



The Office of the Associate Deans for
Faculty Development - Medical Education
Faculty Development - Women & Diversity

2009 - 2010
Annual Report

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Faculty Development - Medical Education

*Working to provide School of Medicine & Dentistry faculty
with the tools to be current and effective educators*

Faculty involved in teaching medical students, residents, and graduate students have a need to improve their teaching techniques and to better understand new concepts in learning. The Office of the Associate Dean for Faculty Development - Medical Education fosters those learning techniques, and also strives to assist faculty members to gain a better understanding of mentoring, academic career development, and leadership. We have sponsored and arranged a variety of programs relevant to medical education. These programs target the faculty who are making medical education the primary thrust of their career, as well as clinician-teachers and scientist-teachers who would like to improve their skills and knowledge in this aspect of their careers. Many of these programs were developed following a needs survey of the faculty conducted in the Winter of 2007. This report presents a synopsis of these programs.



A follow-up needs survey was conducted in 2009 and the results indicate that faculty are taking advantage of the programs we offer. From 180 faculty who completed the survey, over 85% are familiar with the activities offered. In addition, over 80% are finding the programs useful in their career development. Faculty are also becoming more familiar with the Faculty Development website that was developed in 2007. The website, located at www.urmc.rochester.edu/education/faculty-development/ is a vital tool as it describes the programs and services offered and provides additional resources that aid in the overall professional development of a faculty member.

The survey inquired about the types of activities that will assist faculty in impacting their academic career in a positive way. Through the participant's feedback, we have been successful in offering programs that can support their personal and professional development. Through the needs assessment, we were also able to solicit new speakers and topics; this will allow us to utilize the internal faculty for upcoming workshops and lectures.

2009-2010 has been a productive year as we worked to grow the programs that were initiated in 2007. With total faculty participation climbing to almost 600, we are reaching our goal of helping the faculty become more effective educators.

New this year was a pilot program of small grants in faculty development. With its initial success, we hope to be able to continue the program at its current level.

The Associate Dean's Advisory Committee has been essential in the design and presentation of the activities. The committee members are:

Donna Berryman, M.L.I.S.

Assistant Director, Education and Information Services
Miner Library
Assistant Professor, Community & Preventive Medicine

Richard Burton, M.D.

Senior Associate Dean, Academic Affairs
Professor, Orthopaedics

Yaetes Conwell, M.D.

Professor, Psychiatry

Barbara J. Davis, Ph.D.

Associate Professor, Neurobiology & Anatomy

John Hansen, Ph.D.

Associate Dean, Admissions
Professor, Neurobiology & Anatomy

Camille Martina, Ph.D.

Research Assistant Professor, Community &
Preventative Medicine

Annette Medina-Walpole, M.D.

Associate Professor of Medicine
Division of Geriatrics & Aging
Medical Director, The Living Center
The Highlands at Pittsford

Scott Tripler, M.D.

Associate Professor, Family Medicine
Associate Director, Primary Care Clerkship
Office of Medical Education

Denham S. Ward, M.D., Ph.D.

Associate Dean
Faculty Development - Medical Education
Chair, Department of Anesthesiology
Professor, Anesthesiology & Biomedical Engineering

Many other faculty have participated in our programs as leaders and teachers. It has been most gratifying to have so many faculty take time from their schedules to help other faculty become better teachers. Nationally regarded educators and leaders from other institutions have also been invited to participate, bringing new perspectives to the University of Rochester. Particularly with regard to inviting visiting faculty, we have taken advantage of synergistic relationships with the Clinical Translational Science Institute's (CTSI) mentor development program and the highly regarded Dean's Teaching Fellowship program under the direction of Ronald Epstein, M.D.

Faculty Development – Women & Diversity

Faculty diversity is essential to achieve true excellence - incorporating the talents, perspectives and backgrounds of individuals from different races, ethnicities, cultures, abilities, sexual orientations and religions. The office of the Associate Dean for Faculty Development-Women & Diversity was created in 2006 to help recruit and support faculty who will contribute to an institution that embodies excellence in education, patient care, research, and community health. We have provided support for overall professional development, focusing especially on the needs of women and minorities where appropriate. In seeking to promote faculty diversity, the office has instituted a comprehensive approach to data gathering and has worked to help make faculty recruitment as inclusive as possible. Both recruitment and faculty support have been facilitated by the Women's Advisory Committee for Faculty Development, whose membership follows.

Susan V. Bukata, M.D.

Associate Professor, Department of Orthopaedics

Mary Caserta, M.D.

Associate Professor, Department of Pediatrics

Susan Cohn, M.D., M.P.H.

Professor, Department of Internal Medicine

Linda Chaudron, M.D.

Associate Professor, Departments of Psychiatry, Obstetrics and Gynecology and Pediatrics

Sue Kim DiGiovanni, M.D.

Associate Professor, Department of Psychiatry

Carol Miller-Graziano, Ph.D.

Professor, Department of Surgery

Vivian Lewis, M.D.

Associate Dean

Faculty Development-Women & Diversity

Professor, Obstetrics & Gynecology

Acting Vice Provost, Faculty Development & Diversity

Jane L Liesveld, M.D.

Professor, Department of Internal Medicine

Coeli M.B. Lopes, Ph.D.

Assistant Professor, Department of Internal Medicine

Margot Mayer-Proschel, Ph.D.

Associate Professor, Departments of Biomedical Genetics and Neurobiology and Anatomy

Elizabeth Santos, Ph.D.

Senior Instructor, Department of Psychiatry

Janet Sparks, Ph.D.

Professor, Department of Pathology and Laboratory Medicine

Other faculty and administrators have supported the infrastructure to better understand and direct efforts toward increasing faculty diversity. During 2008-2009 academic year, both the Acting Dean, Dr. Elizabeth McAnarney and the current Dean, Dr. Mark Taubman have indicated their strong support and keen interest in this issue. The Senior Associate Dean for Academic Affairs, Dr. Richard Burton and his staff have been invaluable in assembling data about our faculty. The University Provost, Dr. Ralph Kuncl and the Office for Faculty Diversity and Development have supported some of the faculty development and recruitment initiatives. Finally, the department chairs and center directors continue to support the important work of furthering diversity.

FACULTY DEVELOPMENT GRANT PROGRAM

In the fall of 2009, we launched a pilot small grants program supporting faculty development in medical education. The \$4,000 grants were given to junior to midlevel faculty to develop and implement projects improving their medical education teaching, scholarship, or to enable them to gain knowledge or skills beyond the normal growth expected of faculty. Grant proposals were rated based on: contribution to the applicant's career development; contribution to fellow faculty development; and departmental/institutional impact and implementation after the grant's termination.

