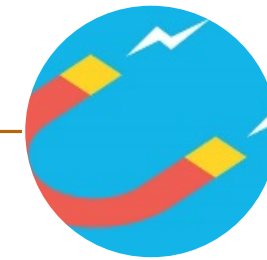
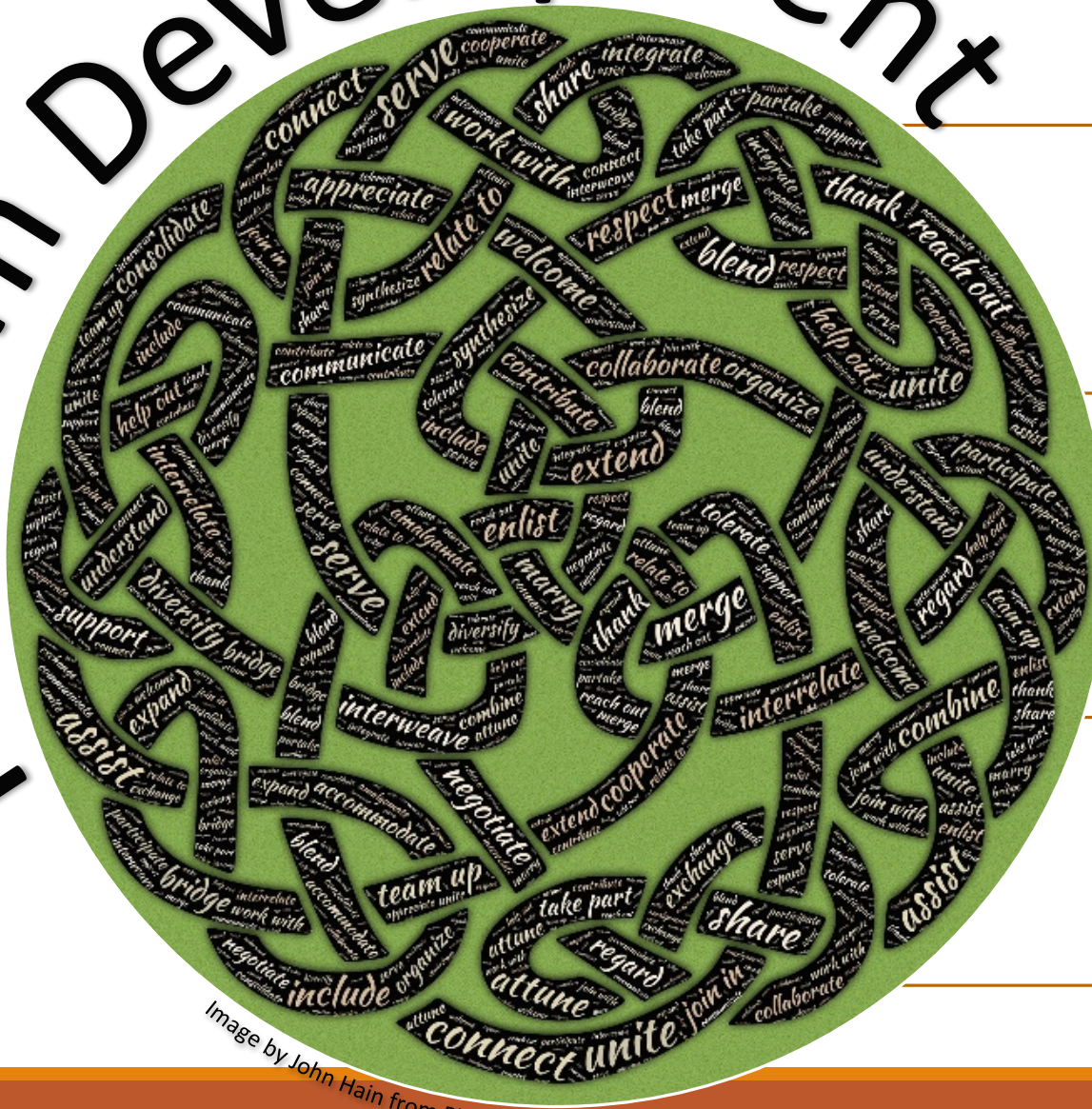


