INCLUSIVE excellence

see me
ask me
hear me
trust me

THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE PHOENIX
Diversity & Inclusion
Dear College Community, Stakeholders and Friends,

As I reflect on this year’s accomplishments, there is much to be celebrate. One of the key values we hold as an institution is our dedication to diversity and inclusion. We have continued to keep the promise set out in our strategic plan to strive toward a college that reflects the community of Arizona; is supportive of all its students, faculty, staff, residents, fellows and post-docs; and creates a culture centered on inclusive excellence. This report highlights some of the many wonderful programs and initiatives dedicated to diversity and inclusion including:

- The Class of 2023 in which more than 50% of the students exhibit one or more of the college's identified dimensions of diversity
- Our Pathway Scholars Program receiving the University of Arizona Peter W. Likins Inclusive Excellence Award
- Two outstanding women leaders, Drs. Martha Gulati and Cheryl O’Malley, were chosen for and completing the prestigious Executive Leadership in Academic Medicine (ELAM) program
- Wonderful engagement collaborations with our partner hospitals, including teaching Grand Rounds and facilitating various trainings for students, fellows and clinical leaders at Banner Health
- Launch of the Inclusive Excellence Speaker Series

These are but a few notable achievements we have made.

Additionally, the efforts led by our Office of Diversity and Inclusion are robust, important and to be commended; however, in the true spirit of inclusive excellence everyone plays a vital role in advancing diversity and inclusion. We see this in the meaningful and collaborative spirit of our community members who champion diversity and inclusion for the betterment of the college. There is much to celebrate, but still much more work to be done. I look forward to the ongoing commitment of our college toward our value of diversity and inclusion, and many more accomplishments in the coming year.

Guy L. Reed, MD, MS
Dean
Dear Friends,

I recently had the privilege of spending time with our incoming students during orientation. This is a highly talented and diverse class of students with more than 50% of the students representing one or more dimensions of diversity. On several occasions during orientation week, students shared one of the major reasons they chose to attend UA College of Medicine—Phoenix was because of our commitment to diversity and inclusion. This, of course, was music to my ears.

We further demonstrated this commitment as the Office of Diversity and Inclusion conducted sessions on privilege, understanding diversity in academic medicine, and unconscious bias in the “Introduction to Medicine Block.” Our students not only hear about diversity and inclusion as an institutional value, but are immediately introduced to it as an important topic in their medical education.

As we have outlined in our strategic efforts, creating a culture of inclusive excellence is one that focuses not only on students but on all our community. Importantly, this report showcases some of the activities and outcomes from this year. We are grateful to all our partners, community members and champions who help us achieve inclusive excellence in healthcare.

I look forward to another year of collaboration.

Francisco Lucio, JD
Associate Dean, Diversity & Inclusion

phoenixmed.arizona.edu/diversity
OUR Team

Sonji Muhammad, MA
Director, Office of Diversity and Inclusion

Sonji Muhammad collaborates with the Associate Dean of Diversity and Inclusion in developing strategies and goals to ensure the College of Medicine - Phoenix’s diversity programs and initiatives remain relevant and beneficial to all constituents. She facilitates interactive workshops and oversees the day-to-day operations, initiatives, programming and communications of the office.

Cammy Bellis, MEd
Education and Training Specialist, Co-Director, Cultural Competency Longitudinal Curricular Theme

Cammy Bellis develops and delivers training workshops to faculty, staff, students, residents, fellows and community partners on topics related to diversity and inclusion. She assists faculty in implementing current research and best practices surrounding cultural competency, humility, unconscious bias, social determinants of health and health disparities. Her training interests include LGBTQ+ youth and adults, intimate partner violence and Adverse Childhood Experiences.

Gabriela Woody, MEd
Outreach Coordinator, Diversity and Inclusion

Gabriela Woody is responsible for internal community building by way of hosting Brown Bag Seminars, coordinating HealthWeek alongside student leaders, and inclusivity events such as the Welcome Back Breakfast, Coffee Hours, and Blessing Ceremony. Externally, Gabriela works to build bridges in the community by recruiting at affinity group conferences, participating in community action organizations, and facilitating pipeline initiatives for underserved youth in the Phoenix metropolitan area.

