From the President’s Desk
by Joan Luby, M.D.

The Mechanism of Change

The AWN in collaboration with the office of the Vice Provost has been investigating the gender disparities in rank and leadership at WUSM. In line with trends at most major U.S. academic medical centers, we have found sharp discrepancies in gender at the higher academic ranks, in endowed chairs and leadership roles overall and within most departments at WUSM. These inequities are even more startling when considering that they occur in the context of equal distributions on gender in medical school enrollment, equal gender distributions at the instructor levels, and perhaps most notably as outlined by Tim Eberlein, M.D. (see interview in this issue), that 70% of those at the top of medical school classes are women. All of these statistics suggest that this is not only a solvable problem but that finding a solution would be in the best interests of the school of medicine.

Based on this, the question of how to implement change at WUSM becomes salient. There can be little doubt that the goal of achieving diversity, including gender equity, is now a high priority for Washington University. This is evidenced by the creation of the office of the Vice Provost for diversity whose main mission is to accomplish this goal and by Dean Shapiro’s work with the AWN to highlight gender equity issues at the Medical School. However, because decisions about leadership, promotion, and endowment awards are in the domain of department chairs, they and the collective body of department chairs—the executive faculty of the school of medicine,
are the key individuals and body who are empowered to meaningfully produce change. Therefore, this body and the individuals that comprise it must become convinced, motivated and interested in enacting this change.

From the perspective of the department chair, attracting the most innovative, productive and successful investigators and clinicians is paramount. In order for women who meet these criteria to be attracted to WUSM, or to be convinced to remain at WUSM, an environment that strongly facilitates growth and opportunities for leadership for women must be established and emphasized. A leadership training program, spearheaded by Diana Gray in the Office of Faculty Affairs and sponsored by the Executive Faculty is starting its inaugural year this spring, but only a small fraction of attendees are women. We have also seen a recent significant increase in the number of women chairs, going from 0 to 3 in just a few years, which indicates the ability of our institution to make major shifts in hiring trends. However, women chairs still comprise only a very small fraction of the executive faculty, underscoring how much more progress is needed. Until the time that the executive faculty achieves greater gender balance, and focuses intently as a group on these issues, a more proximal goal would be to enhance each department chair’s interest and motivation to seek and facilitate women faculty within their department. See the interview with Tim Eberlein, M.D. for one member of the executive faculty who has been deliberate and effective in his efforts to improve gender diversity for his department.

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Did you know...

That you are welcome to attend AWN Board meetings and participate on AWN committees regardless of whether you are a board member?

If you are interested in participating, email Anne Glowinski, M.D., AWN Secretary
(glowinskia@psychiatry.wustl.edu)

"Mistakes are a part of the dues one pays for a full life."

Sophia Loren
Actress
The AWN at WUSM has taken the plunge and jumped into the social media pool. We hope all of you will eventually become immersed too. To encourage you to dip your toe in, and because, in academics, statistics make us comfortable and give a subject relevance, we present some social media information and numbers to get you started.

What exactly is “social media”? Wikipedia defines social media as including “web-based and mobile technologies used to turn communication into interactive dialogue.” If you think of traditional media such as newspaper, radio or TV as an instrument for communication, social media would be a means of communication that allows for interaction. Not only can you see and hear the content, you can interact with it and respond to it.

The most well-known social media networks or platforms are Facebook, Twitter, and LinkedIn. But there are many, many others and new ones arrive almost daily. These platforms used to be called Social Media “sites” until the introduction and growth of smartphones and other mobile devices. Over 80% of smartphone owners use them to interact with social media. The growth of social media has been exponential and amazing. 91% of American adults who are online use social media. Nearly a quarter of the total time spent online is on social networks. There are now over 800 million Facebook users in the world, with more than 200 million joining in 2011. Nearly 40% of those 800 million log in every single day. Twitter has 100 million users, with half a million users added on a daily basis and LinkedIn has 64 million users in North America alone. These social platforms play a major role in the way that we receive and share news.

The mission of the AWN is to be “a presence on campus weighing in on matters affecting women and their careers” and “striving to support the evolution of a gender-neutral culture at WUMS”. The dinners, board meetings, newsletters and website all help to accomplish this goal. Our hope, is that in establishing a presence on some of the social media sites, we can further that mission by allowing interaction on a frequent basis, introducing topics and beginning conversations on key issues facing women in academics.

We hope you will put on your suit, test the waters and join us.

