

Faculty Development and Continuing Education Program
Department of Pathology
August 2014

Preamble

The Department of Pathology's faculty development program is designed to guide faculty in enhancing individual career development, including progress for promotion and tenure as appropriate, as well as their development as departmental and university citizens. This document will be provided to new faculty at the time of their initial orientation. The Chair and faculty will review the program periodically via departmental meetings, faculty retreats, or other means of ensuring broad faculty input into the process.

This plan was developed in accordance with the goals of Saint Louis University School of Medicine's Office of Faculty Affairs and Professional Development <http://www.slu.edu/faculty-affairs-and-professional-development/professional-development/slusom-faculty-development-plan>

I. Mission Statements

A. Saint Louis University School of Medicine Mission and Values

The mission of Saint Louis University School of Medicine is to educate future professionals from diverse backgrounds to practice and advance knowledge in medicine and the sciences relevant to medicine. The educational approach embraces integrated activities in basic and clinical research; provision of patient-centered, compassionate, and culturally competent health care; and involvement with the community through public service. These diverse educational experiences prepare individuals for careers and leadership roles in medicine and the medical sciences through training grounded in an understanding of the scientific method and an appreciation for personal commitment and service to others.

In pursuit of its mission, Saint Louis University School of Medicine seeks to impart to its students the following values:

1. A concern for the sanctity of human life.
2. A commitment to dignity and respect in providing medical care to all patients.
3. A devotion to social justice, particularly as regards inequities in availability of and access to health care.
4. Humility in awareness of medicine's inherent limitations in the cure of illness.
5. An appreciation for all of the factors that affect a person's state of health or illness.
6. A mature and well-balanced professional behavior that derives from comfortable relationships with members of the human family and one's Creator.

B. Mission of the Department of Pathology

The Department of Pathology at Saint Louis University School of Medicine has as its mission to deliver patient-centric quality diagnostic services, provide exceptional pathology education and advance innovative research.

II. Responsibilities of Faculty and Chair

- A. It is the faculty's responsibility to prepare a personal career development plan including career goals that are mutually agreeable to the Chair and the faculty member, in accordance with his/her appointment. This plan will address the faculty member's personal, departmental and institutional goals, specifically incorporating criteria for promotion and tenure. In conjunction with the Chair, division director or designee, resources needed to meet the goals will be identified. This plan should be monitored yearly and changed as required. Faculty should make themselves familiar with current criteria for promotion and tenure. Faculty will prepare a proper curriculum vitae <http://www.slu.edu/faculty-affairs-and-professional-development/promotion-and-tenure> and provide an annual update at the time of annual review by the Chair. Faculty should also prepare an academic portfolio using the appropriate template <http://www.slu.edu/faculty-affairs-and-professional-development/promotion-and-tenure>
- B. The Chair will provide each faculty member with a list of responsibilities at the time of appointment, and these responsibilities will be reviewed and updated annually if necessary at the time of annual review. Satisfactory performance and progress regarding faculty development according to this plan will be monitored via the annual evaluation process. All evaluations are reviewed by the division directors with the Chair. Appropriate interventions will be developed if faculty are experiencing difficulty meeting or making appropriate progress towards their goals, e.g., promotion and tenure.

III. Resources in the Department of Pathology

The departmental administration is committed to fostering faculty career development and continuing education opportunities to assist faculty in executing their primary responsibilities of patient care, teaching, and research. The following resources are available for faculty development and continuing education in the Department of Pathology.

