College of Medicine – Tucson General Faculty Meeting  
Thursday, May 3, 2018, Kiewit Auditorium 4:30 pm

Meeting Minutes

Call to Order/Welcome - Charles B. Cairns, MD, Dean, College of Medicine
Dr. Cairns began by recognizing Tom Dickson, the CEO of Banner University Medical Group-Tucson and asked Mr. Dixon to say a few words. He said he is proud of the work done in the past few years, and thankful for all the faculty. He is optimistic about the future of the COM-T and Banner partnership. He introduced Sarah Frost as his replacement.

Dr. Cairns thanked Dr. Anne Cress for her work with Scholarship of Engagement and the P&T Guidelines, and handed the meeting to her for updates.

Scholarship of Engagement/COM P&T Guidelines update – Anne E. Cress, PhD, Deputy Dean, Research
Dr. Cress began by asking for a round of applause for Dr. Cairns. She then gave a brief overview of the topics up for vote: Appendix G of the Scholarship of Engagement which gives examples of activities faculty can add into their dossiers a service and outreach functions. She asked for people to review them carefully. Additionally there is a change in the name of the College of Medicine to be College of Medicine- Tucson. Faculty will get an email asking them to participate in voting. She presented the documents listed below for review (attached),

- P&T guidelines – career track faculty & college name update, plus the following additions:
  - Scholarship of Engagement
  - Appendix G Scholarship of Engagement

Dr. Cress also gave an update regarding the clinical promotion review process. The UA Senate will meet and look over the University Handbook of Appointed Personnel, which has a revision regarding the promotion of clinical-track faculty. It will allow the College of Medicine to have the signature authority for the promotion and appointments of career-track faculty that are on the clinical-track. It is anticipated to be passed. They are putting together a dossier for the event that it is passed.

Remodeling clinical floors and move schedule – Angie Souza, MA, Sr. Director, Planning & Facilities
Ms. Souza showed a master schedule for the projects. The Out Patient Clinics moved up north were converted to faculty office and administrative space. People were being moved beginning last week until June 1st; about a total of 350 people. The Gate Lab was moved to Alvernon, and Anesthesiology was the first group to move into the OPCs. This week, PMI was relocated to Alvernon, and FCM is currently moving out to Alvernon as well. She continues to outline the schedule of departments and programs that will be moved within the next month. There is not enough space for every faculty member to have an office, but they are working on developing spaces for faculty without a designated office to still go and get work done. They are working on coordinating an open house for the Alvernon tenants to meet each other. She moved on to show the layout of the Alvernon space. They are promoting these shared work spaces rather than designated offices. (Details attached)
Nominating Committee – Francisco Moreno, MD, Assistant VP, Diversity and Inclusion and Chair

Dr. Moreno began by stating the job of the Nominating Committee is to ensure there are eligible faculty to fill committee vacancies. He said they were able to fulfil that goal, and thanked everyone for their engagement. He asked for and received nominations to the Nominating Committee and thanked everyone in advance for their participation in completing the upcoming ballot.

Presentations (attached)

New Faculty were introduced by Department Chairs

2018 Faculty Mentoring Awards – Presented by Charles B. Cairns, MD, Dean, COM-T and Alice Min, MD, Assistant Dean, Faculty Development

Committee Reports (attached)

GMEC Annual Report 2018 – Conrad Clemens, MD, MPH
Honors and Awards Committee – Tejal Parikh, MD
Medical Student Research Committee – Rajesh Khanna, PhD

Dr. Cairns reflected back on his first General Faculty Meeting in November 2014, as this will be the last one he chairs. He recounted some of the remarkable things that have happened during his time at COM-T, including the development of the education program, the increase in applicants each year, the increases in grant funding, and more. This was all done by organizing the leadership of centers, programs, and departments, working with Banner, and working to recognize and serve the needs of the community. Overall, we are ranked the number two hospital in Arizona. He said he sees that the upward trajectory of the college will continue to evolve and make an impact on the world. He thanked the faculty, and concluded the meeting.

Adjournment - Dr. Cairns adjourned the meeting around 5:30 pm.
AGENDA

1. Call to Order

2. Welcome and Announcements – Charles B. Cairns, MD, Dean, College of Medicine (officiating at the request of Executive Dean Neumayer)

3. Scholarship of Engagement/COM P&T Guidelines update – Anne E. Cress, PhD, Deputy Dean, Research
   - Upcoming vote – documents available for review at: http://medicine.arizona.edu/event/2018/com-tucson-general-faculty-meeting-0
     - COM P&T Guidelines – career track faculty & college name update, plus the following additions:
       i. Scholarship of Engagement – description
       ii. Appendix G: Scholarship of Engagement
   - Update - clinical promotion review process update

4. Remodeling clinical floors and move schedule – Angie Souza, MA, Sr. Director, Planning & Facilities

5. Nominating Committee – Francisco Moreno, MD, Assistant VP, Diversity and Inclusion and Chair

6. Presentations/Discussion
   - New Faculty -- introductions by department chairs
   - College of Medicine – Tucson Faculty Mentoring Awards – Charles B. Cairns, MD, Dean, College of Medicine, Alice Min, MD, Assistant Dean, Faculty Development

7. Adjournment

Wine & appetizer reception – on the lower level of the AZCC near the coffee shop

The dates for the remaining 2018 COM General Faculty Meetings are: Wednesday, August 8 and Wednesday, November 7. Both meetings will be held in Kiewit Auditorium at 4:30 p.m.

Note:
Committee reports are posted on the COM website at: [enter URL]
1. Graduate Medical Education Committee-University Campus – Conrad Clemens, MD, MPH
2. Honors and Awards Committee – Tejal Parikh, MD
3. Medical Student Research Committee – Rajesh Khanna, PhD
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). Tenure track (tenured or tenure eligible) and the research scholar, clinical scholar and educator scholar tracks (career track/non-tenure eligible).

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

All faculty members of the College of Medicine - Tucson 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 - Tucson, 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 rank 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 level of Assistant Professor on the Tenure Track is based chiefly on promise as a scholar and educator. To be appointed or promoted to this rank, 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

COM P&T Guidelines, revised June 15, 2016
Appointment at, or promotion to, the rank 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 such as medical record documentation, peer-to-peer communication and other quality measures chosen by the clinic, 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 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 such as medical record documentation, 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 - TUCSON

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 - Tucson 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 - Tucson 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.

COM P&T Guidelines, revised June 15, 2016
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.
Scholarship of Engagement

The University of Arizona, College of Medicine - Tucson Committee on Appointment, Promotion and Tenure offers the following as a guide to the Scholarship of Engagement.

In UHAP Chapter 3.3.02.b it states that the University values an inclusive view of scholarship for promotion and tenure. Similarly UHAP Chapter 4A.3.02.1 makes a similar statement for continuing status. It goes on to define scholarship as “original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.”

Our committee understands a consistent theme in the scholarship of dissemination of discovery and/or application of knowledge in a broader context.

Our review of evaluation criteria (http://compact.org/resource-posts/trucen-section-b/) in particular the Clearinghouse and National Review Board for the Scholarship of Engagement and Evaluation criteria for the scholarship of engagement led to the document following this page.

The faculty member whose work has focused in the area of engagement is encouraged to complete Section 8 of the Dossier (Service and Outreach Portfolio) (http://facultyaffairs.arizona.edu/continuing-status-and-promotion). The attached table outlines criteria for the evaluation of the impact of engagement and can be used by the faculty member to complete Section 8 as well as the Candidate’s Statement. The outside reviewers can then use these documents to evaluate the faculty member and comment appropriately in their letter. It is the Committee’s expectation that candidates seeking the award of tenure will demonstrate the dissemination of discovery through publishing in peer-reviewed journals and/or other types of peer review such as patents.

Examples of Scholarship of Engagement are presented in Appendix G. The Excellent column refers to those seeking promotion to Associate Professor, while the Outstanding column is for those seeking promotion to Professor. Activities or scholarly contributions that fit within one of these columns must also satisfy criteria for scholarly works as defined below in Evaluation Criteria for the Scholarship of Engagement. Importantly, no list of examples can be exhaustive or complete, and the candidate is encouraged to discuss the scholarly impact of proposed engagement activities with the candidate’s departmental P&T chairperson.

