



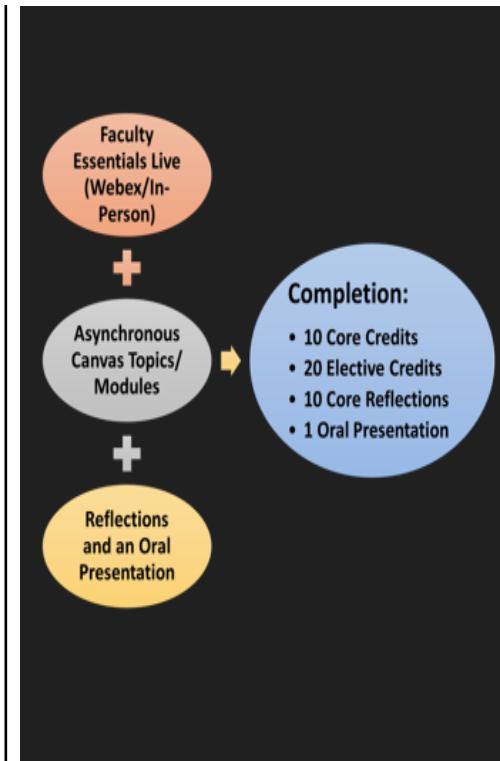
Institutional Faculty Development Programs

IFDP XXIV

The Institutional Faculty Development Program (IFDP) XXIV was launched on October 2025 and will run through June 2026. The IFDP is a comprehensive program offered annually. It accommodates faculty members from the Foster School of Medicine, Francis Graduate School of Biomedical Sciences, Hunt School of Dental Medicine, Hunt School of Nursing, and clinical members of

affiliated institutions, and community faculty. The IFDP XXIV features across four domains: teaching, scholarship and research, professionalism, and leadership/career advancement. All eLearning activities are open to the general faculty via self-enrollment, and many of them will provide continuing education credit or physicians, dentists and nurses.

[Click here](#) to view upcoming sessions and to register.



Institutional Faculty Development

Upcoming Programs

Continued

Leadership Development Academy (LDA) IV

The Leadership Development Academy (LDA) IV commenced in January 7, 2026.

For additional information and/or to sign up, please get in touch with the OFD at 915-215-4380 or ElPasoFacultyDevelopment@ttuhsc.edu.

Upcoming open live sessions:

Site Visit Success in GME: Prepare, Perform

Armando D. Meza, M.D.

01/29 | noon - 1:00 p.m. | [Webex](#)



How Adults Learn Best: Applying Experience to Educational Practice

Valerie Osland Paton, Ph.D.

02/11 | noon - 1:00 p.m. | [Webex](#)

From Lab to Leadership: Building and Guiding Your Research Team

Pallavi Dubey, Ph.D.

02/18 | noon - 1:00 p.m. | [Webex](#)

Strategic Planning in Action: Aligning Your Goals with Institutional Success

Christiane Herber-Valdez, Ed.D.; Julie Ann Blow, Ph.D.

02/26 | noon - 1:00 p.m. | [Webex](#)

FACULTY DEVELOPMENT OPPORTUNITIES

Using Metrics and Databases to Identify Predatory Journals in Healthcare

Lisa Beinhoff, Ph.D., M.L.S., AHIP

01/13 | noon - 1:00 p.m. | [Webex](#)

The Feedback Culture: Practicing Skills for Clarity, Impact, and Growth

Rebecca L. Campos, M.D., F-AIHM, ABIHM

01/15 | noon - 1:00 p.m. | [Webex](#)

Desktop Made Easy: EndNote 21 Basics

Amanda Rodriguez, M.L.S., AHIP

01/16 | noon - 1:00 p.m. | MEB 1150

Measuring Agreement in Team-Based Assessments: An Introduction to Inter-Rater Reliability in the Health Sciences

Zuber D. Mulla, Ph.D., CPH

01/20 | noon - 1:00 p.m. | [Webex](#)

AI in Education: First steps in crafting Course

Michele C. Williams-Burn, Ed.D.; Arturo Castillo

01/21 | noon - 1:00 p.m. | [Webex](#)

Navigating iRIS: A Guide to the Creation and Submissions Process

Myrna Arvizo, CIP, CHRC

01/23 | noon - 1:00 p.m. | [Webex](#)

Faculty Tips Corner

Balancing a Career as an Academician

**By: Munmun Chattopadhyay, M.Sc., Ph.D., Associate Professor
Center of Emphasis in Diabetes and Metabolism**

Being an academician can be challenging at times. An academic career comes with multidimensional responsibilities, such as teaching, research, student mentoring, securing grants, publishing in peer-reviewed journals, serving in the community, and often holding an administrative role. As an aspiring academician, one must consider how to balance teaching, research, mentoring, and other career demands. The answer may vary or shift over time, but one thing stays fairly consistent: strategic time management. Without strong strategies, one can easily feel overwhelmed, especially those who are ardent about both teaching and research.

