

OFFICES OF FACULTY AFFAIRS AND FACULTY & PROFESSIONAL DEVELOPMENT

ANNUAL REPORT



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OUR TEAM

OFFICE OF FACULTY AFFAIRS

- **Linda Connelly, PhD:** Associate Dean of Faculty Affairs
- **Stephanie Diaz, MBA:** Faculty Affairs Analyst I

OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

- **Jonathan Townsend, EdD:** Director of Faculty Development
- **Luke Ridout:** Faculty Development Analyst I
- **Brianna Contreras:** Faculty Development Coordinator Consultant

DEAN'S OFFICE

- **Carolyn Guzallis:** Sr. Executive Assistant to Paul Lyons, MD, President/Dean-School of Medicine



OFFICES OF FACULTY AFFAIRS AND FACULTY & PROFESSIONAL DEVELOPMENT

Helping faculty successfully navigate academic life at CUSM



 From L to R: Stephanie Diaz, Jonathan Townsend, Luke Ridout, Linda Connelly



FACULTY
GOVERNANCE



FACULTY
APPOINTMENTS



FACULTY
ADVANCEMENT

MAJOR ACCOMPLISHMENTS

OFFICE OF FACULTY AFFAIRS

OVERVIEW

This third annual report marks our transition to an academic year reporting cycle, encompassing Spring 2025 and the 2025–2026 academic year. During this period, the Office of Faculty Affairs evolved from building foundational infrastructure and programs to optimizing existing initiatives while expanding our regional and national engagement. By sharing our innovations, learning from peer institutions, and aligning our work with emerging best practices, we have continued to strengthen faculty support and advance our mission.

Highlights from this reporting period include:

First National Conference Presentation

The Office of Faculty Affairs reached an important milestone in July 2025 with its first presentation at the Association of American Medical Colleges (AAMC) Group on Faculty Affairs Annual Conference, held in Portland, OR. Stephanie Diaz, Faculty Affairs Analyst, presented a poster and an associated spotlight oral presentation titled **“Enhancing Engagement & Excellence: Streamlined Faculty Awards for Growing Medical Schools.”** The presentation highlighted the updates made to the annual award process and impact on faculty engagement.

Faculty Database Growth and National Recognition

The Office of Faculty Affairs continued to expand and enhance its faculty database, adding features to support LCME reporting, faculty appointment tracking, and automated renewal notifications. What began as a custom solution for managing faculty appointments has evolved into a key institutional resource that improves reporting accuracy and administrative efficiency. This innovative work also received national recognition when Dr. Linda Connelly presented **“Development of a Faculty Data System: A Custom Solution for a Community Medical School”** at the AAMC Group on Business Affairs, Group on Institutional Planning, and Group on Faculty Affairs Joint Spring Meeting in April 2026.



MAJOR ACCOMPLISHMENTS (CONT'D)

Advancing CUSM's Full LCME Accreditation

The Office of Faculty Affairs played a key role in CUSM's successful achievement of full LCME accreditation, partnering with the Medical Education Department Chair to lead Standard 4 (Faculty Preparation, Productivity, Participation, and Policies). The office also ensured faculty committee documentation was organized and readily accessible throughout the site visit and leveraged the faculty database to provide timely, accurate faculty data when requested. CUSM achieved full LCME accreditation in February 2026, with Standard 4 receiving a designation of Compliant.



Optimizing the Faculty Promotion Review Process

The Office of Faculty Affairs modernized the faculty promotion review process through the implementation of structured Adobe Forms for both committee and external reviewer evaluations. The new system streamlined reviews, reduced administrative burden, improved consistency, and accelerated the preparation of promotion presentations. This work was also shared nationally when Dr. Linda Connelly presented "**Guided by Faculty Feedback: Improving the Promotion Process**" during the AAMC Group on Faculty Affairs Brown Bag online seminar series in May 2026, highlighting CUSM's faculty-centered approach to improving promotion clarity, transparency, and efficiency.

OFFICE OF FACULTY AFFAIRS



MAJOR ACCOMPLISHMENTS

FACULTY & PROFESSIONAL DEVELOPMENT

OVERVIEW

During the 2024–2026 reporting period, the Office of Faculty and Professional Development implemented several strategic initiatives that expanded the scope and impact of faculty development at CUSM. These accomplishments reflect an intentional shift toward longitudinal programming, collaborative partnerships, and institution-wide initiatives that support excellence in teaching, learning, and educational innovation.

Teaching & Learning Academy

The Office of Faculty and Professional Development launched the Teaching & Learning Academy (TLA) in August 2024 as a flagship faculty development program, creating a longitudinal learning experience designed to strengthen teaching excellence across the institution. The Academy is a cohort-based community of practice that explores evidence-based teaching practices, learning science, curriculum design, teaching and learning assessment, learner safety, educational technology, and teaching strategies and tactical tools.

