

University of Arizona College of Medicine-Tucson  
Annual Institutional Review - Executive Summary

Presented to

The College of Medicine-Tucson General Faculty,  
Participating Institutions and the  
Arizona Board of Regents

February 2023

This annual report provides a current overview of University of Arizona College of Medicine - Tucson (UACOM-T) Graduate Medical Education (GME) programs as a summary of institutional performance and action plans for improvement. The GME programs of the UACOM-T sincerely appreciate the continued support of GME from the Arizona Board of Regents and Banner Health. This summary is respectfully submitted on behalf of the Office of Graduate Medical Education and the Graduate Medical Education Committee (GMEC).

### **GMEC Oversight**

The UACOM-T GME enterprise is a single Sponsoring Institution under the Accreditation Council for Graduate Medical Education (ACGME), led by Conrad Clemens, MD, Senior Associate Dean for Graduate Medical Education and Kathy Smith, MD, Associate Dean for Graduate Medical Education. There are currently 62 ACGME-accredited programs and 5 Non-Standard Training (NST) programs with over 730 residents and fellows.

Oversight of all GME programs sponsored by the UACOM-T is provided by the GMEC, chaired by Dr. Kathy Smith. Representatives from selected ACGME-accredited programs, liaisons from the major participating sites as well as peer-selected residents and fellows serve on this UACOM-T committee. Formal subcommittees include:

- Diversity, Chair: Dr. Celia Valenzuela
- Special Review, Chair: Dr. Kathy Smith
- Wellness, Chair: Dr. Amy Mitchell
- Quality and Patient Safety, Chair: Dr. Vivienne Ng
- Research, Chair: Dr. Salma Patel

### **ACGME Accreditation**

Institutional: UACOM-T continues to have Continued Accreditation without citation from the ACGME (See Appendix A: 01/11/2023 Letter of Notification). The ACGME expressly commended the Institution for its substantial compliance with all requirements.

Individual Programs: All (100%) eligible programs at UACOM-T are accredited by the ACGME which provides assurance that a program meets the quality standards of the specialty or

subspecialty practice for which it prepares graduates. Three programs, Pathology, Surgery and Maternal-Fetal Medicine have the designation “Accreditation with Warning.” A full list of programs, their accreditation status, and citations is shown in Appendix B.

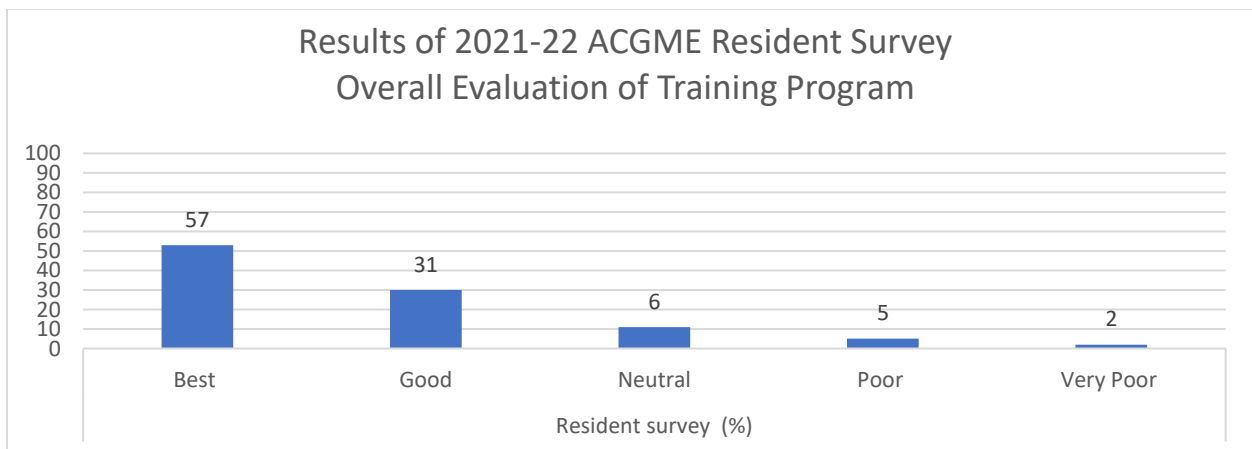
### Programs Under Special Review

The ACGME requires institutions to have a policy that establishes criteria and process to address underperforming Graduate Medical Education training programs. The programs currently under Special Review are listed below.

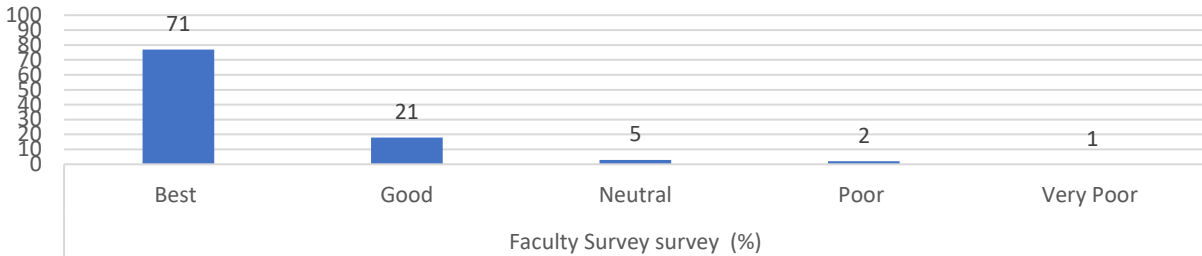
Program	Reason	Outcome
General Surgery	Accreditation with Warning, Poor ACGME survey	Pending
Maternal-Fetal Medicine	Accreditation with warning, Poor ACGME survey	Pending
Orthopedic Surgery	Procedural experience, Board Pass rate	Procedural issues resolved. Board Pass rate improving
Child & Adol. Psychiatry	Removal of Program Director	New Program Director Revised curriculum
Pathology	Accreditation with Warning, ACGME survey, Learning Environment	Learning environment issue resolved ACGME survey improving
Neurology	Accreditation with warning Poor ACGME survey	Returned to full accreditation. Curricular and service improvements
Anesthesiology	Faculty turnover, ACGME survey	Resolved

