



University of
Pittsburgh

School of
Medicine



University of
Pittsburgh

School of
Medicine

Welcome to Faculty
Orientation!



Joseph E. Losee, MD, MBA

Vice Dean for Faculty Affairs

Ross H. Musgrave Endowed Chair of Pediatric Plastic Surgery

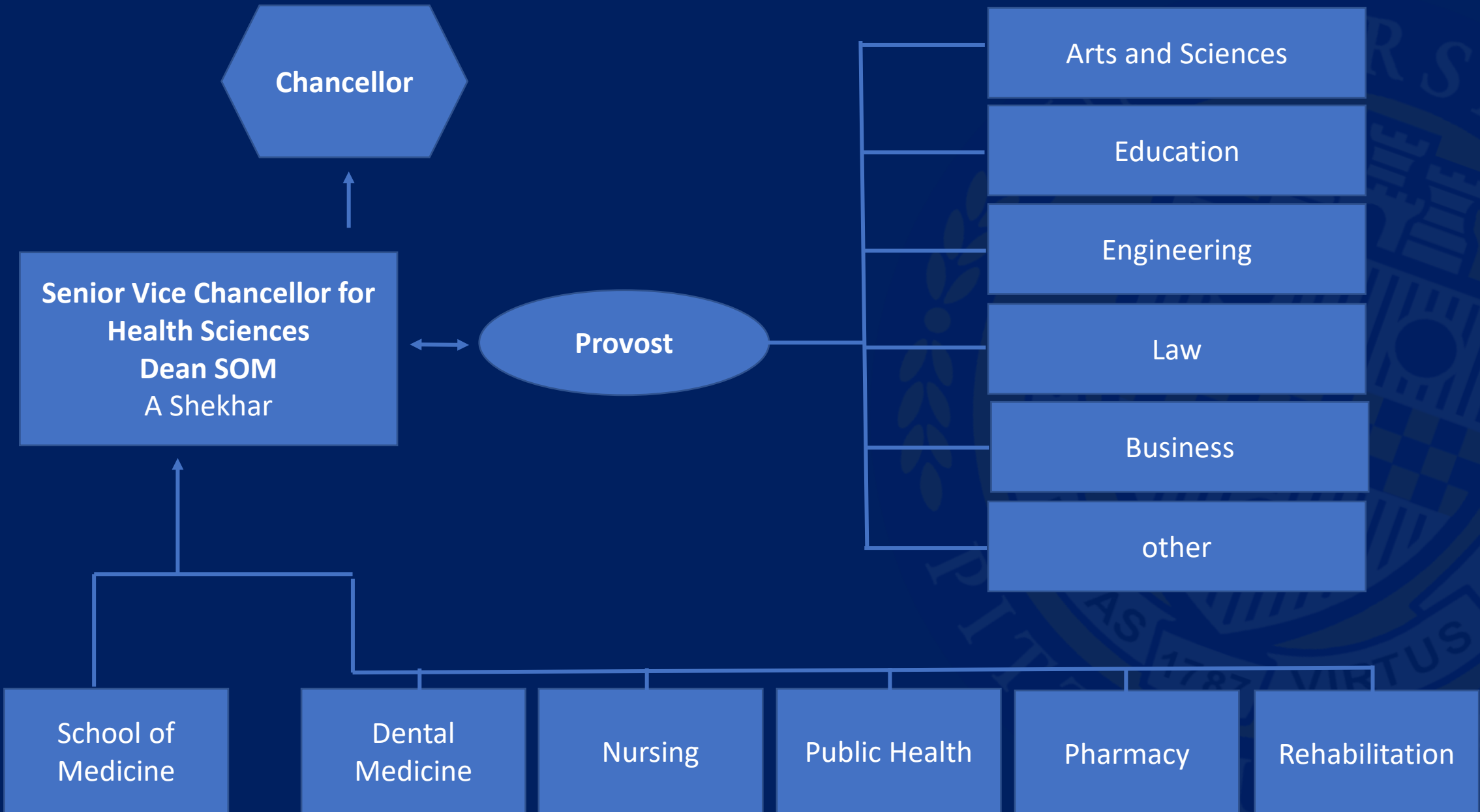
Executive Vice Chair, Department of Plastic Surgery

Professor of Business Administration, Katz Graduate School of Business

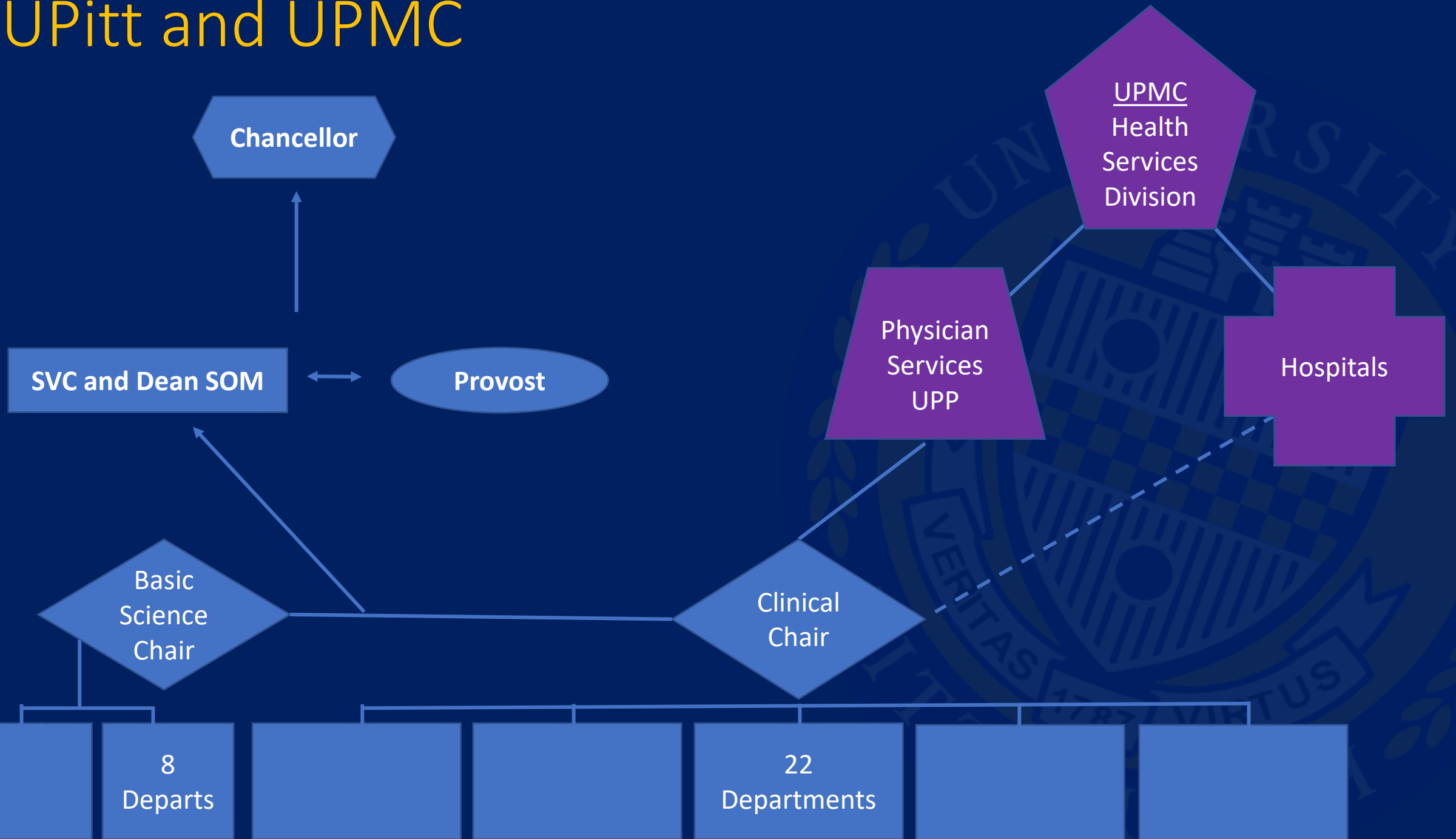
University and Health System



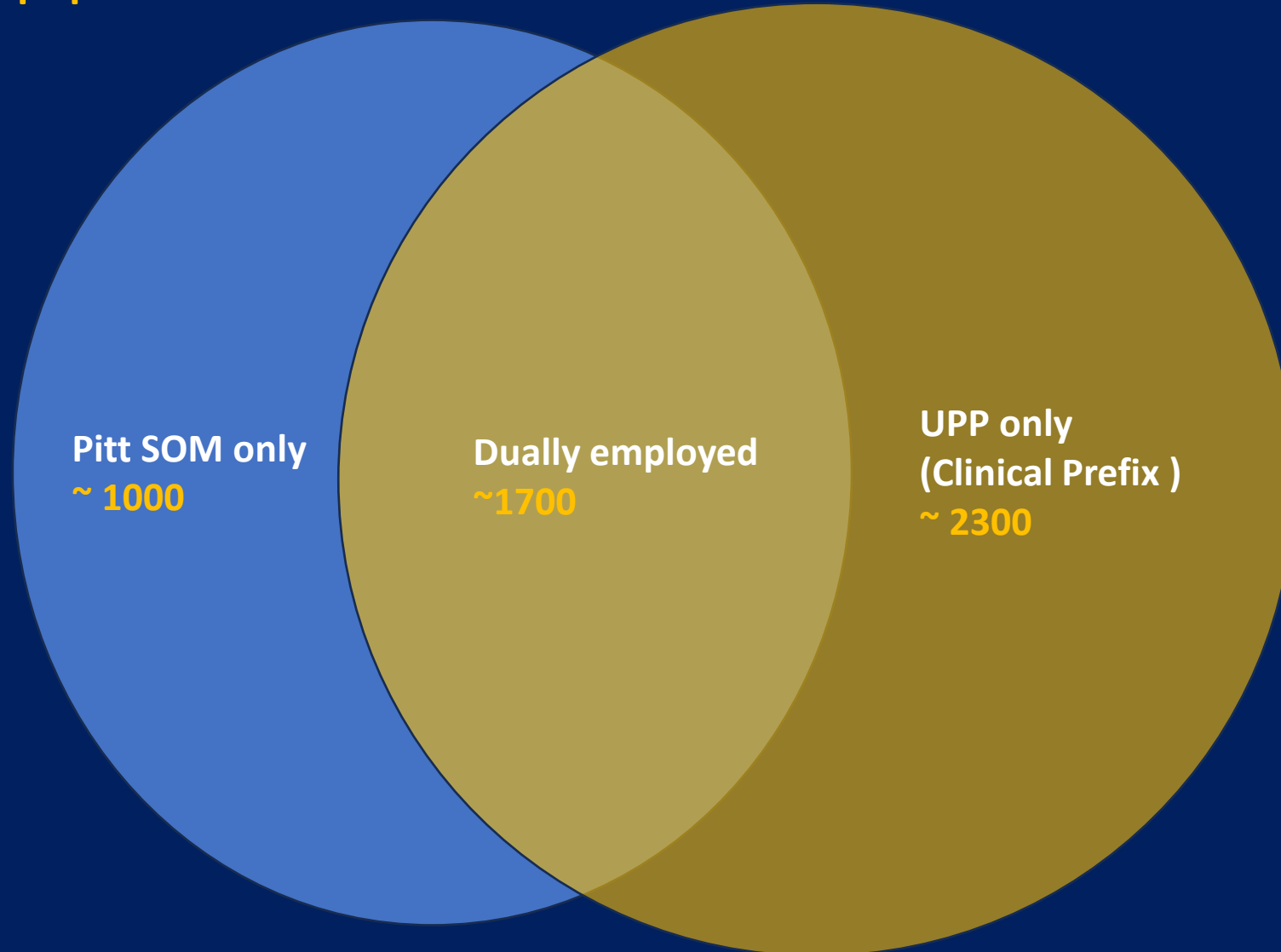
University of Pittsburgh Structure



UPitt and UPMC



SOM Appointments



The background of the slide features a large, faint watermark of the University of Pittsburgh seal. The seal is circular, with the words "UNIVERSITY OF PITTSBURGH" around the top and "PITTSBURGH" around the bottom. In the center is a shield with various symbols, including a book and a ship. Below the shield is a banner with the word "VIRTUS" and the year "1787".

Office of Faculty Affairs

<http://medfaculty.pitt.edu/>



Navigating Appointments and Promotions

Joseph E. Losee, MD, MBA

Vice Dean for Faculty Affairs

The Promotion Bible

Faculty Affairs Website

[https://www.medfaculty.pitt.edu/
appointments-promotions](https://www.medfaculty.pitt.edu/appointments-promotions)

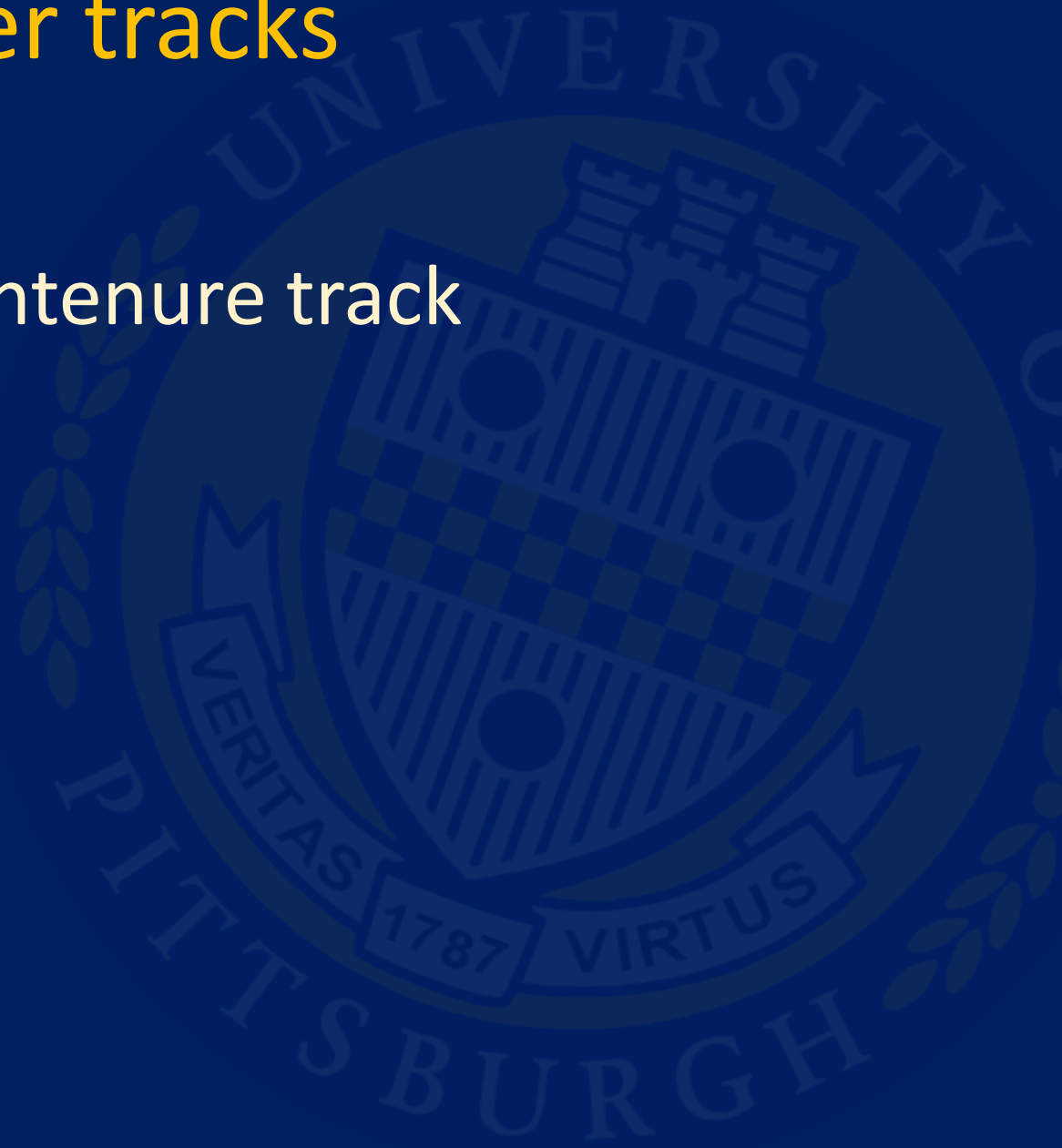
UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE GUIDELINES FOR FACULTY APPOINTMENT AND PROMOTION

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Faculty career tracks

- Appointment stream = nontenure track
- Tenure track



Pathways

Investigator-educator

Clinician-investigator

Clinician-educator

Clinician-leader



Tenure



Tenure Requirements

- Record of sustained independent scholarship; top scholars and leaders in their field.