Julie Parrish
Administrative Associate

Julie Parrish coordinates various activities and projects for the office and provides administrative support to Office of Diversity and Inclusion staff. She oversees administrative functions for the Women in Medicine and Science (WIMS) group. Julie has also served as a multiple-mini interview rater for applicants at the UA College of Medicine — Phoenix.
What we stand for

Diversity Statement

We believe in fostering a culture of Inclusive Excellence where all identities and differences including, but not limited to race, ethnicity, gender identity/expression, sex, sexual orientation, age, religion, language, abilities/disabilities, socioeconomic status, educational backgrounds and geographic region are embraced and valued. A culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and optimizes our ability to provide world-class health care for all.

OUR VOICES
How has diversity and inclusion been impactful to you?

“Diversity and Inclusion is most impactful for me when there is a platform that allows for an authentic expression of self. There is professional and personal growth when there is a space to actively seek out different viewpoints with the intentions to reduce imbalances.”

Charmaine Dorsey
Program Coordinator, Academic Affairs

64% 25%

College of Medicine – Phoenix Staff
Women

College of Medicine – Phoenix Staff
URM
We work to create a culture and climate that embodies Inclusive Excellence that will ensure successful career growth of all individuals, inclusive content of our education and research and foster belonging on our campus. The work of diversity and inclusion is a mountain without a top, but we would like to highlight a few of our achievements.

**Increased the number of underrepresented students in medicine applicants by:**

- **Continuing support of the College’s Pathway Scholars Program (PSP).** The Office of Diversity and Inclusion was pleased to sponsor Second Look Luncheon, conduct sessions specifically for PSP students, foster participation of PSP students in activities and programs at the college, and meet one-on-one with all PSP students at the start of the academic year to provide support and resources.

- **Collaborating with the Office of Admissions and Recruitment to integrate Diversity and Inclusion throughout the recruitment pipeline.** These strategies included: active outreach and recruitment, student advising, screening of applications, meeting applicants during interview day, Second Look participation, etc.

**Diversity of Average Applicants | 2016-2019**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>605</td>
<td>768</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African-American</td>
<td>210</td>
<td>337</td>
<td></td>
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<tr>
<td>Rural</td>
<td>517</td>
<td>793</td>
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<tr>
<td>Native American</td>
<td>58</td>
<td>134</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>11</td>
<td>22</td>
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</tbody>
</table>

**Average Applicants % Increase**

- Hispanic/Latino: +27%
- Black/African-American: +60%
- Rural: +53%
- Native American: +100%
- Native Hawaiian/Pacific Islander: +100%
Elevated the number of underrepresented in medicine (URM) students by:

- Partnering with Admissions to represent the College at various minority underrepresented in medicine recruitment events, including the American Association of Medical College (AAMC) Minority Student Medical Career Fair. These events offer opportunity to engage with prospective students and broaden their understanding of the College's culture and its dedication to diversity.

Enhanced faculty diversity by:

- Partnering with Faculty Affairs and Development and hospital affiliates in retention of diverse faculty by offering training through the American Association of Medical College (AAMC) Minority Leadership Seminar Series. The Office of Diversity and Inclusion proudly sponsored ten faculty to attend the AAMC Professional Development Leadership Seminars. These seminars provide specialized instruction for Minority Faculty, Mid-career Minority Faculty, Early Career Women Faculty and Mid-career Women Faculty.

- Funding and supporting Women in Medicine and Science (WIMS) group to increase resources for career development of women faculty.

Advanced diversity and inclusion education and training across the educational continuum by:

- Offering a robust menu of diversity education and training for students, faculty, residents and fellows, including Brown Bags, MedSafeZone trainings, and unconscious bias training.

| Non-URiM/URiM | 78% |
| 10% | 41% |
| 58% | 19% |

1,200+ INDIVIDUALS TRAINED from 2018 - 2019
The Pathway Scholars Program (PSP) is a University of Arizona College of Medicine – Phoenix pipeline program for Arizona residents who have the desire and aptitude to pursue a career in medicine and who have experienced unique challenges in preparing to apply to medical school.