As well as personal and professional development, applicants are expected to share their knowledge with URSMD colleagues via a poster presentation or workshop at the annual Faculty Development Colloquium. They are also required to present a workshop/lecture at the Departmental and/or Institutional level (*e.g.*, Faculty Development Workshop/Lecture, Grand Rounds).

We received eight applications from faculty in eight different departments. There were five Assistant-Professor and three Associate-Professor applicants. The three successful grants focused on career development as a basic science educator in gross anatomy; developing teaching skills for hospitalists through an innovative faculty development program; and career development in scholarship and research skills in medical education through participation in the AAMC MERC Program. The unfunded applications tended to focus on specific course material development rather than faculty development.

As this program continues, we will work to develop and nurture junior to midlevel faculty while disseminating their new knowledge to residents, fellows and faculty at URSMD. In addition, we are continuing to create a culture stressing the importance of personal and professional development in medical education.

FACULTY DEVELOPMENT - MEDICAL EDUCATION WORKSHOPS

The Faculty Development Workshops series is the core program, and is open to all faculty, staff, residents, fellows and medical students who have an interest in expanding their knowledge of teaching, leadership, and related topics. These workshops are designed so that each one can be attended without the need to commit to the whole series. We offered 16 two-hour workshops, each with a maximum of 25 participants. The small-group setting encouraged highly interactive participation and valuable discussion and networking among the participants. Thirteen of these workshops were presented by our faculty, and three were given by invited faculty outside of the University of Rochester. All of the outside speakers were co-sponsored by the CTSI or the Dean's Teaching Fellowship program. All of these workshops were approved for *AMA PRA Category 1 Credits*[™].

Workshops offered:

Writing Effective Letters of Recommendation

David R. Lambert, M.D.

Senior Associate Dean for Medical Student Education
Associate Professor, Medicine
University of Rochester School of Medicine & Dentistry

The Purpose of Education: Really Good Learning

Michael G. Richardson, M.D.

Director of Education Development
Associate Professor of Anesthesiology
Division of Obstetric Anesthesia
Vanderbilt University School of Medicine

Interviewing Students for Medical School & Residency

John T. Hansen, Ph.D.

Professor, Neurobiology and Anatomy
Associate Dean for Admissions, Offices of Medical Education

Donald R. Bordley, M.D.

Professor, Medicine

Evaluation Method: What Works, What Doesn't

Geoff Norman, Ph.D.

Professor, Clinical Epidemiology and Biostatistics
McMaster University

Teaching Residents to Teach

Michael Kim, M.D.

Research Fellow, Department of Surgery

Denham S. Ward, M.D., Ph.D.

Associate Dean, Faculty Development–Medical Education
Chair, Department of Anesthesiology
Professor, Anesthesiology & Biomedical Engineering

Warning Signs of Troubled Students

Laurence Guttmacher, M.D.

Clinical Professor, Department of Psychiatry & Clinical Professor, Department of Medical Humanities
SMD Advisory Dean

Terrance M. Bedient, FACHE

Vice President Medical Society of the State of New York
Director, Committee for Physician Health

Performance on the National Clinical Skills Examination as a Predictor of Future Practice

Robyn Tamblyn, Ph.D.

Professor, Departments of Medicine, Epidemiology, Biostatistics, and Occupational Health
McGill University

Time Management

Ruth Lawrence, M.D.

Professor, Department of Pediatrics-Neonatology

Teaching in a Busy Office/Clinic

Kathryn Markakis, M.D.

Director, Primary Care Clerkship

Associate Professor, Department of Medicine

Myra Wiener, M.D.

Associate Professor, Department of Medicine

PCC Preceptor

Teaching in a Busy Inpatient Unit

Robert Swantz, M.D.

Associate Professor, Department of Pediatrics

Helping Students With Learning Problems

Vicki Roth

Dean of Sophomores

Director, Learning Assistance Services

University of Rochester

Incorporating TurningPoint Into Your Lecture

David Kaufman, M.D.

Associate Professor, Departments of Surgery, Anesthesiology, Medical Humanities, and Medicine

Denham S. Ward, M.D., Ph.D.

Associate Dean, Faculty Development–Medical Education

Chair, Department of Anesthesiology

Professor, Anesthesiology & Biomedical Engineering

Interactive Lecturing: Using the Socratic Method Effectively

John T. Hansen, Ph.D.

Professor, Neurobiology and Anatomy

Associate Dean for Admissions, Offices of Medical Education

Frank Richeson, M.D.

Associate Professor, Medicine, Cardiology

History of Medical Education

Theodore Brown, Ph.D.

Professor, History Department

University of Rochester

Teaching Humanism

Catherine Gracey, M.D.

Associate Professor, Department of Medicine

Women in Academic Medicine: Graceful Self Promotion

Vivian Lewis, M.D

Professor, Dept of Obstetrics & Gynecology

Annette Medina-Walpole, M.D.

Associate Professor, Medicine, Division of Geriatrics & Aging

Medical Director, The Living Center

The Highlands at Pittsford

Faculty Development Workshop comments from participants:

Thank you! I particularly enjoyed your willingness to debate & discuss

Clear, enthusiastic, relevant topic/material

Excellent – Experienced – Enlightenment. Honest in answering those questions we have no answers...

Organized, articulate and thorough. Well prepared and effective. Excellent job.

Valuable! Offer again!

Engaging, knowledgeable, vested in helping students and faculty.

It is helpful to hear from senior leaders of the academic community that have vast life experience of practical knowledge to share.

Outstanding, world class speaker – Reviewed her data, sincerity, clearly has done very important work.

Excellent moderator and speaker. Full of expertise in the topic.

FACULTY DEVELOPMENT - WOMEN & DIVERSITY SEMINARS

These monthly seminars started in 2007 to provide a forum for information and discussion of career advancement topics for all faculty with a special emphasis on areas requested by women and minority faculty. Input was provided by the Women's Advisory Committee, a survey of all faculty performed by the Associate Dean for Faculty Development - Medical Education, a needs assessment interview of minority faculty and attendees at the 2007 seminar series. Many of our faculty are from other countries and find it challenging to navigate the changes in a new country's culture as well as the expectations of academia. So, during the first half of this academic year, the theme of our seminars was diversity related to country of origin. Because of its importance to all faculty, especially minorities and women, the promotion system was the central theme for the second half of the year. Attendance was excellent overall and the evaluations were very positive.

