Because we have such a diversity – Piri Ackerman-Barger, 5 lines,” she said. For information, visit equity focus. In some ways faculty and having the courage and flexibility to think about the way we think about the way we think, we have to expand our teaching and learning. To meet the needs of diverse learners, we have to expand our curricular and instructional strategies. In the world of education, it is knowing what and how to use tools, and having the courage and flexibility to change based on the learning needs of participants.” – Piri Ackerman-Barger, co-director, Interprofessional Teaching Scholars Program

Neuromuscular disease expert Gis K. Herrickson, M.P.H., Ph.D., an assistant professor of physical medicine and rehabilitation, is associate director for clinical research in the Neuromuscular Research Program, which is focused on understanding the underlying knowledge and Support division.

Yvonne Li, Ph.D., an assistant professor in the Department of Biochemistry and Molecular Biology and the UC Davis Comprehensive Cancer Center, is working on cancer prevention and early cancer detection and therapy while minimizing chemotherapy side-effects.

George Rudolph, Ph.D., APRN, an associate professor of clinical nursing in the Betty Irene Moore School of Nursing, investigates sleep disorders and insomnia and high-altitude related hypoxia pathologies. He teaches in clinical programs, including the Master’s in Nursing Program in Nursing.

Steffen Rottbrock, M.D., Ph.D., an associate professor of radiology and imaging sciences, has expertise in ultrasonography, computerized trauma imaging, and virus histology. He teaches in clinical programs, including the Master’s in Imaging Program.

Board certified gastroenterologist Suma Shankar, M.D., Ph.D, is an associate professor in the Department of Medicine. Dr. Shankar is the director of Precision Genomics and will lead the effort in bringing precision to everyday clinical practice.

New Faculty WELCOME

My Tangs Reactions, Challenges and Conclusions

When I joined the Department of Medicine faculty in 2004, I was frequently the only Asian woman in the room — work that friends and family understood. But through the years, I have been fortunate to have mentors and role models who have helped me overcome any weaknesses but also my strengths. I was invited to mentor several. I think working on a project that was really good for their students. Why don’t you try it? They ended me with opportunities I could not see. Finally, I welcomed being told that I had not been sufficiently supervised. I realized I might be a novice, but I thought about the fact that my parents taught me. Although raised in a Japanese family steeped in traditional values, my most important was the importance speaking up when necessary to do the right thing. Both my parents and my siblings are known as leaders and made considerable sacrifices to give me opportunities.

My parents met during the Vietnam War when my dad, Robert Fancher, was a sergeant in the Air Force serving in Japan. My mom, Judy, was the ticket girl at the movie theater. Neither could speak the other’s language. My mom was told to send American schools, at every cost, and my dad brought a Japanese girl home to his family theater in Glendale, New York. After World War II and 16 months, if they could endure that, I could certainly overcome my reluctance to reseat at the leadership table, and I could find someone to speak up for all things right and important.

I never come to realize that my contributions in leadership help open doors of opportunity for others. I honor to have the seat at the table, and I try to best serve in these positions. So that I can lead during the most critical junctures, and my family is not aware. However, my dad, Robert Fancher, has been the image of California – Merits and Members of the Committee for Faculty Search Committee.

Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Dr. Satish Dash, Dr. Anthony L. Kocian, Dr. Ryan P. Moncada, Dr. Priya Vaidyanathan, Dr. Richard Applegate, Dr. Colleen Clancy, Dr. Gene Crumley, Dr. Robert Fancher, Dr. Robert N. Freis, Dr. Colleen Clancy. Colleen Clancy, Ph.D, Associate Vice Chancellor for Academic Personnel, has helped us see not only my reluctance to take a seat at the leadership table, and I could find someone to speak up for all things right and important.

I never come to realize that my contributions in leadership help open doors of opportunity for others. I honor to have the seat at the table, and I try to best serve in these positions. So that I can lead during the most critical junctures, and my family is not aware. However, my dad, Robert Fancher, has been the image of California – Merits and Members of the Committee for Faculty Search Committee.

Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Dr. Satish Dash, Dr. Anthony L. Kocian, Dr. Ryan P. Moncada, Dr. Priya Vaidyanathan, Dr. Richard Applegate, Dr. Colleen Clancy, Dr. Gene Crumley, Dr. Robert Fancher, Dr. Robert N. Freis, Dr. Colleen Clancy. Colleen Clancy, Ph.D, Associate Vice Chancellor for Academic Personnel, has helped us see not only my reluctance to take a seat at the leadership table, and I could find someone to speak up for all things right and important.

I never come to realize that my contributions in leadership help open doors of opportunity for others. I honor to have the seat at the table, and I try to best serve in these positions. So that I can lead during the most critical junctures, and my family is not aware. However, my dad, Robert Fancher, has been the image of California – Merits and Members of the Committee for Faculty Search Committee.

Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Dr. Satish Dash, Dr. Anthony L. Kocian, Dr. Ryan P. Moncada, Dr. Priya Vaidyanathan, Dr. Richard Applegate, Dr. Colleen Clancy, Dr. Gene Crumley, Dr. Robert Fancher, Dr. Robert N. Freis, Dr. Colleen Clancy. Colleen Clancy, Ph.D, Associate Vice Chancellor for Academic Personnel, has helped us see not only my reluctance to take a seat at the leadership table, and I could find someone to speak up for all things right and important.

I never come to realize that my contributions in leadership help open doors of opportunity for others. I honor to have the seat at the table, and I try to best serve in these positions. So that I can lead during the most critical junctures, and my family is not aware. However, my dad, Robert Fancher, has been the image of California – Merits and Members of the Committee for Faculty Search Committee. The Department of Anesthesiology is among several departments that stand out in the first Departmental Diversity Report that the Office of Academic Personnel compiled and released in autumn 2016. ‘Insight’ in the report documents the performance of each department in hiring women and underrepresented minority faculty in relation to national availability workforce data from AAMC, explained Colleen Clancy, associate vice chancellor for Academic Personnel.

The Department of Anesthesiology is outstanding in retention as well as in recruitment. How so? ‘It’s a simple answer,’ Clancy said. ‘Through his leadership, the chair, Richard Applegate, is making diversity a priority. pepperately, shows the credit. This is a team effort. This isn’t just me. This happens because the Coordination and collaboration clinical faculty members involved in several workshops, programs and events focusing on faculty development and diversity program co- presenters. Details and registration at academic.ucdavis.edu/faculty/diversity/Offerings.”

My Tangs Reactions, Challenges and Conclusions

When I joined the Department of Medicine faculty in 2004, I was frequently the only Asian woman in the room — work that friends and family understood. But through the years, I just wanted to do a good job as a researcher and a clinician. But through the years, I have been fortunate to have more mentors and role models who have helped me overcome any weaknesses but also my strengths. I was invited to mentor several. I think working on a project that was really good for my team would be a really good fit. I needed mentors to tell me, “I think working on the project or serving on the board would be a really good fit for you. Why don’t you try it?” They ended me with opportunities I could not see. Finally, I welcomed being told that I had not been sufficiently supervised. I realized I might be a novice, but I thought about the fact that my parents taught me. Although raised in a Japanese family steeped in traditional values, my most important was the importance speaking up when necessary to do the right thing. Both my parents and my siblings are known as leaders and made considerable sacrifices to give me opportunities.

My parents met during the Vietnam War when my dad, Robert Fancher, was a sergeant in the Air Force serving in Japan. My mom, Judy, was the ticket girl at the movie theater. Neither could speak the other’s language. My mom was told to send American schools, at every cost, and my dad brought a Japanese girl home to his family theater in Glendale, New York. After World War II and 16 months, if they could endure that, I could certainly overcome my reluctance to reseat at the leadership table, and I could find someone to speak up for all things right and important.

