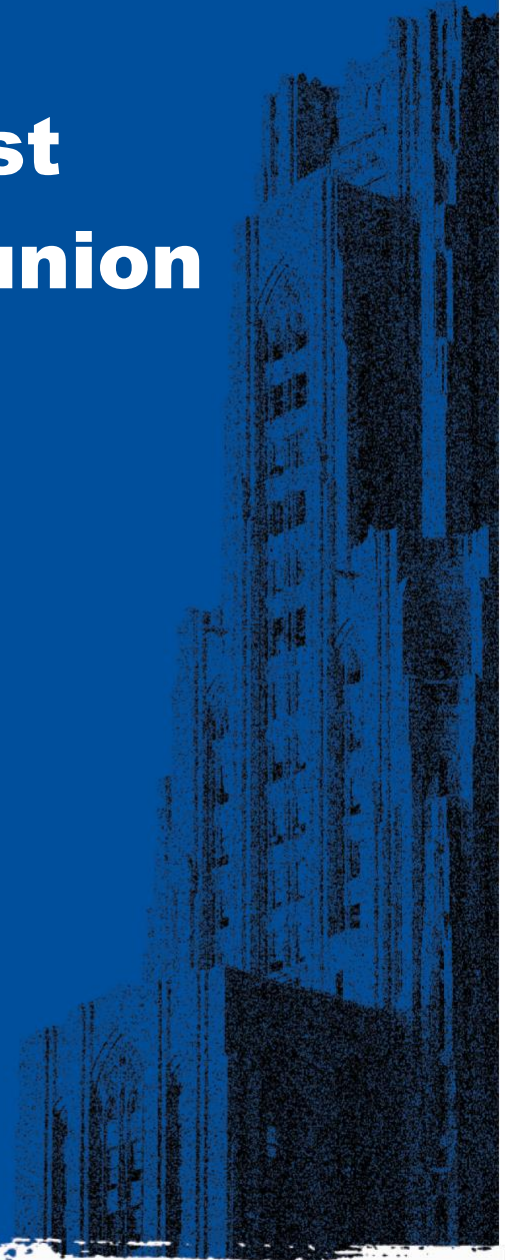


# Physician Scientist Symposium & Reunion



School of Medicine





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## WELCOME

On behalf of the School of Medicine, it is our pleasure to welcome you to the inaugural Physician Scientist Symposium!

At the University of Pittsburgh and UPMC, great effort has been placed on fostering a strong research and clinical environment that supports physician scientists. This starts with the many trainee programs available for those interested in pursuing a career as a physician scientist, including the Medical Scientist Training Program (MSTP), Physician Scientist Training Program (PSTP), Clinical Scientist Training Program (CSTP) and the Burroughs Wellcome Foundation Scholars; and also includes the many research-track residency opportunities and training positions funded by NIH through institutional T32, R38, and K-grant mechanisms.

This Symposium provides a forum to bring trainees, faculty and alumni from these programs together in an effort to further engender a vibrant physician scientist community. In addition to facilitating connections, this Symposium includes directed sessions of practical strategies to overcome many challenges facing individuals balancing research, clinical care, and life-needs. Our goal is to help attendees to pursue and flourish in their careers. We hope you enjoy the symposium and thank you for making the time to attend!

### Symposium learning objectives:

1. Build skills and knowledge that will support and enrich a life of inquiry, discovery and service as a physician scientist.
2. Make connections with others that will support your development beyond the scope of the symposium.
3. Engage in mentoring with others both within and outside of your career stage.



**Anantha Shekhar, MD, PhD**  
Senior Vice Chancellor for the Health Sciences  
Training Program John and Gertrude Petersen Dean  
University of Pittsburgh School of Medicine



**Richard Steinman, MD, PhD**  
Associate Dean, Director Medical Scientist  
Physician Scientist Training Program, and  
BWF Physician Scientist Incubator Program  
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## DISCLOSURES

All individuals in a position to control the content of this education activity have disclosed all financial relationships with any companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. All of the relevant financial relationships for the individuals listed below have been mitigated.

INDIVIDUALS WITH FINANCIAL RELATIONSHIPS	NAME OF COMPANY	NATURE OF RELATIONSHIP
Armen Arevian, MD, PhD	Chorus Innovations, Inc. Arevian Technologies, Inc.	Stockholder (privately held)
Justin Baca, MD, PhD	Autonomous Medical Devices Beckman Coulter, Inc. Blu Biotech Clear Creek Bio, Inc. Abbott Point of Care, Inc. RingIR Mesa Photonics, LLC Radiometer Medical apS TOSOH Biosciences, Inc.	Grant/Research. Support
Michael Boland, MD, PhD	Carl Zeiss Meditech Topcon Healthcare Janssen Allergan	Consultant
Cary Boyd, MD	Sanofi Genzyme	Consultant
Alexis Chidi, MD, PhD	Intuitive Surgical	Paid participant in company research study
Oliver Eickelberg, MD, PhD	BMS Pieris Fibrogen Fauna Bio	Grant/Research Support Grant/Research Support; Consultant Consultant Consultant
Christopher Elitt, MD, PhD	Akebia Therapeutics	Consultant
Judson Englert, MD, PhD	Cyteri Therapeutics Amgen	Stockholder (publicly held)
Jocelyn Fitzgerald, MD	Function Better, Inc.	Consultant
Clifton Fuller, MD, PhD	Elekta AB Siemens Healthineers Philips	Grant/Research Support; Speakers' Bureau Consultant Speakers' Bureau
Louis Ghanem, MD, PhD	Janssen Research & Development	Employee; Stockholder (publicly held)
John Kang, MD, PhD	Change Healthcare	Spouse is an employee
Esi Lamouse-Smith, MD, PhD	Johnson & Johnson, Inc.	Employee
David Lewis, MD	Merck	Grant/Research Support
Mylinda Massart, MD, PhD	Grail	Speakers' Bureau
Erica Nakajima, MD	AstraZeneca	Employee
Sebastian Sattui, MD	Bristol Myers Squibb Foundation Rheumatology Research Foundation AstraZeneca GlaxoSmithKline Sanofi	Grant/Research Support Grant/Research Support Grant/Research Support Grant/Research Support Consultant
Russell Schwartz, PhD	UPMC Enterprises Highmark/AHN	Grant/Research Support

No other members of the planning committee, speakers, presenters, authors, content reviewers and/or anyone else in a position to control the content of this education activity have relevant financial relationships with any companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.



## EXECUTIVE & ADVISORY PLANNING COMMITTEES

### Executive Planning Committee

Chair: Richard Steinman, MD, PhD  
Shohini Ghosh-Choudhary  
Kevin Dowling  
Neil Carleton  
Kathleen Hansell-Prigg, MBA  
Shannon Petsch, MHA, MSL

### School of Medicine Development & Philanthropic and Alumni Engagement

Alexandra Rigby  
Sierra Smith  
Ainizia Karmazyn  
Madison Sieber

### Advisory Committee

Jurgis Alvikas, MD  
Judy Chang, MD  
Yvonne Chao, MD, PhD  
Chris Elitt, MD, PhD  
Jocelyn Fitzgerald, MD  
Matt Geramita, MD, PhD  
Melanie Grubisha, MD, PhD  
Danella Hafeman, MD, PhD  
JB Moses, MD  
Erica Nakajima, MD  
Andrew Nowalk, MD, PhD  
Tolani Olonisakin, MD, PhD  
Archana Ramgopal, DO  
Sydney Rooney, MD  
Anna Zemke, MD, PhD  
John Kang, MD, PhD

### **Accreditation and credit designation**

In support of improving patient care, the University of Pittsburgh is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

#### Physician (CME)

The University of Pittsburgh designates this live activity for a maximum of 5.25 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Other health care professionals will receive a certificate of attendance confirming the number of contact hours commensurate with the extent of participation in this activity.

The information presented at this program represents the views and opinions of the individual presenters, and does not constitute the opinion or endorsement of, or promotion by, the UPMC Center for Continuing Education in the Health Sciences, UPMC/University of Pittsburgh Medical Center or Affiliates and University of Pittsburgh School of Medicine. Reasonable efforts have been taken intending for educational subject matter to be presented in a balanced, unbiased fashion and in compliance with regulatory requirements. However, each program attendee must always use his/her own personal and professional judgment when considering further application of this information, particularly as it may relate to patient diagnostic or treatment decisions including, without limitation, FDA-approved uses and any off-label uses.



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## SYMPOSIUM SCHEDULE OF EVENTS

**Heinz History Center (1212 Smallman Street)**

Time	Event
8:30AM	<b>Arrival &amp; Check In</b> Light breakfast served
9:30AM - 9:50AM	<b>Welcome</b> Anantha Shekhar, MD, PhD Senior Vice Chancellor for the Health Sciences and John and Gertrude Peterson Dean, University of Pittsburgh School of Medicine  <b>Symposium Overview</b> Richard Steinman, MD, PhD Director of the MSTP, PSTP, and BWF PSIA
10:00AM -11:00AM	<b>Keynote Panel</b> <b>Overcoming Barriers in Physician Investigator Careers</b> <ul style="list-style-type: none"> <li>• Armen Arevian, MD, PhD – CEO Chorus Innovations</li> <li>• Natasha Corbitt, MD, PhD – Assistant Professor of Pediatric Surgery, University of Texas Southwestern</li> <li>• Esi Lamouse-Smith, MD, PhD – Vice President, Translational Medicine in Immunology, Janssen Pharmaceuticals</li> <li>• Maisa Feghali, MD, MS – Assistant Professor of Obstetrics and Gynecology, University of Pittsburgh</li> </ul>
11:15AM - 12:15PM	Breakout Table Session 1
12:30PM - 1:30PM	Lunch
1:30PM - 2:30PM	Breakout Table Session 2
2:30PM - 3:00 PM	Break
	<b>Breakout Workshops</b> (1) Broadening Your Research Funding Portfolio ( <b>Hampton Inn: Monongahela and Allegheny Room</b> ) <ul style="list-style-type: none"> <li>• Paige Cooper Byas, PhD – Program Officer, Burroughs Wellcome Foundation</li> <li>• Roderick Tan, MD, PhD – Assistant Professor of Medicine, University of Pittsburgh</li> </ul>



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3:00PM - 4:00PM	<ul style="list-style-type: none"> <li>Clifton Fuller, MD, PhD – Professor of Radiation Oncology, MD Anderson Cancer Center</li> </ul> <p>(2) Effective Scientific Communication, Writing, and Publishing (<b>Heinz: Muller Center 5<sup>th</sup> Floor</b>)</p> <ul style="list-style-type: none"> <li>Beatriz Luna, PhD – Staunton Distinguished Professor of Psychiatry and Pediatrics, University of Pittsburgh &amp; Editor-in-Chief, <i>Developmental Cognitive Neuroscience</i></li> <li>Ashley Parr, PhD – Research Instructor, Department of Psychiatry, University of Pittsburgh</li> </ul> <p>(3) Leadership and Building Effective Teams (<b>Heinz: Multipurpose Room 3<sup>rd</sup> Floor</b>)</p> <ul style="list-style-type: none"> <li>Martina Bison-Huckaby, MBA, SHRM-SCP – Manager of Physician Learning and Development, UPMC</li> <li>Alan Remaley, MD, PhD – Senior Investigator &amp; Section Chief of Lipoprotein Metabolism, NIH &amp; Pitt/CMU MSTP Graduate (1991)</li> </ul>
4:00PM - 4:30PM	Break
4:30PM - 5:30PM	Breakout Table Session 3
5:30PM - 5:45PM	Wrap Up, Next Steps and Evaluation Completion <b>**Plus-One Check-In at Heinz Entrance**</b>
6:00PM - 7:30PM	Cocktail Hour ( <b>Heinz: Great Hall</b> )
7:30PM - 9:00PM	Dinner
9:00PM	End of Event

## KEYNOTE PANEL: OVERCOMING BARRIERS IN PHYSICIAN INVESTIGATOR CAREERS

### Learning objectives:

1. Learn the background and current career and life status of panelists.
2. Identify how your own decisions about your path can be informed by the way panelists made critical decisions to balance their interests, career and personal priorities.
3. Be able to describe a key challenge or obstacle that each panelist has confronted
4. Be able to describe the strategy or steps that panelists took to address or resolve these challenges.
5. Remember a single point of advice that each panelist gives.

### Panelists:



**Armen Arevian, MD, PhD** – Founder & CEO Chorus Innovations

Armen Arevian, MD, PhD is a 2010 graduate of the University of Pittsburgh / CMU Medical Scientist Training program where his neuroscience doctorate focused on neuronal circuitry of information processing. He did his psychiatry residency at UCLA where he became Assistant Professor and Director of the Innovation Lab at UCLA's Semel Institute. His "participatory informatics" research focused on the intersection of technology, psychiatry and community-based participatory research techniques. He focused as well on using AI to predict wellness in patients with severe mental illness from analysis of voice and speech patterns. Noting the inaccessibility of creating software in health he created the Chorus platform and focused his research

around participatory approaches to technology innovation in health to bring about health equity. He has since spun out Chorus Innovations as a company and leads it as CEO.



**Natasha Corbitt, MD, PhD** – Assistant Professor of Pediatric Surgery, University of Texas Southwestern

Natasha Marie Corbitt, MD, PhD, is an Assistant Professor in the Department of Surgery at UT Southwestern Medical Center. She specializes in pediatric surgery. Dr. Corbitt earned her medical degree and a doctorate in cellular and molecular pathology at the University of Pittsburgh. She completed a residency in surgery at Vanderbilt University and received advanced training in pediatric surgery through a fellowship at the University of Michigan. She is the first African American female pediatric surgeon in the United States to hold both an M.D. and Ph.D. Her research interests include biliary atresia,

congenital disorders of the hepatobiliary system, and complex pediatric wounds.





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**Esi S.N. Lamouse, MD, PhD** – Vice President, Translational Medicine Immunology, Janssen R&D

Dr. Esi Lamouse is the Vice President of Translational Medicine Immunology at Janssen R&D, LLC. In her position at Janssen, she heads a team of physicians and clinical scientists who develop translational clinical strategy to execute early phase clinical trials for the Janssen Immunology therapeutic area portfolio. Dr. Lamouse received a B.S. in Biological Sciences from SUNY at Binghamton, completed her MD and received a PhD in Immunology at the University of Pittsburgh (MSTP), and trained in general pediatrics at Columbia University Medical Center. Following pediatric and chief residency, she completed fellowship training in Pediatric Gastroenterology, Hepatology & Nutrition at Boston Children's Hospital/Harvard University. Dr. Lamouse returned to Columbia University as an Assistant Professor in Pediatric Gastroenterology prior to joining Janssen in 2017. During her academic career, she led a basic science research program focused on interrogating the impact of maternal gut dysbiosis on development of the infant gut microbiome, infant systemic adaptive immune function, and early life brain and gut neuronal development. Her clinical practice focus was on pediatric onset autoimmune & allergic gastrointestinal diseases (e.g., inflammatory bowel disease, eosinophilic esophagitis), and intestinal failure.