- A. CME funds – Support for travel to regional and national meetings and other CME activities is provided through CME funds.
- B. New faculty are given a packet of information prepared by the Chair of the Pathology Department Promotions and Faculty Development Committee. The packet includes the Saint Louis University Faculty Manual, the School of Medicine (SOM) Constitution and Bylaws of the Faculty, the SOM Guidelines for Promotion, the SOM curriculum vitae format, the relevant promotion checklist, information on building a teaching portfolio, and a copy of the Faculty Development Plan. Also included is information on using the laboratory information system (LIS), schedules, and other materials as appropriate.
- C. Mentorship – In addition to the Chair and division director, senior faculty are encouraged to serve as mentors for junior faculty. The Department of Pathology is instituting a mentoring program for junior and mid-level faculty. A questionnaire will identify faculty willing to serve as mentors and who junior and mid-level faculty would like to mentor

them. Senior faculty, i.e., faculty at the level of professor, can also benefit from mentoring to acquire new skills, assist in the development of junior faculty, secure extramural funding, and develop national and international recognition for themselves, the department, and the university. A mentor could be intra- or extra-departmental. The purpose is to help faculty members benefit from the experience of other faculty (either senior or peer), help “navigate the system,” advise faculty on career development, provide support with time management, and perform any other function that the pair think is appropriate and helpful.

Mentor and mentee will meet at mutually agreeable intervals to discuss setting career goals and means to achieving goals. A mentor may provide regular advice and guidance to the junior member regarding insight into faculty development, including how to achieve individual goals and how to fulfill promotion criteria. Topics to discuss include obtaining research grants; obtaining non-traditional funding; navigating the Institutional Research Board (IRB); reviewing abstract, grant and publication submissions; observing classroom and small-group teaching; building collaborations within and outside the department; developing one’s clinical skill set; and reviewing appropriate promotion checklists and other requirements for promotion in a non-confrontational and supportive manner. Mentors will review their progress with the Chair on six-month to yearly intervals.

D. Clinical

1. Clinicians are encouraged to gain advanced knowledge and skills in their area of expertise. In this regard, specialty board certification is required for clinicians and subspecialty board certification is encouraged.
2. Funds are available for preparation for Board examinations by attendance at review courses.
3. Faculty should participate in and present at all pertinent departmental educational activities, including case conferences, departmental conferences, journal clubs, and specialty conferences. Liaison with other clinical services is expected including teaching conferences such as autopsy (mortality) conferences, clinicopathologic conferences (CPCs), and tumor boards.
4. Participation in regional and national organizations and CME activities especially in the chosen specialty or subspecialty area is expected. Support for travel is available through CME funds.
5. Division directors and other senior faculty serve as mentors for junior faculty (see above).
6. Community service is encouraged.
7. Faculty are expected to participate in quality improvement activities.
8. Faculty are encouraged to join and participate in their specialty and subspecialty organizations.
9. Faculty are encouraged to achieve fellowship status and leadership positions in their respective organizations.

E. Teaching

1. Faculty should maintain a teaching portfolio as detailed in the academic portfolio template: (<http://www.slu.edu/faculty-affairs-and-professional-development/promotion-and-tenure>) that contains the following components:
 - a. Teaching contributions which include a summary of subject material taught, students taught, contact hours, development of teaching tools and/or documents and materials, students mentored, student and peer evaluations (when available), publications arising from development of teaching materials, examples of teaching materials including lecture visual aids and handouts, and efforts to improve teaching, including conferences and workshops (related to teaching skills) attended.
 - b. Curriculum development and instructional design, including innovations in teaching techniques, curricula, courses, evaluations, syllabi, web learning, and case studies.
2. Faculty should work to improve teaching skills. Possible resource include:
 - a. Academy of Medical Educators certificate program sponsored by the SOM Office of Faculty Affairs and Professional Development (<http://www.slu.edu/faculty-affairs-and-professional-development/academy-of-medical-educators>)
 - b. Discipline-specific national meetings
 - c. Programs on lecture presentation software offered by Information Technology Services (<http://www.slu.edu/its/faculty>)
 - d. Resources offered by the Reinert Center for Transformative Teaching and Learning (<http://www.slu.edu/ctl>).
 - i. Video Review of Teaching. This allows the faculty member to view her or his teaching performance and to discuss with Reinert Center staff.
 - ii. Customized Workshops. The Reinert Center creates customized workshops for departments, colleges and schools, and other units on campus. Customized workshops are available by request; all are developed in conjunction with the requesting unit.
 - iii. Mentoring. The Reinert Center can provide informal mentoring for new SLU faculty who also are new to classroom teaching. Mentors may be full-time Center staff or other SLU faculty. The mentoring relationship can take many different forms, from frequent, regular meetings to more virtual mentoring by e-mail, based on the faculty member's needs. The structure is flexible to allow faculty members to determine the goals and approach that best suit them.
 - iv. Teaching Observations. A Reinert Center staff member observes the faculty member in the classroom and meets with the instructor to discuss findings and possible adjustments.
 - v. Small-Group Student Feedback Sessions. These are initiated at the request of the faculty member and are performed in the absence of the faculty member. All feedback data are collected anonymously and results are provided to the faculty member to make decisions about how she or he will respond to the feedback.

