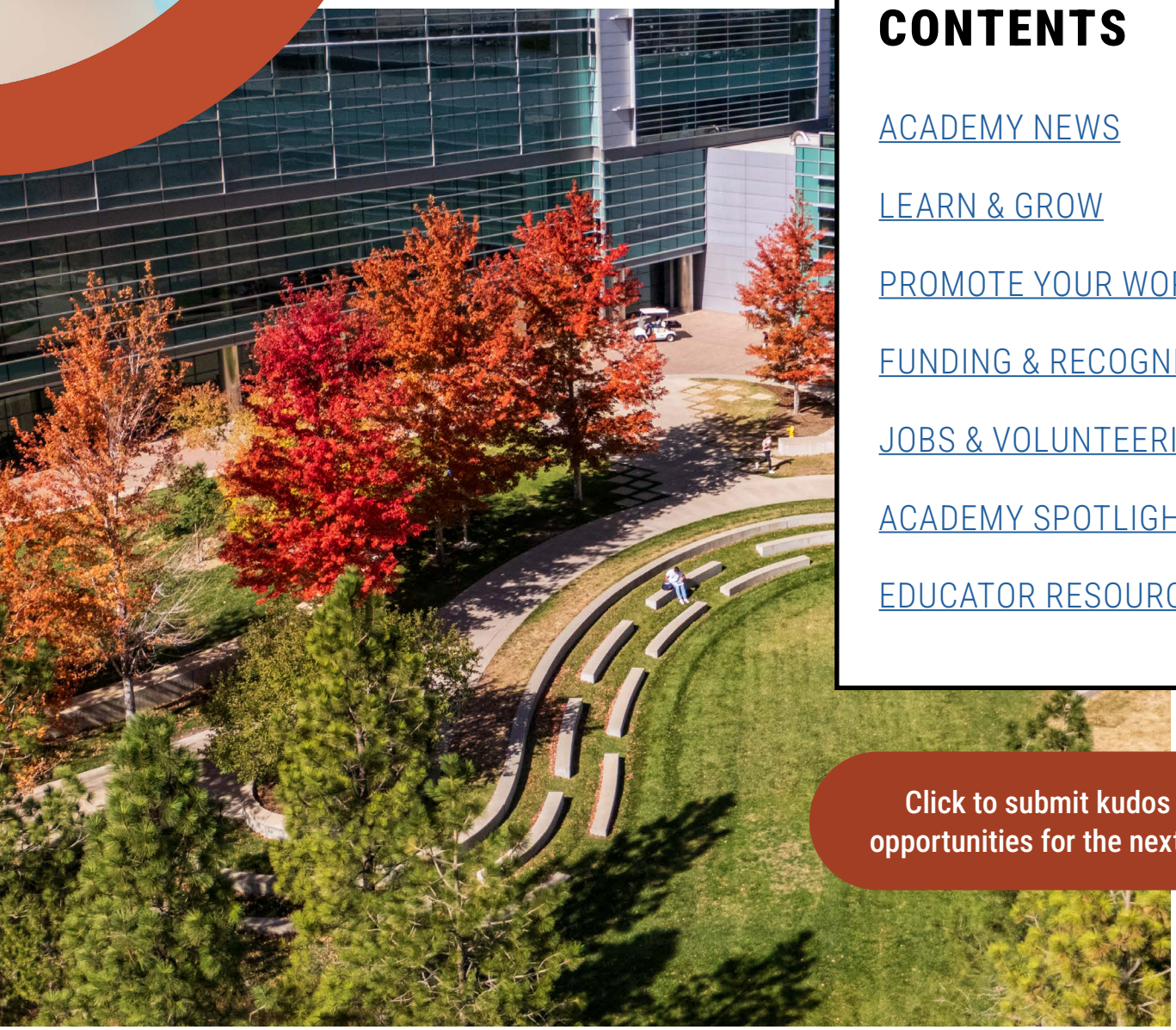
ACADEMY CONNECTIONS

Strengthening the community of medical educators

Visit our website | SOM.Academy@cuanschutz.edu

November 2026



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EDUCATOR RESOURCES

Click to submit kudos and opportunities for the next issue.