**Maisa Feghali, MD, MS** – Assistant Professor of Obstetrics, Gynecology, and Reproductive Sciences, University of Pittsburgh

Maisa Feghali, MD, MS is an Assistant Professor in the Department of Obstetrics, Gynecology, and Reproductive Sciences. She is interested in diabetes in pregnancy including exploring heterogeneity of gestational diabetes and understanding how differences in disease mechanism impacts treatment response and pregnancy outcomes. Her previous work has explored differences in pregnancy outcomes in women with diabetes including timing of delivery, timing of diagnosis, impact of obesity and failure of medical nutritional therapy. Her current focuses on patient and provider perspectives on diabetes treatment in pregnancy and evaluation of innovative treatment strategies.

## WORKSHOPS: LEARNING OBJECTIVES & LEADERS

### Workshop 1: Broadening Your Research Funding Portfolio

#### Learning objectives:

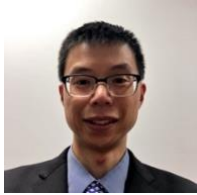
1. Be able to list similarities and differences between DoD/NIH/Foundation/Industry funding opportunities in scope, funding philosophy, logistics, reasons to approach
2. Learn from the experience of successful investigators with broad funding streams
3. Identify longitudinal streams for support from BWF or other foundations
4. Identify how even support that lacks federal-level indirects can be leveraged for academic advancement and networking.
5. Discuss how to align a non-NIH funding opportunity and one's work and passion



**Paige Cooper Byas, PhD** currently works at Burroughs Wellcome Fund (BWF) as a Program Officer. Her portfolio is focused on Biomedical & Reproductive Sciences as well as managing the individual and institutional awards that support Physician Scientist development. She joined BWF following several years of serving as the Director of BioCoRE (Biosciences Collaborative for Research Engagement) Program at Duke University. In this role she was responsible for designing innovative and practical programming for both the academic and professional development needs of her PhD and undergraduate scholars. Dr. Cooper Byas completed her BS in Biochemistry as a MARC scholar at Spelman College. She then went on to complete a PhD in Molecular Cell Biology at Washington University in St. Louis. Her doctoral research focused on determining molecular mechanisms by which genetic mutations in the ATP sensitive potassium (KATP) channel, identified in patients with Cantu Syndrome, altered channel activity. She did postdoctoral research at the University of Colorado-Anschutz Medical Campus which focused on placental nutrient transport to the fetus. Prior to joining BioCoRE, Dr. Cooper Byas helped lead recruitment and evaluation for the National Research Mentoring Network (NRMN), a NIH funded STEM diversity initiative.



**Clifton Fuller, MD, PhD** is Professor (tenured) and Distinguished Educator in the Department of Radiation Oncology, Head and Neck Section, at The University of Texas MD Anderson Cancer. He is an NIH Established Investigator physician-scientist with research focused on development of quantitative spatial (imaging)/non-spatial (semantic) informatics models of both oncologic outcomes and iatrogenic sequelae after head and neck cancer, integrated into patient care through prospective clinical trials. After NIH NIA T25 pre-doctoral, NCI R25- and NCRR M01-funded medical student research experiences, Dr. Fuller gained expertise in human imaging physics in a NIBIB T32-supported joint PhD-residency program, before an NCI K12 Paul Calabresi Fellowship in clinical trials and imaging informatics as junior faculty. He is double-boarded, with certification in Clinical Informatics in addition to Radiation Oncology. This expertise led to a NCI P50-funded SPORE Career Development Award and subsequent research independence as Primary Investigator on 7 NIH R01-equivalent awards and two NSF awards. Dr. Fuller also serves as co-PI of an NIBIB R25 physician-scientist fellowship program, and an NCI postdoctoral T32 grant to train the next generation of image-guided scientists.



**Roderick Tan, MD, PhD** is an Associate Professor in the Renal Electrolyte Division / Department of Medicine at the University of Pittsburgh, and a Staff Nephrologist at the VA Pittsburgh Healthcare System. He is a Pittsburgh lifer and graduated from Pitt's MSTP program in 2007. His laboratory research is focused on the pathogenesis of acute and chronic kidney diseases with a focus on the NRF2 pathway and on renal nerve signaling. He has been awarded grant funding from the NIH, the Department of Defense, the Department of Veterans Affairs, and foundation awards.

Workshop resource: [https://figshare.com/articles/online\\_resource/NIH\\_Investigator\\_Career\\_Development\\_Matrices\\_Years\\_1-12/22110413](https://figshare.com/articles/online_resource/NIH_Investigator_Career_Development_Matrices_Years_1-12/22110413)

## Workshop 2: Effective Scientific Communication, Writing, and Publishing

### Learning objectives:

1. Be able to describe essentials for a good paper from the standpoint of seasoned writers, reviewers, and Editors
2. Learn to navigate the scientific writing process through the transition from trainee (mentored) to independent writers
3. Learn an approach for supporting trainees with diverse writing styles and foster their development as scientific writers
4. Be able to describe the role of reviewers and editors and their judgement and handling of submissions
5. Learn about effectiveness of daily writing, the writing bootcamps at [www.facultydiversity.org](http://www.facultydiversity.org), and engage in a scientific communication/writing exercise during the workshop.



**Beatriz Luna, PhD** is the Distinguished Staunton Professor of Psychiatry and Pediatrics and Professor of Psychology at the University of Pittsburgh. She is the founder and Director of the Laboratory for Neurocognitive Development, the founder and acting past president of the Flux Society for Developmental Cognitive Neuroscience, and the Editor in Chief of the journal *Developmental Cognitive Neuroscience*. Dr. Luna studies brain development, examining the neurobiological mechanisms that underlie the adolescent period, from decision-making to vulnerabilities to the emergence of mental illness. Dr. Luna has published over a hundred

peer-reviewed articles describing her innovative studies, in addition to several review papers and chapters discussing her theoretical models of development. She has received numerous awards, notably the Presidential Early Career Award in Science and Engineering. Her research has been continuously supported by the National Institutes of Mental Health, and has informed US Supreme Court briefs regarding extended sentencing in the juvenile justice system. Her extensive media history also includes a cover story in *National Geographic* and a PBS Special with Alan Alda - "Brains on Trial". Dr. Luna has mentored 15 PhD students from psychology, neuroscience, and bioengineering, as well as more than 10 postdoctoral fellows, and 7 junior faculty, all of whom have had a productive publishing history and successful careers.



**Ashley C Parr, PhD** is a Research Instructor in the Department of Psychiatry at the University of Pittsburgh. Her research characterizes how developmental changes in reward and cognitive systems support the transition from adolescence to adulthood. Dr. Parr uses multimodal neuroimaging (fMRI, rsfMRI, PET, MTR, tissue iron, and MRSI) in both cross-sectional and longitudinal analyses to understand how the brain changes through adolescence to support the transition to adulthood. Her findings emphasize how individual differences in dopamine function contribute to the development of cognitive

control and reward systems throughout adolescence, which have implications for the emergence of neuropsychiatric disorders. Dr. Parr is particularly interested in how dopamine interacts with other brain systems, how this gives rise to differences in decision-making across development, particularly exacerbated sensation seeking that is a feature of behavioral phenotypes such as substance use and delinquency behaviors that emerge and intensify during the adolescent period. Dr. Parr has published several peer-reviewed articles describing her innovative studies, in addition to several chapters contextualizing findings within theoretical models of development, and has mentored several



undergraduate students throughout the course of her PhD and postdoctoral appointment. She has a particular interest in applying her findings in normative development to high-risk populations and translating her findings in order to inform policy within the juvenile justice system and develop preventative strategies for at-risk youth.

### Workshop 3: Leadership and Building Effective Teams

#### Learning objectives:

1. Identify best practices in leadership including the five key behaviors to build cohesive teams.
2. Learn tips on how to foster trust and psychological safety on your team.
3. Discuss examples of leadership and why it is effective/ineffective
4. Name mentors who can longitudinally advise you on leadership
5. Learn tips on how to do creative and impactful science within the constraints of your research environment, such as your team, personal expertise, and collaborators.



**Martina Bison-Huckaby, MBA, ACC, SHRM-SCP** is an executive development professional and ICF certified leadership coach with 25 years of diverse experience. Martina's passion is to help individuals discover their authentic leadership style, maximize their personal and professional potential and impact. Martina currently serves as the Manager of Physician Learning and Development for UPMC Corporate and leads all physician learning and development programs and initiatives at UPMC, including the first internal UPMC physician leadership development program, Physician Leadership Essentials, physician orientation, and other learning initiatives. Martina also serves on the Board of the National Forensic Science Academy, whose mission is to provide the next generation of leaders that reflect the highest standards for practice, management and science within crime laboratories. Previously she was the Director of the Center for Executive Education and the Forensic Management Academy at West Virginia University, College of Business and Economics where she ran corporate and professional development programs since 2005. Martina also worked for CLG, Inc. (the Continuous Learning Group, now renamed ALULA) a global behavior-based management consulting company headquartered in Pittsburgh. She credits the experience at CLG for sparking her interest towards organizational behavior, talent development, coaching, and performance improvement. Prior to CLG, Martina served as the Director of International Sales Administration for Saban Entertainment/Fox Kids. She holds the Senior Certified Professional (SCP) certification as designated by Society of Human Resource Management (SHRM) and is also certified as a Founding Practitioner of the Entrepreneurial Mindset Profile™ (EMP), as a DDI (Development Dimensions International) Certified Facilitator as well as an Authorized Partner and Certified Everything DiSC Trainer. She is a member of the Society of Human Resources Management (SHRM) and the International Coaching Federation (ICF). She earned a "Laurea Magistrale" (equivalent to a Master's Degree) in English and German, from Ca' Foscari, the university of Venice, Italy, as well as an MBA from West Virginia University and obtained the ICF Accredited Professional Coaching Certification at Duquesne University.



**Alan T. Remaley, MD, PhD** is the section chief of the Lipoprotein Metabolism Laboratory in the Cardiopulmonary Branch of the National Heart, Lung and Blood Institute in Bethesda, MD. He is also a senior staff member of the Department of Laboratory Medicine at the National Institutes of Health Clinical Center. Dr. Remaley received his B.S. in Biochemistry and Chemistry from the University of Pittsburgh in 1981. He received in 1987 a M.D. and Ph.D. (Biochemistry) degree from the University of Pittsburgh and completed in 1990 a residency in Clinical Pathology at the University of Pennsylvania. He has published over 200 papers in the field of lipoprotein metabolism and cardiovascular disease and is an inventor on multiple patents related to new therapeutic agents and diagnostic tests for cardiovascular disease. He has made



important contributions to the field of HDL metabolism, particularly related to the mechanism of the ABCA1 transporter and has developed several apolipoprotein mimetic peptides, which are in pre-clinical stage development by biotechnology companies and is a 3-time awardee of NHLBI's Orloff award for Science. He has also made fundamental discoveries related to the role of Lecithin:Cholesterol Acyltransferase (LCAT) in HDL metabolism and human disease and has developed recombinant LCAT as a potential therapy for Familial LCAT Deficiency and Acute Coronary Syndrome, which are in early stage clinical trials. He holds editorial board positions for multiple journals and regularly chairs or co-chairs conferences, task forces and committees in his field.



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## TABLE TOPIC DESCRIPTIONS & FACILITATORS

Note: Table topic sessions will open with a facilitated case study (see following section for case studies) followed by guided and open discussion. Multiple tables per topic may be scheduled simultaneously and/or in succeeding sessions depending on sign-up numbers. The following sections provide a short synopsis of the table topic as well as references for additional reading if interested.

### **TOPIC 1: How to align your priorities and time with your career, family, and other parts of life**

Melanie Grubisha, MD, PhD; Danella Hafeman, MD; Mylynda Massart, MD, PhD; Marta Pecina, MD, PhD; JB Moses, MD; Steve Wendell, PhD; Michelle Dorfsman, MD; Richard Steinman, MD, PhD

What is most important to you and how can you manage these priorities so that they are nourished over time? This topic will focus on time management that is aligned with one's priorities and values while navigating competing demands, conflicting schedules, and limited resources. Participants will share experiences and best practices for managing professional and non-professional responsibilities. The group will discuss strategies to bank time, leverage networks, and recruit resources to support a fulfilling career and ways to approach systemic obstacles that impede balance in work and life. A "work-life integration" worksheet will be shared for guiding strategic time allocation.

- Reference 1: [\*Stories From Early-Career Women Physicians Who Have Left Academic Medicine: A Qualitative Study at a Single Institution\*](#)
- Reference 2: [\*Physician Resilience What It Means, Why It Matters, and How to Promote It\*](#)
- Reference 3: [\*An Integrated Career Coaching and Time-Banking System Promoting Flexibility, Wellness, and Success: A Pilot Program at Stanford University School of Medicine\*](#)

### **TOPIC 2: How and when to say no (or yes, or not yet) in academic and nonacademic settings**

Erica Nakajima, MD; Mylinda Massart, MD, PhD; Melanie Grubisha, MD, PhD; Rosemary Hanrahan, MD; Alan Remaley, MD, PhD; Michael Boland, MD, PhD; Steve Wendell, PhD

Attendees will discuss the challenges of setting appropriate boundaries and making tough decisions in a competitive academic environment. Discussion will address how to make or respond to requests with conversation around what is wanted, what are other options and what is time critical. A focus will be how to balance requests with one's priorities, to say no in a way that is respectful and professional, as well as identifying opportunities for saying yes that align with individual goals.

- Reference 1: [\*Clinician-trialist rounds: 15. Ways to advance your career by saying 'no' – part 3: how to say 'no', nicely\*](#)
- Reference 2: [\*Clinician-trialist rounds : 13. Ways to advance your career by saying 'no' – part 1: why to say 'no' \(nicely\), and saying 'no' to email\*](#)

### **TOPIC 3: Self-promotion including professional presence online**

Jocelyn Fitzgerald, MD; Sebastian Sattui, MD; Mehret Birru Talabi, MD, PhD; Mandar Aras, MD, PhD; Natasha Corbett, MD PhD; Michael Forlenza, PhD





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This topic will address the importance of building a strong professional brand, including effective self-promotion and establishing a strong online presence. Participants will discuss when and how to put oneself forward effectively, while staying true to personal and professional values and goals. The group will discuss best practices for developing a personal brand, building a professional network, and the mechanics and best practices for effective professional portrayal via social media. Questions to be covered include what can get in your way towards promoting yourself effectively and ethically as well as assessment of how others' agendas and expectations align with your interests and goals.

