



The Louisiana State University Health Sciences Center—New Orleans
Academy for the Advancement of Educational Scholarship

Academy Bulletin

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From the Director. . . .

This issue introduces the Academy 2014 Spring Symposium scheduled for Wednesday, April 2. Given the response to and feedback on the Fall Symposium, the Academy Executive Committee decided to continue the theme on teaching based on how people learn, with a specific emphasis on active learning approaches, including options for “flipping” teaching and learning. Please check out the program on page x of this Bulletin.

To begin the day, a set of interesting and practice-based faculty

development sessions targeting a variety of approaches to incorporating and enhancing the use of active learning strategies. All four available sessions will be facilitated by LSUHSC faculty who have successfully incorporated active learning into their teaching in a variety of settings and with different types of learner groups.

Direction and input from the Spring Symposium planning group has also resulted in what should be a provocative and practical plenary by Dr. John Szarek that will be expanded in the afternoon with

a hands-on “flipped classroom” approach to faculty development. You can read more about Dr. Szarek and the anticipated sessions below.

Please join us for the day or whatever portion fits your schedule — and bring along some colleagues.



Sheila W. Chauvin, PhD, MEd

2014 Spring Symposium Invited Faculty: John Szarek, Ph.D., CHSE



Dr. John Szarek is Professor of Pharmacology at the Commonwealth Medical School in Scranton PA. At Commonwealth, Dr. Szarek is also the Director of

Clinical Pharmacology and Education Director for Simulation.

Prior to joining the Commonwealth academic community, Dr. Szarek served in similar leadership roles and was extensively engaged in education at A. T. Still College of Osteopathic Medicine, Ross University School of Medicine, and the medical school at Marshall University. At each of these institutions, Dr. Szarek has been recognized for his innovative approaches to teaching and learning, his excellence in teaching, and his significant contributions as an educational leader in curriculum development, faculty develop-

ment, simulation, and the introduction of new, sustainable educational programs and forms of active learning approaches.

Dr. Szarek has been recognized locally, nationally, and internationally for his accomplishments and leadership in teaching and education, particularly simulation and student-centered learning methods (e.g., problem-based and team-based learning, active learning, and “flipped classroom” approaches). He has achieved remarkable successes in converting traditional learning environments to ones that reflect learning-centered models — even for entire courses. At Commonwealth, Dr. Szarek has converted a completely traditional lecture-based course to one that is completely “flipped” and he is now working with a colleague to do the same in another course.

Dr. Szarek has received numerous teaching awards and is a graduate of the Harvard-Macy Program for Leaders in Medical Education (2001) and the Program for Physician Educators (2002). A review of his curriculum vitae quickly reveals his extensive involvement in facilitating effective teaching and innovation nationally, as he is a frequent presenter at conferences and an often-invited faculty and facilitator at other academic institutions. Dr. Szarek will present a provocative and practical plenary presentation promoting active learning in teaching. During the afternoon “flipped” faculty development session, he will work directly with faculty members who wish to incorporate learning-centered and “flipped” learning approaches into teaching and education, — particularly podcasts — even when time, money, technology, and expertise are limited.



