

The Donoho Academy of Clinical and Educational Scholars (ACES)

Summary Report of Activity 2014 - Present

Highlights

- ★ Awarded fifteen innovation grants of \$5,000 each (\$75,000 total) to enhance the Undergraduate Medical Education (UGME) and Graduate Medical Education (GME) curricula
- ★ Created the Stony Brook Teaching Families (SBTF): five simulated families that have been incorporated into the medical school curriculum to provide clinical and psychosocial context of patient care in the preclinical years
- ★ Contributed to the existing field of knowledge in medical education through 13 presentations and publications
- ★ Provided faculty development opportunities to hundreds of basic science and clinical teaching faculty by hosting symposia, retreats, workshops, and a speaker series
- ★ Partnered with the departments to provide funding for fourteen early and mid-career women faculty members to attend the AAMC Leadership Development Seminars
- ★ Provided longitudinal developmental opportunities to 22 faculty members in the areas of teaching and career development

About

The Donoho Academy of Clinical and Educational Scholars (ACES, <https://renaissance.stonybrookmedicine.edu/faculty-affairs/ACES>) was founded in 2014 through a donation from Drs. Miriam and David Donoho to enhance the educational mission of Renaissance School of Medicine (RSOM) at Stony Brook University. The goal is to create a community of dedicated and scholarly educators whose creativity and innovation will address critical medical education issues for tomorrow's physicians.

Vision

ACES at Stony Brook School of Medicine is a community of dedicated and scholarly medical educators whose creativity, energy, and innovation will address critical issues in medical education for the physicians of tomorrow.

Mission

The mission of ACES is to develop and promote expertise in medical teaching, educational scholarship, and leadership among the RSOM faculty.

Goals¹

1. Enhance the visibility and value of the educational mission within and outside the institution
2. Promote innovative curricular design and outcomes evaluation
3. Develop an infrastructure to promote and sustain educational innovation and research
4. Create and sponsor institutional programs to enhance faculty development and mentoring for educators
5. Advance, augment and celebrate a cadre of skilled teaching faculty
6. Support professional development and career advancement of all faculty whose academic focus is medical education
7. Serve as an institutional think-tank to set strategic directions for our educational mission

Governance

ACES is administered by the RSOM Vice Dean of Faculty Affairs and a steering committee, which provides support, guidance, and oversight of progress.

ACES Director

Styliani-Anna (Stella) E. Tsirka, Ph.D., SUNY Distinguished Professor and Vice Dean for Faculty Affairs RSOM, oversees the academy and its activities. Dr. Tsirka took over from Dr. Latha Chandran, who served as the Academy's inaugural director from 2014-2020.

Steering Committee

Stella E. Tsirka, Ph.D., Chair	Office of Faculty Affairs
Jeff Swain, Ph.D.	Office of Faculty Affairs
Andrei Antonenko, Ph.D.	Office of Faculty Affairs
Kimberly Malamutt	Office of Faculty Affairs
Andrew Wackett M.D.	Office of Undergraduate Medical Education
Wei-Hsin Lu, Ph.D.	Office of Undergraduate Medical Education

¹ Refer to Appendix A for a list of potential activities to meet these goals

Ana Costa, M.D.	ACES Scholar, Department of Anesthesiology
Patricia Ng, M.D.	ACES Scholar, Department of Medicine
Lisa Strano-Paul, M.D.	ACES Senior Scholar, Department of Medicine

Committees and Their Responsibilities

Admissions Committee—responsible for evaluating and selecting worthy submissions. The Admissions Committee Chair and will lead the process, including putting together the ad-hoc committee. Committee members are drawn from current and past ACES members (junior and senior) and other areas of relevance as needed. The chair presents the committee’s recommendations to the ACES Director for final approval. The Admissions Committee may be asked to present their recommendations to the Steering Committee as well (**Dr. Ana Costa, Chair**).

Evaluation Committee—responsible for reviewing annual evaluations to determine whether Junior members are making sufficient progress in their scholarly project to continue the program. Review Junior member’s strategic career planning document to assure that the member has a scholarly project that falls within the scope of the ACES mission. Review reappointment applications for Junior and Senior members (**Dr. Stella Tsirka, Chair**).

Planning Committee— responsible for coordinating ACES events and assuring that members are assigned tasks (during the Annual Med Ed Symposium and Faculty Retreats) as needed (**Dr. Lisa Strano-Paul, Chair**).

