

Faculty Forum:  
Update on the Gold Book  
and the Silver Book

*Or... Will I ever be promoted?*

Janice Clements, PhD

Argye E. Hillis, M.D.

Laura M. Sterni, M.D.

Medical School Council

# Goals of the Clinician-Educator Committee

- To acknowledge and promote the importance of education / teaching at JH SOM
- To make the scholarly accomplishments of educators / clinicians/ program builders more visible in the promotions process
- To maintain the “one-track” system

# Committee on Clinician Educators

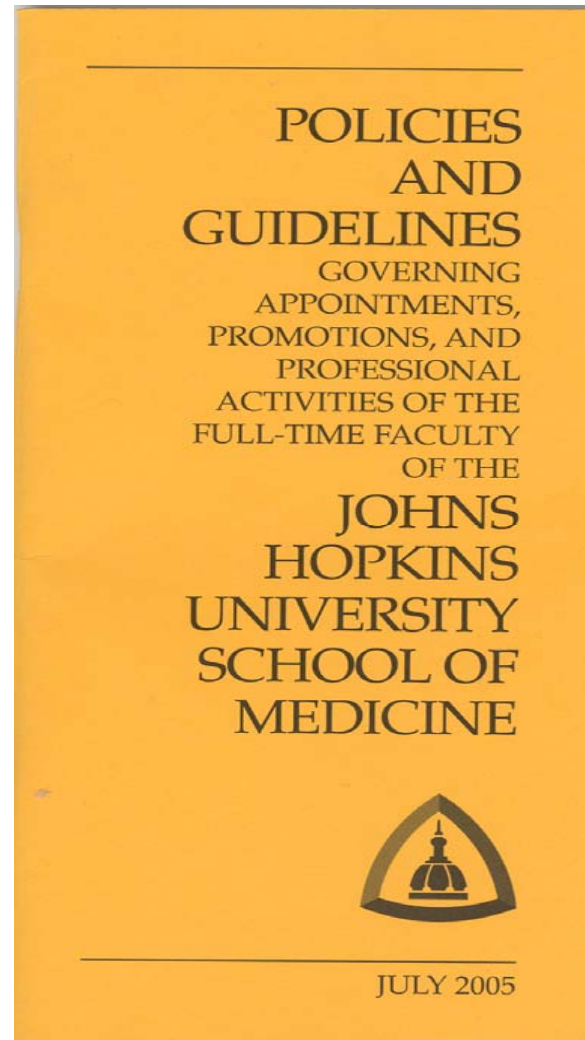
- Myron Weisfeldt  
(Chair)
- Frederic Askin  
– Chair APPC
- L Randol Barker
- Michael Barone
- Joan Bathon
- Wm Baumgartner
- Henry Brem
- Douglas Clark
- Janice Clements
- Nancy Craig
- Stephen Desiderio
- George Dover
- Derek Fine
- Frank Frassica
- John Griffin
- Gerald Hart

# Committee on Clinician Educators

- Argye Hillis
  - Chair MSC
- J Brooks Jackson
  - Chair, PPC
- Neil R Miller
  - Chair of Associate Professor Review & Reappt Committee
- David Nichols
- Laura Sterni
  - Vice Chair, MSC
- Mary Foy
- Christine White

# The Gold Book

- Provides a “framework for the good-faith interactions between faculty and leadership of the institution
- Sections on obligations, advancement, contracts, leaves, etc
- All changes must be approved by the MSC and ABMF
- Modified 2004-2005 by the C-E Committee



# What is new in the Gold Book?

Scholarship was redefined:

- “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 to 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 promotions process:”
- The Gold Book goes on to list examples of outstanding scholarship in Research, Education, Clinical Distinction and Program Building

# What is new in the Gold Book?

## Flexibility:

“It is recognized that there are different pathways toward becoming an outstanding leader in one’s field and that education is an important component of all faculty career pathways.”

“The most common element of recognition as a leader in one's field is excellence in scholarship in one or more of the following areas: Research, Education, Clinical Care, and Program Development.

# What is new in the **Gold Book**?

“Faculty members in all career paths carry the same titles and must meet the same criteria for appointment or promotion at each level.

However, the specific accomplishments for demonstrating those criteria differ for each academic career path.”

“From time to time.....” faculty will receive the **Silver Book..**”with suggestions for documenting scholarly achievement in the most common career pathways.”

