Orientation Information

Office of Faculty Affairs Contacts

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Rush University Infrastructure

Research Affairs Structure

Rush Mission, Vision, Strategic Themes & Values

- 2016-17 Teaching Academy
- 2015-16 Teaching Academy
- 2014-15 Teaching Academy
- 2013-14 Teaching Academy
- 2012-13 Teaching Academy
- 2011-12 Teaching Academy

Rush Education Mentoring Program

Rush Research Mentoring Program

Rush Women’s Mentoring Program

Rush Postdoctoral Society

Research and Education Mentoring Programs FAQs

Rush Research Mentoring Program 2016 Report

Global Health Program
Office of Faculty Affairs

Susanna Chubinskaya, PhD
Associate Provost, Faculty Affairs
The Ciba-Geigy Professor and
Vice-Chair, Research and
Faculty Development
Department of Pediatrics

The Office of Faculty Affairs offers a full range of support for faculty by providing faculty development and mentoring, faculty recruitment, as well as handling onboarding, promotions and retention. The Office advances institutional integration, which includes faculty satisfaction and engagement, attainment of our diversity goals, and compensation evaluation and planning. The Office will provide the first comprehensive faculty life cycle tool for faculty management. In addition, Global Health activities are also an integral part of the Office of Faculty Affairs.

Faculty Development

Our Mission
To promote academic professional development of faculty, trainees, staff and students aligned with the University mission.

Goal
Rush University will have a world-class faculty dedicated to research, education, practice, and mentoring in the service of excellence in health care.

Teaching Academy
- Education
- Learning
- Professional Development
- Career Leadership Development
- Personal Development

Recognition Events
- Annual Faculty Recognition Reception
- Faculty Achievements
- Excellence Awards
  - Clinical Service
  - Community Service
  - Education
  - Mentoring
  - Research

Organizational Activities
- Seminars/workshops
- Invited lecturers
- Individual/Group Mentoring
- Coaching Sessions
- Social Events
- Internal and External training/skill development

Mentoring Programs

Open to all trainees, faculty and staff members at Rush and John H. Stroger, Jr. Hospital of Cook County

Educational Mentoring Program
- Build your teaching portfolio and scholarship
- Teaching Excellence Course

Postdoctoral Society
- National Postdoctoral Association
- Resources for Postdoc fellows

Research Mentoring Program
- 2 translational tracks: Clinical and Basic Science/Lab
- Admission Criterion: 20% protected research time
- Cohn Fellowship and Research Symposium

Women’s Mentoring Program
- Professional development for your career path
- Provides a supporting and engaging environment

2016 Mentoring Symposium-Poster Session
Global Health

Mission
To impact, in partnership with underserved global communities, health and well-being through inter-professional service, learning, research and scholarship.

Dominican Republic & Haiti
- Monthly medical service trips
- Teams consist of volunteers in all areas of healthcare
- Applications due in June

Rush University Belize Immersion Experience (RUBIE)
- Fall trip
- Teams consist of students, faculty and staff in all areas of healthcare
- Applications due in July

M4 Elective Information:
- Must be registered for the M4 elective to be eligible for travel support depending on availability of funds

Annual Global Health Symposia 2017
- Visit our website for updates

Diversity

Goals
- Improve diversity among faculty and trainees
- Support recruitment efforts for faculty and trainees

Focus
- Rush Diversity Student Scholarship
- Faculty Diversity/Faculty Recruitment
- Gender Equity
- Minority Faculty Development

Partnerships with:
- Student Affairs
- Office of Equal Opportunities
- Faculty Recruitment Office
- Rush Colleges
- Philanthropy

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Please visit our website at:
https://www.rushu.rush.edu/about/faculty-affairs
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Mission:
The mission of Rush is to improve the health of the individuals and diverse communities we serve through the integration of outstanding patient care, education, research and community partnerships.

Vision:
Rush will be the leading academic health system in the region and nationally recognized for transforming health care.

Values:
– Innovation
– Collaboration
– Accountability
– Respect
– Excellence
MISSION: Rush University provides outstanding health sciences education and conducts impactful research in a culture of inclusion, focused on the promotion and preservation of the health and well being of our diverse communities.

VISION: The Rush learning community will be the leading health sciences university committed to transforming health care through innovative research and education.
Presented by the Office of Faculty Affairs and the Provost’s Office

2016-17 Teaching Academy

All Rush University Faculty Members are invited to the 2016-17 Teaching Academy for skill and knowledge enhancement! Presentations will be held every third Tuesday of the month from 12 – 1 p.m. in Room 994, Armour Academic Center. Lunch will be provided.

Teaching Academy Workshops/Seminar Series
(Tentative Schedule and Topics)

July 19, 2016  Assessment in Education
Aug. 16, 2016  Simulation in Health Professions Education
Sept. 20, 2016  Leadership Skills Focus: Building Constructive Working Relationships
Oct. 18, 2016  The Convoluted World of “Big”/Messy Data
Nov. 15, 2016  Cybersecurity Trends in Healthcare and Higher Education
Dec. 20, 2016  Teaching Strategies to Facilitate Learning
Feb. 21, 2017  Ethics & Professionalism
March 21, 2017  Ethics: Dealing with Questions that Don’t Have an Answer
April 18, 2017  Identifying Learning Styles and Creating Opportunities for Diverse Learning Styles
May 16, 2017  Healthcare Provider Burnout
June 20, 2017  Why Faculty Should Use Social Media

For more information and to RSVP, Contact Office of Faculty Affairs at Faculty_Affairs@rush.edu or (312) 942-8873.
All Rush University Faculty Members are invited to the 2015-16 Teaching Academy for skill and knowledge enhancement! Presentations will be held every third Tuesday of the month from 12 – 1 p.m. in Room 994, Armour Academic Center. Lunch will be provided.

Teaching Academy Workshops/Seminar Series (Tentative Schedule and Topics)

July 21, 2015 Faculty Vitality: Ways to Achieve and Build Resilience
August 18, 2015 Collaboration Contracts
September 15, 2015 Scholarly Publishing: Economics, Open Access and Academic Culture
October 20, 2015 Team Facilitation
November 17, 2015 Difficult Learning Situations
December 15, 2015 Teaching Patient-Centeredness
January 19, 2016 Teaching Health Literacy
February 16, 2016 Managing Emotions in Clinical Teaching
March 15, 2016 Professionalism in Academia
April 19, 2016 Research Matters! Transforming the Environment for Research Excellence
May 17, 2016 Building a Scholarly Community
June 21, 2016 Education and Technology

Please send your RSVP and/or questions to Stephanie Sacriste, Department Manager, Office of Academic Affairs at Academic_Affairs@rush.edu or (312) 563-6395.
All Rush University Faculty are invited to the 2014-15 Teaching Academy! Presentations will be held every 3rd Tuesday of the month from 12:00 – 1:00 p.m. in room 994 AAC. Lunch will be provided.