- Reference 1: [Tweeting from the Bench: Twitter and the Physician-Scientist Benefits and Challenges](#)
- Reference 2: [Pearls of wisdom for aspiring physician-scientist residency applicants and program directors](#)
- Reference 3: [How to Self-Advocate for your Science and Career](#)

#### **TOPIC 4: Transitioning or collaborating between academia and industry – why, when and where**

Judd Englert, MD, PhD; Esi S.N. Lamouse, MD, PhD; Louis Ghanem, MD, PhD; Erica Nakajima, MD

This topic explores opportunities and distinctions that exist for physician-scientists in academia and industry/pharmaceuticals. We will discuss the reasoning and circumstances that may lead to a career transition between these two fields, as well as strategies for achieving success in such a switch. Additionally, we will delve into the best practices for networking and collaborating between investigators in academia and industry/pharmaceuticals.

- Reference 1: [Physician-Scientist Careers in the Biotechnology and Pharmaceutical Industries](#)
- Reference 2: [From academia to industry: a road more travelled](#)

#### **TOPIC 5: Entrepreneurial nuts and bolts**

Armen Arevian, MD, PhD; JB Moses, MD; Jonathan Cohen, PhD

This topic will discuss the practical skills and knowledge necessary for starting and building a successful research-based business. This includes key considerations such as identifying worthwhile entrepreneurial ideas, establishing necessary prerequisites for getting started, and recognizing common uncertainties that physician-scientists should be mindful of. Additionally, we will share anecdotes of both successes and failures, along with helpful tips and factors to consider in decision-making about beginning a venture.

- Reference 1: [MIT OPENCOURSEWARE, Nuts and Bolts of Business Plans](#)
- Reference 2: [Digital startups. where to begin](#)

#### **TOPIC 6: Arranging what you need in a career transition**

David Lewis, MD; John Kang, MD, PhD; Justin Baca, MD, PhD; Andrew Nowalk, MD, PhD; Sarah Berman, MD, PhD

This topic focuses on career transitions, whether at the residency, fellowship, faculty level or transferring between institutions. Discussion will include the pros and cons of negotiation, exploring strategies to ensure that expectations are clearly defined and that communication channels remain open throughout the process. Additionally, we will examine methods for identifying one's own needs and ensuring that those needs are met effectively and ensuring an overlap between one's personal agenda and that of the new setting.



- Reference 1: [Transitioning from Fellowship to a Physician-Scientist Career Track](#)
- Reference 2: [Getting a Job, Physician Scientist Career Guide](#)
- Reference 3: [Gettin' a Job](#)

## TOPIC 7: Money management

Keith Vogt, MD, PhD Chris Ellit, MD, PhD

This topic will discuss practical money management strategies that are specifically tailored to the unique demands of a physician scientist career. Participants will explore the importance of identifying and building financial and in-kind value that is consistent with your personal needs and goals. Other aspects include spending money to buy time, and available resources such as the NIH Loan Repayment Program. Throughout the conversation, we will consider career stage-specific money management challenges and share thoughts on budgeting, saving, and investing aligned with professional and personal aspirations. Tips for academic money management, particularly resources for budget planning around grant, laboratory and start up funds will also be shared in the group.

- Reference 1: [Systematic review of personal finance training for physicians and a proposed curriculum](#)
- Reference 2: [The AAMC Financial Wellness Program](#)

## TOPIC 8: Getting support in preparing your grant proposals – who to involve, when, and why

Melanie Scott, MD, PhD; Tom Kleyman, MD

This topic discussion will focus on strategies for building a strong support network to help prepare successful grant proposals. Attendees will discuss approaches for identifying key collaborators, mentors, and advisors, as well as building strong relationships with program officers and funding agencies. Logistics and components of compelling training plans will be shared. Exemplary timelines for preparation and details regarding engagement with fiscal staff will be discussed.

- Reference 1: [How to Develop and Write a Grant Proposal](#)
- Reference 2: [Demystifying the NIH Grant Application Process: The Rest of the Story](#)
- Reference 3: [Demystifying the Logistics of the Grant Application Process](#)

## TOPIC 9: Navigating the K to R transition, identifying and applying for external foundation support, and making your Program Officer your advocate

Oliver Eickelberg, MD; Marta Pecina, MD, PhD; Melanie Scott, MD, PhD

The focus of the TOPIC discussion is the important transition from mentored career development awards (K's) to independent awards (R's). Participants will have the opportunity to exchange information and guidance on programs and resources that can aid K grantees in obtaining R support. For instance, the University of Pittsburgh offers a variety of K to R transition programs, including the K Awardee to R Advancement Training (KARAT) Program provided by the Department of Medicine. This program offers grant writing workshops, academic skills training, peer support, networking, and catalytic bridge grants. Other resources available at Pitt include grant review services at the Office of Research, Health Sciences (OORHS), as well as various programs and small grants such as CMRF, CTSI, and Physicians Foundation Award. Additionally, the discussion will cover common barriers and facilitators of a successful transition to a funded independent investigator status.



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- Reference 1: [K Awardee to R Advancement Training \(KARAT\)](#)
- Reference 2: [Thirty-two steps for getting your R01: advice to early career investigators](#)
- Reference 3: [We don't bite! Communicating with your program officer](#)
- Reference 4: [Tips for Communicating with Program Officers](#)

### **TOPIC 10: Evolving from mentor-mentee to scientific partners – pros and cons**

Cary Boyd-Shiwarski, MD, PhD; Lan Coffman, MD, PhD

This discussion will explore the challenges and opportunities of transitioning from a mentor-mentee relationship to a scientific partnership. Attendees will discuss strategies for building strong and productive relationships with mentors, identifying common goals and objectives, and establishing clear expectations and boundaries. Insights will be shared on how one sustains a scientific or collaborative relationship while demonstrating independence in publications and grants.

Reference 1: [The Nature and Evolution of the Mentoring Relationship in Academic Health Centers](#)

Reference 2: [Building and sustaining mentor interactions as a mentee](#)

### **TOPIC 11: Developing career-stage-specific cohorts of mentors**

Natasha Corbitt, MD, PhD; Russell Schwartz, PhD; Cary Boyd-Shiwarski, MD, PhD; Lan Coffman, MD, PhD; Corrine Kliment, MD, PhD

In this topic discussion, participants will explore strategies for identifying and building relationships with mentors who can provide guidance and support at each stage of their careers. They will also discuss ways to build a strong professional network, including mentor mapping to fill gaps, forging both a supportive and challenging advisory group, and how to take ownership of your advisory team and coordinate needed mentoring. The discussion will provide attendees with practical insights and actionable steps for identifying and engaging appropriate versus inappropriate mentors and developing effective mentorship relationships to help them navigate stages and transitions of their academic career. Through sharing experiences and best practices, participants will learn how to build a comprehensive network of mentors who can provide the support and guidance needed to succeed as physician scientists.

- Reference 1: [Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement](#)
- Reference 2: [Caution Before Embracing Team Mentoring in Academic Medical Research Training: Recommendations from a Qualitative Study](#)
- Reference 3: [Selection of Research Mentors for K-Funded Scholars](#)
- Reference 4: [Intellectual synthesis in mentorship determines success in academic careers](#)

### **TOPIC 12: Maximizing collaborations and networking and avoiding bad outcomes**

Sarah Berman, MD, PhD; Allison Bean, MD, PhD; Mehret Birru Talabi, MD, PhD; Alan Remaley, MD, PhD; David Nauen, MD, PhD

Collaborations and networking are essential to a successful career as a physician scientist. However, navigating these relationships can be complex, with potential pitfalls such as conflicting interests, power imbalances, and lack of communication. This topic discussion will explore strategies to maximize collaborations and networking opportunities while avoiding negative outcomes. Participants will share their experiences and insights on building effective collaborations and networking relationships, including



how to identify potential collaborators, how to manage conflicts of interest, and how to maintain clear communication channels. The discussion will also cover common pitfalls to avoid, when to reach out to collaborators, approaches to sharing credit in papers and proposals and how to develop effective communication and negotiation skills.

- Reference 1: [Comprehensive Collaboration Plans: Practical Considerations Spanning Across Individual Collaborators to Institutional Supports](#)
- Reference 2: [How to pick a great scientific collaborator](#)

### **TOPIC 13: Research during post-graduate training – strategies to maximize productivity and benefit without duress**

Rachel Gordon, MD, PhD; Andrew Nowalk, MD, PhD; Heather Acuff, MD, PhD; Ken Urish, MD, PhD; Matt Geramita, MD, PhD; Allison Bean, MD, PhD

This topic focuses on how MD/PhD graduates and physician scientist trainees can optimize their research output and publishing during their residency and fellowship training. The discussion will center around strategies to sustain productivity, manage time effectively, and avoid burnout. Participants will share their experiences and insights on setting realistic goals, prioritizing tasks, developing study habits, and maintaining work-life balance. The objective is to equip attendees with practical tools and tips to navigate the challenges of sustaining a research portfolio both during and outside of protected research periods integrated into clinical training.

- Reference 1: [Overcoming the Obstacles to Research During Residency](#)
- Reference 2: [How to Succeed in Research During Fellowship: What the Trainee Needs To Do \(and Needs From the Program\)](#)

### **TOPIC 15: How to build your investigative team – deciding who and when to hire**

Marta Pecina, MD, PhD; Corrine Kliment, MD, PhD; Mandar Aras, MD, PhD

This topic will address the formation of a strong investigative team. The participants will exchange their approaches to ensuring that the individuals they bring on board (including technicians, students, postdocs, fellows, and staff) possess or can acquire the necessary investigative skills, complement the team's needs, foster a diverse and positive environment, and thrive in their role. To achieve these objectives, the conversation will touch upon setting clear expectations and goals, establishing overlap in the candidate's and mentor's agenda and communication style, and evaluating how well the candidate's skills and personality fit with the team's needs. Topic participants will also share both supervisory pearls and challenges from their experiences. Ultimately, this discussion aims to provide practical recommendations and strategies to establish and manage an effective investigative team.

- Reference 1: [For the "good of the lab": Insights from three focus groups concerning the ethics of managing a laboratory or research group](#)
- Reference 2: [How to build a motivated research group](#)



**Specialty Topics (During 3<sup>rd</sup> Breakout Session Only)**

**TOPIC 16:** Surgery Breakout – Matt Rosengart, MD; JB Moses, MD

**TOPIC 17:** Pediatrics Breakout – Andrew Nowalk, MD, PhD; Mousumi Moulik, MD

**TOPIC 18:** Medicine Breakout – Erica Nakajima, MD; Roderick Tan, MD, PhD

**TOPIC 19:** Neurosurgery Breakout – James Bales, MD, PhD; Arka Mallela, MD

**TOPIC 20:** Executive Coaches – Mike Forlenza, PhD; Rosemary Hanrahan, MD

**TOPIC 21:** Psychiatry Breakout – Danella Hafeman, MD, PhD

**TOPIC 22:** Cardiovascular Surgery Breakout – Alexis Chidi, MD, PhD

**TOPIC 23:** ENT and Plastic Surgery Breakout – Sameer Shakir, MD

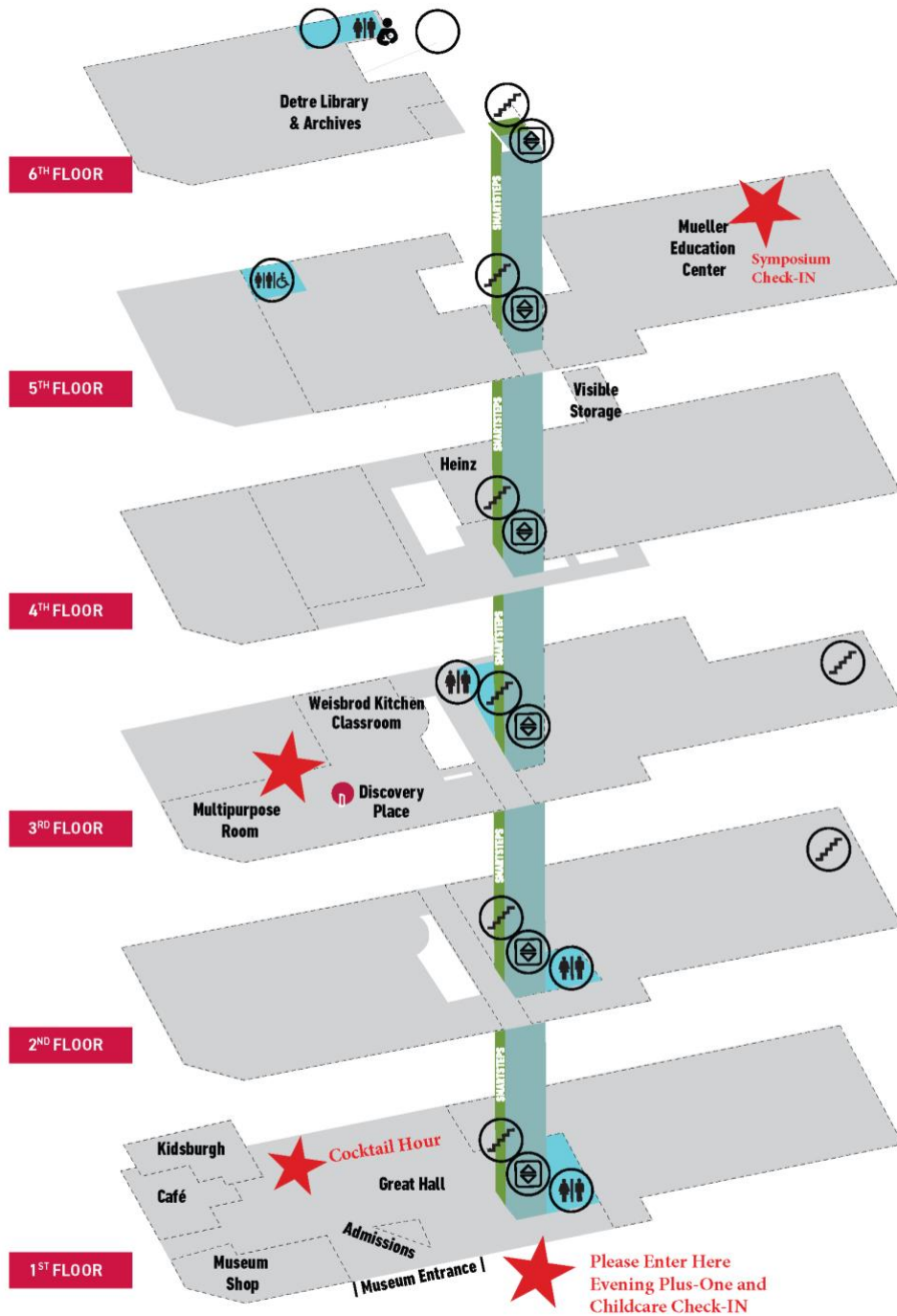


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## MAP OF HEINZ HISTORY CENTER



