes the process easier. If your Department does not use Med Hub, it is still necessary for you to provide the specific information requested above. Do not include evaluations of individual lectures or conferences unless those evaluations offer insight about your effectiveness in teaching a course or organizing a teaching program.
3. Include specifics of research grant support: project name, funding source, whether serving as PI / Co-investigator or Site investigator on peer-reviewed external and / or internal grants, dates completed and / or approved/proposed projects, date of the award, amount of funding awarded.
- 4. Include documentation of education-related CME only. Please note that this requirement refers to CME specifically related to education, teaching skills and faculty development. Do not include general CME documentation related to your specialty.**
5. Demonstrating a regional or national reputation can be achieved by a variety of means. Extramural service is most helpful in assessing regional / national reputation. This comes not just from society memberships, but from leadership roles in professional societies, invited extramural lectures and seminars, manuscript reviews and membership on editorial boards. Additional examples that demonstrate a regional / national reputation include: peer-reviewed scholarly publications (original research, reviews, guidelines, editorials, book chapters, books); presentation of research at regional / national meetings; serving on regional / national task forces; receiving regional / national awards; presentation of grand rounds outside of the local area; leadership activities in the School of Medicine or University education; and / or extramural grant support.
6. Follow the instructions in the promotion packet checklist regarding required letters of support. Depending on academic rank and track, additional letters of support should only be from individuals of higher academic rank than the applicant. Including additional letters of support that are not required do not necessarily enhance the applicant's packet.

CHECKLIST FOR FACULTY PROMOTION

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

Include as Section 1 of the submitted packet.

CHECKLIST FOR FACULTY PROMOTION

LOMA LINDA UNIVERSITY SCHOOL OF MEDICINE

Name: _____ Degree(s) _____

Promotion Rank From: _____ To: _____

Promotion Track: _____ Department: _____ Secondary Department: _____

Rank of Professor Letter Request Process

SECTION

1. Completed Checklist as coversheet to packet.
2. Faculty Track Designation signed by candidate and department Chair.
3. An up-to-date one-page summary curriculum vitae utilizing the School of Medicine standard format.
4. An up-to-date curriculum vitae utilizing the School of Medicine standard format. Include only published or in-press citations.
5. Personal Statement signed by the candidate.
6. Documentation of education-related CME. Please note that this requirement refers to CME specifically related to education, teaching skills, and faculty development.
7. Letter of support from the department Promotions Committee addressed to the Chair of the School of Medicine Promotions Committee.

Letter of support from the department Chair addressed to the Chair of the School of Medicine Promotions Committee.

When the candidate holds a primary and **secondary** appointment, there should be a letter from the **secondary** Chair or Dean supporting the recommendaiton.
8. Teaching Evaluations from Learners.
9. A copy of two recent publications selected by the candidate as representative of his/her capabilities and area of expertise.
10. Updated **Educator's Portfolio** utilizing the LLUSM standard format (*for Clinician Educator and Basic Science Educator*).

Updated **Scientist's Portfolio** utilizing the LLUSM standard format (*for Basic Scientist and Clinician Scientist*).

Updated **Researcher's Portfolio** utilizing the LLUSM standard format (*for Research*).
11. Promotion to Professor requires **three extramural letters of recommendation**, addressed to the Chair of the School of Medicine Promotions Committee. Extramural contacts cannot have ever been associated with Loma Linda.
12. The original completed packets sent to the Office of Faculty Development (Coleman Pavilion, Room A1116), along with an additional hard copy and one electronic copy.

FACULTY TRACK DESIGNATION

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

Include as Section 2 of the submitted packet.

FACULTY TRACK DESIGNATION

Name of Candidate: _____

Department: _____

Division: _____

Loma Linda University School of Medicine

Current Rank: _____

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

Promotional Track: (Check one)

Regular Faculty Ranks

Clinician Educator

Clinician Scientist

Basic Science Educator

Basic Scientist

Research

(Tenure Tracks)

Faculty: _____
(signature)

Date: _____

Chair: _____
(signature)

Date: _____

LOMA LINDA UNIVERSITY SCHOOL OF MEDICINE

CURRICULUM VITAE SUMMARY

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

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: _____ Office Telephone: _____
Cell Phone: _____

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>
_____	_____
_____	_____

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

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

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

Faculty appointments: (*Begin with initial appointment*)

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

First Appointment to LLUSM: Rank _____ Date: _____

CURRICULUM VITAE

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

Include as Section 4 of the submitted packet.