Adapting to the Rochester Community- As An International Scholar

Judith Weinstein

Executive Director

Rochester International Council

Where To Go For Help As An International Scholar

Sylvia Kless

Associate Director for Student Services
University of Rochester

Cary Jensen

Director International Relations
University of Rochester

American Identity - Gift And Curse

Moka Lantum, MD, PhD

Director, Medical Services Business Improvement
Excellus BlueCross BlueShield

Demystifying The Promotion Process

Annette Medina-Walpole, M.D.

Associate Professor, Department of Internal Medicine

Part Time Faculty With Full Time Aspirations

Carol Diachun, M.D.

Associate Professor, Department of Anesthesiology

Sue Kim DiGiovanni, M.D.

Associate Professor, Department of Psychiatry

Promotion Through Community Outreach

Mark Gestring, M.D.

Associate Professor, Department of Surgery

Dina Markowitz, Ph.D.

Professor, Department of Environmental Medicine
Director, Center for Science Education and Outreach

Faculty Promotion Through Clinical Accomplishments

Jane Liesveld, M.D.

Professor, Department of Internal Medicine

Christopher Glantz, M.D.

Professor, Department of Ob-Gyn

Using Accomplishments in Teaching To Make The Case For Promotion

Scott Tripler, M.D.

Associate Director, Primary Care Clerkship
Associate Professor, Department of Family Medicine

Anne Nofziger, M.D.

Director, Medical Student Comprehensive Assessment
Assistant Professor, Department of Family Medicine

Comments from participants

Unique opportunity for these kinds of discussions.

Very useful information.

Engaging speaker - kept it interesting.

Excellent presentation on an important topic.

Every one of these seminars has been great - thank you!

LEADERSHIP LECTURE SERIES



This monthly lecture series on leadership was organized in 2007 with the assistance of Dr. Mac Evarts and focused on junior to mid-level faculty who were beginning or envisioning a long-term leadership role within the Medical Center. The series was sponsored by the Office of the Associate Dean for Faculty Development-Medical Education as well as the CTSI. All participants were nominated by their Department Chair. This seminar series was intended to provide an introduction to leaders throughout the academic medical center and to the leadership problems they routinely face.

Selected readings were used in conjunction with lectures and discussions by current leaders to build an understanding of the characteristics and functions of good leaders and leadership.

While all departments were invited to participate, the following departments were represented: Anesthesiology, Community & Preventive Medicine, Dentistry, Emergency Medicine, Environmental Medicine, Family Medicine, Microbiology & Immunology, Neurology, Neurosurgery, Obstetrics & Gynecology, Ophthalmology, Pathology & Laboratory Medicine, Pediatrics, Psychiatry, School of Nursing, Surgery, and Urology. In addition, KL2 CTSI Scholars participated in the series. In all, thirty-four faculty members took part in the program.

Leadership topics included:

Introduction to Leadership and Management

C. McCollister Evarts, M.D.

Distinguished University Professor

Professor, Orthopaedics

Denham S. Ward, M.D., Ph.D.

Associate Dean, Faculty Development-Medical Education

Chair, Department of Anesthesiology

Professor, Anesthesiology & Biomedical Engineering

Leadership of Major Academic Teaching Hospitals

Steven Goldstein

President & CEO

Strong Memorial Hospital & Highland Hospital

Finance

Michael Goonan

Vice President & Chief Financial Officer

University of Rochester Medical Center

Leadership and Research

Edward Puzas, Ph.D.

Senior Associate Dean, Basic Science Research

Leadership in Education – The Next Generation

David R. Lambert, M.D.

Senior Associate Dean, Medical Student Education

Associate Professor, Medicine

Leadership: The Art of Changing the Conversation

Stephen P. Bogdewic, Ph.D.

Dr. George W. Copeland Professor of Family Medicine

Indiana University School of Medicine

Leadership in Quality Safety

Raymond J. Mayewski, M.D.

Vice President, University of Rochester Medical Center

Leadership - A Chair's Perspective

Nina F. Schor, M.D., Ph.D.

Professor and Chair, Department of Pediatrics

Leadership from the Dean's Office

Mark Taubman, M.D.

Dean, University of Rochester School of Medicine & Dentistry

Comments from participants

Excellent, very thought provoking and stimulating.

Nice analogy between philosophy and good leadership. It helped to broaden the concept of leadership. Great forum for discussion

This is one of the most interesting lectures I have been to in years. It was fascinating!

Great real life examples. Enjoyed it!

Excellent sharing of career path and thought processes of working through specific processes.

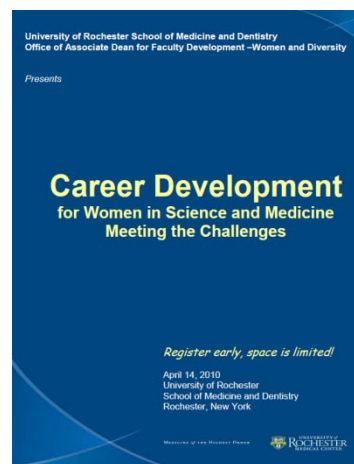
Great speaker, informative. Helped us realize issues he faces and how to deal with them. Interactive

I think this was the best session yet. The case scenarios were very helpful to think about how you deal with conflict issues and to understand how someone in leadership deals with them.

Excellent – really has a great perspective on leadership, research and life.

CAREER DEVELOPMENT FOR WOMEN IN SCIENCE AND MEDICINE- MEETING THE CHALLENGES – APRIL 14, 2010

National and local data show that women are less likely to advance into leadership roles in academic medical centers. As well, a recent University-wide study of faculty suggested the need for programs that support faculty development (including mentoring, career advancement and leadership programs sponsored by professional societies). During this half day conference, attendees were first provided with an overview of institutional policies that effect career development (especially for women) and best practices. Small group sessions focusing on specific aspects of career development followed. Continuing medical education credits were available for all attendees. Financial support was provided by the Office of the Vice Provost for faculty Development and Diversity and the Associate Dean for Faculty Development – Women & Diversity.



Plenary Lecture



Women in academic medicine: where are we in 2010?

Stephanie Abbuhl M.D.

Vice Chair and Associate Professor Emergency Medicine
Executive Director, Focus on health and leadership for women
University of Pennsylvania School of Medicine

Workshop: family friendly policies - one piece of the puzzle

Stephanie Abbuhl, M.D.

Vice Chair and Associate Professor Emergency Medicine
Executive Director, Focus on health and leadership for women
University of Pennsylvania School of Medicine

Workshops (University of Rochester faculty)

Finding and working with a mentor

Margot Mayer-Proschel, Ph.D.