- RESTROOMS
- FAMILY RESTROOM
- SMARTSTEPS
- ELEVATOR
- NURSING AREA

RESTROOMS AVAILABLE ON FLOORS 1, 2, 3, 5, 6

**Please Enter Here  
Evening Plus-One and  
Childcare Check-IN**



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Sarah Berman, MD, PhD  
Mehret Birru Talabi, MD, PhD  
Michael Boland, MD, PhD  
Cary Boyd-Shiwarski, MD, PhD  
Alexis Chidi, MD, PhD  
Lan Coffman, MD, PhD  
Jonathan Cohen, PhD  
Natasha Corbitt, MD, PhD  
Michele Dorfsman, MD  
Oliver Eickelberg, MD  
Chris Elitt, MD, PhD

Judd Englert, MD, PhD  
Maisa Feghali, MD  
Jocelyn Fitzgerald, MD  
Michael Forlenza, PhD  
Matt Geramita, MD, PhD  
Louis Ghanem, MD, PhD  
Rachael Gordon, MD, PhD  
Melanie Grubisha, MD, PhD  
Danella Hafeman, MD, PhD  
Rosemary Hanrahan, MD  
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Corinne Kliment, MD, PhD  
Esi Lamouse-Smith, MD, PhD  
David Lewis, MD  
Mylynda Massart, MD, PhD  
JB Moses, MD

Mousumi Moulik, MD  
Erica Nakajima, MD  
David Nauen, MD, PhD  
Andrew Nowalk, MD, PhD  
Marta Pecina, MD, PhD  
Alan Remaley, MD, PhD  
Matt Rosengart, MD  
Sebastian Sattui, MD  
Russell Schwartz, PhD  
Melanie Scott, MD, PhD  
Sameer Shakir, MD  
Robert Sweet, MD  
Roderick Tan, MD, PhD  
Ken Urish, MD, PhD  
Keith Vogt, MD, PhD  
Steve Wendell, PhD



## **APPENDIX: CASE STUDIES FOR TABLE TOPIC DISCUSSIONS**

### **TOPIC 1: How to align your priorities and time with your career/family/other parts of life**

Case 1: Aisha is a tenure-track professor of medicine who is married to Jordan, a surgeon, and has two young children. She is struggling to balance her academic responsibilities with her family needs. She loves doing research and seeing patients, but the time demands are overwhelming and often inflexible. Aisha has tried to set boundaries and prioritize her family, but she feels guilty when she can't attend a school play or help with homework. She cuts back on travel to conferences but is concerned about meeting tenure expectations. Moreover, her institution seems to continually add more responsibilities and required trainings and meetings. Jordan has been sharing similar complaints. How can Aisha align her priorities and time to balance her career and family obligations?

Case 2: John is a medical student pursuing a career as a physician-scientist. He faces challenges in balancing his personal needs and priorities with an ambitious research project and his demanding mentor's expectations. John's self-worth is linked to his mentor's approval and being perceived as intelligent and capable by others. As a perfectionist, John obsesses over small details and ruminates on what he is not achieving. Despite working hard, his research results have been inconsistent, and he has not yet published or presented at a national conference like some of his peers. Additionally, John is concerned that he is neglecting his partner and recently missed an obligation because of his work in the lab. How can John establish realistic goals for his research while managing his personal needs and expectations of him?

Case 3: Jimmy is a surgical resident physician who wants to become like many of his idols, a surgeon-scientist. He is married with a very understanding spouse and entered his lab years after his PGY3 years with the zeal to change clinical practice through his research. He is used to long hours, significant demands from mentors and principal investigators but now has a new addition to his family. He is now finding it difficult to balance all his responsibilities and doesn't want to let his wife, new son, or his faculty mentors down. He continues to reluctantly take on more responsibilities but deep down knows he isn't giving 100% to everyone which is starting to affect his sleep, mood, family dynamics and quality of his research. How can Jimmy balance his research responsibilities, clinical responsibilities while navigating being a new dad?

### **TOPIC 2: How and when to say no (or yes or not yet) in academic and nonacademic settings**

Case 1: Darrell is a surgery resident who has just returned to a PGY4 clinical year after 2 years primarily spent in research. He has a published manuscript, 2 review articles, 4 co-authorships and multiple talks from his research years, but still has 2 manuscripts to wrap up. Darrell is both nervous and excited about his clinical reentry. He is on a very busy service. While operating with the senior attending from his clinical research project Darrell is asked to take over and complete a follow-up project. The day before he agreed to review a manuscript for another attending and received an email from a friend and colleague to recruit participants for her project on resident-





medical student communication. Darrell has a reputation for excellent performance and never saying no. How and when should he add that to his vocabulary?

Case 2: Maria is a new assistant professor who is still learning to navigate the academic world. She has some early success with V-Foundation support for her small investigator-initiated clinical trial. She teaches students and housestaff and enjoys her service on the School of Medicine Admissions Committee and Department's new DEI committee. Maria loves her job but is beginning to feel overwhelmed though. But at her latest meeting with her division chief, he indicated that she should serve on the Division's Protocol Review Committee and/or the University IRB and that adding this would be more aligned with her work than her other commitments. How should she proceed?

### **TOPIC 3: Self-promotion including professional presence on-line**

Case 1: Justin Case, MD is terrible at self-promotion. He is about to enter the room for a critical meeting in which he has to promote himself. In a faculty interview elsewhere, Justin thought he did well but did not make the 2<sup>nd</sup> interview pool. He reflects on the phrases he had used and remembers the facial expressions of that interviewer which were hard for him to read. He doubts his ability to 'read the room.' Justin knows from his CV and previous accomplishments that he is a competitive candidate. He however struggles at switching from typed conversations, CV writing, paper writing, and transferring this into words. How can he do his best in this situation?

Case 2: Dr. Esa Payne's paper is published in a great journal. She has discovered a group of neurons in the brainstem that inhibit pain. Male scholars are far more likely than females to self-promote their high impact papers, and Esa is no exception. She tends to be conservative in stating and disseminating her accomplishments. She looks up a male colleague's twitter postings. He highlights his papers, gives links and describes how it is "novel," "unprecedented" and "remarkable." This is not her style. Still, Esa friend prompts Esa to put her paper announcement on Twitter. Esa's tweet praises her team in helping to uncover both this inhibitory mechanism and the activator of these neurons. She is pleased to have highlighted that the paper is important without seeming arrogant in the process. Any suggestions for Esa's self-promotion?

### **TOPIC 4: Transitioning or collaborating between academia and industry – why, when, and where**

Case 1: Dr. Kim is a physician-scientist at a prestigious academic institution, where she has made significant contributions to the understanding of the pharmacology of a novel drug for the treatment of cancer. However, she has become frustrated with the slow pace of academic research and burden of writing continual grants with only rare success. She has begun to consider a move to industry, where she believes she could have a greater impact on the development of cancer therapeutics. Her main concerns about a move would be about losing the autonomy and intellectual freedom that she enjoys in academia and missing the academic environment. She also wonders if she lacks knowledge to effectively navigate a business



environment. Dr. Kim reaches out to a friend who is now in pharma to ask their impression of the benefits and drawbacks of a career in academia versus industry/pharmaceuticals. What might she learn?

Case 2: You are early in your faculty career. You have provocative preliminary data in cells and mice indicating that the much-lauded drug CancerGone™ had a different target than current dogma. You showed that the drug's efficacy against multiple cancers (at least in mice) was predicted with 98% accuracy by the level of a urine metabolite of that target. You had reached out to CancerGone Pharmaceuticals with a letter of intent seeking their funding for human studies of this predictive biomarker and they agreed to review your proposal. While awaiting their decision, a colleague chides you for not filing an invention disclosure first or at least talking with the tech transfer office. You have no idea what she is talking about. She says that you can never trust industry not to steal your ideas. This strikes you as very cynical; in your opinion collaborating with CancerGone Pharmaceuticals will be much more straightforward than struggling to get funding from NIH. What are myths and facts about collaborating with industry?

#### **TOPIC 5: Entrepreneurial nuts and bolts**

Case 1: Dr. Marisa Borg, a clinician scientist, identified an opportunity to create a software platform that would facilitate collaboration between physicians and researchers. Despite having limited experience in entrepreneurship, she was determined to pursue her idea based on her view that poor communication between physicians and scientists slowed medical advances. She enrolled in business courses and worked with a team of advisors to develop a business plan and secure funding. Unfortunately, the project failed to gain traction and only rarely researchers and clinicians were interested in expanding their workload to explore collaborations. Also, Dr. Borg is concerned that her academic performance is suffering as she tries to manage the unanticipated entrepreneurial demands. And so her SynapsaDoc company was dissolved. What practical steps could have bolstered the company's prospects?

Case 2: Jamal Reed, a medical student, brought together a team to compete in the Randall Big Idea Contest for budding entrepreneurs. They created AccuSkin: Bridging the Racial Divide in Dermatology with Technology. This was a prototype mobile app to help physicians diagnose skin conditions. Notably, it had as high an accuracy in Black patients as in Whites, a major gap in dermatology training. The team includes classmates expert in image analysis, software development, a dermatology resident, and a professor from the Katz school of business. What / who are they missing?

Case 3: Sally is a surgical resident in her second year in the lab which focuses on a developing a new technique of protein analysis. They've had many successes in their lab and are excited that their new technique is giving superior results to current methods. This technique uses a propriety device that her lab has worked on for the last 5 years. They are excited to present their findings at a medical device conference in Italy as well as publishing their findings in a proteomics journal. One of Sally's friends mentioned if she was worried about the proprietary



technology and methods being picked up or stolen by industry or other researchers. She never thought about this, and now has reservations about when and how to present her data safely. She doesn't even know if her research is considered intellectual property. Should Sally keep on her trajectory and present her labs findings? Should she seek counsel and hold off on presenting? Is her methods or device something that should be patented and how would she even go about that?

### **TOPIC 6: Arranging what you need in a career transition**

Case 1: Brad Steele is an MD/PhD who trained in Psychiatry at UCSD in the R25 research resident track and is now looking for a faculty position. He has clear goals and objectives, a plan for how to achieve them, and has overcome his natural modesty to clearly account for his substantial strengths. He received a \$15K AACAP Pilot research award, submitted a Brain and Behavior Young Investigator Award application and is drafting a K award. Brad received a travel award/podium talk at Society for Neuroscience and has 2 publications. He ran his strategic plan for his research on Microbiome Contributors to Pathological Selfishness past several friends and an Assistant Professor at his institution. He has received offers to interview and give a chalk talk at several prestigious institutions. Brad has decided that to succeed he will need 70% protected time for his research and a 600 sq. ft. laboratory. He is deciding whether to request a postdoc, technician or both. How likely is Brad to procure a faculty position? Is there anything that he has overlooked? What might shape the outlook of prospective employers?

Case 2: Elissa Hasty is interviewing for residency positions. She is a trainee in the Physician Scientist Training Program at University of Pittsburgh, a program with a 6-course professional development and research enrichment curriculum and 16 months of committed research. Elissa is interested in a research residency/heme-onc fellowship. She has a paper from her work on pro-tumorigenic transfer of mitochondria from fibroblasts to cancer cells. Everyone else on the interview trail has MD & PhD degrees. What details of a research pathway residency/fellowship should she focus on to ensure a great experience in this pathway and a successful transition to junior faculty? What are the questions that Elissa should ask at every interview?

### **TOPIC 7: Money Management**

Case 1: Dr. Sophia Martinez recently completed her fellowship in infectious diseases at a major academic medical center in Boston and is about to start as an assistant professor at the same institution. She had paid off \$100,000 of her student debt by successfully competing for a NIH Loan Repayment Award during 2 years of fellowship research. She has a remaining loan debt of \$70,000 with a variable interest rate of 6.8%. She is interested in purchasing a home within the next year and has been looking at properties in the area. She was interested to hear about the physician's loan option to avoid a down payment and mortgage insurance. Her starting salary is \$160,000 per year, and she will receive an institutional match of up to 5% for her retirement savings. She decides to contribute 10% of her salary to a Roth 401(k) account.



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She is organized and generates a budget. The cost of living is higher in Boston than in Pittsburgh. Dr. Martinez's estimates her monthly take-home pay to be \$8,500, and after reviewing her expenses, she determines that she can afford a mortgage payment of \$2,500 per month. She works with a financial planner to refinance her student loans to a fixed rate of 4%, reducing her monthly payment by \$100 each month. This will go towards her emergency fund. She and her partner had always discussed starting a family after her training. Even though Dr. Martinez was thorough and expert in planning the budget for her (awarded!) K99/R00 grant, she is much less sure about planning expenses for a new family. She worries that the 2-bedroom 800 square foot condo that they hope to buy will be caught up in a bidding war and will soon be too small for their family. Her department chair mentions a Saturday morning moonlighting clinic for \$1500/session, and she has watched a colleague do legal consulting work for \$500/hr. Her partner also thinks that their 10-year-old Honda is reaching the end of its lifespan. What will Dr. Martinez need to consider?

Case 2: Luna Youngstar, MD, PhD is starting her own lab and is planning her budget. She needs to decide whether to buy equipment or use shared equipment; shared equipment could save her money but could be difficult to schedule and slow productivity. Although she has a generous start up package, she is conservative by nature and chooses to rely on common equipment dispersed over adjacent floors and only hires one technician to start with. Animals are very expensive to house at her institution. Her in vivo drug studies have a short time span. She is considering purchasing animals at need versus breeding and housing costs and decides to buy enough breeder pairs that the first generation should give enough offspring for her experiment. In terms of her grant strategy, Dr. Youngstar is deciding how much effort to spend on small grants without indirects versus large federal grants. She had received society grants as a fellow and notes that there are many of these directed at young faculty. She'll consider putting in a 2-year R21 grant to NIH next year. She mentions this plan to a friend working in a senior investigator's lab nearby. Her friend advises her that indirects will be important to cover the rent. Dr. Youngstar did not realize that she would need to pay rent for her laboratory. She also overhears her clinical colleagues talking about the \$20k bonus they just received and wonders why her research contributions/potential are not equally valued within her department. What advice would you give Dr. Youngstar to help her make the best decisions for her lab's long-term success?

### **TOPIC 8: Getting support in preparing your grant proposals – who to involve, when, and why**

Case 1: Gloria Gutman, MD is a young gastroenterologist-scientist who studies the gut microbiome's role in the development of inflammatory bowel disease (IBD). She plans to submit a K23 proposal to the National Institutes of Health (NIH) to support her work. Before submitting her proposal, Dr. Gutman reached out to a program officer at the NIH to discuss her research idea and get feedback on her proposal's feasibility. The program officer provided valuable feedback, including suggestions for optimal study sections for the proposal. Dr. Gutman searched NIH reporter and found that an immunologist at her institution used to be on a study section that funded an IBD/microbiome R01. She asked for his comments on her Aims page. She included experts in gut microbiome research, biostatistics, and clinical trial design in her



training plan. She worked very hard but realized that with 5 weeks to go she had not circulated the first full draft to a key individual for comment. She was also running behind on budget and justification that she left until last and on gathering letters of support and recommendation. It would be tight, but she thinks she can manage all of that. Should she submit?