CURRICULUM VITAE FORMAT

Submit an up to date Curriculum Vitae utilizing the School of Medicine standard format.
Include only published or in-press citations.

CURRICULUM VITAE

JANE DOE

DEMOGRAPHIC AND PERSONAL INFORMATION

Office address
Business phone, FAX
Email address

EDUCATION AND TRAINING

(Begin with highest degree and end with Baccalaureate)

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

BOARD CERTIFICATION

1999 Cardiology
1996 Internal Medicine

ACADEMIC HISTORY

Associate Professor, Department of Medicine, LLU July 2008 –
Assistant Professor, Department of Medicine, LLU 2004-2008
Assistant Professor, Department of Medicine, Mayo Clinic 1999-2004

EMPLOYMENT APPOINTMENTS

(Begin with current and end with first)
Chief, Interventional Cardiology, LLUMC 2009-
Attending, Cardiology Service, LLUMC 2004-
Attending, Cardiology Service, Mayo Clinic 1999-2004

ACADEMIC & ADMINISTRATIVE ACTIVITIES

(Beginning with the most recent in chronological order)

Loma Linda University Medical Center

-

Loma Linda University

- Member School of Medicine Admissions Committee 2008-

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 latest to earliest.

ABSTRACT AND POSTER PRESENTATIONS

ELECTRONIC PUBLICATIONS

INVENTIONS, PATENTS, COPYRIGHTS

MAJOR TEACHING RESPONSIBILITIES

Details to be included in the Educator's Portfolio (section 10 of promotion packet)

- Undergraduate medical education
- Graduate medical education
- Graduate Studies
- Continuing Medical Education
- Invited Lectures and Presentations in last 5 years

RECOGNITION AND AWARDS

1992 Member, Alpha Omega Alpha Honor Medical Society

1999 Best resident research paper, Meeting American College of Cardiology

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

COMMUNITY SERVICE

PERSONAL STATEMENT

DOCUMENTATION FOR PROMOTION



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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

This is a template; please type your statement using this format. Sign and date your statement at the bottom.

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.

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 and to Promotions Committee members.

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. Your statement should be no longer than **two pages**. Remember, very busy groups of people are reading the statement, and your goal is to give them an 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?

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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, objectives, and strategies? 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 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 _____

EDUCATION-RELATED CME

DOCUMENTATION FOR PROMOTION



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Include as Section 6 of the submitted packet.

EDUCATION-RELATED CME

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

Basic Science Educator Clinician Educator	Basic Scientist Clinician Scientist	Research
Assistant Professor to Associate Professor		
<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 appointment 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>

INTERNAL RECOMMENDATIONS

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY
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Include as Section 7 of the submitted packet.

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.

Template for Letter of Recommendation by Department Chairman

Key Point: Recommendation 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, etc.
- 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 educational committees, such as, committee member, committee chair, and/or committee accomplishments, etc.
- E. Regional, national, and 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, etc.
- C. Participation in performance improvement projects.
- D. Awards for clinical excellence.
- E. Comparison with peers: expertise for specific clinical problem, recognized expert, etc.

VI. Administration

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

B. Responsibilities in external departmental administrative activities.

C. Responsibilities in external 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 you have multiple appointments (another department within School of Medicine or in another school), include a letter of endorsement from the Chair of other department or Dean of other school.

Example letters: see Appendix A

TEACHING EVALUATIONS

DOCUMENTATION FOR PROMOTION



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Include as Section 8 of the submitted packet.

With supporting written evaluation by learners (students, residents, fellows or peers)

PUBLICATIONS

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

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Include as Section 9 of the submitted packet.

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

PROFESSIONAL PORTFOLIO

DOCUMENTATION FOR PROMOTION



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Include as Section 10 of the submitted packet.

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

DOCUMENTING TEACHING FOR PROMOTION

A. EDUCATOR'S PORTFOLIO

Background

The Loma Linda University School of Medicine requires documentation of teaching and teaching effectiveness for those promoting in the Basic Science Educator or Clinician Educator tracks.

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 at the time that the teaching activity is performed, such as, course evaluations and peer or student assessments.

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 assess the education component of one's career development.

FORMAT FOR EDUCATOR'S PORTFOLIO

1. State the purpose of preparing the 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) with evidence of quality or impact. (Use only applicable categories)

A. Direct Teaching Responsibilities

- **Describe 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 your 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).