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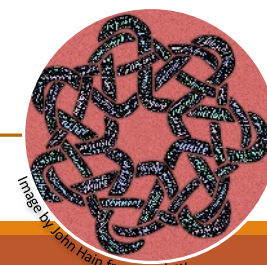
Attract Talent



Formally Develop Faculty



Informal and Incidental Learning



Program Design & Evaluation

Health Professions Faculty for the Future Workshop: Pearls & Perspectives

Diversity, Equity & Inclusion

Attracting Talent

(Step 1: Starting Early and Step 2: Broadening Recruitment)



Developing Faculty

(Step 3: Formal)



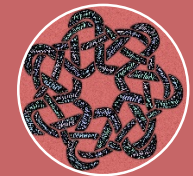
Facilitating Continued Learning

(Step 4: Informal & Incidental)



Evaluating Outcomes

(Step 5)



Pearls from the Workshop...

Attracting talented future health professions educators means:

1. starting early and
2. broadening recruitment

Please make a note in the chat box of a strategy or example from your work



Perspective...

starting early & broadening recruitment...

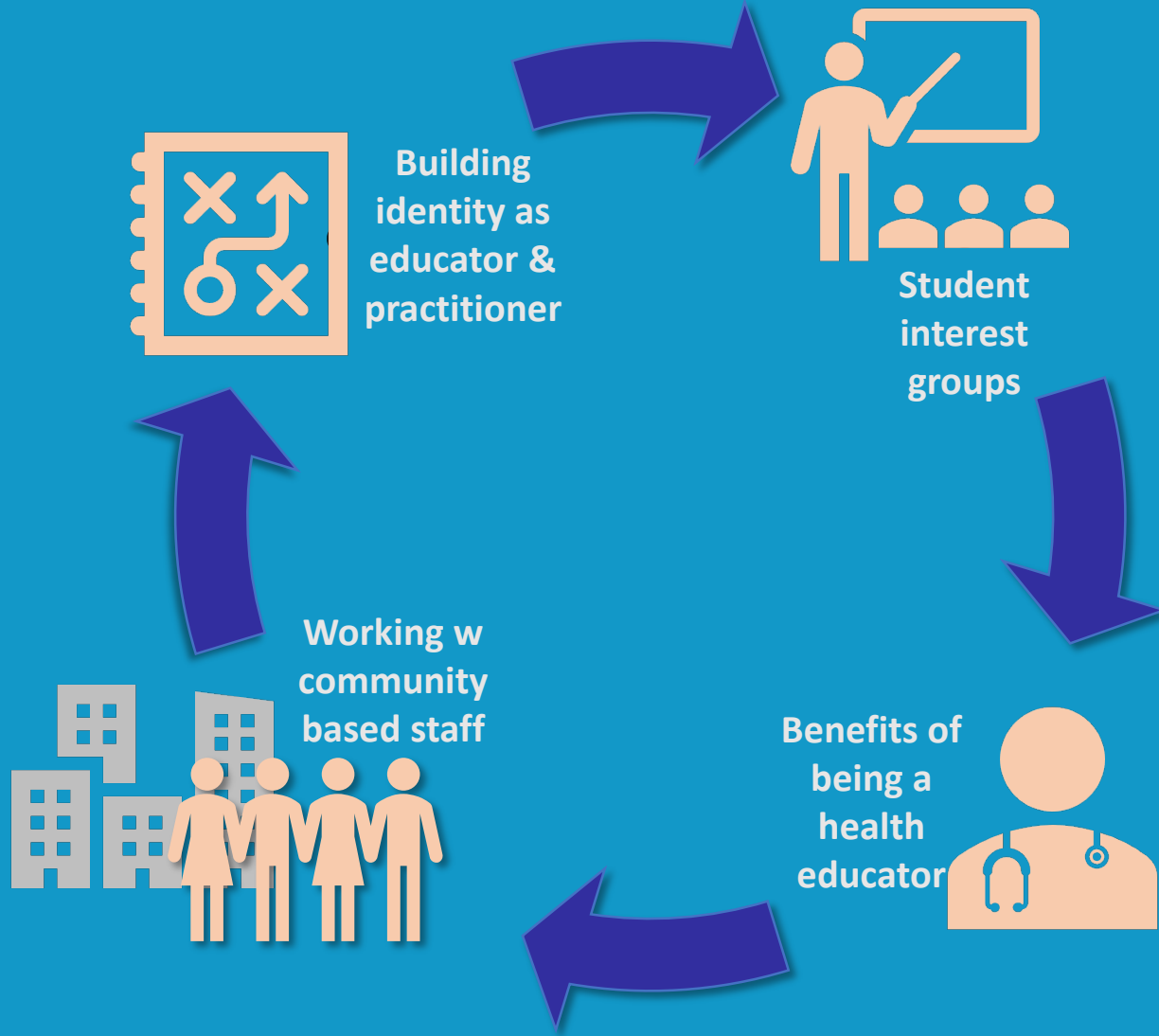
What brought me to this career?