2014 Spring Symposium and Faculty Development Day Active Learning: Teaching based on Learning

Wednesday, April 2

Isidore Cohn, Jr. Learning Center
6th floor, LSU-Lions Building

Open to All LSUHSC Faculty Members

Time	Program Agenda	
8:00 – 8:30 a.m.	Registration and Continental Breakfast Academy Business Meeting – <i>Members only</i>	
8:30 – 9:45 a.m.	Concurrent Faculty Development Sessions (1.25 credits)	
	Practical Ways to Jazz Up Learning (SG7) <i>Sue Delaune MN, RN, CNE and Ellen Beyer MN, PHCNS-BC, APRN, MBA</i>	Getting Started with Simulation: What? How? Why? (Classroom) <i>Daryl Lofaso, MEd, RRT</i>
9:45-10:00 a.m.	BREAK	
10:00-11:15 a.m.	Concurrent Faculty Development Sessions (1.25 credits)	
11:15 a.m.– 12:15 p.m.	Incorporating Active Learning Techniques into Your Teaching (SG7) <i>Rachel Trommelen, PT, DPT, NCS</i>	Using Strategies to Enhance Learning and Thinking in Simulations (Classroom) <i>Matthew Carlisle, MD</i>
	Lunch Buffet and Networking	
12:15 – 1:30 p.m.	Symposium Plenary Preparing <u>Learning</u> People: <i>Don't be afraid . . . you can do it.</i> Classroom (1.25 credits) John L. Szarek, PhD, CHSE <i>Professor and Director Clinical Pharmacology Education Director for Simulation The Commonwealth Medical College</i>	
1:30 – 1:45 p.m.	BREAK	
1:45 – 3:45 p.m.	Symposium Workshop: Hands-On Application for Preparing <u>Learning</u> People Classroom (2.0 credits) <i>Facilitated by: John Szarek, PhD, CHSE</i>	

2014 Academy Spring Symposium Program Planning Group

Kelly Alig (*Allied Health Professions*), Celeste Carter (*Nursing*), Tom Lallier (*Dentistry*), Amy Creel (*Medicine*), James Diaz (*Public Health*), Laura Bell and Doug Grigsby (*CME*), Kim Cheramie (*CNE*), Kelly Nester (*OMERAD*), and Sheila Chauvin (*Director, Academy and OMERAD*).

Educational Innovation and Scholarship: Introducing Evidence Based Dentistry to Dental Students using Histology

Thomas Lallier, PhD., Master Teacher, Schools of Medicine and Dentistry

A challenging yet critical part of engaging and educating medical professionals in the basic sciences is conveying the relevance of that material to the student. Additionally, the importance of Evidence Based Dentistry has recently risen as a means to base clinical diagnosis and treatment on strong scientific evidence. This requires increased emphasis on critical thinking skills during dental education. In order to achieve this goal, educational exercises must be identified to increase the use of critical thinking skills early in the dental curriculum, with continued reinforcement as the student progresses through the curriculum. One approach used at the LSU Dental School to increase student exposure to critical thinking exercises during the early basic science curriculum was developed within the confines of a traditional Histology course. A method of utilizing the medical and dental research literature to reinforce and enliven the concepts taught in Histology using peer-to-peer presentations was utilized to demonstrate the tools needed to critically evaluate the conflicting research literature.

To achieve these goals, student were divided into small groups of 6-7 students and asked to present an article from the Journal of American Medical Association relating to the effects of systemic conditions on oral health. These articles tended to be epidemiological in nature. These presentations were designed to introduce the basic techniques for the evaluation the medical literature and to reinforce the concepts taught with their traditional general histology lectures. Each group presented the articles to the entire class, providing for peer-to-peer learning experience. Next, students were further divided into groups of 3-4 students and tasked with evaluating articles from the Journal of Dental Research. These articles were more experimental in nature. Two groups were assigned to each article, the first presenting the research findings from the perspective of the authors, as in a traditional seminar. The second group was tasked with critically evaluating the article, specifically examining it for flaws in the experimental design and interpretation of the authors' results. This exercise forces students to critically evaluate the literature, and presents them with the skills necessary to weigh the value of conflicting published reports. Finally, this exercise teaches them that their opinion of a research article is as valid as that of the authors. This will be more important later in their career, when they are faced with determining the value of a specific research report on the treatment options for their patients.

In general, student's reviewed this experience favorably, with greater than 85% of students stating that they learned a lot from the experience and felt more prepared to read and evaluate the scientific literature. Even those that disliked the public presentations acknowledged the value in the experience. Over the course of three presentations, student scores rose as their need for external mentoring decreased, indicating a growing confidence in their ability to understand the articles and present them coherently. Over 98% recommended that the experience should be continued for future classes. This approach could be applied to any basic science course and result in a stronger foundation for students to later build EBD skills.

Lallier, TE. (2014) Introducing Evidence Based Dentistry to Dental Students using Histology. *J Dent Educ* 78 (3): 380-388.