Academy Membership Applications Open Through March 1, 2027

Help grow the Academy of Medical Educators by encouraging colleagues who demonstrate a commitment to excellence in medical education to apply for membership.

Applications will be accepted November 1, 2026, through March 1, 2027. Academy members are encouraged to share this opportunity with eligible faculty and direct interested colleagues to explore the membership tracks and begin preparing their applications.

Learn more and share.

Help us fill the Academy ranks with members from your department!





Mark Your Calendar for the December Acade-mingle | Dec 8

Connect with fellow Academy members at our December Acade-mingle! Join us after the December 8 Faculty Development Workshop at the Benson Hotel Faculty Club from 5-7 PM to catch up with colleagues, meet new members, and build connections across the Academy. Whether you attend the workshop or just stop by to socialize, we hope to see you there!

RSVP to mingle.

ACADEMY KUDOS



Publications on Medical Education

Nicholas Bianchina, **Julia Limes**, **Emily Gottenborg**, and colleagues published "The Overlooked Transition: Multi-institutional Survey Identifying Skills and Educational Practices Supporting Transition to Senior Residency in Internal Medicine" in the *Journal of General Internal Medicine*.

Catherine Brady published "Identifying gaps in gastroenterology advanced practice provider onboarding: results from a national survey and early outcomes from a pilot inpatient training curriculum" in *iGIE: Innovation, Investigation and Insights*.

Angela Czaja, **Meredith Bone**, and colleagues published "Validity Evidence for the Competency-Based Leadership Assessment Resource (CLAR) Tool in Assessing Pediatric Fellows" in *Academic Pediatrics*.

Caitlin Dietsche and colleagues published "How Should Educators Provide Feedback on a Chalk Talk? A New Checklist is Here to Help" in the *Journal of General Internal Medicine*.

Tai Lockspeiser and colleagues published "The 2026 RIME foreword: a decade of Research in Medical Education (RIME): trends and future directions" in *Academic Medicine*.

Tai Lockspeiser, **Wendy Christensen**, and colleagues published "Clerkship grading outcomes and the role of curricular and assessment structures: a multi-institutional study" in *Academic Medicine*.

Siobhan Proksell and colleagues published "The Data Deluge: Balancing Information Overload and Evidence-Based Medicine in Gastroenterology Fellowship" in *Clinical Gastroenterology and Hepatology*.

Jacqueline Sivahop published a review of "Teaching With AI: A Practical Guide to a New Era of Human Learning, 2nd Edition" in the *Journal of Physician Assistant Education*.

Elizabeth Troy and colleagues published "Education Research: Educational Informatics: Characterizing Child Neurology Resident Clinical Experiences Using Electronic Health Record Data" in *Neurology: Education*.

Have kudos for the next issue?

Share a win or shout-out for you or a colleague!

SUBMIT HERE

LEARN & GROW

ACADEMY OFFERINGS



NOV
10
12:00–1:00 PM



Faculty Development Workshop

Teaching Methods that Enhance Learner Engagement

Mike Pascoe, PhD & Joe Palmer, DPT, PT | PM&R, CU SOM

Health Sciences Building — Room 2007 (updated location)
Register to Attend

NOV
12
12:00–1:00 PM



Education Grand Rounds

Faculty Precepting in the Era of AI

Christina Olson, MD | Pediatrics, CU SOM
Elizabeth Kudron, MD, MPH, FAAP | Biomedical Informatics, CU SOM

Virtual — See EGR website for Zoom link

DEC
03
12:00–1:00 PM



ScEI Club

Theory Corner: Technology Acceptance Model

Works in Progress

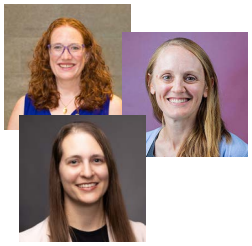
> **Redefining simulation with AI avatars: A new approach to standardized patient training** — Tanya Russell | Medicine, CU SOM

> **A year of FacDev Sprinkles: Bite-sized faculty development for surgeons** — Aimee Gardner | Surgery, CU SOM

