# Department of Pathology & Immunology
# New Faculty Orientation

Presented by:

The Office of Faculty Development

August 2021

# Agenda

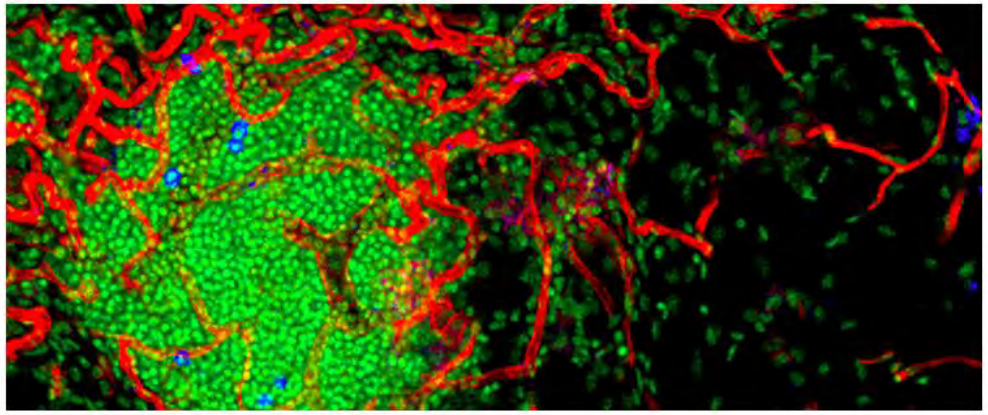
| Topic | Time | Speaker |
|---|---|---|
| Welcome and Introductions | 2:00 pm | Carey-Ann Burnham, Ann Gronowski, Janet Braun |
| Overview of OFD, Promotion Workflow, Mentoring Program, CV and CEP | 2:15 pm | Carey-Ann and Ann |
| Introduction to WUPS System | 2:45 pm | Janet Braun |
| Office of Education/Training Programs | 2:50 pm | Erika Crouch |
| “Who’s Who” at Wash U/BJH/BJC | 3:00 pm | Chuck Eby |
| Break | 3:25 pm | |
| Department/University Resources | 3:30 pm | Carey-Ann |
| Department Administration | 3:45 pm | Andwele Jolly |
| Faculty Panel Q&A | 4:00 pm | Sam Ballentine, Kathleen Byrnes, Suzie Thibodeaux, Steven Van Dyken |
| Adjourn | 4:30pm | |

# Department of Pathology & Immunology

Anatomic and Molecular Pathology (AMP)

Neuropathology

Immunobiology



Laboratory and Genomic Medicine (LGM)

# Office of Faculty Development

# Office of Faculty Development

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*Professor of Pathology & Immunology, Molecular Microbiology, Pediatrics, & Medicine*
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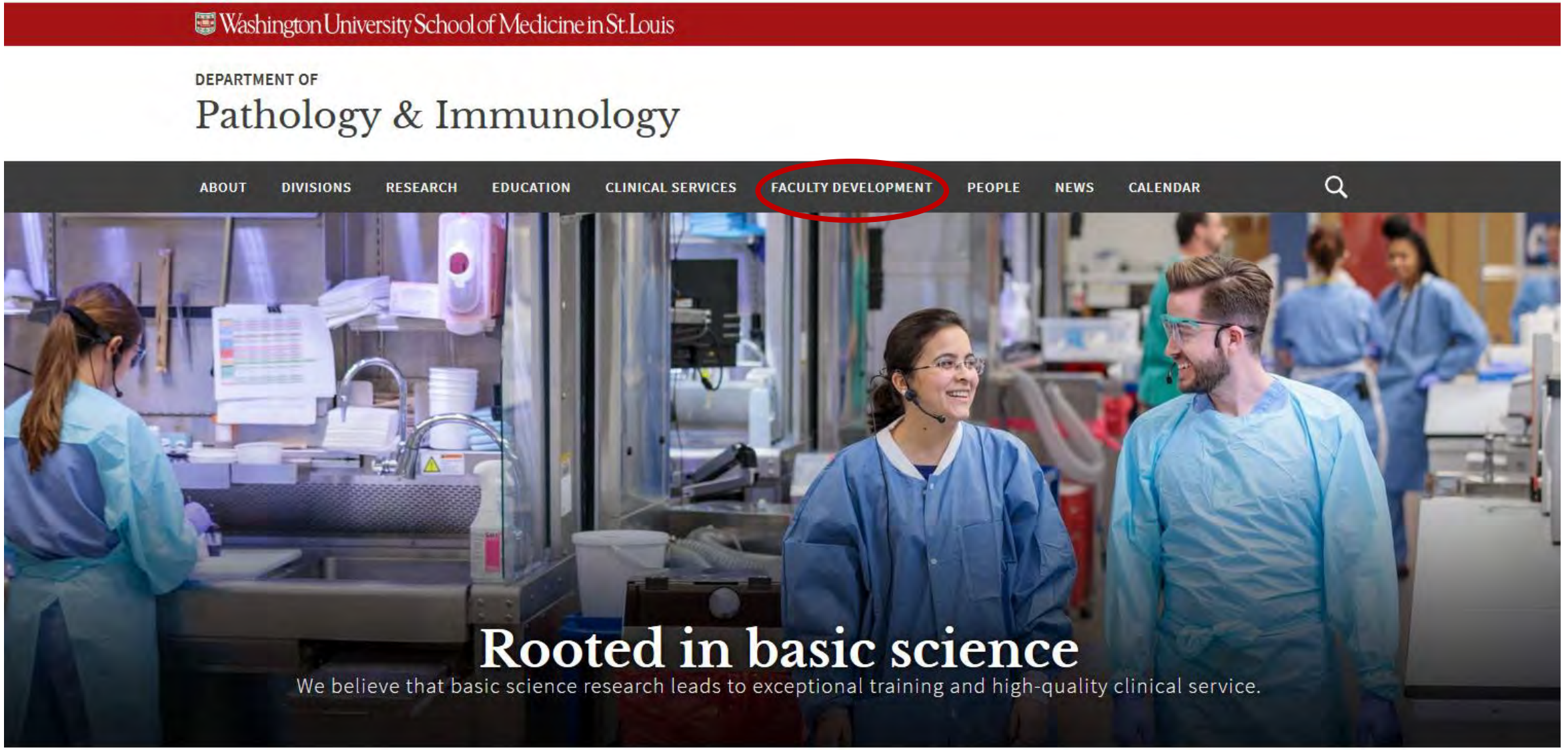
**Janet Braun**
Program Manger, Office of Faculty Development

https://pathology.wustl.edu/office-of-faculty-development/

# P&I OFD Goal

- Our goal is to create a **thriving and diverse department** with professionally happy and healthy faculty who are **productive, well recognized, and respected** within the Washington University School of Medicine and within Academic Pathology & Immunology worldwide.

# OFD website




https://pathology.wustl.edu

Ann

# P&I Faculty Welcome/New Faculty Resources

## Faculty Welcome

Welcome to Pathology & Immunology at Washington University School of Medicine. Arriving in a new city and establishing yourself in a new academic setting can be daunting. We have gathered information on this page with the goal to make your transition easier.

Campus

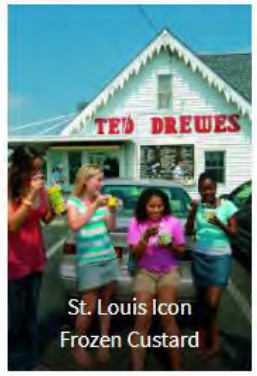
Forest Park

WUSM Farmers Market

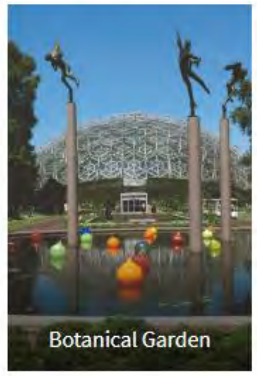
Art Hill

Metro Pass

Central West End



St. Louis Icon Frozen Custard


Botanical Garden

National Park

## Navigating Pathology & Immunology

### OFD's New Faculty Orientation

January 28, 2021
2:00-5:00 pm via Zoom
Contact janetbraun@wustl.edu if you do not have the Zoom link.

### Administrative links

- Annual Review Form
- Biosketch Form (For your P&I website profile)
- C Vitae WUSTL format
- Clinician Educator Portfolio (CEP) Workshop Slides
- Department Resources
- Department Organizational Charts (pending)
- Twitter Account If you have a tweet you would like to share on the department Twitter account, submit here. Find us at @wusm_pathology
- One Campus Portal: Access to all WU services in one spot
- What You Need to Know Wednesdays
- WUSM Photo
  Mike Nichols, Photography Service Becker Library – Lower Level, Room L10.
  To schedule an appointment
  https://medicalportraits.acuityscheduling.com/schedule.php or call (618) 530-9000
- Washington University Profile System: Application to build your C Vitae and Clinician Educator Profile

Ann

https://pathology.wustl.edu/office-of-faculty-development/faculty-welcome/

# Wellness Resources

## Wellness Resources

**WUSTL Well-Being Hub**

A central hub for all WUSTL well
support, mental & emotional he
employee assistance program.

**WUSTL Benefits Web Page**

Important highlights:

- WUCare A primary care pract
dedicated to WUSTL employ
- WU Direct Priority access to

**Graduate Medical Education Wellness**

The GME Wellness Program aims to improve resident and fellow well-being. We develop individual and organizational strategies to improve trainee health, reduce stress and burnout, and enhance the joy and meaning in their work.

**Post Doctoral Resources**

Postdocs are supported through the WUSTL Wellness Initiatives.

**Clinician Peer Support Program**

Confidential peer-to-peer support for all clinicians, including trainees, in coping with

https://pathology.wustl.edu/office-of-faculty-development/wellness-resources-2/

Ann

# Medical

UHC nurse advocate on-site (Confidential and no-cost): How to navigate UnitedHealthcare tools and resources; Connecting with WashU wellness programs and other UnitedHealthcare programs and services; Finding a WU*direct* designated physician

WUCare is dedicated to providing high-quality primary care. To support the health of our employees, this primary care practice is **only for Washington University employees and families** (age 18+) who are enrolled in the university-sponsored health plan (United Healthcare).

WUDirect is designed to provide you and your covered dependents priority access for initial appointments (new) with Washington University Physicians (does not include Primary Care Physicians), as well as lower out-of-pocket costs.

https://pathology.wustl.edu/office-of-faculty-development/wellness-resources-2/

Ann

# Human Resources

HRMS CAREERS BENEFITS POLICIES WORKPLACE DEVELOP & LEARN WELL-BEING ENGAGE MANAGERS

## Well-Being

### Well-Being

- Wellness Connection
- Family Care
- Mental Health
- Work-Life Solutions (EAP)

### HELPFUL LINKS

Login to HRMS
Contact Benefits
Event Calendar

https://hr.wustl.edu/well-being/

Ann

# Family Care Solutions

## Family Care

Knowing that family members are safe and well-cared for is the cornerstone of healthy work-life balance. Washington University is committed to providing the support you need to navigate the systems that provide care.

Washington University partners with Bright Horizons and Guidance Resources to provide a range of supports for families. To access these supports, you will need to pre-register with each service.

**Bright Horizons**
Username: WUBACKUP
Password: BACKUP

**Guidance Resources**
REGISTER
Web ID: WASHU

I Need Child Care

I Need Adult or Elder Care

### Do you have Emergency/Back-Up Family Care in place?

After registering, go to Bright Horizons, then select "Additional Family Supports" and "Reserve Back-Up Care." You can also reserve care by calling 1-877-242-2737 or by downloading and using the Bright Horizons app on your phone.

- Request center-based or in-home care
- Request same-day care, or care for future dates
- 30 uses per calendar year
- Center-based care is $20 per use for one child, $30 per use for more than one child
- In-home care is $7 per hour with a 4 hour minimum.

### Need more help?


**Lisa Eberle-Mayse, MA**
Child and Family Care Facilitator
314-935-3060
314-935-5146
lisae@wustl.edu


Ann

https://hr.wustl.edu/worklife/family-care/

# P&I Awards Program

- Outstanding Achievements in Quality Improvement Award
- Outstanding Achievements in Leadership/Professionalism
- Outstanding Paper of the Year Award
- Outstanding Contributions to Education
- Excellence in Faculty Mentoring Award
- P&I Shining Star Award

- Nominations in Summer, Award Ceremony in Fall

Ann

https://pathology.wustl.edu/office-of-faculty-development/department-awards/

# About OFD Officers

The goal of the P&I OFD is to create a thriving and diverse department with professionally happy and healthy faculty who are productive, well recognized, and respected within the Washington University School of Medicine and within Academic Pathology & Immunology worldwide. Our core values are Excellence, Respect, Inclusion, and Diversity.

Officers work with OFD to support the goals and core values of the office. Officers will have a 1 year appointment, with the possibility of renewal. Officers will work on a specific programming initiative or content area (see below) and will enhance representation and diversity of the OFD across the divisions and career pathways of the department.

The OFD and all of the officers will meet monthly. Individual officers may meet with the OFD Vice-Chairs more frequently as needed. The officer will provide input to OFD in their area and will also participate in OFD programing or events that relate to the area of the officer.

Faculty at all ranks and in all tracks are eligible to serve as OFD officers. This is an excellent opportunity for leadership experience and to get involved in the Department. If you are interested in serving in one of these positions, please notify Carey-Ann Burnham and Ann Gronowski. The next application cycle will open in January of 2022.

- Jr Faculty (4)
- Mid-career faculty (1)
- Diversity (1)
- New Faculty Liaison (3)
- Website & Social Media (1)
- Research (2)

Ann

# Monthly Newsletter

Ann

https://pathology.wustl.edu/office-of-faculty-development/ofd-newsletter-archive/

## Office of Faculty Development

Pathology & Immunology

Excellence, Respect, Inclusion and Diversity

August 2021 Newsletter

### New Faculty Orientation

**August 18, 2021**
2:00 - 5:00 pm
EPNEC Seminar Room A
For information, contact
Janet Braun

### New Faculty Welcome Breakfast

**August 19, 2021**
8:00 - 9:00 am
**EPNEC Great Room A**
Open House with Continental Breakfast

Stop by to meet and welcome our newest faculty!

