



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix

Faculty Handbook



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Section 1: Welcome

Hello faculty:

On behalf of the University of Arizona College of Medicine – Phoenix, we are delighted to welcome you to our academic community and thank you for your commitment to serving as a faculty member. Your willingness to share your expertise, time and talents reflects a deep dedication to advancing medical education, research, clinical care and service — the pillars of our mission.

As a member of our faculty, you play an essential role in shaping the next generation of healthcare professionals. Whether you are teaching and mentoring medical students and trainees, contributing to innovative research, enhancing patient care at your clinical site or supporting the professional development of future colleagues, your impact will be felt across our institution and the communities we serve.

We recognize that faculty bring a wealth of experience, knowledge and perspective that enriches the educational environment and strengthens our mission. Your contributions help us uphold the highest standards of academic excellence while fostering a culture of collaboration, discovery and service.

We are grateful for your willingness to join us in this meaningful work. As you begin your time as a faculty member, please know that we are committed to supporting your success. We encourage you to take advantage of the resources, development opportunities and connections available through the College of Medicine – Phoenix and the Office of Academic and Faculty Affairs.

Thank you, again, for joining our faculty community. We look forward to partnering with you, supporting your professional journey and celebrating the many ways you will make a difference for our learners and communities.

Sincerely,

Fred Wondisford, MD, MS, MBA

Dean

University of Arizona College of Medicine – Phoenix

Ken Knox, MD

Vice Dean, Academic and Faculty Affairs

University of Arizona College of Medicine – Phoenix

Section 2: Handbook Introduction

Purpose

The Faculty Handbook for the University of Arizona College of Medicine – Phoenix (College) is a foundational resource designed to guide faculty in understanding institutional expectations, support structures and key policies related to their faculty title, growth and responsibilities.

Faculty employed by the College should refer to the [University Handbook for Appointed Personnel \(UHAP\)](#) as their primary resource.

This handbook is intended for both current and prospective faculty who contribute to the College's mission whether as an employee or volunteer. Volunteer faculty are called designated campus colleague (DCC) faculty.

This handbook is meant to complement UHAP, Arizona Board of Regents (ABOR) policies and Liaison Committee on Medical Education (LCME) accreditation requirements. It is updated regularly to reflect institutional changes.

Scope and Applicability

This handbook applies to all faculty holding an academic title at the College. Expectations may vary depending on faculty title, rank and faculty status, but all faculty are held to standards of professionalism, academic integrity and compliance with University and College policies.

Handbook Maintenance

This handbook is maintained by the Office of Academic and Faculty Affairs (Oafa) in collaboration with the Faculty Advisory Council and other shared governance bodies. The College engages in continuous quality improvement (CQI) processes to monitor and enhance its educational programs, policies and faculty development initiatives in alignment with Liaison Committee on Medical Education (LCME) standards.

Updates occur annually, or as needed, and are guided by changes in university policy, faculty bylaws, LCME standards or campus-wide initiatives. Faculty are encouraged to provide input to Oafa on handbook content.

The most recent version of the handbook can be found online at phoenixmed.arizona.edu/faculty-affairs/faculty-orientation.

Contact Information

Questions about this handbook may be directed to comphx-oafa@arizona.edu.

Section 3: About the University

The University of Arizona is Arizona's land-grant university, founded in 1885 with a mission to advance learning, discovery and service for the state, nation and world. Guided by a commitment to student success, research excellence and community impact, the University seeks to transform lives through education while addressing some of society's most pressing challenges.

Headquartered in Tucson with programs and partnerships extending throughout Arizona and around the globe, the University offers a dynamic environment for teaching, research and innovation. The institution serves more than 56,000 undergraduate and graduate students and offers more than 150 undergraduate degree programs across a broad range of disciplines. As a federally designated Hispanic-Serving Institution, the University of Arizona is committed to fostering access, belonging and opportunity for diverse communities.

The University is nationally recognized for its research enterprise and is ranked as the leading public research institution in Arizona for research and development activity. Faculty, staff and students work collaboratively to advance discoveries that improve health, drive economic development and address regional and global challenges. Research achievements throughout the University's history include pioneering work in dendrochronology (tree-ring research), contributions to NASA lunar mapping and leadership in space exploration missions such as OSIRIS-REx and the James Webb Space Telescope.

Research in health sciences and academic medicine is a cornerstone of the University's impact. Through its Colleges of Medicine, Nursing, Pharmacy and Public Health, faculty are advancing discoveries that improve health and transform lives. Research initiatives span cancer biology, cancer prevention, translational oncology, neuroscience, immunology, cardiovascular disease, child health, precision medicine, genetics and population health. Investigators work across disciplines to translate scientific discoveries into new approaches for disease prevention, diagnosis and treatment.

The University is also a leader in precision health and genomics, bringing together clinicians, scientists and community partners to advance personalized approaches to healthcare. Through collaborations across Arizona and within the Phoenix Bioscience Core (PBC), faculty researchers are developing new therapies, advancing immunotherapy and harnessing data science and genomics to improve health outcomes for individuals and communities.

The University of Arizona is also known for its strong culture of student engagement, academic excellence and innovation. The University provides a supportive environment where learning extends beyond the classroom. Its rich history, commitment to excellence and dedication to serving communities continue to shape the Wildcat spirit and inspire future generations.

As a member of the University of Arizona community, faculty play a vital role in advancing the institution's mission through education, scholarship, clinical care, mentorship and service. Your contributions help strengthen the university's impact and uphold its tradition of excellence.

Section 4: About the College

The University of Arizona College of Medicine – Phoenix traces its roots to the University of Arizona College of Medicine in Tucson. Clinical medical education in Phoenix began in the 1980s, when University of Arizona medical students completed required clerkships and elective rotations at Phoenix-area hospitals. In 1992, downtown Phoenix formally became a regional campus for the College of Medicine – Tucson, allowing third- and fourth-year medical students to complete a substantial portion of their clinical training in the Phoenix metropolitan area.

A defining moment in the College's history occurred in 2004 when the Arizona Board of Regents (ABOR) approved the expansion of the Phoenix program into a four-year medical school. This achievement resulted from an unprecedented collaboration among the Arizona Board of Regents, the City of Phoenix, the Translational Genomics Research Institute (TGen) and Phoenix-area teaching hospitals. Together, these partners helped establish the Phoenix Bioscience Core, creating the foundation for a nationally recognized academic health sciences campus in downtown Phoenix.

The College of Medicine – Phoenix welcomed its inaugural class of medical students in July 2007, launching a fully integrated four-year medical education program built upon the pillars of education, research, clinical care and community service. Since its founding, the College has maintained an expansive vision focused on addressing Arizona's healthcare needs through innovation, collaboration and excellence in academic medicine.