Intentional and incidental mentors set me on an atypical path into academic medicine and the health professions. Both types of mentors were integral to my experiences and career path...

***VN Williams, PhD, Presidential Professor and Vice Provost
The University of Oklahoma Health Sciences Center***

Please make a note in the chat
box about your experience





Perspective...

Consider ways to invest in and sustain various forms of

mentoring

Select mentees who may not traditionally have health professions opportunities or mentors.



Pearls from the Workshop...

Developing future health professions educators means offering current and new faculty formal opportunities for learning how to become more effective as an educator

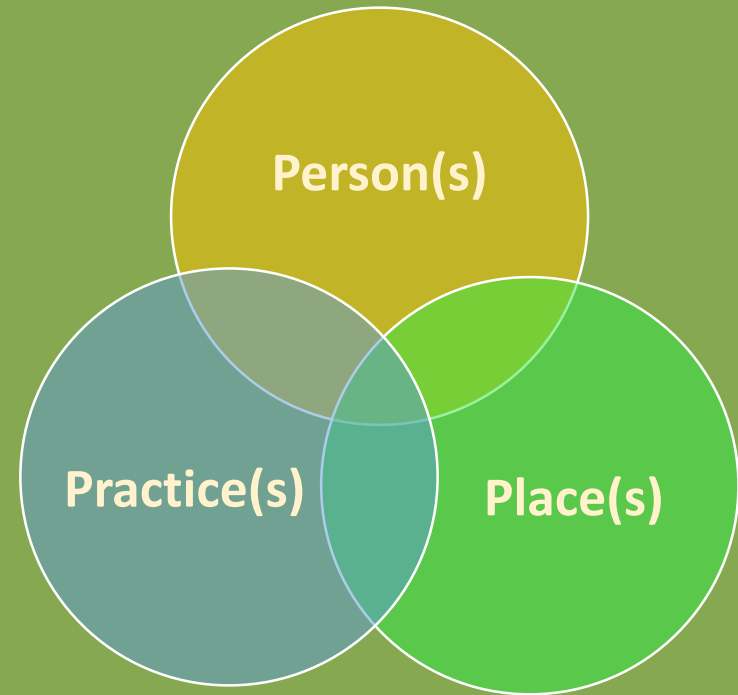


Perspective...

**What I pay
attention to
matters &
where my
attention is
directed
matters too!**



How does my organization help me, as an educator, pay attention to how I/we engage, create teams and results; measure impact; be transparent, diverse, and accountable to the community?



Please make a note in the chat box of a strategy or example from your work



Pearls from the Workshop...

