



## GRADUATE CERTIFICATE – IMPLEMENTATION REQUEST

### I. Certificate Name and CIP Code

- a. Graduate Certificates in Healthcare Leadership
- b. **CIP CODE** – 51.0701

II. **Requested by** Department of Management and Organizations, Eller College of Management

III. **Program Affiliation** – Affiliated with the proposed Master’s in Healthcare Management.

### IV. Certificate Description and Purpose

The business of healthcare delivery is becoming increasingly complex with providers (e.g., hospitals, clinics, treatment facilities) facing pressures to cut costs, increase patient outcomes, and coordinate across a continuum of care. While health policy used to be the traditional background of healthcare leaders, increasingly leaders are finding the need for formal business training. Unfortunately, most of the top healthcare management training has been provided through public health colleges rather than business schools. These programs tend to have a heavy emphasis on health policy, with a relatively small sampling of business topics. Traditional MBA programs provide excellent business training, but the degree is highly technical and beyond the time constraints of many healthcare service providers (e.g., doctors and nurses) who are advancing into leadership positions.

We are in the process of proposing a new degree to fill this gap and address the needs of the rapidly evolving healthcare industry. The Master’s in Healthcare Management (MHM) will be a business degree that provides students with a solid foundation in core business concepts along with specialized healthcare management curriculum that contextualize business within contemporary healthcare challenges. This 30 credit hour degree that can be completed online and is synergistic with other Eller program, borrowing 4 core courses from our online MBA degree. It also provides a solid foundation in healthcare management with three core healthcare management foundation courses. Upon this foundation students can select a concentration in *healthcare leadership*, *healthcare innovation*, or *healthcare informatics*.

After discussions with healthcare leaders, both those within the University of Arizona Health Sciences colleges and those in healthcare organizations (e.g., hospitals, insurers, pharma, medical devices, healthcare consulting), it became clear that shorter 9-unit graduate certificates would also be highly attractive to many healthcare leaders. For example, PharmD and MD students have an opportunity to take a 9-unit online certificate when completing their externships and residencies. Based on the concentrations in the MHM program, we are proposing a 9-unit graduate certificate in *healthcare leadership*. This three areas was selected based on the faculty expertise within the Eller College and based on the needs identified through extensive interviews with healthcare leaders. All courses for the three certificates will be available online and students will have the ability to transfer

course credits from the certificate to the MHM or online MBA degrees. Offering this certificate simply uses elective courses from the MHM degree, so the costs are minimal and benefits include greater enrollment, greater revenue, and a positive impact on the healthcare community. Secondary benefits include enhancing the UA brand in the community and increasing later enrollment in UA graduate degrees.

The proposed certificate in healthcare leadership fill a clear need in the marketplace. Healthcare professionals who find themselves moving into administrative positions can complete the certificate to advance their healthcare management skill set. Professional health science students can complete the certificate while earning their graduate degree or completing residency requirements. Students from outside health sciences can complete the certificate to acquire industry specific knowledge that will allow them to enter the healthcare field. All of these different student groups will gain valuable healthcare management training, while also earning credits toward a future Eller graduate degree.

## **V. Certificate Requirements**

- a. The healthcare leadership certificate will be comprised of three courses (9 units of credit).
  - b. List current and new courses needed to meet certificate requirements, including course prefix/number, title and number of units.*

For the healthcare leadership certificate, students will complete three of the following four courses. All certificate courses are 3 units and will be taken for a regular letter grade. As new courses are added to the MHM curriculum the set of available courses for each of the certificates may be expanded.

