

# **MOVING FORWARD WITH** **GRIT**

**GROWTH. RESILIENCE. INGENUITY. TENACITY.**

**INSIGHTS & IMPACT REPORT 2015**





A close-up photograph of a person's hand gripping a rough, textured rock surface. The hand is positioned in the lower right, with fingers curled around a ledge. The rock is dark and craggy. In the background, another person's arm is visible, also reaching towards the rock. The overall scene conveys a sense of physical effort and determination.

**“Grit is passion and  
perseverance for  
very long-term goals.”**

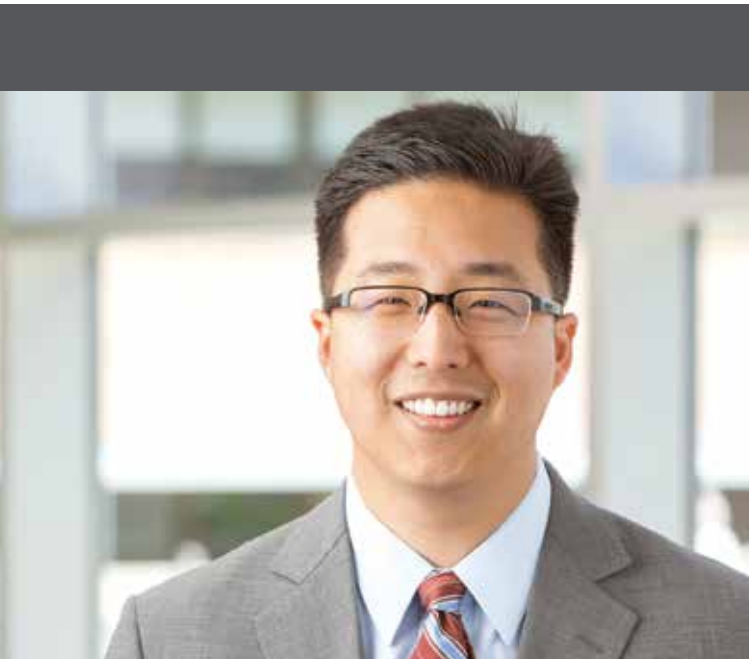
**It is our GRIT that will  
move us forward in the  
face of adversity.**

# A Message from the Assistant Vice Chancellor

As faculty at the University of Nebraska Medical Center are leading health sciences education, they are faced with challenges that threaten the very identity of academic health centers. Time for reflection and professional development is limited by increasing demands for productivity. Resources to support the development of innovative ideas are increasingly competitive, leaving many brilliant projects unfunded. Meanwhile, the rapid pace of change in health care has eroded the sense of security that attracted many faculty to enter the field.

**Although the safety net has been removed, this is paradoxically the time when we must take the greatest risks in health sciences education.** As John Gardner stated, *“we are continually faced with a series of great opportunities brilliantly disguised as insoluble problems.”* As millennial learners are exiting our lecture halls, digital pioneers like Apple, Microsoft and Eon Reality are creating new platforms for higher education — challenging educators to think of new ways to encourage students and heighten critical thinking skills. Finally, with the development of new learning communities through the Interprofessional Academy of Educators and the iEXCEL initiative, educators will truly have the ability to collaborate across the 500-mile campus.

This revolution will not be easy, but **UNMC’s Office of Faculty Development is dedicated to building the culture we need to create world-class innovation.** One critical competency for our faculty will be the concept of “grit.” As Dr. Angela Lee Duckworth explained, *“Grit is passion and perseverance for very long-term goals. Grit is sticking with your future ... and working really hard to make that future a reality.”* **In times of adversity, grit is the driving force that will lead us forward.** It is the quality that allows researchers to battle through rejections, clinicians to wade through electronic health records, and educators to weather difficult student feedback on the way to breakthrough innovations.



**As UNMC faculty are climbing the mountain,**  
**we will need courage and resolve to fulfill the university’s vision to lead the world in premier educational programs.**

**HOWARD Y. LIU, MD**

Assistant Vice Chancellor  
Faculty Development





## UNMC Mission

Our mission is to **lead the world** in transforming lives to create a **healthy future** for all individuals and communities through **premier educational programs**, innovative research and extraordinary patient care.



