College of Medicine – Tucson General Faculty Meeting
AUGUST 9, 2017, Kiewit Auditorium 4:30 pm

Meeting Minutes

Call to Order - Dean Cairns called the meeting to order at 4:30pm.

Welcome and Announcements – Charles B. Cairns, MD, Dean, College of Medicine-Tucson
Dean Cairns began by introducing himself and announcing the College of Medicine-Tucson just welcomed its new class of 2021, the 50th entering class for the University of Arizona College of Medicine-Tucson. He discussed the rise in the number of applicants since he began his time as dean, which coincides with the Banner partnership. This increase in applicants and enrollments is due to the populations in the area, and the college is located in a place where academic medicine is being transformed due to new construction and excellence of our faculty. There will be a celebration in November for the 50th anniversary of the medical school. There were a record number of faculty promotions and grants awarded. Dean Cairns announced there are new faculty, and new faculty members introduced themselves. He then turned it over to Tom Dickson.

Banner Update – Tom Dickson, CEO, Banner University Medical Center – Tucson and South Campuses
Tom Dickson briefly mentioned the electronic records conversion and joint commission. US News and World Report rated the University of Arizona COM-T campus cancer program, geriatrics, gynecology and pulmonology in the top 50 rankings in the country. Nephrology ranked 51. High performing programs in the top 10% of the country are diabetes, gastroenterology, nephrology, neurology, and neurosurgery. There is a notice going out to employees to share these top performing programs and departments. We are ranked as the number 2 hospital in the state, tied with BUMC-Phoenix. He finished up discussing these achievements and introduced Dr. Scott Goodwin, the CEO of Banner University Medical Group.

Dr. Goodwin introduced himself and his background. He came to BUMG for the opportunities of the future here. He described his work and leadership philosophy, and praised the quality and attitudes of the employees. Dr. Goodwin concluded by thanking everyone for allowing him to join this organization.

Committees and Brief Reports
Dean Cairns announced the progress of the new Faculty Practice Oversight Committee, including the representatives chosen by the chairs and the incorporation of the committee members voted on by faculty. There is a new council of department chairs and center directors from Tucson and Phoenix to advise the new committee. He requested faculty input and support in the activities of the faculty practice plan. He announced the committees and chairs.

- Admissions Committee – Nafees Ahmad, PhD, Past Chair. Dr. Ahmad stated we are at a record number of applicants this August.

- COM-T Appointments, Promotion and Tenure Committee – Paul Gordon, MD & Kurt Denninghoff, MD, Co-Chairs. They stated there was a record number of promotions as well. The P&T committee is happy to meet with anyone who has questions or confusion regarding the tracks and changes.

- COM-Tucson Educational Policy Committee – Art Sanders, MD, Past Chair. Dean Cairns thanked Dr. Sanders and Dr. Moynahan for their efforts in evolving the medical education

- Dean’s Faculty Advisory Committee – Marlys Witte, MD, Past Chair
Presentations/Discussion

Bylaws update/revisions – Anne Cress, PhD, Deputy Dean for Research
Dr. Cress explained that the bylaws were amended in 2015 to include the Phoenix campus, but Phoenix now has its own accreditation so we need to amend again to remove these Phoenix references. It will be sent out to everyone, then after two weeks there will be an electronic vote to pass. During that time, there will be a chance for feedback regarding committees and their bylaws. Dean Cairns explained Workplace platform that will be used for this feedback, as well as other collaborative endeavors. We are the first public university and medical school to use Workplace. He requested that everyone activate Workplace to get the most out of it.

Cup of Coffee Professionalism Initiative – Amy Waer, MD, Associate Dean, Curricular Affairs
Dr. Waer began by introducing herself, the Professional Program, and the members of the Professional Support Team. The Cup of Coffee Initiative is modeled after a program at Vanderbilt Medical School, and has been adapted for COM-T to include faculty, staff, residents, and medical students. The initiative allows for a peer-to-peer conversation about behavior and professionalism. They are recruiting people to be trained as “messengers” for this program to deliver the facts about a professional conduct comment form filed against someone. Multiple occurrences are tracked and action is escalated with each new occurrence. The initial peer-to-peer conversation has been seen to be very effective. The goal is to have the professional program be the “clearing house” where all allegations and comments come through. There are many different pathways to report unprofessional behavior, with the easiest being to email Dr. Waer with concerns. The program wants exemplary behavior reported as well.

Admissions Update – Tejal Parikh, MD and Tanisha Price-Johnson, PhD
Since 2010, admissions numbers continue to climb as nationally, more students apply to medical schools and there are many re-applicants to the program. The scholarship program continues to develop as well, which draws more people to the university. Location and affiliation with Banner also bring more interest and applicants. Dr. Price-Johnson explained the admissions criteria and process. The college has used a holistic review approach since 2009 which allows for a broader evaluation of students. Admissions looks at interpersonal competency, intrapersonal competency, thinking and reasoning competency, and science foundation, which align with AAMC’s core competencies. A 2011 survey of faculty asking what they look for in students helped form these attributes admissions looks for.