Grants and Scholarship Committee— responsible for administering the ACES annual grants program and the facilitation of scholarship opportunities for ACES members (**Dr. Jeff Swain, Chair**).

Communication Committee—responsible for communicating ACES fellows’ accomplishments, including composing the annual ACES report (**Dr. Patricia Ng, Chair**).

Membership

ACES Membership signifies outstanding contributions to the educational mission of the Renaissance School of Medicine. Members are selected through a competitive application process based on their engagement and/or accomplishments in one or more aspects of medical education.²

There are two categories of membership within ACES: Junior and Senior. **Junior Scholar members** are required to carry out at least one scholarly project throughout their tenure. **Senior**

² Refer to Appendix B for Junior and Senior membership requirements

Scholar members are required to mentor a Junior Scholar, providing guidance and support for their research project.³

Since its inception, ACES has had 20 members (13 Junior and 7 Senior). Several members have served multiple terms. Of our current members, three are graduates of the Master Educator Fellowship program, a longitudinal program focused on teaching in the classroom and clinical settings.

Recruitment

Junior Scholars are recruited annually via the Annual Grants Program⁴. A call for applications goes out the last week of May, with a submission deadline of early to mid-July. The Admissions Committee is responsible for reviewing the applications and choosing up to **five** candidates annually. Projects start on September 1st. **Membership is for a three-year term.**

Senior Scholars are either suggested by the Junior Scholar Applicants as their mentors, or are recruited as needed to maintain an appropriate number of Senior ACES Scholars/ Mentors. **Membership is for a three-year term.**

Note: There are several RSOM faculty development activities with varying degrees of engagement that can lead to membership in the ACES. Specifically, the one-year longitudinal fellowship certificate programs may serve as pipelines to Junior ACES membership for faculty members who need some extra preparatory guidance before submitting a medical education application.

Annual Assessment and Progress Report

Junior Scholars

Junior Scholars are required to fill out an Individual Development Plan at the beginning of the fellowship and then complete an annual self-assessment which will allow for reflection of their progress through the program and for setting goals for the upcoming year. They are expected to discuss this report with their mentor prior to submission to the Evaluation Committee for approval of continuation in the program.

Senior Scholars

Senior Scholars must complete and submit an annual assessment of their mentees to the Evaluation Committee for review.

Reappointment

Junior Scholars

³ Please refer to Appendix B for Junior and Senior Scholar requirements

⁴ Please refer to page 6 under Activities and Events

Junior ACES members can apply for a second three-year term at the end of their initial three-year term (six years total) if they need additional time to complete their proposed program, or need to extend its applicability. The Evaluation Committee will review the member's progress in the first term to decide whether or not to re-appoint the Junior ACES member for a second term. After the first or second three-year term, Junior ACES members can apply for a position as a Senior ACES member.

Senior Scholars

At the end of their initial three-year term, Senior ACES members can re-apply for two additional terms (9 years total). The Evaluation Committee will review the member's contributions to the ACES program to decide whether or not to re-appoint them for a second, or a third term. After the third three-year term, Senior ACES members will be duly recognized for their contributions and awarded emeritus status.

Current Members

Member	Department	Status	Term ⁵	Appointed
Glennis Alvarado, M.D.	Medicine	Junior	1	9/1/2021
Lauren Maloney, M.D.	Emergency Medicine	Junior	1	9/1/2021
Theofano Orfanelli, M.D.	Obstetrics and Gynecology	Junior	1	9/1/2021
Miguel Saldivar, M.D.	Medicine	Junior	1	9/1/2021
Kathleen Scarbrough, M.D.	Family, Population, and Preventive Medicine	Junior	1	9/1/2021
Erin Hulfish, M.D.	Pediatrics	Junior	1	5/24/18
Patricia Ng, M.D.	Medicine	Junior	1	5/24/18
Tracey Spinnato, M.D.	Medicine	Junior	1	5/24/18
Sahar Ahmad, M.D.	Internal Medicine	Junior	2	4/7/17
Ana Costa, M.D.	Anesthesiology	Junior	2	4/7/17
Nirvani Goolsarran, M.D.	Internal Medicine	Junior	2	4/7/17
Kaveh Sadigh, M.D.	Cardiology	Junior	2	4/7/17
<i>Michelle Ballan, M.D.</i>	<i>Family, Population, and Preventive Medicine</i>	<i>Senior</i>	<i>1</i>	<i>9/1/2021</i>