3. Computers, software, IT support, reference materials, internet access, and space for preparation and execution of teaching activities are made available to the fullest extent possible.

F. Research

Faculty are strongly encouraged to participate in research endeavors and the Department of Pathology will support this goal in several ways. At the time of appointment an agreement on percent effort in research will be determined and renewed annually. Protected time for research will be made available according to the research effort involved.

1. Adequate laboratory and ancillary space will be provided to research investigators in accordance with the space allocation plan that is governed by the Research Space Review Committee.
2. Research faculty are mentored by Dr. Susan Crawford, Vice Chair for Research. She assists research faculty at all levels, particularly junior faculty, in defining research questions, applying for appropriate grant proposals, reviewing grant proposals, and assisting in manuscript preparation and review.
3. Adequate administrative support will be supplied by the department to aid in preparing grants for submission and monitoring grant spending.
4. The SOM Division of Research Administration (<http://www.slu.edu/medicine/research-centers-and-institutes>) offers information on the grants process at SLU, finding funding, submitting a proposal/contract, conducting a clinical trial, managing an award, using the online submission system (Electronic Research Services or eRS), and information on the Animal Care and Use Committee.
5. The SLU Office of Research Development and Services offers a workshop, repeated numerous times throughout the year, on the basics of grant submissions and contract applications (<http://www.slu.edu/x24306.xml>).
6. The university has a competitive seed grant program called the President's Research Fund. Information and forms are available at <http://www.slu.edu/x56884.xml>.
7. SOM faculty are eligible to join the Institute for Clinical and Translational Sciences at Washington University and to apply for seed grant funds through this NIH-funded program. More information can be found at <http://icts.wustl.edu/>.
8. The Institutional Review Board [[http://www.slu.edu/division-of-research-administration-home/institutional-review-board-\(irb\)](http://www.slu.edu/division-of-research-administration-home/institutional-review-board-(irb))] provides support for all phases of compliance with regulations for conducting human subject research.
9. The Saint Louis University Center for Outcomes Research (SLUCOR) <http://www.slu.edu/x45070.xml> provides consulting on a fee-for-service basis covering study design, data collection, database design and management, statistical analysis and interpretation.
10. The Office of Technology Management (<http://www.slu.edu/division-of-research-administration-home/technology-management>) offers protection and commercial promotion of the intellectual assets developed by the faculty, researchers, staff and students of SLU.

11. Faculty members are encouraged to establish research programs and collaborations, especially between basic and clinical researchers.
12. Secondary appointments in other departments are encouraged, as are active collaborations with other departments in the School of Medicine, the university, and the greater scientific community.
13. Faculty members are encouraged to recover a portion of their salaries from extramural funds in order to protect corresponding research time. Research faculty members must recover at least 50% of their salaries from extramural funds. Failure to do so may result in a salary reduction.
14. Recommendations for prioritizing the use of funds from indirect costs will be made by faculty members with extramural funding in conjunction with the Chair and the Research Division director, to ensure timely upgrades of equipment, computer hardware and software, databases and maintenance agreements for common-use laboratory equipment.
15. Faculty members are expected to participate in departmental academic activities, including research seminars and journal clubs, in order to facilitate intra- and interdepartmental opportunities for collaboration. Faculty members are also encouraged to present their data at national and international meetings.
16. Institutional programs that support sabbatical leaves or short-term leaves to learn new techniques or to initiate new external collaborations are available.