Associate Professor, Departments of Biomedical Genetics and Neurobiology and Anatomy

Linda Alpert-Gillis, Ph.D.

Associate Professor, Department of Psychiatry

Resources for career development- beyond URM

Flavia Nobay, M.D.

Assistant Professor, Department of Emergency Medicine

Linda Chaudron, M.D.

Associate Professor, Departments of Psychiatry, Obstetrics and Gynecology and Pediatrics

Resources for career development-close to home

Robert G. Holloway, M.D., M.P.H.

Professor, Department of Neurology

Denham Ward, M.D., Ph.D.

Associate Dean, Faculty Development-Medical Education

Chair, Department of Anesthesiology

Professor, Departments of Anesthesiology and Biomedical Engineering

Reinventing Yourself Midcareer

Camille Martina, Ph.D.

Research Assistant Professor, Department of Environmental Medicine

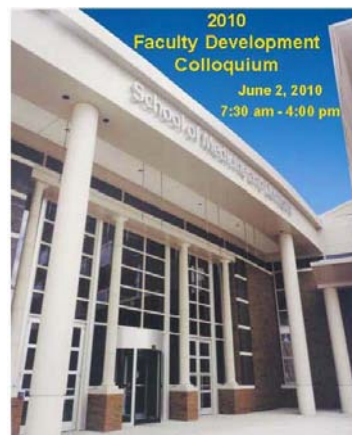
Vivian Lewis, M.D.

Professor, Department of Obstetrics and Gynecology

Associate Dean, Faculty Development-Women and Diversity

2010 FACULTY DEVELOPMENT COLLOQUIUM

The Annual Faculty Development Colloquium took place on June 2, 2010, and was one of the highlights of the academic year. The program included invited plenary session speakers, interactive workshops, and posters presented by the faculty. The Colloquium's intent was to integrate new ideas about teaching and learning, from the lecture hall to the bedside. In addition, workshops were provided that would allow faculty to develop strategies for mentoring and academic career planning. The program was organized so that attendees could participate in two workshops. With well over one hundred attendees and twenty presenters, the event proved to be a very successful day, full of education and discussion. This program was provided without charge to University of Rochester faculty, students and staff, and was co-sponsored by the Office of Associate Deans for Faculty Development and the Clinical and Translational Science Institute. The colloquium was approved for up to 6.5 AMA PRA Category 1 Credits™.



Plenary Session Guest Speakers:



Interprofessional Education Moving the Boulder Uphill: Mission IpePOSSIBLE

Ivy F. Oandasan, M.D., M.H.Sc., C.C.F.P., F.C.F.P.

Director, Office of Interprofessional Education
Associate Professor, Family and Community Medicine
University of Toronto



Increasing Diversity in an Academic Medical Center

Jerry Reves, M.D.

Vice President for Medical Affairs
Dean, College of Medicine
Professor, Medical University of South Carolina

Workshops offered:

Community Engagement Through Qualitative Research

Nancy P. Chin, Ph.D., M.P.H.

Associate Professor, Community & Preventive Medicine

Sharon G. Humiston, M.D., M.P.H.

Associate Professor, Emergency Medicine

Conflict Management

Carol C. Shuherk, Ph.D.

Senior Associate Provost, University of Rochester

Fifty-five Word Stories: “Small Jewels” for Personal Reflection and Teaching

Colleen T. Fogarty, M.D., M.Sc.

Assistant Professor, Family Medicine

Giving Feedback that Works

Catherine F. Gracey, M.D.

Associate Professor, Medicine

Valerie J. Lang, M.D.

Assistant Professor, Medicine

Incorporating Turning Point Into Your Lecture

David C. Kaufman, M.D.

Associate Professor, Surgery

Denham S. Ward, M.D., Ph.D.

Associate Dean, Faculty Development-Medical Education

Chair, Department of Anesthesiology

Professor, Departments of Anesthesiology and Biomedical Engineering

Secrets of Success: Tools to Advance Interprofessional Education

Ivy F. Oandasan, M.D.

Associate Professor and Research Scholar

Department of Family & Community Medicine

University of Toronto

Skills to Acquire for Academic Success

Robert G. Holloway, M.D., M.P.H.

Professor, Neurology

Spicing Up Your Lecture with Digital Media Files

Jeffrey M. Lyness, M.D.

Professor, Psychiatry

Using eLearning Technology and Quick Video to Facilitate Creative Teaching

Helen Calhoun, M.Ed.

Online Learning Specialist, Miner Library

Benedict DiGiovanni, M.D.

Associate Professor, Orthopaedics

Scott Tripler, M.D.

Associate Professor, Medicine

Burnout: Time to care for the self in the service of caring for others

Michael Krasner, M.D.

Associate Professor, Medicine

Sharon G. Humiston, M.D., M.P.H.

Associate Professor, Emergency Medicine

Creating Surveys

Carol Ann Diachun, M.D.

Associate Professor, Anesthesiology

Andria A. Mutrie, M.S.

Coordinator, Faculty Development-Medical Education

Dealing with the Millennial Student

David R. Lambert, M.D.

Senior Associate Dean, Medical Student Education

Associate Professor, Medicine

Methods of Making and Implementing A Diversity Plan

Jerry Reves, M.D.

Vice President for Medical Affairs and Dean
Medical University of South Carolina

Mentoring Clinical Faculty & Residents

Steven Ching, M.D.

Professor, Ophthalmology

Time Management

Ruth A. Lawrence, M.D.

Professor, Pediatrics-Neonatology

Twitter, Wikis, Facebook, oh my! What do your students know that you don't?

Donna R. Berryman, M.L.I.S.

Assistant Director, Education & Information Services, Miner Library
Assistant Professor, Community & Preventive Medicine

Comments from participants

This is the fourth consecutive faculty development colloquium that I have attended and have learned much in theory and practice as well as met some new friends and colleagues. Totally worthwhile!!!

Great learning/networking event.

Very educational!

I had a great time with colleagues at this year's faculty development colloquium.

Excellent program, logistics well done!

Overall, great program!

Great to hear about all the wonderful programs especially in diversity. Not only does UR talk about diversity, but they also put positions in place to ensure that mission/vision is accomplished. UR – Great place to work. Demonstrated by dedication to faculty development.

