

**P**rofessional  
Development Guide  
for the Faculty of  
The Johns Hopkins University  
School of Medicine

*Fifth Edition 2016*



**JOHNS HOPKINS**  
SCHOOL *of* MEDICINE

It should be noted that nothing in this Faculty Professional Development Guide can be used to supersede the School of Medicine's Policy and Guidelines Governing Appointments, Promotions and Professional Activities of the Full Time Faculty (the "Gold Book"), as it may be amended, or any policy of the Board of Trustees of the Johns Hopkins University.



The “Silver Book” is the accompanying guide to the Policies and Guidelines book – referred to as the “Gold Book” - for full-time faculty of the Johns Hopkins University School of Medicine. The current revision of the Silver Book is based on the work of the Clinical Excellence Committee, convened by Dean Paul Rothman in 2014. Earlier revisions were based on the work of the Committee on Clinician Educators and the Committee on the Promotion of the Clinical Program Builder and Innovator, both convened by Dean Edward Miller in 2004 and 2009, respectively. Revisions of the Silver Book took into consideration the review, commentary, and suggestions received from a large sample of faculty and from the Faculty Senate, the Associate Professor Promotion Committee, and the Professorial Promotion Committee.

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### **MISSION OF THE JOHNS HOPKINS UNIVERSITY SCHOOL OF MEDICINE (Source: GOLD BOOK)**

The mission of the Johns Hopkins University School of Medicine (JHUSOM) is to educate medical students, graduate students, and postdoctoral fellows in accordance with the highest professional standards; to prepare clinicians to practice patient-centered medicine of the highest standard; and to identify and answer fundamental questions in the mechanisms, prevention and treatment of disease, in health care delivery and in the basic sciences. Faculty members are encouraged to assume leadership roles in education, research, clinical practice, and/or administration. The pursuit of these goals reaffirms the historic role of this school.

### **PURPOSE OF THE SILVER BOOK**

The purpose of this document, known as the SILVER BOOK, is to provide guidance to members of the full-time faculty — and their mentors and advisors — on professional development and academic advancement. This book is intended to aid the faculty in understanding the strategies and benchmarks that lead to successful faculty development and promotion.

### **THE SILVER BOOK IS ORGANIZED INTO THE FOLLOWING THREE SECTIONS:**

#### **I. Documentation of Achievements that Support Appointment or Promotion at Each Academic Rank**

For each faculty rank (Assistant Professor, Associate Professor, Professor) the section is organized as follows:

##### **1. The standard for appointment or promotion to that rank —**

Appointment or promotion to Assistant Professor requires a clear scholarly commitment and demonstrated creative scholarly contribution. Associate Professor requires national recognition for scholarship and Professor requires national leadership and (in most cases) international recognition for important scholarly contributions. JHUSOM recognizes scholarship, regardless of researcher, educator, clinician, and/or program builder pathway, as the generation and public dissemination of new knowledge that is subject to critical peer review.

##### **2. Descriptions of the level of achievement in each major element of scholarship —**

Levels of achievement in research, education, and clinical distinction (for clinicians) that are expected at each rank are briefly described. Program building in each of these domains is emphasized, particularly at higher ranks, and organizational activities, recognition within or beyond the School of Medicine, and other professional accomplishments are described.

##### **3. Examples of academic accomplishments or contributions that support these levels of achievement —**

For each of the four primary pathways -research, education, clinical distinction, and program building - a pull-out table provides examples of accomplishments or contributions that support levels of scholarly achievement via publications, funding, and activities, by rank.

#### **II. Supporting Documentation Pertinent to Academic Appointment or Promotion**

In this section, you will find the JHUSOM Curriculum Vitae format, the optional CV Impact Supplement, the steps in review for promotion to associate or full professor, promotion materials check lists for both associate and full professor ranks, an outline of a generic letter of recommendation for promotion, and templates of the letters that are sent to referees by the Associate Professor Promotion Committee (APPC) and the Professorial Promotion Committee (PPC).

#### **III. Resources for Career Development through Self-direction, Mentoring and Annual Review**

In this section, you will find guidelines and resources for your career development, including: research resources, professional and personal development available to you via various offices, and a template annual review form. You will also find information about processes that govern academic life at JHUSOM, including: the official policies of the SOM, Equal Employment Opportunity and Title IX resources, Human Resources, the Office of Work, Life, and Engagement, and the various JHUSOM governance and faculty committees.





**S**ection I

**Documentation of  
Achievements that  
Support Appointment  
or Promotion at  
Each Academic Rank**





The Johns Hopkins University School of Medicine has a single promotion “track;” that is, all faculty members carry the same title (Professor, Associate Professor, Assistant Professor) without qualification. The common elements required for faculty advancement are excellence in scholarship and impact upon one’s field. Recognition for scholarship and leadership can be achieved through a variety of career pathways (such as, Researcher/Educator, Clinician/Researcher/Educator, Clinician/Educator, Program Builder/Educator, Program Builder/Innovator, or other combinations). Education is an important component of all career pathways. All faculty members must meet the same fundamental criteria for appointment or promotion at each rank. However, the specific accomplishments for meeting those criteria differ for each academic career. The following pages list, by academic rank, examples of accomplishments that support academic advancement. The suggestions provide guidance for faculty members regarding how to document achievements, rather than requirements for promotion. A faculty member’s entire career is considered in decisions regarding academic promotion. The ultimate measure of a successful academic career is widely-recognized impact in one’s field.

Scholarship, the primary basis for academic advancement, encompasses the generation of new knowledge and/or the dissemination of knowledge to others, as long as these activities are accessible to critical assessment and accessible for future use by members of the academic community. Reputation beyond the School of Medicine and the following important elements of scholarship are considered in the promotion process:

### Research:

Generation of new knowledge can take many forms, including basic research, clinical research, translational research, and important clinical observations. Dissemination of such new knowledge, through publication in peer-reviewed journals and books, and through presentations at national and international meetings, is also an essential element of scholarship in research. For this reason, a candidate’s publications, invited presentations of research findings, and support for research are important in assessing scholarly achievements in research.

### Education:

Excellence in education requires not only an objective, up-to-date, accurate, and balanced command of the field being taught, but also effective communication and mentorship skills. Documenting the scholarship of education also requires demonstration of accomplishments that are public, subject to critical peer review and analysis of outcomes, and useful to others in the community beyond the School of Medicine. This documentation may take the form of the optional CV Impact Supplement, as described in a later section of this book. Course or program design and leadership; the judgment of students, trainees, and peers; the success and accomplishments of trainees; and meritorious publications are also considered when a faculty member’s educational scholarship is assessed.

### Clinical Distinction:

For faculty members who are clinicians, clinical distinction comprises professional excellence, integrity, and empathy in treating patients. Recognition as one of the leading clinicians in one’s field, or as the leading physician for a particular condition, is an important consideration in assessing scholarly clinical achievements. Other elements of clinical distinction that are considered for a faculty member’s promotion include election to and leadership of distinguished medical societies relevant to one’s field, the application of new knowledge, and meritorious publications.

### Program Building:

Leadership and scholarship in program building is reflected in development of a clinical, educational, or scientific program that is widely recognized as an outstanding model of its kind and/or that has had a substantial impact on the field.

*All faculty members proposed for promotion must have carried out their academic and/or patient care responsibilities with professional competence, intellectual honesty, high ethical standards, and in a manner consistent with the policies and procedures of the University.*

**Single Promotion Track,  
Multiple Pathways**





## CRITERIA FOR APPOINTMENT OR PROMOTION

Uniform standards for appointment or promotion at each rank, as stated in the Gold Book, are in italics. These are followed by descriptions of the levels of achievement expected at each rank in research, education, clinical distinction, and program building. Examples of specific accomplishments that document these levels of achievement via publications, funding, and activities are noted in the pull-out table, by rank.

### ASSISTANT PROFESSOR

*Faculty members achieving the rank of Assistant Professor are expected to have demonstrated clear evidence of creative scholarship in the area of their primary expertise.*

Levels of academic achievement or contributions that support appointment or promotion to rank are listed below and indicated in the CV template. No full-time faculty member is required to document achievement in every category. All faculty members are required to achieve excellence in teaching. Additionally, candidates for promotion to Assistant Professor must have published, or otherwise disseminated to the public, at least one peer-reviewed scholarly contribution.

#### Research

Creative scholarship in research at the Assistant Professor level includes a focused area of research, peer-reviewed publications, and expected attainment of extramural support for one's research.

#### Education

Creative scholarship in education at the Assistant Professor level includes (1) publication of one or more peer-reviewed, first authored review, curriculum, or other educational documents or (2) participation in and/or initiation of research that addresses educational issues and that has led to dissemination of findings for scrutiny and use by the greater academic community.

#### Clinical Distinction

Creative scholarship in patient care at the Assistant Professor level includes development of a unique clinical program, diagnostic test, or intervention with documented effectiveness or impact formally disseminated through publication or other means.

#### Program Building

Creative scholarship in program building at the Assistant Professor level includes development of a system innovation, quality improvement, or leadership program with documented effectiveness or impact formally disseminated through publication or other means.

#### Organizational activities

Candidates for appointment or promotion to the rank of Assistant Professor are generally recognized within, and at times beyond, the JHUSOM via: institutional administrative appointments; editorial activities; journal peer review activities; other peer review activities; advisory committees, review groups/study sections; professional societies; conference organizer; session chair; consultants.

#### Recognition within or beyond the School of Medicine

Candidates for appointment or promotion to the rank of Assistant Professor are generally recognized within, and at times beyond, the JHUSOM as excellent researchers, educators, clinicians, or program builders, as documented by any of the following: awards or honors for research, teaching, clinical, or program development contributions; invited talks (grand rounds, keynote addresses, visiting professorships).

#### Other professional accomplishments

Excellence in research, education, clinical service, or program development may also be reflected in select poster presentations, oral/podium presentations, military service, community services, humanitarian activities, philanthropic activities, or other activities as relevant.





### ASSOCIATE PROFESSOR

*Appointment or promotion to the rank of Associate Professor, full-time, requires meritorious publications and substantive contributions to education and/or clinical practice. The scholarly achievement of candidates for promotion to Associate Professor should be indicated by national recognition among their peers. Candidates should document progress toward becoming an outstanding national leader in the field.*

Levels of academic achievement or contributions that support appointment or promotion to rank are listed below and indicated in the CV template. National recognition is not required in all areas of scholarship, but in at least one area of scholarship (research, education, clinical distinction, and/or program building in any of these areas). All faculty members are required to achieve excellence in teaching.

#### Research

National recognition for research at the Associate Professor level entails clear evidence of independent research with a focused body of publications, national visibility of the research findings, and evidence of continuing extramural support for the research. The impact of the publications and role of the faculty member in the publication (e.g., as first or last author versus co-author) are more important than the number of publications. However, usually a substantial number of publications will be necessary to be considered for appointment or promotion to this rank. Clear separation from mentor toward independence is required.

#### Education

National recognition for education entails: (1) development, implementation, and evaluation of innovative educational programs with national reputation and impact, (2) peer-reviewed publication of leading textbooks or chapters in leading textbooks; (3) development and dissemination of other educational materials (e.g. websites, course design) that have been identified as important through a national peer-review process; and/or (4) development of or leadership in educational research project(s) that have a national reputation and impact; (5) leadership in national medical education organizations/societies.

#### Clinical Distinction

National recognition for patient care at the Associate Professor level includes development and dissemination of a unique clinical program, diagnostic test, or intervention that has had a national impact.

#### Program Building

Creative scholarship in program building at the Associate Professor level includes development of a system innovation, quality improvement, or leadership program with documented effectiveness or impact formally disseminated through publication or other means.

#### Organizational activities

Candidates for appointment or promotion to the rank of Associate Professor must be recognized within and beyond the JHUSOM via: institutional administrative appointments; editorial activities; editorial board appointments; journal peer review activities; other peer review activities; advisory committees; review groups/study sections; professional societies; conference organizer; session chair; consultancies.

#### Recognition within or beyond the School of Medicine

Candidates for appointment or promotion to the rank of Associate Professor must have achieved national recognition as excellent researchers, educators, clinicians, or program builders, as documented by any of the following: awards or honors for research, educational, clinical, or program development contributions; invited talks (grand rounds, keynote addresses, visiting professorships).

#### Other professional accomplishments

Excellence in research, education, clinical service, or program development may also be reflected in oral/podium presentations, military service, community services, humanitarian activities, philanthropic activities, or other activities as relevant.





## CRITERIA FOR APPOINTMENT OR PROMOTION

### PROFESSOR

*Candidates for Professor must have outstanding records of scholarly achievement, must have achieved national leadership, and in most cases, international professional recognition, and must rank among the foremost leaders in their field.*

Levels of academic achievement or contributions that support appointment or promotion to rank are listed below and indicated in the CV template. National leadership is not required in all areas of scholarship, but in at least one area of scholarship (research, education, clinical distinction, and/or program building). All faculty members are required to achieve excellence in education.

#### Research

National leadership and international recognition for research entails a significant body of work with high impact on the field. Typically, high impact on the field entails publications in high quality journals with high citation rates, service on national study sections, invited reviews in major journals, and invited presentations of the candidate's research findings at national and international conferences. A substantial number of peer-reviewed publications will be necessary to be considered for this rank, although the widespread impact of the publications and the faculty member's role in the publication are more important than the number. Evidence of sustained extramural support for research is typically associated with this rank.

#### Education

National leadership and international recognition in education entails: (1) development, implementation, evaluation, and widespread dissemination of innovative educational programs or educational materials (e.g. websites, curricula) with documented national and international impact and reputation, (2) publication of leading textbooks and chapters in leading textbooks; or (3) development, leadership, and publication of educational research that has a national and international impact and reputation.

#### Clinical Distinction

National leadership and international recognition in patient care at the Professor level includes development and widespread dissemination of a unique clinical program, diagnostic tests, or interventions that have had an international impact, as documented by invited presentations at national and international conferences, highly cited publications, and national or international awards for clinical distinction.

#### Program Building

Creative scholarship in program building at the Professor level includes development of a system innovation, quality improvement, or leadership program with documented effectiveness or international impact formally disseminated through publication or other means.

