



Office of Faculty Affairs and Professional Development

## Fall 2021 Newsletter



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## 2021 SWIMS

On Wednesday, September 22, around 100 faculty, students, Housestaff, staff, and guests attended the 2021 Spotlight on Women in Medicine and Science symposium. This year's theme was "The Value of Mentoring in Career Development".

Featured speaker Dr. Wendy Ward, Associate Provost for Faculty in Academic Affairs at UAMS, offered an engaging presentation titled "Exploring the Mentor/Mentee Relationship: Developmental Progression and Best Practices".



This was followed by a panel of junior faculty who answered multiple questions from their audience regarding their experiences in the mentee/mentor relationship.

Dr. Marie Philipneri headlined this year's senior faculty presentation sharing her lessons learned as a mentor and mentee.

To conclude the day's events, Dr. Aline Tanios kicked off the Women Mentoring Women Program Launch.

The success of WIMS and SWIMS would not be achieved without the support of many people. However, special thanks to the following individuals for their contributions to the success of this year's event:

- ❖ Aline Tanios
- ❖ Heidi Sallee
- ❖ Nicole Xynos
- ❖ Marie Philipneri
- ❖ Alicia Barnes
- ❖ Jennifer Aleshire
- ❖ Elise Alspach
- ❖ Shannon Grabosch
- ❖ Dina Calamur
- ❖ Tina Chen

## WIMS/Women Mentoring Women

Recently, the Women in Medicine and Science (WIMS) Mentorship Subcommittee invited female medical students, residents, fellows, and faculty from Saint Louis University to apply to the newly established Women Mentoring Women Program. This is a structured mentorship program geared toward supporting women in medicine and science who are striving to embrace personal, professional, and career growth.



The Women Mentoring Women Program is a 9-month program, lasting from late September 2021 to June 2022. 15 mentees were selected from over 60 applicants.

For more information on this exciting new program please click [HERE](#).



A special thank you and congratulations to the following individuals for recently obtaining Emeritus faculty status. Your dedication and service to the School of Medicine is recognized and appreciated!

To learn more about Emeritus status and its benefits, please click [HERE](#).

#### **Internal Medicine**

Bruce Bacon, M.D.  
Adrian Di Bisceglie, M.D.  
John Morley, M.B.  
Marcia Sokol-Anderson, M.D.  
H. Douglas Walden, M.D.

#### **Obstetrics, Gynecology and Women's Health**

Erol Amon, M.D.

#### **Pediatrics**

Jacqueline Batanian, M.D.  
Joyce Koenig, M.D.

#### **Surgery**

Andre Fiore, M.D.  
Bruce Kraemer, M.D.

#### **Otolaryngology**

John Stith, M.D.

#### **Comparative Medicine**

Cheri West, DVM

#### **Pathology**

Cirilo Sotelo-Avila, M.D.  
Eric Staros, M.D.

#### **Ophthalmology**

Sophia Chung, M.D.

#### **Radiation Oncology**

Macdonald Logie, M.D.



# School of Medicine Faculty Committees

The School of Medicine (SOM) Constitution and Bylaws of the Faculty were created by the SOM Faculty to detail and enhance shared governance at the School of Medicine. The Faculty Affairs Committee (FAC) has a vital role in shared governance, being charged with populating SOM standing committees and regularly reviewing the Constitution and Bylaws.

We asked Dr. Nandini (Dina) Calamur (Pediatrics, immediate past chair of the FAC) to share her experience with shared governance and the importance of the Faculty Affairs Committee.

A list of School of Medicine faculty committees can be found [HERE](#).