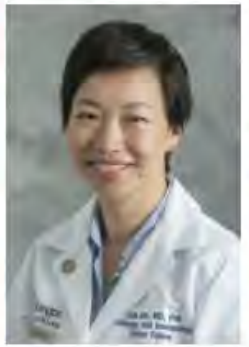
### Did you know? ... about OFD's

Wellness Resource Page

## Welcome New Faculty!

Read about our new faculty

**Xiuli Liu, MD, PhD**, Professor in the Division of AMP
**Lulu Sun, MD, PhD**, Assistant Professor in the Division of AMP
**Mark Zaydman, PhD,** Assistant Professor the Division of LGM



## Faculty & Staff Awards

### Call for Nominations closes August 6

To recognize and celebrate P&I faculty and staff for important efforts that advance the mission and community of our department, OFD is excited to hold

@wusm_pathology
Contact: Janet Braun
https://pathology.wustl.edu/office-of-faculty-development/contact-ofd/social-media/

# Examples of OFD Programs

- Clinician Educator Portfolio (CEP)
- Writing Letters of Recommendation
- Diversity 1.0 -4.0; Erin Stampp
- HR 101; Gillian Boscan
- IRB; Abbey Keely
- Giving & Receiving Feedback; Sarah Bean, MD, Duke
- Communication Skills for Women Leaders; Diana Gray, MD
- Mentoring
- Strategies for Successful Publications
- Feedback symposium
- Time management series; Sue Johnson
- Grants Dos and Don’ts; Karen Dodson
- Conflict resolution; Jessica Kutchta-Miller

https://pathology.wustl.edu/office-of-faculty-development/educational-programs/

Carey-Ann

# Upcoming Programs

**Promoting Pathology via Social Media**
August 31, 2021, 4:00 – 5:00 pm via Zoom
Registration for Zoom link
Presented by:
Maren Y. Fuller, MD, Assistant Professor
Department of Pathology & Immunology
Baylor College of Medicine

## September 2021

**Managing Your Research Innovations**
**September 8, 2021**
10:00 – 11:00 pm
Registration for Zoom Link
Presented by Davis Silva, WUSTL Office of Technology Management (OTM)

The OTM assists WashU faculty in the transfer of technology from the lab to the global marketplace. OTM manages a wide variety of intellectual properties arising from research programs, and acts as a resource for faculty in the areas of patent prosecution, material transfer agreements, market feedback and licensing.

**Maximizing Visibility of Your Work**
**September 14, 2021**
9:00 – 10:00 am
Registration for Zoom Link
Presented by:

Carey-Ann

# Past Program Materials

- Clinician Educator Profile: June 2020 Slides (*recorded)
- Writing Letters or Recommendations: July 2020 Slides (*recorded)
- IRB: Frequently Asked Questions: October 2020 Slides (*recorded)
- Effective Mentorship: Consultant, Counselor, Cheerleader: November 2020 Slides (*recorded)
- Giving and Receiving Feedback, Sarah Bean, MD, Duke University School of Medicine, Pathology: WUSM LGM Grand Rounds, October 29, 2020
  Video recording
  Paper
  Suggested Reading: **Thanks for the Feedback** by Douglas Stone and Sheila Heen
- New Faculty Orientation: Jan.28, 2021 Slides
- If giving feedback is a gift, why is it so hard to give and receive? A panel discussion: February 9, 2021 (*recorded)
- Strategies for Successful Publication: February 2021 Slides(*recorded)
- Preparing for Your Annual Review: March 2,2021 Slides (*recorded)
- CEP Workshop: March 24, 2021 Slides (*recorded)
- Managing your use of times series presented by Susan Johnson, MD, April 2021
  Recordings and supplemental materials

*To request program recordings email janetbraun@wustl.edu



Carey-Ann

https://pathology.wustl.edu/office-of-faculty-development/educational-programs/past-program-materials/

# P&I Junior Faculty Mentoring Program

ABOUT DIVISIONS RESEARCH EDUCATION CLINICAL SERVICES FACULTY DEVELOPMENT PEOPLE NEWS CALENDAR

## For Mentees

### Ensuring a Successful Mentoring Experience

OFD is here to assist you with the forming of a supportive community-based mentoring committee to provide you clear, objective advice and facilitate networking and faculty development opportunities to build a successful academic career.

The **Guidelines for Junior Faculty Mentoring Program** were developed to ensure a program that provides the structure to keep your committee active and moving forward through your progression in academic rank.

Office of Faculty Development

- Annual Report
- Appointments and Promotions
- Career Development
  - For Mentees
  - For Mentors
  - Skills
- Contact OFD
- Department Awards
- Diversity, Equity & Inclusion
- Educational Programs
- Faculty Features

https://pathology.wustl.edu/office-of-faculty-development/career-development/for-mentees/

# Mentoring Committees (Junior Faculty)

- Intended to be **advisory**, rather than evaluative
- Not a substitute for annual meeting with Division Chief/Department Head

Committee Composition:

- Typically, three but no more than five faculty members
  - Committee members associate or full professor
- At least one member should be faculty in another Department (or another institution)
- Mentee will select one committee member from WUSTL to serve as the committee chair
- Composition of the committee can evolve with the junior faculty's career objectives

https://pathology.wustl.edu/office-of-faculty-development/career-development/for-mentees/
https://pathology.wustl.edu/wp-content/uploads/2020/05/1-JFMP-Guidelines-2020.5.pdf

# Mentoring Committees (Junior Faculty)

- Committee to be developed in conjunction with, and reviewed by P&I OFD
- Meetings every 6 to 12 months
- Mentee to provide CV and update form 1 week in advance of meeting
- Meeting ~1 hour
  - Brief PowerPoint to focus discussion, outline major points for feedback
  - Use meeting for feedback (not re-statement of update form or CV)
  - Be prepared!  Make the most of your time!

https://pathology.wustl.edu/office-of-faculty-development/career-development/for-mentees/
https://pathology.wustl.edu/wp-content/uploads/2020/05/1-JFMP-Guidelines-2020.5.pdf

# Mentoring Committees (Junior Faculty)

- Committee chair provides feedback to the P&I OFD

- Feedback loop/communication between mentoring committee and Division Chief
  - Meeting Summary
  - Communication through OFD

# Mentoring Committee Meeting Update Form Elements

- What part of your profession/position gives you the most satisfaction?
- Which accomplishments since your last committee meeting (or from the past year if the first meeting) are you most proud of?
- What were your challenges since your last meeting?
- What things went well since your last meeting?
- What would you like to accomplish (start, finish) this upcoming year?
- List the committees that you participate on, both inside and outside of Washington University
- In what areas would you like specific advice and guidance?
- Are there areas that your Division Chief has specifically indicated on which you should focus?
- Are there any specific ways you would like your committee members to sponsor or connect you?

Office of Faculty Development

Pathology & Immunology

**Annual Mentoring Committee Meeting Discussion Form**

(Please distribute to mentoring committee members at least one week prior to meeting. Please include an updated CV with this form.)

- What part of your profession/position gives you the most satisfaction?

- Which accomplishments since your last committee meeting (or from the past year if the first meeting) are you most proud of?

https://pathology.wustl.edu/wp-content/uploads/2020/05/3-Discussion-guide-2020.5.8.pdf

# Meeting Summary Form

- Submitted by the Committee Chair
- The summary should not score or rank the faculty mentee
- Cover all aspects of academic work
  - (e.g. research, education, clinical, professional development, service at the medical school or hospital, service outside of the school, etc.)
- General summary of topics discussed at the meeting
- Additional resources that the faculty member needs to thrive
- What is going well?
- Did the committee identify opportunities for improvement or advancement for the faculty member?

Office of Faculty Development

Pathology & Immunology

## Faculty Mentoring Committee Summary

**Return completed form to mentee**

| |
|---|
| **Faculty Mentee:** |
| **Date of Meeting:** |
| **Committee Members Present:** |
| **Please provide a summary of the meeting. The summary should not score or rank the faculty mentee in any way. Be sure to cover all aspects of their academic work (e.g. research, education, clinical, professional development, service at the medical school or hospital, service outside of the school, etc.).**<br>**In your summary please consider:**<br>• **General summary of topics discussed at the meeting**<br>• **Are there additional resources that the faculty member needs to thrive?**<br>• **What is going well for the faculty member?**<br>• **Did the faculty member share concerns?**<br>• **Did the committee identify opportunities for improvement or advancement for the faculty member?**<br>• **Do the service activities and obligations of the faculty member seem aligned with the scope of work of the faculty member, and their career goals** |
| |

https://pathology.wustl.edu/wp-content/uploads/2020/05/4-Summary-Document_Chair-2020.5.pdf

| List 1 or 2 recommendations that the committee had for the mentee |
| --- |
| **Next Meeting Date:** |

# Mentor agreement form (optional but recommended)

**Department of Pathology & Immunology Office of Faculty Development**

**Faculty Mentorship Program Agreement**

| | |
|---|---|
| Mentee Name: | |
| Mentor Name: | |

| Goals: What do you hope to achieve with this partnership? |
|---|
| 1. |
| 2. |
| 3. |

Expectations for this partnership:

| Mentee Expectations of Mentor | Mentor Expectations of Mentee |
|---|---|
| | |
| | |
| | |

| The frequency with which we will meet in person: |
|---|
| |

https://pathology.wustl.edu/wp-content/uploads/2020/05/2-Agreement-Form-2020.5.pdf

| The length of meetings will typically be: |
| --- |
| |

| Some challenges that might arise: |
| --- |
| |

| Confidentiality in our partnership means: |
| --- |
| |
| Topics/issues that are off-limits in this partnership include: |
| |

| | |
|---|---|
| Additional Agreements | The Mentor agrees to be honest and provide constructive feedback while sharing insight on their own experiences as well. The Mentee agrees to be open to feedback that the Mentor shares and will respect the insight and experiences shared by the Mentor. |

| No-Fault Termination |
|---|
| We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to honor one another's decision. |

| | | | |
|---|---|---|---|
| Mentee Signature | | Date | |
| Mentor Signature | | Date | |

# Department of Pathology & Immunology Promotion Criteria Guidelines

# Appointments and Promotions

## Annual Review

- Preparing for your Annual Review
  Workshop slides 2021
  Workshop recording upon request from Janet Braun
- P&I Annual Review Form

## WUSM CV/CEP

- WUSM CV/CEP Library of Examples
- WUSM CV Format (includes CEP)
- COVID19 Contribution Matrix for CV/CEP
- CEP Workshop Slides 2021
  Workshop recording upon request from Janet Braun
- WU Profile System (WUPS)

## Promotion

- APGAR
- Promotion Criteria Guidelines-Clinician Track
- Promotion Criteria Guidelines-Research Track
- Personal statement examples available

## University Resources

Office of Faculty Affairs

## Office of Faculty Development


**Appointments and Promotions**

Annual Report

Career Development

Contact OFD

Department Awards

Diversity, Equity & Inclusion

Educational Programs

New Faculty Welcome

Faculty Features

OFD Newsletter Archive

Officers

Professional Resources


Carey-Ann

https://pathology.wustl.edu/office-of-faculty-development/

# Appointments and Promotions Guidelines and Requirements (APGAR)

- Investigator Track
- Research Track
- Clinician Track

https://facultyaffairs.med.wustl.edu/appointments-promotions/appointments-and-promotions-guidelines-and-requirements-apgar/

# Appointments and Promotions Guidelines and Requirements (APGAR)

- Investigator Track (Tenure Track)

  - Faculty members on the Investigator Track are involved in basic biological, biomedical, clinical, and/or educational investigation, and accomplishment in this realm is the primary basis for promotion on the Investigator Track

  - Appointment and promotion are based generally upon investigation and scholarly activities, teaching, clinical excellence (where appropriate), and service. Although all of these activities are considered, excellence in scholarly investigation is the cornerstone of a candidate's record

https://facultyaffairs.med.wustl.edu/appointments-promotions/appointments-and-promotions-guidelines-and-requirements-apgar/

# Appointments and Promotions Guidelines and Requirements (APGAR)

- Research Track
  - Faculty on the Research Track are involved in basic biomedical investigation, clinical, and/or educational investigation and must meet a standard of excellence based upon research accomplishments.
  - The primary focus of Research Track faculty is to facilitate and support the overall research mission of Washington University, rather than to develop independent programs.
  - Excellence in research is the major criterion for appointment and promotion for faculty on the Research Track, although other activities may also be considered.

https://facultyaffairs.med.wustl.edu/appointments-promotions/appointments-and-promotions-guidelines-and-requirements-apgar/

# Appointments and Promotions Guidelines and Requirements (APGAR)

- Clinician Track

  - The Clinician Track provides a mechanism for recognizing and rewarding faculty at WUSM who excel in one or more of the areas of patient care, education, administrative and research functions that assure the delivery of excellent patient care through current practice and/or by training future clinicians

  - Essential criteria for promotion for faculty members on the Clinician Track are superior clinical skills and recognition, and involvement in the teaching mission of the Medical School

https://facultyaffairs.med.wustl.edu/appointments-promotions/appointments-and-promotions-guidelines-and-requirements-apgar/

**Department of Pathology & Immunology Promotion Criteria Guidelines--Clinician Track**

*Background from APGAR document*

The Clinician Track provides a mechanism for recognizing and rewarding faculty at WUSM who excel in one or more of the areas of patient care, education, administrative and research functions that assure the delivery of excellent patient care through current practice and/or by training future clinicians. Faculty members on the Clinician Track will have professional skills and knowledge necessary for superior clinical efforts and/or Assistant Professors on the Clinician Track will receive one-year renewable appointments. Written notice that an appointment is not to be renewed shall be given to Instructors and Assistant Professors in advance of the expiration of their appointments in accordance with Section IV.B.4 of the Academic Freedom, Responsibility, and Tenure document. Associate Professors on the Clinician Track will receive rolling four-year appointments renewable annually. Written notice that an appointment is not to be renewed shall be given to Associate Professors at least three years in advance of the expiration of their appointments. Full Professors on the Clinician Track will initially receive rolling five-year appointments renewable annually; after 10 years as a Professor, the faculty member will receive rolling six-year appointments renewable annually. Written notice that an appointment is not to be renewed shall be given to full Professors holding five-year appointments at least four years in advance of the expiration of their appointments; five years advance written notice is required for full Professors holding six-year appointments. Essential criteria for promotion for faculty members on the Clinician Track are superior clinical skills and recognition, and involvement in the teaching mission of the Medical School. Faculty are strongly encouraged (but not required) to engage in scholarly activities that contribute to the advancement of medicine or teaching, and will be expected to effectively carry out their administrative responsibilities. More specific criteria for appointment and promotion to each rank on the Clinician Track are set forth below.