Over its first two years, the Teaching & Learning Academy has extended its impact across CUSM through applied projects that translate educational principles into improvements at the lecture, course, and program levels. Cohort members have redesigned the Clerkship Boot Camp, developed a medical Spanish clinical skills course and OSCE, created a surgical skills competition program, introduced instruction to help medical students manage emotional trauma, incorporated medical coding into clinical case presentations and skills training, and revised a fourth-year teaching elective to better prepare students for residency. Together, these projects have strengthened teaching quality, addressed diverse learner needs, and advanced innovation across the institution.

TLA Cohort 1: 2024-2025



TLA Cohort 2: 2025-2026



MAJOR ACCOMPLISHMENTS (CONT'D)



FACULTY & PROFESSIONAL DEVELOPMENT

YouTube Channel Launch

FPD expanded support for clinical faculty through the launch of a YouTube-based orientation resource library developed in collaboration with the clerkship and PACE teams. This initiative created a centralized collection of short orientation videos that guide clinical faculty through the M3 and M4 clerkship curriculum while introducing key personnel and clarifying expectations across each stage of the clinical education experience.

These resources help standardize onboarding for new and returning clinical faculty, improve access to essential information, and reduce variability in orientation. The video library provides faculty with convenient, on-demand resources that complement existing support while strengthening collaboration among the offices responsible for clinical education.



Providing Student Mentorship as CUSM Faculty
CUSM Faculty Development 20 subscribers



Supporting Struggling Students at CUSM
CUSM Faculty Development 20 subscribers

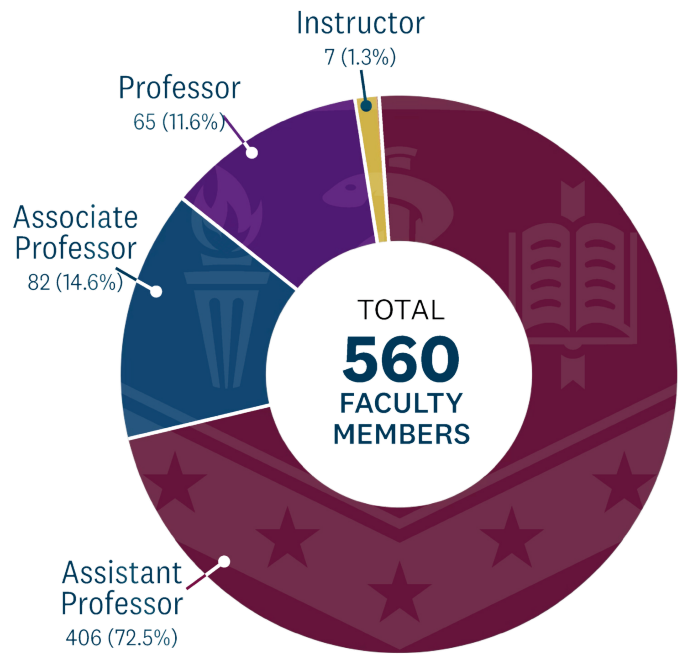


Overview of Clinical Precepting at CUSM
CUSM Faculty Development 20 subscribers

OUR FACULTY

Faculty Composition

As of July 31, 2026

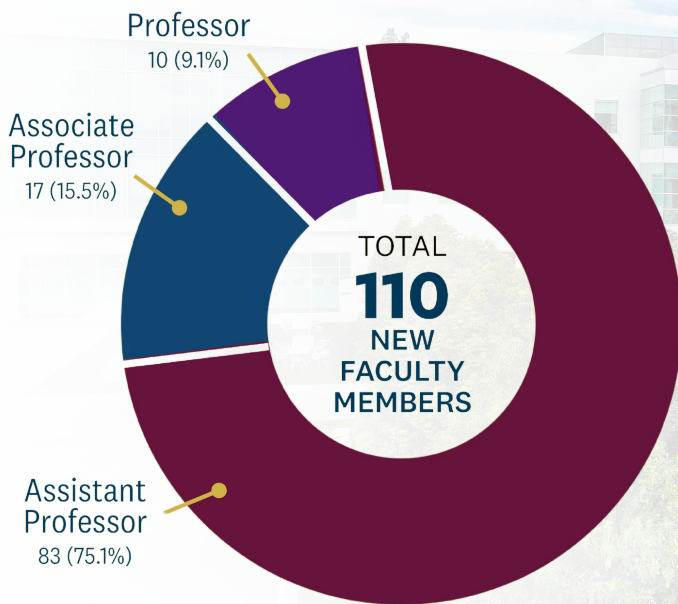


	Instructor	7	(1.3%)
	Assistant Professor	406	(72.5%)
	Associate Professor	82	(14.6%)
	Professor	65	(11.6%)