Here are the links to the sites:

   AWN blog: http://wuawn.org
   AWN on Facebook: wuawn@groups.facebook.com
   AWN on LinkedIn: Academic Women’s Network at Washington University
   AWN on Twitter: @WUAWN
For the last two years, the ECFC has explored the possibility of creating an Ombuds Office at the School of Medicine (SOM). Most of our sister institutions already have such an office and there is a perceived need for such an ombuds amongst faculty, professional staff and some Chairs. The mission of an ombuds office would be to provide our professional community with voluntary, informal, neutral, and confidential, third-party assistance in resolving work-related issues, concerns, or conflicts.

Last May, ECFC unanimously approved a proposed job description to hire a full time, trained ombuds to meet the needs of the SOM. This vision was presented to the Academic Affairs Committee, a subcommittee of the Executive Faculty. The Academic Affairs Committee unanimously approved the job description as written and recommended that it be sent to the Executive Faculty in September. Unfortunately, when the ombuds office proposal came up for a vote at the Executive Faculty level although the proposal garnered a simple majority it did not have enough votes for a supermajority which is required to pass.

In follow-up discussions with the Dean and several Chairs, it was decided to scale back the original proposal and instead look for an inside person that could devote about 25% time to resolving faculty conflicts. The goal would be to find a senior level, non-conflicted person willing to be trained in conflict resolution, mediation, negotiation and/or employee relations. Additional qualifications might include outstanding communication and interpersonal skills including the ability to work well with individuals at all institutional levels, an ability to develop rapport with individuals, and experience working with subtle and/or complex institutional political dynamics. Although many ECFC members had doubts about passing the modified version in the end the decision was made to establish a “toehold” and lobby for expanded duties if usage warrants expansion.

The modified ombuds proposal has been submitted to the Academic Affairs Committee who will take it up for consideration at their February meeting. If passed, it will then go back to the Executive Faculty for a final decision sometime this spring.
Interview with Timothy J. Eberlein, M.D.
Chair of Surgery

By Anne Glowinski, M.D., M.P.E.

Timothy J. Eberlein MD is the founding director of the Alvin J. Siteman Cancer Center and the Spencer T. and Ann W. Olin Distinguished Professor and Bixby Professor, and Chairman of the Department of Surgery. Much of the ever-growing success of the Siteman center (e.g., $200 million dollars in grant funding and counting) has been attributed to Eberlein’s stewardship and vision.

Not necessarily known to most WUSM faculty: under Eberlein’s leadership, the department of Surgery has adopted a systematic and proactive approach to faculty development. AWN wanted to know more about these efforts including those to help women faculty succeed in the WUSM department of Surgery. On the phone, Dr. Eberlein was energetic, amicable, thoughtful, available and a pleasure to interview.

Anne Glowinski (AG): Are you surprised that Surgery is doing much better than the national average in regards to recruiting junior faculty women?

Tim Eberlein (TE) explains that he is not really surprised. Several years ago he did an informal poll, which revealed that in addition to 50% of recent medical school graduates being women, 70% of the top graduates at the top medical schools are women. Tim describes taking this to Mark Wrighton: “If we want to be the best, we better figure out how to recruit women.” Since then TE has pursued an aggressive strategy to identify and recruit spectacular faculty women: “If not involving women, we cannot have a top surgery program.”

AG: Can you give us more details on what are you deliberately doing?

TE explains that back in 2005, the leadership in the Surgery Department started talking about creating “an ideal professional and personal environment.” First, the Surgery faculty was surveyed, achieving a 92% faculty survey participation rate. The initial survey results illuminated what to prioritize to successfully develop such an environment. Only 36% of faculty initially reported being mentored and 80% reported stressful exposures to “bad behaviors”. I ask if “bad behaviors” mean problems with professionalism and TE confirms that it does. He notes, humorously, that, not surprisingly, most people reported behavioral problems in others, not themselves and the math didn’t quite add up.... In response to these findings, several specific initiatives and efforts were undertaken. The Department hired outside consultants and created workgroups that 40% of Surgery faculty participated in including a workgroup on “emotional intelligence”. Mentors were mentored to mentor and mentoring went up very significantly.