- Healthcare Management and Organizations (MGMT 538)
- Leading Healthcare Change (new MGMT 536)
- Healthcare Accounting (new ACCT 575)
- Healthcare Quality and Reliability (new MGMT 537)

The following existing course will be part of the healthcare management certificates:

- Healthcare Management and Organizations (MGMT 538)

The following new courses are being developed to initiate the MHM degree and will be offered as part of the healthcare leadership certificate (all 3-unit courses):

- ACCT 575 Healthcare Accounting – Financial and managerial accounting concepts are examined in the context of healthcare business models. Topics include financial statements, budgets, revenue streams in healthcare, managerial accounting of service lines and expansion decisions, and providers and revenue generators vs. cost centers.
- MGMT 536 Leading Healthcare Change – Healthcare organizations needs to adapt to the rapid changes occurring in payment models, delivery mechanisms, and industry organization. This course covers theory and technique for leading organizations through transformation at the broad strategic level and in terms of improving processes and efficiencies, all within the unique context and challenges of the healthcare industry.

- MGMT 537 Healthcare Quality and Reliability – Increasing emphasis on value-based care has necessitated that healthcare leaders develop programs for improving quality, safety, and reliability outcomes. Topics include the nature of patient errors, design of quality and safety programs, creating a culture to support high reliability organizing and an environment of quality care and patient satisfaction.

*c. Will students be allowed to substitute required and/or elective courses at the advisor's discretion?*

Students will not be allowed to substitute courses, although additional courses may be added to the list of authorized certificate courses at future dates.

*d. Indicate which courses will be offered on-campus and those offered off-campus, as well as the method of delivery.*

All courses will be offered only in an online delivery format.

*e. If courses will be offered online, how will you protect academic integrity?*

The Eller College of Management has extensive experience delivering online graduate degree programs and uses a variety of approaches to protect academic integrity, including online proctoring services for exams, turnitin.com for written assignments, and online and video conference chat sessions to increase engagement. We will use the same academic standards and academic integrity assurance processes as we use with our graduate degree programs.

*Note: Future changes to the curriculum originally approved for the certificate must be approved by the Graduate College and Curricular Affairs Office.*

**VI. Student Admittance/Advising/Completion** – completion of a bachelor's degree is required for admission to a graduate certificate. Completion of a Master's degree or current enrollment in a graduate level program is required for admission to a Post-Master's certificate.

*a. List any prerequisites or standardized tests required for admission.*

Admission to the healthcare leadership certificate requires the following:

- Undergraduate degree
- GPA of 3.0 or higher
- No GRE/GMAT requirement

*b. Indicate if concurrent enrollment in a degree program is allowed or required.*

Concurrent enrollment in a degree program is allowed, but not required.

- c. *Can students be enrolled full-time (9 units) in the certificate in their first semester? What is the standard length of time to finish the certificate if students are enrolled full-time the first semester?*

Eller online courses are delivered in 8 week mini-semesters. We do not recommend that student enroll in more than two courses at a time, but it is possible for students to enroll full-time and complete the 9 unit certificate in one full length semester (that is two 8-week mini semesters). The standard length of time to finish the certificate is one full length semester.

- d. *Indicate the maximum number of transfer units (courses taken at institutions other than the UA) that may be applied to the certificate, keeping in mind that no more than 6 units of transfer credit may apply to a graduate certificate.*

Students may not transfer any units toward completion of this certificate.

- e. *What provisions are included for student advising?*

Advisors from the MHM graduate degree will also provide advising for the healthcare leadership certificate.

- f. *If there are affiliated graduate programs (refer to section III above), may the units earned for the certificate be applied to the degree program? If so, how many?*

All 9 units from a graduate healthcare leadership certificate can be applied toward the MHM degree or online MBA degree. Note, the credits can only be applied toward one graduate degree.

- g. *May a student use any units taken in Graduate non-degree status (GNDS)? If so, how many? (Per policy, 6 maximum may be used.)*

Students may use 3 units taken in graduate non-degree status, provided those units were taken in courses approved for the healthcare leadership certificate.

- h. *Will students utilize Outreach services? (If so, contact Mary Staugaard, [stauqaar@email.arizona.edu](mailto:stauqaar@email.arizona.edu) to make arrangements.)*

No. Eller professional services associated with the MHM degree will be utilized for the graduate healthcare management certificates.

