Meeting Minutes

Call to Order - Meeting called to order by Dean Charles Cairns at 4:30 pm.

Welcome and Announcements – Charles B. Cairns, MD, Dean, College of Medicine - Tucson
Dr. Cairns thanked the faculty for attending today. He introduced Dr. Carol Gregorio as the new Vice Dean of Innovation and Development and welcomed new faculty members. He introduced Kathy Bollinger to give an update on Banner.

Banner Update – Kathy Bollinger, President, Banner University Medicine
Kathy Bollinger opened by saying tomorrow is their groundbreaking for the new hospital that will open in 2019. The north campus will be finished by the end of 2017. As far as what will happen with the old hospital, some space will be given back to the College of Medicine, and the rest will be reserved as “soft space”. Someone stated they would like costs outlined and given to patients so they know what the costs are for. Kathy agreed that while cost transparency is important, there are factors more than cost that are important for patients to consider when choosing care.

A question was asked about the Epic to Cerner transition and Kathy stated they are trying to make the transition happen as fast as possible, aiming for no later than the middle of 2017. There are teams of people that move around to help ensure the success of the Cerner installations. Does Banner have a systematic way to improve research? Dr. Cairns said they are looking into how to combine Banner research with COM-T research, and leadership has discussed implementing a 90-day metric for research. Right now, it takes a long time to work through research contracts, so they are working to lessen that time. They are also working on improving research mentorship and sponsorship. Kathy will be available for more questions at the end of the meeting.

Committees and Brief Reports
- Nominating Committee – Anna Waterbrook, MD
  Dr. Waterbrook explained the work of the Nominating Committee, which meets to discuss the nominations for committees. She announced committees with current vacancies and opened up the floor for nominations. People can serve two terms in a row before they have to step away. Dr. Noshene [last name not given], Dr. Erika Eggers, and [name indistinguishable] were nominated. Ballots will be out the next week.
- GMEC Committee-University Campus – Conrad Clemens, MD, MPH
- Honors and Awards Committee – Chad Viscusi, MD
  1. Medical Student Leadership Awards
  2. Senior Awards Ceremony
  3. COM Faculty Teaching Awards & the Vernon and Virginia Furrow Awards
- Medical Student Research Committee – Rajesh Khanna, PhD

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Presentations/Discussion

• COM P&T Guidelines revisions – Anne Wright, PhD
  Dr. Wright first gave an update on UA Vitae. There are ten departments fully done with the evaluations. 536 faculty submitted their evaluations, and Dr. Wright thanked everyone for their commitment. The next stage is for feedback from faculty.

  Dr. Wright then explained the background of why they want to revise the guidelines: the tracks do not always fit the faculty, specifically those with clinical commitments. The main change is for the clinical track to incorporate patient care quality into the criteria for promotion. The paragraph talks about having patient relevant quality outcomes that are appropriate for the unit and vetted by the department. This kind of criterion has been added to the other tracks as well. They expanded the appendices that show the examples of things that quality for promotion. The second main change has to do with emphasizing collaboration by recognizing being part of a team to qualify faculty for a promotion rather than needing to be senior author, PI, etc. Faculty must make a significant contribution to the effort, and their exact role on the team must be documented.

  Someone expressed concern over open-access research articles being permitted on CVs and as consideration for promotion—Dr. Wright said this has been addressed by the committee, and it is an ongoing discussion. The fundamental criteria for promotion is that research articles must be peer-reviewed for promotion. A lot of this must be done at the department level before it gets to the committee.

  Someone asked if faculty must go back and fill in UA Vitae with previous year’s information—Dr. Wright said UA Vitae can be edited 24/7, so faculty can add information whenever they are able or choose to. Right now, the program cannot provide all the promotion materials, but this is the objective for a couple years down the road.

  The next step is the election of committee members, and voting on the changes to the guidelines.

• Recognition of Faculty & Department Participation in the MMI – Tejal Parikh, MD
  This year there was a record increase in the number of applicants to COM-T, so they asked faculty to help with secondary reviews and the interview process. Dr. Tejal Parikh thanked the faculty for their help. She announced the faculty that went above and beyond to help in the process. She also recognized the department chairs that participated in the MMI by announcing their names. She finished by announcing the three departments who had the most faculty participation in the process.

• Mentoring Awards – Charles B. Cairns, MD
  Dean Cairns read the names of the award winners and a quote from their nominator. Awards were handed out and a photos were taken.

Adjournment - Dean Cairns adjourned the meeting at 5:30 pm.
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<td>Casey E. Romanoski, PhD</td>
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<td>Alice Min, MD, Emergency Medicine (re-elect)</td>
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<td>*Bradley Dreifuss, MD, Emergency Medicine</td>
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<td>Samuel Campos, PhD, Immunobiology</td>
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<td>Lucinda Rankin, PhD, Physiology</td>
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<td>Zoe Gonzalez-Garcia, MD, Pediatrics</td>
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<td>Quinlan Amos, MD, Anesthesiology</td>
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<td>Rajesh Dudani, MD, Pediatrics</td>
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<td>Ranjit Kylathu, MD, Pediatrics</td>
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<td>Hina Arif Tiwari, MD, Medical Imaging</td>
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<tr>
<td>AAMC Council of Faculty and Academic Societies (CFAS)</td>
<td>1 Senior</td>
<td>Paul Gordon, MD, MPH, FCM (re-elect – Senior)</td>
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<td></td>
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<td>Alan Bedrick, MD, Pediatrics (Senior)</td>
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<td>1 Junior</td>
<td>Kimberly Gerhart, MD, Pediatrics (re-elect - Junior)</td>
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<td>Christina Kettelle, MD, Anesthesiology (Junior)</td>
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<td>Kimberly Gerhart, MD, Pediatrics</td>
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<td>Christina Kettelle, MD, Anesthesiology</td>
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Note: *Current participant of group (before becoming committee)
The GMEC continues its charge to monitor and advise on all aspects of graduate medical education as well as highlight the value of GME to all of its constituents. There are currently 55 accredited GME programs at the University of Arizona with 570 residents and fellows. The GMEC remains a robust, dynamic committee that meets monthly with an average attendance of 40-50.

**GME Update**

**Banner:** Much of this year has been dedicated to getting to know the Banner Health system and acquiring an understanding our mutual goals going forward. Much of this has occurred at the level of the Education Committee of the Academic Management Council (AMC).

We also are in the process of transitioning employment status of all of our residents and fellows from the U of A to Banner University Medical Group (BUMG). **However, the sponsoring institution for all GME programs will remain the U of A.**

**GME Alumni Survey:** Our 2015 annual Alumni Survey showed that, of those who responded, over 80% rated their training as a positive overall experience, 14% as a neutral experience, and 6% as a negative experience.

**ACGME Resident and Faculty Survey:** On an annual basis, the ACGME surveys all trainees and core faculty from each program with regard to program quality and resources and compares results with national averages. The composite results from the 2015-16 surveys showed responses from both our trainees and from our faculty at the national average.

**Resident Match 2016:** Our Residency Programs filled with strong applicants from institutions throughout the country. Approximately 17% of matched applicants came from the University of Arizona. We will welcome this new cohort of trainees on July 1st.

**New Resident and Fellow Orientation:** This orientation features extensive on-line requirements including completion of the Institute for Healthcare Improvement's Open School certificate program which emphasizes patient safety, quality improvement and patient-centered care. Over 95% of our incoming trainees completed the course. The theme of patient-centered care is continued during an interprofessional, interactive face-to-face session at the University Marriott. In addition, an interactive “Residents as Educators” session is also a major component of this Orientation.

**Housestaff Quality Council:** The Housestaff Quality Council has continued, under the leadership of Dr. Andy Theodorou, to lead improvements patient safety and quality care across all aspects of the institution.

**Chief Resident Leadership Development:** Chief Residents are a critical element in the success of our training programs. In addition to their Program-specific mentoring, they also receive leadership training throughout the year, starting with the Chief Resident Immersion Training (CRIT) program held each June. Throughout the year, they have monthly Chief Resident meetings with Dr. Theodorou.
GME Fall 2015 Resident Excellence and Leadership Scholarships: These scholarships are awarded to residents who have been nominated by their Program Director and who have a proven track record of excellence and have demonstrated potential in becoming future leaders in their chosen field. Recipients will use the scholarship to complete a scholarly project or participate in a unique educational experience.

This year's recipients are:

- Dr. Naomi Bitow, Family Medicine - “Building Bridges to Care: Improving quality of care to refugee and LEP Patients.”

- Dr. Norman Beatty, Internal Medicine – South Campus – “Appropriateness, Efficacy, and Utility of the FilmArray Gastrointestinal Panel (GI panel) in the Diagnosis and Management of Suspected Infectious Diarrheal Diseases at a Large Tertiary Medical Center.”


- Dr. Thu Pham, Internal Medicine – “Label-free multi-photon microscopy as a diagnostic imaging modality for pancreatic cancer.”

- Dr. Kai Rou Tey, Internal Medicine – South Campus – “Implementing an Inpatient Chain of Survival at an Academic Medical Center.”


- Dr. Kimberly Winsor, Diagnostic Radiology - "Physician knowledge, attitudes, and recommendations regarding lactation in patients undergoing contrast-enhanced imaging studies."

**New Program Directors and Programs**

New Program Director appointments include:

- Julie Demetree, MD – Psychiatry
- Kay Goshima, MD – Vascular Surgery
- Scott Lick, MD – Thoracic Surgery
- Kapildeo Lotun, MD – Interventional Cardiology
- C. Kent Kwoh, MD - Rheumatology
- Craig Stump, MD – Endocrinology
- Unni Udayasankar, MD – Neuroradiology
- Sun Yi, MD – Radiation Oncology

The following individuals have stepped down as Program Directors during the past year. The GMEC appreciates the dedication and service that they have given:

- Shona Dougherty, MD – Radiation Oncology
- Rafael Grau, MD – Rheumatology
- Karen Herbst, MD – Endocrinology
- Karl Kern, MD – Interventional Cardiology
- Wayne Kubal, MD – Neuroradiology
- Joseph Mills, MD – Vascular Surgery
**Resident Focus Groups:**

For each of our residency and fellowship programs, a Program Director from a different program meets with the residents. This meeting reviews the program’s most recent ACGME Resident Survey results and provides an opportunity for residents to raise any issues related to their professional, ethical and personal development. Results of each focus group are presented to the entire GMEC with an opportunity for further discussion.

**ACGME Accreditation**

Our GME programs continue to be of high quality. As the sponsoring institution, the University of Arizona continues to enjoy Continued Accreditation with No Citations from the ACGME. A complete list of our ACGME programs and their accreditation status is attached to this report as Appendix A.

Any citation received by the ACGME is treated in a serious fashion. For all citations, particularly those that directly involve patient care, the program must develop an immediate action plan that is presented to the GMEC. Members of the GMEC include the DIO of UAMC-South Campus, the DIO of THMEP, the DIO of SAVAHCS and the Chief Medical Officer of BUMC. For any citation that involves these institutions, appropriate GME leaders are made aware and are actively involved in the action plan. All action plans are continuously monitored through yearly Annual Program Reviews, ACGME WebADs updates, as well as annual resident surveys and focus groups.

**Ongoing Accreditation Mandates**

The ACGME continues to have exacting accreditation mandates that all of our programs comply with. These include:

- Continuous accreditation and improvement
- Increased emphasis on annually submitted data
- Enhanced oversight to ensure high quality education and a safe and effective learning environment
- RRC assess program performance each year
  - Resident Survey
  - Faculty Survey
  - Annual Data reports

**Clinical Learning Environment Review:** Another part of ACGME oversight is the Clinical Learning Environment Review (CLER). This is a process that includes a site visit and seeks to improve the quality of the learning environment as well improve how integrated GME is into this environment. In addition to an annual survey of our trainees, a CLER committee has been formed to identify areas of improvement and implement action plans.

**Resident Duty Hours:** We continue to monitor resident duty hours closely as part of monitoring the critical area of fatigue management of our trainees. Results of the most recent ACGME Resident Survey indicate that we are close to 100% compliant in this area. In addition to fatigue management, we are setting higher standards with regard to teamwork, clinical responsibilities, communication, professionalism, personal responsibility, transitions of care, and resident wellness.

**Resident Supervision:** The ACGME Common Program Requirements address oversight of resident supervision and graded authority. Residents and faculty members should inform patients of their respective roles in each patient’s care. Programs must clearly identify and document that the appropriate level of supervision is in place for all residents. To ensure oversight of resident supervision, programs must use the following classification of supervision: 1) direct supervision, 2) indirect supervision, and 3) oversight.
Resident Responsibilities. Residents agree to abide by the terms of their employment contract and to fulfill the educational requirements of their training program; to use their best effort to provide safe, effective and compassionate patient care under supervision from the teaching staff; and to perform assigned duties to the best of their ability. Residents agree to abide by all University policies and procedures, including the provisions of the most current edition of the GME Policy and Procedure manual, the residency training program, and the rules and regulations of any affiliated institution to which they may be assigned.

Respectfully submitted,

[Signature]

Conrad Clemens, M.D., MPH
Associate Dean of Graduate Medical Education
ACGME Designated Institutional Official (DIO)
<table>
<thead>
<tr>
<th>Accredited Program</th>
<th>Status</th>
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<tr>
<td>Allergy/Immunology</td>
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<tr>
<td>Anesthesiology</td>
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<tr>
<td>Anes: Critical Care Medicine</td>
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<td>Anes: Pain Medicine</td>
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<tr>
<td>Dermatology</td>
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<tr>
<td>Micrographic Surgery &amp; Dermatologic Oncology</td>
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<tr>
<td>Emergency Medical Services</td>
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<td>Family Medicine</td>
<td>Continued Accreditation</td>
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<td>FM: Sports Medicine</td>
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<tr>
<td>Internal Medicine</td>
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<td>Cardiology</td>
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<td>Geriatrics</td>
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<td>Hematology/Oncology</td>
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<td>Hospice &amp; Palliative Care</td>
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<td>Nephrology</td>
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<td>Sleep Medicine</td>
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<td>Vascular Neurology</td>
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<td>Obstetrics and Gynecology</td>
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<td>Peds: Endocrinology</td>
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<td>Forensic Psychiatry</td>
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<td>Radiation Oncology</td>
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<td>Radiology-Diagnostic</td>
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<td>Abdominal Radiology</td>
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<td>Neuroradiology</td>
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<td>Nuclear Radiology</td>
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<td>Vascular and Interventional Radiology</td>
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<td>Interventional Accreditation – Integrated</td>
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<td>Surgery</td>
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<td>Surgical Critical Care</td>
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<td>Urology</td>
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<td>Vascular Surgery-Integrated</td>
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COLLEGE OF MEDICINE

MEDICAL STUDENT Leadership

AWARDS

April 14, 2016
12-1PM, DuVal Auditorium
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

– John Q. Adams
Welcome

Kevin Moynahan, MD, FACP
Deputy Dean of Education
College of Medicine Educational Affairs

Master of Ceremonies

Violet Siwik, MD
Interim Associate Dean of Student Affairs
Honors and Awards

Community Service Award

Presented to a medical student who has provided distinguished community service.