⁵ No year of service was charged for 2019 because of Covid-19

<i>Stephen Vitkum, M.D.</i>	<i>Anesthesiology</i>	<i>Senior</i>	<i>1</i>	<i>9/1/2021</i>
<i>Luis Marcos, M.D.</i>	<i>Medicine</i>	<i>Senior</i>	<i>1</i>	<i>9/1/2021</i>
<i>Barbara Nemesure, M.D.</i>	<i>Family, Population, and Preventive Medicine</i>	<i>Senior</i>	<i>1</i>	<i>9/1/2021</i>
<i>Susan Lane, M.D.</i>	<i>Department of Medicine</i>	<i>Senior</i>	<i>1</i>	<i>5/24/2018</i>
<i>Iris Granek, M.D.</i>	<i>Family, Population, and Preventive Medicine</i>	<i>Senior</i>	<i>3</i>	<i>3/1/2014</i>
<i>Stephen Post, Ph.D.</i>	<i>Family, Population, and Preventive Medicine</i>	<i>Senior</i>	<i>3</i>	<i>3/1/2014</i>
<i>Lisa Strano-Paul, M.D.</i>	<i>Medicine</i>	<i>Senior</i>	<i>3</i>	<i>3/1/2014</i>
<i>Jennie Williams, Ph.D.</i>	<i>Family, Population, and Preventive Medicine</i>	<i>Senior</i>	<i>3</i>	<i>3/1/2014</i>

Member Scholarship

Junior Scholars are expected to contribute to the existing body of knowledge in medical education by presenting their work internally (MedEd Day, Speaker Series, Workshops, etc.) and externally at a national conference. Members are encouraged to submit at least one manuscript for publication at the completion of their scholarly project.

Scholarly Projects

Ahmad, Sahar. *Efficacy of a Blended Learning Model for PCCM Fellowship Ultrasound Education.* Preliminary data presented at the APCCMPD Annual Conference, March 2019

Ahmad, Sahar. *Efficacy of a Blended Learning Model for PCCM Fellowship Ultrasound Education.* Preliminary data presented at the NEGEA Annual Conference, April 2019

Alexandra Imperato, **Lisa Strano-Paul**, and Stephen Post. *The Development, Implementation, and Impact of Reflection Rounds on Medical Students During the Clerkship Years.* Poster presentation, Research Day, Stony Brook University, 2015

Goolsarran, Nirvani. *Are Learners Competent in Patient Safety? The Nuts and Bolts of an EPA Assessment Tool,* workshop presented at AAMC Integrating Quality National Meeting, Arlington, VA, June 2018

Goolsarran, Nirvani. *Are Learners Competent in Patient Safety? The Nuts and Bolts of an EPA Assessment Tool,* abstract/poster presented at AAMC Integrating Quality National Meeting, Arlington, VA, June 2018

Luque, Sashka, Chitkara, Maribeth, Pang, Lyndsy, Messina, Catherine, **Schual, Susan.** *Early Introduction of Anaphylaxis into Medical School Curriculum.* The Journal of Allergy and Clinical Immunology, Volume 143, Issue 2, Supplement, Page AB146

Maloney L, Zach K, Page C, Tewari N, Tito M, **Seidman P**. *Integration of Low-Cost, Introductory Ultrasound Curriculum into Existing Procedural Skills Education for Preclinical Medical Students*. *Journal of Ultrasound in Medicine*, 2017, 36: 367-373

Maloney L, Zach K, Page C, Tewari N, Tito M, **Seidman P**. "Poster Abstracts, 20th Annual Meeting of the International Association of Medical Science Educators, Leiden, The Netherlands, 4-7 June 2016: *Integration of Ultrasound Curriculum into Existing Procedural Skills Education for Medical Students*. *Medical Science Educator*, December 2016, Vol 26, Supplement 1, S26

Maloney L, Zach K, Page C, Tewari N, Tito M, **Seidman P**. *Integration of Ultrasound Curriculum into Existing Procedural Skills Education for Medical Students*. Poster session presented at International Association of Medical Science Educators 20th Annual Meeting; 2016 June, Leiden, the Netherlands

