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NEWS

**Chip Ridgway, MD – A Fellow’s Tribute**

*By Jane EB Reusch, MD*

It is with sadness and gratitude that we say goodbye to Chip Ridgway—academic statesman, physician, teacher, mentor, friend and the long-term director of the University of Colorado School of Medicine (SOM) Endocrinology, Metabolism and Diabetes fellowship.

“My heroes have always been cowboys.” - Chip Ridgway

Chip was a Harvard cowboy and head of the division I wanted to join 25 years ago. He examined thyroids from the front, rode horses in Wyoming, planted bulbs that elk ate and had three beautiful children. He was a true renaissance man—captivating and intimidating. This is our tribute, as faculty members and former fellows.

Chip once told us that the Endocrinology Fellowship program was the most important aspect of his job. While that distinction may have evolved as his role in building the SOM grew, the fundamentals behind that statement are what I would like to reflect upon. Chip has had a hand in building the enterprise of academic endocrinology across the country. Chip’s fellows, from his days at Massachusetts General as well as the University of Colorado, are leaders in the fields of pituitary disease, thyroid disease, obesity, diabetes and endocrine disorders of pregnancy. They run endocrine fellowship programs, and they are amazing clinicians.

“It is great to recruit exciting new scientists...even better to grow your own.” – Chip Ridgway
Chip had a practical philosophy about how to build an academic division and department. To Chip, fellow = academic family: the foundation and bricks of a sound division, department and school. This philosophy enabled me and many of my peers to stay at the same institution where we trained and to have successful academic careers. Upon his recruitment to Colorado in 1985, Chip brought with him a few key faculty, he embraced existing faculty and, with the fellows, he grew the University of Colorado Endocrine Division into one of the most successful in the country. He even wooed his own primary care physician to leave practice and join the fellowship. In addition to our excellence in clinical endocrinology and research, he took advantage of the SOM’s secret asset (i.e., once people move to Denver, they do not want to leave).

Chip enabled us, his fellows, to become the next-generation academic endocrine work force by example. Chip was a master clinician, beloved and rigorous. He adhered to the tenant that there was always more to learn and that we should all learn from each other.

“If you don’t know, ask for help.” – Chip Ridgway

One striking example of this occurred when I was a first-year fellow. We were discussing a patient with a particularly confusing case of Cushing’s disease. He looked in his Rolodex (it was 1989) and called the world expert to join rounds via speakerphone.

Throughout my career, I could expect a call about a difficult patient within my area of expertise (diabetes), and he was always available for my clinical questions. Chip was a translational scientist before it was in vogue. He used molecular biology as a means to address important clinical questions, never losing sight of the prize—the patient. He just got a kick out of how new scientific discoveries clarified vexing clinical scenarios. His seminars were a delightful mixture of clinical wisdom and the latest Science or Nature paper.

Chip Ridgway served academic medicine nationally and locally. Nationally, he served as the President of the Endocrine Society and the American Thyroid Association. Locally, he served as Senior Associate Dean for Academic Affairs and Vice Chair of the Department of Medicine. He was a critical visionary in the school’s successful move to Anschutz Medical Campus. And somehow, he still kept track of each of us—our careers, our families and our dreams. This is how to build a successful division, department and school.

Chip Ridgway will be missed, and I am confident that I speak for all of his fellows when I say: *We were trained by the best.*

**Congratulations to the Newest Members of the Academy of Academy of Medical Educators**

The Academy of Medical Educators welcomes its newest members. Members are chosen via a competitive internal and external review process to document excellence in education and a commitment to the mission of the Academy. Members provide service to the CUSOM community
through faculty development, coaching and mentoring, direct teaching and participation in small grants and award committees. This year’s new members are:

- Jennifer Adams, MD, Medicine
- James Beck, MD, Medicine
- Janet Corral, PhD, Medicine
- Tai Lockspeiser, MD, Pediatrics
- Chad Stickrath, MD, Medicine
- Erik Wallace, MD, Medicine
- Michael Yeager, PhD, Pediatrics
- Nicole Zehnder, MD, Medicine

We look forward to working with our new members to promote excellence in medical education.