Case 2: Mikhail Voronin is working on a F32 training grant during fellowship. He has been working on a mechanism through which white blood cells accelerate clotting in DIC. As required by NIH, it is original and largely independent of his sponsors funded research projects. He is confident about the science excerpt for a sub aim using -omics for which he has no background. He thinks that his "Applicants Background and Goals for Fellowship Training" is OK but not great and he is most nervous about the "Sponsor and Co-Sponsor Statements" that his mentor has told him to draft. He has a lot of time as he is 2 months from the submission deadline. Who and what resources and training can Mikhail pull in to make sure that the submission is as strong as possible.

#### **TOPIC 9: Navigating the K to R transition, R01 renewals, identifying and applying for external foundation support, making your Program Officer your advocate**

Case: Billi Livermore, MD is a physician scientist who has been awarded a K08 grant for her research on the molecular basis of liver diseases. She has made significant progress in her research project and has published several articles in high impact journals. As her K08 grant is coming to an end, Dr. Livermore is preparing to apply for an R01 grant to continue her research as an independent investigator. She is concerned that her plan still has too much overlap with her mentor's focus and that she has not built an independent cohort of collaborators. Dr. Livermore's mentor had suggested that she attend grant writing workshops and reach out to her Program Officer at the National Institutes of Health (NIH) to discuss her research project and get guidance on the grant application process. She schedules a meeting with her Program Officer sharing her biosketch and Specific Aims. The Program Officer expresses some concern about ongoing overlap with her mentor and who notes that the mentor is senior author on all her papers.

Based on Dr. Livermore's case, what are some common challenges that physician scientists face when transitioning from K to R awards, and what strategies can be used to overcome these challenges? How can a Program Officer serve as an advisor and guide for the grantee during the K to R transition?

#### **TOPIC 10: Evolving from mentor-mentee to scientific partners – pros and cons**

Case: Dr. Carla Pillman is a clinical research fellow who has just accepted a faculty position at the same institution where she completed her fellowship. Her mentor, David Smith, MD, PhD, is an established physician-scientist in the same research field. They have a very good relationship and Carla published multiple papers on psychosocial determinants of medication adherence under her mentor's guidance. Carla wants to sustain collaborations but distinguish herself from her mentor and his large team. They never explicitly discussed how to do this, or what boundaries are optimal between their work. Carla has a small grant on how an individual's



social media usage is related to treatment adherence in transplant recipients and is thinking that she should forge relationships with a mathematician and machine learning expert to build a more sophisticated model and niche distinct from her mentor. But she is not quite sure how to do that. Moreover, Carla is nervous that any graduate students will choose to work with her old mentor rather than her. What steps would you advise her to do?

### **TOPIC 11: Developing career-stage-specific cohorts of mentors**

Case 1: Dr. Emmet Richter has is in his second year as an Assistant Professor of Hematology & Oncology. He left his institution for Mecca U that had a spot in their breast cancer program for a new faculty member. He is realizing that while his fellowship mentor was excellent in guiding his clinical training and research that culminated in his new K grant, he had received little advice about myriad tasks needed for transition to faculty. When he had submitted his K proposal, he had a mentoring team from his now former institution. There is not a formal onboarding program at Mecca U and he has struggled with everything from IRB submissions and animal protocols to tissue procurement and how to hire, who may be good collaborators, what the expectations and timeline are for his research productivity and whether he is answerable to the many ad hoc whims of the clinical coordinator and his colleague who does the clinical schedule. He feels that his science and K grant plan is solid, but that is what his nominal mentor at Mecca U mostly wants to advise him on besides suggesting that he join the protocol review committee. Dr. Richter needs to find someone to guide him through logistics, help him know what is realistically expected of him both clinically and in research, be a sounding board as he thinks about hires and budgeting, help protect his time, and advocate for him. He is thinking this may be more than one person. How does he find them?

Case 2: Dr. Nona Bigood is an Associate Professor with substantial funding and a good reputation in her field. Many house staff and younger faculty come to her for advice or for mentoring. Often as her career advances, she feels like she is “winging it,” and this is becoming harder as she advances, with more leadership responsibilities and an elderly parent who is becoming demented and increasingly needs her. While she has friends that she vents to, she increasingly feels a need for a mentor to help her strategize about her responsibilities and path forward. But she is embarrassed to reach out, since she thinks that with her record she should be (or is viewed as) self-sufficient. How should she proceed?

### **TOPIC 12: Maximizing collaborations and networking – promising or premonition**

Case: You have a provocative finding that depression can be dramatically decreased by a protocol that includes training subjects to plan their dreams and to be conscious that they are dreaming. You think that if you can get collaborators on board to do EEGs or maybe fMRI scans that you can submit this work for a paper and a R01 grant. You approach several neuroscientists who seem only mildly interested and raise a number of caveats that you hadn't thought about. One of them though is interested enough so that if you provide money for the coordinator and EEG costs that they could do 10 subjects. You don't know though if that will be enough subjects to do more than show feasibility. You would like them to forego costs as much



as possible since this is at such an early stage (and you only have a small amount of pilot support). How would you proceed? What are pros and cons of this situation?

**TOPIC 13: Research during post-graduate training—strategies to maximize productivity and benefit without duress**

Case 1 (credit to Heather Acuff, MD, PhD): Sarah is a third-year anesthesiology resident. Throughout residency, she has been approached by multiple attendings who were excited by her MD/PhD background. These attendings asked if she wanted to work on multiple different kinds of projects. Eager to continue doing research, she initially said yes to working on every project that was offered. However, as she continued throughout residency, she realized that she had less time than she would have liked to work on research while also maintaining her clinical skills. Additionally, as she learned more about anesthesiology, her clinical interests changed, which also changed her research interests. How can she go about choosing which projects to work on? How can she navigate difficult discussions with attendings? How can she manage her time between research and clinical responsibilities?

Case 2 (credit to Heather Acuff, MD, PhD): Jack is a second-year anesthesiology resident. Early on in residency, he focused on learning clinical skills and achieving work-life balance. He did not receive much guidance from his residency program regarding when to start doing research or how to go about finding a mentor. By the end of his second year of residency, he felt like he had achieved a good level of clinical competency, but he felt behind on his research. He tried to seek out research mentors during dedicated research months, but many of his attendings were busy and did not reach back out to him in timely manners, which further delayed his ability to start research. Who can he reach out to in order to obtain help in finding a mentor? When is the right time to start finding a research mentor in residency? How can he best make use of his dedicated research months throughout residency?

**TOPIC 15: How to build your investigative team – deciding who and when to hire**

Case: Dr. Jean James is a physician scientist who has recently received funding that will enable him to hire either a second postdoc or a graduate student for his research on the role of immune cells in cancer progression. He receives many postdoc applications, and pulls several from individuals with extensive experience in immunology although no one has substantial experience in B cells and tertiary lymphoid structures, his area of investigation. On the other hand, there is a clearly intelligent and motivated incoming graduate student, Olivia Workman, who had spoken to Dr. James about her interest. However, her graduate coursework is heavy over the next year and a half and Dr. James has some concerns about her available effort for lab work. He decides to Zoom interview 4 of the postdoc candidates. A current graduate student of his, knowing of the funding, asks "Is Olivia coming to the lab?" and praises her. Dr. James shares that he has not yet decided on who will fill the spot. How should he proceed? What should be deciding factors one way or the other?



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## APPENDIX: TABLES ASSIGNED FOR EACH TOPIC BY SESSION

11:15 am	1:30 pm	4:30 pm	Topic #	Title of Discussion Topic
A, B, C, D	A, B, C, D, E	A	1	How to align your priorities and time with your career/family/other parts of life
E, F, G, H	F	B	2	How and when to say no (or yes or not yet) in academic and nonacademic settings
I, J, K, L, M	G, H	-	3	Self-promotion including professional presence online
N, O, P	I, J, K	C	4	Transitioning or collaborating between academia and industry – why, when, and where
Q, R	L, M	D	5	Entrepreneurial nuts and bolts
S, T	N, O	E	6	Arranging what you need in a career transition
U	P	F, G	7	Money management
V	Q, R	H	8	Getting support in preparing your grant proposals—who to involve, when and why
W, X	S	-	9	Navigating the K to R transition, R01 renewals, identifying and external foundation support, making your Program Officer your advocate
-	T	I	10	Evolving from mentor-mentee to scientific partners; pros and cons
Y	U, V, W	J, K	11	Developing career-stage-specific cohorts of mentors
Z, AA	X, Y, Z	L	12	Maximizing collaborations and networking—promising or premonition
-	AA	M,N,O	13	Research during post-graduate training – strategies to maximize productivity and benefit without duress
-	-	-	14	[Topic eliminated]
-	BB	P,Q	15	How to build your investigative team - deciding who and when to hire
<b>Special topics for Breakout Session 3 only:</b>				
-	-	S	16	Physician Scientist Careers in Surgery
-	-	T, U	17	Physician Scientist Careers in Pediatric
-	-	V, W	18	Physician Scientist Careers in Medicine
-	-	X	19	Physician Scientist Careers in Neurosurgery
-	-	Y, Z	20	Executive Coaching
-	-	AA	21	Physician Scientist Careers in Psychiatry
-	-	BB	22	Physician Scientist Careers in Cardiothoracic Surgery
-	-	CC	23	Physician Scientist Careers in ENT and Plastic Surgery





## APPENDIX: TOPIC ASSIGNMENTS FOR ATTENDEES & FACILITATORS

		TOPIC ASSIGNMENT		
<b>[FACILITATORS IN RED]</b>		SESSION 1	SESSION 2	SESSION 3
Last Name	First Name	11:15 AM	1:30 PM	4:30 PM
A Yatsenko	Svetlana	5	4	17
<b>Acuff</b>	<b>Heather</b>	<b>13</b>	1	2
Ahmad	Sami	6	1	2
Ajith	Aniruddh	1	3	17
Alsouqi	Aseel	1	6	8
Alter	Benedict	9	8	19
Alvikas	Jurgis	1	6	11
Andraska	Elizabeth	6	8	15
Anto	Vincent	5	13	16
<b>Aras</b>	<b>Mandar</b>	<b>3</b>	<b>15</b>	20
<b>Arevian</b>	<b>Armen</b>	<b>5</b>	<b>5</b>	12
Arivudainambi	Aishwarrya	1	6	20
Arnold	Megan	1	3	23
Ashraf	Syed Faaz	9	8	22
<b>Baca</b>	<b>Justin</b>	<b>6</b>	4	20
<b>Bales</b>	<b>James</b>	1	2	<b>19</b>
Bardhi	Elissa	1	15	16
Bazell	Anna	11	8	23
<b>Bean</b>	<b>Allison</b>	2	15	<b>13</b>
<b>Berman</b>	<b>Sarah</b>	<b>12</b>	<b>12</b>	<b>6</b>
Bessette	Lily	2	5	10
Bhatia	Shovan	4	5	19
Bhattacharya	Manisha	11	10	15
<b>Birru Talabi</b>	<b>Mehret</b>	<b>3</b>	<b>12</b>	20
Bizri	Nazih	3	6	13
Bleimeister	Isabel	1	12	18
<b>Boland</b>	<b>Michael</b>	<b>2</b>	1	16
Bonaroti	Jillian	1	2	6



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**TOPIC ASSIGNMENT**

**[FACILITATORS IN RED]**

Last Name	First Name	SESSION 1 11:15 AM	SESSION 2 1:30 PM	SESSION 3 4:30 PM
Bourne	Donald	9	4	13
<b>Boyd-Shiwarski</b>	<b>Cary</b>	9	<b>10</b>	<b>11</b>
Bumgarner	Hannah	2	11	18
Burr	Ansen	13	11	18
Butterfield	Hannah	6	1	2
Carleton	Neil	13	11	2
Chamberlain	Brittany	3	10	21
Chang	Alexander	2	3	18
Chatrizeh	Mona	3	4	5
Chen	Nathalie	5	11	13
<b>Chidi</b>	<b>Alexis</b>	3	15	<b>22</b>
Chilukuri	Akanksha	1	3	2
Choi	Serah	3	8	15
Chou	Shinnyi	9	1	4
Chou	Jason	1	10	12
Chroneos	Maria	5	12	1
Chung	Daniel Wonjae	9	1	12
Chung	Youjin	9	12	15
Clinger	Owen	4	11	13
<b>Coffman</b>	<b>Lan</b>	<b>11</b>	1	X
<b>Cohen</b>	<b>Jonathan</b>	12	<b>5</b>	<b>5</b>
Colby	Devon	2	3	18
Comerci	Alexander	7	12	23
Conway	Grace	2	13	7
Cooper Byas	Paige	2	3	13
<b>Corbitt</b>	<b>Natasha</b>	<b>3</b>	<b>11</b>	15
Cosme	Carlos	4	12	11
Countouris	Malamo	3	9	2
Crum	Raphael	3	11	18



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**TOPIC ASSIGNMENT**

**[FACILITATORS IN RED]**

Last Name	First Name	SESSION 1	SESSION 2	SESSION 3
		11:15 AM	1:30 PM	4:30 PM
Culyba	Matthew	3	9	12
Curtis	Kendall	1	6	12
DelSignore	Marisa	1	4	8
Deslouches	Berthony	5	10	7
DiDonato	Renata	3	11	17
Dienel	Samuel	2	13	17
Dmitriev	Aidan	4	5	6
<b>Dorfsman</b>	<b>Michele</b>	<b>1</b>	<b>1</b>	<b>1</b>
Doshi	Nandini	5	4	22
Douglass	Blair	6	15	7
Dowling	Kevin	1	2	7
Du	Katherine	2	7	5
Dutta	Puja	7	1	12
Eddens	Taylor	9	15	7
Egnot	Morgan	6	11	16
<b>Eickelberg</b>	<b>Oliver</b>	X	<b>9</b>	8
<b>Elitt</b>	<b>Christopher</b>	<b>7</b>	9	<b>7</b>
<b>Englert</b>	<b>Judson</b>	<b>4</b>	<b>4</b>	2
Fan	Erica	1	12	11
Fandozzi	Eva	7	11	16
faruque	saurab	1	12	11
Feghali	Maisa	X	X	X
Firdous	Ayesha	2	11	17
Fisher	Bryant	4	6	22
<b>Fitzgerald</b>	<b>Jocelyn</b>	<b>3</b>	<b>3</b>	20
Forghani	Rameen	2	12	16
<b>Forlenza</b>	<b>Michael</b>	X	<b>3</b>	<b>20</b>
Freedman	Noah	4	5	21
Freeman	Tracey	8	1	13
Fresquez	Adriana	1	8	7