Presented by
Chad Viscusi, MD
Chair, Honors and Awards Committee

Fernando Picazo, Class of 2018
Dave Reyes, Class of 2018

The Nehal A. Shah Award for Global Health Education

The Nehal A. Shah Award for Global Health Education is presented to a second year medical student active in the Global Health Forum. The award honors Nehal Shah, MD, 2009 for her visionary leadership in promoting healing around the globe by fighting for dignity, humanity and justice.

Presented by
Ronald E. Pust, MD
Director, Global & Border Health Distinction Track

Ashley Pickering, Class of 2018

Pima County Medical Society

Presented by
Timothy Fagan, MD
President

Pima County Medical Society, founded in 1904, is the largest physician organization in Tucson. It serves as the local eyes and ears of the American Medical Association and works to further physician and patient issues with the county and state government as well as to provide Pima County physicians with vital information about practice in the 21st century.

Pima County Medical Society Student Leadership

Steven Henglefelt
Gagan Kaur
College of Medicine Student Leadership Award

Medical Student Council
  Ajjya Acharya  
  Executive President
  Laura Bricklin  
  Executive Vice President
  Carolyn Sleeth  
  Secretary
  Alex Troymenko  
  Treasurer

Class Representatives
  Zach Rockov
  Alex Alvarez  
  Class of 2019
  Alyssa Streff
  Zech Franks  
  Class of 2018
  Siddesh Gopalakrishnan
  Todd Rabkin Golden  
  Class of 2017

Office of Diversity and Inclusion

The Office of Diversity & Inclusion would like to recognize the outstanding leadership and advocacy of the following students who have provided service to our communities and made significant contributions to fostering a medical school learning environment where the educational benefits of diversity can be realized.

Presented by
Francisco Moreno, MD
Assistant Vice President for Diversity and Inclusion

Class of 2018
  Ruth “Rory” Aufderheide
  Shannon Collins
  Kirsten Concha-Moore
  Maria Fernandez
  Ravina Thuraisingam
Commitment to Underserved People (CUP) Awards

Student leaders design, organize and manage clinical and health-education programs in urban and rural underserved areas. CUP also offers learning opportunities in program leadership, health advocacy, social services and health education and promotion.

Presented by
Carlos R. Gonzales, MD, FAAFP
Assistant Dean for Medical Student Education

CUP Alumnae Scholarship Award

Awarded to a second year student whose dedication and enthusiasm for CUP (Commitment to Underserved People) best demonstrates the ideal of the CUP program.

Class of 2018
Maria Fernandez
Tania Hassanzadeh
Danielle Nahal
Ned Premyodhin
CUP Leadership

Angel Clinic
Elisa Phillips
Oleksandr Trofymenko

Art Works
Jennifer Bao
Aimee Le

Asylum Clinic
Maryam Gilpatrick
Jordan Mudery

Casa de los Ninos
S.I.C.: Samantha Solano
Exercise: Nathan Sherman
Hygiene: Alex Liu
No Smoking: Laura Bricklin
Nutrition: Clark Alves
Clinica Amistad
Zachary Gastelum

CASA (Diabetes, Education, Prevention & Outreach)
Mohammad Fazel
Fernando Picazo
Nora Bedrossian

Food Rx
Zachary Gastelum
Kieran Hynes
Danielle Nahal

Gaitway
Carolyn Sleeth
Lance Eberson
Angela Tegeloff

Head Coordinator:
Self-Esteem:
Sexuality:

Healthy Choices:
Tijana Milinic
Marisa Fernandez
Clark Alves

JAWS Adaptive Athletics
Chan Jung
Nathan Sherman
Azriel Dror
Zachary Gastelum

Med Teach
Courtney Hood
Nitin Prabhakar
Julie Tomkins
Ryan Squires

MedVets @ SW Blind Rehab Ctr
Anthony Cervantes (2017)
Adam Ratesic (2017)

MIND Clinic
Tyler Durns (2017)
Lorin Mowrey
Cassandra Murzil (2017)
Andrew Tubbs

Mobile Health Program
Nora Bedrossian
Danielle Nahal

Neurology Outreach Program - Archer
Carolyn Sleeth
Nitin Prabhakar

Nutritional Health Awareness
Lorin Mowrey
Danielle Nahal
Tiffany Poulter
Ryan Squires
Oleksandr Trofymenko
Malini Chauhan (2019)

Owl & Panther

Pima Inmate Health Education
Juvenile Hall:
Genevieve Lambert
Alyssa Stacy

Pinal County Corrections Education
Mattie Henry
Dimitri Macris
S. James Dunleavy

REACT
Pres/CCO-CPR: S. James Dunleavy
VP/CCO-CPR Liaison: Elisa Phillips
Community Outreach: Ashley Pickering

SHARE (Students Helping Arizona Register Everyone)
Eric Lander

SHINE (Students Helping In Need Elders)
Jake Klower
Ivy Lin
Pooja Rajguru

Shubitz Family Clinic
S.I.C.s:
Vicky Khoury (Head)
Maria Fernandez
Ned Premyodhin
Rinku Skaria
Katie Marsh (Head)
Jordan Mudery
Ashley Pickering
S. James Dunleavy
Fernando Picazo

Patient Coordinator:
Referrals:
Medications:
Supplies:

Sight Savers
Gregory Metzger
Fernando Picazo
Ryan Squires

SPRY (Sports Physicals for Refugee Youth)
Malini Chauhan (2019)
Laurel Gray (2019)

STAT (Students Together Against Trafficking)
Hilary DeRose
Faryal Shareef

Sun Smarts
Mohammad Fazel
Mattie Henry
Jennifer Kramer
Allison Yee

TAPP
Maria Fernandez
Dave Reyes

Tar Wars
Audriana Hurbon

Tot Shots Vaccine Clinic
Heba Albasha
Marah Evans
Gregory Metzger
Ashwini Mulgaonkar

TREE (Tucson Refugee Education and Empowerment)
Stephanie Rademeyer

Tucson High Mentorship Program
Clark Alves
Fernando Picazo

Vaccines for Children (VFC) Contact
Mariah Evans

Wishmakers

Women’s Clinic
Coordinator Organizer: Tania Hassanzadeh
Patient/Clinic Coordinator: Mattie Henry
Physician Recruitment: Janelle Wang

Labs/Supplies:
Courtney Hood
Melody Maarouf
Melissa Tran

Outreach Team:
Brittany Arcaris
Alex Liu
Tiffany Poulard

Youth Bridges Mentoring Program
Leticia Moedano
Medical Student Club Leadership

Presented by: Ajjya Acharya and Laura Bricklin

Student-run organizations serve a vital role within the sphere of medical education – these extracurricular activities provide students with different avenues by which to explore varying aspects within the field of medicine, as well as a means to engage the surrounding community. Student participation demonstrates a desire to take an active role in shaping their academic experience here at the College of Medicine. Club leaders give of their own time to facilitate activities, connect with other working professionals, and collaborate within the student body on behalf of their organizations, and it is for this commitment that they are recognized today.

African American Medical Student Association (AAMSA)
Aging Interest Group
American Medical Association (AMA)
American Medical Student Association (AMSA)
American Medical Women’s Association (AMWA)
Anesthesia Interest Group (AIG)
Arizona Hematology Oncology Club
Arizona Surgery Clug (ASC)
Asian/Pacific American Medical Student Association (APAMSA)
Association of Native American Medical Students (ANAMS)
Association of Women Surgeons (AWS)
Cardiology Interest Group
Christian Medical Society (CMS)
Dermatology
Doc-apella
Emergency Medicine Interest Group
ENT Interest Club
Family Medicine Interest Group
Flying Samaritans
Global Health Forum
Integrative Medicine Club
Internal Medicine Student Association
Jewish Medical Student Association (JMSA)
Leadership and Innovation in Healthcare Club
Medcats for Developmental Medicine
Medical Anthropology Interest Group
Medical Ethics Reality Forum (MERF)
Medical Research Student Association (MRSA)
Medical Students for Choice (MSFC)
MedPride (Gay/Straight Medical Student Alliance)
MedVets
Muslim Student Association
Neurology Interest Group
Neurosurgery Club
OG/GYN Interest Group
Ophthalmology Interest Group
Orthopedic Surgery Club
Pediatrics Club
Psychiatry and Mental Health Interest Group
Public Health Interest Group
Radiology Club
Resuscitation Education and CPR Training Group (REACT)
Student Athletes for Community Outreach (SACO)
Student National Medical Association
The Clinic
Ultrasound Interest Group
Wilderness Medicine Club

The college of medicine takes pride in developing tomorrow’s leaders. Each year, we recognize the accomplishments and contributions made by outstanding student leaders for their exceptional achievements and service. These individuals make great strides toward building a sense of community through their participation in club and organization activities on and off campus. We thank you all for supporting our efforts to recognize these student leaders.
College of Medicine

Senior Awards Ceremony

May 12, 2016
10:00 a.m.
Marriott University Park
PROGRAM

Welcome .......................................................................................... CHARLES B. CAIRNS, MD
Dean, College of Medicine – Tucson

Awards Presentation ......................................................................... VIOLET SIWIK, MD
Interim Associate Dean of Student Affairs

Closing Remarks ................................................................................ VIOLET SIWIK, MD
**AWARDS**

**AWARDS SELECTED BY THE HONORS & AWARDS COMMITTEE**

**THE COLLEGE OF MEDICINE OUTSTANDING SENIOR AWARD**
Chad D. Viscusi, MD
Trenton Bowen
Matthew Wharton

**THE MERCK MANUAL AWARD**
Chad D. Viscusi, MD
Awarded to senior students for scholastic achievement.
Adam Colbert
Christopher Morrison

**HONORS AND AWARDS OUTSTANDING ACHIEVEMENT AWARD**
Chad D. Viscusi, MD
Spencer Bertoch
Paul Comish
Katherine Hartl
Melissa Lin
Danielle Livingston
Steven Taylor
RESEARCH RECOGNITION

NEWSOME AND MILDRED HOLESAPPLE ESTATE TO BENEFIT OUTSTANDING MEDICAL STUDENT RESEARCH

Chad D. Viscusi, MD

Awarded to graduating medical students from the Tucson campus that make outstanding research contributions.

Trenton Bowen
Timothy Tiutan
Ketan Verma

SPECIAL RECOGNITION

OUTSTANDING TEACHER IN THE BASIC SCIENCES

Gagan Kaur and Steven Henglefelt

Todd Vanderah, PhD
Department of Pharmacology

OUTSTANDING TEACHER IN THE CLINICAL SCIENCES

Gagan Kaur and Steven Henglefelt

William Adamas-Rappaport, MD
Department of Surgery

BERNARD REVSIN MEMORIAL SCHOLARSHIP AWARD

Gagan Kaur and Steven Henglefelt

One of the most prestigious awards that you can bestow on one of your fellow classmates is the Bernard Revsin Memorial Scholarship Award. Dr. Revsin was the Assistant Dean for Admissions at the University of Arizona College of Medicine for approximately five years. He passed away in June of 1977. Because of his vast impact on the medical students and the entire admissions process, a memorial was established in his name by the faculty, practicing physicians in the state, and alumni. This memorial was established to recognize a classmate who has shown academic excellence, a humane approach to patients, and a supportive concern for fellow students. In other words, a classmate who demonstrates intelligence, ethical behavior and kindheartedness.

Matthew Wharton
Eleanor Johnson Academic Excellence Award

Sandy Kramer

Eleanor Johnson was a librarian at the Arizona Health Sciences Library from 1972 until her death in 1984. She provided information service to healthcare providers around the state, especially in rural areas and worked to improve library services in very small hospitals. This award recognizes an outstanding senior in the College of Medicine.

Kaitlin Elsenheimer

Peter J. Attarian, PhD Humanitarian Award

Lawrence M. Moher, MD

Peter J. Attarian, PhD, who passed away in 1993, joined the faculty of the College of Medicine as an Assistant Professor in the Department of Family and Community Medicine. Because of his caring concern for medical students, a memorial award was established in his name. The award will be presented at the Senior Awards Breakfast. Although the criteria seems similar to the Bernard Revsin Memorial Scholarship Award, the award is different. This memorial award is presented to a senior graduating medical student who has demonstrated exceptional caring and compassion for fellow student and others. This student most exemplifies connections rather than competition.

Katherine Nielsen

Philip Dew Award for Excellence in Primary Care

Carlos R. Gonzales, MD, FAAFP

The Philip Dew Excellence in Primary Care Award is given after careful consideration of a student's success at The University of Arizona College of Medicine and their desire to pursue a career in Primary Care. This award was established in honor of Dr. Philip Dew, a Pediatrician and Primary Care Physician from Pima County who practiced in Tucson, Arizona. It was through the efforts and financial contributions of Dr. Dew, that this memorial scholarship was created.

Andrea Galaviz
Danielle Correia
The Leonard Tow Humanism in Medicine Awards presented by The Arnold P. Gold Foundation

Gagan Kaur and Steven Henglefelt

The Gold Foundation sponsors the annual Leonard Tow Humanism in Medicine Awards for a graduating student and faculty member at nearly 80 of the nation’s medical schools. This award is presented to the student and faculty member who best demonstrate the Foundation’s ideals of outstanding compassion in the delivery of care, respect for patients, their families, and healthcare colleagues, as well as demonstrated clinical excellence. The Gold Foundation began this award in 1991 at Columbia University College of Physicians & Surgeons. The Healthcare Foundation of New Jersey began replicating these awards nationwide in 1998, with participation from The Gold Foundation. In 2003, with a generous donation from Leonard Tow, these awards became solely sponsored and administered by The Gold Foundation.