M.S. IN TEACHING AND CURRICULUM Specialization in Health Professions Education

The Master's Degree in Health Professions Education was officially launched in the fall of 2008. This resulted from a collaboration among the Medical School (Associate Dean Denham S. Ward, M.D., Ph.D.), School of Nursing (Associate Dean Kathy Rideout, Ed.D, A.P.R.N.-B.C., P.N.P., F.N.A.P.) and Warner School of Education (Dean Raffaella Borasi, Ph.D.). This degree specialization falls within the existing M.S. degree in Teaching and Curriculum and is intended for all health-care professionals involved in health care education, whether academic or clinical. The degree will interest faculty who are making education a major thrust of their career (*e.g.*, medical school course and residency program directors). It is a true interdisciplinary program, designed and taught by a collaboration of the Warner School of Education, the School of

Nursing, and the School of Medicine & Dentistry. This track has been tailored to meet the needs of educators working in the context of the health care system. At the core of the program are two new courses specifically created to address issues and pedagogical methods in health care education. Students do not need to be matriculated into a degree program to enroll in these courses.

In 2009-2010, the Warner School had one graduate and one matriculation into the Masters specialization. In addition, six students participated in EDU 580 and four students participated in EDU 581.

Courses offered in 2009-2010 as a result of this specialization:

EDU 580: Foundations of Health Professions Education (Fall)

A foundational study of the historical, scientific, social and political roots of health professions education, educational theory, and the continuum of this education. This course provides the contextual framework for education in the health professions and emphasizes the historical and sociological theory of its evolution. We will also critically examine roles and responsibilities in the assessment and certification of graduates, as well as discuss the framework for accreditation and licensing of health care professionals. Current program assessment methods and tools are reviewed, as well as ethics and responsibilities of education leaders in different roles.

This course was co-taught by Rita D'Aoust, Ph.D., A.C.N.P., A.N.P., C.N.E., Associate Professor of Clinical Nursing and Co-Director of the Accelerated Nursing B.S. & M.S. Program for Non-Nurses at the School of Nursing; Andrew Wall, Ph.D., Assistant Professor of Educational Leadership at the Warner School, and Denham S. Ward, M.D., Ph.D. Associate Dean of Faculty Development - Medical Education, Chair of the Department of Anesthesiology, and Professor of the Departments of Anesthesiology & Biomedical Engineering at the University of Rochester Medical Center.

Comments from participants

This course was extremely interesting . The format of the class as a discussion allowed us as students to interact with our faculty in an environment that facilitated the development of knowledge. Topics were provided in the beginning of the course, specific goals were defined and met.

The assigned readings were very interesting and I was able to use the information in other courses.

Classes and topics, guests were excellent. Information and literature provided by faculty was excellent in content and quantity.

I enjoyed taking the classes with other healthcare providers and learning about their educational experiences as they related to the course and interdisciplinary education.

The course was informative, interesting and challenging. I had not been in a class with a seminar format before and it was very engaging. I felt I learned from the other students as well as from the core content.

The team teaching experience was very meaningful for me. Getting to know different points of view challenged and encouraged me to question my mental models. I also learned a lot from the other students in class and I think that

the interdisciplinary program is very valuable. As future health care providers need to work in teams it is very important to understand each other and speak the same language.

Great course, extremely talented people, an overall rich human and academic experience.

EDU 581: Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods (Spring)

This course presents traditional and innovative methods used in clinical teaching to enhance student and practitioner knowledge, skills and attitudes, and critically examines the theories behind different teaching methodologies. Current and potential future uses of technology in active learning strategies in the clinical environment will be discussed. Ethical and patient safety issues are also explored.

This course was co-taught by Judith Fonzi, Ph.D., Associate Professor (clinical) and Director of the Warner Center for Professional Development and Education Reform at the Warner School; Lisa Norsen, Ph.D., R.N., A.C.N.P., Associate Professor of Clinical Nursing and Director of the Masters Nurse Practitioner Programs at the School of Nursing; and Jeffrey Lyness, M.D., Associate Chair for Education and Professor of Psychiatry in the Department of Psychiatry, Director of Curriculum and Medical Director for Continuing Medical Education at the UR School of Medicine & Dentistry.

MEDICAL EDUCATION PATHWAY

Initiated in 2008 by Associate Professor Barbara Davis, the goal of the Medical Education Pathway is to prepare medical students to become academic medical educators, with the targeted audience being medical students who have completed their second year of classes.

Students must formally apply to the Medical Education Pathway. They are required to submit a proposal with a detailed teaching plan that must meet the approval of their advisory dean, a faculty mentor and all course directors for the courses in which they plan to teach.

Once accepted into the program, the student will be expected to participate in the following activities:

- Prepare and deliver a lecture to a large group. This will be done twice: the student will be asked to incorporate the feedback from the first lecture into the second lecture.
- Serve as a Problem Based Learning Tutor.
- Lead a small-group teaching session.
- Attend five mandatory faculty development workshops and one workshop of their choice.
- Participate in a journal club related to educational theory and practice.

After successful completion of the Pathway Program, the student will be able to apply relevant aspects of teaching and learning theory and methods of assessment, and will be able to discuss effective ways of giving feedback.

Nine students who began the program in 2008 cohort currently entered their fourth year in 2009-2010 and one of the students is in the M.D./Ph.D. program. All have completed their faculty development activities and teaching requirements. As a result of their participation in the MEP, some students have developed innovative programs within the curriculum. They were recognized at the Final Class Exercise with a Certificate of Completion. In addition, one of the MEP students, Lindsey Brodell was awarded the Jules Cohen Award for Advancing Medical Education. The second cohort of thirteen MEP students started the program in 2009. Four of these students are in the M.D./Ph.D. Program and the remaining nine will graduate in 2011. All have given their first large group lecture.

By the close of the 2009-2010 academic year, all MEP students who entered the program that year had given their first lecture. Below we have indicated the students as well as the course they lectured in and their topic.

2009-2010 Cohort

Bronwyn Bryant (SMD 2011)

Histology Review and Approach to Histopathology
Host Defense

Adam Dziorny (M.D., Ph.D. Student)

Congenital Cardiac Malformations
Human Structure Function Integration Conference

Vincent Fong (SMD 2011)

Viral Based Cancer Therapeutics
Host Defense

Candace Gildner (M.D., Ph.D. Student)

Regenerative Medicine & Extracellular Matrix Biology
Molecules to Cells

Jeremy Katzen (SMD 2011)

Aging-Biologic Bases & Clinical
Year Two Case Seminars

Susan Lee (M.D., Ph.D. Student)

Genetic Counseling
Mind Brain & Behavior
Basic Science Blocks I, II, III, IV

Mark Marinescu (SMD 2011)

Biochemical Feedback Pathways
Molecules to Cells

Kofi Mensah (M.D., Ph.D. Student)

Hypersensitivity Types
Host Defense

Elise Meoli (SMD 2011)