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**TOPIC ASSIGNMENT**

**[FACILITATORS IN RED]**

Last Name	First Name	SESSION 1	SESSION 2	SESSION 3
		11:15 AM	1:30 PM	4:30 PM
Gale	Jenna	2	12	11
Gan	Gregory	9	8	4
Gao	David	1	12	11
Garcia	Geyon	6	4	20
Garfein	Joshua	7	10	13
Geng	David	4	1	5
Geramita	Emily	7	4	20
<b>Geramita</b>	<b>Matt</b>	9	12	<b>13</b>
<b>Ghanem</b>	<b>Louis</b>	<b>4</b>	<b>4</b>	20
Ghosh-Choudhary	Shohini	4	1	20
Gillis	Jacob	1	5	17
Gilmer	Gabrielle	2	1	13
Glorioso	Christin	4	5	20
Gokhale	Tanmay	6	8	11
Goldstein	Jesse	X	3	23
<b>Gordon</b>	<b>Rachael</b>	12	<b>13</b>	18
<b>Grubisha</b>	<b>Melanie</b>	<b>2</b>	<b>1</b>	21
Gupta	Anoopum	3	13	1
Gupta	Kanupriya	9	5	15
<b>Hafeman</b>	<b>Danella</b>	<b>1</b>	<b>1</b>	<b>21</b>
Handoko	Kevin	1	4	11
<b>Hanrahan</b>	<b>Rosemary</b>	X	<b>2</b>	<b>20</b>
Heinrich	Victoria	3	13	18
Ho	Jonathan	2	2	13
Holland	Ruby	4	12	15
Hong	Jason	1	4	2
Hosseini	Shahla	6	1	15
Hsu	Dennis	3	4	6



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**TOPIC ASSIGNMENT**

**[FACILITATORS IN RED]**

Last Name	First Name	SESSION 1	SESSION 2	SESSION 3
		11:15 AM	1:30 PM	4:30 PM
Hurtle	Bryan	12	5	13
Ianni	Angela	1	6	21
Iheagwara	Uzoma	5	12	7
Iovleva	Alina	9	6	1
Istvanic	Filip	3	4	18
Jain	Anisha	9	11	16
Jawa	Raagini	3	9	20
Jha	Roshani	11	1	15
Joseph	Heather	6	9	10
<b>Kang</b>	<b>John</b>	1	<b>6</b>	7
Kang	Liang	4	2	15
Kar	Ronit	5	7	13
Karukonda	Pooja	4	3	1
Kazan	Joseph	3	6	13
Kedia	Nikita	2	3	11
Kenny	Elizabeth	2	6	1
Khan	Sidrah	3	9	13
Kim	Cheeho	4	8	7
Kim	Jihye	6	7	5
Kirillova	Anna	2	5	18
Kislovskiy	Yasaswi	6	15	13
Kitchloo	Shweta	1	13	23
Kleiboeker	Brian	3	8	11
<b>Kleyman</b>	<b>Thomas</b>	<b>8</b>	X	X
<b>Kliment</b>	<b>Corrine</b>	X	<b>11</b>	<b>15</b>
Knight	Julia	3	5	11
Koenitzer	Jeffrey	4	12	11
Kottapalli	Srividya	11	1	22
Kowalski	Aneta	2	3	7
Krishna Kumaran	Sahana	3	11	17
Kundu	Shinjini	2	5	1



TOPIC ASSIGNMENT				
[FACILITATORS IN RED]				
Last Name	First Name	SESSION 1 11:15 AM	SESSION 2 1:30 PM	SESSION 3 4:30 PM
Lamousé	Esi	1	4	4
Larimer-Picciani	Alessandra	4	1	8
Lee	Bowa	2	7	1
Lee	Danica	7	1	15
Lee	Iris	2	1	17
Lehrich	Brandon	5	12	23
Leone	Michael	4	5	7
Lewis	David	6	X	X
Lim	Hana	2	1	8
Linnoila	Jenny	1	2	6
Little	Jack	2	9	15
Liu	Jie Bin	2	5	17
Liu	Andrew	1	3	18
Loder	Shawn	4	6	7
Lohss	Maxwell	11	12	15
Luna	Beatriz	X	X	X
Lyman	Katherine	8	1	21
Maggiore	Joe	5	12	4
Mallela	Arka	6	1	19
Mandi	Varun	11	1	22
Mann	Harnoor	11	11	1
Mannes	Philip	6	7	19
March	Vicki	X	X	20
Mason	Eric	4	1	5
Massart	Mylynda	2	1	4
Mbaekwe	Ugonna	9	1	17
Medrano	Jessica	6	4	11
Millenson	Marisa	1	8	19
Miller	Tracy	5	4	16
Min	Leon	5	4	16



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TOPIC ASSIGNMENT

[FACILITATORS IN RED]

Last Name	First Name	SESSION 1 11:15 AM	SESSION 2 1:30 PM	SESSION 3 4:30 PM
Mina	Amir	13	6	10
Molina	Laura	3	9	7
Mori	Kanako	2	1	11
Morrison	Robert	3	4	13
<b>Moses</b>	<b>JB</b>	<b>5</b>	1	<b>16</b>
<b>Moulik</b>	<b>Mousumi</b>	X	X	<b>17</b>
Mukundan	Ananya	4	13	18
Myklebust	Livianna	8	1	16
<b>Nakajima</b>	<b>Erica</b>	<b>4</b>	2	<b>18</b>
Nanivadekar	Shruti	12	3	8
Natesan	Divya	4	13	11
<b>Nauen</b>	<b>David</b>	3	7	<b>12</b>
Nieves	Hector	2	3	18
Nouduri	Sirisha	11	8	13
<b>Nowalk</b>	<b>Andrew</b>	13	<b>6</b>	<b>17</b>
Oczypok	Elizabeth	2	1	18
Ortiz-Whittingham	Lola	2	11	21
Oury	Nadine	3	10	7
Pangburn	Martha	2	11	17
Papazoglou	Anna	7	1	8
Parks	Olivia	2	11	6
Parr	Ashley	8	12	6
<b>Pecina</b>	<b>Marta</b>	<b>9</b>	<b>1</b>	<b>15</b>
Petsch	Shannon		NA	
Pezzone	Michael	4	15	7
Phan	BaDoi	9	4	13
Pirnia	Tara	6	2	12
Poholek	Catherine	12	8	10
Pressimone	Catherine	7	12	18
Prigg	Kathleen		NA	



TOPIC ASSIGNMENT				
[FACILITATORS IN RED]				
Last Name	First Name	SESSION 1 11:15 AM	SESSION 2 1:30 PM	SESSION 3 4:30 PM
Quann	Kevin	5	1	2
Radder	Josiah	3	6	4
Raman	Harshini	13	5	16
Ramos	Anna	8	12	16
Rao	Rashmi	3	1	16
Rapaka	Rekha	9	4	6
Rashid	Rumana	3	7	4
Ray	Evan	8	1	15
<b>Remaley</b>	<b>Alan</b>	<b>2</b>	<b>12</b>	<b>10</b>
Rigby	Alexandra		NA	
Rinehardt	Hannah	6	8	11
Rosenblum	Lauren	3	4	15
<b>Rosengart</b>	<b>Matthew</b>	X	X	<b>16</b>
Ross	Madeline	11	1	18
Rothrauff	Ben	2	1	8
Rumde	Purva	3	1	13
Salas-Allende	Isabella	1	11	19
Sankar	Akshay	3	5	16
Saraf	Anita	3	7	4
<b>Sattui</b>	<b>Sebastian</b>	<b>3</b>	4	8
Sayce	Andrew	5	10	10
<b>Schwartz</b>	<b>Russell</b>	4	<b>11</b>	<b>11</b>
Sclafani	Carina	13	1	18
<b>Scott</b>	<b>Melanie</b>	<b>9</b>	<b>8</b>	<b>8</b>
Sentis	Amy	8	11	13
Sethuraman	Meena	3	6	11
Shah	Ashti	3	4	13
<b>Shakir</b>	<b>Sameer</b>	2	8	<b>23</b>
Sharma	Ankit	1	11	17





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**TOPIC ASSIGNMENT**

**[FACILITATORS IN RED]**

Last Name	First Name	SESSION 1	SESSION 2	SESSION 3
		11:15 AM	1:30 PM	4:30 PM
Sharma	Malini	4	5	18
Shooster	Forrest	5	10	13
Sieber	Madison		NA	
Simmons	Claire	1	3	23
Singh-Varma	Anya	3	4	13
Sivak	Wesley	4	12	23
Smith	Caroline	8	3	16
Smith	Colton	3	1	7
Sojati	Jorna	12	11	17
Soldozy	Kamron	3	12	17
Srinivasan	Sneha	3	13	6
Stauffer	Fiona	8	1	21
<b>Steinman</b>	<b>Richard</b>	<b>1</b>	<b>X</b>	11
Stellfox	Madison	1	8	13
Sui	Justin	4	12	5
Sun	Lee-Kai	5	4	13
Sweat	Sean	3	11	17
<b>Sweet</b>	<b>Robert</b>	<b>X</b>	<b>8</b>	<b>X</b>
Szoko	Nicholas	2	12	4
<b>Tan</b>	<b>Roderick</b>	3	15	<b>18</b>
Tang	Wenjing	7	1	19
Taori	Suchet	5	8	13
Tieu	Roger	6	7	4
Tin	Christine	6	1	16
Tjoa	Karensa	1	11	13
Tohme	Samer	3	8	12
Tran	Lillian	3	6	16
Trible	Ronald	1	6	18
Tusi	Rabira	1	4	6
<b>Urish</b>	<b>Kenneth</b>	2	4	<b>13</b>
VanEpps	Scott	2	12	5



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**TOPIC ASSIGNMENT**

**[FACILITATORS IN RED]**

Last Name	First Name	SESSION 1	SESSION 2	SESSION 3
		11:15 AM	1:30 PM	4:30 PM
Vella	Joseph	4	12	1
Vella	Laura	12	3	20
Venkatesh	Shruthi	4	5	12
Vignali	Paolo	12	11	10
<b>Vogt</b>	<b>Keith</b>	9	<b>7</b>	<b>7</b>
Vosler	Peter	3	11	23
Wang	Maxwell	13	5	15
Wehry	Hillary	13	1	19
<b>Wendell</b>	<b>Steve</b>	<b>1</b>	2	<b>2</b>
Witonsky	Kailyn	3	12	13
Wondisford	Anne	13	1	10
Wong	Victoria	3	11	7
Yamamoto	Kenta	9	4	18
Yates	Megan	3	6	19
Zack	Rebecca	3	1	7
Zemke	Anna	2	10	18

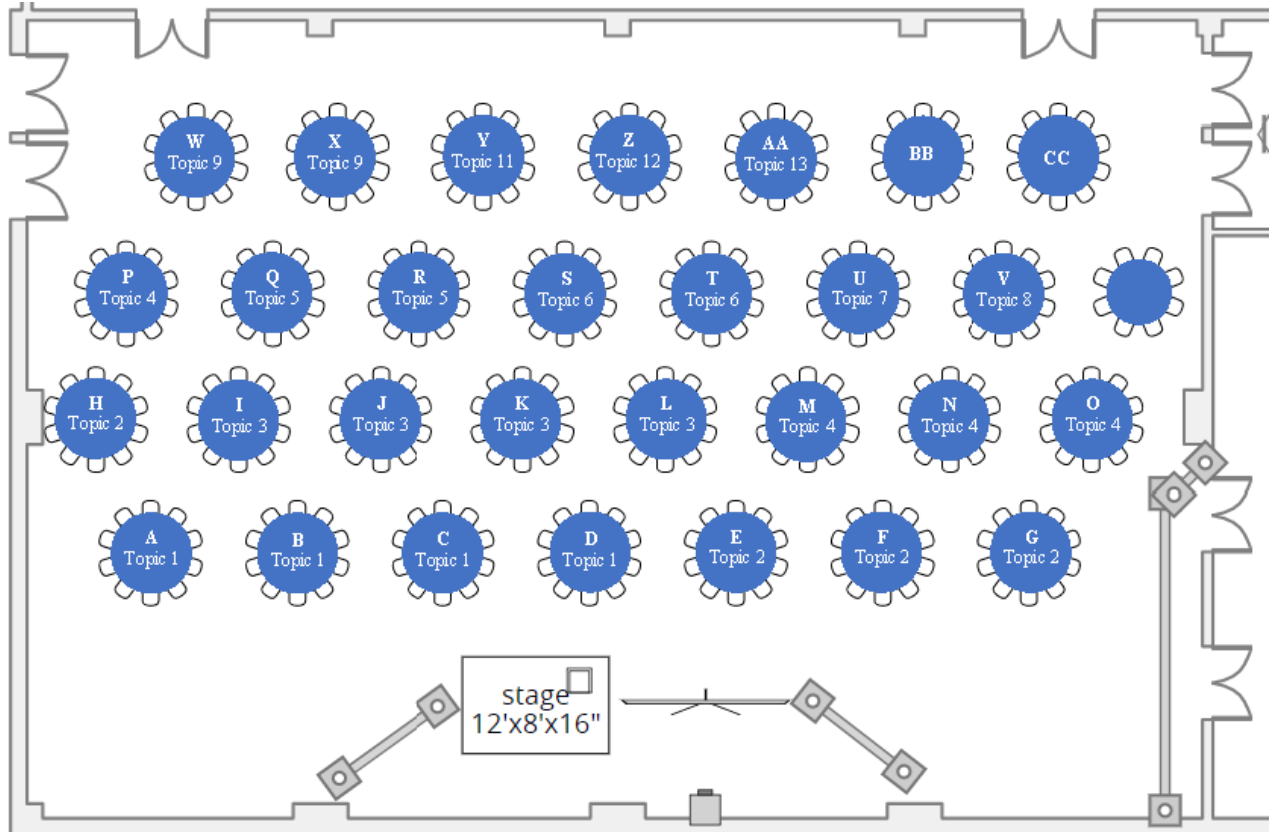


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**APPENDIX: TABLE TOPIC SEATING CHART**