*Background considerations for Department of Pathology & Immunology*

Faculty members on the Clinician Track will have professional skills, attitudes, and knowledge necessary for superior clinical efforts and/or educational leadership and will be evaluated on the basis of their individual skills and **unique contributions** to the University and beyond. Advancement in faculty rank, or promotion, on the clinician track requires **building an internal and external reputation for exceptional clinical skills and recognition for exceptional educational performance**. There are many pathways to develop this reputation for excellence in a clinical niche, with scholarly activity being the central hub connecting these pathways. Some examples include recognition of skills by local colleagues and trainees, publications, leadership positions on internal and external committees, participation in externally funded research, and successful collaborative accomplishments in professional groups or organizations. Building a reputation to support promotion is hard work and requires efficiency in clinical, educational, and administrative roles, passion for being in the academic environment, collaboration, and cooperation.



https://pathology.wustl.edu/wp-content/uploads/2021/04/Promotion-Guidelines-Clin-Track-April-2021-Final.pdf

# Promotion Considerations—P&I

- Aspects of evaluation
  - Individual skills and **unique contributions**
- Promotion on clinician track requires building an **internal and external reputation** for **exceptional** clinical skills and recognition for **exceptional** clinical performance
  - Scholarly activity
- Building the reputation to support promotion is hard work!
  - Requires passion for being in the academic environment, collaboration, cooperation

# Building (and documenting) internal and external (regional, national) reputation

- Peers select you to share and apply your expertise
  - Speaking at national meetings
  - Invited articles
  - Visiting professor
  - Journal editorial board or editor
  - Refer cases to you for sign out
- Leadership roles in professional groups and organizations
- Awards contributions or innovations in area of expertise
- Election to professional academies
- High-impact publications
- Measurable accomplishments (i.e. not simply a measure of years on faculty)

Directly from the APGAR

Examples for P&I

| Criteria | APGAR Document Criteria | Examples of Metrics for Associate Professor<br>Note: these are examples, this is not a checklist | Examples of Metrics for Professor<br>Note: these are examples, this is not a checklist |
|---|---|---|---|
| Clinical Excellence | For appointment and promotion to this rank, faculty are expected to be outstanding clinicians in their respective fields, have achieved sufficient reputation that they receive referrals of challenging clinical problems from physicians and/or professional colleagues and other institutions in St. Louis and regionally, and to be competent to provide a level of care or service that is regarded as outstanding in comparison to their peers. At the time that appointment or promotion is being considered, opinions on clinical performance will be gathered from senior faculty members and other physicians and/or health professionals and trainees who have interacted with the candidate and can judge his/her abilities. The evaluation of clinical excellence also includes recognition of unique clinical expertise as determined by superior performance of consultative services (intensive care units, interventional radiology, rehabilitation, prevention etc.) | Reputation as clinical expert<br><br>Leadership roles related to clinical expertise<br><br>Role in development of innovative models of care delivery<br><br>Professional attitude and interactions<br><br>Invitations to speak on topics related to area of clinical expertise<br><br>Active role in professional organizations related to clinical expertise<br><br>Service on guideline or policy committees relevant to area of clinical expertise<br><br>Awards for contributions or innovations in the area of clinical expertise<br><br>Role in development of guidelines or protocols for clinical care<br><br>Publications (including original research, chapters, reviews, textbooks) in area of clinical expertise | Visiting professorships and invitations to speak nationally or internationally on topics related to area of clinical expertise<br><br>Leadership roles in national or international professional organizations related to area of clinical expertise<br><br>Service on national or international committees developing guidelines or policy related to area of clinical expertise<br><br>Editor of a journal in area of clinical expertise<br><br>National awards for contributions or innovation related to area of clinical expertise<br><br>Having a critical role in defining a new field<br><br>Developing protocols or methods that influence the standard of care |

| Criteria | APGAR Document Criteria | Examples of Metrics for Associate Professor<br>Note: these are examples, this is not a checklist | Examples of Metrics for Professor<br>Note: these are examples, this is not a checklist |
|---|---|---|---|
| | | | Publications demonstrating cognitive or technical expertise in a clinical area<br><br>Professional attitude and interactions |
| Teaching and Education | Excellence in teaching and leadership in education is an important consideration for promotion to Associate Professor on the Clinician Track.<br>Teaching and leadership in education can take many forms and includes involvement in curriculum and course development, curricular review, innovations<br>in teaching and assessment methodologies, course management, educational<br>program management, teaching of medical students, residents, fellows, and graduate students in a classroom setting as well as one-on-one on the inpatient wards and in outpatient clinics. Evaluation of teaching and educational activities should be supported by a teaching portfolio (see Appendix B) and should include the following: | Didactic Teaching (lectures, CME courses, grand rounds, professional development programs, seminars).<br><br>Mentorship (mentor for medical student, graduate student, clinical or postdoctoral fellow or junior faculty research projects, thesis committee member)<br><br>Medical school curriculum development<br><br>Clinical teaching<br><br>Administrative teaching leadership role (e.g. residency or fellowship director, course or seminar director or co-director)<br><br>Quality may be measured by evaluations and success of the courses/programs for which the faculty member was a leader.<br><br>Publications with mentees | Participation as a mentor in training grants or K-awards<br><br>Mentorship of junior faculty (a primary mentoring relationship, including formal documentation of mentoring)<br><br>Teaching awards<br><br>Quality may be measured by evaluations and success of the courses/programs for which the faculty member was a leader.<br><br>Publications with mentees<br><br>Medical school curriculum development<br><br>Development of CME programs<br><br>Creation of online teaching resources |

| Criteria | APGAR Document Criteria | Examples of Metrics for Associate Professor<br>Note: these are examples, this is not a checklist | Examples of Metrics for Professor<br>Note: these are examples, this is not a checklist |
|---|---|---|---|
| | a. Objective, systematic evaluation by students, residents, and fellows trained by the faculty member.<br>b. Objective, systematic evaluation by faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role. | Development of new teaching materials | |
| Scholarly Activities | Scholarly activities are not a requirement for appointment or promotion on the Clinician Track but are strongly encouraged, and any scholarly activities in which the faculty member has engaged will be considered towards appointment or promotion.<br>a. Clinical Research. Clinical research performed should be of high quality, as demonstrated by publications, presentation at national meetings, or other types of recognition on a local, regional or national level.<br>b. Other scholarly activities Appropriate activities in this regard include but are | It is not essential to be awarded extramural grant funding to advance on the clinician track. However, to establish a regional or national reputation in academic, pathology and laboratory medicine, scholarly activity is essential.<br><br>Basic research<br><br>Clinical research<br><br>Translational research<br><br>Development of new methods or technologies<br><br>Principal investigator of peer-reviewed funding<br>Co-investigator of peer-reviewed funding | It is not essential to be awarded extramural grant funding to advance on the clinician track. However, to establish a regional or national reputation in academic, pathology and laboratory medicine, scholarly activity is essential.<br><br>Publication of first and senior author original research, chapters, reviews, or textbooks that are recognized as authoritative and are widely used or cited<br><br>Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care |

| | | | |
|---|---|---|---|
| Evidence of Local, Regional and National Recognition | Evidence of Local, Regional and National Recognition This can include a. Invitation as a speaker or visiting professor at other academic institutions. b. Invited presentations at regional and national meetings. c. Membership and positions of leadership in professional societies. d. Editorial board membership and other | Invitations to speak about research<br><br>Service on editorial boards of scientific journals<br><br>Leadership roles on research-related committees, such as the human subjects committee | Journal editor<br><br>Service on panels, program development, professional consultation to industry, government, or professional societies |



| Criteria | APGAR Document Criteria | Examples of Metrics for Associate Professor<br>Note: these are examples, this is not a checklist | Examples of Metrics for Professor<br>Note: these are examples, this is not a checklist |
|---|---|---|---|
| | editorial review assignments. e. Consultative positions with various government and private agencies (study sections, foundations, American Cancer Society, etc.). f. Service as an organizer of regional, national, or international meetings. | Role in planning scientific meetings for professional societies<br>Membership on steering committees or study section committees<br><br>Appointment to committee on health policy or clinical practice guidelines<br><br>Editorial board member<br><br>Manuscript reviews | |
| Service to the Medical Center, University and Community | Administrative roles in medical school, hospital, departmental, or division activities.<br>b. Service on medical school, hospital, departmental, or division committees.<br>c. Important contribution of service to a clinical laboratory program. | Medical Director of clinical laboratory<br><br>Study sections<br><br>Committees such as the human studies or biosafety committee<br><br>Medical School admissions committee | Appointment or election to Department, School, or hospital leadership committees<br><br>Appointment to administrative leadership roles<br><br>Development of material for use by |

# Curriculum Vitae

- All faculty members must have a curriculum vitae in Washington University format
  - https://facultyaffairs.med.wustl.edu/appointments-promotions/wusm-cv-formatting/

# Clinician-Educator Portfolio (CEP)

- Executive summary of faculty work and contributions that are not generally included in traditional academic resumes

- Supplement to the CV that is a detailed compendium of clinical, educational, and service activities

- Required promotion document for all faculty members on the clinician track, and may be included when appropriate for Investigator or Research Track

# Clinician-Educator Portfolio (CEP)

- Showcases what makes you special!
  - Quality and extent of clinical expertise, educational scholarship, innovation
- Can be used as a tool for strategic career planning and development
- Try to keep as a “real time” document

# Promotion Workflow

- Division Chief presentation of faculty member to internal department review committee (by Division)
  - APGAR document
  - Regional, national, international recognition

- Internal review committee makes recommendation to Department Head (non-binding)

- Department Head submits and presents dossier to **Ad Hoc Committee**

# Promotion Process-Ad hoc Committee

- Faculty member in Clinical Department:
  - 3 Clinical Department Heads (excluding the Department Head of proposed candidate)
  - 2 Basic Science Department Heads
  - 2 senior faculty members
- Faculty member in Basic Science Department:
  - 2 Clinical Department Heads
  - 3 Basic Science Department Heads (excluding the Department Head of proposed candidate)
  - 2 senior faculty members

- Recommendation of the Appointments and Promotions Committee presented to Executive Faculty
- Approval of appointment or promotion by the Executive Faculty
- No further action is required for Clinician Track faculty or for Investigator Track faculty where a tenure decision is not being considered

***EF Approved 5/6/20***

| **Promotion/Appointment Packet Guidelines for all Tracks and Referee/*ad hoc* Review Committee COIs<br>APPROVED REVISIONS** | |
|---|---|
| Assistant Professor | • Department chair and/or division chief letter[1]<br>• 3 letters (internal or external sources)[2, 3, 4]<br>• Clinician-Educator Portfolio (CEP) required for Clinician Track candidates[5]<br>• 3 key publications, Investigator and Research Track (Clinician Track candidates may submit, but not required)<br>• CV in WUSM format |
| Associate Professor | • Department chair and/or division chief letter[1]<br>• 7 letters (at least 5 external) for Investigator Track[2, 3, 4]<br>• 5 letters (internal or external) for Clinician or Research Track[2, 4]<br>• CEP required for Clinician Track[5]<br>• 5 key publications, Investigator and Research Track (Clinician Track may submit but not required)<br>• CV in WUSM format |
| Professor | • Department chair and/or division chief letter[1]<br>• 7 letters (at least 5 external) for Investigator Track[2, 3, 4]<br>• 5 letters (internal or external) for Clinician or Research Track[2, 4]<br>• CEP required for Clinician Track[5]<br>• 5 key publications, Investigator and Research Track (Clinician Track may submit but not required)<br>• CV in WUSM format |

[1]Department Chair/Division Chief letter should serve as an executive summary of research/clinical/educational/public health etc. contributions and future directions. In oral presentation to the *ad hoc* committee, the Department Chair may find it helpful to provide perspective on any unique aspects and standards of review, which may differ considerably amongst disciplines.

[2]COI for all:

- Family member, spouse, or significant other cannot serve as a referee or a member of the *ad hoc* committee.

https://pathology.wustl.edu/wp-content/uploads/2020/06/Promotion-Appointment-Packet-and-COIs-Guidelines-Approved-by-EF-5.6.20.pdf

# Requests to provide letters in support of promotion

- Asked to comment on:
  - **Investigation and Other Scholarly Accomplishments**: evaluate the candidate's academic and scholarly activities, and reputation in {her/his} field, including regional, national, and international. Comment on the originality, quality, and impact of the work.
  - **Clinical Excellence**: evaluate unique clinical expertise, referrals of challenging clinical problems, service to clinical laboratory program. Have Dr. XX's clinical accomplishments received recognition beyond the Washington University community?
  - **Teaching and Education**: evaluate teaching and leadership in education, including didactic, clinical, and administrative teaching and education, curriculum development, mentorship activities, invited presentations, regional, national, or international impact
  - **Service to the Medical Center, University and Community**: evaluate contributions to governance, leadership roles and activities, regional, national, and international reputation
  - **Relative ranking** in the field for career stage
  - **Overall assessment**
- Make it as easy as possible for the letter-writer to craft a **detailed, personalized, positive letter** that highlights **your unique contributions**

# Faculty Annual Review—WUSM Policy

- "All long-term faculty members employed by Washington University at the **Instructor and Assistant Professor** levels on **all tracks** have an **annual review**. This policy does not apply to fellows who are given instructor level appointments"

- "Associate Professors have a review at least every two years, and Full Professors have a review at least every three years"

- A **written summary** of the review is required
- Faculty members will be given a copy of the signed review or summary form

https://facultyaffairs.med.wustl.edu/appointments-promotions/appointments-and-promotions-guidelines-and-requirements-apgar/

# Faculty Annual Review:  Goal

- Promotion discussion of **performance** and **future goals** between faculty member and leadership (retrospective evaluation/agree on shared future goals)
  - Document activities and achievements
  - Provide feedback (both positive and areas for growth)
  - Define goals for upcoming year
  - Define a plan for academic and professional development

# Annual Review

**Department of Pathology and Immunology Annual Review Form**

| | | | | |
|---|---|---|---|---|
| **Name:** | | | | |
| **Track:** | Investigator | Clinician | Research | |
| **Rank with date:** | Instructor | Assistant | Associate | Professor |
| **% Effort** | Research | Teaching | Clinical | Administrative |
| **Review of Medical School Guidelines for Promotion** LINK | | | | |

1. **Investigation & Scholarly Accomplishments:** *For the last year, include: Extramural support, Internal funding, industry support, peer reviewed papers, textbook chapters, books, reviews*

3. **Evidence of Regional & National Recognition**

*For the last year, include: Invited presentations at meetings, meeting organizer, election to office, editorial work for professional journals, consultative positions (e.g. for government, certifying agencies, study sections, etc.), study section appointments, organizer of regional, national, or international meetings, awards.*

https://pathology.wustl.edu/wp-content/uploads/2020/05/Annual-Review-Form-2020.5.26-1.pdf

Questions?