Partnerships have been central to the College's growth and success. The College developed a distributed clinical education model supported by a robust network of healthcare partners throughout the Phoenix metropolitan area. Today, students learn in diverse clinical settings through affiliations with leading healthcare systems, including Banner – University Medical Group, Phoenix Children's, Phoenix VA Health Care System and other clinical partners. These collaborations provide exceptional educational opportunities while expanding the College's capacity for clinical research, patient care and community engagement. Banner Health serves as a key strategic partner, helping advance the academic mission through teaching, research and clinical innovation.

Research growth has been a hallmark of the college's evolution. Early partnerships with TGen, clinical affiliates and community organizations fostered a collaborative environment focused on translational research and biomedical discovery. The growth of the Phoenix Bioscience Core created opportunities for interdisciplinary collaboration among academic, healthcare and industry partners, positioning the College as a major contributor to Arizona's rapidly expanding biomedical ecosystem.

Several milestones have marked the expansion of the college's research enterprise. The opening of the Health Sciences Education Building in 2012 provided state-of-the-art educational and simulation facilities, while the Biomedical Sciences Partnership Building, completed in 2017, significantly expanded laboratory and research capacity. These investments supported the recruitment of leading scientists and physician-investigators and accelerated the growth of research programs focused on improving human health.

Today, the College's research mission focuses on translating scientific discoveries into better health outcomes. Faculty investigators lead innovative work in neuroscience, cardiovascular disease, child health, immunology, precision medicine, metabolism, mental health, cancer and population health. The establishment of major research programs and centers, including the Translational Cardiovascular Research Center, Phoenix Children's Research Institute and expanded research collaborations with the Phoenix VA Health Care System, has strengthened the College's ability to move discoveries from the bench to the bedside.

The College continues to expand its impact through growth in medical student enrollment, graduate medical education programs and innovative partnerships across Arizona. Recent initiatives, including the College of Medicine – Phoenix Yuma Branch and collaborations with healthcare systems throughout the state, reflect an ongoing commitment to addressing physician workforce needs, advancing biomedical discovery and improving the health of Arizona’s communities.

Today, the University of Arizona College of Medicine – Phoenix serves as a leading academic medical center. Located in the heart of the Phoenix Bioscience Core, it brings together educators, researchers, clinicians, health systems and community partners to advance medical education, transformative research and exceptional patient care for Arizona and beyond.

Mission, Vision and Values

The College has a clear [mission and vision](#) that guides our work and defines our purpose.

Mission

The University of Arizona College of Medicine – Phoenix inspires and trains exemplary physicians, scientists and leaders to optimize health and health care in Arizona and beyond. We are uniquely positioned to accelerate the biomedical and economic engines in Phoenix and the State by leveraging our vital relationships with key [clinical](#) and [community](#) partners.

Vision

As outlined in our [Five-Year Strategic Plan](#), the vision of the college is to improve the health of communities through distinction in personalized medical education, translational research and patient care.

Values

Collaboration, Community, Excellence, Innovation, Integrity and Servant Leadership.

LCME Accreditation

The College is accredited by the Liaison Committee on Medical Education (LCME), which establishes national standards for medical education programs leading to the MD degree. This handbook is aligned with LCME standards to ensure compliance and continuous quality improvement.

Faculty are expected to be aware of key accreditation requirements that directly impact the educational program and the learning environment. For more information, see the [LCME Standards](#).

Commitment to Continuous Quality Improvement (LCME 11)

The College is committed to continuous quality improvement (CQI) as a core component of its accreditation and educational excellence efforts. Guided by Liaison Committee on Medical Education (LCME) standards, the College engages in ongoing planning, assessment and improvement of its policies, programs and processes to ensure educational quality, achievement of strategic goals and compliance with accreditation requirements.

Through a structured annual review process, accreditation standards are regularly monitored by the accreditation/CQI unit, subject matter experts, college leadership and the Curriculum Committee. Feedback from students, faculty and other stakeholders is used to identify strengths and opportunities for improvement, fostering a culture of accountability, innovation and continuous enhancement of the medical education program. This systematic approach helps ensure an outstanding learning environment and supports the College's mission of preparing future physicians to meet the healthcare needs of Arizona and beyond.

Commitment to Professionalism (LCME 3.5, 3.6)

The College is committed to fostering a culture of professionalism in all aspects of academic life. Faculty are expected to model respectful behavior, support learner well-being and contribute to a positive and inclusive learning environment. These principles are central to accreditation expectations and institutional integrity.

Faculty should review the [Teacher–Learner Compact Policy](#) (see Appendix A). This policy outlines expectations for a professional and respectful learning environment.

Our Clinical Partners

The College partners with leading healthcare organizations around Phoenix and Arizona. Our [clinical partners](#) include Banner – University Medical Center, Phoenix Children's, Phoenix VA Health Care System, Onvida Health, Gila River Health Care and more. These partnerships provide faculty with opportunities to teach and mentor learners in diverse clinical environments, while also advancing research and improving patient care across Arizona and beyond.

Section 4: Faculty Title

A faculty title with the University of Arizona College of Medicine – Phoenix formally recognizes an individual's contributions to the College's missions of education, research, clinical care and service. Faculty titles enable physicians, scientists and other health professionals to actively participate in teaching and mentoring medical students and trainees, contribute to scholarly and research activities and engage in service that advances the College and its community partners.

For volunteer, community-based (designated campus colleagues (DCC)) faculty, a faculty title acknowledges the important role they play in educating future physicians through clinical teaching, supervision and mentorship. Faculty members become part of an academic community dedicated to advancing healthcare, fostering innovation and improving health outcomes across Arizona.

According to the Liaison Committee on Medical Education (LCME), “the faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals” (Standard 4). The University of Arizona College of Medicine – Phoenix “ensures that supervision of medical student learning experiences is provided throughout required clerkships by members of the school's faculty” (Standard 9.2).

In addition to professional recognition, faculty titles provide access to a variety of University and College resources, professional development opportunities and academic collaborations. Holding a faculty title may also support career advancement, scholarly engagement and participation in academic medicine, while strengthening connections between the College and its extensive network of healthcare, research and community partners.

Ultimately, a faculty title reflects a shared commitment between the individual and the College of Medicine – Phoenix to excellence in education, discovery, patient care and service, helping prepare the next generation of physicians and healthcare leaders.

U of A Employed Faculty

Faculty employed by the College should refer to the [University Handbook for Appointed Personnel \(UHAP\)](#). This will provide information about duties and appointments, annual performance reviews, promotion and tenure and other faculty matters.

Faculty Ranks and Tracks

Faculty titles at the University of Arizona College of Medicine – Phoenix are awarded within specific academic tracks and ranks that recognize an individual's contributions to education, research, clinical care and service. Faculty titles provide formal recognition of expertise and contributions while supporting participation in the academic community.