Maloney L, Zach K, Page C, Wackett A, **Seidman P**. *Evaluation of Medical Students' Ability to Learn Simple and Complex Ultrasound Psychomotor Skills Using Jell-O Phantoms*. Poster session presented at Stony Brook Medicine Dept of Anesthesiology Dr. Peter Glass 2015 Academic Research Evening; 2015 May 13, Stony Brook, NY

Maloney L, Zach K, Page C, Wackett A, **Seidman P**. *Evaluation of Medical Students' Ability to Learn Simple and Complex Ultrasound Psychomotor Skills Using Jell-O Phantom*". Moderated poster session presented at International Anesthesia Research Society 2015 Annual Meeting and International Science Symposium; 2015 March 22; Honolulu, HI

Wallis, John, Margono, Ezra, Wan, Tony, Olvet, Doreen, **Sadigh, Kaveh**. *Using an Asynchronous interactive online Module to Improve Electrocardiogram Interpretation Skills for Preclinical Medical Students*. Oral abstract presentation. 2019 Northeastern Group on Educational Affairs (NEGEA) Annual Conference, Philadelphia, PA, April 4-6, 2019

Activities and Events

Annual Grants Program⁶

A request for proposals is sent annually in May for an intramural grant opportunity to develop and implement a medical education research project. The project should examine and enhance any aspect of our UGME or GME curricula and include a role for (a) medical student(s) or resident on the project. The Admissions Committee is responsible for reviewing the grants and recommending applicants to the ACES Chair for acceptance into the Academy. Accepted applicants will become academy members and their project will be funded up to \$5,000. Once a grant is awarded, the Grants and Scholarship Committee is responsible for the administration and facilitation of the award. The Academy has awarded fifteen innovation grants of \$5,000 each (\$75,000 total) to enhance the UGME and GME curricula.

⁶ Please refer to Appendix D: Grants Awarded for a detailed listing

Special Curricular Initiative: The Stony Brook Teaching Families⁷

In 2014, nine inaugural members of ACES were chosen from 19 faculty members who applied for membership in March 2014 after having successfully competed for a Curriculum Alignment Intramural Grant.

These ACES members, along with a team of peers, created the Stony Brook Teaching Families (SBTF): five simulated families that have been incorporated into the medical school curriculum to provide clinical and psychosocial context of patient care in the preclinical years. These families aim to enrich medical student learning throughout the curriculum. By 2016, the Stony Brook Teaching Families (SBTF) were successfully integrated into Phase 1 of the LEARN curriculum using various techniques, including videos, case studies, the electronic medical record, and exam questions.

Annual MedEd Symposium

ACES sponsors an annual Medical Education (“MedEd”) Symposium in early June. The symposium includes a plenary session from an expert in the medical education field, induction of new ACES members, and showcasing the scholarly projects of active ACES members. Breakout sessions are held for specific skills development sessions as well. Previous symposia were:

“Achieving Gender Equity in Medical Education and Patient Care: What Can Educators Do?” June 15, 2019 (25 attendees)

“Professional Identity Formation and Communities of Practice” Keynote speakers Richard Cruess, M.D. & Sylvia Cruess, M.D. from McGill University, June 9, 2018 (49 attendees)

“Patients as Teachers” Keynote Speaker: Lauren Stiles, JD, April 11, 2017

“Entrustable Professional Activities (EPAs) in Undergraduate Medical Education” Keynote speaker, Robert Englander, M.D. Workshops: Strategic Career Planning, Conflict Resolution & Negotiation Skills, Creative Engagement & Active Learning, April 11, 2016

Faculty Retreats

ACES offers additional annual retreats. These retreats highlight a guest speaker with expertise on a specific medical education topic and provide a hands-on session to allow faculty to practice the techniques highlighted in the plenary session. Food and beverages are provided to attendees.

Attendance is not limited to ACES Scholars. The ACES Scholars have the opportunity to have 1:1 time with the guest speaker. In addition, both Junior and Senior ACES members are expected to help out with the activities during the retreat, which may include facilitating small group discussions.