**Breakout Table Session 1 – 11:15AM**

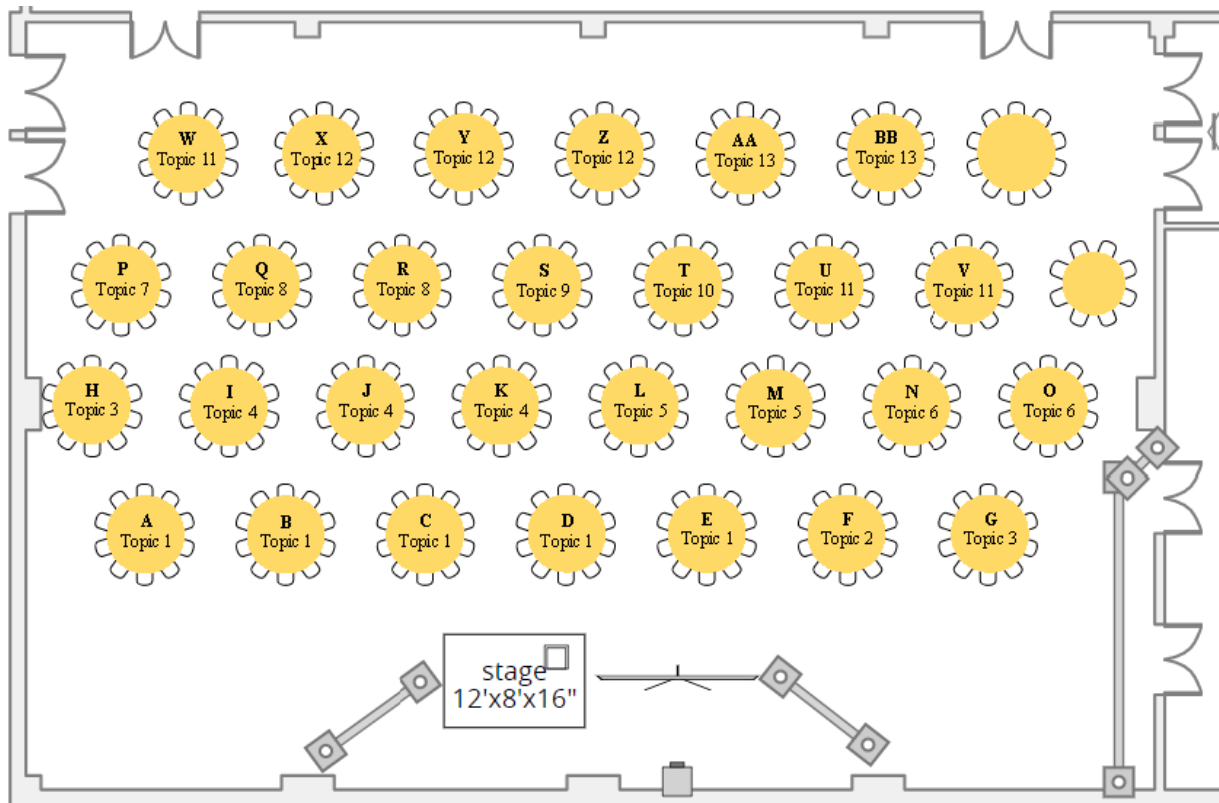




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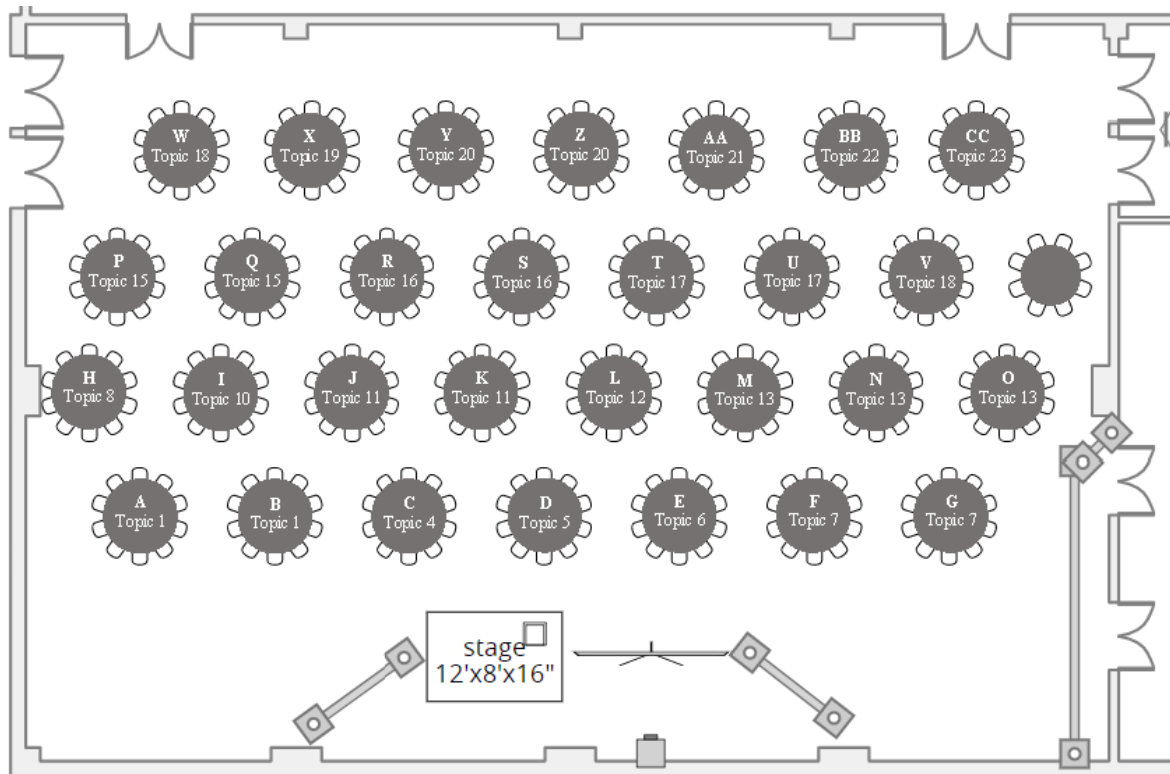


## Breakout Table Session 2 – 1:30PM





## Breakout Table Session 3 – 4:30PM





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Scientist Symposium

## APPENDIX: DIRECTIONS TO WORKSHOPS

### **Workshop 1: Broadening Your Funding Portfolio**

#### **At The Hampton Inn Hotel in the Monongahela and Allegheny Room:**

The Hampton Inn Hotel is located across the street from the Heinz History Center if you exit out of the main entrance on the opposite side of Smallman St. Enter through the main entrance of the Hampton Inn. Straight ahead there should be a white cooler and a coffee station. Make a right at this station and go down that hallway. Follow the signs to the Monongahela and Allegheny Room on the first floor of Hampton Inn where the workshop will be located.

### **Workshop 2: Effective Scientific Communication, Writing, and Publishing**

**Mueller Center:** Remain in main conference room on the 5<sup>th</sup> floor Heinz History Center

### **Workshop 3: Leadership and Building Effective Teams**

**Multipurpose Room, 3<sup>rd</sup> floor:** Head out of the Mueller Center towards the elevators or stairs. The Multipurpose Room is located on the 3<sup>rd</sup> floor. Exit the elevators and head towards the left wing of the History Center (opposite wing to the Muller Center).



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## APPENDIX: WORKSHOP ASSIGNMENTS

Last Name	First Name	Workshop Assignment
<b>A Yatsenko</b>	Svetlana	2. Effective scientific communication writing and publishing
<b>Acuff</b>	Heather	3. Leadership and building effective teams
<b>Ajith</b>	Aniruddh	2. Effective scientific communication writing and publishing
<b>Alsouqi</b>	Aseel	2. Effective scientific communication writing and publishing
<b>Alter</b>	Benedict	1. Broadening your research funding portfolio
<b>Alvikas</b>	Jurgis	3. Leadership and building effective teams
<b>Andraska</b>	Elizabeth	3. Leadership and building effective teams
<b>Anto</b>	Vincent	2. Effective scientific communication writing and publishing
<b>Aras</b>	Mandar	3. Leadership and building effective teams
<b>Arevian</b>	Armen	3. Leadership and building effective teams
<b>Arivudainambi</b>	Aishwarrya	2. Effective scientific communication writing and publishing
<b>Arnold</b>	Megan	2. Effective scientific communication writing and publishing
<b>Ashraf</b>	Syed Faaz	2. Effective scientific communication writing and publishing
<b>Baca</b>	Justin	3. Leadership and building effective teams
<b>Bales</b>	James	3. Leadership and building effective teams
<b>Bardhi</b>	Elissa	2. Effective Scientific Communication, Writing and Publishing workshop
<b>Bazell</b>	Anna	2. Effective scientific communication writing and publishing
<b>Bean</b>	Allison	3. Leadership and building effective teams
<b>Berman</b>	Sarah	3. Leadership and building effective teams
<b>Bessette</b>	Lily	2. Effective scientific communication writing and publishing
<b>Bhatia</b>	Shovan	2. Effective scientific communication writing and publishing
<b>Bhattacharya</b>	Manisha	2. Effective scientific communication writing and publishing
<b>BirruTalabi</b>	Mehret	3. Leadership and building effective teams
<b>Bizri</b>	Nazih	2. Effective scientific communication writing and publishing
<b>Bleimeister</b>	Isabel	2. Effective scientific communication writing and publishing
<b>Boland</b>	Michael	3. Leadership and building effective teams
<b>Bonaroti</b>	Jillian	2. Effective scientific communication writing and publishing
<b>Bourne</b>	Donald	2. Effective scientific communication writing and publishing
<b>Boyd-Shiowski</b>	Cary	2. Effective scientific communication writing and publishing
<b>Bumgarner</b>	Hannah	2. Effective scientific communication writing and publishing



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<b>Burr</b>	Ansen	1. Broadening your research funding portfolio
<b>Butterfield</b>	Hannah	3. Leadership and building effective teams
<b>Carleton</b>	Neil	1. Broadening your research funding portfolio
<b>Chamberlain</b>	Brittany	2. Effective scientific communication writing and publishing
<b>Chang</b>	Alexander	2. Effective scientific communication writing and publishing
<b>Chatrizeh</b>	Mona	3. Leadership and building effective teams
<b>Chen</b>	Nathalie	2. Effective scientific communication writing and publishing
<b>Chidi</b>	Alexis	1. Broadening your research funding portfolio
<b>Chilukuri</b>	Akanksha	2. Effective scientific communication writing and publishing
<b>Choi</b>	Serah	1. Broadening your research funding portfolio
<b>Chou</b>	Jason	2. Effective scientific communication writing and publishing
<b>Chou</b>	Shinnyi	2. Effective scientific communication writing and publishing
<b>Chroneos</b>	Maria	2. Effective scientific communication writing and publishing
<b>Chung</b>	Daniel Wonjae	1. Broadening your research funding portfolio
<b>Chung</b>	Youjin	2. Effective scientific communication writing and publishing
<b>Clark</b>	Maggie	3. Leadership and building effective teams
<b>Clinger</b>	Owen	2. Effective scientific communication writing and publishing
<b>Cohen</b>	Jonathan	3. Leadership and building effective teams
<b>Colby</b>	Devon	2. Effective scientific communication writing and publishing
<b>Comerci</b>	Alexander	2. Effective scientific communication writing and publishing
<b>Conway</b>	Grace	2. Effective scientific communication writing and publishing
<b>Cooper Byas</b>	Paige	1. Broadening your research funding portfolio
<b>Corbitt</b>	Natasha	3. Leadership and building effective teams
<b>Cosme</b>	Carlos	2. Effective scientific communication writing and publishing
<b>Crum</b>	Raphael	3. Leadership and building effective teams
<b>Culyba</b>	Matthew	1. Broadening your research funding portfolio
<b>Curtis</b>	Kendall	2. Effective scientific communication writing and publishing
<b>DelSignore</b>	Marisa	2. Effective scientific communication writing and publishing
<b>Deslouches</b>	Berthony	1. Broadening your research funding portfolio
<b>DiDonato</b>	Renata	3. Leadership and building effective teams
<b>Dienel</b>	Samuel	1. Broadening your research funding portfolio
<b>Dmitriev</b>	Aidan	2. Effective scientific communication writing and publishing
<b>Dorfsman</b>	Michele	3. Leadership and building effective teams
<b>Doshi</b>	Nandini	2. Effective scientific communication writing and publishing





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<b>Douglass</b>	Blair	2. Effective scientific communication writing and publishing
<b>Dowling</b>	Kevin	2. Effective scientific communication writing and publishing
<b>Du</b>	Katherine	2. Effective scientific communication writing and publishing
<b>Dutta</b>	Puja	3. Leadership and building effective teams
<b>Eddens</b>	Taylor	2. Effective scientific communication writing and publishing
<b>Egnot</b>	Morgan	2. Effective scientific communication writing and publishing
<b>Eickelberg</b>	Oliver	3. Leadership and building effective teams
<b>Elitt</b>	Christopher	3. Leadership and building effective teams
<b>Englert</b>	Judson	3. Leadership and building effective teams
<b>Fan</b>	Erica	2. Effective scientific communication writing and publishing
<b>Fandozzi</b>	Eva	2. Effective scientific communication writing and publishing
<b>faruque</b>	saurab	2. Effective scientific communication writing and publishing
<b>Feghali</b>	Maisa	2. Effective scientific communication writing and publishing
<b>Firdous</b>	Ayesha	2. Effective scientific communication writing and publishing
<b>Fisher</b>	Bryant	2. Effective scientific communication writing and publishing
<b>Fitzgerald</b>	Jocelyn	3. Leadership and building effective teams
<b>Forghani</b>	Rameen	2. Effective scientific communication writing and publishing
<b>Forlenza</b>	Michael	3. Leadership and building effective teams
<b>Freedman</b>	Noah	2. Effective scientific communication writing and publishing
<b>Freeman</b>	Tracey	2. Effective scientific communication writing and publishing
<b>Fresquez</b>	Adriana	2. Effective scientific communication writing and publishing
<b>Gale</b>	Jenna	2. Effective scientific communication writing and publishing
<b>Gan</b>	Gregory	1. Broadening your research funding portfolio
<b>Gao</b>	David	2. Effective scientific communication writing and publishing
<b>Garcia</b>	Geyon	2. Effective scientific communication writing and publishing
<b>Garfein</b>	Joshua	2. Effective scientific communication writing and publishing
<b>Geramita</b>	Emily	3. Leadership and building effective teams
<b>Geramita</b>	Matt	1. Broadening your research funding portfolio
<b>Ghanem</b>	Louis	3. Leadership and building effective teams
<b>Ghosh-Choudhary</b>	Shohini	3. Leadership and building effective teams
<b>Gillis</b>	Jacob	2. Effective scientific communication writing and publishing
<b>Gilmer</b>	Gabrielle	2. Effective scientific communication writing and publishing
<b>Glorioso</b>	Christin	3. Leadership and building effective teams
<b>Gokhale</b>	Tanmay	3. Leadership and building effective teams