Candidates for the program must have at least one of the following qualifying factors: socioeconomic disadvantage; first generation in the family to be a college attendee; from rural Arizona; member of federally recognized American Indian Tribe; and/or committed to providing care to the diverse and disadvantaged populations of Arizona. The special master’s program incorporates innovative curriculum, leadership training, academic support, clinical experiences and research development. Each year the PSP prepares up to 10 students for medical school, creating a more diverse pool of outstanding medical school candidates who reflect our underserved communities and addressing the critical need for more diversity in the Arizona physician workforce. Upon successful completion of this Master of Medical Studies degree program, students can earn admission into the UA College of Medicine – Phoenix. Since its inception 50 students have participated in the Pathway Scholars Program, 40 in previous years and 10 currently. To date, 98% of program participants have matriculated into the College of Medicine – Phoenix in pursuit of a Doctorate of Medicine.

This program is truly a team effort and capitalizes on the strengths of its students, staff and faculty. Understanding the unique challenges that face these students, great care is taken to ensure an inclusive environment for these students both during their Pathway year and as they progress to becoming medical students.

98% PARTICIPANTS have matriculated into the College of Medicine — Phoenix

Congratulations to the Pathway Scholars Class of 2019
"Pathways gave me the confidence to let me know this dream of becoming a physician is possible and if I can do this, anyone can do this within our community. I absolutely recommend this program to others. The Pathways Program targets students who are socially and economically disadvantaged growing up and this gives us all the necessary tools and inspiration that allows us to achieve our dreams."

Thanh Cao, MD, Class of 2019
Scrubs Academy

The University of Arizona College of Medicine – Phoenix is home to Scrubs Academy. Scrubs Academy is a pipeline program that inspires high school students to become physicians. The academy is comprised of Saturday Scrubs and Summer Scrubs. Both programs consist of hands-on exposure to a variety of health and medicine activities, field trips, simulation and related lab experiences, as well as interactive lectures from medical students and faculty.

### 2018-2019 Scrubs Academy by the numbers

<table>
<thead>
<tr>
<th><strong>High School Students Participated</strong></th>
<th><strong>255</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>57</strong> will be first generation college students</td>
<td><strong>67</strong> attended a Title One School</td>
</tr>
<tr>
<td><strong>2</strong> from Native American Reservations</td>
<td><strong>41</strong> on free/reduced lunch</td>
</tr>
</tbody>
</table>
Fellowship and Mentoring

Medical students at the University of Arizona College of Medicine—Phoenix have the unique opportunity to network with physicians of similar backgrounds to gain mentorship and motivation to become the next generation of physician leaders.

The college’s Office of Diversity and Inclusion created the Fellowship and Mentoring Program (F.A.M.) for medical students who represent various dimensions of diversity including underrepresented in medicine, economically disadvantaged, educationally under-resourced or from rural upbringings.

These students often have fewer organic opportunities to interact with physician mentors of their background and may need additional structured opportunities to have these interactions.

The F.A.M. program provides students with the opportunity to learn from physicians who share their identity and can empathize with the unique needs of the group. The purpose is to provide a safe space for mentees to ask questions, discuss challenges and success as well as learn about how their culture or background is represented in the field of medicine. Students and mentors connect while fellowshipping over a meal.

Since its launch in November 2018, more than 60 mentees and 16 physicians have participated in the program.

60 MENTEES

16 PHYSICIANS

have participated since Nov. 2018

OUR VOICES

How has diversity and inclusion been impactful to you?

Diversity and inclusion may be ‘hot’ buzzwords for some, or begrudging boxes to check off for others, but as for my personal and professional experience — they are words to be encouraged, celebrated and championed throughout our teams, organizations and local communities.

Jonathan Snyder, MBA | Coordinator Faculty Development
The University of Arizona College of Medicine – Phoenix works with the University of Arizona Health Sciences Indians Into Medicine Program (INMED) in hosting programs to increase Native American/Alaskan Native student populations in the health professions.

