



Tomorrow's Doctors, Tomorrow's Cures®

# 2021 AAMC AWARDS

#### **ABOUT THE AAMC AWARDS**

Through its awards program, the AAMC honors individuals and organizations making significant contributions to improve the health of all. These awards recognize the talent and contributions of the academic medicine community and allies in other professions to advance innovation in medical education, cutting-edge patient care, groundbreaking research, and outstanding community engagement.

Please visit [aamc.org/awards](https://aamc.org/awards) to learn about this year's winners or to nominate an outstanding individual or organization for the 2022 AAMC Awards.

## Order of the Program

### WELCOME

#### David J. Skorton, MD

President and CEO  
AAMC

#### J. Larry Jameson, MD, PhD

Chair, AAMC  
Robert G. Dunlop Professor of Medicine  
Executive Vice President, University of Pennsylvania for the Health System  
Dean, Perelman School of Medicine  
University of Pennsylvania

### PRESENTATION OF:

**Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Awards**  
**Arnold P. Gold Foundation Humanism in Medicine Award**

### MUSICAL ENTERTAINMENT



The National Virtual Medical Orchestra (NVMO) provides opportunities for medical musicians to play together during the COVID-19 pandemic, prioritizing community building, personal wellness, and exploration of new methods of music creation. There is a tangible connection between music and medicine represented by the substantial number of talented musicians working in medicine. The NVMO gives medical musicians a place to keep making music during the COVID-19 pandemic. It has created a new community for these musicians and has given them another platform to share their art with you. The NVMO is the first-ever collaboration among medical musicians from across the United States! The NVMO is a fiscally sponsored project of the Longwood Symphony Orchestra.

### PRESENTATION OF:

**Award for Distinguished Research in the Biomedical Sciences**  
**Robert Wood Johnson Foundation David E. Rogers Award**  
**Herbert W. Nickens Award**

### RECOGNITION OF AAMC PROFESSIONAL DEVELOPMENT GROUP AWARD RECIPIENTS

### MUSICAL ENTERTAINMENT



Elvis Francois, MD, an orthopedic surgeon, colloquially known as Dr. Elvis or “The Singing Surgeon,” has inspired millions through his musical performances, especially throughout the COVID-19 pandemic. In 2018, he gained national attention for an impromptu performance following a trauma call shift. Since then, Dr. Francois has been featured on several mainstream media platforms, including “The Ellen Show,” *Forbes*, *Rolling Stone*, “Good Morning America,” “The View,” and “The Masked Singer.” His music covers have amassed well over 10 million views on Facebook and Instagram. In 2020, he produced an album of song covers that peaked at no. 2 on the iTunes charts and top 20 on the Billboard charts. One hundred percent of proceeds from this album have been donated directly to a COVID-19 relief charity. Dr. Francois completed his residency in orthopedic surgery at Mayo Clinic and a fellowship in spine surgery at Beth Israel Deaconess Medical Center. He has published many peer-reviewed scientific publications and lectured at national and international conferences on a variety of medical topics.

### PRESENTATION OF:

**Spencer Foreman Award for Outstanding Community Engagement**  
**Award for Excellence in Medical Education**  
**Special Recognition Awards**

### RECOGNITION OF DEPARTING MEMBERS OF THE AAMC BOARD OF DIRECTORS

#### Presentation of the Chair’s Award

David J. Skorton, MD  
President and CEO  
AAMC

# Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Awards

## Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Awards

The Alpha Omega Alpha (ΑΩΑ) Robert J. Glaser Distinguished Teacher Awards were initiated by ΑΩΑ in 1988 to provide national recognition to faculty members who have distinguished themselves in medical student education.



### Tracy B. Fulton, PhD

Professor of Biochemistry  
University of California, San Francisco

Over the past two decades, Dr. Fulton has worked to transform medical biochemistry from a siloed collection of enzymes and pathways to an applied discipline focused on understanding. She worked with a team to implement and study the Pathways of Human Metabolism Map, a visual tool for

health professions students that promotes deep learning and application of classroom concepts to clinical problems.

In an interview with the UCSF School of Pharmacy, Dr. Fulton shared that in her courses, she is more interested in what students can do with the information they learn than whether they can recite it from memory. Students say of her teaching, which embraces collaborative learning and prioritizes application of their biochemistry lessons to real-life scenarios, “I feel like this style of learning will serve me so much better as a clinician.”

Dr. Fulton is passionate about helping students see connections between biochemistry and other disciplines and collaborates with faculty locally and nationally in this effort. She brings this focus to her leadership in the partnership between Aquifer and the International Association of Medical Science Educators (IAMSE) to design instructional tools that facilitate integration of basic sciences with clinical reasoning. She recently joined the joint UCSF-University Medical Center Utrecht Doctoral Program in Health Professions Education to study how students and faculty integrate their knowledge in the clinical workplace.

As chair of two committees that redesigned UCSF’s pre-clerkship student assessment in 2015, Dr. Fulton led efforts to replace multiple-choice with open-ended questions, also in support of deep learning. In 2020, she led a complete revision of learning materials in the block she directs, REG-N (Renal, Endocrine, GI, and Nutrition), to eliminate language that perpetuated racism and gender bias. In addition to her work at UCSF, Dr. Fulton was a member of the group that produced the AAMC Core Entrustable Professional Activities (EPAs) for Entering Residency in 2014 and has served on United States Medical Licensing Examination committees, co-chairing the pharmacology/biochemistry item-writing committee for three years.