> **Expansion and Evaluation of an Experiential Breastfeeding Rotation for Residents and Fellows** — Ellen Ribar | Pediatrics, CU SOM

Virtual — See ScEI Club website for Zoom link

DEC
08
4:00–5:00 PM



FACULTY DEVELOPMENT WORKSHOP

Introduction to Dedoose Qualitative Research Software

Tai Lockspeiser, MD & Michelle Kiger, MD | Pediatrics, CU SOM
Kellianne Yang, PhD | CU MESA, CU SOM

Strauss Library — Reading Room — Register to Attend

Followed by Acade-mingle Networking Event
Benson Hotel Faculty Club — Faculty Lounge — RSVP to mingle

DEC
10
12:00–1:00 PM



EDUCATION GRAND ROUNDS

Creating the Conditions for Effective Case-based Learning

Ronan Daly, PhD | Royal College of Surgeons in Ireland

Virtual — See EGR website for Zoom link

DEC
17
11:00–12:00 PM



BITE BY BYTE: AI AND EDUCATORS ROUNDTABLE SERIES

Equity, Bias, and Access in Educational AI

Jacqueline Ward-Gaines, MD | Emergency Medicine, CU SOM

Virtual — See Bite by Byte website for Zoom link

JAN
07
12:00–1:00 PM



SCEI CLUB

Theory Corner: Deservedness Theory

Works in Progress

> **Convergence: From place to practice — Learning through connection** — Megan Lykke | Family Medicine, CU SOM

Virtual — See ScEI Club website for Zoom link

JAN
12
12:00–1:30 PM



FACULTY DEVELOPMENT WORKSHOP

Pitch Lab: MedEd Edition

Bryon Bhagwandin, PhD | Surgery, CU SOM

Anschutz Health Sciences Building — Room 2004
Register to Attend

JAN
14
12:00–1:00 PM



EDUCATION GRAND ROUNDS

Beyond Professionalism: A Framework for Trustworthiness

Andrea Triplett, MD and Jenn Jackson, MD | Pediatrics, Wake Forest University School of Medicine

Virtual — See EGR website for Zoom link

DON'T MISS OUT!

REGISTER NOW

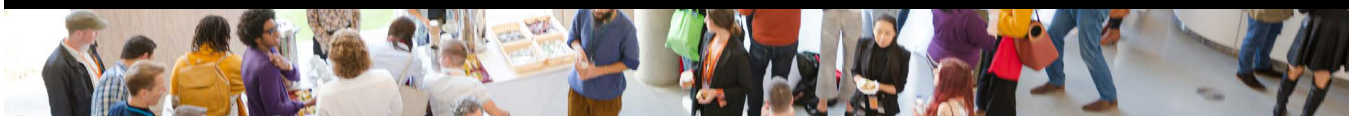
Learn to Analyze Qualitative Data with Dedoose Software | Dec 8

Curious about using qualitative data to uncover patterns and insights in educational research or program evaluation? This interactive workshop introduces Dedoose, a web-based tool for organizing, coding, and analyzing qualitative data. Through guided demonstrations and hands-on activities, learn practical skills for using Dedoose and explore how AI can support qualitative analysis while recognizing the importance of human judgment and interpretation.

Join colleagues from CU MESA on **December 8** at Strauss Library Reading Room, for *Introduction to Dedoose Qualitative Research Software.*



OPPORTUNITIES ON CAMPUS & BEYOND





2026 Academies Collaborative Virtual Meeting | Dec 3, 2026

Connect with academy leaders and educators from across the country at the 2026 Academies Collaborative Virtual Meeting. The event will feature presentations, discussions, and a keynote, with opportunities to exchange ideas, explore common challenges, and learn from colleagues across institutions.

Register for the virtual meeting.



Emerging Technologies for Teaching and Learning: Digital Demonstrations Virtual Conference | Feb 3–4, 2027

Explore how emerging technologies are transforming health professions education at this virtual event. Through live demonstrations and practical examples, educators and other health professions education professionals will share how they are using technology to address challenges, enhance learning, and support educational innovation.