In the academic world, instruction and investigation go concurrently. An educator needs to stay current with the latest literature and develop subject expertise. As a researcher, it is essential to establish effective communication with a diverse audience about their progress. Nevertheless, the challenges for each situation can be quite distinct. Medical school educators, primarily those with teaching responsibilities, often devote their time to developing and delivering course material, with minimal research/scholarly output. When it comes to mentoring medical students, it is essential to maintain one's own pace over research projects/ideas, while designing research-based assignments for students that prevent burnout.

In contrast, academicians with intense research engagements are expected to carry out their research and laboratory management responsibilities, which are often accompanied by their publication status, heavy grant-writing, and student mentoring. Some of these academic positions come with certain expectations and are systematically managed by percent efforts; for example, an 80% teaching position may comprise teaching several courses per semester, whereas a 70% research appointment may include executing research experiments, securing grant funding, proposal writing, as well as teaching one or two courses each academic year. The real question is how to manage so many responsibilities efficiently while establishing a rewarding academic career.

Efficient time management can be tough every so often, especially when allocating time for research and teaching. One can either devote specific days or dedicate part of the day solely to preparing teaching materials, and allocate other days or time blocks for research. For that, setting clear goals is a must. Goals provide a positive and clear direction for accomplishing a task with strong motivation. By setting a SMART goal, one can increase the chances of achieving success at the right time. The term SMART represents Specific, Measurable, Achievable, Realistic, and

Faculty Tips Corner



Continued

Timely (as defined by CFI Education Inc.). Therefore, a SMART goal can help focus one's efforts on achieving success in both teaching and research projects on achieving success in both teaching and research projects.

Collaboration or teamwork is one of the most effective ways to reduce the burden and prevent burnout when it comes to balancing teaching and research. Using the complementary expertise of peers and colleagues not only fosters a healthy working environment but also helps create professional networks, facilitating more efficient time management and resource utilization. Trust is a crucial aspect for a fruitful collaboration. As independent research is less encouraged and a multidisciplinary research team is becoming the standard, it is also helpful to obtain new techniques, team up with other labs that already have the expertise, co-mentor students, and submit joint grant proposals. Hence, this approach enhances the merit of both research and teaching. Balancing time is often the most challenging boundary to navigate in academia. More than 70-80% of academicians agree that a regular work schedule is not adequate to accomplish a day or a week's responsibilities. So, be realistic! Understand the demands, but avoid overcommitting! It is important to enjoy self-time! Include skills to improve mental well-being; taking a break prevents stress and burnout.

Finally, if someone's employment prioritizes research over teaching, but they are equally interested in teaching, then one may consider guest lectures as additional conduits. One may also prioritize responsibilities for each semester in relation to teaching and research goals. Having a support system, such as a lab manager or a postdoctoral researcher, can significantly reduce administrative responsibilities in the lab, allowing for more time to dedicate to teaching, student mentoring, and research. Although these approaches seem relatively simple to implement, it is worthwhile to discuss them with more experienced colleagues and gather their perspectives, with the hope of achieving an effective solution.



Librarians' Faculty Tips Corner

Systematic Reviews are Easier to Complete with Covidence Software

*By: Lisa Beinhoff, Ph.D., M.L.S., A.H.I.P., Managing Director
Texas Tech Health El Paso Libraries*

A faculty member is collaborating with three new residents in his department to write a systematic review. One resident is searching and collecting the citations from PubMed. Another is searching and collecting the citations from the Scopus database, and the third resident is searching and collecting the citations from the Embase database. After the residents combine the three sets of citations using the online version of EndNote, they have a large set of 20,256 citations. At this point, the residents start reviewing the articles. Then, the first resident who is keeping a separate Excel spreadsheet of which articles should be included in the final systematic review decides to share the EndNote library with the faculty member. During the process of sharing the EndNote library, the resident accidentally deleted the entire Library. Although each resident still has their original citation sets, the last month of work done by the residents to remove duplicate citations and to clean up the combined citation set has been lost. Everyone on the team is demoralized.