G. Service

Faculty, especially senior faculty, are encouraged to participate in community service activities. The concept of a community includes the university, School of Medicine, affiliated hospitals, departments, and the greater St. Louis area, as well as national and international organizations. Faculty should represent Saint Louis University in their service work. They should participate in university committees, hospital committees, and national and international professional organizations. Faculty should also participate in volunteer activities with students on campus or in the community. Faculty should consider participation in volunteer organizations at the national or international level. Examples of service include, but are certainly not limited to:

1. St. Louis community: Habitat for Humanity, events that support transplant patients, Susan G. Komen for the Cure
2. University community: Faculty Senate, university-wide committees, Faculty Assembly
3. School of Medicine community: IRB, Animal Care Committee, Executive Committee, Committee on Student Progress and Program Planning, other standing or ad hoc committees, student orientation group advisor
4. Clinical practice community: UMG Executive Committee, UMG subcommittees, SLUCare committees
5. Departmental community: Graduate Student Admissions Committee, dissertation committees, residency training committees
6. Hospital community: Hospital Governing Board and Executive Committee

H. Administration

For those who wish to develop administrative expertise or to advance in a leadership role, the department and the School of Medicine encourage participation in programs designed for this purpose. Programs are available at all levels of faculty development to enhance leadership and administrative skills. Mentoring and coaching by the division directors and Chair are available to faculty to help guide the development of these skills. Opportunities available include but are not limited to:

1. Masters in Public Health (MPH)
2. Executive MBA, MBA, or MHA
3. Physician Executive Management Development Program
4. Participation on the UMG Executive Committee
5. Membership on the SLU Hospital Governing Board
6. Several national programs are available to enhance leadership among women (e.g., the AAMC)

IV. Other University Resources

- A. The Office of Faculty Affairs and Professional Development offers talks and conferences periodically on such topics as:
 1. Managing Grant Awards: Working with the Office of Research Development and Services.
 2. Junior Faculty Focus Group Session
 3. Mid-Career Faculty Focus Group Session
 4. Senior Faculty Focus Group Session
 5. Navigating Your Academic Career as a Clinical Educator
 6. A detailed presentation entitled “Getting Promoted as SLUSOM”
- B. Women in Medicine and Science (<http://www.slu.edu/x56807.xml?site=mobile>) addresses issues related to the professional growth and advancement of women in academic medicine.
- C. Information Technology Services offers a variety of services and products to the Saint Louis University community (<http://www.slu.edu/its/services-and-products>)
- D. New Faculty Orientation. New faculty attend a mandatory SOM Faculty Orientation session. The topics are listed on the SOM Faculty Affairs and Professional Development website at <http://www.slu.edu/faculty-affairs-and-professional-development/new-faculty-orientation>

Appendix 1

Additional Resources

Websites – Extramural

Early Years and Planning for Tenure Review:

<http://www.the-aps.org/mm/Careers/Mentor/Advancement-and-Promotion/Early-Career-Professionals/Dealing-with-the-tenure-and-promotion-process-/Planning-for-Tenure>

The Chronicle of Higher Education <http://chronicle.com>

Books

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Articles

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Lipsky MS, Taylor CA, Schnuth R. Microskills for Students: Twelve Tips for Improving Learning in the Ambulatory Setting. *Medical Teacher* 1999;21:469-472.

Nutter DO, Bond JS, et al. Measuring Faculty Effort and Contributions in Medical Education. *Academic Medicine* 2000;75:199-207.

Morahan PS, Boytko ML, et al. Ensuring the Success of Women Faculty at AMCs: Lessons Learned from the National Centers of Excellence in Women's Health. *Academic Medicine* 2001;76:19-31.

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