

 Vanderbilt University Medical Center







Medical Center

Medical Center
School of Medicine
Hospital and Clinic



Vanderbilt
University
2008/2009

Containing general information
and courses of study
for the 2008/2009 session
corrected to 30 June 2008
Nashville

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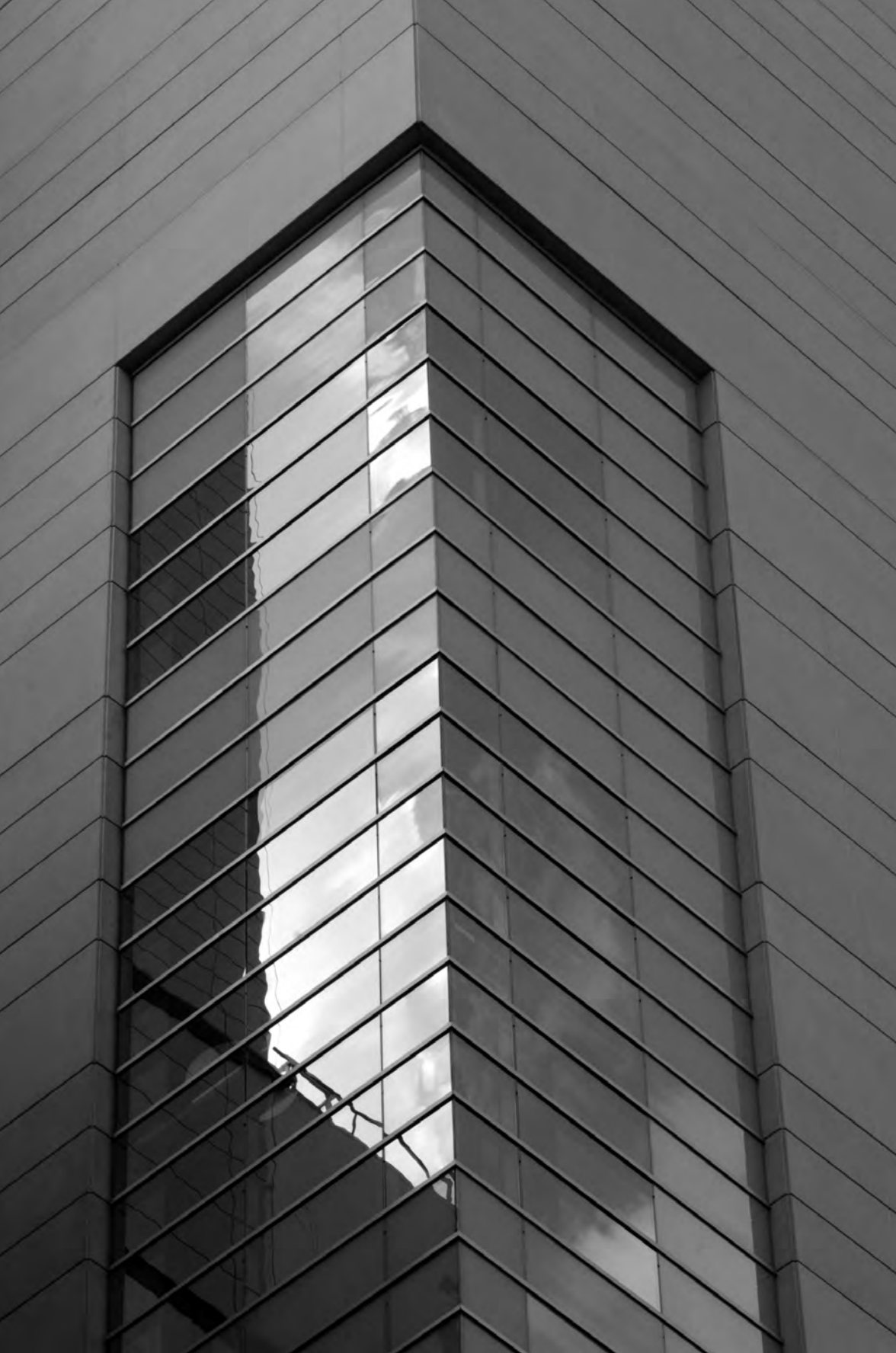
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Medical School Calendar 2008/2009

FALL SEMESTER 2008

Registration and classes begin 4th years / Monday 7 July
First intersession 3rd years / Monday 7 July
Registration 1st year / Thursday 31 July to Friday 1 August
Registration 2nd year / Thursday 7 August to Friday 8 August
Classes begin 1st year / Monday 4 August
Classes begin 2nd year / Monday 11 August
Labor Day holidays all classes / Monday 1 September
Second intersession 3rd years / Monday 29 September to Friday 3 October
Fall break 1st year / Saturday 18 October to Tuesday 21 October
Fall break 2nd year / Saturday 18 October to Tuesday 21 October
Thanksgiving holidays all classes / Thursday 27 to Sunday 30 November
Fall semester ends 1st and 2nd years / Friday 19 December
Fall semester ends 3rd and 4th years / Friday 19 December
Holiday break all classes / Saturday 20 December to Sunday 4 January

SPRING SEMESTER 2009

Spring semester begins 1st and 2nd and 4th year classes / Monday 5 January
Third intersession 3rd years / Monday 5 January to Friday 9 January
Spring holidays 1st year / Saturday 14 March to Sunday 22 March
Spring holidays 2nd and 3rd years / Saturday 28 March to Sunday 5 April
Spring holidays 4th year / Friday 20 March to Sunday 22 March
Instruction ends 4th year / ~~Friday 26 April~~ 
Fourth intersession / Monday 6 April to Friday 10 April
Instruction ends required courses 1st year / Thursday 7 May
Instruction ends required courses 2nd year / Friday 15 May
Commencement / Friday 8 May
Instruction ends 3rd year / Friday 26 June

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Institutional Review Board for the Protection of Human Subjects

The Institutional Review Board for the Protection of Human Subjects comprises a Chair and the committees of Behavioral Sciences and Health Sciences, which are composed of physicians, behavioral scientists, a staff attorney, and community members. Acting through its two committees, the board reviews research proposals involving human subjects with respect to the rights and welfare of the human subjects, the appropriateness of methods used to obtain informed consent, and the risks and potential benefits of the investigation. Approval of the board or one of its component committees is required prior to initiation of any investigation.

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Medical Center Appointments and Tenure Review Committee

The Medical Center Appointments and Tenure Review Committee reports to the Vice Chancellor for Health Affairs. Its membership is made up of representatives from the School of Medicine and the School of Nursing, and the Dean for Graduate Studies and Research. The committee is responsible for review of all appointments and tenure in the Medical Center.

Naji N. Abumrad, Dean W. Ballard, Graham F. Carpenter, Jayant K. Deshpande, Stephan H. W. Heckers, Laurence E. Lancaster, Ann F. Minnick, Herbert S. Schwartz, Kenneth A. Wallston

Vanderbilt University Institutional Animal Care and Use Committee (IACUC)

The VU Institutional Animal Care and Use Committee (IACUC) is responsible for ensuring that all animals in experimental research and teaching, under the jurisdiction of Vanderbilt University and the Veterans Administration Tennessee Valley Healthcare System (VA), are used appropriately and in accordance with the highest standards of humane care, and that research involving animals is conducted in an ethical manner.

The IACUC oversees the institutions' animal care and use program, facilities and procedures, as mandated by the Animal Welfare Act and the Public Health Service Policy.

Committee members include: David Piston, Chair. Eric Delpire, Vice Chair. Ronald Emeson, ViceChair. Bruce Appel, Mike Awalt, Gregory "Dan" Ayers, Robert Barrett, Chin Chiang, Mark Does, Sylvia Gografe, James Goldenring, Simon Hayward, Carrie Jones, Steve McElroy, David Ong, Pamela Pigg, Ambra Pozzi, Jeff Reese, Debbie Reyland, Ken Salleng, E. Paul Sikoski, Jeanne Wallace, Alissa Weaver, Kent Williams, and Mary Zutter.

Alternate members include: Yasin Kokoye, Gilbert Moeckel, and Frederich Schuening.

Non-voting, *ex-officio* members include LouAnn Burnett, Karen Jackson, John Manning, Ruth Nagareda, and Mike Walsh.

Vice Chancellor's Committee for the Veterans Administration

The Vice Chancellor's Committee is the fundamental administrative unit for policy development and evaluation of educational and research programs at the affiliated Veterans Administration Medical Center. It is composed of senior faculty members of the School of Medicine and others who are associated with the Veterans Administration Medical Center. Vanderbilt members are appointed by the chief medical director of the Veterans Administration on nomination by the Vice Chancellor for Health Affairs.

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Medical Center

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Medical Center Overview

VANDERBILT University Medical Center (VUMC) has a three-fold mission—the education of health professionals, research in medical sciences, and patient care. This mission is carried out in five primary operating units—the School of Medicine, the School of Nursing, The Vanderbilt Clinic, Vanderbilt University Hospital, and the Monroe Carell Jr. Children’s Hospital at Vanderbilt, all places in which patients receive exemplary care from physicians and nurses who are creative teachers and scholars.

Members of the faculty maintain proficiency and establish working relationships in the professional community by participating directly in patient care. Their practice encourages the free flow of ideas among the School of Medicine, the School of Nursing, and the clinical units, facilitating joint research activities. As a result, the Medical Center can undertake significant, innovative programs that set the standards for health care in the region.

Outstanding patient care and technological innovation have established Vanderbilt’s reputation as a leading referral center. Physicians from other states and foreign countries refer to Vanderbilt those patients whose health problems demand interdisciplinary skills and expert knowledge. Consequently, students in the Medical Center encounter a wider range of diseases than they would be likely to see in many years of private practice.

The Medical Center furnishes support for University programs in divinity, business, engineering, and law—and makes possible the Ann Geddes Stahlman professorship in medical ethics as well as interdisciplinary programs in philosophy, religion, and the social sciences.

Through the education of physicians, nurses, biomedical scientists, and technicians in allied health professions—and an overriding concern for the care of patients—Vanderbilt University Medical Center strives to improve the health of the individual. Through scholarship and research leading to new knowledge about the nature, treatment, and prevention of disease, the Medical Center contributes to the improvement of the health of all.