Ultimately, the COM Committee will evaluate the Scholarship of Engagement by review of these documents and the understanding that scholarship demands the dissemination of knowledge. In particular, the evaluation of the Scholarship of Engagement rests on demonstrated impact.
**Evaluation Criteria for the Scholarship of Engagement**

The Scholarship of Engagement is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates communities' issues and which can be within or integrative across teaching research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

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<th>Goals/Questions</th>
<th>Assessment</th>
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<td>Does the scholar state the basic purpose of the work and its value for public good?</td>
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<td>Is there an &quot;academic fit&quot; with the scholar’s role, departmental and university mission?</td>
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<td>Does the scholar define objectives that are realistic and achievable?</td>
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<td>Does the scholar identify intellectual and significant questions in the discipline and in the community?</td>
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**Context of theory, literature, "best practices"**

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<th>Assessment</th>
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<td>Does the scholar show an understanding of relevant existing scholarship?</td>
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<td>Does the scholar bring the necessary skills to the collaboration?</td>
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<td>Does the scholar make significant contributions to the work?</td>
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<td>Is the work intellectually compelling?</td>
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**Methods**

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<td>Does the scholar use methods appropriate to the goals, questions and context of the work?</td>
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<td>Does the scholar describe rationale for election of methods in relation to context and issue?</td>
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<td>Does the scholar apply effectively the methods selected?</td>
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<td>Does the scholar modify procedures in response to changing circumstances?</td>
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**Results**

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<th>Does the scholar achieve the goals?</th>
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<th>Does the scholar’s work add consequentially to the discipline and to the community?</th>
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<th>Does the scholar’s work open additional areas for further exploration and collaboration?</th>
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<th>Does the scholar’s work achieve impact or change? Are those outcomes evaluated and by whom?</th>
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<th>Does the scholar’s work make a contribution consistent with the purpose and target of the work over a period of time?</th>
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**Communication/Dissemination**

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<th>Does the scholar use a suitable style and effective organization to present the work?</th>
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<th>Does the scholar communicate/disseminate to appropriate academic and/or public audiences consistent with the mission of the institution?</th>
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<th>Does the scholar use appropriate forums for communicating work to the intended audience?</th>
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<th>Does the scholar present information with clarity and integrity?</th>
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**Reflective Critique**

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<th>Does the scholar critically evaluate the work?</th>
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<th>What are the sources of evidence informing the critique?</th>
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<th>Does the scholar bring an appropriate breadth of evidence to the critique?</th>
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<th>In what way has the community perspective informed the critique?</th>
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<th>Does the scholar use evaluation to learn from the work and to direct future work?</th>
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<th>Is the scholar involved in a local, state and national dialogue</th>
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**COMP&T Guidelines, revised June 15, 2016**
related to the work?

http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html

Adapted from Scholarship Assessed: A Special Report on Faculty Evaluation, (Glassick, Huber & Maeroff, 199
C. CRITERIA FOR APPOINTMENT AND PROMOTION: RESEARCH SCHOLAR TRACK (CAREER TRACK/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 - Tucson. 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 rank of Instructor on the Research Scholar Track is based on promise in research. To be appointed at this rank, 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 rank 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 rank 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 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 - Tucson 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 be listed as principal investigator on major grants (e.g. federal, state, industry or foundation funding). 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. 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 - Tucson and the University.
D. CRITERIA FOR APPOINTMENT AND PROMOTION: CLINICAL SCHOLAR TRACK (CAREER TRACK/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.

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 rank 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 rank 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 such as medical record documentation, 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 rank 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 such as medical record documentation, 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 - Tucson 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 - Tucson 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: EDUCATOR SCHOLAR TRACK (CAREER TRACK/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 - Tucson. 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 rank 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 rank 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 rank 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 rank 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 such as medical record documentation, peer-to-peer communication and other quality measures chosen...
by the clinic, 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 rank 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 such as medical record documentation, 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 - Tucson 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: CLINICAL TRACK (CAREER TRACK/ NON-TENURE-ELIGIBLE) CLINICAL TRACK

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 rank 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 - Tucson 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 rank 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 - Tucson 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 - Tucson. 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 - Tucson committees, or advising medical students.

3. **Appointment/Promotion to Clinical Associate Professor**

In addition to the requirements for appointment as Clinical Assistant Professor, appointment at, or promotion to, the rank 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, 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 - Tucson 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 excellence within the profession or
within the College of Medicine - Tucson in the areas of scholarly activity and 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 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
committee, 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, formal grand rounds
programs or other relevant activities) and service activity will be utilized in
assessing the individual for appointment at or promotion to this rank.

4. Appointment/Promotion to Clinical Professor

In addition to the requirements for appointment as Clinical Associate Professor,
appointment at, or promotion to, the rank 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, 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 exemplary scholarly and service activities within the profession or within
the College of Medicine - Tucson. 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 - Tucson, 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 will be
utilized in assessing the individual for appointment at or promotion to this rank.

COM P&T Guidelines, revised June 15, 2016
B. CRITERIA FOR APPOINTMENT AND PROMOTION: RESEARCH TRACK
(CAREER TRACK/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 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 rank of Research Instructor is based on promise in research. To be appointed at this rank, 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 rank 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 rank 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.

COM P&T Guidelines, revised June 15, 2016
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: LECTURER TRACK
(CAREER TRACK/ 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 College of Medicine - Tucson. 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 rank 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 - Tucson medical students.

2. Appointment/Promotion to Senior Lecturer

In addition to the requirements for appointment as Lecturer, appointment at, or promotion to, the rank 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.

COM P&T Guidelines, revised June 15, 2016
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; Significant contributions to team or interdisciplinary research in which the role is clearly described.

- 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.

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

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

- 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).

- 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.

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.

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

- Consistent extramural support for an established 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.

28

COM P&T Guidelines, revised June 15, 2016
• 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.

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

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

COM P&T Guidelines, revised June 15, 2016
- 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.
Excellent (Associate Professor)

- Departmental and/or interdepartmental recognition of excellence in clinical skills by peers.
- Collaboration in clinical innovation, clinical research projects 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 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.

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.
Appendix G
These items are examples and not intended to be all-inclusive.

Scholarship of Engagement

The University takes an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. The Scholarship of Engagement recognizes integrative and applied forms of scholarship that involve cross-cutting collaborations with community partners, broadly defined to include audiences external to the University. It engages faculty in academically relevant work which simultaneously meets campus missions and goals as well as community needs. This type of scholarship puts the academic resources of the university to work in solving pressing public problems, thereby contributing to the public good.

Excellent

• Development of programs that impact health or wellbeing of a group or community
• Development of courses that provide training for faculty, students or the lay public
• Creation of programs that respond to unmet clinical and other service needs while providing opportunity for training
• Creation of health-related programs that are made available to or generated in collaboration with the community
• Contributions of scholarly expertise at the request of non-university audiences on an ad hoc or ongoing basis
• Development of scholarly resources for the general public that are accessible through print, radio, television, or web media
• Activities that make research understandable and usable in specific professional and applied

Outstanding

• Scholarly reports for government agencies or nongovernmental organizations such as the Institute of Medicine
• Congressional and other types of testimony that brings university-based knowledge to issues related to health
• Non-peer reviewed books or chapters that become reference materials for academic courses
• Administrative roles that are generative in fostering education, research and/or funding for research
• Adoption of program materials by other institutions or groups
• Conducting of public policy analysis for local, state, national, or international governmental agencies and for non-governmental agencies.
• Leadership in bringing diverse stakeholders together to create and implement policies and practices
settings (e.g. technology transfer activities or development of community based resources).

• Test concepts and processes in real-world situations

• Evaluate programs, policies, or personnel for agencies, using existing evaluation instruments or developing new ones

• Publishing research results or teaching innovations in peer-reviewed journals, practitioner journals, professional journals

Poster and podium presentations accepted at state/regional/national conferences

• Publishing in periodicals or newspapers read by community members

• Disseminating information through other media used by community members, practitioners or policy makers (radio, newsletters, podcasts, etc.)

• Utilizing video, computer or distance programs that reach community

• Presenting at community events

• Co-authoring any of the above with community partners

based on scholarship.

• Producing policy documents directed towards service providers, policy makers or legislators
Scholarship of Engagement

The University of Arizona, College of Medicine Committee on Appointment, Promotion and Tenure offers the following as a guide to the Scholarship of Engagement.

In UHAP Chapter 3.3.02.b it states that the University values an inclusive view of scholarship for promotion and tenure. Similarly UHAP Chapter 4A.3.02.1 makes a similar statement for continuing status. It goes on to define scholarship as “original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.”

Our committee understands a consistent theme in the scholarship of dissemination of discovery and/or application of knowledge in a broader context.

Our review of evaluation criteria (http://compact.org/resource-posts/trucen-section-b/) in particular the Clearinghouse and National Review Board for the Scholarship of Engagement and Evaluation criteria for the scholarship of engagement led to the document following this page.

The faculty member whose work has focused in the area of engagement is encouraged to complete Section 8 of the Dossier (Service and Outreach Portfolio) (http://facultyaffairs.arizona.edu/continuing-status-and-promotion). The attached table outlines criteria for the evaluation of the impact of engagement and can be used by the faculty member to complete Section 8 as well as the Candidate’s Statement. The outside reviewers can then use these documents to evaluate the faculty member and comment appropriately in their letter. It is the Committee’s expectation that candidates seeking the award of tenure will demonstrate the dissemination of discovery through publishing in peer-reviewed journals and/or other types of peer review such as patents.

Examples of Scholarship of Engagement are presented in Appendix G. The Excellent column refers to those seeking promotion to Associate Professor, while the Outstanding column is for those seeking promotion to Professor. Activities or scholarly contributions that fit within one of these columns must also satisfy criteria for scholarly works as defined below in Evaluation Criteria for the Scholarship of Engagement. Importantly, no list of examples can be exhaustive or complete, and the candidate is encouraged to discuss the scholarly impact of proposed engagement activities with the candidate’s departmental P&T chairperson.