# Washington University Profile System (WUPS)

## WUPS.WUSTL.EDU

**Janet Braun**
**OFD Program Manager**

Pathology & Immunology
Office of Faculty Development

Washington University in St. Louis
School of Medicine

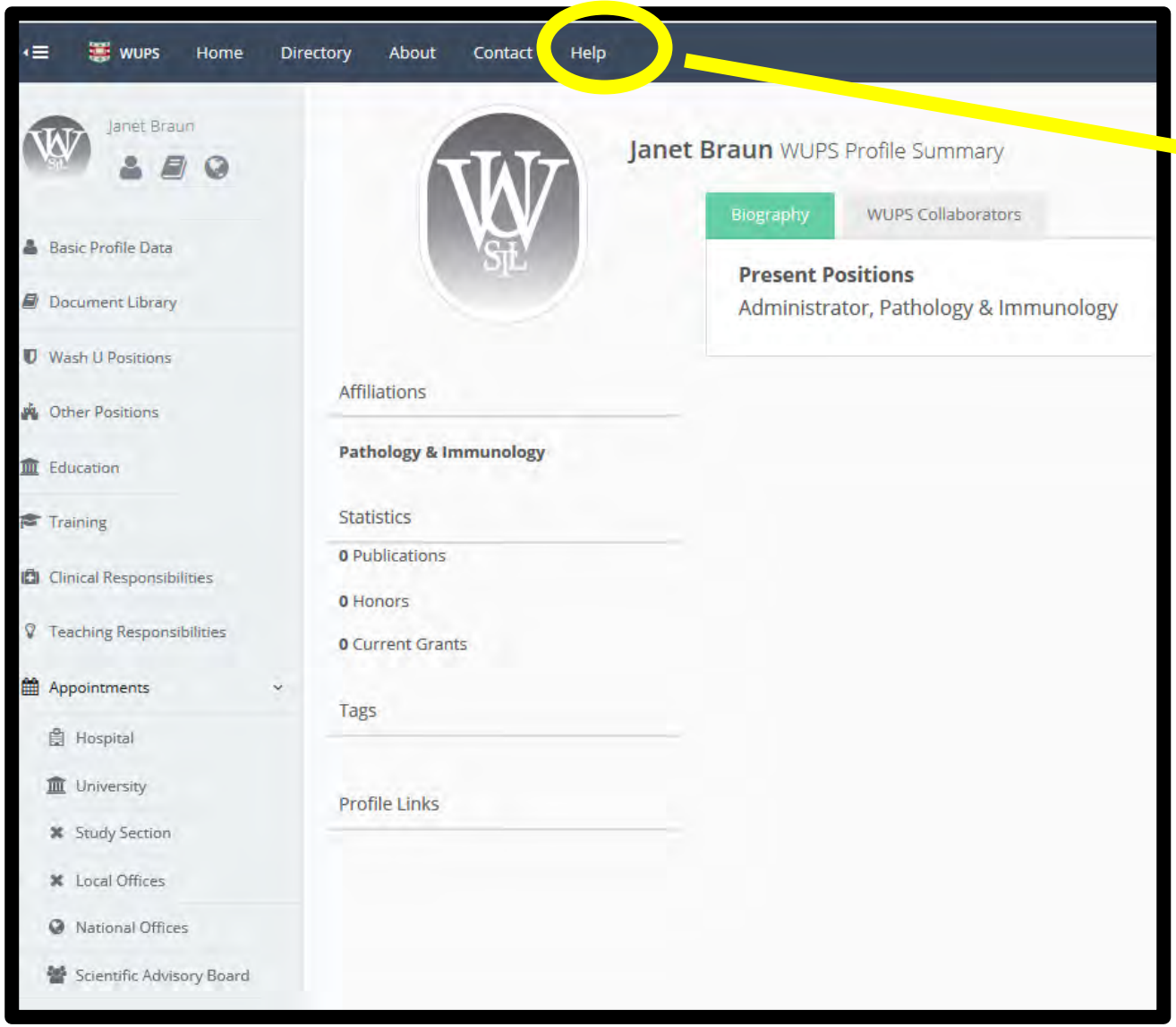
# Benefits

- Guides you as to what information should be included
- Standardized across the University-easier for reviewers to read and find content
- Outputs document in the WUSM CV format
- Good for junior faculty who may not already have an extensive CV

# Use

- Not required
- Best for junior faculty who may not have extensive amount of content to enter into profile

# Modules




**Two Help Document Maps**

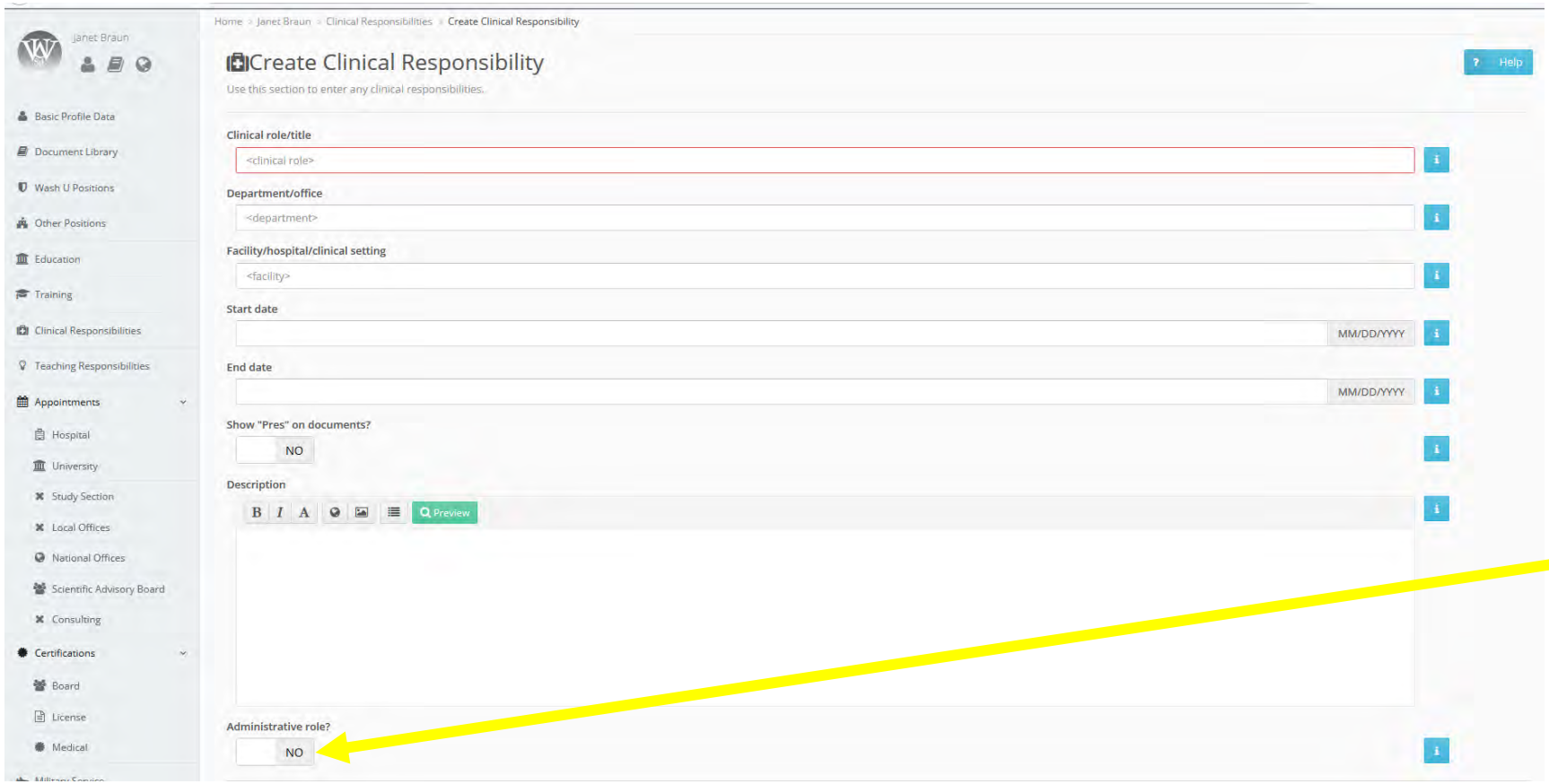
- WUSM CV to WUPS
- WUPS to WUSM CV

# Document Maps

| WUSM CV Section | WUPS Module -> Sub-Module | Notes |
|---|---|---|
| Curriculum Vitae | | |
| Contact Information | Basic Profile Data | Pulls from various fields |
| Present Position | Wash U Positions | Only positions with no end date |
| Education | Education | All records |
| | Training | All Records |
| Academic Positions / Employment | Wash U Positions AND Other Positions | Lists all positions, past and current |
| Clinical Title and Responsibilities | Clinical Responsibilities | Lists all records with Administrative role = No |

| WUPS Module -> Sub-Module | WUSM CV Section | Notes |
|---|---|---|
| Basic Profile Data | Contact Information | Pulls from various fields |
| Wash U Positions | Present Position | Only positions with no end date |
| Wash U Positions AND Other Positions | Academic Positions / Employment | Lists all positions, past and current |
| Education | Education | All records |
| Training | Education | All records |
| Clinical Responsibilities | Clinical Title and Responsibilities | Lists all records with Administrative role = No |
| | Summaries of ongoing clinical activities (CEP) | All records with description where Administrative role = No and without an End Date, or one in the future |
| | Clinical administrative responsibilities (CEP) | All records, displays with description where Administrative role = YES |

# Modules




- Publication module: Publications can be pulled in from pubmed.
- “x” means obsolete module & no longer part of WUSM CV
- Be detailed under description box
- Watch for Toggle boxes

# Expanding on System Capabilities

- It doesn’t encompass every possible aspect of an academic career.

- You can modify your CV after you download the document into Word. Save this file to your pc. However, these changes are not saved in WUPS.

For additional help:
Contact Janet Braun, janetbraun@wustl.edu

Examples of CV/CEPs are available on the OFD website

# Office of Education

# Office of Education

## Orientation for New Faculty
## August 2021

Washington University in St. Louis
School of Medicine

# Office of Education

- Established in May of 2020.
- An outcome of the department's 2019 Retreat and the development of the P&I Strategic Plan.
- Education Group for the Retreat recommended elevation of the educational mission and the coordination of educational activities across the department.

# Our Goal Overarching Goal

## *Excellence in Education*

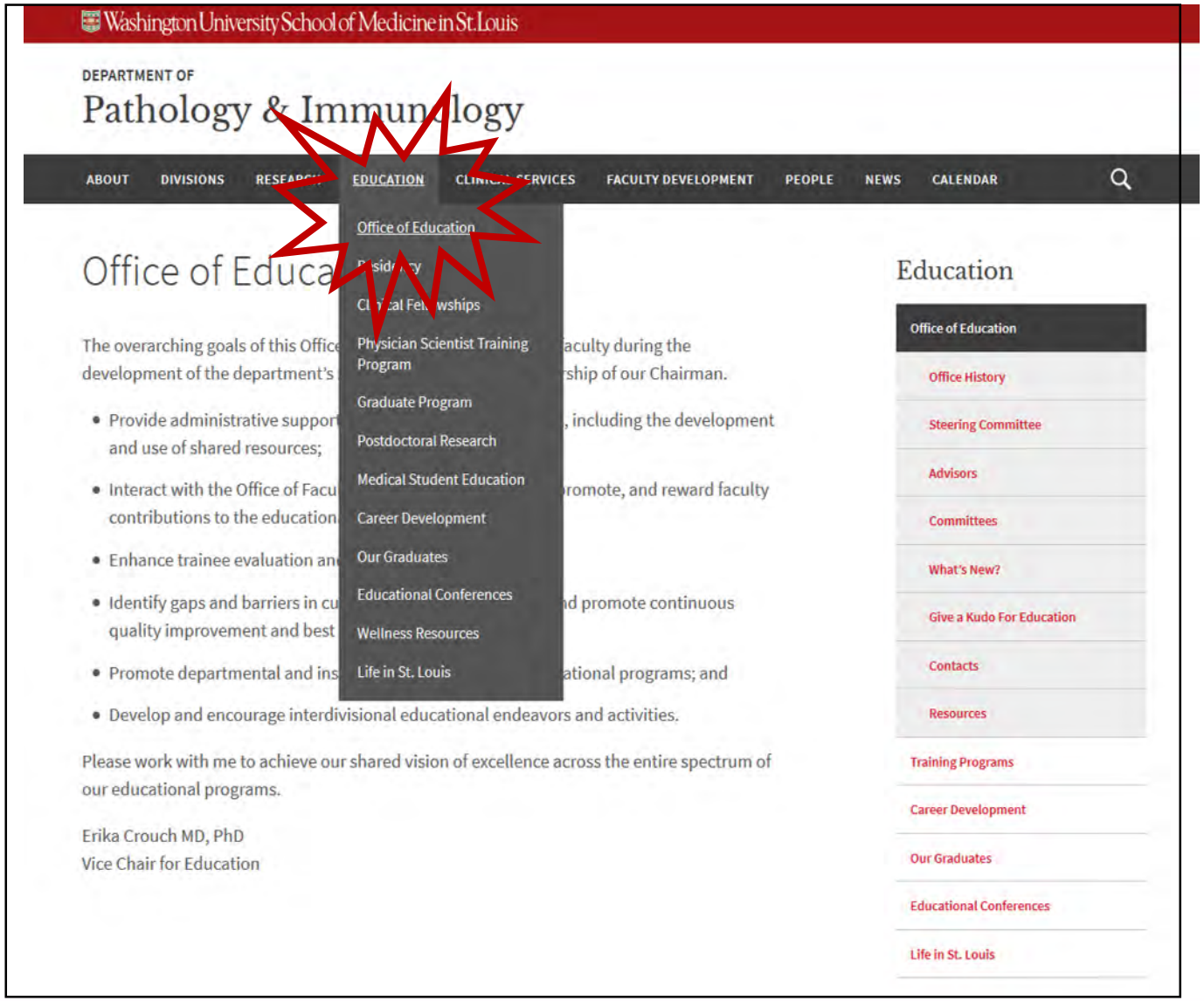
- **Provide administrative support** for our educational programs, including the development and use of shared resources
- Interact with the Office of Faculty Development to **evaluate, promote, and reward faculty contributions** to the educational missions
- **Enhance trainee evaluation and mentorship**
- Identify gaps and barriers in current programs and **promote continuous quality improvement and best educational practices**
- Promote institutional **visibility of our educational programs**
- Develop and encourage **interdivisional educational endeavors** and activities.