Facilities

Vanderbilt University Hospital

The hospital is a dramatic, twin-tower structure of red brick, specially equipped to provide complex and vital services to its patients, continuing Vanderbilt’s century-old tradition of offering the best in patient care.

Routinely, more than 25 percent of patients seen in the hospitals are from states other than Tennessee, with the majority coming from Kentucky, Alabama, and Mississippi.

The Monroe Carell Jr. Children's Hospital at Vanderbilt

The Monroe Carell Jr. Children's Hospital at Vanderbilt is a place to hope and a place to heal for patients and their families. Recognized as one of the premier children's hospitals in the nation by *U.S. News and World Report* in 2007, Vanderbilt Children's Hospital cares for the sickest patients in the region and beyond.

Vanderbilt Children's Hospital is the most comprehensive children's hospital in the state, providing pediatric services from neurosurgery, cancer treatments, and organ and bone marrow transplants to repairing broken legs and everything in between. We treat all children regardless of ability to pay. Vanderbilt Children's Hospital has the only pediatric emergency department in Middle Tennessee; this department had more than 43,900 visits in 2007, and more than 154,390 patients were seen in outpatient clinics the same year.

Constructed in 2004, the new freestanding Vanderbilt Children's Hospital is filled with state-of-the-art equipment and information systems to provide the best treatment for patients and offers a variety of family accommodations to help fulfill its mission of family-centered care. Vanderbilt Children's Hospital is a nonprofit teaching and research hospital that relies on the support of individuals and others to help children get well and on their way.

The Psychiatric Hospital at Vanderbilt

This facility provides provides inpatient, partial hospitalization services to children, adolescents, and adults with psychiatric and substance abuse problems. Services include 24-hour crisis assessment and a year-round accredited school for children and adolescents.

The Vanderbilt Clinic

The 535,000 square foot Vanderbilt Clinic houses more than eighty-five medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, a day surgery center. The clinic was opened in February 1988.

Vanderbilt Stallworth Rehabilitation Hospital

Vanderbilt Stallworth provides comprehensive inpatient and outpatient rehabilitation services for adult and pediatric (age 6+) patients with neurological, orthopaedic, and other injuries, as well as chronic conditions and disabilities. With state-of-the-art treatment technology, the hospital specializes in the treatment of stroke, brain, and spinal cord injury; multiple traumas; amputees; hip fracture; and other diagnoses. A designated Stroke Center of Excellence within its ninety-four hospital rehabilitation network, Stallworth repeatedly exceeds the national benchmarks for patient satisfaction and functional outcomes. It is also home to the Vanderbilt Center for Multiple Sclerosis. This hospital is a joint venture with HealthSouth Corporation.

Vanderbilt-Ingram Cancer Center

The Vanderbilt Ingram Cancer Center is Tennessee's only Comprehensive Cancer Center designated by the National Cancer Institute and one of only thirty-nine such centers in the country. In 2007, the Cancer Center was invited to join the prestigious National Comprehensive Cancer Network, a nonprofit alliance of twenty-one of the world's elite cancer centers collaborating on improving the quality and effectiveness of cancer care for patients everywhere. The center unites nearly 300 physicians and scientists in seven research programs in breast cancer, gastrointestinal cancer, experimental therapeutics, genome maintenance, host-tumor interactions, signal transduction, and cell proliferation, as well as cancer-prevention and population-based research. These scientists generate more than \$180 million in annual support from public and private sources. The center includes a long list of large "team science" grants from the NCI and other sources, including three Specialized Programs of Research Excellence (SPORes) in breast, gastrointestinal, and lung cancers, the Southern Community Cohort Study, a Digestive Disease Center grant, a Tumor Microenvironment Network grant, a Mouse Models Consortium grant, a Molecular Signatures of Lung Cancer grant, a Clinical Proteomic Technology assessment grant, a Minority Partnership grant (with Meharry Medical College), and a Multiscale Mathematical Modeling for Cancer grant. The center's clinical trials program includes robust work in Phase I drug development and designation by the NCI as sites for Phase I and Phase II clinical trials. The center also boasts several donor-supported research initiatives, including the Frances Williams Preston Laboratories of the T. J. Martell Foundation, the A. B. Hancock Jr. Memorial Laboratory for Cancer Research, the Jim Ayers Institute for Pre-Cancer Detection and Diagnosis, and the Robert J. Kleberg and Helen C. Kleberg Center for Cancer Genetics and Genomics.

Vanderbilt Kennedy Center for Research on Human Development

The mission of the Vanderbilt Kennedy Center is to improve the quality of life of persons with disorders of thinking, learning, perception, communication, mood, and emotion caused by disruption of typical development. It is dedicated to improving the lives of children and adults with disabilities by embracing core values that include the pursuit of scientific knowledge with creativity and purpose; the dissemination of information to scientists, practitioners, families, and community leaders; the facilitation of discovery by Kennedy Center scientists; and the translation of knowledge into practice. The center is one of fourteen nationally designated National Institutes of Health research centers on mental retardation and other developmental disabilities supported in part by the National Institute of Child Health and Human Development. In 2005, it was designated a University Center for Excellence on Developmental Disabilities Education, Research, and Service by the federal Administration on Developmental Disabilities. The center is an interdisciplinary research, training, diagnostic, and treatment institute, embracing faculty and resources available through Vanderbilt University

Medical Center, the College of Arts and Science, and Peabody College. The center brings together scientists and practitioners in behavior, education, genetics, and neuroscience to work together in unique ways to solve the mysteries of development and learning.

Vanderbilt Diabetes Center

The Vanderbilt Diabetes Center provides a comprehensive approach to diabetes. Programs dealing with education and training of students and fellows provide the next generation of caregivers and scholars. Other programs support the diabetes-related research of more than eighty VUMC faculty members. Several sophisticated core resources are of particular importance in this regard. Finally, the VDC, through the recently established Vanderbilt-Eskind Diabetes Clinic, provides comprehensive clinical care, including addressing complications of the disease, for diabetics of all ages.

Rudolph A. Light Hall

Completed in 1977, Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the department of biochemistry, the department of molecular physics and biophysics, and the Howard Hughes Medical Institute. Named for Dr. Rudolph A. Light, former professor of surgery and member of the Board of Trust, Light Hall is connected by tunnels to Medical Center North and to the hospital and by bridge to the Medical Research Buildings and the Veterans Administration Medical Center.

Ann and Roscoe Robinson Medical Research Building

Laboratories and academic space for pharmacology, biochemistry, and molecular physiology and biophysics are housed in the Ann and Roscoe Robinson Medical Research Building. The eight-story building, opened in 1989, is also home to the A. B. Hancock Jr. Memorial Laboratory for Cancer Research and the positron emission tomography (PET) scanner.

The building is linked to Light Hall and shares an underground level with The Vanderbilt Clinic. The Vanderbilt Clinic and the Veterans Administration Medical Center are connected to the Medical Research Buildings by a bridge.

Frances Preston Medical Research Building

This building is named in honor of Frances Williams Preston, President and CEO of Broadcast Music, Incorporated, and was formerly known as Medical Research Building II. The purpose of this building is to consolidate the Vanderbilt-Ingram Cancer Center programs into one primary location with a distinct presence within the Vanderbilt Medical Center campus. The project consists of a new two-story lobby at grade with a patient drop-off area, five office floors, and a conference center floor.

Medical Research Building III

The MRB III building houses sixty-six research laboratories, four teaching laboratories, research support areas, offices, conference rooms, classrooms, and an 8,650-square-foot greenhouse for research and teaching.

The landmark project—a 350,000-square-foot facility designed to promote study between diverse scientific disciplines—is a joint undertaking of the College of Arts and Science and the Medical Center.

Medical Research Building IV

Medical Research Building IV (MRB IV) adds 389,000 square feet of wet lab space to the Medical Center Campus. The building has two separate but linked parts consisting of a three-story, vertical addition to Light Hall and a seven-story addition above Langford Auditorium. The new facility supports continued growth in VUMC research programs. The project site incorporates the existing Light Hall structure and Langford Auditorium and the existing land area immediately west and behind Langford for a distance of 75 feet to the shared VUMC/VA property line.

The concrete-framed Light Hall addition, which was completed and occupied in September 2005, is now home to approximately eighteen principal investigators and associated staff. The Langford overbuild, also designed as a concrete frame with an exterior glass skin, was completed in March 2008, while early occupancy of the lab spaces began in the fall of 2007. The exterior skin closely matches the architectural design of the existing Eskind Library. Twenty-four-foot-high concrete trusses span Langford Auditorium and transfer column loads for the upper portion of the new building. The Langford Auditorium exterior is completely enveloped within the new design; the interior of the auditorium has been completely renovated.

Medical Center East-South Tower

Opened in April 2005, this tower is home to the Vanderbilt Orthopaedic Institute, the Bill Wilkerson Center for Otolaryngology and Communication Sciences, and the Vanderbilt Diabetes Clinic.

Medical Center East-North Tower

The original building, constructed in 1993, contains a surgical pavilion and an inpatient thirty-bed obstetrics unit. A four-floor addition was added in 1994. It currently houses adult primary care practice suites and academic and outpatient space for the Department of Ophthalmology and Visual Sciences, the Vanderbilt Center for Health Systems Research, and the Vanderbilt Department of Plastic Surgery–Cosmetic Clinic.

Medical Center North

The 21-bed Newman Clinical Research Center, an inpatient orthopaedic unit, and a general-care unit are located in Medical Center North. The complex also houses administrative support services for the hospital and Medical Center.

Faculty and administrative offices and research space for Medical School departments are in Medical Center North. The original portions of the building were completed in 1925. Since that time a number of connecting wings and buildings have been added.

Village at Vanderbilt

The Village contains outpatient facilities for psychiatry, dentistry, and orthodontics. The Dialysis Center is also located there.

Oxford House

The Oxford House contains office space for a number of Medical Center functions. Major occupants include the Transplant Center, the Department of Emergency Medicine, Medical Ethics, and the Emeriti Faculty Office.

Mary Ragland Godchaux Hall

Built in 1925, Mary Ragland Godchaux Hall is located between the Jean and Alexander Heard Library and MRB III of the Vanderbilt University Hospital. Faculty and administrative offices and research space for the Nursing School are located within this building. Godchaux Hall has recently completed a two-year renovation to update the building infrastructure.