The goal of AZ INMED is to develop collaborative partnerships with tribal nations, K-12 school districts, community-tribal colleges, universities and health professional schools to recruit, support and encourage Native American students to enter and succeed in the health professions at the University of Arizona Health Sciences (UAHS) located in both Tucson and Phoenix, Arizona (Colleges of Medicine, Pharmacy and Public Health).

The University of Arizona is one of three universities to be awarded 10 year grants from the U.S. Department of Health and Human Service Indian Health Services to administer the INMED program.

**Basic Medical Sciences Summer Internship Program**

The Basic Medical Sciences (BMS) Summer Internship Program offers high school students the opportunity to participate in hypothesis-driven research and to interact with graduate students, postdoctoral associates and faculty from the Department of Basic Medical Science. Students work in an interdisciplinary environment that fosters critical and analytical thinking and intellectual adventure. In addition, students are encouraged to explore their career goals and will be guided in ways to achieve them.

The BMS Summer Internship is committed to providing hands-on research opportunities to talented students from diverse backgrounds. By exposing participants to all facets of scientific research at the University of Arizona, the program fosters knowledge, skills and confidence, as well as aids students in defining their career goals.

BMS interns enroll, with no tuition costs, in the University of Arizona during their summer break for six weeks of research and science literacy training in the laboratory of a BMS faculty member. The program concludes with a mini-symposium in which students give a presentation describing their research experience.
College of Medicine – Phoenix Community Engagement

Each year the City of Phoenix holds events leading to the federally observed holiday of Dr. Martin Luther King, Jr. The events are designed not only to honor Dr. King, but to be witnesses to his ideas and demonstrate our collective commitment to the humane causes he stood for. Banner – University Medical Center Phoenix and College of Medicine – Phoenix joined thousands, marching in a unifying demonstration that filled Phoenix streets for several city blocks.

Phoenix holds its annual Pride Festival and Parade in April to take advantage of the spring weather. Student leaders, faculty and staff worked the informative sexual health education booth at the festival for the second year in a row. College of Medicine – Phoenix staff and families walked in the parade for the first time and were joined by colleagues from Banner Health.

Participating in MLK and Pride events is one of many ways our university demonstrates our commitment to diversity and inclusion.

LGBTQ+ Satisfaction Rate

Our LGBTQ+ faculty, staff and students reported the highest satisfaction rate among all three engagement clusters (Appreciation, Camaraderie and Vision/Purpose) from our 2018 Diversity Engagement Survey. When benchmarked against other comparable medical institutions, our community reported greater satisfaction.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>LGBTQ Faculty, Staff &amp; Students</th>
<th>Benchmark</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Vision/Purpose</td>
<td>43.08</td>
<td>37.43</td>
<td>+5.65</td>
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<tr>
<td>Appreciation</td>
<td>26.40</td>
<td>22.69</td>
<td>+3.71</td>
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<tr>
<td>Camaraderie</td>
<td>25.00</td>
<td>22.20</td>
<td>+2.8</td>
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Inclusive Excellence Speaker Series

Dr. Okanlami welcomed the opportunity to connect with participants one-on-one to discuss their questions.

Oluwaferanmi “Feranmi” Okanlami
MD, MS
Inaugural Inclusive Excellence Speaker Offers Community Lecture to Prove Disabled Does Not Mean Unable

Presented by the Office of Diversity and Inclusion, the Inclusive Excellent Speaker Series brings fresh perspective voices who share stories that are not being told or not being told enough. This is an opportunity for our medical students, faculty, staff, residents, post-docs/fellows and community to meet and interact with dynamic speakers, such as Dr. Oluwaferanmi Okanlami.

Dr. Okanlami — an assistant professor in the Departments of Family Medicine and Physical Medicine and Rehabilitation, as well as director of Medical Student Programs in the Office for Health Equity and Inclusion at the University of Michigan — dreams of creating a “completely accessible and inclusive health system for patients and providers with disabilities.”

Speaking to an engaged audience, Dr. Okanlami did not let his disability define what he could and could not do. He completed a family medicine residency at Memorial Hospital in South Bend, Indiana and earned a master’s degree in engineering, science and technology entrepreneurship from the University of Notre Dame.