*Shared governance expects those who will be affected by a decision on policy or procedure to be informed and allows for stakeholder input into governance decisions. At SOM this is a balance between faculty participation and administrative accountability. The FAC is crucial to maintaining shared governance. Last year, there were 2 main amendments to the bylaws. The first amendment was to increase faculty influence on the population of standing committees (per LCME recommendations). The second amendment says that no substantial modifications can be made to the Bylaws of the Faculty without faculty consultation or approval.*

*Last year, FAC made it a priority to incorporate diversity into SOM appointed committees, especially with respect to rank, gender and URiM. Elections occur in the spring; one can self-nominate or nominate someone else. Appointed committees are populated via self-nomination or recommendations.*

*Through FAC and other SOM committees, my network has expanded beyond the Department of Pediatrics, which has exposed me to faculty with whom I never would have been in contact. I have a better understanding of what is happening at the medical school and university level. I feel that the changes made to the Bylaws last year helped push shared governance forward at SLUSOM.*

*Do you want to share your opinions in a venue with influence? Do you want to be one of the first to know something or want a better understanding of what happens at the medical school or university level? Do you want to meet people outside of your department? Join a committee. In addition, committee participation counts as service and looks good on your CV when it's time to apply for promotion.*



# Faculty Development

With the increased use of Zoom for meetings, many OFAPD and/or SOM sponsored professional development events are recorded and posted on the official OFAPD website for future viewing.



Website:

<https://www.slu.edu/medicine/about/faculty-resources/office-faculty-affairs/faculty-development/index.php>

For example, by visiting our website you can find:

**Vaccine Hesitancy: Moving the Needle for Vaccine Hesitant Parents...and for COVID Vaccine Acceptance**

Ken Haller, M.D. - July 28, 2021

**Enhancing Your Zoom Teaching Techniques from a Medical Perspective**

Michele Tanz, D.N.P. - July 14, 2021  
Donna Jett, M.S. Ed.

**Provider Wellbeing & The Medical Licensure Process**

Katherine Mathews, M.D. - Aug. 4, 2021

**Student Education & Evaluation SOS: Support Our Students (Best)**

Jennifer Heithaus, M.D. - July 21, 2021  
Marta King, M.D., M.Ed.

**Let's Talk Microaggressions**

Denise Hooks-Anderson, M.D. - Aug. 25, 2021

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## Faculty Appointment Renewals

All full-time faculty should have received their annual academic appointment renewal at this point. Please check your inbox. If you cannot find your renewal, or if you notice a discrepancy, please contact your department business manager.





## Faculty Assembly Updates

Shared governance is an important part of your responsibility as a faculty member. Per the Faculty Manual:

*The University recognizes the value of faculty participation in the shared governance of the University, as described in Sec. III.H.4. Therefore, faculty members are expected to serve on the appropriate committees of their Department, their College, School, or Library, the Faculty Senate, and the University. They are expected to participate in academic planning and formulation of University policies and, to a limited extent, administration of the University. In particular, it is the responsibility of the faculty, in consultation with the Dean, to establish standards for the admission, transfer, and graduation of students.*

Within the SOM, shared governance is accomplished via participation in key standing committees of the school, including but not limited to the Curriculum Committee, the Appointments, Promotion and Tenure (APT) Committee, the Faculty Affairs Committee, and the Research Planning Committee. Shared governance occurs via the election of faculty members to serve on the SOM Executive Committee – an advisory board composed also of departmental chairpersons, along with associate and assistant deans.

Shared governance also occurs through the SOM Faculty Assembly, the primary representative body of all full-time faculty. The business of the Assembly is carried out by a nine-member executive committee elected by the faculty body. These individuals are charged with representing you to the leadership of the SOM and along with elected Senators to the Faculty Senate to the University.

Presently the SOM Faculty Assembly is focused on the following items of business:

1. Formalization of faculty representation to the Assembly by the appointment of department faculty assembly representatives. I will be reaching out to the Department Chairs very soon to seek their recommendations. If you are interested in learning more about serving as an departmental Assembly representative, please let me know.
2. Interim chair positions – the Assembly is concerned about the high number of interim department chairs; we are interested in working with the SOM and University leadership to identify solutions for this long-standing problem within the SOM.
3. Research infrastructure – the Assembly is concerned about the sub-optimal level of research support and infrastructure particularly for clinical and translational research. We have met with Dr. Oleg Kisselev (Associate Dean for Clinical and Translational Research) to hear his proposed solutions to address inefficiencies in the process; we are interested in learning more from other SOM and University leaders on how to create an environment that better supports research across the entire spectrum from basic/fundamental research to translational and clinical trials.