### ACGME Resident and Faculty Surveys

On an annual basis the ACGME surveys all current trainees and core faculty regarding program quality and resources and compares results with national averages. As is shown in the graph below, both Resident and Faculty surveys have strongly positive results. For this current year, national comparative data was not provided due to complications resulting from the COVID-19 pandemic. (See Appendix C).



## Results of 2021-22 ACGME Faculty Survey Overall Evaluation of Training Program



## 2021-2022 Graduate Outcomes

<b>TUCSON PROGRAMS</b>	Graduation Data				
	# of Grads	% Grads retained in the Banner Network (n)	% of Graduates seeking further training (n)	% Grads remaining in Arizona for further training (n)	% of Graduates remaining in Arizona to practice (n)
Anesthesiology	13	11% (1)	31% (4)	11% (1)	33% (3)
Dermatology	2	50% (1)	0% (0)	0% (0)	50% (1)
Emergency Medicine	15	17% (1)	60% (9)	33% (5)	67% (4)
Emergency Medicine South	6	0% (0)	14% (1)	0% (0)	40% (2)
Family Medicine	15	18% (2)	27% (4)	30% (3)	45% (5)
Internal Medicine	27	28% (5)	33% (9)	7% (2)	39% (7)
Internal Medicine South	10	67% (2)	70% (7)	50% (5)	67% (2)
Interv. Radiology - Integrated	1	100% (1)	0% (0)	0% (0)	100% (1)
Neurological Surgery	1	N/A (0)	100% (1)	0% (0)	0% (0)
Neurology	6	N/A (0)	100% (6)	17% (1)	N/A (0)
OB/GYN	3	33% (1)	0% (0)	0% (0)	33% (1)
Ophthalmology	4	0% (0)	25% (1)	0% (0)	0% (0)
Orthopaedic Surgery	4	N/A (0)	100% (4)	0% (0)	0% (0)
Otolaryngology	1	N/A (0)	100% (1)	0% (0)	0% (0)
Pathology	3	0% (0)	67% (2)	0% (0)	0% (0)
Pediatrics	16	20% (2)	38% (6)	6% (1)	50% (5)
Pediatrics/Emergency Medicine	4	0% (0)	0% (0)	0% (0)	0% (0)
Psychiatry	14	11% (1)	36% (5)	14% (2)	11% (1)
Radiation Oncology	1	0% (0)	0% (0)	0% (0)	0% (0)
Radiology-Diagnostic	7	0% (0)	100% (7)	29% (2)	0% (0)
Surgery	7	0% (0)	71% (5)	29% (2)	0% (0)
Urology	3	0% (0)	33% (1)	0% (0)	0% (0)
Vascular Surgery - Integrated	1	0% (0)	0% (0)	0% (0)	0% (0)

## **Institutional Performance Indicators**

The GMEC reviews data and identifies common themes and strategies that could be addressed across programs at the institutional level. The Institution and individual programs participate in numerous activities that aim for continuous improvement. The following tools were utilized to identify common areas that require institutional action:

- Institutional Citations
- Annual Performance Evaluations (APE) from each program
- ACGME Resident and Faculty Surveys
- ACGME Specialty-Specific and Common Requirements

## **Institutional Accomplishments (2021-2022)**

- a. Assurance that Special Review action plans are completed.
- b. Increased availability of Mental Health Services (esp. during COVID).
- c. Increased availability of Faculty Development (Retreat, Program Director Bootcamp).
- d. Increased focus on Diversity, Equity and Inclusion (including Holistic Admissions)
- e. Establishment of a Resident/Fellow Council
- f. Continuation of Resident Research Scholarships

## **Institutional Goals (2022-2023)**

Based upon the performance monitoring procedures, the GMEC generates action plans for each identified theme. The following themes were identified for AY2022

### **Short-Term Goals:**

**1. Program Board Certification Rates:** 3 of our sponsored programs have citations for low board certification rates. GMEC developed and approved a policy that requires each sponsored program that uses an in-service training examination in their program to develop appropriate threshold scores that would prompt a referral to our institutional learning specialist to help develop an individualized learning plan for improvement.

- a. Each program was required to submit their threshold scores to the GME office and learning specialist by 7/1/22 for tracking.
- b. Monthly meetings are held with the GME learning specialist who provides updates on the number of residents with whom she is working. Resident referral information to the learning specialist is confidential and referred to her through her own scheduling software.
- c. ITE resident performance and board pass rate citations will be monitored for improvement.