New Faculty Appointments

January 13, 2025 – July 31, 2026



	Assistant Professor	83	(75.1%)
	Associate Professor	17	(15.5%)
	Professor	10	(9.1%)



OUR FACULTY

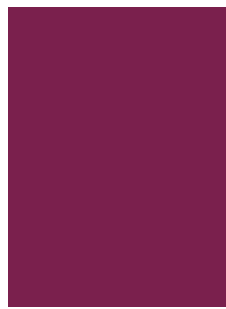
CUSM 2025-2026

Clerkship Partner Sites

with > 10 faculty

Highlighting our clinical partners across the Inland Empire with 10 or more CUSM faculty appointments.





OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

GROWTH AND LEARNING

The Office's strategic initiatives are sustained through a portfolio of recurring programs and services that support faculty across the continuum of their academic careers. These activities provide ongoing opportunities for professional growth, collaboration, educational innovation, and scholarly engagement.

Faculty Development Week

Faculty Development Week serves as the Office's annual professional development event, bringing together faculty from across the university to explore current topics in teaching, learning, leadership, and academic medicine.

Through workshops, interactive sessions, and collaborative discussions, the event provides faculty with opportunities to engage with colleagues, develop new instructional skills, and share effective educational practices.

The annual event reinforces the Office's commitment to fostering a culture of continuous learning while providing accessible, institution-wide professional development that supports excellence in education.

Collaborative Faculty Development Programs

The Office of Faculty and Professional Development continued to expand its impact through strategic partnerships with academic and administrative units across CUSM. Rather than developing programs independently, the Office collaborated with institutional partners to create faculty development initiatives that leverage shared expertise and address emerging faculty needs.

During the reporting period, these collaborations included the Mid-Career Faculty Development Series, developed in partnership with Faculty Affairs, and the Faculty Advising Series, created in collaboration with Student Affairs.

Together, these initiatives broadened the reach of faculty development while strengthening institutional partnerships that support faculty success throughout their academic careers.

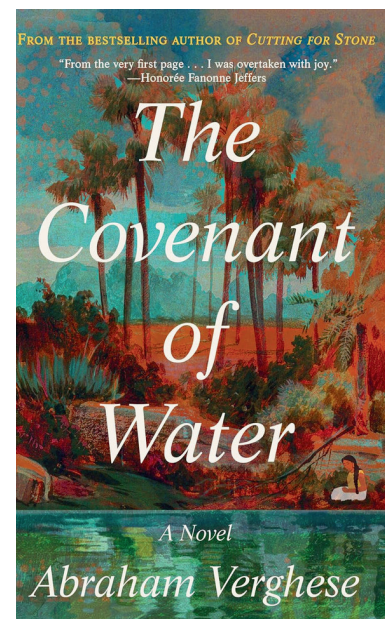
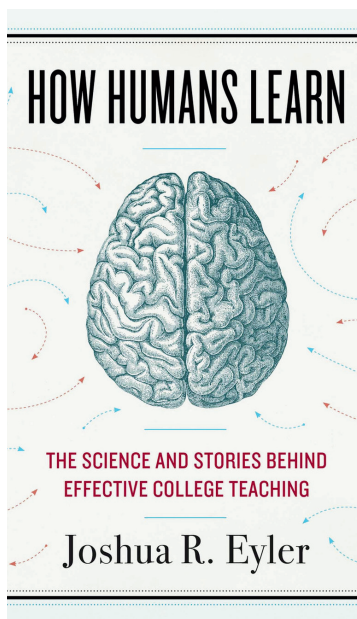


OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

Book Clubs

FPD continued to cultivate a community of educators through non-fiction and fiction book clubs. These discussion groups provide opportunities for faculty from diverse disciplines to engage in thoughtful dialogue, explore new perspectives, and build meaningful professional relationships outside of traditional faculty development settings.

By combining professional learning with community building, the book clubs encourage reflective practice while fostering interdisciplinary connections among institutional members.



Teaching Peer Review Program

The Teaching Peer Review Program provides faculty with confidential, formative feedback through structured observations and reflective conversations with trained peers. The program emphasizes professional growth by encouraging faculty to examine their instructional practices, exchange ideas, and identify opportunities to enhance student learning.

Grounded in the scholarship of teaching and learning and research-based best practices for peer observation, the program is designed to promote reflective dialogue rather than evaluation. Its evidence-informed framework emphasizes collegial partnership, structured observation, and actionable feedback that supports continuous improvement while fostering a culture of instructional excellence across the curriculum.