**VII. *Certificate and Student Outcomes*** – provide a plan and frequency for assessing the intended certificate outcomes both for students and the certificate.

- a. *Student Learning Outcomes* – describe what students should know, understand, and/or be able to do after completing the coursework for this certificate.

Healthcare Leadership Certificate Outcomes

- Explain the breadth and scope of challenges facing the healthcare industry, with particular emphasis on the US healthcare system;
- Define healthcare leadership and organization challenges associated industry structure, policy dynamics, and outcome-based health delivery models;
- Identify skills needed to unite diverse stakeholder perspectives around a common vision and enact organizational change in a results-driven environment.

*b. Certificate Outcomes – identify factors that indicate that completion of the certificate leads to gainful employment and/or advancement opportunities.*

- Student employment and/or professional advancement following certificate completion;
- Enrollment in University of Arizona graduate programs following completion of the certificate.

### **VIII. Student Demand – is there sufficient student demand for the certificate?**

*a. What is the anticipated student enrollment for this certificate by the third year the certificate is offered? Please provide measurable indicators of students' interest in the certificate with reference to similar programs elsewhere. Provide market analysis or other tangible evidence to support projected enrollment numbers.*

We anticipate 20 student per year completing the certificate by the end of the third year. Large healthcare employers in Arizona, including large hospital networks, insurance providers, and technology/device companies have all expressed considerable interest in the healthcare leadership certificate. They particularly like the option of students applying the courses in the certificate toward a later graduate degree from Eller. The Deans of the Colleges of Medicine (Tucson) and Pharmacy have indicated that the healthcare leadership certificate is likely to be very popular with MD and PharmD students. PharmD students have to take elective credits outside the college of Pharmacy and the healthcare leadership certificate would provide a focused concentration for those electives. The online nature of the certificate courses should be particularly attractive for students completing externships and residencies.

Many other universities offer graduate certificates in healthcare leadership. For example, Cornell University offers a 5 month certificate in Healthcare leadership in a fully online format. The University of Texas at Dallas business school has a nine month healthcare leadership and management certificate in a fully online format. Rice University business school offers a six month healthcare management certificate, but it is only available in person.

Based on our discussions with healthcare leaders and research of other graduate certificates in healthcare leadership, we project the following enrollment for the first three years of the program. We have been purposefully conservative with these estimates, but even if enrollment is lower than projected, the certificate is still academically and financially viable as there is very little additional expense associated with offering certificates.

Certificate	Year 1	Year 2	Year 3
Healthcare Leadership	5	12	20

- b. What community need, preparation for professional certification exams, degree program recruitment, or employability enhancement, will this certificate provide?*

Ever increasingly, healthcare providers are finding they need business and leadership training to excel and advance in the complex business environment of healthcare. Doctors, nurses, pharmacists and other healthcare professionals will have a greater ability to manage their practices and assume leadership positions in healthcare organizations after completing the healthcare leadership certificate. Undergraduate student with degrees in life and social sciences can add this graduate certificate in healthcare leadership to increase their employability. And all students who complete the certificate will be more likely to enroll in a graduate degree because they will have seen the quality of the education experience and because they will be able to transfer credits from the certificate to a graduate degree.

- c. Will there be any collaboration with other departments or universities to maximize resources? If there is collaboration, please include a memo of support from the applicable parties.*

There is no collaboration with other colleges outside of Eller for the proposed certificate.

#### **IX. Expected Faculty and Resource Requirements**

- a. List the name, rank, highest degree, department and estimated level of involvement of all current faculty members who will participate in the program.*

Faculty, degree, rank	Department	Level of involvement
Stephen Gilliland, PhD Professor	Management and Organizations	Executive Director, 40%
Brian Hilligoss, PhD Associate Professor	Management and Organizations	30%
Gautam Gowrisankaran, PhD, Professor	Economics	10%
Keith Joiner, MD MPH Professor	Economics and Medicine	15%
Suzie Weisband, PhD Associate Professor	MIS	15%
Ann McGrath, MBA Adjunct Instructor	Accounting	15%

*b. Describe additional faculty needed for the first three years of the certificate.*

Faculty Rank	Department	Hire year
Assistant/Associate	Marketing	FY 18
Assistant/Associate	MIS	FY 18
Assistant/Associate	Economics	FY 18

Note: These hires have been identified as a strategic priority by the Eller College Dean, funding has been allocated, and the hiring plan has been approved by the Provost.