WUSM’s Surgery department exceeds the national average for % women at the Instructor and Assistant Professor levels, which could bode well for the future if this trend continues and these women move up to Associate and Full Professor status.
The APGAR documents were streamlined. Procedures were changed: hired Faculty are now systematically given contracts as opposed to coming onboard on a “handshake”. The department created a transparent written 12 page faculty evaluation form, which is populated by the faculty member, the faculty evaluator, and by the business office (e.g., charges, receipts, RVU’s, etc.) and also includes a career plan paragraph, which is jointly done by the faculty member and evaluator. The form is online and accessible by each faculty member and their chief (so it is confidential). TE notes that this particular faculty evaluation process is gaining a reputation as a highly progressive model. A behavioral policy was created. Also, the Department created an Ombuds person faculty position. The faculty continues to be surveyed at regular intervals to monitor the variables that were particular effort targets.

AG: What else has made this work?
TE: “The entire senior faculty leadership has gotten behind this effort.” TE notes that when he first came to WUSM in January 1998 there were three women faculty. There are now 5 professors who are women in his department, 2 of whom hold endowed chairs. Women comprise 28% of the faculty and 34% of the surgical residents in the department.

AG: What are academic life challenges for all your junior faculty, women and men?
TE notes that the initial 2006 survey of his department faculty revealed that 90% of his faculty experienced significant stress. The number one stressor was the difficulty balancing personal and work life. TE notes that in addition to familiarizing faculty with emotional intelligence and creating a behavioral policy, the department has brought speakers on “happiness” and on “two career couples”. To maximize faculty participation, these talks occur around lively social events where childcare is usually offered. TE notes 77 children of faculty came once at one of these events! TE does not claim victory over these complex chronic issues. He describes the process that has been undertaken as “a work in progress”. Importantly, faculty have been given the opportunity to realize that their problems are not unique. Faculty mentoring is up: 36% said they had effective mentoring in 2006 and at a follow up survey in 2008, nearly 80% reported being mentored. TE notes that at the latest survey in 2011, nearly 70% reported being mentored, illustrating the need for continuous monitoring and attention against slippage. I ask where the social events take place. They are usually on the medical campus for convenience (e.g., Farrell) but sometimes off campus too. TE gave me details on a memorable Surgery social event at the City Museum where all of the Surgery faculty and their children were invited. There were games galore. Participants were offered “stress balls” in the shape of various organs. Faculty were encouraged to mix and match beyond their usual immediate professional circle lines and to get to know each other.

AG: What else do you do to help all of your junior faculty?
TE explains that the department has expanded efforts towards team building. He reflects that surgeons are at core team doctors who clinically collaborate all the time with other specialties and allied professionals, in the same way that scientists work inter-disciplinary teams but that the ability to behave in a team is far from innate. It helps to understand team and team building strategies to be successful. TE also describes systematically helping to link faculty with scientific mentors. The track record for his department is particularly impressive for a department of Surgery: 130 competitive peer reviewed grants for 120 faculty. The faculty are invited to participate in retreats. Also the work groups’ compositions and foci are dynamic. “Our work groups change as things evolve”. This fuels the career development of some of the faculty as well. For instance quality control, patient safety and outcomes work groups are now very active and offer great scholarship opportunities. The surgery department also takes its educational mission very seriously, which in turn also fuels the career development of many departmental faculty. TE reflects: “I learned surgery by osmosis. I was told to work 120 hours a week. There were no goals and no curriculum. This is obviously not the paradigm of the future.” Currently Mary Klingensmith and 20 other faculty have significantly developed or are developing their careers around education. TE describes a very open-minded approach: “If they were starting from scratch how would they approach surgical education?”

AG: If you had to pick one particular resource to help you, what would that be?
TE: “Provide good and convenient and flexible child care. There are unique aspects to the job in Surgery. Clinical care is often not scheduled along clear margins and can happen at all hours. If a liver becomes available for transplant, you may have to go in no matter what the hour. There is probably not enough good child care. It would be ideal if it could be expanded.“

AG: What do you see as potential benefits for WUSM if progress in gender equity is achieved? Obviously TE strongly feels that what is at stake is being as good as possible. He repeats that he feels strongly that we will have a better, stronger university by attracting the very best people. He notes: “Our department is better for our diversity”.

AG: What do you see as crucial skills and attitudes for young academic surgeons?
TE: “I like to talk about the 5 Ps. First, you need Passion for what you love to do. Second, one needs a well thought out Plan. Third, you have to have Perspiration. It takes a lot of hard work to be successful. Fourth is Persistence. The difference between an Assistant Professor and a Full Professor is persistence. Finally, it helps to have a good Partner, it really helps to have someone you can rely on, to help you and have your back, to help with your downs and share your high moments too. Having a partner that is a critical thinker is crucial. A really good surgeon knows when to operate and more importantly, knows when not to operate.”