She received a prestigious Henry J. Kaiser Award in 2008 and has been nominated almost annually for the Essential Core Teaching Award, which she won in 2009 and 2015. Outside UCSF, Dr. Fulton was the recipient of the International Association of Medical Science Educators (IAMSE) Master Teacher Award in 2017 — the first woman to receive the faculty-selected award in a decade.

Dr. Fulton received her PhD in biochemistry in 2000 from USCF. She joined the university faculty shortly after, where she continues to teach as a professor in the Schools of Medicine, Pharmacy, and Dentistry. Since 2013, she has held the Academy of Medical Educators Endowed Chair for Excellence in Foundational Teaching.

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**Leonard E. White, PhD**  
Associate Professor in Neurology  
Department of Neurology  
Duke University School of Medicine

As associate professor in neurology at Duke, Dr. White has set the bar for medical education through impressive foresight, anticipating student needs, and pioneering new approaches well ahead

of others in the field. He helped establish team-based learning at Duke, developed the first modular videos for hybrid flipped-classroom learning, and integrated humanities into medical education — long before these strategies became well-known and adopted across the country.

In his “Drawing Brains” sessions, for example, first-year medical students complete visual arts projects connecting neuroscience to humanities. He incorporates poetry from neurodiverse authors and challenges students to think openly and equitably about people with disabilities. He is also the co-founder of the Duke master of biomedical sciences program, which includes partnerships to recruit and support talented underrepresented students who aspire to provide health care in underserved communities, and a volunteer with BOOST (Building Opportunities and Overtures in Science and Technology), a multidimensional program designed to excite young people about science and inspire them to pursue careers in medicine and related fields.

In addition to developing and teaching courses in foundational neuroscience and clinical neuroanatomy, Dr. White mentors his colleagues as they develop their own curricula and address student concerns. He has led the university in student-centered education with courses that emphasize active learning, real-time problem-solving, and collaboration. Students regularly join his weekly “neur-runs” to informally discuss

neuroscience while running through Duke Forest. His tradition of inviting his class of over 100 students into his home for an end-of-course celebration each semester is also well-known.

Dr. White’s work extends beyond the university’s campus. He has coauthored and edited the leading undergraduate medical education textbook on neuroscience, which is used by medical students around the world. In addition, Dr. White created and teaches Medical Neuroscience, a medical school-caliber online course experienced by over 500,000 learners from more than 190 countries since it began in 2013. The course was named one of the “Top 50 Free Online Courses of All Time” by Class Central in 2016.

At Duke University School of Medicine, Dr. White has received the prestigious student-selected Golden Apple Award five times in the past 10 years — the maximum number of times the award can be received. He has also received the Master Clinician/Teacher Award and, from doctor of physical therapy students, the school’s Excellence in Teaching Award. In 2019, Dr. White earned the highest teaching honor conferred by Duke University, the Alumni Distinguished Undergraduate Teaching Award.

Dr. White received his PhD in neural biology in 1992 from Washington University in St. Louis. After his postdoctoral training at Duke’s Department of Neurobiology, he joined the medical school faculty, where he continues to teach. You can find Dr. White’s research in leading scientific journals, including *Nature*, *Science*, and *The Journal of Neuroscience*.

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### Valerie J. Lang, MD, MHPE

Associate Professor of Medicine  
Senior Associate Division Chief, Hospital Medicine  
Director, Faculty Development  
Director, Meliora in Medicine  
University of Rochester School of Medicine and Dentistry

For the past two decades, Dr. Lang has embodied *meliora* — the Latin motto of the University of

Rochester, which translates to “ever better” — by seizing every opportunity to create an even more outstanding medical student experience.

Her pioneering work with students spans major contributions to curriculum development and underscores her well-recognized teaching acumen. As associate professor of medicine at the University of Rochester School of Medicine and Dentistry, Dr. Lang led the design and implementation of a groundbreaking two-year course and four-year thread in the medical student program called Meliora in Medicine. It combines health systems science with other disciplines, such as professional identity formation, collaborative practice and teamwork, and the humanities, as well as technology in medicine. The curriculum touches on important subjects such as wellness and resilience, emotional intelligence, leadership, and telehealth.

She also co-led the development of national online virtual-patient courses, via Aquifer Internal Medicine and Aquifer High Value Care, and directs the Clinical Decision-Making Exam team — and, given the national shift toward virtual learning amid the global pandemic, this work took on special importance over the past year.

A beloved educator, Dr. Lang has brought topics such as “racism and health care” to life for her students, earning accolades such as, “She excels at challenging students to achieve their utmost potential.” At the same time, students laud her kindness and approachability, noting, “She clearly cared about us students and our learning

experience.” As she tells students, “It’s great to have a career plan but also to allow for serendipity and unexpected opportunities.”

Dr. Lang has explored several different roles herself. She has contributed through leadership positions at the medical school, including as chair of the school’s Third- and Fourth- Year Instruction Committee and as a member of its Curriculum Steering Committee. She directed the medicine clerkship for 13 years and leads a faculty development program to support her colleagues’ growth as medical educators, clinicians, and scholars.

She has also contributed nationally through her involvement in organizations such as the Alliance for Academic Internal Medicine/Clerkship Directors in Internal Medicine and the Aquifer Consortium. In fact, she received two awards from the Clerkship Directors in Internal Medicine: the Ruth-Marie E. Fincher, MD, Service Award and the Louis N. Pangaro, MD, Educational Program Development Award. She also earned the Jules Cohen Dean’s Teaching Fellowship from the University of Rochester School of Medicine and Dentistry to support educational innovation.