They presented the demographics of the matriculating class. Two-thirds are Arizona residents, more students are male than female, the average age is 25 years old, and more demographic factors were presented. Faculty can get involved with the admissions process by becoming a secondary application screener or conduct and evaluate the interviews. Training is provided.

There was a question about increasing the class size. Dean Cairns said he is passionate about increasing class size, but we do not have the space or resources to do it at this time. Once the new building opens, Dean Cairns said he will ask for state support to allow for a larger class size. We need a greater number of GME spots as well.

Adjournment - Dean Cairns adjourned the meeting shortly after 5:30pm.
College of Medicine General Faculty Meeting  
Wednesday, August 9, 2017  
Kiewit Auditorium @ 4:30 p.m.

AGENDA

Call to Order

1. Welcome and Announcements – Charles B. Cairns, MD, Dean, College of Medicine

2. Banner Update – Tom Dickson, CEO, Banner University Medical Center – Tucson and South Campuses

3. Committees and Brief Reports  
   *Committee reports are posted on the COM website at http://medicine.arizona.edu/event/2017/college-medicine-tucson-general-faculty-meeting-1*
   - Admissions Committee – Nafees Ahmad, PhD, past chair
   - COM-T Appointments, Promotion and Tenure Committee – Paul Gordon, MD & Kurt Denninghoff, MD, Co-Chairs
   - COM-Tucson Educational Policy Committee – Art Sanders, MD, Past Chair
   - Dean’s Faculty Advisory Committee – Marlys Witte, MD, Past Chair

4. Presentations/Discussion
   - Bylaws Update (removal of Phoenix references, call for committee updates, etc.) – Anne Cress, PhD, Deputy Dean for Research
   - Cup of Coffee Professionalism Initiative – Amy Waer, MD, Associate Dean, Curricular Affairs
   - Admissions Update – Tejal Parikh, MD and Tanisha Price-Johnson, PhD

Adjournment

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

The date for the remaining 2017 COM General Faculty Meetings is Thursday, November 16th and will be held in Kiewit Auditorium at 4:30 p.m. Please note change in day and date.
Report from the Admissions Committee, 2016 - 2017
Submitted by Nafees Ahmad, PhD

Members: Carol Howe, MD (Vice Chair), Sophia Spadaore MS 2, Chelsea Santino MS2, Natalie Horwitz, MS2, Valentine Nfonsam, MD, Susan Hadley MD, Rajesh Khanna PhD, Indu Partha MD, William Rappaport MD, Mohammad Shahidullah PhD, Joshua Malo, MD, Ivan Aispuro, MS1, Azad Molla Hosseini, MS1, Frank Morello, MD, Christine Kettelle, MD, and Nafees Ahmad, PhD (Chair).

Charge to the Committee
By LCME Standard (MS-4) as well as by the UACOM-Tucson (UACOM-T) bylaws, the Admissions Committee is a majority faculty committee with the responsibility for choosing the members of the medical student body. The Admissions Committee works closely with the Admissions Office to achieve the best possible class that is consistent with both the AAMC ideals and the mission of the institution. In addition, the Admissions Committee has oversight and final decisions of the MD-PhD and Pre-Medical Admissions Pathway (PMAP) programs. The mission of the committee is to “select a diverse cohort of students who will become the future physicians, physician-leaders, and physician-researchers for Arizona communities and throughout the United States”.

Admissions Process
During the 2016 - 2017 admissions cycle, the Admissions Office received 7,218 applications through AMCAS (a 182.5% increase from the 2,555 applications received in the 2010-2011 cycle). Of these, 4,535 applicants (an increase of 1.95% from last year) met the minimum standards of MCAT 24 or MCAT 498 and GPA 3.0 and submitted their secondary applications, which addressed questions specific to the UACOM-T.

- AMCAS Applications: 7218
  - Resident: 867
  - Non-Resident: 6267
- Accepted Applicants: 199
  - Resident: 117
  - Non-Resident: 78

Under the direction of the Admissions Office, screeners reviewed and scored the secondary applications. The Admissions Office invited 561 applicants for on-site interviews; 539 accepted and completed interviews, and the Admissions Committee then processed and reviewed the completed applications.

Five subcommittees of the Admissions Committee, each consisting of 2 faculty members and 1 student member, evaluated the applicants who completed interviews. All 3 subcommittee members reviewed each applicant assigned to that subcommittee; each subcommittee member thus conducted a primary review of 539 applicants.

The Admissions Committee continues to use data from the Mini-Medical Interview (MMI) format to evaluate candidates. In addition, the Admissions Committee evaluates each applicant on a series of desired attributes. These specific attributes, developed and refined by the Committee over the past 5 years, are consistent with the AAMC guidelines. Assessment of these attributes makes explicit the Committee review practice and allow analysis of the selection process and longitudinal success. The desired attributes include: motivation to pursue MD education; alignment with commitment to institutional mission; ability to succeed academically; resiliency; distance traveled; service and volunteer experiences; sufficient clinical exposure to understand the profession; research experiences; language spoken in underserved communities in Arizona; humanistic orientation; cultural competency; understanding the importance of diversity; and professionalism.