# Education Leadership Steering Committee

*Representation from All P&I Training Programs*

- Residency Programs
- Clinical Fellowships
- Physician Scientist Training Program
- Undergraduate Medical Training – Gateway Curriculum
- Graduate Programs under the WUSM *Division of Biomedical and Biological Sciences (DBBS)*
- Post-graduate Research Programs

# How do you find us?



# Office of Education

Administrative Cluster

3rd Floor West Building

Justavian Tillman, MAE
Office of Education Manager
justavian.tillman@wustl.edu

# WUSM Gateway Curriculum

- Horizontal and helical integration of basic, clinical, and social foundational sciences throughout the 4 year curriculum
- Competency-based with standardized and transparent assessment and coaching systems
- Evidence-based educational methodologies that emphasize active learning
- Longitudinal curricula that support the formation of identity as an academic leader

# WUSM Gateway Curriculum

## Diverse and Expanding Roles of P&I Faculty

- Phase 1 and Phase 2 Curriculum Design and Build Teams (Erika Crouch and Brian Edelson)
- Module 2 – Defense and Response to Injury Co-Leaders representing AMP and LGM (Erika Crouch & Brian Edelson)
- Anatomic Pathology Thread Leader (Erika Crouch)
- Genetics / Molecular Genetics Thread Leader (Ian Hagemann)
- Laboratory Medicine Thread Leader (Suzie Thibodeaux)
- Assistant Dean for Admissions (Ian Hagemann)
- Growing number of instructors . . .

# Staying Informed - Gateway Curriculum

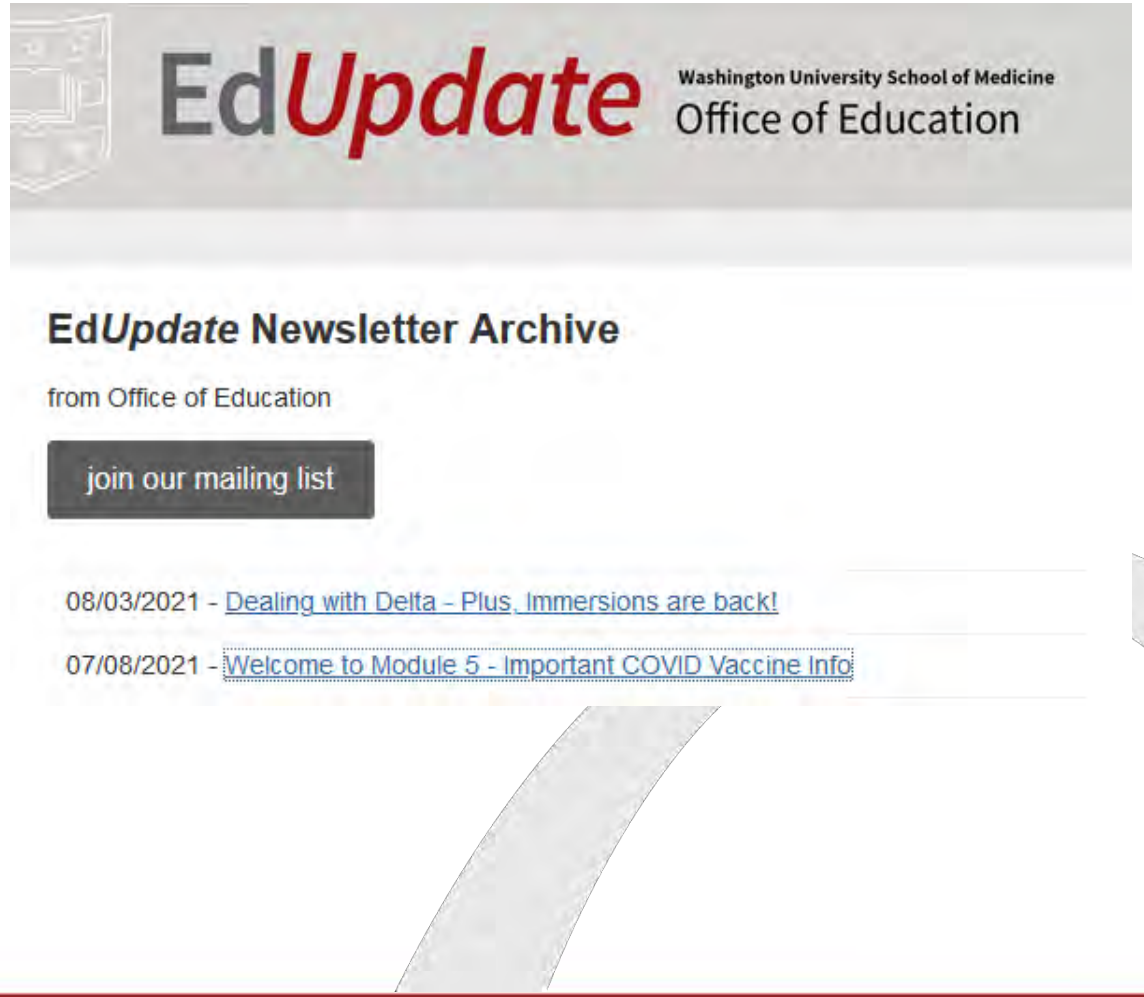
Washington University School of Medicine in St. Louis

DEPARTMENT OF
Pathology & Immunology

ABOUT | DIVISIONS | RESEARCH | EDUCATION | CLINICAL SERVICES

## What's New?

WUSM Office of Education Monthly Ed*Update* Newsletters



# Erika Crouch, MD, PhD

*Professor of Pathology and Immunology*

*Vice Chair for Education*

crouch@wustl.edu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# Residency and Fellowship Training Programs

Washington University School of Medicine in St.Louis

WUSTL DIRECTORIES

Department of Pathology & Immunology

Search

HOME ABOUT DIVISIONS RESEARCH TRAINING CLINICAL SERVICES PEOPLE NEWS STAFF RESOURCES

TRAINING

Physician Scientist Training Program

Residency

- Anatomic Pathology
- Clinical Pathology
- Combined AP/CP
- Combined AP/NP

Clinical Fellowships

Medical Students

Graduate Program

## Residency

The residency programs offered through the Department of Pathology & Immunology span the broad disciplines of pathology, with programs available to suit all interests. The post-graduate training years are intense and demanding, but also rewarding and exciting. Although initial training is highly supervised, emphasis is placed on the acquisition of skills that will allow the resident to function as a confident and highly effective member of a healthcare team.

One of the Department's longstanding traditions is to provide core clinical and research training for individuals planning a career in academic pathology. However, our programs are also well-suited to individuals who plan to pursue careers in hospital- or community-based medical practice.

https://pathology.wustl.edu/training/residency/

# Residency Program Directors

**Neil Anderson, MD**

**Samuel Ballentine, MD**

**Suzie Thibodeaux, MD, PhD**

# Residency and Fellowship Training Programs

TRAINING

Physician Scientist Training Program

Residency

Clinical Fellowships

- Blood Banking & Transfusion Medicine
- Clinical Chemistry
- Cytopathology
- Dermatopathology
- Hematopathology
- Laboratory Genetics & Genomics
- Liver/GI Pathology

## Clinical Fellowships

The Fellowships are designed to train residency graduates for roles as clinical specialists and/or laboratory directors.

There are opportunities for specialized fellowship training in surgical pathology, cytopathology, hematopathology, dermatopathology, pediatric pathology, neuropathology, and various specialties in laboratory medicine, including transfusion medicine.

These one- and two-year advanced training programs are fully accredited. Intensive training, a large patient base, and the opportunity to pursue research contribute to an outstanding job placement rate.

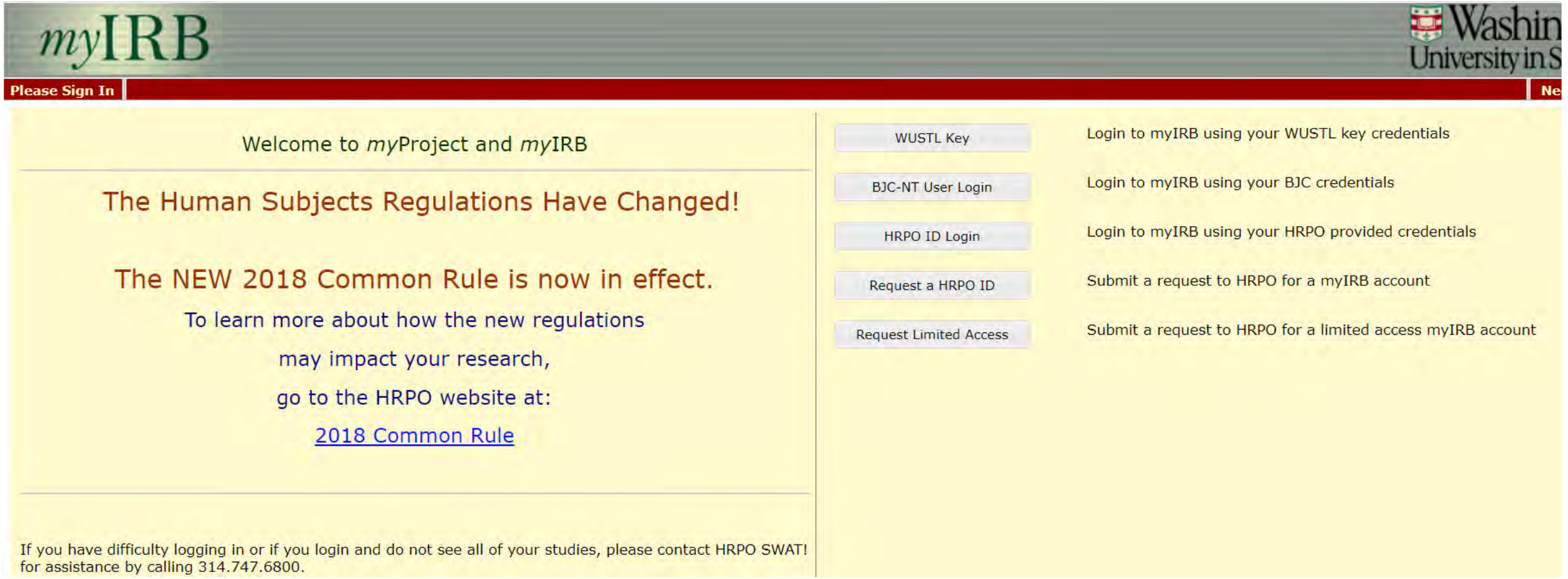
VIEW FACULTY

https://pathology.wustl.edu/training/clinical-fellowships/

# Other University Resources

# IRB

- myIRB submission system
- SWAT Team




https://hrpo.wustl.edu/

# Research Cores

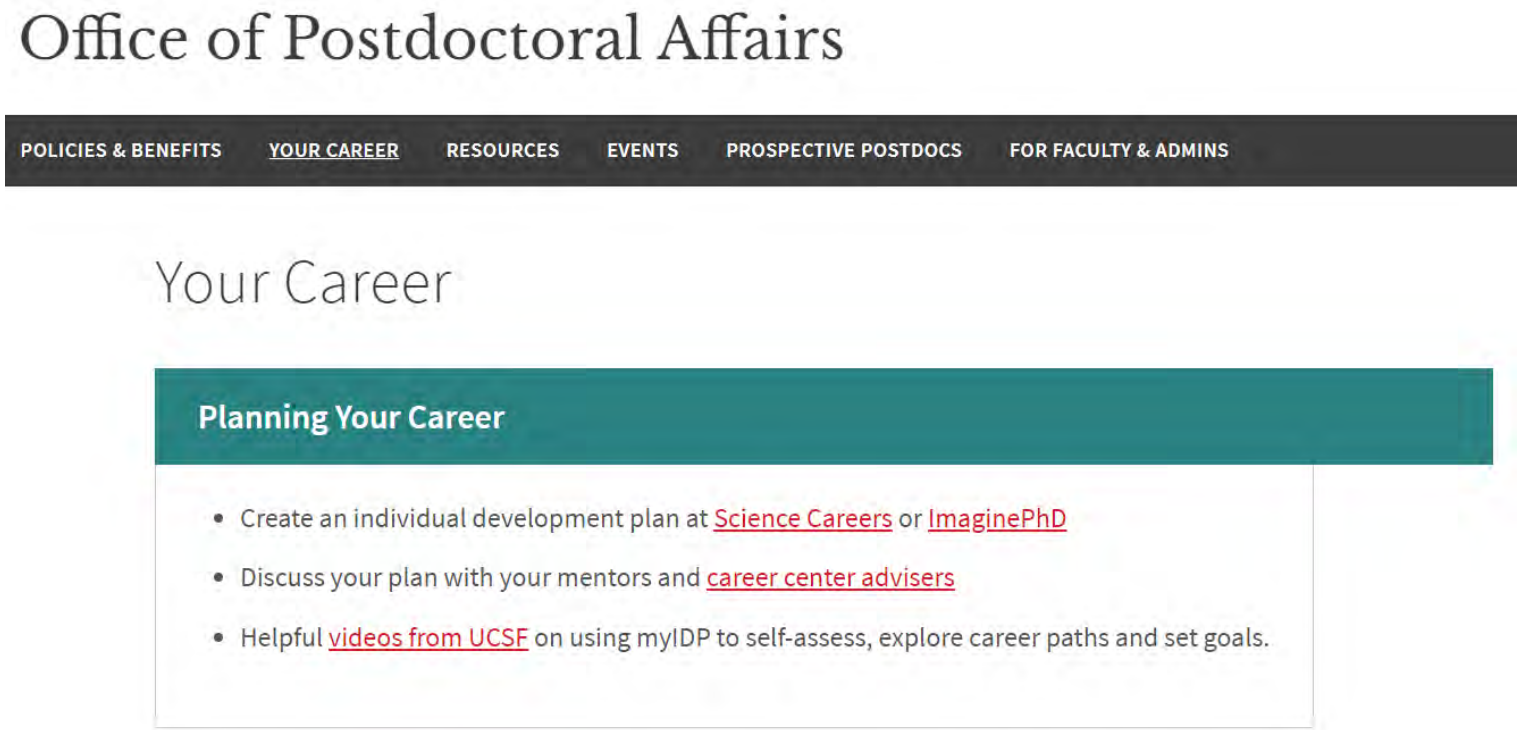
- https://research.wustl.edu/core-facilities/
- Department and commonly used cores:
  - GTAC, Genome Engineering, Proteomics, Biostatistics, Tissue procurement
  - AMP Core Lab, Cytogenetics, GPS, Digital Pathology
  - Mouse engineering, Flow cytometry, EM
  - CHIIPs: Immunomonitoring Core (CyTOF, FACs, tetramers, cytokines, etc)