Ultimately, the COM Committee will evaluate the Scholarship of Engagement by review of these documents and the understanding that scholarship demands the dissemination of knowledge. In particular, the evaluation of the Scholarship of Engagement rests on demonstrated impact.
The Scholarship of Engagement is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates communities’ issues and which can be within or integrative across teaching research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

<table>
<thead>
<tr>
<th>Goals/Questions</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Does the scholar state the basic purpose of the work and its value for public good?</td>
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<tr>
<td>Is there an &quot;academic fit&quot; with the scholar's role, departmental and university mission?</td>
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<tr>
<td>Does the scholar define objectives that are realistic and achievable?</td>
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<tr>
<td>Does the scholar identify intellectual and significant questions in the discipline and in the community?</td>
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**Context of theory, literature, "best practices"**

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<thead>
<tr>
<th>Goals/Questions</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Does the scholar show an understanding of relevant existing scholarship?</td>
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<tr>
<td>Does the scholar bring the necessary skills to the collaboration?</td>
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<tr>
<td>Does the scholar make significant contributions to the work?</td>
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<tr>
<td>Is the work intellectually compelling?</td>
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**Methods**

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<tr>
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<th>Assessment</th>
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<td>Does the scholar use methods appropriate to the goals, questions and context of the work?</td>
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<tr>
<td>Does the scholar describe rationale for election of methods in relation to context and issue?</td>
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<tr>
<td>Does the scholar apply effectively the methods selected?</td>
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<tr>
<td>Does the scholar modify procedures in response to changing circumstances?</td>
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</table>
### Results

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<th>Question</th>
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<tbody>
<tr>
<td>Does the scholar achieve the goals?</td>
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<tr>
<td>Does the scholar’s work add consequentially to the discipline and to the community?</td>
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<tr>
<td>Does the scholar’s work open additional areas for further exploration and collaboration?</td>
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<tr>
<td>Does the scholar’s work achieve impact or change? Are those outcomes evaluated and by whom?</td>
</tr>
<tr>
<td>Does the scholar’s work make a contribution consistent with the purpose and target of the work over a period of time?</td>
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### Communication/Dissemination

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<tbody>
<tr>
<td>Does the scholar use a suitable style and effective organization to present the work?</td>
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<tr>
<td>Does the scholar communicate/disseminate to appropriate academic and/or public audiences consistent with the mission of the institution?</td>
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<tr>
<td>Does the scholar use appropriate forums for communicating work to the intended audience?</td>
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<tr>
<td>Does the scholar present information with clarity and integrity?</td>
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### Reflective Critique

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<td>Does the scholar critically evaluate the work?</td>
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<td>What are the sources of evidence informing the critique?</td>
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<tr>
<td>Does the scholar bring an appropriate breadth of evidence to the critique?</td>
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<tr>
<td>In what way has the community perspective informed the critique?</td>
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<tr>
<td>Does the scholar use evaluation to learn from the work and to direct future work?</td>
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<tr>
<td>Is the scholar involved in a local, state and national dialogue related to the work?</td>
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</table>

[http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html](http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html)
Appendix G
These items are examples and not intended to be all-inclusive.

Scholarship of Engagement

The University takes an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. The Scholarship of Engagement recognizes integrative and applied forms of scholarship that involve cross-cutting collaborations with community partners, broadly defined to include audiences external to the University. It engages faculty in academically relevant work which simultaneously meets campus missions and goals as well as community needs. This type of scholarship puts the academic resources of the university to work in solving pressing public problems, thereby contributing to the public good.

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<th>Excellent</th>
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<td>• Development of programs that impact health or wellbeing of a group or</td>
<td>• Scholarly reports for government agencies or nongovernmental organizations such as the Institute of Medicine</td>
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<td>community</td>
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<td>• Development of courses that provide training for faculty, students or the</td>
<td>• Congressional and other types of testimony that brings university-based knowledge to issues related to health</td>
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<td>lay public</td>
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<td>• Creation of programs that respond to unmet clinical and other service</td>
<td>• Non-peer reviewed books or chapters that become reference materials for academic courses</td>
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<td>needs while providing opportunity for training</td>
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<tr>
<td>• Creation of health-related programs that are made available to or</td>
<td>• Administrative roles that are generative in fostering education, research and/or funding for research</td>
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<td>generated in collaboration with the community</td>
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<tr>
<td>• Contributions of scholarly expertise at the request of non-university</td>
<td>• Adoption of program materials by other institutions or groups</td>
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<td>audiences on an ad hoc or ongoing basis.</td>
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<tr>
<td>• Development of scholarly resources for the general public that are</td>
<td>• Conducting of public policy analysis for local, state, national, or international governmental agencies and for non-governmental agencies.</td>
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<td>accessible through print, radio, television, or web media.</td>
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<tr>
<td>• Activities that make research understandable and usable in specific</td>
<td>• Leadership in bringing diverse stakeholders together to create and implement policies and practices based on scholarship.</td>
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<tr>
<td>professional and applied settings (e.g. technology transfer activities or development of community based resources).</td>
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<td>• Test concepts and processes in real-</td>
<td>• Producing policy documents directed</td>
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</table>
world situations towards service providers, policy makers or legislators

- Evaluate programs, policies, or personnel for agencies, using existing evaluation instruments or developing new ones

- Publishing research results or teaching innovations in peer-reviewed journals, practitioner journals, professional journals

Poster and podium presentations accepted at state/regional/national conferences

- Publishing in periodicals or newspapers read by community members

- Disseminating information through other media used by community members, practitioners or policy makers (radio, newsletters, podcasts, etc.)

- Utilizing video, computer or distance programs that reach community

- Presenting at community events

- Co-authoring any of the above with community partners
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<td>Linda Restifo, MD, PhD – Neurology (RE-ELECT)</td>
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<td>Dawn K. Coletta, PhD - Medicine</td>
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<td>Frank P. Morello, MD – Medical Imaging</td>
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<td>Lilah F. Morris-Wiseman, MD – Surgery</td>
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<td>Olga Rafikova, MD, PhD - Medicine</td>
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<td>Melissa E. Zukowski, MD, MPH – Emergency Medicine</td>
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### Tucson Education Policy Committee

*No restriction by department*

**Two 3-year terms**

- Veronica A. Arteaga, MD – Medical Imaging
- Tyson S. Chadaz, MD – Medical Imaging
- Gloria Guzman Perez-Carillo, MD – Medical Imaging

### STANDING COMMITTEES

#### Dean’s Council on Faculty Affairs

*At least 2 Basic Science*

**Four 4-year terms**

**Two 2-year terms**

- Nafees Ahmad, PhD – Immunobiology (RE-ELECT)
- Amber D. Rice, MD – Emergency Medicine (RE-ELECT)
- Elaine H. Situ-LaCasse, MD – Emergency Medicine (RE-ELECT)
- Hina Arif Tiwari, MD – Medical Imaging
- Meenakshi Dagar, MD – Medicine
- Sarah M. Desoky, MD – Medical Imaging
- Bobby T. Kalb, MD – Medical Imaging
- Andrew Karellas, PhD – Medical Imaging
- Tally Largent-Milnes, PhD - Pharmacology
- M. Reza Movahed, MD, PhD – Medicine
- Indu S. Partha, MD – Medicine
- Rachna Shroff, MD – Medicine
- Melissa Spanggaard, DO - Psychiatry
- Sasha Taleban, MD - Medicine
- Unni K. Udayasankar, MD – Medical Imaging
- Marlys H. Witte, MD – Surgery

#### Dean’s Research Council

*DRC-specific distribution requirements apply (T or TE)*

*No restriction by department*

**Four 5-year terms; One 1-year term**

- Maria I. Altbach, PhD – Medical Imaging (RE-ELECT)
- Pawel R. Kiela, DVM, PhD – Pediatrics (RE-ELECT)
- Terence S. O’Keeffe, MD – Surgery (RE-ELECT)
- Stephen M. Black, PhD – Medicine
- Dawn K. Coletta, PhD - Medicine
- Janet L. Funk, MD – Medicine
- Lars R. Furenlid, PhD – Medical Imaging
- Michael A. Grandner, PhD – Psychiatry
- Meghan G. Hill, MBBS - OB/GYN
- Andrew Karellas, PhD – Medical Imaging
- Rajesh Khanna, PhD – Pharmacology
- Phillip H. Kuo, MD, PhD – Medical Imaging
- Paul R. Langlais, PhD – Medicine
- Youngwood Won, PhD – Surgery
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<td>Samuel K. Campos, PhD – Immunobiology (RE-ELECT)</td>
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<td>Three 4-year terms; One 2-year term</td>
<td>Patricia Harrison-Monroe, PhD – Psychiatry (RE-ELECT)</td>
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<td>and One 1-year term</td>
<td>Lucinda Rankin, PhD – Physiology (RE-ELECT)</td>
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<td>Josie G. Acuna, MD – Emergency Medicine</td>
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<td>Hina Arif Tiwari, MD – Medical Imaging</td>
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<td>Nancy G. Casanova, MD, MPH – Medicine</td>
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<td>Sarah M. Desoky, MD – Medical Imaging</td>
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<td>Gloria Guzman Perez-Carrillo, MD – Medical Imaging</td>
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<td>Frank Lexa, MD – Medical Imaging</td>
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<td>Elsa Reyes Reyes, PhD – Medicine</td>
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<td>Raymond B. Runyan, PhD – Cellular &amp; Molecular Medicine</td>
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<td>Samantha L. Gomez, PhD – Obstetrics</td>
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<td>Allen M. Scott, PhD – Family Medicine</td>
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<td>Ryan J. Avery, MD – Medical Imaging</td>
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<td>Jeffrey A. Bennett, MD, MBA – Medical Imaging</td>
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<td>Valerie C. Ebert, DO – Pediatrics</td>
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<td>Sejal V. Jain, MD – Neurology</td>
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<td>Rajesh Khanna, PhD – Pharmacology (RE-ELECT)</td>
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<td>Alicia M. Allen, PhD, MPH – Family &amp; Community Medicine</td>
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<td>El Rasheid Zakaria, MD, PhD – Surgery</td>
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**Currently there are no vacancies on the following:**