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**where we have been**

# Looking at the Past to Shape the Future



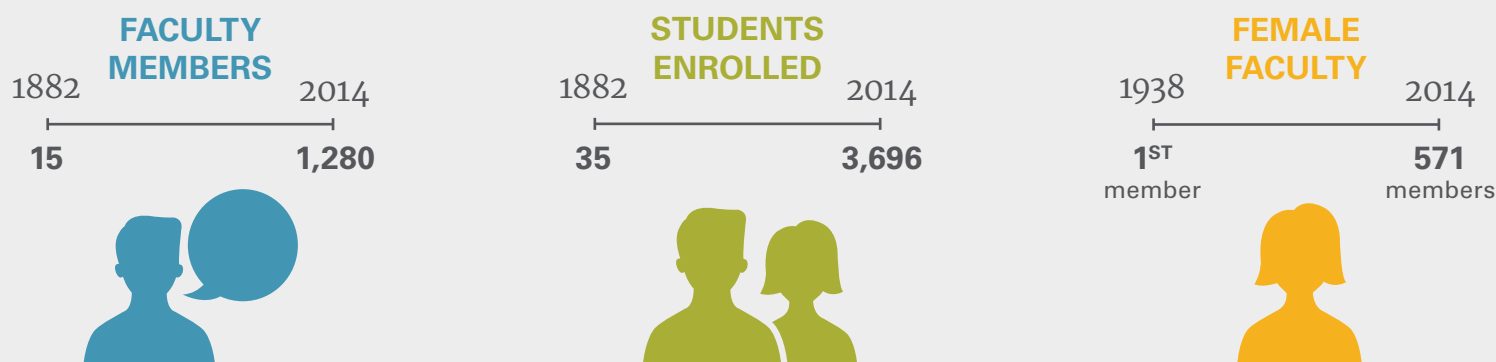
## **WE FOLLOW IN THE FOOTSTEPS OF INNOVATORS WHO CAME BEFORE**

When Abraham Flexner first published his report in 1910 on medical education reform, did he know he was starting a revolution that would change the way health sciences were taught? We may never truly know the answer, but we do know the impact he had in shaping education as we know it.



## ADAPTING TO THE CHANGING HEALTH CARE LANDSCAPE

The UNMC Office of Faculty Development seeks to follow in Flexner’s footsteps — in the footsteps of all educational reformers. Building upon the foundations laid by our first Faculty Development leaders, Jim Newland, MD, and Myrna Newland, MD, our programs enhance teaching skills and improve quality of instruction. These needs were determined during the major curricular reform in 1992, led by David Steele, PhD, Fred McCurdy, MD, PhD, Jim Newland, MD, and Gerald Moore, MD.



The last 10 years alone have seen a culture shift in how students gain access to, and assimilate, information. Students are now accustomed to blended learning formats incorporating both online materials and interactive class sessions. Attracting, retaining and engaging these students requires faculty to shift from traditional lecture formats to new techniques.

Further, recent curricular reform is impacting how faculty teach, making it imperative faculty training the next wave of health care professionals are prepared to utilize different tools to properly educate professionals for the advanced workplace.



**3 in 4 students  
bring 2 or  
more devices  
to class**





A conversation with

## Drs. Jim and Myrna Newland

### Q. Why is faculty development important?

**A. Jim Newland:** *As faculty, I believe our primary mission is to facilitate student learning. Most of us have had little or no formal training in proven teaching methods, so there was — and is — a need. It is critical the program be interprofessional in order to bring about change at both the individual and college level.*

### Q. What sparked the creation of faculty development at UNMC?

**A. Myrna Newland:** *I was asked to be the representative to the Women in Medicine program at the Association of American Medical Colleges, where we were encouraged to take what we had learned back to our institutions and offer faculty development to our faculty. Later, when I became the Director of the Equity Office, I had the opportunity to do this ... and the faculty development program was born.*

### Q. What was the hardest challenge when starting the program?

**A. Jim Newland:** *One of our biggest challenges was to develop programs with fresh ideas in education methodology, and then instruct faculty using those same methods and simultaneously demonstrate how it could be done.*

### Q. What was the initial reaction to the program?

**A. Myrna Newland:** *We had strong support from the very beginning from Dr. James Linder (then Associate Dean for Faculty Affairs), the Dean of the College of Medicine, and the Chancellor. Other faculty leaders had already worked on curriculum redesign and surveyed faculty on their educational needs. Our goal, then, was to provide all faculty with developmental resources for meaningful and productive academic careers.*

## CREATING CAMPUS-WIDE IMPACT

It has been Faculty Development's long-standing goal to provide all faculty with development resources they need to teach effectively, based on their expressed interests.

The majority of events are held over lunch and cover a wide variety of topics served in small bites — so the information is easy to digest and implement. Programs are available at no cost and continuing education credits are offered.



**1174** attendees  
**24** events  
**74** hours of training



## Top 3 Seminars

Highest-attended training events for 2014 – 2015

**MAKING INFORMATION STICK:** *Using the Science of Learning to Help Your Students Remember*

**FLIPPED LEARNING 101**

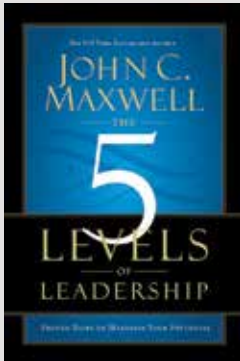
**INTERACTIVE TEACHING TECHNIQUES:** *No Bells or Whistles Needed*

**every college  
& institute**  
participated in  
faculty development  
last year





## Top 4 Recommended Books from Last Year's Reading List



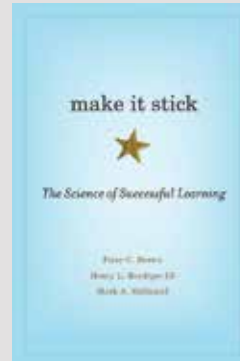
### **The 5 Levels of Leadership: Proven Steps to Maximize Your Potential**

by John C. Maxwell

Learn how true leadership works and how you can move to the next level to become more influential, respected and a successful leader.