Godchaux Hall contains a state-of-the-art IP-based videoconferencing classroom, four research interview rooms with video and audio recording options, a research observation room with video and audio recording controls, three equipped small seminar/conference rooms, one moderate-size electronic classroom for use with laptops, and an audiovisual-equipped living room. Together with a sunlit atrium connecting the building with others in the nursing complex, Godchaux Hall comprises 34,421 square feet. Renovations to Godchaux Annex are scheduled for completion by the end of summer 2007. The renovated facility will include two large- and two medium-size lecture halls, as well as four seminar-size classrooms. All can be quickly equipped for audio and video recording to tape or broadcast via streaming media. All classrooms have permanently installed projection devices and an up-to-date presentation computer. All afford wireless access to the Internet. The four larger halls are equipped with Smart technology at the lectern. The facility has a commons area that brings the total space for the Annex to 13,175 square feet.

Center for Research Development and Scholarship (CRDS). Housed on the fourth floor of Godchaux Hall, CRDS provides research consultation, support, and resources for scholarly and research projects. CRDS assists with grant proposal development, Institutional Review Board application, paper and poster presentation, database management, instrument development, use of computers, literature searches, reference retrieval, and manuscript preparation. CRDS resources are available to all School of Nursing faculty investigators.

Patricia Champion Frist Hall

In 1998 the new 20,259-square-foot Patricia Champion Frist building, located adjacent to Godchaux Hall, was completed. This building houses the Frist Nursing Informatics Center, a multi-media classroom with installed networking for seventy-five students, a health assessment/multi purpose classroom, a student lounge, a reception area, and fifty faculty offices. Two of the larger classrooms have installed infrastructure capable of video streaming live lectures that are then converted to CD-ROM format. Godchaux Hall, the Annex, and Frist Hall are joined by a common Atrium. Thus, the three buildings of the School of Nursing and the Atrium form a self-contained, cohesive instructional and social complex.

The Frist Nursing Informatics Center (FNIC). The FNIC student computer labs, located in Patricia Champion Frist Hall, are equipped with twenty-five HP dc5750 computers (AMD Athlon 64x2 Dual Core 1.8 GHZ, with 2 GB memory, 80 GB hard drives, and DVD writers), two scanners, and three laser printers. An additional eight units are installed in a Testing Lab to accommodate the growth of proctored Web-based testing in a quiet environment. All computers are placed on a three-year rotation cycle. Students schedule testing dates in order to suit individual needs within a range of dates allowed by course faculty.

A full range of software is available for document preparation; however, fewer tools are available on computers dedicated to testing. Instructional software packages are also available. Faculty and students use a Web-based course management system called OAK (built on Blackboard) for most course communication, group activities, and the sharing of course resources. In addition, two-way synchronous audio and graphic collaboration is available using a Web conferencing system called Centra. Experts in interactive educational design and information technology are available through the FNIC. Consultation and troubleshooting activities include assistance with design and development of instructional strategies, development of specialized interactive computer-based programs and Web pages, design and maintenance of databases, design and development of instructional materials, video production, and audiovisual editing services. The FNIC implements and maintains quality assurance for School of Nursing Web pages with assistance from designated departmental staff and program faculty.

Vanderbilt Dayani Center for Health and Wellness

The Kim Dayani Center is a medically based fitness/health promotion center which specializes in the modification of risk factors, including those related to cardiovascular disease, weight management, stress, sedentary lifestyle, and smoking.

Vanderbilt Sports Medicine Center

The Vanderbilt Sports Medicine Center is a full-service medical, surgical, and rehabilitative approach to acute and chronic musculoskeletal injuries.

Vanderbilt Center for Better Health

The Vanderbilt Center for Better Health's mission is to accelerate change in health care. To accomplish this mission, the center convenes diverse stakeholders to accomplish critical path planning, provides methods for reducing time to results, conducts research through demonstration projects, and supports active learning through sessions that leverage facts during solution design. The VCBH innovation center is one tool used by our clients to achieve this mission and focuses on leveraging our strengths in the areas of strategies and skills for health care and clinician adoption of health information technology. Our research programs include the Regional Informatics Initiative and the Health Care Solutions Group—a think-and-act tank jointly sponsored by Vanderbilt Medical Center and the Nashville Health Care Council. We are currently researching future programs focused on personal health record (PHR) and applications (PHA), as well as consumerism in health care.

Vanderbilt Heart and Vascular Institute

The Vanderbilt Heart and Vascular Institute is a comprehensive and integrated heart and vascular program offering diagnosis, medical treatment, minimally invasive therapies, surgical intervention, and disease management, state-of-the-art techniques, and personalized treatment programs to meet each individual's unique needs.

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

The Vanderbilt Bill Wilkerson Center is devoted to comprehensive patient care, education, and research in the field of communication disorders and diseases, as well as ailments of the ear, nose, and throat, and head and neck. Its programs are highly regarded nationally; *U.S. News & World Report's* 2007 survey of the nation's "Best Hospitals" ranked VUMC's otolaryngology program at number 16 nationally. In 2004, the last time these programs were ranked by *U.S. News*, the Wilkerson Center's audiology program ranked first among 118 programs and its speech pathology tied for sixth out of 225 other programs.

Vanderbilt Transplant Center

The Vanderbilt Transplant Center is a multidisciplinary alliance of transplant specialists. Each transplant program within the center represents a collaboration of medical and surgical professionals working together in the best interests of the transplant patient.

Medical Arts Building

Immediately adjacent to the hospital, the Medical Arts Building provides members of the clinical faculty with convenient office space.

Libraries

The Jean and Alexander Heard Library

This is the collective name for all the libraries at Vanderbilt, which have a combined collection of more than 2.8 million volumes. It comprises the Central, Biomedical, Divinity, Law, Management, Music, Peabody, and Science and Engineering libraries, each of which serves its respective school and disciplines. Special Collections, the University Archives, and the Television News Archive are also part of the library system. The facilities, resources, and services of these divisions are available to all Vanderbilt faculty and staff members, students, and alumni/ae. Most materials are shelved in open stacks and are available to users through Acorn, the library's integrated, automated system. Acorn also provides access to a growing number of full-text journals, as well as indexes and other research resources. Acorn and the library homepage (www.library.vanderbilt.edu/) are accessible via the campus network and from workstations in each library.

The Annette and Irwin Eskind Biomedical Library

The Eskind Biomedical Library (EBL) is a modern 78,000-net-square-foot facility, dedicated in April 1994. The construction of this award-winning library building was made possible by a gift from Vanderbilt Alumnus Irwin Eskind and his wife, Annette. With a staff of forty, the library collects and provides access to materials to support the teaching, research, and service missions of Vanderbilt University Medical Center.

Digital Resources. To facilitate information access at the point of need, EBL's practice philosophy centers on the provision of electronic resources related to medicine, nursing and the biosciences and services that integrate evidence seamlessly into VUMC workflow. EBL's comprehensive, multidimensional Digital Library (www.mc.vanderbilt.edu/diglib) offers fast, targeted access to online books, journals, databases and Web sites. Through this portal, EBL provides access to more than 3,754 full-text electronic journal titles, a number that is continually expanding. It also makes available seminal online texts (e.g., Harrison's Online and *Nelson Textbook of Pediatrics*) in a wide range of biomedical specialties. In addition, EBL offers the Books@Ovid collection

which includes 72 titles and AccessMedicine which includes 44 book titles. The library subscribes to a wide variety of information sources to promote evidence-based practice: MDConsult™, STAT!-Ref.™, and Current Protocols Online are collections of full-text electronic resources. CRL Online (Clinical Reference Library™) and EpocratesRX are comprehensive clinical drug information databases. BMJ's Clinical Evidence provides summaries of current knowledge on medical treatment for a range of conditions, developed through literature searching and assessment of systematic reviews. UpToDate® is a database of clinical topic reviews based on clinical evidence. InfoRetriever provides a cross-database search engine and displays full-text documents from a variety of evidence-based resources, including the InfoPO-EMs database. Global Infectious Disease and Epidemiology Network (GIDEON) is an online diagnosis and reference tool for the tropical and infectious diseases, epidemiology, microbiology and antimicrobial chemotherapy fields. Ovid™ Technologies provides access to several databases, including MEDLINE, CINAHL™ (nursing and allied health), Ovid™ Evidence-Based Medicine Reviews, EMBASE Drugs & Pharmacology™, and HaPI™ (health and psychosocial instruments). Multimedia programs, such as A.D.A.M. Online Anatomy™, support just-in-time education needs.

To promote biosciences research, the library also provides web access to the ScienceDirect® and Web of Knowledge™ which includes BIOSIS®, Current Contents Connect®, ISIHighly Cited™ and Science Citation Index Expanded. Access to key National Center for Biotechnology Information resources including PubMed, GenBank™, Entrez Gene™, Map Viewer™, and OMIM™. In addition, the Medical Center information systems are accessible via the Digital Library.

Using its flexible Digital Library shell, EBL has also created specialized Digital Libraries for Children's Hospital, bioresearch, nursing, public health, Vanderbilt Medical School, and consumer health users, as well as Medical School alumni, to customize the electronic delivery of information to these specific user groups.

Evidence-based Practice Support. The library employs a matrix of strategies to foster evidence-based medicine practice. The EBL provides access to a list (www.mc.vanderbilt.edu/diglib/ebm.html) of commercially-produced evidence-based databases through a primary navigation button within the Digital Library. This list encompasses critical resources such as UpToDate®; Cochrane Database of Systematic Reviews, Review of Effects and Register of Controlled Trials; HealthGate; ACP Journal Club; and links to globally accessible EBM resources such as the National Guideline Clearinghouse™. The site also features EBL's internally-developed EBM databases such as the Clinical Informatics Consult Service (CICS) Evidence Based Site and the Outpatient Clinical Informatics Consult Service (OCICS) Site, which house evidence syntheses created in response to complex clinical queries, and the Pathway/Order Set Literature Locator, which contains expert search strategies and literature summaries to support evidence-based development of clinical pathways and clinical order sets.