Faculty ranks include:

- Specialty instructor
- Instructor
- Assistant professor
- Associate professor
- Professor

Advancement through these ranks is based on accomplishments, experience and contributions to the College's mission.

Faculty tracks include:

- Clinical series – primarily for physicians and clinical educators who teach medical students, residents and fellows.
- Clinical scholar – for clinicians whose primary focus is patient care, with additional contributions to teaching, service and scholarly activity.
- Educator scholar – for faculty whose primary contributions are in education, curriculum development and educational scholarship.
- Research series – for faculty whose primary role is conducting and leading research programs.
- Professor of practice – for faculty who are distinguished practitioners and educators whose expertise contribute to teaching but who may not meet the degree or appointment requirements of other faculty tracks.

For many designated campus colleagues (DCCs) faculty, faculty titles are granted within the clinical series track, with rank assigned according to professional experience, teaching involvement, scholarly activity and service to the College. As faculty members become more engaged over time, they may seek promotion from assistant professor to associate professor and ultimately professor.

For more information about the tracks and ranks, visit the [Criteria for Track and Rank](#) webpage.

Faculty Title Renewal

Faculty titles at the University of Arizona College of Medicine – Phoenix are granted on an annual basis and are typically renewed for faculty who remain in good standing with their department. Maintaining professional licensure, hospital privileges and active engagement in the College's educational mission are important components of good standing.

Each spring, faculty receive an annual involvement survey from their faculty coordinator. They are expected to respond within 30 days to confirm their ongoing participation in teaching, mentoring or other college activities. Survey responses are reviewed with department leadership, and faculty are notified by the end of June regarding renewal of their appointment for the upcoming academic year.

Section 5: Faculty Responsibilities

Faculty at University of Arizona College of Medicine – Phoenix are expected to contribute to the academic mission of the institution in alignment with their faculty track and rank. This may include responsibilities in teaching, research, clinical care, service and administration. These duties vary depending on the needs of the College and their academic department.

Faculty are expected to complete at least 40 hours of mission-based activity each year to maintain active engagement with the College. Faculty are encouraged to track their teaching, mentoring, service and other contributions throughout the year to facilitate completion of the annual involvement survey. Questions regarding involvement expectations or the annual review and renewal process should be directed to your department chair or faculty coordinator.

Visit the [College Expectations of Faculty](#) webpage to learn more and identify other ways to [get involved](#).

Teaching Duties

All faculty are expected to contribute meaningfully to the educational mission of the College of Medicine – Phoenix by supporting the development of medical students, residents, fellows and other learners. Teaching activities may include large-group lectures, small-group facilitation, laboratory instruction, clinical supervision, bedside teaching, mentoring, assessment of learner performance and curriculum development. Faculty are encouraged to:

- Participate actively in preclinical and clinical education.
- Provide timely, constructive and actionable feedback that promotes learner growth and professional development.
- Engage in the design, delivery, evaluation and continuous improvement of courses, clerkships and educational programs.
- Serve as mentors and role models who foster professionalism, lifelong learning and ethical practice.

Faculty are responsible for creating a positive and inclusive learning environment that promotes academic excellence, inquiry and respect. As educators, they play a critical role in preparing the next generation of physicians and health professionals through evidence-based teaching, effective assessment and meaningful mentorship.

Consistent with LCME Standard 9.3, faculty must provide appropriate supervision for medical students in all educational settings. Student responsibilities should be commensurate with their level of training, demonstrated competency and scope of experience. Faculty are expected to provide direct oversight, guidance and support to ensure patient safety, high-quality care and an optimal learning experience while progressively advancing learner autonomy and clinical competence. Review the [Assessment and Evaluation of Students, Faculty and Curriculum Policy](#) for more information.

Research and Scholarly Activity

Faculty engaged in research are expected to contribute to the advancement of knowledge through scholarly activities that align with their expertise, faculty track and academic responsibilities. Scholarly contributions may include basic, translational or clinical research; clinical trials; educational research; quality improvement initiatives; presentations at professional meetings; publications in peer-reviewed journals; grant development and

other forms of academic dissemination.

Faculty are encouraged to collaborate across disciplines and institutions to advance scientific discovery, improve healthcare outcomes and strengthen the College's research mission. Expectations for research productivity and scholarly achievement vary by faculty track and rank and are considered within the context of promotion criteria.

Clinical Service (as applicable)

Faculty with clinical responsibilities are expected to maintain all applicable professional licenses, certifications and credentials, uphold required hospital privileges and practice in compliance with the policies, quality standards and regulatory requirements of their clinical institution. As clinical educators, faculty play a critical role in modeling professionalism, ethical conduct, patient-centered care and evidence-based practice for medical students, residents and fellows. Through their interactions with learners, colleagues and patients, faculty help shape the culture of academic medicine and exemplify the standards of the profession.

Clinical service expectations, productivity requirements and patient care responsibilities are established and managed by each faculty member's clinical employer. The College values the contributions of its clinical faculty and recognizes their essential role in integrating patient care, education and scholarly activity to advance the missions of both their healthcare system and the College of Medicine – Phoenix.

Service and Outreach

Faculty are expected to contribute to the service mission of the College through active engagement at the department, college, university and professional levels. Service activities may include participation on departmental or college committees, involvement in faculty governance, leadership of educational or administrative initiatives and contributions to accreditation, curriculum or faculty development efforts.

Faculty are also encouraged to maintain active involvement in regional, national and international professional organizations through committee service, leadership roles, educational activities and other contributions that advance their discipline and profession.

The College values service as an important component of academic citizenship and recognizes these contributions as essential to advancing its educational, research and clinical missions. Meaningful engagement in institutional and professional service demonstrates a commitment to academic medicine, supports the development of the College and strengthens the impact of faculty within their professions and communities.

Professional Conduct and Behavioral Expectations

Faculty are expected to uphold the highest standards of professionalism, integrity and ethical conduct in all interactions with students, trainees, patients, colleagues and staff. As representatives of the University of Arizona College of Medicine – Phoenix, faculty play an important role in fostering a respectful, inclusive and supportive learning and working environment that reflects the values of the college and the medical profession.

Faculty are responsible for complying with all applicable University, College, clinical site and regulatory requirements. Applicable policies (see Appendix A) include:

- [Teacher-Learner Compact](#)



- [Anti-Harassment and Nondiscrimination Policy](#)
- [Reporting Mistreatment or Harassment of Medical Students Policy](#)
- [Conflict of Interest - Financial and Industrial Relationships Policy](#)
- [Conflict of Interest - Physician-Student Health Services Relationship Policy](#)
- [Conflict of Interest - Physician-Student Personal Relationship Policy](#)

Faculty should model professional behavior, respect for diversity of thought and background, accountability, collegiality and a commitment to lifelong learning. They are expected to create learning environments that promote psychological safety, mutual respect and learner success while maintaining appropriate professional boundaries.