- AAMC Council of Faculty of Academic Societies
- Representative to the Graduate Council
- Representative to the BUMG Committees (Operations, Finance, Communication)
New Faculty Members

February 2018 – April 2018

General Faculty Meeting May 3, 2018
Alexandra E. Baracan, MD
Assistant Professor

Michelle Cederburg, MD
Clinical Assistant Professor

Joseph J. Kryc, MD
Clinical Assistant Professor

Chaim Nelson, MD
Clinical Assistant Professor
Nicola J. Baker, MD
Clinical Assistant Professor
Richard F. Hoffman, MD
Clinical Assistant Professor

Joel B. Holland, MD
Clinical Associate Professor

Gail McDonald, MD
Clinical Assistant Professor

Rebecca Powell, MD
Clinical Assistant Professor

Fraser M. Richards, MD
Clinical Associate Professor

Manish M. Shah, MD
Clinical Assistant Professor

Rachna Shroff, MD
Associate Professor
Mohamed Nagiub, MD, PhD
Clinical Assistant Professor

Jeffrey N. Rein, MD
Clinical Associate Professor

Nancy Chen, MD
Assistant Professor
Chad M. McWhinnie, PhD
Clinical Assistant Professor

Matthew Moffit, PhD
Clinical Assistant Professor
Jeff Hoehner, MD, PhD
Clinical Assistant Professor

Birger E. Rhenman, MD
Clinical Associate Professor

Alexandra P. Turner, MD
Clinical Assistant Professor
Dean’s Council Recognizes Outstanding Faculty Mentors

In the spirit of recognizing the importance of mentorship for the success of the faculty at the University of Arizona College of Medicine – Tucson, the Dean’s Council on Faculty Affairs each year honors those who dedicate their time as mentors with Faculty Mentoring Awards.

The 2018 College of Medicine Faculty Mentoring Awards recognized the following faculty for their mentorship contributions:

Helen Amerongen, PhD, Professor, Cellular and Molecular Medicine:
“Thankfully for me (and many others), she has graciously shared her time and talents to positively impact my efforts to carve out a career with an education focus.”

Anne E. Cress, PhD, Professor, Department of Cellular and Molecular Medicine:
“Seeing her success as a leader and having insight to her understanding of what it takes to get there have been crucial for my development.”

Rajesh Khanna, PhD, Professor, Department of Pharmacology:
“While Raj’s mentoring directly helped me as a scientist, physician, and a person, it also helped me to become a mentor myself.”

Kathryn L. Reed, MD, Professor, Department of Obstetrics and Gynecology:
“She has tirelessly promoted my research, introduced me to people influential to my success, and supported my goals for furthering my education.”

Marc Tischler, PhD, Professor, Department of Chemistry and Biochemistry:
“Dr. Tischler has been an incredible mentor, advisor and friend… a number of examples where he literally changed my life by advising me at critical points in my career.”

Dale Woolridge, MD, PhD, Professor, Department of Emergency Medicine:
“Dr. Woolridge’s office is always open, his phone is always on and his home is always available to those who need his help.”

Also recognized:
Srikar R. Adhikari, MD, Associate Professor, Emergency Medicine
Harold E. Cross, MD, PhD, Professor Emeritus, Ophthalmology and Vision Science
Carol C. Gregorio, PhD, Professor, Cellular and Molecular Medicine
Andrew Karellas, PhD, Professor, Medical Imaging
Samuel M. Keim, MD, Professor, Emergency Medicine
Karl B. Kern, MD, Professor, Medicine
Harvey W. Meislin, MD, Professor, Emergency Medicine
Nancy K. Sweitzer, MD, PhD, Professor, Medicine
Barry D. Weiss, MD, Professor, Family and Community Medicine
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. This annual report provides a current overview of University of Arizona College of Medicine (UACOM) GME programs at the Tucson Campus, information regarding educational programs and other activities sponsored by UACOM GME and a summary of changes and key accomplishments in GME during this past academic year.

GMEC Oversight

GME Committee: Oversight of all GME programs sponsored by the UACOM is provided by the Graduate Medical Education Committee (GMEC). Representatives from each ACGME-accredited program, liaisons from the major participating sites as well as residents and fellows selected by their peers serve on this COM committee. There are currently 60 accredited GME programs with 640 residents and fellows. Dr. Kathy Smith will end her term as GMEC Chair effective June 30, 2018. Dr. Kendra Drake, Program Director, Neurology, has accepted the appointment as GMEC Chair starting July 1, 2018.

A GMEC Resident Well-being Subcommittee has been established by Dr. Mari Ricker, in her role as Director, Resident Well-being. This subcommittee is a joint effort with the UACOM-South Campus GME programs and will be guided by the new ACGME requirements focusing on the following: 1) the at-risk trainee, 2) institutional wellness initiatives and, 3) individual wellness initiatives.

Annual Institutional Review (AIR): All programs completed an Annual Program Evaluation (APE) and an Annual Institutional Review. The AIR assessment reviewed each program’s accreditation status, any RRC citations and/or concerns, results of the ACGME resident and faculty surveys, Match results (if applicable), graduate outcomes and the program’s ongoing action plans. Seven programs were referred to the GMEC Special Review Subcommittee, chaired by Dr. Al Fiorello.

Special Reviews: The Special Review Subcommittee is charged with the responsibility of conducting focused reviews on all underperforming residency and fellowship programs sponsored by the UACOM. Current membership on this GMEC subcommittee includes: Al Fiorello, MD (Chair), Tara Carr, MD, Greg DeSilva, MD, Kendra Drake, MD, Dorothy Gilbertson-Dahdal, MD, Ryan Matika, MD and Kathy Smith, MD. During the 2017-2018 academic year, the GMEC Special Review subcommittee, conducted Special Reviews on the following programs: Cardiology, Dermatology, Gastroenterology, Infectious Diseases, Internal Medicine, Otolaryngology and, Radiation Oncology.

New Program Directors

New Program Director appointments include:

- Hina Arif-Tiwari, MD -- Abdominal Radiology
- Pavani Chalasani, MD -- Hematology/Oncology
- Jason Curry, MD -- Psychiatry
- Hillary Franke, MD -- Pediatrics
- Gabriel Kleinman, MD -- Anes-Critical Care
- Aaron Leetch, MD -- Emergency Medicine/Pediatrics (Combined program)
- Catherine Riley, MD -- Developmental-Behavioral Pediatrics (new program)

The following individuals have stepped down as Program Directors during the past year. The GMEC appreciates the dedication and service that they have given:
Mark Bazzell, MD – Anes-Critical Care
Ferenc Czeyda-Pommershein, MD, Abdominal Radiology
Julie Demetri, MD – Psychiatry
Sean Elliott, MD – Pediatrics
Dale Woolridge, MD – Emergency Medicine/Pediatrics (Combined Program)
Andrew Yeager, MD – Hematology/Oncology

**GME Activities**

**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, including a Chief Resident Immersion Training (CRIT) program held each June at Starr Pass as well as a Chief Resident Leadership Workshop held in August.

**GME Alumni Survey:** Our 2017 annual Alumni Survey showed that, of those who responded, 87% rated their training as a positive overall experience, 10% as a neutral experience, and 3% as a negative experience.