AND

- Promise of trajectory of creativity and the resources to sustain it (i.e. funding that is most often federal and peer reviewed).

Tenure timeline

- Permanent employment contract, not guaranteed salary
- 10-year clock
- Mid-Course Review
 - Due by end 5th year
- Modifications to clock
 - Family or medical leave
 - Childbirth/Adoption: year of birth/adoption excluded from clock, no permission needed, just notify OFA, applies to both parents
 - Maximum 13 years to tenure

Promotion criteria

Sustained contribution by excellence in:

- Teaching
- Contributions to knowledge through investigation/scholarship
- Service



Promotion Process

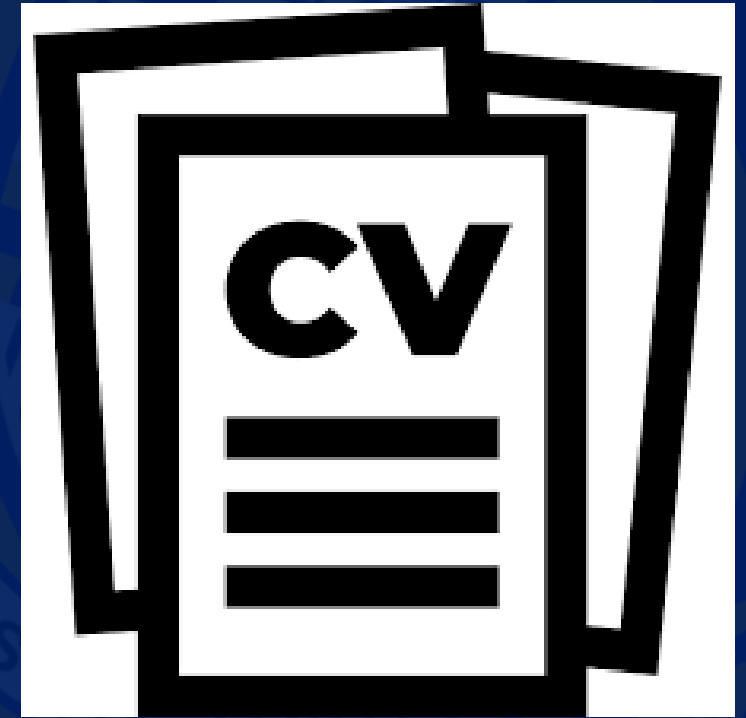
4-6 months



4-6 months

Curriculum Vitae

- May be your most important document
- Chronicles your contributions
- Pitt Format - template on Faculty Affairs website
- Do it YOURSELF
- Keep it updated and detailed
- TEACHING, RESEARCH, SERVICE



Teaching documentation

- Save all your teaching evaluations
 - Courses
 - Clerkship evaluations
 - Lecture evaluations
- Document teaching efforts
 - Update CV regularly with teaching efforts
 - Includes mentorship



Home

<https://www.medfaculty.pitt.edu>



About the office



Quick links



Information for New Faculty



Recruitment and Offer Letter



Compensation and Incentive Plans



Faculty Development



Diversity



Reappointment & Non-Renewal



Leave of Absence



Workplace Guidance



Research Related Information



Appointments & Promotions



Portfolio Submission - Tenure & Appointment Stream



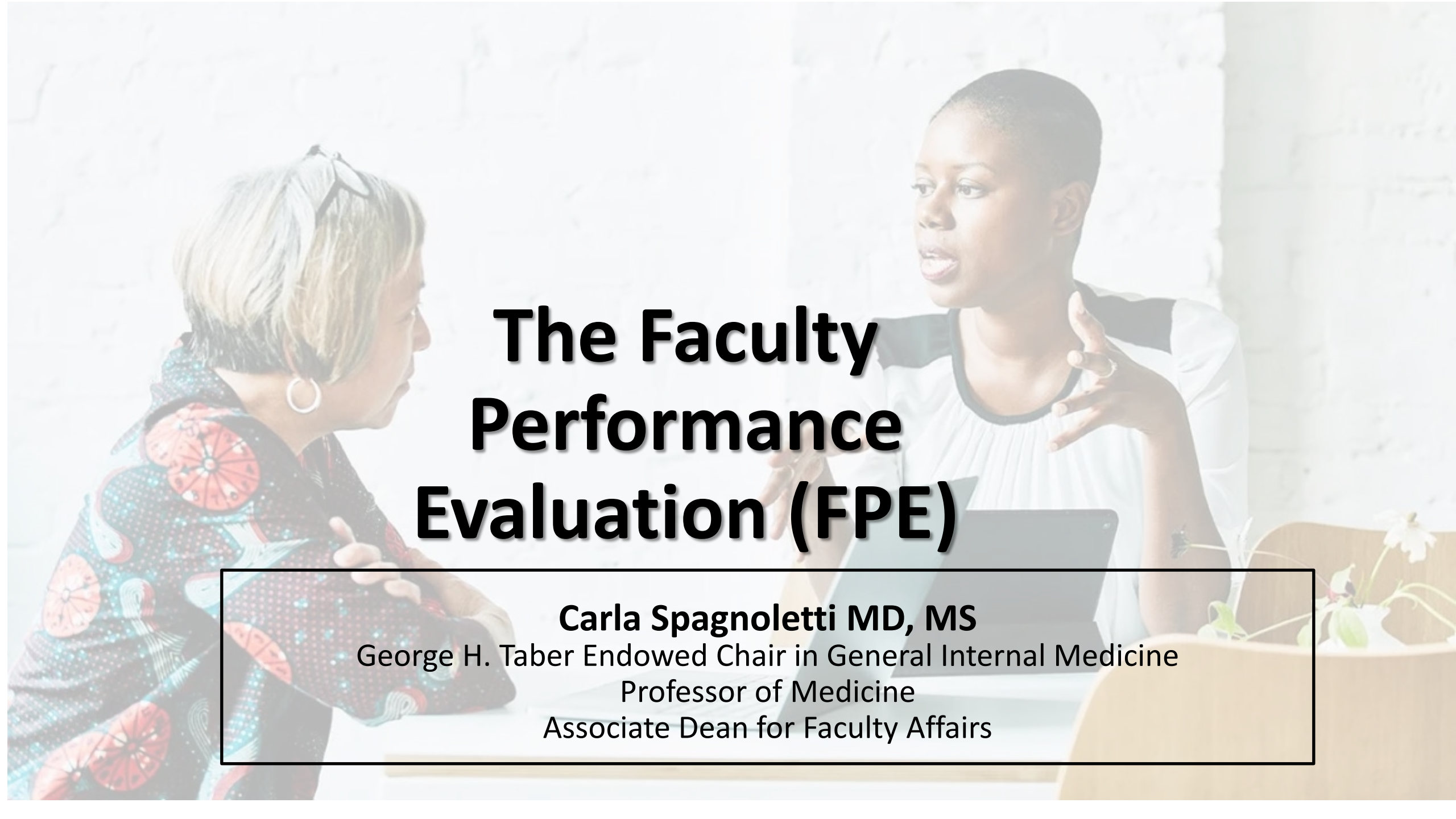
Performance Review



Checklists for administrative Actions



Research Associate/Visiting Scholars/Health Research Fellows/Diversity Scholars/Academic Visitors

A background image showing two women in a meeting. On the left, a woman with short blonde hair and sunglasses on her head is wearing a colorful patterned top. On the right, a woman with short dark hair is wearing a white top and gesturing with her hands while speaking. They are sitting at a table with a laptop and a small potted plant.

The Faculty Performance Evaluation (FPE)

Carla Spagnoletti MD, MS

George H. Taber Endowed Chair in General Internal Medicine

Professor of Medicine

Associate Dean for Faculty Affairs

What is the purpose?

- A required “annual review” for employment at Pitt, typically by your direct supervisor, section/division chief, Vice Chair, or Chair.
- Opportunity for self-reflection and organization
- Clarify expectations
- Receive feedback on performance
- Set goals
- Can be used to inform decisions about effort and resources
- Identify opportunities to further increase your impact, expand your skillset/abilities, further your excellence
- Opportunity to assess readiness for promotion

What does the FPE include?

- Written annual review of performance over past year
 - Research and Scholarly Activities
 - Teaching
 - Clinical (if applicable)
 - Service and Administrative Activities
- Plans and measurable outcomes for next year in each academic area

Completing the FPE Form

- Link to your form sent to your **Pitt Email** on Sept 1
- September-November: Self-reflection and form completion
 - Detailed list of accomplishments/activities
 - *In the context of your measurable outcomes from the past year's FPE*
 - Draft plans for next year in measurable terms
- Tips:
 - Start early, set aside time
 - OK to cut and paste information from your CV
 - Upload key documents, such as CV, high-impact pubs, teaching evaluations

UPSOM and UPP Faculty Performance Evaluation 2025 - 2026

+ Open All Sections

Print

Self-Evaluation Primary Evaluator Review Other Evaluator Review Dept. Chair Review Awaiting Faculty Signature Complete

Spagnoletti, Carla L

Medicine, General Internal Medicine

Professor MD UPP2, A Appointment Stream

clsst80@pitt.edu

Send To Delegate

Self-Evaluation

Primary Evaluator: **Liebschutz, Jane Margaret**

Other Evaluator: **Losee, Joseph E**

Chair Designee: **Buland, Emily Jane**

Department Chair: **OBroin Lennon, Anne Marie**

General Information

Percent Effort and Productivity Expectation (Read-only)

Your department has opted to not provide expectation details.

What Professional Activities are you engaged in that bring meaning and fulfillment to your career? *

B I U G Q L R

What challenges or hurdles have you faced that have affected your performance? *

B I U G Q L R

Attachments (1)

You can upload multiple files at once

Choose Files No file chosen

Upload

The FPE Meeting

- Meet face-to-face with primary evaluator to discuss performance, form goals, set plans
 - Reserve at least 30 min for meeting
- Primary evaluator will:
 - Provide verbal and written comments on your performance and plans
 - If needed, revise plans to fit with your division/dept/school mission AND career goals
 - Designate unsatisfactory/development needed/satisfactory rating
- A great time to discuss promotion progression!
 - Are you ready?
 - If no, what should you plan to accomplish in the coming year to get/stay on track?

After the FPE Meeting

- Form passed to other evaluator (if applicable) → Department Chair for additional comments/revisions
 - → Back to you to provide response (optional) and signature (required)
- +/- 6-month Progress Report (due July 15)
 - Only if requested by Department Chair
 - Interim accomplishments/progress towards achieving plans and outcomes
 - *Separate electronic form sent in late Spring*

Questions?





PittMed Scientist

Well-being Initiative

Faculty Orientation
September 28, 2026

5 Pillars of Faculty Well-being

By Faculty for Faculty

Goal: Promote the professional fulfillment and long-term success of PhD scientists in SOM.

What Fosters Fulfillment?



43%

report high professional fulfillment

Determinants

- Colleagues and collaboration
- Department and division leadership
- Research environment
- Academic freedom
- Mentorship and career development

What Drives Burnout?

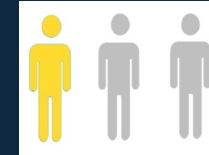


43%

report high professional fulfillment

Determinants

- Colleagues and collaboration
- Department and division leadership
- Research environment
- Academic freedom
- Mentorship and career development



34%

are burned out

Determinants

- Funding
- Administrative burden
- Communication
- Promotion and tenure
- Administrative support

We are evaluating how we can have the most impact

Culture

→ Workplace culture & community

Recognition

→ Being valued; leadership & support

Career Dev.

→ Room to grow & advance

Efficiency

→ Less admin burden; systems that work

Equity

→ Fair resources



Join us!

- **Department Champion**
- **Peer coach**
- **A well-being symposium each spring**
- **A survey every two years**
- **....other ways**



Adam Straub
(Director)



Joe Losee
(Director)



Cindy St. Hilaire
(Co-director)



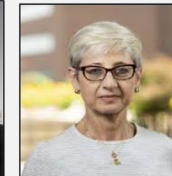
Smita Iyer
(Co-Director)



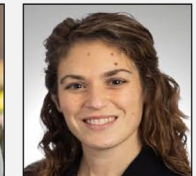
Saleem Khan



Jennifer Berliner



Lania Rubio



Maria Pacella



Yijun Wu



Marie Norman



Amery
Treble-Barna



Gary Thomas



Michele Insanally



Julie Phillippi



Patrick Pagano



Mary Nowalk



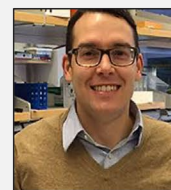
Joseph Ayooob



Susan Shea



Rieko Ishima



Bill Hawse



Natacha
De Genna



Dipanjan Basu



Emily Rocha



Gary Kohanbash



Dandan Sun



Sean Farris



Arjuman Ghazi



Ergin Kocyildirim



Aditi Gurkar



Siamak Salavatian



Oliver Eickelberg



Melanie Scott



Greg Delgoffe



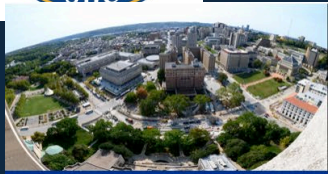
John Alcorn



Jen Szczepaniak



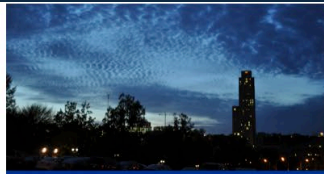
Find your Department Champion



About the office



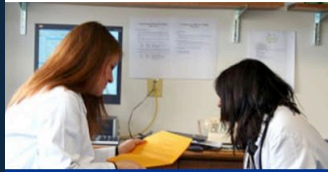
Center for Peer Coaching



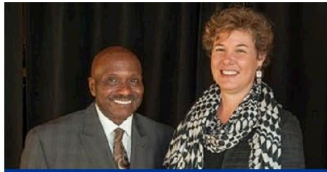
Information for New Faculty



Recruitment and Offer Letter



Compensation and Incentive Plans



Faculty Development



Well-being



Reappointment & Non-Renewal



Well-being



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Portfolio Submission - Tenure & Appointment Stream



Performance Review



Checklists for administrative Actions



Visiting Scholars/Health Research Fellows/Academic Visitors

Scan for resources, events and your department champion



LifeSolutions[®]

Solutions for Life Events

Faculty & Staff Assistance Program (FSAP)



Agenda

- LifeSolutions: Solutions for Life Events
- Overview of Supportive Services
- Mental Well-being Support
- What to Expect When You Call
- Interactive Website
- Webinars and Skill Builders



LifeSolutions: Solutions for Life Events



There is **no cost**, and our conversations will **not be shared**.



