2016 Joint Professional Development Conference

Council of Faculty and Academic Societies (CFAS)
Group on Diversity and Inclusion (GDI)
Organization of Resident Representatives (ORR)

March 3-5, 2016
The Grand America Hotel
Salt Lake City, Utah
**Wednesday, March 2, 2016**

1:30 PM – 5:00 PM  **GDI Steering Committee Meeting** [closed]

**Speakers:** Juan Amador, Edward J. Callahan, Joan Reede

**Thursday, March 3, 2016**

7:00 AM – 6:30 PM  **Registration and Information**

8:00 AM – 12:15 PM  **CFAS Committee and Working Group Meetings**

[open to all CFAS reps except noted closed committees]

(Group I – 8:00 – 10:00 am)

- CFAS Advocacy Committee
- CFAS Evaluation Committee
- CFAS Faculty Resilience Working Group
- CFAS Mission Alignment and Impact of Faculty Educators Working Group
- CFAS Program Committee [closed]

(Group II – 10:15 am – 12:15 pm)

- CFAS Basic Science Working Group
- CFAS Communications Committee
- CFAS Value of Faculty as Educators Working Group
- CFAS Nominating and Engagement Committee [closed]

8:00 AM – 12:15 PM  **GDI Steering Committee Meeting** (Closed)

**Speakers:** Juan Amador, Edward J. Callahan, Joan Reede

8:00 AM – 12:15 PM  **ORR Committee Meeting** (Closed)

12:15 PM – 1:15 PM  **CFAS New Member Orientation**

This session, open to new and existing CFAS member representatives, will
provide an overview of the AAMC, its organization and mission areas, and how CFAS fits into the greater association. The session will also include CFAS-specific conversation about the roles and responsibilities of CFAS representatives, with an emphasis on junior reps.

**Speakers:** Vincent Pellegrini, Jennifer M. Schlener, Eric Weissman

**12:15 PM – 1:15 PM**

**Meet and Greet Your GDI Representatives:**
**Starting the Conference in the Know!**

Attend this GDI pre-conference session to meet your current GDI Regional Representatives. Participate in small structured group discussions to focus on the conference topic areas; Communication and Research, Academic Medicine Environment and Organization, Education/GME in Transition, and Essence of Faculty. Also, you will have time with your peers to discuss various challenges and potential solutions.

**Speakers:** Adam Aponte, Cheryl Brewster, J. Renee Navarro, Will Ross

**12:15 PM – 1:15 PM**

**ORR Member Briefing**

This session, open to new and existing ORR members, will provide overview information about the ORR, the PDC program, and address ORR roles, responsibilities and expectations of the meeting.

**Speakers:** Ashlee Jaffe, Johanna VonHofe

**1:30 PM – 2:15 PM**

**Conference Opening and Welcome**

The three chairs of the respective groups – CFAS, GDI, and ORR – will welcome attendees, laying out the framework of the joint conference and the goals we hope to achieve as a group. Then Dr. Vivian Lee will provide context for the conference, focusing on the main, thematic topic areas: research and communication; education and GME in transition; academic medicine environment and organization; and essence of faculty. The opening session will allow time for comments and questions from attendees.

**Speaker:** Vivian Lee

**Welcome & Introduction:** Ashlee Jaffe, Vincent Pellegrini, Joan Reede

**2:15 PM – 3:30 PM**

**Plenary Session 1: The Power of Effective Science Communication**

NPR Science Correspondent Richard Harris has worked with scientists and
medical researchers in academic medicine for decades as he has
developed countless National Public Radio stories reporting on major
news related to science and medicine. He will discuss key points to
communicate about the advances in medicine, touching on what makes a
strong story from a news perspective. Mr. Harris also will provide a
preview of his upcoming book focused on issues related to reproducibility
in biomedical research.