Leonard Tow has been a student and teacher his entire life. He was the first in his family to pursue higher education, earning his undergraduate degree from Brooklyn College and his M.B.A. from Columbia University. He earned both his M.A. and Ph.D. while working as an educator at Hunter College. He also taught at both of his alma maters. As a result of his successful business career, Leonard had the means to become an active philanthropist. Known for his strong caring nature and a desire to create opportunities for others to help themselves, his giving has focused on medical research, student and faculty grants, social justice issues, and humanism in medicine. A role model for many, Leonard has lived his life with great compassion and empathy. He has made himself accessible and offered personal assistance and counseling to friends and colleagues. By funding medical programs and research, he has become a strong advocate and supporter of humanism in medicine. In 2003, the Humanism in Medicine awards were renamed The Leonard Tow Humanism in Medicine Awards, a fitting tribute to a man who has lived his life with great compassion and respect for others, and an advocate for students and humanitarian healthcare.

Danielle Correia – Student
William Adams-Rappaport, MD – Faculty

Deans Special Achievement Award

Violet Siwik, MD

This award is to acknowledge a graduating senior who has achieved academically in the face of considerable adversity. Characteristics that describe a student receiving this award are: persistence, tenacity, determination, and endurance.

Timothy Tiutan
Rural Health Professions Program

Carlos R. Gonzales, MD, FAAFP

The Rural Health Professions Program (RHPP) is a program of the University of Arizona College of Medicine which matches medical students with physicians working in small towns throughout Arizona. The primary objective of RHPP is that students will have a rural experience. We strive to place a student so that he/she will have a longitudinal experience in the same rural location with the same preceptor, patients, and community. By doing so, the student will get to know his/her community, its benefits and attractions, as well as its social problems and medical issues, while developing clinical skills.

Dr. Sam Goldfein Memorial Award

Nathan Goldfein, MD

Dr. Sam Goldfein was a Tucson internist with a special interest in cardiology who served as a dedicated CUP attending physician in the Shubitz Family Clinic until his death. This fund was set up in his name to award a medical student who has the ability and desire to contribute to medicine and society in ways that are consistent with Sam’s values and principles. Dr. Goldfein was an outstanding teacher and lifelong learner who was dedicated to improving the health of the community, who was compassionate and gave everyone a chance. He was caring, nonjudgmental, and an outstanding diagnostician who was loved by his patients. This award is given to a student who exhibits these characteristics and who displayed them through service to the CUP program and the Shubitz Family Clinic.

Katherine Nielsen

Brett Brewer  Audrey Johnson Gray
Lucy Cheng Lester  Melissa Lin
Meredith Close  Dana McKee
Adam Colbert  Jennifer Min
Danielle Correia  Katherine Nielsen
Andrea Galaviz  Jeffrey Robertson
Brianna Grigsby  Camilla Sulak
Yuan He  Steven Taylor
The Nancy Alexander Koff Award
To Recognize Humanism in Medicine

Nancy Alexander Koff, PhD

Dr. Nancy Koff devoted her 25-year career at the College of Medicine to excellence in medical education. This personal gift reflects her passion to nurture medical graduates who are caring, compassionate, knowledgeable and highly skilled physicians. Established in 2010, this permanent endowed fund will ensure that all members of the Gold Humanism Honor Society receive a cash award along with the acknowledgment that they have developed the vital human qualities that enhance the health and healing of patients.

Trenton Bowen
Jeffrey Brown
Adam Colbert
Danielle Correia
Katherine Hartl
Melissa Ludgate
Katherine Nielsen
Robin Richards
Kalarn Sachin
Matthew Wharton
Christina Zarraga

U.S. Public Health Service
2015 Excellence in Public Health Award

Danielle Correia

For service and furthering the cause of public health, and serving the community

CUP Award for Exceptional Service

Carlos R. Gonzales, MD, FAAFP
Lawrence Moher, MD

This award honors someone who has provided service through CUP far beyond the service of others

Audrey Johnson Gray
Clinical and Professional Skills

**EXCELLENCE IN CLINICAL SKILLS (OSCE)**

Liz Leko, MPA

Highest cumulative score on this year’s OSCE (Objective Structured Clinical Examination); demonstrated excellent interpersonal skills as well as thoroughness and efficiency in the clinical setting.

Kaitlin Elsenheimer

Department of Emergency Medicine

**DOUGLAS LINDSEY, MD, DrPH**

**EXCELLENCE IN EMERGENCY MEDICINE**

Richard Amini, MD

Riley Hoyer

Department of Family and Community Medicine

**COMMUNITY SCHOLAR AWARD FOR FOUR YEARS OUTSTANDING COMMUNITY INVOLVEMENT**

Carlos R. Gonzales, MD, FAAFP

The Community Scholar Award is given after careful consideration of student’s four-year involvement in the areas of: 1. Community involvement linking health care and medical education. 2. Scholarship in health care and general medical scholarship. 3. Clinical skills and commitment in primary care.

Audrey Gray
Katherine Hartl
Lydia Raney
Matthew Schmidgall
Victor Vallet
Meredith Close
Yuan He
Katherine Nielsen
Nelson Dewey Brayton, MD Memorial Scholarship Award for an Outstanding Senior Entering Family Practice (Arizona Academy of Family Physicians)

Carlos R. Gonzales, MD, FAAFP

Each year the AzAFP recognizes the outstanding senior Family Medicine Medical Student, selected for the Nelson Dewey Brayton Award. This award was established in honor of Dr. Nelson Dewey Brayton, a Family Physician from Gila County who practiced in Globe, Arizona. It was through the efforts and financial contributions of Mrs. Dixie LaDow, Dr. Brayton’s daughter, that this memorial scholarship was created.

Brianna Grigsby

Department of Medical Imaging Outstanding Student in Diagnostic Radiology Award

Mihra S. Taljanovic, MD, PhD, FCR

Demonstrated growth and understanding in radiological imaging.

Lucy Cheng Lester

Department of Neurology American Academy of Neurology Excellence in Neurology Award

Wendi Kulin, MD

This award recognizes excellence in Clinical Neurology among graduating medical students. Awarded annually on behalf of the AAN to a student who exemplifies outstanding scientific achievement and clinical acumen in Neurology and outstanding personal qualities of integrity, compassion, and leadership.

Coreen Schwartzlow

Harvey William “Bill” Buchsbaum Outstanding Student Award

Wendi Kulin, MD

This award, given to the top student in the Neurology Clerkship in their third or fourth year, recognizes the career of Harvey William Buchsbaum, A.B., M.D. Dr. Buchsbaum has been advancing the field of neurology for most of the last half century. His contributions to the University of Arizona College of Medicine alone span from 1968 to the present, during which time he has not only been recognized with Outstanding Teaching Awards and the Distinguished Teaching Professor Award in Neurology, but has also served as the Chief of Neurology at what is now the UAMC South Campus, and as the Chief of Staff at the Tucson Medical Center. In addition to his academic responsibilities, Dr. Buchsbaum has also served the wider neurology community in board leadership roles for many organizations. His medical accomplishments are complemented by a loving family, including his wife Ruby, and three children Stephen, Karen and Cindy.

Matthew Wharton
Department of Obstetrics and Gynecology

**Alvin T. Kirmse, MD**

**Award for Excellence in Obstetrics and Gynecology**

Heather Reed, MD

This award will recognize a student’s academic achievement and dedication to promoting excellence in the health care of women.

Shaida Vossough

Department of Pediatrics

**Dr. Milan V. Novak and Dorothy F. Novak Pulmonary Award**

Mark A. Brown, MD

For outstanding performance and commitment to learning on the Pediatric Pulmonary Elective.

Christina Zarraga

**Hugh C. Thompson, MD Award for Excellence in Pediatrics**

Ziad Shehab, MD

Award given to a graduating senior for Excellence in Pediatrics.

Yuan He

Department of Psychiatry

**Roy N. Killingsworth, MD Memorial Award for Excellence in Psychiatry**

Barry Morenz, MD

Outstanding performance with special emphasis on the qualities of warmth, maturity, and dedication.

Adam Colbert

Department of Surgery

**Outstanding Senior Student in Surgery Award**

Rebecca Viscusi, MD

The “Outstanding Senior Student in Surgery” award is presented each year to a student who has earned honors on the surgery clerkship and will be entering the field of surgery. He/she has excelled academically and clinically and is the embodiment of those traits that comprise an excellent surgeon.

Paul Comish
Alpha Omega Alpha Medical Honor Society

Alpha Omega Alpha Medical Honor Society. Alpha Omega Alpha, commonly referred to as AΩA, can be thought of as the “Phi Beta Kappa for medical schools.” As the only national honor medical society, its mission, developed over the past one hundred years, has been to recognize and enhance professionalism, academic excellence, service, and leadership within the profession.

Election to Alpha Omega Alpha is an honor signifying a lasting commitment to scholarship, leadership, professionalism, and service. A lifelong honor, membership in the society confers recognition for a physician’s dedication to the profession and art of healing.

Trenton Bowen
Paul Comish
Katherine Hartl
Yuan He
Riley Hoyer
Elaine Hutchison
Natalie Liu
Jacob Maddux
Samantha McGlone
Dana McKee
Deven McMorrow
Steven Taylor
Rebecca Thiede
Ket Verma

Gold Humanism Honor Society Award

The Gold Humanism Honor Society (GHHS), the Gold Foundation’s newest initiative, honors senior medical students, residents, role-model physician teachers and other exemplars recognized for “demonstrated excellence in clinical care, leadership, compassion and dedication to service.” Organized to elevate the values of humanism and professionalism within the field of medicine and its constituent institutions, the Society is fast becoming integrated into the educational environment. The GHHS is a steadfast advocate for humanism through activities on campus and has continuing involvement with its inclusive membership. Moreover, it helps to establish relationships with practicing physicians. Election of exemplars to the Gold Humanism Honor Society makes a significant statement to medical school faculty, students, and the public that an institution places high value on the interpersonal skills and attitudes that are essential for excellent patient care.

Trenton Bowen
Jeffrey Brown
Adam Colbert
Danielle Correia
Katherine Hartl
Melissa Ludgate
Katherine Nielsen
Robin Richards
Kalarn Sachin
Matthew Wharton
Christina Zarraga

Trenton Bowen
Jeffrey Brown
Adam Colbert
Danielle Correia
Katherine Hartl
Melissa Ludgate
Katherine Nielsen
Robin Richards
Kalarn Sachin
Matthew Wharton
Christina Zarraga

Gold Humanism Honor Society Award

Honors & Awards Committee

Chairperson
Chad D. Viscusi, MD
Department of Emergency Medicine

Committee Members

Nicole Abdy, MD
Department of Pediatrics

Samuel Campos, PhD
Department of Immunobiology

Edward French, PhD
Department of Pharmacology

Tejal Parikh, MD
Assistant Dean, Admissions
Department of Family and Community Medicine

Ronald Pust, MD
Department of Family and Community Medicine

Chad Viscusi, MD
Department of Emergency Medicine

Rebecca Viscusi, MD
Assistant Professor, Surgery

Bryn Nisbet
Class of 2019

Tiffany Pouldar
Class of 2018

Jose Cervantes
Class of 2017
SCHOLARSHIPS

The College of Medicine students and faculty are deeply grateful to benefit from generous private gifts. Charitable investment in medical education and research over the last forty-two years has enabled the college to contribute to the health and well-being of citizens in the State of Arizona and beyond. The following individuals and organizations generously support the mission of the college by contributing to future physicians.

ENDOWED SCHOLARSHIPS

Robert F. Allen Memorial Scholarship
Elizabeth Allison Memorial Scholarship
John and Betty Anderson Memorial Fellowship for Cancer Research
Anonymous Scholarship
Anne E. “Betty” Atwater Endowed Scholarship for Undergraduate Education in Physiology
Dr. Alan D. and Sally P. Bedrick Endowed Scholarship in Pediatrics
The Lillian Bilyu Banchi Scholarship Trust
The Clara Barth Scholarship in the College of Medicine
Mary Bender Memorial
Leland Berkley Memorial Scholarship in Medicine
Arthur Dancey Birt Memorial Scholarship
Nelson C. Bledsoe Scholarship in Medicine
Earl Bluestein Scholarship
The Dan Bright Award
P. N. Buehman Medical Scholarship
Caldwell Health Sciences Research Award
Thomas Campbell Memorial Scholarship
Samuel R. and Rae Canterman Scholarship for Medical Studies
Louise Cobb Memorial Scholarship
Philip Dew Award for Excellence in Primary Care
The Duncan Dietrich Scholarship in Medicine
The Eddie and Madelon Earl Scholarship in Medicine
Dr. Frank I. and Janet Marcus Endowed Scholarship
The Mary Margaret Fisher Scholarship Trust Fund
Joseph H. Fuchs Scholarship in the College of Medicine
The Kenneth E. Gerber Memorial Scholarship/Research Fund
Dr. J. Allen Ginn, Jr. Scholarship for Excellence in Medical Education