The next day, the faculty member reads an article about conducting systematic reviews, which says that the Covidence software works better than Excel software at organizing and managing systematic review citations.¹ Searching the libraries' LibGuides, the faculty member realizes that the libraries have an organizational subscription to the Covidence software, which is made available to any systematic review research group on campus. The faculty member reaches out to Corina Bustillos, in the Library, and she grants the research group access to the Covidence software within 24 hours. Because this software has a steeper learning curve than EndNote, Ms. Bustillos also schedules a special training session for the entire research team about how to use this software. After they start using this software, the whole team realizes that Covidence software makes the review process easier, allowing them to complete their systematic review more efficiently.

For access to Covidence software and training, contact: corina.bustillos@ttuhsc.edu.

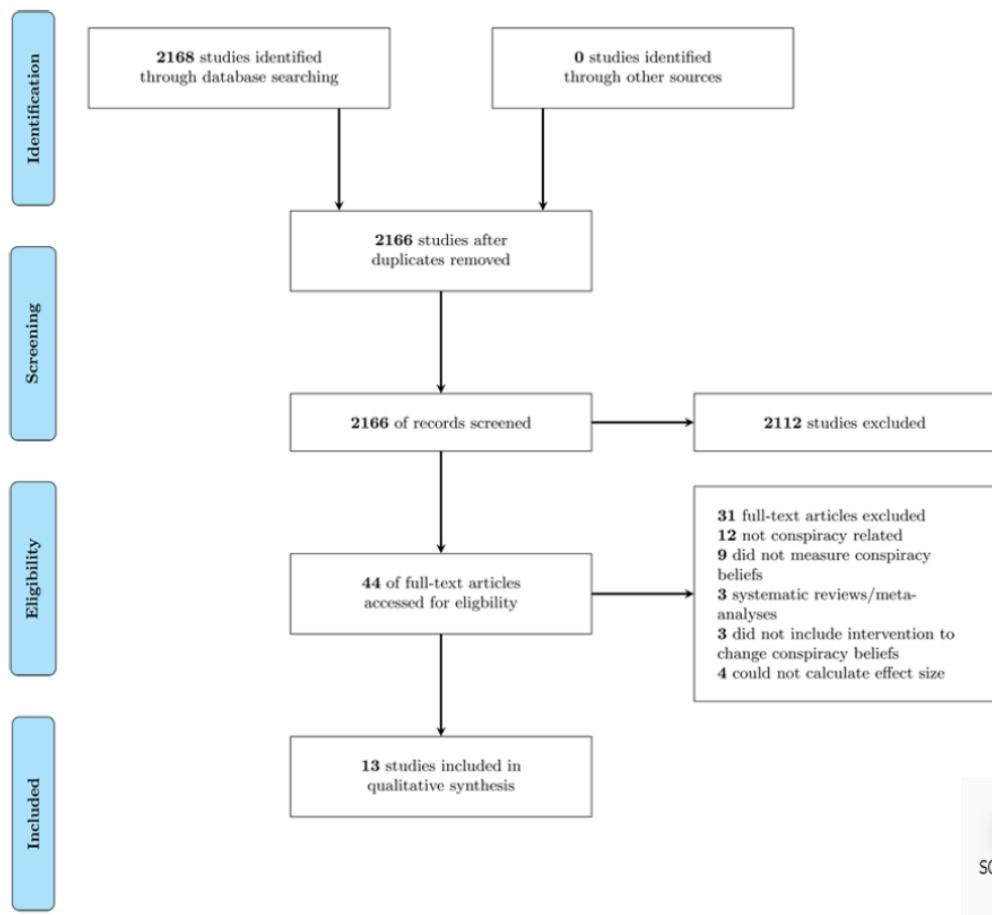
Librarians' Faculty Tips Corner

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Cited references

1. Macdonald, M.; Martin Misener, R.; Weeks, L.; Helwig, M.. Covidence vs Excel for the title and abstract review stage of a systematic review. International Journal of Evidence-Based Healthcare 14(4):p 200-201, December 2016. Available at: https://journals.lww.com/ijebh/abstract/2016/12000/covidence_vs_excel_for_the_title_and_abstract.aspx
Accessed September 22, 2025.