#### Organizational activities

Candidates for appointment or promotion to the rank of Professor must be recognized within and beyond the JHUSOM via: institutional administrative appointments; editorial activities; editorial board appointments; journal peer review activities; other peer review activities; advisory committees, review groups/study sections; professional societies; conference organizer; session chair; consultantships.

#### Recognition within or beyond the School of Medicine

Candidates for appointment or promotion to the rank of Professor must have achieved national recognition, and in most cases international recognition, as excellent researchers, educators, clinicians, or program builders, as documented by any of the following: awards or honors for research, educational, clinical, or program development contributions; invited talks (grand rounds, keynote addresses, visiting professorships).

#### Other professional accomplishments

Excellence in research, education, clinical service, or program development may also be reflected in select poster presentations, oral/podium presentations, military service, community services, humanitarian activities, philanthropic activities, or other activities as relevant.



# CRITERIA FOR APPOINTMENT OR PROMOTION

**Table: Examples of publications, funding, and activities that support academic advancement for research, education, clinical distinction, and program building**

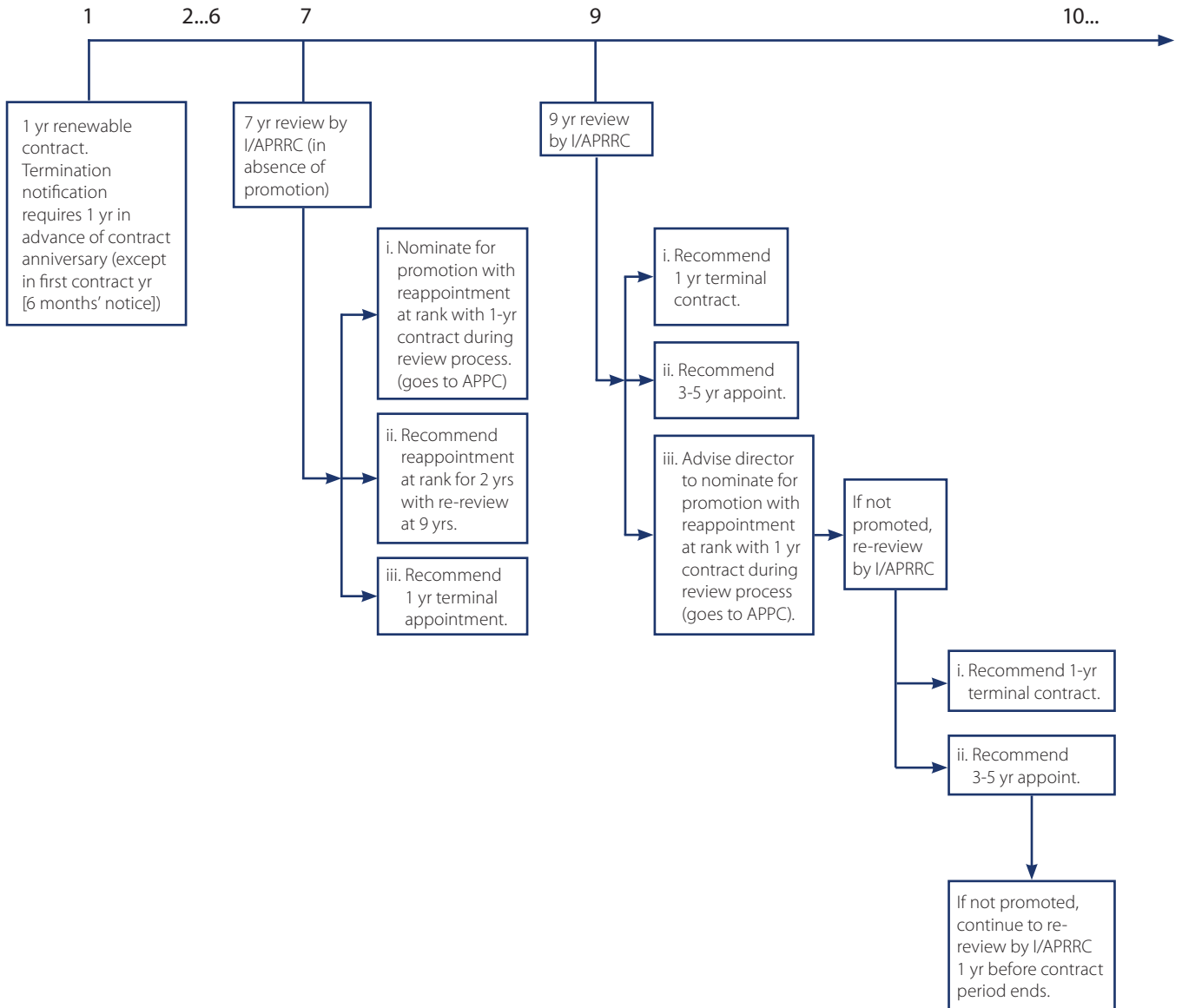
	Research	Education	Clinical Distinction	Program Building
Publications	<p><b>At the level of Assistant Professor:</b></p> <p>Original research, review articles, case reports, book chapters, monographs, books, and textbooks. Other publications to be listed on CV could include: proceedings reports, guidelines/protocols, consensus statement, expert opinion, consortium articles, editorials, methods and techniques, research letters/white papers/brief reports, published curricula, learner assessment tools, educational evaluations, assessment/evaluation instruments, letters, correspondence, media releases or interviews, other media (videos, websites, blogs, social media, etc.).</p> <p><b>At the level of Associate Professor:</b></p> <p>In addition to what is already listed above, assessment of how well the publication record demonstrates national recognition in one's field will include consideration of the following factors:</p> <ul style="list-style-type: none"> <li>Quality of the work — Publications should be based on outstanding, original, and innovative research findings and/or important and novel clinical applications of basic research.</li> <li>Authorship – Papers on which the faculty member is the first or senior author carry the greatest weight. Co-authored papers may be reflective of national recognition if there is evidence of the individual's pivotal role in the study.</li> <li>Quality of the journal – It is essential that publications are in journals of the highest quality and impact in the candidate's area of research. Quality of the journals in which the candidate's research is published reflects peer recognition and importance of the work for the field.</li> <li>Citation index – Highly cited original research papers may also demonstrate national recognition in one's field. It is recognized that more recently published articles have lower numbers of citations.</li> </ul> <p>In addition to publications, editorship of a high profile journal or textbook or the development and dissemination of intellectual properties may also be considerations in the promotional process.</p> <p><b>At the level of Professor:</b></p> <p>In addition to what is already listed above, as appropriate, primary editorship for a journal or a textbook (especially one with multiple editions that has had a major impact on the field) or the development and dissemination of intellectual properties may also be considered.</p>			
	<p><b>At the level of Assistant and Associate Professor:</b></p> <p>Extramural and intramural funding (e.g., research, educational, clinical, system innovation or quality improvement)</p> <p><b>At the level of Professor:</b></p> <p>In addition to what is already listed above, the faculty member's role as Principal Investigator on the grants is an important consideration in assessing how well the funding demonstrates national and international leadership of that faculty member. For instance, funding as the Principal Investigator of a multi-center trial reflects both national (and in some cases international) leadership, as well as recognition of the quality of the research as assessed by one's peers. In addition, when a co-investigator's contribution is critical to the research as reflected by significant commitment of effort and specific expertise, funding also reflects recognition of the co-investigator's scholarship.</p>			
Funding				
Activities	<p>Research program building/ leadership; research demonstration activities; inventions, patents, copyrights; technology transfer activities.</p>	<p>General: classroom, clinical, and/or CME instruction and workshops and seminars. Development and/or leadership of educational or clinical programs that benefit and that are assessed by learners, colleagues, and others in the academic community at the undergraduate, graduate, and CME level. Documentation of the impact of one's teaching on learners and of assessment of the teaching by learners, peers, internal or external evaluators, or oneself. For teaching activities that are repeated, there should be documentation that there has been maintenance of strengths and/or revision of the teaching content and methods in response to critical assessment. Excellence in teaching at the predoctoral, doctoral, or CME level may also be documented in positive evaluations of the following: Lecturing or research precepting, Clinical precepting, Role modeling, Teaching of procedures, skills or research techniques, Small group teaching, Giving and eliciting feedback, Distance learning, Mentoring multiple aspects of the learning of a trainee, Other methods.</p> <p>Mentoring: Pre-doctoral advisees/mentees; post-doctoral advisees/mentees; thesis committees; educational program building/ leadership; educational demonstration activities to external audiences.</p>	<p>Certification; medical, other state/ government licensure; boards, other specialty certification; clinical (service) responsibilities; clinical productivity (e.g., annual number of patients evaluated or treated, procedures performed, tertiary referrals, wRVUs, etc.); clinical draw from outside local/regional area; members in or examiner for specialty board; clinical program building/ leadership; clinical demonstration activities to external audience on or off campus; development of nationally/ internationally recognized clinical standard of care.</p>	<p>Research program building/ leadership; educational program building/leadership; system innovation and quality improvement efforts within JHMI; system innovation and quality improvement efforts outside of JHMI; system innovation and quality improvement program building/leadership.</p>



# TIMELINE FOR APPOINTMENT/PROMOTION TO RANK OF ASSOCIATE PROFESSOR

## Assistant Professor - YEARS AT RANK

(Annual Reviews)



### LEGEND

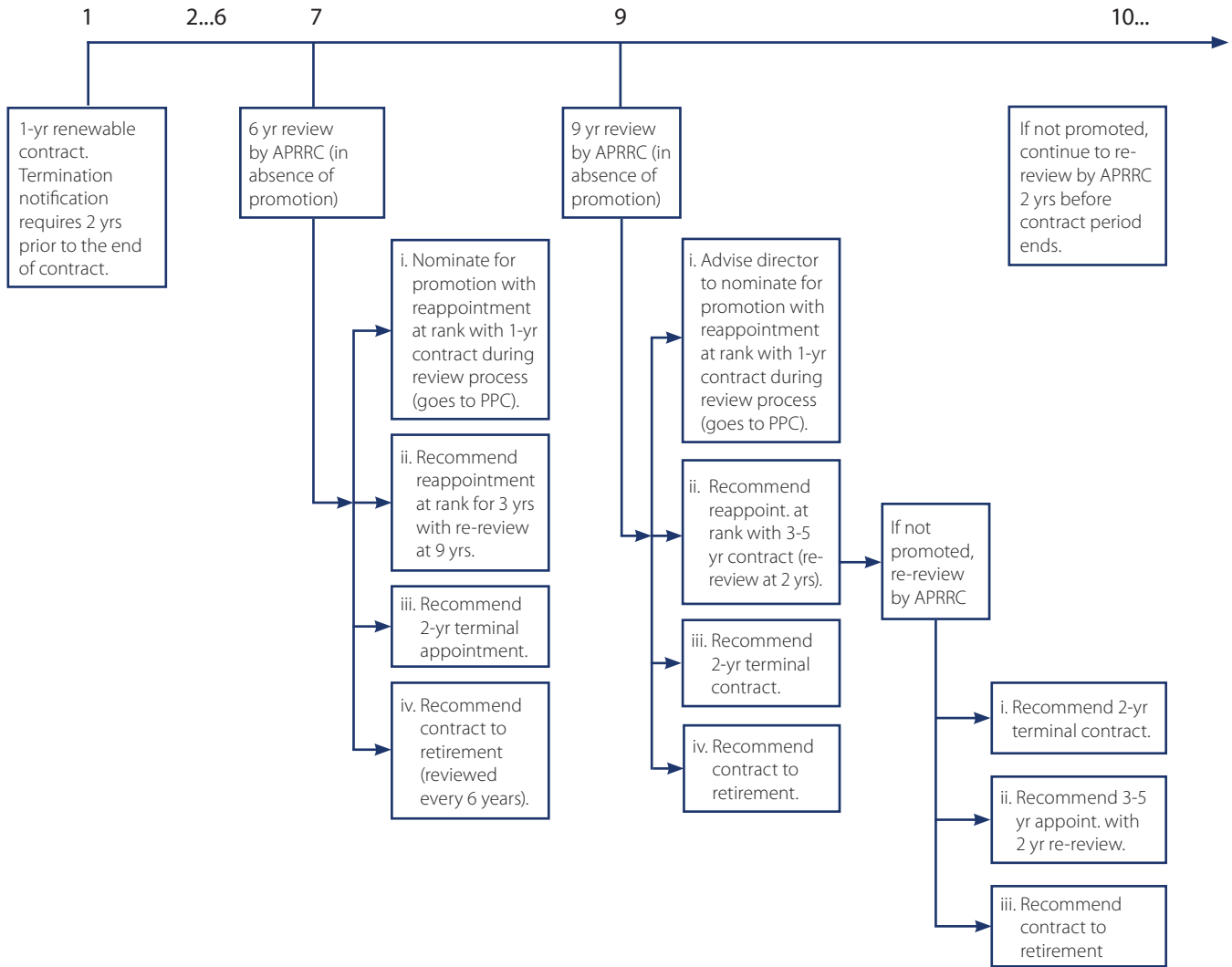
I/APPRC = Instructor and Assistant Professor Reappointment Review Committee  
APPC = Associate Professor Promotion Committee



# TIMELINE FOR APPOINTMENT/PROMOTION TO RANK OF PROFESSOR

## Associate Professor - YEARS AT RANK

(Annual Reviews)



### LEGEND

APRRC = Associate Professor Reappointment Review Committee  
PPC = Professorial Promotion Committee



**S**ection II

**SUPPORTING  
DOCUMENTATION  
PERTINENT  
TO ACADEMIC  
APPOINTMENT OR  
PROMOTION**





Faculty members applying for promotion to either the Associate Professor Promotion Committee (APPC) or the Professorial Promotion Committee (PPC) must upload and submit their materials via an online system called *Nomination Manager*. Faculty members must ensure that their curriculum vitae be in the approved format (Approved, December 2015) – see below.