The Newsom and Mildred Holesapple Endowment for Outstanding Medical Student Research
Marion Hughes Glew Scholarship Fund
William P. Goebel Medical Scholarship
The Joseph Goldberg Scholarship in Medicine
Maggie Gumble Endowed Scholarship of Medicine
Mac E. Hadley Endowed Memorial Award
Charles W. Hall Memorial Scholarship
Josephine Hess Memorial Scholarship in Medicine
Mary J. Huning Scholarship
Eirene Lamb Scholarship Fund
Edward M. Lavor Scholarship
Dr. Michael and Irene Lavor Scholarship in the College of Medicine
Victor H. Lytle Book Scholarship
The Dr. Joseph E. Madara Memorial Scholarship in Medicine
The Ruth Ewing Mahnken Memorial Scholarship
W. Mahnken Medical Scholarship
The Maria C. Mandell Memorial Emergency Medicine Award
Dr. Gregory K. and Dr. Anita Mayer Endowed Medical Scholarship
The Salvador A. Mazza Scholarship for Native Americans
Fred C. McCormick Memorial Scholarship
Harriet A. and George W. McGrath Medical Scholarship Endowment
The Dr. Hilton J. McKeown Memorial Scholarship in Medicine
Jeremiah Metzger Memorial Scholarship
Elizabeth Leigh Morton Memorial Scholarship
John A. Mulcahy Memorial Scholarship
The Gerald R. Myers, MD Scholarship Endowment
The Zenas B. Noon Memorial Award in Cardiology
John and Helen Noon-Anderson Memorial Scholarship Fund
The Dorothy and Milan Novak Pulmonary Awards
Mr. and Mrs. Harvey T. Ott Scholarship
Zachary S. Orman Memorial Scholarship
The Arthur J. Present Scholarship
Dr. George D. Reay Memorial Book Scholarship in Medicine
Glen W. Vance and Keith G. Reid Endowment for Scientific Research in Biomedical Fields
Alix K. Remillard Memorial Scholarship Fund
The Bernard Revisin Memorial Scholarship Award
The Rosenthal-Gallagher Scholarship in Medicine
The Francis A. and Dorothy Roy Memorial Scholarship in Medicine
Scudder-Smith Scholarship Fund
Dr. Delbert L. Secrist Scholarship in Medicine
Secrist Tohono O’Odham Medical Scholarship
Nehal A. Shah Endowment for Global Health
The A.C. and Bernice P. Simon Memorial Scholarship in Radiology
Mary Woodman Smith Memorial Scholarship in Medicine
George F. Spaulding Scholarship
The Clara and Oliver Springer Scholarship Fund
Del V. Steinbronn, MD Endowed Scholarship
Lawrence J. Testasecca Fund for Native Americans in Medicine
The Florence M. Thompson Scholarship Fund
The Kathleen B. Thompson Scholarship Fund
Tucson Society of Women Physician’s Endowment Scholarship Award
W. B. “Bill” and Dr. H.H. Varner Scholarship
John W. Ver Steeg Scholarship for Rural Medicine
Hans and Julia Voight Medical Scholarship
Dr. Samuel Humes Watson Medical Scholarship
Kenneth F. Wertman Graduate Scholarship in Microbiology
Helen Wiest Medical Scholarship
The Samuel L. Wilson Memorial Scholarship in Medicine
The Samuel O. and Winifred “Quiggie” Witt Scholarship for Medical Students
The Hank Yamamura Endowed Fellowship in Pharmacology
The Boris Zemsky Memorial Award in Psychiatry
The Wiley C. Zink Endowed Memorial Scholarship

ANNUAL SCHOLARSHIPS
Bergsma Memorial Scholarship
The Edna M. Burglund Medical Scholarship
Herman E. De Mund Memorial Scholarship
The Laurie Ellingson-Foley, MD Memorial Scholarship
The Dr. Sam Goldfein Medical School Scholarship Fund
Howard Melville Hanna Memorial Scholarship
Benjamin S. and Estelle C. Hilt Foundation
Hispanic Women’s Corporation Blue Cross/Blue Shield Scholar
Hispanic Women’s Corporation Chicanos Por La Causa Scholar
Hispanic Women’s Corporation Scholar
Drs. Felix P. and Elisa Hurtado Scholarship for Pediatric Medicine
Nancy Alexander Koff Award to Recognize Humanism in Medicine
Julius “Gus” Lintner Endowment for the study of Parkinson’s and Related Diseases
Jeffrey and Barbara Minker Scholarship for the Medically Underserved
MICA’s Robert F. Crawford Scholastic Achievement Award
MICA Scholastic Awards
Patrick Noonan Award for Promising Medical Student Applicants
Dr. Ron Past Scholarship
Schuele Scholarship Fund
The Donald G. Sheer Memorial Research Award
The Spencer D. Sheer Family Student Research Endowment
UA Alumni Association and College of Medicine Alumni
36th ANNUAL
College of Medicine

Faculty Teaching AWARDS
and the Vernon and Virginia Furrow Awards

THE UNIVERSITY OF ARIZONA
College of Medicine
Tucson

Thursday, November 19, 2015
Noon - 1:00 p.m.
DuVal Auditorium
The University of Arizona Health Sciences
**Welcome & Introductory Remarks**

**Kevin F. Moynahan, MD, FACP**  
Professor, Medicine  
Deputy Dean for Education  
Director, Societies Program

**Vernon and Virginia Furrow Awards**  
Paul St. John, PhD, Associate Professor, Cellular and Molecular Medicine

Virginia Mann Sugg Furrow, MD. Virginia graduated from medical school in June 1942, one of only two females in her graduating class. During her career as a pediatrician, Virginia treated the young victims of Polio and Tuberculosis, and was one of the first doctors to treat patients with a new miracle drug called Penicillin. Married to Vernon Furrow on March 4, 1960, Virginia became his life partner in every sense of the word. She became a loving stepmother to Vernon’s three children, and later a grandmother and great-grandmother to their children and grandchildren. She shared in the dream of Vernon’s small lumber company, which later became Payless Cashway, and served as Vernon’s co-adventurer as they traveled the world together. She was widely known for her commitment to the College of Medicine and its educational programs. After Vernon’s death, she donated funds in his memory to establish the Furrow Awards (still our principal mechanism for peer recognition of excellence in education) and the Furrow Grants program (the forerunner of the AMES Grants program).
Teaching Awards

Excellence in Basic Science Teaching for Medical Students
Deborah Fuchs, PhD
Department of Pathology

Excellence in Graduate Student Education
Lonnie Lybarger, PhD
Department of Cellular and Molecular Medicine

Excellence in Graduate Medical Education
Julie Demetree, MD
Department of Psychiatry

AMES Grants for Medical Education Research

"Improving Laboratory Teaching of Histology and Histopathology in the Pre-Clinical Medical Curriculum"
Deborah A. Fuchs, MD
Paul A. St. John, PhD
Robert A. Segal, MD
David A. Elliot, PhD
Robert Herschoff, BA, MS
Helen Amerongen, PhD

"Incorporating Technology into Today's Surgery Clerkship"
Rebecca K. Viscusi, MD
William Adams-Rappaport, MD

"Basic Life Support in Obstetric Care"
Colleen Cagno, MD
Karyn B. Kolman, MD
Jessie M. Pettit, MD
Autumn E. Stevenson, MD

"Use of 3-D Models of Congenital Heart Defects to Improve Pediatric Cardiology Education"
Michael Seckeler, MD, MSc

"Examination of Graduate Medical Education at the University of Arizona: Stakeholders Perspective on the Value of GME, and Program and Learner Quality Metrics"
Guadalupe Martinez, PhD

"Novel Use of Ultrasound to Aid in Medical Student Reproductive Physical Examination Skills and Pelvic Anatomy"
Tejal M. Parikh, MD
Srikar R. Adhikaru, MD
Maria H. Cruzak, PhD
Bryna Koch, MPH
Michael Gura, MPH
Susan Ellis, EdS
Paul Gordon, MD
William Adams-Rappaport, MD
Elizabeth O. Leko, MPA
Corinna M. Wildner, MA

Faculty Teaching Awards

Outstanding teaching is an integral part of the College of Medicine's mission and is deserving of significant recognition. These awards recognize faculty members for teaching excellence and their ability to encourage intellectual excitement, inspire the discovery of knowledge, and foster critical inquiry in the classroom or lab.

Lifetime Teaching Award
Helen Amerongen, PhD
Department of Cellular and Molecular Medicine

Year I and II

Outstanding Teacher in a Block
Year I
Amy Sussman, MD
Cardiovascular, Pulmonary & Renal Systems Block
Department of Medicine

Year II
John Bloom, MD
Case Based Instruction
Department of Medicine

Dean's List for Excellence in Teaching
Year I
John Bloom, MD
Cardiovascular, Pulmonary & Renal Systems Block
Department of Medicine

G. Alex Hishaw, MD
Nervous System Block
Departments of Neurology and Psychiatry

Brandon Larsen, MD, PhD
Cardiovascular, Pulmonary & Renal Systems Block
Department of Pathology

Year II
Marlon Guerrero, MD
Advanced Topics & DMH Blocks
Department of Surgery

Amy L. Waer, MD
Advanced Topics Block
Department of Surgery

Outstanding Achievement in Teaching by a Block
Year I
Nervous System
Todd Vanderah, PhD
Block Director
Department of Pharmacology

Year II
Life Cycle
Tejal M. Parikh, MD
Block Director
Department of Family and Community Medicine

Outstanding Use of Educational Technology
Diana Darnell, PhD
Department of Cellular and Molecular Medicine
Year III and IV
Awarded by a vote of the junior and senior medical students to faculty members for compassion, skill and distinction as a physician and teacher.

Educator of the Year
Eric Taylor, MD
Department of Psychiatry

Deans List for Excellence in Teaching
John Bloom, MD
Department of Medicine

Karen Shehab, MD
Department of Pediatrics

Tirdad Zangeneh, DO
Department of Medicine

Outstanding Achievement in Teaching by a Clerkship or Elective Clinical Sciences
Pediatrics

Houseofficer Awards
This award is given by vote of the junior and senior medical classes to hospital Resident Physicians who best exemplify clinical excellence and dedication to teaching.

Houseofficer Educator of the Year
Bernardino Rocha, MD
Department of Surgery

Dean’s List for Excellence in Teaching by a Houseofficer
Tammer El Aini, MD
Department of Medicine

Myles Stone, MD
Department of Medicine

Brandon Yates, MD
Department of Psychiatry

Preceptor Awards
This award goes to a community faculty preceptor who has demonstrated excellence in teaching third year medical students during their clerkship.

Eric Taylor, MD
Department of Psychiatry

Karen Shehab, MD
Department of Pediatrics

Tirdad Zangeneh, DO
Department of Medicine

Outstanding Achievement in Teaching by a Clerkship or Elective Clinical Sciences
Pediatrics

Fourth Annual
Community Faculty Clerkship Teaching Award
Presented by Amy L. Waer, MD
Associate Dean, Office of Medical Student Education

Katie Artz, MD
Southeaster Surgery Associates
Department of Surgery

Rural Preceptor Teaching Award
Presented by Carlos Gonzales, MD
Assistant Dean, Office of Medical Student Education

Matthew Hinton, MD
Pediatrics, Prescott

Service Awards
The CUP Faculty Teaching Award celebrates our volunteer physicians who help with CUR. The students nominate a physician who has been a good role model, mentor, and teacher with a real heart for underserved populations.

Commitment to Underserved People Faculty Service Award
Presented by Carlos Gonzales, MD
Assistant Dean, Office of Medical Student Education

Lawrence M. Moher, MD
Department of Family and Community Medicine

Support Staff of the Year
Year I
Sonya Martya-Seaman
Office of Medical Student Education

Year II
Hildi Williams
Office of Medical Student Education

Year III/IV
Graceann Thompson
Department of Surgery

Clinical Support Staff of the Year
Peggy Nolty
Department of Neurology
## Past Recipients of Teaching Awards

### Lifetime Award

Three-time recipients for Basic Science Educator of the Year, Clinical Science Educator of the Year, and Houseofficer Educator of the Year shall be retired with honor from future consideration for these awards.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>William D. Barber, DVM, PhD</td>
<td>Anatomy</td>
</tr>
<tr>
<td>1982</td>
<td>Thomas F. Burks, II, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>1983</td>
<td>William D. Barber, DVM, PhD</td>
<td>Anatomy</td>
</tr>
<tr>
<td>1984</td>
<td>Norman E. Koelling, MS</td>
<td>Anatomy</td>
</tr>
<tr>
<td>1985</td>
<td>Ruthann Kibler, PhD</td>
<td>Microbiology &amp; Immunology</td>
</tr>
<tr>
<td>1986</td>
<td>Thomas F. Burks, II, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>1987</td>
<td>Lewis Glasser, MD</td>
<td>Pathology</td>
</tr>
<tr>
<td>1988</td>
<td>Anna R. Graham, MD</td>
<td>Pathology</td>
</tr>
<tr>
<td>1989</td>
<td>Thomas F. Burks, II, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>1990</td>
<td>William H. Dantzler, MD, PhD</td>
<td>Physiology</td>
</tr>
<tr>
<td>1991</td>
<td>Norman E. Koelling, MD</td>
<td>Anatomy</td>
</tr>
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<td>1992</td>
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<td>Anatomy</td>
</tr>
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<td>1993</td>
<td>Norman E. Koelling, MS</td>
<td>Anatomy</td>
</tr>
<tr>
<td>1994</td>
<td>Ronald S. Weinstein, MD</td>
<td>Pathology</td>
</tr>
<tr>
<td>1995</td>
<td>Mark E. Tischler, PhD</td>
<td>Biochemistry &amp; Molecular Biophysics</td>
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<tr>
<td>1996</td>
<td>Jack Nolte, PhD</td>
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<td>1997</td>
<td>Ronald S. Weinstein, MD</td>
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</tr>
<tr>
<td>1998</td>
<td>William P. Johnson, MD</td>
<td>Medicine</td>
</tr>
<tr>
<td>1999</td>
<td>Sean P. Elliott, MD</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>2000</td>
<td>Mark R. Haussler, PhD</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>2001</td>
<td>Maria H. Cruzak, PhD</td>
<td>Cell Biology &amp; Anatomy</td>
</tr>
<tr>
<td>2002</td>
<td>Mark R. Haussler, PhD</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>2003</td>
<td>Mary F. Lippin, PhD</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>2004</td>
<td>Marc E. Tischler, PhD</td>
<td>Biochemistry &amp; Molecular Biophysics</td>
</tr>
<tr>
<td>2005</td>
<td>Wayne J. Morgan, MD</td>
<td>Physiology</td>
</tr>
<tr>
<td>2006</td>
<td>Wayne J. Morgan, MD</td>
<td>Physiology</td>
</tr>
<tr>
<td>2007</td>
<td>Helen A. Amerongen, PhD</td>
<td>Cell Biology &amp; Anatomy</td>
</tr>
<tr>
<td>2008</td>
<td>Jeremy R. Payne, MD, PhD</td>
<td>Neurology</td>
</tr>
<tr>
<td>2009</td>
<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>2010</td>
<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>2011</td>
<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
</tr>
</tbody>
</table>