**GME Fall 2017 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:

- Erica Gadzik, MD, Family Medicine  
  *Point of Care Ultrasound (POCUS): Expanding Capabilities Among Primary Care Physicians*
- Kamalani Hanamaikai, MD, Diagnostic Radiology  
  *Ex vivo MRI Spectroscopy to Predict Contact Dissolution of Gallstones in vitro*
- Adriana Martin, MD, Internal Medicine  
  *The Biophysical Effects of Shear on Platelet Mechanoactivation*
- Lea Mackinnon, MD & Viral Patel, MD, Diagnostic Radiology  
  *Assessment of MRI Diffusion Tensor Imaging (DTI) Parameter Changes Within Fiber Tracts Traversing the Globus Pallidus and Dentate Nucleus Following Administration of a Linear Gadolinium Based Contrast Agent (GBCA)*
- Phan Saligram, MD, Internal Medicine  
  *The Impact of HIV and CMV Upon T Cell Aging and Immune Defense*
- Samantha Varner, MD, Obstetrics and Gynecology  
  *Forensic Asylum Clinic*
- Christianne Wa, MD, Ophthalmology  
  *The Safety and Efficacy of Flanged Needleless Sutureless Intracocular Lens Fixation*

**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.

**Resident Match 2018:** Our Residency Programs filled with strong applicants from institutions throughout the country. Approximately 15% of matched applicants are graduates of the University of Arizona College of Medicine, 13% are international medical graduates with 85% from allopathic schools and 15% from osteopathic schools. We will welcome this new cohort of trainees on June 18th.
ACGME Accreditation

Our GME programs continue to be of high quality. As the sponsoring institution, the University of Arizona continues to enjoy Continued Accreditation from the ACGME (See Appendix A: 04/16/2018 Letter of Notification). A complete list of our ACGME programs and their accreditation status is attached to this report as Appendix B.

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 Clinical Education Officer of BUMG. 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. The six areas of focus are: Patient Safety, Health Care Quality (including healthcare disparities), Care transitions, Supervision, Fatigue management, mitigation, and duty hours, and Professionalism. On January 10-12, 2017, a team from the ACGME conducted a CLER visit at BUMC-Tucson. The team visited more than 25 clinical locations and interviewed 54 residents and fellows, 47 faculty members and 37 Program Directors. The final report included several helpful recommendations to improve the learning environment for our trainees.

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 2016-17 surveys showed responses from both our trainees and from our faculty at the national average.

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 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.

**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 Quality Improvement Council:** This important group, led by Drs. Andy Theodorou and Marion Guerrero, addresses improvements in patient safety and quality care across all aspects of the institution.

**New Resident 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 inter-professional, interactive face-to-face session at the Tucson University Park Hotel. In addition, an interactive “Residents as Educators” session is also a major component of this Orientation.

Respectfully submitted,

[Signature]

Conrad Clemens, M.D., MPH
Associate Dean of Graduate Medical Education
ACGME Designated Institutional Official (DIO)
4/16/2018

Conrad Clemens, MD, MPH
Associate Dean for GME
University of Arizona College of Medicine
1501 North Campbell Avenue
PO Box 245085
Tucson, AZ 85724

Dear Dr. Clemens,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

University of Arizona College of Medicine-Tucson
Tucson, AZ

Institution: 8000300008

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation
Effective Date: 01/24/2018

AREAS NOT IN COMPLIANCE (Citations)
The Review Committee cited the following areas as not in substantial compliance with the ACGME's Institutional Requirements for Graduate Medical Education:

EXTENDED CITATIONS

GMEC | Since: 04/19/2017 | Status: Extended


The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes criteria for identifying underperformance; and results in a report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The GMEC's Special Review Protocol indicates that a subcommittee of the GMEC uses ACGME correspondence as a criterion for identifying underperforming programs. According to minutes of the March 18, 2016 GMEC meeting, it was reported to the GMEC that three of the Sponsoring Institution's programs received statuses of Continued Accreditation with Warning (Obstetrics and Gynecology, Thoracic Surgery, and Urology). The Sponsoring Institution provides reports of Special Reviews of seven programs from the most recent 12-month period, including Special Reviews of the Obstetrics and Gynecology and Urology programs. It does not appear that the Thoracic Surgery received a Special Review, even
though ACGME correspondence indicated underperformance. While the Special Review reports include improvement goals and corrective actions, there is no indication in the information provided that the GMEC received the reports or monitored the outcomes of the Special Reviews.

(Clarifying Information, Attachments—Special Review Protocol; Special Review Reports; GMEC Minutes)

Continued Non-Compliance: 01/24/2018
The information provided to the Institutional Review Committee ("IRC") does not demonstrate substantial compliance with the requirements. The Sponsoring Institution’s Radiation Oncology and Urology programs received Continued Accreditation with Warning during the 2016-2017 Academic Year. It is not apparent from the Sponsoring Institution’s response to the citation that the GMEC has overseen the Radiation Oncology and Urology programs’ correction of substantial noncompliance with ACGME requirements through its Special Review process.

(Institutional Review Questionnaire ("IRQ"), pp. 3–4, 6–7)

OTHER COMMENTS
In the next Annual Institutional Update, the Sponsoring Institution should respond to the extended citation with reference to the accreditation outcomes of the Sponsoring Institution’s programs in the 2017–2018 Academic Year.

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,

[Signature]

Paul Foster Johnson, MFA
Executive Director, Institutional Review Committee (IRC)
Institutional Review Committee
312.755.5005
pjjohnson@acgme.org

Participating Site(s):
- Arizona Cancer Center at UMC Orange Grove
- Banner - University Medical Center - South Campus
- Banner - University Medical Center - Tucson Campus
- Cardon Children’s Medical Center
- Desert Dialysis Center
- Southern Arizona VA Health Care Center (Tucson)
- St Joseph’s Hospital and Medical Center
- Tucson ENT Associates PC
- Tucson Medical Center
## Appendix B

University of Arizona College of Medicine

List of ACGME-Accredited Programs

<table>
<thead>
<tr>
<th>Accredited Program</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergy/Immunology</td>
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<tr>
<td>Anesthesiology</td>
<td>Continued Accreditation</td>
</tr>
<tr>
<td>Anes: Critical Care Medicine</td>
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</tr>
<tr>
<td>Anes: Pain Medicine</td>
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</tr>
<tr>
<td>Dermatology</td>
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<tr>
<td>Micrographic Surgery &amp; Dermatologic Oncology</td>
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</tr>
<tr>
<td>Emergency Medicine</td>
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</tr>
<tr>
<td>Emergency Medical Services</td>
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<tr>
<td>Family Medicine</td>
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</tr>
<tr>
<td>FM: Sports Medicine</td>
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<td>Internal Medicine</td>
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<tr>
<td>Cardiology</td>
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<td>Advanced Heart Failure</td>
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<tr>
<td>Clinical Cardiac Electrophysiology</td>
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<tr>
<td>Interventional Cardiology</td>
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<tr>
<td>Endocrinology</td>
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</tr>
<tr>
<td>Gastroenterology</td>
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</tr>
<tr>
<td>Geriatrics</td>
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</tr>
<tr>
<td>Hematology/Oncology</td>
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<tr>
<td>Hospice &amp; Palliative Care</td>
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<td>Nephrology</td>
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<td>Pulmonary/Critical Care</td>
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<td>Rheumatology</td>
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<td>Sleep Medicine</td>
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<tr>
<td>Vascular Neurology</td>
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<tr>
<td>Obstetrics and Gynecology</td>
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<td>Maternal Fetal Medicine</td>
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<td>Ophthalmology</td>
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<td>Orthopaedic Surgery</td>
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<td>Pathology</td>
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<td>Hematopathology</td>
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<td>Molecular Genetic Pathology</td>
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<td>Pediatrics</td>
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<tr>
<td>Developmental-behavioral Pediatrics</td>
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<td>Peds: Pulmonology</td>
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<td>Child Psychiatry</td>
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<tr>
<td>Forensic Psychiatry</td>
<td>Initial Accreditation</td>
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<tr>
<td>Radiation Oncology</td>
<td>Continued Accreditation with Warning</td>
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<td>Radiology-Diagnostic</td>
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<td>Abdominal Radiology</td>
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<tr>
<td>Nuclear Radiology</td>
<td>Continued Accreditation</td>
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<tr>
<td>Vascular and Interventional Radiology</td>
<td>Continued Accreditation</td>
</tr>
<tr>
<td>Interventional Radiology – Integrated</td>
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<tr>
<td>Surgery</td>
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<tr>
<td>Surgical Critical Care</td>
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<tr>
<td>Thoracic Surgery</td>
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<td>Urology</td>
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<tr>
<td>Vascular Surgery</td>
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<tr>
<td>Vascular Surgery-Integrated</td>
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</tbody>
</table>
Wednesday, October 25, 2017
Noon - 1:00 p.m.
DuVal Auditorium
The University of Arizona Health Sciences
Academy of Medical Education Scholars (AMES)

The mission of the AMES is to mentor and support outstanding educators, and to promote excellence in teaching and educational scholarship at all College of Medicine teaching sites. The Academy of Medical Education Scholars recognizes the College’s most outstanding educators and provides a forum for teaching faculty to work together to enhance educational programs.