After each subcommittee discussed assigned applicants, each subcommittee member scored the applicant/application using a 1-to-5 scale (1=unacceptable, 2=poor, 3=acceptable, 4=excellent, 5=outstanding, with intervals of 0.5). The
applicant rank represented the average score among the subcommittee members. Applicants with top subcommittee average scores then advanced to presentation, review, and discussion at full Admissions Committee meetings, and each Committee member then ranked each applicant (again using the 1-to-5 scale).

This year, the Admissions Committee also reviewed the descriptive statistics from applicants’ MMI scores, which included Z scores for specific MMI stations/scenarios and an overall Z score.

The Admissions Committee offered acceptance to 199 applicants; 117 accepted entry into the Class of 2021 (3 returning students will join the class from a Leave of Absence – actual class total: 120). UACOM-Tucson has retained 60% (72) of the top 120 applicants accepted. 25% (29) of the Class of 2021 had multiple acceptances & chose UACOM-Tucson.

The Class of 2021 total applications reflects a national trend; several other medical schools are also experiencing increased enrollment. Nationally, medical school enrollment numbers are up 28%. It also reflects the success of our recruitment strategies, including competitive scholarships and engagement of applicants as they consider which medical school to attend.

**Outcomes**

The class of 2021 has an average GPA of 3.65, an average science GPA of 3.54, an average “old” MCAT composite score of 27.7, and an average “new” MCAT score of 507 (the “new” MCAT was introduced in the spring of 2015). The average age is 25 (range, 21-48), with 54% male students and 46% female students. Arizona residents comprise 67% of students, while out-of-state residents comprise 33% of the class; for comparison, the Class of 2020 had 67% in-state residents.

Students who are underrepresented in medicine (URiM) comprise 31% of the class: 19 Hispanic (16% of total class), 7 African American (6% of total), and 4 Native American students (3% of total). The Admissions Committee is unaware of the URiM status of the candidates during its deliberations.

This is the first time in two years that the UA COM reached the waitlist. There are several factors that can explain the student acceptance from the waitlist:

1. The initial acceptance cutoff score was a 4.3. The approach was more conservative this year because of the need to limit the incoming class size in a range from 115 to 120. As the season continued, the threshold was expanded to 4.25 to 4.00 and finally landed at 3.9. All of the students accepted from the waitlist are qualified and competitive. Due to an increased applicant pool, the competition was at a higher level during the initial acceptance rounds.

2. Of the top 50 original acceptances offered, many of the students received substantial scholarships in an effort to recruit them to the UA COM and to eliminate concerns about funding their medical school education. Despite the significant scholarship offers (ranging from $30,000 renewable/non-renewable scholarships to $10,000 renewable/non-renewable scholarships), many of these students declined our acceptances and scholarships because a) they were accepted to their home state medical schools and/or b) received higher scholarship awards from other medical schools.

3. As we offered acceptances to students from the waitlist, many of the students had finalized their decisions to previously offered acceptances at other medical schools. This trend caused the UA COM to continue to extend offers until we settled our incoming class which currently sits at 117.

Research done by the Arizona Medical Education Research Initiative (AMERI) team and the Admissions Office is instrumental in supporting the Admissions Committee throughout its processes and in recruiting applicants chosen by the Committee. Increased overall recruitment in part reflects presentations on the UACOM-T unique curriculum (Societies, Blocks, Distinction Tracks, Research and Clinical Thinking Course) during Applicant Visit Day, an earlier “Second Look” program, and, perhaps most importantly, the ability to provide scholarship assistance.

**Scholarships**

A substantial increase in funding for scholarships has enhanced recruitment of a talented Class of 2021. For the third year, the UACOM-T has offered both renewable and non-renewable scholarships, a financial assistance model that allows us to be much more competitive in the recruitment of in-need students who contribute to the diversity and
academic excellence of the UACOM-T. Beginning in February 2017, the total amount of scholarship offered was $482,000. There were 22 renewable scholarships and 13 non-renewable scholarships. Donor scholarships totaled $56,000 and grant awards totaled $310,000.

MD/PhD Admissions

The MD/PhD program is designed to train students planning careers in academic medicine or biomedical research. Through the collaborative efforts of the College of Medicine and the Graduate College, research intensive training is pursued through one of a number of biomedical science departments and interdisciplinary programs. This year the Admissions Committee selected 4 applicants (4 males) for the MD/PhD program. Their average GPA is 3.74 and combined MCAT score average is 32.5 (old) or 509 (new). These 5 students are included in the total of 117 members of the class of 2021.