### Basic Science Educators of the Year Lifetime Award

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2000</td>
<td>Jack Nolte, PhD</td>
<td>Cell Biology &amp; Anatomy</td>
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<tr>
<td>2002</td>
<td>Naomi E. Rance, MD, PhD</td>
<td>Pathology</td>
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<tr>
<td>2003</td>
<td>Mark R. Haussler, PhD</td>
<td>Biochemistry &amp; Molecular Biophysics</td>
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<tr>
<td>2005</td>
<td>Marc E. Tischler, PhD</td>
<td>Biochemistry &amp; Molecular Biophysics</td>
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<td>2011</td>
<td>Deborah Fuchs, MD</td>
<td>Pathology</td>
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<tr>
<td>2013</td>
<td>Nafees Ahmad, PhD</td>
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</tr>
<tr>
<td>2013</td>
<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
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<tr>
<td>2015</td>
<td>Helen Amerongen, PhD</td>
<td>Cellular and Molecular Medicine</td>
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</tbody>
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### Clinical Science Educator of the Year Lifetime Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Department</th>
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<tr>
<td>1996</td>
<td>William D. Rappaport, MD</td>
<td>Surgery</td>
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<td>1998</td>
<td>William P. Johnson, MD</td>
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<tr>
<td>2000</td>
<td>John C. Racy, MD</td>
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<td>2002</td>
<td>Kevin F. Moynahan, MD</td>
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<tr>
<td>2005</td>
<td>Ziad M. Shehab, MD</td>
<td>Pediatrics</td>
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<tr>
<td>2009</td>
<td>Sean P. Elliott, MD</td>
<td>Pediatrics</td>
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<tr>
<td>Year</td>
<td>Name</td>
<td>Specialization</td>
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<td>1997</td>
<td>Bruce E. Jarrell, MD</td>
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<td>Joseph S. Alpert, MD</td>
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<td>Alton V. Hallum III, MD</td>
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<td>Kevin F. Moynahan, MD</td>
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<td>2002</td>
<td>Dana M. Kageyama, MD</td>
<td>Medicine</td>
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<tr>
<td>2003</td>
<td>Dana M. Kageyama, MD</td>
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<td>John C. Nichols, MD</td>
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<td>2007</td>
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<td>2000</td>
<td>Robert A. Berger, MD</td>
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<td>Franz P. Rischard, DO</td>
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<td>David L. Guarraia, MD</td>
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<td>Albert Chi, MD</td>
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<td>2008</td>
<td>Sasanka Jayasuriya, MD</td>
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<td>Thye M. Schuyler, MD</td>
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<td>Adam J. Hansen, MD</td>
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<td>2014</td>
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<td>Surgery</td>
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MEMORANDUM

May 5, 2016

TO: College of Medicine Faculty

FROM: Rajesh Khanna, PhD, Associate Professor, Pharmacology
Chairman, Medical Student Research Committee
Marlys H. Witte, MD, Professor of Surgery and Director, Medical Student Research Program

SUBJECT: Medical Student Research Program and related High School/Undergraduate Student Research Programs

MSRP webpage: http://www.msrp.medicine.arizona.edu/
SEPA webpage: http://www.ignorance.medicine.arizona.edu/

Medical Student Research Program

Founded in 1981, the Medical Student Research Program (MSRP), funded by the National Institutes of Health (T35 just renewed for 2014-2019) with administrative support from the Dean's Fund, continued and further developed a wide variety of activities during 2015-2016.

Summer Institute on Medical Ignorance

• For FY 2015-2016, 48 medical student short-term full-time research fellowships were awarded in conjunction with the Summer Institute on Medical Ignorance Seminar Series (SIMI) (6/2-7/31/15). Final presentations were videostreamed and can be viewed at the UA Biocommunication streaming website.
• Recruitment of 2016 summer research fellows began in January 2016. 30 medical students have already successfully competed for research fellowships with additional students currently undergoing review. It is anticipated that these students will participate in the 2016 SIMI program.
• Since the inception of the program in 1982, more than 800 medical student researchers have completed one or more fellowships through MSRP.
• Medical student research prizes/awards, publications, and research presentations at regional and national meetings.
  • As of January 2015, >540 papers, >40 chapters, and >1000 abstracts have been published since 1982.
  • Nineteen medical students were selected to make presentations, including the Gastroenterology section prize winner, at the 2016 Western Section Medical Research Forum of the American Federation for Medical Research (WSMRF) meeting, Carmel, CA, January 26-28, 2016: 16 abstracts were presented in subspecialty sessions. Students also made presentations at the following meetings: 25th World Congress of Lymphology, 9/7-11/15, San Francisco, CA; ESICM Annual meeting 10/3-7/15, Berlin, Germany; ASC2016 Annual Meeting, 2/2-4/26, Jacksonville, FL; ASCCP2016 Annual Meeting, 4/13-16/16, New Orleans, LA

Research Distinction Track

• The Research Distinction Track (RDT) (Surgery 800A) (approved for 6 academic credits by the Curriculum Committee in 2000): 15 seniors completed the track and will graduate in 2016 with Distinction and Honors in Research: Sandeep Bains, Trent Bowen, Lucy Han, Ragni Jindal, Gagan Kaur, Sarah Low, Samantha McGlone, Eric Ohlson, Shawn Ong, Terry Platto, Tiffany Son, Rebecca Thiede, Timothy Tiutan, Alexandra Tsontakis, and Elise Vo. In addition, Sarah Daley will complete the track and graduate in December 2016. 43 COM 2017-2019 students are currently enrolled in the RDT, 45 students have submitted Applications of Intent, and 3 applications are pending approval. In addition, MSRP students held periodic student journal clubs and scheduled student research presentations and participated in Departmental and College Research Seminars. Information and application forms are available in Rm 4402G, AHSC, and on our website.
• Basic and clinical faculty who know of interested students, or who have opportunities available for medical students, undergraduate, and/or high school students, are encouraged to contact MSRP Program Manager
Medical Student Research Committee: Chair: Rajesh Khanna, PhD (Pharmacology), Lonnie Lybarger, PhD (Cellular/Molecular Medicine), Lalitha Madhavan, MD, PhD (Neurology), Ray Runyan, PhD (Cellular & Molecular Medicine), and Farshad Shirazi, MD, PhD (Emergency Medicine), Krisha Howell, MD (Radiation Oncology), Marlys Witte, MD (ex officio Director, MSRP) (Surgery), Grace Wagner (MSRP Program Manager), & Graceann Thompson (MSRP Program Coordinator); and medical students Sarah Daley ('16) and Nathan Tanoue ('17). The committee welcomes your comments and suggestions and extends their appreciation to those faculty members who participate in the MSRP and related NIH-funded programs. We are committed to promoting opportunities for student research and look forward to another successful year in 2016-2017.

Disadvantaged High School Student/Teacher Research Program

Founded in 1987 and 1991, respectively, the NIH High School Student/K-12 Science Teacher Research Program, which is integrated into the Medical Student Research Program and funded by NIH including Science Education Partnership Award (SEPA) (1987-present) for a Translating Translation curriculum “medical ignorance collaboratory,” K-12 Virtual Clinical Research Center and Medical Ignorance Exploratorium (website: www.medicalignorance.org) to improve scientific and health literacy, and NINDS (2011-2016), NICHD (2013-2017), and NIAID (2013-2018) offered a variety of student- and teacher-centered activities.

• For Summer 2015, 30 basic and clinical research fellowships were awarded to financially, socially, or educationally disadvantaged high school students from around the state. Mentors were recruited in targeted areas of neuroscience, cancer, cardiovascular and pediatric disease for these outstanding high school students. Student research fellows participate in an expanded intensive program (partially on-line) including the seminar series of the Summer Institute of Medical Ignorance, were introduced to the Medical Ignorance Exploratorium, Questionator game, the Virtual Clinical Research Center/Questionarium, and most recently, mobile access (curiosityforall.org).
• The 2016 SEPA Summer Institute on Medical Ignorance program will run from June 6-July 22, 2016. 37 high school students have been accepted and assigned to College of Medicine laboratories.
• Continued short-term and long-term followup evaluation of the achievements and career paths taken by the >615 high school students and 135 K-12 teachers who have participated in the program since its inception.

Undergraduate Student Research Program

In addition to medical and high school students, 16 diverse undergraduate student researchers (predominantly students previously graduated from SIMI) joined the 2015 NHLBI and NICHD-supported summer program. We placed most of these returning SIMI alumni in their prior or related research laboratory or clinic under the former or a collaborating mentor. Research emphasis targeted cardiovascular-blood-lung research. These undergraduate student researchers worked for 2-3 months over the summer recess.

20 diverse UA undergraduate students have been accepted for the 2016 Undergraduate Research Program.

Medical and Pre-Medical Ignoramics Curriculum

Marlys H. Witte, MD, Professor of Surgery and Director of these Student Research Programs, colleagues, and staff also organized and participated in conferences presenting a variety of local, regional, national, and international workshops, invited lectures, curricula, and posters, and co-authored publications highlighting the program and providing training and in-service support to K-12 teachers and education at all levels and in many disciplines. An 8/24/15 New York Times Op-Ed piece featured “The Case for Teaching Ignorance.”

AHSC Faculty Research Mentor Network

The Faculty Sponsor Directory, currently undergoing extensive update, contains profiles on more than 220 clinical and basic science faculty members interested in having medical and high school students and K-12 science teachers do research in their labs and/or clinics. New faculty and those who have not yet submitted their research projects/programs for inclusion in the Directory are encouraged to do so–please call (520) 626-6118 or e-mail MSRP@email.arizona.edu for further information. The Directory is available online at: http://www.msrp.medicine.arizona.edu/facultysponsors.htm.
UA Vitae Status Update

- 10 departments completely done with all stages of review (including peer evaluation, chair review)*
- 2 departments have completed peer evaluation, chair review beginning
- 7 other departments in various stages of completion
- A total of **536** faculty have completed and submitted their part of UA Vitae!

* CMM, Emergency Med, Immunobiology, OBGYN, Ophthalmology, Otolaryngology, Pathology, Pediatrics, Pharmacology, Physiology
Proposed Changes to the COM Promotion and Tenure Guidelines
“Clinical faculty are expected to demonstrate excellence with relevant patient-valued quality outcomes such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department.”
Additional examples of activities that will contribute to promotion

- Excellence with relevant patient-valued quality outcomes
- Innovations in care delivery
- Program development or enhancement
- Service on clinical operations and quality committees
- Collaboration with clinical research and other scholarly work
- Development of evidence-based guidelines
- Clinical mentoring and advising
- Development of educational tools related to clinical care
"Faculty whose research is primarily interdisciplinary or team research might not be first or senior author or principal investigator on a grant but they should demonstrate unique and significant contributions to the collaborative research efforts and their exact role in the collaboration should be clearly described."
Questions?

Comments?

Discussion?
Next steps

• Online faculty vote, May 31-June 10th
• Changes to take effect July 1, 2016
I. TRADITIONAL TITLE SERIES

This title series encompasses the traditional unmodified titles (Instructor, Assistant Professor, Associate Professor, or Professor). There are four pathways or tracks to promotion: tenure track, research scholar track (non-tenured), clinical scholar track (non-tenured), and educator scholar track (non-tenured).

A. CRITERIA FOR APPOINTMENT AND PROMOTION: TENURE-ELIGIBLE FACULTY

All faculty members of the College of Medicine engage in teaching, scholarship, and service to varying degrees. The distinguishing feature of the tenure track is the requirement for scholarship. Scholarship is a multifaceted concept, and includes the scholarship of discovery, clinical scholarship and educational scholarship. At the College of Medicine, appointment on the tenure track is open to faculty members who are full-time employees of the University of Arizona (i.e. >.50 FTE). For appointment on the tenure track, adequate time and an appropriate setting must be available for the candidate to achieve success in scholarly activities. Given the demands of scholarly activities, candidates are strongly encouraged to seek mentors who can provide guidance on the requirements of scholarship and on how best to achieve success in this track. The tenure clock is active with appointment at any rank on the tenure track.

1. Appointment as Instructor on the Tenure Track

Appointment at the levelrank of Instructor on the Tenure Track is based on promise as a scholar, and requires satisfactory completion of the requirements for the appropriate terminal degree (typically a M.D., Ph.D., D.O., or equivalent). Advanced clinical specialty training as a resident or postdoctoral fellow may be required. The appointment as Instructor is to be used rarely and is intended to allow for a period of concentrated effort in the development of teaching, scholarly, or clinical skills as applicable.

2. Appointment/Promotion to Assistant Professor on the Tenure Track

Appointment at, or promotion to, the levelrank of Assistant Professor on the Tenure Track is based chiefly on promise as a scholar and educator. To be appointed or promoted to this levelrank, an individual is required to have an appropriate terminal degree (e.g. M.D., Ph.D., D.O. or equivalent) and typically have two or more years of postdoctoral experience. For clinical faculty, post-doctoral experience should consist, at a minimum, of specialty residency training. For basic science faculty, this experience would generally be research. The quality of the training and the candidate's record should be weighed in the evaluation of the candidate’s potential. The individual should show potential for excellence in teaching and scholarly activities and a dedication to service (see Appendices for examples). At this career stage the significance and originality of the creative efforts will be more important than their quantity.

3. Appointment/Promotion to Associate Professor on the Tenure Track

Appointment at, or promotion to, the levelrank of Associate Professor on the Tenure Track is based primarily on accomplishment significantly beyond that
required of an Assistant Professor. In addition to meeting the qualifications for Assistant Professor, a record of sustained scholarly activities since appointment or promotion to the previous rank must be documented. Candidates must be accomplished academicians with a mastery of the fundamentals of their own field and must also have the ability to relate that knowledge to others. Teaching and mentoring should be of the highest quality and clearly documented. For clinical faculty, board certification and a local reputation of clinical excellence as demonstrated by letters of reference is required. Clinical faculty are expected to demonstrate excellence with relevant patient-valued quality outcomes including such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, division, department, institute, hospital or healthcare system and as vetted by the division/department. For faculty whose primary role is research, whether basic or clinical, a reputation for excellence in research among peers at this and other institutions is required. Faculty whose main function has been education, including clinical instruction, must also demonstrate excellence in scholarship. For all faculty, significant service to the Department, the College, the University, the community or one’s profession should be clearly documented. Excellent performance in scholarship, teaching, and service activities (see Appendices for examples) is expected for appointment or promotion to this rank.

4. Appointment/Promotion to Professor on the Tenure Track

Appointment at, or promotion to, the level rank of Professor on the Tenure Track should signify that the individual is an established figure in her or his specialty area. In addition to meeting the qualifications for Associate Professor, an outstanding and sustained record of scholarly activities since appointment or promotion to the previous rank is required. Examples of such outstanding scholarship in various categories of activity can be found in the appendices. For those faculty whose primary area is research, a national and international reputation as an established investigator is required. Faculty whose primary function is education, including clinical instruction, must also be outstanding in at least one area of scholarship. Clinical or laboratory research programs should not only be productive, but also provide training for graduate students, postdoctoral fellows, medical students, and/or other faculty. Teaching should be of the highest quality and clearly documented. Clinicians at this rank are expected to have an outstanding local/regional reputation and to demonstrate outstanding performance with relevant patient-valued quality outcomes including such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department. There should be active participation in service and outreach, both intramural and extramural, thus further serving the College, the University, the community, and one’s profession. Excellent performance in both teaching and service activities (see Appendices for examples) is expected.