Our phones are answered live **24/7** by clinicians who take a **consultative** approach to all calls.

We've been delivering services for over 40 years.



You and anyone living under your roof—as well as your dependents who are younger than 26 and not living at home—can use these valuable services.

MENTAL WELL-BEING SUPPORT

Available to you and your household members.

Counseling:

Counseling for work or personal concerns



Substance Abuse Support:

Referrals and follow-up for up to 12 months



Interactive Website:

Webinars, articles, recipes, and learning centers



WorkLife Balance: Pet care, home improvement, community resources, support groups, volunteer opportunities



Elder- and Childcare: In-home care, assisted living, nursing homes, daycare, sitters, nannies



Financial Wellness:

Budgeting, retirement, credit and debt, college funding



Legal Consultations: Divorce, real estate, estate planning, civil and criminal matters

In-person | Telephonic | Virtual | Text | Chat

Counseling

- Short-term counseling is available **in- person**, by **telephone**, **virtually**, and even by **texting** or **chat**.
- Individuals can get matched with a licensed therapist **based on *your* preference and need**.





Legal and Financial Services

- **Legal consultation (with a licensed attorney):**
 - Landlord/tenant issues
 - Real estate transactions
 - Bankruptcy
 - Child custody and other family matters
 - Estate planning
 - Criminal matters
 - Advanced directives, wills, etc.
- **Professional financial assistance (from a certified financial advisor):**
 - Managing debt
 - Credit counseling
 - Student loans
 - Mortgages
 - Retirement planning



What Does it Look Like when you call LifeSolutions?

When you call LifeSolutions, you will interact with someone who can address your issues with compassion and understanding.

We are a Clinical First Model. Our phones are answered by a **clinician** who takes a consultative approach to all calls.



Call to LifeSolutions. **You'll be asked:**

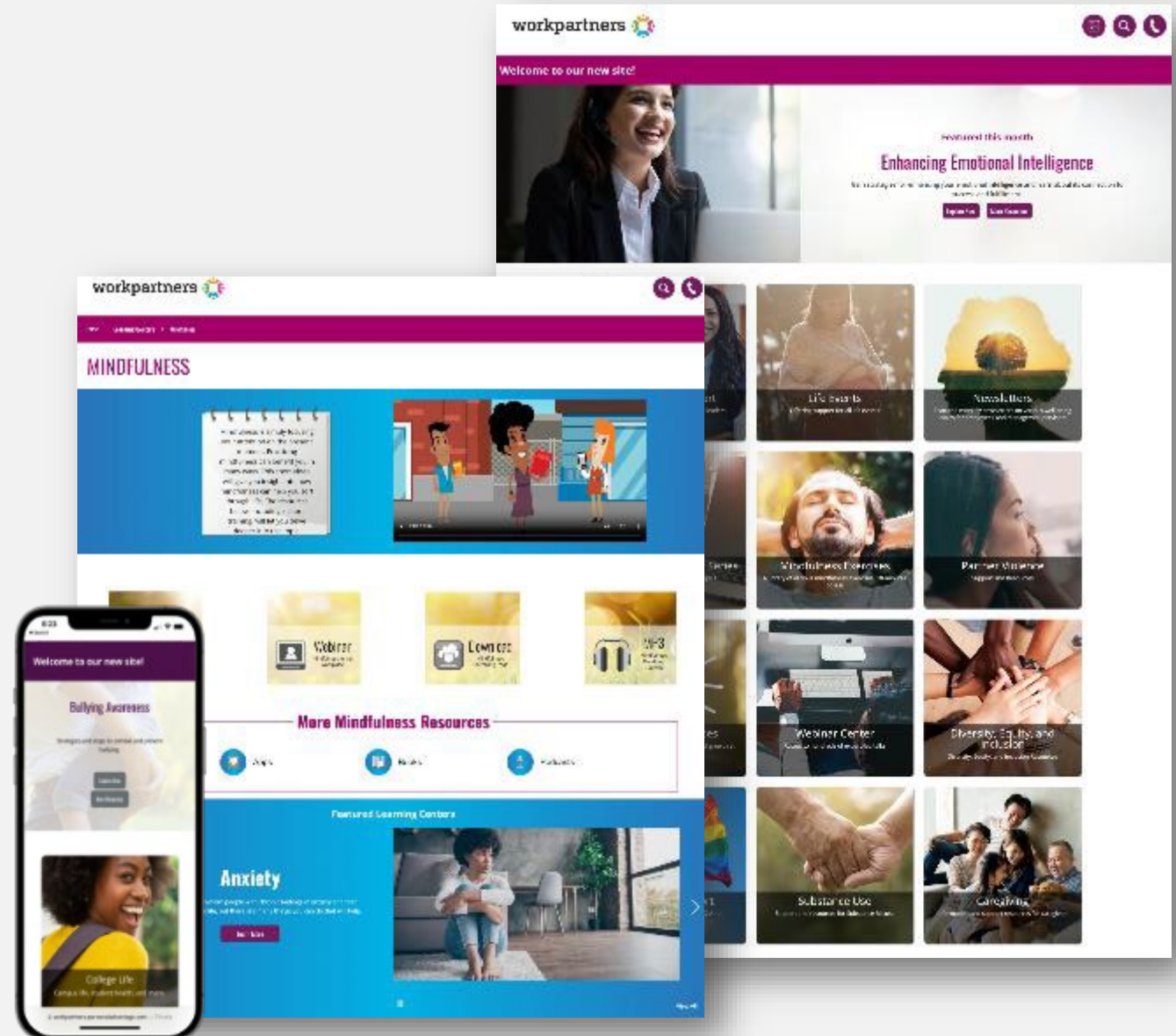
- Your name, address, phone number, email, and demographic information
- Information on the issue that prompted the call.

Depending on the nature of the call, **the care manager will:**

- Start immediate crisis intervention.
- Schedule a counseling session, transfer you to our legal/financial experts, and or give you community resource information.

Interactive Website

- Monthly featured topics, including a brand-new webinar hosted by an industry expert, related resources, and newsletters.
- Learning Centers that feature our most popular topics like **stress**, **money**, **sleep**, and **mindfulness**.
 - We also share recommendations for **APPs**, **podcasts**, **books** and other resources to further your learning.
- A searchable library of content – results display the **content rating**, **read time**, and when it was authored or **last updated**.



1. Go to **work.partners/lifesolutions**, scroll down to *LifeSolutions* and enter your company code (**PITT**), and click **LOGIN**.

The screenshot shows the workpartners website with a navigation bar at the top. The main content area has a header with the text "Get Access to the Resources you Need to get the Most out of your Benefits." and a background image of a woman and child. Below this is a "Login to UPMC Health Plan Member Site" section. Further down is the "LifeSolutions Login" section, which is highlighted with a red border. This section includes a "LifeSolutions Login" heading, a subheading "Site access for those who received a login from their employer.", and a form with a label "Enter Company Code" and a "Login" button. A red arrow points to the "Login" button. Below the form is a "LifeSolutions" section with contact information.

workpartners

Analytics Advocacy Absence Technology Workers' Compensation

Get Access to the Resources you Need to get the Most out of your Benefits.

Login to UPMC Health Plan Member Site

Access your UPMC Member Site account. Please enter your username here.

UPMC Health Plan Member Site Login

Username

Login

Forgot username or password?

New User? Register now

LifeSolutions Login

Site access for those who received a login from their employer.

Login to our secure portal to take advantage of LifeSolutions services. Enter your company or organization code below.

LifeSolutions Login

Enter Company Code

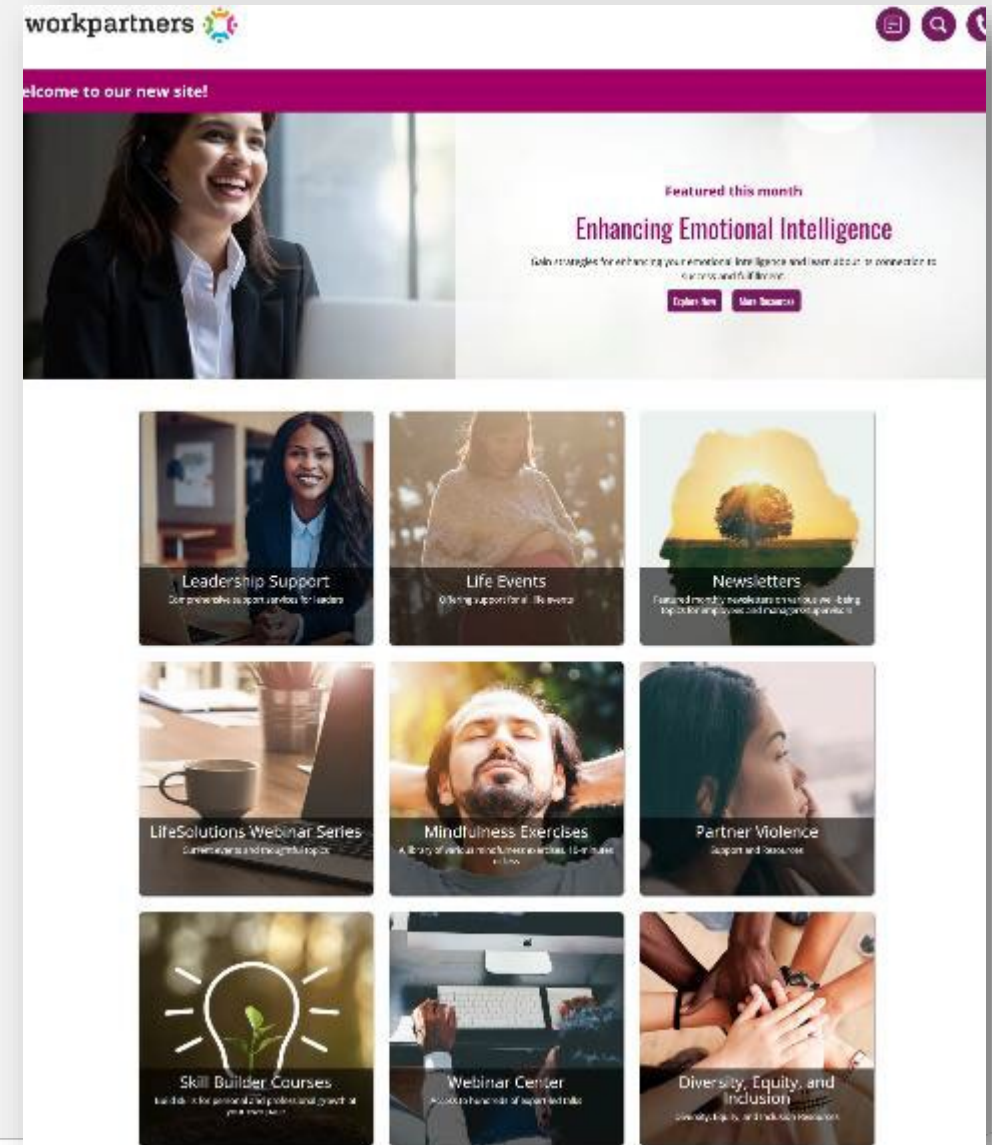
Login

LifeSolutions

If your employer has partnered with us, you can:

- Call the LifeSolutions Confidential National Service Center at 1-800-647-3327 (TTY: 719).
- Email LifeSolutions@upmc.edu.
- If you need a login, contact your HR department.
- If there is an emergency, call 911 or go to your local emergency department.

2. FSAP/EAP Website Opens





Monthly webinars help you grow in your professional and personal lives.

- Topics include:
 - Diversity in the Workplace.
 - The Thriving Family: Raising Resilient Kids.
 - Dealing With Grief and Loss.
 - Resilience in Times of Change.
 - Stress Relief for Caregivers.
 - Budgeting Basics.



Skill Builder Courses:

Self-paced, 45- to 60-minute courses on topics like:

- Balancing Work and Family.
- Choosing a Childcare Provider.
- Personal Financial Planning.
- Stress Management.
- Valuing Diversity.
- Emotional Intelligence.
- Appreciating Personal Differences.
- Managing Change.
- Time Management.

Marketing Support

Content developed based on various marketing materials

- Letters, flyers, webinars, newsletters, digital assets, wallet cards, and magnets

Example topics with developed content

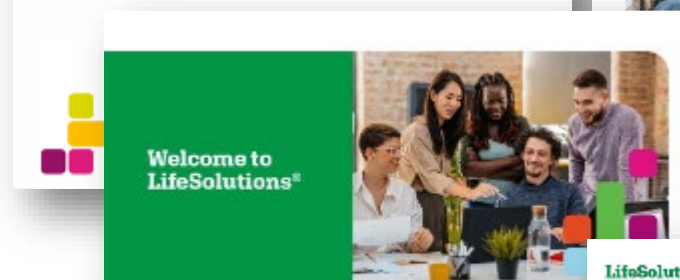
- Depression/anxiety/stress
- Elder-care/caregiving
- Disruptive event/critical incident
- Leave/return-to-work
- Goal setting
- Respect in the workplace



We're proud to present our latest well-being newsletter.

Workpartners offers services to address every aspect of your well-being in one central location. Click below to read this month's newsletter, which includes supportive resources, and learn how Workpartners can assist you on your journey to well-being.

[Read the Newsletter](#)



We all face numerous challenges, such as finding child care, managing resources for an older loved one, or facing stress at home or work. To address these challenges, LifeSolutions offers a variety of solutions.

- We've been delivering services for over 40 years.
- There is no cost, and our conversations will not be shared with XXX.
- Our phones are answered 24/7/365 by clinicians who take an empathetic and consultative approach.
- We have in-house licensed clinicians, a robust network of licensed clinicians, and a partnership with behavioral health networks.
- Counseling sessions can be held in person, by telephone, virtually, and even by text message, all at any time, any day, any place.
- You and anyone living under your roof—as well as your dependent(s) who are younger than 21—can use these valuable services.

Call or email to speak to someone on our team.

1-800-647-3327

[LifeSolutions.wapec.edu](#)

Enclosed you will find detailed information about the services that are available to you and your family.