G. Service to the University*

- Faculty are expected to demonstrate a willingness to serve others by participating in activities that extend beyond their academic roles. This is a reflection of commitment to the mission, vision and values of the institution. Service to one's institution, church, community and society may take many different forms, but in the context of faculty promotion it should involve donation of one's time and effort using professional skills and knowledge.

***Required category**

B. SCIENTIST'S PORTFOLIO

Background

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

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 at the time that the research and teaching activity is performed, such as: course evaluations, publications, articles, peer reviews, and peer or student assessments.

PURPOSE

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

FORMAT FOR SCIENTIST'S PORTFOLIO

1. State the purpose of preparing the Scientist's Portfolio (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 contribution(s) to education (*Use only applicable categories*)

A. Direct Teaching Responsibilities

- **Describe 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, etc.
- **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.

C. 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 your 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.

G. Service to the University*

- Faculty are expected to demonstrate a willingness to serve others by participating in activities that extend beyond their academic roles. This is a reflection of commitment to the mission, vision and values of the institution. Service to one's institution, church, community and society may take many different forms, but in the context of faculty promotion it should involve donation of one's time and effort using professional skills and knowledge.

***Required Category**

C. Researcher's Portfolio

Background

The Loma Linda University School of Medicine requires documentation of research activities for those promoting 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.

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 assess 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, organized by project. This functions as a summary of the faculty member's contributions to research.

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

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.

A. Direct Research Responsibilities

- **Describe 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.

C. 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 your 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.

G. Service to the University*

- Faculty are expected to demonstrate a willingness to serve others by participating in activities that extend beyond their academic roles. This is a reflection of commitment to the mission, vision and values of the institution. Service to one's institution, church, community and society may take many different forms, but in the context of faculty promotion it should involve donation of one's time and effort using professional skills and knowledge.

***Required Category**

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.

EXTRAMURAL LETTERS OF RECOMMENDATION

DOCUMENTATION FOR PROMOTION



LOMA LINDA UNIVERSITY

School of Medicine

Include as Section 11 of the submitted packet.

For faculty promoting to Professor only, please include at least three extramural letters of recommendation.

EXTRAMURAL LETTERS OF RECOMMENDATION

Promotion to Professor must be supported by letters from at least three (3) **non-LLU** authorities in the investigator's field of expertise at the rank of professor (exclusive of faculty from residency or post graduate education) **addressed to the Chair of the School of Medicine Promotions Committee**. As such, individuals should be contacted by the Chair of the School of Medicine Promotions Committee (**not the candidate**) using the standard School of Medicine letter-of-recommendation template. **Therefore, the candidate must provide a copy of their most current CV and the names, mailing, and email addresses to the office of Faculty Development (bkmorgan@llu.edu) in a timely fashion; the requests will be sent out from the Office of Faculty Development.** The School of Medicine Promotions Committee **will not** review a promotion packet for those requesting promotion to Professor unless all three (3) extramural letters of recommendation are received by the Office of Faculty Development by the designated deadline.

APPENDIX A – SAMPLE LETTERS

1. Chair's proposal letter for promotion to Associate Professor
2. Chair's proposal letter for promotion to Professor

1. Chair's proposal sample letter to promotion to Associate Professor

Dear (SOM Promotions Committee Chair):

It is with great pleasure that I recommend JoAnn Doe, MD for promotion to the rank of Associate Professor within the Clinical Scientist track in the Department of _____. I have carefully reviewed the criteria for Associate Professor in this track and believe that Dr. Doe's academic and professional accomplishments meet these criteria. Dr. Doe has held the rank of Assistant Professor for 5 years.

Dr. Doe graduated from the University of Arizona where she received a BA degree in History. She received her MD from Oregon Health Sciences University. During her medical studies, she received a MBA degree from the University of Oregon.

She completed her 3-year residency training in the field of _____ at the University of Arizona, serving an additional year as chief resident. She was board certified _____ in 1985.

Education

Dr. Doe has demonstrated an active interest and aptitude for teaching. She received the "Best Housestaff Teacher Award" during her chief residency and frequently presents lectures to medical students and residents at LLU. She has also participated in the LLUSM small group learning serving as a case discussant in each of the last 5 years.

She has served as resident advisor for research efforts for 2 residents during the last 2 years (Martha A. Washington, MD, Martin King, MD).