*c. Give the present numbers of FTE students (graduate and undergraduate) and FTE faculty in the department or unit in which the certificate is offered.*

The Department of Management and Organizations has 423 undergraduate majors, 316 undergraduate minors, and 9 PhD students. The department does not currently offer a terminal master's degree. Faculty FTE in the department is 19.

*d. Give the proposed numbers of FTE students (graduate and undergraduate) and FTE faculty for the next three years in the department or unit in which the certificate is offered.*

The numbers of faculty, undergraduate students, and PhD students are not expect to change significantly over the next three years. We anticipate adding 10, 20, and 30 masters students for each of the next three years with the launch our proposed MHM degree.

*e. Provide a copy of the budget for the certificate including start-up costs and the anticipated costs for the first three years. Include some indication of how this fits with the overall department budget.*



# Financial Summary

## Healthcare Leadership Certificate

Revised: 9/5/2017

Fiscal Year	Yr 1 ProForma 2018-19	Yr 2 ProForma 2019-20	Yr 3 ProForma 2020-21	Yr 4 ProForma 2021-22	Yr 5 ProForma 2022-23
<b>Annual Enrollment</b>	5	12	20	28	36
<b>Sources of Funds to UA</b>					
Gross AISS Revenue	18,000	43,200	72,000	100,800	129,600
Less AISS Share	(5,400)	(12,960)	(21,600)	(30,240)	(38,880)
Gross RCM SCH Revenue	4,864	11,790	19,846	28,063	36,441
Gross RCM Major Revenue	-	-	-	-	-
Gross RCM Program Fee Revenue	14,835	35,604	59,340	83,076	106,812
<b>Sources of Funds to Eller</b>					
Net AISS Revenue	12,600	30,240	50,400	70,560	90,720
Net RCM SCH Revenue	4,091	9,741	16,397	23,185	30,108
Net RCM Major Revenue	-	-	-	-	-
Net RCM Program Fee Revenue	12,479	29,416	49,027	68,637	88,248
Less Tuition Discounting	-	-	-	-	-
<b>Total Sources of Funds</b>	<b>29,171</b>	<b>69,397</b>	<b>115,824</b>	<b>162,383</b>	<b>209,076</b>
<b>Uses of Funds</b>					
Course Development	-	-	-	-	-
Course Instruction	-	-	-	-	-
Program Coordinator	-	-	-	-	-
Advising & Career Services	-	-	-	-	-
Advertising	10,000	10,000	10,000	10,000	10,000
Operational Expenses	100	100	100	100	100
<b>Total Uses of Funds</b>	<b>10,100</b>	<b>10,100</b>	<b>10,100</b>	<b>10,100</b>	<b>10,100</b>
<b>Overall Net Proceeds (Deficit)</b>	<b>\$ 19,071</b>	<b>\$ 59,297</b>	<b>\$ 105,724</b>	<b>\$ 152,283</b>	<b>\$ 198,976</b>

## **X. Contacts and Administration**

- a. *List the name and contact information for the primary point of contact for the certificate.*

Stephen Gilliland, PhD  
Peter and Nancy Salter Chair in Healthcare Management  
Executive Director, Center for Management Innovations in Healthcare  
Department of Management and Organizations  
University of Arizona, Eller College of Management  
1130 E. Helen St., McClelland Hall 405EE  
Tucson, AZ 85721-0108  
(520) 621-9324; fax (520) 621-4171  
[sgill@eller.arizona.edu](mailto:sgill@eller.arizona.edu)