**PRiSM Update: Survey Indicates More Than 90 Percent of Faculty Satisfied with Experience and Identifies Areas of Future Enhancements**

This past year the School of Medicine launched PRiSM (Performance Reviews in the School of Medicine), which replaced three faculty evaluation systems (DOMINO, FIDO and Family Medicine DOMINO), creating a flexible, modern, on-line evaluation system.

PRiSM was placed on the SOM Faculty Application Portal (https://som.ucdenver.edu) to allow faculty to log in using their University login and password. Enhancements from the previous applications that were available at the launch of PRiSM included: updating faculty information directly from FIMS, the School of Medicine Faculty Information Management System that collects faculty rank and appointment type information; uploading of teaching evaluations directly from the Office of Undergraduate Medical Education (UME); and features to make the work of completing reviews easier, including rich texting to allow for underlining, bolding and other editing features. In addition, the ability to upload publications directly from PubMed was implemented. In addition to launching PRiSM, the School also elected to change the review cycle to calendar year from academic year to allow for the evaluation of work that has already been completed.

According to a survey that was sent to all faculty who had completed reviews this past year, more than 90 percent of respondents were satisfied or very satisfied with their overall experience completing their faculty evaluation in PRiSM. At the same time, some challenges were identified from the survey, including some difficulties in routing reviews. These have been addressed in enhancements that will be available this year.
Since the end of this year’s review cycle, the School of Medicine development team has been working on additional enhancements to PRiSM, which include automatic uploads of MedHub (resident and fellow) teaching evaluations. Also, we are working on improvements to the routing structure to allow for more complicated routing needs, the ability for administrative staff to update faculty review routing, and a “dossier builder,” that will allow faculty to compile teaching, research, and clinical portfolios and matrix tables directly from their PRiSM reviews. The new routing functions will be available at the start of the next review cycle, which will begin January 1, 2015, and the dossier builder function will likely be available in the spring of 2015. The PRiSM team is also working collaboratively with service chiefs and other leaders at Denver Health; we hope that Denver Health faculty will be able to use PRiSM for their annual performance reviews in the very near future.

**SOM Faculty Member Publishes Op-Ed in Washington Post about Missed Opportunities in Medical Missions**

Jennifer Whitfield Bellows, M.D., global health track director at the University of Colorado School of Medicine, wrote a Washington Post op-ed about the missed opportunities of medical missions in developing countries. Misunderstood cultural customs, a lack of knowledge about the type of care most needed, and a desire to treat problems that are not the true challenges in a community often lead to poor long-term results, she notes. "Websites and social media promotions for short-term medical missions lure us in with promises of self-fulfillment and photos of sunburned volunteers treating smiling patients. In truth these missions do more for the volunteer than the patients they serve," Bellows writes. Read more: [http://ow.ly/BlQtC](http://ow.ly/BlQtC)

**10 Books to Recharge Your Teaching**

Recharge yourself as a teacher and take a look at these suggestions from an article in the *Chronicle of Higher Education* titled “Top 10 Books on Teaching.” It can be helpful to move outside of the medical education world and think about teaching in higher education settings more broadly.

**6 Quick Brain-Based Teaching Strategies**

Stephen S. Davis, PhD, USAF Major Retired and Director of Faculty Development at the Heritage College of Osteopathic Medicine, writes an interesting and provocative “Monthly Teaching Tips” article. *This month’s tips* are particularly relevant to many of the educational strategies we are currently considering at the School of Medicine for our medical student and residency programs.

**TEACHING TIPS**

**Five Tips for Providing Effective Midpoint Feedback**

Giving effective feedback can be challenging regardless of the setting. Here are five tips:

1. **Set expectations upfront.** What do you expect the learner to do, how and by when? When and how will you give feedback?
2. **Make time and space to provide feedback.** Pick a time that is conducive to discussion—the learner should not be distracted, tired or distraught. Pick a place that is private and free from distractions.