We wound down the interview by talking about how individuals feeling valued within teams was key to the success of any organization. TE reflected thoughtfully on the core concept behind mentoring: “we are helping those going through what we have all been through before; we’ve all gone through bad things and struggled. How to overcome obstacles and be successful is fun to transmit to mentees.”

The following information was emailed to all WU faculty in October from the HR department, but we think it deserves repetition.

**Bright Connections:**

Bright Connections is a new online portal for dependent care information, support, and community networking is now available to University faculty, staff, clinical fellows, post docs and, full-time graduate and professional school students. Managed by Bright Horizons Family Solutions, Washington University’s backup care provider, Bright Connections serves as a reliable “go-to” electronic resource busy families who balance work and dependent care responsibilities. The site offers access to a variety of child and adult care tips and resources, including interactive features that allow working caregivers to network with others managing similar dependent care issues, post comments on various backup care topics, and share advice. To access Bright Connections, visit [https://brighthorizons.csod.com/client/brighthorizons/admin.aspx](https://brighthorizons.csod.com/client/brighthorizons/admin.aspx), click on “Create Account”, and follow the system prompts to create a unique username and password combination.

**Back-Up Care:**

Washington University in St. Louis has partnered with Bright Horizons Family Solutions to offer the Back-Up Care Advantage Program to assist faculty, staff, clinical fellows, post docs, and full-time professional and graduate students in balancing the competing demands of work, school and life. Services may be accessed when it is necessary to be at work or school, or when travelling, and regular child or
elder/adult care is unavailable.

Services Available
Center-based back-up child care
In-home back-up & mildly ill child care
In-home back-up elder/adult care

Area of Availability
Available for those eligible nationwide, including those travelling on business.

Uses/Year Available
15 back-up uses per calendar year

Co-payments
Center-based care is $20/child/visit with a $30/family/visit maximum. In-home care is $4/hour (there is a 4 hour minimum for all in-home care services). Additional charges apply for evening, weekend and medical care.

Registration & Reservations
Dependents must be registered before care is provided. Reservations for care are required and can be made one month in advance up until the day care is needed. To begin the registration process, request reservations and learn more about back-up care:

* By phone at 877-242-2737
* Online at www.brighthorizons.com/advantage and entering:
  - Username: WUBACKUP
  - Password: BACKUP

Note: The Back-Up Care Advantage Program contract is being re-negotiated; modifications to this benefit will be announced by the end of the calendar year.

**WUSTL Family Learning Center**
Washington University in St. Louis faculty, staff, clinical fellows, post docs, and full-time professional and graduate students are eligible to enroll children ages six weeks to six years in the WUSTL Family Learning Center.

The center is located on the North Campus at the corner of Skinker Boulevard and Rosedale Avenue, with easy access to the Delmar MetroLink station.

The University owns the center and maintains the building and grounds, but the center is managed by Bright Horizons Family Solutions. Bright Horizons is a leading provider of employer-sponsored child care managing more than 700 child care and early education centers for more than 700 clients in 43 states, the District of Columbia, Puerto Rico, Canada, the UK, and Ireland. These programs serve more than 70,000 children and their families.

At-A-Glance

**Center Capacity**
* 156 children - six weeks to six years of age
  - 24 infants
  - 24 toddlers
  - 28 two-year olds
- 80 pre-school children

* Center Hours
  - 6:30 a.m. to 6:00 p.m., Monday through Friday
  - Maintains the same 8-day holiday schedule as the University
  - Closed two additional days for professional development
  - Included among the Back-Up Care Advantage center-based care options

* Current Per-Month Rates (established by Bright Horizons)
  - Infants: $1300
  - Toddlers: $1300
  - Two-year-olds: $1076
  - Pre-school: $987

For more information please contact the center director, Ann Bingham, at either annbingham@wustl.edu or 935-KIDS (5437). www.wustl.edu/childcare

**University City Children's Center:**

Washington University in St. Louis has long enjoyed an affiliation with the University City Children's Center (UCCC). Located at 6646 Vernon Avenue in University City, UCCC is a nonprofit, United Way agency committed to providing innovative, quality education and a nurturing environment to a racially, culturally, socio-economically, and developmentally diverse population of children between 6 weeks and 6 years of age while providing supportive services to families.