# Division of Biology & Biomedical Sciences

- Umbrella for > 420 Faculty Mentors across University (SOM, A&S, Engineering)
- > 620 Ph.D. and M.D./Ph.D. (MSTP) Students
- 11 Interdepartmental Ph.D. Programs
- 40+ Years of experience in the administration of interdisciplinary programs
- “Dual citizenship” of faculty
- Apply for DBBS Faculty Affiliation http://dbbs.wustl.edu/faculty/

# Division of Biology & Biomedical Sciences Office of Postdoctoral Affairs

- Provides support and resources for postdoctoral researchers, as well as faculty and administration, and advocates for postdoctoral issues.




https://postdoc.wustl.edu/

# ICTS

Institute of Clinical and Translational Sciences

- ICTS - Institute of Clinical & Translational Sciences
  - http://icts.wustl.edu

  - Become a member – it takes 5 minutes!
    - Funding opportunities
    - Research services (cores)
    - Educational programs
    - Collaboration and networking

Washington University in St. Louis

National CTSA »

Search GO

Institute of Clinical and Translational Sciences

For ICTS Researchers | For Community Partners | For The Public

ABOUT | ICTS CORES | EDUCATION | FUNDING | TOOLS & RESOURCES | IMPACT | NEWS & EVENTS

## ICTS Members

Find Services
Find Collaborators
Contact ICTS Navigator
Update My ICTS Profile

**Join ICTS Today!** Benefits for eligible researchers and their collaborators include:

- funding opportunities
- research services
- education programs

# ICTS Funding Programs

## Just-In-Time (JIT) Core Usage Funding Program

The Just-In-Time (JIT) Core Usage Funding Program is designed to provide quick access to funding to use any of the JIT Cores (pdf) for research advancing medical knowledge that can improve human health.

The program provides support for investigators in obtaining final data that:

1. Will be used for development of a clinical/translational proposal to be submitted for **extramural** funding; and/or
2. Will lead to a concrete improvement in patient care (QA/QI) at Barnes-Jewish Hospital or St. Louis Children's Hospital. Details are required in the application.

Refer to the Program Overview (pdf) for specifics, **including funding limits and deadlines.**

https://icts.wustl.edu/funding/just-in-time-jit/

## Clinical and Translational Research Funding Program (CTRFP)

As an internal grant funding program of the ICTS, the Clinical and Translational Research Funding Program (CTRFP) awards projects that promote the translation of scientific discoveries into improvement in human health. Funding is provided by the ICTS, The Foundation for Barnes-Jewish Hospital and our partner institutions: Saint Louis University, St. Louis College of Pharmacy and the University of Missouri-Columbia.

### Awards will be considered for:

- **Clinical/Translational Projects** whose goals are to promote the translation of scientific discoveries into human health. Awards in this category will provide up to $50,000 direct costs for 1 year.
- **Community-Engaged Research Projects** that involve established partnerships with communities and/or stakeholders whose health and well-being and/or service provision could be most impacted by the research. Awards in this category will provide up to $50,000 direct costs for 1 year.

https://icts.wustl.edu/funding/ctrfp-funding-program/

# Scientific Editing Service

Institute of Clinical and Translational Sciences

The Scientific Editing Service (SES) works with ICTS members to strengthen and clarify their extramural grant applications and manuscripts. Experienced scientific editors customize their services to meet the specific needs of your documents. The service is jointly supported by the ICTS and the Washington University Department of Medicine.

***NOTE: The SES will be not be accepting service requests for grant and manuscript editing jobs between 12/15/2020-04/15/2021. We look forward to working with you again once our ICTS renewal has been submitted.***

## The SES can help:

- correct grammatical and typographical errors
- improve sentence structure, paragraph organization, and flow
- strengthen the scientific significance and impact
- enhance scientific specificity

https://icts.wustl.edu/research-services/research-development-program/scientific-editing-service/

# Biostatistics, Epidemiology and Research Design

Institute of Clinical and Translational Sciences

Biostatistics, Epidemiology and Research Design (BERD) activities are critical to designing and executing reproducible, quality research that minimizes bias. The ICTS' BERD team provides investigators with comprehensive support in designing and executing research at the design, implementation and analysis stages.

Review the BERD core services below for assistance.

## Biostatistics, Epidemiology, and Research Design (BERD)

Supports all phases of research study design, data collection, data analysis, and dissemination of results.

Rita Ann Fulton

rfulton@wustl.edu

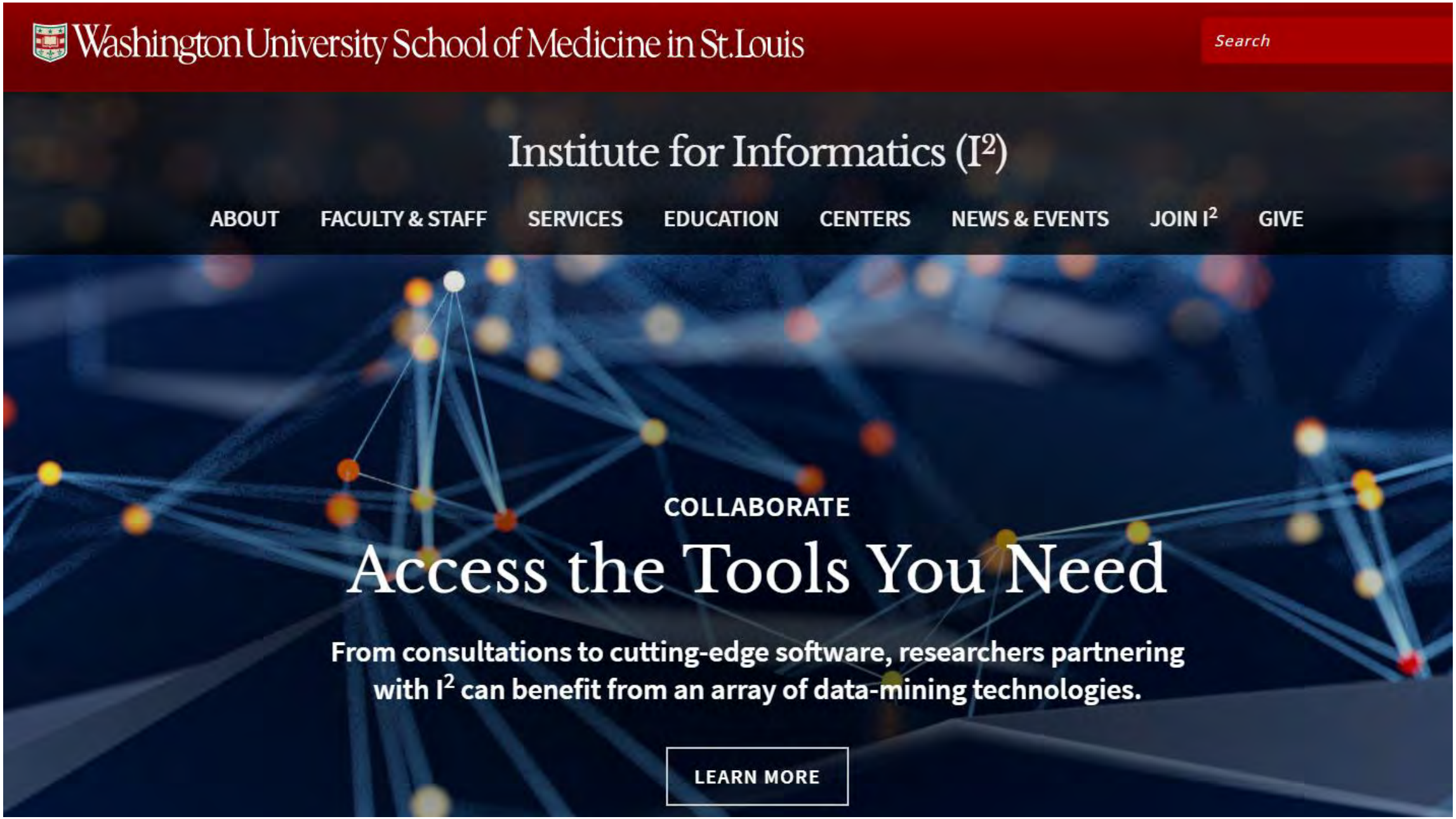
https://icts.wustl.edu/research-services/biostatistics-epidemiology-and-research-design/

# NIH Mock Study Section

Institute of Clinical and Translational Sciences

- Ongoing since 2014
- K, R, and F series grant submissions
- Simulate an actual NIH study section
- Twice annually (Spring and Winter)
- Comprehensive, study section-like feedback to applicants on their complete grant application prior to grant submission
- > 40% of participants that have submitted their applications to the NIH have been funded
- Observers are encouraged to attend (better understanding of the review process and to gain insight into how reviewers evaluate applications)

https://icts.wustl.edu/research-services/research-development-program/nih-mock-study-section/




https://informatics.wustl.edu/

# Clinical Research Training Center

- Provides clinical and translational research training for predoctoral students, house-staff, postdoctoral scholars, fellows, staff, and junior faculty. The CRTC provides a cohesive and supportive infrastructure to foster clinical research training and career development for predoctoral students, house-staff, postdoctoral fellows, staff, and faculty

- Postdoctoral Mentored Training Program in Clinical Investigation (MTPCI)
- Master of Science in Clinical Investigation (MSCI)
- Clinical Investigation Graduate Certificate
- Mentored Training In Implementation Science (MTIS)

https://crtc.wustl.edu/

# CRTC Career Development Programs

- Institutional K awards
  - Scholars receive salary support, tuition funds and $25-30k for research related expenses
  - KL2 Multidisciplinary Career Development Awards
- Other institutional K awards (K12)
  - Paul Calabresi Program for Clinical Oncology
  - Psychiatry Program in Drug Abuse and Addiction
  - Mentored Training in Implementation Science (MTIS): A Career Development Program for Heart, Lung, Blood and Sleep Researchers
  - Others: Inflammatory Airway Disease, Reproductive Health, etc.

## SCC Benefits

**All faculty who have a cancer-focus in clinical practice and/or research**

www.siteman.wustl.edu/research/membership

SITEMAN CANCER CENTER
A NATIONAL CANCER INSTITUTE COMPREHENSIVE CANCER CENTER

**All members receive:**

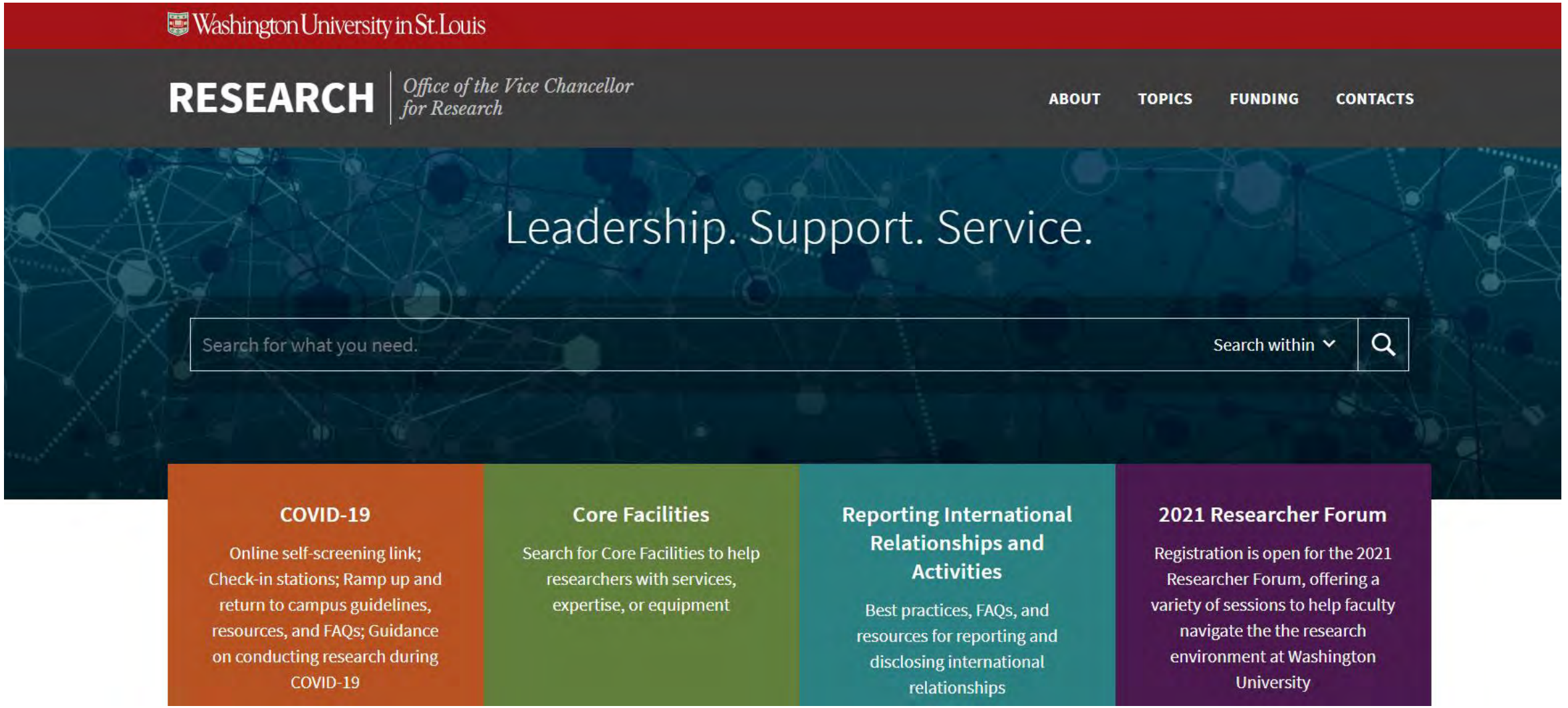
- Eligibility for SCC funding opportunities
- Accessibility to undergraduate and graduate/postgraduate trainees
- Association with specific disease-site, specialty, and/or program affiliation listed on SCC Website;
- Educational opportunities (speakers, program retreats, seminars/lectures)
- *Any Member serving a membership role on an SCC committee will be eligible to apply for the Siteman Shared Resources RFA.*