Learn more about the 2027 Digital Demonstrations Virtual Conference.



Accreditation Council for Graduate Medical Education Annual Educational Conference Feb 25–27, 2027

The Accreditation Council for Graduate Medical Education (ACGME) Annual Educational Conference is a leading U.S. forum for sharing innovation and scholarship in graduate medical education. The 2027 conference theme is "Meaning in Medicine."

Learn more about the 2027 ACGME Annual Educational Conference.



AME Education & Innovation Symposium and GME Leadership Retreat | May 5–6, 2027

Mark your calendar for the 2027 Academy of Medical Educators Education & Innovation Symposium and GME Leadership Retreat! Join colleagues from across CU Anschutz for two days of learning, collaboration, and connection. The event brings together opportunities to share and celebrate health professions education scholarship and innovation through Academy presentations, workshops, and discussions, alongside programming focused on graduate medical education leadership.

Learn more about the 2027 Symposium.



PROMOTE YOUR WORK



CU MESA Abstract Review Workshop | Nov 19

Preparing an abstract for an upcoming medical education conference? Join CU MESA on November 19 from 11 a.m.–noon at the Fitzsimons Building (Q20), E133 Lt Sharon Lane Conference Room, for a small-group abstract review workshop. Bring your draft for feedback from medical education research leaders, or come to learn from others' work. Upcoming submission deadlines include IAMSE (Dec 1), AAMC LSL (Dec 7), SGIM (Dec 11), AME (Dec 15), and ASME (Jan 12).

Register for the Abstract Review Workshop.



AMEE Conference 2027 | Submissions Due Jan 19

Share your research, innovations, and educational scholarship with the international health professions education community at the AMEE Conference 2027, Aug 28–Sep 1 in Helsinki and online. Submissions are welcome across all health professions, with opportunities to present research, educational innovations, and practical teaching strategies. Short communications, ePosters, conference workshops, and other formats are due Jan 19.

Learn more about AMEE 2027 submissions.



AME 2027 Education & Innovation Symposium + GME Leadership Retreat Submissions Due Dec 15

The Academy of Medical Educators is accepting abstracts, panel discussions, and workshop proposals for the 2027 Education & Innovation Symposium, held alongside the GME Leadership Retreat on May 5–6. Share your educational scholarship, innovative teaching practices, and ideas with colleagues across CU Anschutz. Academy symposium submissions are due Dec 15.

Learn more about AME Symposium submissions.

FUNDING & RECOGNITION



Spark Tank 2027 | Team Applications Extended — Now Due Nov 13

Have an idea that could advance medical education? The Spark Tank team application deadline has been extended! Teams are invited to pitch innovative ideas using AI to enhance teaching, learning, and other aspects of medical education. Selected teams will present their proposals to a panel of judges at the live event on Feb 11, 2027, with up to $15,000 in funding available to help bring promising projects to life. The original Nov 1 application deadline has been extended to November 13.

Learn more about Spark Tank team applications.



2027 CU Anschutz Research Awards Nominations Due Nov 20

Recognize colleagues making meaningful contributions to research at CU Anschutz! Nominations are open for the 6th Annual CU Anschutz Research Awards, honoring faculty, staff, administrators, and trainees for their research achievements and contributions to the campus research community. Nine award categories recognize excellence in research, mentorship, collaboration, administration, and more.

Learn more and nominate.



School of Medicine Distinguished Faculty Recognition Awards | Nominations Due Dec 15

Recognize a colleague making a meaningful impact in education, research, clinical care, or service! Nominations are open for the School of Medicine's Distinguished Faculty Recognition Awards, celebrating faculty whose accomplishments, leadership, and dedication exemplify excellence across the school. Nominations are due Dec 15.

Learn more and nominate.



Faculty Travel Grants

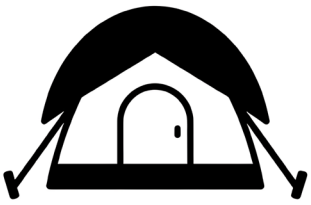
The Academy of Medical Educators offers travel grants of up to $2,500 to support faculty presenting medical education scholarship at national or international conferences. Applications are reviewed on a rolling basis and must be submitted at least three months prior to travel.