4.8/5 - Amazon.com



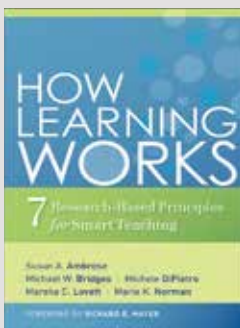
### **Make It Stick: The Science of Successful Learning**

by Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel

Many widely accepted learning practices are based on theory and lore — and don't really work. Discover the truth and learn highly effective, evidence-based strategies to help students learn and retain information.



4.6/5 - Amazon.com



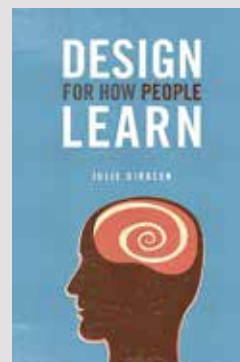
### **How Learning Works: 7 Research-Based Principles for Smart Teaching**

by Susan A. Ambrose (Author), Michael W. Bridges (Author), Michele DiPietro (Author), Marsha C. Lovett (Author), Marie K. Norman (Author), Richard E. Mayer (Foreword)

Integrating theory with real-classroom examples in practice, this book helps faculty apply cognitive science advances to improve their own teaching.



4.6/5 - Amazon.com



### **Design for How People Learn**

by Julie Dirksen

Discover how to leverage the fundamental concepts of instructional design to create materials that enable your audience to both gain and retain the knowledge and skills you're sharing.



4.7/5 - Amazon.com

A close-up, slightly blurred photograph of a rock climbing scene. A dark grey rope is threaded through several silver and red carabiners, which are attached to a rough, brownish-grey rock face. The lighting is natural, highlighting the textures of the rock and the metallic sheen of the hardware.

# Roles of a Faculty Member

MEDICAL EXPERT COMMUNICATOR ADVOCATE INNOVATOR  
RESEARCHER COLLABORATOR PROFESSIONAL SCHOLAR  
EVALUATOR MANAGER COUNSELOR MODEL STRATEGIST  
HISTORIAN JUGGLER TRANSLATOR GUIDE HEALER TEACHER



**where we are today**

# Overcoming Obstacles by Offering Opportunities



## THE PATH TO SUCCESS IS NOT EASY

As health care advances, the responsibility falls on faculty to incorporate new technology into their teaching while still providing face-to-face interaction. Unfortunately, time is a resource many faculty don't have as they are faced with an increasing demand for productivity. Further, as more faculty compete for the same amount of resources, finding support for their innovations can be challenging. Plus, finding like-minded faculty with whom they can collaborate can be difficult in a siloed environment.

***OBSTACLES FOR FACULTY:* TIME, RESOURCES, COLLABORATORS**

## OPPORTUNITY: FOSTER INNOVATION

The national movement away from strictly lecture-based formats has placed a greater spotlight on blended learning, an approach that maximizes flexibility in student-centered interactions with learning content. However, in order to implement blended learning, faculty need time to work together, share best practices and learn new tools.

To support faculty in making this shift, the **Interactive E-Learning Program** was launched by the Vice Chancellor for Academic Affairs, Faculty Development and the E-Learning Steering Committee. The program allows faculty and students to create innovative e-modules blended with interactive classroom activities.

### What is blended learning?

At UNMC, blended learning is a specific pedagogical approach that combines interactive opportunities found in classroom teaching, with technologically enhanced active learning in online formats.



**46**  
**E-Learning  
Projects**



**119**  
**Faculty  
Developers**



**27**  
**Student  
Developers**



**19**  
**Staff  
Developers**



**All 5  
Colleges &  
Nebraska Medicine**

To date, the program has led to the creation of 42 e-learning modules and four individual courses that utilize interactive elements, including games, videos, and avatars. Among these innovative projects was the first massive open online course (MOOC) at UNMC.

The Interactive E-Learning Program is being embraced by faculty of all levels. In fact, **50% of faculty developers were Professors or Associate Professors**, showing innovation is being driven by experienced educators who have a rich understanding of the learning process.