# What is new in the Gold Book?

- The requirement for promotion to Professor was changed to: “Candidates for Professor must have outstanding records of scholarly achievement including teaching, *must have achieved national leadership and in most cases international professional recognition*, and must rank among the foremost leaders in the field”
- *National recognition* is required for Associate Professor; *national leadership* for Professor

# What is new in the **Gold Book**?

- Documenting the scholarship of teaching requires demonstration of accomplishments that are public, subject to critical review and analysis of outcomes, and useful to others in the community beyond the SOM.
- It is stated that documentation of educational scholarship leading to national recognition or national leadership usually takes the form of an educator's portfolio, as described in the **Silver Book**.

# Clarification

- Excellence in education is required of all faculty
  - May include book chapters, educational websites, etc.
  - Documentation does not require an educator's portfolio for faculty who are achieving national recognition/leadership in some other domain of scholarship (e.g. research)
- National recognition/leadership for education (which would meet criteria for promotion) requires documentation such as Educator's Portfolio.

# What is new in the Gold Book?

- Under criteria for advancement, the phrase “as documented by meritorious publications” was changed to “as documented by scholarly accomplishments.”
- This change reflects the fact that meritorious publications are an important factor, but not the only factor, in establishing recognition as a leader in one’s field.

# What is new in the Gold Book?

- An outline of the promotions process
- Statements about “maximum” number of years at a particular rank and “prescribed time frame for promotion” have been deleted.
- There are still prescribed timelines for review of the faculty for promotion or reappointment!
  - 7 & 9 (then every 2-4) years after appt as Assistant Professor
  - 6 & 9 years (then every 1-3 years) after appt as Associate Professor

# Review Process for Reappointment in the Absence of Promotion

- Reappointment and review committees must:
  - (i) advise the Dept. Director to nominate the individual for promotion with reappointment(s) at rank during the review process, not to exceed 2 years; or
  - (ii) recommend reappointment(s) at rank for *3-5 years* with re-review 1-2 yrs prior to the end of that period; or
  - (iii) recommend a 1-year terminal contract (for instructors or assistant professors) or 2-year terminal contract (for associate professors); or
  - (iv) *In unusual circumstances*, the Associate Professor Reappointment Review Committee may recommend contract to retirement (subject to approval of the ABMF and the Board of Trustees).

# What is new in the Gold Book?

- 1 or more contracts of 3-5 years may be recommended
  - to provide additional time to for the faculty member who are making an essential contribution to the SOM.
- Expectations for the faculty member to demonstrate scholarly achievements necessary for promotion and support that will be provided to the faculty member to meet these expectations must be made clear in a letter from the Department Director. This letter will reflect recommendations of the RRC. The letter will be counter-signed by the faculty member and forwarded to the Vice Dean of Faculty Affairs.

# Summary

- More Flexibility
  - Explicit recognition of variety of career paths that lead to national recognition or national leadership for one's scholarship
  - Recognition that attaining these levels of accomplishment can take variable time periods
    - BUT scheduled reviews of each faculty member to ensure that faculty are promoted when appropriate

# “From time to time...” The **Silver Book**

- Professional Development Guide for the Faculty of the JHUSOM
- Originally developed within the Department of Medicine – last edition 2002
- The new version is the work of the CE Committee and considers the reviews, commentary of the MSC, Associate and Professorial PC and a large sample of the faculty

# The Silver Book

- Goals of the Subcommittee
  - To provide faculty with a “practical guide” for professional development and academic advancement
  - To aid the faculty in understanding the strategies and benchmarks that lead to successful faculty development and promotion
  - To provide examples / listing of scholarly activities that may be recognized within each career path AND describe the documentation of these activities (The Educators Portfolio)
  - To make all career paths visible in the promotions process

# Subcommittee on Silver Book Revisions

- L. Randol Barker MD  
(Chair)
- Frederic Askin MD
- Michael Barone MD
- Jessica Beinstock MD
- Douglas Clark MD
- George Dover MD
- Derek Fine MD
- Argye Hillis MD
- Susan MacDonald MD
- Leslie Plotnick MD
- Laura Sterni MD
- Patricia Thomas MD

# Silver Book Content

- I. Preface
- II. A guide to the documentation of achievements that support promotion at each rank
- III. General guidelines for professional development through self-direction, mentoring and annual review
- IV. Appendix

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

## **OVERVIEW**

All faculty members

- carry same title (Prof, Assoc Prof, Asst Prof) -- JHSOM has a single promotion “track”.
- must meet the same fundamental / uniform criteria for appt or promotion at each rank. (However, specific accomplishments for meeting those criteria differ for each academic career).
- Widely recognized impact on one’s field is the ultimate measure of successful academic career.
- A faculty member’s entire career is considered in decisions regarding academic promotion.