Collaboration Corner

Do you have an idea for an educational innovation, research or scholarship project? Are you looking for colleagues who may be interested in joining you? Send a brief description in an email message to omerad@lsuhsc.edu or call 504-568-2140 and we will help you find others who share your interest.



Tom Lallier, AEC Chair, congratulates the Academy 2012-13 Educational Enhancement Grant (EEG) awardees on the presentation of their funded projects.

EEG 2013-14 project will be presented at the 2014 Educational Scholarship Day in October.

The 2014-15 awardees will be announced in early June.

What is the Scholarship of Teaching and Education?

Sheila W. Chauvin, Ph. D., M. Ed.

Director, Office of Medical Education Research and Development, School of Medicine

Professor, Department of Medicine and School of Public Health

Director, Academy for the Advancement of Educational Scholarship

Louisiana State University Health Sciences Center

In 1989, Ernest Boyer and Eugene Rice, at the Carnegie Foundation for the Advancement of Teaching, conducted a large-scale, national survey of faculty members in higher education (responses received from 5,000 faculty members). In fact, this survey and four previous ones, provided information about faculty attitudes and values that spanned more than 25 years. Among the rich data resulting from this investigation, a noteworthy finding was that regardless of the mix of faculty responsibilities, disciplines, and status (e.g., tenure or non-tenure track), teaching was important. However, recognition, reward, and promotion processes seemed to value research over all else. How could an effective balance be achieved? Since then and encouraged by the work of this group, a debate regarding faculty roles and rewards in higher education was fueled. Boyer (1990) proposed new conceptions of scholarship that included four types: discovery (research), synthesis (integration), practice (application), and teaching. Glassick, Huber, and Maeroff (1997), Shulman (1999) have expanded on these conceptions and contributed especially to the scholarship of teaching and how it might be validly and reliably assessed. Such contributions to the professional literature have shed new light and prompted rich discussions regarding what constitutes teaching scholarship. While much progress has been made in recent years to achieve consensus about recognition and reward for scholarship in teaching, there is still much work to be done.

In 1999, the Association of American Medical Colleges sponsored, as one of its national working projects, further inquiry regarding the scholarship of teaching in medical education contexts. This collaborative project resulted in a series of publications regarding the scholarship of teaching that appeared in the September 2000 issue of *Academic Medicine*. These articles summarize the early work by Boyer and others mentioned previously and provided a concise and multi-dimensional view of scholarship in teaching. While the scholarship of teaching is still an elusive and hard-to-measure construct, contributions in the literature and experiences with recognition and reward programs relating to the scholarship of teaching are expanding our understandings about how scholarly teaching differs from simply fulfilling one's teaching responsibilities and receiving accolades from learners. Further, we can use the literature and first-hand experiences to define and use criteria and processes by which faculty members' contributions to a medical school's core educational mission might be examined in terms of scholarship and scholarly work.

So, what defines educational scholarship and how can it be represented and assessed? A key ingredient in defining the scholarship of teaching is evidence of a faculty member's systematic planning, implementation, evaluation, and continuous refinement of one's teaching and learning activities. Use of the literature, ongoing reflection and collaboration with others about effective teaching and learning, educational design, and evaluation are ways in which the scholarship of teaching can be demonstrated. Teaching scholars seek to provide various and appropriate forms of evidence to demonstrate their educational activities and to facilitate public sharing and peer review of these processes, outcomes, and contributions to the field. Traditional measures of scholarship (e.g., grants and published, peer-reviewed manuscripts related to original research) might be a part of the evidence, but not the sole basis for demonstrating scholarship in teaching and education. Teaching Scholars recognized at a variety of academic institutions (including medical schools) have demonstrated clearly that there are a variety of other ways in which faculty members can engage in scholarly work and present credible evidence and products as scholarship from their teaching and educator efforts. For example, products of teaching scholarship might include, but are not limited to, teaching materials; curriculum units; web-based materials; textbook publications; presentations in and outside of one's school (e.g., continuing education, invited presentations and professorships); involvement in curriculum change and innovation; administering courses and programs; mentoring learners, junior
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Want to receive education updates and announcements of available Academy programs, opportunities, and resources?