Educational Scholarship Collaboration

The Office partnered with faculty, departments, and institutional collaborators to support educational scholarship through consultation on research design, educational methodology, assessment, program evaluation, and dissemination. These collaborations have generated scholarship spanning faculty development, clinical education, and curricular innovation, resulting in presentations at national conferences and contributing to the broader field of health professions education.

Through these partnerships, the Office helps faculty transform educational questions and institutional innovations into scholarly work that advances both individual academic careers and CUSM's educational mission.

Year	Presentation	Venue
2026	Teaching Faculty Advisors Coaching Skills to Develop Pre-Clerkship Master Adaptive Learners	AMA Coaching Summit
2026	A Video-Based Approach to Strengthen Onboarding and Evaluation in Clerkship Teaching	AAMC Group on Faculty Affairs
2025	Innovative Dual-Pass Core Clerkships: Success in Student Performance and Feedback	AAMC Learn Serve Lead
2024	Academic Performance of Dual-Pass Core Clerkship: A Comparative Study Against National Benchmarks for Innovative Clerkship Curriculum	AAMC Learn Serve Lead



OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

Conversations with Colleagues

Conversations with Colleagues provides a monthly forum for faculty to engage in collegial discussions about teaching and learning in an informal, collaborative setting. Each session invites participants to share instructional challenges, exchange successful teaching strategies, and explore practical approaches that can be applied in both classroom and clinical learning environments.

Designed as a lightly structured community of practice, the series encourages faculty to learn from one another through reflective conversation rather than formal instruction.

These discussions strengthen connections among educators across disciplines while promoting the exchange of evidence-informed teaching practices and practical solutions to common educational challenges.



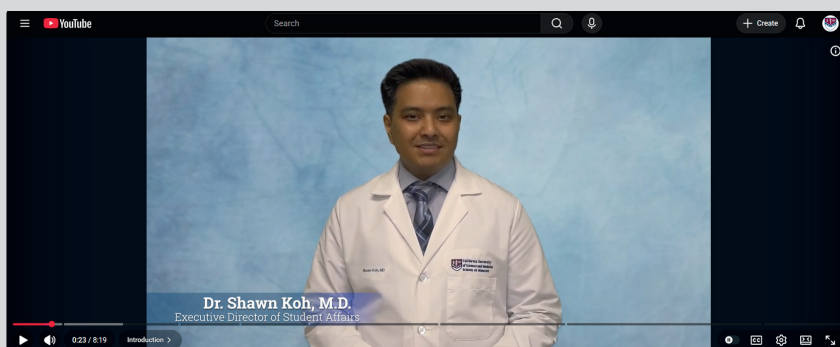


OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

Media Project Overview

2025 saw the completion of the clinical faculty orientation series of videos. These videos are posted online via YouTube to provide quick access to clinical faculty across the region.

Additionally, our Faculty Development website has received an overhaul with additional pages about our programming and newly updated design. Our goal was to facilitate ease of navigation while providing adequate insight into our programming.



**BRINGING IDEAS & INNOVATION
TO LIFE THROUGH TECHNOLOGY**



Faculty Development

[Home](#) / [Faculty Affairs](#) / [Faculty Development](#)

- About
- Contact
- Faculty Appointments
- Clinical Educator Resources
- Promotion
- Faculty Development**

— OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

Welcome to the Office of Faculty & Professional Development at CUSM!

Teaching is the defining feature of CUSM's mission, and the Office of Faculty & Professional Development advances that mission by fostering a culture of excellence, inquiry, and collaboration. The office supports faculty as educators, scholars, and leaders through programs that strengthen teaching practice, promote educational scholarship, and encourage reflective professional growth.



YouTube Channel

Our clinical faculty videos have garnered over four thousand views on YouTube this past year. Our goal is to reach our clinical partner faculty across all sites. We are proud to offer this guidance to our partner sites.



Video Recording Archives

Our session recording archives have been upgraded to include edited videos of our session recordings. The videos have been modified to cut extraneous content and provide viewer features with immediate access to the information they need.





OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

Outcomes & Impact

The 2024–2026 reporting period marked an intentional evolution in the Office of Faculty and Professional Development's approach. Rather than emphasizing stand-alone seminars, the Office expanded longitudinal programs, targeted development series, collaborative initiatives, and faculty learning communities. This strategy broadened engagement while providing more sustained and relevant learning experiences.

In 2025–2026, **88%** of CUSM's full-time faculty participated in at least one faculty development activity, an increase from **87%** the previous year. Aggregate participation increased from **340 to 383 attendance entries**, while programming expanded from **72 to 77** instructional hours. These results demonstrate that the Office increased faculty engagement while maintaining broad institutional reach.

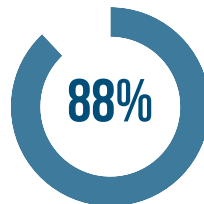
Faculty feedback reflects the effectiveness of this approach. **95%** of participants reported overall satisfaction with faculty development programming, **93%** found programming directly applicable to their faculty roles, and **92%** indicated that session content addressed their current teaching needs.