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

- Uniform standard for appt or promotion to that rank –
  - Assistant Professor -- creative scholarship (commitment & *contribution*).
  - Associate Professor -- national *recognition* for scholarship
  - Professor -- national *leadership* and (in most cases) international recognition for important scholarly contributions.
- Descriptions of the level of achievement in each major element of scholarship –
  - Research, Education, Clinical distinction
  - Program building in each domain is emphasized, esp. at higher ranks
- Examples of academic accomplishments or contributions that support these levels of achievement -
  - Listed under categories: teaching; publications and presentations; support for research, education, or clinical programs; recognition; citizenship to the University; clinical service

# Associate Professor

- **National recognition** in at least one domain or area of scholarship:
- **Research**
  - 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.
- **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.
- **Clinical Distinction**
  - includes development and dissemination of a unique clinical program, diagnostic test, or intervention that has had a national impact.

# Examples of Scholarly Accomplishments that Demonstrate this Level of Achievement:

- **Teaching**

**National recognition for scholarship in education** at the predoctoral, doctoral, or CME level may be demonstrated by many of the following:

- Development, implementation, and evaluation of innovative educational programs at the undergraduate, graduate, or CME level
- Development of educational materials (textbooks or chapters in textbooks, websites, course design) that are used both at the JHUSOM and beyond the JHUSOM and have been identified as important through a peer-review process
- Development of or collaboration in educational research project(s) that have an institutional and/or national reputation and impact. Scholarly teaching as documented by its impact on learners and by assessment of the teaching by learners, peers, internal or external evaluators, and oneself. For teaching activities that are repeated, there should be evidence that there has been either maintenance of strengths or revision in response to critical assessment (see range of teaching methods listed under Assistant Professor).

# Examples of Scholarly Accomplishments that Demonstrate this Level of Achievement:

## Clinical Service

**National recognition** for excellence in clinical service or clinical program building may be reflected by:

- Reputation as one of the nation's foremost clinicians in management of a particular disease or condition, as reflected by referrals from across the nation or national peer review
- Leadership positions in professional societies emphasizing excellence in clinical specialties
- Invitations to participate in clinical activities in other medical schools and hospitals
- Service as member of or examiner for specialty board
- Development of national or internationally recognized standards of care
- Development of a unique or essential clinical program with national prominence
- Development, implementation, and evaluation of model clinical programs at the JHUSOM
- Development of clinical programs that serve patients across the state or nation, or serve as a model for programs in other states

### **III. Guidelines for professional development through self-direction, mentoring and annual review (The Paper Mentor)**

- Taking stock of your career
- Knowing your territory
- Managing your annual review
- Suggested summary of your faculty evaluation
- The Johns Hopkins SOM Faculty Web Site:  
<http://www.hopkinsmedicine.org/som/faculty/index.html>

# The Appendix

- Curriculum Vitae format
- Educator's portfolio
- Steps in review for promotion to assoc/ full professor
- Outline generic letter of recommendation for promotion
- Outline of letter sent to referees
- Policies /resources/governance

# Curriculum Vitae format

- Important!
- Modified to make all career paths visible

## Old:

**Clinical:** Licensure / Certification

## New:

**Clinical:** Licensure / Certification

Clinical Program Building/Leadership

Clinical Extramural Funding

Publications /teaching in **Educational  
Activities**

# The Educator's Portfolio

- Documents the quantity and quality of a faculty member's educational activities
- Faculty who identify education as their primary expertise will use the Educator's Portfolio to convey evidence of creative educational scholarship
- Can be used to “track” career, develop your “niche”
- Not a scrapbook
- Should reflect scholarship, impact

# The Educator Portfolio Content

1. \*Teaching Philosophy Statement
2. Professional Development in Education
3. \*Teaching Activity Report
4. \*Curriculum Development and Instructional Design;  
Innovations
5. Educational Administration
6. \*Regional and National Scholarship
7. Honors and Awards
8. \*Advisees
9. (Self-Assessment and Long-term Goals)

## Suggested Approach

1. Identify a mentor
2. Summarize your teaching responsibilities with the teaching activity report
3. Complete a self-assessment of your teaching skills
4. Compose your teaching philosophy
5. Select items for the portfolio
6. Arrange items in order to make a statement
7. Compile the supporting data
8. Maintain it



YOU CAN PRESENT THE MATERIAL, BUT YOU CAN'T MAKE ME CARE.