EBL has developed proactive mechanisms to integrate evidence into clinical and research workflow through linkages of patient care guidelines within

the electronic medical record. Further leveraging VUMC's informatics tools, the library has extended the CICS evidence-provision model to incorporate an evidence-request function into the patient record system to which clinicians can post complex questions and receive an expert summary of the relevant literature. Summaries are integrated into the permanent patient record.

In addition to working as clinical and research informationists, EBL librarians participate in multidisciplinary teams throughout the medical center, supporting a variety of programs such as pathways/order sets development, IRB, and patient information services. EBL team members contribute vetted patient information links addressing diseases/conditions and lab findings/vital signs to the Medical Center's online patient portal, MyHealthAtVanderbilt, and the Medical Center's electronic medical record system, StarPanel.

Programs and Services. The library is committed to service, and its most important resource is the expertise of its staff. Librarians help students, residents, and faculty stay abreast of the latest findings in the literature by actively participating on clinical rounds and providing targeted support to researchers. Bioinformatics support is provided through regular training classes and individualized consultations. Members of the collection development team are available to meet with faculty developing new courses or programs to assess the information needs of those endeavors and determine the most appropriate way to fulfill those needs. EBL assistance with comprehensive literature reviews is available to researchers developing IRB protocols and to IRB protocol analysts.

The library has also established a Patient Informatics Consult Service (PICS) program to provide VUMC patients and their families with the latest in health information. Information provision to this patron group includes comprehensive information packets tailored to patient needs, access to the EBL's consumer health materials collection, and access to the EBL's online Consumer Health Digital Library.

Through AskELIS asynchronous services (Library Information Desk, SearchDoc, the Librarian On Call, and Learning Site), staff expertise is electronically available 24/7. Online knowledge modules provide 24-hour interactive instruction in health science resources and bibliographic management tools. Other services include circulation of books, management of reserve materials, document delivery to obtain needed material held by other institutions, reference and research services, and guidance in the use of new information technologies. As part of the Informatics Center, library staff work in partnership with researchers in the Division of Biomedical Informatics and the Information Management Department to innovate the delivery of health information to Vanderbilt and to the larger regional community.

Just-in-Time Learning Support. The library offers formal orientations and training sessions on electronic resources regularly in the state-of-the-art Training Room. The Training Room features fourteen training stations, a master station for the trainer, and multimedia projection capabilities. Classnet®, an integrated hardware utility, allows the trainer to assume control of trainees' computers, the multimedia player, and the classroom projector, which facilitates interactive instruction and demonstration. EBL staff also actively exploit opportunities for informal, just-in-time training in all interactions with Medical Center professionals.

EBL has also developed a medical education-focused digital library, Ask GALEN (General Assistance for Learning and Education Needs) that links targeted electronic resources (electronic books, suggested course readings, relevant web sites, etc.) directly to lectures housed in the medical school's web-based course management system. Ask GALEN allows students to move seamlessly between lecture notes and supplementary study materials to support medical education at the point of need.

The EBL provides Medical Center patrons with the computer equipment needed to support their information needs. Most public workstations in the library have the same desktop and functionality as other "shared" workstations throughout the Medical Center. All fifty-four publicly available computers in the library are connected to the Medical Center network. In addition, fifteen wireless laptop computers and four wireless Airpanel monitors can be used in the library.

Knowledge Management. EBL has long focused on integrating knowledge management approaches into information provision. A knowledge management focus on designing reusable tools is central to EBL-created tools (www.mc.vanderbilt.edu/kmt/index.html) such as the Learning Framework, the Learning Module Shell, the Publishing and Directory Shells, and the Informatics Center Tools Finder. Moreover, EBL actively seeks opportunities to integrate information into existing medical center tools and processes.

EBL Research. EBL's research interests include integrating evidence into the patient care and research workflow using informatics applications; evaluating and formalizing the informationist concept; education, skills development, and leadership development of librarians; optimal selection and use of information resources; and digital library development. (www.mc.vanderbilt.edu/biolib/research/index.html)

Print Resources. For materials not available in digital format or of historical value, the library maintains a print collection of more than 203,028 volumes, of which about 80,066 are monographs and 122,962 are serials. The library receives ~116 print serial titles and has a small collection of non-print material. Most materials are shelved in open stacks and are available to users through Acorn, the library's web-based catalog. A unique collection of rare books, photographs, and historical items can be found in the Historical Collections Room. The EBL Medical Center Archives is a repository for manuscripts and institutional records reflecting the history of the Medical Center and the history of medicine. The EBL's Records Center serves as a model archives and records program, providing access to materials with possible long-term administrative and historical value to the institution.

More details are provided at www.mc.vanderbilt.edu/biolib/. The site includes a succinct description of the library's collection, programs and services and a responsibility chart (in the "Who's Who at Eskin" section).

Professional and Supervisory Staff

DEBORAH BROADWATER, M.L.S., Assistant Director for Collection Development

JOHN CLARK, M.S., Health Systems Analyst Programmer

MARK DESIERTO, M.S.L.I.S., Library Intern

MARCIA EPELBAUM, M.A., Assistant Director for Library Operations
GAYLE GRANTHAM, Health Information Specialist
NUNZIA GIUSE, M.D., M.L.S., Director
REBECCA JEROME, M.L.I.S., Assistant Director for Filtering and Evidence-Based Services
TANEYA KOONCE, M.S.L.S., Assistant Director for Web Development
QINGHUA KOU, M.S., Health Systems Analyst Programmer
PATRICIA LEE, M.L.S., Assistant Director for Fee-Based Services
FRANCES LYNCH, M.L.S., Associate Director for Administration
JENNIFER LYON, M.L.I.S., M.S., Coordinator, Research Informatics Consult Service
SANDRA L. MARTIN, M.L.S., Ed.S., Ed.D., Assistant Director for Children's Hospital Services
DAN E. MCCOLLUM, Administrative Assistant Director for Auxiliary Centers
SHANNON A. MUELLER, M.L.I.S., Librarian
JEREMY NORDMOE, M.A., Coordinator, Medical Center Archives
CHRISTOPHER RYLAND, M.S.I.S., Coordinator for Special Collections
NILA SATHE, M.A., M.L.I.S., Assistant Director for Research
MARY H. TELOH, M.A., Coordinator, Historical Collections
PAULINE TODD, M.S., Librarian
MARGARET W. WESTLAKE, M.L.S., Assistant Director for Staff Training
ANNETTE M. WILLIAMS, M.L.S., Associate Director
TAO YOU, M.L.I.S., Librarian
JERRY ZHAO, M.S., M.L.I.S., Systems Software Specialist

Affiliated Facilities

Vanderbilt is closely affiliated with the 485-bed Veterans Administration Medical Center—a Vice Chancellor's Committee hospital containing 439 acute-care beds and outpatient facilities.

The Medical Center uses the facilities of Baptist Hospital, Meharry Medical School/Nashville General Hospital, the Luton Community Mental Health Center, the Middle Tennessee Mental Health Institute, the Metro Nashville–Davidson County Health Department, Southern Hills Hospital, and Centennial Medical Center.

Information Technology Services (ITS)

Information Technology Services (ITS) offers voice, video, data, computing, and Web conferencing services to Vanderbilt students, faculty, and staff, and provides free anti-spyware and antivirus downloads.

ITS maintains and supports VUnet, the campuswide data network that provides access to the Internet, and VUnetID, the authentication service that enables Vanderbilt users to securely identify themselves to many services on VUnet. Those services include OASIS, the university's course registration system; Online Access to Knowledge (OAK); VUspace, the university's network file system; and VUmail, the university's e-mail system. VUmail now includes VUmailguard, designed to protect your e-mail from viruses, unwanted mail (spam), and high-risk attachments.

ITS maintains the campus phone (voice) network, including a personal phone line for each resident student. Optional services include voice mail and long-distance calls from campus (V-net). ITS also partners with Sprint, Verizon, and AT&T to offer discounts for cellular phone service.

For campus residents, ITS supports ResNet, which provides a direct connection to VUnet and the Internet. Phone and cable television ports are provided in each campus residence. For more information about ResNet, see digitallife.vanderbilt.edu/resnetstart.html.

Through the Digital Life initiative, Vanderbilt partners with Ruckus, Napster, FreshTracks Music, and Joost to offer VUmix, a legal, safe, inexpensive, and easy way to explore and share music and digital content. See digitallife.vanderbilt.edu and www.vanderbilt.edu/vumix for details.

The ITS Help Desk provides information to students, faculty, and staff about VUnet and VUnet services. Help Desk locations, hours, contacts, and other information can be found at www.vanderbilt.edu/helpdesk.

For more information on IT services, visit its.vanderbilt.edu.

Visit www.vanderbilt.edu/technology.html for more information on computing at Vanderbilt.

Canby Robinson Society

In 1978, Vanderbilt established the Canby Robinson Society in honor of George Canby Robinson, M.D., dean of the Medical School from 1920 to 1928. It was through Dr. Robinson's leadership that the teaching hospital and the research laboratories were placed under one roof, thrusting Vanderbilt to the forefront of medical education. His innovation regarding the diversity of the Medical School's curriculum, with emphasis on biomedical research and improved health care, is a legacy that continues today.

With a membership of more than 2,500 and a working thirty-member board, this donor society promotes both unrestricted and restricted gifts in support of the Medical Center's programs. Through the leadership of this group, private support to the Medical Center continues to increase. The Canby Robinson Society had eighteen M.D. scholars and sixteen M.D./Ph.D. scholars this past year.