Teaching Academy Workshops/Seminar Series
(Tentative Schedule and Topics)

July 15, 2014  How to be a Manuscript Reviewer
August 19, 2014  Career Development: What your CV says about you
September 16, 2014  Strategies for Teaching Adult Learners Online: How to Best Engage
October 21, 2014  Principles of Interprofessional Education
November 18, 2014  How to Give Feedback to Students
December 16, 2014  Adapting to New and Changing Continuing Education Requirements
January 20, 2015  How to Conduct Responsible Research & Address Conflict of Interests
February 17, 2015  Protecting Patient & Student Privacy & the Organization’s reputation-social media discussion
March 17, 2015  Publishing and Reviewing Professional Literature
April 21, 2015  Teaching on the Fly: Working with Students without compromising your Clinical Productivity
May 19, 2015  Leadership Competencies
June 16, 2015  Transition to Retirement

Please send your RSVP and/or questions to Stephanie Sacriste, Department Manager, Office of Academic Affairs at Academic_Affairs@rush.edu or (312) 563-6395.
The Office of Academic Affairs and the Provost’s Office present

2013-2014 Teaching Academy

All Rush University Faculty are invited to the
2013-2014 Teaching Academy!
Presentations will be held every 3rd Tuesday of the month from
12:00 – 1:00 p.m. in room 994 AAC.
Lunch will be provided.

Teaching Academy Workshops/Seminar Series
(Tentative Schedule and Topics)

July 16, 2013  Wealth Management
August 20, 2013  Turn Your Clinical Work into Academic Productivity
September 17, 2013  Building and Managing Your Research
October 15, 2013  Communicating Effectively: Getting Your Point Across
November 19, 2013  Basics of Budgets and Rules of Funds and Cost Centers
December 17, 2013  How Communication Styles Affect Leadership Skills
January 21, 2014  How to Prepare Quality Test Questions
February 18, 2014  How to Plan and Design a New Course
March 18, 2014  Copyright Compliance for Faculty
April 15, 2014  Security and How to Use Encrypted USBs
May 20, 2014  Talent Management
June 17, 2014  How to Prepare Online Lecturing Using Panopto

Please send your RSVP and/or questions to Stephanie Sacriste,
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Academic_Affairs@rush.edu or (312) 563-6395.
2012-2013 Teaching Academy Workshops/Seminars Series

All Rush University faculty are invited to participate in the 2012-2013 Teaching Academy Workshops/Seminars Series! The Teaching Academy Series will be held every 3rd Tuesday of the month from 12:00 – 1:00 p.m. in room 994 AAC. Lunch will be provided.

Please see tentative schedule and presentation topics below.

**July 17, 2012**
Library Resources/Rounds
presented by Jonna Peterson, MLIS

**August 21, 2012**
How to interview/
Tips for a Successful Interview
presented by Courtney L. Kammer

**September 18, 2012**
How to Write Letters of Recommendation
presented by Ruth Kleinpell, Ph.D., RN, FAAN, FCCM

**October 16, 2012**
Gaining Visibility as a Leader
presented by Chandice Covington, Ph.D., RN, FAAN

**November 20, 2012**
Successfully Hiring, Retaining and Managing Employees and Staff
presented by Jane C. Grady, Ph.D.

**December 18, 2012**
How to Make PubMed Work for You
presented by Jonna Peterson, MLIS

**January 15, 2013**
How to Structure Clinical Teaching
presented by Thomas Bleck, M.D.

**February 19, 2013**
Test Blue Print/ How to Write Test Questions
presented by Rosemarie Suhayda, Ph.D., RN

**March 19, 2013**
Outcome Measures of Successful Teaching
presented by Rosemarie Suhayda, Ph.D., RN

**April 16, 2013**
Online Teaching
presented by Ningchun Han, Ph.D. and Lei Zhao, M.Ed

**May 21, 2013**
Competency Based Education
presented by David Shelledy, Ph.D., RRT, RPFT, FAARC

**June 18, 2013**
How to Chair a Committee and a Meeting
presented by Lauren Goebel, MBA, MHSA

For more information or to RSVP
Contact Stephanie Sacriste, Project Coordinator
Office of Academic Affairs at Academic_Affairs@rush.edu or (312) 563-6395
The Office of Academic Affairs and the Provost’s Office present

2011-2012 Teaching Academy

All Rush University Faculty are invited to the 2011-2012 Teaching Academy!
Presentations will be held every 3rd Tuesday of the month
12:00 – 1:00 p.m. in room 994 AAC.
Lunch will be provided.

Teaching Academy Workshops/Seminars Series
Tentative schedule and presentation topics

- July 19, 2011    Developing Rubrics by Susan Lawler, PhD
- August 16, 2011  Teaching & Learning Styles
- September 20, 2011 Strategies for Assessing Student Learning
- October 18, 2011 What is new in practitioner-teacher model?
- November 15, 2011 How to Structure Clinical Teaching
- December 20, 2011 How to Present Your Lecture
- January 17, 2012  How to mentor
- February 21, 2012  Promotion Planning
- March 20, 2012  Work/Life Balance
- April 17, 2012  How to find funding opportunities
- May 15, 2012  Clinical Competencies
- June 19, 2012  Having Difficult Conversations

RSVP to Academic_Affairs@rush.edu. For questions, please contact Stephanie Sacriste, Project Coordinator, Office of Academic Affairs at Academic_Affairs@rush.edu or (312) 563-6395.
The program has two tracks dimensions: an education track basic level focused on teaching and learning and an educational scholar’s track level focused on conducting educational research, publishing, and acquiring funding.

WHY?
The REMP was established in 2012 to support educators and educational scholars at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County.

WHAT?
The REMP provides experienced and dedicated mentorship for educators and educational scholars and offers a comprehensive range of resources designed to strengthen the educator’s teaching portfolio and/or to support educational scholarship. The program has two tracks dimensions: an education track basic level focused on teaching and learning and an educational scholar’s track level focused on conducting educational research, publishing, and acquiring funding.

WHO?
The program is open to all faculty members at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County. Residents, fellows, and trainees may be admitted to the program if they have accepted an imminent Rush faculty appointment. Mentees must set and achieve annual goals. The REMP mentee term limit is 5 years, after which time mentees are expected to become junior mentors.