Learn more about AME Travel Grants.

JOBS & VOLUNTEERING

VOLUNTEER OPPORTUNITIES





Alpine Basecamp Faculty Teaching Volunteers Needed | Sign Up by Dec 18

Help prepare third-year medical students for their Acting Internships and Advanced Clinical Rotations by volunteering to teach during Alpine Basecamp, Jan 25–Feb 4 on the Anschutz campus. Faculty can support small-group discussions, clinical simulations, communication exercises, and hands-on skills training. Learn more about sessions and access sign up links in the Alpine Basecamp 2027 Session Descriptions document.

Email cason.pierce@cuanschutz.edu with questions.

CONNECT & CONTRIBUTE

SUBMIT NEWSLETTER FEEDBACK & CONTENT



Q&A with Danielle Miller, MD, MEd

Assistant Professor, Emergency Medicine
Co-Director, Medical Education Alpine Trail
Associate Fellowship Director, Medical Education Science Fellowship, Emergency Med.
Co-Director, Individualized Education Committee, Denver Health and CU Emergency Medicine Residency Program

What is your current focus in medical education?

I am currently a medical education researcher in the Department of Emergency Medicine (EM) with a focus on competency-based medical education and the integration of digital technology into resident and student assessment.

In my early career, my foundational work established mastery learning curricula for EM trainees, addressing procedural competency gaps in emergency department thoracotomies and ultrasound-guided regional anesthesia. Expanding this framework during the COVID-19 pandemic, I led a multi-learner implementation project establishing personal protective equipment mastery protocols for medical students. Furthermore, as Principal Investigator on a Society of Academic Emergency Medicine Foundation (SAEMF) Education Research Grant, I developed a curriculum and assessment framework targeting Core Entrustable Professional Activity (EPA) 10, focusing on early recognition and management of clinical emergencies.

Building upon this educational foundation, my recent work explores the incorporation of electronic health record (EHR) data to drive objective, metrics-

"Overall, I am particularly interested in integrating EHR data, performance dashboards, and learning analytics into assessment systems."

based residency assessment. From 2022 to 2025, I led an interprofessional team of EM educators, operational leaders, and informaticists at the University of Colorado to design a novel patient care dashboard incorporating 39 operational and clinical metrics for resident assessment. This work established best practices for leveraging clinical analytics in postgraduate education and directly informed my role as a Co-Investigator on a multi-institutional mixed-methods study from 2025-2026 investigating associations between EHR-derived clinical metrics and resident milestone performance across training sites.

Overall, I am particularly interested in integrating EHR data, performance dashboards, and learning analytics into assessment systems. My goal is to move beyond episodic, subjective evaluations toward longitudinal approaches that provide learners and educators with objective, actionable information. Ultimately, I hope to lead projects that use these tools to identify learning needs earlier, support individualized coaching, recognize learner strengths, and advance precision education across the continuum of medical training.

What teaching approach/ philosophy guides your work?