Janet Smith

Janet Smith, MA
Senior Director, Workpartners® EAP
LifeSolutions

LifeSolutions® EAP

Handle the challenges that come your way.

800-647-3327 (TTY: 711)

[work.partners/lifesolutions](#)

All services are private and confidential. We answer 24/7.

workpartners

Helping you find solutions for:

- Child care problems
- Family, marital, and money
- Childcare, eldercare, and daily living challenges
- Work and home-related issues
- Stress, anxiety, and depression
- Alcohol and drug concerns



LifeSolutions® Successful Supervisor

Employee burnout: How it happens and what you can do to help

Employee burnout happens in every workplace. Workers may start the job as enthusiastic employees and then turn into passive people who show up late or don't show up at all. If you know of workers who have lost motivation for their jobs and show signs of apathy, they may be experiencing employee burnout. A worker can experience burnout due to a great amount of stress. This stress can be job related, but it can also be a result of great levels of stress at home. The important thing to remember is that employee burnout can be reversed and there are things managers and employees can do to help an employee get back on track.

How does burnout happen?

Burnout occurs when a person is placed under stress for a long time. Often, the person is physically and/or emotionally exhausted and no longer functions like he or she used to. If an employee has been placed in a demanding situation at work or at home, the person may suffer symptoms of burnout as a result, especially if the stress is persistent and ongoing. An employee may experience burnout if he or she was passed over for a promotion or overworked without recognition or if there is constant change in a department. An internal inability to set appropriate boundaries may also contribute to burnout. For instance, employees might bring too much work home with them.

Recognizing employee burnout

Burnout symptoms:

- A change in work habit or attitude
- Loss of enthusiasm or motivation
- Absenteeism or tardiness
- Negative reactions or comments
- Emotional outbursts
- Health problems
- Drug or alcohol use

Additionally, as an employer or supervisor, you can take steps to help avoid employee burnout affecting the workplace:

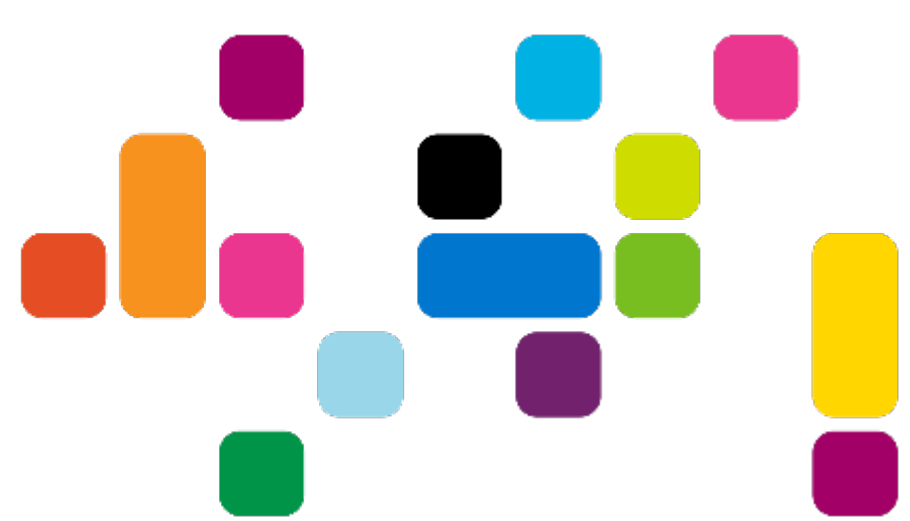
1. If your company is downsizing, reassign workloads in creative ways. Ask employees for input, and see which tasks they would prefer to do and which tasks they would like to avoid.
2. Give ample notice about changes in positions or roles. If downsizing has occurred, firm up schedules to give a sense of routine and continuity.
3. Redistribute workloads if employees seem overwhelmed.
4. Listen to employees and try to consult them the best you can.
5. Pay attention to what motivates each individual employee and utilize that when assigning projects.
6. Understand your personality style and be aware of how that can play a role with individual employee communication.
7. Schedule after-work events to boost employees' spirits.
8. Refer employees to resources provided by your employee assistance program (EAP).

Used by permission of Life Advantage LLC. Written by The StayWell Company LLC © 2022.

LifeSolutions is a confidential employee assistance program (EAP). Our services are available to you and members of your household at no cost.

[lifesolutions.wapec.edu](#)
1-844-833-0527 (TTY: 711)

Thank you for your time!



Contact Us:

- **Phone:** 866-647-3432 (TTY: 711)
(available 24/7 for crisis assistance)
- **Web:** work.partners/lifesolutions or
hr.pitt.edu/lifesolutions
- **Company Code:** PITT
- **Email:** lifesolutions@upmc.edu

analytics | advocacy | absence | technology

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workpartners 
the people activation company

Welcome to the UPSOM Learning Environment

New Faculty Orientation

September 28, 2026

Evelyn Reis, MD, Associate Dean

Wendy Mars, PhD, Assistant Dean

Office of the Learning Environment (OLE)

www.ole.pitt.edu

Office of the Learning Environment

- Mission: To ensure a safe, supportive, and respectful educational experience for **all UPSOM students**





We are dedicated to creating a **safe, supportive, and respectful educational environment** for all students, trainees, faculty, and staff. Accordingly, each member of the Pitt Med learning community will:

- R** **Respect all individuals**, inclusive of sex, gender identity/expression, race, ethnicity, religion, national origin, sexual orientation, disability, age, and marital, familial, or veteran status.
- E** **Exemplify Pitt Med's core values** of integrity, collaboration, service, justice, and compassion.
- M** **Serve as a role model** by demonstrating high professional and ethical standards in all interactions.
- A** **Willingly accept constructive feedback** and use this information to improve one's performance.
- P** **Protect the safety of the learning environment** by reporting and/or responding appropriately to incidents of mistreatment, harassment, and differential or unprofessional treatment.

University of Pittsburgh School of Medicine

Policy Prohibiting Mistreatment and Harassment of UPSOM Students

UPSOM does not tolerate any incidents of mistreatment or harassment of its students by faculty, trainees, staff, patients, or other students.

- UPSOM **defines mistreatment** as behavior that shows disrespect for the dignity of others and unreasonably interferes with the learning process.
- UPSOM ensures that **no person shall be subject to retaliation** for participating in the good-faith reporting or investigation of mistreatment.

Examples of such behaviors include but are not limited to being:

- Subjected to offensive comments or behaviors, or denied opportunities and/or receiving lower evaluations or grades, solely based on gender, race/ethnicity, sexual orientation, disability, religion, or other personal characteristics
- Publicly humiliated
- Verbally abused
- Sexually harassed
- Subjected to psychological cruelty
- Threatened with harm
- Physically harmed

View the full policy:



Intention 1: Serve as a Role Model





**What would
you want to
say?**

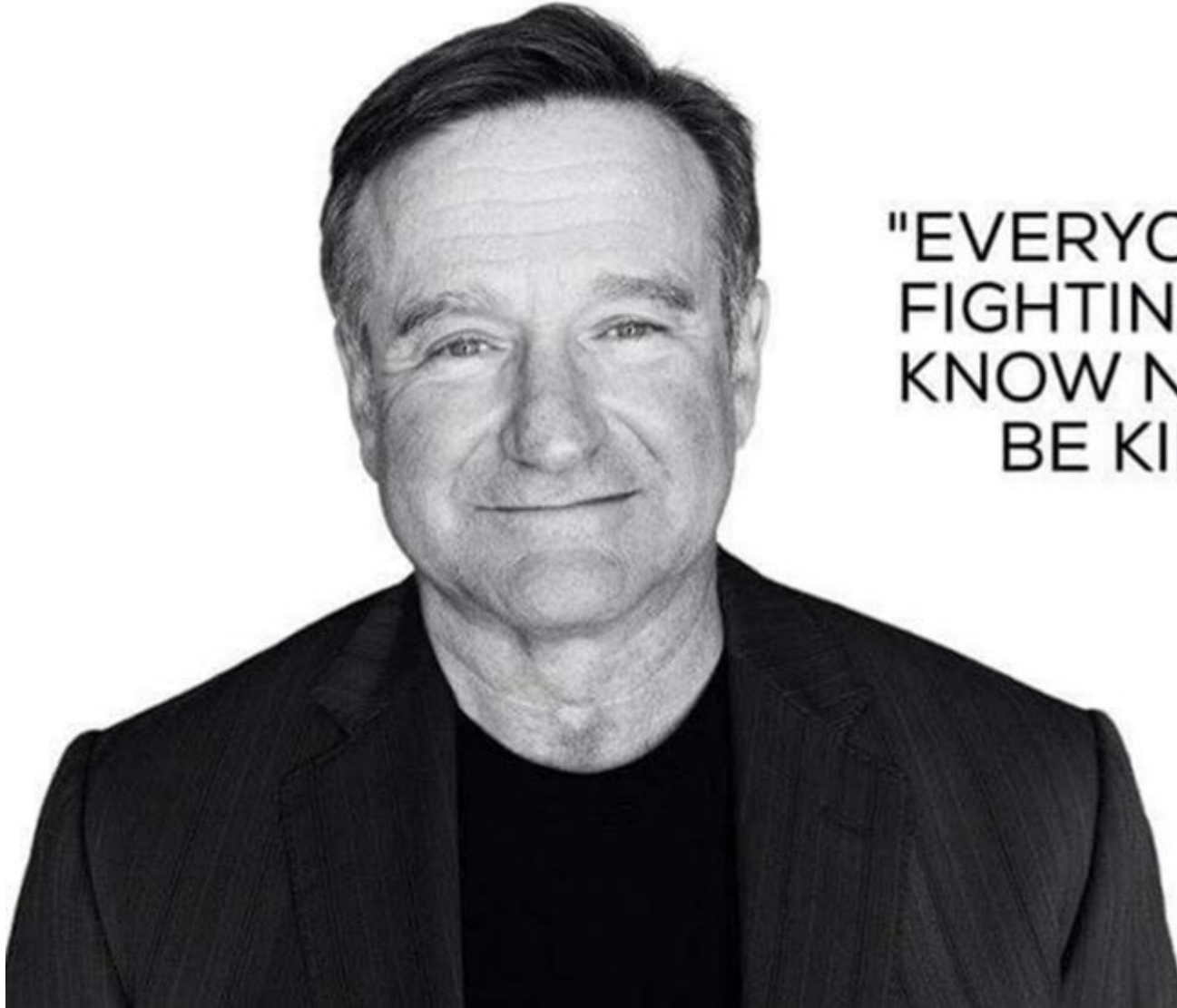
**Why might
you hesitate
to say it?**

Intention 2: Speak Up with Compassion



“I can only imagine...”

Intention 2: Speak Up with Compassion



"EVERYONE YOU MEET IS
FIGHTING A BATTLE YOU
KNOW NOTHING ABOUT.
BE KIND. ALWAYS."

- Robin Williams

University of Pittsburgh

Nondiscrimination Policy (Policy CS-07) Summary

The University **prohibits and will not engage in discrimination or harassment** on the basis of **race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran.**

The University also **prohibits and will not engage in retaliation** against any person who makes a claim of discrimination or harassment or who provides information in such an investigation.

View the full policy:



Title IX & University Policy

- Protections
 - Title IX protections from sexual harassment / misconduct and gender discrimination apply to **all Pitt faculty, staff & students**
- Responsibilities
 - A **responsible employee** is a University employee who has the duty to report incidents of sexual misconduct
 - All Pitt employees are **responsible employees (mandated reporters)**
 - Exemption from mandatory reporting: Professional confidentiality (reporter's physician, nurse, mental health counselor, and clergy); Pitt Care Advocates

(Policy CS 20 University of Pittsburgh Policy: Sexual Misconduct)

Reporting Resources

Anonymous or confidential reporting:

- UPSOM: Professionalism Accolade and Incident Reporting
 - www.ole.pitt.edu/PAIR
- University: **Pitt Concern Connection**
 - www.compliance.pitt.edu/make-a-report
 - Text 888-708-2722 (anonymous)



Help us Cultivate a Positive Learning Environment at Pitt Med

Please take a moment to submit a Professionalism Accolade to **recognize an outstanding educator, trainee, staff member, or student** who has:

- **Demonstrated professionalism** with patients, students, trainees, staff, or colleagues
- **Supported your growth** of knowledge or skills
- Showed interest in your **professional development**
- Role modeled **compassion and empathy**

Submit an Accolade via PAIR!

Accolades are shared with department leadership and posted on the digital screens throughout Scaife Hall.

ole.pitt.edu/PAIR



University of
Pittsburgh®

Office of the Learning
Environment
School of Medicine

WHERE CAN I FIND...

- ...Safety and emergency resources?
- ...Pitt Food Pantry and other food resources?
- ...Thriftsburgh and other clothing resources?
- ...Transportation assistance?
- ...Housing help?
- ...Legal aid?
- ...Physical and mental health resources?
- ...Crisis support?

**VIEW THE OLE'S
RESOURCES PAGE**

ole.pitt.edu/resources



University of
Pittsburgh

Office of the Learning
Environment
School of Medicine

Contact the UPSOM Office of the Learning Environment (OLE)



Dr. Evelyn Reis

*Associate Dean for the
Learning Environment*

reise@pitt.edu
412-648-2884



Dr. Wendy Mars

*Assistant Dean for the
Learning Environment*

wmars@pitt.edu
412-648-9690



Professionalism Accolade & Incident Reporting (PAIR) System

Use the PAIR form to submit professionalism accolades or learning environment concerns. Submissions may be anonymous or confidential.