- b. *List the name and contact information for the person or persons who will serve in the role of Director of Graduate Studies (DGS) for the certificate. (This is not always the same as the DGS for affiliated programs or head of the managing academic unit.)*

Lauren Taylor  
Program Coordinator  
Department of Management and Organizations  
University of Arizona, Eller College of Management  
1130 E. Helen St., McClelland Hall 405EE  
Tucson, AZ 85721-0108  
(520) 621-7463; fax (520) 621-4171  
[laurentaylor@email.arizona.edu](mailto:laurentaylor@email.arizona.edu)

## **VI. OTHER RELEVANT INFORMATION**

### **A. Eller Faculty Biographical Sketches**

#### **Stephen Gilliland**

Dr. Stephen W. Gilliland is the Executive Director of the Center for Management Innovations in Healthcare in the Eller College of Management, University of Arizona. He also holds the Peter and Nancy Salter Chair in Healthcare Management. He has served a variety of leadership roles in the Eller College including Vice Dean, Associate Dean Executive Education, Department Head for the Department of Management and Organizations, and Executive Director of the Center for Leadership Ethics. Prior to moving to Arizona, Stephen received degrees in organizational psychology from the University of Alberta and Michigan State University (PhD 1992) and was on faculty at Louisiana State University.

Stephen's research examines the fairness of management practices and policies, corporate greed, and ethical decision making. Through this merging of psychological, social, and managerial issues, he has authored over 50 journal articles and book chapters. He has edited seven books in the series *Research*

*in Social Issues in Management*. In 2006, Stephen was elected as a Fellow in the Society for Industrial and Organizational Psychology (SIOP) and in 1997 received the Ernest J. McCormick Award for Early Career Contributions from the same organization.

Stephen has taught numerous courses on leadership, healthcare entrepreneurship, human resource management, business ethics, and social entrepreneurship. He has developed and taught executive leadership programs for healthcare, public sector, utility, and mining organizations. Gilliland has consulted with small and large, public and private organizations on strategic planning and implementation and executive team development. He is Chairman of the Board of St. Joseph's hospital in Tucson and also serves on the boards of directors of Agape Hospice in Tucson and Merchants Information Solutions, a Phoenix based provider of integrity testing and identity theft management solutions.

### **Brian Hilligoss**

Dr. Brian Hilligoss is an associate professor of Management and Organizations in the Eller College of Management, University of Arizona. Brian was previously on faculty at The Ohio State University and holds degrees in information science from the University of North Carolina at Chapel Hill (MSIS, 2001) and the University of Michigan (Ph.D., 2011).

Brian's research explores the dynamics of both clinical and administrative health care work and investigates how processes of organizing, communicating, and coordinating influence the quality and safety of health care. He has studied such topics as patient handoffs, accountable care organizations, quality improvement, and translational science. He has authored over 25 journal articles and book chapters. His work has been funded by the US Agency for Healthcare Research and Quality, the Patient Centered Outcomes Research Institute, and the Robert Wood Johnson Foundation and has been recognized with awards from the Health Care Management Division of the Academy of Management and the International Medical Informatics Association.

Brian has taught courses on managing health services organizations, health care leadership, and quality and patient safety. He recently received an award for outstanding teaching from The Ohio State University College of Public Health.

### **Gautam Gowrisankaran**

Gautam Gowrisankaran is the Arizona Public Service Professor of Economics in the Department of Economics, Eller College of Management, University of Arizona. He is an internationally recognized scholar on hospital competition and quality, consumer durable goods markets, health policy and market structure, and the economics of renewable energy, among other topics.

Prof. Gowrisankaran earned his B.A. from Swarthmore College in 1991 and his Ph.D. from Yale University in 1995. Prof. Gowrisankaran also holds a doctorate *honoris causa* from the University of Oulu. He has served as a regular or visiting faculty member at the University of Chicago, Harvard University, Universidad de los Andes (Chile), the University of Michigan, the University of Minnesota, Northwestern University, Yale University and Washington University in St. Louis (among others), is a Research

Associate of the National Bureau of Economic Research, and a *Professeur affilié* at the HEC Montreal Business School.