Founders Circle

MRS. BEN J. ALPER
Nashville

MR. AND MRS. JAMES W. AYERS
Nashville

MR. AND MRS. BARRY BAKER
Nashville

DR. DIXON N. BURNS
Tulsa, Oklahoma

MRS. MONROE J. CARELL, JR.
Nashville

MRS. CAROLYN PAYNE DAYANI
Scottsdale, Arizona

DR. AND MRS. WILLIAM R. DELOACHE
Greenville, South Carolina

MRS. IRWIN B. ESKIND
Nashville

MR. AND MRS. THOMAS O. FLOOD
Brentwood, Tennessee

DR. AND MRS. EDWARD P. FODY, JR.
Holland, Michigan

MR. AND MRS. JOHN R. HALL
Lexington, Kentucky

MR. AND MRS. H. RODES HART
Brentwood, Tennessee

MISS VIRGINIA E. HOWD
Cincinnati, Ohio

MR. AND MRS. DAVID B. INGRAM
Nashville

MRS. E. BRONSON INGRAM
Nashville

MR. AND MRS. JOHN R. INGRAM
Nashville

Founders Circle (continued)

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Durham, North Carolina
MRS. BARBARA NELSON LAMBERSON
Lebanon, Tennessee
DR. AND MRS. JAMES R. LEININGER
San Antonio, Texas
MRS. JACK C. MASSEY
Nashville
MRS. JOHN S. ODESS
Chelsea, Alabama
MR. AND MRS. RICHARD C. PATTON
Nashville
DR. THEODORE P. PINCUS
Nashville

MRS. DAVID Y. PROCTOR, JR.
Nashville
DR. AND MRS. KARL E. RATHJEN
Dallas, Texas
DR. HERBERT J. SCHULMAN
Nashville
MR. AND MRS. WILLIAM B. SNYDER
Dallas, Texas
MRS. LYDIA BRYANT TEST
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MRS. DAVID K. WILSON
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MR. AND MRS. LUCIUS E. BURCH III
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Big Sandy, Texas
MR. AND MRS. THOMAS FITE CONE
Nashville
MR. AND MRS. CORNELIUS A. CRAIG II
Nashville
DR. AND MRS. E. WILLIAM EWERS
Nashville
DR. AND MRS. GERALD M. FENICHEL
Nashville
DR. AND MRS. WILLIAM A. HEWLETT
Nashville
DR. AND MRS. JACK E. KEEFE III
Key Biscayne, Florida
MR. AND MRS. LEO KING
Henderson, Kentucky

DR. AND MRS. JAMES TRUE MARTIN
Nashville
MR. AND MRS. GLENN H. MERZ
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DR. AND MRS. HARRY L. PAGE, JR.
Nashville
MR. AND MRS. GEORGE RAWLINGS
Louisville, Kentucky
MRS. BARBARA L. ROGERS
Princeton, New Jersey
DRS. JOHN L. AND JULIA E. SAWYERS
Nashville
MR. AND MRS. SARGENT SHRIVER
Washington, D.C.
MR. AND MRS. DONALD N. TEST, JR.
Dallas, Texas
MRS. HILLIARD TRAVIS
Nashville
MRS. LESTER F. WILLIAMS
Nashville
MRS. ELTON YATES
Pinehurst, North Carolina

The University

When Commodore Cornelius Vanderbilt gave a million dollars to build and endow Vanderbilt University in 1873, he did so with the wish that it "contribute to strengthening the ties which should exist between all sections of our common country."

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: "We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings."

Today as Vanderbilt pursues its mission, the University more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of more than 2,000 full-time members and a diverse student body of about 10,000. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

The 330-acre campus is about one and one-half miles from the downtown business district of the city, combining the advantages of an urban location with a peaceful, park-like setting of broad lawns, shaded paths, and quiet plazas.

Off-campus facilities include the Arthur J. Dyer Observatory, situated on a 1,131-foot hill six miles south.

The schools of the University offer the following degrees:

College of Arts and Science. Bachelor of Arts, Bachelor of Science.

Graduate School. Master of Arts, Master of Arts in Teaching, Master of Liberal Arts and Science, Master of Science, Doctor of Philosophy.

Blair School of Music. Bachelor of Music.

Divinity School. Master of Divinity, Master of Theological Studies.

School of Engineering. Bachelor of Engineering, Bachelor of Science, Master of Engineering.

Law School. Doctor of Jurisprudence, Master of Laws.

School of Medicine. Doctor of Medicine, Doctor of Audiology, Master of Science in Medical Physics, Master of Public Health, Master of Science in Clinical Investigation, Master of Laboratory Investigation, Master of Education of the Deaf.

School of Nursing. Master of Science in Nursing.

Owen Graduate School of Management. Master of Business Administration, Master of Science in Finance.

Peabody College. Bachelor of Science, Master of Education, Master of Public Policy, Doctor of Education.

No honorary degrees are conferred.

Accreditation

Vanderbilt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, education specialist's, and doctor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Vanderbilt University.





Life at Vanderbilt

VANDERBILT provides a full complement of auxiliary services to meet the personal needs of students, to make life on the campus comfortable and enjoyable, and to provide the proper setting for academic endeavor.

Graduate Student Council

The Graduate Student Council (GSC) exists to enhance the overall graduate experience at Vanderbilt by promoting the general welfare and concerns of the graduate student body, creating new programs and initiatives to provide opportunities for growth and interaction, and communicating with the Vanderbilt faculty and administration on behalf of graduate students. These goals are accomplished through a structure of elected representatives, standing committees, and officers. Meetings, which are open to all graduate students, are held monthly. Council meetings provide a forum in which to address many types of concerns. In the recent past, the GSC has helped change policies involving the process for approving dissertations, TA advocacy, parking, student health insurance coverage, housing, and the student-funded recreation center. The GSC is also a member of the National Association of Graduate and Professional Students (NAGPS).

In addition to its representative function, the GSC also organizes a number of events and hosts/sponsors various projects during the year. Some examples include co-sponsoring seminars and panels with individual departments, Graduate Student Research Day (early spring semester), the Graduate Student Honor Council, community outreach activities, and social opportunities. The GSC also awards travel grants to graduate students who wish to present their research at conferences throughout the year. All Vanderbilt graduate students are welcome to attend GSC's monthly meetings and to get involved. For more information, visit www.vanderbilt.edu/gsc.

Housing

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a Web-based off-campus referral service (<https://apphost1a.its.vanderbilt.edu/housing>). The referral service lists information on housing accommodations off campus. The majority of rental property is close to the campus. Cost, furnishings, and conditions vary greatly. For best choices, students seeking off-campus housing should visit the office or consult the Web site by early July for suggestions and guidance. The Web site includes advertisements by landlords looking specifically for Vanderbilt-affiliated tenants, as well as by Vanderbilt students looking for roommates. Listings are searchable by cost, distance from campus, number of bedrooms, and other

parameters. Students may also post “wanted” ads seeking roommate or housemate situations. On-campus university housing for graduate or professional students is not available.

Change of Address

Students who change either their local or permanent mailing address are expected to notify school and university registrars immediately. Candidates for degrees who are not in residence should keep the school and University Registrar informed of current mailing addresses. To change or update addresses, go to <http://registrar.vanderbilt.edu/academicrec/address.htm>.

The Commodore Card

The Commodore Card is the Vanderbilt student ID card. It can be used to access debit spending accounts and campus buildings such as residence halls, libraries, academic buildings, and the Student Recreation Center.

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, see the Web site at www.vanderbilt.edu/commodorecard.

Eating on Campus

Vanderbilt Dining operates several food facilities throughout campus that provide a variety of food and services. The two largest dining facilities are Rand Dining Center behind the Sarratt Student Center and The Commons Dining Center on Peabody campus. Six convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. All units accept the Commodore Card. For hours and menus, visit the Web site at www.vanderbilt.edu/dining.

Obtaining Information about the University

Notice to current and prospective students: In compliance with applicable state and federal law, the following information about Vanderbilt University is available:

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the colleges and schools on the Vanderbilt University Web site at www.vanderbilt.edu/catalogs. A paper copy of the *Undergraduate Catalog* may be obtained by contacting the Office of Undergraduate Admissions, 2305 West End Avenue, Nashville, Tennessee 37203-1727, (800) 288-0432, (615) 322-2561, admissions@vanderbilt.edu. Paper copies of the catalogs for the graduate and professional schools may be available from the individual schools.

Information about financial aid for students at Vanderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid on the Vanderbilt University Web site at www.vanderbilt.edu/financialaid. The Office of Student Financial Aid is located at 2309 West End Avenue, Nashville, Tennessee 37203-1725, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University Web site at <https://virg.vanderbilt.edu>. Select "Factbook," then "Student Profile," then "Retention Rates." Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, Tennessee 37203-5721 or by calling (615) 322-7701.

The annual *Security at Vanderbilt* report on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt Police Department on the university Web site at <http://police.vanderbilt.edu/secatvu.htm>. A paper copy of the report may be obtained by writing the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see "Vanderbilt Police Department" in the following section of this catalog.

A copy of the annual *Equity in Athletics Disclosure Act Report* on the Vanderbilt University athletic program participation rates and financial support data may be obtained by writing the Vanderbilt University Office of Athletic Compliance, 2601 Jess Neely Drive, P.O. Box 120158, Nashville, Tennessee 37212 or by calling (615) 322-7992.

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University Web site at www.registrar.vanderbilt.edu/academicrec/privacy.htm. Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, Tennessee 37203-5721 or by calling (615) 322-7701. For more information, see "Confidentiality of Student Records" in the following section of this catalog.

Services to Students

Confidentiality of Student Records (Buckley Amendment)

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (also referred to as the Buckley Amendment or FERPA). This act affords matriculated students certain rights with respect to their educational records. These rights include:

The right to inspect and review their education records within 45 days of the day the university receives a request for access. Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the university official to whom the request should be addressed.

The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who wish to request an amendment to their

educational record should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent. These exceptions include:

- Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including university law enforcement personnel and health staff); a person or company with whom the university has contracted; a member of the Board of Trust; or a student serving on an official university committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- To parents if the student is a dependent for tax purposes.
- To appropriate individuals (e.g., parents/guardians, spouses, housing staff, health care personnel, police, etc.) where disclosure is in connection with a health or safety emergency and knowledge of such information is necessary to protect the health or safety of the student or other individuals.
- Information to a parent or legal guardian of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the university has determined that the student has committed a disciplinary violation with respect to the use or possession and the student is under the age of twenty-one at the time of the disclosure to the parent/guardian.

The Buckley Amendment provides the university the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for below. Vanderbilt has designated the following as directory information: the student's name, addresses, telephone number, e-mail address, student ID photos, date and place of birth, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Any new entering or currently enrolled student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the university has failed to comply with the Buckley Amendment, he or she may file a complaint using the Student Complaint and Grievance Procedure as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, a student may file a written complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202; (800) 872-5327.

Questions about the application of the provisions of the Family Educational Rights and Privacy Act should be directed to the University Registrar or to the Office of the General Counsel.