Coma: Physiologic Basis
Stress, Adaptation, and Transitions

Owen Muir (SMD 2011)

MBB Basic Science Block Antipsychotics
Mind Brain & Behavior
Basic Science Blocks I, II, III, IV

David Nagel, Ph.D. (SMD 2011)

Smooth Muscle Contractility
Human Structure Function

Amy Potter (SMD 2011)

Immune Deficiencies
Year Two Case Seminars

Ponnilla Samuel (SMD 2011)

Introduction to Pelvis
Human Structure Function

Rosamund Slack (SMD 2011)

Normal Physiology Review
Disease Processes and Therapeutics

2008-2009 Cohort

Lindsey Brodell (SMD 2010)

Introduction to Dermatology Histology/Pathology
Human Structure Function
Introduction to Clinical Medicine

Keith Olsen (M.D., Ph.D. Student)

Heme Synthesis and Breakdown
Molecules to Cells

Kristopher Denby (SMD 2011)

Systemic Mycoses
Host Defense

Ashley Poelma (SMD 2011)

Preparing for Peds Outpatient Clerkship
Ambulatory Clerkship Experience (ACE)

Anna Gay (SMD 2011)

Acute Nonspecific Low Back pain – ACE
Molecules to Cells

Heather Riordan (SMD 2011)

Breastfeeding - Peds/OB Basic Science Block
Molecules to Cells

Michael Jacob (M.D., Ph.D. Student)

Micronutrients
Minerals
Molecules to Cells

William Sauer (SMD 2011)

Chronic Adaptations to Altitude
Year Two Case Seminars

Sarah Notter (SMD 2011)

How to survive your preceptorships: the do's and don'ts
of out patient clinics
Ambulatory Clerkship Experience (ACE)

Keith Olsen (M.D., Ph.D. Student)

Heme Synthesis and Breakdown
Molecules to Cells

MEP Faculty Development Workshops

These workshops were arranged specifically for the MEP students. They were held in the evening so that most of the students could participate without disrupting their daytime activities. The workshops were given by internal faculty at URSMD.

Writing Learning Objectives

Barbara J. Davis, Ph.D.
Mary Anne Courtney

Feedback & Assessment

Anne Nofziger, M.D.
Denham S. Ward, M.D., Ph.D.

Giving a Great Lecture

Ralph Jozefowicz, M.D.

Exam Writing

John Hansen, Ph.D.

Small Group Teaching

Barbara J. Davis, Ph.D.

Journal Club led by Denham S. Ward, M.D., Ph.D.

The purpose of MEP journal club was to provide the students with an opportunity to review the current literature issues and theory surrounding medical education. This was held once a month, January through June. The group was divided into teams and each month, one of the teams would select an article and lead a discussion surrounding it. Articles that were discussed include:

Bowen, J.L. Educational Strategies to Promote Clinical Diagnostic Reasoning. *New England Journal of Medicine*. 355; 2006: 2217-25.

Ericsson, K.A. Deliberate Practice and the Acquisition and Maintenance of Expert Performance in Medicine and Related Domains. *Academic Medicine*. 79(10): 2004: s70-s81.

Graber, M.L., Tompkins, D. and Holland J.J. Resources medical students use to derive a differential diagnosis. *Medical Teacher*. 31; 2009: 522–527.

Karpicke, J.D., et al. The critical importance of retrieval for learning. *Science*. 319; 2008: 966-968.

Lyss-Lerman, P et al. What Training is needed in the fourth year of medical school? Views of residency program directors. *Academic Medicine*. 84(7); July 2009: 823-829

Ostapchuk, M., et al. Improving residents' teaching skills: A program evaluation of residents as teachers course." *Medical Teacher*. 32(2); 2010: e49-e56.

In addition, Dr. Scott Tripler presented the Medical Educator's Resource Guide (MERG) within Blackboard to the students as a valuable resource available to them.

Comments from participants

The most important impact of the MEP has been the support of mentors who are invested in me and my interests. In addition to encouragement, I appreciated the thoughtful feedback regarding my own activities in the Pathway and my personal and professional development as a whole.

The MEP showed me that I really enjoy teaching medical students. I now can't imagine my career without having a major teaching component in it...through the MEP I've realized that I can do research in the area of medical education, an area that truly excites me!

I believe that the MEP impacted how I viewed residency programs. I specifically chose a program that I felt would enthusiastically support me in performing medical education research and become very involved in medical student teaching.

I thoroughly enjoyed my time within the MEP. The formal nature of this program, as well as the workshops, journal clubs, and faculty development seminars were all great aspects which helped me learn about teaching while in medical school. I think it was an invaluable experience.

The MEP gave me confidence and experience to prove that medical education is something that I am truly interested in continuing to pursue. It taught me the difficulty and simultaneous benefits of teaching in a variety of settings. It provided me with the background for which I can judge others teaching styles in an effort to improve my own. All around, one of the most beneficial "extra" aspects of medical school in which I participated.

Medical Education Pathway Committee Members:

Barbara J. Davis, Ph.D. (Chair)

Scott Tripler, M.D

Stephanie Brown-Clark, M.D., Ph.D.

Denham S. Ward, M.D., Ph.D.

Chin-To Fong, M.D.

Andria A. Mutrie (MEP Coordinator)

Anne Nofziger, M.D.

A SHARING OF INNOVATIONS IN TEACHING

The third “A Sharing of Innovations in Teaching at the University of Rochester” was held on the River Campus on March 1, 2010. The topic for the session was: Eastman School of Music: A Master Class. Selected voice students - Rieza Petruzzi, Dominick Carbaccio, and Ashley Hill, performed and Professors Cowdrick and Conkling demonstrated and analyzed how the Master Teacher simultaneously engages the individual performer and an associated audience of students and colleagues. While the Master Class format is common in music schools, the group explored how the approach might be applied in other disciplines. There was ample time for discussion about related modes of "Master Teaching" and opportunities to adapt and adopt the music school model. Faculty and staff across from across all schools at the University of Rochester attended this function.

DEAN’S TEACHING FELLOWSHIP

The Dean’s Teaching Fellowship (DTF) program is directed by Ronald M. Epstein, M.D., and co-directed by Denham Ward, M.D., Ph.D. Growing out of the Dean's Teaching Scholar Program in 2002, the Dean's Teaching Fellow (DTF) Program is an endowed program at the University of Rochester School of Medicine & Dentistry, and provides a rigorous curriculum to further the development of 6-8 highly qualified faculty members per year based on their commitment to careers in medical education. The purpose of the DTF Program is to:



- Further advance the development of a core group of expert educators.
- Promote the careers of M.D. and Ph.D. faculty in medical and dental education.
- Support educational innovations and research at the University of Rochester School of Medicine and Dentistry

2009-2010 Fellows

Jacob Adams, M.D., M.P.H.