ABMF Approved 12/16/15

CURRICULUM VITAE  
The Johns Hopkins University School of Medicine

(Signature) \_\_\_\_\_

(Date of this version) \_\_\_\_\_

(Typed Name) \_\_\_\_\_



DEMOGRAPHIC AND PERSONAL INFORMATION

**Current Appointments** (in chronological order, earliest first by start date under each subcategory)

- Year-present University
- Year-present Hospital
- Year-present Other

**Personal Data**

- Business Address
- Tel
- Fax
- E-mail

Education and Training (in chronological order, earliest first by start date under each subcategory)	Year	Degree/Certificate, Discipline, Institution/ City, Notes
Undergraduate		
Doctoral/graduate		
Postdoctoral (Internship, residency, fellowship, etc.). Indicate primary mentors for scholarly activities where applicable		

Professional Experience (in chronological order, earliest first)	
Date	Position, Institution/City



PUBLICATIONS

(in chronological order, earliest first, under each subcategory) Include only those published or in press; do **not** include submitted, in preparation, or planned.

- Please show all authors for all articles, chapters, etc.
- Please **bold your name** as an author in each reference
- Please indicate mentees by underlining their names
- Please number all articles consecutively, starting from 1[one] under each subcategory
- Please use standard reference citation format:  
 Author F/MI, Second author F/MI, Third author F/MI, (etc.). Title. Journal. Year; Volume (Number): page-page. [Delete extra periods or commas between initials.]  
 Ex: 1. Jones BB, \***Smith JB**, Friend LM. Title of article. J Am Soc. 2015;14(1):16-42; \*corresponding author; [SI/QI].
- Please specify with a note after the publication your role(s) in clinical trial articles of 10 authors or more, if not first or senior author, such as data analysis, manuscript writing, obtaining funding, steering committee etc.
- Please specify with a note after the publication joint authorship or corresponding authorship, if not obvious first or senior author
- Please specify with [SI/QI] after the entry if the article can also be considered a system innovation/quality improvement publication





## DOCUMENTATION

**Original Research [OR]** *[including multi-authored clinical trials, experimental studies (including in vivo, in vitro, in silico studies), educational research, systematic reviews (e.g. Cochrane, IOM), meta-analyses]. Please indicate your role in multi-authored articles, if not first or senior author*

Review Articles [RA]

Case Reports [CR]

Book Chapters, Monographs [BC]

Books, Textbooks [BK]

**Other Publications:** *Suggested Additional Subcategory Titles: May adjust as necessary for your specialty*

Proceedings Reports [PR]

Guidelines/Protocols, Consensus Statement, Expert Opinion, Consortium Articles [GL]

Editorials [ED]

Methods and Techniques, "How I Do It" articles [MT]

Research Letters/White Papers/Brief Reports [RL]

Published Curricula [PC], *Learner Assessment Tools, Educational Evaluations, Assessment/Evaluation Instruments [PC]*

Letters, Correspondence [LT]

Media Releases or Interviews [MR]

Other Media [OM] (Videos, Websites, Blogs, Social Media, etc.)



### FUNDING

*(in chronological order, earliest first by start date under each subcategory)*

For each grant or contract please provide the following information in this format:

Date	Title
	Identification number
	Sponsor
	Total direct cost
	Principal Investigator [if not you]
	Your role, your percent effort; Notes

**EXTRAMURAL Funding** *(Show as current, pending, previous under each subcategory and follow format above.)*

**Research Extramural Funding** - Grants or contracts obtained to support a research initiative

**Educational Extramural Funding** - Grants or contracts obtained to support an educational initiative, incl. training grants

**Clinical Extramural Funding** - Grants or contracts obtained to support a clinical initiative

**System Innovation or Quality Improvement Extramural Funding** - Grants or contracts obtained to support an initiative

**Other Extramural Funding**, including philanthropy

**INTRAMURAL Funding** *(Show as current, pending, previous under each subcategory and follow format above.)*

**Research Intramural Funding**

**Educational Intramural Funding**

**Clinical Intramural Funding**

**System Innovation or Quality Improvement Intramural Funding**

**Other Intramural Funding**



## DOCUMENTATION



### CLINICAL ACTIVITIES

**Clinical Focus** (Optional--provide up to 100 word narrative, bulleted accomplishments, or key words that express your clinical focus. This would be particularly helpful for a *"Clinician with Distinction"*)

### CERTIFICATION

#### Medical, other state/government licensure

Date State info, identification #, any explanatory notes

#### Boards, other specialty certification

Date Specialty name, identification #, any explanatory notes

#### Clinical (Service) Responsibilities

Date Role/time commitment, specialty

**Clinical Productivity** (such as the annual number of patients evaluated or treated, procedures performed, tertiary referrals, wRVUs, etc)

**Clinical Draw from outside local/regional area** reflecting national/international reputation)

Date

#### Membership in or examiner for specialty board

Date Role; name of specialty board

#### Clinical Program Building / Leadership

Date Role/percent effort; name of clinical program; impact of program outside of JHMI/region

#### Clinical Demonstration Activities to external audience, on or off campus

Date Clinical technique/procedure/program, observing party, venue

**Development of nationally/internationally recognized clinical standard of care** (may or may not be published in peer-reviewed journals):

Date



DOCUMENTATION



### EDUCATIONAL ACTIVITIES

(in chronological order, earliest first by start date under each subcategory)

**Educational Focus** (Optional--provide up to 100 word narrative, bulleted accomplishments, or key words that express your educational focus)

**TEACHING** (Include date, role, learner level, course title, venue; please separate JHMI/Regional from National and International activities)

#### Classroom instruction

Date Role, learner level, course title, venue; any explanatory notes

#### Clinical instruction

Date Role, learner level, course title, venue; any explanatory notes

#### CME instruction

Date Role, learner level, course title, venue; any explanatory notes  
JHMI/Regional  
National  
International

#### Workshops / seminars

Date Role, learner level, course title, venue; notes  
JHMI/Regional  
National  
International

**MENTORING** (Please list only mentees who have received substantive and sustained mentoring in clinical, research, and/or educational activities.)

#### Pre-doctoral Advisees / Mentees

Date Mentee name, degree, present position; awards/grants/degrees received under your direction, indicate shared publications scholarship by numbered entries in this CV

#### Post-doctoral Advisees / Mentees

Date Mentee name, degree, present position; awards/grants/degrees received under your direction, indicate shared publications scholarship by numbered entries in this CV

#### Thesis committees

Date Mentee name, thesis title (if available), your role, any explanatory notes

#### Educational Program Building / Leadership

Date Role/percent effort, name of educational program or curriculum, any explanatory notes

#### Educational Demonstration Activities to external audiences, on or off campus

Date Educational technique or program, observing party, venue



## DOCUMENTATION



### RESEARCH ACTIVITIES

(in chronological order, earliest first by start date under each subcategory)

**Research Focus** (Optional--provide up to 100 word narrative, bulleted accomplishments, or key words that express your research focus; or include NIH Biosketch section A here)

**Research Program Building / Leadership**

Date Role, name of research / basic science program, notes

**Research Demonstration Activities to external audience, on or off campus**

Date Research technique, observing party, venue

**Inventions, Patents, Copyrights** (note pending or date awarded)

Date Filed Role, title, any explanatory notes, date awarded

**Technology Transfer Activities (e.g. Company Start-ups)**

Date Role, title, notes

**SYSTEM INNOVATION AND QUALITY IMPROVEMENT ACTIVITIES** (in chronological order, earliest first by start date under each subcategory. Indicate None or Not Applicable if no information is available for this section and delete the subcategories. Do not duplicate activities already shown above.)

**System Innovation Focus** (Optional--provide up to 100 word narrative, bulleted accomplishments, or key words that express your SI/QI focus)

**System Innovation and Quality Improvement efforts within JHMI:**

Date Role/percent effort; name of site intervention, venue (s), and results (e.g., clinical outcomes, process measures, financial)

**System Innovation and Quality Improvement efforts outside of JHMI:**

Date Role/percent effort; name of site intervention, venue(s) and results (e.g., clinical outcomes, process measures, financial)

**System Innovation and Quality Improvement Program Building/Leadership:**

Date Role/percent effort; name of Innovation and QI program

**ORGANIZATIONAL ACTIVITIES** (in chronological order, earliest first by start date under each subcategory)

**Institutional Administrative Appointments**

Date Role, Committees, any explanatory notes

**Editorial Activities**

**Editorial Board appointments**

Date Role, Editorial Board name

**Journal peer review activities**

Date Journal full name (do not abbreviate here)

**Other peer review activities [non medico-legal]**

Date Role, sponsor/group

**Advisory Committees, Review Groups/Study Sections**

Date Role, sponsor/organization/group

**Professional Societies**

Date Society, Role, committee

**CONFERENCE ORGANIZER** (separate into JHMI/Regional - National - International activities)

Date Sponsor/organization/group

**Session Chair (separate into JHMI/Regional - National - International activities)**

Date Sponsor/organization/group

**Consultantships**

Date Organization/agency, notes

**RECOGNITION** (in chronological order, earliest first by start date under each subcategory)

**Awards, Honors**

Date Title, description, sponsor, any explanatory notes

**Invited Talks** (such as grand rounds, keynote addresses, visiting professorships. Do not duplicate entries already shown above.)

Date Title, sponsor, venue, any explanatory notes  
JHMI/Regional  
National  
International



### OTHER PROFESSIONAL ACCOMPLISHMENTS *(Optional)*

Posters

Oral/Podium Presentations [abstracts that were both presented orally and published]

Military Service

Community Services

Humanitarian Activities

Philanthropic Activities

Other





### OPTIONAL CV IMPACT SUPPLEMENT

Scholarship is the primary basis for academic advancement. Scholarship encompasses the generation of new knowledge and/or the dissemination of knowledge to others, as long as activities are accessible to critical assessment and future use by members of the academic community. Faculty should plan their careers in a manner that allows for scholarship. The dissemination of discovery, which is inherent to research, is one example of scholarship.

It is highly recommended that faculty design, implement, and evaluate all other endeavors and projects in a manner that allows for scholarship. This is true of all efforts across program building and leadership, systems innovation and quality improvement, innovation and commercialization, clinical distinction, and activities in medical/biomedical education.

Publication in peer-reviewed journals is one measure of scholarly activity. It is understood that some efforts and endeavors may not be published in the peer review literature, but that such activities may still be meritorious toward academic promotion.

The purpose of this optional CV Impact Supplement is to enable a candidate to briefly detail select contributions by describing the recognition and impact of her or his work. This work may have been disseminated in the peer-reviewed literature or may have impact outside of the typical means of publication and thus may not be cited in one's JHUSOM CV.

This optional supplemental document should be 4 pages or less for Associate Professor candidates and 10 pages or less for Professor candidates. If there is a compelling reason for more than a 10-page supplement, the faculty member should seek the approval of the Chair (or Co-Chair) of the PPC.

The CV Impact Supplement should list important projects or capacity building activities relating to any of the following: clinical distinction, program building, systems innovation and quality improvement, innovations and commercialization, and activities in medical/biomedical education often consisting of curriculum development and evaluation, learner assessment, and mentoring/advising.

For additional detail on the Clinical Distinction Pathway see:

[http://www.hopkinsmedicine.org/fac\\_development/career\\_path/appointments/clinical\\_distinction\\_pathway.html](http://www.hopkinsmedicine.org/fac_development/career_path/appointments/clinical_distinction_pathway.html)

Wherever possible, emphasis should be placed on demonstrating how the project has had impact beyond JHUSOM, most notably at the national and/or international level.

### Suggested Readings:

- Latif, A., Holzmueller, C. G., & Pronovost, P. J. (2014). Evaluating safety initiatives in Healthcare. *Current anesthesiology reports*, 4(2), 100-106.
- Portela, M. C., Pronovost, P. J., Woodcock, T., Carter, P., & Dixon-Woods, M. (2015). How to study improvement interventions: a brief overview of possible study types. *BMJ Quality & Safety*, 24(5), 325-336.
- Holzmueller, C. G., & Pronovost, P. J. (2013). Organising a manuscript reporting quality improvement or patient safety research. *BMJ Quality & Safety*, 22(9), 777-785.
- Boyer, E. (1990). *Scholarship Reconsidered: priorities for the professoriate* (Princeton, NJ, Carnegie Foundation for the Advancement of Teaching, University of Princeton).
- Glassick, C. E. (2000). Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. *Academic Medicine*, 75(9), 877-880.





### OPTIONAL CV IMPACT SUPPLEMENT

#### Template for the description of individual activities:

Within the page limit of 4 pages (APPC) or 10 pages (PPC), please list examples of high impact activities as follows.

- **Role:** (director, project lead)
- **Title of Project:** (if applicable)
- **Timeframe / Sustainability:** months, years, etc.
- **Relevance to institution/local, regional, national or international to priority/problem**
- **Description of Project:** (process, scope)-250 words maximum
- **Recognition:** (regional, national, international commendations/awards)
- **Impact:** with emphasis beyond JHUSOM (public dissemination of work; adoption of work by others; regional, national, international invitations)

#### Worksheet

**Role:**

---

**Timeframe / Sustainability:**

---

**Relevance to priority/problem:**

---

---

**Description:**

---

---

**Recognition:**

---

---

**Impact:**

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### PROMOTION MATERIALS CHECKLIST for PROMOTION or NEW APPOINTMENT to ASSOCIATE PROFESSOR:

- Candidate submits information and materials online via "Nomination Manager". Candidate may establish a Nomination Manager username, and password and begin completing sections immediately upon hire.
- Candidate meets with director to discuss promotion readiness.
- Candidate may meet with internal promotions committee to discuss readiness.
- Candidate's CV must be submitted in the approved Hopkins CV format, with supplements as relevant.
- Candidate writes draft letter documenting her/his national recognition and impact for the division or department director's nomination letter (5-6 pages maximum).
- Candidate provides contact information for proposed referees.
- Departmental credentialing officer forwards:
  - a. PDF of Nomination Manager signature page signed by candidate and director
  - b. Printed copy of candidate's CV, and supplements as applicable
  - c. Director's letter nominating candidate for promotion
  - d. Departmental transmittal sheet

**Contact information:** APPC Coordinator, Brittany [Bridgeford] Groucutt, Office of the Dean/CEO, SOM 100, 410-614-0311; bbridge5@jhmi.edu

### PROMOTION MATERIALS CHECKLIST for PROMOTION or NEW APPOINTMENT to PROFESSOR:

- Candidate submits information and materials online via "Nomination Manager".
- Candidate meets with director to discuss promotion readiness.
- Candidate may meet with internal promotions committee to discuss readiness.
- Candidate's CV must be submitted in the approved Hopkins CV format, with supplements as relevant.
- Candidate writes draft letter documenting her/his international recognition and impact for the division or department director's nomination letter (5-6 pages maximum).
- Candidate provides contact information for proposed referees.
- Departmental credentialing officer forwards:
  - a. PDF of Nomination Manager signature page signed by candidate and director
  - b. Printed copy of candidate's CV, and supplements as applicable
  - c. Director's letter nominating candidate for promotion
  - d. Departmental transmittal sheet

**Contact information:** PPC Coordinator, Karen L. Parkent, Office of the Dean/CEO, SOM 100, 410-955-3180; kparkent@jhmi.edu



### Outline of Generic Letter of Recommendation from Department Director for Promotion

#### Introductory Paragraph

Start with name, appointment or promotion, and time in rank. Then give a sentence identifying the promotion pathway(s) and the major reasons for promotion, e.g., research, clinical work, teaching and/or institutional activities and describe what the person is best known for at Hopkins, nationally and internationally. There is no need to review the details of training and experience that appear in the CV. There should be an explanatory comment only if there is a gap in the information provided in the CV.