Facilitating continued learning includes attending to informal and incidental learning opportunities for future health professions educators to enhance their knowledge, skills, and aptitudes

Please make a note in the chat box of a strategy or example from your work



Perspective...

ksa's can grow from
diversifying our experiences,
our reflection partners & our
feedback sources

some things that can diversify our experiences:

- interprofessional teaching & learning
- work with diverse or underrepresented community partners*
- community-based participatory research
- co-teaching with (former) patients



Perspective...

ksa's can grow from
diversifying our experiences,
our reflection partners & our
feedback sources

...work with diverse
or underrepresented
community partners

Additional Materials

Oklahoma UCEDD-LEND Consumer Advisory Committee	 Center for Learning and Leadership	Comité de Consejo al Consumidor De Oklahoma UCEDD-LEND
Seven Partner Values		Siete Valores del Socio
Recognize the Need to Partner... by realizing they can't do it alone, involving others in a shared interest, issue or problem, and doing bigger, better and more useful things by working together.		Reconocer la Necesidad de Asociarse... al darse cuenta que ellos no lo pueden hacer solos, al involucrar a otros en un interés en común, asunto o problema, y al realizar cosas más grandes, mejores y más útiles por medio del trabajo en conjunto.
Value and Respect Each Other... by agreeing that the other partner's point of view and experiences are important and taking the time to let the partners express themselves (valuing what you say).		Valorar y Respetar el Uno al Otro... al ponerse de acuerdo que el punto de vista y las experiencias del socio son importantes y al dar el tiempo para dejar que los socios se expresen (valorando su opinión).
Accept Each Other ... by welcoming and encouraging people to bring different points of view and cultural perspectives to the partnership (valuing who you are).		Aceptarse el Uno al Otro ... al Otro al acoger y animar a las personas a brindar diferentes puntos de vista y perspectivas culturales a la asociación (valorando quien es).
Set Clear Expectations ... by listing what the partners need and want, giving partners direction and focus and a clear idea of how they will work together to accomplish something.		Establecer Claras Expectativas ... al hacer una lista de lo que los socios necesitan y desean, dando a los socios dirección y enfoque y una clara idea de cómo van a trabajar juntos para lograr algo.
Provide Feedback ... by having ongoing, two-way conversations about what each partner is doing to make the partnership work and making it safe to say what is going well and what is not going well.		Proporcionar Reacciones ... al tener conversaciones continuas de doble vía acerca de lo que cada socio está haciendo para que la asociación funcione y al hacer que sea un lugar seguro para poder decir lo que va bien y lo que no va bien.
Expect Impact, Product or Outcome ... by creating something that people can see, touch, or experience in real time that are the results of their work.		Esperar Impacto, Producto o Resultado ... al crear algo que las personas puedan ver, tocar, o experimentar en un tiempo real que son los resultados de su trabajo.
Trust Each Other ... by showing over time that there is a connection between what they say, what they do, and how they behave with each other and other people.		Confiar el Uno en el Otro... al demostrar a través del tiempo que hay una conexión entre lo que ellos dicen, lo que ellos hacen, y cómo ellos se comportan el uno con el otro y con otras personas.
© 2016, Center for Learning and Leadership/University Center for Excellence in Developmental Disabilities.		El Centro para el Aprendizaje y el Liderazgo es el Centro de la Universidad de Oklahoma para la Excelencia en Discapacidades del Desarrollo.
Learn more at: www.ouhsc.edu/thecenter		Aprenda más en: www.ouhsc.edu/thecenter

Pearls from the Workshop...

Evaluating outcomes based on
thoughtful program designs
means beginning with a clear
idea of the desired outcome



Perspective...