A long-time resident of Western New York, Dr. Lang received her MD from SUNY Health Science Center at Syracuse (today’s SUNY Upstate Medical University) and completed her residency in internal medicine at the University of Rochester Medical Center. She received her master of health professions education degree from the University of Illinois at Chicago.

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### William V. Raszka Jr., MD

Professor of Pediatrics

Robert Larner, M.D., College of Medicine at the University of Vermont

As director of the pediatrics clerkship at Larner College of Medicine, Dr. Raszka has spent 25 years inspiring students through a combination of outside-the-classroom learning and innovative classroom teaching methods.

Dr. Raszka directs a popular six-week, integrated basic and clinical science course for first-year medical students called Attacks and Defenses, which challenges students through team-based learning rather than the standard lecture format. The course has consistently been one of the most highly rated courses in the curriculum. As one of his students wrote in an evaluation, “His questions are case-based, straightforward, and, importantly, he takes the time to explain why the wrong answers are wrong.”

Nationally, Dr. Raszka led the cooperative effort to develop the National Core Curriculum in Pediatrics, a collaboration between the Council on Medical Student Education in Pediatrics and the Academic Pediatric Association’s Medical Student Education Special Interest Group. This two-year project produced one of the first competency-based curricula for clerkship students and was the first to include professionalism.

Students in Dr. Raszka’s courses have the opportunity to learn outside the classroom, too. He takes his students to museums to practice observational skills and to visit patients’ homes to learn how families manage complex health needs. “Just memorizing the facts is not the key to learning,” Dr. Raszka has said. “Being able to use the knowledge is really the exciting part. It’s all about clinical decision-making.”

An advocate for equity, diversity, and inclusion, Dr. Raszka championed mitigating bias and eliminating inappropriate patient stereotypes while chair of the United States Medical Licensing Examination Management Committee. He was honored by the Class of 2019 with the Dignity in Medicine Award for his work to promote diversity.

Dr. Raszka’s dedication to the evaluation of health professionals earned him the 2020 National Board of Medical Examiners Edythe J. Levit Distinguished Service Award. During the pandemic, he was honored with the 2021 Vermont State School Nurses Association’s J. Ward Stackpole, M.D. Award in recognition of the time he spent meeting with and supporting the work of school nurses. He serves as an associate editor of the journal *Pediatrics* and has placed in the top 1% for excellence in pediatric infectious disease in the *U.S. News and World Report* Top Doctors list, which noted his special expertise in immunization compliance and non-tuberculous mycobacterial disease.

Dr. Raszka received his MD from Boston University School of Medicine. He completed his internship and residency in pediatrics at Tripler Army Medical Center in Honolulu and spent three years in Germany as a general pediatrician before returning to the East Coast of the continental United States to complete a fellowship in pediatric infectious diseases at the Uniformed Services University of Health Sciences in Bethesda, Maryland.

# Arnold P. Gold Foundation Humanism in Medicine Award

## Arnold P. Gold Foundation Humanism in Medicine Award

The Arnold P. Gold Foundation Humanism in Medicine Award, supported by the Arnold P. Gold Foundation and administered by the AAMC Organization of Student Representatives, annually honors a medical school faculty physician who exemplifies the qualities of a caring and compassionate mentor in the teaching and advising of medical students and who practices patient-centered medicine. The AAMC has presented a humanism award since 1999.



### Natalie Rodriguez, MD

Associate Clinical Professor

Department of Family Medicine

University of California, San Diego, School of Medicine

As associate director of the UCSD Student-Run Free Clinic Project, Dr. Rodriguez has had a dramatic impact on patients in underserved communities who have come to rely on the Free Clinic as a source

of support. She simultaneously mentors preprofessional students, preclinical and clinical students, and residents and helps them define their medical careers through her work as an associate clinical professor in the Department of Family Medicine and as a clinical faculty member of the Scripps Chula Vista Family Medicine Residency Program.

At the UCSD Student-Run Free Clinic Project, Dr. Rodriguez delivers care well beyond the clinics. She drives across San Diego to hand-deliver food and medication to patients' homes and has been known to visit a patient at home who didn't respond to phone calls about an urgent medical situation.

Her instant recall of each patient's support system, housing situation, chief complaint, and barriers to transportation enables her to adjust the care she provides to their needs. For example, she proactively expedites a patient's medication refill at the clinic pharmacy if the patient is in a rush to catch the last bus home.

Dr. Rodriguez treats her students and colleagues in a similar way, looking beyond their immediate requests to understand their underlying needs. This may mean inviting a medical student into her home for meals to ease the transition of the student's cross-

country move, baking cookies to boost morale among the busy Free Clinic's staff and volunteers, or spending an hour on the phone with a medical student concerned about racism in medical education. As one student put it, "Dr. Rodriguez listens with the goal of understanding my own perspective and to see the issues I face through my eyes."

Another student shared, "Through her leadership in the Medical Spanish elective course, she teaches students not only about Spanish vocabulary and phrases, but also teaches us about methods of communication, tenets of behavioral health, and cultural elements that can help us to better connect with patients with backgrounds different from our own."

As the first person in her family to attend college and a child of immigrants, Dr. Rodriguez knew from a very young age that she wanted to be a doctor and serve communities that looked like hers. She has achieved numerous recognitions, including the Latino Medical Student Association's Commitment to the Community Award and the California Endowment Scholarship for Community Service.