Pre-Medical Admissions Pathway (P-MAP)

Currently in its fourth year, the P-MAP program was developed by the Admissions Office and the Office of Diversity and Inclusion to help students who have experienced unique or greater than average challenges in preparing to become competitive medical school applicants and succeed in medical school. The program is targeted to students who are Arizona residents and who have faced socioeconomic disadvantages, are first-generation college attendees, grew up in either a rural or US/Mexico border region, and/or are enrolled members in Federally-recognized American Indian tribes. Students should demonstrate principles of cultural competence in healthcare, demonstrate attributes such as altruism and social accountability, and are fluent in English and conversant in languages commonly spoken in Arizona (i.e., Spanish and Navajo). Upon successful completion of the P-MAP program with an MCAT score of 22 or higher and a GPA of at least 3.0 in P-MAP coursework, students will be offered admission to the UACOM-T.

Eleven of the 12 members of the second P-MAP cohort successfully completed the program and matriculated into the class of 2020. These students are included in the total of 132 members of that class. These matriculating P-MAP students (6 male, 5 female) include 7 Hispanic students, 2 Native American students, 1 White student, and 1 student who chose not to report race.

Ten of the 12 members of the third P-MAP cohort successfully completed the program and matriculated into the class of 2021. These students are included in the total of 117 members of that class. These matriculating P-MAP students (3 male, 7 female) include 2 Hispanic students, 4 Native American students, 1 White student, 2 African American, and 1 Filipino.

This year the Admissions Committee selected the fourth cohort of 12 students for the P-MAP program. These students (4 male, 8 female) include 2 Native American students, 1 African-American students, 8 Hispanic students, 1 Tongan student. After starting the P-MAP program in May 2017, all students have completed the required Histology course. They are also enrolled in the MCAT “boot camp.” Students have weekly meetings with Carlos Gonzales, MD, and will be matched with mentors this fall.
APPOINTMENTS, PROMOTION AND TENURE CASES – ANNUAL STATISTICS
FOR FY 2016-2017
[Activities of the COM AP&T Committee and the Office of Faculty Affairs]

COM P&T COMMITTEE MEMBERS

- Kurt Denninghoff, MD*
- Sean P. Elliott, MD
- Paul Gordon, MD*
- Ronald P. Hammer, PhD (ad hoc, Phoenix)
- Ronald L. Heimark, PhD
- Paul A. Krieg, PhD
- Vance G. Nielsen, MD
- Raymond B. Runyan, PhD
- Linda S. Snyder, MD

*co-chairs

APPOINTMENTS

- Total: 218 (in addition, 2 Phoenix appointments were reviewed but are not included in the appointment statistics)

Traditional Tracks:

- Tenure Track: 25
- Non-Tenure Track: 191*
  - Clinical Scholar Track: 42
  - Research Scholar Track: 3
  - Educator Scholar Track: 2
  - Clinical Series: 124
  - Research Series: 18
  - Educator Series: 2

* In addition, 1 adjunct instructor and 1 non-tenured unmodified Associate Professor were hired. The Associate Professor is a shared appointment where tenure is held in the Department of Medicine. The Office of Faculty Affairs also processed 98 Faculty Physician appointments, which are not included in the non-tenure count.

PROMOTION & TENURE CASES

- Total: 36
- Tenure Track: 13
- Non-Tenure Track: 23

REAPPOINTMENTS: 13
SABBATICAL LEAVE REQUESTS: 2
CLOCK STOP REQUESTS: 1

JOINT APPOINTMENTS: 19
EMERITUS STATUS REQUESTS: 6
MID-CYCLE REVIEWS: 6 (plus 1 COM-Phoenix mid-cycle review)

TRACK CHANGE REQUESTS: 13 total (4 requests to transfer to the tenure track, 1 request to transfer off of the tenure track for 2 years, and 8 requests to transfer to a more appropriate track (1 transfers from the clinical scholar track to the clinical series; 3 transfers from the clinical
scholar track to the educator scholar track; 3 transfers from the research series to the research scholar track; 1 transfer from the research scholar track to the clinical scholar track.)

POST-TENURE REVIEW:

One hundred thirty-eight tenured faculty were reviewed; the COM AP&T Committee reviewed 16 post-tenure review packets.

PROMOTION CASES, FY 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>Tenure Track</th>
<th>Non-Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied for Promotion and/or Tenure</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Department Approval</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>COM P&amp;T Committee Approval</td>
<td>13</td>
<td>21</td>
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<tr>
<td></td>
<td></td>
<td>(2 cases tabled pending action from dept.)</td>
</tr>
<tr>
<td>Dean's Approval</td>
<td>13</td>
<td>21</td>
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<tr>
<td>UA P&amp;T Committee Approval</td>
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<tr>
<td>Provost’s Approval</td>
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<td>19</td>
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<tr>
<td></td>
<td></td>
<td>(2 pending, 2 not yet sent forward)</td>
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*2 tenure track cases were COM-Phoenix faculty