**Speakers:** Richard Harris, Debra Regier  
**Moderator:** Mike Engel

3:30 PM – 3:45 PM  
**Reflections**

3:45 PM – 5:15 PM  
**A Proposed GME Collaboration between CFAS, GDI, ORR, OSR &
AAMC Health Affairs/Government Relations**

Graduate medical education (GME) is in transition. Issues relate to the
number of residency slots; the predominate support by Medicare; the
number of students not matching; the increasing use of USMLE Step 1
scores; the effects on professional identity; and the impact on diversity in
medicine. There is a clear need for better education and better
professional development on this issue so that faculty, residents and
students are more informed and more empowered. To achieve these
ends, we propose a collaboration between CFAS, GDI, ORR, OSR and
AAMC Health Affairs/Government Relations on the issues and data
related to GME.

**Learning Objectives:**
Upon completion of this session, participants will be able:

1. Build a formal GME collaboration between CFAS, GDI, ORR, ORS &
AAMC Health Affairs/Government Relations.
2. Explain the implications of GME in transition.
3. Empower participants to create solutions.

**Speaker:** Paul F. Aravich

3:45 PM – 5:15 PM  
**How to Effectively Communicate Science and Research**

NPR Science Correspondent Richard Harris will lead a discussion on
communication priorities for academic medicine researchers, clinicians,
and scientists.

**Learning Objectives:**
Upon completion of this session, participants will be able:

1. To share ideas and challenges related to science/research communication.
2. To gain advice from an experienced science correspondent and reporter.
3. To develop tools to effectively express complex ideas.

**Speaker:** Richard Harris

**3:45 PM – 5:15 PM**

**Introduction to Mind-Body Medicine Skills to Reduce Stress and Burnout and Foster Resilience**

The goal of this workshop is to introduce participants to the reality of student, resident and physician burnout and to provide them with an understanding of the scientific mechanisms that link chronic stress and burnout. Participants will then have the opportunity to experience at least one mind-body medicine skill, and thereby gain insight to their impact and utility in reducing stress and boosting resilience.

**Learning Objectives:**
Upon completion of this session, participants will be able:

1. To understand the prevalence of burnout among medical students, residents and faculty physicians.
2. To understand the physiology of stress and scientific basis for mind-body therapies (meditation, breathing and imagery) to reduce stress and boost resilience.
3. To participate in an “experiential learning” exercise used to teach Mind-Body Medicine skills.
4. To discern between various interventional models, including the 11-week course at Georgetown University School of Medicine, to build resilience and prevent or limit burnout.

**Speaker:** Aviad Haramati

**3:45 PM – 5:15 PM**

**Pick-the-Team: Exploring the Hidden Layers of Diversity and Contributions for a High-Performing Team**

Pick-the-Team is an interactive exercise that reflects the selection of the best team for a task. The exercise is applicable to team building and recruitment at all levels including search committees, residency program directors, promotions/tenure committees, and student selection. Opening with a video providing background of a challenge, the activity focuses on team creation. Participants experience balancing diverse portfolios of potential team members and specifics of a task, with
preconceived perceptions. The game illustrates the fallacy that there is one successful solution, and that people tend to be neutral. Participants leave understanding that successful, culturally competent teams are the remedy when seeking ‘the best’ solution.

**Learning Objectives:**
Upon completion of this session, participants will be able to:
1. Increase learners’ self-awareness related to unconscious bias in themselves and others during candidate selection.
2. Assist learners to recognize factors that can remedy bias (1. longer deliberation time).
3. Assist learners to appreciate the value of diversity

**Speakers:** Eloiza T. Domingo-Snyder, James E. Page

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**3:45 PM – 5:15 PM**

**The Enhanced CV: A Tool for Including Evidence from ALL Types of Scholarship so it Counts**

In this interactive session, we will explore the value of the ‘enhanced CV’ as a tool for presenting evidence of academic accomplishment, thus avoiding the need for supplemental presentations of evidence, such as the educators’ portfolio. We will also help participants learn to recognize when and what types of annotation are most helpful when creating their own enhanced CV—whether resident, junior faculty, or senior faculty.