#### Discussion of Scholarship

As described in the Gold Book, scholarship, the primary basis for academic advancement, encompasses the generation of new knowledge and/or the dissemination of knowledge to others, as long as these activities are accessible to critical assessment and accessible for future use by members of the academic community. This section should be used to highlight and promote the scholarly achievement of the faculty member. It is important to emphasize the faculty member's chosen pathway or combination of pathways (Clinician/Educator, Clinician/Researcher/Educator, Researcher/Educator, Program Builder/Educator and Program Builder/Innovator) in this section as Promotion Committees will give variable weights to accomplishments and achievements based on this information. Circumstances surrounding a gap or un-sustained level of scholarship should also be discussed here.

**The following sections should be in the sequence most appropriate for candidate's accomplishments.**

#### Discussion of Research Accomplishments (where applicable)

This should not be a repeat of what is in the CV, but rather an interpretation of the significance of the research. There should be a comment regarding the level of independence of the candidate. Here also should be a comment on the level and continuity of grant support, if applicable.

#### Discussion of the Accomplishments in Education

Teaching and training others is an important and acknowledged activity for all faculty along all career pathways. Faculty members who wish to be recognized for contributions as educators should be focused on scholarly achievements in education, often taking the form of curriculum development and evaluation, learner assessment, and other forms of educational research in which important questions about teaching, training and developing competencies are addressed. In addition, recognition and impact of one's local and national/international work in medical and biomedical education should be documented. The documentation of this should appear in the education section of the CV and may be elaborated upon in the Optional CV Impact Supplement.

#### Discussion of Clinical Care Accomplishments (where applicable)

Include an estimate of the time commitment to clinical work, the volume of clinical work and a brief explanation of the character of that work. If there is an unusual patient population (e.g., a nationally or internationally referred population) that is served, that population should be described and enumerated. Any available information regarding the individual's effectiveness as a clinician should be provided.

#### Discussion of Accomplishments in Program Building

Program building may be institutional or beyond Johns Hopkins. Innovative program building may be in the areas of education, clinical services, administration, or research. Innovation, impact, and potential for further growth or new initiatives should be described.

#### Discussion of the Evidence for a National and, (when applicable) International Reputation

Candidates for Associate Professor should be able to document a national recognition in their field. Candidates for Professor should document national leadership and /or international recognition. Insight should be provided as to the evidence for this recognition. Involvement in study sections of national organizations, organizing symposia, invitations to international conferences and the like are examples that might be delineated. Specific comments as to demonstration of national and international leadership should be included. Comment on the significance of awards if not obvious. This is especially important if not obviously apparent in the CV.

A final paragraph should be provided that discusses any pertinent issues not reviewed elsewhere in the letter. This is especially important if the CV does not contain all aspects of an individual's professional activities and accomplishments.

Finally, the letter should cover the appropriate areas of information listed above. It should never be a repetition of the CV, and it should not contain unsubstantiated declarations of accomplishment or praise.





### Template Letter Sent to Referees by Associate Professor Promotion Committee (APPC)

Dear \_\_\_\_\_

\_\_\_\_\_ is being considered for promotion to the rank of Associate Professor in the Department of \_\_\_\_\_ Johns Hopkins University School of Medicine. At Johns Hopkins this appointment does not include tenure. It has been suggested that your views concerning \_\_\_\_\_ (his/her) \_\_\_\_\_ qualifications be solicited as part of the evaluation to be made by the Associate Professor Promotion Committee of the School of Medicine. Enclosed is a copy of the candidate's curriculum vitae, and applicable supplement(s).

The criteria for appointment and promotion are derived from the Institution's primary aim, which is to be a national and international leader in clinical medicine, biomedical research, and/or education. There are two main criteria for appointment/promotion to the rank of Associate Professor: 1) national recognition for contributions that have impacted a field; and, 2) scholarship within that field, which is defined as the creation and/or dissemination of knowledge outside of Johns Hopkins that is accessible to critical review and future use by members of the academic community.

The Johns Hopkins University School of Medicine maintains a single track system for promotions and all candidates must achieve the two fundamental criteria described above. However, we recognize that within this single track there are multiple pathways through which a faculty member can achieve recognition and scholarship and that the specific metrics that define achievement may differ by pathway. The four main pathways - research, education, clinical distinction, and program building - are described below. Faculty are expected to make contributions in more than one pathway but are not expected to be nationally recognized for all. Rather, the expectation is that the sum of their contributions, regardless of the time to accrue them, meets the standards of national recognition and scholarship. A more complete listing of the metrics used by the committee to assess achievement is appended.

**Research:** New knowledge can take many forms, including important clinical observations, clinical research findings, laboratory research, and integrative research. Customarily, such new knowledge is generated through successful grant applications and/or disseminated through publication in peer-reviewed journals and books.

**Education:** Excellence in teaching requires not only an objective, up-to date, accurate, and balanced command of the field being taught but also effective communication skills. Documenting the scholarship of education also requires demonstration of accomplishments that are public, subject to critical review and analysis of outcomes, and useful to others in the community beyond Johns Hopkins Medicine. Learner assessment, curriculum development, educational program building and leadership, mentoring and advising, and meritorious publications may also be considered when a faculty member's educational contributions are assessed.

**Clinical Distinction:** For faculty members who are clinicians, clinical distinction comprises professional excellence, integrity, and empathy in treating patients. Renowned clinicians are customarily sought out from a wide geographic area for their opinions and clinical expertise, and/or invited broadly to instruct others in clinical management. Other elements of clinical distinction that are considered for a faculty member's promotion include election to distinguished medical societies relevant to achievement in his or her field, the application of new knowledge, and meritorious publications.

**Program Building:** A leader in program building is someone who has developed a clinical, educational, or research program that is widely recognized as an outstanding model of its kind,, has been adopted by other institutions, and/or that has had a substantial impact on the field.

We would appreciate receiving your candid opinion about \_\_\_\_\_. Your response will, of course, be held in confidence and shown only to the Associate Professor Promotion Committee and in unusual circumstances to the Advisory Board of the Medical Faculty, which includes Department Chairpersons, the President of the University, and the Dean of the School of Medicine.

We realize the considerable time and effort inevitably involved in providing such opinions and want to thank you in advance for aiding us in this important matter. It would be especially helpful to us if you could suggest the names of other potential referees whom we should contact.

Sincerely yours,

Current Chair  
Associate Professor Promotion Committee



Template Letter Sent to Referees by Professorial Promotion Committee (PPC)

REQUEST for REFERENCE LETTER for {Name, credentials}



CONFIDENTIAL

School of Medicine
Office of the Dean/CEO
733 North Broadway, Miller (SOM) 100
Baltimore, MD 21205

Chair, Professorial Promotions Committee

DATE

To:

From: \_\_\_\_\_ for Chair of PPC Fax: 410-955-0889
\_\_\_\_\_ @jhmi.edu Tel: 410-955-3180

Re: \_\_\_\_\_, M.D./Ph.D./other

NAME, CREDENTIALS is being considered for promotion to professor of DEPT at Johns Hopkins University School of Medicine. You have been identified as an expert whose opinion would be particularly helpful in our evaluation of this candidate. By email to kparkent@jhmi.edu, please let us know if you will be able to provide this evaluation and when we might expect it. We are assigning DATE, YEAR as a soft deadline; please let us know if you need additional time.

Your attention to this request is greatly appreciated. We fully realize that you have many similar demands on your time. Even brief opinions are valuable to us (a paragraph indicating why you recommend or do not recommend promotion). You do not need to know the applicant personally to provide valuable insights (based on the CV or reputation).

\_\_\_\_\_ Yes, I will send an evaluation no later than \_\_\_\_\_
month/day/year

\_\_\_\_\_ No, I am unable to provide an evaluation because: (please specify. Please feel free to attach as many additional pages as necessary)





### Template Letter Sent to Referees by Professorial Promotion Committee (PPC)

**CONFIDENTIAL** Request follows; CV attached

The Johns Hopkins University School of Medicine is considering the promotion of NAME, CREDENTIALS to the rank of Professor of DEPT. Johns Hopkins has a single promotion "track" for all School of Medicine faculty, and appointment at this rank is usually accompanied by tenure. A successful candidate for Professor at Johns Hopkins must have an outstanding record of scholarly achievement with demonstrable impact as a leader in his/her field and with broad recognition nationally and internationally.

To assist in an objective determination of Dr. X's suitability for promotion, we would appreciate having your candid insights and evaluation. Your response will be held in the strictest confidence. For your information, Dr. X's curriculum vitae is enclosed.

There are several specific questions of importance in the review of candidates for the rank of Professor at Johns Hopkins. Note that we do not expect you to comment on all of these, and your answers may be brief.

- What is the impact, innovation, and quality of the contributions of Dr. X to his/her field?
- What is the level of independence of his/her research efforts?
- What distinctive scholarly contributions has Dr. X made?
- Does Dr. X publish in journals considered to be preeminent or highly regarded in his/her field of research?

Mentorship, collegiality, integrity, and demonstrated excellence in education are important elements of academic achievement valued by Johns Hopkins. Accomplishments supported by personal observations or objective evidence are particularly helpful to the committee.

- How would you evaluate Dr. X's accomplishments as a teacher, lecturer, or in other training situations?

For clinically active faculty, clinical leadership, clinical reputation, and clinical innovations are particularly important to the committee.

- Does Dr. X have a national or international reputation as a clinical expert in a particular disease or procedure?
- Has Dr. X developed particular clinical innovations (care pathways, procedural techniques) that are emulated at other centers?
- Are there patient referrals made from a wide geographical area based on unusual expertise with a particular type of clinical condition or challenge?

National and international **leadership** are important elements of academic achievement valued by Johns Hopkins.

Have you observed Dr. X provide leadership in national or international professional or academic organizations, programs, or research studies?

- Are you aware of specific contributions Dr. X has made in administrative, program-building, and leadership activities?
- Can you comment on Dr. X's intellectual integrity in dealing with professional and academic issues?
- Can you identify other individuals who you believe could be compared to Dr. X in their attributes or achievements, and can you suggest his/her standing among this group?
- Which other leaders in the field would you suggest could provide an objective and accurate evaluation of his/her candidacy for the rank of Professor at Johns Hopkins?

We recognize that this request is time consuming but your frank opinion, **even if in the form of a short email letter**, is of particular importance in our evaluation of this candidate. Your assistance and reply as soon as possible will be greatly appreciated. To complete the faculty assessment in a timely manner, we request the letter by month/year.

It is requested that all referees keep their involvement in our faculty review process confidential and, in particular, ask that you not communicate with the candidate, his/her department director, or any other Hopkins faculty member about it.

Sincerely,

Please direct your comments to me at the address below, thank you for your help.

**Professorial Promotions Committee**

c/o \_\_\_\_\_ (\_\_\_\_@jhmi.edu)  
PPC Coordinator  
Office of the Dean / CEO  
Johns Hopkins University School of Medicine  
Miller Research Building, Suite 100  
733 N Broadway / Baltimore, MD 21205

**Secure fax 410-955-0889 / Questions, please contact us at 410-955-3180.**

Enclosure: CV





**S**ection III

**RESOURCES FOR  
CAREER  
DEVELOPMENT  
THROUGH  
SELF-DIRECTION,  
MENTORING, AND  
ANNUAL REVIEW**



Individual faculty members should visit the Johns Hopkins University School of Medicine Office of Faculty Development website at [http://www.hopkinsmedicine.org/fac\\_development/](http://www.hopkinsmedicine.org/fac_development/). Here, one will find information relating to faculty policies, research, appointments and promotion, faculty organizations, professional development, events, technical resources, life and family. This site, developed by the Vice Dean for Faculty, has links to the Gold Book, the Silver Book and the Blue Book (Part-time Faculty Guidelines). It is quite comprehensive and is periodically updated.

### **Career Development Guideline: Managing Your Annual Review**

The (“Gold Book”) mandates that faculty in the School of Medicine should be given “objective evaluation of their ultimate potential for academic advancement within the Institution as early in their careers as feasible...” To this end, all full-time faculty members shall have at least Annual Reviews with their Department Director, or his or her designee, and a written record of review will be sent to the faculty member.” This Annual Review should provide the faculty member and director (at a minimum) an opportunity to review past accomplishments and goals, and set goals for the following year. A faculty member who does not receive an annual review should bring this matter to the attention of his or her Director and then, if not resolved, to the Vice Dean for Faculty.

Due to the different disciplines represented in the School of Medicine, a standardized Annual Review Form is not mandated. Each Department has either their own or, in the case of large Departments, Divisional forms. As a general example, the Faculty Evaluation form developed by the Faculty Compensation Committee is attached below. This form is meant to provide a template for faculty members to assess the areas that will be evaluated during their annual review.