⁷ Refer to Appendix E: Stony Brook Families for more detail

Previous Retreats were:

“The Secrets of Successful Curriculum Design” Keynote Speaker: Teri Turner, M.D., MP, Baylor University October 27, 2016 (49 attendees)

“Legal Issues in Medicine: A Perspective from a Judge,” Keynote speaker: The Honorable Arthur M. Diamond, October 14, 2017 (12 attendees)

“Team-Based Learning Workshop,” Facilitated by: Parto Khansari Ph.D. and William Ofstad, PharM.D., Team-Based Learning Institute, November 16-17, 2017 (12 attendees)

“Interprofessional Education Faculty Summit,” Facilitated by Latha Chandran, M.D., December 8, 2017

“Flourishing at Work: Mindful Organizations, Quality of Care, and Clinician Well-Being. A Symposium on work-Life Balance,” Facilitated by Stephen Post, Ph.D., January 27, 2018

“Make Every Word Count in Your Scholarly Documents: Crafting Compelling Sentences,” Facilitated by: Connie Baldwin, Ph.D., University of Rochester, April 18, 2018 (65 attendees)

“Conducting Multiple Mini-Interviews” Facilitated by the MMI Team from The University of Vermont Larner College of Medicine, September 22, 2018 (33 attendees)

“Educational Scholarship: Writing Groups, First Drafts, and Revisions,” Facilitated by: Connie Baldwin, Ph.D., University of Rochester, April 18–19, 2019 (59 attendees)

“Team-Based Learning Workshop,” Facilitated by: Parto Khansari, Ph.D. and Paul Koles, M.D., The Team-Based Learning Collaborative, Saturday, March 2, 2019 (24 attendees)

“Multiple Mini-Interviews: What, How, and Why?” Facilitated by Dan Barlev, M.D., NYU Long Island School of Medicine and Lisa Strano-Paul, M.D., October 19, 2019 (36 attendees)

Speaker Series

“The Multiple Mini-Interview (MMI) Process,” Facilitated by Lisa Strano-Paul, M.D., March 27, 2019 (11 attendees)

“Positive Psychology and Flourishing,” Facilitated by Stephen Post, Ph.D., January 30, 2019 (29 attendees)

“Small Group Teaching and Learning,” Facilitated by Susan Lane, M.D., July 17, 2018, (22 attendees)

“Be Still The Mind: Using the Relaxation Response to Counteract Stress,” Facilitated by Harold Pass, Ph.D., November 7, 2018 (6 attendees)

“Communication as a Pathway to Resilient Leadership,” Facilitated by the Alda Center for Communicating Science, October 23, 2018 (21 attendees)

“Creating Your Career Path: Appointments, Promotions, and Tenure Opportunities at the School of Medicine,” Facilitated by Latha Chandran, M.D. and Laura Fochtman, M.D., September 20, 2018 (15 attendees)

“Building an Educational Scholarship Project Plan,” Facilitated by Erin Hulfish, M.D., Patricia Ng, and Tracey Spinnato, M.D., November 14, 2018 (13 attendees)

“Forging My Leadership Path: A Report on My Experience at the AAMC Early Career Women Faculty Leadership,” Facilitated by Tara Hudson, M.D., August 21, 2018 (26 attendees)

“Medical Engagement and Organizational Vitality: A conversation about the positive impact an involved physician workforce has on the performance of the overall organization,” Facilitated by Chandran, Kaushansky, Gomes, Peder Ahnfeldt-Mollerup, M.D., University of Southern Denmark, June 25, 2018 (40 attendees)

“Empathy in Medicine: Lessons from Healthcare in Denmark,” Facilitated by Jens Søndergaard, M.D., Dr. Troels Kristensen, Ph.D., Dr. Peder Ahnfeldt-Mollerup, M.D., University of Southern Denmark, June 25, 2018 (22 attendees)

“Living with Happiness and Resilience,” Facilitated by Amit Sood, M.D., Mayo Clinic College of Medicine, March 26, 2018 (116 faculty and resident attendees)

“Medical Students: Living with Happiness and Resilience,” Facilitated by Amit Sood, M.D., Mayo Clinic College of Medicine, March 26, 2018 (155 medical student attendees)

Funding for External Professional Development Opportunities

The Academy provides partial (50%) support for physicians and scientists to attend AAMC seminars designed to develop leaders in academic medicine. This opportunity is open to all clinical educators who meet the criteria. The attendee’s department must agree to provide the additional funding. Candidates are selected following a nomination process.

The Early Career Women Faculty Leadership Development Seminar is for women physicians and scientists holding medical school appointments at the instructor or assistant professor level

and in the early stages of leadership positions within their discipline, department, or institution. The call for applicants usually begins around February.

