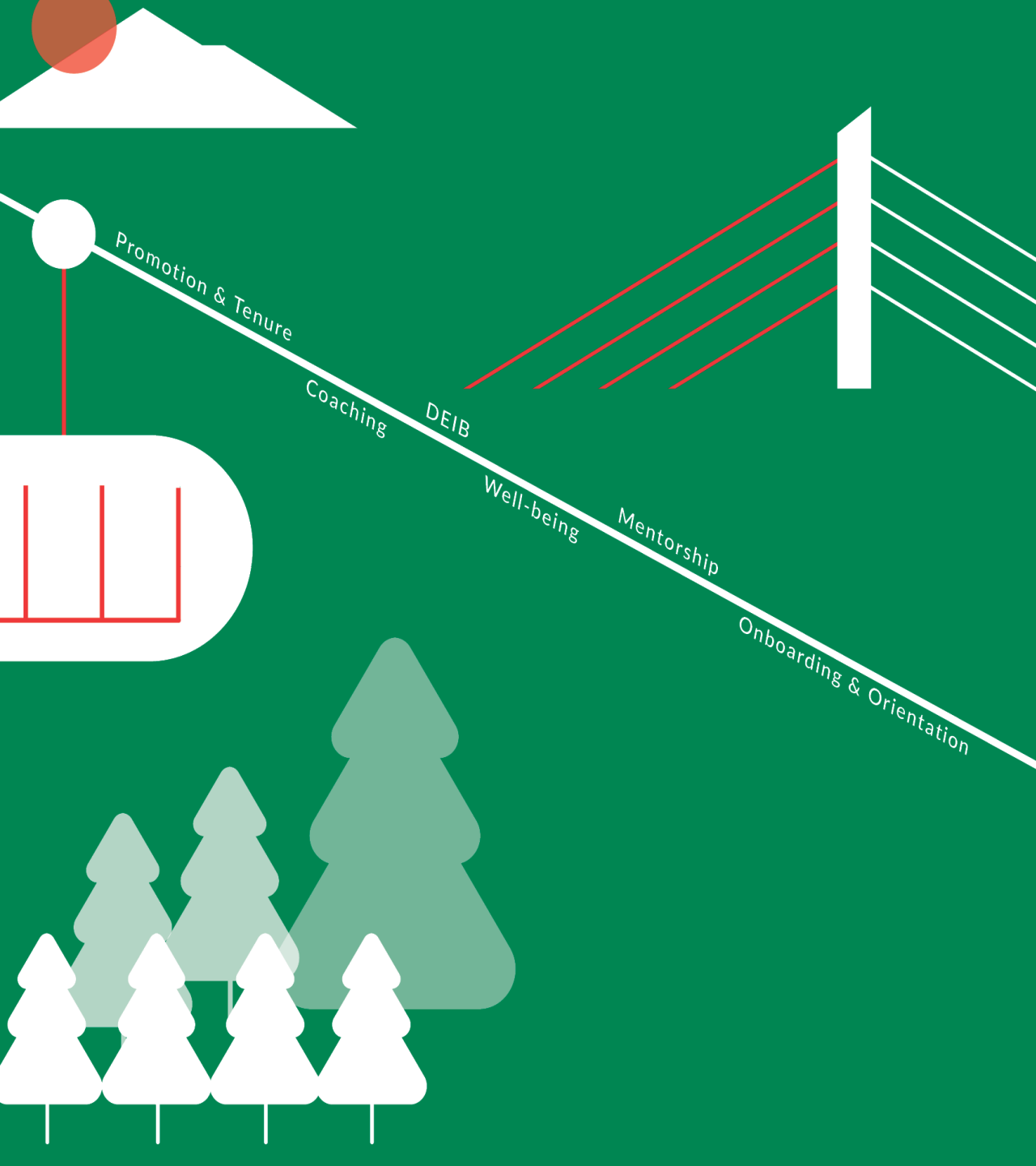




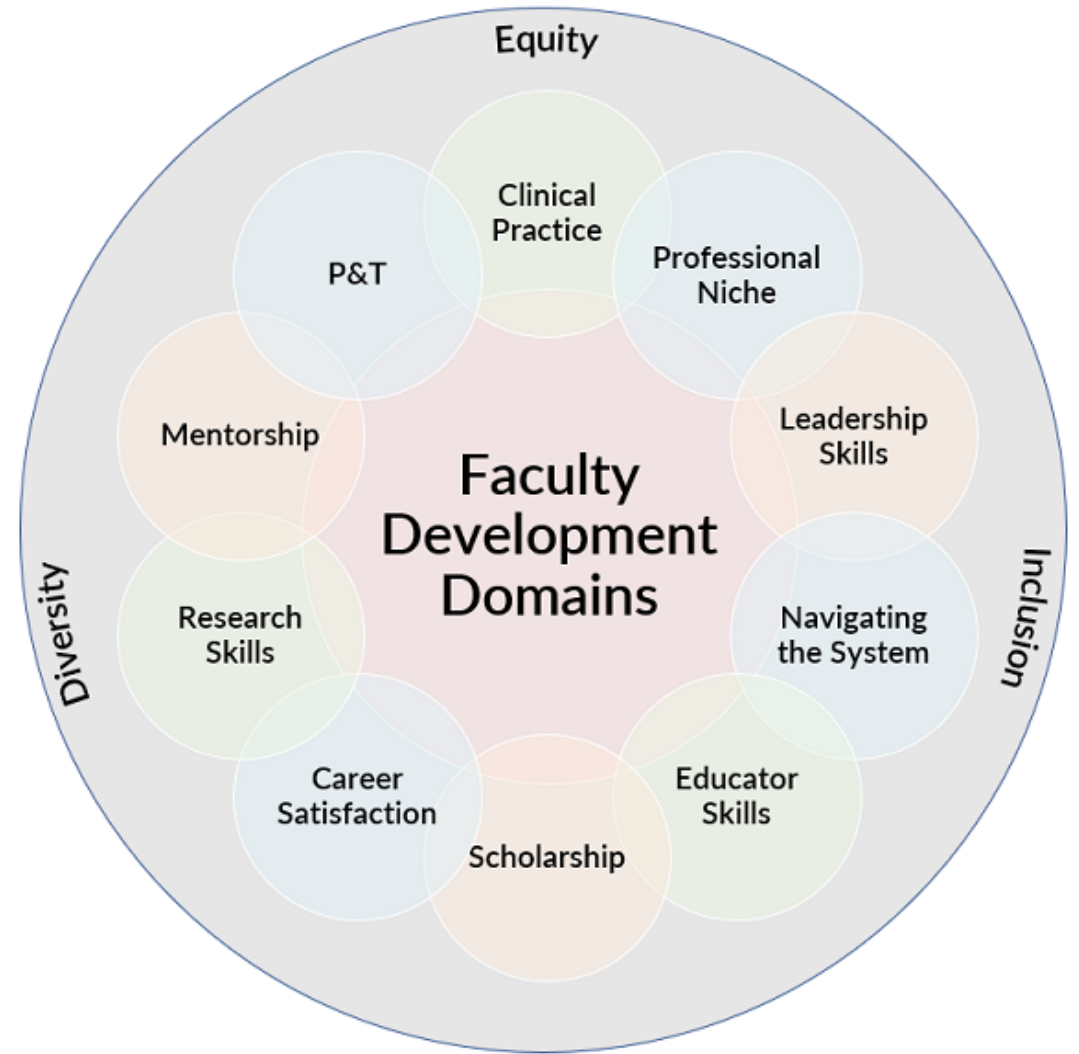
Faculty Development Summit

September 18, 2026

Sponsored by the School of Medicine
Office of Faculty Development

Welcome and Introduction

Andrea Cedfeldt, M.D.
Associate Dean for Faculty Development



OHSU SoM Faculty Development Team



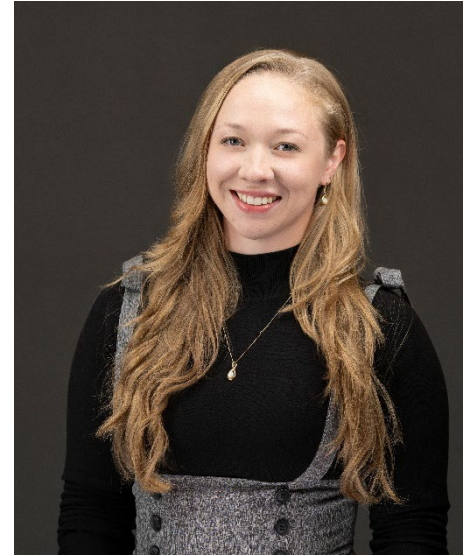
Atif Zaman, M.D.
Senior Associate
Dean for Clinical and
Faculty Affairs

Andrea Cedfeldt, M.D.
Associate Dean



Devon Ritter, M.A.
Program Design
Specialist

Kacy Kesecker
Admin Coordinator



Jessica Lasneski
Admin Coordinator

OHSU SoM Faculty Development Team



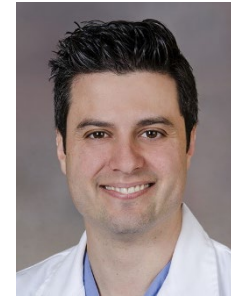
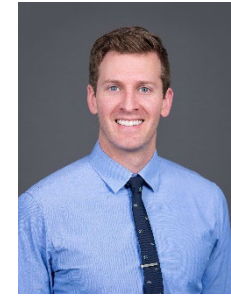
Education Scholars Program



Paths to Leadership



Early Career
Advancement Program



POCUS Champion
Program



Mid-Career Clinical
Leadership
Development Program

OHSU SoM Faculty Development Team

Faculty Advancement and Development Committee



Elizabeth Haney, M.D.
Committee Chair

Additional Committee Members

Veronica Austen, P.A.

Karen Bos, M.D., M.P.H.

Kristin Bowden, DNAP, MBA, CRNA

Keenan Davis, LP.D, M.S.

Jaime Jordan, M.D., M.A.Ed.

Mary Kelley, M.D.