Recurring programs sustained engagement throughout the year. Faculty Development Week attracted **118 participant entries** across eight sessions, Conversations with Colleagues engaged **28** faculty members in monthly peer discussions on teaching practice, and faculty book clubs generated **85** attendance entries across **ten** books during the two-year reporting period.

**TOTAL FACULTY
ATTENDANCE**

383

**FACULTY REACH RATE
FULL-TIME FACULTY**



**SESSION
HOURS**

77

TOTAL HOURS OFFERED



OFFICE OF FACULTY & PROFESSIONAL DEVELOPMENT

Outcomes & Impact: At a Glance

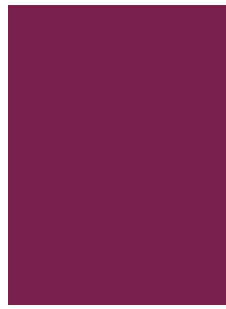
Data	2024 - 2025	2025 - 2026
FT Faculty Reach Rate	87%	88%
Aggregate Faculty Attendance	340	383
Session Hours Offered	72	77

INCLUDED PROGRAM OFFERINGS

- Faculty Development Seminars
- Teaching & Learning Academy
- Conversations with Colleagues
- Book Clubs
- Mid-Career Faculty Development Series

STATISTICS

- Faculty Reach Rate is the total % of FT faculty that attended one session or more.
- Aggregate attendance is the combined number of attendees for all sessions.
- Session hours are the total number of hours of Faculty Development content offered during an academic year.

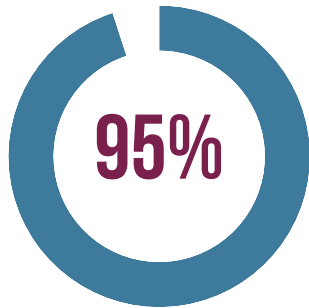


Satisfaction Survey Data

After every faculty development presentation, we send out a survey to help guide our programming and ensure continuous quality.

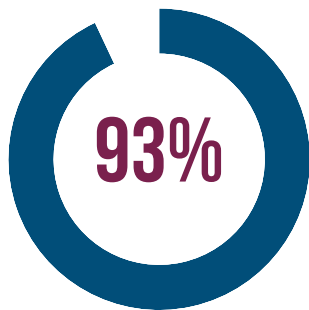
The following percentages represent averages across the **2024-2025** and **2025-2026 academic years** taken directly from post-surveys sent out from our sessions.

Each percentage represents the average percentage of respondents who answered Strongly Agree/Agree to the questions.



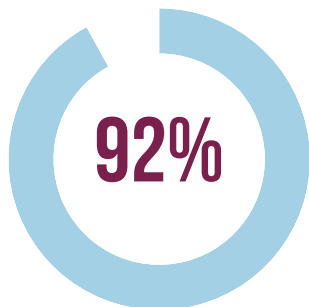
HIGH SATISFACTION FROM SESSIONS

Participants who were satisfied with the overall development sessions.



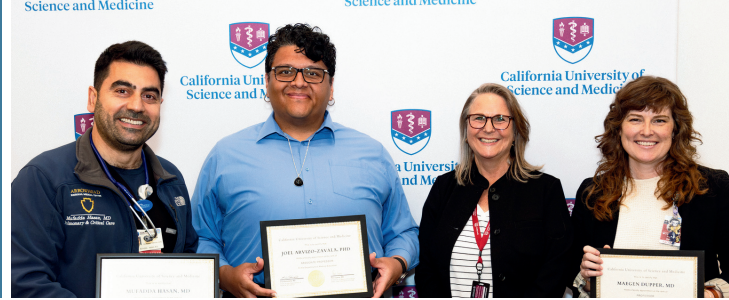
DIRECTLY TARGETED PROGRAMMING

Faculty that found CUSM Faculty Development programming directly applicable.



RELEVANT PROFESSIONAL CONTENT

Group of faculty who found our sessions applicable to their current teaching needs.



SUPPORTING FACULTY SUCCESS

Development of Faculty Promotion Support

The 2025–2026 promotion cycle marked the first year faculty had access to the Office of Faculty Affairs' expanded online promotion resources, including a step-by-step video overview, application guidance, and a standardized CV template. These tools enabled applicants to prepare stronger initial submissions independently, allowing individualized consultations to focus on refining CVs and supporting documentation rather than creating application materials from scratch. Clinical faculty, in particular, benefited from these resources, with many completing applications well before the submission deadline.