Previous Attendees

2020 Jill Genua, Department of Surgery
Erin Hulfish, Department of Pediatrics
Jenna Palladino, Department of Psychiatry

2019 Patricia Ng, Department of Medicine
Farzana Nuruzzaman, Department of Pediatrics

2018 Ana Costa, Department of Anesthesiology
Tara Huston, Department of Surgery
Rina Meyer, Department of Pediatrics

The Mid-Career Women Faculty Development Leadership Seminar focuses on women physicians and scientists holding medical school appointments at the associate professor level and holding leadership positions within their discipline, department, or institution. The call for applicants usually begins in July.

Previous Attendees

2019 Maribeth Chitkara, Department of Pediatrics
Carolyn Maxwell, Department of Medicine

2018 Rachel Boykan, Department of Pediatrics
Paula Denoya, Department of Surgery

2017 Marina Charitou, Department of Medicine
Carolyn Milana, Department of Pediatrics

Fellowships

Master Educator Fellowship

The Master Educator Fellowship is a year-long program designed to allow fellows the opportunity to develop evidence-based teaching skills that maximize learning in the basic science and clinical settings. Working individually and as a team, fellows will build a knowledge-base and skill-set in

key areas of medical education, including the science of teaching and learning, curriculum and material development and delivery, learner assessment, and educational research.

The fellowship ran from July 2017 through June 2018, and 12 Fellows received their Master Educator Graduation certificate during MedEd Day. On the strength of their final project, three fellows (Erin Hulfish, Patricia Ng, and Tracey Spinnato) were invited to apply for Junior membership in the Academy. All three were accepted and became Junior ACES Scholars.

Master Educator Fellows

Salvatore Docimo	Department of Surgery
Ilana Harwayne-Gidansky	Department of Pediatrics
Erin Hulfish	Department of Pediatrics
Carolyn Maxwell	Department of Medicine
Farah Monzur	Department of Internal Medicine
Melissa Mortensen	Department of Surgery
Patricia Ng	Department of Medicine
Matthew Perciavalle	School of Pharmacy
Samer Sbayi	Department of Surgery
Tracey Spinnato	Department of Pediatrics
Amanda Waldeck	School of Pharmacy
Bibi Zainul	Department of Medicine

Career Development Fellowship

The Career Development Fellowship is a year-long program designed to allow fellows the opportunity to develop the skills and the tools needed to advance in the medical education field. Evidence-based teaching skills that maximize learning in the basic science and clinical settings. Working individually and as a team, fellows will build a knowledge-base and skill-set in critical areas of career development, including creating a career action plan with short and long-term goals, developing their leadership, collaboration, and networking skills, and identifying appointment, promotion, and tenure opportunities at the RSOM.

The fellowship ran from July 2019 through March 2020, and 10 Fellows received their Career Development Fellowship Graduation certificate during MedEd Day.⁸

Career Development Fellows

⁸ Due to Covid-19 restrictions, MedEd day did not take place. OFA needs to issue the graduation certificates to the participants

Robert Abdullah	Department of Internal Medicine
James Barsi	Department of Surgery
Joseph Chappelle	Department of Obstetrics and Gynecology
Diedre Eschler	Department of Medicine
Candice Foy	Department of Pediatrics
Carly Gomes	Department of Pediatrics
Ilana Harwayne-Gidansky	Department of Pediatrics
Sobia Khan	Department of Medicine
Karen Moutzikos	Department of Radiology
Marlene Zawin	Department of Radiology

Appendix A: Potential Activities to Meet Specific Goals

Goal One: Enhance the visibility and value of the educational mission within and outside the institution. Sponsor educational events, conferences, and outreach

- Conduct an educational needs assessment for faculty
- Develop specific events and conferences to meet the recognized needs
- Conduct an internal analysis of educational strengths and expertise that currently exists and create an “internal speakers bureau” to be used by departments for faculty development activities

Goal Two: Promote innovative curricular design and outcomes evaluation

- Create a competitive intramural grant program in innovative curricular design
- Develop a resource for skills in grant writing, program evaluation and measurement of outcomes
- Serve as the bridge to the creation of interprofessional curricula

Goal Three: Develop an infrastructure to promote and sustain educational innovation and research

- Support educational research through both pilot grants and by creating a mentoring environment for faculty members who choose to pursue educational scholarship
- Develop educational degree and certificate programs to enhance fiscal sustainability

Goal Four: Provide institutional programs to enhance faculty teaching and mentoring skills