**2. Interprofessional Teamwork Skills Modeled or Taught.** In review of our institutional resident surveys, 6 areas were found to be > 5% less than national average, though no areas demonstrated three-year trends. In review of the faculty surveys, 5 areas were found to be >5% less than national average. However, the question related to this topic was low in both the resident and faculty surveys, and therefore identified as an important area for improvement. The institutional resident survey demonstrated 70% compliance compared to 78% national and the faculty survey indicated 82% compliance compared to 90% national. In discussion with GMEC and in informal conversations with program directors, there is confusion and differences in interpretation regarding this question.

- a. The ACGME definition of this common program requirement will be explained and distributed in GME-wide community meetings to ensure an understanding of this topic is clear.
- b. A GMEC Patient Safety and Quality Subcommittee was recently created, and a faculty member has been appointed to Chair this subcommittee in July 2022. The subcommittee Chair plans to include this topic in the development of the subcommittee's goals for the year including a needs assessment and to identify areas of intervention to improve this area.
- c. The subcommittee's goals will be monitored and overseen by GMEC and this area in our institutional ACGME surveys will be monitored for improvement.

**3. Faculty members satisfied with process for evaluation as educators.** In the institutional faculty survey for 2022, faculty reported 72% compliance compared to 83% national compliance. This is consistent with information received from our annual resident focus groups and GME community meetings with program directors and core faculty which have also identified this as an area of concern. GMEC has discussed and identified a variety of reasons to explain this data including the lack of consistent use of New Innovations for faculty to track and receive their resident evaluations, the need for faculty development to find evaluations, ensuring enough narrative comments to make the evaluations meaningful, ensuring protected time for residents to complete evaluations, or making the completion of resident evaluations mandatory for promotion/graduation, and finally, considering how to best use the GME office to centralize the distribution of evaluations to ensure resident confidentiality.

- a. Ensure faculty development to program directors and faculty in the use of New Innovations.
- b. Needs assessment to understand specific faculty concerns and barriers to receiving evaluations
- c. Faculty development to program directors to provide feedback to teaching faculty from annual resident/medical student evaluations.
- d. Will continue to monitor this area by reviewing resident/faculty surveys, resident focus groups and additional internal surveys as needed.

## **Mid-Term Goals:**

**1. Institutional AIR Process.** In an effort to improve our institutional local oversight of program performance and improvement, several steps have been initiated to improve our AIR process, and the oversight of program Annual Program Evaluations. An Associate Dean of GME began in February 2022 to provide additional leadership for improvement in this area. Last year GMEC was remodeled from a larger GME wide committee involving all program directors, to a smaller, more agile group of individuals to provide thoughtful input and oversight our programs. This committee meetings occurs monthly, and a separate GME community meeting is still held monthly for all program directors and core faculty for dissemination of information related to our GME programs, sharing of ideas/problem solving, community building and interprofessional discussions related to our clinical learning environment, and to provide monthly faculty development on important topics.

At the same time, the Resident/Fellow Forum has been reformatted to ensure an unbiased and open space for residents to communicate and raise concerns. Hospital and GME leadership are present for the latter half of these meetings as requested. Resident leaders of the forum present monthly at the GME Community meeting to discuss issues raised by the residents. The forum is also responsible for peer-selecting resident members of GMEC and GMEC subcommittees.

- a. A GMEC retreat will be held in the Fall of 2022 to help develop committee work/engagement and will focus on rewriting our GME mission statement.
- b. Surveys will be sent at the end of the year to assess how well the GMEC is doing in meeting its responsibilities to the GME community and identify areas that need continued improvement.
- c. Secondary outcomes should include a decrease in program citations, improved program performance and quality improvement efforts, and an improvement in resident and faculty satisfaction.
- d. Monthly faculty development for program leaders and core faculty should also lead to improvements in citations, performance, and satisfaction.

Appendix A  
ACGME Institutional Letter



Accreditation Council for  
Graduate Medical  
Education

401 North Michigan Avenue  
Suite 2000  
Chicago, IL 60611

Phone 312.755.5000  
Fax 312.755.7498  
www.acgme.org

1/11/2023

Conrad Clemens, MD, MPH  
DIO/ 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: 01/03/2023

The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations.

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,

Olivia Omdorff, MSLIS  
Associate Executive Director  
Institutional Review Committee

oomdorff@acgme.org

Participating Site(s):  
Banner - University Medical Center - South Campus

Banner – University Medical Center – Tucson Campus  
Cardon Children's Medical Center  
Sonora Behavioral Health  
Southern Arizona VA Health Care Center (Tucson)  
Swedish Medical Center  
Tucson Medical Center



Appendix B

List of UACOM-Tucson Programs, Accreditation Status, Number of Trainees and Citations