Building on insights gained through national engagement with faculty affairs colleagues, the Office also introduced standardized fillable PDF review forms for external reviewers and Promotion Committee members. These guideline-aligned forms streamlined evaluations, improved consistency, and reduced administrative effort throughout the review process.

A longitudinal review demonstrated the impact of these initiatives. Between 2015 and 2021, CUSM faculty submitted **8 promotion applications** (6 Teaching Track and 2 Clinical Track).

From 2022 through 2026, **applications increased to 26** (17 Teaching Track and 9 Clinical Track).





Enhancing the Faculty Awards Program

The Office of Faculty Affairs continued to strengthen the Faculty Awards program through ongoing improvements to the nomination, review, and recognition processes, creating a more streamlined, equitable, and accessible experience for students, faculty, and reviewers.

Enhanced communication, nomination outreach, and event planning increased awareness and participation across the institution while reducing administrative burden.

These efforts were reflected in strong engagement throughout the 2025–2026 awards cycle. Student participation remained high across all class years, with nominations from M3 and M4 students **increasing by 160%** compared with the previous year.

Faculty also maintained strong participation in both nominations and award reviews, while committee feedback highlighted the clarity, fairness, and efficiency of the updated review process.

This work was further recognized through selection for a national poster presentation at the AAMC GFA meeting in July 2025, **"Enhancing Engagement & Excellence: Streamlined Faculty Awards for Growing Medical Schools,"** showcasing CUSM's innovative approach to faculty recognition.



FACULTY AWARD WINNERS

2024 TO 2025
ACADEMIC YEAR

FACULTY NOMINATED AWARDS

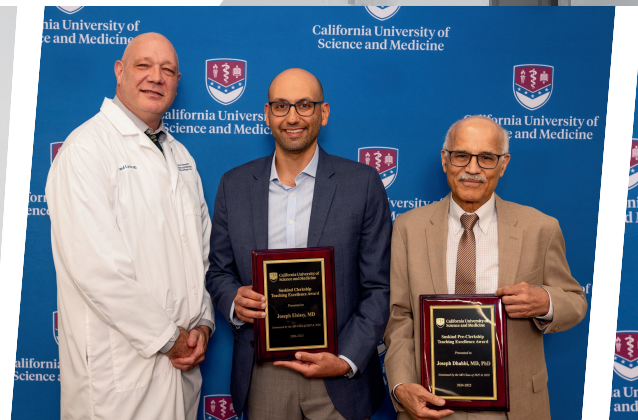
Excellence in Pre-Clerkship and Graduate Teaching Award
Hina Mohsin, MD

Excellence in Clerkship Teaching Award
Keith Glover, MD

Excellence in Service Award
Webster Wong, MD

Excellence in Research or Scholarship Award
Madhu Varma, PhD

Advancing the CUSM Mission Award
Rodney Borger, MD



STUDENT NOMINATED AWARDS

The Robert and Leslie Lewinter-Suskind Award for Excellence in Preclinical Medical Education
Joseph Dhahbi, MD, PhD

The Robert and Leslie Lewinter-Suskind Award for Excellence in Clinical Medical Education
Joseph Elsissy, MD

Excellence in Clinical Skills Teaching Award
Amelia Murray, MD

Research Mentor Award
Jun Ling, PhD

Excellence in Graduate Teaching Award
Frank Scali, MD

FACULTY AWARD WINNERS (CONT'D)

2025 TO 2026
ACADEMIC YEAR

FACULTY NOMINATED AWARDS

Excellence in Pre-Clerkship and Graduate Teaching Award
Brian Spivack, MD

Excellence in Clerkship Teaching Award
Gunjeet Ahluwalia, MD

Excellence in Service Award
Rakesh Gorantla, PhD

Excellence in Research or Scholarship Award
Edith Wakida, PhD

Advancing the CUSM Mission Award
Devadas Moses, MD



STUDENT NOMINATED AWARDS

The Robert and Leslie Lewinter-Suskind Award for Excellence in Preclinical Medical Education
Ou Zhang, PhD

The Robert and Leslie Lewinter-Suskind Award for Excellence in Clinical Medical Education
Farbod Farmand, DO

Excellence in Clinical Skills Teaching Award
Emad Mishriki, MD

Research Mentor Award
Vance Johnson, MD

Excellence in Graduate Teaching Award
Raj Ettarh, MD





Faculty Engagement and Communication

Strengthening connection, communication, and community across CUSM.

The Office of Faculty Affairs continued to strengthen faculty engagement through regular communication and structured onboarding initiatives.

Five faculty newsletters were distributed during the reporting period, **achieving consistently strong open rates around 50%**, reflecting sustained faculty engagement with institutional news, faculty opportunities, and governance updates.

5
Faculty Newsletters



WELCOMING OUR NEW FACULTY

110
New Faculty Members

Welcomed through the virtual New Faculty Orientation program since January 2025.