“I like to use the phrase, assume competence,” he said. “Rather than assuming what someone can’t do, let them show you what they can do. If we allow people to come and demonstrate what they can do, then we will realize that there are people that are going to have an immense impact on medicine and medical education that you would have missed if you didn’t include them.”

One of Dr. Okanlami’s passions is adaptive sports, which allow individuals with all levels of ability to still engage in physical activity at all competitive levels. He has created an adaptive sports program at the University of Michigan and became the Director of Adaptive Sports at Michigan in 2019.

“Rather than assuming what someone can’t do, let them show you what they can do.”

Before concluding his talk, he added, “There is a stigma that exists that people who do not want to know, ask for help. That stigma exists because of what we end up creating as a culture. Asking for help is not a weakness, being different from someone else doesn’t make you less than them and providing resources to people doesn’t give them an unfair advantage.”
The Primary Care Medical Scribe Program’s multifaceted purpose is a fivefold approach to improve care in the primary care setting: recruit and expose prospective medical students to primary care, foster a connection to primary care as a possible future career interest; elevate current care in the primary care setting by reinstating the physician into the physician-patient relationship; improve future care of patients by actively recruiting historically underrepresented students; create near-peer mentoring relationships between scribes and current medical student leaders; and, finally, study the impact of the program on patient care and physicians.

One contributing factor to the low numbers of primary care physicians is the loss of meaningful connections to patients due to the burden created by the electronic health record (EHR). Medical scribing is intended to reduce that burden. Little literature on scribes in primary care settings exists and none, to our knowledge, describing a customized academic model of training. Although efforts to increase numbers of underrepresented minority students and trainees in medical education have been made, these programs often do not provide paid experiences, which can impede the ability to participate.

This novel program is funded by a two-year, $500,000 grant from the Del E. Webb Foundation to improve care and efficiency in the primary care setting. A cohort of four scribes began customized training in February 2019. Currently, this cohort works a combined total of 9.5 days each week with sixteen academic primary care physicians. To date, the scribes spent over 1,200 hours scribing in the Family Medicine Clinic and Internal Medicine Clinic. The program is excited to expand the scribing activities by hiring an additional cohort in August 2019.

By 2025, it is predicted that there will be a shortage of 17,000 primary care physicians in the U.S.

The Primary Care Medical Scribe Program seeks to address a national and local crisis in the delivery of primary health care services. While 8,000 new primary care physicians enter the workforce each year, a greater number, approximately 8,500 are leaving the U.S. workforce annually, resulting in an expanding gap in care. By 2025, it is predicted that there will be a shortage of 17,000 primary care physicians in the U.S. The trend is being seen locally as well: Arizona ranks 46th out of the 50 states in primary care access.
Kristinmae Cardoza, MALIS
Manager, Exams

OUR VOICES
How has diversity and inclusion been impactful to you?

"Inclusion is the driving force for the success of the UA College of Medicine—Phoenix community and the educational outcomes for future physicians. Being included in senior level decision-making creates opportunities to be heard and represented. Such opportunities motivate me to support the mission and vision of the College and continue to strive for a diverse and inclusive professional environment."
OUR VOICES

How has diversity and inclusion been impactful to you?

“As a military veteran, I have been fortunate to leave the confines of my hometown (Detroit, MI) and venture to many places across the globe. In my travels I have had valuable interactions with individuals from various walks of life, while learning about many different races, cultures, and backgrounds across the globe.”
Community Service

Students who volunteer and work at Wesley Community Health Center are able to apply their theoretical learning in the classroom to real patients in the community where they can take vital signs, perform a history and refine their physical exam skills. In addition to learning about the clinical practice of medicine, students are exposed to the social, behavioral, and lifestyle determinants of health.

Wesley’s diverse, underserved, culturally rich community provides students with the privilege of serving patients who are in great need and learning their life circumstances in the process. By gaining perspective on the barriers to health and the social determinants of disease in this community, medical students who work at Wesley will become better physicians who are more aware and understanding of the challenges that patients face in their everyday life.

The Wesley experience enables students to transform their understanding of the science of medicine and the art of caring for people from vulnerable populations.

