BIOGRAPHICAL SKETCH

NAME: Ara Tekian

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE: Professor of Medical Education, and Associate Dean of Office of International Education

EDUCATION/TRAINING

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>Completion Date MM/YYYY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>American University of Beirut, Beirut, Lebanon</td>
<td>BS</td>
<td>05/1975</td>
<td>Biology and Chemistry</td>
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<td>American University of Beirut, Beirut, Lebanon</td>
<td>MS</td>
<td>05/1979</td>
<td>Neuroanatomy</td>
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<tr>
<td>American University of Beirut, Beirut, Lebanon</td>
<td>PhD</td>
<td>05/1981</td>
<td>Neuroscience</td>
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<td>University of Illinois at the Health Sciences Center,</td>
<td>MHPE</td>
<td>05/1983</td>
<td>Health Professions</td>
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<tr>
<td>Chicago, Illinois</td>
<td></td>
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<td>Education</td>
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A. Personal Statement

Throughout my career, my goal has been to identify cutting-edge areas of programmatic research in medical education that have continuously contributed to progress in the field. As a scholar, I have pioneered groundbreaking translational studies that have transformed scholarly discussions about policies that have benefitted education practices in the health professions, both within the United States and around the world. In my work, I identified, developed, and contributed to a deeper understanding in five areas, which have now been shaped into mature and major research agendas recognized in the health professions education (HPE) field. These programmatic areas can be categorized in five areas: diversity and underrepresented minorities in medicine, international faculty development, use of simulations for instruction and assessment, international training programs in medical education, and assessment of graduate medical competencies. In recognition of my pioneering work, the Association for the Study of Medical Education (ASME), a major international professional society dedicated to scholarship and practice in medical education, awarded me the Gold Medal in 2012, which is viewed as the highest honor for outstanding research contributions in the field of medical education. The five programmatic areas are elaborated under section C – Contributions to Science.

B. Positions and Honors

Positions and Employment
1983-1990 Founding Director of the Medical Education Unit, King Saud University, College of Medicine, Riyadh, Saudi Arabia
1984-1991 Consultant in medical education to ministries of health, education, and medical institutions in the Eastern Mediterranean Region (EMR)
1992-1993 Visiting Assistant Professor and Head of International Programs at the Department of Medical Education (DME), the University of Illinois at Chicago (UIC)
1994-1999 Assistant Professor and Head of International Programs, DME, UIC College of Medicine (COM)
1999-2015 Associate Professor of Medical Education and Director of International Affairs, DME
2009- Associate Dean, Office of International Education, UIC-COM
2015- Professor of Medical Education and Director of International Affairs, DME, UIC-COM

Other Experience and Professional Memberships
C. Contributions to Science

My work has been published in over 100 peer-reviewed articles; have organized and conducted over 250 workshops in more than 45 countries and presented over 200 keynote addresses nationally and internationally.

My programmatic research includes the following five areas (with selected representative publications):

Underrepresented minorities in medicine. After investigating for almost a decade and publishing more than a dozen papers on underrepresented minorities (URMs) in medicine, I have come to accept that diversity in medicine is a sensitive area. However, my work were pioneering studies that have examined issues of fairness, selection, and competence in the admission and training of physicians. My studies have included literature reviews, including the first ever literature review that focused on the state of URMs in medicine, and a series of empirical studies that have challenged and advanced the scholarly discussions on equitable methods to select students. Through externally funded grants, my work tracked how institutions throughout the United States have placed URMs in training and practice positions. I continue to mentor scholars in conducting research on URMs, which is exemplified in a recent study, published in Medical Education, on ensuring a fair and equitable selection of students to serve the society’s healthcare needs.

International faculty development. An integral aspect of medical education is improving instruction through faculty development. My contribution in these areas has been to identify unique areas of faculty development, particularly in the international context. Involvement with international audiences, and the vast experience that I have in conducting workshops, worldwide, has led me to be an expert in conducting various kinds of faculty development activities. I have advised students for various projects that focus on faculty development, such as clinical teaching with minimal supervision, and communication skills for Indian dental curricula. I have disseminated my work through articles, book chapters, and symposia. Recently, my work has been published as a book chapter, “International Faculty Development Partnerships,” in Faculty Development in the Health Professions Education by Springer series, 2016, which is expected to have a major impact in the field.