Additional expectations and responsibilities may vary by faculty track, role and department. Faculty with questions regarding their individual responsibilities are encouraged to consult their department chair, faculty coordinator or the Office of Academic and Faculty Affairs.

Learning Environment Office

The Learning Environment Office (LEO) helps promote a positive, respectful and inclusive learning environment for all members of the College of Medicine – Phoenix community. LEO serves as a confidential resource for students, faculty, residents, fellows and staff to recognize exemplary professional behavior, provide feedback and report concerns related to the learning environment, including unprofessional conduct, mistreatment, discrimination, harassment or other behaviors that may adversely affect learning.

All reports are reviewed confidentially, and the office works collaboratively with appropriate college leaders to address concerns, support professional conduct and foster continuous improvement. Faculty play an important role in maintaining a safe and respectful educational environment and are expected to model professionalism, uphold the [Teacher–Learner Compact](#) (see Appendix A) and contribute to a culture of mutual respect and accountability. Retaliation against individuals who raise concerns in good faith is prohibited.

Visit the [Learning Environment Office](#) webpage for more information and resources.

Learner Support Services

Faculty should be familiar with student and trainee resources to support them in accessing these services when appropriate.

- [Student & Resident Health and Wellness](#)
 - [Student Healthcare Providers](#)
 - [Undergraduate Medical Education](#)
 - [Graduate Medical Education](#)
 - [Phoenix resources](#)
- [Learning Environment Office](#)
 - [Learning Environment Feedback form](#)
 - [LEO contacts](#)
- [Office of Student Affairs](#)
 - [Student Affairs contacts](#)
- [Office of Undergraduate Medical Education](#)



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix

- [UME contacts](#)
 - [Clinical curriculum contacts](#)
- [Office of Graduate Medical Education](#)
 - [GME contacts](#)

Section 6: Faculty Promotion

Promotion is a critical component of recognizing faculty achievement, professional growth and sustained contributions to the missions of the University of Arizona College of Medicine – Phoenix. Faculty advancement reflects excellence in teaching, scholarship, research, clinical service, leadership, service and contributions to fostering an inclusive academic community. Promotion recognizes ongoing contributions and impact within a faculty member's discipline and area of expertise.

Promotion policies and procedures are governed by the University Handbook for Appointed Personnel (UHAP), Arizona Board of Regents (ABOR) policies and College of Medicine – Phoenix-specific criteria. Oversight of these processes is provided by the Office of Academic and Faculty Affairs and the College's Appointments, Promotion and Tenure (AP&T) Committee. Faculty are evaluated according to the expectations and criteria associated with their specific [track and rank](#).

Faculty seeking promotion should review the criteria for their track early and work with their department chair to assess readiness for advancement. In general, faculty are expected to demonstrate a sustained record of accomplishment and meaningful contributions to the educational, research, clinical and service missions of the College. For faculty, promotion is typically considered after approximately six years in rank, with prior academic service at other institutions considered. Early promotion after four years may be possible given the faculty's body of work and substantial contributions to the College's mission.

Promotion reviews consider accomplishments across multiple domains, including teaching effectiveness, scholarly productivity, clinical excellence, institutional service, academic leadership and professional reputation.

The College provides extensive resources to support faculty throughout the promotion process, including promotion workshops, dossier templates, curriculum vitae guidance, personal statement resources and peer evaluation tools. Faculty are encouraged to regularly review promotion criteria, maintain documentation of their achievements and seek mentorship regarding career advancement opportunities.

Faculty should consult the [Promotion and Tenure](#) webpage for the most current promotion criteria, timelines, review schedules and application materials. Questions regarding promotion or academic advancement may be directed to the Office of Academic and Faculty Affairs at comphx-oafa@arizona.edu or [faculty coordinator](#).

Section 7: Faculty Resources

Faculty have access to a range of privileges and resources that support their teaching, research, clinical care and professional engagement. Access to services may vary by faculty status and clinical affiliation.

Faculty Privileges

As a faculty member of the University of Arizona College of Medicine – Phoenix, you receive access to several university resources that support your teaching, scholarship and professional activities.

NetID and System Access

A University of Arizona NetID is created during the faculty titling process and serves as your primary credential for accessing university systems and online services. The NetID provides secure access to university resources and helps protect personal information.

If you need help with your NetID or password, contact your [faculty coordinator](#).

Library Access

Using your NetID and password, faculty can access the [Arizona Health Sciences Library's](#) extensive collection of digital resources from any location, including home, office or clinical sites. Available resources include electronic books, online journals and major databases such as PubMed, Scopus and the Cochrane Library, as well as services such as library instruction, document delivery and interlibrary loan.

U of A Email

Faculty also receive a University of Arizona [email account](#), which can be accessed using their NetID and password. The university email account supports official communications and provides access to additional university services and resources. Use these [instructions to forward your U of A email](#) to a preferred email.

Your U of A email is NetID@arizona.edu.

For more information about faculty privileges, visit the [Privileges and Services](#) webpage.

Faculty Training

Information Security Awareness Training

The University of Arizona requires that all new designated campus colleagues (DCCs) faculty complete the [Information Security Awareness \(ISA\) Training](#). This training is completed via EDGE Learning. This training is required if you plan to access your U of A email, online library, promotion dossier or any U of A system. Without this training, your NetID will become inactive after 30 days after you accept your faculty title. It takes approximately 30 minutes to complete and needs to be completed annually. You need your NetID and password to access.

Here are the steps to access the training:

1. Go to [UAccess](#).
2. Click EDGE Learning.
3. Sign in with your NetID and password.
4. Go to My Learning.
5. Search for "Information Security Awareness Initial Training" training. It is course #1332.
6. Register.
7. Launch the training.

Other Training

As a faculty member working with a specific office, you may be required to complete other trainings. If so, that office will communicate their expectations to you.

Other training may include:

- HIPAA (Health Insurance Portability and Accountability Act)
- FERPA (Family Educational Rights and Privacy Act)
- Conflict of Interest (COI) Disclosure & Training
- Title IX Harassment & Discrimination Prevention

EDGE Learning

EDGE Learning is the University of Arizona's online learning management system for training and professional development. Through EDGE, faculty can access compliance training, educational resources, professional development programs and skill-building opportunities that support teaching, leadership, scholarship and career advancement. The platform provides convenient, on-demand access.

To access EDGE Learning:

1. Go to [UAccess](#).
2. Click EDGE Learning.
3. Sign in with your NetID and password.

If you need help with your NetID or password, contact your [faculty coordinator](#).

Career Development and Mentoring

The Office of Academic and Faculty Affairs offers a variety of career development programs, resources and self-paced learning opportunities designed to support faculty success in teaching, scholarship, leadership and career advancement. These offerings are available to all College of Medicine – Phoenix faculty and are intended to help faculty thrive at every stage of their academic careers.