The individual faculty member should receive an annual review from their Department Director, Division Director or his/her designee. The annual review should include, but not be limited to, the following points:

- ▶ Current years at rank
- ▶ Current years at Johns Hopkins University School of Medicine
- ▶ Clinical responsibilities/hospital responsibilities (if applicable)
- ▶ Current research efforts and collaborations
- ▶ Current educational activities, including teaching, curriculum or program development, evaluation, revision
- ▶ Current research support or salary support
- ▶ Grants pending or planned (both research and training grants)
- ▶ Publications and submitted manuscripts for the last two years
- ▶ Documentation /Dissemination of Scholarship
- ▶ Administrative responsibilities
- ▶ Mentoring
- ▶ Goals: short-term; long-term
- ▶ Resources/Support from Department/Division
- ▶ Major concerns
- ▶ Honors/Awards

All faculty members should do a self-assessment, ideally prior to the annual review, that includes the following career and professional development issues:

1. Career and Professional Milestones (e.g., activities within your professional societies, awards for national and international recognition)
2. Progress made in the last year toward promotion
3. Resources available in the department to facilitate academic progress

Reference: *“Every Person Is Their Own Best Mentor/Advocate and Also Every Person is Their Own Primary Mentor”* Leah Dickstein, M.D., Professor and Associate Dean for Faculty Development, University of Kentucky



**FACULTY MEMBER ANNUAL REVIEW:  
Summary of Academic Activities and Goals for Faculty Evaluation**

Name \_\_\_\_\_  
(Last) (First) (Middle)

Academic Rank & Years at Rank \_\_\_\_\_

Department/and Division \_\_\_\_\_

**ACADEMIC ACTIVITIES** (Total = 100%, from latest completed effort certification):

\_\_\_\_\_ % Research                      \_\_\_\_\_ % Teaching/Training                      \_\_\_\_\_ % Clinical  
\_\_\_\_\_ % Administrative/Other service                      \_\_\_\_\_ % Other (specify)

Are there any activities in which you wish to

Increase time - \_\_\_\_\_ % (specify) \_\_\_\_\_

Decrease time - \_\_\_\_\_ % (specify) \_\_\_\_\_

**TRAINING AND COMPLIANCE - including, but not limited to:**

The Responsible Conduct of Research	HIPAA
Human Subjects Research	Radiation Safety
Risk Management	Intellectual Property
Animal Care and Use	Sexual Harassment
Use and Handling of Hazardous Materials	Workplace violence
Conflict of Interest	Electronic Health Record Training
Effort Certification	Export Control
Provider Billing	

**EDUCATION/TEACHING:** List your educational activities during the previous year. Examples would include participation/ leadership in UME and GME programs and curricula.

Activity: \_\_\_\_\_

Time Commitment: \_\_\_\_\_ Role: \_\_\_\_\_

Activity: \_\_\_\_\_

Time Commitment: \_\_\_\_\_ Role: \_\_\_\_\_

Clinical: Description: \_\_\_\_\_

Time Commitment: \_\_\_\_\_

Mentoring: Description \_\_\_\_\_

Number of students, fellows, faculty \_\_\_\_\_

Time Commitment: \_\_\_\_\_





## RESOURCES



**ADMINISTRATION:** *List administrative leadership duties you have within the Department/Division and University:*

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**CLINICAL SERVICE:** *List specific clinical leadership/activities with % of time:*

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**PUBLICATIONS:** *List manuscripts published, in press during this review cycle:*

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**RESEARCH SUPPORT:** *List all current grant support and indicate your role in project (e.g., P.I., Co-P.I., Collaborator):*

Funding Source	Role	Award Period	Annual Direct Cost
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List all grants submitted and planned.

Funding Source	Role	Award Period	Annual Direct Cost
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**FACULTY AND DEPARTMENTAL ISSUES:** *List professional issues important for your academic development (e.g., need for departmental resources, faculty mentoring or other support) and issues that are important for the function of the department/division.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



PLEASE LIST YOUR MENTOR(S) BELOW, INDICATE THE FREQUENCY OF YOUR MEETINGS, AND RATE YOUR LEVEL OF SATISFACTION WITH THIS MENTORING RELATIONSHIP (WHERE 0=COMPLETELY DISSATISFIED AND 5=COMPLETELY SATISFIED)

- 1. \_\_\_\_\_ We meet \_\_\_ times / \_\_\_\_; 0 1 2 3 4 5
- 2. \_\_\_\_\_ We meet \_\_\_ times / \_\_\_\_; 0 1 2 3 4 5
- 3. \_\_\_\_\_ We meet \_\_\_ times / \_\_\_\_; 0 1 2 3 4 5

**SUMMARY OF EVALUATION MEETING**

The following topics can be critical for career development and may be included in a discussion between a faculty member and Director and/or Division Chief. Faculty members should therefore consider and ask for clarity and/or resources in any of the following areas.

**Departmental Expectations for:**

- Education
- Research
- Clinical Activity
- Faculty Collegiality (participation in departmental and other activities and interactions with departmental and other faculty)
- Requirements & Prospects for Promotion
- Publications (Quality and/or Quantity) Citations
- Current & Planned Grant Support
- Grant & Manuscript Writing Skills
- National Reputation
- Access to Mentoring
- Departmental Resources
- Space
- Salary Support
- Other Requirements (specify)

**ACADEMIC AND CAREER GOALS:**

List your goals for the coming year:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Other mid-term/long-term goals (e.g., transition planning):

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_





## RESOURCES



**SUMMARY OF FACULTY EVALUATION (to be provided to faculty member after annual review).** *This section should be completed after the meeting by the Director and/or Division Chief and then shared back with the faculty member.*

Name of Faculty Member: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Has the Faculty Member accomplished career goals for the previous year? *Yes / No*

Is the Faculty Member progressing in all aspects of Academic activities? *Yes / No*

If no, provide specific areas in which Faculty Member has failed to achieve goals (Education, Research, Clinical, Administrative).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe Academic goals for the coming year established during the meeting.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What does the Faculty Member need to do to accomplish these goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What does the Department/Division need to provide for the Faculty to accomplish these goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Faculty Comments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

\_\_\_\_\_

Faculty Member Signature  
*(Signature does not imply agreement)*

\_\_\_\_\_

Director/Division Chief Signature





### TAKING STOCK OF YOUR CAREER:

#### What Are Your Assets? What Areas Do You Need to Develop?

There are no specific answers to these questions as they vary from individual to individual. The best person to help an individual faculty is a mentor who can put this information into perspective. There are a number of general references that are helpful:

- Cook, D. A. (2010). Getting started in medical education scholarship. *The Keio Journal of medicine*, 59(3), 96-103.
- Kahn, C. R. (1994). Picking a Research Problem--The Critical Decision. *New England Journal of Medicine*, 330(21), 1530-1533.
- Hafner, J. P., Morzinski, J. A., Blanco, M. A., & Fincher, R. E. (1012). Chapter 24: Educational Scholarship. In *Guidebook for Clerkship Directors: Fourth Edition* (4th ed.). Syracuse, NY: Gegensatz Press.
- Kroenke, K. (1996). Conducting research as a busy clinician-teacher or trainee. *Journal of general internal medicine*, 11(6), 360-365.
- Straus, S. E., Johnson, M. O., Marquez, C., & Feldman, M. D. (2013). Characteristics of successful and failed mentoring relationships: a qualitative study across two academic health centers. *Academic medicine: journal of the Association of American Medical Colleges*, 88(1), 82.

These are important questions for each faculty member to review and reflect upon and discuss with their mentors as a way to gauge his/her current understanding and evaluation of his/her career. Questions are included that speak to both the fundamental as well as more conceptual and values-based aspects of the meaning and viability of an academic career.

#### KNOWING YOUR TERRITORY

- What do you know about the organization and the function of the School, the Department and of the Division (if applicable)?
- Do you know who the formal leaders are? Do you know who the informal (those who influence the leaders and the decision-making process) leaders are?
- What are the important Committees and how do they work?
- What are the important Committees for you to be appointed to that will maximize my priorities and benefit the Institution, Department, Division?
- What is the human environment or group climate in my Division/Department (e.g., spirit of innovation, dedication to work, receptivity to new ideas, frequency of formal and informal interactions, degree of cooperation, turnover, leader-member relationships and discussion of disagreements)?
- In these structures or groups, what are the governance patterns and how are decisions made? Do leaders select and use the ideas of others, support professional growth, facilitate cooperation, provide high quantity and quality information, share important information and communicate goals and expectations?
- What is the communication like? Is it frequent, substantive and/or social, impromptu and/or formal and does it occur mostly in meetings, conferences, telephone, email, document exchanges or informal discussions?
- What are the formal and informal ways (networking) to be involved that will both help your career as well as your satisfaction with being a member of these formal parts of the institution?
- How can you gauge the relative value of a variety of citizenship duties asked of you (when and how is it okay to say no/not now)?
- How have you/can you learn about the appropriate and accepted ways to raise different kinds of concerns and problems and with whom? Who are the people to trust and to learn from?
- What do you know about your field – its structure and influential roles and people? How does one get involved and when and in what way?
- What do you know about the School's and the Department's promotion protocol and procedures? What documentation is available about this process/criteria? Who can clarify them? See APPC and PPC websites.
- Do you understand the typical trajectories and stages of an academic career and the issues/problems, goals and tasks of each of the stages and in each of the trajectories?
- What do you know about the various kinds of mentoring functions and roles as well as how to find effective mentors and to be an effective mentee?
- What kinds of information regarding funding sources and other material for your career trajectory is available and from whom?





- What are the efficient ways to gain access to common and essential resources that will support your career development goals and necessary skills (e.g., writing, use of the literature and the library and computer access to its holdings)?

- What are both the formal and informal (extrinsic and intrinsic) rewards of an academic career and which are most important to you: teaching and training the next generation, advancing your field, serving the underserved, salary, benefits, recognition by others, promotion, opportunities for responsibility and leadership, intellectual stimulation, collegiality?

### KNOWING AND DEVELOPING YOUR SELF: SELF-HELP

#### **Self-Management** (*taking responsibility for your behavior, success, and progress*):

- What are your current and long term goals (both career and personal)?
- What are your greatest strengths and limitations and how do you make this assessment?
- How do you prepare for your Annual Review meeting with your Division/Department Director?
- What are your work styles, preferences and habits and what feelings and results do you get when you use each of them (assuming you have more than one)?

#### **Task Management** (*making and/or breaking habits, getting organized and getting things done on time*)

- What are your effective and ineffective work habits? Examples of ineffective work habits might be poor time management, avoidance, insufficient communication, over-preparation.
- What skills do you need to learn and/or improve (e.g., goal-setting, writing, negotiation and conflict management, collaboration, presentation)?

#### **Social Management** (*understanding social networks, putting oneself in the place of another and solving communication problems*)

- Are you on track for your own and others' expectations and how do you know it?
- Do you regularly update your CV?
- What social and professional networks are you exploring? What networks are you part of both within your field and within your institution?
- How do you successfully integrate the work and personal aspects of your life? How do you balance autonomy as well as commitment to others?

#### **Skills in Scholarship**

- How good are you at developing important and answerable questions? How can you improve?
- Do you practice appropriate and effective methods in the stages of inquiry appropriate to your area?
- Do you practice appropriate and effective methods in designing, implementing, and evaluating educational initiatives?

#### **In-Depth Knowledge of Your Area**

- Are you familiar with the major published and otherwise presented works in your area, current major projects being conducted, key people, predominant funding sources?
- Do you have productive local and national peer support for helping you develop your knowledge base?

Much of this material is directly from and/or adapted from *Mentor in a Manual: Climbing the Academic Ladder to Tenure*. A. Clay Schoenfeld and Robert Magnan, Magna Publications, Inc., Madison, WI, 1994.



### PROFESSIONAL AND PERSONAL DEVELOPMENT

The School of Medicine and the University provide a wide range of professional and personal development programs and services to meet the variety of ongoing development needs of the School of Medicine faculty. Brief descriptions, links to websites, and contact information for these programs are provided below.

#### OFFICE OF THE VICE DEAN FOR FACULTY

The Office of the Vice Dean for Faculty oversees all issues and policies that concern faculty including faculty appointments, promotions, reappointments, and reviews. The office also provides oversight on faculty development activities, equity issues, and grievance and misconduct concerns. The office works to ensure that the School of Medicine recruits and retains a diverse group of faculty and monitors the workplace in support of a respectful and inclusive environment for all faculty members. The office provides the New Faculty Orientation program for all incoming faculty members and oversees the Office of Faculty Development (OFD), the Office of Women in Science and Medicine (OWISM), the Office of Diversity and Cultural Competence (ODCC), and the Office of Part-time Faculty.

Website: <http://www.hopkinsmedicine.org/som/faculty/index.html>

#### CONTACT INFORMATION:

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#### NEW FACULTY ORIENTATION

The annual New Faculty Orientation provides a roadmap for faculty members to the institution, its policies, opportunities, and leadership as well as early keys to academic success at Hopkins. Topics that are typically covered include: career development and the promotion process; faculty policies including conflicts of interest, responsible conduct of research, and professionalism; educational roles of faculty; research administration including human subjects and animal research; clinical practice management; and other special topics including mentorship and the Office of Faculty Development (OFD) resources. The program is open to all faculty members; however, faculty members within the first year of hire are particularly encouraged to attend.

A separate program stressing clinical efficiency and effectiveness and the financial ramifications of practice at Hopkins is also provided for those faculty whose emphasis is on patient care in the "Clinicians with Distinction" promotion pathway.

Website: <http://www.hopkinsmedicine.org/som/faculty/index.html>

#### OFFICE OF FACULTY DEVELOPMENT (OFD)

The Office of Faculty Development (OFD) creates and delivers effective programs that develop and nurture the diverse faculty as leaders in clinical care, medical education, and research excellence. Our focus on enriching a culture of inclusion, respect, and engagement is fundamental in accomplishing the Johns Hopkins mission and in enabling the School of Medicine to attract and retain talented faculty.

The OFD collaborates with the Office of Faculty on the annual new faculty orientation; develops, facilitates, and sponsors numerous seminars, workshops, courses, and expert speakers on various faculty development-related topics and provides one-on-one career mentoring and coaching to faculty members. The OFD coordinates the faculty exit process. Exit Interviews and surveys are conducted to determine the factors that cause faculty to leave the School of Medicine, and the office recommends and implements strategies to improve the recruitment, orientation, development, and retention of all faculty. The OFD also develops and delivers specific programming (e.g., focus groups, retreats, seminars, workshops) to departments and divisions upon request. The OFD collaborates with Talent Acquisition, Learning and Organization Development (TALOD) in the provision of faculty development content to the SOM faculty body.

