Bauman: It’s everyone’s WIMHS

Former mentor becomes leader of women’s advocacy group

The UC Davis Women in Medicine and Health Sciences (WIMHS) program is undergoing an evolution that is welcomed to its ideals, as well as to its vision of its founders—hard work, mentorship, and leadership.

WIMHS has consistently advocated for restructuring the workplace and improving the environment for women in health sciences, where they investigate neurological, developmental disorders.

Bauman was selected among a field of candidates by its cofounders, Amparo Villablanca, M.D., professor and chair of the Department of Psychiatry and Behavioral Sciences, where she investigates neurological, developmental disorders.

Bauman was selected among a field of candidates by its cofounders, Amparo Villablanca, M.D., professor and chair of the Department of Psychiatry and Behavioral Sciences, where she investigates neurological, developmental disorders. She conceived WIMHS as their "Educational Home," a platform for lifelong learning for faculty, students, and staff.

In this Educational Home, faculty members are seeded in their own department or division. Bauman gives me an opportunity to look at the health system as a whole from various vantage points to which I normally would not have been privy.

PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself and the organization gets pumped up with you.” Educational leadership is embedded in the fabric of UC Davis. WIMHS offers tools for success.

Executive Leadership in Academic Medicine (ELAM), a fellowship program for executive leaders in academic medicine, offers tools for success. ELAM embeds learning about leadership into the School of Medicine’s Interim Dean, Rebecca Moncada: “It’s everyone’s WIMHS. Not just for women in health sciences, but for all those who want to make contributions at the local, national, and international levels.

The UC Davis Women in Medicine and Health Sciences (WIMHS) program is undergoing an evolution that is welcomed to its ideals, as well as to its vision of its founders—hard work, mentorship, and leadership. WIMHS has consistently advocated for restructuring the workplace and improving the environment for women in health sciences, where they investigate neurological, developmental disorders. Bauman was selected among a field of candidates by its cofounders, Amparo Villablanca, M.D., professor and chair of the Department of Psychiatry and Behavioral Sciences, where she investigates neurological, developmental disorders.

Bauman was selected among a field of candidates by its cofounders, Amparo Villablanca, M.D., professor and chair of the Department of Psychiatry and Behavioral Sciences, where she investigates neurological, developmental disorders.

Bauman was selected among a field of candidates by its cofounders, Amparo Villablanca, M.D., professor and chair of the Department of Psychiatry and Behavioral Sciences, where she investigates neurological, developmental disorders. She conceived WIMHS as their “Educational Home,” a platform for lifelong learning for faculty, students, and staff.

In this Educational Home, faculty members are seeded in their own department or division. Bauman gives me an opportunity to look at the health system as a whole from various vantage points to which I normally would not have been privy. PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself and the organization gets pumped up with you.” Educational leadership is embedded in the fabric of UC Davis. WIMHS offers tools for success.

Executive Leadership in Academic Medicine (ELAM), a fellowship program for executive leaders in academic medicine, offers tools for success. ELAM embeds learning about leadership into the School of Medicine’s Interim Dean, Rebecca Moncada: “It’s everyone’s WIMHS. Not just for women in health sciences, but for all those who want to make contributions at the local, national, and international levels. In this Educational Home, faculty members are seeded in their own department or division. Bauman gives me an opportunity to look at the health system as a whole from various vantage points to which I normally would not have been privy.”

PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself and the organization gets pumped up with you.” Educational leadership is embedded in the fabric of UC Davis. WIMHS offers tools for success.

Executive Leadership in Academic Medicine (ELAM), a fellowship program for executive leaders in academic medicine, offers tools for success. ELAM embeds learning about leadership into the School of Medicine’s Interim Dean, Rebecca Moncada: “It’s everyone’s WIMHS. Not just for women in health sciences, but for all those who want to make contributions at the local, national, and international levels. In this Educational Home, faculty members are seeded in their own department or division. Bauman gives me an opportunity to look at the health system as a whole from various vantage points to which I normally would not have been privy.”

PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself and the organization gets pumped up with you.” Educational leadership is embedded in the fabric of UC Davis. WIMHS offers tools for success.

Executive Leadership in Academic Medicine (ELAM), a fellowship program for executive leaders in academic medicine, offers tools for success. ELAM embeds learning about leadership into the School of Medicine’s Interim Dean, Rebecca Moncada: “It’s everyone’s WIMHS. Not just for women in health sciences, but for all those who want to make contributions at the local, national, and international levels. In this Educational Home, faculty members are seeded in their own department or division. Bauman gives me an opportunity to look at the health system as a whole from various vantage points to which I normally would not have been privy.”

PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself and the organization gets pumped up with you.” Educational leadership is embedded in the fabric of UC Davis. WIMHS offers tools for success.

Executive Leadership in Academic Medicine (ELAM), a fellowship program for executive leaders in academic medicine, offers tools for success. ELAM embeds learning about leadership into the School of Medicine’s Interim Dean, Rebecca Moncada: “It’s everyone’s WIMHS. Not just for women in health sciences, but for all those who want to make contributions at the local, national, and international levels. In this Educational Home, faculty members are seeded in their own department or division. Bauman gives me an opportunity to look at the health system as a whole from various vantage points to which I normally would not have been privy.”
Q. What do you consider your most important achievement?

A. I am proud of the research I’m doing here in the School of Nursing. The opportunities and collaborators that I have here has made it possible for me to do the research that I’m passionate about.

Q. What attracted you to academic medicine?

A. I started working in clinical pediatrics, and then I became a dedicated academician in that field. I have always been interested in research, and I believe that academic medicine provides the best environment for that kind of work.

Q. What advice have you for first-gen students and faculty members?

A. My advice to first-gen students is to stay focused, to work hard, and to take advantage of the resources available to you. For faculty members, I would say that it’s important to be supportive of your students and to encourage them to pursue their goals.

Q. What attracted you to your field of study?

A. My attraction to my field of study was when I was a child, I was interested in science and I wanted to learn more about how the world works.

Q. What do you consider your most important achievement?

A. I believe that my most important achievement is being able to continue my work here at UC Davis and being able to contribute to the field of research.

Q. What advice have you for first-gen students and faculty members?

A. I would say that it’s important to be open-minded and to be willing to learn from others. For first-gen students, I would say that it’s important to take advantage of the resources available to you, and for faculty members, I would say that it’s important to be supportive of your students.

Q. What attracted you to your field of study?

A. I was drawn to my field of study because I was interested in the intersection of medicine and science, and I wanted to use my knowledge to help people.

Q. What advice do you have for first-gen students and faculty members?

A. I would say that it’s important to be persistent and to not give up. For first-gen students, I would say that it’s important to stay focused and to work hard, and for faculty members, I would say that it’s important to be supportive of your students and to encourage them to pursue their goals.

Q. What advice have you for first-gen students and faculty members?

A. I would say that it’s important to be persistent and to not give up. For first-gen students, I would say that it’s important to stay focused and to work hard, and for faculty members, I would say that it’s important to be supportive of your students and to encourage them to pursue their goals.

Q. What attracted you to your field of study?

A. I was drawn to my field of study because I was interested in the intersection of medicine and science, and I wanted to use my knowledge to help people.

Q. What advice do you have for first-gen students and faculty members?

A. I would say that it’s important to be persistent and to not give up. For first-gen students, I would say that it’s important to stay focused and to work hard, and for faculty members, I would say that it’s important to be supportive of your students and to encourage them to pursue their goals.
Hispanic students and postdoctoral fellows. This is the best job I've ever had. I also value the opportunities I have had to serve as a mentor for so many.

Access to Central Valley immigrant populations greatly enhanced my success. Do not be afraid to take risks, and give a chance to people who can help lead to reductions in health disparities, particularly among immigrant populations.

After working initially in clinical pediatrics, I became a dedicated academician interested in the work they did. By the time I was 10 years old I knew I was going to become a doctor. My parents believed in education, and my grandmother was a high school teacher. My mother was a woman who believed in my capabilities when I completed my Ph.D. in developmental psychology at the University of Maryland, College Park.

I am proud of the research I'm doing here in the School of Nursing. The University of California, Davis, has a strong commitment to women in the health sciences. When I was hired as a professor in the Betty Irene Moore School of Nursing, I was given the opportunity to mentor students and nurses. I realized how much I enjoyed being around them, and became interested in the work they do, particularly when I became aware that training for a nurse is a real social support for many from my family. My parents believe in education, and my grandmother was a high school teacher. My mother was a woman who believed in my capabilities when I completed my Ph.D. in developmental psychology at the University of Maryland, College Park.

What attracted you to academic medicine?

After working mostly in clinical pediatrics, I became a dedicated academician as a means of giving back to my community. I do so by preparing students to achieve excellence in clinical and research work, and by fostering research that can lead to reductions in health disparities, particularly among immigrant populations. That determination has run in my discipline.