Assistant Professor, Community & Preventive Medicine
George L. Engel/ John Romano Dean’s Teaching Fellow

Project: Evaluation of the Revisions of Mastering Medical Information (MMI) Problem-Based Learning Cases to Improve the Teaching of Public Health Science and Preventive Medicine Concepts,

Rita Dadiz, D.O.

Assistant Professor, Pediatrics
George W. Merck Dean’s Teaching Fellow

Project: The Development and Evaluation of a Curriculum in Communication Skills Training for Providers Using High-Fidelity Simulation.

Carol Ann Diachun, M.D.

Associate Professor, Anesthesiology
Lowell A. Glasgow Dean's Teaching Fellow

Project: Development and Evaluation of Electronic Portfolio for Anesthesia Faculty

Colleen Fogarty, M.D., M.Sc.

Assistant Professor, Family Medicine,
DeWitt Brower Dean's Teaching Fellow

Project: Developing a Portfolio System to Document Family Medicine Resident Training, Experience, and Competency

Dallas Nelson, M.D.

Assistant Professor, Medicine – Geriatrics
Jules Cohen Dean's Teaching Fellow

Project: Interdisciplinary Geriatrics Educational Program

Alec O'Connor, M.D., M.P.H.

Assistant Professor, Medicine
Lawrence E. Young Dean's Teaching Fellow

Project: Assessment of Medicine Teaching Service Team Restructuring

Dean's Teaching Fellowship Seminars

The DTF seminars focus on different areas of educational theory, research methods, teaching methods, educational technology, curriculum design, and assessment of students, faculty development, leadership, and career planning. The DTF endowment has allowed us to invite four or five visiting professors per year. The sessions generally consist of a 2-hour seminar on a medical education topic, with an additional hour reserved for discussion of fellows' projects or presentations from former Dean's Teaching Fellows.

Introduction

Ron Epstein, M.D.

History of Medical Education

Theodore Brown, Ph.D.

Learning Plans

Ron Epstein, M.D.

How People Learn: New Insights Into the Psychology of Learning

Ralph Kuncl, M.D.

PBL-Past, Present, & Future

Geof Norman, Ph.D.

Professor, Clinical Epidemiology and Biostatistics
McMaster University

Ethics and IRB Issues

Kathy Buckwell

Bill Kelvie

Competencies and interprofessional education

Denham S. Ward, M.D., Ph.D

Andrew Wall, Ph.D.

Study and Design Psychometrics

Stephen Lurie, M.D., Ph.D.

Educational Outcomes Research

Robyn Tamblyn, Ph.D.

Professor, Departments of Medicine, Epidemiology, Biostatistics, and Occupational Health
McGill University

Qualitative Research

Ron Epstein, M.D.

Teaching Physical Exam Skills

Ben DiGiovanni, M.D.

Helen Calhoun

Education is all about Leadership

Stephen Bogdewic, Ph.D

Executive Associate Dean, Faculty Affairs and Professional Development

Dr. George W. Copeland Professor and Associate Chair, Department of Family Medicine

Indiana University School of Medicine

The Educator Portfolio: Planning your career strategically for promotion as an educator

Constance Baldwin, Ph.D.

Self-monitoring

Ron Epstein, M.D.

Preparing a Poster

Denham S. Ward, M.D., Ph.D.

Teaching Communication Skills Using SPs

Ron Epstein, M.D.

Allison Venuti

Mentoring

Ron Epstein, M.D.

Susan McDaniel Ph.D.

Bedside Teaching and Clinical Reasoning

Don Bordley, M.D.

Self-care

Ron Epstein, M.D.

Dean's Teaching Fellowship Accomplishments

Rita Dadiz, D.O. was awarded a 3-year grant from the Maternal and Child Health Bureau, Health Resources and Services Administration of the U.S. Dept of Health and Human Services. Her project is entitled: "Communication and leadership training for obstetric and pediatric providers."

Alec O'Connor, M.D. was quoted on NPR regarding the study entitled: Doctors May Not Know Which Drug Is Best. His commentary was published in the *Journal of the American Medical Association*

MEDICAL EDUCATORS RESOURCE GUIDE (MERG)

Initiated by Scott Tripler, M.D., with ongoing collaboration including Donna Berryman, M.L.I.S. from the Miner Library and Andria Mutrie from the Office of the Associate Dean for Faculty Development-Medical Education, MERG is a Blackboard-based resource which contains a wealth of information relevant to medical educators. MERG is constantly being updated to reflect new information that faculty, fellows, residents and medical students may find useful.



Topics within the Medical Educators Resource Guide include:

- Adult Learning Theory
- Career development
- Faculty development
- Medical Educator - Researcher information
- Methods of teaching in the clinical and nonclinical settings
- Evaluation and Feedback

In addition to the above information on MERG, materials from past Faculty Development Workshops and the Colloquium are posted for faculty, staff, and students.

Dr. Tripler and Donna Berryman have presented workshops on the capabilities of MERG for the Dean's Teaching Fellows, Medical Education Pathway students and Colloquium participants. Ms. Berryman presented a peer paper on this resource to the NEGEA.

To access MERG follow the directions below:

- Go to <http://bb.urmc.rochester.edu>
- Log into your Blackboard account
- Select the 'courses' tab
- Type in Medical Educators
- Once you have found the course, click the 'Enroll' button

If you do not have a Blackboard account, please visit www.urmc.rochester.edu/hslt/miner/teaching_and_learning/blackboard/forms/ADCheck.cfm to create one. Then follow the instructions above.

INSTITUTIONAL FACULTY DIVERSITY

Considerable effort has been made to urge faculty to complete the race and ethnicity form with the Human Resources Department to help us quantify diversity through the HRMS system. As well, we now have two years of data for clinical trainees and will begin to look at our applicant pool in 2010. The data for the 2009-2010 academic year reported to the University are shown below. Since definitions of faculty and classification systems vary, there are inconsistencies with data published through the Association of American Medical Colleges. The table below shows changes in the makeup of faculty over time, using the University definition of a faculty member: individuals who can participate in the faculty senate. These data reflect faculty numbers as of September 1 of each year.



	Total	White	Asian	Black	Hispanic	Men	Women
2006	968	721	95	9	7	697	271
2007	987	283	107	12	6	704	283
2008	1057	333	115	14	9	724	333
2009	1061	844	140	14	10	720	338

There were no Native American, Pacific Islander/Native Hawaiian faculty from 2006-09. The HRMS system is not equipped to allow individual assignment to more than one racial group.