<b>Program</b>	<b>Accreditation Status</b>	<b># of Trainees</b>	<b>Program Citations</b>
Allergy & Immunology	Continued	2	None
Anesthesiology	Continued	40	None
Anes: Critical Care	Continued	1	None
Anes: Pain Medicine	Continued	3	None
Dermatology	Continued	9	None
Micrograph Surgery & Dermatologic Oncology	Continued	1	None
Emergency Medicine	Continued	45	None
Emergency Medicine-South	Continued	20	None
EM/Peds Combined	Continued	15	None
EM: Emergency Medical Services	Continued	1	None
EM: Medical Toxicology	Continued	1	None
Family Medicine	Continued	47	None
FM: Sports Medicine	Continued	3	None
Internal Medicine	Continued	120	None
Cardiology	Continued	18	None
Clinical Cardiac Electrophysiology	Continued	1	None
Interventional Cardiology	Continued	2	None
Endocrinology	Continued	5	None
Gastroenterology	Continued	10	None
Geriatrics	Continued	1	None
Hematology/Oncology	Continued	11	None
Hospice & Palliative Care	Continued	1	None
Infectious Diseases	Continued	6	None
Nephrology	Continued	6	None
Pulmonary Critical Care	Continued	16	None
Rheumatology	Continued	5	None
Sleep Medicine	Continued	1	None
Neurosurgery	Continued	8	None
Neurology	Continued	26	None
Clinical Neurophysiology	Continued	0	None
Epilepsy	Continued	2	None
Headache Medicine (NST)		0	
Vascular Neurology	Continued	2	None
Obstetrics & Gynecology	Continued	16	None
Maternal Fetal Medicine	Continued with Warning	3	Awaiting ACGME Letter
Ophthalmology	Continued	16	None
Orthopaedic Surgery	Continued	20	None

Otolaryngology	Continued	7	None
Pathology	Continued with Warning	16	Program Director support Process for dealing with concerns Evaluation of Residents Service to education imbalance Workplace safety concerns
Forensic Pathology	Continued	0	None
Selective (GI) Pathology	Awaiting Accreditation	1	
Hematopathology	Continued	2	None
Pediatrics	Continued	43	None
Peds: Developmental-Behavioral	Continued	0	None
Peds: Endocrinology	Continued	2	None
Peds: Gastroenterology	Initial	1	
Peds: Pulmonary	Continued	1	None
Psychiatry	Continued	44	None
Addiction Medicine	Continued	4	None
Child & Adolescent Psychiatry	Continued	0	None
Geriatric Psychiatry	Continued	2	None
Radiation Oncology	Continued	6	None
Radiology-Diagnostic	Continued	36	None
Abdominal Radiology	Continued	2	None
Cardiothoracic Imaging (NST)		1	
Head and Neck Imaging (NST)		0	
Interventional Radiology-Independent	Continued	2	None
Interventional Radiology-Integrated	Continued	5	None
Neuroradiology	Continued	3	None
Nuclear Radiology	Continued	1	None
PET/CT (NST)		0	
Surgery-General	Continued with Warning	51	Awaiting ACGME Letter
Surgical Critical Care	Continued	2	None
Thoracic Surgery	Continued	2	None
Urology	Continued	9	None
Vascular Surgery	Continued	2	None
Vascular Surgery-Integrated	Continued	5	None