**CCSG Members receive:**

- Priority access to and subsidized rates for SCC shared resources

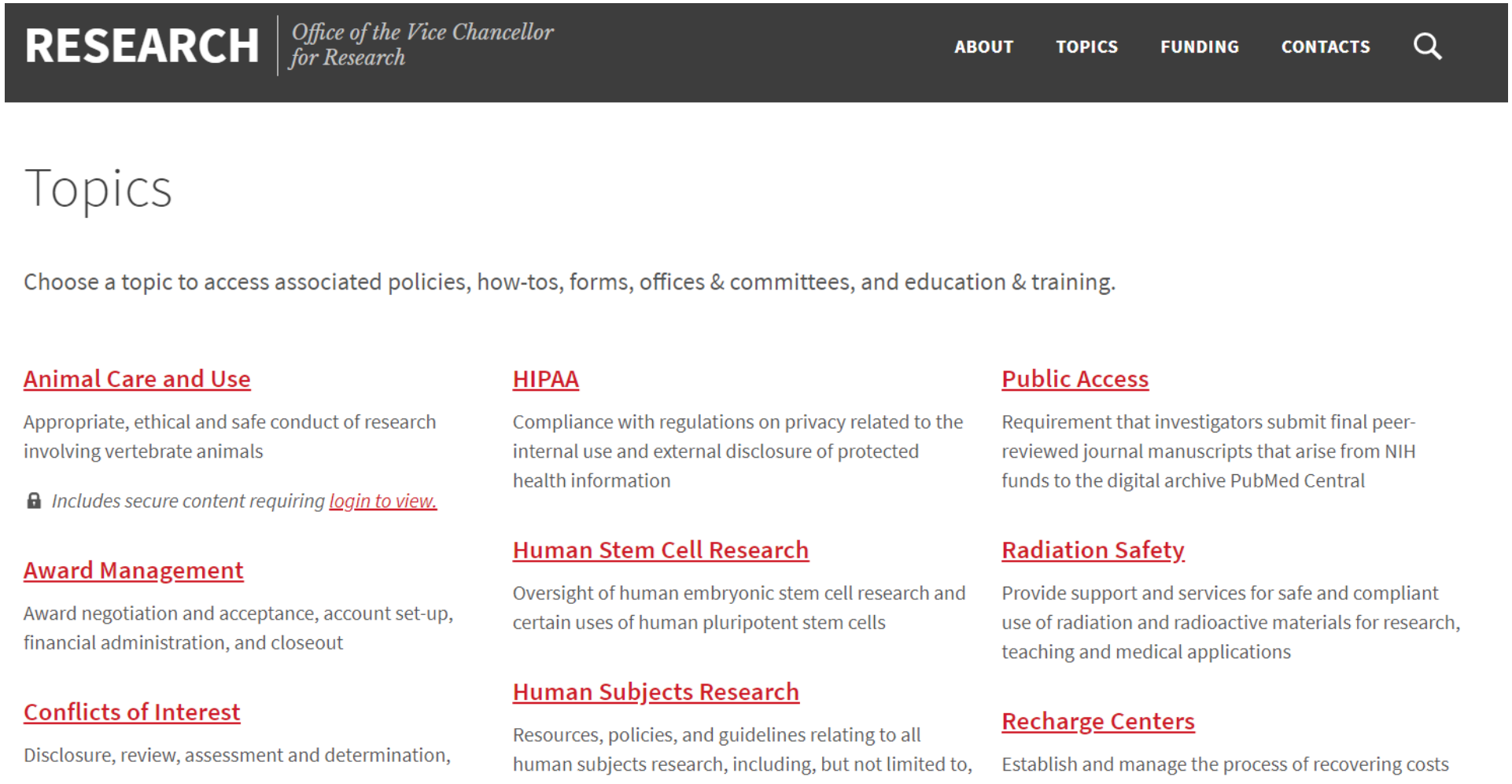
https://siteman.wustl.edu/research/membership-information/

# Office of Vice Chancellor for Research




https://research.wustl.edu/

# Compliance, Policies

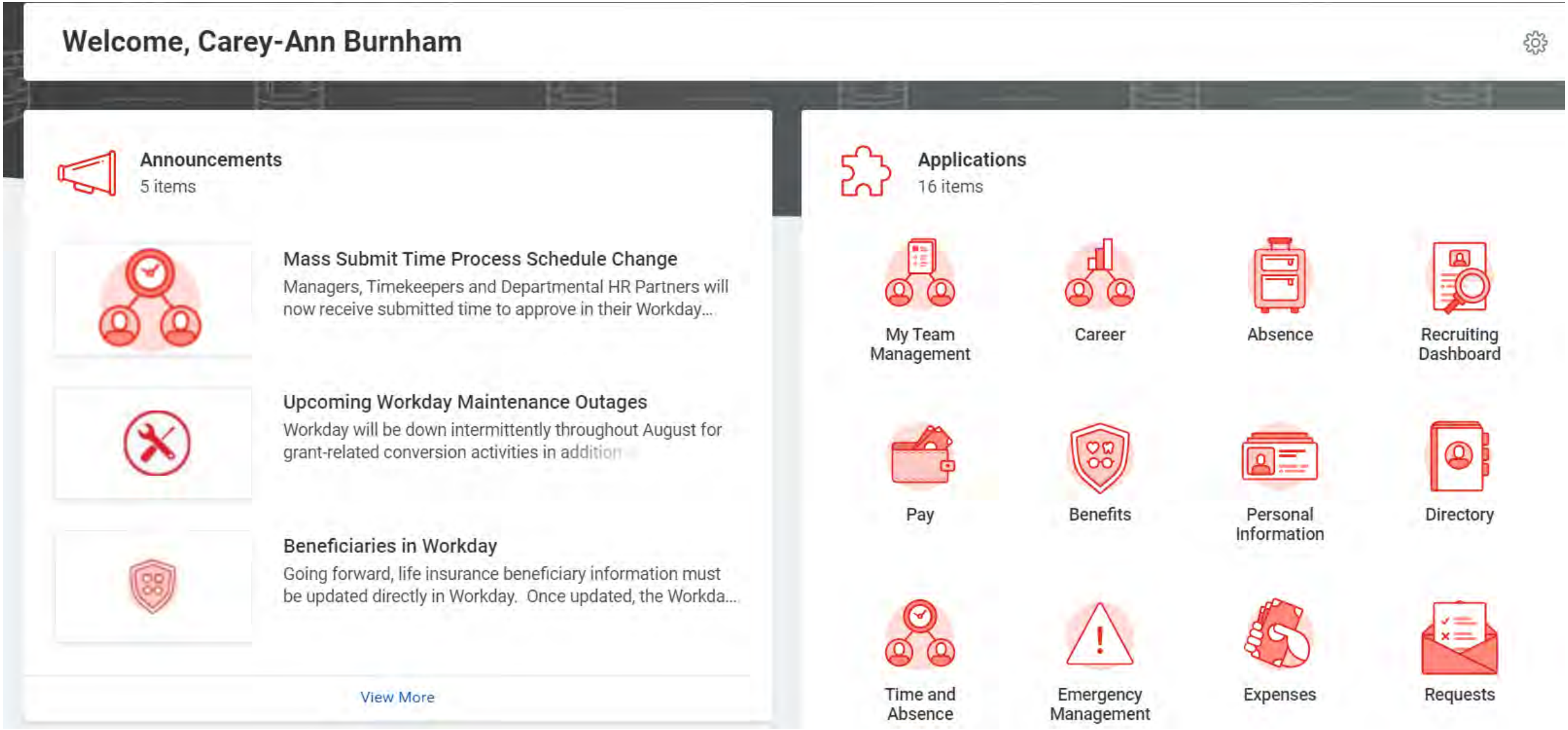



https://research.wustl.edu/topics/

# Learn@Work, On-line Training, SABA Modules

https://sites.wustl.edu/learnatwork/

# Workday


Welcome, Carey-Ann Burnham
Announcements
5 items
Mass Submit Time Process Schedule Change
Managers, Timekeepers and Departmental HR Partners will now receive submitted time to approve in their Workday...
Upcoming Workday Maintenance Outages
Workday will be down intermittently throughout August for grant-related conversion activities in addition
Beneficiaries in Workday
Going forward, life insurance beneficiary information must be updated directly in Workday. Once updated, the Workda...
View More
Applications
16 items
My Team Management
Career
Absence
Recruiting Dashboard
Pay
Benefits
Personal Information
Directory
Time and Absence
Emergency Management
Expenses
Requests

https://otm.wustl.edu/

https://publicaffairs.med.wustl.edu/

# Office of Ombuds

Medical School Faculty:  Karen O'Malley, PhD

- Office of the Ombuds provides confidential, impartial, informal, and independent conflict resolution and problem-solving assistance to all medical school faculty
- Conversations with the ombuds are voluntary and free to medical school faculty
- Listen to your concerns, help you think through your situation and identify and evaluate possible options for moving forward
- Communications confidential unless compelled by a court or there is an imminent risk of serious physical harm