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<b>Goldstein</b>	Jesse	3. Leadership and building effective teams
<b>Gordon</b>	Rachael	1. Broadening your research funding portfolio
<b>Grubisha</b>	Melanie	1. Broadening your research funding portfolio
<b>Gupta</b>	Anoopum	3. Leadership and building effective teams
<b>Gupta</b>	Kanupriya	2. Effective scientific communication writing and publishing
<b>Hafeman</b>	Danella	3. Leadership and building effective teams
<b>Handoko</b>	Kevin	2. Effective scientific communication writing and publishing
<b>Hanrahan</b>	Rosemary	3. Leadership and building effective teams
<b>Hect</b>	Jasmine	2. Effective scientific communication writing and publishing
<b>Heinrich</b>	Victoria	2. Effective scientific communication writing and publishing
<b>Ho</b>	Jonathan	2. Effective scientific communication writing and publishing
<b>Holland</b>	Ruby	3. Leadership and building effective teams
<b>Hong</b>	Jason	2. Effective scientific communication writing and publishing
<b>Hosseini</b>	Shahla	3. Leadership and building effective teams
<b>Hsu</b>	Dennis	1. Broadening your research funding portfolio
<b>Hsu</b>	Joey	2. Effective scientific communication writing and publishing
<b>Hurtle</b>	Bryan	2. Effective scientific communication writing and publishing
<b>Ianni</b>	Angela	2. Effective scientific communication writing and publishing
<b>Iheagwara</b>	Uzoma	1. Broadening your research funding portfolio
<b>Iovleva</b>	Alina	3. Leadership and building effective teams
<b>Istvanic</b>	Filip	3. Leadership and building effective teams
<b>Jain</b>	Anisha	2. Effective scientific communication writing and publishing
<b>Jawa</b>	Raagini	1. Broadening your research funding portfolio
<b>Jha</b>	Roshani	2. Effective scientific communication writing and publishing
<b>Joseph</b>	Heather	3. Leadership and building effective teams
<b>Kaltenmeier</b>	Christof	3. Leadership and building effective teams
<b>Kang</b>	John	3. Leadership and building effective teams
<b>Kang</b>	Liang	3. Leadership and building effective teams
<b>Kar</b>	Ronit	1. Broadening your research funding portfolio
<b>Karukonda</b>	Pooja	2. Effective scientific communication writing and publishing
<b>Kazan</b>	Joseph	2. Effective scientific communication writing and publishing
<b>Kedia</b>	Nikita	2. Effective scientific communication writing and publishing
<b>Kenny</b>	Elizabeth	3. Leadership and building effective teams
<b>Khan</b>	Sidrah	1. Broadening your research funding portfolio



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<b>Kim</b>	Jihye	1. Broadening your research funding portfolio
<b>Kirillova</b>	Anna	3. Leadership and building effective teams
<b>Kislovskiy</b>	Yasaswi	1. Broadening your research funding portfolio
<b>Kitchloo</b>	Shweta	2. Effective scientific communication writing and publishing
<b>Kleiboeker</b>	Brian	2. Effective scientific communication writing and publishing
<b>Kleyman</b>	Thomas	3. Leadership and building effective teams
<b>Kliment</b>	Corrine	3. Leadership and building effective teams
<b>Knight</b>	Julia	3. Leadership and building effective teams
<b>Koenitzer</b>	Jeffrey	3. Leadership and building effective teams
<b>Kottapalli</b>	Srividya	2. Effective scientific communication writing and publishing
<b>Kowalski</b>	Aneta	3. Leadership and building effective teams
<b>Krishna Kumaran</b>	Sahana	2. Effective scientific communication writing and publishing
<b>Kundu</b>	Shinjini	1. Broadening your research funding portfolio
<b>Lamousé</b>	Esi	3. Leadership and building effective teams
<b>Larimer-Picciani</b>	Alessandra	2. Effective scientific communication writing and publishing
<b>Lee</b>	Bowa	3. Leadership and building effective teams
<b>Lee</b>	Danica	2. Effective scientific communication writing and publishing
<b>Lee</b>	Iris	2. Effective scientific communication writing and publishing
<b>Lehrich</b>	Brandon	2. Effective scientific communication writing and publishing
<b>Leone</b>	Michael	3. Leadership and building effective teams
<b>Lewis</b>	David	NA
<b>Lim</b>	Hana	1. Broadening your research funding portfolio
<b>Linnoila</b>	Jenny	3. Leadership and building effective teams
<b>Little</b>	Jack	2. Effective scientific communication writing and publishing
<b>Liu</b>	Andrew	3. Leadership and building effective teams
<b>Liu</b>	Jie Bin	2. Effective scientific communication writing and publishing
<b>Loder</b>	Shawn	1. Broadening your research funding portfolio
<b>Lohss</b>	Maxwell	3. Leadership and building effective teams
<b>Luna</b>	Beatriz	2. Effective scientific communication writing and publishing
<b>Lyman</b>	Katherine	1. Broadening your research funding portfolio
<b>Maggiore</b>	Joe	3. Leadership and building effective teams
<b>Mallela</b>	Arka	1. Broadening your research funding portfolio
<b>Mandi</b>	Varun	2. Effective scientific communication writing and publishing
<b>Mann</b>	Harnoor	2. Effective scientific communication writing and publishing



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<b>Mannes</b>	Philip	2. Effective scientific communication writing and publishing
<b>March</b>	Vicki	3. Leadership and building effective teams
<b>Massart</b>	Mylynda	2. Effective scientific communication writing and publishing
<b>Mbaekwe</b>	Ugonna	2. Effective scientific communication writing and publishing
<b>Medrano</b>	Jessica	2. Effective scientific communication writing and publishing
<b>Millenson</b>	Marisa	3. Leadership and building effective teams
<b>Miller</b>	Tracy	2. Effective scientific communication writing and publishing
<b>Min</b>	Leon	2. Effective scientific communication writing and publishing
<b>Molina</b>	Laura	1. Broadening your research funding portfolio
<b>Mori</b>	Kanako	2. Effective scientific communication writing and publishing
<b>Morrison</b>	Robert	2. Effective scientific communication writing and publishing
<b>Moses</b>	JB	3. Leadership and building effective teams
<b>Mukundan</b>	Ananya	3. Leadership and building effective teams
<b>Myklebust</b>	Livianna	3. Leadership and building effective teams
<b>Nakajima</b>	Erica	3. Leadership and building effective teams
<b>Natesan</b>	Divya	3. Leadership and building effective teams
<b>Nauen</b>	David	1. Broadening your research funding portfolio
<b>Nieves</b>	Hector	3. Leadership and building effective teams
<b>Nouduri</b>	Sirisha	2. Effective scientific communication writing and publishing
<b>Nowalk</b>	Andrew	3. Leadership and building effective teams
<b>Oczypok</b>	Elizabeth	3. Leadership and building effective teams
<b>Ortiz-Whittingham</b>	Lola	2. Effective scientific communication writing and publishing
<b>Oury</b>	Nadine	2. Effective scientific communication writing and publishing
<b>Pangburn</b>	Martha	2. Effective scientific communication writing and publishing
<b>Papazoglou</b>	Anna	2. Effective scientific communication writing and publishing
<b>Parks</b>	Olivia	2. Effective scientific communication writing and publishing
<b>Parr</b>	Ashley	2. Effective scientific communication writing and publishing
<b>Pecina</b>	Marta	1. Broadening your research funding portfolio
<b>Petsch</b>	Shannon	NA
<b>Pezzone</b>	Michael	3. Leadership and building effective teams
<b>Phan</b>	BaDoi	3. Leadership and building effective teams
<b>Pirnia</b>	Tara	2. Effective scientific communication writing and publishing
<b>Poholek</b>	Catherine	3. Leadership and building effective teams
<b>Pressimone</b>	Catherine	2. Effective scientific communication writing and publishing



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<b>Prigg</b>	Kathleen	3. Leadership and building effective teams
<b>Quann</b>	Kevin	1. Broadening your research funding portfolio
<b>Radder</b>	Josiah	1. Broadening your research funding portfolio
<b>Raman</b>	Harshini	3. Leadership and building effective teams
<b>Ramos</b>	Anna	2. Effective scientific communication writing and publishing
<b>Rao</b>	Rashmi	2. Effective scientific communication writing and publishing
<b>Rapaka</b>	Rekha	1. Broadening your research funding portfolio
<b>Rashid</b>	Rumana	2. Effective scientific communication writing and publishing
<b>Ray</b>	Evan	1. Broadening your research funding portfolio
<b>Remaley</b>	Alan	3. Leadership and building effective teams
<b>Rigby</b>	Alexandra	NA
<b>Rinehardt</b>	Hannah	2. Effective scientific communication writing and publishing
<b>Rosenblum</b>	Lauren	3. Leadership and building effective teams
<b>Ross</b>	Madeline	2. Effective scientific communication writing and publishing
<b>Rothrauff</b>	Benjamin	3. Leadership and building effective teams
<b>Rumde</b>	Purva	2. Effective scientific communication writing and publishing
<b>Salas-Allende</b>	Isabella	2. Effective scientific communication writing and publishing
<b>Sankar</b>	Akshay	3. Leadership and building effective teams
<b>Saraf</b>	Anita	3. Leadership and building effective teams
<b>Sattui</b>	Sebastian	3. Leadership and building effective teams
<b>Schwartz</b>	Russell	2. Effective scientific communication writing and publishing
<b>Sclafani</b>	Carina	2. Effective scientific communication writing and publishing
<b>Scott</b>	Melanie	2. Effective scientific communication writing and publishing
<b>Sentis</b>	Amy	2. Effective scientific communication writing and publishing
<b>Sethuraman</b>	Meena	2. Effective scientific communication writing and publishing
<b>Shah</b>	Ashti	3. Leadership and building effective teams
<b>Shakir</b>	Sameer	2. Effective scientific communication writing and publishing
<b>Sharma</b>	Ankit	2. Effective scientific communication writing and publishing
<b>Sharma</b>	Malini	2. Effective scientific communication writing and publishing
<b>Shooster</b>	Forrest	2. Effective scientific communication writing and publishing
<b>Sieber</b>	Madison	NA
<b>Simmons</b>	Claire	2. Effective scientific communication writing and publishing
<b>Singh-Varma</b>	Anya	3. Leadership and building effective teams
<b>Sivak</b>	Wesley	3. Leadership and building effective teams
<b>Smith</b>	Caroline	2. Effective scientific communication writing and publishing



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<b>Smith</b>	Colton	3. Leadership and building effective teams
<b>Sojati</b>	Jorna	2. Effective scientific communication writing and publishing
<b>Soldozy</b>	Kamron	2. Effective scientific communication writing and publishing
<b>Srinivasan</b>	Sneha	2. Effective scientific communication writing and publishing
<b>Stauffer</b>	Fiona	2. Effective scientific communication writing and publishing
<b>Steinman</b>	Richard	3. Leadership and building effective teams
<b>Stellfox</b>	Madison	2. Effective scientific communication writing and publishing
<b>Sui</b>	Justin	3. Leadership and building effective teams
<b>Sun</b>	Lee-Kai	3. Leadership and building effective teams
<b>Sweat</b>	Sean	2. Effective scientific communication writing and publishing
<b>Sweet</b>	Robert	3. Leadership and building effective teams
<b>Szoko</b>	Nicholas	2. Effective scientific communication writing and publishing
<b>Tan</b>	Roderick	1. Broadening your research funding portfolio
<b>Tang</b>	Wenjing	2. Effective scientific communication writing and publishing
<b>Taori</b>	Suchet	1. Broadening your research funding portfolio
<b>Tieu</b>	Roger	2. Effective scientific communication writing and publishing
<b>Tin</b>	Christine	2. Effective scientific communication writing and publishing
<b>Tjoa</b>	Karensa	2. Effective scientific communication writing and publishing
<b>Tohme</b>	Samer	3. Leadership and building effective teams
<b>Tran</b>	Lillian	2. Effective scientific communication writing and publishing
<b>Trible</b>	Ronald	3. Leadership and building effective teams
<b>Tusi</b>	Rabira	1. Broadening your research funding portfolio
<b>Urish</b>	Kenneth	3. Leadership and building effective teams
<b>VanEpps</b>	Scott	3. Leadership and building effective teams
<b>Vella</b>	Joseph	3. Leadership and building effective teams
<b>Vella</b>	Laura	1. Broadening your research funding portfolio
<b>Venkatesh</b>	Shruthi	1. Broadening your research funding portfolio
<b>Vignali</b>	Paolo	3. Leadership and building effective teams
<b>Vogt</b>	Keith	2. Effective scientific communication writing and publishing
<b>Vosler</b>	Peter	3. Leadership and building effective teams
<b>Wang</b>	Maxwell	3. Leadership and building effective teams
<b>Wehry</b>	Hillary	2. Effective scientific communication writing and publishing
<b>Witonsky</b>	Kailyn	2. Effective scientific communication writing and publishing
<b>Wondisford</b>	Anne	2. Effective scientific communication writing and publishing



<b>Wong</b>	Victoria	2. Effective scientific communication writing and publishing
<b>Yamamoto</b>	Kenta	2. Effective scientific communication writing and publishing
<b>Yates</b>	Megan	3. Leadership and building effective teams
<b>Zack</b>	Rebecca	3. Leadership and building effective teams
<b>Zemke</b>	Anna	3. Leadership and building effective teams
<b>Zhang</b>	Zel	1. Broadening your research funding portfolio



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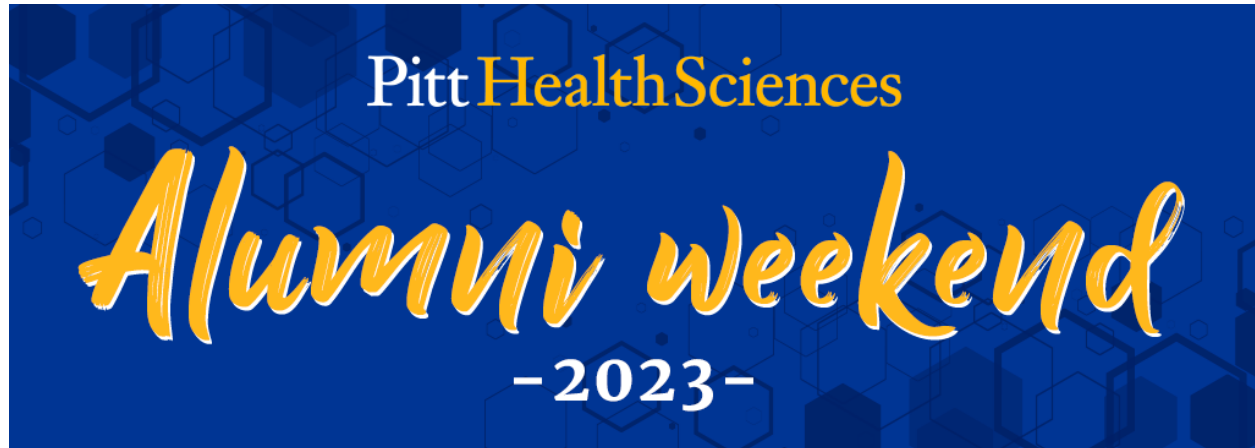


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Pittsburgh Physician  
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Alumni Weekend  
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