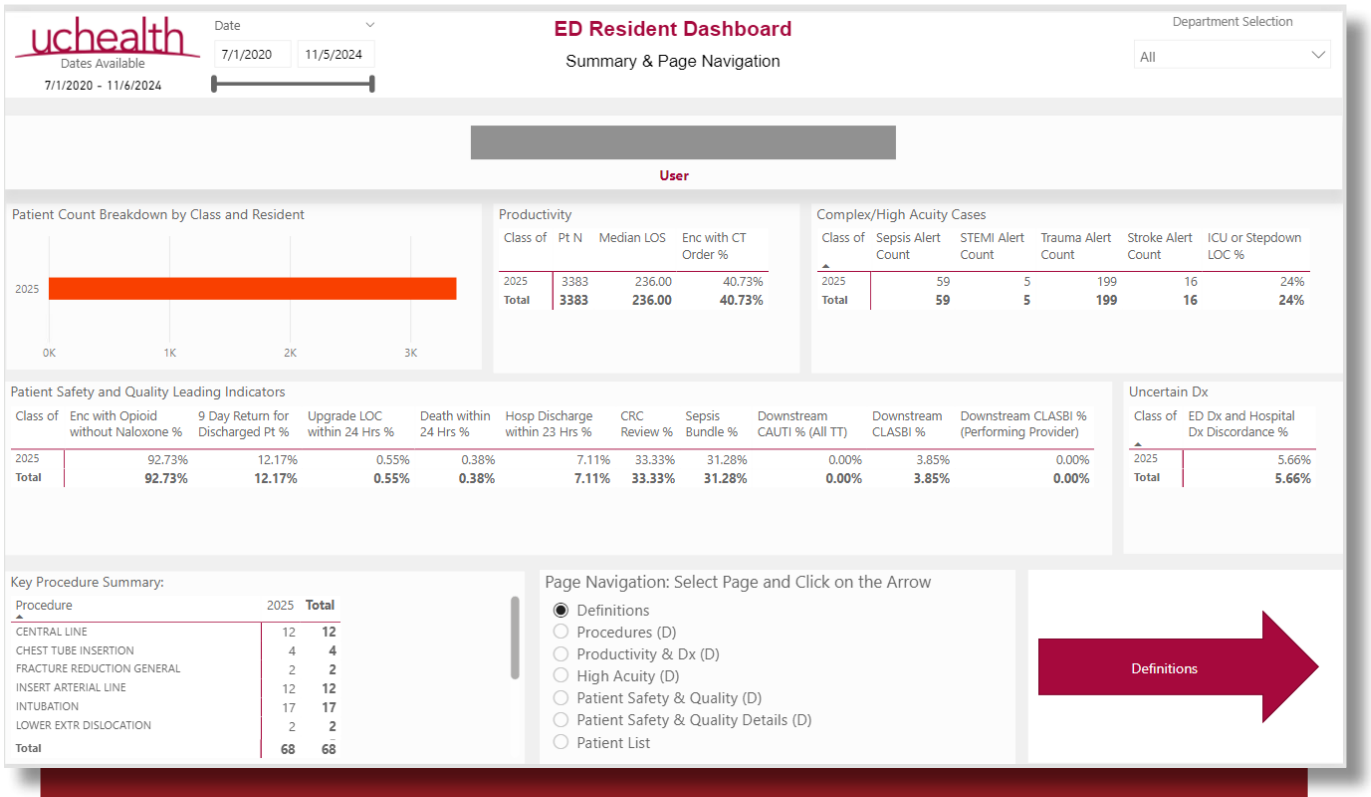
My teaching philosophy centers on helping learners translate performance information into meaningful growth. I believe assessment should be transparent, developmental, and paired with coaching rather than used only to make judgments. Learners benefit from clearly defined expectations, deliberate practice, timely feedback, and opportunities to reflect on longitudinal performance data. Whether teaching procedures or developing dashboards, I aim to create supportive learning environments in which data illuminate strengths and opportunities for improvement. My goal is to give learners the insight and agency needed to direct their development while maintaining rigorous standards for competence.

Describe a recent project or innovation you're proud of—what inspired it and what is the impact?

I am proud of leading an interprofessional team that developed an automated patient-care dashboard for emergency medicine residents. The project was inspired by a persistent assessment gap: residents receive limited individualized information about their patient care practices because traditional evaluations relied heavily on episodic observations, as opposed to clinical EHR data. The dashboard integrates 39 clinical, operational, procedural, safety, and quality metrics from the



Above: Dr. Miller leading a multi-institutional presentation on approaches to developing and implementing dashboards in residency training at the 2025 Society for Academic Emergency Medicine national conference.



Above: Screenshot of a new patient care dashboard incorporating 39 operational and clinical metrics, developed by a team led by Dr. Miller. Learn more about the initiative in the article: "Design and Implementation of an Automated Patient-Care Dashboard to Provide Individualized Patient Care Data and Quality Metrics to Emergency Medicine Residents" in *AEM Education and Training*.