The Junior Faculty Leadership Program (JFLP) is offered through the OFD. The JFLP is a co-ed cohort program designed for School of Medicine faculty members who are at the level of Instructor or Assistant Professor and with less than 4 years at rank. The goal of this program is to provide junior faculty with the opportunity to build professional and leadership skills and to think proactively about their future roles as leaders in academic medicine. The program actively engages participants by including break-outs tailored separately for basic scientists and clinicians. Session topics include and are not limited to: how to succeed at Johns Hopkins; career mapping; improving mentoring relationships; understanding personality type; negotiating; communication; maximizing scholarly output; and resilience.

#### CONTACT INFORMATION:

**Estelle Gauda, M.D.**

*Senior Associate Dean  
for Faculty Development*  
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Suite 2-1000

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410-502-8838





## RESOURCES

The OFD harmonizes its work with the Faculty Senate and operates with guidance from two advisory councils: the Senior Faculty Advisory Council and the Junior Faculty Resource Advisory Council.

Website: [http://www.hopkinsmedicine.org/fac\\_development/](http://www.hopkinsmedicine.org/fac_development/)

### OFFICE OF WOMEN IN SCIENCE AND MEDICINE (OWISM)

The Office of Women in Science and Medicine (OWISM) was created in 2008 to increase representation of women in leadership roles, and to advance their careers. The office provides mentoring, education, and networking opportunities for women faculty in the School of Medicine (SOM).

The OWISM has established two leadership programs for women faculty. The Leadership Program for Women Faculty (LPWF) was established in 2009. This program is a collaboration between the OWISM, the OFD and TALOD (Talent Acquisition Learning and Organization Development). The goals of this program are to develop and retain JHUSOM women leaders who can contribute to future initiatives of the school, and provide them with leadership opportunities. The program consists of nine half-day sessions over a ten month period taught by content experts in the areas of influencing for impact, crucial conversations, negotiation skills, speak like a pro, and leadership changes. This program is geared to senior Assistant, Associate and Full Professors. Additionally, the Emerging Women's Leadership Program (EWLP) was established in 2012. This course is directed towards women Instructors and Junior Assistant Professors and results in early identification and promotion of talented female faculty. Topics discussed include understanding yourself and others (MBTI), mentee/mentor relationships, learning when to say no, key conversations and strategies for success. The EWLP is a collaboration between the OWISM and the OFD.

Additionally, we have developed programs for the women who have graduated from our EWLP and LPWF cohorts and hope these groups will remain intact and provide long term peer to peer mentoring for each other.

The OWISM also has a series of interactive educational programs geared to women faculty at all ranks. These one hour drop-in sessions occur multiple times over the course of the year, and cover topics surrounding academic issues important to the success of the women faculty as well as issues dealing with work/life balance.

Each year the OWISM hosts a unique event and presentation of the Vice Dean's award. Events highlight the achievements of women faculty at the SOM, or showcase successful women from other arenas. The Vice Dean's Award for the Advancement of Women is awarded to an individual who has demonstrated commitment to recruitment, mentoring and advancement of women faculty at the School of Medicine. Nominations are solicited from the faculty, and the award recipient is selected by an OWISM review committee.

The OWISM has also developed a series of networking programs for women associate and full professors. The OWISM invites all newly promoted women Associate Professors to attend a networking lunch, giving these women from various departments in the SOM an opportunity to interact. There is also programming for women Full Professors and Senior Associate Professors. Three to four sessions are held annually and provide an important networking opportunity for our most senior female faculty.

The OWISM provides one to one mentoring sessions for all women faculty at their request. These sessions range from 30 minutes to 1 hour based on the complexity of the issues. Topics which can be discussed range from academic success, to work/life balance. Issues which require more complex involvement and intervention will be referred to the Vice Dean's office.

The OWISM has launched an innovative website for all SOM faculty. This website provides information about the mission and goals of the OWISM, and additionally provides up to date information about all of our programs and events. The resource section is updated frequently and has important links and presentations.

Website [http://www.hopkinsmedicine.org/women\\_science\\_medicine/](http://www.hopkinsmedicine.org/women_science_medicine/)

#### CONTACT INFORMATION:

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OWISM@JHMI.edu





### OFFICE OF DIVERSITY AND CULTURAL COMPETENCE (ODCC)

The Office of Diversity and Cultural Competence (ODCC) at Johns Hopkins University School of Medicine is committed to developing and implementing strategies to foster a culture of inclusion in which highly qualified faculty, trainees, and students represent diverse backgrounds. It is instrumental in the recruitment, retention, and promotion of outstanding scholars from different backgrounds, including individuals from groups that have been historically underrepresented in academic medicine. The Office of Diversity and Cultural Competence advises and partners with basic science and clinical departments regarding issues related to diversity and inclusion.

ODCC is also responsible for providing search committees with resources and support to help ensure that the School of Medicine is vigorously pursuing its goal of a diverse climate. Once a search committee has been formed, the search committee chair should contact the Associate Dean for Diversity and Cultural Competence to schedule a time to attend the first meeting of the committee. During this meeting, the Associate Dean for Diversity and Cultural Competence will discuss recruiting resources, the role of the diversity ambassador (if applicable) and ways in which ODCC can help support search efforts. A set of tools were developed by ODCC to assist search committees with a variety of strategies in "casting a wide net" when recruiting talented candidates to ensure diversity and excellence.

ODCC also provides training workshops on unconscious bias, which involves the Implicit Association Test, to increase awareness (e.g., religion, race/ethnicity, sexuality, age, dis/ability, weight bias) and offers strategies to help clinicians, researchers, and administrators reduce bias.

Website: <http://www.hopkinsmedicine.org/odcc/>

### OFFICE OF PART-TIME FACULTY

The Johns Hopkins School of Medicine and its part-time faculty members share a longstanding tradition fulfilling their obligations to each other through an informal system of good faith negotiations and agreements between the faculty, Department Director/Chair, and Dean. The Dean and Department Directors/Chairs have long acknowledged the part-time faculty members' vital role in educating medical students, graduate students and postdoctoral fellows. In addition, the part-time faculty members make unique and significant clinical, administrative, and research contributions to the School of Medicine.

The mission of the Office of Part-time Faculty is to advocate for inter-departmental mentoring and promotion; promote faculty rewards and recognition commensurate with contribution level; promote high quality teaching in collaboration with the Institute for Excellence in Education; and facilitate academic reviews and feedback based upon the Blue and Silver books.

Part-time faculty members are represented on the Faculty Senate (2 elected positions) and the Part-time Faculty Advisory Committee guides the initiatives of the office.

Website: [http://www.hopkinsmedicine.org/faculty\\_pt/](http://www.hopkinsmedicine.org/faculty_pt/)

### JOHNS HOPKINS MEDICINE LEADERSHIP DEVELOPMENT PROGRAM (JHM LDP)

The goal of the Johns Hopkins Medicine Leadership Development Program is to prepare the future leadership of Johns Hopkins Medicine. This yearlong program is designed to foster effectiveness in the organizational culture, strengthen bonds and communication among and between faculty and administrators, and advance leaders in the organization. The program improves the operating environment by building trusting relationships that break down barriers, facilitate communication, and foster the practice of better medicine and better business. The program includes three and one-half days of off-site retreat activity focused on topics such as perspectives on leadership, structure and governance, financial issues, leadership models, team management, and managing conflict and individual differences. Follow-up programs provide 360-degree feedback on leadership skills, and presentations and dialogue on influence and negotiation skills, executive leadership, and strategic planning. Didactic and experiential learning activities are further complemented by shadowing opportunities, advising forums, and round table discussions. The program is open to approximately 20 faculty and 20 administrative leaders annually who are nominated by Department Directors, Vice Presidents and Vice Deans in Johns Hopkins Medicine. The selection process is based on the application and goals of the nominees.

#### CONTACT INFORMATION:

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#### CONTACT INFORMATION:

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#### CONTACT INFORMATION:

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*President, Johns Hopkins Medicine International*  
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LDP\_Program@jhmi.edu  
phone: 410-464-6502







### OFFICE OF THE VICE DEAN FOR EDUCATION

The Office of the Vice Dean for Education oversees all educational activities and curriculum development for all students and trainees in the MD, PhD, MD-PhD, clinical residency and fellowship, and postdoctoral fellowship programs. In addition, the office provides oversight for international medical education, Continuing Medical Education, the Simulation Center, and the Institute for Excellence in Education (IEE).

### FACULTY DEVELOPMENT PROGRAM FOR CLINICIAN EDUCATORS

The JHU School of Medicine and Johns Hopkins Bayview Medical Center jointly offer programs in teaching skills and curriculum development to all faculty who wish to improve their skills as educators.

### TEACHING SKILLS PROGRAM

The Teaching Skills program meets weekly for half-days each fall (September - December). Course topics include adult learning concepts, critical reflection and skills of dialogue, relationship-centered communication with patients and learners, influencing learners, providing and eliciting effective feedback, small-group leadership, one-on-one precepting, presentations, and educational portfolios. Participants who wish to deepen their knowledge meet bi-weekly in the spring (January - May), with learning focused on cultural competence, conflict management, leadership, brainstorming and the use of audio- and video-tape review.

Website: [http://www.hopkinsmedicine.org/johns\\_hopkins\\_bayview/education\\_training/continuing\\_education/faculty\\_development\\_program/programs\\_teaching\\_skills.html](http://www.hopkinsmedicine.org/johns_hopkins_bayview/education_training/continuing_education/faculty_development_program/programs_teaching_skills.html)

### CURRICULUM DEVELOPMENT LONGITUDINAL PROGRAM

The Curriculum Development Longitudinal program is held on a weekly basis for half-days, September-June. Participants work on a curricular project that is both important and possible to implement in their clinical or academic setting. Participants work in groups of 2-5 to develop curricula according to a six-step process of curriculum development: problem identification and general needs assessment, needs assessment of targeted learners, goals and objectives, educational strategies, curriculum implementation, and evaluation and feedback. Large-group didactic and experiential learning is complemented by work-in-progress sessions wherein each group presents their work and receives feedback from other groups, and by regular small group meetings with a highly-trained faculty facilitator who offers guidance, support, and written feedback at each step of the process. The program culminates in a final paper and a presentation before an invited audience. Curricula are usually piloted during the program and fully implemented in the following year.

Recognizing that some faculty desiring training in curriculum development are not yet able to commit to the full longitudinal program, we also offer a number of shorter workshops and online options that can provide faculty with an overview of the curriculum development process, opportunities to apply specific principles to ongoing curricular work, and flexible mentorship. Program faculty are also available to consult and develop special programs to meet the needs of individual departments. Please see our website for current curriculum development courses.

Website: [http://www.hopkinsmedicine.org/johns\\_hopkins\\_bayview/education\\_training/continuing\\_education/faculty\\_development\\_program/programs\\_curriculum\\_development.html](http://www.hopkinsmedicine.org/johns_hopkins_bayview/education_training/continuing_education/faculty_development_program/programs_curriculum_development.html)

### THE INSTITUTE FOR EXCELLENCE IN EDUCATION (IEE)

The mission of the Institute for Excellence in Education (IEE) of the Johns Hopkins University School of Medicine is to promote, value, and advance the educational mission of the School of Medicine while enhancing the School's leadership role in

#### CONTACT INFORMATION:

**Roy Ziegelstein, M.D., M.A.C.P.**

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#### CONTACT INFORMATION:

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**Michael Westman:** IEE Administrator



medical and biomedical education nationally and internationally. Teaching and educational programs are essential to the JHUSOM, and our faculty members play a seminal role in the preparation of future physicians and scientists. We celebrate the fact that much of the strength of Johns Hopkins Medicine comes from this remarkable faculty body. The IEE has many programs and opportunities for faculty members developed around our four “pillars”: (a) - Inspiring and supporting research, scholarship, and innovation in education; (b) Valuing and recognizing educators; (c) Improving teaching, and (d) Nurturing a community of educators.

Website: [http://www.hopkinsmedicine.org/institute\\_excellence\\_education/](http://www.hopkinsmedicine.org/institute_excellence_education/)

## TALENT MANAGEMENT

The Organization Development and Learning Solutions teams facilitate an integrated approach to managing and developing Johns Hopkins’ employees. Organization Development and Learning Solutions are strategic partners in creating an organizational culture where faculty and staff of Johns Hopkins University realize their full potential.

Organization Development and Learning Solutions collaborate across Johns Hopkins University to provide an integrated approach to attract, recruit, and retain faculty and staff with the knowledge, skills, and abilities to meet strategic organizational needs.

Website: [tmod.jhu.edu](http://tmod.jhu.edu)

### CONTACT INFORMATION:

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*Senior Director for Talent Management*  
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[kforbush@jhu.edu](mailto:kforbush@jhu.edu)



## PROFESSIONAL DEVELOPMENT COURSES

The university provides professional development courses to improve core competencies, enhance job performance, and encourage personal growth for both faculty and staff. The professional development can occur in traditional classroom settings, as well as on-line and other forums conducive to both individual and group learning. Course offerings are offered on a variety of topics including: clinical, compliance, information systems, as well as leadership, management and professional skills. You may browse the extensive list of available classroom, on-line and other course offerings and register for courses at the MyLearning website: [learning.jhu.edu](http://learning.jhu.edu). Many of the courses are offered as a benefit to employees of the university. This means that full- or part-time employees of the university may attend these courses at no charge.

## ORGANIZATION DEVELOPMENT SERVICE

Our Organization Development team works with leaders to develop custom solutions and interventions for improving organizational effectiveness. Our clients are the senior leaders, faculty, and other managers of the university; those who design and oversee whole organizational units. Organization Development works collaboratively and helps clients implement and manage a wide range of change-related opportunities effectively and efficiently.

