

Spring 2022 Executive Committee Nominations Received
One (1) Chair from Basic Sciences; One (1) Chair, Clinical
One (1) Health Sciences

Chair, Basic Sciences

- **Sanjay Maggirwar, Professor and Chair, Microbiology, Immunology & Tropical Medicine (Self Nomination)**

I am a Professor and Chair of the Department of Microbiology, Immunology & Tropical Medicine. I am interested in serving on the SMHS Executive Committee to represent faculty members in our basic science departments. In my 30+ years of career in academia, I have played multiple leadership roles, engaged in highly collaborative team-based science, and taught/mentored junior faculty members. I have always promoted diversity, equity and inclusivity in my department and in my own laboratory by remaining aware of unconscious bias, communicating the importance of managing bias and cultural differences, and extending equal opportunities to my students and collaborators. My own mentoring track record represents these elements quite well, which includes 10 previous trainees (includes 2 minority students) who have successfully completed their Ph.D. degrees, under my mentorship. Additionally, I have advised 30 PhD students for their rotation, and 9 postdoctoral fellows, in my laboratory. I have also mentored 1 deaf student who published a co-author paper with me who is currently an Assistant Professor at Gallaudet University, Washington DC, and 5 minority trainees under URM's PREP. Currently, I mentor 2 PhD students, 1 postdoc, 1 research associate, and 1 research assistant professor, in my laboratory. Importantly, strong representation by female students was consistently maintained in my laboratory in all these years (e.g. I had 8/10 female students graduated from my laboratory). Finally, my participation in graduate education is widely sought out by graduate students— and as a result, I have served on more than 65 Ph.D. thesis committees (excluding my own students). As a result, in 2017, I received 'University of Rochester School of Medicine and Dentistry Faculty Academic Mentoring Award'.

Chair, Clinical

- **Belyea, David, Professor and Interim Chair, Department of Ophthalmology (Nominated by Alan Wasserman)**

David Belyea is a new Chair with a fresh vision of the academic and clinic mission of the faculty. He brings a new perspective and is vocal in regard to changes that would improve both the clinical and academic mission. He has been at GW long enough to know everything about the School and is a respected leader. He would be a terrific addition to the Executive Comm.

Regular Faculty, Health Sciences (cannot be from HHFRS)

- **Leigh Frame, Assistant Professor, Clinical Research & Leadership (Nominated by Leslie Davidson)**

Dr. Frame is the Program Director for the MSHS in Integrative Medicine, the Associate Director for the Center for Health and Wellbeing. She has a primary appointment in CRL and a secondary appointment in PA studies. Leigh is a double graduate of the Johns Hopkins Bloomberg School of Public Health in Baltimore, Md., where she earned a Master of Health Science in Molecular Microbiology and Immunology and a Doctor of Philosophy in International Health: Human Nutrition. Dr. Frame brings nutrition and immunity together through clinical, translational research. Her T-shaped expertise in health, wellness, science, and medicine was developed through her wide-ranging experience in biomedical research (from wet bench to clinical research) and overseeing research and education programs, including the National Institute of Neurological Disorders and Stroke (NINDS) Parkinson's Disease Biomarkers Program (PDBP). She has extensive experience in the design of studies of all sizes and phases of research including secure, accurate data collection, and data safety and management. She is a board member of the nonprofit Access Integrative Medicine Health Institute in Washington, D.C. where she works to ensure integrative medicine is accessible to all. Dr. Frame is the co-host of the GW Integrative Medicine Podcast. In 2021, the International Forum for Advanced Healthcare named her among the Top 100 Health Care Leaders. Dr. Frame is building a GW Integrative Medicine research program while directing the graduate

education programs and the Office of Integrative Medicine and Health. She has an unwavering commitment to diversity and equality as is evident in her curricular designs and professional memberships. Dr. Frame is also the co-founder and Associate Director of the GW Resiliency & Well-being Center. Along with strengthening and cultivating the footprint of evidence-based Integrative Medicine at GW, Dr. Frame is broadening the foundation used to prepare students for professional certifications with an emphasis on expanding nutrition education across disciplines. I believe she will be an outstanding addition to the SMHS executive committee.

○ **Mountasser Kadrie, Associate Professor, Clinical Research & Leadership (Self Nomination)**

Professor-scholar, healthcare executive, and subject matter expert with leadership experience at world-renowned academic institutions. A creative, entrepreneurial leader with a strong understanding and vision for academic and research-focused collaborations experience working in complex and diverse environments and achieving a solid record of building resilient and sustainable organizations and communities. My diversity leadership statement is based on the following principles:

- Support creative activities in my areas of expertise that involve inequalities or barriers for inclusion for underrepresented groups.
- Advocate for student, faculty, staff, and intellectual diversity and hire more "historically underrepresented" employees.
- Develop effective teaching strategies for students' educational advancement from underrepresented groups in higher education.
- Developing courses or curricula materials that focus on themes of diversity, equity, and inclusion or incorporating underrepresented groups.
- Participate in the scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.
- Leverage scholarly and practitioner-oriented learning model that engages inspired diverse learners and learning communities with issues related to leading and promoting positive social change and core competency skills required for success in the global economy.
- Promote a diverse collaborative educational environment that strengthens dynamic learning and contributes to life-long educational and professional growth.
- Engage in the learner-centered learning experience and share resources with learners from diverse backgrounds and communities that contribute to academic success, personal development, and improved career potential.
- Offer learners a dynamic and innovative practitioner-based learning model that engages learners in theory, practice, and reflection.