The members of the Academy of Medical Education Scholars are:

- **Nafees Ahmad, PhD**
  Professor, Immunobiology

- **Helen M. Amerongen, PhD**
  Professor, Cellular and Molecular Medicine

- **John W. Bloom, MD**
  Associate Professor, Pharmacology and Medicine

- **Conrad J. Clemens, MD, MPH**
  Professor, Pediatrics

- **Sean P. Elliott, MD**
  Professor, Pediatrics

- **Edward D. French, PhD**
  Professor, Pharmacology

- **Deborah Fuchs, MD**
  Associate Professor, Pathology

- **Paul R. Gordon, MD, MPH**
  Professor, Family and Community Medicine

- **Patricia Lebensohn, MD**
  Professor, Family and Community Medicine

- **Kevin F. Moynahan, MD**
  Professor, Medicine

- **William J. Adamas-Rappaport, MD**
  Professor, Surgery; Cellular and Molecular Medicine

- **Arthur B. Sanders, MD**
  Professor, Emergency Medicine

- **Paul A. St. John, PhD**
  Associate Professor, Cellular and Molecular Medicine

- **Marc E. Tischler, PhD**
  Professor, Chemistry & Biochemistry; Medicine

- **Todd W. Vanderah, PhD (Chair)**
  Professor, Pharmacology, Anesthesiology and Neurology

- **Amy L. Waer, MD**
  Professor, Surgery

AMES Associate Members

- **David G. Bear, PhD**
  Professor, Cellular and Molecular Medicine

- **David A. Elliott, PhD**
  Assistant Professor, Cellular and Molecular Medicine

- **Herman Gordon, PhD**
  Associate Professor, Cellular and Molecular Medicine

- **Alice A. Min, MD**
  Associate Professor, Emergency Medicine

- **Tejal M. Parikh, MD**
  Assistant Professor, Family and Community Medicine

- **Kathy W. Smith, MD**
  Associate Professor, Psychiatry

- **Lisa Stoneking, MD**
  Associate Professor, Emergency Medicine
Welcome & Introductory Remarks

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

Vernon and Virginia Furrow Awards

Todd W. Vanderah, PhD
Professor, Pharmacology, Anesthesiology and Neurology

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).
Vernon and Virginia Furrow Teaching Awards

Excellence in Basic Science Teaching, Undergraduate Curriculum
Amy N. Sussman, MD
Department of Medicine

Excellence in Clinical Science Teaching, Undergraduate Curriculum
Colleen K. Cagno, MD
Department of Family & Community Medicine

Excellence in Graduate Medical Education
Eric Taylor, MD
Department of Psychiatry

Excellence in Graduate Student Education
Raymond Kah-Meng Wong, PhD, CCP
Department of Pharmacology

Excellence with Innovation in Medical Education
Aaron Leetch, MD, FACEP
Departments of Emergency Medicine and Pediatrics

AMES Excellence in Teaching Awards

Excellence in Basic Science Teaching
Zoe Cohen, PhD
Department of Physiology

Excellence in Clinical Science Teaching
Noshene E. Ranjbar, MD
Department of Psychiatry
## 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.

### Basic Science Educator of the Year Lifetime Award

**John W. Bloom, MD**  
*Departments of Pharmacology and Medicine*

### Year I and II

**Awarded by the medical students to faculty members for excellence in teaching in the basic science curriculum.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Outstanding Teacher in a Block</th>
</tr>
</thead>
</table>
| **Year I** | Amy N. Sussman, MD  
Cardiovascular, Pulmonary, & Renal Systems Block  
Department of Medicine |
| **Year II** | Tejal M. Parikh, MD  
Life Cycle Block  
Department of Family and Community Medicine |

### Dean’s List for Excellence in Teaching

| Year I     | Maria H. Czuzak, PhD  
Gross Anatomy Lab & Histology  
Foundations; Musculoskeletal; Digestion, Metabolism and Hormones; Cardiovascular, Pulmonary & Renal Systems Blocks  
Department of Cellular and Molecular Medicine |
|------------|-----------------------------------------------------------------------------------------------|
| Rihan Khan, MD  
Nervous System Block  
Department of Medical Imaging |
| Lonnie P. Lybarger, PhD  
Foundations Block  
Department of Cellular and Molecular Medicine |

| Year II     | Erika R. Bracamonte, MD  
Cardiovascular, Pulmonary & Renal Systems Block  
Department of Pathology |
|-------------|-----------------------------------------------------------------------------------------------|
| Randy J. Horwitz, MD, PhD  
Doctor and Patient Course, Societies Program  
Department of Medicine |
| Tirdad T. Zangeneh, DO  
Immunity & Infection Block  
Department of Medicine |

### Outstanding Achievement in Teaching by a Block

| Year I     | **Cardiovascular, Pulmonary and Renal Systems**  
John W. Bloom, MD  
Block Director  
Departments of Pharmacology and Medicine |
|-------------|-----------------------------------------------------------------------------------------------|
| **Year II** | Life Cycle  
Tejal M. Parikh, MD  
Block Director  
Department of Family and Community 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.

Outstanding Use of Educational Technology
Diana K. Darnell, PhD
Department of Cellular and Molecular Medicine

Educator of the Year
Amy N. Sussman, MD
Department of Medicine

Deans List for Excellence in Teaching
Joao Paulo Ferreira, MD
Department of Medicine
Jessica Moreno, MD
Department of Obstetrics and Gynecology
Amy L. Waer, MD
Department of Surgery

Outstanding Achievement in Teaching by a Clerkship or Elective Clinical Sciences
Department of Medicine

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

Houseofficer Educator of the Year
Joshua R. Damian, MD
Department of Surgery

Dean’s List for Excellence in Teaching by a Houseofficer
Laith Ghazala, MD
Department of Medicine
Codyjo K. Kraemer, MD
Department of Surgery
Sarah Low, MD
Department of Medicine
Preceptor Awards
This award goes to a community faculty preceptor who has demonstrated excellence in teaching third year medical students during their clerkship.

Sixth Annual Community Faculty Clerkship Teaching Award
Presented by Amy L. Waer, MD
Associate Dean, Curricular Affairs
Jolyon D. Schilling, MD
Agave Surgical Associates, PC
Department of Surgery

Rural Preceptor Teaching Award
Presented by Carlos R. Gonzales, MD
Assistant Dean, Curricular Affairs
Jennifer Albon, MD
(Pediatrics) Douglas, AZ
Andrew J. Aldridge, MD
(Surgery) Flagstaff, AZ
Nazhone P. Yazzie, MD
(Surgery) Fort Defiance, AZ

Service Awards
The CUP Faculty Teaching Award celebrates our volunteer physicians who help with CUP. 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 R. Gonzales, MD
Assistant Dean, Curricular Affairs
Patricia Lebensohn, MD
Department of Family & Community Medicine

Administrative and Clinical Support Staff Awards
Recognizes outstanding achievements and exceptional performance by administrative and clinical support staff.

Support Staff of the Year
Year I Sonya R. Martyna-Seaman
Curricular Affairs
Year II Bianca Dominguez
Student Development
Year III/IV Hildi Williams
Curricular Affairs

Clinical Support Staff of the Year
Year III/IV Larissa Gronenberg
Department of Pediatrics

The Rural Preceptor Teaching Award recognizes an outstanding volunteer physician preceptor from the Rural Health Professions Program, a longitudinal education program designed to nurture interest in rural practice. These primary care physicians practice in small and medium sized communities around Arizona. They precept and teach 1st year, 3rd year and 4th year medical students during rural elective rotations throughout the four years of medical school.
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.

### Basic Science Educators of the Year Lifetime Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>Norman E. Koelling, D Sci</td>
<td>Cell Biology &amp; Anatomy</td>
</tr>
<tr>
<td>1997</td>
<td>Ronald S. Weinstein, MD</td>
<td>Pathology</td>
</tr>
<tr>
<td>2000</td>
<td>Anna R. Graham, MD</td>
<td>Pathology</td>
</tr>
<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>
</tr>
<tr>
<td>2003</td>
<td>Mark R. Haussler, PhD</td>
<td>Biochemistry &amp; Molecular Biophysics</td>
</tr>
<tr>
<td>2005</td>
<td>Marc E. Tischler, PhD</td>
<td>Biochemistry &amp; Molecular Biophysics</td>
</tr>
<tr>
<td>2011</td>
<td>Deborah Fuchs, MD</td>
<td>Pathology</td>
</tr>
<tr>
<td>2013</td>
<td>Nafees Ahmad, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>2013</td>
<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>2015</td>
<td>Helen M. Amerongen, PhD</td>
<td>Cellular and Molecular Medicine</td>
</tr>
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</table>