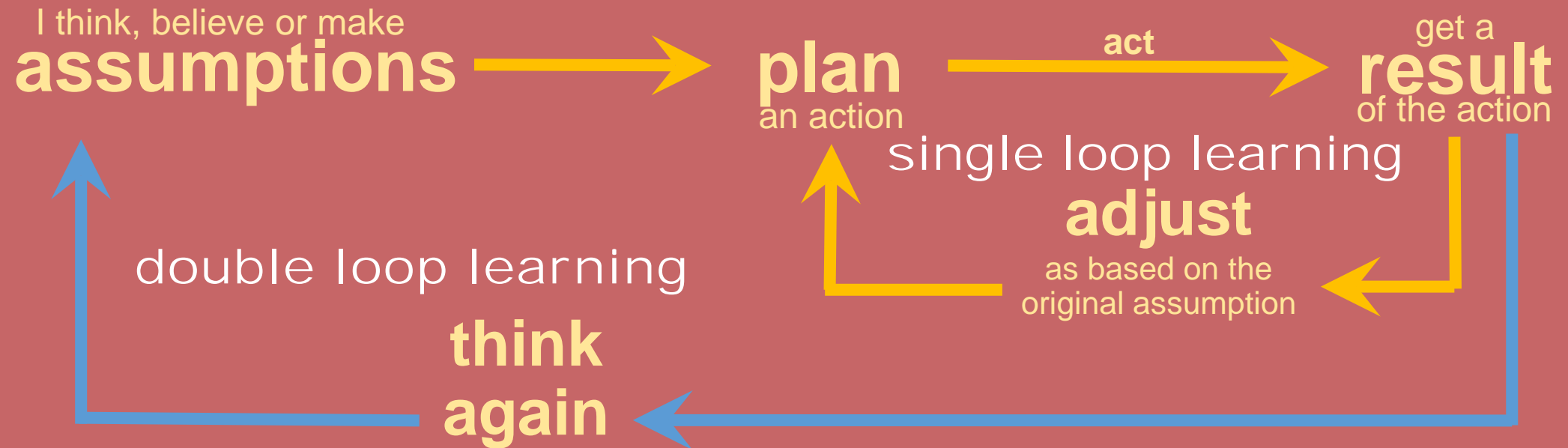
Creating a learning and reflection loop closes the circle

How will the people, the process, and the place **create a virtuous cycle** for sustainability and inclusion/engagement of underrepresented persons?



Perspective... why new feedforward and feedback sources matter

a quick look at double loop learning...



Argyris, C. (1991) Teaching smart people how to learn. Harvard Business Review, May-June.



Seeking Synergy and Synchrony

There is an invitation in this work to leverage the meaning of
“synergy” and “synchrony.”

Synergy offers us the personal, intellectual and experiential capital that each person in our teaching and learning networks can bring forward and align to achieve a shared aim.

Synchrony invites us to harmonize the work and enable the advancement of people, principles and practices to acknowledge and embrace diversity, equity and inclusion as a powerful asset for achieving a shared aim— *a virtuous cycle!*



A Call to Action

What will you do differently after participating in this workshop?

What practice could you change to enhance diversity, equity & inclusion as a partner in preparing health professions faculty for the future?

Please make a note in the chat box
Thank you!



SUPPLEMENTAL SLIDES

Diversity, Equity & Inclusion

Attracting Talent

(Step 1: Starting Early and Step 2: Broadening Recruitment)



Developing Faculty

(Step 3: Formal)