ORIENTATION

Monthly virtual orientation sessions



RESOURCES

Faculty Handbook, Faculty Bylaws, & Clinical Faculty Resources



CONNECTION

Institutional news, faculty opportunities, & frequently asked questions





Strengthening Faculty Governance

Training and Support

The Office of Faculty Affairs continued to strengthen shared governance by providing comprehensive administrative, operational, and educational support for the Faculty Assembly, Faculty Executive Council (FEC), and Faculty Assembly Standing Committees.



STRENGTHENING GOVERNANCE
THROUGH SUPPORT

- ✓ New governance resources included an annual governance calendar to guide agenda items for FEC, updated Faculty Bylaws, and expanded training for both committee administrative staff and faculty members.
- ✓ Training focused on committee roles and responsibilities, voting procedures, quorum requirements, meeting management, documentation standards, and governance best practices.
- ✓ These efforts promoted consistency, efficiency, and compliance across all faculty committees.



PARTICIPATION AND IMPACT

The Office of Faculty Affairs facilitated faculty participation through hybrid Faculty Assembly meetings, enabling strong engagement from both on-campus and clinical faculty. Attendance remained consistently high across the three Faculty Assembly meetings held during the reporting period, with **40–50 faculty members participating at each meeting**. The Office worked with FEC so that agendas were intentionally designed around topics of greatest interest to faculty, including institutional initiatives, curriculum updates, admissions, and faculty policy discussions.



Faculty engagement continued to grow, with Faculty Assembly voting participation increasing between Spring 2025 and Spring 2026, **consistently exceeding quorum requirements**.



Together, these initiatives strengthened faculty participation, enhanced communication, and reinforced a culture of meaningful shared governance at CUSM.





Development of the Faculty Data System

The Office of Faculty Affairs, in partnership with the Instructional and Information Technology Services team, continued to enhance its faculty database to ensure access to accurate, current, and readily available faculty information.

Building on the successful launch of the online faculty application system and database in Summer 2024, ongoing development focused on supporting institutional needs through enhanced LCME reporting capabilities, faculty appointment term tracking, and automated renewal notifications.

As the database has matured, it has become an increasingly valuable institutional resource, enabling faculty-focused units at CUSM to independently access faculty information while reducing administrative requests to the Office of Faculty Affairs. The database also proved instrumental during the September 2025 LCME Full Accreditation site visit by providing faculty data in real time.

Its innovative design received national recognition through selection for a podium presentation at the **2026 AAMC Group on Business Affairs, Group on Institutional Planning, and Group on Faculty Affairs Joint Spring Meeting.**



TEAM DEVELOPMENT AND IMPACT

LINDA CONNELLY, ASSOCIATE DEAN OF FACULTY AFFAIRS

Professional Development/Activities:



Regional:

- Southern California Faculty Affairs & Development Consortium Inaugural meeting, Kaiser Permanente SOM, Pasadena CA, December 2, 2025

National:

- AAMC Leadership Development, CORE: Leading for Impact, Virtual Learning, July 22-24, 2025
- AAMC Group on Business Affairs, Group on Institutional Planning and Group on Faculty Affairs Joint Spring Meeting, St. Louis, MO, April 2026
- Poster session judge, AAMC Group on Business Affairs, Group on Institutional Planning and Group on Faculty Affairs Joint Spring Meeting, St. Louis, MO, April 2026



Scholarly Work:

- Shirey, E., Chubinskaya S., DeWitte, J., Reddix, D., **Connelly, L.** and Scholtemeyer, T. "Strategic Utilization of Faculty and Staff Engagement Surveys: Showcasing Multiple Institutions" Joint oral presentation at AAMC Group on Business Affairs, Group on Institutional Planning and Group on Faculty Affairs Joint Spring Meeting, St. Louis, MO, April 2026
- **Connelly, L.**, Goudreault, K., Rojas, I., Diaz, S., Guzallis, C. and Solomon, N. "Development of a Faculty Data System: A Custom Solution for a Community Medical School" Individual oral podium presentation at AAMC Group on Business Affairs, Group on Institutional Planning and Group on Faculty Affairs Joint Spring Meeting, St. Louis, MO, April 2026
- **Connelly, L.** "Guided by Faculty Feedback: Improving the Promotion Process" invited oral presentation as part of the AAMC GFA Brown Bag Series – topic of Appointments, Promotion and Tenure held via Zoom on Monday, May 11th 2026

STEPHANIE DIAZ, FACULTY AFFAIRS ANALYST

Professional Development/Activities:



In-house:

- Crucial Conversations, February 2025
- CUSM Admin Professionals Conference, March 2025 and March 2026
- CUSM Essentials, Presenter, October/November 2025 and Jan 2026
- CUSM LGBTQ+ Healthcare Online Training Course, March 2026