Vanderbilt Directory Listings

Individual listings in the online *People Finder Directory* consist of the student's full name, school, academic classification, local phone number, local address, box number, permanent address, and e-mail address. The printed *Vanderbilt Directory* also contains these items unless the student blocks them by September 1 using the update option of the *People Finder Directory*. Student listings in the *People Finder Directory* are available to the Vanderbilt community via logon ID and e-password. Students have the option of making their *People Finder* listings available to the general public (viewable by anyone with access to the Internet), of adding additional contact information such as cellular phone, pager, and fax numbers, and of blocking individual directory items or their listing in its entirety. Students who have placed a directory hold with the University Registrar will not be listed in the online directory. To avoid being listed in the printed directory, the request for a directory hold must be on file prior to September 1.

Directory information should be kept current. Students may report address changes via the Web by going to www.vanderbilt.edu/students.html and selecting the *Address Change* option.

Psychological and Counseling Center

The Psychological and Counseling Center is a broad-based service center available to full-time students, faculty, staff, and their partners and dependents. Services include: 1) family, couples, individual, and group counseling and psychotherapy; 2) psychological and educational assessment; 3) career assessment and counseling; 4) programs such as assertiveness training; marital communication; individual reading and study skills/test-taking techniques; body image, stress, and time management; group support programs for acquiring skills such as relaxation; 5) administration of national testing programs; 6) outreach and consultation; 7) special programming related to diversity issues; 8) campus speakers and educational programs.

Eligible persons may make appointments by visiting the Psychological and Counseling Center or by calling (615) 322-2571. Services are confidential to the extent permitted by law. For more information, see the Web site, www.vanderbilt.edu/pcc. The site also contains self-reflection questions and information resources for counseling services.

Career Center

The Vanderbilt Career Center (VCC) serves graduate students enrolled in a master's or Ph.D. program in the School of Engineering, College of Arts and Science, and the Divinity School interested in pursuing opportunities in industry, government, and/or nonprofit. Students pursuing academic employment should contact their faculty advisers or the departments in which they are currently enrolled for career advising and job search assistance. Graduate students who are undecided about their career goals are encouraged to contact the Vanderbilt Psychological and Counseling Center (VPCC) for career assessment and counseling and then be referred to the VCC for appropriate follow-up. For detailed information about the VCC, visit the Web site at www.vanderbilt.edu/career.

Additionally, the VCC partners with the Peabody Career Center, Owen Career Management Center, and the Owen Special Programs Office to support students enrolled in a professional master's program in Peabody College and the MS Finance program in the Owen Graduate School of Management who are pursuing their first full-time professional opportunity. Services to these students include access to the VCC job and internship database, industry career days and networking events, and campus recruiting.

Student Health Center

The Vanderbilt Student Health Center (SHC) in the Zerfoss Building is a student-oriented facility that provides routine and acute medical care similar to services rendered in a private physician's office or HMO.

The following primary care health services are provided to students registered in degree-seeking status without charge and without copayment: visits to staff physicians and nurse practitioners; personal and confidential counseling by mental health professionals; routine procedures; educational information and speakers for campus groups; and specialty clinics held at the SHC.

These SHC primary care services are designed to complement the student's own insurance policy, HMO, MCO, etc., coverage to provide comprehensive care. Students are billed for any services provided outside the SHC or by the Vanderbilt University Medical Center.

The entire medical staff is composed of physicians and nurse practitioners who have chosen student health as a primary interest and responsibility.

The Zerfoss Student Health Center is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summer. Students should call ahead to schedule appointments, (615) 322-2427. A student with an urgent problem will be given an appointment that same day, or "worked in" if no appointment is available. When the Student Health Center is closed, students needing acute medical care may go to the Emergency Department of Vanderbilt University Hospital. They will be charged by the VU Medical Center for Emergency Department services.

Students may also call (615) 322-2427 for twenty-four-hour emergency phone consultation, which is available seven days a week (except during

summer and scheduled academic breaks). On-call Student Health professionals take calls after regular hours. Calls between 11:00 p.m. and 7:00 a.m. are handled by the Vanderbilt University Emergency Department triage staff. More information is available on the Web (www.vanderbilt.edu/student_health).

Student Injury and Sickness Insurance Plan

All degree-seeking students registered for 4 or more credit hours or actively enrolled in research courses that are designated by Vanderbilt University as full-time enrollment are required to have adequate health insurance coverage. The university offers a sickness and injury insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students online at www.gallagherkoster.com, in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student's account (one half of the premium billed August 1 and one half billed December 1) if an online insurance waiver form is not completed by the August 1 deadline. Coverage extends from August 12 through August 11 of the following year.

IMPORTANT: If you withdraw or leave the university at any time or for any reason after enrolling in the Vanderbilt insurance plan, you will remain covered through August 11, 2009, and will still be responsible for payment of the premium for the full twelve months of coverage. If you do not complete the online waiver by August 1, 2008, you will be automatically enrolled for a twelve-month policy, and you will be responsible for the insurance premium, which you must pay in two equal installments (in August and January).

Newly enrolled students for the spring term must complete the online waiver process by January 5. The online waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Injury and Sickness Insurance Plan.

Family Coverage. Students who want to obtain coverage for their families (spouse, children, or domestic partner) may secure application forms by contacting the on-campus Student Insurance representative, (615) 343-4688. Dependents can also be enrolled online at www.gallagherkoster.com using a credit card. Additional premiums are charged for family health insurance coverage.

International Student Coverage

International students and their dependents residing in the United States are required to purchase the university's international student health and accident insurance plan. If you have other comparable insurance and do not wish to participate in the Student Injury and Sickness Insurance Plan offered through the university, you must complete an online waiver form (www.gallagherkoster.com) indicating your other insurance information. This online waiver form must be completed no later than September 7 or you

will remain enrolled in the plan offered by the university and will be responsible for paying the insurance premium. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

Vanderbilt Child and Family Center

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services, quality child care, and early childhood education to the children of faculty, staff, and students. The center's Web site at www.vanderbilt.edu/HRS/wellness/cfctr.html provides information on resources for child care, adult care, summer programs (both day camps and overnight camps), tutoring services (including test preparation and skill building), and before and after care.

The Child Care Center serves children from six weeks to five years of age and offers placement through a waiting list. Applications may be downloaded from the Web site.

Services for Students with Disabilities

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact the Opportunity Development Center. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audiotaped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. The Opportunity Development Center also serves as a resource regarding complaints of unlawful discrimination as defined by state and federal laws.

Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Opportunity Development Center, VU Station B #351809, 2301 Vanderbilt Place, Nashville, Tennessee 37235-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; www.vanderbilt.edu/odc.

Vanderbilt Police Department

The Vanderbilt Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community.

The Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt Medical Center, and a variety of university-owned facilities throughout the Davidson County area. Non-commissioned and commissioned officers staff the department. Commissioned officers are empowered to make arrests as "Special Police Officers,"

through the authority of the Chief of Police of the Metropolitan Government of Nashville and Davidson County. Vanderbilt officers with Special Police Commissions have the same authority as that of a municipal law enforcement officer while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods.

The Police Department includes a staff of more than one hundred people. All of Vanderbilt's commissioned officers have completed officer training at a state-certified police academy. Those officers hold Special Police Commissions and are required to attend annual in-service, as well as on-the-job training. The department also employs non-academy-trained officers for security-related functions.

The Police Department provides several services and programs to members of the Vanderbilt community:

Vandy Vans—The Vanderbilt Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 5:00 p.m. to 5:00 a.m.

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. Additional information about Vandy Vans and specific stop locations can be found at <http://police.vanderbilt.edu/services.htm> or by calling (615) 322-2558.

As a supplement to the Vandy Vans van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VPD officers. The telephone number to call for a walking escort is 421-8888 (off campus) or 1-8888 (on campus).

Emergency Phones—Emergency telephones (Blue Light Phones) are located throughout the university campus and medical center.

Each phone has an emergency button that when pressed automatically dials the VPD Communications Center. An open line on any emergency phone will activate a priority response from an officer. An officer will be sent to check on the user of the phone, even if nothing is communicated to the dispatcher. Cooperation is essential to help us maintain the integrity of the emergency phone system. These phones should be used *only* for actual or perceived emergency situations.

An emergency response can also be received by dialing 911 from any campus phone. Cell phone users can use (615) 421-1911 to elicit an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. All callers should be prepared to state their location.

Crime Alerts—Crime Alerts are distributed throughout Vanderbilt to make community members aware of significant unsolved crimes that occur at the university. They are distributed by mail, through Vanderbilt e-mail lists, and through the department's Web page, <http://police.vanderbilt.edu>.

Educational and Assistance Programs—The Community Relations Division of Vanderbilt Police Department offers programs addressing issues

such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance.

For further information on available programs and services, call (615) 322-2558 or e-mail crimeprevention.atwood@vanderbilt.edu. Additional information on security measures and crime statistics for Vanderbilt is available from the Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212. Information is also available at <http://police.vanderbilt.edu>.

Campus Security Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act, Vanderbilt University will provide you, upon request, an annual Security Report on university-wide security and safety, including related policies, procedures, and crime statistics. A copy of this report may be obtained by writing or calling the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by telephone at (615) 343-9750. You may also obtain this report on the Web site at <http://police.vanderbilt.edu/secatvu.htm>.

Parking and Vehicle Registration

Parking space on campus is limited. Motor vehicles operated on campus **at any time** by students, faculty, or staff must be registered with the Office of Traffic and Parking located in the Wesley Place garage. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at www.vanderbilt.edu/traffic_parking.

Bicycles must be registered with the Vanderbilt Police Department.

Graduate Student Professional and Personal Development Collaborative

The Graduate Student Professional and Personal Development Collaborative (GSPPD Collaborative) is an informal network of faculty, administrators, and students at Vanderbilt University that seeks to facilitate the awareness and use of the many programs that can help students become productive and well-rounded scholars. The collaborative's Web site (www.vanderbilt.edu/gradschool/gspdd) provides links to various offices and groups at Vanderbilt that support graduate student development. These offices and organizations also jointly sponsor a number of seminars, workshops, and similar events that support student development.

Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) represents one of Vanderbilt University's numerous efforts at acknowledging and promoting diversity. It does so by providing educational and cultural programming on the black experience for the entire Vanderbilt community. Dedicated in 1984, the center is named for the first African American student admitted to Vanderbilt University in 1953, Bishop Joseph Johnson (B.D. '54, Ph.D. '58).

One of the center's aims is to provide cultural programming. It sponsors lectures, musical performances, art exhibitions, films, and discussions on African and African American history and culture. The center also provides an office space for a scholarly journal, the *Afro-Hispanic Review*, edited by Vanderbilt faculty and graduate students.

Another of the center's aims is student support and development. The center provides meeting spaces for numerous Vanderbilt student groups, including the Black Student Alliance, the Presbyterian Fellowship, the Muslim Student Association, and Vanderbilt Spoken Word. The center works with students on a wide range of campus projects and community service opportunities. The center also serves as an informal haven for students, with plenty of opportunities for fellowship and food.

One additional aim of the center is community outreach and service. To this end, the center reaches out to civic and cultural groups. The BJJBC facilitates tutoring and mentoring activities for young people from the Metro Nashville Public Schools, the YMCA, and other community agencies. VU students serve as tutors and mentors. The center also helps promote student recruitment by hosting various pre-college groups.

The center houses a computer lab, a small library, a seminar room, an auditorium, a student lounge area, and staff offices. The center is open to all Vanderbilt students, faculty, and staff for programs and gatherings.

International Student and Scholar Services

International Student and Scholar Services (ISSS), located in the Student Life Center, fosters the education and development of nonimmigrant students and scholars to enable them to achieve their academic and professional goals and objectives. ISSS provides advice, counseling, and advocacy regarding immigration, cross-cultural, and personal matters. ISSS supports an environment conducive to international education and intercultural awareness via educational, social, and cross-cultural programs.

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,500 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring nonimmigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Department of Homeland Security (Bureau of Citizenship and Immigration Services) and the Department of State. ISSS coordinates biannual orientation programs for students and ongoing orientations for scholars, who arrive throughout the year.

To help promote connection between international students and the greater Nashville community, ISSS coordinates the First Friends program, which matches international students with Americans both on and off campus for friendship and cross-cultural exchange. The weekly World on Wednesday presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall and International

Awareness Festival in the spring provide the campus with additional opportunities to learn about world cultures and to celebrate diversity. ISSS provides a range of programs and activities throughout the year to address a variety of international student needs and interests. These programs include Vanderbilt International Volunteers, an International Stress Fest, and a selection of holiday parties. Additionally, ISSS staff have been instrumental in developing and implementing the Tennessee Conference for International Leadership which brings together international and study abroad students from across the state for workshops and activities.

Margaret Cuninggim Women's Center

The Margaret Cuninggim Women's Center was established in 1978 to provide support for women at Vanderbilt as well as resources about women, gender, and feminism for the university community. In 1987, the center was named in memory of Margaret Cuninggim, dean of women and later dean of student services at Vanderbilt.

Programs for students, faculty, and staff are scheduled throughout the fall and spring semesters and are publicized on the Web at www.vanderbilt.edu/WomensCenter and in the monthly newsletter *Women's VU*, which is distributed without charge to campus addresses on request. Vanderbilt Feminists, a student group that works closely with the women's center, is open to all interested students, both male and female.

The center houses a small library with a collection of books, journals, tapes, and DVDs. Books and tapes circulate for four weeks. Copy facilities are available. The women's center is also home to Project Safe (PS), a coordinated program of education about, prevention of, and response to violence against women on campus.

GLBT Resource Office

The Vanderbilt Gay, Lesbian, Bisexual, and Transgender Resource Office serves the entire Vanderbilt community through education, research, programming, counseling, and social events. Visitors are invited to use the office's resource library for research around GLBT issues. The GLBT Resource Office continually seeks to expand its resources and strives to ensure that Vanderbilt University has the most current information concerning GLBT life, gender and sexual diversity, inclusiveness, and social justice. For more information, visit www.vanderbilt.edu/glb, e-mail glbtooffice@vanderbilt.edu, or phone (615) 322-3330.

Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. Vanderbilt Hillel is committed to enriching lives and enhancing Jewish identity. It provides a home away from home, where Jews of all denominations come together,

united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or e-mail hillel@vanderbilt.edu.

Religious Life

The Office of Religious Life (www.vanderbilt.edu/religiouslife) exists to provide occasions for religious reflection and avenues for service, worship, and action. There are many opportunities to clarify one's values, examine personal faith, and develop a sense of social responsibility.

The Holocaust and Martin Luther King Jr. lecture series, as well as Project Dialogue, provide lectures and programs investigating moral issues, political problems, and religious questions.

Baptist, Episcopal, Jewish, Muslim, Presbyterian, Reformed University Fellowship, Catholic, and United Methodist chaplains work with individuals and student groups. Provisions for worship are made for other student religious groups. Counseling and crisis referrals are also available.

Extracurricular Activities

Sarratt Student Center

The Sarratt Student Center (www.vanderbilt.edu/sarratt), named for former mathematics professor and dean of students Madison Sarratt, provides a variety of facilities, programs, and activities. The center houses a cinema, an art gallery, art studios and darkrooms for classes and individual projects, work and office spaces for student organizations, comfortable reading and study lounges fully wired for Internet access, large and small meeting rooms, and large, open commons and courtyard areas for receptions or informal gathering. The center also houses The Pub at Overcup Oak restaurant and Stonehenge Cafe, and leads directly to Rand Dining Center, the Varsity Market, and the Vanderbilt Bookstore. The Vanderbilt Program Board plans concerts, film screenings, classes, speakers, receptions, gallery showings, and many other events throughout the campus. The center's Welcome Desk serves as a campus information center and is a Ticketmaster™ outlet, handling ticket sales for most of the university's and Nashville's cultural events. Sarratt Student Center is home to the Office of the Dean of Students, the Office of Greek Life, the Commodore Card Office, and Vanderbilt Student Communications (including student newspaper, radio station, and yearbook).

Student Life Center

The Vanderbilt Student Life Center (www.vanderbilt.edu/studentlifecenter) is the university's community keystone. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to Sarratt Student Center.

The Student Life Center has more than 18,000 square feet of event and meeting-room space. The 9,000-square-foot Commodore Ballroom is one of the most popular spaces to have events on campus.

The center is also home to Starbucks, the Career Center, International Student and Scholar Services, Health Professions Advisory Office, Office of Honor Scholarships and ENGAGE, Office of International Services, and Global Education Office.

Recreation and Sports

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and sport clubs offered by the university. All students pay a mandatory recreation fee which supports facilities, fields, and programs (see the chapter on Financial Information). Spouses must also pay a fee to use the facilities.

Physical activity classes offered include racquetball, fly fishing, and scuba, along with rock climbing and kayaking. Forty sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and various martial arts.

The university recreation facilities include gymnasiums, tracks, and four softball diamonds. The four lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Student Recreation Center houses a 36 meter x 25 yard swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and fitness room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a Wellness Center. Lighted outside basketball and sand volleyball courts and an outdoor recreation facility complement the center.

For additional information, please see the Web site at *www.vanderbilt.edu/campusrecreation*.

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School of Medicine



JEFFREY R. BALSER, M.D., Ph.D., Dean
G. ROGER CHALKLEY, D.Phil., Senior Associate Dean for Biomedical Research, Education, and Training
GERALD S. GOTTERER, M.D., Ph.D., Senior Associate Dean for Faculty and Academic Administrative Affairs
F. ANDREW GAFFNEY, M.D., Associate Dean for Clinical Affairs
GERALD B. HICKSON, M.D., Associate Dean for Clinical Affairs and Director of the Vanderbilt Center for Patient and Professional Advocacy
GEORGE C. HILL, Ph.D., Associate Dean for Diversity in Medical Education
FREDERICK KIRCHNER, JR., M.D., Associate Dean for Graduate Medical Education
BONNIE M. MILLER, M.D., Associate Dean for Undergraduate Medical Education
NANCY J. BROWN, M.D., Associate Dean for Clinical and Translational Scientist Development
DAVID S. RAIFORD, M.D., Associate Dean for Faculty Affairs
SCOTT M. RODGERS, M.D., Associate Dean for Medical Student Affairs
JOHN A. ZIC, M.D., Associate Dean for Admissions
P. DAVID CHARLES, M.D., Assistant Dean for Admissions
J. ANN RICHMOND, Ph.D., Assistant Dean for Biomedical Research, Education, and Training
LYNN E. WEBB, Ph.D., Chief of Staff
CRAIG R. CARMICHEL, M.S., C.P.A., Director of Finance, Academic, and Research Enterprise
DONALD E. MOORE, JR., Ph.D., Director, Division of Continuing Medical Education
JOHN H. SHATZER, Ph.D., Director, Office of Teaching and Learning in Medicine
VICKY L. CAGLE, Director, Student Financial Services
JOSEPH M. GOFF, Director, Multimedia Support
TERENCE S. DERMODY, M.D., Director, Medical Scientist Training Program
SUSAN WENTE, Ph.D., Associate Director, Medical Scientist Training Program
MICHELLE GRUNDY, Ph.D., Assistant Director, Medical Scientist Training Program
PATRICIA F. SAGEN, Ph.D., Director, Medical School Admissions
TERESA A. LYONS-OTEN, Registrar
JANELLE CAREY OWENS, Executive Assistant, Medical School Programs and Special Projects
BENITA J. STUBBS, Assistant to the Dean

Executive Faculty

Jeffrey R. Balsler, Chair. R. Daniel Beauchamp, Fred H. Bess, Randy Blakely, Richard Caprioli, Walter J. Chazin, Alan D. Cherrington, Larry R. Churchill, Richard T. D'Aquila, Robert Dittus, Alfred L. George, John C. Gore, Daryl K. Granner, Jonathan Haines, Dennis Hallahan, Heidi Elizabeth Hamm, Frank E. Harrell, Jacek Hawiger, Stephan H. W. Heckers, Michael S. Higgins, Harry R. Jacobson, Jeremy Kaye, Pat R. Levitt, Robert L. MacDonald, Mark A. Magnuson, Lawrence J. Marnett, Daniel R. Masys, Lynn M. Matrisian, Eric G. Neilson, Robert H. Ossoff, Jennifer Pietenpol, C. Wright Pinson, David W. Piston, David Robertson, Dan M. Roden, Samuel A. Santoro, William Schaffner, Corey M. Slovis, Joseph A. Smith, Dan M. Spengler, Paul J. Sternberg, Sten H. Vermund, Michael R. Waterman, Susan Rae Wente. *Regular Non-Voting Members:* Andrea Baruchin, Gordon Bernard, Nancy J. Brown, Craig R. Carmichel, G. Roger Chalkley, Colleen Conway-Welch, F. Drew Gaffney, Gerald S.