**Learning Objectives:**
Upon completion of this session, participants will be able to:
1. Describe key features of an Enhanced CV.
2. Explain the relative benefits of an Enhanced CV as the primary repository of evidence of academic accomplishment.
3. Identify when and how annotation is of most help for common items included in a CV.

**Speakers:** Boyd Richards, Susan L. Rosenthal

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**5:15 PM – 5:30 PM**

**Reflections**

**5:30 PM – 6:30 PM**

**Find Common Ground Through Interactive Discussion**

Structured around the four conference topic areas of Communication and Research, Academic Medicine Environment and Organization, Education/GME in Transition, and Essence of Faculty, a total of eight sequential interactive discussion rotations will facilitate collegial deliberation in preparation for the meeting’s three peer-reviewed concurrent breakout session blocks. These discussions will reveal
common ground in real-time, resulting in a more robust understanding of the role-based perspectives of conference colleagues and foster pursuit of collaborative opportunities at the conference and beyond.

**Speaker:** Ashlee Jaffe

6:30 PM – 7:30 PM  
**Reception**

**Friday, March 4, 2016**

6:30 AM – 5:15 PM  
**Registration and Information**

7:00 AM – 8:15 AM  
**Breakfast Table Topic Discussions**

These breakfast discussions will focus on various topics of interest, led by CFAS, GDI, and ORR representatives, committee members, and AAMC staff. Topics were submitted and reviewed to supplement the conference program with emphasis on the four conference topic areas.

Table Topics will include:
- Essence of Faculty
- Education/GME in Transition
- Academic Medicine Environment and Organization
- Communication and Research


8:15 AM – 8:30 AM  
**Reflections**

8:30 AM – 9:45 AM  
**Plenary Session 2: Closing the Health Care Gap in Communities and Addressing Health Care Inequities**
Academic medicine is well positioned through its clinical, research, education, and diversity missions to improve community health and close health and health care gaps, but what exactly are the institutional roles and responsibilities for caring for underserved communities? And how can we develop sustainable, community-based research that is aligned with community needs? This session will help answer these questions while encouraging conference attendees to share what works from their own institutional perspective.

**Speakers:** Paul R. G. Cunningham, Patricia Gabow  
**Moderator:** Will Ross

9:45 AM – 10:15 AM  
**Reflections**

10:15 AM – 11:30 AM  
**Education on Religious and Cultural Diversity in a Healthcare Setting**

Indiana University School of Medicine (IUSM), IUSM’s Department of Pediatrics, Office of Diversity Affairs (ODA), and Diversity Council developed an educational activity for attendees from diverse backgrounds and roles in medicine to increase health care professionals’ awareness of religious and cultural diversity and to educate them to deliver religiously and culturally competent care. In this workshop, we share our experiences, topics presented, discuss next steps in IUSM’s efforts to improve the quality and quantity of educational sessions on cultural and religious diversity. In addition, we begin a conversation where attendees can share their work, successes and challenges on this important and current topic.

**Learning Objectives:**  
Upon completion of this session, participants will be able to:  
1. Increase awareness about the need for education on religious and cultural diversity.  
2. Learn about future steps that IUSM is taking in order to improve the quality and quantity of educational sessions on cultural and religious diversity.  
3. Describe the benefits of using a peer-to-peer approach for this type of grand rounds or educational activity.

**Speakers:** Mary G. Austrom, Hiba Chehab, Paul L. Porter, Alvaro Tori

10:15 AM – 11:30 AM  
**Illusions of Change: Using New Perspectives and Strategies to Get Women Where We Need to Be**

While there is an increase in research highlighting the lack of women in leadership roles, there are concurrently many media sources that instead
assert that there has been substantial progress for women. Often ignored in this debate of women’s progress are those outside the mainstream conversation of women in medicine and science. Using the unique perspectives of women of color, early-career women, and members of women’s specialty society groups, this session will offer solutions that all faculty and institutional leaders can use to create more globally applicable advancement strategies.