5. Award of Tenure Separate from Promotion

The award of tenure with initial appointment is typically reserved for the academic appointments of high-level faculty members of the University of Arizona College of Medicine (Department Head or higher). With sufficient
justification provided by the Department, tenure may also be granted to other exceptional faculty candidates upon initial appointment at the rank of professor or associate professor. A faculty member whose initial appointment is at the rank of associate professor or professor, tenure eligible, may be considered for the award of tenure independent of other faculty action. To be awarded tenure, the candidate should provide critical contributions to the Department’s teaching, scholarship and service missions. The candidate should excel in high caliber scholarly pursuits consistent with his or her academic rank and the percent effort described in the candidate’s workload assignment, and should epitomize the type of faculty member who will be instrumental in furthering long-term departmental and college goals.
B. CRITERIA FOR EVALUATION OF TENURE-TRACK TEACHING, SCHOLARLY ACTIVITY, AND SERVICE IN THE COLLEGE OF MEDICINE

The University is a seat of knowledge, and its faculty should assign highest priority to the pursuit and dissemination of knowledge. The activities of College of Medicine faculty members can be divided into three partially overlapping categories: teaching, scholarly activities, and service. No matter how a faculty member’s time is divided, the overall effort must produce tangible evidence of intellectual growth and scholarship.

Much of the strength of a faculty lies in its diversity. Individual faculty members vary widely in the distribution of their effort among the above activities. At the time of a proposed promotion, it is the function of the faculty member's departmental Promotion and Tenure committee to advise the College Promotion and Tenure Committee of the accomplishments of the candidate relative to the Department’s expectations in the areas of teaching, scholarly activities and service.

As an academician, a College of Medicine faculty member is expected to engage in scholarly and creative efforts. Creativity can be expressed in one's teaching, scholarly activities, or service contributions. The results of such endeavors should be communicated in an appropriate manner, such that they can be utilized and evaluated by the broader biomedical community.

1. GUIDELINES FOR EVALUATING TENURE-TRACK FACULTY TEACHING

Preamble

Members of the faculty must not only impart the knowledge and information needed for competent medical practice and/or research, but must also serve as models to others in a wide range of professional settings.

These elements of medical teaching place unusual demands on some faculty members in terms of their time and energy. Therefore, substantial weight in the evaluation process must be given to teaching effectiveness. Creative activity in the design, development, and implementation of portions of the medical student, graduate student and postgraduate curricula should be recognized as a highly desirable faculty activity.

One of the primary goals of the College is the education of a diverse student population. Appendix A provides examples of typical teaching activities. Although the teaching load varies considerably from person to person, it is expected that all faculty will be active and effective teachers.

Evaluation of Teaching Contributions

Criteria used to judge teaching contributions can include, but are not limited to, the quantity of teaching effort, quality of effort, development of innovative teaching materials, extramural recognition, and publications. The quantity of teaching effort should be judged by both the number of students and the number of hours taught. The quality of effort may be judged by the systematic evaluation by students, course directors and colleagues, student performance on examinations, and professional accomplishments of one's trainees. Extramural recognition at local, national, or international levels may be assessed by invited lectures, guest professorships, attraction of quality students,
postdoctoral fellows, residents and other trainees, and extramural teaching invitations. The ability to attract recognized authorities as visiting faculty, guest lecturers, or sabbatical faculty should also be used to judge teaching contributions.

2. GUIDELINES FOR EVALUATING TENURE-TRACK FACULTY SCHOLARLY ACTIVITIES

Preamble

As an integral component of the University, College of Medicine faculty should assign high priority to the pursuit and dissemination of new knowledge. In evaluating a faculty member’s contribution to scholarly activities, the Promotion and Tenure Committee must carefully consider the faculty member’s commitments in teaching/clinical activities and traditional service. The extent of classical scholarly activity (publications and grants) expected of a faculty member who spends the majority of her/his time in basic or clinical research is greater than that expected from a faculty member with extensive teaching and clinical obligations. Whatever their role, all must show tangible evidence of scholarly activity, as evidenced by publication/dissemination of the results of scholarly work, thereby providing the basis for further advancement of the field.

The essential attributes of scholarly activities include intrinsic creativity and may be demonstrated in various forms. Excellence must be demonstrated in one or more of the following broadly defined categories of scholarship:

a) The Scholarship of Discovery. Represents the interplay between development of hypotheses and discovery of new knowledge in basic, clinical, and translational research (Appendix B);

b) Educational Scholarship: Represents the synthesis of facts and theories in creative formats that facilitate their understanding and use by others, and the development of creative methodologies that foster such understanding (Appendix C)

c) Clinical Scholarship: Represents the creative use of existing facts and theories in the development of new clinical applications such as treatment modalities, shaping public policy, and advancing healthcare delivery (Appendix D).

These categories and specific examples of activities in each category are described in more detail in Appendices B-D.

Evaluation of Research/Scholarly Activity

The dossier must include the following information.

- A clearly stated workload assignment that includes the percentage effort in each relevant category as developed in consultation with the Department Head.
- A detailed curriculum vitae prepared in accordance with University of Arizona and College of Medicine guidelines.
- Intramural and extramural letters of recommendation. These letters must address issues such as productivity, national or international recognition, reputation, the degree of independence, the novelty/originality and significance of the research/scholarly activities, and the quantity and quality of teaching and service activities. Both intramural and extramural referees must be provided with guidelines that clearly state the evaluation criteria for each candidate.
3. GUIDELINES FOR EVALUATING TENURE-TRACK FACULTY SERVICE

Evaluation of professional service should include consideration of the importance of the service in meeting college or departmental goals, qualities of innovation or leadership in performing such activities, the degree of responsibility involved, duration and time required by the activity, the range and number of such activities, and the contribution to professional growth. Service activities are described in more detail in the appendices (Appendix E for Academic and Administrative Service and Appendix F for Clinical Service). They should be documented in the curriculum vitae, and possibly by internal and external letters.
C. CRITERIA FOR APPOINTMENT AND PROMOTION: NON- TENURE ELIGIBLE RESEARCH SCHOLAR TRACK

This faculty track has been developed to recognize those faculty members, whose primary contribution is to the research mission of the College of Medicine. Research Scholar Track faculty must have demonstrated potential for or achieved independence and excellence in the initiation, direction and completion of research projects. In addition, Research Scholar Track faculty may have administrative and/or teaching roles, and are expected to demonstrate mentorship in the context of research. Faculty on this track are typically employed at the University of Arizona. Faculty members who are not UA employees can qualify for this track at the discretion of their Department Head and departmental appointment, promotion and tenure committee if they meet all criteria for appointment and make a substantial and essential contribution which is critical to the mission of the College. A change in employment status or effort in service to the College requires review of title.

1. Appointment as Instructor on the Research Scholar Track

Appointment at the levelrank of Instructor on the Research Scholar Track is based on promise in research. To be appointed at this levelrank, an individual typically must hold a doctoral degree or its equivalent in professional and/or technical experience, have completed a period of postdoctoral fellowship training or other relevant experience, and have demonstrated potential for excellence as an investigator. A record of publications is expected.

2. Appointment/Promotion to Assistant Professor on the Research Scholar Track

Appointment at, or promotion to, the levelrank of Assistant Professor on the Research Scholar Track requires the demonstration of promise for independence in research. In addition to meeting the qualifications for Instructor, this would typically include a record of publication in peer-reviewed journals, the potential for or receipt of competitive fellowships or grants, and regular participation in professional meetings. Mentoring by the candidate of junior research colleagues and/or students in the context of research programs is expected.

3. Appointment/Promotion to Associate Professor on the Research Scholar Track

Appointment at, or promotion to, the levelrank of Associate Professor on the Research Scholar Track requires independent and productive research with clear evidence of extramural funding, typically as a principal investigator. Faculty whose research is primarily interdisciplinary or team research may might not be first or senior author or principal investigator on a grant but they should demonstrate unique and significant contributions to the collaborative research efforts and their exact role in the collaboration should be clearly described. In addition to meeting the qualifications for Assistant Professor, there should be a strong and continuing record of publication in peer-reviewed journals. An Associate Professor on the Research Scholar Track should have achieved a national research reputation with a record of invited national lectures, seminars, and journal and/or grant reviews. Candidates for this rank must demonstrate a substantial record of high quality mentoring of postdoctoral fellows, junior
research colleagues and/or students and demonstrate excellence in College of Medicine educational or service activities.

4. **Appointment/Promotion to Professor on the Research Scholar Track**

Appointment at, or promotion to, Professor on the Research Scholar Track requires a nationally and internationally recognized record of excellence and accomplishment in research, in addition to meeting the qualifications for Associate Professor. The candidate must have a substantial record of first and/or senior authored publications in peer-reviewed journals, and will typically **appeared be listed** as principal investigator on major grants (e.g. federal, state, industry or foundation funding). Faculty whose research is primarily **part of team or interdisciplinary or team research might not be first or senior author or principal investigator on a grant but they should or demonstrate unique and significant contributions to the collaborative research efforts and their exact role in the collaboration should be clearly described.** The candidate should have received invitations to present lectures and seminars to national and international audiences. A record of excellent research mentoring must be demonstrated. The individual should, furthermore, show evidence of significant contributions to the strength and research reputation, and to the educational mission or leadership of the College of Medicine and the University.
D. CRITERIA FOR APPOINTMENT AND PROMOTION: NON-TENURE-ELIGIBLE CLINICAL SCHOLAR TRACK

This faculty track has been developed to recognize those faculty members who actively contribute to the clinical mission of the College of Medicine and/or are active in clinical teaching, provide significant service, and participate in scholarly activities. The definition of scholarly activity is broader for this track than for the tenure track. Faculty members on this track are typically employed at the University of Arizona or by affiliated institutions. Faculty members who are not UA employees can qualify for this track at the discretion of their Department Head and departmental appointment, promotion and tenure committee if they meet all criteria for appointment and make a substantial and essential contribution which is critical to the mission of the College. A change in university employment status or effort in service to the College requires review of title, and will result in change to the clinical track, unless the requirement for effort devoted to the College of Medicine continues to be met.

1. Appointment as Instructor on the Clinical Scholar Track

Appointment at the rank of Instructor on the Clinical Scholar Track is based on promise as a clinician and educator. Satisfactory completion of a doctoral degree is typically required. In addition, completion of at least one year of residency training, or its equivalent, in the relevant clinical field is required. This individual will be expected to have regular and direct contact with UA College of Medicine medical students, residents and/or fellows.

2. Appointment/Promotion to Assistant Professor on the Clinical Scholar Track

Appointment at, or promotion to, the levelrank of Assistant Professor on the Clinical Scholar Track requires completion of specialty residency training and demonstration of promise as both a clinician and educator, in addition to the requirements for appointment as Instructor. The faculty member should possess excellent clinical skills, a documented record of teaching contributions, and show promise of scholarship. Examples of teaching include ward or clinic attending, preceptorship in clinical venues, participation in small group learning, and lectures, such as specialty conferences or grand rounds.

3. Appointment/Promotion to Associate Professor on the Clinical Scholar Track

In addition to the requirements for appointment as Assistant Professor, appointment at, or promotion to, the levelrank of Associate Professor on the Clinical Scholar Track requires certification in the area of specialty and evidence of an established and productive career. Such an individual should be known at the regional or national level for his or her expertise, as documented by extramural letters and have a local reputation of clinical excellence as demonstrated by letters of reference. Faculty at this rank are expected to demonstrate excellence with relevant patient-valued quality outcomes including such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department. In addition, individuals at this rank should have clear documentation of service, teaching contributions, and scholarship at a more advanced level than that required for
Assistant Professor. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank.

Examples of scholarly activity include development of new courses or curricula; participation in external program reviews or on national grant review committees; participation in the creation of health policy or treatment guidelines; development of new techniques, therapies, or health care delivery systems; active participation in evaluation of effectiveness (quality, utilization, access, cost) of care provided; participation in research projects; development of health promotion programs; recognition for clinical excellence, including dissemination of clinical advancements; publication in peer-reviewed journals; or invited clinical reviews.

In addition to those cited for appointment/promotion as Assistant Professor, examples of teaching include presentations at local or regional educational or professional meetings.

Examples of service include participation in professional organizations or on COM committees, leadership of departmental committees, manuscript review for journals, consulting for government agencies, advising medical students or mentoring more junior faculty.

4. Appointment/Promotion to Professor on the Clinical Scholar Track

In addition to the requirements for appointment/promotion to Associate Professor, appointment at, or promotion to, the levelrank of Professor on the Clinical Scholar Track should signify that the individual is an established figure in his or her field and recognized nationally as documented by extramural letters. Teaching contributions should be of the highest quality and clearly documented. In addition to a local/regional reputation for providing outstanding care, faculty at this rank are expected to demonstrate outstanding performance with relevant patient-valued quality outcomes including such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department. The faculty member should, furthermore, show evidence of significant contributions to the strength, clinical reputation, educational mission, or leadership of the Department, Division or site of clinical practice. Such evidence might include leadership in departmental or College of Medicine committees, appointment to a position of significant responsibility within the Department or COM, service on editorial boards of scholarly journals, membership in important local and national committees, or invitations to speak or chair/moderate sessions at national meetings. In addition, the faculty member must demonstrate scholarly activities within the profession or within the College of Medicine sufficient to have earned him or her national or international recognition. Examples of scholarly activity in addition to those cited for the rank of Associate Professor include creation of innovative approaches in teaching, practice, or research. Examples of service include leadership in national professional organizations such as chairing committees or serving as an officer. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank.
E. CRITERIA FOR APPOINTMENT AND PROMOTION: NON-TENURE-ELIGIBLE EDUCATOR SCHOLAR TRACK

This faculty track has been developed to recognize those faculty members whose primary duties involve the educational missions of the College of Medicine. While promotion in this track requires scholarship, definitions of that scholarship are broad, including such activities as program development, participation in national organizations, educational research, and development of educational tools. Faculty on this track are typically employed at the University of Arizona. Faculty members who are not UA employees can qualify for this track at the discretion of their Department Head and departmental appointment, promotion and tenure committee if they meet all criteria for appointment and make a substantial and essential contribution which is critical to the mission of the College. A change in employment status or effort in service to the College requires review of title.

1. Appointment as Instructor on the Educator Scholar Track

Appointment at the level of Instructor on the Educator Scholar Track is based on promise as an educator and on a commitment made by an individual to devote time and talent to scholarly activities. Satisfactory completion of a doctoral degree (or other relevant terminal degree) is typically required. This individual is expected to have regular and direct contact with UA undergraduate, graduate and/or medical students.