New Appointment Statistics by Department

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<thead>
<tr>
<th>Department</th>
<th>Appointments</th>
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<tbody>
<tr>
<td>Anesthesiology</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>Cellular &amp; Molecular Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>15</td>
</tr>
<tr>
<td>Family &amp; Community Medicine</td>
<td>14</td>
</tr>
<tr>
<td>Immunobiology</td>
<td>2</td>
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<tr>
<td>Medical Imaging</td>
<td>10</td>
</tr>
<tr>
<td>Medicine</td>
<td>70</td>
</tr>
<tr>
<td>Neurology</td>
<td>6</td>
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<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>3</td>
</tr>
<tr>
<td>Ophthalmology &amp; Vision Science</td>
<td>2</td>
</tr>
<tr>
<td>Orthopaedic Surgery</td>
<td>2</td>
</tr>
<tr>
<td>Otolaryngology</td>
<td>4</td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>15</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>7</td>
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Physiology 4
Psychiatry 12
Radiation Oncology 2
Surgery 37

Total 218

<table>
<thead>
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<th>Title Track:</th>
<th>Total</th>
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<tr>
<td>Tenure Track:</td>
<td>25</td>
</tr>
<tr>
<td>Tenure Track % of new appointments</td>
<td>11%</td>
</tr>
<tr>
<td>Professor</td>
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</tr>
<tr>
<td>Associate Professor</td>
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<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
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</tr>
<tr>
<td>Clinical Scholar Track:</td>
<td>42</td>
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<tr>
<td>Clinical Scholar Track % of new appointments</td>
<td>19%</td>
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<tr>
<td>Professor</td>
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</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Research Scholar Track:</td>
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<td>Research Scholar Track % of new appointments</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Educator Scholar Track:</td>
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<tr>
<td>Educator Scholar Track % of new appointments</td>
<td>1%</td>
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<tr>
<td>Professor</td>
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<tr>
<td>Associate Professor</td>
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<tr>
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<td>Instructor</td>
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<tr>
<td>Clinical Series:</td>
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<tr>
<td>Clinical Prefix Track % of new appointments</td>
<td>57%</td>
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<tr>
<td>Clinical Professor</td>
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<tr>
<td>Clinical Associate Professor</td>
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<tr>
<td>Clinical Assistant Professor</td>
<td>89</td>
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<tr>
<td>Clinical Instructor</td>
<td>22</td>
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<tr>
<td>Research Series:</td>
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<tr>
<td>Research Track % of new appointments</td>
<td>8%</td>
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<tr>
<td>Research Professor</td>
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<td>Research Associate Professor</td>
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<tr>
<td>Research Instructor</td>
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</tr>
<tr>
<td>Educator Series</td>
<td>2</td>
</tr>
<tr>
<td>Lecturers % of new appointments</td>
<td>1%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>2</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>0</td>
</tr>
</tbody>
</table>
Other:  1 shared appointment & 2 1% of new appointments
1 adjunct instructors

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>218</strong></td>
</tr>
</tbody>
</table>

The COM-Tucson AP&T Committee continues to review all promotions, tenure track appointments and mid-cycle reviews and non-tenure track appointments (associate & full professor only) of Tucson faculty. The committee also reviewed 2 appointments and 1 mid-cycle review on the tenure track for Phoenix campus faculty. Non-tenure track appointments and promotions in Phoenix were reviewed solely by the Phoenix P&T Committee. Now that COM-Phoenix has received full accreditation, this represents the final year COM-Phoenix campus will send tenure track cases to Tucson for review.
Chair: Art Sanders, MD (Emergency Medicine, Tucson)

Activities of the Tucson EPC (TEPC) during the period January through June 2017 are described below, arranged in general categories.

1. Membership

The members of the TEPC for January 2017 through June 2017 are as follows:

<table>
<thead>
<tr>
<th>Member name</th>
<th>Department</th>
<th>Track</th>
<th>End of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristopher Abbate</td>
<td>Medical Student, Class of 2018</td>
<td>Tucson</td>
<td>2018</td>
</tr>
<tr>
<td>Elle Campbell</td>
<td>Medical Student, Class of 2019</td>
<td>Tucson</td>
<td>2019</td>
</tr>
<tr>
<td>Maria Czuzak, PhD</td>
<td>Cellular &amp; Molecular Medicine</td>
<td>Tucson</td>
<td>2020</td>
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<tr>
<td>Herman Gordon, PhD</td>
<td>Cellular &amp; Molecular Medicine</td>
<td>Tucson</td>
<td>2017</td>
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<tr>
<td>Sarah Harris</td>
<td>Medical Student, Class of 2016</td>
<td>Tucson</td>
<td>2016</td>
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<tr>
<td>Wendi Kulin, MD</td>
<td>Neurology</td>
<td>Tucson</td>
<td>2017</td>
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<tr>
<td>Patricia Lebensohn, MD (Vice Chair)</td>
<td>Family &amp; Community Medicine</td>
<td>Tucson</td>
<td>2021</td>
</tr>
<tr>
<td>Lindsey Lepoidevin</td>
<td>Medical Student, Class of 2020</td>
<td>Tucson</td>
<td>2020</td>
</tr>
<tr>
<td>Bill Marshall, MD</td>
<td>Pediatrics</td>
<td>Tucson</td>
<td>2017</td>
</tr>
<tr>
<td>Sydney Rice, MD (EPC Chair 14-15, EPC Vice-Chair, 2013-14; TEPC Chair, 2013-14)</td>
<td>Pediatrics</td>
<td>Tucson</td>
<td>2018</td>
</tr>
<tr>
<td>Art Sanders, MD (Current Chair)</td>
<td>Emergency Medicine</td>
<td>Tucson</td>
<td>2019</td>
</tr>
<tr>
<td>Jordana Smith, MD</td>
<td>Ophthalmology</td>
<td>Tucson</td>
<td>2021</td>
</tr>
<tr>
<td>Kathy Smith, MD</td>
<td>Psychiatry</td>
<td>Tucson</td>
<td>2020</td>
</tr>
<tr>
<td>Chad Viscusi, MD</td>
<td>Emergency Medicine</td>
<td>Tucson</td>
<td>2018</td>
</tr>
<tr>
<td>Jim Warneke, MD</td>
<td>Surgery</td>
<td>Tucson</td>
<td>2019</td>
</tr>
<tr>
<td>Stephen Wright, PhD</td>
<td>Physiology</td>
<td>Tucson</td>
<td>2019</td>
</tr>
</tbody>
</table>
Resources & Support

Kevin Moynahan, MD (Deputy Dean for Education, Tucson)
Amy Waer, MD (Associate Dean for Curricular Affairs, Tucson)
George Fantry, MD (Associate Dean for Student Affairs, Tucson)
Violet Siwik, MD (Senior Assistant Dean, Student Affairs and Admissions, Tucson)
Karen Spear Ellinwood PhD (Director, Faculty Instructional Development, Curricular Affairs, Tucson)
Raquel Givens, MEd (Director, LCME Accreditation, Tucson)
Paul Weissburg, PhD (Director for Program Evaluation and Assessment, Curricular Affairs, Tucson)
Kristie Bowen, PhD (Director, Student Affairs, Tucson)
Sonia De Leon, BS (Manager Pre-Clinical Curriculum, Curricular Affairs, Tucson)
Susan Ellis, EdS (Manager for Curriculum and Assessment, Office of Medical Student Education, Tucson)
Diane Poskus, MA (Manager Clinical Curriculum, Curricular Affairs, Tucson)

2. Curriculum Governance Activities

Subcommittees – Various Meetings
TEPC members, faculty-at-large, and students serve on six curriculum-focused subcommittees. These subcommittees meet on a regular basis (e.g., bi-weekly, once a month and quarterly).
- Tucson Evaluation Subcommittee (TEVS) - implements the evaluation of the preclinical curriculum
- Clerkship Review Subcommittee (CRS) - implements the evaluation of the third year core clerkship curriculum
- Tucson Curriculum Management Subcommittee (TCMS) – reviews and coordinates the preclinical curriculum
- Tucson Clerkship Curriculum Subcommittee (TCCS) – reviews and coordinates the clinical third year curriculum
- Electives Subcommittee – reviews and provides oversight for the electives courses including student feedback and reviews proposals for new electives
- Exam Review Subcommittee – reviews the reliability and validity of in-house exams

3. Instruction and Performance Assessment

Revision to Grading and Progression Policy – February 15, 2017

This proposed revision to the Grading & Progression policy clarified two issues related to clerkship grading. First, the revision included specific language stating that a student who repeats a clerkship must complete all components of the clerkship. No work from the student’s initial attempt would be applied toward a grade in the repeated rotation. The revision also addressed grading for repeat clerkship rotations. A repeat clerkship experience is independent from the student’s initial rotation; it is a separate rotation, with different patients and clinical experiences. Therefore, a student would be eligible to earn any appropriate grade, including a grade of “high pass” or “honors” in a repeat clerkship rotation. The revision was approved
4. Curriculum Maintenance and Evaluation


Retaining Surgical Subspecialty Rotation as a Graduation Requirement – January 18, 2017

The proposal to retain a surgical subspecialty rotation as a graduation requirement was approved. Beginning with the Class of 2021, students will meet the surgical subspecialty graduation requirement by taking a designated four-week rotation during the Transition to Residency phase of the curriculum.

Emergency Medicine/Critical Care proposal – January 18, 2017

Dr. Kathy Hiller, on behalf of the Department of Emergency Medicine, presented a proposal to make the hybrid emergency medicine/critical care (EM/CC) rotation a requirement for all students, effective with the Class of 2021. The proposal to make the hybrid Emergency Medicine/Critical Care course a graduation requirement for all students was approved (effective with the Class of 2021). Dr Waer indicated that there would be no guaranteed additional funding to the Department of Emergency Medicine if this course were to be required. However, Dr Waer stipulated that the Dean would be willing to work with the Department to address issues of funding.