Faculty Recruitment



Working with the Senior Associate Dean for Faculty Affairs, Dr. Richard Burton, and the Department Chairs, the Office of the Associate Dean for Faculty Development-Women & Diversity has established and disseminated *Guidelines for Faculty Searches* including ways to broaden the applicant pool. Additional resources, can be found at the Associate Dean website: www.urmc.rochester.edu/education/faculty-development/women-diversity and the University's website: www.rochester.edu/diversity/faculty/facultysearch. Both the University's Vice Provost and the Medical School's Associate Dean for Faculty Development-Women & Diversity have met with interested faculty candidates to inform them of new diversity initiatives and to help make candidates feel welcome.

With the help of the Associate Dean for Faculty Development-Women & Diversity, the University's Special Opportunities Fund was used to assist with the recruitment or retention of four faculty members during the 2009-10 academic year. One other department requested funds, but the candidate ultimately chose a position at a different medical school. During the 2009-10 academic year, the University and Medical School have supported institutional outreach to potential minority faculty candidates at the annual meeting of the Compact on Faculty Diversity's Institute on Teaching and Mentoring, with over 1000 minority Ph.D. members. Ninety Ph.D.s or doctoral candidates signed up to receive additional information about the University of Rochester (including the post-doctoral positions at the School of Medicine). We have also subscribed to the National Medical Association's career center database, reaching over 4000 African-American physicians, and attended the Annual Scientific Assembly in Las Vegas to recruit physician faculty.

ADDITIONAL FACULTY DEVELOPMENT ACTIVITIES

- ❖ Problem Based Learning Tutor Training sessions with faculty and students who will serve as PBL Tutors were run by Barbara Davis, Ph.D. and John Hansen, Ph.D.
- ❖ CTSI Mentor Development Core events. The mentor development committee continued to oversee all academic career plans and activity of the KL2 & TL1 scholars. To augment the curriculum for the CTSI funded mentors, in 2009-10 workshops were expanded to include all faculty and additional topics. These workshops were videotaped and web-archived. Two outside speakers presented talks this year: Dr. James Kahn, Co-Director for mentoring, CTSI and Director of Center for AIDS Research at University of California San Francisco, and Dr. Michael Fleming, Professor of Family Medicine and Director of the University of Wisconsin-Madison and head of the National CTSI consortium on mentoring. The complete list of topics can be found at: <http://www.urmc.rochester.edu/ctsi/education/MentoringWorkshops.cfm>.

- ❖ Through the CTSI, a new writing course was begun: Scientific Writing for Mentors and Protégés. This novel new course was open to all medical center faculty and was designed to teach mentors to effectively and efficiently teach scientific writing to their protégés and to teach protégés the basics of scientific writing. Mentors and their trainees began with a series of classes on the fundamentals of good writing and ended by completing their own grant application or manuscript. The course was taught by Dr. Constance Baldwin, Professor of Pediatrics, who has given many writing courses for our own Pediatrics fellows as well as for the American Association of Medical Colleges, the American Pediatrics Association and University of Texas-Galveston.
- ❖ Support for external faculty development programs. The Association for American Medical Colleges offers excellent career development conferences that enable faculty to meet with their peers from different disciplines and medical specialties. The office has provided assistance with identification and selection of faculty and with financial support. Dr. Susan Hyman, Associate Professor of Pediatrics and Director of the Division of Neurodevelopmental and Behavioral Pediatrics, was nominated to the Hedwig van Ameringen Executive Leadership in Academic Medicine Program for Women (ELAM). ELAM is the nation's only in-depth program focused on preparing senior women faculty at schools of medicine, dentistry and public health for institutional leadership positions. During the last academic year, support was also provided for the following faculty members.
 - Dr. John Elfar, Assistant Professor of Orthopaedics attended the minority faculty development seminar, co-sponsored by Harvard Medical School in September, 2009.
 - Drs. Annette Medina-Walpole and Patricia Sime (both Associate Professors of Internal Medicine) attended the mid-career AAMC Women Faculty Development Conference.
 - Drs. Linda Chaudron and Vivian Lewis attended the Society for Executive Leadership in Academic Meeting Summit entitled Creating and Sustaining success for women as executive leaders- Leading in Challenging Times.

Comments from conference attendees

I learned a great deal that will benefit my personal career development, but more importantly, I gleaned ideas that could be implemented and adapted at the URM.

The opportunity to consider my own career development and future plans has easily gotten lost in the busy day to day clinical, research and administrative activities...I feel energized and excited by what we have here at the U of R and things we can do together in the future to make things even better.

I wanted to again thank you for the opportunity to attend the AAMC Mid Career Women Professional Development conference. It was an amazing experience and so inspirational.

- ❖ The Associate Dean for Faculty Development-Women & Diversity serves as the faculty diversity officer for the School of Medicine and Dentistry, along with Cheryl Kodjo, M.D., Associate Professor of Pediatrics. This group was created after the 2006 University-wide Task Force on Faculty Diversity. Through monthly meetings, there is the opportunity to review progress at each school and to devise mutually useful programs. An annual report on

the University's faculty development efforts can be found at:
www.rochester.edu/diversity/annualreports.htm.

- ❖ Diversity Award. The University of Rochester Diversity Awards recognize the accomplishments of faculty, staff, students, units, departments and teams that contribute to diversity and inclusion through exemplary leadership. Recipients should demonstrate a commitment to diversity and inclusion through recruitment and retention efforts, teaching, research, multi-cultural programming, cultural competency, community outreach activities, or other initiatives. Dr. John Hansen, Professor of Neurobiology and Anatomy and Dean of Admissions, was one three recipients. Recognized for his dedication to creating a learning environment where individuals from diverse backgrounds can thrive, his leadership has been extraordinary, helping each medical school class reflect the changing demography of American society. The award was given at the 2010 Martin Luther King Day address.
- ❖ 2010 all University Diversity Conference- Building a Stronger Community. This was the first all-university conference on diversity. On April 5, 2010, 160 leaders from across the university came together to share information and raise awareness about diversity practices and policies. The conference format included small group meetings centered on three themes. As a part of the theme organizational change, Dr. Thomas Pearson, Senior Associate Dean for Clinical Research, discussed the importance of mentoring in helping to bring about greater diversity among students, fellows and faculty. Other presentations centered on the themes of recruitment and retention and connections with the community. The day ended with a large group dialogue and remarks from President Seligman.

FOR FURTHER INFORMATION PLEASE CONTACT US



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