3. **Create a dialogue when providing feedback.** How does the learner think he or she is doing? Do you agree or disagree? In what ways? What can the learner do to improve?

4. **When providing feedback remember to: Be specific, objective and use examples.** Discuss behaviors not personalities. Focus on things that are changeable and provide suggestions for improvement.

5. **Ask for feedback yourself.** Remember that this can be tough for learners to do, so be specific in your questions. E.g., “How do you think that teaching session went yesterday?” or “Are there ways I can improve bedside teaching?”

For additional tips on feedback, remember that the Academy of Medical Educators offers regular workshops, online modules and videos of prior sessions. [Click here for more information.](#)

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**FAQs**

*Am I eligible for sabbatical?*

School of Medicine faculty members are eligible for a sabbatical assignment after six years of full-time service to the University of Colorado and after achieving the rank of Associate Professor or Professor. Faculty members who hold “part-time” appointments (0.50 - 0.99 FTE) are eligible for a sabbatical after a longer, pro-rated period of service. All tenured and tenure-eligible faculty members are eligible, as are faculty members in the Research Professor and Clinical Practices series. A sabbatical assignment may not be granted more than once in a seven year period.

According to the Board of Regents, “a sabbatical is a privilege granted by the University for the advancement of the University. A sabbatical assignment is an important tool in developing academic scholarship and is a time for concentrated professional development. The faculty member shall use the sabbatical assignment in a manner that will enhance her/his scholarly and/or teaching competence and potential for service to the University, and advance departmental program goals.”

*Applying for Sabbatical*

Faculty members must apply for a sabbatical assignment. All sabbaticals must then be approved by the faculty member’s department chair, the Dean of the School of Medicine, the Provost of the University of Colorado Denver and the President and Board of Regents. Importantly, all sabbatical assignments are subject to the availability of resources. All sabbatical requests should be submitted at least six months prior to the start of the planned sabbatical.
Submitting a Written Plan

Faculty members requesting a sabbatical must submit a written plan for the sabbatical, which includes: the dates of the sabbatical; plans for coverage of teaching, clinical, administrative, research and other responsibilities; and a budget, which outlines explicitly how the faculty member will be paid (including internal or external sources of funding). The application must include a statement of available external funding sources and “attempts to obtain such funding.” Obviously, the application must also include a clear description of the sabbatical, including a work plan, specific goals and an explanation of how the sabbatical will contribute to the faculty member’s professional growth and expertise and the academic goals of the department and the School of Medicine. The sabbatical plan must also describe how the work will contribute to “enhancing the University’s reputation and the educational experience of students.”

Remuneration during Sabbatical

Remuneration during the sabbatical (from University resources such as state funding, University administered grants or contracts, or any other University managed sources) is subject to the following limits: faculty members may be paid either: their full salary for a period up to six months; or half salary for sabbaticals from six to 12 months.

Post-Sabbatical Requirements

In accepting a sabbatical assignment, the faculty member also must agree to return to the University upon completion of the sabbatical and work for the University for at least one year thereafter.

After completing the sabbatical, and within four months after returning to regular duties, faculty members must file a written report with the Dean and with their department chair, summarizing their work and accomplishments during the sabbatical. Both the plan for the sabbatical and the post-sabbatical report are evaluated by the Dean and are public documents. Departments are expected to use the sabbatical report during annual performance and post-tenure reviews.

For more information about sabbaticals and the application process, visit the Faculty Affairs website and click on the link for “Sabbaticals and Other Privileges.”

FACULTY PROFILE

Arthur Gutierrez-Hartmann, MD to Provide Support for SOM Research Faculty

When Arthur Gutierrez-Hartmann, MD first identified the need to better support young faculty researchers, Dr. Chip Ridgway summed it up perfectly, saying, “Arthur, what you wish to do is leave no deserving young research faculty member behind.” It’s with this simple message in mind that Dr. Gutierrez-Hartmann has stepped into the role of Associate Dean of Research Education.
“We may not be able to solve all of the issue of a declining biomedical workforce, but we can do a better job of taking care of our own—by mentoring, supporting and investing in our junior faculty researchers,” said Dr. Gutierrez-Hartmann.