Henry Lin, M.D., M.B.A.

Nicole Marshall, M.D.

Bettricia Otto, D.P.M.

Peter Pressman, M.D.

W.H. Andrew Ryu, M.D.

Katie Schenning, M.D., M.P.H., M.C.R.

Emily Waterman, M.D., M.P.H.

Collaboration with SoM Diversity, Equity, Inclusion and Belonging



Leslie Garcia M.P.A., Ed.D.

Associate Dean Diversity, Equity,
Inclusion & Belonging

- Stepping-In for Respect Training
- Faculty Development Fridays
- Faculty Diversity Advancement Pathway
- Faculty Development Awards
- Other collaborations

The Sharon Anderson Faculty Development Fund



Visiting Professor:

Nancy Spector, MD

**Executive Director, Executive Leadership in
Academic Medicine, Drexel University**

Faculty Development Grants

OFD Strategic Plan Goals 2026/27

- Enhance and expand the collection and assimilation of faculty data to:
 - improve and simplify workflows
 - create greater opportunities for collaborations
 - support precision faculty development throughout the academic lifecycle
- Promote a culture of mentorship and coaching
 - SoM Coaching Program Implementation 2027
- Enhance Faculty Retention and Engagement
 - Stay survey and interviews in partnership with HR
 - Exit interviews

Session One

Faculty Well-being, Development and Connection

SPARK: Supporting Purpose, Advancement, Relationships, and Knowledge

A cohort-based onboarding program for early Department of Medicine faculty

THE GAP

- Inequitable access to mentorship and institutional knowledge
- Uncertainty around professional identity, role clarity, and belonging
- Fewer connections and less Department community-building for new hires

THE SPARK MODEL

Relationships + Academic Connection

- 1 **CONNECT** Build peer relationships
- 2 **VALUES** Reflect on values
- 3 **MENTOR** Find a mentor
- 4 **NETWORK** Grow academic network
- 5 **NICHE** Define your niche

5 × 60-min sessions ; 7 months

OUTCOMES

33 faculty • 3 cohorts

2 in-person | 1 virtual

Belonging	3.7 → 4.6
Supportive relationships	4.3 → 4.9
Comfort expressing opinions	3.7 4.1
Meaning in work	4.4 → 4.7
Goal-mission alignment	4.1 → 4.7

Retrospective pre/post respondents: n=7

CHALLENGES

- Low uptake despite three scheduling options
- Clinical demands and limited protected time
- Voluntary enrollment and small samples

NEXT STEPS

- Engage division heads and managers early
- Protect schedule time for a single cohort
- Monitor uptake across divisions and faculty roles



Drawing Out Purpose: Reconnecting Teams Through Shared Meaning and Visual Storytelling

Judy Richardson, MD, MBA, Assistant Professor
Jessica L. Walter, EdD, MA, Associate Professor
School of Medicine, Division of Management
richarju@ohsu.edu | walter@ohsu.edu

Audience & Need

Audience: Faculty and leaders experiencing change, burnout, uncertainty, or reduced connection to purpose.

Need: Addresses a gap in team-based well-being by supporting collective meaning-making, belonging, and shared purpose.

Program Design

Conceptual foundation: Simon Sinek's *Find Your Why*, appreciative inquiry, narrative reflection, facilitated dialogue, and live graphic facilitation.

Goal: Identify meaningful experiences, uncover shared themes, and create collective purpose statements.

Design:

- Focus and metaphor selected during a pre-workshop meeting with the group leader(s).
- Agenda shared in advance, but no pre-work was required.
- Adaptable for in-person and virtual sessions
- Initial workshops were referrals from groups we had previously worked with and from OHSU Wellness.

Artifact: Team-developed purpose statements and practical strategies for embedding purpose into their work; physical and digital visual artifact.

Key Findings and Scalability

Survey outcomes: Stronger sense of belonging, connection, and purpose.

3.2 → 4.6
Belonging

82%
Higher Purpose

Unexpected Finding: Metaphor and visual storytelling helped teams navigate grief, uncertainty, and change by creating a shared language for acknowledging challenges while envisioning a hopeful path forward together.

Scalability: Requires minimal resources and is highly adaptable. Co-facilitation is recommended. No specific training is required, but strong facilitation skills are helpful.

DEIB

Elevates individual stories and lived experiences; promotes psychological safety, equitable participation, listening, reflection, and a stronger sense of belonging across disciplines.

Funding & Reach

\$5,000 OHSU Well-Being Grant

5 workshops in SOM & Healthcare



Image credit: OpenAI. (2026, Aug 6).

ELEVATE

Advancing Leadership Foundations
through Community of Practice for Medical Directors

LEVERAGE | CONNECT | APPLY | SUSTAIN



*A role-specific
wrap-around model
that connects
existing resources
to the real work
of medical directors.*

Jessica Walter, EdD
Jared Chiarchiaro, MD
Katie Bensching, MD
Sarah Diamond, MD



EARLY SIGNALS

(Initial Cohort)



10

Medical directors
across specialties



4.72 / 5

Overall session rating



4.83 / 5

Peer connection

A REPLICABLE MODEL FOR CLINICAL LEADERSHIP DEVELOPMENT

ASSESS LOCAL NEEDS → LEVERAGE EXISTING RESOURCES → FILL ROLE-SPECIFIC GAPS → BUILD COMMUNITY → EVALUATE AND ITERATE

Stronger leaders. Healthier teams. A healthier tomorrow.