- Faculty development on teaching skills, mentoring, and educational innovation
- Creating venues for discussion and dissemination of faculty educational activities
- Administer institutional, educational grants, and recognition programs
- Develop RFPs for grants based on institutional, educational needs
- Evaluate the quality of educational grants submitted through a robust peer review process
- Provide commonly used background text for grant preparation (pre-award) and administer educational grants
- Serve as a resource for the institutional promotions and awards committees to evaluate the educational achievements of faculty

Goal Five: Advance, augment, and celebrate a cadre of skilled teaching faculty

- Develop and implement teaching workshops
- Create a menu of in-house and electronic options to enhance educational skills
- Support attendance at professional educator meetings
- Development of an “Education Grand Rounds”
- Enhance Dean’s Office faculty development programs with an educational focus
- Encourage Departmental faculty development sessions

Goal Six: Support professional and career advancement of all faculty whose academic focus is education

- Develop metrics to assess teaching performance and other educational activities and thorough documentation of educational activities to serve as an educational “portfolio” of current excellence in educational teaching and learning
- Evaluate career-specific promotion pathways, aligning with the APT committee, the institutional compensation infrastructure, and incentives to encourage excellence in teaching

Goal Seven: Serve as an institutional think tank to set strategic directions for the educational mission

- Articulate basic educational expectations and Stony Brook’s philosophy of appropriate learning environment to new faculty
- Develop educational performance criteria for evaluation by Departmental Chairs
- Study evolving trends in medical education and set long term plans for the educational mission

Appendix B: Member Qualifications

ACES is composed of junior and senior members, with the junior members receiving one-on-one mentorship from senior members to carry out a medical education scholarly project.

Junior ACES Members

Junior ACES Scholar applicants must meet the following minimum criteria:

1. Be an Assistant Professor at Stony Brook Medicine for at least two years
2. Demonstrate a commitment to medical education through their role as an instructor or course director in UGME or GME or through their contributions on education-related committees
3. Propose a scholarly project within the scope of medical education
4. Be willing to commit to membership for at least three years

Senior ACES Scholars

Senior ACES Scholars must meet the following minimum criteria:

1. Be at least an Associate Professor at Stony Brook Medicine
2. Demonstrate commitment to medical education through their role as an instructor or course director in UGME or GME or through their contributions on education-related committees
3. Have a strong record of scholarly publications and mentoring in medical education
4. Be willing to commit to membership for at least three years

Appendix C: Member Expectations

Junior Scholars

1. **Scholarly Project(s)** must carry out at least one scholarly project throughout their tenure. Their project proposal must be submitted to the Evaluation Committee by December 1 of their first year and approved before proceeding
2. **Annual Progress Report**—submit a yearly progress report to the Evaluation Committee by September 1
3. **Monthly ACES Meetings**—attend 60% of the ACES meetings. In addition, they are required to present their scholarly project progress with their mentor (Senior ACES member) at least once per year
4. **Committee participation**—be part of one of the ACES committees to ensure smooth functioning of ACES activities
5. **MedEd Day and Women in Medicine Research Day** —attend the annual MedEd Day or the Women in Medicine Research Day (traditionally held every Spring). If there are circumstances beyond the member's control that do not permit him/her to attend, this must be communicated to the Planning Committee in writing, preferably at least 2 weeks before the event
6. **Retreats**—attend an ACES retreat each year. They will be expected to assist during the event as a group facilitator or in other roles as needed. Roles will be determined in advance by the Planning Committee
7. **Attendance to a national conference** - members are expected to present their project outcome at a national conference

Senior Scholars

1. **Mentorship**—mentor a Junior ACES member, in particular providing support for their scholarly research project and guidance for the presentations of their scholarly project
2. **Monthly ACES Meetings**—attend as many monthly ACES meetings as possible.
3. **Committee participation**—be part of one of the ACES committees to ensure smooth functioning of all ACES activities
4. **MedEd Day**— Senior ACES members are required to attend the annual MedEd Day. If there are circumstances beyond the member's control that do not permit him/her to attend, they must be communicated to the Planning Committee in writing at least 2 weeks before the event
5. **Retreats**—attend at least an ACES retreat each year. They will be expected to assist during the event as a group facilitator or other senior role as needed (i.e., presenter). Roles will be determined in advance by the Planning Committee