# Appendix C

## 2021-2022 ACGME Institutional Resident/Faculty Surveys – Aggregated Program Data

2021-2022 ACGME Resident/Fellow Survey - page 1

Survey taken: February 2022 - April 2022

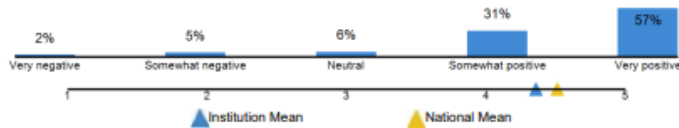
Programs Surveyed 57

030509 University of Arizona College of Medicine-Tucson - Aggregated Program Data

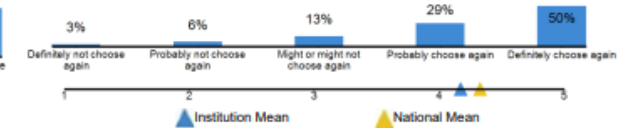
Residents Responded 678 / 724

Response Rate 94%

Residents' overall evaluation of the program



Residents' overall opinion of the program



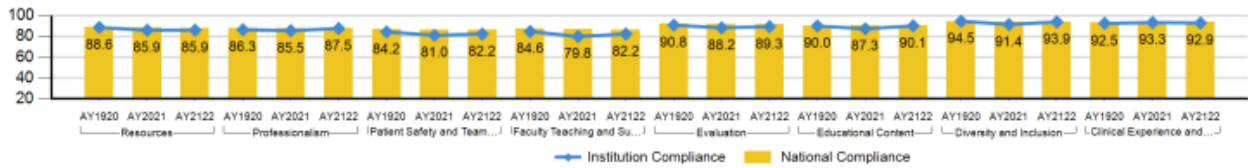
Category	Item	% Program Compliant	Program Mean	% National Compliant	National Mean	
Resources	Education compromised by non-physician obligations	85%	4.3	87%	4.4	
	Impact of other learners on education	87%	3.6	88%	3.7	
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	76%	4.0	79%	4.1	
	Faculty members discuss cost awareness in patient care decisions	89%	3.5	90%	3.6	
	Time to interact with patients	82%	4.2	88%	4.3	
	Protected time to participate in structured learning activities	83%	4.3	85%	4.3	
	Able to attend personal appointments	91%	4.7	91%	4.6	
	Able to access confidential mental health counseling or treatment	97%	4.9	94%	4.8	
Satisfied with safety and health conditions	84%	4.4	87%	4.4		
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	86%	4.4	89%	4.5	
	Faculty members act professionally when teaching	91%	4.5	92%	4.5	
	Faculty members act professionally when providing care	95%	4.7	96%	4.7	
	Process in place for confidential reporting of unprofessional behavior	90%	4.6	88%	4.5	
	Able to raise concerns without fear of intimidation or retaliation	77%	4.1	79%	4.2	
	Satisfied with process for dealing confidentially with problems and concerns	75%	4.0	75%	4.1	
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	93%	4.6	93%	4.7	
Witnessed abuse, harassment, mistreatment, discrimination, or coercion	92%	4.5	92%	4.6		
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	80%	4.1	85%	4.2	
	Culture reinforces personal responsibility for patient safety	87%	4.3	89%	4.4	
	Know how to report patient safety events	94%	4.8	96%	4.8	
	Interprofessional teamwork skills modeled or taught	70%	4.0	78%	4.2	
	Participate in safety event investigation and analysis	75%	4.0	79%	4.1	
	Process to transition patient care and clinical duties when fatigued	87%	4.5	89%	4.6	
Faculty Teaching and Supervision	Faculty members interested in education	77%	4.1	84%	4.3	
	Faculty effectively creates environment of inquiry	76%	4.1	83%	4.3	
	Appropriate level of supervision	91%	4.7	92%	4.7	
	Appropriate amount of teaching in all clinical and didactic activities	75%	4.4	81%	4.5	
	Quality of teaching received in all clinical and didactic activities	94%	4.0	96%	4.2	
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	80%	4.1	82%	4.2	
Evaluation	Access to performance evaluations	99%	4.9	99%	4.9	
	Opportunity to confidentially evaluate faculty members at least annually	97%	4.9	98%	4.9	
	Opportunity to confidentially evaluate program at least annually	95%	4.8	96%	4.8	
	Satisfied with faculty members' feedback	67%	3.8	75%	4.1	
Educational Content	Instruction on minimizing effects of sleep deprivation	86%	4.4	85%	4.4	
	Instruction on maintaining physical and emotional well-being	95%	4.8	94%	4.7	
	Instruction on scientific inquiry principles	91%	4.6	93%	4.7	
	Education in assessing patient goals e.g. end of life care	94%	4.8	95%	4.8	
	Opportunities to participate in scholarly activities	94%	4.7	94%	4.8	
	Taught about health care disparities	82%	3.6	83%	3.7	
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>					
	Fatigue and sleep deprivation	92%		Substance use disorder	88%	
Depression	90%					
Burnout	92%					
Diversity and Inclusion	Preparation for interaction with diverse individuals	95%	4.3	95%	4.3	
	Program fosters inclusive work environment	97%	4.5	97%	4.5	
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	90%	4.0	90%	4.1	

**Clinical Experience and Education**

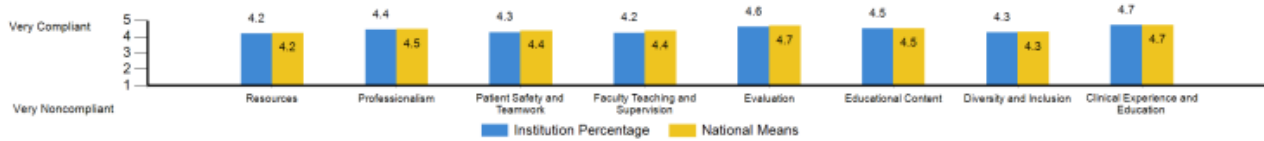
80-hour week (averaged over a four-week period)	88%	4.5	91%	4.6
Four or more days free in 28 day period	81%	4.3	84%	4.4
Taken in-hospital call more than every third night	98%	4.9	98%	4.9
Less than 14 hours free after 24 hours of work	97%	4.8	96%	4.8
More than 28 consecutive hours work	97%	4.8	96%	4.8
Additional responsibilities after 24 consecutive hours of work	97%	4.9	96%	4.8
Adequately manage patient care within 80 hours	89%	4.5	91%	4.6
Pressured to work more than 80 hours	97%	4.9	97%	4.9

% Program Compliant	Program Mean	% National Compliant	National Mean
88%	4.5	91%	4.6
81%	4.3	84%	4.4
98%	4.9	98%	4.9
97%	4.8	96%	4.8
97%	4.8	96%	4.8
97%	4.9	96%	4.8
89%	4.5	91%	4.6
97%	4.9	97%	4.9

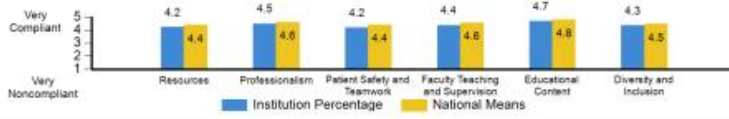
**Total Percentage of Compliance by Category**



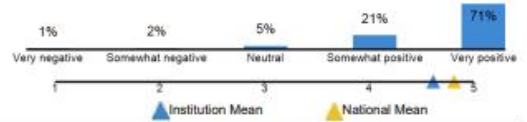
**Institution Percentage at-a-glance**



**Institution Percentage at-a-glance**



**Faculty's overall evaluation of the program**



**Resources**

Satisfied with professional development and education  
 Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean	% National Compliant	National Mean
93%	4.2	97%	4.5
84%	4.2	89%	4.3

Participated in faculty development and/or scholarly activities to enhance professional skills in:

Education	92%
Quality improvement and patient safety	89%
Fostering your own well-being	82%

Fostering resident/fellow well-being	87%
Practice-based learning and improvement	94%
Contributing to an inclusive clinical learning environment	95%