Dr. Rodriguez has called the San Diego area her home throughout her medical career, earning her MD from UCSD School of Medicine, completing her residency at the Scripps Family Medicine Residency Program in Chula Vista, and pursuing an Underserved Health Care Fellowship at UCSD.

# Award for Distinguished Research in the Biomedical Sciences

## Award for Distinguished Research in the Biomedical Sciences

The AAMC Award for Distinguished Research recognizes outstanding clinical or laboratory research conducted by a faculty member of an AAMC-member medical school. The AAMC has presented a research award since 1947.



### Suzanne L. Topalian, MD

**Bloomberg-Kimmel Professor of Cancer Immunotherapy  
Professor of Surgery and Oncology, Johns Hopkins University School of Medicine  
Director, Melanoma Program, Sidney Kimmel Comprehensive Cancer Center  
Associate Director, Bloomberg-Kimmel Institute for Cancer Immunotherapy**

With a career spanning over four decades, National Academy of Medicine member Dr. Topalian has contributed groundbreaking research and opened

new avenues of scientific investigation in cancer immunology. Her contributions extend well beyond her lab at John Hopkins, establishing immunotherapy as a pillar of oncology around the world. Her research has resulted in the unprecedented development and regulatory approval of drugs for over a dozen different cancers — benefiting countless patients and their families.

Dr. Topalian's research focuses on manipulating immune checkpoints in cancer therapy, including the inhibitory receptor programmed cell death-1 (PD-1) and its major ligand, programmed death-ligand 1 (PD-L1). After designing a small first-in-human trial, Dr. Topalian led a team at the Johns Hopkins Kimmel Cancer Center in a global effort that established immunotherapy as a viable method of cancer treatment alongside surgery, chemotherapy, and radiation therapy. Her leadership in both the clinical application and the correlative science in these trials demonstrated that blocking PD-1/PD-L1 can effectively reverse tumor immune suppression and mediate the durable regression of multiple types of advanced cancers.

After Dr. Topalian's research was published in the *New England Journal of Medicine (NEJM)* in 2012, it quickly gained global attention. Her work prompted several major drug companies to devise agents that block PD-1/PD-L1, and over 1,000 clinical trials testing anti-PD-1/PD-L1 antibodies have been initiated since the seminal publication.

Dr. Topalian led the effort to discover the clinical relevance of an immunohistochemistry (IHC) test for expression of PD-L1 in pretreatment tumor biopsies. Her team defined PD-L1 IHC as a potential biomarker for clinical response by correlating test results with patient outcomes. These results were also published in the *NEJM* in 2012, and since then, several commercial PD-L1 IHC diagnostic tests have been developed and approved to guide patient selection for anti-PD-L1 therapy in certain cancer types.

In recognition of her work, Dr. Topalian was named one of Nature's "Ten People Who Mattered This Year" in 2014, earned the Karnofsky Award from the American Society of Clinical Oncology in 2015, was elected to the American Association of Physicians in 2016, and received the 2016 Taubman Prize for landmark discoveries in immunotherapy.

Dr. Topalian earned her MD from Tufts University School of Medicine in 1979 and completed her residency in general surgery at the Thomas Jefferson University Hospital. She undertook a fellowship in the Surgery Branch of the National Cancer Institute in 1985 and continued to work there as a senior investigator for nearly two decades. In 2006, she joined Johns Hopkins to lead the Melanoma Program in the Sidney Kimmel Comprehensive Cancer Center. Dr. Topalian has over 140 peer-reviewed publications and is one of the most highly cited researchers in the biomedical field.

# Robert Wood Johnson Foundation David E. Rogers Award

## Robert Wood Johnson Foundation David E. Rogers Award

The Robert Wood Johnson Foundation David E. Rogers Award recognizes a medical school faculty member who has made major contributions to improving public health and health care. The award honors the legacy of David E. Rogers, MD, a former president of the foundation and an exemplar of academic medicine's commitment to meeting the health needs of the public.



### Peter Hotez, MD, PhD

Dean, National School of Tropical Medicine

Baylor College of Medicine

Professor of Pediatrics and Molecular Virology and Microbiology

Co-director of the Texas Children's Center for Vaccine Development

Texas Children's Hospital Endowed Chair in Tropical Pediatrics

A renowned vaccine scientist, Dr. Hotez has improved the lives of billions of people through his relentless

work to combat some of the most common debilitating diseases around the world. His groundbreaking research, advocacy, and education have led to many breakthroughs, including a "rapid impact package" of medicines to combat neglected tropical diseases — the most common afflictions of the world's poor — and a new low-cost version of a COVID-19 vaccine being tested across India. He also co-leads a team developing some of the first human vaccines for neglected tropical diseases while pioneering the concept of global vaccine diplomacy. Dr. Hotez has published more than 600 scientific papers and is a noted author, having written four landmark books on the geopolitics of disease and poverty.

An elected member of the National Academy of Medicine and the American Academy of Arts and Sciences and the founding dean of the National School of Tropical Medicine at Baylor College of Medicine — the first school in an academic health center devoted exclusively to poverty-related diseases — Dr. Hotez has dramatically transformed public health in the United States and abroad. He pioneered a new framework for mitigating the most prevalent but neglected tropical diseases, including 20 parasitic and bacterial infections.

Dr. Hotez is an outspoken advocate and educator. In 2015 and 2016, he served as U.S. Science Envoy for the State Department and White House under the Obama administration, leading the nation's vaccine diplomacy efforts. He was also the first to shape policies on neglected tropical diseases among people living in poverty in

the United States, working across the aisle in Congress to submit legislation to raise awareness of these often-overlooked conditions.