HOW?

**Excellent Mentoring**
The REMP mentors are faculty members with education and/or educational scholarship credentials and expertise.

**Comprehensive Resources**
The program provides a range of resources to mentees, including: statistical analysis, data management, professional grant writing and manuscript editing, graphics and oral presentation consulting, educational assistance, monthly work group meetings, weekly mentee writing groups, and regular workshops and seminars on a variety of education-related, scholarship, and grant writing topics. An annual Teaching Excellence course is offered and covers the fundamentals of teaching and specialized tracks for online teaching, simulation, and learning strategies.
WHY?
The RRMP was established in 2006 to prepare junior faculty members at Rush University Medical Center and Stroger Hospital of Cook County to lead funded programs of translational research.

WHAT?
The RRMP pairs junior investigators with experienced and dedicated mentors and offers a comprehensive range of resources designed to help secure funding. The program has three translational research tracks: clinical (outcomes, behavioral interventions, decision-making, communication, and patient safety), laboratory/basic science, and population (epidemiology, community-based participatory research).

WHO?
The program is open to all faculty members at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County. Residents, fellows, and trainees may be admitted to the program if they have accepted an imminent Rush/Stroger faculty appointment. Mentees are nominated and supported by their department chairperson/section heads with the commitment of at least 20% protected research time. In addition, mentees are expected to dedicate an additional 25% of their personal time for research. Mentees must set and achieve annual research goals. The RRMP mentee term limit is 5 years, after which time mentees are expected to become junior mentors.

HOW?

**Excellent Mentoring**
More than 60 senior faculty members with a wealth of research experience, funding history, teaching excellence, and clinical expertise from both Rush and Stroger actively serve as mentors.

**Comprehensive Resources**
The program provides a range of resources to mentees, including: statistical analysis, data management, professional grant writing and manuscript editing, graphics and oral presentation consulting, research assistance, monthly track meetings, weekly mentee writing groups, and regular workshops and seminars on a variety of research-related and grant-writing topics.

END RESULT?
Mentees have been awarded more than $23 million in external funding as principal investigators (~1/2 were NIH awards). Mentees have published ~600 manuscripts since joining the program.

For more information, contact:
Giselle Sandi, PhD
Director, Mentoring Programs
Phone: (312) 563-3146
E-mail: mentoringprograms@rush.edu
Website: www.rushu.rush.edu/mentoringprogram

Date Revised: 05/02/2016
Rush University Medical Center
Research and Education Mentoring Programs
FAQs
September 12, 2016
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What is the Educational Mentoring Program (REMP)? ...................................................... 5

A. The REMP provides experienced and dedicated mentorship for clinical and non-clinical educators and educational scholars and offers a comprehensive range of resources designed to strengthen the educator’s teaching portfolio and/or to support educational scholarship. The program has two dimensions: an education basic level focused on teaching and learning and an educational scholar’s level focused on conducting educational research, publishing, and acquiring funding. ................................................................................................................................. 5

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Program

What is the Research Mentoring Program (RRMP)?
A: The RRMP was established in 2006 to prepare junior faculty members at Rush University Medical Center and Stroger Hospital of Cook County to lead funded programs of translational research. The RRMP pairs junior investigators with experienced and dedicated mentors and offers a comprehensive range of resources designed to help secure funding. The program has three translational research tracks: clinical (outcomes, behavioral interventions, decision-making, communication, and patient safety), laboratory/basic science, and population (epidemiology, community-based participatory research).

How do I join the Research Mentoring Program? What are the requirements?
A: The program is open to residents, fellows, and all faculty members at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County. Mentees are nominated by their section heads/chiefs with the commitment of at least 20% protected research time from their department. In addition, mentees are expected to dedicate an additional 25% of their personal time for research. Contact Mentoring Programs for more information.

How can I learn more about the Research Mentoring Program?
A: To learn more about our program, please visit our website.

A: What is the Educational Mentoring Program (REMP)?
A: The REMP provides experienced and dedicated mentorship for clinical and non-clinical educators and educational scholars and offers a comprehensive range of resources designed to strengthen the educator’s teaching portfolio and/or to support educational scholarship. The program has two dimensions: an education basic level focused on teaching and learning and an educational scholar’s level focused on conducting educational research, publishing, and acquiring funding.

How do I join the Educational Mentoring Program? What are the requirements?
A: The program is open to all faculty members at Rush University Medical Center and John H. Stroger, Jr. Hospital of Cook County. Residents, fellows, trainees, and faculty of any rank may be admitted to the program if they have accepted an imminent Rush faculty appointment. Mentees must set and achieve annual goals. The REMP mentee term limit is 5 years, after which time mentees are expected to become junior mentors.

What resources do the Research and Educational Mentoring Programs provide?
A: The RRMP and REMP provide a wide range of resources to mentees and mentors in the program, including data management, statistical support, professional grant writing and manuscript editing, graphics/presentation consulting, and other research support. Please e-mail your request directly to Mentoring Programs.
What are the program’s research tracks?
A: The program has three translational research tracks: clinical (outcomes, behavioral interventions, decision-making, communication, and patient safety), population (community-based participatory research, provider-based research networks), and laboratory. More than 50 senior faculty members with a wealth of research, teaching, and clinical expertise from both Rush and Stroger serve as mentors.

How do I access the program’s resources (e.g., statistician, database management, editor, graphics, and grant support)?
A: Program mentees and mentors; please e-mail your request directly to Mentoring Programs.

The program’s monthly track meeting topics are not related to my research or educational area. Why should I bother going?
A: Even if a particular mentee’s topic area is completely foreign to you, good science is good science and you are GUARANTEED to learn a lot.

When is your next seminar/workshop?
A: All seminar/workshops scheduled are send via University News, Office of Mentoring Programs and through the Faculty Affairs calendar as well as posted on the Armour Academic Center monitors.

I want to learn about upcoming seminars/workshops. How can I be added to your email group list?
A: Contact Mentoring Programs to request to be added to our email group.

Mentors

What is my role?
A: Your role as a research mentor is to guide your mentee as s/he strives to become an independent, funded researcher. You should provide feedback on your mentee’s goals, timeline, and products (e.g., abstracts, manuscripts, grant applications). Please consult the informal mentee-mentor contract and mentoring references (links available on our website):

Reference: “Entering Mentoring: A Seminar to Train a New Generation of Scientists, the Wisconsin Program for Scientific Teaching,” HHMI.


How do I access the programs’ resources (e.g., statistician, database management, editor, graphics, and grant support)?
A: Program mentees and mentors; please e-mail your request directly to Mentoring Programs.
Mentees

How do I find a mentor in research or education?
A: The RRMP and REMP will help you identify a mentor if you don’t already have one.