LIFT Faculty Peer Mentoring Program

Leading and Inspiring Faculty Trajectories (LIFT) is the College's signature faculty mentoring program for early- and mid-career faculty. Designed to complement departmental mentoring efforts, LIFT combines peer mentoring, senior faculty guidance and career development resources to help faculty navigate academic medicine and prepare for promotion.

The cohort-based program uses a flipped-classroom model that incorporates web-based learning modules and facilitated discussions focused on topics such as promotion, career advancement, leadership and professional development. LIFT also helps faculty build professional networks and collaborative relationships across departments and disciplines.

On-Demand Learning Modules

Faculty have access to a growing collection of self-paced online modules that can be completed on an individual's schedule through the college's learning management system. Topics focus on enhancing teaching effectiveness, educational scholarship and professional growth. Available modules include:

- Optimizing Teaching When Time Is Limited
- Theory and Practice of Teaching Medicine
- Teaching Motivational Interviewing
- Communication Skills for Team-Based Learning
- Tips for Effective Feedback
- Tailoring Your Teaching to Learner Needs

These modules provide practical tools and evidence-based strategies that faculty can immediately apply in their teaching and clinical education settings.

Career Development Resources

Faculty may also access a broad range of career development resources covering promotion and tenure, mentoring, leadership development, networking, work-life integration, negotiation skills and scholarly development. Educational offerings include the Physician as Educator program, promotion workshops and the Physicians as Clinical Scholars (PACS) module series, which supports faculty interested in educational scholarship, quality improvement, research methods and publication.

In addition, the [Career Development Resource Repository](#) provides links to University, College and national resources that support academic and professional success.

Through these programs and resources, the College of Medicine – Phoenix supports lifelong learning, faculty advancement and the development of successful careers in academic medicine.

Faculty Awards

The University of Arizona College of Medicine – Phoenix recognizes outstanding faculty achievements through an annual peer-nominated awards program that celebrates excellence in research, teaching, clinical care, educational innovation, mentorship and community service. The program highlights the many ways faculty contribute to advancing the College's mission and improving outcomes for learners, patients and communities.

Award categories include honors for excellence in undergraduate, graduate and graduate medical education, research and educational scholarship, healthcare innovation, community engagement and peer mentorship, as well as awards recognizing promising early-career faculty. Through these awards, the College promotes a culture of excellence, innovation, service and academic achievement while recognizing faculty whose contributions have had a meaningful impact on the institution and the profession. Learn more [here](#).

Section 8: Faculty Governance

Faculty play an important role in the shared governance of the University of Arizona College of Medicine – Phoenix through participation in faculty meetings, college committees and the Faculty Advisory Council. The College maintains formal [faculty bylaws](#) that outline governance structures, faculty rights and responsibilities, committee processes and voting procedures. Faculty are encouraged to familiarize themselves with the bylaws and engage in governance activities that support the college's educational, research and clinical missions.

General Faculty Meetings

All faculty are invited to attend the College of Medicine – Phoenix General Faculty Meetings, which are held twice annually. These meetings provide important updates on college initiatives, policies and governance matters.

The fall meeting typically includes discussion of policy and bylaw revisions, while the spring meeting includes committee elections and other faculty business. Voting faculty have the opportunity to participate in elections and governance decisions through ballots distributed following the meetings.

Faculty Advisory Council

The [Faculty Advisory Council](#) (FAC) serves as the college's a shared governance body and provides a direct voice for faculty to the dean and college leadership. The council meets monthly and regularly engages with the Dean's Office to discuss faculty priorities, provide strategic input and address issues affecting the faculty community.

Faculty may communicate ideas, questions, concerns or recommendations to the council through a [dedicated feedback process](#), ensuring ongoing opportunities for faculty engagement and representation. You can also email the council at comphx-facadvisorycouncil@list.arizona.edu.

College Committees

Faculty have opportunities to serve on a variety of college committees that support key areas of the institution, including admissions, curriculum, research, honors and awards, student progress, promotions and tenure and faculty governance.

Committee service allows faculty to contribute their expertise, shape college policies and programs and participate actively in the advancement of the institution. Committee membership opportunities are coordinated through the College's shared governance and nomination processes and represent an important component of faculty service and academic citizenship.

Visit the [Committees](#) webpage to learn more. The committee election process occurs every spring to fill open elected seats for the upcoming academic year. The ballot is presented at the Spring General Faculty Meeting.

Faculty are encouraged to look for additional service opportunities within their department.

Appendix: Institutional Policies

Teacher Learner Compact Policy

Link: <https://phoenixmed.arizona.edu/policy/teacher-learner-compact-policy>

It is the policy of the University of Arizona College of Medicine – Phoenix to require ethical behavior, professionalism and integrity from every individual. College of Medicine - Phoenix 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. The required behaviors and attitudes include those identified in State, University and College-specific policies and statements listed below and allow for mechanisms whereby formal disciplinary actions may be taken.

- State of Arizona: Arizona Revised Statute Chapter 13 Unprofessional Conduct ([A.R.S. § 32-1401](#)).
- University of Arizona: Arizona Board of Regents Chapter 5 Student Code of Conduct ([ABOR 5-301 through 5-404](#)).
- College of Medicine – Phoenix:
 - [Competency Assessment Policy](#).
 - [Honor Code Policy and Committee Procedures and Process for Dismissal](#).
 - [Reporting Mistreatment or Harassment of Medical Students Policy](#).

Professionalism Attributes

These attributes of professional behavior describe those behaviors that are expected from all members of the College of Medicine - Phoenix which 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.

The following behaviors are expected of all members of the university community.

- Demonstration of sensitivity, honesty, and compassion.
- Respecting the individual identities of all team members including but not limited to patients, interprofessional colleagues, students, staff, and faculty.
- Respecting the confidentiality, privacy, and dignity of each individual.
- Showing integrity and accountability in all interactions.
- Demonstration of the balance of self-care with selfless behavior.
- Demonstration of appropriate self-confidence that puts others at ease.
- Demonstration of a commitment to uphold ethical principles.
- Demonstration of the ability to collaboratively participate in team environments.
- Maintain a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared, and engaged.
- Respecting the physical and emotional limits of professional relationships.

Responsibilities of Educators and Administrators to Learners

Educators and administrators shall provide:



- An environment that is physically and emotionally safe for learners.
- An environment in which the primary purpose in assigning tasks 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. Educators 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 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, educators 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, educators will provide learners with professional and respectful feedback during and after educational and clinical activities.
- Opportunities for learners to participate in decision-making at the College of Medicine - Phoenix including participation on committees that design and implement the curriculum and tools for student performance assessment in accordance with College of Medicine - Phoenix bylaws and other governing documents.