Block and Clerkship Reviews – Various Meetings

TEPC continues its oversight responsibility with ongoing reviews of instructional blocks and clerkships. Blocks/clerkships are reviewed once every other year, and assessments are made of the content covered, the expectations for student performance, instructional quality and examination quality and outcomes. In the past six months, the Family and Community Medicine (FCM) and Neurology clerkships were reviewed. In terms of pre-clinical block reviews, those have been put on hold due to the curriculum reorganization. The “Quick Feedback” Block review was piloted for the Life Cycle block and presented to TEPC.

The Level 2 Report on the Clinical Curriculum was presented and approved on June 7, 2017.

Electives

The TEPC reviews and approves the elective courses that can be taken by students registered in the Tucson track. New electives approved by the TEPC included the following:

- Capstone course: Medical Spanish Distinction Track
- Advanced Pharmacotherapeutics

5. Other

Revision to Academic Calendar – AY 17-18 – March 1, 2017

The calendar was revised to provide students with a week-long Spring Break.

Revision to Academic Probation Policy – April 19, 2017
The Academic Probation Policy was revised to provide that a student may be placed on academic probation for “Requiring retake of 2 block or course exams in one academic year” or “Requiring retake of 3 block or course exams in two academic years.”

(Bold mine, to emphasize the addition to the previous policy.)
Dean’s Faculty Advisory Committee
Annual Report, 2017

The Dean’s Faculty Advisory Committee met quarterly with Dean Cairns to discuss faculty concerns and issues. Two items which came to fruition in the past year were the extension of University voting privileges to NT faculty and the opportunity for faculty representation on 3 BUMC-T committees (Finance, Operations and Communications). Additional areas of discussion are shown below:

- College of Medicine curriculum change
- Lack of support for interdisciplinary programs
- Regularly-held faculty forums (monthly?)
- Increased involvement of community clinicians in teaching and clinics – satellite clinics and other community physicians
- Protected time for junior faculty research
- Events to encourage interaction between clinicians and basic scientists
- Support of core research services, including clinical labs
- Small seed grants
- Transparency regarding selection of faculty awarded grants – merit-based?
- Fair allocation and distribution of research space – transparency including, but not limited to, BSRL
The Cup of Coffee Conversation to Promote Professionalism

General Faculty Meeting

August 9, 2017

Amy L. Waer, MD
Kristie Bowen, PhD
Sonia de Leon, BS
Diane Poskus, MA
T. Gail Pritchard, PhD
Paul Weissburg, PhD
“Although episodes of disruptive behavior are not common, either are they rare”
(Hickson, Pichert, Webb, and Gabbe, 2007, p. 1041)

- Developed at Vanderbilt University School of Medicine as a supportive infrastructure for “addressing unprofessional/disruptive behaviors.”

Four graduated interventions:

1. Informal conversations for single incidents
2. Nonpunitive “awareness” interventions when data reveals patterns
3. Leader-developed action plans if patterns persist
4. Imposition of disciplinary processes if the plans fail

(Hickson, Pichert, Webb, and Gabbe, 2007, p. 1040)
Cup of Coffee Conversations to Promote Professionalism

• 72-78 % never have a reported professionalism issue

• 20-25% have a single reported lapse; most of these self-correct after their first “Informal” Cup of Coffee Intervention

• 2-3% have repeated lapses and require increasing levels of intervention:
  • Awareness
  • Guided

• A few require “Disciplinary” Intervention
Data

Between November 2013-February 2017, 148* Professional Conduct Comment Forms received:

- 56 regarding medical students (38%)
  - 13 exemplary (23%)
  - 43 lapses (77%)
  - 16 medical students referred to the Professional Support Team (PST) (29%)
- 41 regarding residents and fellows (28%)
  - 12 exemplary (29%)
  - 29 lapses (71%)
- 40 regarding attendings and faculty (27%)
  - 11 exemplary (28%)
  - 29 lapses (73%)
- 14 regarding other health care workers, support staff, and housekeeping (9%)
  - 8 exemplary (57%)
  - 6 lapses (43%)

*Several reports concerned more than one individual (e.g. physician and nurse)
The Role of the Messenger

• The Messenger is the peer* who delivers the message to the person who had the lapse

• Messengers deliver initial “Informal” and secondary “Awareness” Intervention conversations

• Each conversation lasts from 3-5 minutes

*Peer= Attending to Attending; Basic Science Faculty to Basic Science Faculty; Fellow to Fellow; Medical Student to Medical Student; Resident to Resident; Support Staff to Support Staff
What the Messenger does not do...