Family Medicine Faculty Retreats: Promoting Development and Connection

THE NEED

200+ faculty across multiple locations
→ limited opportunities for cross-departmental connection & collaboration

OUR MODEL

- Annual
- Protected
- Intentional
- Interactive

WHAT WE DO

- Connection
- Skill development
- Shared purpose
- Scholarly collaboration

Department of Family Medicine has held annual faculty retreats for *more than a decade*

RECENT THEMES

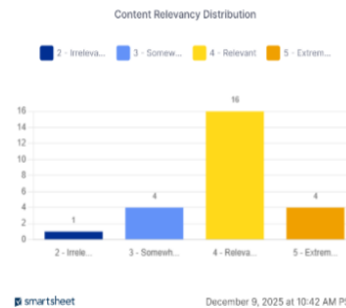
2026 Advocacy in Our Professional Practice
2025 Artificial Intelligence in the Workplace
2024 Reflecting on Our Values and Mission

LOGISTICS

Annual funding: ~\$5000 for venue, catering
Two 4-hr sessions: Faculty choose AM or PM
Retreat policy: can miss clinic; need to block
Trade off: Loss in clinical revenue vs savings from increased satisfaction and retention

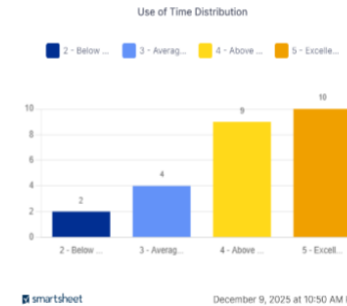
DFM Faculty Retreat 2025 feedback survey

How relevant was the content to your day-to-day work?



80% thought relevant or extremely relevant

Was this a good use of your time?



76% thought above avg or excellent use of time

FEEDBACK

- Value **in-person connection**
- Appreciate **relevant, timely** topics
- **Set aside time** to facilitate collaboration on scholarly projects

CHALLENGES & OPPORTUNITIES

- **Time and effort:** required levels of support (faculty & admin)
- **Required Pre-planning:** ≥6mo
- **Financial support:** logistics
- **Adaptable:** flexible framework

Key lessons for replication: Protected time • Design for connection • Teach something useful • Create space for collaboration

Alex Verdieck, MD

Professor, Vice Chair of Education
Department of Family Medicine

Ana Quiñones, PhD

Professor, Assoc. Director of Faculty Development
Department of Family Medicine

Smriti Ohri, MD

Associate Professor, Director of Faculty Development
Department of Family Medicine

Adrienne Mark, BA

Project Coordinator, Faculty Affairs & Development
Department of Family Medicine

Danni Barnum, MBA

Director of Education
Department of Family Medicine

Panel Q&A

Faculty Well-being, Development and Connection

Session Two

Partnering for Success

From Idea to Impact

The Library Helps You Save Time and Publish More



FACULTY OUTCOMES

- ✓ Save Time
- ✓ Avoid Research Roadblocks
- ✓ Produce Stronger, Publishable Work
- ✓ Demonstrate Research Impact

MotherMind Transform

To date, 100+ MotherMind Scholars across 45 institutions
48% from backgrounds underrepresented in science

Leadership development and group coaching for Scientist Mothers

The Motherhood Penalty

- 1 in 3 faculty leave academia after becoming Mothers
- Tenure odds 23% lower 8 years out — Fathers unaffected
- Not a talent or ambition problem. Systems problem.
- Systems change happens through **people** — and we're losing the ones most motivated to lead it.

Outcomes

Greater psychological empowerment, self-efficacy, belonging

Reduced burnout, work-family conflict, parental guilt

Leadership Competencies

- Vision & Mission
- Coaching Skills for Relational Leadership
- Aligning Work & Life with Core Values
- Ruthlessly Reclaiming Your Time
- Establishing & Maintaining Boundaries
- Authentic + Strategic Networking, Sponsorship, & Visibility
- Self-Compassion & Emotional Agility
- Career Crafting & Strategic Planning
- Leading Others & Leading Self

Three Types of Coaching

Group Coaching

Individual Coaching

Peer Coaching

Two Ways to Engage

Virtual 6-month national cohort — \$5,000, includes lifetime alumni network

In house at OHSU — train-the-trainer, OHSU-run after year one

Amery Treble-Barna, Ph.D., PC
Associate Professor, Director of Faculty Wellbeing and Vitality
Founder & Executive Coach, MasterMind Executive Leadership
Pitt Health Sciences

Jessica Hebert, Ph.D., M.C.R.
Assistant Professor
Department of Medicine
Division of Nephrology and Hypertension

Cirila Estela Vasquez Guzman, Ph.D., M.C.R.
Assistant Professor
Department of Family Medicine