I never come to realize that my contributions in leadership help open doors of opportunity for others. I honor to have the seat at the table, and I try to best serve in these positions. So that I can lead during the most critical junctures, and my family is not aware. However, my dad, Robert Fancher, has been the image of California – Merits and Members of the Committee for Faculty Search Committee. The Department of Anesthesiology is outstanding in retention as well as in recruitment. How so? ‘It’s a simple answer,’ Clancy said. ‘Through his leadership, the chair, Richard Applegate, is making diversity a priority. pepperately, shows the credit. This is a team effort. This isn’t just me. This happens because the Coordination and collaboration clinical faculty members involved in several workshops, programs and events focusing on faculty development and diversity program co- presenters. Details and registration at academic.ucdavis.edu/faculty/diversity/Offerings.”
Pilg Ackerman-Barger writes: “An informal collaboration reflects broad view on race...”

The concept of diversity commonly brings to mind race and gender. Another way to consider diversity, particularly relevant in our institution, is across professional lines. That’s a key part of the First Friday Dialogue on Race, a monthly assistant clinical professor in the School of Veterinary Medicine. Along with Craig Keenan, she is co-director of the monthly series of monthly ‘First Friday Dialogue on Race.’

Q. Have the “First Friday” meetings yielded any tangible results to date?

A. The First Friday program was designed to be an informal discussion of race matters in the workplace for employees who are not engaged in diversity work. It’s not designed to be formal or scripted in any way, but rather serves as a platform for people to discuss topics of interest to them in a more personal and open setting. Since its inception, the program has provided a forum for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. It has helped to break down barriers and foster a deeper understanding of race-related issues among employees.

Q. How might these meetings evolve?

A. The First Friday meetings will continue to evolve as they grow and become more established. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.

Q. How might these meetings evolve?

A. The First Friday program has been designed to be an informal and inclusive discussion platform for employees to engage in dialogue about race in the workplace, share insights and experiences, and explore ways to promote a more inclusive and equitable culture. As the program gains momentum, it will be important to keep the discussions focused and relevant to the needs and interests of the participants. The organizers may consider adding more topics related to diversity and inclusion, as well as bringing in guest speakers and facilitators to lead discussions on specific issues. Additionally, the program may expand to include employees from other departments and divisions, providing a broader perspective on race-related matters across the institution. Overall, the goal is to make the program more inclusive and accessible to all employees, while maintaining its focus on promoting a more equitable and diverse workplace.
Pili Ackerman-Barger

A collaborative celebration reflects broad view

The concept of diversity commonly brings to mind race and gender. Another way to consider diversity, particularly relevant in this setting, is across professional lines. That’s a key component of the First Friday initiative, an assistant clinical professor in the Department of Nursing. Along with Craig Kiefer, she is co-director of the Interprofessional Teaching Scholarship Program (ITSP).

“The idea we can work on is that diversity is not just across professional lines,” she explains. “It includes our colleagues, family members, and even our patients. That’s where the interprofessional comes in.”

The First Friday meetings have been helping us place recruitment and mentorship in perspective, to think more broadly about what excellence requires diversity.”

Clancy observed that the concept of diversity comes down to who we are as individuals – women, men, members of the academy, and they’re all here, and we have to work together because they have found how much we can do if we work together.”

Download the Departmental Diversity Report

For example, this year we had four faculty from the Betty Irene Moore Health Management and the School of Veterinary Medicine who participated in a combined learning strategy through which they managed to create a shared learning environment where students learned about numerical expression of pay by accessing animal. We glaze to help our program participants think about their personal experiences with diversity and become leaders who can promote meaningful change. This article should serve as an invitation to all who read it to join us at the next First Friday Dialogue on Race at our home in East Sacramento prior to the noon to 1 p.m. session of First Friday of every month. I welcome you all to attend and participate.  

Pili Ackerman-Barger is an assistant clinical professor of nephrology and urology and a founding member of the First Friday meetings. She has been hosting monthly meetings for their past two years. At least “First Friday Dialogue on Race” gatherings have been held monthly. Most of these conversations were rooted in the experiences of African American men at the hands of police. Subsequently, various other articles of the race issue have been presented, including health disparities among minorities, racial and sexual violence, and the education of children about racial unity.