OLE.PITT.EDU/PAIR



Asynchronous Presentations

Research Resources

*Ashley Zyhowski, BS
Research Project Manager, University of
Pittsburgh
Research Resources Coordinator | Health
Sciences Core Research Facilities*

Office of Research, Health Sciences

*Beth Stronach, PhD
Scientist Administrator, Office of Research,
Health Sciences*

Clinical and Translational Science Institute

*Clifton W. Callaway, MD, PhD
Director Pilot Funding, Clinical and Translational
Science Institute*

Office of Innovation and Entrepreneurship

*Tiffany Rice, MBA
Assistant Director of Outreach, Office of
Innovation and Entrepreneurship*

Animal Care

*Frank J. Jenkins, PhD
Director, Division of Laboratory Animal
Resources*

Wellbeing

*Ian Barbash, MD
Medical Director, UPMC Physician THRIVE
Associate Medical Director, UPMC TeleICU
Co-Leader, UPMC Physicians for Physicians
peer support program
Associate Medical Director, UPMC Presbyterian
Medical ICU*



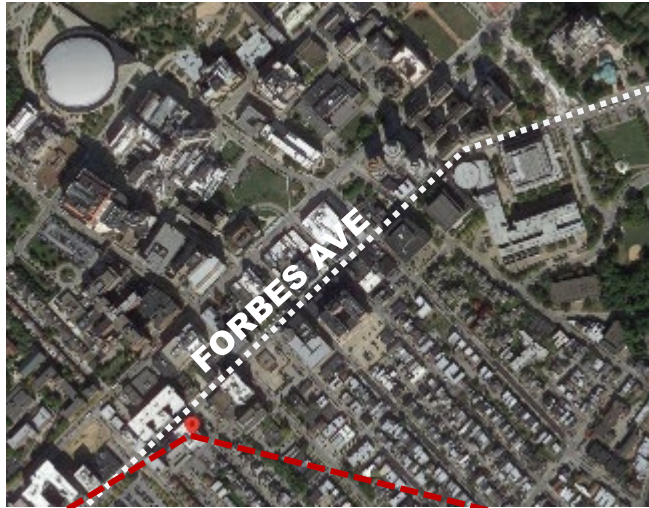
University of
Pittsburgh

School of
Medicine

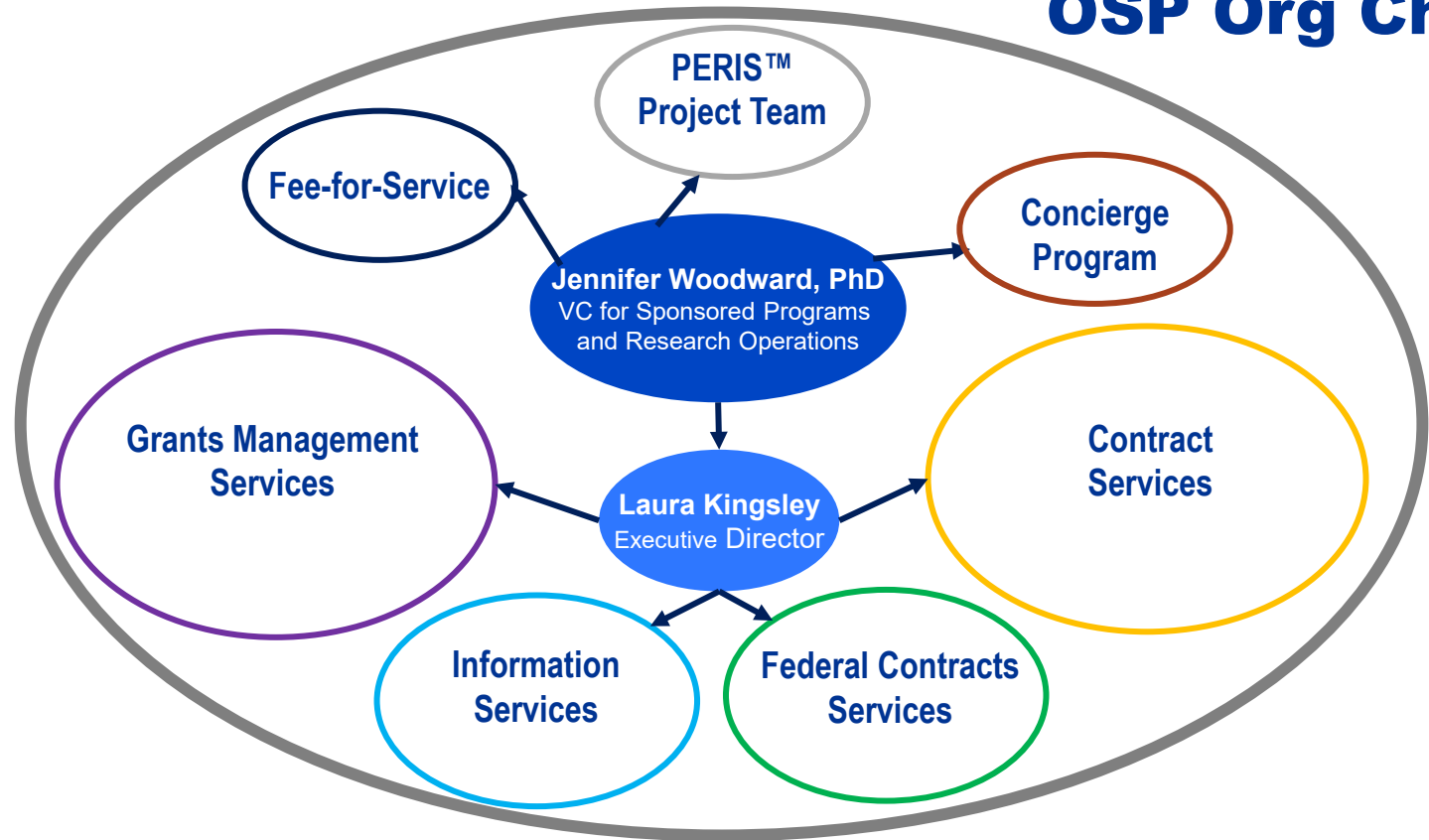
OFFICE OF SPONSORED PROGRAMS (OSP)

Jennifer E. Woodward, PhD
Vice Chancellor for Sponsored Programs
and Research Operations
Professor of Surgery and Immunology
Office Telephone 412-624-7430
jew7@pitt.edu

OSP: Office of Sponsored Programs



OSP Org Chart



- OSP **partners** with faculty and research administrators to **facilitate** research

Office of Sponsored Programs (OSP) Lifecycle

SPONSORED PROGRAM LIFECYCLE WITH OSP SUPPORT



LEARN MORE AT [OSP.PITT.EDU](https://osp.pitt.edu)

Pre-award Functions of OSP

Reviews, negotiates, endorses, and provides administrative oversight related to proposals and awards in accordance with all applicable laws, policies and regulations

Grants (federal, non-federal, foundations, state and local agencies)

Federal Contracts

Clinical Research Agreements

Corporate Research Agreements

Nonfinancial Agreements

Useful Tips

Get to know the Office of Sponsored Programs personnel who work with your department – Develop a partnership

4-day internal grant submission deadline

Incomplete or wrong information will delay your submissions

Keep your compliance training up to date

Only the Institutional Official (Woodward) or her designee can sign research documents on behalf of the institution

Pulling back successfully submitted proposals is risky

Read your contracts and agreements

Submit documents to funding agency through the Office of Sponsored Programs

Pitt Research Concierge Program: Resources & Services for Faculty

A promotional banner for the Pitt Research Concierge Program. The background is a high-angle photograph of the University of Pittsburgh campus, featuring the prominent Cathedral of Learning. Overlaid on the image are several thick, curved, light blue lines that sweep across the scene, and a yellow line graph with two peaks and a dip, ending in a yellow dot. The text 'Pitt Research Concierge Program' is in large white font at the top left. Below it, in smaller yellow font, is 'Services and Resources to Maximize Your Time and Boost Your Success'. At the bottom, a yellow bar contains the text 'Learn More > researchconcierge.pitt.edu'. A QR code is located in the bottom right corner of the banner.

**Pitt Research
Concierge Program**

Services and Resources to Maximize
Your Time and Boost Your Success

Learn More > researchconcierge.pitt.edu



Do you have a research-related question?

Submit your question and get connected to the right resource in one business day



Pitt Research Navigator

Your Connection to Research Resources

Get Started > researchconcierge.pitt.edu/research-navigator



University of
Pittsburgh.
Research Concierge Program

PROPOSAL PROJECT MANAGEMENT

Transforming Plans into Progress

Learn more



researchconcierge.pitt.edu/proposal-project-management



University of
Pittsburgh.

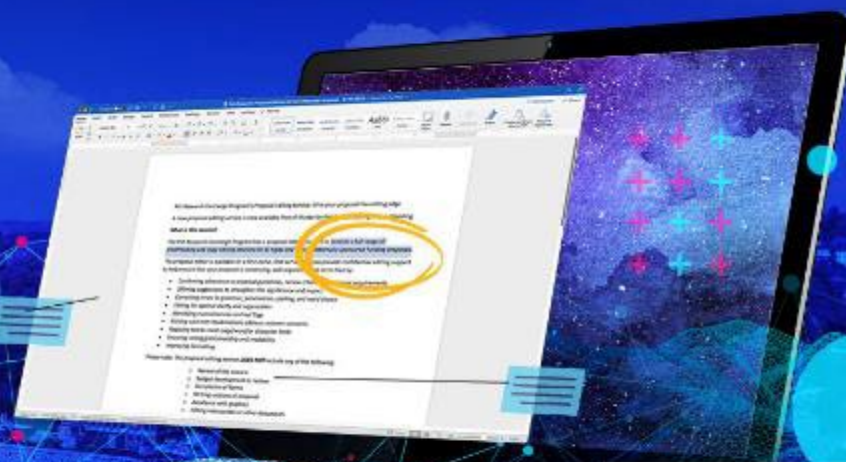
Pitt Research
Office of Sponsored Programs

Pitt Research

PROPOSAL EDITING SERVICE

Give Your Proposal
the Editing Edge

pittresearchproposaleditor@pitt.edu



Get Started > researchconcierge.pitt.edu/researchproposaleditingservice



Concierge Explorer

A Searchable Directory for
University Research Resources

Learn More > researchconcierge.pitt.edu/explorer



Proposal Repository



Your Window into Successful Pitt Proposals

Learn More > researchconcierge.pitt.edu/research-proposal-repository

Learning Lab[™]

**Educational Resources
to Help Decode the
Research Lifecycle**



Learn More ➤ researchconcierge.pitt.edu/learning-lab



Pitt Research Development



Research Development

Our team provides strategic support to help faculty find funding, develop competitive proposals, and earn prestigious recognition — regardless of their field. Our services include:

- Proposal strategy, coaching, and review
- Limited submission and large-scale initiative coordination
- Prestigious award and fellowship nominations
- Weekly funding newsletters and opportunity alerts
- Strategic planning and funding intelligence
- Requests for Information and letters of support

Contact

710 Cathedral of Learning
4200 Fifth Avenue
Pittsburgh, PA 15260

Hours: M-F 8:30-5:00pm

Email: researchdev@pitt.edu

Final thought...

Seek input early and often!



Best Research Practices

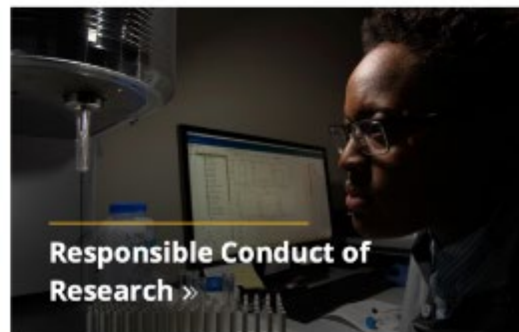
September 28, 2026

Susan R. Sesack

Professor of Neuroscience and Psychiatry
Research Integrity Officer

Pitt **Research**

Office of Research Protections (ORP)



Research Misconduct: Pitt Policy RI 07

- **Fabrication, Falsification, or Plagiarism**, in proposing, performing, or reviewing research, or in reporting research results are **Research Misconduct**.
- There must be a **departure from accepted practices** of the relevant research community.
- The misconduct must be committed **intentionally, knowingly, or recklessly**.



Service42 CFR Parts 50 and 93 Public Health

Research Misconduct: Pitt Policy RI 07

Excluded from the definition are:

- honest error
- differences of opinion
- disputes over authorship or credit

Unethical behaviors that are not research misconduct:

- undisclosed/unmanaged conflicts of interest
- falsifying credentials
- inappropriate authorship assignments
- abuse of power relationships

Best Research Practices

Allegations of misconduct can be prevented by

- having a high personal regard for ethics and the soundness of the scientific record
- avoiding areas where the responsible conduct of research most typically breaks down
 - poor mentor-trainee relationships
 - lack of rigor in daily practices and record keeping
 - failure to review raw data for publication/grant submission



RCR Guidelines can be found at <http://responsibleresearch.pitt.edu>

Best Research Practices

Mentor-trainee relationships

Strong relationships promote best research practices.

Mentors *should*

- be available and meet regularly
- treat the research as a collaboration
 - Never leave trainees completely on their own
- emphasize *Quality over Quantity*
- never pressure trainees for desired outcomes
- be willing to offer and receive constructive feedback



Best Research Practices

Daily Practices

Setting clear expectations leads to best research practices.

PIs should establish and reinforce their expectations for best practices in:

- data management and experimental record keeping
- image adjustments
- data processing and storage
- statistical analyses
- reiterating who owns the data and how long it needs to be retained



Best Research Practices

Preparation for publication/grant submission

Superior daily practices yield the best outcomes.

PIs should demonstrate and discuss best practice in

- examining the contribution of **raw data** to each image and quantitative outcome
- authorship issues
- ethical science writing
 - avoiding plagiarism
 - transparent text recycling
 - transparent use of generative AI



Reporting Research Misconduct

For concerns about possible research misconduct

Contact the Division of Research Integrity research.integrity@pitt.edu

Submit a Report to the Office of Compliance, Investigations and Ethics through the Pitt Concern Connection

<https://www.compliance.pitt.edu/make-report>

<https://www.orp.pitt.edu>



All proceedings are CONFIDENTIAL



Pitt ICRE

Institute for Clinical Research Education

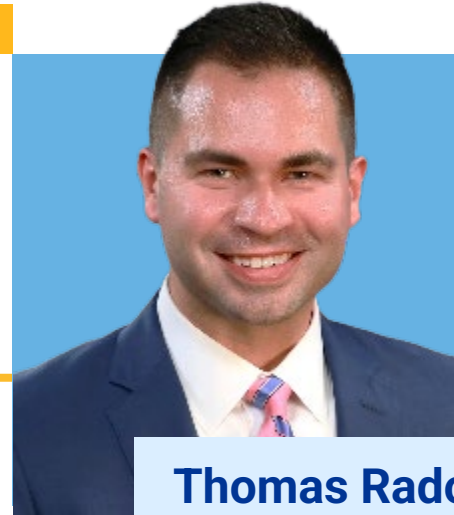
Preparing the next generation of clinical and translational researchers and health sciences educators, from the earliest stages of training through independent investigator careers.