Example



Faculty Spotlight

Building bridges between countries: Dental school scientist presents in Juárez



Umadevi Kandalam, Ph.D., is building bridges between neighbors: Mexico and the United States. Dr. Kandalam is an Associate Professor of Physiology in the Woody L. Hunt School of Dental Medicine. On September 12, 2025, she delivered a seminar on her research at the Ciudad Juárez campus of La Universidad Autónoma de Chihuahua.

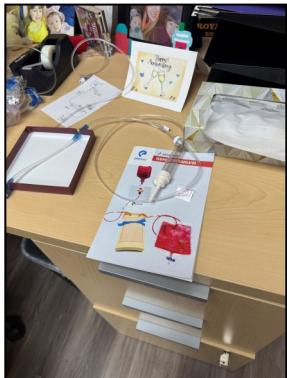
The title of her talk was “Stem Cell Therapies for Health and Diseases.” Dr. Kandalam’s presentation was organized by Dr. Alejandra Balderrama, Coordinator of the Medicine Program at Universidad Autónoma de Chihuahua (campus Ciudad Juárez). Approximately 100 medical students were in attendance.

Dr. Kandalam is a graduate of two programs that the Office of Faculty Development coordinates. She completed the Institutional Faculty Development Program XXI in June 2023, and in 2024, she completed the Leadership Development Academy III.

For more information on these programs, please visit
<https://ttuhscsep.edu/som/facdevelopment/development-programs.aspx>.

Faculty Spotlight

Empowering Nursing Education through Sustainable Innovation: Repurposed IV Catheter Insertion Task Trainer



Congratulations to Jose Humberto Enriquez, M.S.N., APRN, ACNP-BC, CHSE, and his team for their innovative simulation project, which was submitted to and accepted for presentation at the SimVendors Showcase at the International Meeting on Simulation in Healthcare (IMSH 2026). IMSH 2026 will be held in San Antonio, Texas, in January 2026.

Mr. Enriquez and his team explored how to provide a low-cost, sustainable, and realistic intravenous (IV) catheter insertion task

trainer. They designed a 3D-printed mold, and the trainer mimics vein palpation and insertion resistance, allowing nursing students to practice repeatedly. They repurpose used IV tubing, solution bags, and ballistic gel to create the realistic, eco-friendly simulation model. The model enhances access to hands-on practice while promoting environmental responsibility by diverting plastic waste from simulation labs. It mimics real clinical conditions and allows repeated skill practice without the financial burden of commercial task trainers.

Mr. Jose Humberto Enriquez is an assistant professor at the Hunt School of Nursing and a simulation nurse educator at the Training and Educational Center for Healthcare Simulation (TECHS). Mr. Enriquez completed the Office of Faculty Development's Institutional Faculty Development XXIII program in June 2025 and successfully passed the **Certified Healthcare Simulation Educator (CHSE)** examination administered by the Society of Simulation in Healthcare.



Faculty Development Opportunities



Tuesday, February 24, 2026
Inaugural Faculty Development Conference
"Strategies for Faculty Success in the Health Sciences"
11:00 am – 3:00 pm
Location: Texas Tech Health El Paso, Space TBD
Lunch will be provided

We're planning an exciting program of keynote speakers, panel discussions, and networking.

Watch for the official agenda and registration details soon!

Please indicate your interest below:

https://elpasotuhsc.co1.qualtrics.com/jfe/form/SV_bPkvF7cvrODiKNo



Faculty Development Offerings for Your Department

Want a presentation for your new faculty?

Want to learn more about our events and programming?

We can visit your department meeting for a brief presentation.

Email [El Paso Faculty Development](#) for questions or to schedule.

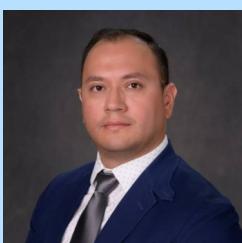
The Office for Faculty Development serves all four schools.

The Office of Faculty Development faculty and staff can help in the following areas:



Hello, I'm Dr. Mulla!

I am the [Executive Director](#) for Faculty Development and a tenured professor of Obstetrics and Gynecology. I am available to offer tips on professional networking and various topics in epidemiology and biostatistics, including sample size calculations, study design, and data analysis.



Hello, I'm Marco!

Whether you're seeking guidance on leadership development opportunities, faculty mentoring programs, or exploring our faculty development offerings, I'm here to support your professional growth as [Associate Director](#). Please don't hesitate to reach out for assistance with faculty support services, continuing education partnership activities, online training development opportunities for faculty, or any other professional development initiatives - I'm committed to helping you succeed.

Browse our Faculty Development Site

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