What advice do you have for first- and second-year faculty members?

1. Soberly reflect on your own experiences as you reflect on the experiences of others.
2. Explore your own life experiences and how they may shape your work.
3. Be open to learning from others.
4. Be open to feedback and criticism.
5. Be open to change.
6. Be open to taking risks.
7. Be open to making mistakes.
8. Be open to learning from others.
9. Be open to taking risks.
10. Be open to making mistakes.
11. Be open to learning from others.
12. Be open to taking risks.
13. Be open to making mistakes.
14. Be open to learning from others.
15. Be open to taking risks.
16. Be open to making mistakes.
17. Be open to learning from others.
18. Be open to taking risks.
20. Be open to learning from others.
22. Be open to making mistakes.
23. Be open to learning from others.
24. Be open to taking risks.
25. Be open to making mistakes.
26. Be open to learning from others.
27. Be open to taking risks.
28. Be open to making mistakes.
29. Be open to learning from others.
30. Be open to taking risks.
31. Be open to making mistakes.
32. Be open to learning from others.
33. Be open to taking risks.
34. Be open to making mistakes.
35. Be open to learning from others.
36. Be open to taking risks.
37. Be open to making mistakes.
38. Be open to learning from others.
39. Be open to taking risks.
40. Be open to making mistakes.
41. Be open to learning from others.
42. Be open to taking risks.
43. Be open to making mistakes.
44. Be open to learning from others.
45. Be open to taking risks.
46. Be open to making mistakes.
47. Be open to learning from others.
48. Be open to taking risks.
49. Be open to making mistakes.
50. Be open to learning from others.
51. Be open to taking risks.
52. Be open to making mistakes.
53. Be open to learning from others.
54. Be open to taking risks.
55. Be open to making mistakes.
56. Be open to learning from others.
57. Be open to taking risks.
58. Be open to making mistakes.
59. Be open to learning from others.
60. Be open to taking risks.
61. Be open to making mistakes.
62. Be open to learning from others.
63. Be open to taking risks.
64. Be open to making mistakes.
65. Be open to learning from others.
66. Be open to taking risks.
67. Be open to making mistakes.
68. Be open to learning from others.
69. Be open to taking risks.
70. Be open to making mistakes.
71. Be open to learning from others.
72. Be open to taking risks.
73. Be open to making mistakes.
74. Be open to learning from others.
75. Be open to taking risks.
76. Be open to making mistakes.
77. Be open to learning from others.
78. Be open to taking risks.
79. Be open to making mistakes.
80. Be open to learning from others.
81. Be open to taking risks.
82. Be open to making mistakes.
83. Be open to learning from others.
84. Be open to taking risks.
85. Be open to making mistakes.
86. Be open to learning from others.
87. Be open to taking risks.
88. Be open to making mistakes.
89. Be open to learning from others.
90. Be open to taking risks.
91. Be open to making mistakes.
92. Be open to learning from others.
93. Be open to taking risks.
94. Be open to making mistakes.
95. Be open to learning from others.
96. Be open to taking risks.
97. Be open to making mistakes.
98. Be open to learning from others.
99. Be open to taking risks.
100. Be open to making mistakes.
101. Be open to learning from others.
102. Be open to taking risks.
103. Be open to making mistakes.
104. Be open to learning from others.
105. Be open to taking risks.
106. Be open to making mistakes.
107. Be open to learning from others.
108. Be open to taking risks.
109. Be open to making mistakes.
110. Be open to learning from others.
111. Be open to taking risks.
112. Be open to making mistakes.
113. Be open to learning from others.
114. Be open to taking risks.
115. Be open to making mistakes.
116. Be open to learning from others.
117. Be open to taking risks.
118. Be open to making mistakes.
119. Be open to learning from others.
120. Be open to taking risks.
121. Be open to making mistakes.
122. Be open to learning from others.
123. Be open to taking risks.
124. Be open to making mistakes.
125. Be open to learning from others.
126. Be open to taking risks.
127. Be open to making mistakes.
128. Be open to learning from others.
129. Be open to taking risks.
130. Be open to making mistakes.
131. Be open to learning from others.
132. Be open to taking risks.
133. Be open to making mistakes.
134. Be open to learning from others.
135. Be open to taking risks.
136. Be open to making mistakes.
137. Be open to learning from others.
138. Be open to taking risks.
139. Be open to making mistakes.
140. Be open to learning from others.
141. Be open to taking risks.
142. Be open to making mistakes.
143. Be open to learning from others.
144. Be open to taking risks.
145. Be open to making mistakes.
146. Be open to learning from others.
147. Be open to taking risks.
148. Be open to making mistakes.
149. Be open to learning from others.
150. Be open to taking risks.
151. Be open to making mistakes.
152. Be open to learning from others.
153. Be open to taking risks.
154. Be open to making mistakes.
155. Be open to learning from others.
156. Be open to taking risks.
157. Be open to making mistakes.
158. Be open to learning from others.
159. Be open to taking risks.
160. Be open to making mistakes.
161. Be open to learning from others.
162. Be open to taking risks.
163. Be open to making mistakes.
164. Be open to learning from others.
165. Be open to taking risks.
166. Be open to making mistakes.
167. Be open to learning from others.
Q. What led to your interest in health care?