How do I change my mentor?
A: Simply invite the person to be your mentor. Many people have multiple mentors (i.e., a mentoring team) for consultation on different research or educational aspects. Please notify the RRMP or REMP program so we can update our records.

What does my mentor do?
A: Your mentor’s role is to provide guidance and scholarly feedback on your research or educational; however, YOU are ultimately responsible for your career – you will get out of the mentoring relationship what you put into it.

How often should I meet with my mentor(s)?
A: Every two weeks is usually best until your research or educational project(s) is established, and then at least monthly.

My mentor is too busy to meet with me, what should I do?
A: You need to ascertain what “too busy” means. Are you providing an adequate timeframe to meet (e.g., suggesting dates 2-3 weeks in advance or suggesting a time tomorrow when schedules are already full)? It is best to schedule a regular meeting time and have it automatically on both your calendars. You can suggest extra mini-meetings off-line (e.g., coffee breaks, go for a walk, talk with your mentor on her/his way to the next meeting, email). If a mentor repeatedly rejects your offers to meet, then perhaps s/he is not your mentor.

Resources

What resources do the Research and Educational Mentoring Programs provide?
A: A wide range of resources is available to program mentees and mentors, including data management, statistical support, professional grant writing and manuscript editing, graphics/presentation consulting, and other research support. Please e-mail your request directly to Mentoring Programs.

I need a professional graphic illustrator. Can the program recommend one?
A: Kristen W. Marzejon, CMI is a Board Certified Medical Illustrator with Master of Associated Medical Sciences degree in biomedical illustration with accomplished skill in traditional and digital illustration technique – she has been recommended by Rush faculty members. Visit her website for more information.
Research

Who can translate my Informed Consent Document?

A: Translation(s) of informed consent document(s) must be coordinated through the Rush Interpreter Services department, per RUMC Policy #OP-0252 “Foreign Language, Sign Language, Written Translations and Special Auxiliary Aids”. For more information, see Policy.

I need help recruiting study subjects; who can help?

A: Your fellow mentees and mentors are great sources – many have clinics where you could post your study information. Just send your IRB-approved study information and materials to Mentoring Programs and she’ll forward to the program. Another option is featuring your study in Rush’s newsletters, Rush Physician and Discover Rush and/or the Rush website, contact Tony Demarco for more information.

I need a research assistant but don’t have any money; any suggestions?

A: Your fellow mentees and mentors are great sources – many have research assistants and/or students who would like the opportunity to help. Email Mentoring Programs.

I need help with an IRB issue. Who can help?

A: Contact Dr. Mary Jane Welch, Director, Human Subjects’ Protection Research and Clinical Trial Administration, Associate Professor, College of Nursing. Rush University Medical Center, 707 South Wood St. 0 Annex, Chicago, Illinois 60612, Telephone: 312-942-7276; Fax: 312-942-2874;

How do I complete my Research Training?

Training modules on Human Subjects Protection, HIPAA in Research, and Conflicts of Interest are assigned to investigators and research personnel via the Collaborative Institutional Training Initiative (CITI). Training is good for one year. For more information, see Policy.

Who can I contact for a Philanthropy “prospect research” search?

A: You should contact Maggie McGauley to schedule a time to come in and access the Foundation Center database. They will ask for a lay summary of your project, and they’ll review the search results with you to determine which may be a fit and what the next steps are.

How do I find research collaborators?

A: Your mentor can help you identify appropriate collaborators. Other mentors and mentees in the program are also terrific resources. Email Mentoring Programs and she’ll route your inquiry.

Who can approve my research recruitment/advertising materials (newspaper, television, radio, bulletin boards, posters and flyers)?

A: Any advertisement that uses any Rush University Medical Center logo or the Rush name must be submitted to and approved by the Department of Marketing and Communications prior to submission to the IRB. Please contact Laurie Swatkowski or Elizabeth Lareau in Marketing for approval. Approved marketing material and marketing approval email must be uploaded into the Research Portal. For more information, see Policy.
How can I compensate/reimburse research subjects?

A: You may reimburse research subjects for travel expenses (cab fare, parking or public transportation) and/or provide payment for study participation by check, petty cash, gift card, parking ticket, bus pass, etc. You must include a statement in the consent form and answer questions appropriately in the IRB application. If subject compensation will total $600 or more, amount must be reported to the Internal Revenue Service and the subject’s social security number will need to be collected. (Note: Please discuss with your department administrator on departmental internal policies.)

IRB just approved my study! Now how do I get my money? How is a fund number set up?

A: In order for you to receive your funds, a fund number needs to be set up. Make sure a contract is logged in the Research Portal. Complete and get approvals for your fund budget request form (available on the portal), then upload the form to the portal. Once contract is finalized and IRB is approved, there will be one final sync review. Then the grants/contracts office will request for a fund number to be set up. You will be notified by Fund Accounting of your fund number. (Note: Please discuss further internal departmental policies with your department administrator.)

How can I get additional research training/consultation (RCTA)?

A: Each division in the Research and Clinical Trials Administration (RCTA) will meet with researchers and/or their staff to provide an individual consultation a variety of research-related subjects (Grants and Contracts, IRB Submission, Budgets, Coverage Analysis, Human Subject Protections and Rush Research Portal). The RCTA encourages the use of this service during protocol design to help maximize the support available to you. Fridays are encouraged for the appointments, however if this is not possible we will accommodate your schedule whenever possible.

To arrange a consultation please call a representative from the division from which you wish to receive assistance (see RCTA Contact Sheet). Or, if you are new to research at Rush, please contact Elanda Shannon, (312) 563-2721 to set up consultations with all divisions.

Manuscripts

I want editorial feedback on my manuscript; how can I get it?

A: The program’s science writer is available to review your manuscript. Email you request to Mentoring Programs. The program also has three (3) monthly meetings for research mentees and one monthly meeting for teaching mentees to choose from to improve your grant and manuscript-writing and science skills. These are perfect opportunities for informal, internal review. Let us know which month you would like to present.

i) Clinical (led by Dr. Hobfoll, Dr. Shah, and Dr. Baim): 4th Monday, 3:00-4:00PM in 607 Kidston

ii) Lab (led by Drs. Keshavarzian & Landay): 2nd Wednesday, 9:00-10:30AM in 402 Cohn Building

iii) Educational mentoring (led by Dr. Baker): 3rd Wednesday, 11-12PM in 607 Kidston
Grants

I need feedback on my grant application; how can I get it?