Leadership



Doris Rubio, PhD

Associate Vice Chancellor for
Faculty Advancement
Director, ICRE
Professor of Medicine and
Clinical & Translational Science



Thomas Radomski, MD, MS

Associate Director & Director of
Graduate Programs, ICRE
Associate Professor of Medicine
and Clinical & Translational Science
with Tenure

What we Do

TEACH

Hands-on courses
and degree programs

INNOVATE

National leadership in
educational innovation

TRAIN

Core skills for careers in clinical
and translational research

COLLABORATE

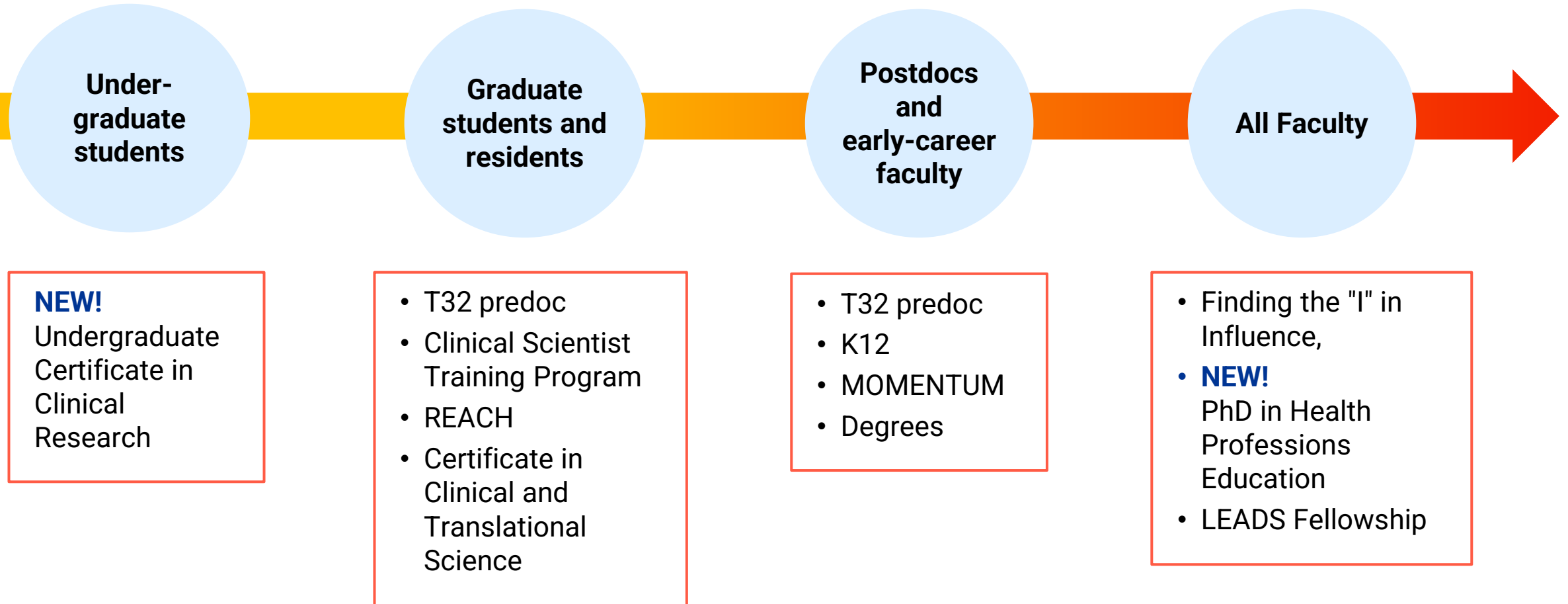
Partnerships across
fields to advance team
science at Pitt

MENTOR

Multidisciplinary mentoring, plus
training for mentors themselves



Wherever you are in your career, there is an ICRE program built for that stage.

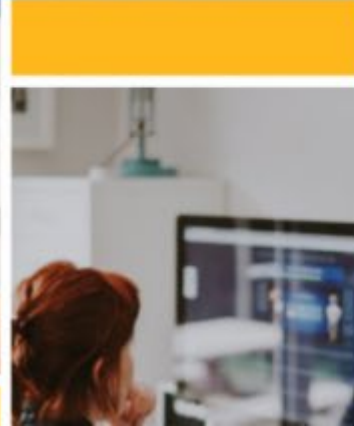
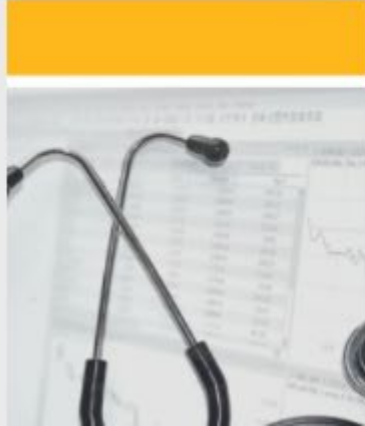




**Visit our Career Development Page
at icre.pitt.edu/careerdev.html**

Scan for More





Welcome to the OACD!

Navigate through the site to find an array of information including a variety of resources, program information and registration, upcoming events and recordings of past events, and information about our office and services, to help you achieve your career success!

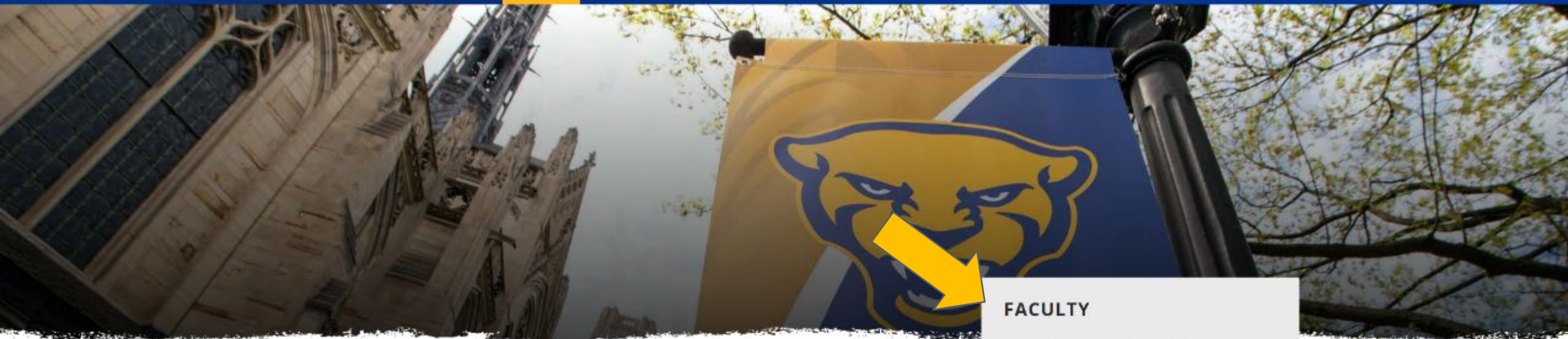
Office of Academic Career Development, Health Sciences

Laura Miller, PhD, PC

**Director, Office of Academic Career Development,
Health Sciences**

September 28, 2026





Faculty

Whether you're just settling into your first faculty appointment or are already becoming an increasingly established scholar, balancing the demands of research, teaching, and service can seem daunting. But there are a myriad of resources to support you—from grant application writing guidance to the mentorship of senior faculty—so that you can continue on your journey with confidence. Look ahead to mapping out a national and international professional academic reputation in your field of clinical or basic health science research.

The OACD provides a wealth of academic career development resources tailored for faculty within the Schools of the Health Sciences that complements faculty resources provided through the individual schools themselves: [Dental Medicine](#), [Medicine](#), [Nursing](#), [Pharmacy](#), [Public Health](#), and [Health and Rehabilitation Sciences](#).

FACULTY

[Career Success and Wellbeing](#)[Programs](#)[Resource Directory](#)[Training Grant Programs](#)[Training Grant Resources](#)[Upcoming Events](#)[Video Library](#)

Longitudinal Support for Every Career Stage



UNIVERSITY OF PITTSBURGH
Health Sciences 
LEADERSHIP ACADEMY
FOR EARLY CAREER FACULTY

★ 2028

UNIVERSITY OF PITTSBURGH HEALTH SCIENCES 
Advanced Faculty
LEADERSHIP ACADEMY

★ 2027



Your 1st Year: Built-In Support

- ❖ **Monthly sessions covering need-to-know information and university resources to help new faculty investigators succeed at Pitt**
- ❖ **Smaller cohort meetings facilitated by experienced faculty mentors**
- ❖ **~50-60 new Health Sciences faculty participate each year**

Developing You as an Academic Leader

- ❖ ~350 faculty have participated in one of the leadership academies
- ❖ Anchored in the concept of “shared leadership” where leadership is broadly distributed among team members.
- ❖ Develop and execute a customized leadership project
- ❖ Intentionally connect with and support one another throughout

“This is very valuable training that we don’t get in other ways in academia and a great way to connect with colleagues as well.”

Individual Sessions that Meet Your Needs



- ❖ 13 virtual sessions this academic year covering a range of research-related topics including:
 - ❖ Building a high-performing research team
 - ❖ Mock K study section
 - ❖ Specific aims workshop
 - ❖ Sessions covering specific grant mechanisms

Video Library for “Just in Time” Content



Resources

Resources

The OACD maintains and continues to build a database of resources, from websites to archived videos, for trainees and professionals across the six schools of the health sciences at the University of Pittsburgh. Access the searchable database of resources and the growing video libraries from here.

Resource Directory >>

Trainees, faculty, residents and fellows, and administrators can find resources here to help with career development, navigating the University, getting around Pittsburgh, and more.

Video Library >>

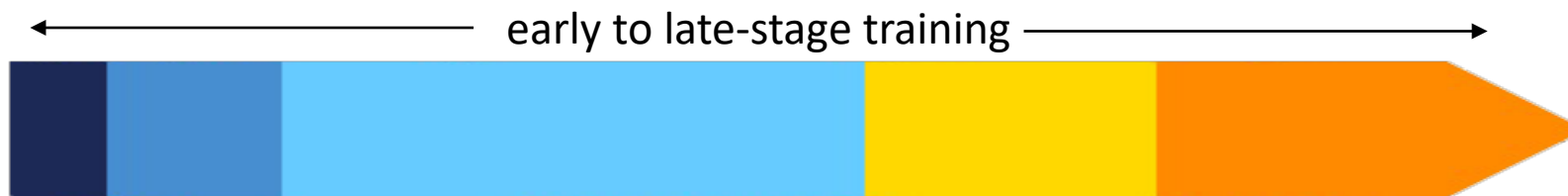
Miss an OACD program? You can view it at your convenience through our archived library of webinars.

Help for Mentoring Your Mentees:

Programs & Resources for Those You'll Manage



OACD as Your Collaborative Mentoring Partner



Faculty Mentors

- ❖ Research & Scholarship Skills
- ❖ Discipline Specific Knowledge
- ❖ Publications
- ❖ Grant Writing

❖ Career Development Plan

OACD

- ❖ Essential Professional Skills
- ❖ Career Development Skills
- ❖ Leadership Skills
- ❖ Transition Support

Oacd.pitt.edu



Office of
Academic Career Development, Health Sciences



ABOUT

PROGRAMMING

FACULTY

POSTDOCS

RESIDENTS & CLINICAL FELLOWS

GRAD & MED STUDENTS

ADMINISTRATORS

RESOURCES



Welcome to the OACD!

Navigate through the site to find an array of information including a variety of resources, program information and registration, upcoming events and recordings of past events, and information about our office and services, to help you achieve your career success!

OACD resources make mentoring trainees easier



CENTER FOR Postdoctoral Affairs IN THE HEALTH SCIENCES

We handle the paperwork

- ❖ All new postdoc appointments and paperwork

1:1 Meetings with Faculty

- ❖ Answer questions about procedures and policies
- ❖ Provide support for HR-related issues or concerns

Mentor: Mentee Support

- ❖ Support the postdoc-mentor relationship
- 

University of
Pittsburgh**Health Sciences**
Office of Academic Career Development

Faculty Programming & Resources

Laura Miller, PhD, PC
ljm77@pitt.edu

Director, Office of Academic Career Development, Health Sciences



University of
Pittsburgh

School of Medicine
Graduate Studies

Overview of UPSOM Graduate Programs

Salem A. Khan, PhD

Professor of Microbiology and Molecular Genetics

Associate Dean for Graduate Studies and Academic Affairs

M240 Alan Magee Scaife Hall | somgrad.pitt.edu | somgrad@pitt.edu

September 28, 2026

Office of Graduate Studies

Current Graduate Programs and Students

685 Students

501 PhD

140 MS

44 Certificate

22 Programs

12 PhD

5 MS

5 Certificate

Graduate Studies Office

1 Associate Dean

2 Assistant Deans

10 Staff members

Office of Graduate Studies

Current Graduate Programs in the SOM

PhD Programs (489 students)

1. Molecular Pharmacology
2. Cellular & Molecular Pathology
3. Cell, Molecular, and Systems Biology
4. Microbiology & Immunology
5. Biomedical Informatics
6. Neuroscience/Neurobiology
7. Computational Biology
8. Molecular Biophysics & Structural Biology
9. Clinical & Translational Science
10. Oncology
11. Precision and Regenerative Medicine (with RCSI in Dublin)
12. Health Professions Education

} Interdisciplinary Biomedical Graduate Program
(one admissions process with an integrated first-year core curriculum)

} Cross-Campus Programs

Office of Graduate Studies

SOM Graduate Student Stipend

Stipend	\$42,230
Fringe	\$21,115 (50%)
Total Cost	\$63,345

~20% of students are supported by individual fellowships or training grants

How to Become a Graduate Faculty at Pitt?

- Identify a training program and talk to the program director
- University nomination form and CV
- Letter from the candidate describing reasons for seeking appointment and program activities they would like to participate in
- Mentoring statement from the candidate
- Supporting letters from the program director and department chair
- After discussion, graduate faculty status is approved by the Graduate Council, followed by the Associate Dean for Graduate Studies, the Dean of the medical school, and finally by the provost.



University of
Pittsburgh

School of
Medicine

Teaching in the Medical School

Jason Rosenstock, MD

Associate Dean for Medical Education

OMED



Takeaways

- You will (almost certainly) teach at PittMed.
- We're here to help you succeed.
- There are lots of opportunities for you to get more involved!

You will teach

Education is a
core mission
at UPSOM

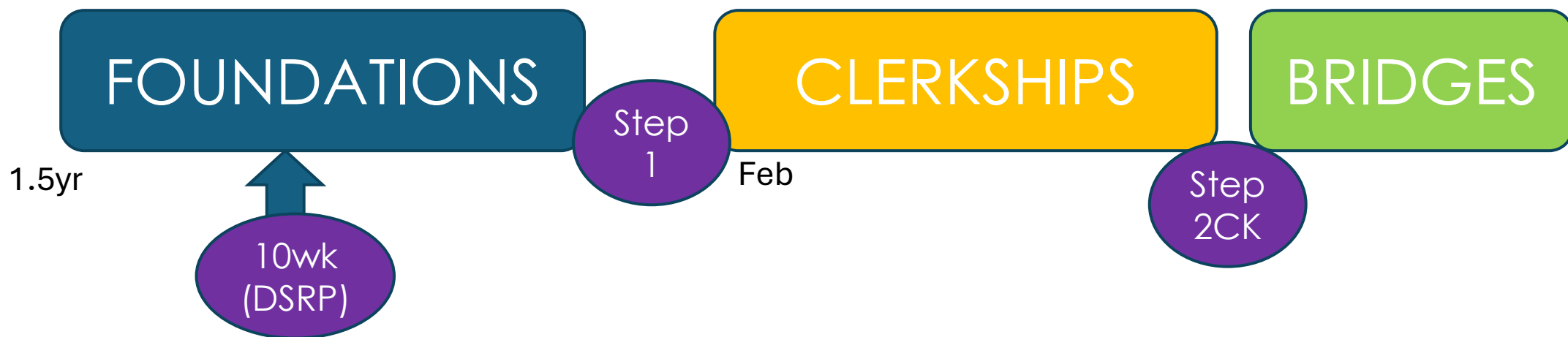
- GS/MS
- Clinical education
- Research/mentorship
- Classroom-based
- Simulation
- Service to the school
- Effort on annual FPE



We want to develop physician leaders and agents of change. Recognizing that our students are a diverse group with multiple talents and backgrounds, we commit to helping them flourish in varied careers in interprofessional teams. We foresee leaders in science, education, clinical care and administration. We expect to see our students improve patients' health and quality of life and promote the health of communities. They will develop scientific breakthroughs, teach future physicians, make health care more equitable and accessible for patients, and eliminate health disparities. To that end, we will create active, self-directed and lifelong learners with excellent foundations in health sciences and clinical medicine.