Dr. Doe worked with two medical students during their summer research electives. These efforts have resulted in 3 peer-reviewed publications. Dr. Doe's interests in teaching and mentoring have resulted in 1 Golden Apple Award.

Dr. Doe has been invited to present Grand Rounds at George Washington University in Washington, D.C., and has made 3 presentations at plenary sessions at the American Academy of _____. She has been visiting professor at 2 universities and has participated in curriculum development with her national specialty society. She has participated in the development of the Surviving Sepsis Campaign for critical care medicine.

Research

Dr. Doe has developed a strong record in research since joining our faculty. Her research focus centers in early treatment for sepsis. She has developed an innovative model for the early treatment of sepsis. She has also done work in the fields of sepsis, acute lung injury, and models for predicting outcome of critically ill patients.

Dr. Doe's curriculum vitae list 25 peer-reviewed papers and articles. She is first author for 18 and a major contributor in the remaining publications. She has first-authored 19 peer-reviewed abstracts all of which were presented at national meetings. She has also written 4 book chapters in major books in our field.

Her most important publications include:

1. Paper citation. Discuss the importance of the article and its impact in the candidate's field.
2. Paper citation. Discuss the importance of the article and its impact in the candidate's field.
3. Paper citation. Discuss the importance of the article and its impact in the candidate's field.

Dr. Doe has submitted two RO1 grants for NIH funding and presently holds a Clinical Investigator Award from _____. She is a Co-PI on a project funded by _____. We anticipate NIH funding within the next year in view of her recent scores.

Clinical Practice

Upon arrival at LLU, she was rapidly identified as an excellent clinician. She has a busy outpatient practice receiving referrals from other experts in her field. Dr. Doe thoroughly enjoys clinical medicine and is an active participant at our clinical conferences. She is recognized by the residents and fellows as being an exceptional clinician who matches cutting edge critical care skills with a broad perspective of avoiding futile care. She has also contributed to the development of the Cerner Project and the evolution of the electronic medical record. Dr. Doe has also been the team leader for 3 Performance Improvement projects that include [list].

Dr. Doe brought several new techniques and skills to our department including thoracoscopy, application of severity of illnesses prognosticators, and computer-based antibiotic prescribing.

Administration

Dr. Doe has contributed to several administrative functions of the College, our department, and her professional societies. Her activities include:

Member, HIM Committee

Member, Ethics Committee

Chair, PI team for preventing inadvertent extubations

Member, education committee in Department of _____

Chair, Clinical Guidelines Committee, American _____ Society

Member, Editorial Board, Journal of _____

Service and Other Contributions

Dr. Doe regularly participated in the Pink Ribbon program for breast cancer awareness run. She participates in her community Little League Baseball with first aid teaching to the coaches. She is actively involved in the youth program in her local church. Her service and contribution to the University support the mission well.

In conclusion, I believe that Dr. Doe fulfills the criteria for appointment/promotion to the rank of Associate Professor. Her expertise in her field and her academic accomplishments are acknowledged by her peers and demonstrated by her publications and involvement in her professional societies. Her steady production of first authored, peer-reviewed publications supports her candidacy for

appointment/promotion. In addition to all of these accomplishments, Dr. Doe's devotion to education and mentoring makes her a valuable member of our faculty.

I appreciate your consideration of this proposal. If you have any questions, please do not hesitate to contact my office.

Sincerely

2. Chair's proposal sample letter for promotion to Professor

Dear (SOM Promotions Committee Chair):

I am pleased to have the privilege to propose James B. Smith, MD for promotion to the rank of Professor within the Clinician Educator track in the Department of _____. I understand the criteria for appointment/promotion to the rank of Professor in the Clinician Educator track and believe that Dr. Smith's accomplishments throughout his career fulfill these criteria. Dr. Smith has held the rank of Associate Professor for 5 years.

Dr. Smith received a Bachelor of Science degree from UC San Diego and completed his MD training at UC San Francisco where he also obtained his residency training in Internal Medicine. He then completed a gastroenterology fellowship at the Stanford University. He joined our faculty at LLU in 1993 and has served in the rank of Associate Professor for 5 years.

Education

Dr. Smith is highly sought by students and residents as an attending on gastroenterology electives. He attends on gastroenterology consult service each year, and we have multiple requests from residents and students trying to get on his rotations. Dr. Smith has participated in Master Educator program for the School of Medicine. He received "Teacher of the Year" Award in 2009 for his teaching of medical students. Dr. Smith lectures each year at the resident core lecture series, the housestaff mandatory conferences, and Medicine Grand Rounds.