Please reach out to me or another member of the Executive Committee of the Faculty Assembly if you have questions or feedback regarding the above information. Additionally I welcome your suggestions for any new business the Assembly should consider.

Sincerely,  
T. Scott Isbell, DABCC  
President, SOM Faculty Assembly  
Chair, Executive Committee of the Faculty Assembly



# Continuing Medical Education Updates

SOM Continuing Medical Education Program – New faces and places

There have been a lot of changes recently. In June, the CME Office moved from Young Hall to the School of Medicine. The office is now located in the Caroline Building, C208. They are excited to be amongst people they work with on a regular basis. Stop by to say hi, ask questions and introduce yourselves!

**Amanda Sain**, the CME Program Director, started in May 2021. She has vast experience with meeting planning, hotel contracts, AV, social media, and has a great personality. She has already started taking the CME Program into the next phase of updates in the Accreditation Council for Continuing Medical Education (ACCME) Standards, as well as follow the AMA and the SLU policies for quality CME activities that provide a strong program for SLU. She is passionate about providing educational opportunities and is looking forward to growing the program and diversifying courses available.

**Carly West**, the CME Program Coordinator, came to us from the OB/GYN department in March. She is the face behind the program, checking into the financial accounts, sending out invoices, adding activities to the CloudCME, and helping the regularly scheduled series (RSS) Coordinators with issues. She has started working on providing additional resources for our RSS Coordinators and being a subject matter expert for them. She has been a great asset and part of the SLU CME Program.

**Dr. Marie Philipneri** has recently been appointed as the Continuing Medical Education (CME) Accrediting Director, effective October 1, 2021. She is a Professor of Medicine in the Division of Nephrology and is board Certified in Nephrology, Internal Medicine, and Clinical Hypertension. She is an active member of SLU's Biomedical Institutional Review Board. As the next CME Accrediting Director, Dr. Philipneri is committed to supporting the CME office in upholding the rules and standards set forth by the ACCME and implementing the new Standards for Integrity and Independence in Accredited Continuing Education that go into effect January 1, 2022. Dr. Philipneri and her team plan to explore effective ways to inform the SLU community of services offered by the CME office and explore additional partnership opportunities.

The SLU CME Program is designed to provide learners with the tools they need to improve their knowledge, skills, and performance to achieve better patient outcomes. Included in our educational activities are updates in clinical medicine, updates in surgical procedures, review of surgical instrumentation, ethics, end-of-life palliative care, faculty development, communication, patient safety, and interprofessional collaborative practice.



For a list of upcoming courses available, or to register, check out the CME Program website!

<https://slu.cloud-cme.com/default.aspx>



## 2021 - 2022 Promotion Timeline

Recommendation	Who is Recommending	Date of Recommendation/Review
Recommendation 1	Department Promotion Committee	Prior to October 1, 2021 (deadline varies by department)
Recommendation 2	Department Chair	Prior to October 1, 2021 (deadline varies by department)
Recommendation 3	SOM Appointment, Promotion and Tenure Committee	October 29, 2021
Recommendation 4	Dean of the SOM	by November 19, 2021
Recommendation 5	UCART	December 2021 - March 2022
Decision	Provost of the University	late April 2022 - early May 2022
Appeal (if applicable)	President of the University	

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## 5 Tips for...Mentors

Written by Dr. Wendy Ward, SWIMS Featured Speaker

### 1. **Set expectations**

Mentors and mentees come to their relationship with respective sets of expectations about each other and about the mentoring process. Mentors have the responsibility to set and manage mentee expectations and to communicate their own expectations about how they will interact together. Where, how often will you meet? What will be the focus of discussion (often collaboratively decided). What boundaries are set with the relationship? What level of confidentiality can both sides expect?

### 2. **Support, yet challenge, your mentees**

The mentor is a very important source of support for mentees, which is particularly important in the evaluative and stressful environment of academic healthcare. It is important to create a positive learning environment where mentees feel psychologically safe and can identify weaknesses, problems, concerns without fear of retribution. If a mentee is not performing well, behaving professionally, seems disengaged from work, or appears to have other things on his/her mind, the mentor may inquire whether things are going OK and offer assistance in getting them re-engaging in positive ways. Available faculty wellness resources should be needed.