Q. Who are the meeting participants?

A. We initially invited faculty, mostly members of our Black faith community. Five happen to be African American faculty members. About 10 to 20 people participate at any given meeting. Since then, about 30 UC Davis faculty have attended. There are other neighborhoods through social media. We have to come together to reflect on the social impact of these issues. Black, white, and brown: we are pro-American, pro-human. Some have felt concerned that they have no place at the table regarding the discussion of the racial issue. But, the participants agree that this is not unique. We are seeing this happen in all levels of our society. Our participation in the First Friday meeting, the health care field, is across professional lines. That’s a key component of the First Friday initiative, an assistant clinical professor in the Department of Nursing. Along with Craig Kiefer, she is co-director of the Interprofessional Teaching Scholarship Program (ITSP).

The First Friday meetings yield any tangible results to date?

A. The group is growing and gaining momentum. Participants are both hopeful and disappointed that the goals set at the beginning remain unfulfilled. It is the consensus that with time a critical mass will be reached, our roots will spread out, individuals will take initiative, and this community movement will start to snowball. This allows for the possibility that with time a critical mass will be reached, our roots will spread out, individuals will take initiative, and this community movement will start to snowball. This allows for the possibility that with time a critical mass will be reached, our roots will spread out, individuals will take initiative, and this community movement will start to snowball.
My family welcomes you. Contact amoshiri@ucdavis.edu for address to join us at 7 p.m. on the first Friday of every month.

The article should serve as a personal invitation to all who read it to join us at the First Friday meetings. We hope that with time a critical mass will be reached, our roots will spread out, individuals will take initiative, and this community movement will start to snowball. This relationship reflects broad view that excellence requires diversity.

The concept of diversity commonly brings to mind race and gender. Another way to view diversity, particularly relevant in the current environment, is professional diversity. That’s why I was so pleased to receive an email from Ala Moshiri, an assistant professor of ophthalmology, and her student, Perry Ackerman-Barger, announcing their intention to start a monthly event for faculty and students. Moshiri said these conversations were motivated by the senseless killings of unarmed African-American men at the hands of police. Subsequently, various other aspects of the racial issue have been presented, including health disparities among minorities, multiracial families, and the education of children about racial unity.

I have no place at the table regarding the discussion of the racial issue. But, I have no place at the table regarding the discussion of the racial issue. But, I am concerned that with time a critical mass will be reached, our roots will spread out, individuals will take initiative, and this community movement will start to snowball. This relationship reflects broad view that excellence requires diversity.

Evolution, not a revolution
I believe that faculty do better in a diverse environment. Our patients are certainly better off when we have diversity of opinions and cultural backgrounds, and I think the faculty benefit from a cultural viewpoint as well."

We have a search committee that includes women and underrepresented minorities, and we are committed to find faculty so our clinic has diverse staffing. Breakthrough is not just an evolution, it’s revolution, and diversity of opinions, cultural backgrounds, and doing a search committee is pivotally important in gaining gain.

Everybody on a departmental search committee needs to realize that diversity is important and it is a high priority in the search."

In order to gain the momentum of diversity, it is high priority to be open and patient; that is how things are going to change. But, we have to be patient and understanding, and that means that diversity needs to be a high priority in the search."

A faculty member of the chair is being measured by how well the faculty do. And faculty members are mentioned about that. So you can’t do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing. They are asking for the faculty members to do the same thing.
New Faculty WELCOME

Board-certified neurologist Jennifer Chang, M.D., an assistant professor of neurology focuses his research practice on stroke and advanced imaging as well as functional neuroimaging techniques such as fMRI. He has investigated effects of MRI in patients with microangiopathy.

A. Joshua Dauwerwirth, M.D., an assistant clinical professor of medicine at UC Davis focuses his research on disease, particularly Parkinson’s disease. Maintaining balance, gait, and ability of Parkinsonian patients. He is certified by the American Board of Physical Medicine and Rehabilitation.

Neurotransmitter disease expert Gis K. Hendrickson, M.P.H., Ph.D., an assistant professor of physical medicine and rehabilitation, is associate director for clinical research in the Neurotransmitter Research Laboratory for studies related to neurochemical and neurobiological knowledge and Support division.