Send an email message to omerad@lsuhsc.edu to be added to the OMERAD distribution list.

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colleagues, and peers; community based educational endeavors; teaching/training videos; peer review of curriculum materials; and student input and evaluation of the value-added by teaching and learning experiences. Further, the evidence demonstrates goal-directed, literature-based teaching and learning, and the ongoing and systematic pursuit of higher levels of excellence (i.e., continuous improvement) that is grounded in data (qualitative and/or quantitative) resulting from evaluation, self-assessment, peer review, and empirical evidence in the field. With the advent of teaching/educator academies, engagement in scholarly teaching and education work can be pursued with others as a professional learning community of educators. In these academies, faculty and learn with and from each other to identify and solve problems and dilemmas, design and pursue innovations, study the effects of such solutions and initiatives, and work together to advance the field.

Several contemporary researchers have contributed significantly to defining the scholarship of teaching. While such work continues to develop clarity and consensus on a set of well-articulated attributes and processes, these authors have helped us conceptualize and operationalize teaching scholarship for our own professional development, communication and collaboration among colleagues, and for the continued refinement and expansion of formal faculty review, recognition and reward processes. Brief summaries, mostly in the form of bullet lists, are shared below. Additional details and explanations can be found in the LSUHSC-New Orleans Academy Guide to Membership and in selected citations in the reference list located at the end of this document.

Shulman (1999) states that scholarship must represent the following attributes:

- The work must be made public
- The work must be available for peer review and critique according to accepted standards
- The work must be able to be reproduced and built upon by other scholars

Hutchings and Shulman (1999) argue that teaching becomes scholarship when the following attributes are observed:

- Teaching demonstrates current knowledge of the field and findings about teaching
- Peer review is invited and encouraged
- Teaching includes attention to and inquiry about the nature of students' learning
- Teaching is public and open to evaluation
- Teaching is presented in ways that others can build upon it

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Dr. John Pelley (Texas Tech Health Sciences Center) engaged faculty during the 2013 Academy Fall Symposium in thinking about how learning occurs and ways in which teaching approaches influence success in thinking and learning.



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Glassick (1997, 2000) builds upon Boyer's work (1990) and offers six standards of excellence that can be applied to examining and determining the extent to which teaching has been pursued as scholarship. They are summarized in terms of teaching as follows:

Clear goals – purpose of teaching and learning is defined clearly; goals are clear, realistic, and achievable; important questions are identified about teaching and learning

Adequate preparation – understanding of existing scholarship in the education field (generic and discipline-specific); adequate skills and resources are demonstrated relative to the specific teaching and learning endeavor

Appropriate methods – educational methods fit goals and are used effectively; methods are modified as necessary to accommodate situational changes

Significant results – goals are achieved; the scholar's work contributes substantially to others (e.g., learners and colleagues) and to the field; the scholar's work is open to further exploration (e.g., self, by others, collaboratively with others)

Effective presentation – appropriate style and methods are used to communicate teaching conceptions and practices to others; communication about teaching, learning, assessment, and other aspects of professions education are clear and accurate

Reflective critique – scholar engages in self-reflection and critique and uses insights to enhance and/or expand on prior work (e.g., teaching, understanding of learning processes, assessment and evaluation, advising, and curriculum and program development); evidence of one's work is shared publicly and critique is welcomed; critique and evaluation results are used to improve the quality of future work.