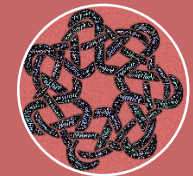
Facilitating Continued Learning

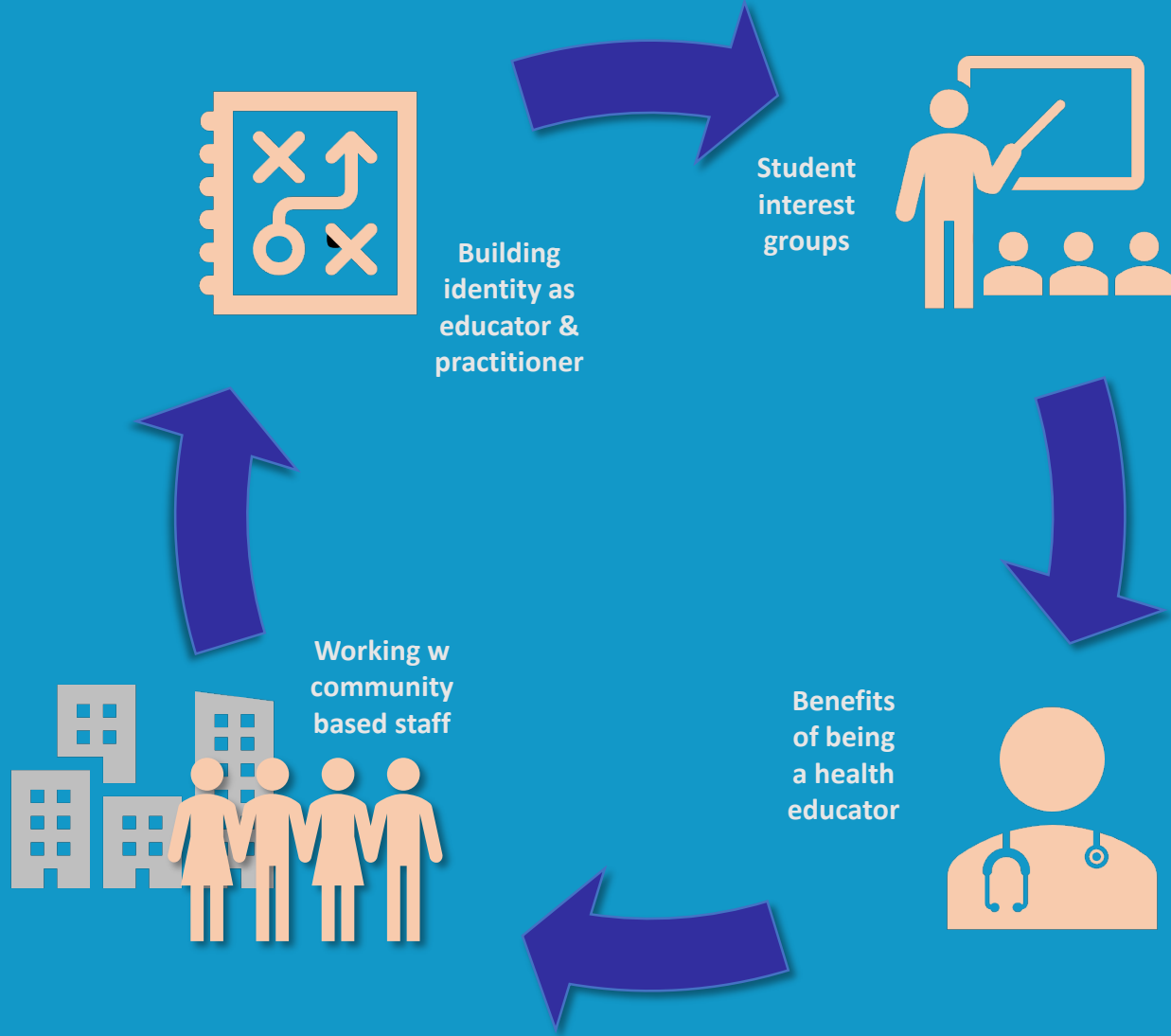
(Step 4: Informal & Incidental)