Ximena Levander, M.D., M.C.R., F.A.C.P.
Associate Professor
Department of Medicine
Division of General Internal Medicine and Geriatrics

Panel Q&A

Partnering for Success

BREAK



Session Three

Supporting APP Faculty

Optimizing Onboarding and Orientation for Advanced Practice Providers Across OHSU

Sophia Lichenstein-Hill, DNP, FNP, Associate Director of Advanced Practice, Education & Fellowship
Eva Wong, Senior Experience Designer, Office of Transformation and Innovation



Why

Inconsistent recruiting and onboarding results in:

- Turnover
- Lack of professional fulfillment
- Decreased patient access, quality & safety
- Financial loss



Pilot project

Month 1

- Review checklists
- Create implementation plan
- Assign roles
- Launch tracking

Month 2+

- Monthly check-ins
- APP surveys
- Real-time adjustments
- Coaching & support

Ongoing

- Track progress
- Share resources
- Surveys
- System onboarding participation



Success looks like

- Value add for departments and APPs
- Ensure equity
- Maintain local control

Tool and education development

Stakeholder engagement

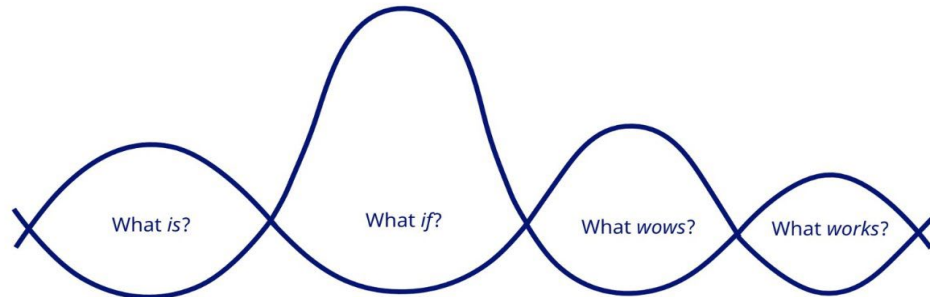
Survey

Findings

OAP APP System Onboarding created

Pilot volunteers

Pilot launch



The Elements

Department leaders commit to:

- Checklist completion
- Survey participation
- Onboarding pathway creation
- Evaluations
- Monthly check-ins
- Final debriefs
- Protected time for system orientation

APP MENTORSHIP CONNECT

Bridging the Gap in Advanced Practice Provider Mentoring

PROGRAM SNAPSHOT

PURPOSE

Support onboarding, professional growth, professional development, engagement and retention.

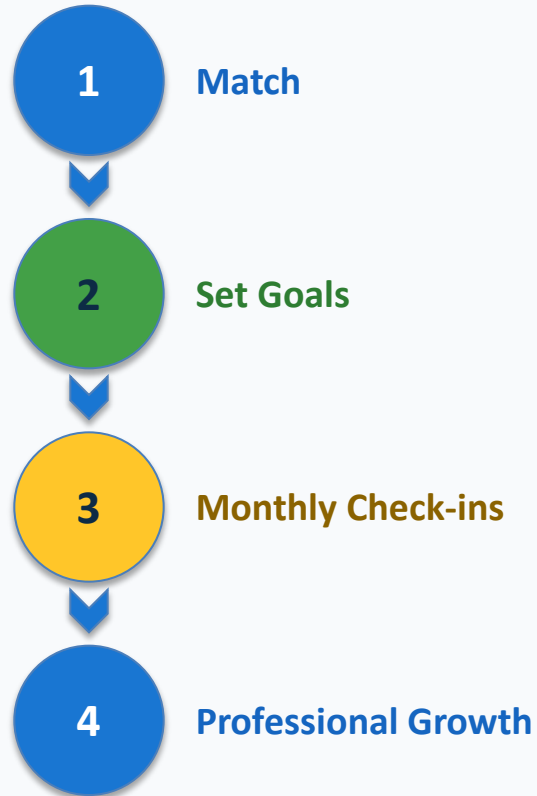
THE CHALLENGE

New APPs can experience transition stress, variable support and limited professional networking.

THE SOLUTION

A structured mentor-mentee program with defined goals and regular check-ins.

MENTORSHIP JOURNEY



EXPECTED OUTCOMES

APP Confidence

Engagement

Retention

Professional Development

Key Message: A scalable APP mentorship framework strengthens workforce development and organizational excellence.