**Professionalism**

Faculty members act unprofessionally  
 Residents/fellows comfortable calling supervisors with questions  
 Process for confidential reporting of unprofessional behavior  
 Satisfied with process to deal confidentially with problems and concerns  
 Personally experienced abuse, harassment, mistreatment, discrimination, or coercion  
 Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Program Compliant	Program Mean	% National Compliant	National Mean
93%	4.4	94%	4.5
93%	4.6	96%	4.7
98%	4.9	98%	4.9
88%	4.4	93%	4.6
91%	4.6	95%	4.7
91%	4.6	95%	4.6

**Patient Safety and Teamwork**

Information not lost during shift changes, patient transfers, or the hand-over process  
 Effective teamwork in patient care  
 Interprofessional teamwork skills modeled or taught  
 Effectively emphasizes culture of patient safety  
 Residents/fellows participate in clinical patient safety investigation and analysis of safety events  
 Know how to report patient safety events  
 Process to transition patient care and clinical duties when residents/fellows fatigued

% Program Compliant	Program Mean	% National Compliant	National Mean
83%	4.1	90%	4.3
92%	4.5	96%	4.6
82%	4.3	90%	4.5
91%	4.5	96%	4.7
88%	4.5	92%	4.7
98%	4.9	98%	4.9
83%	4.2	89%	4.4

**Faculty Teaching and Supervision**

Sufficient time to supervise residents/fellows  
 Faculty members committed to educating residents/fellows  
 Program director effectiveness  
 Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean	% National Compliant	National Mean
94%	4.5	94%	4.6
92%	4.6	97%	4.8
88%	4.5	94%	4.7
72%	3.9	83%	4.2

**Educational Content**

Residents/fellows instructed in cost-effectiveness  
 Residents/fellows prepared for unsupervised practice  
 Learning environment conducive to education

% Program Compliant	Program Mean	% National Compliant	National Mean
92%	4.7	94%	4.7
93%	4.7	97%	4.8
94%	4.7	96%	4.8

**Diversity and Inclusion**

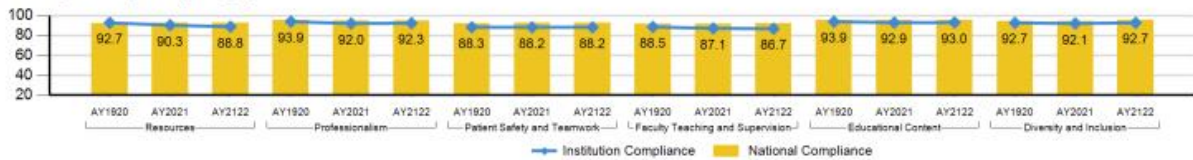
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)  
 Engaged by program in efforts to recruit diverse residents/fellows  
 Engaged by program in efforts to retain diverse residents/fellows

% Program Compliant	Program Mean	% National Compliant	National Mean
98%	4.6	99%	4.7
91%	4.3	94%	4.4
88%	4.1	93%	4.3

Participated in efforts to recruit diverse:

	% Frequency**		% Frequency**
Pre-residency learners, including medical students*	77%	Faculty members*	82%
Residents/Fellows*	89%	Other GME staff*	63%

**Total Percentage of Compliance by Category**



Appendix D  
2021-2022 UACOM – Tucson GME Residency Dashboard

TUCSON PROGRAMS	Program Data			
	Department Chair	Program Director	Accreditation Status	# of Residents
Anesthesiology	Kathryn Glas, MD, MBA	Alison Thoeny, MD	Continued Accreditation	40
Dermatology	James Liao, MD	Jason Krase, MD	Continued Accreditation	9
Emergency Medicine	Samuel Keim, MD	Albert Fiorello, MD	Continued Accreditation	45
Emergency Medicine South	Samuel Keim, MD	Lisa Stoneking, MD	Continued Accreditation	20
Family Medicine	Kristin Rundell, MD	Karyn Kolman, MD	Continued Accreditation	47
Internal Medicine	James Liao, MD	Laura Meinke, MD	Continued Accreditation	120
Internal Medicine South	N/A	N/A	N/A	N/A
Interv. Radiology - Integrated	Geoffrey Rubin, MD, MBA	Gregory Woodhead, MD	Continued Accreditation	5
Neurological Surgery	Martin Weindand, MD (Interim)	Travis Dumont, MD	Continued Accreditation	8
Neurology	David Labiner, MD	Alex Hishaw, MD	Continued Accreditation	26
OB/GYN	Chaur-Dong Hsu, MD, MPH	Rachel Darche, MD	Continued Accreditation	16
Ophthalmology	Jonathan Holmes, MD	Todd Altenbernd, MD	Continued Accreditation	16
Orthopaedic Surgery	John Elfar, MD	Greg DeSilva, MD	Continued Accreditation	20
Otolaryngology	Steven J. Wang, MD	Shethal Bearely, MD	Continued Accreditation	7
Pathology	Achyut Bhattacharyya, MD	Demaretta Rush, MD	Cont. Accred. with Warning	16
Pediatrics	Fayez K. Ghishan, MD	Rachel Cramton, MD	Continued Accreditation	43
Pediatrics/Emergency Medicine	Ghishan/Keim	Aaron Leetch, MD	Continued Accreditation	15
Psychiatry	Jordan Karp, MD	Jason Curry, DO	Continued Accreditation	44
Radiation Oncology	Baldassarre Stea, MD, PhD	Jared Robbins, MD	Continued Accreditation	6
Radiology-Diagnostic	Geoffrey Rubin, MD, MBA	Dorothy Gilbertson-Dahdal, MD	Continued Accreditation	36
Surgery	Geoffrey Gurtner, MD, FACS	Michael Ditillo, DO, FACS	Cont. Accred. with Warning	51
Urology	Benjamin Lee, MD	Christian Twiss, MD	Continued Accreditation	9
Vascular Surgery - Integrated	Geoffrey Gurtner, MD, FACS	Kay Goshima, MD	Continued Accreditation	5