As both an iconic scientist and a parent of a daughter with autism, Dr. Hotez has debunked vaccine-autism myths for years. His work in combatting anti-vaccine lobbying became even more important in 2020-2021 with the spread of COVID-19, and he has been leading efforts to confront anti-COVID-19-vaccine aggression. He continues to work with the National Vaccine Advisory Committee and the Rockefeller Foundation, and he co-leads two Lancet commissions to halt anti-vaccine activities. A leader in health communications, he appears regularly on major news outlets to share information about COVID-19 with the public. His essays on rising anti-science aggression in America and globally have raised awareness of anti-science as a world threat.

Dr. Hotez earned his PhD in biochemical parasitology from Rockefeller University and his MD from Weill Cornell Medical College. After a pediatrics residency at the Massachusetts General Hospital, Dr. Hotez returned to Yale University, where he had earned his undergraduate degree, as a postdoctoral and clinical fellow and, later, as an associate professor. He went on to become professor and chair of the Department of Microbiology, Immunology, and Tropical Medicine at George Washington University and has served as president of the American Society of Tropical Medicine and Hygiene. Peter and Ann Hotez have been married for 35 years and have four adult children.

# Herbert W. Nickens Award

## Herbert W. Nickens Award

The Herbert W. Nickens Award was established by the AAMC in 2000 to honor the late Dr. Nickens and his lifelong concerns about the educational, societal, and health care needs of racial and ethnic minorities. This award is given to an individual who has made outstanding contributions to promoting justice in medical education and health care.



**Judith Kaur, MD**  
Professor of Oncology  
Mayo Clinic College of Medicine and Science

As one of the only practicing Native American medical oncologists in the United States, Dr. Kaur leads a national conversation to recognize cancer as a major unaddressed health disparity in Indigenous communities in the United States and internationally.

Her leadership of the Spirit of Eagles project, one of her more than 150 National Institutes of Health-funded projects, engaged native populations in culturally specific research, provided scholarships for students in medicine or biological sciences training, and advocated for improved cancer prevention and control. She also leads the Native CIRCLE, which provides culturally appropriate cancer education materials.

Dr. Kaur significantly expanded tribal access to palliative care by developing the course Case-Based Palliative Care Training for Indian Health Service Providers, which trained more than 50 Indian Health Service providers in partnership with the National Cancer Institute and the Indian Health Service. Dr. Kaur is board-certified by the American Board of Hospice and Palliative Medicine.

Over the past 25 years, she has mentored hundreds of minority medical students. The Hampton Scholars and Hampton Faculty Fellows programs she developed have mentored over 100 Indigenous students across the United States. One mentee said, "Her never give-up attitude for the health and equity of all people, especially Indigenous people, gives her unwavering vision and effort towards the betterment of future generations."

Dr. Kaur has received certificates of appreciation from the Indian Health Service and works closely with the National Cancer Institute, Centers for Disease Control and Prevention, and American Cancer Society. She has been named the Physician of the Year by the Association of American Indian Physicians and received the Richard A. Swanson Humanitarian Award in recognition of her distinguished contributions to national research and outreach to American Indians and Alaska Natives. Her research focuses on women's cancers — particularly breast and cervical cancers.

Dr. Kaur's path to a career in medicine started at age 5, when her grandmother told her she was meant to be a healer and began to instruct her on the principles of traditional Choctaw and Cherokee medicine. She went on to become the first in her family to graduate from high school — as valedictorian, no less. Her subsequent educational background is diverse: She obtained a bachelor's degree in elementary education and a master's degree in counseling before pivoting to a career in medicine.

She was one of the first candidates accepted to the Indians Into Medicine Program at the University of North Dakota School of Medicine and Health Sciences. She then transferred to the University of Colorado Health Sciences Center, where she received her MD with honors and later completed her residency, an internship, and a hematology/medical oncology fellowship.

# Spencer Foreman Award for Outstanding Community Engagement

## Spencer Foreman Award for Outstanding Community Engagement

The Spencer Foreman Award for Outstanding Community Engagement honors AAMC members that demonstrate a long-standing major institutional commitment to addressing community needs. The award recognizes exceptional programs that go well beyond the traditional role of academic medicine and reach communities whose needs are not being met through the traditional health delivery system. In 2007, the AAMC renamed this award in honor of Spencer Foreman, MD, whose strong advocacy for and commitment to our most vulnerable populations led to the creation of this award in 1993.



### University of Arkansas for Medical Sciences Little Rock, Arkansas

For more than 140 years, the University of Arkansas for Medical Sciences (UAMS) has promoted a better state of health for all Arkansans. As the only health sciences university in Arkansas, UAMS lives out its mission to “improve the health, health care, and well-being of Arkansans and others in the region, nation, and the world” and has made community

engagement central to its patient- and family-centered care, education, and research.

Culturally diverse, Arkansas is home to many Latino families and the largest concentration of Marshallese in the United States. As such, all UAMS programs, including Smarter Lunchrooms and Delivering Health, seek to influence social determinants of health and reduce community-identified health disparities, such as diet and food insecurity. Community members are partners in the research and evaluation of every UAMS program, including its Diabetes Self-Management Education and Support (DSME) programs. UAMS has provided culturally adapted, patient- and family-centered DSME, leading research staff to expand its reach from Northwest Arkansas to the Republic of the Marshall Islands.