Prof. Gowrisankaran's work has been published in leading economics and health services journals including the *American Economic Review*, *Econometrica*, the *Journal of Political Economy*, and *Health Affairs*. His research has been featured in media outlets ranging from the *Chicago Tribune* to the *Associated Press* and he has appeared as a television panelist for *Arizona Public Media* and other live media sources.

Prof. Gowrisankaran has served as principal, or co-principal, investigator on many grants from funders including the National Science Foundation (NSF), the Agency for Health Care Research and Quality (AHRQ), and the Commonwealth Fund. He is currently on the editorial boards of the *American Economic Review*, the *International Economic Review*, the *Journal of Business and Economics Statistics*, and the *RAND Journal of Economics*. He has consulted and offered testimony as an expert witness in several antitrust and regulatory cases, on behalf of state and federal agencies and private firms.

### **Keith Joiner**

Keith A. Joiner, M.D., M.P.H, is Professor of Medicine, Economics, and Health Promotion Sciences at the University of Arizona. From 2004 until 2008, he was Dean of the College of Medicine, and Vice-Provost for Medical Affairs, at the University of Arizona. In 2009, he was senior scholar at the Association of Academic Health Centers, Washington, DC. In 2010, he moved to the Eller College of Management at the University of Arizona. In 2010, he co-founded and co-directed the Center for Management Innovations in Health Care (CMIHC) at the Eller College. He served as Director of the CMIHC from 2014-2016.

Before moving to the University of Arizona, he was the Waldemar von Zedtwitz Professor of Medicine, Cell Biology and Epidemiology at the Yale University School of Medicine, Chief of the Section of Infectious Diseases, and Associate Department Chair in the Department of Medicine. He founded and directed the Investigative Medicine Program at Yale, a unique PhD program open only to individuals with an MD degree and at least two years of residency training.

He has received many honors for his research and administrative accomplishments, including election to the American Society of Clinical Investigation (ASCI), American Association of Physicians (AAP), fellowship in the American Association for the Advancement of Science (AAAS), and the Society of Medical Administrators (SOMA). In 2005, he was named a "*Top NIH Grantee*", being above the 95<sup>th</sup> percentile in distribution of NIH grant funds over the period from 1980-2004, despite only being in the extramural program (and therefore eligible for grant awards) for 15 out of the 25 years. Dr. Joiner has published 255 articles, and has 2 patents.

His current research and teaching are in health economics and policy, focusing on new payment models in health care. He teaches health economics and policy in the undergraduate and MBA programs, in both the face-to-face and online formats.

### **Suzie Weisband**

Dr. Suzie Weisband is an associate professor of Management Information Systems in the Eller College of Management, University of Arizona. Suzie has been teaching the Health Information Systems class for more than 5 years to both graduates and undergraduates, and covers a wide-range of timely and important health and technology issues.

Suzie's research has studied the role of interruptions in an Operating Room (OR) simulation and the many trajectories that nurses, anesthesiologists, doctors, and patients move through to get work done and meet in the OR. The complexity of the health care context, and the increasing role of technology, does not always make the job easier, but electronic health records, and all that it encompasses, is part of the fabric of healthcare in the U.S. and internationally.

In her class, Suzie focuses on healthcare in the U.S., but also explores other countries' models of healthcare. She offers a variety of perspectives, current readings, student projects, and guest speakers on healthcare informatics — a complex system of insurance firms, hefty costs, rampant addiction, profit-driven, overworked doctors and clinical staff who really, really care about their patients. The politics and business of healthcare is part of that story, and it's not new.