2. Appointment/Promotion to Assistant Professor on the Educator Scholar Track

In addition to the requirements for appointment as Instructor, appointment at, or promotion to, the level of Assistant Professor on the Educator Scholar Track is based chiefly on promise as an educator. Appointment at this rank typically requires two or more years of postdoctoral or other relevant experience. The individual should possess documented excellent teaching skills comparable to those of tenure-track faculty (Appendix A) and show promise of scholarship. An Assistant Professor is also expected to be involved in service activities.

3. Appointment/Promotion to Associate Professor on the Educator Scholar Track

In addition to the requirements for appointment as Assistant Professor, appointment at, or promotion to, the level of Associate Professor on the Educator Scholar Track typically requires evidence of an established and productive career. These individuals should be known at the regional or national level for their educational accomplishments, as documented by extramural letters. In addition, individuals at this level should have clear documentation of service and scholarship at a more advanced level than that required for Assistant Professor. Examples of scholarship include participation in the development of courses or instructional materials, participation in faculty development activities, and participation in regional or national meetings of professional education societies. Clinical faculty at this rank should have a local reputation of clinical excellence as demonstrated by letters of reference. They are expected to demonstrate excellence with relevant patient-valued quality outcomes including such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic.
division, department, institute, hospital or healthcare system and as vetted by the division/department. Faculty titles from previous institutions may be taken into consideration when appointment is made to this rank.

4. Appointment/Promotion to Professor on the Educator Scholar Track

In addition to the requirements for appointment as Associate Professor, appointment at, or promotion to, the levelrank of Professor on the Educator Scholar Track should signify that the individual is an established figure in his or her field, and recognized nationally for his or her educational accomplishments as documented by extramural letters. Teaching contributions should be of the highest quality and clearly documented. Clinicians at this rank are expected to have an outstanding local/regional reputation and to demonstrate outstanding performance with relevant patient-valued quality outcomes including such as medical record documentation, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department. The individual should, furthermore, show evidence of significant contributions to the strength, reputation, educational mission, or leadership of the Department. In addition, these individuals must demonstrate scholarly activities within their field or within the College of Medicine sufficient to have earned national or international recognition. Examples of scholarship include teaching awards, development of courses and instructional materials, presentation of faculty development programs, and participation in research on the efficacy of teaching methods, materials, courses, and curricula.
II. CLINICAL, RESEARCHER AND LECTURER TITLE SERIES

A. CRITERIA FOR APPOINTMENT AND PROMOTION: NON-TENURE-ELIGIBLE CLINICAL TRACK

This faculty track has been developed to recognize the many physicians and clinical educators employed by the University of Arizona or in private practice, such as hospitalists and clinicians, who contribute to the training of University of Arizona medical students, residents, and/or fellows. While clinical teaching is the major skill being nurtured and promoted within this academic series, other related accomplishments, such as program development, committee service, clinical research, scholarly work, advising, and/or development of educational tools contribute to meeting the requirements for promotion.

This faculty track has been developed to recognize the many physicians, whether they are employed by the UA, by affiliated institutions or in private practice, who focus on clinical practice and who contribute to the training of University of Arizona medical students, residents, and/or fellows. While clinical expertise and bedside teaching are the major skills being nurtured and promoted within this academic series, other related accomplishments contribute to meeting the requirements for promotion. These include: excellence with relevant patient-valued quality outcomes, innovations in care delivery, program development or enhancement, service on clinical operations and quality committees, and other activities as detailed in the appendix. Faculty titles from previous institutions will be taken into consideration for determination of rank upon appointment.

1. Appointment/Promotion to Clinical Instructor

Appointment at the level of Clinical Instructor is based on promise as a clinician and educator. Satisfactory completion of a doctoral degree is typically required. In addition, completion of at least one year of residency, or its equivalent, in the relevant clinical field is required. The faculty member is expected to have regular and direct contact with UA College of Medicine medical students, residents, and/or fellows. Examples of regular and direct contact include ward or clinic attending, preceptorship in clinical venues, or didactic teaching. This title is typically reserved for trainees (chief residents, fellows or other trainees or junior faculty) who are board eligible.

2. Appointment/Promotion to Clinical Assistant Professor

In addition to the requirements for appointment as Clinical Instructor, appointment at, or promotion to, the level of Clinical Assistant Professor requires completion of specialty residency training and demonstration of promise as both a clinician and teacher. This individual is expected to have direct teaching contact with UA College of Medicine medical students, residents, and/or fellows. Examples of teaching include ward or clinic attending, preceptorship in clinical venues and giving lectures (such as grand rounds). In addition, the faculty member should demonstrate activity in scholarly endeavors and/or service activities within the profession or in the College of Medicine. Examples of scholarly activities include publications, educational program development, or presentations at educational meetings. Examples of service activity include participation in professional organizations, membership on College of Medicine
committees, or advising medical students. Faculty titles from previous institutions will be taken into consideration when appointment is made to this rank.

3. Appointment/Promotion to Clinical Associate Professor

In addition to the requirements for appointment as Clinical Assistant Professor, appointment at, or promotion to, the levelrank of Clinical Associate Professor requires board certification and a local reputation of clinical excellence, as demonstrated by letters of reference. This individual is expected to demonstrate excellence with relevant patient-valued quality outcomes such as timely medical record completion, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department. The faculty member may also participate in program development and enhancement, collaboration with clinical research and other scholarly work, clinical mentoring and advising, and/or development of educational tools related to clinical care. The individual is expected to have direct teaching contact with UA College of Medicine medical students, residents, and or fellows. Examples of teaching contact include ward or clinic attending, preceptorship in clinical venues and didactic teaching. In addition, this individual must demonstrate accomplishment of excellence within the profession or within the College of Medicine in the areas of scholarly activity and/or service or be exemplary in either scholarly activity or service. Examples of scholarly activity include development of clinical policies or guidelines, publications, educational program development, and educational presentations to state-local, regional or national organizations. Examples of service include participation in clinical operations and quality committees, membership in professional organizations, membership on hospital, healthcare system or College of Medicine committees, mentoring junior faculty physicians or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student and/or peer evaluation, presentation at Continuing Medical Education, or formal grand rounds programs or other relevant activities) and service activity (e.g., committee participation or leadership, professional organization leadership) will be utilized in assessing the individual for appointment at or promotion to this levelrank.

4. Appointment/Promotion to Clinical Professor

In addition to the requirements for appointment as Clinical Associate Professor, appointment at, or promotion to, the levelrank of Clinical Professor requires outstanding performance as a clinician with a local and regional reputation of the same. This individual is expected to demonstrate outstanding performance with relevant patient-valued quality outcomes such as timely medical record completion, patient satisfaction, peer-to-peer communication and other quality measures chosen by the clinic, institute, hospital or healthcare system and as vetted by the division/department. The faculty member should also participate in program development and enhancement, collaboration with clinical research and other scholarly work, clinical mentoring and advising, and/or development of educational tools related to clinical care. The rank of Clinical Professor also requires demonstration of exemplary scholarly and service activities within the profession or within the College of Medicine. Examples of scholarly activity
include clinical policies and guidelines, publications, educational program development, or educational talks at regional, national or international meetings. Examples of service include leadership in professional organizations, College of Medicine, hospital or healthcare system committees, and mentoring of junior faculty physicians or advising medical students. Length of educational contribution (e.g., previous academic appointment at other institutions, participation in research institutes), quality of teaching (e.g., student and/or peer evaluation, presentation at Continuing Medical Education or formal grand rounds programs) and service activity (e.g., committee participation or leadership, professional organization leadership) will be utilized in assessing the individual for appointment at or promotion to this level.
B. CRITERIA FOR APPOINTMENT AND PROMOTION: NON-TENURE ELIGIBLE RESEARCH TRACK

This faculty track has been developed to recognize those faculty members, employed by independent research institutes or other scientific institutions, whose primary contribution is to the research mission of the College of Medicine through collaborative research with other College of Medicine faculty members. Education and service, as it relates to the research mission, may also be expected. Research Track faculty actively contribute to the research mission of the College, and are expected to demonstrate mentorship in the context of research. Research Track faculty must have achieved or demonstrated potential for excellence in the initiation, direction and conduct of clinical, translational or biomedical research projects. This series is also open to faculty members who are employees of the University of Arizona.

1. Appointment as Research Instructor

Appointment at the levelrank of Research Instructor is based on promise in research. To be appointed at this levelrank, an individual typically must hold a doctoral degree or its equivalent in professional and/or technical experience, have completed a period of postdoctoral fellowship or other relevant experience, and have demonstrated potential for excellence as an investigator. A record of publications is expected.

2. Appointment/Promotion to Research Assistant Professor

Appointment at, or promotion to, the levelrank of Research Assistant Professor requires the demonstration of promise for independence in research. In addition to meeting the qualifications for Research Instructor, this would typically include a continuing record of publication in peer-reviewed journals, the potential for or receipt of competitive fellowships or grants, and regular participation in professional meetings. Mentoring by the candidate of junior colleagues and/or students in the context of research is expected.

3. Appointment/Promotion to Research Associate Professor

Appointment at, or promotion to, the levelrank of Research Associate Professor requires excellence in scholarship and productive research, or with unique and sustained contributions to collaborative research efforts. There should be a strong record of publication in peer-reviewed journals, and evidence that this level of accomplishment will continue. A Research Associate Professor should have achieved a national reputation, in addition to meeting the qualifications for Research Assistant Professor. Candidates at this rank must demonstrate a substantial record of high quality mentoring of students, postdoctoral fellows, and/or junior research colleagues.

4. Appointment/Promotion to Research Professor

Appointment or promotion to Research Professor requires a nationally and internationally recognized record of excellence and accomplishment in research scholarship, in addition to meeting the qualifications for Research Associate Professor. The candidate must have a substantial record of first and/or senior
author publications in peer-reviewed journals, have typically appeared as principal investigator on major grants (e.g. federal, state, industry or foundation) at other institutions or demonstrate unique and significant contributions to collaborative research efforts, have been invited to present lectures and seminars, to national and international audiences and be active in editorial and peer-review activities. A record of excellent research mentoring, supervising and research-related teaching must be demonstrated. The individual should, furthermore, show evidence of significant contributions to the research reputation of the College.
C. CRITERIA FOR APPOINTMENT AND PROMOTION: NON-TENURE ELIGIBLE LECTURER TRACK

This faculty track has been developed to recognize those faculty members employed by the University whose duties involve primarily the undergraduate (BS degree) and graduate (MS and PhD) educational missions of the College of Medicine. While promotion in this track requires scholarship, definitions of that scholarship are broad, including such activities as program development, participation in national organizations, educational research, and development of educational tools. Appointments may be on a full-time or part-time basis.

1. **Appointment as Lecturer**

   Appointment at the **levelrank** of Lecturer is based on promise as an educator and on a commitment made by an individual to devote time and talent to scholarly activities. Satisfactory completion of a doctoral degree in the relevant field is typically required. This individual is expected to have regular and direct contact with UA undergraduate and graduate students and potentially College of Medicine medical students.

2. **Appointment/Promotion to Senior Lecturer**

   In addition to the requirements for appointment as Lecturer, appointment at, or promotion to, the **levelrank** of Senior Lecturer is based chiefly on quality and extent of teaching experience and contributions beyond the classroom.*

   Appointment at this rank will typically require five or more years of teaching experience. The individual should possess documented excellent teaching skills comparable to those of tenure-track faculty (favorable to outstanding evaluations by students, peers and junior faculty mentored by the candidate) and show evidence and continuing promise of scholarship. Appointments are typically for more than one year, not to exceed three years. Appointment at this rank may be renewed indefinitely, for up to three years each time, except that all reappointments for longer than one year require approval of the Provost.

   * Criteria of evaluation:
     - Candidate should excel in teaching as evidenced by UA Teacher/Course evaluations, peer evaluations, awards, and/or letters.
     - Candidate should have substantial experience in and knowledge of teaching programs in which he/she participates; typically five or more years is required.
     - Candidate will contribute to and participate in the mission of the department beyond classroom teaching. Such contributions could include, but are not limited to, the following: Development of new courses; exploration of innovative teaching techniques; advising independent study and honors theses; mentoring students regarding careers, science and academic life; participating in research; publishing and presenting in science and/or education venues; participating in departmental, university or national committees; sponsoring academic clubs, activities or workshops; acquiring funds for science, educational or outreach activities.
Guidelines for Awarding Titles  
Faculty Physician  
Colleges of Medicine Phoenix and Tucson

The Faculty Physician title has been developed to recognize the physicians and medical staff who are engaged in the delivery of patient care services through Banner University Medicine Division, i.e. Banner University Medical Center-Phoenix (BUMC-P), Banner University Medical Center-Tucson (BUMC-T) and Banner University Medical Center-South (BUMC-S), and who provide services that are complementary to existing dedicated clinical, educational and research programs. Individuals on this track add value to the tripartite mission of the University of Arizona Colleges of Medicine by delivering direct patient care in an academic setting, providing patients and services for COM educational programs, recruiting patients into clinical studies, or creating innovative programs which improve the quality of patient care. Clinicians on this track are expected to provide outstanding clinical care.

Individuals who hold the Faculty Physician title are not employed by the University of Arizona but may receive certain non-compensation amenities from the University as defined by applicable policy.

The following guidelines will apply when awarding the Faculty Physician title at all UA COM campuses:

- Department chairs or their designees recommend clinicians to the Dean for award of the Faculty Physician title.
- Determination of whether an individual continues to hold a Faculty Physician title will be at the discretion of the department head or Dean.
- This is a stand-alone, non-ranked faculty title.
- Contributions to the educational and/or research missions of the University of Arizona Colleges of Medicine may qualify a Faculty Physician for a title in a modified or unmodified faculty title series.
- Faculty Physicians are considered associate Designated Campus Colleagues (DCC) with the University of Arizona. Individuals holding these titles are non-voting members of the volunteer faculty at the College of Medicine-Phoenix and the College of Medicine-Tucson. Arizona Board of Regents and University policies regarding volunteer faculty will be applicable to individuals holding Faculty Physician titles.

The Dean will make final decisions regarding award of the Faculty Physician title and will notify the candidate of such decisions.