Panel Q&A

Supporting APP Faculty

Session Four

Faculty Advancement

Faculty Mentor-Mentee Program

A Structured Approach to Career Development, Sponsorship, and Faculty Advancement, Department of Family Medicine

Core Pillars: • All faculty ranks • Voluntary • Equitable • Mentee driven • Structured • Longitudinal

ASSESS

- Needs assessment survey evaluating goals & expertise:
 - Clinical
 - Teaching
 - Scholarship
 - Leadership
 - Wellbeing

MATCH

- Precision matching based on goals and interests: career development needs with mentor expertise

ACT

- Mentee driven meetings (≥ 2 /year)
- Optional structured discussion guide

ADVANCE

- Intentional dual focus: mentorship (guidance & development) and sponsorship (visibility & access to opportunity)
- P&T integration, portfolio guidance

Key lessons for replication: • Mentor capacity • Dedicated program leadership effort

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Department of Family Medicine

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Department of Family Medicine

Danni Barnum, MBA
Director of Education
Department of Family Medicine

Scaling Strategic Faculty Feedback Leveraging AI

James E. Anstey, MD, R. Logan Jones, MD, Kevin M. Piro, MD; Division of Hospital Medicine, Department of Medicine OHSU

AI-assisted synthesis of CVs and Portfolios into standardized, evidence-linked outputs for annual review and promotion guidance

THE GAPS

FACULTY



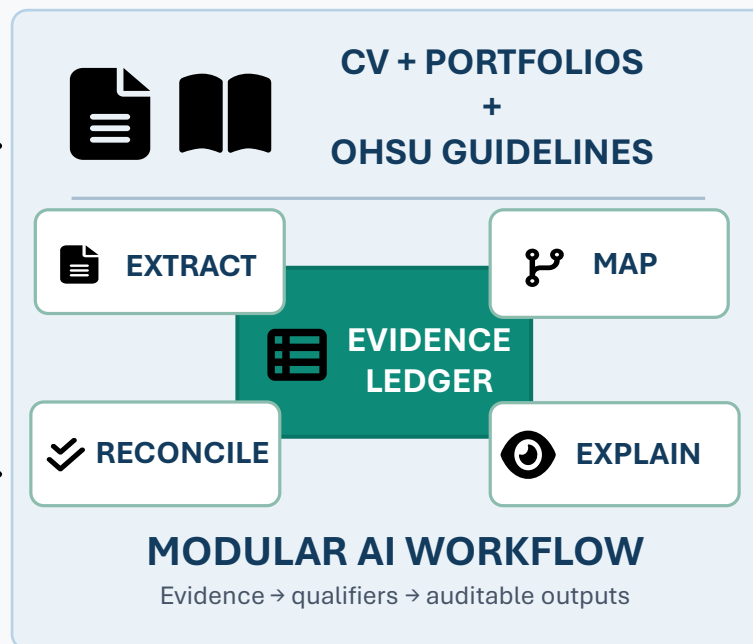
- Infrequent, poorly targeted feedback
- Unclear expectations for promotion and progress
- Limited benchmarks for targeting effort

LEADERS



- Complex, non-standardized review materials
- Limited visibility into faculty effort and impact
- Administrative work crowds out strategic guidance

INTERVENTION: AI EVIDENCE COLLECTION ENGINE CREATION



AI ENGINE CREATES: 4 MODULAR OUTPUTS

01 CV Improvement Feedback
How can the CV be clearer and more complete?

02 Promotion Evidence
How does documented work align with promotion guidelines?

03 Annual Review Summary
What did the faculty member contribute this year?

04 Activity Database Extraction
What patterns can inform individual and divisional planning?

ONE SYSTEM Faculty-facing guidance or Division documentation + analytics → better data → better coaching



HUMAN IN THE LOOP

Human judgement retained



SHOW THE WORK

Source-linked findings with uncertainty flagged



AUDIT FOR BIAS

Faculty review, correct, and validate findings before use

Panel Q&A

Faculty Advancement

Dean's Remarks

Nathan Selden, M.D., Ph.D.
Dean, School of Medicine



Faculty Development Awards



Dean Sharon Anderson Faculty Development Fund Faculty Development Grant Awards

First Name	Last Name	Degree	Title	Project or activity title
Karen	Bos	M.D., M.P.H.	Associate Professor, Department of Psychiatry, Division of Child and Adolescent Psychiatry	From Adversity to Resilience for Oregon Youth: Developing expertise in an evidence-based framework on Positive Childhood Experiences
Benjamin	Carr	M.D.	Assistant Professor, Department of Surgery	Advanced Techniques in Esophageal Atresia and Endoscopic Management to Expand Aerodigestive Care at OHSU: Faculty Development at a National Center of Excellence
Jaime	Jordan	M.D., M.A.Ed.	Professor and Vice Chair for Faculty Development, Department of Emergency Medicine	Society of Academic Emergency Medicine Chair Development Program
Estefania	Montanez Ramos	M.D.	Clinical instructor, Samuel H Wise Fellow, Department of Medicine, Division of General Internal Medicine and Geriatrics	Advancing POCUS Competency Assessment through Simulation: Healthcare Simulation Essentials Training at the Center for Medical Simulation
Alexandra	Sokolova	M.D.	Assistant Professor, Department of Medicine, Division of Hematology & Medical Oncology	Leadership Development for Physicians in Academic Medical Centers (Harvard T.H Chan School of Public Health), Hybrid Cohort
Raphael	Sun	M.D.	Associate Professor, Department of Surgery	Implementing a Comprehensive Fetal Intervention Program for Severe Congenital Diaphragmatic Hernia: Faculty Development in Improving Multidisciplinary CDH Care Pathways
Ryan	Tweet	Psy.D.	Assistant Professor, Director of Behavioral Health, Department of Medicine, Division of Endocrinology, Diabetes and Clinical Nutrition	Building Faculty Expertise in Health Informatics and Implementation to Improve Technology-Enabled Diabetes Care
Jessica	Wright	P.A.	Assistant Professor, Department of Medicine, Division of General Internal Medicine and Geriatrics	PROSCI Change Management Certification Program (Virtual Program)