**At-A-Glance**

Center Capacity
* 172 children

* Center Hours
  - 7:00 a.m. to 6:00 p.m., Monday through Friday
  - Closed eight holidays per year
  - Closed two additional days for professional development

* Current Per-Week Rates
  - Infants/Toddlers: $345
  - Two-year-olds: $290
  - Pre-school: $245

For additional information please visit the UCCC web site at ucc.org or call 746-0148.

**Child Day Care Association:**

The University contracts with the Child Day Care Association (CDCA) to provide professional resource and referral services for children and elders.

**Services for Children:**
* Child care centers and family child care homes
* Nursery schools
* Before and after school programs
* Summer and back-up care
Services for Elders: Private telephone consultations topics include:
* Caring for older relatives in your home
* Housing options for elders
* The aging process
* Legal and financial issues of older people
* Medicare and Medicaid questions
* Long term care options
* Community resources for things like meals, transportation and adult day care

Contact:
* 314-531-1412 or 1-800-467-2322
  - Ask for the referral department

Employee Assistance Program:

The Employee Assistance Program (EAP) provides confidential, professional assistance to benefits eligible University employees and their immediate family members to help resolve problems that are affecting their personal life or job performance. The program is managed by People Resources, a nationally known professional consulting firm specializing in EAP services.

In addition to the counseling resources, the EAP offers services related to financial consulting, legal consulting, and child and elder care referral. And, there is a 24-hour Caregiver Resource Line along with on-line resources to help individuals find answers to commonly asked questions about dependent care.

To access information and/or request assistance, call 1-800-765-9124 or visit the EAP web site at www.worklifetools.com.

Questions may be directed to Kelly Laswell at either kellylaswell@wustl.edu or 935-6126.

Kudos

Parinaz Massoumzadeh, PhD, staff scientist in the Department of Radiology, was one of eight American women chosen to participate in a U.S.-Brazil exchange program to recruit, retain and advance women in science, technology, engineering and mathematics.

Katie Plax, MD, Associate Professor of Pediatrics, has received the Promising Practices Award for Promoting Adolescents’ Strengths from the American Academy of Pediatrics’ Adolescent Health Partnership Project.

WUSTL professor and alumnus Jessie Ternberg, MD, a pioneer in medical research and first female professor of surgery in pediatrics, received a Distinguished Alumni Award.

(Excerpted from The Record)
Anne L. Glowinski, M.D., M.P.E.
Named Associate Director of the Division of Child and Adolescent Psychiatry

Anne Glowinski, M.D., M.P.E., is an Associate Professor and the Training Director in the Division of Child and Adolescent Psychiatry was appointed as Associate Director of the Division of Child and Adolescent Psychiatry, effective January 1, 2012. Dr. Glowinski is active in research focusing on developmental psychopathology, in education and mentoring of medical students, residents, fellows and junior faculty and in the development of clinical programs to better serve youth with mental health disorders. Anne has a special interest in leadership mindsets and behaviors, and their development. She is also the AWN secretary.

Websites & Articles of Interest

*Please email tammy@wustl.edu to share press releases, websites and articles that are relevant to women in science and medicine.

Salley Rockey, the NIH’s Deputy Director for Extramural Research publishes a Blog and regular newsletter, often addressing issues relevant to women scientists. (http://nexus.od.nih.gov/all/nexus-by-date/). For example, a recent post discussed Balancing Life and Career states “I hope you saw all the great attention our sister agency the National Science Foundation received this week. They announced their 10-year plan to provide greater work-related flexibility to men and women in research careers. We agree wholeheartedly that family-friendly policies are a win-win!”

Another regular publication, titled “NIH Updates on Women in Science” is written by the NIH Working Group on Women in Biomedical Careers. http://womeninscience.nih.gov/. The most recent issue discusses the following topics:

- AAMC Describes Increased Diversity in U.S. Medical School Faculty
- The White House Honors “Champions of Change” Who Support Women in Science
- Dr. J Taylor Harden Retiring from NIH
- New Study Contradicts Common Myths about Gender and Math Performance
- New Resource to Provide Comprehensive Information on STEM Education
- Women Scientists in Action- Suzanne O’Neill, Ph.D.