○ **Lisa Schwartz, Associate Professor, Biomedical Laboratory Sciences (Nominated by Marcia Firmani)**

Dr. Lisa Schwartz is a current member of the Executive Committee. However, she took on this role in a short-term capacity to step in for someone that left. Hence, her term is ending earlier than what would be typical. She is currently the vice-chair of the committee and she has expressed an interest in remaining on the committee. Dr. Schwartz is a long-time faculty member with GW SMHS and is familiar with all of the departments, faculty, and policies. Consequently, she is an ideal candidate for the Executive Committee and would provide consistency and can remain in a leadership capacity if she has a full term on the committee.

Spring 2022 Representatives to the University Faculty Senate

Two (2) faculty members from any CLINICAL department, tenured/tenure-track or non-tenure track

- **Marie Borum (NTT), Professor of Medicine (Nominated by Alan Wasserman)**

Dr. Borum has served in the best interest of the clinical faculty on the Senate. She brings much needed diversity to the Faculty Senate. I believe that she is active clinically and is well versed in the issues facing the clinical faculty. We would be well served to have her continue in the role of Senator.

- **Juliet Lee (NTT), Associate Professor of Surgery (Self Nomination)**

My name is Juliet Lee and I have been a member of the Department of Surgery since 1995, first as a surgical resident and now as a member of the faculty. I completed my residency in Surgery in 2002 and joined the faculty upon completion of my training. Over the almost 20 years as a faculty member, I have been involved in both undergraduate and graduate medical education. I am one of the most active teachers in the medical school and core faculty for the Surgery residency, having served as an Associate Program Director for the Surgery Residency (2002-2016) and as director or co-director of many courses in the SMHS. The courses include Clerkship Director (2002-2010, 2014-current), Acting Internship Director (2002-current), Foundations of Clinical Practice Co-Director (2015-current), Surgery Section Director for Transitions to Residency (2009-current), and Surgery Lead for the GI/Liver block (2014-current). I have been involved in almost every major curricular development in the SMHS since joining the faculty.

For the Surgery residency program, I am the CLER champion for the department and have been tasked to promote and work with residents on quality improvement and patient safety projects. This role aligns very well with my position as the Chair of the Medical Staff Quality Improvement Committee which conducts vigorous peer review of hospital cases and review of systems issues that affect patient care. Since 2011, I also serve as the faculty advisor for the Resident Peer Review Committee which conducts similar multi-disciplinary review of cases in which residents were involved in a patient safety or quality event. This type of committee on a resident level is very unique and not common in GME, including and welcoming all the specialties in GME.

With particular attention to examples in which I have promoted diversity, equity and inclusion:

- 1) Implicit bias session during the Surgery Clerkship – This session helps the students to identify their own biases. We encourage students to take the Implicit Association Test (IAT) as an assessment tool to identify their own biases. We have tasked MS3 students to write narrative essays and reflections on this session.
- 2) Bias session during Foundations of Clinical Practice – My co-course director and I pioneered this session on addressing our biases when making clinical decisions. It was important to teach these tools on how to bring biases to a conscious level so that we can confirm that we are making medical decisions based on evidence, best practices, and clinical practice guidelines rather than assumptions and biases.
- 3) Female Chief resident empowerment and support – My own research has shown that female members of the faculty remain at a lower academic rank compared to their male counterparts. I donated the \$1,000 award money that I received from the GWU Bender Teaching Award to the female chief residents so that they could attend Mika Brzezinski's "Know Your Value" conferences on how to advocate for themselves.
- 4) Research in health care disparities and education on implicit bias training
As an educator and a strong believer in lifelong learning, I recently completed a graduate certificate from Cornell University in Diversity and Inclusion. Therefore, I bring both a practical knowledge with my work in the SMHS curriculum and scholarly pursuits, but also the theoretical training and credentials in DEI concepts and issues.

I respectfully submit my name in nomination for the Faculty Senate and believe that I have the training, credentials, and experience to significantly contribute to this committee.

- **Ramesh Mazhari (NTT), Associate Professor of Medicine (Nominated by Dominic Raj and Self)**

I have been a faculty member at George Washington University for 14 years. My core responsibilities as an academic interventional cardiologist, program director for interventional cardiology fellowship, and director of cardiovascular ICU have presented many opportunities to interact and collaborate with students, residents,

fellows, faculty, and staff across the institution.

As an academic interventional cardiologist, I have been involved in multiple initiatives and local and national committees to ensure progress and innovation in our institution. As an educator, and program director for interventional cardiology fellowship program, I have had many opportunities to work with students, faculty, and administrators on a variety of projects and have supported and promoted diversity, and creativity in our teaching environment. Leading the cardiovascular ICU initiative has taught me the importance of shared governance, fairness, and transparency around building new and progressive programs. My experience in education, research, and service development will bring perspective and value to strategic initiatives and long-range planning related to the institutional growth in a competitive healthcare environment.

I am interested in serving on your committee for several reasons. First, I believe in and committed to principles of academic freedom, and equity. I also believe in organizational citizenship and our duty to serve the greater system. Serving on this committee will give me the opportunity to contribute to guarding and strengthening those principles. I also welcome opportunities to reinvent and grow myself during my career, and this committee is another step in serving and learning more about my future goals and my impact on my environment. I would be honored to serve if elected and understand the responsibilities of serving on this important committee.