Evaluating Outcomes

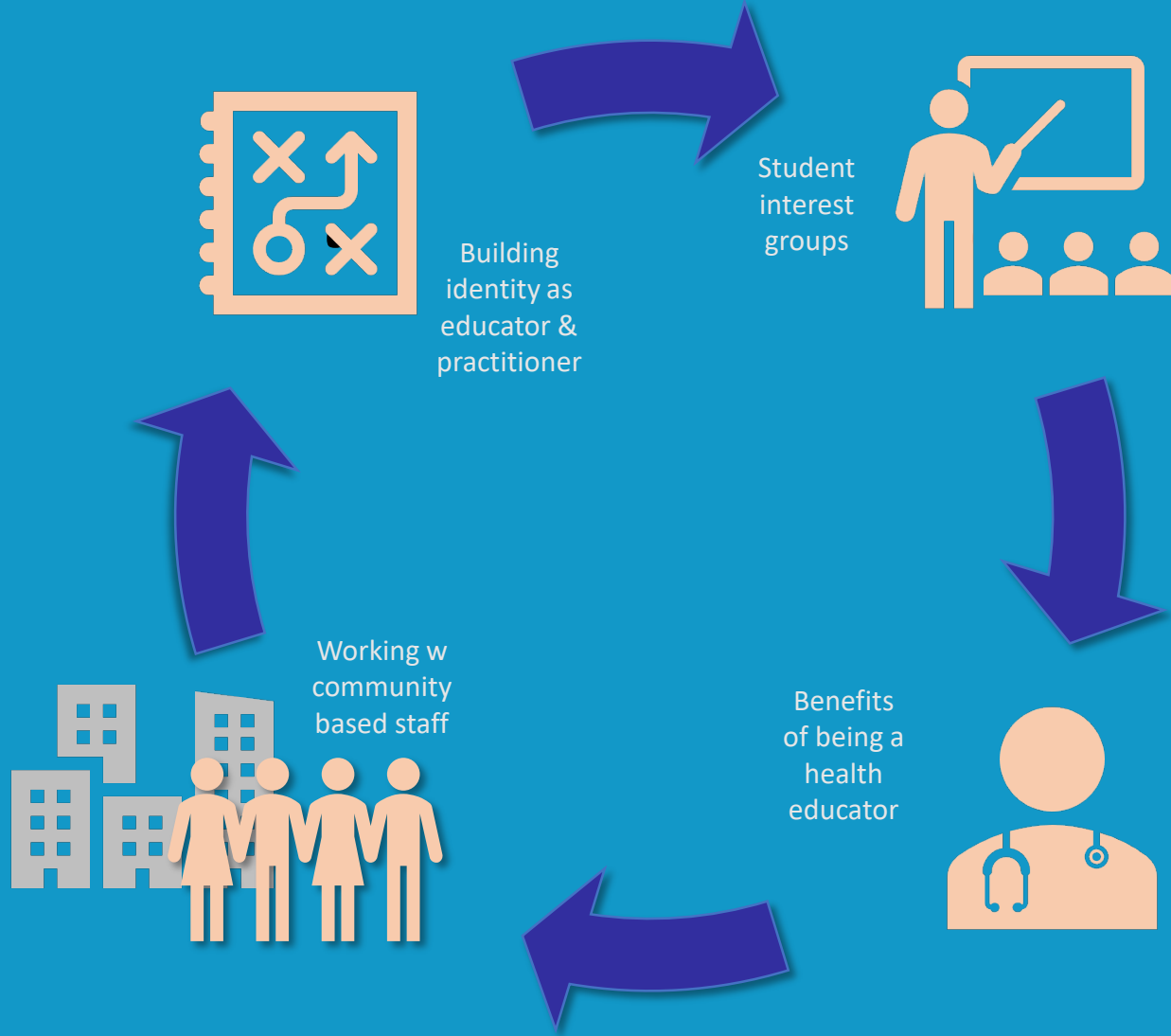
(Step 5)





Perspective...