3RC Curriculum



- 17wk “keystone fundamentals” primer
- 12mo integrated organ systems
- weekly cases, requiring pre-work and weekly formative assessments.
- clinical skill development half-dy/wk
- dedicated educators model

- 2wk preclerkship week
- 12mo of required clerkships
- 16mo of 2-4wk electives, AI, ILS, Acute Care
- Step 2CK post-clerkships, pre-ERAS (1mo dedicated study)

Flex Weeks interspersed for self-care, remediation, etc.

Streams for exploration of content areas

Threads: Interprofessional, Social Medicine, Leadership, Reasoning

Scholarly Project, Longitudinal Alliance (LAP)

What should I teach?

Educational Objectives of the MD Curriculum

1. Explain the etiology, differential diagnosis and management of common diseases requiring surgical care.
2. Recognize the need for routine, urgent and emergent surgical care.
6. Obtain a sensitive and thorough medical history.
7. Perform a sensitive and accurate physical examination.
8. Perform general clinical procedures.
15. Diagnose and demonstrate basic understanding of common diseases and conditions.
17. Recognize acute life-threatening medical problems and initiate care.

**They
exist!!!**

The screenshot displays a document titled "Surgery Clerkship Learning Objectives" with a list of educational goals. To the right, there is a section titled "Surgery Clinical Conditions" which includes a paragraph about patient experience and a table of clinical conditions. Below that is a table of procedures. The document is dated 2017 and includes a small logo in the bottom right corner.

Surgery Clerkship Learning Objectives

1. Explain the etiology, differential diagnosis and management of common diseases requiring surgical care.
2. Recognize the need for routine, urgent and emergent surgical care.

Surgery Clinical Conditions

Every patient provides an opportunity for student experience. Some conditions are more frequent in certain settings, and students should be alert to them. Among the various patients that will be encountered during clerkship, it is important for students to gain experience with the following patient types and procedures. Please record encounters and procedures in the Learning Log when they occur. Be sure to seek out clinical conditions below. If appropriate, log multiple diagnoses for each patient.

Clinical Conditions	
Abdominal pain	Infectious disease
Cancer	Musculoskeletal
Electrolyte abnormality	Trauma
Gastrointestinal bleeding	

Procedures (performed or observed)	
Foley catheter insertion	NG tube placement
Laparoscopy	Suture/staple placement
Laparotomy	Suture/staple removal

2017 Curriculum Committee

SC 6



Required clinical conditions/procedures

- Abdominal pain
- Altered mental st.
- Anemia
- Arthritis
- Asthma
- Back pain
- Breat Conditions
- Cancer
- Cardiovascular dis
- Cerebrovascular dis
- Chest pain
- Cognitive impair
- Cough
- Depression
- Developmental
- Diabetes
- Diarrhea
- Dizziness/vertigo
- Dyspnea
- Electrolyte abnl
- Fever
- GI bleeding
- Genital tract infections
- Headache
- Health promotion
- Hyperlipidemia
- Hypertension
- Infectious disease
- Liver disease
- Musculoskeletal inj.
- Nutrition concerns
- Obesity
- Otagia
- Pain management
- Pregnancy
- Psychotic disorders
- Rash
- Renal failure
- Seizure disorder
- Substance abuse
- Thyroid disease
- Trauma
- Urinary tract infctn
- Uterine bleeding
- Vision problems

Level	Procedure
Perform	Bag/mask ventilation Endotracheal intubation IV placement Pelvic examination Wet prep/KOH interpretation
Observe	Caesarean section Laparoscopy Laparotomy Vaginal delivery ECT

We're here to help.

Dept	Contact
CCM	Lori Shutter
CT Surg	Derek Serna-Gallegos
Derm	Sonal Choudhary/Angela Guerrero
EM	Adam Tobias/Stephanie Gonzalez
FM	Robin Maier/Winfred Frazier/Raquel Zemtsov
Med	Jennifer Corbelli/Amar Kohli/Jillian Kyle
Anesth	David Metro/Dan Springer
Path	Marie DeFrances
Neuro	Cigdem Isitar Alkawandi/Laurie Knepper
Neurosurg	Pascal Zinn, David Fernandez Cabral
OB	Megan Bradley/Pritha Workman
Ophtho	Evan Waxman
Ortho	Albert Lin/John Fowler
ENT	Noel Jabbour/Rachel Whelan
Peds	John Szymusiak/Vildan Tas/Noel Spears
Plastics	Vu Nguyen/Francesco Egro
PMR	Wendy Helkowski/Brad DiCianno
Psych	Gina Perez/Ryan Peterson/Jody Glance
Rad	Vikas Agarwal
Surg	Kenneth Lee/Tony Cyr/Kelly McCoy
Urol	Tatum Tarin

Faculty Resources

This Web page is a gateway to a broad spectrum of resources for educators in medicine and other health science disciplines.

Faculty Development for Medical Educators

Programs and resources to help faculty develop as educators, at Pitt and across the country.

Faculty, Trainee, and Staff Accolades

From the outstanding educators training our students to become excellent physicians to the extraordinary staff supporting the UPSOM mission, we are pleased to recognize everyone's contributions to creating a positive and supportive learning environment.

UPSOM Curriculum Resources

Information on curricular objectives, the Curriculum Committee, and on the use of standardized patients.

FACULTY RESOURCES

2024 FEB Challenge

Quick Links

- [Academic Calendars »](#)
- [Emergency Resource List »](#)
- [Policies »](#)
- [Professionalism Accolade or Incident \(PAIR\) »](#)
- [Room Request Form »](#)
- [UPSOM Suggestion Box »](#)
- [West Wing Floor Plans »](#)



Educational Objectives of the MD Curriculum

<https://www.omed.pitt.edu/curriculum-committee/objectives>

Opportunities await.

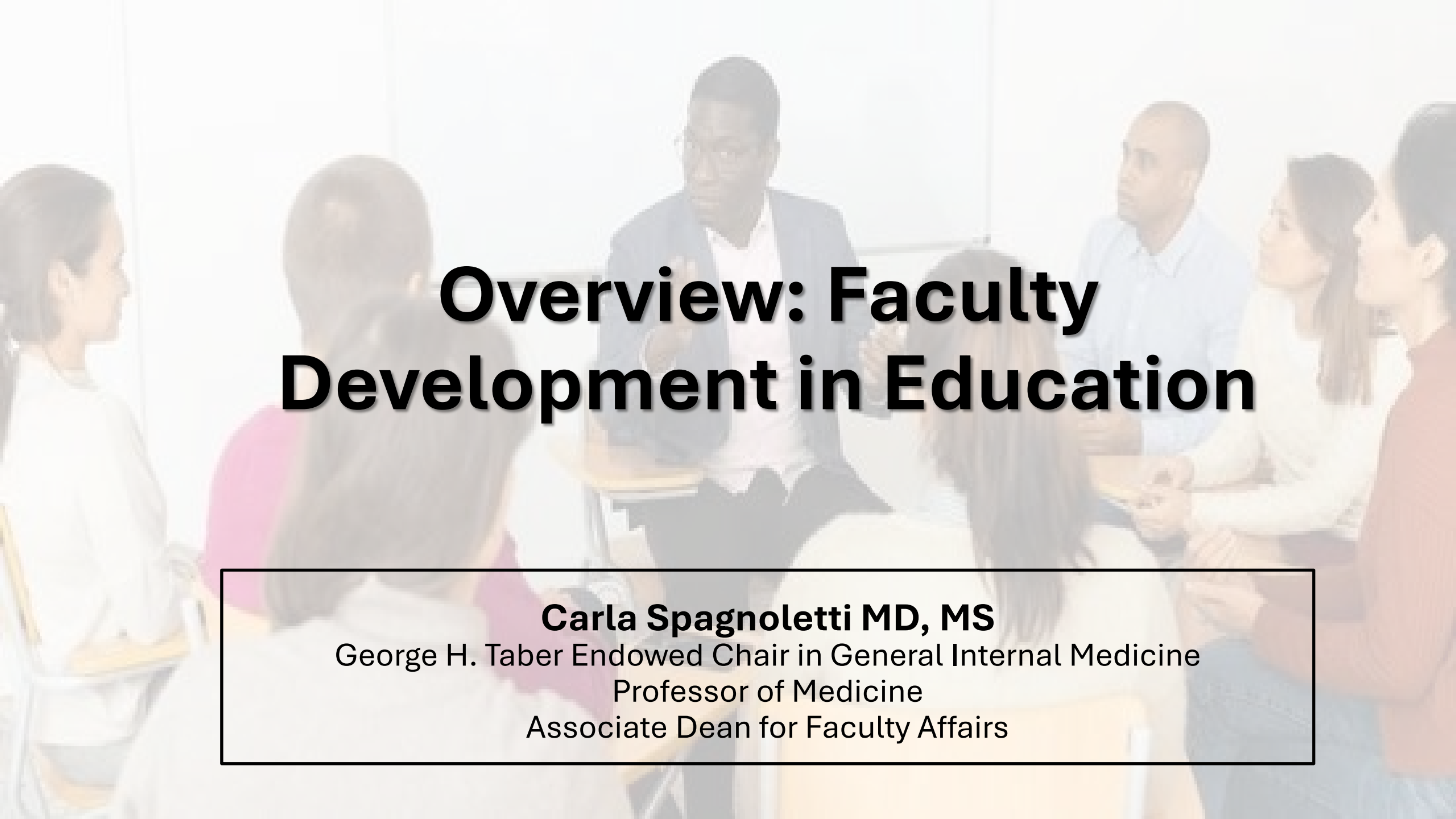
- LE/CSP/Leads
- Faculty educator listserv
- Med Ed Day, journal club, GR
- Curriculum Colloquium
- Leadership roles

www.omed.pitt.edu





Office of Medical Education (OMED)

A group of diverse people, including men and women of various ethnicities, are seated in a circle in a meeting room. They appear to be engaged in a discussion or a collaborative work session. The background is a plain, light-colored wall.

Overview: Faculty Development in Education

Carla Spagnoletti MD, MS

George H. Taber Endowed Chair in General Internal Medicine

Professor of Medicine

Associate Dean for Faculty Affairs

<https://www.medfaculty.pitt.edu/pitt-upmc-integrated-center-professional-development>

Welcome to the Pitt-UPMC Integrated Center for Professional Development!

The Office of Faculty Affairs maintains this curated list of professional development resources and opportunities for our faculty and postgraduate trainees.

FOR SCIENTISTS AND INVESTIGATORS

FOR EDUCATORS

FOR LEADERS

FOR ALL CAREER PATHS

Something missing?

Please contact faaffairs@medschool.pitt.edu with your suggested additions.



<https://www.medfaculty.pitt.edu/pitt-upmc-integrated-center-professional-development>

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FOR SCIENTISTS AND INVESTIGATORS

FOR EDUCATORS

FOR LEADERS

FOR ALL CAREER PATHS

Something missing?

Please contact faaffairs@medschool.pitt.edu with your suggested additions.



University Center for Teaching and Learning

The [University Center for Teaching and Learning](#) (The Teaching Center), with support from the Office of the Provost, strives to inspire excellence and innovation in teaching, learning, and scholarly activities at the University of Pittsburgh.

Utilize the Teaching Center for educational resources, assistance with classroom technology and tools, workshops and training, teaching support, and other learning initiatives.

Just a few of the many programs and resources available for faculty development are highlighted below. Visit the [Teaching Center website](#) to see all of their programming, services, and opportunities for support.

Workshops and Seminars on Teaching

The University Center for Teaching and Learning also provides a [variety of workshops](#), seminars, and resources for faculty. Workshops and programming include book and film discussions, training on instructional technologies, workshops that provide guidance on best teaching practices, and more.

Large Enrollment Courses

The Teaching Center has compiled a variety of [resources, guides, and support](#) for instructors who teach large enrollment classes.

Learning Communities

[Faculty learning communities](#) allow faculty to discuss and examine issues related to a broad, overarching topic. FLCs meet several times per semester on an ongoing basis. While

Center for Mentoring

The faculty of the University of Pittsburgh is one of the University's greatest assets. The [Center for Mentoring](#) serves as a central resource to support professional excellence by encouraging growth and development of faculty as teachers and scholars. By learning how to be effective mentors and mentees, faculty can strengthen their professional interactions and connections with students, helping to prepare them for success at Pitt and for lives of impact beyond campus.

Pedagogy, Practice, and Assessment: Teaching Consultations

The [Pedagogy, Practice, and Assessment](#) unit strives to help make you an even more successful teacher. While most Pitt faculty are already doing an outstanding job of teaching their students, this unit is a resource for times when you face challenges to achieve your best results. Collaborating with teaching consultants in the Teaching Center might help you to conceptualize, design, and implement a new approach and are available to meet for a discussion based on your individual needs.

Teaching Center Today Newsletter

This weekly newsletter from the University Center for Teaching and Learning, compiles news, information, resource articles, and services available to Pitt's teaching and learning communities. Find engagement and collaboration opportunities, important reminders, links to upcoming events, and more. Subscribe or access the archive at [Teaching Center Today](#).

<https://facultydevelopment.pitt.edu/development-resources/university-center-teaching-and-learning>

Health Professions Education Seminar Series



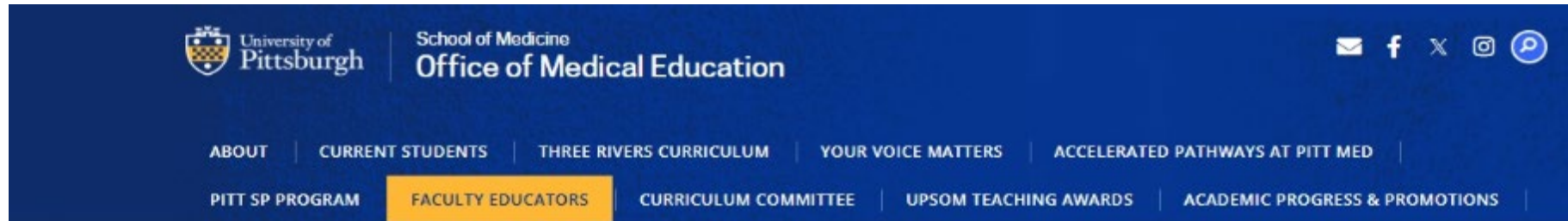
Health Professions Education Seminar Series

This yearly series is for health professions educators, with a different focus area each Friday morning of the month from 8-9am via Zoom. Details about how to receive CME credit for attending a seminar will be provided the day of each event.

This series consists of:

- Health Professions Education (HPE) Journal Club - First Friday
- Health Professions Education (HPE) Research Methods and Design in Education (ReMADE) Conference - Second Friday
- Health Professions Education (HPE) Research Conference - Third Friday
- Academy of Distinguished Medical Educators Seminar Series - Fourth Friday

Office of Medical Education



Faculty Resources

This School of Medicine Office of Medical Education (OMED) webpage highlights key faculty development and educational resources available through the University of Pittsburgh, the University of Pittsburgh School of Medicine (UPSOM) and select medical professional organizations (e.g., NBME).