Ultimately, the U.S. is at the forefront of healthcare innovation. Suzie introduces students to new technologies, new therapies, personalized healthcare, coordinated care, and incentives that help employees lose weight, treat chronic ailments, robotic surgeries, genetics and DNA editing, virtual health, augmented reality, mobile apps, blockchains and security, to name a few. The goal of this course is to provide students with the complexity of healthcare and to consider viable technology solutions where human behavior, ethics and the law are embedded.

### **Ann McGrath**

Ann McGrath is a Lecturer in the Department of Accounting, Eller College of Management, at the University of Arizona. Ann has over 30 years' of experience working with healthcare organizations in executive positions and as a consultant and advisor. Ann received her BSBA from the University of Arizona and her MBA from the University of Phoenix.

From 2002 until 2015, Ann was with the University of Arizona Health Network (UAHN) and its predecessor organizations. Her responsibilities included strategic planning, operational improvement, resource management, merger and acquisition (M&A) due diligence and capital planning. Her work focused on improving quality, access to care, patient experience, staff satisfaction and financial sustainability. While at UAHN, Ann was a member of the University HealthSystem Consortium (UHC) Senior Operations Officer Council, and served on its Steering Committee for two years.

From 1984 until 2002, Ann worked for Arthur Andersen LLP, an international accounting and consulting firm. While at Andersen, Ann worked on a broad range of healthcare organizations, including academic medical centers, community hospitals, health systems, rural providers, organ procurement organizations, post-acute providers, and health plans. Her engagements included financial statement audits, SEC filings, bond offerings, and due diligence assistance for mergers and acquisitions. Ann's clients included SEC registrants, tax-exempt organizations, and privately-owned corporations. While with Andersen, Ann was in charge of the Desert Southwest healthcare industry training program, and was an instructor at Firmwide, regional, and local office training.

## **B. Letters of Support**

Letters of support provided by:

- Chuck Cairns, Dean College of Medicine – Tucson
- Rick Schnellmann, Dean College of Pharmacy
- Iman Hakim, Dean Mel and Enid Zuckerman College of Public Health

August 14, 2017

Paulo Goes  
Dean and Halle Chair in Leadership  
Eller College of Management  
The University of Arizona  
Tucson, Arizona 85721

RE: M.S. program in Healthcare Management

Dear Dean Goes:

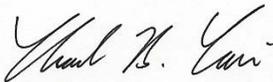
I fully support the new graduate certificates in *Healthcare Leadership*, *Healthcare Innovation Management*, and *Healthcare Informatics Management*. These proposed certificates will provide excellent opportunities for College of Medicine students, residents and fellows to explore healthcare management options.

Clearly, the demand for business knowledge for healthcare professionals is on the rise and there is a need for physicians to have expertise in healthcare management. In addition, there may be an opportunity to foster formal degree education in healthcare management among colleagues in our health care delivery partner.

I can confirm that the three proposed certificates complement and do not compete with our own offerings.

Please contact me for any questions, comments or for more information.

Sincerely,



Charles B. Cairns, MD, FACEP, FAHA  
Dean  
College of Medicine - Tucson  
Professor, Emergency Medicine  
University of Arizona



August 15, 2017

Paulo Goes, Ph.D.  
Dean and Halle Chair in Leadership  
Eller College of Management  
The University of Arizona  
McClelland Hall 417  
1130 E. Helen St.  
Tucson, Arizona 85721  
[pgoes@eller.arizona.edu](mailto:pgoes@eller.arizona.edu)

Dear Paulo:

On behalf of The University of Arizona College of Pharmacy, we are in support of the proposed creation of graduate certificates in *Healthcare Leadership*, *Healthcare Innovation Management*, and *Healthcare Informatics Management* through the Department of Management and Organizations at the Eller College of Management. The demand for business knowledge for healthcare professionals is on the rise and these certificates would provide an innovative solution by providing business appropriate training opportunities that would ultimately enhance the diversity of the health care workforce.

Pharmacy is committed to developing the health care professional and engaging others across campus in developing new programs and opportunities. The proposed graduate certificates complement our program and do not compete with our courses. These certificates would help to improve business skills and abilities by providing opportunities to our students to explore specialized healthcare management topics.