A. As an avid reader, being home with our family doctor and nurses, I realized how much I enjoyed being around them, and became interested in the work they did. Little did I know that being a nurse would be a turning point.

Q. What attracted you to academia?

A. After working really in clinical practice, I became a dedicated academician as a means of giving back to the community. I do so by preparing students to attain excellence in clinical and research work, and for training researchers that can help lead to education and health disparities, and support marginalized families. That determination has rooted me in my discipline.

Q. What advice do you have for first-year students and faculty members?

A. Be very focused. Mentors who will help you along your professional journey beginning as students, identify whom you look up to, and ask them about how they achieved their success. Do not be afraid to take risks, and give back to the next generation that follows in your footsteps. See them as leaders, especially in the professional and educational opportunities that UC Davis and our students and faculty members have to offer.

Q. What do you consider your most important achievement?

A. I am proud of the work I am doing here in the School of Nursing. The access to Central Valley immigrant populations greatly helps my success. Also, I value the opportunities I have had to serve as a mentor for so many Hispanic and postdoctoral fellows. This is the best job I have ever had.

Nursing educator Mary Lou de Leon Siantz, Ph.D., R.N., FAAN, gauges her success by the accomplishments of the students she has mentored. “I have pride in my students and the way that they have grown,” said Siantz. “I have profoundly admired that she has quietly acknowledged her parents while lighting up numerous mentors everyone has ever met.”

A professor in the Betty Irene Moore School of Nursing and member of the College of Health and Human Sciences, Siantz is the founder of the Center for the Advancement of Multicultural Perspectives on Science (CAMPS).

She also is a member-of-the-large for the Vice Chancellor and Dean’s Advisory Committee on Women in Academic Sciences. Siantz gained national recognition for her research on physical aspects of mental health among immigrant women and their families — a subject about which she has intimate knowledge.

Q. What led to your interest in health care?

A. As an avid reader, being home with our family doctor and nurses, I realized how much I enjoyed being around them, and became interested in the work they did. Little did I know that being a nurse would be a turning point.

Q. What attracted you to academia?

A. After working really in clinical practice, I became a dedicated academician as a means of giving back to the community. I do so by preparing students to attain excellence in clinical and research work, and for training researchers that can help lead to education and health disparities, and support marginalized families. That determination has rooted me in my discipline.

Q. What advice do you have for first-year students and faculty members?

A. Be very focused. Mentors who will help you along your professional journey beginning as students, identify whom you look up to, and ask them about how they achieved their success. Do not be afraid to take risks, and give back to the next generation that follows in your footsteps. See them as leaders, especially in the professional and educational opportunities that UC Davis and our students and faculty members have to offer.

Q. What do you consider your most important achievement?

A. I am proud of the work I am doing here in the School of Nursing. The access to Central Valley immigrant populations greatly helps my success. Also, I value the opportunities I have had to serve as a mentor for so many Hispanic and postdoctoral fellows. This is the best job I have ever had.

Nursing educator Mary Lou de Leon Siantz, Ph.D., R.N., FAAN, gauges her success by the accomplishments of the students she has mentored. “I have pride in my students and the way that they have grown,” said Siantz. “I have profoundly admired that she has quietly acknowledged her parents while lighting up numerous mentors everyone has ever met.”

A professor in the Betty Irene Moore School of Nursing and member of the College of Health and Human Sciences, Siantz is the founder of the Center for the Advancement of Multicultural Perspectives on Science (CAMPS).