### How do students feel about technology?

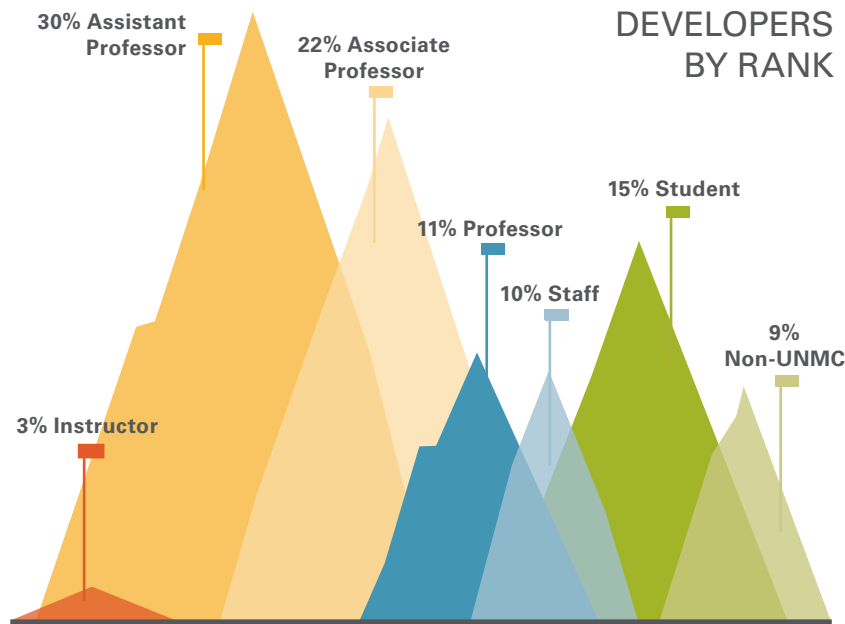
*Results from the UNMC Educational Technology Student Survey, 2015*

- **60% of students agree** they are more actively involved in courses that use technology
- **6 in 10** feel their instructors do not know how to effectively use teaching technology
- **78% agree** simulation is critical for health care education





## Innovation is being embraced by educators of all levels



## World-Wide Impact: First UNMC MOOC

With support from the Interactive E-Learning Program, "Health Literacy and Communication for Health Professionals" (a massive open online course, or MOOC) was developed. Created in the College of Public Health for a global audience, **the MOOC was the first of its kind at UNMC.**



**10,147 learners** **180 countries**  
**6 continents**



*"I've been trying to keep my own kids off of video games — and then I went out and created one for my students."*

— Amy Cannella, MD  
College of Medicine

Turns out, video games are a great way to engage learners. They don't mind that it is an assignment because it is a fresh and fun way to learn.

*"I was excited by the positive peer-to-peer learning that took place. We have a 'watch list' of almost 1,000 people for the next class, and we haven't even opened up registration yet."*

— Denise Britigan, PhD  
College of Public Health

Your work really does pay off. Looking at the data after your course launches is eye-opening and helps you gauge your impact.

*"Don't try to do everything yourself!"*

— Betsy Becker, PT, DPT, CLT-LANA  
College of Allied Health Professions

You're the content expert, but you don't have to do everything by yourself. Find a digital partner, like an instructional designer, programmer, or tech savvy student, who can help you turn your content into an engaging format.

*"The excitement is contagious. It feels like the beginning of a race, and UNMC seems to be leading the charge."*

— Cory Rohlfen, 2015 Graduate  
College of Medicine

Bring your project to life — better and faster. Student collaboration can bring an interesting perspective for how you can best teach.

*"Master the short game, and you'll win every time."*

— Linda M. Love, MA, CPP  
Office of Faculty Development

If you try to "find" time to write about educational innovations, it won't happen. Instead, schedule yourself to write a paragraph every week. Better yet, gather a team of writers and librarian researchers for a 30-day writing challenge where everyone is accountable for 300 words in 30 days.

## OPPORTUNITY: ONBOARD SUCCESSFULLY

It's often a "sink or swim" beginning for new faculty, who may struggle if existing faculty members are not able to carve out time in their schedule for onboarding. Without initiation by a peer or mentor, new faculty remain unaware of opportunities to advance their career, especially if it relates to interprofessional education.

**New faculty orientation** and **mentoring events** are important in helping faculty get a fast start. Here are three innovations we are adding to make the onboarding process more accessible:

- **Consolidating orientation to a half day** — it is now easier for busy faculty to attend
- **Incorporating more online elements** — information is available to faculty whenever they need it
- **Partnering with the Academic Affairs Mentoring Program** — faculty can learn practical aspects of being a mentor or mentee

**We help new faculty start their career development journey.**

**Orientation** is the first time faculty hear about **promotion and tenure** expectations.

It is an opportunity to **interact with deans, the chancellor and vice chancellors.**

Faculty learn about critical resources to **support their professional effectiveness.**

## Graduates Leading the Charge



**Kyle P. Meyer, PhD**  
Class of 2000  
Dean, College of Allied  
Health Professions

*"Notwithstanding the excellent content on leadership, the program dramatically increased my understanding of the organizational structure and function of UNMC, and helped me create a network of colleagues that has served as a tremendous resource throughout my leadership journey."*

Dr. Meyer's vision is to grow the college's research contributions to the level of its nationally recognized educational programs through interprofessional research in patient safety and healthy aging. He is also a driving force in the iXCEL initiative.



**Mentoring helps shape leadership skills**

Interest in mentoring is growing on campus. Almost 20% of all seminar participants last year attended a mentoring event.