Outstanding Mentor Award

Patricia Carney, Ph.D.
Professor of Family
Medicine



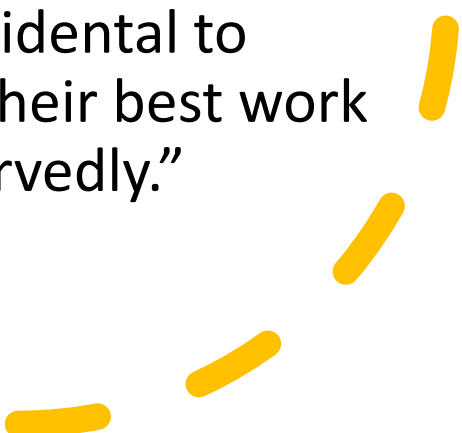


Nominator Statements

“Working alongside Dr. Carney has taught us that the most powerful mentorship is not transactional but structural: rather than simply helping individuals finish projects, she builds durable systems...that keep generating scholars long after any one relationship ends.”

“What sets her apart is the spirit behind the work.”

“We have also learned that joy is not incidental to mentorship but central to it; faculty do their best work when someone believes in them unreservedly.”



Leader Development Award

Mary Tanski, M.D., M.B.A.
Professor and Chair of Emergency
Medicine

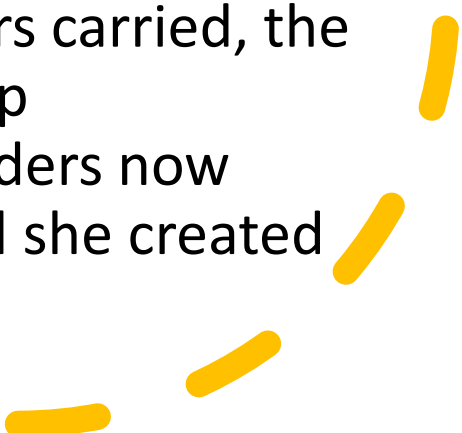


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Nominator Statements

“This year [Dr. Tanski] assumed the presidency of the Association of Academic Chairs of Emergency Medicine, elected by her peers nationally, and in June 2025 she received the Esther Pohl Lovejoy Leadership Award from the OHSU School of Medicine Alumni Association. **But what distinguishes her is what she builds for others.**”

“What her work teaches about faculty development is that the truest measure of a leader is the leadership that appears around her: the new chairs she coaches, the women whose promotions her letters carried, the faculty she has sponsored into leadership development opportunities, and the leaders now growing into roles that did not exist until she created them.”

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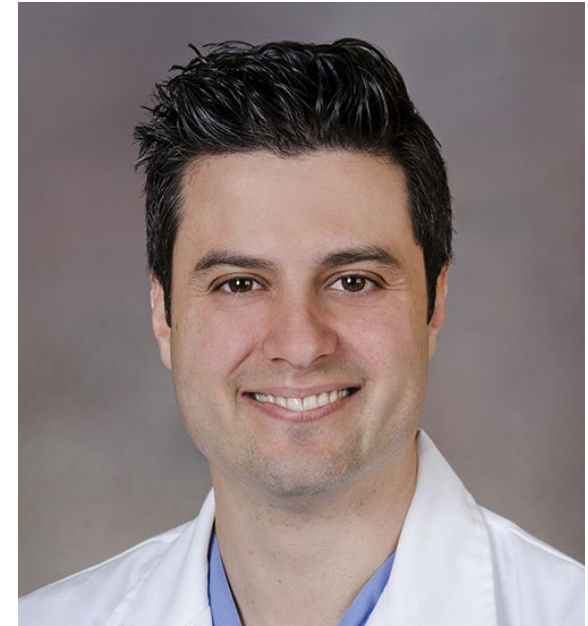
Clinician Development Award

James Anstey, M.D.

Assistant Professor of Medicine
Division of Hospital Medicine

Michael Wollenberg, M.D.

Associate Professor of Anesthesiology and Perioperative Medicine



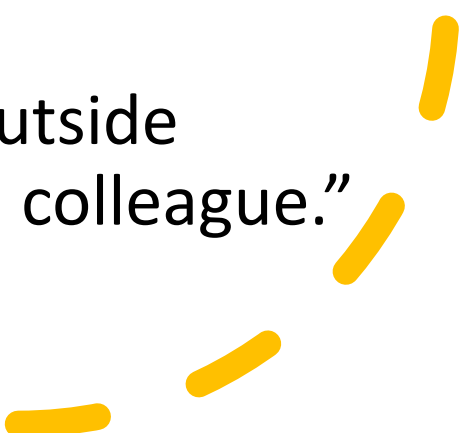
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Nominator Statements

“Drs. Anstey and Wollenberg recognized [the gap in POCUS training] and built a rigorous, longitudinal program to bring peers to clinical competency, not standard CME, but sustained, expert-mentored training that changes what faculty can do at the bedside.”