Learning Objectives:
Upon completion of this session, participants will be able to:

1. Review factors that underpin gender disparity in academic medicine, such as microaggressions—common biases targeted toward underrepresented groups—and how women struggle to navigate their potentially damaging realities.
2. Recognize the limits of women-oriented initiatives that exclude, unintentionally or intentionally, multiple identities (i.e., social class, native origin) of women faculty of color and their experiences of inequality.
3. Review different strategies that can be employed by individuals, departments, and institutions to support gender equity and professional development of all women, including the role specialty societies can play in the advancement of women.

Speakers: Chiquita A. Collins, Rebecca D. Ganetzky, Lynn K. Gordon, Amy S. Gottlieb

10:15 AM – 11:30 AM

Mastery Learning in Competency-based Education: Viability at the Edges of the Bell-Shaped Curve

This session will delve into the complexities and solutions with learners at the edges of the continuum of Mastery Learning within the time frame of competency-based education. Using an interactive session plan with team learning and case-based discussion, problems and solutions will be discussed to help participants identify ways to help learners at all levels to succeed.

Learning Objectives:
Upon completion of this session, participants will be able to:

1. Identify major benefits with masterly learning within the context of time-based learning.
2. Identify potential barriers/struggles with masterly learning within the context of time-based learning.
3. Propose practical ways for medical education programs to overcome barriers and address the struggles, with an emphasis on learners at the edges of the bell-shaped curve.
Speakers: Debra Regier, Boyd Richards

10:15 AM – 11:30 AM

**The Art of Science Communication: an Online Approach to Science Communication Training**

The importance of effective communication skills is increasingly being recognized throughout the medical and scientific communities, especially amongst students. However, provision of proper, credible training in this area has failed to match the growing demand. In this session, representatives from the American Society for Biochemistry and Molecular Biology will present about the society’s novel online training course, “The Art of Science Communication.” Attendees will learn about the genesis of the course, get exposed to course content and format, and will get hands-on experience working through actual exercises that are undertaken by course participants.

**Learning Objectives:**
Upon completion of this session, participants will:

1. Learn about a novel approach to science communication skill development.
2. Provide objective feedback on the efficacy of the ASBMB’s approach to communication training.
3. Discuss ideas for collaboration and expansion for this type of training program.

Speaker: Geoff Hunt

10:15 AM – 11:30 AM

**The Creation of a Graduate Medical Education Wellness Program at an Academic Health Center**

There is a growing body of evidence regarding the need for robust wellness programs for providers, including residents and fellows. Historically, Graduate Medical Education (GME) wellness programs have been limited in number and scope but several recent tragedies have prompted increased awareness of the need for robust GME wellness programs. We will describe one academic health center’s approach to initiating a GME wellness program, sharing lessons learned, and provide opportunities for audience members to share best practices.

**Learning Objectives:**
Upon completion of this session, participants will:

1. Understand and discuss the growing need for Graduate Medical Education (GME) Wellness programs.
2. Evaluate one institution’s effort in forming a GME wellness program.
3. Describe essential components of a GME wellness program and assess their own institutional efforts.

Speaker: Brad Poss

11:30 AM – 12:00 PM
Reflections

12:00 PM – 2:00 PM
Lunch and AAMC Leadership Town Hall

During this session AAMC leaders will present, discuss, and engage attendees on strategies for optimizing graduate medical education (GME), national activities focusing on preserving and expanding GME and National Health Institutes (NIH) funding, and enhancing member’s understanding of the AAMC mission and national priorities.