A community-based participatory approach is also central to helping UAMS establish and maintain trusting relationships with the community, with bidirectional collaboration and shared leadership at the core. “How the community experiences our intent is most important,” explained Pearl McElfish, PhD, MBA, vice chancellor of the UAMS Northwest Regional Campus.

Administrators, faculty, learners, and community partners are collectively involved in projects to influence greater impact and service. The success of this approach is apparent through initiatives like the Gift of Sight, a student-designed effort where UAMS and community partners volunteer their time to supply free cataract surgery for members of the Marshallese community affected by diabetes. To train the next generation of physicians from a community-engaged lens, UAMS requires students to work on interprofessional teams in collaboration with community health workers. Students learn cultural competency and culinary medicine, and they care for patients at free student-led clinics in both Little Rock and Fayetteville. At the eight regional campuses of UAMS, multiple programs aim to meet the diverse needs of its students and communities, including HBCU Med Track, which supports underrepresented minority students working toward careers in health care and serves to address physician shortages in Arkansas.

The COVID-19 pandemic intensified UAMS’ community involvement, particularly as it became apparent that Arkansas’ Latino and Marshallese populations were disproportionately impacted. UAMS partnered with multiple agencies to provide COVID-19 testing, contact tracing, enhanced case management, and culturally appropriate vaccination and health education. Navigators worked with community-based organizations to supply personal protective equipment kits, food boxes, and rental aid to more than 3,000 individuals. Bilingual contact tracers reached more than 80% of index cases and contacts within 24 hours, helping to stop the spread of COVID-19 considerably in those communities.

When asked to share his view of UAMS, Eldon Alik, consul general for the Marshall Islands, remarked, “They don’t tell us; they ask us what they can do to help. UAMS, they’ve got it!” The impact of UAMS reverberates throughout its community and beyond.

# AAMC Award for Excellence in Medical Education

## AAMC Award for Excellence in Medical Education

The AAMC Award for Excellence in Medical Education recognizes extraordinary individual or team contributions to medical schools and to the medical education community as a whole. In 2020, the AAMC Board of Directors approved the decision to rename the Flexner Award for Distinguished Service in Medical Education as the AAMC Award for Excellence in Medical Education.\*



**Thomas R. Viggiano, MD, MEd**  
Barbara Woodward Lips Professor  
Professor of Medical Education and Medicine  
Mayo Clinic College of Medicine and Science

As a gastroenterologist, professor, and dean at Mayo Clinic, Dr. Viggiano has made a significant impact in academic medicine through his contributions in faculty affairs, education scholarship, curriculum quality improvement, and medical and interprofessional education. In multiple leadership positions, he has advocated for vital changes to address important issues and advance the causes, communities, and organizations he served.

For decades, he has taught in interprofessional education (IPE) programs at Mayo Clinic and in several international IPE leadership programs. He has served on expert panels and as the physician representative to the Interprofessional Education Collaborative that formulated interprofessional education competencies.

Dr. Viggiano designed a medical school curriculum that improved clinical reasoning skills and understanding of public health and care delivery issues. He co-authored principles for applying the neurobiology of learning to curriculum design, and he was a leading proponent for integrating basic and social sciences into the curriculum. He helped found the International Association of Medical Science Educators (IAMSE).

With the Harvard Macy Institute, he pioneered the application of quality improvement methodology to curriculum evaluation and planning. Many schools adopted this strategy, and the Liaison Committee on Medical Education has implemented an accreditation standard recommending that schools use quality improvement methodology in curriculum planning.

Dr. Viggiano instituted education research at Mayo Clinic, and for over 20 years Mayo's scholars have contributed many publications. Mayo's program was published as a model for institutional support of education scholarship and was adopted by numerous institutions. He has mentored educators from many institutions and has been a leading advocate for funding and mentoring in education research. He helped define and publish criteria for rewarding education scholarship with academic promotion.

As dean for faculty affairs, he conceived a lifecycle model to anticipate diverse faculty needs in various career stages. His model became the AAMC's template for designing faculty affairs offices, and the lifecycle served as the framework for collaboratively developing and sharing institutional policies and best practices and for fostering wellness and providing effective and equitable support to faculty. Dr. Viggiano served as the founding chair of the AAMC Group on Faculty Affairs (GFA), and he received the inaugural GFA Carole J. Bland Phronesis Award.

Dr. Viggiano earned his MD at Temple University and completed his internal medicine residency at the University of Pittsburgh. After completing a fellowship in gastroenterology at Mayo Clinic, he earned a master of education at the University of Minnesota. He has received numerous awards for teaching, humanism, and professionalism; and his education contributions were recognized with Mayo Clinic's highest honor, a named professorship. He has served on the Boards of Directors of both the AAMC and IAMSE and now serves on the editorial board of *MedEdPORTAL*® and on the Best Evidence Medical Education Collaborative.

\*Visit [aamc.org/awards](https://www.aamc.org/awards) to learn more about our decision to rename the award and find the frequently asked questions.

# Special Recognition Award

## Special Recognition Award

Special Recognition Awards are presented to individuals whose support for our nation's medical schools and teaching hospitals has been significant throughout a career of accomplishment.



### Francis S. Collins, MD, PhD

Director

National Institutes of Health

As the 16th director of the National Institutes of Health (NIH), Dr. Collins has been a loyal and vocal champion of biomedical research. Initially appointed by President Barack Obama in 2009, Dr. Collins was subsequently asked by both the Trump and Biden administrations to continue in his role, making

him one of the only presidentially appointed NIH directors to serve more than one administration.