## OPPORTUNITY: EMPOWER FACULTY TO BE EFFECTIVE LEADERS

To be effective leaders of change, faculty must have the skills to inspire themselves and others, and the resilience to respond to adversity and setbacks. However, leadership skills are not inherent—they are learned. This requires an intensive understanding of your talents and abilities, and a deep willingness to confront and manage your weaknesses.

For over a decade, UNMC's leadership program has been encouraging exceedingly bright and energetic faculty to be exemplars of leadership, consummate team players and followers of extraordinary caliber. The most recent program, the **Interprofessional Leadership for Excellence and Academic Development (iLEAD)**, is dedicated to the intentional cultivation of leaders on campus.

This intensive program brings proven leadership techniques to health sciences education in an interprofessional environment. Principles important to successful leadership are presented in didactic sessions, practiced in small group exercises, and then applied in projects selected by each of the participants.

10

**10 cohorts** since  
the program began  
in 2000

207

**207 individuals**  
graduated since its  
founding

560

**560 hours** of program content from  
local, regional and national experts



**Connie L. Miller, PhD,**  
RN, CNE  
Class of 2011  
Assistant Dean, College  
of Nursing – Omaha

*“Building new leadership skills and strengthening existing skills are ongoing goals for me. Opportunities to learn and grow with colleagues from other health science professions strengthen teamwork skills and outcomes we strive for each day.”*

Dr. Miller has extensive experience in developing learner-centered teaching strategies. She is actively involved in the Interprofessional Education Committee and serves on the Interprofessional Academy of Educators Advisory Council.

**“You are not  
born a leader.**

**You become  
one through  
continual  
practice and  
honing your  
skills.”**

— Chancellor Jeffrey P. Gold, MD



## OPPORTUNITY: BUILD BRIDGES, NOT SILOS

Silos are great for grain storage, not working environments. In health sciences, you often need a team of disciplinary-specific experts to tackle sophisticated problems. However, it is when these people don't make connections outside their area that siloed thinking develops and an "us-versus-them" mentality forms.

To break this insularity between departments, colleges and even campuses, Faculty Development holds an annual **Premier Education Banquet**, an event that bridges all areas to discuss innovative academic activities that help define UNMC as a premier educational institution. The inaugural event in 2014 drew attendees from across campus to learn about the innovative projects being developed in each college, with the goal of sparking interprofessional collaborations.

"These are the efforts at UNMC that help define us as a premier educational institution and show us what the vision for our future is," said H. Dele Davies, MD, Vice Chancellor for Academic Affairs.

### Sharing Innovations in Premier Education



**10 collaborative projects highlighted**



**16 speakers from all areas of the university**



**106 people registered for the event**



To further foster collaboration between areas, two learning communities were launched, the **Education Technology Collaboration (ETC)** and the **Simulation Interest Group**.

ETC brings together faculty and staff interested in integrating the latest educational technology into teaching practice. Members' goals include sharing best practices for integrating technology in education and fostering collaboration to develop innovative projects and scholarship across campus.

The Simulation Interest Group offers a common platform to share innovations in the use of high-fidelity simulation systems to teach medical interviewing, surgical procedures and other vital skills. The group offers a network for simulation ideas and issues, support when adding simulation to a training program, and insight on simulation software.

## Creating Collaboration through Learning Communities



15 meetings held



120 members



50 different areas impacted



5 campuses represented









**where we go from here**

# Transforming the Learning Culture



## **WE ARE POISED TO LEAD THE WORLD**

With so many changes in technology and curricula, many faculty wonder what the future holds for their classroom, especially since it is difficult to implement new ideas without time and support from leadership. That is why Faculty Development is striving to shift the learning culture at UNMC in order to fulfill the university's goal of leading the world in transforming lives through premier educational programs, innovative research and extraordinary patient care.

## CREATING EDUCATION CHAMPIONS

For over a year, we've been working diligently to establish a teaching academy at UNMC. In 2014, we convened a task force of 50 stakeholders from all campuses to develop recommendations for a community of educators. This strategic planning process resulted in a proposal for the **Interprofessional Academy of Educators**, which has now been approved for development.

An Advisory Council consisting of 29 representatives from all areas and campuses has been tasked with implementing the right culture and infrastructure for ongoing success.

**“We envision the academy as a town center where teachers from every college will come to share their ideas, solve common problems, and mentor the next generation of educators,”** said Howard Liu, MD, co-chair of the council.

Expanding on that sentiment, fellow co-chair Gregory Karst, PhD, stated,

**“This academy will be founded on the principles of citizenship and service to the UNMC community, not just to honor its members.”**

**One key goal of Faculty Development and the Interprofessional Academy of Educators is to help faculty with both local and national leadership opportunities.** Working in collaboration, we will provide resources for educators to publish or present their work on a national level or in peer-reviewed journals. We will also assist in doubling faculty scholarship within five years.



### Next steps for the teaching academy

1. Finalize infrastructure, including hiring of key personnel
2. Create procedures and membership requirements
3. Determine process for assessment
4. Implement integrated communications strategy
5. Establish ongoing sustainability plan

## CREATING THE NEXT WAVE OF INNOVATION

The teaching academy is just one section of **iEXCEL**, UNMC's visionary initiative to lead the world in premier education. iEXCEL will immerse learners in life-like scenarios, enabling them to practice individual and team skills without putting themselves or their patients at risk.