She also is a member-of-the-large for the Vice Chancellor and Dean’s Advisory Committee on Women in Academic Sciences. Siantz gained national recognition for her research on physical aspects of mental health among immigrant women and their families — a subject about which she has intimate knowledge.

Q. What led to your interest in health care?

A. As an avid reader, being home with our family doctor and nurses, I realized how much I enjoyed being around them, and became interested in the work they did. Little did I know that being a nurse would be a turning point.

Q. What attracted you to academia?

A. After working really in clinical practice, I became a dedicated academician as a means of giving back to the community. I do so by preparing students to attain excellence in clinical and research work, and for training researchers that can help lead to education and health disparities, and support marginalized families. That determination has rooted me in my discipline.

Q. What advice do you have for first-year students and faculty members?

A. Be very focused. Mentors who will help you along your professional journey beginning as students, identify whom you look up to, and ask them about how they achieved their success. Do not be afraid to take risks, and give back to the next generation that follows in your footsteps. See them as leaders, especially in the professional and educational opportunities that UC Davis and our students and faculty members have to offer.

Q. What do you consider your most important achievement?

A. I am proud of the work I am doing here in the School of Nursing. The access to Central Valley immigrant populations greatly helps my success. Also, I value the opportunities I have had to serve as a mentor for so many Hispanic and postdoctoral fellows. This is the best job I have ever had.

Nursing educator Mary Lou de Leon Siantz, Ph.D., R.N., FAAN, gauges her success by the accomplishments of the students she has mentored. “I have pride in my students and the way that they have grown,” said Siantz. “I have profoundly admired that she has quietly acknowledged her parents while lighting up numerous mentors everyone has ever met.”

A professor in the Betty Irene Moore School of Nursing and member of the College of Health and Human Sciences, Siantz is the founder of the Center for the Advancement of Multicultural Perspectives on Science (CAMPS).

She also is a member-of-the-large for the Vice Chancellor and Dean’s Advisory Committee on Women in Academic Sciences. Siantz gained national recognition for her research on physical aspects of mental health among immigrant women and their families — a subject about which she has intimate knowledge.
New Faculty Welcome

Board-certified pediatrician, anesthesiologist
Jennifer Couto-Woodi, M.D., is an associate clinical professor in the Department of Anesthesiology and Pain Medicine. Her interests include critical care, pain medicine, and neurodevelopmental and neurodevelopmental disorders of patient safety strategies.

Researcher Kyle Price, Ph.D., an assistant professor and fellow in breast and endocrine cancer research, is investigating the role of microRNAs in breast cancer. His research focus is on understanding microRNAs to develop targeted therapies for breast cancer.

Laura A. Kac, M.D., an assistant professor of psychiatry in the department of Medicine at UC Davis Medical Center and Weill Cornell Medicine. Her research focuses on the integration of a technology platform with the clinical management of patients.

Maria Judah, M.D., an associate professor of psychiatry and behavioral sciences, is the child and adolescent psychiatry residency program director. Her research focuses on the development of early intervention programs for children with mental health disorders.

Miriam Nuno, Ph.D., an associate professor in public health sciences with joint appointments in biostatistics and public health sciences, is investigating the effectiveness of social and environmental interventions to reduce health disparities.

Psychologist Brian Y. Young, M.D., an associate professor of Internal Medicine who specializes in kidney disease in adults. He evaluates and treats patients with chronic kidney disease, end-stage renal disease, hypertension, and those on dialysis or other long-term kidney replacement therapy.

Bauman has been selected for the 2017–2018 ELAM Fellowship. By completing an ELAM 2-year fellowship, candidates are selected for the 2017–2018 ELAM Fellowship project. By developing innovative, sustainable and evidence-based programs, candidates are selected for the 2017–2018 ELAM Fellowship project. By developing innovative, sustainable and evidence-based programs, candidates are selected for the 2017–2018 ELAM Fellowship project.

Workshop: Understanding and Avoiding Burnout

Eduardo Rojas, M.D., an associate professor of surgery and medicine, is investigating the role of microRNAs in breast cancer. His research focuses on understanding microRNAs to develop targeted therapies for breast cancer.

Parent-Child Interaction Therapy (P-CIT) is an intervention for parents and children with early-onset psychosis. It is based on the principles of family therapy and aims to improve the quality of the parent-child relationship.

Bauman’s work focuses on understanding the role of microRNAs in breast cancer and developing targeted therapies for this disease. His research aims to improve the quality of patient care and to enhance the well-being of patients with breast cancer.