[Assessment & Clinical Vignette Question Writing](#)

[Clinician Educator Core Teaching Skills](#)

[Faculty Development for Medical Educators](#)

[Inclusiveness, Health Equity, and Social Justice](#)

[Learning Objectives Writing](#)

[Medical Simulation in Education](#)

[Recording Studio](#)

[Research on Medical Students \(ROMS\)](#)

FACULTY EDUCATORS

[Directory](#)

[Faculty Resources](#)

[Faculty Recognition](#)

[Research on Medical Students \(ROMS\)](#)

Quick Links

[Academic Calendars »](#)

[Emergency Resource List »](#)

[Policies »](#)

[Professionalism Accolade or Incident \(PAIR\) »](#)

[Room Request Form »](#)

[UPSOM Suggestion Box »](#)

Spotlight on Faculty Development Programs

- **FOCUS**– Mindy Hamilton, MD, MS, Director
- **ADME**– Ankur Doshi, MD, Chair
- **CMERS**– Doris Rubio, PhD, Director
- **ICRE**– Sarah Merriam, MD, MS, Director HPE Masters and Certificate
 - Carla Spagnoletti, MD, MS Associate Director

Foundations Of Clinician Educator Success

A Longitudinal Onboarding Program for Clinician-Educator Success

Melinda Hamilton, MD, MS

Professor of Critical Care Medicine

Vice Chair, Faculty Development,
Department of Critical Care Medicine

Director, FOCUS

What is FOCUS?

Foundations Of Clinician
EdUcator Success (**FOCUS**)

Year-long onboarding program
designed specifically for
early-career clinician educators

Sponsored by the University of
Pittsburgh School of Medicine
Office of Faculty Affairs

Why FOCUS?

Common challenges for new clinician educators

- Figuring out how academic expectations fit alongside clinical responsibilities
- Finding mentorship that aligns with their goals
- Understanding promotion pathways
- Turning everyday teaching and clinical work into scholarship
- Building a community of colleagues who share similar interests and roles

FOCUS

- Structured, supportive cross departmental program

FOCUS

Monthly interactive sessions (6–8 p.m.)
led by experienced educators

Longitudinal mentoring with
faculty across
multiple departments

**Cross-specialty
community building**

Dinner is provided

**Hands on and
practical** (build your
CV, write your
mission statement)

**No cost to
participants**

Core Topics

Promotion pathways

CV development

Scholarship as an educator

Mentoring

Communication and negotiation

Mission/vision/values

How to build a national reputation

High impact teaching skills

FOCUS Impact

Resources, feeling
valued, my
compensation

Scholarship, how
to negotiate,
communication

100% would
recommend



STRONGER SENSE OF
COMMUNITY



BETTER UNDERSTANDING
OF INSTITUTION



MORE STRATEGIC CAREER
APPROACH

Participant Experience

“I now understand how to turn what I’m already doing into scholarship.”

“I feel part of a community of clinician educators.”

“Now I pay much more attention to opportunities that I previously wouldn’t”

“I have my CV on my desktop and I periodically update it”

FOCUS

Supports faculty success,
including promotion

Strengthens educator identity

Enhances retention and
engagement

Builds institutional culture

Cross school collaboration

Why FOCUS is for you

Supports early-career clinician success

Creates a consistent onboarding experience across departments

Strengthens promotion readiness and educational scholarship

Builds a cross-disciplinary community of educators

Develops confident, successful clinician educators ready to thrive

FOCUS

FOCUS requirements include

- Faculty in years 1-2
- Clinician educator pathway
- Pitt appointment

Contact Melinda
Hamilton

- mlf13@pitt.edu

Acknowledgements

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- Jennifer Corbelli
- Nicole Donnellan
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- Andy McCormick
- Charissa Pacella
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- Marie Norman
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- Data management, qualitative services and analysis provided by the Program Evaluation and Research Unit (PERU) through School of Pharmacy

UPSOM Academy of Distinguished Medical Educators (ADME): *What we can do for you!*

Ankur A. Doshi, MD – Chair

Melinda Hamilton, MD MS – Chair-Elect

Carla Spagnoletti, MD MS – Past Chair

Goals of the ADME



Recognizes and rewards
excellence in education



Strives to advance education
through innovation and
professional development of
faculty



Supports and promotes
educational scholarship

History and Structure of the ADME

- Established in 2006 as 'Academy of Master Educators'
 - Name change in 2021
- Under Office of Vice Dean of Education (Dr. Hydari)
 - With support from Office of Faculty Development (Dr. Losee)
- Service Academy with Honorific
 - Stipend for Pitt faculty
 - 20 hours / yr service requirement
- Membership
 - Open to Pitt/UPMC and UPMC only faculty
 - Competitively elected
 - 81 members
 - 18 departments
- Leadership
 - Chair, Chair-Elect, Immediate Past Chair
- 4 committees
 - Each with a Chair and Vice-Chair

Services of the ADME

Mentorship in Medical Education (MIME) committee

- IME grants (5/year) <https://adme.pitt.edu/mentorship-medical-education-mime>
 - \$2000 for MedEd project
 - Awardees matched with ADME liaison
 - Presentation at ADME spring event ~15 months post award
- General mentorship

MedEd Day planning committee

- Yearly UPSOM MedEd Day <https://adme.pitt.edu/med-ed-day>
 - National keynote speaker
 - Full day of lectures, workshops, TED like talks – **PRESENT YOUR WORK!**
 - Poster session – **PRESENT YOUR WORK!**
 - Members review and judge posters
 - Travel awards for best: faculty, post graduate trainee and student posters

Services of the ADME

Faculty Development committee

- ADME Seminar Series – by ADME members
 - Part of OACD HPE Seminar Series (Friday 8am – online)
 - <https://pitt.zoom.us/j/98225631929>
 - Link to prior talks: <https://adme.pitt.edu/faculty-development/adme-conference-series>
- MedEd Grand Rounds
 - 3 events per year
 - MedEd Day, Curriculum Colloquium, Spring Event
- Faculty Development workshops for your department
<https://adme.pitt.edu/faculty-development>

Membership committee

- Tasked with selecting new members
 - Call for new members every 3-5 years
 - Criteria: <https://adme.pitt.edu/membership/membership-criteria>
- Tasked with renewing members
 - 5-year term

How can we help an early career faculty member?

- Direct assessment / feedback on lecture / SG teaching (FD / MIME)
- ADME Faculty Development seminar series (FD)
- Attend MEGR (FD)
- One on one ADME mentorship for advice on promotion and career advancement (MIME)
- Advice on med-ed scholarship (MIME, *CMERS*)
- Seed funding for med-ed scholarship (MIME) (5 x \$2000 grants/yearly)
- Present your MedEd work! (MedEd Day)
- Networking – find mentors, and/or colleagues with shared interests (Chair)



How can we help a mid-career / senior faculty member?

- ADME Faculty Development workshops for departments / divisions / centers (FD)
 - Present your work at ADME Faculty Development seminar series (FD)
 - Networking / national level speakers (MedEd Day / MEGR)
 - Join the ADME!
 - Expect next call 2027
- 



University of
Pittsburgh

School of Medicine
Center for Medical Education
Research and Scholarship

CMERS

The Center for Medical Education Research and Scholarship (CMERS) empowers faculty and trainees to create, study, and share innovations that shape the future of medical education.

CMERS: Mission and Vision

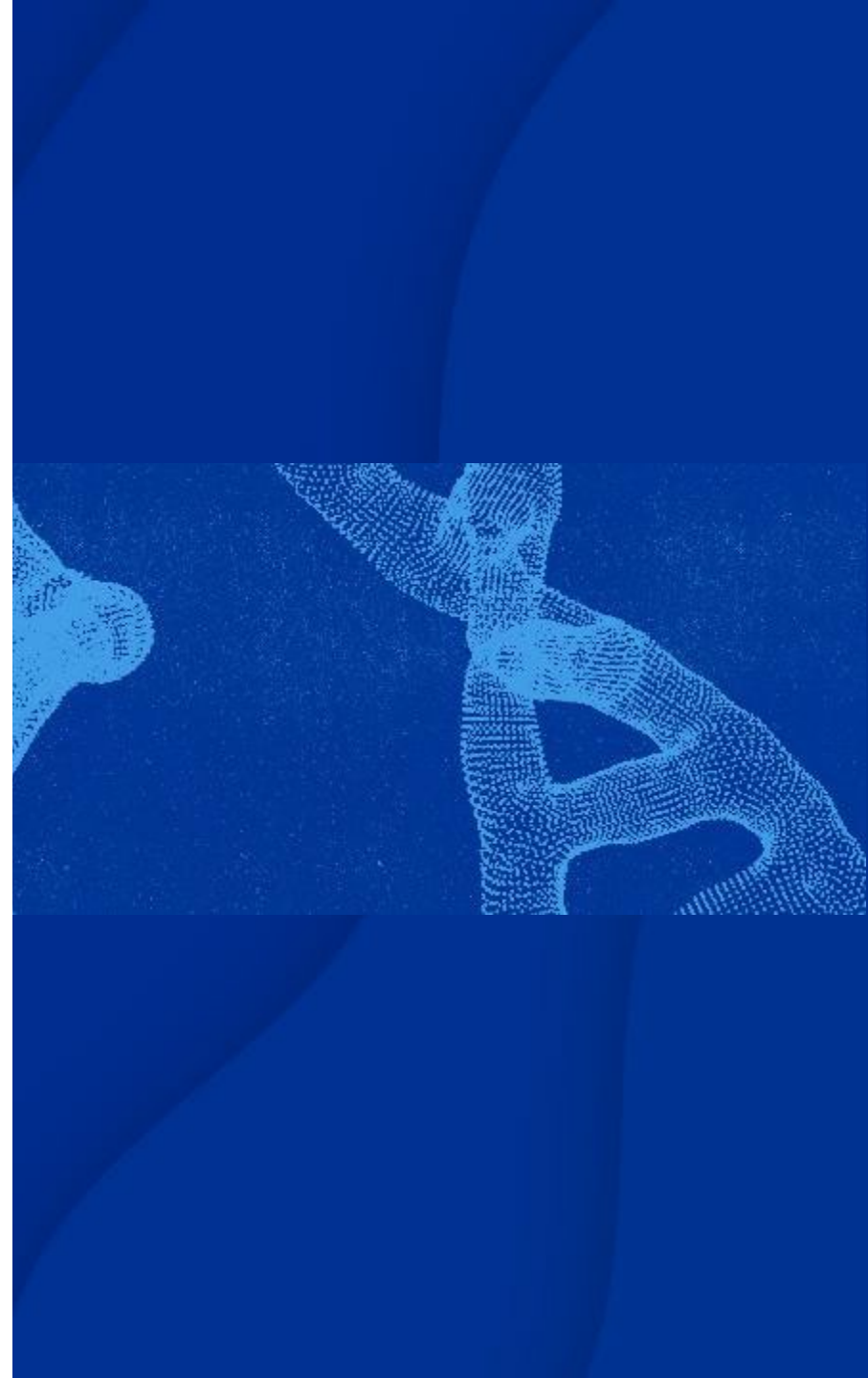
Advances the science and practice of health professions education.

Mission

Through rigorous research, innovation, and scholarly collaboration.

Vision

To be a nationally recognized leader in medical education research and scholarship.



CMERS

Pillars

Innovate

Drive forward new models in teaching and learning in medicine.

Collaborate

Connect across disciplines to strengthen educational scholarship and research impact.

Mentor

Mentor, train, and empower the next generation of health professions education scholars.

Disseminate

Elevate Pitt Med's national voice and contribute to the field's evidence base.



University of
Pittsburgh

School of Medicine
Center for Medical Education
Research and Scholarship

CMERS: Support

- Not a Journal Club
- Medical Education Grand Rounds
- Expertise to help
 - Experienced Clinician Educators
 - Epidemiologist
 - Qualitative Methodologist
 - Professional Writer





University of
Pittsburgh

School of Medicine
Center for Medical Education
Research and Scholarship

Visit Us at

www.medschool.pitt.edu/center-medical-education-research-and-scholarship





NEW FACULTY ORIENTATION

Invest in Your Teaching

ICRE Degree & Certificate Programs in Health Professions Education

Sarah Merriam, MD, MS

Director, Degree Granting Programs in Medical Education, ICRE

Formal Training Builds the Career You Want

Committees look for exactly what structured medical education training teaches: education theory, curriculum design, assessment, leadership, and mentorship — skills that aren't part of UME or GME and must be learned independently.

- **More scholarly productivity — publications and national presentations**
- **Greater access to educational leadership roles**
- **Higher job satisfaction and stronger promotion outcomes**
- **Increased regional and national committee memberships**

Additional training in medical education is associated with greater achievement of expected competencies for clinician educators

Zipkin DA, et al. J Gen Intern Med. 2020;35(12):3492–500.

Two Ways to Build Your Teaching Portfolio

TAKE A COURSE, ANY TIME

Non-Degree / Ad Hoc Enrollment

- No application to a degree program
- Enroll in just the courses you need
- Flexible, low-commitment way to build a specific skill
- Open to any faculty, fellow, or trainee with teaching responsibilities

EARN A CREDENTIAL

Certificate (15 cr) or Master's (30 cr)

- Comprehensive, structured curriculum
- A credential that carries real weight in a promotion packet
- Work through the program at your own pace
- 2 application cycles per year

Both paths draw on the same expert faculty and courses — choose the level of commitment that fits where you are right now.

Choose the Skills You Want to Build

ENHANCING TEACHING SKILLS

- Fundamentals of Adult Learning
- Assessment of Learners
- Curriculum Development
- Remediation & Learner Support in Health Sciences Education

ENHANCING EDUCATION RESEARCH SKILLS

- Qualitative Research Methods I and II
- Survey Design
- Enhancing Education Research Methods (survey course)
- ...and many more

Full compendium: icre.pitt.edu/courses/courses.aspx

Built for a Clinician's Schedule

FORMAT

- Delivered live via Zoom
- 1 credit $\approx$ one 2-hour session/week for 8 weeks, or two 2-hour sessions/week for 4 weeks
- Designed to work around clinical and teaching duties

INVESTMENT

1-credit course

\$1,888

2-credit course

\$3,196

Most Pitt / UPMC faculty use tuition benefits to offset the cost.

A Track Record You Can Join

130+

graduates since 2002

2

application cycles / year

-
- Open to all health sciences faculty and fellows with teaching responsibilities
 - Applications for the July 1 start close February 15 (2 cycles per year)
 - Students move through coursework at their own pace

What Graduates Report



Publish an average of 2.3–3.8 peer-reviewed articles per year



Stronger promotion packets — leadership roles, teaching awards, scholarship



A lasting community of master educators and fellow clinician-educators

Kohli A, Benson M, Mieczkowski A, Spagnoletti C, Rubio D, McNeil M, Granieri E. South Med J. 2020;113(5):205-210.



Ready to Invest in Your Teaching?

Contact us to learn more!

Shawna Clites,
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