Speakers: Atul Grover, Darrell G. Kirch, Robert Laskowski, Janis Orlowski

2:00 PM – 2:15 PM
Reflections

2:15 PM – 3:30 PM
Plenary Session 3: Painting a Bigger Picture of GME Selection

For faculty, senior residents, and administrators engaged in graduate medical education, few issues are knottier than the selection process of residents. Whether the challenges focus on process, quality, or equity, those engaged in GME are looking for solutions to improve their environment and create an optimal learning environment for educators, residents, and students. This session will explore the dynamics of GME selection, specifically, innovative efforts to look beyond the standard metrics and to include approaches such as holistic review. Within a culture that emphasizes quantitative data, metrics, and outcomes, innovations involving qualitative approaches are yet to be fully understood much less embraced. Given the volume of applications many programs receive, the pressures to default to Step 1 scores and ratings are hard to resist.

Speakers: Jessica Fried, Danny M. Takanishi Jr., Franklin Trimm
Moderator: J. Renee Navarro

3:30 PM – 4:00 PM
Reflections

4:00 PM – 5:15 PM
A Model for Delivering Culturally Responsive Care to Diverse Populations
The 2003 Institute of Medicine (IOM) report Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care Report recommended “the integration of cross-cultural education and training for all current and future health professionals as a key strategy for helping to reduce disparities and foster greater health equity” (2003). Additionally, various accrediting bodies, including the LCME and the ACGME, require medical students and resident physicians to demonstrate awareness, knowledge and proficiency in the delivery of culturally responsive care. Attendees of this session will have the opportunity to participate in an interactive, hands-on workshop which focuses on the effective delivery of culturally responsive health care.

**Learning Objectives:**
At the conclusion of the session, workshop attendees will:

1. Understand the challenges and benefits associated with the delivery of culturally responsive care.
2. Recognize potential for bias and stereotyping the effect in clinical encounters.
3. Have increased knowledge and familiarity of models of effective cross-cultural communication and the resources which can useful for in the delivery of culturally responsive health care.

**Speaker:** Sherree A. Wilson

**Crowd Sourcing for Policies & Programs to Support the Engagement & Productivity of Basic Scientists**

Basic scientists need our support now more than ever to understand their roles at our medical schools. The Faculty Forward Learning Community identified this key issue for further exploration, analyzing data from the Faculty Forward Engagement Survey and brainstorming solutions to help basic scientists and their institutions. This session allows participants to discuss the challenges that basic science faculty face, as well as use crowd sourcing to identify policies and programs to accelerate their productivity and engagement.

**Learning Objectives:**
Upon completion of this session, participants will be able to:

1. Clearly identify and develop a shared understanding of the challenges facing basic scientists in academic medical centers nation-wide (Presentation and Gallery Walk).
2. Examine data trends in basic science engagement from medical schools across the country and discuss the types of solutions needed to support basic scientists (Presentation).
3. Collect policy and programmatic interventions from peers to generate a
toolbox of interventions that can be used at home institutions to further engage basic scientists (Crowd Sourcing Activity).

**Speakers:** Valerie Dandar, Lynn K. Gordon, Susan Pollart, Patrick Smith

**4:00 PM – 5:15 PM**

**Integrating Unconscious Bias into Medical Education**

Groundbreaking research on the psychology of implicit bias has the potential to produce sustainable change in individual attitudes, organizational cultures and patient satisfaction. This session provides participants with tools to successfully incorporate unconscious bias into medical education initiatives throughout the continuum of medical education. Existing educational research will be reviewed, tools and techniques discussed and evaluation and assessment methodologies explored.

**Learning Objectives:**
Upon completion of this session, participants will be able to:
1. Describe a framework derived from existing educational research to incorporate unconscious bias into medical education.
2. Discuss the key ingredients of the framework including a non-threatening learning context, enhancing conscious efforts to overcome bias and successfully exposing learners to counter-stereotypes.
3. Practice instructional design by having participants create a mock educational intervention and discuss with colleagues.
4. Review successful assessment and evaluation strategies for unconscious bias related educational projects and initiatives.