Medical Student, Megha Patel, Class of 2021, screens a Wesley Clinic patient.

1,468
STUDENT VOLUNTEER HOURS

Farshad Fani Marvasti, MD, MPH
Chief Medical Officer, Wesley Community Health Center
Director, Public Health, Prevention and Health Promotion theme
Women in Medicine & Science

The University of Arizona College of Medicine – Phoenix is proud to honor the outstanding achievements and contributions to medicine and science being made by women faculty and researchers. Their collective influence enriches the college and the community with their advocacy, mentoring, discovery, teaching and leadership. It is our privilege to share just a few examples of the innovative work these women are doing to advance medicine and science.

Translational Research

Melissa Herbst-Kralovetz, PhD, received a $100,000 grant from the Mary Kay Foundation Cancer Research to continue her work in treating and preventing endometrial cancer. Endometrial cancer is the most common gynecological cancer in the U.S. Her research seeks to understand the function of the bacteria that inhabit the female reproductive tract and how it may contribute to the development of gynecologic cancer.

Won Hee Lee, PhD, has set a goal for her research to provide an invaluable resource for assessing individual risk and e-cigarette toxicant exposure. Dr. Lee seeks to show that patient-specific stem cells can have a significant impact on improving cardiovascular diseases. Ultimately, she wants to develop evidence-based regulatory guidelines that inform and protect the entire population. Dr. Lee received a $1.1 million grant as a co-principal investigator from the Tobacco-Related Disease Research Program in 2018 while she was at Stanford University.
Medical Education

An award-winning anatomy instructor and nationally known researcher, Rebecca Fisher, PhD, has been promoted to full tenured professor in the Department of Basic Medical Sciences at the College. In addition to her teaching role as director of the Clinical Anatomy Block, Dr. Fisher directs the gross anatomy laboratory for the Phoenix Biomedical Campus.

Academic Administration

Cheryl O’Malley, MD, FACP, FHM, has been named associate dean, Graduate Medical Education at University of Arizona College of Medicine – Phoenix. Dr. O’Malley replaces Alan Leibowitz, MD, FACP, who retired after serving the University of Arizona for 30 years by leading GME in Phoenix. Dr. O’Malley has been program director for the UA College of Medicine – Phoenix Internal Medicine Residency program since 2008, a program that has been recognized as one of the most innovative in the country. Dr. O’Malley is a member of the Executive Leadership in Academic Medicine (ELAM) Program 2018 - 2019 class of fellows.

Basic Science Research

Alexandra Garvin, PhD, a postdoctoral fellow in the laboratory of Taben Hale, PhD, in the Basic Medical Sciences Department at the UA College of Medicine – Phoenix, received a $100,000 fellowship from the American Heart Association to understand the influence of fibroblasts and fibrotic signaling on cardiac healing after a heart attack. Her research seeks to prevent heart failure after a heart attack.
Clinical Research

*Cynthia Wetmore*, MD, PhD, is a pediatric oncologist who specializes in providing care for children with brain tumors. Dr. Wetmore is actively involved in bringing new targeted agents to Phase I/II clinical trials for the treatment of children with cancer. She brings two decades of basic science research experience to the design of molecularly-based therapeutic protocols.

Clinical Practice

*Robin D. Ross*, MD, MPH, a retinal specialist with a global health background, is working with an NIH team following 2,500 Ebola survivors and their close contacts in the PREVAIL (Partnership for Research on Ebola Virus in Liberia) 3 Eye Sub-Studies. Last September, the group performed the first cataract surgery trial with nine international organizations from four countries.

Research by *Kristen Young*, DO, chief resident and junior faculty in the Internal Medicine Residency at the University of Arizona College of Medicine – Phoenix, has prompted all 28 Banner Health hospitals to discontinue contact precautions for historical MRSA. Dr. Young’s review revealed that for MRSA and VRE, CP does not effectively reduce transmission of these bacteria. Eliminating the protocols improved the quality of patient care and reduced hospital spending.
Industry Leadership

**Guadalupe Federico**, PhD received the 2019 Maria Teresa Velez Outstanding Mentor Award from the University of Arizona Commission on the Status of Women. The award honors individuals who have demonstrated an outstanding commitment to mentoring within the University of Arizona. Dr. Federico’s research focuses on career aspirations and one’s self-efficacy. Her work on physician-faculty examines how mentorship and organizational culture shapes their self-efficacy relative to their current roles and evolving research and teaching career aspirations, with a focus on career aspirations and one’s self-efficacy.