Responsibilities of Learners to Educators and Administrators

Learners at the College of Medicine – Phoenix shall:

- Participate in supporting an environment that is physically and emotionally safe for educators and administrators.
- Respect the authority of the educators 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 educators regarding the refinement and evaluation of the curriculum.
- Support their colleagues in their professional development.
- Understand that educators and administrators must balance work duties with self-care, social and family obligations, and recreation.
- Provide accurate, appropriate, and timely feedback to educators and administrators concerning their performance in the curriculum. In evaluating educators and administrators, learners will provide professional and respectful feedback during and after educational and clinical activities.
- Assume an appropriate level of responsibility on healthcare teams and execute assigned responsibilities to the best of their abilities.



Anti-Harassment and Nondiscrimination Policy

Link: <https://phoenixmed.arizona.edu/policy/anti-harassment-and-nondiscrimination-policy>

It is the policy of the University of Arizona College of Medicine – Phoenix to be committed to creating and maintaining an environment free of discrimination, harassment, and retaliation that is unlawful or prohibited by University of Arizona policy. The University of Arizona prohibits discrimination, including harassment and retaliation by university employees, students, contractors or agents of the university, and by anyone participating in a university-sponsored activity against an individual based on a protected classification. Protected classifications are determined by the federal Title IX law and by the University of Arizona. The university also prohibits retaliation because an individual has engaged in a protected activity.

The university takes prompt and appropriate action to: 1) thoroughly investigate complaints under this policy, and 2) prevent, correct, and if necessary, discipline individuals who engage in behavior that violates this policy in accordance with university policies. All members of the university community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination, and for cooperating with university officials who investigate allegations of policy violations.

The University of Arizona Policy on [Nondiscrimination and Anti-Harassment](#) and [the Office of Institutional Equity](#).



Reporting Mistreatment or Harassment of Medical Students Policy

Link: <https://phoenixmed.arizona.edu/policy/reporting-mistreatment-or-harassment-medical-students-policy>

It is the policy of the University of Arizona College of Medicine – Phoenix to be committed to a safe and supportive learning environment. Mistreatment of medical students is unacceptable and is not tolerated.

This policy is in addition to the [University of Arizona Nondiscrimination and Anti-harassment Policy](#) which prohibits discrimination, including harassment and retaliation, based on a protected classification including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. Any violation of protected behavior is referred to the [Office of Institutional Equity](#).

Definition of Mistreatment

The Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ) defines mistreatment as: “Mistreatment either intentional or unintentional occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of mistreatment include sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender or sexual orientation; humiliation; psychological or physical punishment; and the use of grading and other forms of assessment in a punitive manner.”

Specific examples of mistreatment include but are not limited to:

1. Verbal Mistreatment
 - a. Yelling or shouting.
 - b. Use of profanity.
 - c. Humiliation, degradation, ridicule or put-downs.
 - d. Non-constructive/non-corrective criticism.
 - e. Malicious gossip.
 - f. Threatening to hit or harm.
2. Ethnic Mistreatment
 - a. Racial, ethnic, or sexual orientation discrimination, slurs, jokes, remarks.
 - b. Stereotyped.
 - c. Neglected/ignored because of ethnicity.
3. Physical Mistreatment
 - a. Physically mistreated causing pain or potential injury.
 - b. Pushed/slapped hand.
 - c. Assault with a weapon (needles or surgical instruments also apply).
4. Power Mistreatment
 - a. Being assigned work duties for the purpose of punishment rather than education.
 - b. Creation of a hostile environment.
 - c. Required to perform personal services (i.e., babysitting, shopping). Unjustified exclusion from formal or informal learning settings.
 - d. Coercion.
 - e. Threatened/intimidated with poor evaluation or grade consequences.



5. Sexual Harassment

- a. Being stared or leered at.
- b. Unwelcome sexual comments, jokes, innuendoes, or taunting remarks.
- c. Display of pornographic, sexually offensive, or degrading pictures.
- d. Unwanted sexual advances, including unnecessary physical contact by touching.
- e. Nonconsensual sexual intimacy.
- f. Unwanted social invitations (quid pro quo).
- g. Ignored because of gender.

Distinction Between Mistreatment and Embarrassment

Embarrassment: The state of feeling foolish in front of others. This is NOT mistreatment.

- Example: An attending tells a student to prepare for an upcoming surgery by reviewing the relevant anatomy. The student fails to do so and is embarrassed when the attending asks an anatomical question during the surgery that the student does not know the answer to.

Mistreatment: When an unpleasant or hostile situation is purposefully created.

- Example: An attending physician publicly calls the student “stupid” after purposely asking a question that a student is unlikely to know the answer to.

Process

1. Reporting concerns of possible mistreatment

- a. Medical students who are the subject of mistreatment or who have witnessed mistreatment of their fellow student are encouraged to make a confidential report to the [Learning Environment Office](#) (LEO) by submitting a [Learning Environment form](#).
- b. In preparation for filing a report, medical students may discuss concerns with a College of Medicine - Phoenix faculty/staff member who is in a position to understand the context.
- c. To ensure student confidentiality, student information will only be visible to the LEO Liaison and LEO Consultant. These individuals, who have no role in student assessment, will determine the best way to share the student report while upholding confidentiality based on student preference.
- d. Retaliation against medical students who report is taken seriously, investigated, and not tolerated. Documented retaliation will result in administrative action by the school on behalf of the impacted student.
- e. The following positions should be considered as primary resources:
 - i. Learning Environment Office.
 - ii. Course* directors.
 - iii. Dean student affairs, or respective designee.
 - iv. Curricular dean(s).
 - v. Vice dean, undergraduate medical education, or respective designee.
 - vi. Students on away rotations should report to the course* director at the site or to the above College of Medicine - Phoenix resources.
 - vii. Career and professional advisors.

2. Any report that involves unlawful discrimination or harassment covered under the [University of Arizona Non-Discrimination and Anti-Harassment Policy](#) will be referred to the [Office of Institutional Equity](#) for investigation and follow up.



3. Aggregated and de-identified data on reports of student mistreatment of medical students will be shared with the Curriculum Committee and its subcommittees semi-annually for review and possible action. Trending three-year GQ mistreatment data will be shared with students on an annual basis.
 - a. Patterns of mistreatment that may not be reportable/notable as a specific incident but constitute an overall pattern by an individual or course* will be addressed.
4. The focus of remediation is to improve behavior and the teaching environment. Actions taken in response to mistreatment may include feedback and education, mentoring, removal from student contact, and disciplinary action, as appropriate. Faculty development and one-on-one mentoring will be available to those who need to improve their behavior.
5. Any report that suggests mistreatment received through any reporting mechanism or by individuals listed in 1.e. above will be referred to the [Learning Environment Office](#). Any report that suggests unlawful discrimination or harassment under the [University of Arizona's Nondiscrimination and Anti-harassment Policy](#) will be referred to the [Office of Institutional Equity](#). Students may also directly report suspected discrimination or harassment to the [Office of Institutional Equity](#).