The **Interprofessional Academy of Educators and Faculty Development** will play a leading role in iEXCEL's success, helping prepare faculty to create curriculum and learning experiences that challenge and stimulate active learning among a new generation of learners, as well as assess the effectiveness of new teaching approaches such as interactive discussions, flipped classrooms, simulated activities and team-based training.

**“iEXCEL will offer faculty opportunities to use a wide variety of realistic simulation settings that help bring the curriculum alive! In other words, faculty will be able to create ‘hands-on’ patient care experiences for learners that range from doing simple procedures to responding to complicated scenarios,”** explained Pamela Boyers, PhD, Associate Vice Chancellor for Clinical Simulation.

# iEXCEL

INTERDISCIPLINARY  
EXPERIENTIAL  
CENTER FOR  
ENDURING LEARNING

## What does this mean for faculty?

If iEXCEL was a ship, the Interprofessional Academy of Educators is the crew. Members of the academy will work with faculty to help them understand and implement new engagement techniques.

Academy members will hold educational “boot camps” where faculty can learn best practices and how to incorporate new technology.

Faculty members will also receive guidance on promotion and tenure, grant opportunities and how educational research is valuable to advancement.





## CREATING FUTURE TRAINING OPPORTUNITIES

As we transition to this new learning environment, Faculty Development is laying the groundwork to help faculty thrive. Our 2015 – 2016 events were designed to support and empower faculty during this time of transition.

### **Premier Education Banquet:** **Your Gateway to UNMC's Future**

Hear from Chancellor Jeffrey P. Gold, MD, what the future of health profession education will be and what actions you need to take now to achieve it.

### **Good to Great:** **Making the Leadership Leap**

This interactive session is designed to help the emerging leader understand their leadership goals and resources that are available to achieve them.

### **Collaboration in Education:** **Workshop and Rewards** **for IPE Projects**

A group of national experts will provide guidance to interprofessional teams of UNMC faculty and students. Teams with the most promising projects will be eligible to receive development awards to aid in implementing their ideas.

### **Recruiting the Best and Brightest:** **Building Your Dream Team**


This event will engage current leaders in a high-level discussion on strategies to find and recruit the best people for the job.

### **Connecting the Dots:** **Teaching Using EHR**

Learn how simulated EHR (electronic health records) can help health professionals interact from different locations and times, just as they might in real life.

### **Mixed Methods Research:** **How Numbers and Stories Work** **Together for Richer Impact**

In this session, John Creswell, PhD, and Ron Shope, PhD, will explore the essentials of mixed methods research and how quantitative and qualitative approaches combine to produce something greater than either one alone.



# Boost your skills— **FAST!**

**In a time crunch? No problem!**

Our events are held over lunch, free to attend, and most offer continuing education credits. **Plus**, you'll walk away with information you can start using now!

REGISTER TODAY at [unmc.edu/facdev](http://unmc.edu/facdev) or 402-559-5929



**SNEAK  
PEEK**

## Keynote Speakers in 2016

### **An Inside Look:**

#### **Workshop on the Journal Publishing Process**

Speakers from the publishing industry will be on hand to give an overview of scholarly publishing, open access publishing, author's rights, and how to get published and noticed so you can measure impact.

### **APPtitude for Learning:**

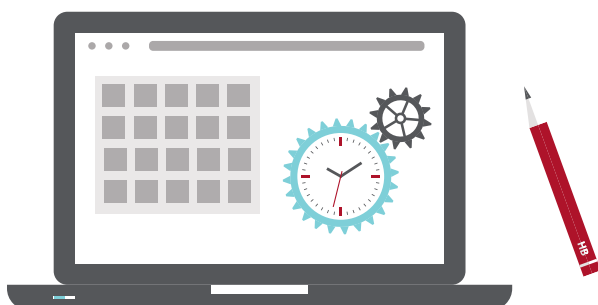
#### **Implementing Health Science Apps in the Classroom**

Discover what health science mobile apps are available, how they can target learning needs, and ways you can integrate them into courses.

### **Solving an Ongoing Dilemma:**

#### **Responsibilities in Remediation**

Join us as we discuss what evidence has been reported on remediation and the broader ethical issues of remediation versus termination.



Visit **[unmc.edu/facdev](http://unmc.edu/facdev)** for up-to-date information and event times.



### **Malcolm Brown, PhD**

**Director, EDUCAUSE  
Learning Initiative**

Dr. Brown believes "higher education is transitioning from the transmission model of education to

one built on concepts such as active learning, personalization, hybrid course designs, and new directions for measuring degree progress."

Join us in spring 2016 for an interactive discussion with Dr. Brown regarding how changes in higher education will impact UNMC as we shift toward becoming a digital campus.