### 3. **Share your experiences and insights**

Sometimes your role as a mentor can make you seem intimidating to a mentee. Consider building rapport the first goal of the relationship. Mentors can humanize themselves through sharing stories about their own academic and professional journey. Speaking frankly and openly and in particular sharing any challenges, mistakes, or lessons learned help mentees feel more relaxed and safe to be open to share their challenges or weaknesses or...



...asking questions that they fear will seem silly. Mentors should choose stories that they feel are appropriate and helpful, but do so in a neutral way, without attachment to how your mentee will use this learning.

4. **Act as a sounding board**

Mentees benefit greatly from the opportunity of having a good mentor listen to them. Allow them to explore their thoughts, ideas, and curiosities openly with you. This will often help them unravel their thinking, gain insights about a situation as they share their concerns with you, and develop problem-solving skills.

5. **Celebrate successes**

Celebrate with your mentee any achievements, goals achieved, and other successes. This builds confidence and self-esteem, as well as the perceived value to the institution in the work they do.

## 5 Tips for...Mentees

Written by Dr. Wendy Ward, SWIMS Featured Speaker

1. **Have a plan, make a plan**

Have a rough agenda for the meeting and make sure to cover all the items even if the conversation productively leads into other topics. Before ending the meeting, discuss action items for both of you to be completed prior to the next meeting. Write them down with a brief summary of the discussion.

2. **Share timelines, goals, and objectives**

Discuss your timeline for promotion or any other major targeted goals and ask for strategic planning to achieve that goal. Add it to an agenda so you can continue to update progress and receive feedback.

3. **Don't be afraid to ask their opinions and insights about you**

Ask them to help you with self-awareness. Mentors may have some unique insights into your strengths, weaknesses, recent growth, or growth needed. Ask questions such as: How am I viewed? Where do you see my strengths? What do you see as some of my blind spots and how can I improve?

4. **Ask for help**

Ask for help in specific situations. Negotiating salary, work schedule, or job duties as well as navigating difficult team dynamics or relationships with your colleagues can all be challenging. Ask mentors for help with skill-building (teaching/facilitation skills, writing a grant, uploading to IRB, running a meeting, etc). Asking for your mentor's thoughts can help prepare you for these situations. Specific questions are good but broader questions are important too. Some good broad questions include: Do you have any quick tips for re-energizing an overworked team? Can you recommend a book or resource for dealing with difficult conversations? What practices can you recommend for dealing with nervousness when speaking to groups?

5. **Take ownership of your own growth and development**

Listen to the feedback your mentor gives you. And then apply it—seek additional professional development, practice and change behaviors or attitudes, and take responsibility for taking their advice and supporting your own growth.

## Meet the Dean's Staff

*Dr. Chad Miller is the Senior Associate Dean of Undergraduate Medical Education and a Professor in the Department of Internal Medicine.*



I am a St. Louis area native, born at Missouri Baptist Hospital. I grew up in Florissant, St. Charles, Columbia (MO), and finally Chesterfield, where my family settled during my high school years. My mother taught high school English, and my father was a football and baseball coach. Sports were a part of my life from the beginning and remain so today. I attended Lafayette Senior High School in Wildwood, Missouri, where I played football, baseball, and basketball. I have been married to my wife, Ginger, for 20 years. We met in college at Yale University. She played varsity softball, and I played varsity baseball and one year of junior varsity football. She is a native of Miami, Florida, and I made one vital request before we married. She must adopt the St. Louis Cardinals as her major league baseball team. Thankfully, she did and we are raising a family of Cardinals fans.

My wife and I have three children, Annabelle (age 15), Wesley (Age 12), and Georgia (Age 9). When I am not at work, I spend most of my time with my family. Much of it is spent watching or coaching my kids' sports. Otherwise, I stay active by doing Crossfit and running Spartan obstacle races (albeit not since the beginning of COVID). When I can, I play the piano and read non-fiction. Lately, I have been mastering the New Orleans dishes that are hard to come by in St. Louis. For example, I enjoy boiling crawfish, charbroiling oysters, and cooking blackened redfish.