A: The program’s science writer is available to review your grant application. Email your request to Mentoring Programs. The program also has three (3) monthly meetings for research mentees and one monthly meeting for teaching mentees to choose from to improve your grant and manuscript-writing and science skills. These are perfect opportunities for informal, internal review. Let us know which month you would like to present.

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iii) Educational mentoring (led by Dr. Baker): 3rd Wednesday, 11-12PM in 607 Kidston

How do I write a grant application?

A: Read the RFA (request for applications) or opportunity very carefully for instructions. The RRMP has template applications for various grant mechanisms (e.g., K and F awards, R21s, R01s, etc.) – email Mentoring Programs. Ask your mentor(s) or fellow mentees for a copy of a funded application. Your specific aims page (if an NIH application) is THE most important part of your application; 90% of your time and effort should be on this one page. Present this page at one of your track meetings to get critical feedback. Allow ample time (e.g., months) to prepare your application. Consult with Mentoring Programs.

Does the program have samples of funded grant applications?

A: Yes, please contact Mentoring Programs for sample funded applications.

I need some template language/text for my grant application (e.g., environment, resources, mentoring support, etc.); where can I find this?

A: Please contact Mentoring Programs for template language.

Where can I find facility/resource descriptions for grant applications?

A: Sample language is available on The Office of Sponsored Programs website.

Who can help me with my grant application?

A: Your mentor(s), fellow mentees, and the RRMP. Contact Mentoring Programs.

How can I find out what NIH is funding? Is it possible to read the abstracts of NIH-funded grants?

A: Bookmark the NIH RePORTER! Click on the link and search for funded grants by investigator name, institution, subject area, etc. Read the abstracts from funded projects to get a feel for HOW they’re written (in addition to seeing what’s being funded)!

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I am preparing a grant proposal, where can I find the DUNS # and other grant preparation information?

A: The Office of Sponsored Projects has organized a Research Toolbox that contains information such as Rush’s Tax ID #, DUNS#, fringe rate, indirect cost rates and other useful grant proposal preparation information.

Promotion

My departmental chairperson doesn’t seem interested in my getting promoted; what do I do?

A: Talk to him/her and ask what else you need to do to get promoted. Get it in writing; get it in your annual review goals. At any one time, it is your right to file a grievance against the individual whom you think unfairly blocks your promotion from going ahead. You may contact the COSFAP chair for further questions. You may also contact Dr. Susan Chubinskaya, Associate Provost of Faculty Affairs, who oversees faculty affairs and provides consultations and guidance to faculty on their professional and career development.

How do I prepare my promotion packet?

A: Visit the Faculty Affairs webpage to obtain the CV template and COSFAP policies and guidelines.

Training

I have a great idea for a seminar; how can I make it happen?

A: Email your ideas to Mentoring Programs.

Does Rush provide financial support to attend professional conferences?

A: Yes. You may use the Employee Enhancement Option through the LEAP Program. Full-time employees are eligible for up to $1,000 per calendar year (January – December). Eligible costs are reimbursed at ninety percent (90%). Employees are responsible for the 10% difference and for all non-eligible related costs. Visit the Human Resource website for further details.

Does Rush provide financial support to help with my tuition?

A: Yes. Rush’s External Degree Program offers tuition reimbursement to eligible employees pursuing a degree at an accredited college or university. LEAP will assist up to $5,000 per calendar year for full-time employees. Visit the Human Resource website for further details.

I need more training in research (e.g., statistics, research methods, epidemiology, etc.); how can I get it?

A: The Master of Science in Clinical Research at Rush program provides this coursework – it is a 2-year program that is very affordable and convenient for people holding an MD/PhD. Contact John Somberg. University-wide seminars and workshops are also offered regularly on these topics.
How can I get additional research training/consultation (RCTA)?

A: Each division in the Research and Clinical Trials Administration (RCTA) will meet with researchers and/or their staff to provide an individual consultation a variety of research-related subjects (Grants and Contracts, IRB Submission, Budgets, Coverage Analysis, Human Subject Protections and Rush Research Portal). The RCTA encourages the use of this service during protocol design to help maximize the support available to you. Fridays are encouraged for the appointments, however if this is not possible we will accommodate your schedule whenever possible.

To arrange a consultation please call a representative from the division from which you wish to receive assistance (see RCTA Contact Sheet). Or, if you are new to research at Rush, please contact Elanda Shannon, (312) 563-2721 to set up consultations with all divisions.

Articles/Journals

Do you have any good articles on mentoring?

A: Yes, below is a list of mentoring articles.

- Entering Mentoring A Seminar to Train a New Generation of Scientists
- Nature’s guide for mentors
- Do You Have a Bad Mentor?

References

4. Krause MK. The ABCs of being a mentor: a primer for being both a mentor and a protégé. Healthc Exec. 2007;22(3):62, 64, 66-62, 64, 66.


How do I figure out the “impact factor” of a journal?
A: Visit the Rush Library website
   1. Under “Library Resources,” click “more”
   2. Under “Point of Care Databases,” click “Complete List of Library Databases”
   3. Click “Journal Citation Reports via Web of Knowledge”
   4. Click “Journal Citation Reports”
   5. Then you can “search for a specific journal” or groups of journals by field

I receive regular email invitations for manuscript submissions. How do I know if the journal is legit?
A: As suggested by Rush Library:
   i) Go to main library page
   ii) Click on “Find Databases” link on the Related Content box in the lower left hand corner of the library homepage
   iii) Click on “A-Z List”
   iv) Scroll to bottom and click on “Ulrich’s Periodical Directory”
   v) Type the name of the “suspicious” journal. If it shows up, that’s a good indicator that it’s legitimate (and you can click on the journal name and scroll to “Abstracting & Indexing” at the bottom of the page to see who else cites it).

Other

How do I market my Rush-sponsored event?
A: Below are a few ideas on how you can market your Rush-sponsored event.

- **Rush E-mail Memo Request Form:** If you have a message that you would like to share with the Rush community, please complete the following Marketing [online form](#).
- **Rush News:** [Rush News](#) is the e-mail newsletter for all employees of Rush and is published by the Office of Marketing and Communications. Sent out weekly via e-mail, the newsletter is updated daily with information about news and events going on at Rush. Sections include: Headlines, Coming Attractions, In the News, and Media Clippings. If you have an idea or suggestion for Rush News, contact Marketing and Communications at ext. 2-5582 (Anne_Burgeson@rush.edu).
- **Rush Portal Calendar:** To request to have an event added to the Rush Portal Calendar, contact Libby Higgins. The Rush Portal Calendar is located on the Portal webpage.
- **Corporate Identity and Graphics Usage:** Including new Rush brand template downloads for flyers, posters and PowerPoint.
- **Policy on posting Flyers/Signs:** Refer to this policy prior to posting signs/flyers for your event.
How do I add/update a Faculty Profile on the Rush University Website?