### CONTACT INFORMATION:

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### Services include:

- ▶ Mission and vision development
- ▶ Strategic planning and goal setting
- ▶ Organization assessment and redesign
- ▶ Retreat design and facilitation
- ▶ Group conflict management and team building
- ▶ Role definition and negotiation
- ▶ Leadership coaching
- ▶ Work climate assessment
- ▶ Process analysis and redesign

## RESEARCH RESOURCES

The principal website for all research related policies and resources is:

- <http://www.hopkinsmedicine.org/Research/index.html>

The site provides information on the following resources for researchers:

- News and Publications
- Research Compliance Policies/Training
- SOM Research Resources/Departments/Centers/Labs/ Investigators
- Research Information and Directories
- Sponsored Funding
- Inventions/Licensing and Business Development





## RESOURCES

### The website provides all of the information needed to guide you in working with:

- The Office of Research Administration to locate funding opportunities, submit grant and contract proposals, negotiate funding agreements and communicate with sponsors during awards and close out
- The Institutional Review Boards for review of the use of human subjects
- The Animal Care and Use Committee
- The Office of Policy Coordination for disclosure and review of outside activity and financial interests (e.g., consulting, equity, royalty) and potential conflicts of interest in research (e.g., consulting, equity, royalty); guidance on interactions with industry; and issues of research integrity
- The Research Compliance Training Programs
- The Office of Technology Transfer within Johns Hopkins Technology Ventures to report inventions, approve nondisclosure agreements for your research information, negotiate material transfer and license agreements and file patent applications
- The core research resources of the School of Medicine

### Of particular importance to faculty professional development are the internal funding available for:

- SOM Discovery Awards
- Career development resources at the linked NIH Extramural Research Page
- Clinician Scientist Program

### THE SCIENCE OF CLINICAL INVESTIGATION PROGRAM (SOCI)

The Science of Clinical Investigation Program (SOCi) was created to support clinical scientists in their acquiring theoretical and practical skills in the design, implementation, analysis, and interpretation of data for clinical investigations. Six courses are offered in evening formats and include Database Design and Implementation in Clinical Research, Design of Clinical Studies, Quantitative Analysis of Clinical Data, Quality Improvement/ Knowledge Translation, Outcomes and Effectiveness Research, and Ethical and Regulatory Issues in Clinical Research. The courses are offered sequentially and predominantly run for three hours, one evening per week, for 8 weeks from August through May. For faculty who are interested in completing a more in-depth program in Clinical Investigation, the Graduate Training Programs in Clinical Investigation (GTPCI) offers a full-time, one-year Master's degree in Clinical Investigation.

Website: <http://www.jhsph.edu/gtpci/>

#### CONTACT INFORMATION:

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### OFFICIAL POLICIES OF THE SCHOOL OF MEDICINE

The most current Johns Hopkins University School of Medicine policies may be found on the Johns Hopkins Medicine Intranet, <http://www.hopkinsmedicine.org/som/faculty/policies/>.

#### Under the Policies section, faculty can find:

- ▶ Full-Time Faculty Policies — The “Gold Book,” which describes the policies and guidelines governing appointments, promotions and professional activities of the Full Time Faculty of the Johns Hopkins University School of Medicine
- ▶ Policy on Disclosure and Professional Commitment
- ▶ Policy on Individual Financial Interests and Conflicts of Interest in Research
- ▶ Code of Professional Conduct for Faculty
- ▶ JHM Policy on Interaction with Industry
- ▶ Rules and Guidelines for Responsible Conduct of Research
- ▶ Procedures for Dealing with Issues of Research Misconduct
- ▶ Procedures for Dealing with Issues of Professional Misconduct
- ▶ Grievance procedure for Faculty, Fellows and the Student Body
- ▶ Guidelines for Conduct in Teacher/Learner Relationships



## Equal Employment Opportunity and Title IX Resources

### OFFICE OF INSTITUTIONAL EQUITY

The Office of Institutional Equity (OIE), formerly referred to as the Office of Equal Opportunity and Affirmative Action Programs, was established to provide leadership for university efforts to promote institutional equity and a diverse university community. The Office assures that the University's programs and procedures comply with federal, state and local laws and regulations as related to affirmative action and equal opportunity with special attention to disability issues. The Office develops and coordinates the implementation of the University's Institutional Equity Programs and procedures. In addition, the office provides training efforts related to disability issues and sexual and other forms of harassment.

Websites: <http://www.jhu.edu/oie>, <http://www.sexualassault.jhu.edu>

#### CONTACT INFORMATION:

**Caroline Laguerre-Brown, J.D.**  
*Vice Provost for Institutional Equity*  
Wyman Park Building, Suite 515  
Phone: 410-516-8075  
Fax: 410-516-5300  
[cbrow121@jhu.edu](mailto:cbrow121@jhu.edu)

**Joy K. Gaslevic, J.D.**  
*Assistant Vice Provost/Title IX Coordinator*  
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**Sara Slaff, J.D.**  
*Interim Vice Provost for Institutional Equity*  
Wyman Park Building, Suite 515  
Phone: 410-516-8075  
Fax: 410-516-5300  
[sslaff@jhu.edu](mailto:sslaff@jhu.edu)

### DISABILITY ISSUES

In keeping with the intent of the 1990 Americans with Disabilities Act, a faculty member may disclose a medical, psychological or physical condition to the university and may ask for a reasonable and appropriate accommodation for the workplace. For those who have never been evaluated for a disability or who are not sure if they have a disability, the Director is available for consultation. The office also provides guidance in the process of disclosure and works with appropriate offices to determine the nature of and timeliness of the accommodation. The Director of ADA Compliance Disability Services is available for training and consultation in areas such as the definition of disability, workplace accommodations, and discrimination concerns. The Director for ADA Compliance Disability Services also consults with department chairs, division chiefs, and other faculty leaders regarding workplace and academic accommodations that may be needed for faculty, staff, and students.

#### CONTACT INFORMATION:

**Emily Lucio, M.A.**  
*Director, ADA Compliance and Disability Services*  
Wyman Park Building, Suite 515  
Phone: 410-516-8949  
Fax: 410-516-5300  
[elucio2@jhu.edu](mailto:elucio2@jhu.edu)

### HEALTH SCIENCES HUMAN RESOURCES

The Health Sciences Human Resources office provides numerous programs and services that support JHUSOM faculty members as they hire, develop, and evaluate staff (excluding students, house staff, postdoctoral fellows, or faculty). Support is provided in:

Compensation including expertise in the 'requisitioning' process and appropriate classification and salary range determinations;

Employment including advertisement advice and placement, screening and referral of applicants, assistance in legal and efficient interviewing and selection processes, reference checking, criminal background checks, salary decisions, and extension of formal job offers;

Employee and Labor relations including appropriate interventions and/or disciplinary actions for staff employees who may lack required skills or have other personnel-related issues (nb: it is imperative that you work closely with specialists as soon as possible as there are prescribed, progressive steps that need to be taken to protect you from grievances and allegations of discrimination and to protect the legal standing of the institution);

Payroll/records including maintenance of personnel and payroll records, employment verifications, paycheck distribution and monitoring and processing of faculty and staff payroll forms, both paper and electronic.

Website: <http://hrnt.jhu.edu/directory/divis.cfm?divcode=22>

#### CONTACT INFORMATION:

**Cherita Hobbs**  
*Senior Director, Health Sciences Human Resources*  
Church Home Professional Office Building, 3rd Floor  
Phone: 410-955-7919  
[chobbs@jhu.edu](mailto:chobbs@jhu.edu)





## RESOURCES

### PROFESSIONAL ASSISTANCE COMMITTEE

The Medical Board of The Johns Hopkins Hospital established the Professional Assistance Committee (PAC) in 1989 to assist physicians with behavior and emotional difficulties, alcohol or drug problems or physical disabilities that may affect skill and judgment. The PAC works to facilitate the well-being and rehabilitation of distressed or impaired physicians as an alternative to discipline or dismissal. The committee encourages self-referrals from the Johns Hopkins physician community, and acts as an advocate for physicians who follow its policies and recommendations. The PAC is prepared to address a number of problems physicians experience including relationship difficulties, the death of loved ones, concerns about drugs or alcohol, legal or financial issues, and professional uncertainty in our competitive academic environment. All full- and part-time physicians affiliated with The Johns Hopkins Hospital are eligible to use the committee's services. The PAC treats each case with the utmost confidentiality.

#### CONTACT INFORMATION:

The PAC can be reached by calling 443-287-7000 or 443-997-7000. Inquiries or reports will be referred to a member of the committee for action. Reports of physicians with potential problems will be pursued with the greatest concern for all parties involved, including the individual, family members, colleagues, and patients.

### OFFICE OF WORK, LIFE AND ENGAGEMENT

The Office of Work, Life and Engagement promotes Johns Hopkins' commitment to a working and learning environment supportive of its faculty, researchers, administrators, and staff in their pursuit of productive and fulfilling professional and personal lives.

Our programs and services focus on creating and sustaining a healthy mix of work, personal life, and academic pursuits—all in an effort to support each person's need for work-life effectiveness. University and health system employees can access programs and services at no cost as part of their HR benefits package such as:

- ▶ Child care resource and referral services, child care centers, backup child care, summer camp fair, and child care subsidies
- ▶ Aging adult resource and referral services and backup eldercare
- ▶ Breastfeeding Support Program
- ▶ Faculty and Staff Assistance Program (FASAP)
- ▶ Live Near Your Work
- ▶ Flexible work schedule and alternate work location
- ▶ Lunchtime and department workshops on aging adults, financial health and money management, parenting, and health well-being
- ▶ Discounts on amusement parks, arts and culture, sports and fitness, and education
- ▶ Community engagement opportunities to support Baltimore City. Department and group activities are possible for team building.

From starting and growing a family, to caring for an aging loved one, to helping you through difficult times, we look forward to partnering with you.

Website: <http://hopkinsworklife.org>

### FACULTY AND STAFF ASSISTANCE PROGRAM (FASAP)

The Faculty and Staff Assistance Program is the employee assistance program for Johns Hopkins University and Health System faculty, staff, and their immediate families.

FASAP is dedicated to supporting employees whose health or personal lives have begun to impact their lives at work. There are several ways that faculty and supervisors can refer an employee to our office to meet with a clinician. FASAP clinicians, along with other members of the Professional Assistance Committee, support physicians with emotional difficulties, unhealthy use of alcohol or drugs, or physical challenges that may affect their skill and judgment in the extremely demanding work environment of Johns Hopkins Medicine.

#### CONTACT INFORMATION:

**Michelle Carlstrom, LCSW-C**

*Senior Director*

1101 East 33rd Street, Suite C-100

Phone: 443-997-7000

Fax: 443-997-6609

[worklife@jhu.edu](mailto:worklife@jhu.edu)



### FASAP offers:

- ▶ Free and confidential support services by licensed master and doctorate level mental health professionals for problems of daily living and emotional well-being
- ▶ Assessment of mental health problems such as clinical depression and generalized anxiety with referrals to community services and resources for longer-term care

### Services include:

- ▶ Short-term counseling
- ▶ Resources to help a colleague
- ▶ Resources for management
- ▶ Financial Assistance Program (FAP)

FASAP provides consultation services to faculty and staff regarding how to handle difficult situations. You can call 443-997-7000 to talk with a clinician about your concerns and to get advice on how to proceed. Be sure to clarify that you are a **faculty member or supervisor calling to consult** about an employee concern. You will be transferred to the director, the clinical supervisor, or the on-call clinician.

Website: <http://hopkinsworklife.org/fasap>

### CRISIS RESPONSE SERVICES

The Faculty and Staff Assistance Program (FASAP) provides the following services in response to difficult work events:

**Consultations** with faculty, managers, and supervisors to plan a response to employees who are coping with a difficult workplace event.

**Staff briefings** and tips for coping with the event.

**Small group interventions** following a traumatic event.

**On-site outreach** to provide initial support and psychological first aid.

**Same-day appointments** for crisis victims.

**Individual assessment and referral** for emotional problems related to a crisis event.

**Departmental briefings** for supervisors and tips for supporting employees.

**Resource materials** for individuals impacted by the crisis.

If you or your department experience a crisis event that exceeds your resources and ability to cope, please call FASAP at 443-997-7000. FASAP can lend guidance and consultation about the best ways to respond to difficult workplace events. FASAP can also assist you in understanding the normal response to grief and traumatic stress, as well as how to adopt positive coping strategies and foster resiliency.

Website: <http://hopkinsworklife.org/crisis-response>

### SAFE AT HOPKINS

All members of the Johns Hopkins community have a responsibility to behave professionally and foster a safe environment, whether you just started your time at Johns Hopkins, have moved up the ranks, or are in a leadership role. Professionalism can be defined as: each individual taking responsibility for his or her personal choices, decisions, and actions that consistently demonstrate respect, integrity, dignity, and ethical character to others.

Safe at Hopkins developed the Johns Hopkins Continuum of Disruptive Behaviors at Work to serve as a tool for identifying and talking about behaviors that are no longer professional—disruptive behaviors. Through the use of the continuum, general awareness materials, training, and its website, Safe at Hopkins is a proactive approach to support individuals impacted by concerning behaviors in the workplace and to prevent these behaviors from escalating.





## RESOURCES

Safe at Hopkins offers several options to help faculty and staff to respond to disruptive behaviors in the workplace, including:

- ▶ Immediately alerting Safe at Hopkins to threats or risks
- ▶ Notifying Safe at Hopkins about non-urgent disruptive behaviors
- ▶ Requesting that Safe at Hopkins provides a consultation to help better understand disruptive behaviors and how to prevent them from escalating at work
- ▶ Disruptive Behaviors
- ▶ Workplace Bullying
- ▶ Workplace Violence
- ▶ Domestic Violence as a Workplace Safety Concern
- ▶ Recognizing and Responding to Emotional Distress and Suicide Risk in Coworkers

The best way to contact Safe at Hopkins is by using the appropriate red, orange, or blue button on the website. The Safe at Hopkins program manager will follow up as soon as possible, based on the severity of the risk. If you have an immediate safety concern, call Security (410-955-5585) or 911.

Each division or entity of Johns Hopkins has a risk assessment team comprised of a multidisciplinary group of representatives who have affiliation to the person or persons of concern. This group functions as a recommending body to leadership and management, offering expertise in risk assessment which is presented as guidance and recommendations customized to each reported incident.

Multidisciplinary membership comes from Safe at Hopkins, human resources/labor relations, student affairs deans and/or the vice dean for faculty, Security, JHU or JHHS Legal, and the Faculty and Staff Assistance Program (FASAP).