### Clinical Science Educator of the Year Lifetime Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Department</th>
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<tbody>
<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>
<td>Medicine</td>
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<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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<td>2005</td>
<td>Ziad M. Shehab, MD</td>
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<td>2009</td>
<td>Sean P. Elliott, MD</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Department</td>
</tr>
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<td>------</td>
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<tr>
<td>1981</td>
<td>William D. Barber, DVM, PhD</td>
<td>Anatomy</td>
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<tr>
<td>1982</td>
<td>Thomas F. Burks, II, PhD</td>
<td>Pharmacology</td>
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<tr>
<td>1983</td>
<td>William D. Barber, DVM, PhD</td>
<td>Anatomy</td>
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<td>1984</td>
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<td>1985</td>
<td>Ruthann Kibler, PhD</td>
<td>Microbiology &amp; Immunology</td>
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<td>1986</td>
<td>Thomas F. Burks, II, PhD</td>
<td>Pharmacology</td>
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<tr>
<td>1987</td>
<td>Lewis Glasser, MD</td>
<td>Pathology</td>
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<td>1988</td>
<td>Anna R. Graham, MD</td>
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<td>1998</td>
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<td>Cell Biology &amp; Anatomy</td>
</tr>
<tr>
<td>1999</td>
<td>Naomi E. Rance, PhD</td>
<td>Pathology</td>
</tr>
<tr>
<td>2000</td>
<td>Mark R. Haussler, PhD</td>
<td>Biochemistry</td>
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<td>2001</td>
<td>Naomi E. Rance, MD</td>
<td>Pathology</td>
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<td>Achyut K. Bhattacharyya, MD</td>
<td>Pathology</td>
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<td>2003</td>
<td>Edward D. French, PhD</td>
<td>Pharmacology</td>
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<td>2004</td>
<td>William T. Bellamy, PhD</td>
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<td>2005</td>
<td>Wayne J. Morgan, MD</td>
<td>Physiology</td>
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<td>2006</td>
<td>Deborah Fuchs, MD</td>
<td>Pathology</td>
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<td>2007</td>
<td>Helen A. Amerongen, PhD</td>
<td>Cell Biology &amp; Anatomy</td>
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<td>2008</td>
<td>Nafees Ahmad, PhD</td>
<td>Immunobiology</td>
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<td>2009</td>
<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
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<tr>
<td>2010</td>
<td>William Adams-Rappaport, MD</td>
<td>Surgery</td>
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<td>Todd W. Vanderah, PhD</td>
<td>Pharmacology</td>
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2012
Todd W. Vanderah, PhD
Pharmacology
Nafees Ahmad, PhD
Immunobiology
Amy N. Sussman, MD
Medicine
John W. Bloom, MD
Medicine

2013
Amy N. Sussman, MD
Medicine
John W. Bloom, MD
Medicine

2014
Helen M. Amerongen, PhD
Cellular and Molecular Medicine
Tejal M. Parikh, MD
Family and Community Medicine

2015
John W. Bloom, MD
Pharmacology and Medicine
Amy N. Sussman, MD
Medicine

2016
John W. Bloom, MD
Pharmacology and Medicine
Tejal M. Parikh, MD
Family and Community Medicine

Clinical Science Educators
1981  Douglas H. Lindsey, MD, MPH, Dr PH
Surgery
1982  C. George Ray, MD
Pathology
1983  Douglas H. Lindsey, MD, MPH, Dr PH
Surgery
1984  Jay W. Smith, MD
Medicine
1985  John C. Racy, MD
Psychiatry
1986  Gary L. Dunnington, MD
Surgery
1987  John C. Racy, MD
Psychiatry
1988  Gary L. Dunnington, MD
Surgery
1989  William D. Rappaport, MD
Surgery
1990  Larry M. Moher, MD
Family & Community Medicine
1991  William D. Rappaport, MD
Surgery
1992  R. Scott Gorman, MD
Medicine
1993  William P. Johnson, MD
Medicine
1994  William D. Rappaport, MD
Surgery
1995  William D. Rappaport, MD
Surgery
Ziad M. Shehab, MD
Pediatrics
1996  Bruce E. Jarrell, MD
Surgery
William P. Johnson, MD
Medicine
1997  Bruce E. Jarrell, MD
Surgery
William P. Johnson, MD
Medicine
1998  Joseph S. Alpert, MD
Medicine
John C. Racy, MD
Psychiatry
1999  John C. Racy, MD
Psychiatry
Ziad M. Shehab, MD
Pediatrics
2000  Alton V. Hallum III, MD
Obstetrics & Gynecology
Kevin F. Moynahan, MD
Medicine
2001  Bruce L. Dalkin, MD
Surgery (Urology)
Kevin F. Moynahan, MD
Medicine
2002  Bruce L. Dalkin, MD
Surgery (Urology)
Kevin F. Moynahan, MD
Medicine
2002B Dana M. Kageyama, MD
Medicine
2003  Dana M. Kageyama, MD
Medicine
2004  Ziad M. Shehab, MD
Pediatrics
2005  John C. Nichols II, MD
Ophthalmology
2006  Sean P. Elliott, MD
Pediatrics
2007  Sean P. Elliott, MD
Pediatrics
Jeremy R. Payne, MD, PhD
Pediatrics
2008  Sean P. Elliott, MD
Pediatrics
2009  Christine E. Oberg, MD
Medicine
2010  William A. Madden, MD
Pediatrics
2011  John W. Bloom, MD
Pharmacology
2012  Evan S. Ong, MD
Surgery

2013  Evan S. Ong, MD
Surgery

2014  Tirdad T. Zangeneh, DO
Medicine

2015  Eric W. Taylor, MD
Psychiatry

2016  Scott E. Klewer, MD
Pediatrics

Houseofficer Educators

1981  Michael R. Swenson, MD
Neurology

1982  Kary B. Kern, MD
Medicine
Vern L. Katz, MD
Obstetrics & Gynecology

1983  Christopher P. Appleton, MD
Medicine

1984  Francisco E. Ruiz, MD
Obstetrics & Gynecology

1985  Diana B. McNeill, MD
Medicine

1986  Michael P. O’Conner, MD
Medicine

1987  James E. Maciulla, MD
Obstetrics & Gynecology

1988  Leonard F. Ditmanson, MD
Medicine

1989  Stephen P. Thomson, MD
Medicine

1990  Leigh A. Neumayer, MD
Surgery

1991  Terry A. Kurtts, MD
Surgery

1992  Tuan A. Nguyen, MD
Surgery

1993  Scott R. Valent MD
Medicine

1994  Tuan A. Nguyen, MD
Surgery

1995  Michelle P. Hubner, MD
Psychiatry

1996  Michelle P. Hubner, MD
Psychiatry
Keith M. Harrigill, MD
Obstetrics & Gynecology

1997  Henry C. Flores, MD
Surgery
Clark J. Rasmussen, MD
Surgery

1998  Timothy M. Miller, MD
Neurology

1999  John M. Tokish, MD
Orthopedic Surgery

2000  David L. Palestrant, MD
Medicine
Arnold L. Silva, MD
Medicine

2001  Robert A. Berger, MD
Surgery
J. Paul Yurkanin, MD
Surgery (Urology)

2002  Andrew J. Aldridge, MD
Surgery
Steven R. Galper, MD
Psychiatry/Neurology

2003  Andrew J. Aldridge, MD
Surgery
Troy J. Shelton, MD
Obstetrics & Gynecology

2004  Dana C. Ostermiller, MD
Pediatrics

2005  Franz P. Rischarld, DO
Pulmonary Fellow, Medicine

2006  Eric C. Mueller, MD
Medicine

2007  David L. Guarraia, MD
Medicine

2008  Albert Chi, MD
Surgery

2009  Sasanka Jayasuriya, MD
Medicine

2010  Thye M. Schuyler, MD
Neurology

2011  Thye M. Schuyler, MD
Neurology

2012  Adam J. Hansen, MD
Surgery

2013  Justin J. Roesch, MD
Medicine

2014  Glenn T. Stokken, MD
Medicine

2015  Bernardino Rocha, MD
Surgery

2016  Bernardino Rocha, MD
Surgery

2017  Bernardino Rocha, MD
Surgery

2018  Bernardino Rocha, MD
Surgery

2019  Bernardino Rocha, MD
Surgery

2020  Bernardino Rocha, MD
Surgery

2021  Bernardino Rocha, MD
Surgery

2022  Bernardino Rocha, MD
Surgery

2023  Bernardino Rocha, MD
Surgery

2024  Bernardino Rocha, MD
Surgery

2025  Bernardino Rocha, MD
Surgery

2026  Bernardino Rocha, MD
Surgery

2027  Bernardino Rocha, MD
Surgery

2028  Bernardino Rocha, MD
Surgery

2029  Bernardino Rocha, MD
Surgery

2030  Bernardino Rocha, MD
Surgery
MEDICAL STUDENT

Leadership Awards

April 19, 2018
12-1 PM, Kiewit Auditorium
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