**Speakers:** Mekbib Gemeda, Michael Maguire, Javeed Sukhera

**4:00 PM – 5:15 PM**

**Physician Mental Health, Stigma, and Ethical Dilemmas in Help-seeking, Licensing, and Disclosure**

Despite significant rates of physician mental health disorders the self and professional stigma surrounding mental health and the culture of medical training lead to a number of difficult ethical decisions. These include decisions about any treatment, informal treatment, or self-prescribing. Such decisions may be complicated by state medical licensing boards which ask for physician disclosure about mental health conditions or treatment.

**Learning Objectives:**
Upon completion of this session, participants will be able to:
1. Review the epidemiology of physician mental health issues.
2. Explore the climate in which physicians train and practice and how this
impacts mental health, wellness, and burnout.
3. Consider the role which stigma plays in recognizing and help-seeking for mental health disorders among physicians.
4. Present new research (unpublished) on how state medical licensing boards address mental health problems among physicians and how this compares with questions about physical health and substance abuse.
5. Evaluate the ethical issues that exist related to self-prescribing, informal treatment by peers, and how physicians balance decisions about seeking treatment seeking and reporting to medical boards.

Speakers: Scott D. Gitlin, Katherine J. Gold

4:00 PM – 5:15 PM
Training Physicians as Collaborators: Interprofessional Education in Medical Education

Based on increasing recognition of the importance of teamwork in healthcare, interprofessional education has become required by accreditors and increasingly emphasized in medical education. This session will explore the goals for interprofessional education and discuss how interprofessional education complements and conflicts with traditional medical education. Participants will develop a model for training collaboration in future physicians then discuss how this model applies to current approaches to training and future needs for educational programs.

Learning Objectives:
Upon completion of this session, participants will be able to:
   1. Explore a conceptual model for the physician as an interprofessional collaborator.
   2. Identify some curricular approaches to applying the conceptual model to education.
   3. Discuss the specific challenges of interprofessional education from the medical education perspective.

Speakers: Alan Dow, Rebecca Wilson

5:45 PM – 5:45 PM
Buses Depart for Offsite Cultural Event and Reception

6:00 PM – 7:15 PM
Offsite Cultural Event and Reception Hosted by University of Utah School of Medicine

The Point Restaurant
Address:
2000 Cir of Hope Dr
Salt Lake City, UT 84112
Saturday, March 5, 2016

6:30 AM – 5:00 PM  Registration and Information

7:00 AM – 7:50 AM  CFAS/GDI/ORR and Utah Medical Students and Residents Mixer
                   Breakfast

7:50 AM – 8:00 AM  Reflections

8:00 AM – 9:15 AM  Plenary Session 4: The Continuum of Wellness and Resilience from
                   the Institution to the Individual

Faculty wellness and resilience has emerged as one of the most critical issues academic medicine professionals have struggled with over the past several years. This session will explore how institutions, leadership, learners, and individuals find solutions to some of the challenges faced within the continuum of academic medicine.

Resources and Articles of Interest:
- Career Fit and Burnout Among Academic Faculty
- Stress and Morale of Academic Biomedical Scientists
- From Triple to Quadruple Aim: Care of the Patient Requires Care of the Provider
- Caring for oneself to care for others: physicians and their self-care

Speakers: Daniel Hashimoto, Amy N. Hildreth, Yvonne Maldonado, Catherine Florio Pipas
Moderator: Vincent Pellegrini

9:15 AM – 9:30 AM  Reflections

9:30 AM – 10:45 AM  CFAS Business Meeting

9:30 AM – 10:45 AM  GDI Business Meeting

9:30 AM – 10:45 AM  ORR Business Meeting

10:45 AM – 11:00 AM  Reflections
11:00 AM – 12:15 PM  **Closing CFAS/GDI/ORR Knowledge Sharing Session**

This session provides an opportunity for CFAS, GDI, and ORR representatives to share in open conversations about important takeaways from this collaborative conference and to address potential next steps important to faculty, clinicians, scientists, and learners. In an “open mic” setting, attendees are encouraged to reflect upon promising models and solutions with colleagues and to share their ideas on new strategies and tools to take back to their home institutions.