https://ombuds.med.wustl.edu/faculty/

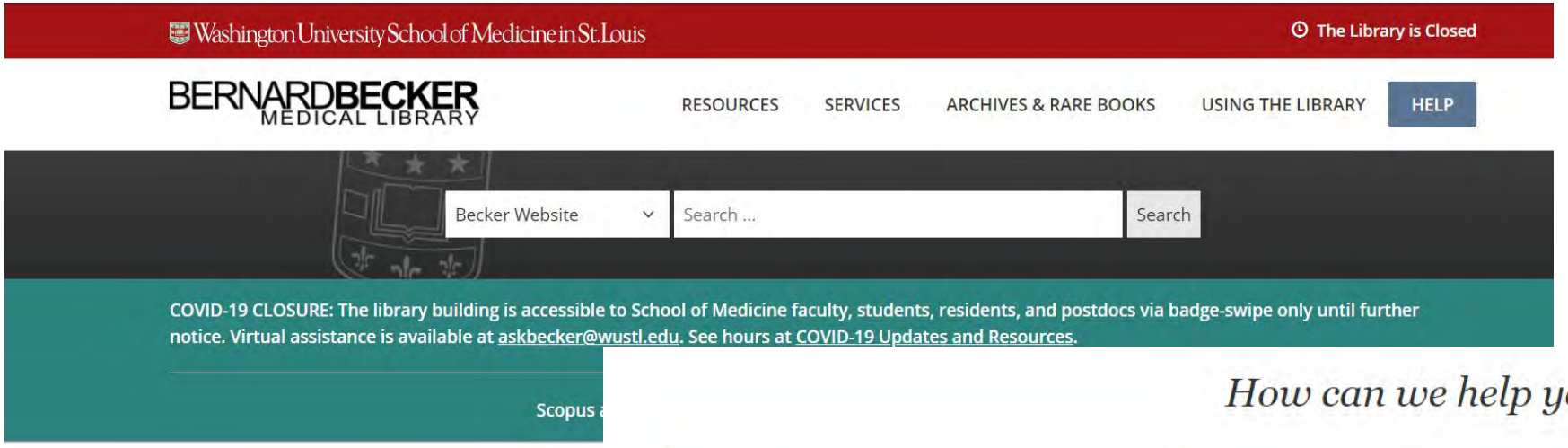
# Office of Ombuds

## Helpful Documents and Articles

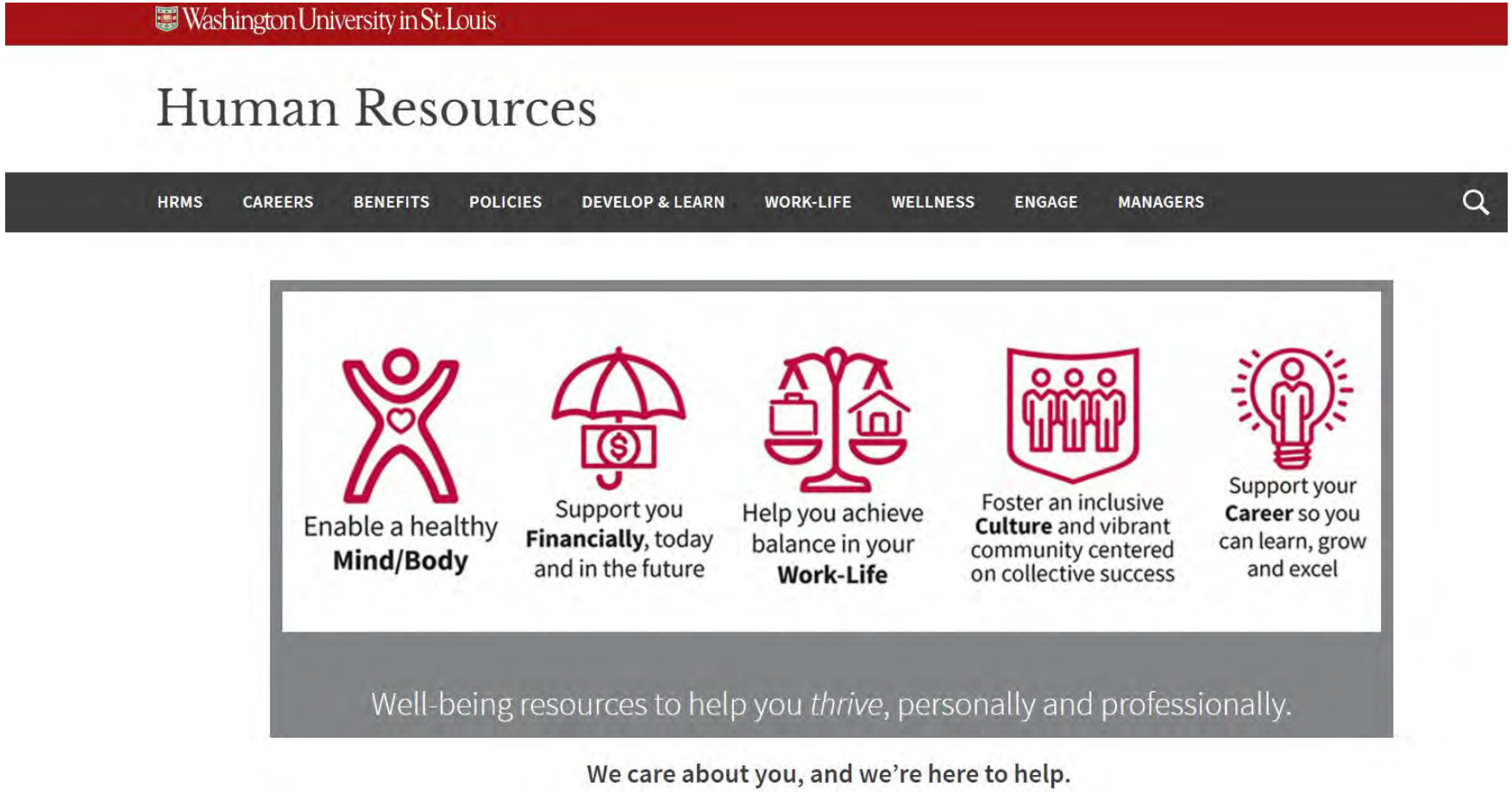
- Common Mistakes People Make in Handling Conflict (pdf)
- Do's and Don'ts When Your Behavior is Perceived as Offensive (pdf)
- Email Civility (pdf)
- Informal Strategies for Responding to Sexual Harrassment (pdf)
- Negotiation Strategies (pdf)
- Options for Creating a Record of Complaint (pdf)
- The Power of Apology (pdf)
- Practices of a Good Listener (pdf)
- Resistance or Cooperation (pdf)
- Responding to Complaints (pdf)
- Responding to Critical Supervisory Feedback (pdf)
- Resources for Bullying and Mobbing (pdf)
- Writing a Letter (pdf)
- We Have to Talk: A Step-By-Step Checklist for Difficult Conversations, by Judy Ringer
- Collaboration and Team Science: A Field Guide

https://ombuds.med.wustl.edu/faculty/strategies-and-tips/

# Library Resources



# Human Resources





- Gillian Boscan, J.D.
- Human Resources Consultant (P&I Liaison)
- 314-362-4993
- gillian.boscan@wustl.edu

# Jenny Adams
# Senior Manager, Department Administration

- Overall management of Payroll and Human Resources:
  - Serves as Faculty & Staff Liaison for Human Resources
  - Oversees and Coordinates Payroll in collaboration with services provided by HR Appointments
  - Provides guidance and recommendations for selecting salary for new hires as well as increases/promotions for current staff
  - Provides guidance in coordination with HR Employee Relations in dealing with complex and difficult personnel issues
  - ePARS coordinator for the Department

- jadams@wustl.edu

# Department Administration

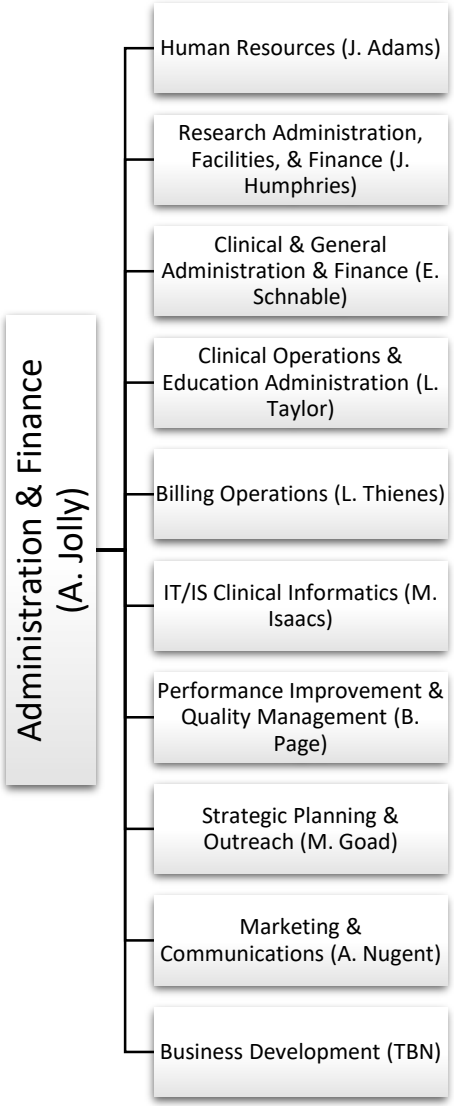
Andwele Jolly

# Andwele Jolly, DPT, MBA, MHA

Preston (8), Sheridan (5), Sloane (2)

- Executive Director, Business Affairs
  - Administrative and financial functions of the department
- As an Eisenhower Fellow, in 2018, traveled to Rwanda & Australia to study interprofessional practice models
- Known as a doughnut connoisseur

# P&I Central Administration & Finance (A & F)



Executive Assistant: Stacy Mitchell
stacyrmitchell@wustl.edu

# P&I Division Administration & Finance

**Anatomic & Molecular Pathology**

Joe Gaut, MD, PhD

**Sobia Shahab** *(Manager of Admin & Finance)*

**Neuropathology**

Bob Schmidt, MD, PhD

**Sobia Shahab** *(Manager of Admin & Finance)*

**Immunobiology**

Bob Schreiber, PhD – Interim

Kodi Ravichandran, PhD – Incoming *1/2022*

**Lynn Coats** *(Manager of Admin & Finance)*

**Laboratory & Genomic Medicine**

Chuck Eby, MD

Co-Chief Research TBN

**Lynn Coats** *(Manager of Admin & Finance)*

# P&I Office Administration & Finance

**Office of Education**

Erika Crouch, MD, PhD

**Justavian Tillman** *(Manager of Education Administration)*

**Office of Faculty Development: Faculty Affairs & Development**

Ann M. Gronowski, PhD

**Janet Braun** *(Manager of Office of Faculty Development)*

**Office of Faculty Development: Faculty Mentoring & Advancement**

Carey-Ann D. Burnham, PhD

**Janet Braun** *(Manager of Office of Faculty Development)*

# P&I Administration & Finance Leadership

- **Jenny Adams:** Sr. Mgr Dept Administration: West Building: jadams@wustl.edu
- **Janet Braun:** Asst to the Vice Chair: West Building: janetbraun@wustl.edu
- **Lynn Coats:** Mgr Business Operations: West Building: coatsl@wustl.edu
- **Michele Goad:** Planning Manager: West Building: michele.goad@wustl.edu
- **JoAnne Humphries:** Dir Business Operations: West Building: jhumphries@wustl.edu
- **Mike Isaacs:** Dir Clin Informatics/Bus Dev: West Building: isaacs@wustl.edu
- **Andwele Jolly:** Exec Dir Business Affairs: IOH Building: andwele.jolly@wustl.edu
- **Alexis Nugent:** Mgr Digital Mktg & Comm: West Building: a.nugent@wustl.edu
- **Beth Page:** Performance Improvement Consul: West Building: page@wustl.edu
- **Eric Schnable:** Dir Business Operations: West Building: eric_Schnable@wustl.edu
- **Sobia Shahab:** Mgr Business Operations: West Building: sshahab@wustl.edu
- **Lisa Taylor:** Sr Dir Clinical Operations: West Building: ltaylor-reinwald@wustl.edu
- **Lauri Thienes:** Dir Billing Operations: Clayton Ave: thienesll@wustl.edu
- **Justavian Tillman:** Mgr Educational Program: West Building: justavian.tillman@wustl.edu

# Appendix

For a list of the administrative assistants: Faculty/Admin List

Questions?

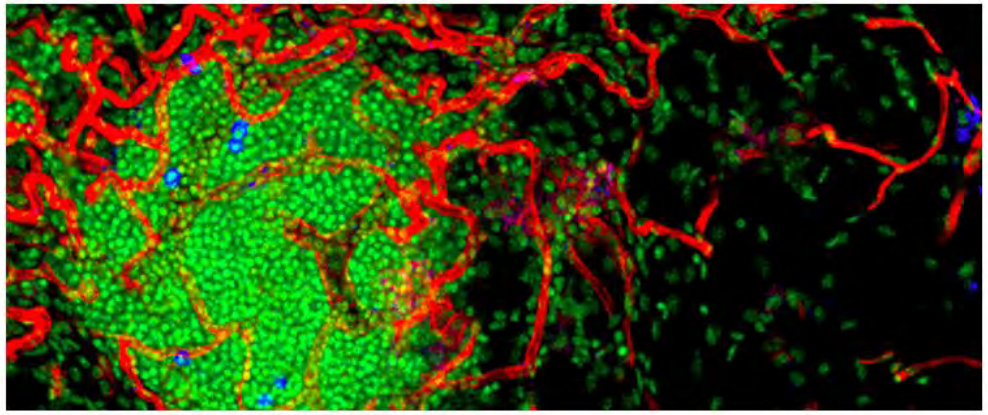
# Extra slides

# Department of Pathology & Immunology

Anatomic and Molecular Pathology (AMP)

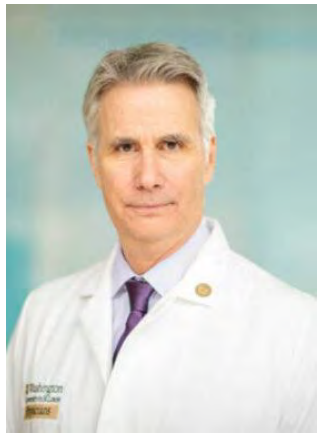
Neuropathology

Immunobiology



Laboratory and Genomic Medicine (LGM)

# Department of Pathology & Immunology



**Richard J. Cote, MD**
Professor and Chair, Department of Pathology & Immunology

**Joseph P. Gaut, MD, PhD**
Division Chief, AMP

**Robert E. Schmidt, MD, PhD**
Division Chief, Neuropathology

**Robert Schreiber, PhD**
Interim Division Chief, Immunobiology

**Charles S. Eby, MD**
Division Chief, LGM

# Department of Pathology & Immunology

**Erika C. Crouch, MD, PhD**
Vice Chair, Office of Education

**Ann M. Gronowski, PhD**
Vice Chair, Faculty Affairs & Development

**Carey-Ann D. Burnham, PhD**
Vice Chair, Faculty Mentoring & Advancement

# Training Programs

# Clinician-Educator Portfolio (CEP)

- Required promotion document for all faculty members on the clinician track, and may be included when appropriate for Investigator or Research Track
- Executive summary of faculty work and contributions that are not generally included in traditional academic resumes
- Showcases what makes you special!
  - Quality and extent of clinical expertise, educational scholarship, innovation

# Summaries of ongoing clinical activities

- Describe clinical activities including
  - Type of service
    - Molecular diagnostics, gastrointestinal pathology, consult service
  - Time on service
    - Weeks or months per year, quarter, etc.
  - Responsibilities
    - Describe what you do in a way a non-clinical person would understand

# Development of methods for improved quality and efficiency of clinical care

- Describe the area of need and what was developed
  - New method evaluation/validation and implementation
  - Rapid improvement events
  - Involvement in initiatives such as EPIC
  - Policy and procedure development
  - Involvement in QI initiatives with high impact

- Describe who was involved in the development (solo, panel, team), your role, **outcomes**, and target audience

# Example: Problem/Solution/Outcomes

- Laboratory standardization (2017-present)

  **Problem:** Non-standardized test naming and performance across BJC creates risk (e.g. inappropriate test ordering, confusing test reports that lead to inappropriate patient care).

  **Solution:** I helped develop the BJC Clinical Laboratory Steering Committee.

  **Outcomes:** Through my contributions to this committee, we have standardized several critical tests across BJC, including BMP/CMP, CBC, and urinalysis. See the description of the committee below under Community Service for more details.

# Documenting Teaching/ Educational Contributions

- Classroom, clinical, other
  - Indicate your role:  Course Master, Lecturer, Small Group Leader
- Describe courses, lectures, symposia, panels
- Indicate target audience (medical students, nursing, residents, graduate students)
- Time commitment (number of hours per week, month, or year)

# Documenting Mentoring Activities

- **Meaningful** mentorship experiences
- List name of mentee, time-period, activity
- Include current position of mentees who have completed mentorship period
- Divide into sections for different types of mentees (medical student, fellow, faculty, graduate student, etc.)
- Briefly describe mentorship provided
  - Graduate and medical students, residents, fellow, other faculty
  - Career development
  - One-on-one training in specific area of expertise