### **Thomas J. Nasca, MD, MACP**

**Chief Executive  
Officer, Accreditation  
Council for Graduate  
Medical Education  
(ACGME)**

Dr. Nasca has been involved in medical education for over 30 years and has extensive experience in leadership responsibility for medical student, residency and fellowship educational programs through his work at Jefferson Medical College and Thomas Jefferson University Hospital.

Join us in spring 2016 as Dr. Nasca leads discussions on competency-based education and resident wellness.







**who is helping shape the future**

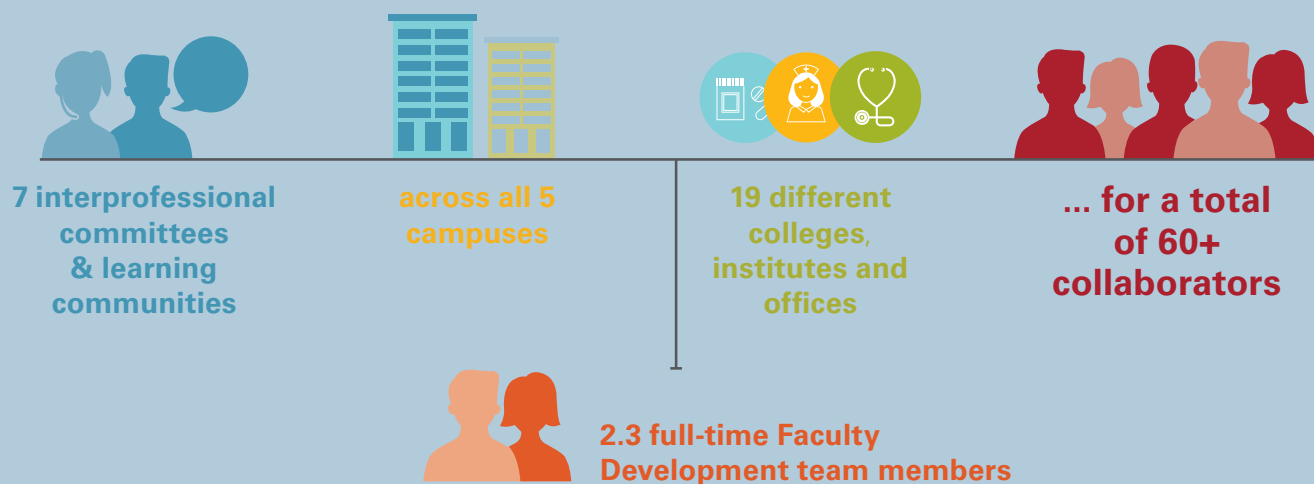
# Key Collaborators



**CHANGE ONLY HAPPENS WHEN  
WE ALL WORK TOGETHER**

Establishing ourselves as a premier educational institution is not a feat that will be accomplished by one person, department or college alone. Instead, it will require all areas to work as one team, with one purpose.

# Interprofessional collaboration is the foundation on which we stand.



**Jeffrey N. Baldwin,  
PharmD, FAPhA, FASHP**

Educational Development  
Institute Committee  
Interprofessional Academy of  
Educators Advisory Council  
College of Pharmacy



**Catherine A. Bevil,  
RN, EdD**

Educational Development  
Institute Committee  
College of Nursing – Omaha



**Gary L. Beck, PhD**

Educational Development  
Institute Committee  
College of Medicine



**Robert T. Binhammer, PhD**

Career Development &  
Engagement Committee  
College of Medicine



**Betsy Becker, PT, DPT,  
CLT-LANA**

Education Technology Collaboration  
Educational Development  
Institute Committee  
E-Learning Steering Committee  
College of Allied Health Professions



**Thomas A. Birk, PhD**

Educational Development  
Institute Committee  
E-Learning Steering Committee  
Information Technology Services





### **Megan Blusys**

Career Development &  
Engagement Committee  
Educational Development  
Institute Committee  
Academic Affairs



### **Patty Carstens, MS**

Simulation Interest Group  
College of Medicine



### **Margaret Boyce, MEd**

Career Development &  
Engagement Committee  
Human Resources



### **Kelly Caverzagie, MD**

Interprofessional Academy of  
Educators Advisory Council  
College of Medicine



### **Denise H. Britigan, MA, PhD, CHES**

Educational Development  
Institute Committee  
College of Public Health



### **Daniel J. Cloonan**

Interprofessional Academy of  
Educators Advisory Council  
Student Representative,  
College of Medicine,  
Class of 2018



### **David G. Brown, PhD**

Career Development &  
Engagement Committee  
E-Learning Steering Committee  
College of Dentistry



### **Lois Colburn**

Career Development &  
Engagement Committee  
Center for Continuing Education



### **Russell Buzalko, PhD**

Interprofessional Academy of  
Educators Advisory Council  
College of Medicine



### **H. Dele Davies, MD, MS, MHCM**

E-Learning Steering Committee – Chair  
Vice Chancellor, Academic Affairs



## WHO IS HELPING SHAPE THE FUTURE: KEY COLLABORATORS

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### Melissa A. Diers, MEd

Education Technology Collaboration  
Educational Development  
Institute Committee  
Information Technology Services



### Sheila J. Ellis, MD

Career Development &  
Engagement Committee  
iLEAD Planning Committee  
College of Medicine



### Amber Donnelly, PhD, MPH, SCT(ASCP)

Interprofessional Academy of  
Educators Advisory Council  
Career Development &  
Engagement Committee  
College of Allied Health Professions



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## WHO IS HELPING SHAPE THE FUTURE: KEY COLLABORATORS

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### **For more information, contact:**

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“If you want to go fast, you go alone; **if you want to go far, you go together.**”

“Faculty Development has had another stellar year with an impressive portfolio of activities rolled out under the leadership of Dr. Howard Liu and the UNMC Faculty Development team.