Website: <http://safeathopkins.org>



### JHUSOM GOVERNANCE AND FACULTY COMMITTEES

#### JOHNS HOPKINS MEDICINE

A number of years ago, the trustees of The Johns Hopkins University and The Johns Hopkins Health System concluded that total collaboration in governance and management between the School of Medicine and the Health System was necessary to ensure their continued preeminence in education, discovery and patient care.

To give life and force to their conclusion, the trustees of the University and Health System delegated significant powers to a new board representative of each parent organization. They also vested leadership authority in one individual. The resulting “Johns Hopkins Medicine” provides a vehicle for internal operational coordination and a united voice for external initiatives. These distinct yet interdependent corporations are now able to respond in an integrated fashion to opportunities and pressures.

Uniting the faculty physicians and scientists of the School of Medicine with the organizations, health professionals and facilities of the Health System, Johns Hopkins Medicine is a \$7.7 billion global health enterprise and one of the leading health care systems in the United States. Johns Hopkins Medicine operates six academic and community hospitals, four suburban health care and surgery centers, and 39 primary and specialty care outpatient sites. The Hopkins brand name in medicine also has opened the door to significant international collaboration.

#### ADVISORY BOARD OF THE MEDICAL FACULTY (ABMF)

1. The Advisory Board of the Medical Faculty (ABMF) advises the Dean on matters relating to the operation of the School of Medicine with authority to approve appointments, promotion, and termination of faculty, and policies and procedures relating to the educational programs and academic affairs of the School of Medicine.
2. **Composition.** The voting membership of ABMF comprises the Department Directors, one additional senior faculty member from each of the Departments of Medicine, Surgery and Pediatrics nominated by their respective Department Directors, the Dean of the School of Medicine, the Dean of the Bloomberg School of Public Health, the Dean of the Johns Hopkins University School of Nursing, the Chair and Vice Chair of the Faculty Senate, the Director of the Kennedy-Krieger Institute, the President of The Johns Hopkins Hospital, and the President of the Medical Board of the Johns Hopkins Bayview Medical Center. The ABMF is chaired by the President of the University, or in the absence of the President, by the Provost of the University. The Assistant Dean for Medicine serves as the Secretary to ABMF.
3. **Committees.** The ABMF may establish one or more standing or ad hoc committees to advise it on matters properly coming before it, as the membership deems necessary or appropriate from time to time. All standing committees are to report to ABMF as stated in their charge [and no less frequently than annually].
4. **Meetings.** The ABMF meets monthly from September through June in each academic year. Members present at any meeting of ABMF shall constitute a quorum. Members may not be represented by substitutes at any meeting of ABMF. Actions shall be decided by a majority of voting members at which a quorum is present. The President, or Provost in the President’s absence, shall vote only to break a tie.





### AGENDA COMMITTEE OF THE ADVISORY BOARD OF THE MEDICAL FACULTY (ABMF)

The Agenda Committee of the ABMF meets monthly to identify and select issues for further discussion by: 1) the ABMF, 2) an ad hoc committee to be appointed by the Dean, or 3) a Committee of the Whole (COW). These discussions would be substantive issues such as governance, practice plan, curriculum, scientific misconduct, etc. The Agenda Committee might identify and define issues in preliminary form for discussion at a COW or the ABMF. The Agenda Committee conducts selected pieces of routine business on behalf of the Advisory Board, including approval of appointments to the ranks of Assistant Professor and Adjunct faculty, prior to approval by the ABMF. The Agenda Committee does not preempt the full discussion by or decisions of the ABMF in policy matters. Membership on the Agenda Committee consists of the Provost as Chair; the Dean of the Medical Faculty; 2 members elected by the Basic Science Department Directors; three members elected by the Clinical Directors; one Basic Science Director appointed by the Dean and one clinical Director appointed by the Dean. Agenda Committee members who are appointed by the Dean serve a two year appointment and the members who are elected by their peers serve a three year appointment. Once the term of office has expired, the members are eligible for reelection and/or reappointment. Also, the Chairperson of the Faculty Senate serves on the Agenda Committee. The Vice Deans for Clinical Affairs, Clinical Investigation, Education, Faculty, and Research are invited to attend the meetings. The Assistant Dean for Medicine serves as the Secretary to the Agenda Committee.

### COMMITTEE OF THE WHOLE (COW)

The Committee of the Whole meets when requested by the Dean of the Medical Faculty. These discussions would be issues deemed to be of importance and in a format where input and advice is solicited by the membership of the COW and others invited to attend the meeting. The membership of the COW is the same as the membership of the Advisory Board of the Medical Faculty with the exception of the President and/or Provost of the University. This Committee is chaired by the Dean of the Medical Faculty. The Assistant Dean for Medicine serves as the Secretary to the Committee of the Whole.

### FACULTY SENATE

The Faculty Senate is a representative organization consisting of members of the full-time faculty, the part-time faculty, house staff, medical students, graduate students, and postdoctoral fellows, elected in accordance with the Senate's charter as amended from time to time. The Vice Dean for Faculty is the Dean's representative on the Faculty Senate and the Office of Faculty Development serves as staff to the Faculty Senate. The Chair and Vice Chair of the Faculty Senate are voting members, ex officio, of ABMF. The Chair is also a voting member of the Agenda Committee. The Faculty Senate advises on, makes recommendations for, and approves changes to the Policies and Guidelines Governing Appointments, Promotions, and Professional Activities of the Full-Time Faculty of the Johns Hopkins University School of Medicine (the "Gold Book").

Website: [http://www.hopkinsmedicine.org/faculty\\_senate/](http://www.hopkinsmedicine.org/faculty_senate/)

### CLINICAL PRACTICE ASSOCIATION (CPA)

The CPA is the physician group practice that represents all the clinical departments and the full-time faculty physicians at the School of Medicine with regard to their clinical activities. The CPA is an administrative organization that is developing and implementing infrastructure to support the practice of medicine, e.g., billing, clinical practice standards, and integrated patient access to physicians at the JHUSOM. The CPA is governed by the Dean and the Board of Governors that includes department directors, faculty, the President of the CPA, and the Vice Dean for Clinical Affairs.

### OFFICE OF JOHNS HOPKINS PHYSICIANS (OJHP)

The Vision of the Office of Johns Hopkins Physicians is to create clinical integration among all physicians within JHM, leading to a patient-centered delivery of care system anchored in research and education. The Office supports providers by assessing the current state of Johns Hopkins Medicine physicians, examining their unmet needs, developing strategies to meet the needs for their services, and assuring that physicians are supported in such a way that all parts of Johns Hopkins' mission are fostered and can thrive.





SCHOOL OF MEDICINE  
DEAN'S GUIDE POST

(www.hopkinsmedicine.org/som/index.html)

**Paul B. Rothman, M.D.**, *Dean of the Medical Faculty*

Executive Vice Dean  
Office of Vice Dean for Bayview Medical Center  
Office for Vice Dean for Clinical Investigation  
Office of Vice Dean for Clinical Affairs  
Office of Vice Dean for Education  
Office of Vice Dean for Faculty  
Office of Vice Dean for Research

Landon S. King, M.D.  
David B. Hellmann, M.D., M.A.C.P.  
Daniel E. Ford, M.D., M.P.H.  
William A. Baumgartner, M.D.  
Roy C. Ziegelstein, M.D., M.A.C.P.  
Janice E. Clements, Ph.D.  
Antony Rosen, M.D., Ch.B., B.Sc. (Hons)

**Ronald J. Werthman**, *Vice President and Chief Financial Officer*

Financial Affairs  
Human Resources  
Facilities Management

James R. Erickson, M.B.A., Executive Director  
Cherita Hobbs, Senior Director  
John E. Grinnalds, M.S., Senior Director

**William A. Baumgartner, M.D.**, *Vice Dean for Clinical Affairs, President, Clinical Practice Association (CPA)*

CPA  
John A. Flynn, M.D., VP, OJHP and Assistant Dean and Executive Medical Director Clin. Prac. Assn.  
Kimberlee CP. Sherbrooke, VP and Chief Operating Officer, Office of Johns Hopkins Physicians

**Janice E. Clements, Ph.D.**, *Vice Dean for Faculty*

Office of Faculty Development  
  
Part-Time Faculty  
Office for Women in Science and Medicine  
Diversity and Cultural Competence  
Senior Associate Dean for Faculty  
Faculty Reappointment Review  
Office of Faculty Research Resources  
Assistant Professor and Associate Professor Promotion(s) Committee (APPC)  
Assistant Professor and Associate Professor Reappointment(s) and Reviews  
Professorial Promotion Committee (PPC)  
Professional Misconduct - PAC and FASAP  
Faculty Grievances

Estelle Gauda, M.D., Senior Associate Dean  
Michael Barone, M.D., M.P.H., Associate Dean  
Kimberly A. Skarupski, Ph.D., M.P.H., Associate Dean  
David M. Yousem, M.D., M.B.A., Associate Dean  
Maura McGuire, M.D., Assistant Dean  
Barbara Fivush, M.D. Associate Dean  
Chiquita Collins, Ph.D., Associate Dean  
Cynthia Rand, Ph.D., Senior Associate Dean  
Mary E. Foy, B.S., Senior Associate Dean/Registrar  
Shawn Franckowiak, M.B.A.





**Daniel E. Ford, M.D., M.P.H., *Vice Dean for Clinical Investigation***

Institutional Review Boards

Judith Carrithers, J.D., M.P.A., C.I.P. Assistant Dean for Human Research Protection and Director of the Human Research Protection Program

ICTR

Mark Garcia, ICTR Administrator

Office of Capital Region Research (CAPRES)

Theodore Abraham, M.D., Director

Investigational Drug Services

Janet Mighty, B.S., M.B.A., Director

Office of Research Administration, Clinical Research Contracting

Mont Brownlee, J.D.

**Antony Rosen, M.B., Ch.B., B.Sc. (Hons) , *Vice Dean for Research***

Office of Research Administration

Michael B. Amey, M.A.S., Senior Associate Dean

Office of Faculty Research Resources

Shawn Franckowiak, M.B.A.

Office of Biological Safety

Stephen Dahl, Ph.D., R.B.P.

Johns Hopkins Technology Ventures

Neil Veloso, B.A., M.B.A., M.S., Executive Director

Office of Policy Coordination

Julie Gottlieb, M.A., Associate Dean

Institutional Animal Care and Use Committee

Nancy A. Ator, Ph.D. - Chair

**Institutional Research Funds:**

Discovery Fund, Clinician Scientist Award, Research Facilities

**Roy C. Ziegelstein, M.D., M.A.C.P., *Vice Dean for Education***

Colleges Advisory/Clinical Skills

Robert Shochet, M.D., Director

Continuing Medical Education

Todd Dorman, M.D., Senior Associate Dean

Financial Aid Office

Terra Jones-Sims, Director

Graduate and Medical Education/  
Professional Development Office

Patricia Phelps, Ph.D., Director

Graduate Medical Education

Jessica Bienstock, M.D., Associate Dean

Graduate Student Affairs

Peter Espenshade, Ph.D., Associate Dean

Medical and Graduate Student Records/Registrar's Office

Mary E. Foy, B.S., Associate Dean/Registrar

Office of Assessment and Evaluation

Teresa Johnson, Ph.D., Director

Medical School Admissions

James L. Weiss, M.D., Associate Dean

Paul T. White, J.D., Assistant Dean

Medical School Curriculum

Nancy Hueppchen, M.D., Associate Dean

Henry Fessler, M.D., Assistant Dean

Medical Student Affairs

Thomas Koenig, M.D., Associate Dean

Sarah Clever, M.D., Assistant Dean

Barry Solomon, M.D., Assistant Dean

Medical Student Affairs/Office of Diversity

Daniel Teraguchi, Ed.D., Assistant Dean

Office of Academic Computing

Harry Goldberg, Ph.D., Assistant Dean/Director

Postdoctoral Programs

Martha Zeiger, M.D., Associate Dean

Simulation Center

Elizabeth Hunt, M.D., Director

Welch Library

Anne K. Seymour, M.S., Director



**David B. Hellmann, M.D., M.A.C.P.,** *Vice Dean Johns Hopkins Bayview Medical Center*

Senior Associate Dean for Faculty

Cynthia Rand, Ph.D., Senior Associate Dean

Administration

Jill Kearney, M.B.A., M.A. Assistant Dean

**Pamela D. Paulk, President JHM International,** *Senior Vice President, International JHM*

**Marketing and Communications**

Dalal J. Haldeman, Ph.D, M.B.A. Senior Vice President

**Ambulatory Services Development**

W. Gill Wylie

**Peter S. Greene, M.D.,** *Associate Dean for Emerging Technologies*



To find a person at Johns Hopkins, go to  
**JH World: <http://jhworld.jhu.edu>**



### GLOSSARY

ABMF	Advisory Board of the Medical Faculty
APPC	Associate Professor Promotion Committee
CME	Continuing Medical Education
COW	Committee of the Whole
CPA	Clinical Practice Association
EWLP	Emerging Women's Leadership Program
FASAP	Faculty and Staff Assistance Program
GCRC	General Clinical Research Center
GTPCI	Graduate Training Programs in Clinical Investigation
IACUC	Institutional Animal Care and Use Committee
IRB	Institutional Review Board
JCCI	Joint Committee on Clinical Investigation
JFLP	Junior Faculty Leadership Program
JHH	Johns Hopkins Hospital
JHHS	Johns Hopkins Health System
JHI	Johns Hopkins International
JHM	Johns Hopkins Medicine
JHM LDP	Johns Hopkins Medicine Leadership Development Program
JHU	Johns Hopkins University
JHUSOM	Johns Hopkins University School of Medicine
LDP	Leadership Development Program
LPWF	Leadership Program for Women Faculty
OJHP	Office of Johns Hopkins Physicians
ODCC	Office of Diversity and Cultural Competence
OFD	Office of Faculty Development
OIE	Office of Institutional Equity
ORA	Office of Research Administration
OWISM	Office of Women in Science and Medicine
PAC	Professional Assistance Committee
PPC	Professorial Promotion Committee
SOCI	Science of Clinical Investigation Program
SOM	School of Medicine