



## 2023 Annual Teacher-Learner Compact

The College of Medicine-Tucson (COM-T) is committed to ensuring that the learning environment is conducive to open communication and robust interactions between faculty and learners that promote the acquisition of knowledge and foster attitudes and skills required for the professional practice of medicine. Such activities require an environment that is free from harassment, discrimination, retaliation or other inappropriate conduct.

As part of the annual review process, we request all faculty and affiliates reaffirm the Teacher-Learner Compact. The annual completion of this form is part of LCME Standard 3 – Element 03.05 and a requirement for the College of Medicine-Tucson’s continued accreditation. **Please review and sign the Teacher- Learner Compact by January 31, 2024.**

Thank you for your commitment to the education of our learners and for contributing to a positive learning environment.

Raquel Givens, MEd  
Assistant Dean & Senior Director, Curricular Affairs

Kevin Moynahan, MD  
Vice Dean, Education

# University of Arizona College of Medicine Teacher-Learner Compact

---

*Approved by the Educational Policy Committee 10/17/2012*

I have read and agree to adhere to the principles outlined in the Teacher Learner Compact.

---

Print Name

Signature

Date

## Preamble

Faculty, whether employed by the University of Arizona College of Medicine or affiliated through agreements with the University as community faculty, and medical students (who for purposes of this policy also include residents and fellows and hereafter are referred to as “learners”) are obligated under a variety of policies and standards, both at the College of Medicine (COM) and within the University of Arizona, to interact with one another in a professional manner. The COM is committed to ensuring that the learning environment is conducive to open communication and robust interactions between faculty and learners that promote the acquisition of knowledge and foster attitudes and skills required for the professional practice of medicine. Such activities require an environment that is free from harassment, discrimination, retaliation, or other inappropriate conduct. All faculty and learners are governed by the University of Arizona, COM, and Arizona Board of Regent policies, and are expected to adhere to them. Violations of these policies will be investigated and disciplinary action imposed if appropriate.

## Professionalism Attributes

These attributes of professional behavior describe those behaviors that are expected from all members of the University of Arizona College of Medicine to include the faculty, residents, fellows, students, staff, and community preceptors. This professional behavior is expected to be upheld during all exchanges including but not limited to face-to-face and telephone/teleconference meetings, texting, video, email, and social networking technologies. COM faculty at both the Phoenix and Tucson campuses approved the statement of professionalism attributes by a vote conducted in May of 2012.

- Communicate in a manner that is effective and promotes understanding.
- Adhere to ethical principles accepted to be the standards for scholarship, research, and patient care, including advances in medicine.
- Demonstrate sensitivity and respect to diversity in age, culture, gender, disability, social and economic status, sexual orientation, and other unique personal characteristics.
- Strive for excellence and quality in all activities and continuously seek to improve knowledge and skills through life-long learning while recognizing personal limitations.

- Uphold and be respectful of the privacy of others.
- Consistently display compassion, humility, integrity, and honesty as a role model to others.
- Work collaboratively to support the overall mission in a manner that demonstrates initiative, responsibility, dependability, and accountability.
- Maintain a professional appearance, bearing, demeanor, and boundaries in all settings that reflect on the College of Medicine.
- Encourage wellbeing and self-care for patients, colleagues, and self.
- Be responsive to the needs of the patients and society that supersedes self-interest.

## **Responsibilities of the College of Medicine Faculty and Administrators to Learners**

Faculty members and administrators of the University of Arizona College of Medicine shall provide:

- An environment that is physically safe for learners.
- A curriculum in which education is paramount in the assignment of all tasks. In assigning tasks to learners, faculty and administrators shall keep in mind that the primary purpose of such assignments is to enhance the learner's educational experience.
- Support for the learner's professional development. This support will include a carefully planned and well-articulated curriculum. Administrators will facilitate the progress of learners through the curriculum. Faculty and administrators will support learners in their personal development as they adjust to the needs and standards of the profession.
- An understanding that each learner requires unscheduled time for self-care, social and family obligations, and recreation.
- Accurate, appropriate, and timely feedback to learners concerning their performance in the curriculum. In assessing learners, faculty and administrators will act in a manner that is consistent with the stated goals of the educational activity, which will in turn be meaningful for future medical practice. In addition, faculty will provide learners with professional and respectful feedback during and after educational and clinical activities.
- Opportunities for learners to participate in decision-making in the COM, including participation on committees that design and implement the curriculum and tools for student performance assessment in accordance with COM bylaws and other governing documents.

## **Responsibilities of Learners to Faculty and Administrators of the College of Medicine**

Learners at the University of Arizona College of Medicine shall:

- Respect the authority of the faculty and administrators in determining the proper training environment and activities for their education.
- Meet the educational goals and objectives of the curriculum to the best of their abilities.
- Take an active role with the faculty regarding the refinement and evaluation of the curriculum.
- Support their colleagues in their professional development.
- Assume an appropriate level of responsibility on healthcare teams and execute assigned responsibilities to the best of their abilities.

## Banner Associated Core Behaviors:

[http://strongjourney.bannerhealth.com/banner\\_vmv.html](http://strongjourney.bannerhealth.com/banner_vmv.html)

All Banner employees:

People Above All		Excellence		Results
Patient Centered	Collaboration	Ownership	Continuous Improvement	Outcome Focused
Compassionate	Promotes Teamwork	Proactive	Safe & Reliable	Performance Driven
Respectful	Fosters Cross Departmental Coordination	Resourceful	Shares Knowledge	Agile
Responsive	Effectively Communicates	Responsible	Continual Leader	Accountable

Leader Behaviors (Leaders must exhibit all of the above behaviors plus three additional behaviors):

People Above All	Excellence	Results
Optimized Organizational Talent	Shape the Future	Executive Presence
Creates an inclusive and safe environment where people can thrive	Acts as a change champion	Exhibits energy, excitement, enthusiasm, and courage
Identifies and promotes talent by providing opportunities for growth	Performs effectively in an ambiguous and complex environment	Effectively communicates to, and influences a variety of audiences
Engages employees in improving individual and team performance	Actively engages others in our goal of achieving Industry Leadership	Builds credibility and trust through visibility