- The Messenger does not attempt to “fix” the problem.
- The Messenger does not advise/counsel.
- The Messenger does not engage with “pushback.”
Cup of Coffee Process

1. Professional conduct comment form is received.
2. Professionalism Program (PP) reviews the professional conduct comment form.
   • If it is an exemplary comment, a commendation letter is sent to the individual named.
   • If it is a lapse, the PP ranks the lapse according to a rubric.
3. The PP determines if the lapse is appropriate for a Cup of Coffee conversation
4. The messenger schedules the Cup of Coffee Conversation with the identified individual.
5. The messenger shares the report in a private conversation with the individual.
6. The messenger completes a debriefing report.
7. Debriefing reports are tracked for Cup of Coffee completion.
## Cup of Coffee Conversation Debriefing

<table>
<thead>
<tr>
<th>Date of Conversation: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Time: _________________________ Ending Time: ________________________________</td>
</tr>
<tr>
<td>Messenger Name: ___________________ Receiver Name: ___________________</td>
</tr>
<tr>
<td>Meeting Location: _______________________________</td>
</tr>
<tr>
<td>Brief Description of Lapse in Professionalism: _________________________________</td>
</tr>
</tbody>
</table>

1. How would you characterize the receiver’s receptivity to this conversation?
   a. Eager/Willing to make changes
   b. Receptive/Interested
   c. Reserved
   d. Indifferent
   e. Frustrated/Defensive
   f. Angry/Hostile

2. Did the receiver try to offer an explanation for the behavior? If so, summarize.

3. If you had any difficulties delivering the message, please describe (e.g. pushbacks: deflection, dismissal, distraction or other):

4. Do you have any feedback/suggestions to help improve this process in the future?

5. Additional comment or concerns:
Cup of Coffee Conversations for Professionalism Update

• 13 Messengers trained to date
• Dispatched four messengers in the past month
  o 1 Medical Student
  o 1 Resident
  o 2 Faculty
awaer@surgery.arizona.edu
Q & A
Getting Involved with Admissions
College of Medicine-Tucson

Dr. Tanisha Price-Johnson
Dr. Tejal Parikh
UA COM-Tucson Application Trends

Primary Applications Eight Year Trend

- Primary Applications

2010-2011: 2555
2011-2012: 3140
2012-2013: 4199
2013-2014: 4861
2014-2015: 5667
2015-2016: 6458
2016-2017: 7218
2017-2018: 5355

Current
AAMC Core Competencies for Entering Medical Students

- Interpersonal Competencies – service orientation, social skills, cultural competence, teamwork, oral communication
- Intrapersonal Competencies – ethics, reliability and adaptability, capacity for improvement
- Thinking and Reasoning Competencies – critical thinking, quantitative reasoning, scientific inquiry, written communication
- Science Competencies – living systems, human behavior
- UA COM – Attributes align with AAMC’s Core Competencies
Experiences – Attributes – Metrics (EAM) Model

- **Experiences**: evidence of applicant’s motivation to become a physician
- **Attributes**: characteristics that meet the UA College of Medicine mission i.e. resilience, motivation, research, professionalism, clinical exposure, humanism
- **Metrics**: academic performance, ability to manage rigor of medical school
- **Secondary Applications/MMI** – assist with identifying EAMs within applicant data
Survey of UA COM Faculty - 2011

What attributes are most important in a medical school applicant? (N=152)

- Intellectually...
- Critical thinking skills
- Honesty
- Responsibility
- Emotional maturity
- Integrity
- Service-oriented
- Strong science GPA

Survey responses range from 0.32 to 0.74.
Mission Statement

The mission of the Office of Admissions of The University of Arizona’s College of Medicine is to select a diverse cohort of students who will become the future physicians, physician-leaders, and physician-researchers for Arizona communities and throughout the United States.
Seated Class of 2021 Demographics

- Resident: 69%
- Non-Resident: 31%
- Male: 53%
- Female: 47%
- URM: 27%
- Average Age: 25
  - 21-48 Range
- Average GPA: 3.64
- Average Science GPA: 3.54
- Average MCAT: 27.75 (506)
- 1 Veteran
- 1 Active Duty
How to Get Involved

There are two ways:

Secondary Application Screener

AMCAS Application
Secondary Application
Interview
Committee Review

Interview Evaluator
Admissions Program: Secondary Application Screener

Screeners:

- Receive 24/7 online access to secondary applications
- Assess and score secondary applications received
- Flexible with schedule
- Weekly application assignment ranges from 5-10, depending on number of screeners, applications, personal preference

Secondary Application Timeframe

July 2017 - January 2018
Admissions Programs: Interview Evaluator

MMI Evaluators

• Training
  • Mock MMI Saturday, August 19
  • Refresher Training the day of interviews
• Receive 24/7 online access to scheduling system
• Evaluate and score applicants according to prompt
  • Tuesdays (10:10 am)
  • Fridays (10:10 am and 1:10 pm)
  • Saturdays (7:50 am and 10:10 am)

2017-2018 Interviews – 25 Dates

August 2017- February 2018
Next Steps: Make a Difference

Support the College of Medicine-Tucson and future Class of 2022 by helping with Secondary Screening & Interview Evaluating
Contact Us

College of Medicine
Tucson

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AHSC Room 2108
(520) 626-6214
Email: admissions@medadmin.arizona.edu
Website: medicine.arizona.edu/admissions