For more than a decade as director, Dr. Collins has managed the world's premier biomedical research agency, pioneering initiatives to advance science, strengthen the biomedical research workforce, and develop programs to enhance the prevention, diagnosis, and treatment of disease. Millions of patients living with chronic conditions or facing life-threatening illnesses have benefitted significantly from the discoveries and programs established under Dr. Collins' leadership, from the All of Us Research Program to the Helping to End Addiction Long-Term Initiative. In addition to his scientific leadership, Dr. Collins has spearheaded efforts to address longstanding challenges within the scientific community, including meaningful reforms such as UNITE, an initiative established to address structural racism.

The NIH has served as a beacon during the COVID-19 pandemic. Dr. Collins has engaged meaningfully with leaders of academic medicine throughout the pandemic, supporting extensive research and discoveries to combat COVID-19. He provided direction for the scientific community, advancing our understanding and response

to COVID-19 through major initiatives including the Rapid Acceleration of Diagnostics (RADx), Accelerating COVID-19 Therapeutic Interventions and Vaccines, COVID-19 Prevention Trials Network, and other key programs. His leadership acumen and depth of expertise have been instrumental in the agency's ability to deliver on the hope of a healthier future.

Prior to his appointment as NIH director, Dr. Collins served as director of the National Human Genome Research Institute. While there, he led the international Human Genome Project, which culminated in April 2003 with the completion of a finished sequence of the human DNA instruction book.

Recognized for his staunch leadership and expertise, Dr. Collins is the recipient of many accolades, including the Presidential Medal of Freedom and the National Medal of Science. In 2020, he was named the 50th winner of the Templeton Prize, which celebrates scientific and spiritual curiosity. An elected member of both the National Academy of Medicine and the National Academy of Sciences, Dr. Collins is also a foreign member of the U.K.'s Royal Society.

Dr. Collins received a BS in chemistry from the University of Virginia, a PhD in physical chemistry from Yale University, and an MD with honors from the University of North Carolina at Chapel Hill. Preceding his career with the NIH, he spent nine years on the faculty of the University of Michigan, where he was a Howard Hughes Medical Institute investigator.

## Special Recognition Award

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### Anthony S. Fauci, MD

Director

National Institute of Allergy and Infectious Diseases

Appointed director of the National Institute of Allergy and Infectious Diseases (NIAID) in 1984, Dr. Fauci has served as a trusted advisor to seven presidents on domestic and global health issues, most notably the AIDS epidemic of the 1980s and the COVID-19 pandemic. While the academic

medicine community has long revered Dr. Fauci's skill and expertise as a physician-scientist and immunologist, Dr. Fauci's commitment to scientific integrity and public health during the COVID-19 pandemic especially earned him the respect of millions across the globe. Despite balancing a grueling schedule, he continues to be available to the public and the academic medicine community, sharing the latest evidence and offering support to teaching hospitals and health systems in their care of the more than 30 million COVID-19 cases nationwide. Additionally, the mRNA vaccines for COVID-19 are a direct result of the decades of research supported and advanced by the National Institutes of Health, and the NIAID specifically, under Dr. Fauci's leadership.

Dr. Fauci has a long career as chief of the Laboratory of Immunoregulation, where he helped pioneer the field of human immunoregulation by making important basic scientific observations underpinning the current understanding of the regulation of the human immune response. Dr. Fauci is also one of the principal architects of the U.S. President's Emergency Plan for AIDS Relief, a program that has saved over 20 million lives, and he remains committed to preventing and controlling the HIV/AIDS epidemic throughout the developing world. Having made seminal contributions to understanding immunopathogenic mechanisms of HIV infection and the scope of the body's immune responses to HIV, Dr. Fauci has been instrumental in developing treatments that enable individuals diagnosed with HIV to live long and active lives.

Dr. Fauci is a member of many professional societies and associations, including the National Academy of Sciences, National Academy of Medicine, American Academy of Arts and Sciences, and American Philosophical Society, as well as the American College of Physicians, American Society for Clinical Investigation, Association of American Physicians, Infectious Diseases Society of America, American Association of Immunologists, and American Academy of Allergy, Asthma & Immunology. He serves on the editorial boards of many scientific journals and has authored or edited more than 1,300 scientific publications, including several textbooks.

Dr. Fauci received his medical degree from Weill Cornell Medicine, formerly known as Cornell University Medical College. Following his medical residency at New York Hospital-Cornell Medical Center (now NewYork-Presbyterian/Weill Cornell Medical Center), Dr. Fauci became a clinical associate with the National Institutes of Health.

# Herbert W. Nickens Faculty Fellowship and Medical Student Scholarships

## Herbert W. Nickens Faculty Fellowship

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The Herbert W. Nickens Faculty Fellowship recognizes an outstanding junior faculty member who has demonstrated leadership in the United States in addressing inequities in medical education and health care; has demonstrated efforts in addressing educational, societal, and health care needs of racial and ethnic minorities; and is committed to a career in academic medicine.



### **Utibe R. Essien, MD, MPH**

Assistant Professor of Medicine  
University of Pittsburgh School of Medicine

## Herbert W. Nickens Medical Student Scholarships

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The Herbert W. Nickens Medical Student Scholarships consist of five scholarships given to outstanding students entering their third year of medical school who have shown leadership in efforts to eliminate inequities in medical education and health care and demonstrated leadership efforts in addressing educational, societal, and health care needs of minorities in the United States.