**Speakers:** Scott D. Gitlin, Matthew McDougall, J. Renee Navarro

12:15 PM – 12:15 PM  **CFAS/GDI/ORR Conference Adjourns**

12:15 PM – 1:30 PM  **GDI Lunch on Your Own**

12:30 PM – 2:30 PM  **CFAS Ad Board Meeting and Luncheon** (Closed)

12:30 PM – 2:30 PM  **ORR Leadership Transition Luncheon** (Closed)

1:30 PM – 5:00 PM  **Deconstructing Today’s Challenges: Developing the Skills to Create Change! – Part I** (Open to all)

Dr. Jane comes to your Office of Diversity for advice. She is working on a community-based research study that is widely-respected in the African American community; however, her Division Head feels she is not pursuing more rigorous academic studies, has not published enough, and needs to bring in more grants. He threatens to increase her clinical load, which would reduce her time devoted to research and possibly prolong the time before she is considered for tenure. How would you resolve this conflict?

The Group on Diversity and Inclusion (GDI) welcomes all conference attendees to join our two-part post-conference program that will prepare you for such dilemmas. Part I of this interactive workshop is designed to focus on real world case studies that are representative of the types of challenges and issues many of us face in our roles at our institutions. Working in small groups led by senior leaders, participants will debate a series of cases and develop and/or refine key negotiations skills to navigate and manage complex professional relationships. Small groups will present their possible solutions before the “Shark Tank” panel. The “Shark Tank” panel of experts reconstructs the case studies and provide salient recommendations, resources and tools to use...
at your institutions.

There is no additional registration or fee to participate in this activity. For planning purposes be sure to arrange your hotel and travel accordingly to include a Sunday afternoon departure.

**Speakers:** Paul R. G. Cunningham, Rosemarie Fisher, Maria L. Soto-Greene  
**Facilitators:** Adam Aponte, Cheryl Brewster, Edward J. Callahan, John Davis, Mekbib Gemeda, J. Renee Navarro, Will Ross

5:00 PM – 6:00 PM  **GDI/Faculty Forward Reception**

5:30 PM – 5:30 PM  **ORR Membership Dinner – Offsite (Closed)**

**Sunday, March 6, 2016**

7:30 AM – 8:00 AM  **Breakfast**  
Open to post-conference participants only. Must RSVP and attend Reconstructing Todays Challenges: Putting It All Together! Part II.

7:30 AM – 11:00 AM  **Registration and Information**

8:00 AM – 11:00 AM  **Reconstructing Todays Challenges: Putting it All Together! – Part II**  
(Open to all)

You just received the budget for your office and see there is a significant reduction. You are not sure why, particularly when the Dean has stated that you needed to increase your recruitment and retention activities, pipeline programs, and community partnerships to achieve your diversity outcomes and meet the LCME Element 3.3. How would you approach this dilemma?

The Group on Diversity and Inclusion (GDI) welcomes all conference attendees to join our two-part post-conference program. Part II follows the interactive workshop, as small groups present their possible solutions and provide salient recommendations, resources and tools to use. Afterwards, a panel of senior leaders will engage attendees to help create future work plans to support members at their home institutions.

There is no additional registration or fee to participate in this activity. For planning purposes be sure to arrange your hotel and travel accordingly to include a Sunday afternoon departure.
Speaker: Joan Reede
Facilitators: Adam Aponte, Cheryl Brewster, Edward J. Callahan, J. Renee Navarro, Will Ross

11:00 AM – 11:00 AM  Post- Conference Programming Adjourns