

JGME Welcomes Deputy Editors

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Since its first issue in the fall of 2009, each year, the *Journal of Graduate Medical Education* has reached new milestones in numbers of submissions, paper categories, reviewers, and editors. The rapid increase in submissions in particular—at least 250% since our launch—is testimony to the tumultuous changes in graduate medical education and the delivery of health care, as well as growing interest in the *Journal*. Along with an increase in submissions, *Journal* leaders are excited to see an increase in manuscript quality.

Unlike many editorial boards, the *Journal's* editors are actively involved in soliciting articles, obtaining reviews, selecting accepted papers, and conducting workshops on topics pertinent to medical education research. As the *Journal* is read by all specialties, this requires individuals with generalist as well as specialist skills. It has been a delightful experience to work in harmony with a very diverse group of physicians and medical educators—diverse in locale, types of institutions, areas of expertise, and stages of their careers—to promote the growth of the *Journal*.

A very happy milestone was reached this past year as we added 3 deputy editors to the editorial board: Drs Deborah Simpson, Anthony Artino, and Lalena Yarris. Each has been a member of the editorial board for several years and demonstrated their strong interest and skills in supporting *Journal* readers and authors. Each has also led and participated in *Journal* workshops delivered at various meetings sponsored by the American Association of Medical Colleges, Accreditation Council for Graduate Medical Education, and Ottawa Conference on the Assessment of Competence in Medicine/Canadian Conference on Medical Education. With the addition of deputy editors, the editorial board structure is also expanding to include more associate editors and support staff. Although we are thrilled at this growth, we also look back with some wonder and nostalgia to a few years ago when just 10 editors handled all *Journal* functions.

Dr Simpson joined the inaugural editorial board in 2010 and coinitiated the 2-page Rip Out category with Dr Monica Lypson, a former *Journal* editor. This “bite-size” article category was designed to provide “tools for teachers,” which could be used immediately to improve

program director and faculty skills. Trained in educational psychology, Dr Simpson's career is focused on developing and evaluating educational programs for trainees and faculty. She has particular interests in creating fun and effective faculty development for teachers, trainee and faculty education scholarship, and clinician educator career vitality. Currently, she is medical education program director at Aurora Health Care and professor of family and community medicine (adjunct) at the Medical College of Wisconsin and the University of Wisconsin School of Medicine and Public Health. For the *Journal*, she will assume responsibility for the annual New Ideas section (short articles that feature novel interventions), and will manage the review process for articles in her areas of expertise.

Becoming an associate editor in 2012, Dr Artino has contributed his expertise in educational psychology to *Journal* editorials and workshop sessions for designing better surveys and analyzing Likert-type data. He has engaged national and international methods experts to expand the reviewer and author pool. Currently, Dr Artino is commander, Medical Service Corps, US Navy, and associate professor in the Department of Medicine at the Uniformed Services University of the Health Sciences. In this role, he teaches and mentors graduate students and leads a team of interdisciplinary researchers in investigating learning and performance across the medical education continuum, from medical students to clinicians, including the development of clinical reasoning. For the *Journal*, he will continue to promote educators' understanding and use of the theoretical underpinnings of medical education research. This may lead to “tools for researchers” articles that can be used for both trainee and faculty development.

Since joining the editorial board in 2012, Dr Yarris has contributed to several *Journal* efforts to support medical education researchers. This includes cofacilitating national workshops on education research methods and education research quality, coauthoring proceedings articles on consumer views of quality and barriers to education research success, and coauthoring editorials on research quality, scholarly requirements in graduate medical education, and technology in education. She is currently the director of emergency medicine residency and education fellowship programs and associate professor of emergency medicine at Oregon Health & Science University. Her academic interests include faculty development in teaching and education research, education research methodology, and feedback in graduate medical education. In addition to handling the review process for papers in her areas of

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expertise, Dr Yarris will generate editorials and commentaries to respond to reader interests and emerging topics in medical education research.

Graduate medical education continues to change in response to new clinical conditions and treatments, cultural values, and economic realities. Supporting evidence often is

scarce when changes are made. The *Journal's* editors aim to add high-quality evidence to influence these shifts in education while building the medical education skills and careers of our readers and authors. Our new deputy editors and expanded editorial board will help us reach these goals as we steer the *Journal* through the next 5 years.