Finally, with leadership from the Association of American Medical Colleges (AAMC) Group on Educational Affairs (GEA), a national consensus conference was held in February 2006 with the explicit purpose of achieving agreement regarding the criteria and forms of evidence that should be expected of and used for academic advancement of medical educators. Published in 2007, the results of this consensus conference reflected adoption of the Glassick criteria, as noted above for the following education domains in which educators might engage: teaching, curriculum, advising/mentoring, educational leadership/administration, and learner assessment. In addition, evidence within each of these education domains was conceptualized in terms of Quantity, Quality, Engagement (both scholarly approach and scholarship). The report of the consensus conference is available from the AAMC (<http://www.aamc.org>) and from the Academy website. The domains of educational scholarship and the forms of evidence for advancing educators in their academic careers are highly consistent with those that have been established for membership in the LSUHSC-New Orleans Academy for the Advancement of Educational Scholarship. Consequently, membership and active engagement in the Academy can contribute in significant ways to ongoing faculty development and academic career success, especially for those who are substantially involved in the education mission.

Membership in the LSUHSC-New Orleans Academy for the Advancement of Educational Scholarship is available to all faculty and several membership categories are available to fit individual faculty members' interests and desired level of engagement: Associate, Fellow, Master Teacher, Teaching Scholars. A Protégé category is also available to doctoral, post-doctoral, resident, and Fellows who are interested and may be contemplating an academic career. For more information about membership, what category might be best for you, and how to apply, please contact an Academy member, call 504-568-2140, email omerad@lsuhsc.edu, or use the following web link to read more about this: http://www.medschool.lsuhs.edu/medical_education/academy/Membership.aspx. Applications for Associate and Protégé membership do not require an Educator Portfolio.

For further reading about scholarship in teaching and education please go to the next page for a list of selected, relevant reference citations.

Selected, relevant references on educational scholarship and the “scholarship of teaching and learning:”

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, New Jersey: The Carnegie Foundation for the Advancement of Teaching.
- Braxton JM, Luckey W, Helland P. (2002). *Institutionalizing a Broader View of Scholarship through Boyer's Four Domains*. ASHE-ERIC Higher Education Report: Vol. 29, Number 2. San Francisco: Jossey-Bass.
- Cooke, M., & Irby, D. M., & Debas, H. T. (2003). The UCSF Academy of Medical Educators, *Academic Medicine*, 73, 666-672.
- Fincher, R. E., Simpson, D. E., Mennin, S. P., Rosenfeld, G. C., Rothman, A., McGrew, M. C., Hansen, P. A., Mazmanian, P. E., & Turnbull, J. M. (2000). Scholarship in Teaching: A 21st Century Imperative. *Academic Medicine*, 75, 887-894.
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- Hafler, J., P., & Lovejoy, F. H., (2000). Scholarly activities recorded in the portfolios of teacher-clinician faculty. *Academic Medicine*, 75, 649-652.
- Huber MT. (2004). *Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers*. Washington, DC: American Association of Higher Education.
- Irby, D., Cooke, M., Lowenstein, D., & Richards, B. (2004). The academy movement: A structured approach to reinvigorating the educational mission. *Academic Medicine*, 79(8), 729-736.
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- Thibault, G. E., Neill, J. M., & Lowenstein, D. H. (2003) The Academy at Harvard Medical School: Nurturing Teaching and Stimulating Innovation. *Academic Medicine*, 78, 673-681.



2014 Fall Symposium

Academy members and faculty colleagues take time from their busy schedules to learn from and with each other.



Member Accomplishments since October 2013

Below are some of the recent educational accomplishments from Academy members:



Four Domains of Scholarship (Boyer, 1990)



Academy events are always a good time to catch up with colleagues — even those in your own department!

PubMed Tips & Tutorials

These three National Library of Medicine PubMed tutorials are the quickest way to get a basic understanding of conducting a literature search.

[PubMed Simple Subject Search](#) (1 min., March 2013)

[PubMed Simple Subject Search: How It Works](#) (1 min., May 2013)

[Use MeSH to Build a Better PubMed Query](#) (3 min., YouTube video, February 2013)

Need help with your search? Contact your [reference librarian](#).

Academy Master Teacher and Chair, Academy Executive Committee, **Thomas Lallier, PhD**, *Anatomy and Cell Biology—Schools of Medicine and Dentistry*

- **Lallier, TE.** (2014) Introducing Evidence Based Dentistry to Dental Students using Histology. *J Dent Educ* 78 (3): 380-388.