Course* = Any component of the curriculum where a grade is earned.

Conflict of Interest - Financial and Industrial Relationships Policy

Link: <https://phoenixmed.arizona.edu/policy/conflict-interest-financial-and-industrial-relationships-policy>

It is the policy of the University of Arizona College of Medicine – Phoenix that interactions with industry should be conducted so as to avoid or minimize conflicts of interest. When conflicts of interest do arise they must be addressed appropriately, as described herein.

Definitions

Conflict of interest: That situation which exists when a faculty, staff, student or trainee of the University of Arizona College of Medicine – Phoenix may have a significant financial or other personal consideration that may compromise, or have the appearance of compromising, their professional judgment or integrity in clinical responsibilities, teaching, conducting or reporting research, or performing other College obligations.

Commercial interests (Industry): Any proprietary entity producing health care goods or services, with the exception of non-profit or government organizations and non-health care related companies.

Purpose of Policy

The purpose of this policy is to establish guidelines for interactions with industry representatives for medical staff, faculty, staff, students, and trainees of the University of Arizona College of Medicine – Phoenix. Interactions with industry occur in a variety of contexts, including marketing of new pharmaceutical products, medical devices, and research equipment and supplies; training for newly purchased devices; the development of new devices; educational support of medical students and trainees; and continuing medical education. Faculty and trainees also participate in interactions with industry off campus and in scholarly publications. Many aspects of these interactions are positive and important for promoting the educational, clinical and research missions of the College of Medicine. However, these interactions must be ethical and cannot create conflicts of interest that could endanger patient safety, data integrity, the integrity of our education and training programs, or the reputation of either the College of Medicine – Phoenix or its personnel.

Scope of Policy

This policy incorporates the following types of interactions with industry:

- Gifts and compensation.
 - Site access by sales and marketing representatives.
 - Provision of scholarships and other educational funds to students and trainees.
 - Support for educational and other professional activities.
 - Disclosure of relationships with industry.
 - Oversight of Conflict of Interest Policy.
 - Training of students, trainees, and staff regarding potential conflict of interest in industry interactions.
1. Gifts and Compensation
 - A. Personal gifts from industry may not be accepted anywhere at the University of Arizona College of Medicine – Phoenix or clinical facility operated by the College. In addition, University of Arizona College of Medicine – Phoenix faculty, staff and trainees may also not accept gifts at any non-College-operated clinical facility such as other hospitals, outreach clinics and the like. Non-faculty medical staff are



strongly discouraged from accepting gifts at non-College-operated clinical facilities but are not proscribed by this policy from doing so.

1. It is strongly advised that no form of personal gift from industry be accepted under any circumstances. Individuals should be aware of other applicable policies, such as the [AMA Statement on Gifts to Physicians from Industry](#) and the [Accrediting Council for Continuing Medical Education](#) Standards for Commercial Support.
 2. Individuals may not accept gifts or compensation for listening to a sales talk by an industry representative.
 3. Individuals may not accept gifts or compensation for prescribing or changing a patient's prescription.
 4. Individuals may accept product samples from commercial interests only for patient use.
 - B. Individuals must consciously and actively divorce clinical care decisions from any perceived or actual benefits expected from any commercial interest. It is unacceptable for patient care decisions to be influenced by the possibility of personal financial gain.
 - C. Individuals may not accept compensation, including the defraying of costs, for simply attending a CME or other activity or conference (that is, if the individual is not speaking or otherwise actively participating or presenting at the event).
 - D. Faculty, staff, students and trainees are discouraged from participating in Speaker's Bureaus. Financial compensation to faculty from Biomedical Companies such as Consulting Fees or Speaker's Bureaus compensation must be approved by the Department and reported to the College of Medicine – Phoenix.
2. Site Access by Sales and Marketing Representatives
 - A. Sales and marketing representatives are permitted in non-patient care areas by appointment only. Appointments will normally be made for such purposes as:
 1. In-service training of College personnel for research or clinical equipment or devices already purchased.
 2. Evaluation of new purchases of equipment, devices, or related items.
 - B. Appointments may be made on a per visit basis or as a standing appointment for a specified period of time, at the discretion of the faculty member, his or her division or department, or designated hospital personnel issuing the invitation and with the approval of appropriate hospital management.
3. Provision of Scholarships and Other Educational Funds to Students and Trainees
 - A. Industry support of students and trainees should be free of any actual or perceived conflict of interest, must be specifically for the purpose of education and must comply with all of the following provisions:
 1. The College of Medicine – Phoenix department, program or division selects the student or trainee.
 2. The funds are provided to the department, program, or division and not directly to student or trainee.
 3. The department, program or division has determined that the funded conference or program has educational merit.
 4. The recipient is not subject to any implicit or explicit expectation of providing something in return for the support, i.e., a "quid pro quo."
4. Support for Educational and Other Professional Activities
 - A. Individuals should be aware of the ACCME Standards for Commercial Support. They provide useful guidelines for evaluating all forms of industry interaction, both on and off campus and including both University of Arizona College of Medicine – Phoenix events, as well as other events. The Standards may



be found at www.accme.org.