TUCSON PROGRAMS	Resident Data					Faculty Data		Graduation Data				
	% UACOM Medical Student Grads (Phoenix and Tucson)	Board Pass Rate (3 year ave)	NATIONAL Board Pass Rate	ACGME RESIDENT Survey Overall Satisfaction	NATIONAL ACGME Resident Survey Overall Satisfaction	ACGME FACULTY Survey Overall Satisfaction	NATIONAL ACGME Faculty Survey Overall Satisfaction	# of Grads	% Grads retained in the Banner Network (n)	% of Graduates seeking further training (n)	% Grads remaining in Arizona for further training (n)	% of Graduates remaining in Arizona to practice (n)
Anesthesiology	33%	92%	93%	88%	88%	95%	94%	13	11% (1)	31% (4)	11% (1)	33% (3)
Dermatology	0%	100%	98%	89%	92%	86%	98%	2	50% (1)	0% (0)	0% (0)	50% (1)
Emergency Medicine	13%	76%	93%	91%	93%	100%	98%	15	17% (1)	60% (9)	33% (5)	67% (4)
Emergency Medicine South	33%	93%	93%	95%	93%	100%	98%	6	0% (0)	14% (1)	0% (0)	40% (2)
Family Medicine	25%	100%	98%	93%	89%	92%	97%	15	18% (2)	27% (4)	30% (3)	45% (5)
Internal Medicine	11%	89%	90%	92%	87%	100%	97%	27	28% (5)	33% (9)	7% (2)	39% (7)
Internal Medicine South	N/A	63%	90%	74%	87%	71%	97%	10	67% (2)	70% (7)	50% (5)	67% (2)
Interv. Radiology - Integrated	0%	100%	90%	85%	95%	92%	98%	1	100% (1)	0% (0)	0% (0)	100% (1)
Neurological Surgery	0%	100%	83%	100%	95%	100%	96%	1	N/A (0)	100% (1)	0% (0)	0% (0)
Neurology	0%	67%	88%	N/A*	88%	83%	97%	6	N/A (0)	100% (6)	17% (1)	N/A (0)
OB/GYN	0%	94%	92%	87%	92%	87%	97%	3	33% (1)	0% (0)	0% (0)	33% (1)
Ophthalmology	0%	88%	79%	88%	91%	n/a	98%	4	0% (0)	25% (1)	0% (0)	0% (0)
Orthopaedic Surgery	25%	92%	95%	100%	97%	90%	98%	4	N/A (0)	100% (4)	0% (0)	0% (0)
Otolaryngology	0%	100%	100%	100%	97%	100%	99%	1	N/A (0)	100% (1)	0% (0)	0% (0)
Pathology	50%	95%	87%	67%	87%	93%	95%	3	0% (0)	67% (2)	0% (0)	0% (0)
Pediatrics	21%	86%	85%	89%	88%	100%	97%	16	20% (2)	38% (6)	6% (1)	50% (5)
Pediatrics/Emergency Medicine	33%	100%/100%	85%/93%	100%	100%	100%	100%	4	0% (0)	0% (0)	0% (0)	0% (0)
Psychiatry	33%	100%	89%	93%	87%	100%	95%	14	11% (1)	36% (5)	14% (2)	11% (1)
Radiation Oncology	0%	100%	96%	84%	94%	100%	87%	1	0% (0)	0% (0)	0% (0)	0% (0)
Radiology-Diagnostic	44%	93%	91%	85%	91%	95%	96%	7	0% (0)	100% (7)	29% (2)	0% (0)
Surgery	6%	91%	96%	65%	90%	84%	96%	7	0% (0)	71% (5)	29% (2)	0% (0)
Urology	0%	100%	99%	100%	95%	100%	99%	3	0% (0)	33% (1)	0% (0)	0% (0)
Vascular Surgery - Integrated	0%	100%	91%	100%	93%	83%	98%	1	0% (0)	0% (0)	0% (0)	0% (0)