### **Kaylin G. Batey**

University of Kentucky  
College of Medicine

### **Victor A. Lopez-Carmen, MPH**

*(Hunkpati Dakota Oyate  
and Yoeme)*  
Harvard Medical School

### **Tegan Marie Carr**

University of Minnesota  
Medical School

### **Nyah Iman Rodman**

University of California,  
San Diego, School of  
Medicine

### **Christian Tejada**

University of California,  
Los Angeles, David Geffen  
School of Medicine

# 2021 Affinity Group Awards and Recognitions

## 2021 Affinity Group Awards and Recognitions

Throughout the year, AAMC affinity groups conduct recognition programs targeted to their own specific constituencies. The following individuals and institutions will be recognized at this annual meeting or were recognized at a group's 2021 meeting.

### **Group on Diversity and Inclusion (GDI) Exemplary Leadership Award**

**Mary J. Owen, MD (Tlingit)**

Director, Center of American Indian and Minority Health  
Endowed Professor, Native American Health  
Assistant Professor, Family Medicine and  
Biobehavioral Health  
University of Minnesota Medical School  
President, Association of American Indian Physicians

### **Group on Faculty Affairs (GFA) Carole J. Bland Phronesis Award**

**Patrick O. Smith, PhD, ABPP**

Chief Faculty Affairs Officer  
Associate Dean, Faculty Affairs  
Professor, Family Medicine  
University of Mississippi School of Medicine

### **Group on Institutional Advancement (GIA) Distinguished Service Award**

**Joni Westerhouse**

Associate Vice Chancellor and Associate Dean  
Office of Medical Public Affairs  
Washington University School of Medicine in St. Louis

### **Group on Information Resources (GIR) Service Award**

**André Jenkins**

Deputy Chief Information Security Officer  
Information Systems and Computing  
University of Pennsylvania

### **Group on Information Resources (GIR) Excellence Award**

**University of Washington TRAIL REDCap Team**

### **Group on Resident Affairs (GRA) Outstanding Service Award**

**Kathryn M. Andolsek, MD, MPH**

Professor, Family Medicine and Community Health  
Duke University School of Medicine

### **Group on Student Affairs (GSA) Exemplary Service Award**

**Donna Elliott, MD, EdD**

Vice Dean for Medical Education  
Chair, Department of Medical Education  
Keck School of Medicine of the University  
of Southern California

### **Group on Women in Medicine and Science (GWIMS) Leadership Award**

#### **Individual Awardee**

**Anne L. Taylor, MD**

Senior Vice President for Faculty Affairs and  
Career Development  
Vice Dean for Academic Affairs  
Columbia University Vagelos College of Physicians  
and Surgeons

#### **Organizational Awardee**

**Women in Academic Medicine Group  
at the University of Miami Leonard M. Miller  
School of Medicine**

### **Group on Women in Medicine and Science (GWIMS) Emerging Leadership Award**

#### **Individual Awardee**

**Jennifer O'Toole, MD, MEd, SFHM**

Professor of Pediatrics and Internal Medicine  
Program Director, Internal Medicine and Pediatrics  
Residency Program  
Cincinnati Children's Hospital/University of Cincinnati

#### **Organizational Awardee**

**The Ohio State University College of Medicine  
Women in Medicine and Science**

## 2021 Affinity Group Awards and Recognitions

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### Group on Institutional Advancement (GIA) Awards for Excellence

#### Best in Show: Electronic Communications: Audio and Video

##### One in a Million

University of Utah Health

#### Pandemic Pivot Award: Special Events, Projects, Programs, or Campaigns

##### UF Health Screen, Test & Protect

University of Florida Health

#### Pandemic Pivot Award: The "Shoestring" Award

##### STEM Education Goes Virtual

University of Iowa Roy J. and Lucille A. Carver College of Medicine

#### Pandemic Pivot Award: Crisis Management

##### COVID-19 Crisis Communications —

##### Johns Hopkins Medicine's Comprehensive Response

Johns Hopkins Medicine Marketing and Communications

#### Electronic Communications: Audio and Video

##### When Tragedy Strikes: UF Health's Transplant Team

##### Risks Their Lives for Moe Ricks

University of Florida Health

#### Electronic Communications: Websites

##### Johns Hopkins Medicine Coronavirus (COVID-19) Information and Updates

Johns Hopkins Medicine

#### Electronic Communications: Social Media

##### FWMD Live Social Media Campaign

TCU and UNTHSC School of Medicine

#### Electronic Communications: Social Media

##### Dana-Farber Audits Blog Content to Improve Search Traffic and Quality

Dana-Farber Cancer Institute

#### The Robert G. Fenley Writing Award: General Staff Writing

##### "Pritzker School of Medicine Alumni Confront the

##### Epidemic of Gun Violence in America" by Jamie Bartosch

University of Chicago Medical Center

#### The Robert G. Fenley Writing Award: General Staff Writing

##### "The Unfair Sex" by Cassie Tomlin and Nicole Levine, Discoveries Winter 2020

Cedars-Sinai

#### The Robert G. Fenley Writing Award: Solicited Articles

##### "The Search for Autism Therapies" by Gary Goldenberg

Albert Einstein College of Medicine

#### Diversity, Equity, and Inclusion Initiatives

##### World's First Indigenous Health PhD Program

University of North Dakota School of Medicine and Health Sciences

#### Crisis Management

##### Thanking and Elevating Caregivers Amid a Pandemic

Cedars-Sinai

» Learn more about the AAMC affinity groups and the individual award programs.



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