Academy Associate, **Mary Coleman, MD, PhD**

Family Medicine & Dean's Office - School of Medicine

- **Poster Presentation:** Coleman MT, McLean A, Hasan K, Williams K, Lee E. *Quality Improvement in Health Literacy for an Interprofessional Team of Learners*. Southern Group on Educational Affairs, AAMC, Miami, Florida 03/14/2014
- **Award:** Coleman MT, McLean A, Hasan K, Williams K, Lee E. Recipients of 2013 *Clinical Care Innovation Challenge Award*, American Association of Medical Colleges, Washington, D.C. to be presented at AAMC Integrating Quality Meeting, June 2014.

Teaching Scholar, **John Paige, MD**

Surgery - School of Medicine

- **Invited talks:** *Promoting High Reliability in the Operating Room*. International Keynote Address. National Operating Room Management Conference, Vancouver, BC, Canada, invited for 12/2013.
- *Promoting High Reliability in the Operating Room*. Surgery Grand Rounds. University of Texas Medical Branch, Galveston, TX, 12/2013.
- *A Safety Culture: Are We One Step Forward or Three Steps Back?* Session. Presenter. Association of Perioperative Registered Nurses Annual Meeting, Chicago, IL, 03/2014.
- **Workshops/Expert Panels:** *Implementing the "Mega Sim"*. Expert Panel. Presenter. Annual International Meeting for Simulation in Healthcare, San Francisco, CA, 01/2014.
- *Teaming Up to Teach Teamwork to Healthcare Students* Workshop. Co-Director/Facilitator/Presenter. Annual International Meeting for Simulation in Healthcare, San Francisco, CA, 01/2014.
- *"Fundamentals of Fundamentals": Handling the Proliferating Proficiency Standards*. Expert Panel. Co-Presenter. Annual International Meeting for Simulation in Healthcare, San Francisco, CA, 01/2014.
- *Making It Stick: Enhancing Transfer of Team Training Through Collaboration*. Workshop. Co-Facilitator/Presenter. Annual International Meeting for Simulation in Healthcare, San Francisco, CA, 01/2014.
- *Bang for Your Buck: Leveraging Simulation with Organizational Data*. Expert Panel. Moderator/Faculty. Annual International Meeting for Simulation in Healthcare, San Francisco, CA, 01/2014.
- **Oral Presentation:** Paige JT, Mooney J, Dominique-Maikell N, Yu Q, Greiffenstein P, Kiselov V. *Pilot of proficiency-based suturing curriculum for surgical clerkship students*. Oral presentation for the Annual Meeting of the Louisiana Chapter of the American College of Surgeons, New Orleans, LA, 01/2014.
- **Paige JT, Garbee DD, Kozmenko V, Yu Q, Kozmenko L, Yang T, Bonanno L, Swartz W.** *Getting a head start: high-fidelity, simulation-based operating room team training of interprofessional students*. *J Am Coll Surg*. 2014 Jan;218(1):140-9.
- **Paige JT, Garbee DD, Yu Q, Rusnak V, DiCarlo R.** *Through the looking glass: comparison of self-, peer-, and observer-based assessment of students during inter-professional team training*. Oral presentation at the Annual Meeting of the Consortium of American College of Surgeons' Accredited Education Institutes, Chicago, IL, 03/2014

Member Accomplishments since October 2013 (continued)



Academy Symposia provide opportunities for networking and learning from and with each other from across the health professions. Academy Symposia are accredited for CME and CNE credits.



Educational Scholarship Day provides peer-reviewed presentation opportunities for sharing and getting new ideas for enhancing your teaching and educator activities.