A: Email request to your department administrator

Have a question? Know an answer? Other comments?

Please email mentoringprograms@rush.edu.
Rush Mentoring Programs: INVESTING IN THE FUTURE

Committing to the development of junior faculty members and postdoctoral researchers is an essential investment for academic medical centers such as Rush University Medical Center. The Office of Mentoring Programs at Rush facilitates the growth of our junior faculty and fellows, fostering independent research and career opportunities.

The success of the program, and ultimately the Medical Center overall, is measured by scholarly productivity, extramural funding, the retention and advancement of junior faculty, and the best possible placement of talented postdoctoral fellows who are ready for the next step in their careers.

Our mission is to support the success of our junior faculty as they work under the guidance and supervision of knowledgeable and committed mentors. An effective faculty mentoring program also assists in recruiting future faculty and fellows to Rush.

Faculty mentoring is one of the bedrocks of an academic institution. For the mentor and the mentee alike, it is an incredibly rewarding experience. The investment in our junior faculty across the University as they develop their academic and career growth is an investment in our future and in the future of the many important research questions they are working to solve. And those colleagues that are providing mentorship are exemplifying the ideal characteristics of our professions.

Larry J. Goodman, MD
CEO of Rush and President of Rush University

Mentee OUTCOMES

In fiscal year 2016, 37 mentees (62 total grants) received funding either as principal or co-investigators. Twenty-six of those grants were from the National Institutes of Health. This table shows the distribution of grants received by mentees as principal investigators and as co-investigators, and breaks down the funds received from federal and non-federal sources.

Additionally, mentees published 189 journal articles and presented 172 podium talks and 82 posters.

<table>
<thead>
<tr>
<th>TYPE OF FUNDING</th>
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<tr>
<td>MENTEE AS PRINCIPAL INVESTIGATOR</td>
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<td>$7,338,699</td>
</tr>
</tbody>
</table>

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The RRMP has been instrumental in helping me launch my academic career. The program provides multidisciplinary mentoring support from senior investigators who attend the regular RRMP research meetings and give feedback on our research studies and proposals. The grant-writing course offered by the program helped me submit research applications that were successfully funded. The staff is extremely respectful and supportive, always responded to my requests in a short time and always has a positive attitude.

Faraz Bishehsari, MD, PhD
Assistant Professor
Department of Internal Medicine, Section of Gastroenterology, Rush Medical College

Rush Mentoring Programs served 68 mentees from across the University, including two from John H. Stroger, Jr. Hospital.

- **MENTEES**: Rush Medical College 9%, College of Health Sciences 9%, College of Nursing 82%
- **GENDER**: Women 37%, Men 63%
- **RESEARCH TRACKS**: Clinical 24%, Laboratory-based 72%
- **MENTEE RANKINGS**: Assistant Professors 5%, Associate Professors 13%, Instructors 7%, Post-doc Fellows 75%
As a nurse scientist, my goal is to conduct high-quality research that can advance knowledge and improve patient care. Being a part of the RRMP has provided me with valuable peer support across disciplines and allowed me to participate in grant review with senior researchers, which was critical in securing my research funding. The door to the program is always open, and the staff is always there to help me navigate the sea of independent research.

Masako Mayahara, RN, PhD
Assistant Professor
Department of Community, Systems and Mental Health, College of Nursing

Program RESOURCES
A variety of resources are made available to mentees and mentors of the Mentoring Programs, including the following:

GRANT-WRITING COACHING
A course is offered to help clarify the grant-writing process. Participants learn the components and rhetorical structure of an aims page, understand the logic flow of specific aims and learn best writing practices to enhance document readability. In addition, participants are taught funding agency criteria for significance, innovation and approach, and how to connect those criteria directly to their research goals. Participants also learn best practices for using figures, graphs and tables.

Submitted proposals from those who have received writing coaching have achieved a 75 percent success rate and garnered more than $11 million in funding.

COHN FELLOWSHIP GRANTS
The Cohn Family Foundation provides grant support that is distributed equally to five mentees who are selected through a competitive process. The funding allows mentees to gather preliminary data for research proposals and for their continued engagement in research activities.

SCIENCE WRITING AND EDITING
Science writers and editors provide help with conference abstracts, manuscripts and grant applications.

STATISTICAL CONSULTING
Internal or external statistical assistance is provided as research or scholarship projects are clarified. Support includes clarifying analytic goals, consulting on the data analysis section of applications, interpreting output results and contributing to manuscripts.

COMMUNICATION SKILLS WORKSHOPS AND COACHING
Effective presentation skills workshops are offered to help develop effective, engaging presentations using PowerPoint or posters.

GRAPHICS CONSULTATION
A graphic design expert is available to help mentees and mentors refine graphs, figures and tables for presentations and publications.

ANNUAL RESEARCH SYMPOSIUM
The Mentoring Programs Research Symposium highlights the excellent research being conducted at Rush. With about 120 attendees, 10 presentations and 40 posters, the symposium offers a venue to stimulate interdisciplinary and interdepartmental collaboration.
I began participation in the Rush Research Mentoring Program as I transitioned from postdoctoral to assistant professor status at Rush. The services and guidance provided by the Mentoring Programs contributed to my professional development, including development of mentoring capabilities and successfully competing for NIH awards. I look forward to continued participation in the program as a junior mentor.

Hannah Lundberg, PhD
Assistant Professor
Department of Orthopedic Surgery,
Rush Medical College

TRAVEL AWARDS
Travel awards are granted to the symposium’s abstract winners and to the Mentee of the Year, who is selected through a competitive process.

WEEKLY MENTEE WRITING GROUPS
Peer groups provide mutual support and accountability, as mentees work toward increasing writing productivity while decreasing stress. Peers help each other set reasonable goals and share strategies for success.

MONTHLY RESEARCH TRACK MEETINGS
Monthly research track meetings provide valuable feedback from mentors and peers on specific aims and summary statements.

SEMINARS AND WORKSHOPS
A large variety of seminars and workshops are offered to enhance the professional development of members of each group. Most activities are open to all faculty, students and staff at Rush. In fiscal year 2016, there were 85 seminars and workshops offered, with 1,365 people attending.