Appendix D: Grants Awarded

Project Title	Junior Member	Senior Fellow	Amount	Start	Status
The HOPE Program--Home Visits Program Effectiveness in Internal Medicine	Glennis Alvarado	Michelle Ballan	\$5,000	2021	Open
Title: Impact of Emergency Department Art Therapy on Patients' Self-Reported Pain and Anxiety	Lauren Maloney	Stephen Post	\$5,000	2021	Open
The effects of reduced surgical volume during the COVID-19 pandemic on gynecologic surgical outcomes	Theofano Orfanelli	Stephen Vitkun	\$5,000	2021	Open
Facing Educational Challenges in Tick-Borne Diseases in Suffolk County	Miguel Saldivar	Luis Marcos	\$5,000	2021	Open
An Educational Initiative to Address Racial Disparities in Prostate Cancer Screening on Long Island, NY	Kathleen Scarbrough	Barbara Nemesure	\$5,000	2021	Open
A new paradigm for ultrasound education in graduate medical education	Sahar Ahmad	Not applicable	\$5,000	2017	Completed
Interdisciplinary student team building to improve communication and community health education	Cordia Beverly	Not applicable	\$5,000	2017	Completed

When the diagnosis is the least of the patient's problems...Recognizing and responding to health disparity impacting seriously ill patients	Lynn Hallaran	Not applicable	\$5,000	2016	Ended
Development of electronic learning modules to improve electrocardiogram training for preclinical medical students	Kaveh Sadigh	Not applicable	\$5,000	2016	Completed
Knowledge, attitudes, and behaviors of third-year medical students regarding anaphylaxis diagnosis and management	Susan Shuval	Not applicable	\$5,000	2016	Completed
Development of ultrasound curriculum for preclinical medical students	Peggy Seidman	Not applicable	\$5,000	2015	Completed
Development and Implementation of an Interprofessional Patient Safety and Quality Care curriculum in LEARN (I-PaSQuaL)	Nirvani Goolsarran	Not applicable	\$5,000	2015	Completed
Reflection Rounds	Lisa Strano-Paul	Not applicable	\$5,000	2015	Completed
Business of Medicine: Quality and Value	Roderick Go	Not applicable	\$5,000	2015	Completed
Contemporary Issues in Medicine: The Prevention and Treatment of Overweight and Obesity. An Innovative Curriculum to Prepare Future Physicians to Meet the Demands of a Global Crisis	Alice Greene	Not applicable	\$5,000	2015	Completed

Appendix E: The Stony Brook Families

Teaching Family	Team Members
The Santiago Family	Stephen G. Post, Department of Family, Population, and Preventive Medicine Lisa Strano-Paul, Department of Medicine Janet Fischel, Department of Pediatrics Carla Keirns, Department of Family, Population, and Preventive Medicine Vrajesh Patel, Department of Medicine Michael Vetrano, Department of Family, Population, and Preventive Medicine
The Tallock Family	Raja Jaber, Department of Family, Population, and Preventive Medicine Gerardo Mackenzie, Department of Family, Population, and Preventive Medicine Lynette Dias, Department of Family, Population, and Preventive Medicine Igor Kravets, Department of Pharmacology Berrin Monteleone, Department of Pediatrics Margaret McNurlan, Department of Surgery Jules Cohen, Department of Medicine
The Olander Family	Anu Chawla, Department of Pediatrics Bonny Drago, M.D., Patricia Galvin-Parton, Department of Pediatrics Catherine Kier, Department of Pediatrics Jonathan Mintzer, Department of Pediatrics Deborah Richman, Department of Anesthesiology Sanford Simon, Department of Biochemistry and Cell Biology Paul Richman, Department of Medicine
The Nicholls Family	Linda E. Cimino, Department of Anesthesiology Paul Fisher, Department of Pharmacology Miguel Garcia-Diaz, Department of Pharmacology Roger Cameron, Department of Physiology and Biophysics Marie Varela, Department of Pharmacology Owen Yen, Department of Internal Medicine Marc Shapiro, Department of Surgery

Stephen A. Vitkun, Department of Anesthesiology

The Yelanos Family

Joan Kiely, Department of Biotechnology

Jennie Williams, Department of Family, Population, and Preventive Medicine

Iris Granek, Department of Family, Population, and Preventive Medicine

Paula Denoya, Department of Medicine

Juan Carlos Bucobo, Department of Medicine