I offer the full and enthusiastic support of the College for this endeavor and I am confident the graduate certificates can build upon the successes of the College's existing programs.

Sincerely,

Rick G. Schnellmann, Ph.D.  
Dean, College of Pharmacy  
Howard J. Schaeffer Endowed Chair  
Professor of Pharmacology and Toxicology  
[schnell@pharmacy.arizona.edu](mailto:schnell@pharmacy.arizona.edu)

## Gilliland, Stephen W - (gillilan)

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**From:** Hakim, Iman A - (ihakim)  
**Sent:** Tuesday, August 29, 2017 11:06 AM  
**To:** Goes, Paulo B - (pgoes)  
**Cc:** Gilliland, Stephen W - (gillilan); Hakim, Iman A - (ihakim)  
**Subject:** RE: update and request

Dear Paulo  
Greetings from Canada  
Sorry for the delay in replying as I was traveling continuously .  
I discussed your program with the leadership and addressed the faculty concerns.  
I am pleased to inform you that I / the College will support your new program  
I will be back to the office in Tucson on SEP 6  
Best Regards

*Iman*

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*Iman Hakim, Dean  
Mel & Enid Zuckerman College of Public Health  
Professor of Public Health, Family & Community Medicine & Nutrition  
Mel & Enid Zuckerman Endowed Chair in Public Health  
Founding Director, Global Health Institute*

**Promote \* Prevent \* Protect**



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**From:** Goes, Paulo B - (pgoes)  
**Sent:** Monday, August 28, 2017 1:01 PM  
**To:** Hakim, Iman A - (ihakim) <ihakim@email.arizona.edu>  
**Cc:** Gilliland, Stephen W - (gillilan) <gillilan@email.arizona.edu>  
**Subject:** RE: update and request

Dear Iman,

Sorry for insisting with this request. We are trying to meet all deadlines for a new program approval. I really appreciate the opportunity to address any issues that you may have about our program.  
Stephen and I would be happy to meet.

Best regards,

Paulo

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**From:** Goes, Paulo B - (pgoes)  
**Sent:** Friday, August 18, 2017 1:47 PM  
**To:** Hakim, Iman A - (ihakim) <[ihakim@email.arizona.edu](mailto:ihakim@email.arizona.edu)>  
**Cc:** Gilliland, Stephen W - (gillilan) <[gillilan@email.arizona.edu](mailto:gillilan@email.arizona.edu)>; Rosales, Cecilia B - (crosales) <[crosales@email.arizona.edu](mailto:crosales@email.arizona.edu)>; Taren, Douglas L - (taren) <[taren@email.arizona.edu](mailto:taren@email.arizona.edu)>; Derksen, Daniel J - (dderksen)

<[dderksen@email.arizona.edu](mailto:dderksen@email.arizona.edu)>

**Subject:** RE: update and request

Dear Iman,

I know it's a busy time for everyone as the semester starts Monday, but I would like to follow up and check on your position. I'm attaching the revised proposal for our MHM program which addresses the Graduate College's feedback. A support letter from PH would be great! I believe Stephen has got positive feedback from your key folks. Let me know if we can answer any additional questions.

Thanks,

Paulo



**Paulo Goes**

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**From:** Hakim, Iman A - (ihakim)  
**Sent:** Friday, July 7, 2017 1:18 PM  
**To:** Goes, Paulo B - (pgoes) <[pgoes@email.arizona.edu](mailto:pgoes@email.arizona.edu)>  
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**Subject:** RE: update and request

Hi, I have been traveling continuously in June .  
I just found and sent the email to the leadership of the program and they are all copied on this email for their feedback on your proposed program as well as the department strategic plan for new programs so that we can all have a clear picture going forward  
Have a great weekend

*Iman*

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*Iman Hakim, Dean  
Mel & Enid Zuckerman College of Public Health  
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