Collaboration among Academy Members:

Teaching Scholar, John Paige, MD

Surgery—School of Medicine

Master Teacher, Deborah D. Garbee, PhD, APRN, BC

Associate Dean - School of Nursing

Teaching Scholar, William J. Swartz, PhD

Cell Biology and Anatomy - School of Medicine

Teaching Scholar, Richard P. DiCarlo, MD

Assistant Dean, Undergraduate Medical Education - School of Medicine

Academy Fellow, Amy Creel, MD

Department of Pediatrics - School of Medicine

- **Poster presentation:** Amy Creel MD, Chelsey Sandlin MD, Kathryn Beatty MD. *Active Learning: Attitudes Toward Change.* at COMSEP - Council on Medical Student Education in Pediatrics March 27, Ottawa, Canada

Master Teacher, Kathryn E. Kerdolff, MLIS, AHIP

Library - School of Medicine

- **Poster presentation:** Kerdolff, KE and Morley, SK. *Library collaboration: Best practices for EBM-Related Curriculum and Methods for Competency Building.* Southern Group on Educational Affairs, AAMC, Miami, Florida 03/14/2014.

Academy Associate, Rachel Trommelen, DPT

Physical Therapy - School of Allied Health and

Academy Fellow, T. Kirk Nelson, Ph.D.

Physical Therapy - School of Allied Health

- **Article:** Trommelen R, Hebert L & Nelson TK. *Impact on physical therapy and audiology students of an interprofessional case-based learning experience in education of vestibular disorders.* Journal of Allied Health. In Press.

Academy Fellow, Marie Acierno, MD

Ophthalmology—School of Medicine

- **Invited member** of the Item Writing Committee for the American Board of Ophthalmology to develop subspecialty content for the ophthalmology certification examinations.

Academy Teams at Work on New Initiatives:

Faculty Observation and Consultation in Teaching
Faculty Mentoring as Educators

Upcoming Events — Dates Coming Soon:

Annual Academy Member Interest Inventory (May-June)
Back to Basics Summer Teaching Institute (July)
Fall Symposium and Educational Scholarship Day (October)
(Call for Proposals forthcoming in May)

Office of Medical Education Research and Development
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***Achieving new visions of
 excellence through creativity,
 collaboration, and scholarship.***

The OMERAD was established in the School of Medicine in October 2002 as a school-wide educational and faculty development resource and consultant center for promoting excellence, innovation, research, and scholarship in teaching and education.

The Academy for the Advancement of Educational Scholarship is a health sciences center-wide program of the Chancellor's Office. Conceptualized in 2002, the Academy was established in 2004 as an inter-professional community of scholars. The mission of the Academy is to nurture and recognize excellence, scholarly practice and scholarship in teaching and education through faculty development, advocacy, collaboration, and creativity. The Office of Medical Education Research and Development (OMERAD), School of Medicine, serves as the base of operations for the LSUHSC-NO Academy.

To date, 82 faculty members from across the professional schools at LSUHSC-New Orleans have been inducted into the Academy. The Academy provides faculty development activities and resources to the entire LSUHSC-NO community and additional benefits and privileges to its members. Details about the Academy, application for membership, and its programs and benefits are available on the Academy website (shown below). If you have questions, want to discuss Academy membership, or would like assistance in assembling an application, please call 504-568-2140 or email omerad@lsuhsc.edu.

The LSUHSC - N. O. Academy

Check us out and bookmark it for future reference.

http://www.medschool.lsuhs.edu/medical_education/omerad-academy.asp



2013
 Educational Scholarship Day

Peer-reviewed Poster Presentations

Start thinking now about submitting your educational innovations and scholarly outcomes for the 2014 program.



Academy Executive Council

Tom Lallier, Chair (Dentistry), Kirk Nelson, Past Chair (Allied Health Professions), Jeffrey Hobden, Chair-Elect (Medicine), Gloria Giarrantano and Judith Gentry (Nursing), Don Mercante (Public Health), Kathy Kerdolff and Angela Johnson (Medicine), Gary Duhon, Chair -Advisory Group-Medicine (Medicine), Sylvia Davis, Chair -Advisory Group-Combined Schools (Allied Health Professions), Sheila Chauvin, Academy Director (OMERAD, Medicine and Public Health)
 Kelly Nester, Academy Program Manager (Medicine, OMERAD)

This issue of the *Academy Bulletin* was produced by Kathy Kerdolff, Kelly Nester, and Sheila W. Chauvin.