I am particularly impressed with the scope of interprofessional offerings. These activities have enhanced the quality and quantity of tools available in the professional toolkits of our faculty, while also enhancing the overall quality of student experiences on campus.

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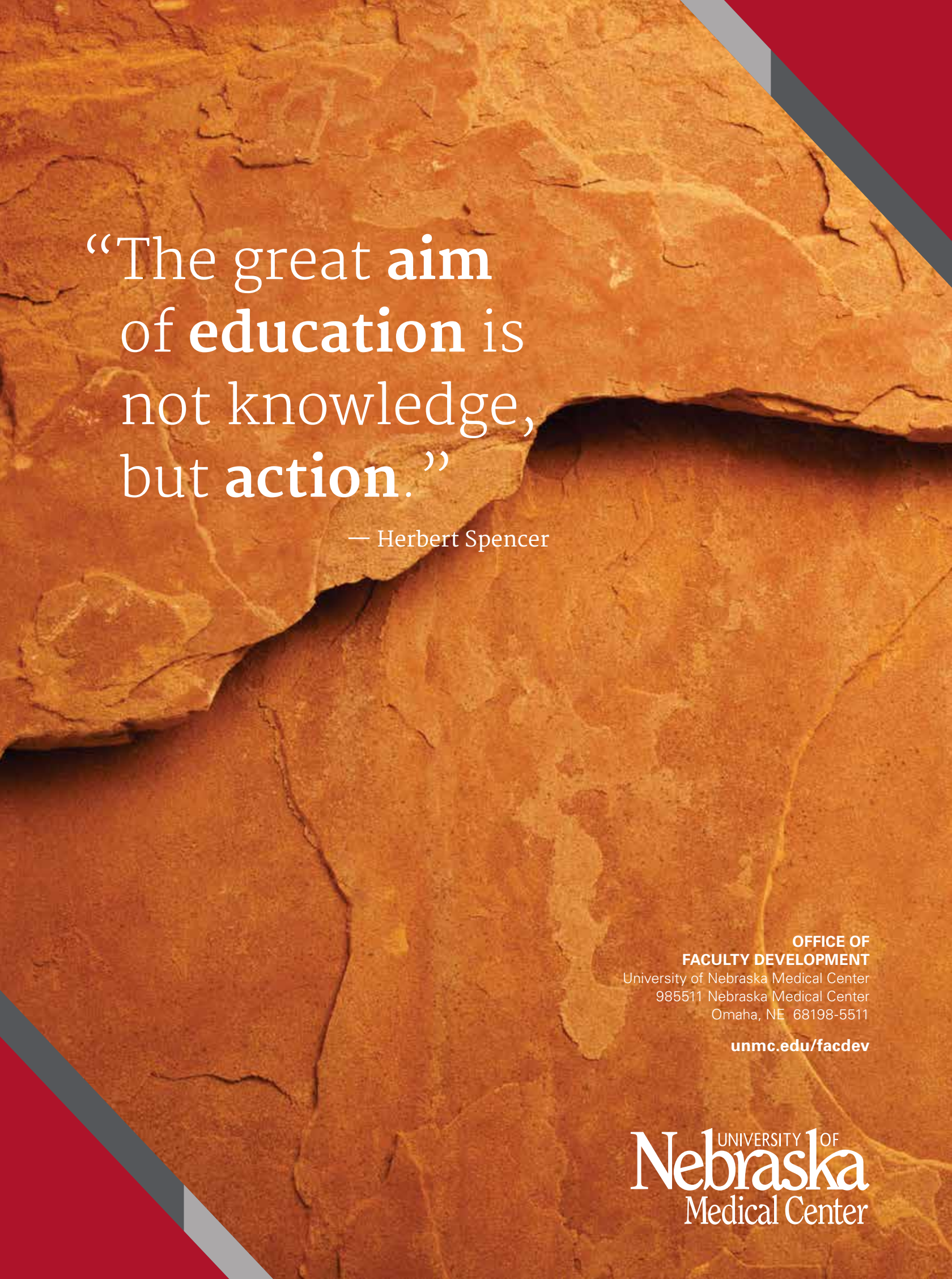
— H. DELE DAVIES, MD, MS, MHCM  
Vice Chancellor for Academic Affairs

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of **education** is  
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but **action**.”

— Herbert Spencer

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