Appendix E  
2021-2022 UACOM – Tucson GME Fellowship Dashboard

DEPARTMENT	PROGRAM	Department Chair	Program Director	Accreditation Status	# of Fellows
Anesthesiology	Critical Care Medicine	Kathryn Glas, MD, MBA	Ryan Matika, MD	Continued Accreditation	1
	Pain Medicine	Kathryn Glas, MD, MBA	Mohab Ibrahim, MD	Continued Accreditation	3
Emergency Medicine	Emergency Medical Services	Samuel Keim, MD	Joshua Gaither, MD	Continued Accreditation	1
	Medical Toxicology	Samuel Keim, MD	Mazda Shirazi, MD	Continued Accreditation	1
Family Medicine	Sports Medicine	Kristin Rundell, MD	Holly Beach, MD	Continued Accreditation	3
Medicine	Advanced Heart Failure	N/A	N/A	Closed	N/A
	Allergy and Immunology	James Liao, MD	Tara Carr, MD	Continued Accreditation	2
	Cardiovascular Disease	James Liao, MD	Julia Indik, MD	Continued Accreditation	18
	Clinical Cardiac Electrophysiology	James Liao, MD	Matthew Hutchinson, MD	Continued Accreditation	1
	Endocrinology, Diabetes, and Metabolism	James Liao, MD	Juan Galvez, MD	Continued Accreditation	5
	Gastroenterology	James Liao, MD	Bhaskar Banerjee, MD	Continued Accreditation	10
	Geriatric Medicine	James Liao, MD	Mindy Fain, MD	Continued Accreditation	1
	Hematology and Oncology	James Liao, MD	Kristina Gowin, DO	Continued Accreditation	11
	Hospice and Palliative Medicine	James Liao, MD	Amy Klein, MD	Continued Accreditation	1
	Infectious Disease	James Liao, MD	Elizabeth Connick, MD	Continued Accreditation	6
	Interventional Cardiology	James Liao, MD	Deepak Acharya, MD	Continued Accreditation	2
	Micrographic Surgery and Dermatologic Onc	James Liao, MD	Jason DuPont, MD	Continued Accreditation	1
	Nephrology	James Liao, MD	Amy Sussman, MD	Continued Accreditation	6
	Pulmonary Disease and Critical Care Medicine	James Liao, MD	James L. Knepler, MD	Continued Accreditation	16
	Rheumatology	James Liao, MD	C. Kent Kwok, MD	Continued Accreditation	5
	Sleep Medicine	James Liao, MD	Saif Mashaqi, MD	Continued Accreditation	1
Neurology	Clinical Neurophysiology	David Labiner, MD	Holli Horak, MD	Continued Accreditation	0
	Epilepsy	David Labiner, MD	David Labiner, MD	Continued Accreditation	0
	Headache Medicine	David Labiner, MD	David Labiner, MD	Non-Standard Training Program	0
	Vascular Neurology	David Labiner, MD	Chelsea Kidwell, MD	Continued Accreditation	2
Neurological Surgery	Complex Spine Surgery	Martin Weindand, MD (Interim)	R. John Hurlbert, MD, PhD	Non-Standard Training Program	1
OB\GYN	Maternal-Fetal Medicine	Chaur-Dong Hsu, MD, MPH	Lynn M. Coppola, MD MPH	Continued Accreditation	3
Pathology	Forensic Pathology	Achyut Bhattacharyya, MD	Kevin Lougee, DO	Continued Accreditation	0
	Gastrointestinal Pathology	Achyut Bhattacharyya, MD	Belinda Sun, MD, PhD	Awaiting Accreditation	1
	Hematopathology	Achyut Bhattacharyya, MD	Deborah Fuchs, MD, BA	Continued Accreditation	2
Pediatrics	Pediatric Developmental-Behavioral	Fayez Ghishan, MD	Catherine Riley, MD	Continued Accreditation	0
	Pediatric Endocrinology	Fayez Ghishan, MD	Mark Wheeler, MD	Continued Accreditation	2
	Pediatric Gastroenterology	Fayez Ghishan, MD	Fayez Ghishan, MD	Initial Accreditation	1
	Pediatric Pulmonology	Fayez Ghishan, MD	Wayne Morgan, MD	Continued Accreditation	1
Psychiatry	Addiction Medicine	Jordan Karp, MD	Elisa Gumm, DO	Continued Accreditation	4
	Child and Adolescent Psychiatry	Jordan Karp, MD	Jacquelin Esque, MD	Continued Accreditation	0
	Geriatric Psychiatry	Jordan Karp, MD	Marianne Klugheit, MD	Continued Accreditation	2
Radiology/Medical Imaging	Abdominal Radiology	Geoffrey Rubin, MD, MBA	John D. McArthur, MD	Continued Accreditation	2
	Cardiothoracic Imaging	Geoffrey Rubin, MD, MBA	Geoffrey Rubin, MD, MBA	Non-Standard Training Program	1
	Head and Neck Imaging	Geoffrey Rubin, MD, MBA	Geoffrey Rubin, MD, MBA	Non-Standard Training Program	0
	Interventional Radiology - Independent	Geoffrey Rubin, MD, MBA	Gregory Woodhead, MD, PhD	Continued Accreditation	2
	Neuroradiology	Geoffrey Rubin, MD, MBA	Unni Udayasankar MD	Continued Accreditation	3
	Nuclear Radiology	Geoffrey Rubin, MD, MBA	Bital Savir-Baruch, MD	Continued Accreditation	1
	PET/CT	Geoffrey Rubin, MD, MBA	Geoffrey Rubin, MD, MBA	Non-Standard Training Program	0
	Surgery	Surgical Critical Care	Geoffrey Gurtner, MD, FACS	Louis J. Magnotti, MD, MS	Continued Accreditation
	Thoracic Surgery	Geoffrey Gurtner, MD, FACS	Kenneth A. Fox, MD	Continued Accreditation	2
	Vascular Surgery	Geoffrey Gurtner, MD, FACS	Kay Goshima, MD	Continued Accreditation	2