Dr. Smith is a frequent invited to speak at university grand rounds across the country. During the last international meeting of the American Gastroenterological Association, he was invited to present the plenary session. He also has regularly coordinates the annual research day for our fellows during which trainees present their research projects to the University.

As shown by his curriculum vitae, Dr. Smith has written 20 book chapters and 25 review articles on clinical gastroenterology. These publications have promoted the dissemination and translation of cutting edge clinical research into bedside patient care.

Dr. Smith's ability to inspire and train successful students, residents, and fellows is tremendous. Through his mentoring, we have attracted two chief residents to gastroenterology fellowships during the last 3 years. All of the fellows who have worked with Dr. Smith have been successful in clinical practice and 2 have decided on academic careers.

Dr. Smith serves on the following editorial boards: [list].

He has served as a tutor in the Small Group Learning program in the School of Medicine and sits on the University's Education Committee. He is now working on an on-line educational program to teach medical students simple approach to gastroenterology conditions.

Research and publications

Dr. Smith has maintained a busy clinical practice while staying involved in clinical investigation. He currently serves as the clinical arm of several outcomes-oriented investigators. His research involvement over the last 5 years has focused integrating evidence-based, state-of-the-art best practices in the endoscopic management of patients with gastrointestinal disorders.

He has published 3 peer-reviewed publications and 1 textbook chapter per year since promotion to the rank of Associate Professor. His curriculum vita lists 35 peer-reviewed publications and 15 since last promotion. He has also published 15 chapters in major textbooks. Listed below are the most important publications that have achieved national recognition.

1. Citation of paper or chapter. Discuss the importance of the publication to the candidate's field.
2. Citation of paper or chapter. Discuss the importance of the publication to the candidate's field.
3. Citation of paper or chapter. Discuss the importance of the publication to the candidate's field.

Dr. Smith has assisted several residents and fellows in projects that have resulted in clinical reviews, case reports, and book chapters. He is an active participant in our basic science research conferences suggesting areas of clinical interest for basic scientists to explore.

He has obtained industry funding for several of his projects. He most recently received funding from [list] for [list].

Clinical Practice

Dr. Smith maintains a busy clinical practice participating in both inpatient and outpatient care. He is recognized as the "doctor's doctor" largely due to his professional approach to patient care and his vast fund of knowledge. He is the most skilled clinician in our department. He has developed new techniques for [identify], which have been adopted by our departmental faculty. His leadership in the GI Lab has resulted in one of the most efficient programs in the southern California. Our complication rate is the lowest reported by the UHC. He is regularly named as one of the Inland Empires Best Doctors. Dr. Smith wide recognition across the state makes our department the number one referral site for _____. Despite this heavy clinical load, Dr. Smith still finds time for his scholarly and teaching interests.

Administration

Dr. Smith is an active member of three departmental committees and Chairs the Pharmacy and Therapeutic Committee. He also served as fellowship program director for the past 5 years. While serving as program director, he rewrote and organized a competency-based curriculum and coordinated the new curriculum with our computerized graduate tracking system, which fulfilled a major RRC requirement.

Dr. Smith is an interested member of the Hospital's annual strategic planning conference. He has assumed responsibilities as a member of the medical staff for ensuring the development of a state of the art performance improvement program and serves on the Medicine Multidisciplinary Quality Improvement Committee.

He has also demonstrated a strong commitment to several national societies. He served on 5 committees for the [list societies]. He also served on the RRC for gastroenterology and the ABIM for 5 years. He is presently on the leadership track for [name Society] serving as the President-elect for that society.

Service, other activities and accomplishments

Elected as honorary member of MUSC chapter of Alpha Epsilon.

Listed on the Best Doctors in America roster.

Listed in Who's Who in America

Founding member of the International Physicians Society.

Elected a Fellow of the _____.

Summary

On the basis of his multiple accomplishments and contributions to gastroenterology both in our region and nationally, I believe that Dr. Smith clearly fulfills the criteria for appointment/promotion to the rank of Professor in [designated track]. He has a strong regional presence as an excellent clinician and national prominence through his publications and presentations. Since promotion to Associate Professor, Dr. Smith has maintained productivity in clinical practice, administration, and scholarly endeavors that have surpassed our expectations.

We appreciate your efforts in considering this proposal for appointment/promotion. Please contact my office if you have any additional questions.

Sincerely,