- B. All educational events offered by The University of Arizona College of Medicine – Phoenix must be compliant with ACCME Standards for Commercial Support *whether or not CME credit is awarded*.
 - 1. Educational grants that are compliant with the ACCME Standards may be received from industry but must be placed in a general designated account, and administered by departments or divisions and not by individual faculty.
 - 2. Divisions and departments must maintain records of compliance with the ACCME Standards.
 - C. Meals or other types of food or drink directly funded by industry may not be provided at University of Arizona College of Medicine – Phoenix activities or at associated clinics.
 - D. Faculty and medical staff should evaluate very carefully their own participation in meetings and conferences that are fully or partially supported or run by industry because of the high potential for perceived or real conflict of interest.
 - E. This provision does not apply to faculty attending meetings of professional societies that may receive partial industry support, meetings governed by ACCME Standards, and the like.
 - F. Individuals who actively participate in meetings and conferences supported in part or in whole by industry (e.g., by giving a lecture, organizing the meeting) should follow these guidelines:
 - 1. Financial support by industry is fully disclosed prior to the activity and at the beginning of the presentation by the meeting supporter.
 - 2. The meeting or lecture content is determined by the speaker and not the commercial supporter.
 - 3. The lecturer is expected to provide an impartial and objective assessment of therapeutic options and to promote objective scientific and educational activities and discourse.
 - 4. The College participant is not required by commercial supporter to accept advice or services concerning speakers, content, etc., as a condition of the commercial supporter's contribution of funds or services.
 - 5. The lecturer makes clear that content reflects individual views and not the views of University of Arizona College of Medicine – Phoenix.
 - 6. The use of the University of Arizona College of Medicine – Phoenix name in a commercially supported event is limited to the identification of the individual by his or her title and affiliation.
5. Disclosure of Relationships with Industry
- A. Individuals are prohibited from publishing articles under their own names that are written in whole or material part by industry employees.
 - B. In scholarly publications, individuals must disclose their related financial interests in accordance with the [International Committee of Medical Journal Editors](#).
 - C. Faculty with supervisory responsibilities for students, residents, trainees or staff should ensure that the faculty's conflict or potential conflict of interest does not affect or appear to affect his or her supervision of the student, resident, trainee, or staff member.
 - D. Individuals having a direct role making institutional decisions regarding equipment or drug procurement must disclose to the purchasing unit, prior to making any such decision, any financial interest they or their immediate family have in companies that might substantially benefit from the decision. Such financial interests could include equity ownership, compensated positions on advisory boards, a paid consultancy, or other forms of compensated relationship. They must also disclose any research or educational interest they or their department have that might substantially benefit from the decision. The purchasing unit will decide whether the individual must recuse him/herself from the purchasing decision.
 - 1. This provision excludes indirect ownership such as stock held through mutual funds.
 - 2. The term "immediate family" includes the individual's spouse or domestic partner or



dependent children.

- E. For disclosure requirements related to educational activities, see the [ACCME Standards for Commercial Support](#).
- F. Faculty, staff and trainees who are engaged in teaching, research, administration or business operations in the College of Medicine – Phoenix also must comply with the [University's Individual Conflict of Interest and Conflict of Commitment Policy](#). In addition to the annual reports required under that policy, faculty, staff and trainees must annually report all grants, contracts, speaker's bureaus, consulting arrangements, gifts, or financial interests they may have with biomedical companies.

6. Training of Students, Trainees, and Staff Regarding Potential Conflict of Interest in Interactions with Industry

All students, residents, trainees, and staff shall receive training regarding potential conflicts of interest in interactions with industry. Conflict of Interest education will be part of the New Faculty Orientation. Faculty will receive yearly reminders with a link to the Conflict of Interest Policy. Education for medical students will be coordinated through the Office of Undergraduate Medical Education.

Conflict of Interest - Physician-Student Health Services Relationship Policy

Link: <https://phoenixmed.arizona.edu/policy/conflict-interest-physician-student-health-services-relationship-policy>

It is the policy of the University of Arizona College of Medicine – Phoenix that faculty and residents (hereafter for purposes of this policy referred to as “faculty”) providing any health services, including psychiatric/psychological counseling, to a medical student must not be involved in their academic assessment or promotion. Importantly, faculty must recuse themselves from completing any assessments on said student and must remove themselves from committee meetings where that specific student is discussed. Additionally, faculty may not serve as a primary preceptor for that student in any course*. In the event of an emergency, faculty should perform services to stabilize a student until the appropriate transfer of care can occur.

Faculty are responsible to disclose any potential conflict of interest that may impact the teacher/learner paradigm by following the process below.

Process

1. At the beginning of any course* where an academic assessment of a medical student may occur, faculty will review their assigned students. If a conflict of interest exists, faculty will notify the course* director. Reassignment will occur to avoid the conflict.
2. Faculty assessing College of Medicine – Phoenix students must acknowledge whether a conflict of interest with the student being assessed exists or does not exist on the assessment form. If a conflict of interest exists, the assessment will not be used for the student. The Office of Student Affairs will alert either the dean, foundational curriculum (for years 1 and 2 courses*) or the dean, clinical curriculum (for years 3 and 4 courses*), or respective designees who will ensure the student is paired with the appropriate faculty where a conflict does not exist.
3. When faculty are assessing students and identify a conflict of interest that was undiscovered through other processes, the individual shall contact the dean, student affairs, or respective designee informing them of the conflict of interest. The dean, student affairs, or respective designee will inform the dean, foundational curriculum (for years 1 and 2 courses*) or the dean, clinical curriculum (for years 3 and 4 courses*), or respective designees so that arrangements can be made to pair the student with an alternate faculty member (e.g. case-based instruction facilitator, Doctoring mentor, clerkship faculty member).

Course*= Any component of the curriculum where a grade is earned.

Conflict of Interest - Physician-Student Personal Relationship Policy

Link: <https://phoenixmed.arizona.edu/policy/conflict-interest-physician-student-personal-relationship-policy>

It is the policy of the University College of Medicine – Phoenix that faculty and residents (hereafter for purposes of this policy referred to as “faculty”) who are family members of a medical student or have a personal relationship with a medical student that would influence the student’s evaluation, must not be involved in their academic assessment or promotion. Importantly, these faculty members must recuse themselves from completing any assessments on said student and must remove themselves from committee meetings where that specific student is discussed. Additionally, the faculty member may not serve as a primary preceptor for that student in any graded course*.

Likewise, students at the College of Medicine - Phoenix who are family members or have a personal relationship with a faculty member may not be involved in the evaluation of said faculty member.

Faculty are responsible to disclose any potential conflict of interest that may impact the teacher/learner paradigm by following the process below. Students may also disclose any potential conflict.

Process

1. At the beginning of any course* where an academic assessment of a medical student may occur, faculty will review their assigned students. If a conflict of interest exists, faculty must notify the course* director. Reassignment will occur to avoid the conflict.
2. All students will have the opportunity to proactively identify potential conflicts of interest with faculty on the annual policy sign-off (see [Annual Sign Off by Student Policy](#)). If a conflict is identified by a student, the Office of Student Affairs will alert either the dean, foundational curriculum (for years 1 and 2 courses*) or the dean, clinical curriculum (for years 3 and 4 courses*), or respective designees, who will ensure the student is paired with an appropriate faculty member for all courses*. If the student is to rotate at the site where the conflict exists, the student will not be supervised or assessed by said faculty.
3. Individuals assessing College of Medicine - Phoenix students must acknowledge whether a conflict of interest with the student being assessed exists or does not exist on the assessment form. If a conflict of interest exists, the faculty will not be able to proceed with the assessment.
4. When faculty are assessing students, or a student identifies a conflict of interest that was *undiscovered* through other processes, the individual shall contact the dean, student affairs, or respective designee informing them of the conflict of interest. The dean, student affairs, or respective designee will inform the dean, foundational (for years 1 and 2 courses*) or the dean, clinical curriculum (for years 3 and 4 courses*), or respective designees so that arrangements can be made to pair the student with an alternate faculty member (e.g., case-based instruction facilitator, Doctoring mentor, clerkship faculty member).

Course* = Any component of the curriculum where a grade is earned.