“What makes them so deserving is how far they go for their peers.”

“They are people I turn to for an outside opinion, exactly what we want in a colleague.”

A series of four yellow curved dashes are located in the bottom right corner of the slide.

Scientist Development Award

Cynthia Morris, Ph.D., M.P.H.

Professor of Medicine

Division of Medical Informatics and
Clinical Epidemiology



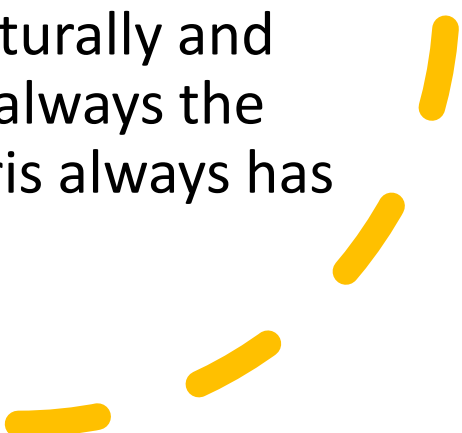


Nominator Statements

“Dr. Morris combines high expectations with unwavering support, invests in people for the long term, and measures success by the accomplishments of others. She has strengthened the scientific workforce of OHSU in profound and lasting ways.”

“In the past year, she has led the resubmission of our institutional CTSA grant which is arguably the most important federal mechanism for supporting clinical and translational research.”

“I personally find her approach to be culturally and humanistically appropriate which is not always the case in the research enterprise. Dr. Morris always has a plan A, plan B, and a plan C.”



Educator Development Award

Leila Zuo, M.D.

Associate Professor of
Anesthesiology and Perioperative
Medicine





Nominator Statements

Dr. Zuo created the APOM Faculty Development Intensive (AFDI), which “has supported the development of more than 30 educators from APOM and other departments...Participants have ranged from novice teachers to experienced educators refining their educational practice. Feedback has been overwhelmingly positive, with participants reporting increased confidence in teaching, feedback, and assessment.”

"Faculty frequently cited the workshop [to support transition from a traditional Resident Academic Half-Day to a Resident Academic Day (RAD) built around active learning principles] as essential to redesigning sessions and adopting new teaching approaches."



Faculty Development Champion Award

Lindsay Tillman
Executive Specialist
Department of Emergency
Medicine



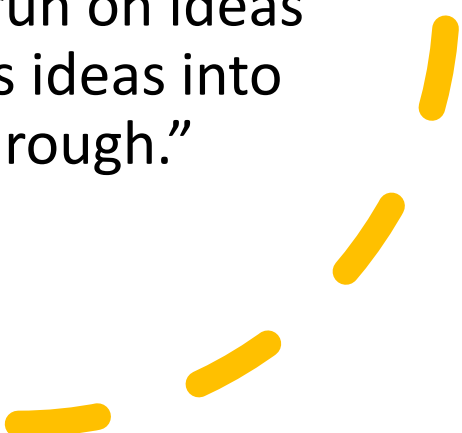


Nominator Statements

"Lindsay is by far the best administrator I have ever had, and she has really made the entire faculty development program possible."

"Follow any thread of faculty development in our department far enough and you arrive at the same desk."

"Her work teaches the lesson faculty development rarely states out loud: programs do not run on ideas alone. They run on the person who turns ideas into calendars, packets, rooms, and follow-through."



Faculty Development Champion Award

Jaime Jordan, M.D., M.A.Ed.
Professor of Emergency Medicine



Nominator Statements

“In twelve months [as Vice Chair of Faculty Development, Dr. Jordan] has built and delivered five faculty development sessions across four sites, **treating faculty development not as an assumed good but as something to be deliberately designed, delivered, and evaluated** — and extending it to the faculty most often left out.”

“What distinguishes her nationally is that she studies the very programs she runs...so what she brings to OHSU faculty is tested rather than assumed.”

“Her work makes a specific claim about faculty development: **that it works when it is built around the barriers faculty actually hit — promotion, scholarship, the CV — and delivered where those faculty actually are, including the community and affiliate sites that rarely see it.**

Development of Inclusion and Belonging Award

Ryanne Mayersak, M.D.
Associate Professor of Emergency
Medicine



Nominator Statements

“[Dr. Mayersak] co-developed a behavioral and blind interview process and championed implicit bias training for the residency selection committee, redesigning how we evaluate applicants so that talent from every background is seen fairly.”

“She is developing a DEI toolkit that other emergency medicine programs will use to build inclusive environments of their own. She mentors faculty and residents on the emergency medicine social determinants of health curriculum, embedding health equity into how the next generation is trained.”

“Over the past year she has turned a commitment to belonging into concrete systems, curricula, and measurable change.”



Congratulations to all
our Awardees and
Nominees!!

Closing Remarks and Thanks

A thick, hand-drawn style orange line underlining the text.