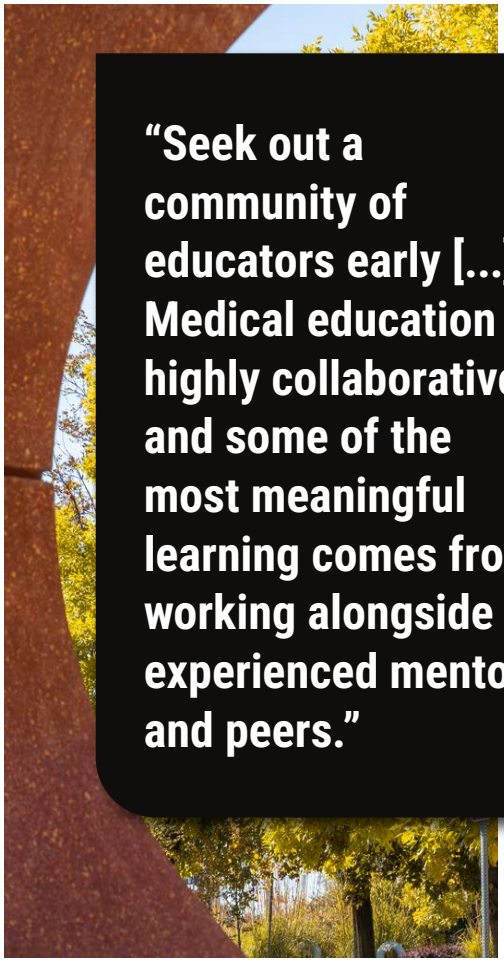
electronic health record. It gives objective data for future reflection and coaching interventions, while creating infrastructure for research in learner analytics. This work now supports current projects and efforts to use machine learning to identify early learning trajectories of both struggling learners and superperformers to create a proactive, objective, and scalable safety net that enables earlier identification of learners needing additional coaching while accelerating high performers, ultimately improving training outcomes and patient safety through precision medical education.

How has your involvement with the Academy supported your growth or professional journey?

My involvement with the Academy has connected me with a broad community of educators who generously share ideas, expertise, and opportunities for collaboration. These relationships have helped me think more creatively about assessment, educational scholarship, and the role of technology in supporting learners. The Academy has also provided a space to move ideas from conversation to collaborative projects.

What is one piece of advice you'd give someone just starting out in medical education?

> Seek out a community of educators early and be willing to say yes to opportunities that align with your interests. Medical education is highly collaborative, and some of the most meaningful learning comes from working alongside experienced mentors and peers. Start with projects that address real educational problems, remain curious, and focus on building skills in both teaching and scholarship. Over time, these relationships and experiences will help you develop a unique niche and lasting impact as an educator.



"Seek out a community of educators early [...] Medical education is highly collaborative, and some of the most meaningful learning comes from working alongside experienced mentors and peers."

Select Publications

"Simulation-Based Mastery Learning Improves the Performance of Donning and Doffing of Personal Protective Equipment by Medical Students" in the *Western Journal of Emergency Medicine*.

"Filling the Core EPA 10 Assessment Void: A Framework for Individual Assessment of Core Entrustable Professional Activity 10 Competencies in Medical Students" in *AEM Education and Training*.

"Using a Simulated Model and Mastery Learning Approach to Teach the Ultrasound-guided Serratus Anterior Plane Block to Emergency Medicine Residents: A Pilot Study" in *AEM Education and Training*.

"Creation and Implementation of a Mastery Learning Curriculum for Emergency Department Thoracotomy" in the *Western Journal of Emergency Medicine*.

EDUCORNER



Theory Corner: Glocalization Theory

How medical educators can connect global knowledge with local needs to create more relevant learning experiences.

A teaching strategy that works well in one hospital or country may not translate directly to another. Glocalization theory explores how global ideas, practices, and standards can be adapted to fit local cultures, resources, and needs. For medical educators, this means recognizing that effective teaching is not always one-size-fits-all. Whether adapting an international curriculum, incorporating evidence-based teaching strategies, or preparing learners to care for diverse patient populations, educators can apply glocalization by balancing shared educational goals with local context. This approach helps make learning more relevant, culturally responsive, and meaningful for the communities learners will serve.

Check out the Theory Corner brief on Glocalization Theory.