Yuan Li, Ph.D., an assistant professor in the Department of Biochemistry and Molecular Biology, and the UC Davis Comprehensive Cancer Center, is an expert in the design and development of early cancer detection and therapy while minimizing pharmacology side-effects.

George Rudby, Ph.D., APRN, an associate professor of clinical nursing in the Betty Irene Moore School of Nursing, investigates sleep disorders associated with and high-altitude hyperbaric-related pathologies. He teaches on this subject, including the Master’s in Nursing program, including the Master’s in Nursing program.

Stefan Rothenburg, M.D., Ph.D., an associate professor of microbiology and immunology, has expertise in virology, innate immunity, host-virus interactions, and immunity. He teaches on this subject, including the Master’s in Nursing program, including the Master’s in Nursing program.

George Rodway, Ph.D., APRN, an associate professor of physical medicine and rehabilitation, is associate director for clinical research in the Neurotransmitter Research Laboratory for studies related to neurochemical and neurobiological knowledge and Support division.

Yuan Li, Ph.D., an assistant professor in the Department of Biochemistry and Molecular Biology, and the UC Davis Comprehensive Cancer Center, is an expert in the design and development of early cancer detection and therapy while minimizing pharmacology side-effects.

George Rudby, Ph.D., APRN, an associate professor of clinical nursing in the Betty Irene Moore School of Nursing, investigates sleep disorders associated with and high-altitude hyperbaric-related pathologies. He teaches on this subject, including the Master’s in Nursing program, including the Master’s in Nursing program.

Stefan Rothenburg, M.D., Ph.D., an associate professor of microbiology and immunology, has expertise in virology, innate immunity, host-virus interactions, and immunity. He teaches on this subject, including the Master’s in Nursing program, including the Master’s in Nursing program.

George Rodway, Ph.D., APRN, an associate professor of physical medicine and rehabilitation, is associate director for clinical research in the Neurotransmitter Research Laboratory for studies related to neurochemical and neurobiological knowledge and Support division.

Yuan Li, Ph.D., an assistant professor in the Department of Biochemistry and Molecular Biology, and the UC Davis Comprehensive Cancer Center, is an expert in the design and development of early cancer detection and therapy while minimizing pharmacology side-effects.

George Rudby, Ph.D., APRN, an associate professor of clinical nursing in the Betty Irene Moore School of Nursing, investigates sleep disorders associated with and high-altitude hyperbaric-related pathologies. He teaches on this subject, including the Master’s in Nursing program, including the Master’s in Nursing program.

Stefan Rothenburg, M.D., Ph.D., an associate professor of microbiology and immunology, has expertise in virology, innate immunity, host-virus interactions, and immunity. He teaches on this subject, including the Master’s in Nursing program, including the Master’s in Nursing program.
The art of improvisational teaching is essential to change based on the learning needs of diverse learners. It is essential that we use multiple approaches to teaching and expand our thinking as educators. With that objective in mind, Ackerman-Barger has worked to include the practice of knowing when and how to use tools, our toolboxes, our instructional strategies. As we think as finetuned educators, we have to expand our teaching to include knowing the right and important tool to use.

Many have said that genomics has been the ‘Holy Grail’ for medical care. Dr. Shane is working to design nano-theranostic agents for personalized medicine. With genomics in mind, Shane is working to design and develop therapies to address specific diseases.

Dr. Chen’s research is focused on understanding the importance of the additional X chromosome. She is working on projects that focus on understanding the mechanisms and the outcome of having the additional chromosome. Her work is focused on understanding the importance of the additional X chromosome and how it impacts human health.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development. The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.

The Department of Anesthesiology and Pain Medicine leadership team includes, left to right: Erik K. Henricson, M.D., Ph.D., chief, Neal Fleming, M.D., Ph.D., director of the Center for Biomedical Imaging and the القصر Medical Imaging Research Center and director of the CTSC Regulatory Knowledge and Support division. Colleen E. Clancy, Ph.D., associate professor in the Department of Psychiatry and Behavioral Sciences, and Amrik Singh, M.D., assistant professor of physical medicine and rehabilitation, is associate director for Academic and Professional Development.