**Martha Gulati**, MD, MS, FACC, FAHA, division chief of Cardiology for the UA College of Medicine – Phoenix and physician executive director for the Banner – University Medicine Heart Institute, was named one of the Most Influential Women in Business 2019 by **AZ Big Media**. Dr. Gulati leads educational activities in cardiovascular sciences for medical students, residents and fellows at the college and Banner Health. She also heads clinical heart care as the director of the Cardiovascular Institute at Banner and is the editor-in-chief of Cardiosmart.org. Dr. Gulati is a member of the Executive Leadership in Academic Medicine (ELAM) Program 2018 – 2019 class of fellows.

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<table>
<thead>
<tr>
<th>Female Faculty</th>
<th>Total Faculty</th>
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<tr>
<td><strong>2018</strong></td>
<td><strong>2,041</strong></td>
</tr>
<tr>
<td>36.5%</td>
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<tr>
<td><strong>2019 NEW HIRES</strong></td>
<td><strong>173</strong></td>
</tr>
<tr>
<td>41%</td>
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**Female Faculty 2018 vs. 2019**

YTD July 2018

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**OUR VOICES**

**How has diversity and inclusion been impactful to you?**

“Our campus is unique from others in the authentic promotion of diversity & inclusion. And that is what sealed my recruitment.”

**Pamela Garcia-Filion**, PhD, MPH  
*Associate Research Scientist*
OUR VOICES
How has diversity and inclusion been impactful to you?

"The University of Arizona College of Medicine – Phoenix provides a rich diverse culture and opportunities to participate in community events. I am able to learn from the people around me and feel a sense of belonging here."
Of the more than 70 special interest student organizations, the college has student affinity organizations which focus on identity, community, diversity, mentoring and healthcare of marginalized and underserved communities. They also seek to advocate for improved awareness, health access, and research for these communities.

- American Medical Women’s Association
- Asian Pacific American Medical Student Association
- Black Students in Medicine/Student National Medical Association
- Catholic Medical Association
- Latino Medical Student Association
- LGBTQ in Medicine
- Medical Students for Choice
- Military Medicine & Veteran’s Association
- Muslim Medical Students Association

Students stand in support of White Coats for Black Lives
About Phoenix
Nicknamed the “Valley of the Sun,” the Greater Phoenix area sees more sunshine than any other metro area in the country. Phoenix is the best place to get a sampling of all the state has to offer. Its downtown area may be characterized by sleek, ultramodern office buildings, but the city center is not all about work. Phoenix also contains ample opportunities to play. Recently built sports stadiums, along with updated arts and shopping districts fringe downtown, as do some of the area’s finest eateries.

With average year-round temperature of 75 degrees Fahrenheit and more than 300 days of sunshine annually, it’s no wonder residents enjoy living in Phoenix for the same reason more than 20 million visitors flock to the metro area yearly. Phoenix and surrounding areas have serene desert gardens, one-of-a-kind museums and award-winning dining. Hikers, bikers and climbers come from all over to play in the Sonoran Desert. Are the summers hot in Phoenix? Of course they are! But there are plenty of water parks, public and resorts pools to keep cool. At night take advantage moonlit hikes at one of the many city parks including South Mountain Park, one of the nation’s largest city parks. With over 16,000 acres it’s nearly 20 times larger than Central Park in New York City.

Within the Valley of the Sun, you can trace Arizona’s history from its earliest Hohokam residents at the Pueblo Grande Museum & Archaeological Park to the latest technological developments showcased at the Arizona Science Center. Plus, Greater Phoenix’s 2,000-plus square miles sprawl to the bottom of striking Desert Mountains crisscrossed by hiking and biking trails.

A city rich in art, culture, sports, attractions, business and innovation, Phoenix offers everyone the opportunity to thrive and make a significant impact.