About my role at SLU:

In my administrative role, I oversee the offices of curricular affairs, admissions, and student affairs. In addition, I work closely with the other associate and assistant deans in managing the selection and education of SLU medical students. Beyond ensuring that our students are well-prepared for residency and future practice, one of my key responsibilities is to ensure that we are compliant with LCME accreditation standards. I am an academic hospitalist and attend the general internal medicine inpatient service at Saint Louis University Hospital.



Thoughts on medical education:

Medical education is going through some significant changes right now. There is an abundance of electronic and online resources to assist in learning the foundational material for medicine. We are changing our approach in the pre-clerkship curriculum at SLU SOM to move away from a lecture-based curriculum to a curriculum that focuses more on active learning modalities, such as simulation, small group discussion, team-based learning (TBL), and peer instruction (PI). We are in our second year of significantly increasing the implementation of these active learning modalities. The

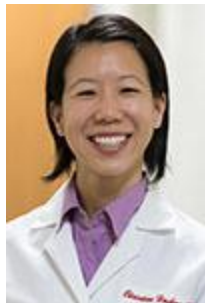
content that used to be taught in a lecture format is covered well in the electronic and online...

...resources that function as modern-day textbooks. The active learning modalities shift the focus of the faculty to the application of knowledge and leave much of the initial acquisition of knowledge to these electronic resources. In doing so, we will better prepare our students to synthesize knowledge to think and act like a physician.

One other significant change is the USMLE Step 1 exam going to pass/fail in January of 2022. It remains a controversial decision, but we will take advantage of this change at SLU SOM. We are including more meaningful content, such as the new Medicine and Society Course, Medical Business Ethics Course, and other clinical experiences. The change of USMLE Step 1 to pass/fail allows students to focus more on these topics without it coming at the expense of studying to earn a high Step 1 score. Also, it will enable us to move the beginning of clerkships to January of the 2nd year of medical school. Earlier clinical entry was a priority of students and faculty from the Curriculum Retreat in 2019. We will achieve this by adjusting the start date of clerkships year-by-year until we reach a January start in 2023-24. Ultimately, this will decompress requirements during residency interview season. Students will spend more of their med school education in the clinical setting honing their skills before residency.

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## Faculty Achievements



Dr. Christine Hachem was recently elected to serve as Missouri Governor for the American College of Gastroenterology. We asked Dr. Hachem to tell us a little about herself and her new role.

*I am a professor in the Department of Medicine, Division of Gastroenterology at SLU. I have been a member of the American College of Gastroenterology (ACG) since I was a medical student. Gastroenterology has historically been a male-predominant specialty and I have seen it change during the last 20 years with the recruitment and inclusion of more women in training and practice. I have really enjoyed working behind the scenes at ACG through committee mentorship and leadership, participating in regional and national conferences as a speaker, moderator, educator, and in educational content development. I have been inspired by the female leaders who blazed a trail before me and excited to be elected to serve on the ACG Board of Governors. It is a privilege to be a role model and mentor to other women in Gastroenterology as I am often reminded that we have nothing to lose but a lot to gain by getting more involved.*

*The Board of Governors is one of the most unique aspects of the American College of Gastroenterology's governance. Governors are ACG Fellows that are elected from the membership of a particular state or region. There are currently 77 Governors across seven different regions in the U.S. and abroad. Only a handful are female. The Board of Governors acts as a two-way conduit between College leadership and the membership at large. This helps the College make certain it is meeting the evolving needs of the membership. The ACG Governors also act as a grassroots force on important issues facing gastroenterologists and organized medicine at large at both the national and state levels. Finally, the Board of Governors is also an integral part of the College's membership outreach activities.*

## Faculty Achievements



The annual Faculty Senate Kick Off was held on Sept. 14. One of the highlights of the event was conferring the John A. Slosar Shared Governance Award. John Slosar is a faculty emeritus largely responsible for the founding of the Faculty Senate at Saint Louis University and promoting the principles and practices of shared governance. This year, the committee selected two awardees, Theodosios Alexander, PhD and T Scott Isbell, PhD. The selection committee is chaired by Dr. Mark Knuepfer, so we asked him to say a few words about Dr. Isbell's nomination.