Regional:

- Southern California Faculty Affairs & Development Consortium Inaugural meeting, Kaiser Permanente SOM, Pasadena, CA, December 2, 2025
- CSU+UC Event Professionals Network Conference, Cal Poly Pomona, July 2026

National:

- AAMC Group on Faculty Affairs Annual Meeting, Portland, OR, July 2026
- AAMC Leadership Development CORE: Elevate Your Potential, August 2025

Scholarly Work:

- **Diaz, S.** and Connelly, L. “Enhancing Engagement & Excellence: Streamlined Faculty Awards for Growing Medical Schools” Poster presentation at American Association of Medical Colleges, Group on Faculty Affairs Annual Meeting, Portland, OR, July 2025
- Connelly, L., Goudreault, K., Rojas, I., **Diaz, S.**, Guzallis, C. and Solomon, N. “Development of a Faculty Data System: A Custom Solution for a Community Medical School” Individual oral podium presentation at AAMC Group on Business Affairs, Group on Institutional Planning and Group on Faculty Affairs Joint Spring Meeting, St. Louis, MO, April 2026



JONATHAN TOWNSEND, DIRECTOR OF FACULTY & PROFESSIONAL DEVELOPMENT

Professional Development/Activities:

Regional:

- Southern California Faculty Affairs & Development Consortium Inaugural meeting, Kaiser Permanente SOM, Pasadena CA, December 2, 2025
- Crucial Conversations for Mastering Dialogue Trainer Certification, Crucial Learning, June 2024

National:

- AAMC Group on Faculty Affairs Annual Meeting, St. Louis, MO, April 2026
- AAMC Group on Faculty Affairs Annual Meeting, Portland, OR, July, 2025
- POD Network Annual Conference, San Diego, CA, November, 2025
- POD Network Annual Conference, Chicago, IL, November 2024



Scholarly Work:

- Koh, S., & **Townsend, J.** "Teaching Faculty Advisors Coaching Skills to Develop Pre-Clerkship Master Adaptive Learners." Podium Presentation. American Medical Association Coaching Summit, AMA. Chicago, IL, August 2026.
- **Townsend, J.**, Ridout, L., Dupper, M., Barra, C., & Akins-Penaloza, N. (2026). A Video-Based Approach to Strengthen Onboarding and Evaluation in Clerkship Teaching. Poster presented at AAMC Group on Faculty Affairs Conference, St. Louis, MO.
- **Townsend, J.**, Ridout, L., & Richardson, S. "Building Engagement and Collaboration: Lessons from a Faculty Development Week Initiative." Podium Presentation. Group on Faculty Affairs, AAMC. Portland, OR, July 2025.
- Dupper, M., Green, G., Barra, C., Schwartz, S., **Townsend, J.**, & Talib, Z. (2025). Innovative dual-pass core clerkships: Success in student performance and feedback. Poster presented at AAMC Learn Serve Lead Conference, San Antonio, TX.
- Shaw, J., Lai, C., Bota, P., & **Townsend, J.** (2025). The overlooked pillars of medical education: Addressing the mental health and well-being of medical school administrative staff. *Frontiers of Psychiatry*. 16. <https://doi.org/10.3389/fpsyt.2025.1634323>
- Dupper, M., Barra, C., Schwartz, S., **Townsend, J.**, Green, G., & Talib, Z. (2024). Academic performance of dual pass core clerkship: A comparative study against national benchmarks for innovative clerkship curriculum. Poster presented at AAMC Learn Serve Lead Conference, Atlanta, GA.
- Shaw, J., Lai, C., Bota, P., **Townsend, J.** (2024). Evaluating stress and burnout in medical school administrative staff: A survey study in a California allopathic medical school. Poster presented at American Psychiatric Association Annual Meeting, New York, NY.

LUKE RIDOUT, FACULTY DEVELOPMENT ANALYST

Professional Development/Activities:

In House:

- Faculty Development Week Presenter 2024
- Faculty Development Week 2025

National:

- AAMC Group on Faculty Affairs Annual Meeting, Portland, OR, July 2025
- POD Network Annual Conference, Chicago, IL, November 2024



Scholarly Work:

- Townsend, J., **Ridout, L.**, Dupper, M., Barra, C., & Akins-Penaloza, N. (2026). A Video-Based Approach to Strengthen Onboarding and Evaluation in Clerkship Teaching. Poster presented at AAMC Group on Faculty Affairs Conference, St. Louis, MO.
- Townsend, J., **Ridout, L.**, & Richardson, S. "Building Engagement and Collaboration: Lessons from a Faculty Development Week Initiative." Podium Presentation. Group on Faculty Affairs, AAMC. Portland, OR, July 2025.





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