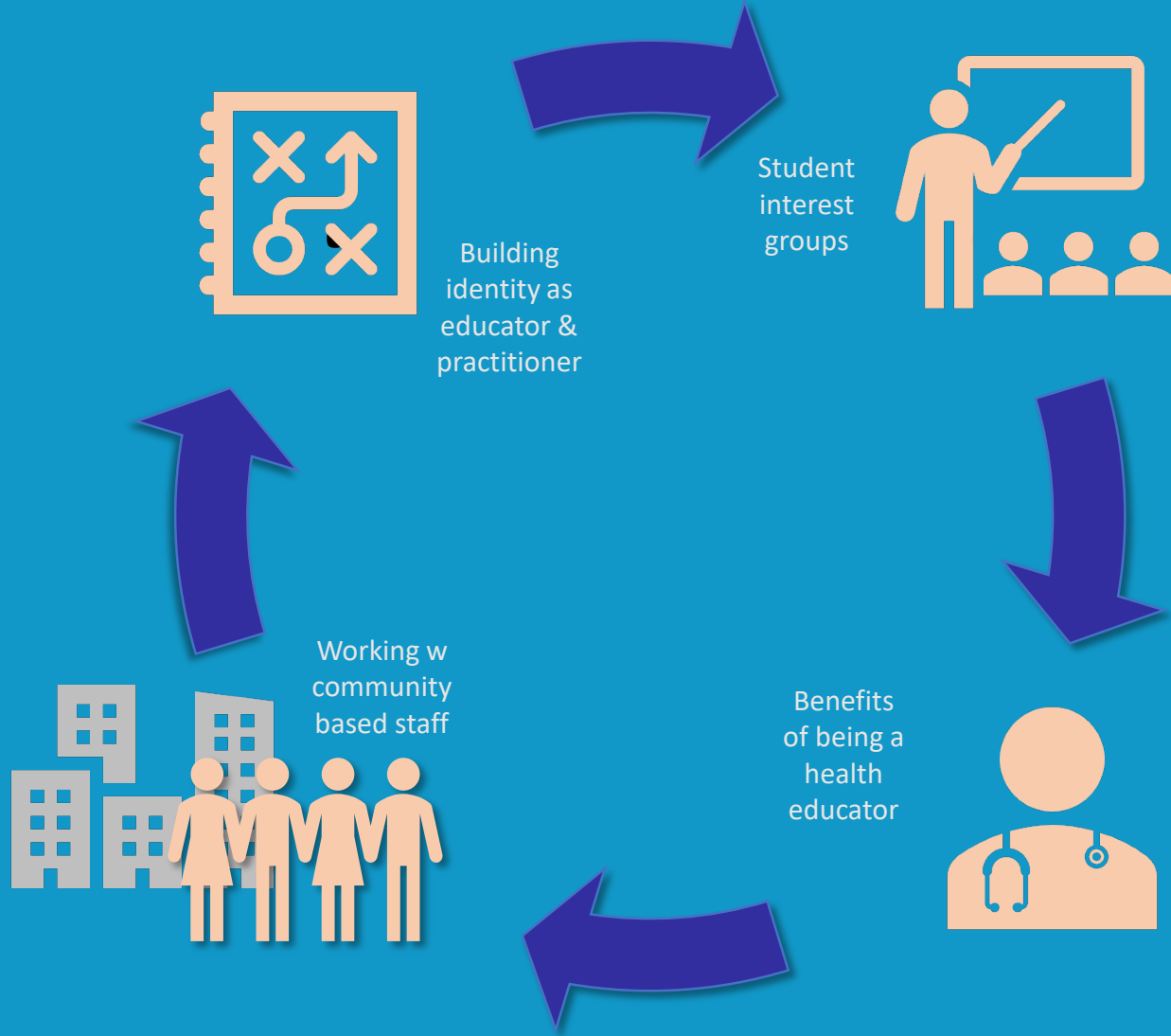
Consider ways to invest in and sustain peer-to-peer **mentoring** and seasoned mentor-novice mentee mentoring. This is an opportunity to **enhance diversity** -- select mentees who may not traditionally be exposed to health professions opportunities or mentors.



Perspective...

Mentor-mentee relationships can grow from newly formed to robust connections. Both mentor and mentee can **identify ways to value and embrace learner and faculty diversity, inclusion, and participation.**

Leverage relationships between university, community private, public, and not-for-profit orgs.



Perspective...

Mentors & mentees can, and usually do, **create shared work products** over time. Such products can be featured across settings of the learner, mentee and community-host organizations. Such regard may **reinforce identity formation**.

Perspective



How does my organization guide my attention and opportunities to what matters to align principles with practice?