~ John Q. Adams
Honors and Awards

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

Presented by
Tejal Parikh, MD
Chair, Honors and Awards Committee

Amir Rombod Rahimian, Class of 2020
Khiem Tran, Class of 2020

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

Stephen Crabbe, Class of 2020

Pima County Medical Society

Presented by
Roy Loewenstein, MD, PCMS

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

Laura Bricklin, Class of 2018
Jim Dunleavy, Class of 2018

College of Medicine Student Leadership Award

Medical Student Council

Cazandra Zaragoza
Executive President

Courtney Karol
Executive Vice President

Chelsea Takamatsu
Secretary

Tanwe Shende
Treasurer

Class Representatives

Mehnoor Haseeb
Joshua Paree
Class of 2021

Darien Allen
Alexander Urzua
Class of 2020

Zachary Rockov
Leanne Zabala
Class of 2019

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 2020
Guadalupe Davila
Dawn O’Brien
Amir Rombod Rahimian
CUP Leadership
AMWA Outreach
Jaime Faulkner
Maria (Gabi) Moros
Alaina Martinez
Mariel Piechowicz
Art Works
Julie Huynh
Shannon Zhang
Asylum Clinic
Azad Molla Hosseini
Casa de los Ninos
Robert Martinez
Hygiene:
Cristina Gutierrez
No Smoking:
Jeremy Webb
Nutrition:
Chelsea Takamatsu
Clinica Amistad
Alfonso Ayala
DEPO (Diabetes, Education, Prevention & Outreach)
Patrick Jedlowski
Julia Sobel (2019)
FARMacy
Jennifer Akazawa
Kelsey Shea
Flying Samaritans
Ricardo Ayala
Gaitway
Mohammed Abdelrahim
Khiem Andrew Triem
Health for the Homeless
Julie Najar
James Palmer
Khiem Andrew Tran
Collin LaCasse
Clark Alves (2018)
Tiffany Pouidar (2018)
HopeKids Arizona
Jennifer Sedler (2019)
JAWS Adaptive Athletics
Courtney Karol
Tanwe Shende
Hannah Shy
Roger Tseng
MedCat Companions
Guadalupe Davila
Kathryn Huber
Kaylyn Jones
Alaina Martinez
MedPride
Daniei Allen
Erica Gonzalez
Satnam Khalsa
Alex Urzua
Med Teach
Bethany Bozcar
Matthew Gorysman
Emily Storm
Alex Urzua
Julia Freeman

MedVets @ SW Blind Rehab Ctr
Rob Jampis
Erica Gonzalez
Dawn O’Brien
MIND Clinic
Jennifer Akazawa
Alfonso Ayala
Kaylyn Jones
Efren Bernal
Kelsey Shea
Mobile Health Program
Mohammed Abdelrahim
Muhammad Arif
Neurology Outreach Program - Archer
Kevin Moynahan
Bradley Shane (2019)
Nutritional Health Awareness
Adam Roussas
Owl & Panther
Michelle Fealk

Pima Inmate Health Education
Juvenile Hall:
Kelsea Shea
Catherine Jerman
REACT (Resuscitation, Education and CPR Training)
Morgan Battaglia
Courtney Karol
Dawn O’Brien
Tanwe Shende
Hannah Shy
Magnolia Swanson
Refugee Clinic
Mariam Astarabadi
Stephen Crabble
Heussein Magale
SHARE (Students Helping Arizona Register Everyone)
Kendra Marr
Adam Roussas
SHINE (Students Helping In-Need Elders)
Arati Babaria
Kathryn Huber
Collin LaCasse
Shubitz Family Clinic
Jessica Filon (Head)
Bethany Bozcar
Guadalupe Davila
Courtney Karol
Lab/Vaccines:
Dawn O’Brien (Head)
Will Binder
Jessika Iwanski
Laura Slykhouse

Tot Shots Vaccine Clinic
Jenna Dobrick
Jamie Lawrence
Rom Rahimian
Emily Tomlinson
Maria (Gabi Moros/VFC Coord
Aida Siyahian/VFC Coord
TREE (Tucson Refugee Education and Empowerment)
Mariam Astarabadi
Azad Molla Hosseini
Khiem Andrew Tran

Tucson High Mentorship Program
Arturo Martinez
Julie Najar

Wishmakers
Jaime Faulkner
Valeria Leon-Risemberg
Women’s Clinic
Head Coordinator:
Nicole Bejany
Patient/Clinic Coordinator: Julie Najar
Physician Recruitment:
Magnolia Swanson
Labs/Supplies:
Bethany Bozcar
Elisa Calabrese
Chelsea Takamatsu

Outreach Team:
Jamie Lawrence
Alaina Martinez
Kimberly Molina

Patient Coordinator:
Danny Robles
Physician & Referrals: Tanwe Shende
Fundraising & Outreach:
Emily Tomlinson
Medications:
Will Binder
Supplies:
Kathie Zhang

Sight Savers
Brennan Boyd
Mahsaw Motlagh
Cait Myrda
Mariel Piechowicz

St. Andrew’s Clinic
Mariam Astarabadi
Cazandra Zaragoza
Kathie Zhang

STAT (Students Together Against Trafficking)
Hannah Johnson

Sun Smarts
Mahdieh Fazel
Lindsey Lepoiwvin
Rom Rahimian
Medical Student Club Leadership

Presented by Cazandra Zaragoza and Courtney Karol

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 Club (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-appella
Emergency Medicine Interest Group
ENT Interest Club
Family Medicine Interest Group
Flying Samaritans
Global Health Forum
Infectious Disease Interest Group
Integrative Medicine Club
Internal Medicine Student Association
Jewish Medical Student Association (JMSA)
Latino Medical Students Association (LMSA)
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)
Muslim Student Association
Neurology Interest Group
Neurosurgery Club
OB/GYN Interest Group
Ophthalmology Interest Group
Orthopedic Surgery Club
Pathology Interest Group
Pediatrics Club
Psychiatry and Mental Health Interest Group
Radiology Club
Resuscitation Education And CPR Training Group (REACT)
Student National Medical Association
Students Teaching Students
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.
MEMORANDUM

May 3, 2018

TO: College of Medicine Faculty

FROM: Rajesh Khanna, PhD, Professor, Pharmacology, Anesthesiology, and Neuroscience, Chair, 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, with administrative support from the Dean's Fund, continued and further developed a wide variety of activities during 2017-2018.

Summer Institute on Medical Ignorance
• For FY 2017-2018, 50 medical student short-term full-time research fellowships were awarded most of which were integrated into the Summer Institute on Medical Ignorance Seminar Series (SIMI) (5/29-7/28/17). Final presentations were videostreamed and can be viewed at the UA Biocommunication streaming website.
• Recruitment of 2018 summer research fellows began in November 2017. 24 medical students have already successfully competed for summer research fellowships with an additional 9 upperclass medical students approved for full-time research fellowships not during the summer months.
• Since the inception of the program in 1982, 994 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 2018, ~750 papers, ~45 chapters, and ~1300 abstracts have been published since 1982.
  • Fifteen medical students were selected to make presentations at the 2018 Western Medical Research Conference (WMRC) regional meeting of the American Federation for Medical Research, Carmel, CA, January 25-27, 2018: All 15 abstracts were presented in subspecialty sessions. Medical student Akshay Roy-Chaudhury was awarded the Edwin E. Osgood Award (top student abstract submitted to WMRC from 18 western medical schools). Students also made presentations at meetings such as the Orthopaedic Research Society 2018 Annual Meeting, 3/10-12/2018, New Orleans, LA

Research Distinction Track
• The Research Distinction Track (RDT) (Surgery 800A) (approved for 6 academic credits by the Curriculum Committee in 2000): 24 seniors completed the track and will graduate in 2018 with Distinction and Honors in Research: Brittany Arcaris, Jennifer Bao, Sean Behan, Matthew Bull, Ivorie Coleman, Collin Costello, Hillary DeRose, S. James Dunleavy, Mohammed Fazel, Joseph Frankl, Kieran Hynes, Robert Kay, Eric Lander, Ivy Lin, Katherine Marsh, Rohini Patel, Ashley Pickering, Nitin Prabhakar, Ned Premyodhin, Alyssa Streff, Nathan Tanoue, Janson Trieu, Morgan Whitaker, and Michael Wyman. 42 COM 2018-2020 students are currently enrolled in RDT, 53 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 4402K, 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 Grace Wagner at (520) 626-6360 or e-mail grace@surgery.arizona.edu for further information.
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 Explorarium (website: www.medicalignorance.org) to improve scientific and health literacy, and NINDS (2011-2021), NICHD (2013-2018), and NIAID (2013-2019) offered a variety of student- and teacher-centered activities.

• For Summer 2017, 35 basic and clinical research fellowships were awarded to financially, socially, or educationally disadvantaged high school students from around Arizona. Mentors were recruited in targeted areas of neuroscience, cardiovascular, cancer, and pediatric disease for these outstanding high school students. Student research fellows participated 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 Explorarium, the Virtual Clinical Research Center/Questionarium, and most recently, mobile access (curiosityforall.org) – which also includes our Curiosity for All Videos. They also created videos of research topics area tools for our YouTube channel (www.youtube.com/user/medicalignorance).

• The 2018 SEPA Summer Institute on Medical Ignorance program will run from June 4-July 20, 2018. 32 high school students have been accepted and assigned to College of Medicine laboratories and clinics. We are in urgent need of a few more mentors for high school students who have been selected for our NINDS-funded summer program – for additional information, please contact MSRP Program Manager, Grace Wagner <grace@surgery.arizona.edu>.

• Continued short-term and long-term followup evaluation of the achievements and career paths taken by the >680 high school students and several hundred K-12 teachers who have participated for extended periods in the program since its inception and hundreds more have been trained in our workshops.

Undergraduate Student Research Program

In addition to medical and high school students, 20 diverse undergraduate student researchers (predominantly students previously graduated from SIMI) joined the 2018 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, with smaller numbers in the neurosciences and pediatrics. These undergraduate student researchers worked for 2-3 months over the summer recess and hundreds more have been trained in our workshops.

20 diverse UA undergraduate students have been accepted for the 2017 Undergraduate Research Program funded by NICHD, NHLBI, and NINDS grants.

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 educators at all levels and in many disciplines.

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.