Simulation in medical education. Since the publication of my 1999 edited book Innovative Simulations for Assessing Professional Competence, I have conducted countless workshops on various aspects of simulation and advised several MHPE students for their theses focused on simulation. The topics range from effective home laparoscopic simulation training to study the effectiveness between high and low fidelity simulators, to using structured training on box trainers for surgical residents to study the retention of skills. These articles are published in high impact journals, such as the American Journal of Surgery, Journal of Surgical Education and Simulation in Healthcare. Also, in 2012 I published a short guide about online resources for healthcare simulations that contains all the useful websites for health professionals.


International training programs in medical education. During the past decade, there has been proliferation of graduate programs in HPE. While there were only 7 masters programs worldwide prior to 1997, there are now close to 150 programs. This recent surge in graduate training programs demonstrates the increasing demand for graduate education in the HPE field. I have pioneered scholarly research on international training programs, which is becoming an important topic. In 2012, I published the first complete report about the then existing 76 Master’s Program worldwide, after reviewing and corresponding with these institutions for over four years. The article included a list of all the websites of these institutions, and now that list is posted on the MedEdWorld and FAIMER’s websites. Subsequently, I reviewed the doctoral programs in health professions education and in 2014 published the first paper about these PhD programs worldwide. I have also recently published articles about “Preparing leaders in HPE” and a commentary on “What does it take to become an effective educator?” published in Medical Teacher. Also, after two years of data mining, I conducted a longitudinal study of the performance and emigration of trainees from the Arab World, which is currently under
A unique paper, also submitted for publication, that I conducted with international colleagues, focuses on contextualizing the Physician Charter on Professionalism in Qatar.


**Assessment of graduate medical competencies.** My current area of greatest focus is in refining our understanding of assessment methods for measuring competencies in graduate medical education. This area has received much national attention due to recent Accreditation Council for Graduate Medical Education (ACGME) mandates for standards for accreditation. I have pioneered collaborative research in this area, working with international leaders to identify the literature and specific methods that are most effective in capturing mastery of competencies. My work is exemplified in a series of national and international symposia meetings that I organized and chaired. I have published papers that address key questions in this area. A recent study, which is published in *Medical Education*, on detecting problem residents by using direct observations, has received attention by both researchers and practitioners. I am mentoring several junior faculty and students to spearhead this research agenda, which I plan to continue developing.


**ORCID:** 0000-0002-9252-1588; **Researcher ID:** A-2572-2017

**D. Additional Information: Research Support and/or Scholastic Performance** (past three years)

**Ongoing Research/Training Support**
- **King Abdulaziz University, Jeddah, SA** 01/01/13 – 06/30/18
  - Masters in Health Professions Education (MHPE) Program in Jeddah, Saudi Arabia. Training grant funded by King Abdulaziz University College of Medicine, Jeddah, Saudi Arabia.
  - Role: PI
- **Taif University College of Medicine, Taif, SA** 04/01/14 – 03/31/18
  - Role: PI
  1) Certificate Program for Basic and Clinical Sciences Faculty for Taif University College of Medicine, Taif, Saudi Arabia. Two weeks onsite training program at DME for three years.
  2) Individualized research mentoring. Advising and mentoring 10 faculty members for over two years from Taif University College of Medicine, Taif.
  3) Curriculum development and evaluation. Revision of the undergraduate curriculum and introduction of innovations in medical education at the Taif University College of Medicine, Taif.
  4) Masters in Health Professions Education (MHPE) Program in Taif, Saudi Arabia. Training grant funded by Taif University College of Medicine, Taif.
- **Taif University College of Medicine, Taif, SA** 09/01/17 – 08/31/20
  - Masters in Health Professions Education (MHPE) Program in Taif, Saudi Arabia. Training grant funded by Taif University College of Medicine, Taif – second cycle.
  - Role: PI