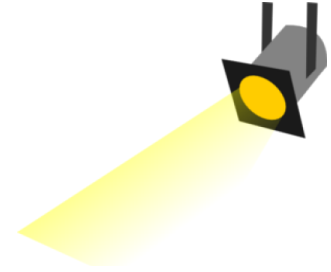
*“The Health Science campus was represented by Scott Isbell, Associate Professor in Pathology and Medical Director of Clinical Pathology. Dr. Isbell holds the endowed position as Louis and Marguerite Privat and Marguerite Hard Memorial Professor, is a member of the Faculty Senate, and is chair of the Executive Committee of the Faculty Assembly (ECFA) at the SOM. Dr. Isbell has been an exemplary leader of the ECFA, promoting the rights and engagement of faculty representatives with the dean and administrators. In collaboration with Dean Wilmott, Scott requested and received considerable assistance from the Kevin Grigsby at the AAMC who reviewed our SOM Constitution, Bylaws, and policies and procedures. Through numerous meetings with faculty and administrators, the dean and ECFA agreed to a more open approach for engagement of faculty in administrative decisions by defining the role of individual faculty representatives as Responsible, Accountable, Consulted or Informed (RACI) on these matters. He also promoted a policy designating representation by faculty in hiring chairs, directors, and administrators. Under his leadership, the ECFA now regularly meets with the dean and has representation on the Dean’s Executive Committee and conducts our quarterly SOM Faculty Meetings. These and other initiatives have made it possible to work more closely with Dean Jacobs, Associate Dean Jane McHowat, and other key administrators. This interaction will reduce the possibility of miscommunication and give greater voice to faculty at the SOM. Scott continues to work with Dr. McHowat to develop a vision for reorganization of the faculty role in the SOM.”*

*“Dean Jacobs has described Scott as a transformational leader advancing shared governance at Saint Louis University. She notes his particular skill in engaging faculty and administrators respectfully to promote collegiality, engagement and collaboration. This has improved our ability to influence the conduct of the SOM. Dr. Isbell has earned our respect and admiration for his accomplishments for faculty and is well-deserving of the prestigious Slosar Award.”*



# Faculty Spotlight

*Dr. Grant Kolar is an Associate Research Professor in the Department of Pathology*



**How long have you worked at SLU?**

7 years.

**Why did you want to become a scientist and what is your favorite part of the job?**

I have always been intrigued by the process and remember it being a striking defining moment the first time I looked at a blood smear under the microscope in my father's veterinary clinic (I think I was 5).

**So far in your career, what do you consider to be your greatest achievement?**

I am still on my way up so right now things keep getting better, but I would probably point to the technological advancement of the core facility that I run – we have made some great strides in the past several years.

**What is the most helpful advice you've received?**

That it does not matter what you do or accomplish in a career so much that you are happy doing it (my PhD mentor – one of the last pieces of advice he gave me before his death).

**If you were stranded on a deserted island, what one band or musician would help keep your sanity?**

Piano Guys – tough to nail down though since I think not having variety would create some insanity on and of itself without variety (the same soundtrack going over and over in one's head)!

**If you could have dinner with one person, living or dead, who would it be?**

This is an interesting question. I know that it is probably expected that one would choose someone famous but it is hard for me because I miss several family members who have died and would have difficulty choosing which of them to see again. But the one I have not met who I would like to be would be my great grandfather -- not famous – but an amazing man with a tremendous love of his family and a quiet, gentle, generous, and thoughtful soul. If I had to choose someone famous, not sure, so many people do not live up to one's expectations!

**If you could only eat one thing for the rest of your life, what would it be?**

Rice with black beans – no kidding – so much you can do with them!

**What book are you currently reading?**

Prince Caspian (with my daughters!)