Affirmative Action Policies Promote Women and Do Not Harm Efficiency in the Laboratory
Loukas Balafoutas, et al. Science 335, 579 (2012); DOI: 10.1126/science.1211180
Link: http://www.sciencemag.org/content/335/6068/579.full.pdf
**Abstract:** Gender differences in choosing to enter competitions are one source of unequal labor market outcomes concerning wages and promotions. Given that studying the effects of policy interventions to support women is difficult with field data because of measurement problems and potential lack of control, we evaluated, in a set of controlled laboratory experiments, four interventions: quotas, where one of two winners of a competition must be female; two variants of preferential treatment, where a fixed increment is added to women's performance; and repetition of the competition, where a second competition takes place if no woman is among the winners. Compared with no intervention, all interventions encourage women to enter competitions more often, and performance is at least equally good, both during and after the competition.

Posts about the article:
[http://blogs.sciencemag.org/sciencecareers/2012/02/promoting-women.html](http://blogs.sciencemag.org/sciencecareers/2012/02/promoting-women.html)

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**A few interesting news articles:**
[http://www.huffingtonpost.com/joan-williams/holiday-survival-guide_b_1158828.html](http://www.huffingtonpost.com/joan-williams/holiday-survival-guide_b_1158828.html) - a guide on how working women can survive the holidays

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**Messages and announcements from other women scientists/physician organizations:**

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The Group on Women in Medicine and Science (GWIMS) Steering Committee is enthusiastically seeking applications for volunteers from the faculty or administration at AAMC member institutions to participate on the following GWIMS Subcommittees:

**Membership and Nominating Subcommittee (1 volunteer needed)** This subcommittee is responsible for activities such as:
- working with AAMC Staff to successfully execute the annual election of Vice Chair and other open Steering Committee positions
- developing strategies for increasing the GWIMS membership
- welcoming and orienting new GWIMS members

**Research and Project Development Subcommittee (1 volunteer needed)** This subcommittee is responsible for activities such as:
- setting the direction and focus of the GWIMS collaborative projects
- promoting and coordinating scholarly activities with other AAMC Groups and Councils

**Communications Subcommittee (3 volunteers needed)** This subcommittee is responsible for working the AAMC staff to develop a GWIMS communications plan for 2012. This will include considering tools such as the GWIMS website, list serve, electronic newsletter, brochure, etc.

**Applicant Eligibility:**
To be eligible to apply, an individual must be from the faculty or administration at a medical school or teaching hospital that is a member of the AAMC.
Application Process:
To apply, please complete the attached application and submit it to gwims@aamc.org by Wednesday, February 15, 2012. The GWIMS Steering Committee will review all applications in early March. Application decisions will be communicated via email.

Questions?
Please contact Elizabeth Coakley, Director of Women in Medicine and Science at the Association of American Medical Colleges, at ecoakley@aamc.org.

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From GWIMS:

Happy New Year! I encourage you to consider submitting a response to the Academic Medicine 2012 Question of the Year by the May 1, 2012 deadline.

The question is “What are the most effective ways to ensure that those who work and learn in medical schools and teaching hospitals can develop to their full potential?”

For more information, including how to submit a response, click here. Additionally, check out the articles related to gender issues in this month’s issue of Academic Medicine.

Thinking About Giving Up Clinical Practice? A Gender-Stratified Approach to Understanding Junior Doctors’ Choices
Elke B. Ochsmann, MD
Support of colleagues, feedback, and overtime, among other factors, differently affected male and female postgraduate doctors’ considerations for leaving the clinic in a recent German study.

Assessing Gender Equity in a Large Academic Department of Pediatrics
Harley A. Rotbart, MD, Deborah McMillen, Heather Taussig, PhD, and Stephen R. Daniels, MD, PhD The authors assessed gender inequity in the University of Colorado School of Medicine's Department of Pediatrics according to five indicators: promotion, tenure, leadership roles, faculty retention, and salary.

Women Physicians: Choosing a Career in Academic Medicine
Nicole J. Borges, PhD, Anita M. Navarro, MEd, and Amelia C. Grover, MD For many women, choosing an academic medicine career is more serendipitous or circumstantial than planned.
UPCOMING EVENTS:

AWN Spring Dinner

April; Date will be announced soon
Drinks and socializing at 6pm
Dinner at 7pm

Location: King Center; 7th floor of the Bernard Becker Library

RSVPs will be requested
The cost of the event will be $40 per attendee, check or cash
Contact Linda Larson-Prior (lindap@npg.wustl.edu)