Specific qualifications for individuals being considered for or holding the Faculty Physician title are as follows:

1. Must be a member of medical staff at a Banner University Medicine Division (BUMD) campus. Faculty Physicians’ titles will terminate simultaneously with the termination of BUMD privileges.
2. Not actively engaged in undergraduate or graduate medical education and/or research missions to the extent that would qualify him/her for unmodified or modified series faculty titles with either the College of Medicine-Phoenix or the College of Medicine-Tucson.

3. Must have completed a terminal degree in the candidate's discipline or possess equivalent professional experience. Units will work with the Dean's office to define equivalent professional experience.

4. Must be certified by a member board of the American Board of Medical Specialties, or equivalent, or qualified for board certification, as outlined in the Banner physician contract and Banner Medical Staff Bylaws.

5. Must have an unrestricted license to practice medicine or related discipline in the State of Arizona and maintain such license in good standing.
Appendix A
These items are examples and not intended to be all-inclusive.

Teaching Activities

Teaching activities include:

Lecturing, facilitating small groups, instructing in laboratories, and other forms of participation in formal courses for medical and graduate students.

Directing formal courses for medical and graduate students.

Supervision of graduate student and postdoctoral research programs.

Teaching and supervising sabbatical faculty.

Mentoring of junior faculty and peers.

Clinical teaching of medical students and residents or fellows.

Participation in continuing medical education programs.

Development of teaching materials, in print or electronic media.

Development of courses and curricula.

Education for the public at large.

Education of undergraduate students.

Excellent (Associate Professor)

- Favorable evaluations by students or residents, as part of a systematic evaluation program.
- Favorable evaluations by peers, as part of a systematic evaluation program.
- Favorable evaluations of courses and curricula, as part of a systematic evaluation program.
- Favorable performance data for students or residents, where these can be attributed largely to the

Outstanding (Professor)

- Outstanding evaluations by students or residents, as part of a systematic evaluation program.
- Outstanding evaluations by peers, as part of a systematic evaluation program.
- Outstanding evaluations of courses and curricula, as part of a systematic evaluation program.
- Outstanding performance data for students or residents, where these can be attributed largely to the
individual faculty member.

- Educational presentations or workshops at meetings of national/international professional societies.

- Favorable evaluation by faculty mentored by the candidate.

individual faculty member.

- Leadership role in educational activities of national/international professional societies.

- Teaching awards from students or peers.

- Publication of teaching materials in peer-reviewed repositories.

- National/international use of teaching materials.

- Visiting professorships.
Appendix B  
These items are examples and not intended to be all-inclusive.

Scholarship of Discovery

The scholarship of discovery represents the interplay between development of hypotheses and discovery of new facts (e.g., basic, clinical, and translational research).

Excellent (Associate Professor)  
- Publication of articles in professional journals appropriate to the field of endeavor. Greater significance will be attributed to: First and/or senior authored papers in peer reviewed journals, but all publications will be evaluated.
- Significant contributions to team or interdisciplinary research in which the role is clearly described.

Outstanding (Professor)  
- A substantial record of peer-reviewed first and/or senior authored publications or middle author in interdisciplinary research that demonstrate evidence of originality as an investigator.

- Publication of books, monographs, or manuals on paper or in electronic media that are widely disseminated, evaluated by peers, and advance the field of endeavor.

- A senior leadership role demonstrating superior competence and outstanding productivity on research projects.

- Award of extramural support commensurate with the area of interest.

- A senior leadership role demonstrating superior competence and outstanding productivity on research projects.

- Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).

- Consistent extramural support for an established research program.

- Evidence for a principal role in management and/or support of a collaborative research program (e.g., letters from program leader or members of the research program).

- Service on National Advisory Councils or Boards, Editorship of journals, Leadership of national/international study sections, consensus panels, etc.

- Leadership of multi-institutional collaborative research projects.

- Invited presentations of original scientific data at major national or international meetings, or at major institutions or research organizations.

- Development/award of patents for...
discoveries in the candidate’s field.

- Leadership and/or organization of peer-reviewed clinical trials as documented by program reviews or letters.

- Service on study sections (or scientific peer review groups), consensus panels, etc.

- Leadership of national meetings or workshops.

- Service on editorial boards of journals.

- A national and/or international reputation as evidenced by external letters of reference.
Appendix C
These items are examples and not intended to be all-inclusive.

Educational Scholarship

Educational Scholarship represents the synthesis of facts and theories in creative formats that facilitate their understanding and use by others, and the development of creative methodologies that foster such understanding.

Excellent (Associate Professor)  Outstanding (Professor)

- College-level teaching awards from peers.
- Publication of teaching materials in peer-reviewed repositories or journals.
- Development of teaching materials or curricular approaches that are adopted by other institutions.
- Publication of research on education and learning assessment in peer-reviewed journals.
- Presentation of research on education and learning assessment at national/international meetings.
- Research on the efficacy of creative new teaching materials, courses, and curricula.
- Writing reviews on aspects of health sciences education.
- Writing reviews or textbooks on content areas in health sciences education.
- Competitive local funding of educational research and development programs.
- National/international teaching awards.
- National/international use of teaching materials.
- Widespread impact of instructional, curricular, or learning assessment approaches.
- Sustained, peer-reviewed program of research on education and learning assessment.
- Competitive external funding of research program on education and learning assessment.
- Leadership role in national/international health sciences education professional societies.
Appendix D
These items are examples and not intended to be all-inclusive.

Clinical Scholarship

Any activities relevant to the conceptualization, evaluation, improvement, or delivery of clinical care that are innovative, widely disseminated, and promote advancement in the field are considered Clinical Scholarship.

<table>
<thead>
<tr>
<th>Excellent (Associate Professor)</th>
<th>Outstanding (Professor)</th>
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<tbody>
<tr>
<td>• Publication of peer reviewed articles in professional journals relevant to the clinical field of practice.</td>
<td>• A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of mastery in the field.</td>
</tr>
<tr>
<td>• Publication of books, monographs, or manuals on widely disseminated media.</td>
<td>• A senior leadership role demonstrating superior competence and outstanding productivity on clinical projects.</td>
</tr>
<tr>
<td>• Invited audiovisual or poster presentations for clinical reviews or dissemination of innovative techniques at local clinically relevant venues.</td>
<td>• Invited clinical review presentations or reports of experience with innovative techniques at major national or international professional meetings, or at major institutions.</td>
</tr>
<tr>
<td>• Development/award of patents for discoveries in the candidate’s clinical field.</td>
<td>• Leadership and organization of continuous medical education and other clinical review meetings.</td>
</tr>
<tr>
<td>• Initiation and/or organization of investigator initiated clinical trials.</td>
<td>• Service on National Advisory Councils or Boards, Editorship of journals in clinical areas.</td>
</tr>
<tr>
<td>• Service on study sections or scientific peer review groups relevant to clinical field.</td>
<td>• Leadership of national/international study sections, consensus panels, etc.</td>
</tr>
<tr>
<td>• Abstracts from contributions at national meetings or workshops.</td>
<td>• Leadership of multi-institutional collaborative clinical studies.</td>
</tr>
<tr>
<td>• Service on editorial boards, or consistent contributions as ad-hoc reviewer for clinical journals.</td>
<td>• Consistent extramural support for an established research program</td>
</tr>
<tr>
<td>• Site-leader for multi-institutional</td>
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</table>
collaborative clinical studies.

- Award of extramural support for work in clinical area of interest.
Appendix E
These items are examples and not intended to be all-inclusive.

Academic & Administrative Service

The following examples are broadly defined as to encompass evaluation of both clinical and other academic services.

Excellent (Associate Professor)

- Participates in mentoring of trainees and junior colleagues
- Committee membership within the Department or College.
- Membership on health organization/hospital committees.
- Task force membership
- Thesis committee membership
- Student/faculty advisor or mentor
- Journal reviewer
- Individual grant reviewer or local grant review committee
- Lectures to the lay public
- Media presentations/interviews
- Participation in health care planning programs
- Work with governmental agencies/legislature
- Leadership role in dealing with health

Outstanding (Professor)

- Formal primary mentoring of faculty, and trainees
- Committee membership at the university level.
- Task force membership at the university level.
- Major leadership role within a committee or task force.
- Appointment to position of significant responsibility within the Department, College or University.
- Editorial board of professional or scientific journals
- Federal/national study section or grant review committee
- Leadership role in dealing with health issues at regional, national or international levels.
- Leadership role in national/international professional organization.
- Membership on certification/licensure/specialty boards.
- Leadership role on health organization/hospital committees
- Session chair/moderator at national/international meetings
issues at local level

- Board membership on health-related organizations or agencies.
- Officer in local professional organization.
  - Membership on health organization/hospital committees
  - Participation in public education and advocacy activities
  - Participation in clinical operations and quality committee service.
Appendix F
These items are examples and not intended to be all-inclusive.

Clinical Service

Any activities that reflect the demonstration of outstanding performance in clinical care as measured by relevant patient-valued quality outcomes are considered Clinical Service. Demonstration of excellent/outstanding performance is expected of faculty with clinical care responsibilities regardless of the relative amount of this effort. In addition to examples given above, the list below offers additional examples for the evaluation of clinical services.

Excellent (Associate Professor)

- Departmental and/or interdepartmental recognition of excellence in clinical skills by peers.

Collaboration in clinical innovation, clinical research projects and/or other scholarly work related directly to clinical care

Development of evidence-based guidelines

Development of educational tools related to clinical care.

Program development or enhancement.

- Consistently favorable reports on quality assurance and/or risk management assessments.

- Consistently favorable reports in patient satisfaction assessments collected by the institution.

- Excellence in patient-related quality outcomes as defined by the practitioner’s institution.

- Creative, active participation in the

Outstanding (Professor)

- Recognition of mastery of clinical skills by:
  - becoming a regional source of referral for expert opinion.
  - invitations to participate in practice guideline committees, external program reviews.
  - invitations to consult with government, insurance, or drug agencies.

- Creatively revises and improves quality assurance and/or risk management procedures.

- Recipient of awards for outstanding patient care delivery.

- Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served.
evaluation of the effectiveness (quality, utilization, access, cost) of the care being provided.

- Evidence that a unique clinical service is provided.

- **Clinical mentoring and advising of medical students and residents.**
2015-2016 MMI Season

MMI Faculty Recognition
Top Faculty/Staff Participants

- Diana Darnell, Paul Krieg, Lonnie Lybarger: Cellular and Molecular Medicine
- Eugene Trowers: Medicine
- Jerry Koleski, Peter Catinella, Melody Jordahl-Iafrato: Family and Community Medicine
- Lisa Stoneking: Emergency Medicine
- Frank Morello: Medical Imaging
- Yongbok Kim: Radiation Oncology
- Debbie Boggs: Surgery
- Zoe Cohen: Physiology
- Victor Gonzalez: Radiation Oncology
- Oscar Beita: Family and Community Medicine
Department Chair Participation

- Carol Gregorio: Cellular and Molecular Medicine
- Joseph Miller: Ophthalmology
- Ole Thienhaus: Psychiatry
- Achyut Bhattacharyya: Pathology
- Todd Vanderah: Pharmacology
- Nicholas Delamere: Physiology
- Dino Stea: Radiation Oncology
- Leigh Neumayer: Surgery
Departments with Highest Percentage of Participants in MMI

- Cellular and Molecular Medicine
- Chemistry and Biochemistry
- Radiation Oncology
## 2016-2017 Season

<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>Friday, August 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Friday, September 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Friday, September 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Saturday, September 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>40 Applicants 7:15 am - 12:00 pm</td>
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<td>Friday, September 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<td>Friday, September 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<td>Saturday, October 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>40 Applicants 7:15 am - 12:00 pm</td>
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<td>Saturday, October 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Saturday, October 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>Friday, October 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<td>Friday, November 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Friday, November 18&lt;sup&gt;th&lt;/sup&gt; (15 MD/PhD)</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Saturday, December 3&lt;sup&gt;rd&lt;/sup&gt; (15 MD/PhD)</td>
<td>40 Applicants 7:30am - 12:00 pm</td>
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<td>Friday, December 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Friday, December 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<tr>
<td>Friday, January 6&lt;sup&gt;th&lt;/sup&gt; (PMAP)</td>
<td>30 Applicants 7:15 am - 3:00 pm</td>
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<td>Saturday, January 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>40 Applicants 7:30am - 12:00 pm</td>
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<tr>
<td>Saturday, January 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>40 Applicants 7:30am - 12:00 pm</td>
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<td>Friday, January 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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<td>Saturday, February 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>40 Applicants 7:30am - 12:00 pm</td>
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<tr>
<td>Friday, February 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>20 Applicants 9:30 am - 3:00 pm</td>
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Recipients of the 2016 College of Medicine Faculty Mentoring Awards:

Judith Gordon, PhD, Professor, Department of Family and Community Medicine: “As she should, Dr. Gordon lets me struggle through the details of challenges myself, but she provides support and information that assist me in coming to decisions.”

Paul Gordon, MD, MPH, Professor, Department of Family and Community Medicine: “He encouraged me to take risks, engage more fully in teaching and to thoughtfully engage in challenging dialogues.”

John Hughes, MD, Associate Professor, Department of Surgery: “He changed my life and my practice and I know that the patients under my care are better for his role in my training.”

Paul Krieg, PhD, Professor, Department of Cellular and Molecular Medicine: “No UA career workshop that I have ever attended has matched the wisdom and common sense that Dr. Krieg provides, and, in fact, he should be giving some of these workshops.”

Sairam Parthasarathy, MD, Professor, Department of Medicine: “He is nationally known in sleep medicine, and with his support, I have been able to participate in sleep medicine workshops and present my research at international conferences.”

Baldassare Stea, MD, PhD, Professor and Chair, Department of Radiation Oncology: “During every interaction with him, he imparts some piece of wisdom that enhances training and career development.”

Honorable Mention:

Margaret M. Briehl, PhD, Professor, Pathology
Colleen K. Cagno, MD, Associate Professor, Family and Community Medicine
Kimberly A. Fitzpatrick, MD, Assistant Professor, Medical Imaging
Fayez K. Ghishan, MD, Professor and Head, Pediatrics
Pawela R. Kiel, PhD, Associate Professor, Pediatrics
Jesse D. Martinez, PhD, Professor, Cellular and Molecular Medicine
Wayne J. Morgan, MD, Professor, Pediatrics
Kathy W. Smith, MD, Clinical Associate Professor, Psychiatry
Mihrad S. Taljanovich, MD, Professor, Medical Imaging
Jean M. Wilson, PhD, Professor, Cellular and Molecular Medicine
Jason Yuan, PhD, Professor, Medicine