LENDING LIBRARY
A series of books is available for mentees and mentors to borrow.
The Cohn Family Foundation provides $100,000 in grant support that is distributed equally to five mentees who are selected through a competitive process. The funding allows mentees to gather preliminary data for research proposals and for their continued engagement in research activities. In fiscal year 2016, the recipients were as follows.

JAMIE A. CVENGROS, PhD, an assistant professor in the Department of Behavioral Sciences, has two primary lines of research: strategies to assess and improve communication and clinical reasoning skills among medical students and physicians, and strategies to improve patient adherence to treatment for chronic disease. Her Cohn Fellowship research focused on the “Development and Validation of Tools for Assessment of Integrated Clinical Skills.”

MAHBOOBEH (MAHA) MAHDAVINIA, MD, PhD, is an assistant professor in the Section of Allergy and Immunology. Her research interest includes racial differences in people who have chronic rhinosinusitis. She is also interested in pathogenesis of adult food allergy and eosinophilic esophagitis. Mahdavinia has received several awards for her research, including the 2014 AAAAI-IRSOC interest section award and the 2007 AACR-WICR interest section award. Her Cohn Fellowship research focused on “Chronic Rhinosinusitis, Microbiome and Race.”

RACHEL E. MILLER, PhD, is an assistant professor in the Division of Rheumatology within the Department of Internal Medicine. During her doctoral studies at the Massachusetts Institute of Technology, she worked on developing several novel concepts to induce cartilage repair in the knee using protein- and tissue-engineering methodologies. During her postdoctoral work at Rush, she gained experience in the study of molecular pathways associated with osteoarthritis pain. Her Cohn Fellowship research focused on “Biomechanical Pathways Involved in Osteoarthritis Pain.”

JITESH PRATAP, PhD, is an assistant professor in the Department of Anatomy and Cell Biology. The focus of his research is to understand the molecular basis of bone metastasis, with special emphasis on the role of signaling networks in cancer cell survival. He aims to identify novel regulatory pathways in breast cancer cells using various molecular approaches and animal models to develop targeted therapies for bone metastasis. Pratap is a member of many professional societies, including the American Association for Cancer Research and the American Society for Bone and Mineral Research. His Cohn Fellowship research focused on “Novel Regulatory Mechanisms of Cell Survival in Bone Metastasis.”

NATALIE R. STEVENS, PhD, is an assistant professor in the Department of Behavioral Sciences. Her primary research focus is on psychological and medical interventions to improve pregnancy outcomes in underserved populations. Her intervention program—called Trauma-Sensitive Obstetric Care to Promote Control, Anxiety-Reduction and Empowerment (TO-CARE)—aims to train obstetric physicians to deliver trauma-sensitive medical care throughout pregnancy. Her Cohn Fellowship research focused on “Improving Pregnancy Outcomes Using Trauma-Sensitive Obstetric Care for Abuse Survivors.”

As of July 31, 2016, 10 mentees have completed their fellowship and four of have already received NIH (three K awards) and foundation grants to continue their research endeavors. Five additional mentees were selected to begin their fellowship in fiscal year 2017.

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The Office of Mentoring Programs offers three additional programs that provide professional development and resources to our faculty.

RUSH POSTDOCTORAL MENTORING PROGRAM

The Rush Postdoctoral Society (RPS) was founded in 2013 to facilitate community building for postdoctoral scholars at Rush University. At the local level, we provide education to assist new postdoctoral scholars transitioning to Rush and support those leaving Rush as they embark on new careers. We provide a community where postdoctoral scholars can share ideas and concerns, and socialize with their peers.

The RPS has a committee comprised of Rush postdocs who meet once a month to organize career development seminars, workshops and social events. Some examples of these scholarly seminars include the following: “Successful F31/F32 Grant Writing, How to Build an Effective CV, Academic Job Interviews, Preparing an Academic Cover Letter and Effective Presentation Skills.” The RPS also collaborates with other institutions, such as the University of Chicago, Northwestern University, the University of Illinois at Chicago and Argonne National Laboratory to help create a sense of community for Chicago-area postdocs.

The RPS is the Rush University representative for the National Postdoctoral Association (NPA). As such, the Office of Mentoring Programs supports the national goals of NPA. The RPS provides access to the NPA network and all of the associated resources available to members.

Since Rush is a sustaining member of the NPA, all postdoctoral scholars and research fellows are encouraged to join the NPA free of charge. Each year, the NPA celebrates National Postdoc Appreciation Week to recognize the significant contributions that postdoctoral scholars make to U.S. research and discovery. The Office of Mentoring Programs helps to create awareness by hosting a campus-wide event in celebration. The NPA also hosts an annual meeting, which is the largest meeting and networking event in the postdoctoral community. Each meeting is highly engaging and productive for postdoctoral scholars, administrators, and others working to enhance the postdoctoral experience.

Visit the National Postdoctoral Association’s website for full details.

It was not until I joined the Mentoring Programs that I started to succeed. Most impactful was the grant-writing workshop. I learned how to write a compelling proposal, which led to a funded pilot study and eventually to a successful R01 application. The Mentoring Programs also provided me a forum where I can communicate with my peers and senior faculty at Rush.

Robin Pourzal, PhD (left) Assistant Professor Department of Orthopedic Surgery, Rush Medical College

Additional MENTORING PROGRAMS

The Office of Mentoring Programs offers three additional programs that provide professional development and resources to our faculty.
The Mentoring Program fostered great connections with researchers in other departments, which have developed into productive lines of research for me and my colleagues.

Megan Hood, PhD
Assistant Professor
Department of Behavioral Sciences, Rush Medical College

The Rush Mentoring Program is a true gem. I suggest all department chairs advocate that their junior faculty members who are serious about a research career apply for the program. The program’s faculty and staff are committed to setting people on the right path in their journey to achieve academic research success.

Raj C. Shah, MD
Associate Professor
Department of Family Medicine and Rush Alzheimer's Disease Center

EDUCATIONAL MENTORING PROGRAM

The Rush Educational Program (REMP) provides experienced and dedicated mentorship for educators and educational scholars who engage in scholarly activities in support of Rush University’s mission. The program offers a comprehensive range of resources designed to strengthen the educator’s teaching portfolio and support educational scholarship.

Once a year, Rush faculty have an opportunity to enhance and improve their teaching skills through a teaching excellence course sponsored by the Office of Mentoring Programs. The course consists of a core module and three elective tracks, and will be adding a fourth track on clinical teaching in the fiscal year 2017 session. The core includes interactive sessions on learning theories, adult learning, curriculum design, learner management and assessment, and course evaluations.

Participants also choose one elective track (simulation in health professions education, online teaching, active learning strategies or clinical teaching) based on their particular field and areas of interest. Participants receive continuing education credits and a certificate of completion at the end of the course.