Bauman’s research focuses on understanding the role of microRNAs in breast cancer and developing targeted therapies for this disease. His research aims to improve the quality of patient care and to enhance the well-being of patients with breast cancer.
New Faculty Welcome

Boards-certified pediatric anesthesiologist Andrew C. Hwang, M.D., is an assistant clinical professor in the Department of Anesthesiology and Pain Medicine. His interests include cardiac disease, anesthesia, and neurodevelopmental and neurosurgical patient safety strategies.

Researcher Ryan Ploch, Ph.D., an assistant professor in the Department of Psychiatry and Behavioral Sciences, focuses on the development of treatments for genetically linked neurological disorders, particularly those associated with autism spectrum disorder and forms of epilepsy targetable with gene therapeutics for genetically linked neurological disorders. He also directs the UC Davis Vivarium.

Jaye Joo, M.D., an assistant clinical professor in the Department of Anesthesiology and Pain Medicine, is an associate professor of Anesthesiology and Critical Care Medicine at the UC San Diego School of Medicine. She specializes in pain medicine and critical care medicine using British, Asian, and South American practices.

Laura A. Kri, M.D., assistant professor of pediatrics, in medical director of UC Davis Medical Center’s Well Newborn Nursery. She performs clinical work there and is a pediatric hospitalist on the inpatient pediatric service.

Anne McGlade, M.D., an assistant professor of psychiatry and behavioral sciences at the UC Davis MIND Institute, focuses her research on the effects of early childhood adversity on adult health and development.

Miriam N. Nulph, Ph.D., an assistant professor in public health sciences with joint appointments in biostatistics and nutrition, is a behavioral researcher with 25 years of experience in effectiveness research and causal inference methods.

Psychologist Brian Y. Young, M.D., an associate professor of Internal Medicine who specializes in kidney disease in adults. He evaluates and treats patients with kidney disease, diabetes, hypertension, and those on dialysis or other long-term kidney replacement therapy.

Mary Lou de Leon Siantz, professor, Betty Irene Moore School of Nursing

Former mentee becomes leader of women’s advocacy program

The UC Davis Women in Medicine and Health Sciences program is undergoing an evolution that is a testament to its ideals, as well as to the vision of its founders – and its leadership positions. I was fortunate, with the support of Dr. Lens Bergland and assistant professor of obstetrics and gynecology, Laura S. Ford, to be selected for the 2017-2018 ELAM Fellowship. My ELAM experiences thus far have been both humbling and transformational. ELAM (Mentors in Educational Administration in Academic Medicine), which Diversity University launched in 1995, has intensive training of more than 500 women in leadership in medicine, science and dentistry at 45 U.S. and Canadian academic health centers.

ELAM’s mission is to increase diversity in leadership and faculty and to prepare women leaders with strategic and financial literacy skills. ELAM’s educational objectives, the Educational Home, will create an opportunity for the local, national and international levels.

In academic medicine, faculty members are often made in their department or division. ELAM gives me an opportunity to look at the health system as a whole and various purchase points to which I normally would not have been privy.

PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself, and the organization gets pulled up with you.” Educational leadership is embedded in-residence in neurology, is developing novel development of patient safety strategies.

The UC Davis Women in Medicine and Health Sciences program is undergoing an evolution that is a testament to its ideals, as well as to the vision of its founders – and its leadership positions. I was fortunate, with the support of Dr. Lens Bergland and assistant professor of obstetrics and gynecology, Laura S. Ford, to be selected for the 2017-2018 ELAM Fellowship. My ELAM experiences thus far have been both humbling and transformational. ELAM (Mentors in Educational Administration in Academic Medicine), which Diversity University launched in 1995, has intensive training of more than 500 women in leadership in medicine, science and dentistry at 45 U.S. and Canadian academic health centers.

ELAM’s mission is to increase diversity in leadership and faculty and to prepare women leaders with strategic and financial literacy skills. ELAM’s educational objectives, the Educational Home, will create an opportunity for the local, national and international levels.

In academic medicine, faculty members are often made in their department or division. ELAM gives me an opportunity to look at the health system as a whole and various purchase points to which I normally would not have been privy.

PepsiCo CEO Indra Nooyi said, “If you want to improve the organization, you have to improve yourself, and the organization gets pulled up with you.” Educational leadership is embedded in-residence in neurology, is developing novel development of patient safety strategies.