The key long-term goal is to develop a cadre of high-impact, diverse, interactive young research-intensive faculty members who are invested and committed to the University of Colorado Anschutz Medical Campus and the School of Medicine, and whose careers grow with the institution. To this end, he intends to develop venues that ensure researchers know what it takes to be promoted, to optimally manage their research operation, to obtain funding and named awards, and to secure national recognition.

“I want to focus on all the gaps that preclude success for our young investigators,” said Dr. Gutierrez-Hartmann.

Dr. Gutierrez-Hartmann intends to listen to the young faculty and respond to their needs. What he has heard thus far is a need to support them with everything from keeping an updated CV to running a lab to work-life balance. “I want to help early-stage faculty learn all those things you don’t learn as a fellow, and that become obstacles for career advancement,” said Dr. Gutierrez-Hartmann.

Dr. Gutierrez-Hartman will focus on physician-scientists and basic scientists in the earliest phase of their independent research career, including MDs, PhDs, and MD/PhDs, pursuing basic science, translational and health services research.

Dr. Gutierrez-Hartmann has served in leadership positions in national associations dealing with graduate and physician-scientist training, and he believes it is essential to increase the mentoring support of the most vulnerable researchers on the Anschutz Campus – the new, young faculty seeking an independent and impactful career.

To learn more about the programs and support offered, or to get involved, contact Dr. Gutierrez-Hartmann or Jodi Cropper at 303-724-4600.

LINKS TO ARTICLES ABOUT ACADEMIC MEDICINE

http://www.ucdenver.edu/academics/colleges/medicalschool/education/academy/Newsletter/academicmedicine/Pages/sept-14.aspx

- Afraid of Being “Witchy With a ‘B’”: A Qualitative Study of How Gender Influences Residents’ Experiences Leading Cardiopulmonary Resuscitation
- AM Last Page: Overview of Doctoral Programs in Health Professions Education
- Characteristics, Satisfaction, and Engagement of Part-Time Faculty at U.S. Medical Schools
OCTOBER 2014

- Assessing Effective Teaching: What Medical Students Value When Developing Evaluation Instruments
- Attitudes and Habits of Highly Humanistic Physicians
- Integrating Basic Science Without Integrating Basic Scientists: Reconsidering the Place of Individual Teachers in Curriculum Reform
- Observation of Behavioural Markers of Non-Technical Skills in the Operating Room and their Relationship to Intra-Operative Incidents
- Understanding the Medical Marriage: Physicians and Their Partners Share Strategies for Success
- Snippets: An Innovative Method for Efficient, Effective Faculty Development
- What Makes a Good Doctor, and Can We Measure It?

EVENTS

Unless otherwise indicated, register at [http://somapps.ucdenver.edu/facultyaffairs/faculty/](http://somapps.ucdenver.edu/facultyaffairs/faculty/)

**Promotion 101 for Clinician Educators**
Oct. 16, 2014
4:00 pm to 5:30 pm
Steven Lowenstein, MD, MPH
TBD

**Communication Skills Series: Session 1**
Oct. 29, 2014
12:30 pm to 5:00 pm
Kirsten Broadfoot, PhD
Ed 1, Room 4103

**Communication Skills Series: Session 2**
Nov. 5, 2014
12:30 pm to 5:00 pm
Kirsten Broadfoot, PhD
Ed 1, Room 4103

**Time Management in Academic Medicine**
Nov. 13, 2014
4:00 pm to 5:30 pm
Steven Lowenstein, MD, MPH
TBD

**Clinical Competency Committees, Milestones and EPAs: How do I do all of this?**
OCTOBER 2014

Nov. 18, 2014
3:00 pm to 5:00 pm
Kelly Caverzagie, MD
TBD