The outcomes of the course are directly related to Rush’s I CARE values:

I: Innovation — Participants are given the opportunity to bring new ideas and methods to their teaching.
C: Collaboration — Participants work in multidisciplinary teams throughout the program.
A: Accountability — Participants complete individual and group projects, demonstrating their learning and ability to implement it in practice.
R: Respect — Participants with diverse backgrounds and experiences learn about and respect differences of opinions.
E: Excellence — Excellence of the program is ensured through promoting and modeling best practices.

More than 100 faculty members have taken the course since its debut in 2013. The alumni meet every six months to discuss best practices, accomplishments and challenges related to their teaching endeavors, which aids in enhancing the program from year to year.

A second group of faculty, educational scholars, focuses on conducting educational research, publishing and acquiring funding. Their main objective is to transition from philosophy to designing and executing research endeavors that will benefit Rush’s students or the patient community at large. Active members are committed to attending regular monthly meetings, participate in monthly reading assignments, conduct a research project proposal over a six-month period and report their research progress during the monthly meetings. The education scholars are encouraged to utilize the resources provided by the Office of Mentoring Programs while pursuing their educational research.
RUSH WOMEN MENTORING PROGRAM

The Office of Faculty Affairs, in collaboration with the Office of Mentoring Programs, established the Rush Women Mentoring Program (RWMP). The RWMP's objective is to create and sustain a comprehensive program that facilitates women faculty members’ pursuit of career goals within a supportive and engaging environment at Rush University Medical Center.

The RWMP equips female faculty members with skills to help them manage a wide range of interpersonal and professional interactions through the following:

• Fostering a coherent system of professional development that accounts for individual needs and career pathways
• Adding to the scholarly knowledge base regarding learning styles in the medical sciences through reinforcement of infrastructure
• Using peer mentoring to nurture a sense of community among women faculty members
• Supporting a culture that is conducive to interprofessional collaboration and partnership
• Assisting women faculty in their promotion through academic ranks and into leadership positions
• Increasing visibility of women faculty and their successes within the Rush community
• Facilitating development of policies and concrete tools to promote work flexibility and work-life balance

The program has two facets. First, junior women faculty are matched with senior women faculty based on their profile preferences survey. Guidelines are provided to help maximize their meeting productivity and create objectives based on the mentees’ specific needs. The relationship is driven by the junior faculty. Currently, 37 junior-senior pairs participate in the program, and this group meets every six months to celebrate successes, discuss challenges and transform areas for improvement.

The second facet of the program is to enhance a sense of belonging among women faculty. The program fosters that by bringing together the group once a month through a seminar series that targets professional and career development. More than 600 have been in attendance at the seminar series. The RWMP is increasing diversity awareness at Rush and starting new initiatives to retain and advance more women at Rush.
The mentoring program has been an outstanding platform for advancing my career, particularly when it comes to improving my grant-writing skills, developing great collaborations, and participating in professional and research development activities.

Jitesh Pratap, PhD
Assistant Professor
Department of Anatomy and Cell Biology

RUSH MENTORING PROGRAMS
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Special thanks to:
Rush Leadership
Board of Governors
Cohn Family Foundation
Our Mission
We work in partnership with underserved global communities to improve health and well-being through inter-professional service, learning and scholarship.

Global Health Sponsored Trips

Rush University Belize Interprofessional Experience (RUBIE)
The RUBIE team travels to Belize once a year. The seven day trip usually takes place late Fall. Students and faculty participate in providing health promotion workshops and home building for a family determined by Hand in Hand Ministries, our partner organization. The 2017-2018 dates are determined in August.

Dominican Republic and Haiti
Rush teams travel to the Dominican Republic and Haiti ten times per year. Interdisciplinary teams provide medical service to communities in Peralta, Dominican Republic and Port-Au-Prince, Haiti. The dates for the 2017-2018 trips are to be determined.

**Dominican Republic**
- January 21-29, 2017 (Ortho)
- February 12-19, 2017 (Primary Care)
- June 4-11, 2017 (Primary Care)

**Haiti**
- January 15-22, 2017
- May 7-14, 2017

Applications for sponsored trips are available in the Spring and due in June. Interdisciplinary teams consist of 8-20 volunteers. The costs of these trips are approximately $1500-$1800. This includes: lodging, food, in country transportation, project costs and airfare.

**Expectations:** All participants that receive funding from the Global Health office are required to submit an abstract, poster or podium presentation of their experience within six weeks of their return.
Global Health Activities

**Fundraising**
The Global Health office sponsors fundraising activities to support medical service trip initiatives. In partnership with Philanthropy, RIGHT and Rush volunteers we have been successful in these endeavors. Below are some sponsored activities. Call for volunteers begin in August/September.

<table>
<thead>
<tr>
<th>Art for Health</th>
<th>Keep Belizing</th>
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<td>TBD</td>
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<tr>
<td>6-10p.m.</td>
<td>Cost: $35 in advance, $40 at the door</td>
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<tr>
<td>Cost: $35 online and $45 at the door</td>
<td>Includes: food, drinks and music</td>
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Art for Health helps to raise funds for the Dominican Republic and Haiti trips through a silent art auction.

Keep Belizing helps to raise funds for the Rush University Interprofessional Experience (RUBIE) through a silent auction of sports, music and various event tickets.

**Rush Initiative for Global Health Thinking (RIGHT)**
RIGHT seeks to introduce and cultivate an interest in global health and global health medicine within the Rush University community by promoting awareness of current issues in the practice of global health and medicine through lectures and forums and by advertising international medical experiences available to Rush University students, residents, and attending physicians.

**Global Health Symposium**
The Global Health Symposium is an opportunity for students, faculty and staff to showcase their research and experience in global health. Opportunities to network with others in the global health field are also available at the closing reception event. This event is held annually for one-week in February. Call for presentations begin in January. Volunteers are also needed for this event.

**Travel Awards**
The Office of Global Health provides up to $850 for students participating in the following activities:

- M4 Global Health Elective
- Rush University Belize Interprofessional Experience (RUBIE)
- Dominican Republic and Haiti Medical Service Trips

**Rush Required Travel Forms**
If you are participating in a Rush sponsored trip you will need to complete the following forms prior to departure:

- Rush Liability Waiver
- Global Health Code of Conduct
- Global Health Authorization Waiver
- Emergency Evacuation Insurance
  
  *(This insurance needs to be purchased)*

If you would like more information regarding Global Health trips or activities contact [Global_Health@rush.edu](mailto:Global_Health@rush.edu)