Gotterer, Gerald B. Hickson, George C. Hill, Jeff M. S. Kaplan, Frederick Kirchner, Jr., Bonnie M. Miller, Donald E. Moore, Jr., Jason D. Morrow, Linda D. Norman, David S. Raiford, J. Ann Richmond, Scott M. Rodgers, Martin P. Sandler, John H. Shatzer, William W. Stead, Jeanne Wallace, Lynn E. Webb.

Standing Committees

(The Dean is an *ex officio* member of all standing and special committees.)

Admissions

The Admissions Committee has the responsibility of reviewing Medical School applications for admission and making recommendations to the Dean for the admission of those students who are considered best qualified.

Vanderbilt Institute for Clinical and Translational Research (VICTR) Scientific Review Committee

The VICTR Scientific Review Committee meets regularly to act upon research proposals requesting support for the use of the VICTR resources including the Clinical Research Center, Health Services Research, Biomedical Informatics, Biomedical Statistics, Research Cores, and Research Support Services.

Raymond F. Burk, Chair. Kathleen A. Dwyer, John C. Gore, David W. Haas, T. Alp Ikizler, Kirk B. Lane, Jane H. Park, Ronald R. Price, Mace L. Rothenberg, Ronald M. Salomon, C. Michael Stein, Marshall L. Summar, Peter F. Wright. *Ex officio*: David Robertson.

Faculty Advisory Council

The Faculty Advisory Council is made up of departmentally elected faculty from all of the departments of the School of Medicine and serves as an advisory committee to the Dean and Executive Faculty. The council is to be invited by the administration to participate in the formulation of major policies of the school and may present other recommendations to the Dean at its discretion.

James A. Duncavage, Chair. Christopher R. Aiken, John T. Algren, Patrick G. Arbogast, Daniel H. Ashmead, Bruce Beyer, David J. Calkins, Arthur F. Dalley, Jeffrey M. Davidson, Ariel Y. Deutch, Josiane Eid, Ronald B. Emeson, Michael L. Freeman, Marie R. Griffin, Tina V. Hartert, Robin R. Hemphill, Alice A. Hinton, Richard L. Hock, Kevin B. Johnson, John E. Kuhn, Matthew Ninan, Neil Osheroff, Donald H. Rubin, Richard C. Shelton, Subramaniam Sriram, Marshall L. Summar, Rebecca Swan, P. Anthony Weil, J. Kelly Wright, Jr. *Ex officio*: Steven G. Gabbe, Gerald S. Gotterer, David S. Raiford.

Faculty Appointments and Promotions

The committee, appointed by the Dean, is responsible for consideration of faculty promotions in the School of Medicine and for examination of credentials of candidates for appointment to faculty positions.

J. Ann Richmond, Chair. Paul Sternberg, Jr., Co-Chair. Najj N. Abumrad, William D. Dupont, Stephan H. W. Heckers, Steven G. Meranze, Geraldine G. Miller, Jean F. Simpson, Roland W. Stein, William F. Walsh. *Ex officio*: David S. Raiford.

Graduate Education

The Graduate Education Committee is the faculty body concerned with graduate student affairs and graduate programs in the Medical Center.

David M. Miller, Chair. Fred H. Bess, Richard Caprioli, Jin Chen, Louis J. DeFelice, Ronald B. Emeson, Walter Gray Jerome III, Sebastian Joyce, Richard M. O'Brien. *Ex officio*: G. Roger Chalkley.

Interdisciplinary Graduate Program

The Interdisciplinary Graduate Program Executive Committee is concerned with graduate student affairs and graduate programs in the Medical Center. It is responsible for admitting students to the Interdisciplinary Graduate Program in the Biomedical Sciences; for recommending candidates for fellowships and other funds available for the program; for reviewing activities and progress of the students in the program and recommending students to the Departments of Biochemistry, Cell Biology, Microbiology and Immunology, Molecular Physiology and Biophysics, Pathology, and Pharmacology for the completion of the Ph.D. degree.

James G. Patton, Chair. Sarki Abdulkadir, Ariel Deutch, Brandt Eichman, Seva Gurevich, Alyssa Hasty, Sebastian Joyce, Charles Lin, David M. Miller, Richard M. O'Brien, Charles Sanders. *Ex officio*: G. Roger Chalkley, Michelle Grundy.

International Medical Educational Experiences

The International Medical Educational Experiences Committee acts as a channel for exchange of students and faculty in areas of international education.

Peter F. Wright, Chair. Mark R. Denison, Robert S. Dittus, Christopher S. Greeley, Jeffrey P. McKinzie, Mario R. Rojas, William Schaffner, John L. Tarpley, Sten H. Vermund, George C. Hill. *Ex officio*: Bonnie M. Miller, Scott M. Rodgers; Janelle Carey Owens, Coordinator.

M.D./Ph.D. Committee (same as the Medical Scientist Training Program Faculty Advisory Committee)

The M.D./Ph.D. Committee has responsibility for admitting students to the M.D./Ph.D. program; for recommending candidates for fellowships and other funds available for the program; and for maintaining, on a continuing basis, a review of the activities and progress of the students in the program.

Terence S. Dermody, Director. Larry L. Swift, Susan R. Wentz, Associate Directors. James L. Billis, Michelle M. Grundy, Assistant Directors. H. Scott Baldwin, R. Daniel Beauchamp, Mark R. Boothby, Nancy J. Brown, Bruce D. Carter, Walter J. Chazin, James R. Goldenring, Heidi E. Hamm, Laura A. Lee, Robert L. Macdonald, Eric G. Neilson, Jennifer A. Pietenpol, Vito Quaranta, Dan M. Roden, Lilianna Solnica-Kresel, P. Anthony Weil, Roy Zent, Mary M. Zutter. *Student members*: Katy Eby, Aubrey Hunt. *Ex officio*: Jeffrey R. Balsler, Roger Chalkley, George C. Hill, Fatima Lima, Bonnie M. Miller, Scott M. Rodgers, John A. Zic.

Medical Center Conflict of Interest

The Conflict of Interest Committee is appointed by and advisory to the Dean of the School of Medicine. It is charged to review individual faculty circumstances where a possible conflict of interest or commitment might exist. The committee makes recommendations to the department chairs and the Dean concerning their review.

David S. Raiford, Chair. Italo Biaggioni, Lonnie S. Burnett, Richard Caprioli, Stuart G. Finder, Fred Goad, Thomas P. Graham, Jr., Kenneth Holroyd, Rolanda Johnson, Donald H. Rubin, Michael G. Stabin, Alastair J. J. Wood. *Ex officio*: Diana Marver, Leona Marx, Christopher McKinney.

Medical Scientist Training Program Faculty Advisory Committee

Terence S. Dermody, Director. Susan R. Wente, Associate Director. Michelle M. Grundy, Assistant Director. H. Scott Baldwin, R. Daniel Beauchamp, Mark R. Boothby, Nancy J. Brown, Bruce D. Carter, Walter J. Chazin, Maureen A. Gannon, James R. Goldenring, Kathleen Gould, Heidi E. Hamm, Robert L. Macdonald, Eric G. Neilson, Vito Quaranta, Dan M. Roden, P. Anthony Weil, Mary M. Zutter. Student members: Andrew Misfeldt, Sunita Misra. *Ex officio*: Roger Chalkley, Steven G. Gabbe, George C. Hill, Fatima Lima, Bonnie M. Miller, Scott M. Rodgers, John A. Zic.

Student Promotions Committees

Each promotions committee will have the responsibility for making recommendations to the Dean and the Executive Faculty concerning promotion, remedial action, or dismissal as appropriate for each student in the class for which it is responsible.

Class of 2009

Ravi S. Chari, Chair. Ban M. Allos, Ronald L. Cowan, Paul D. Hain. *Ex officio*: George Hill, Bonnie M. Miller, Scott M. Rodgers.

Class of 2010

Kevin B. Johnson, Chair. Barbara Clinton, D. Catherine Fuchs, Stephan H. W. Heckers, Jeanette J. Norden. *Ex officio*: George Hill, Bonnie M. Miller, Scott M. Rodgers.

Class of 2011

Jayant P. Shenai, Chair. David M. Bader, Tamara L. Callahan, Natasha B. Halasa, Dennis E. Hallahan. *Ex officio*: George Hill, Bonnie M. Miller, Scott M. Rodgers.

Class of 2012

Ellen Wright Clayton, Joshua C. Denny, Charlene M. Dewey, G. Walden Garriss III, Alexander A. Parikh.

Undergraduate Medical Education

The Undergraduate Medical Education (UME) committee is appointed by the dean and consists of faculty and students. It is charged with the complete management of the undergraduate curriculum, including content, pedagogy, and assessment of both students and the curriculum itself. The committee reports to the dean and the executive faculty, and can offer recommendations for major changes in curricular programs and policies.

The UME executive committee is composed of six department chairs, three from the basic sciences and three from the clinical disciplines. In addition, there is one faculty representative from each of the four years of medical school. The chair of the student curriculum committee also sits on the UME executive committee. The UME executive committee is chaired by a faculty member appointed by the dean. This committee meets monthly to review courses, to review policy, and to guide the development of new curricular offerings. Each year the UME executive committee sponsors a curriculum summit to share information with all members of the UME committee regarding student and curricular outcomes for that year.

George C. Bolian, Chair. Sam Santoro, Corey Slovis, Eric Neilson, Paul Sternberg, Neil Osheroﬀ, James Atkinson, Anderson Spickard III, Sally Santen, Frank E. Harrell, Jr., Michael R. Waterman. *Ex officio*: Gerald Gotterer, Bonnie Miller, Scott Rodgers, John Shatzer, Emil Petrusa

Year Teams consist of the course directors and major teachers responsible for implementation of the curriculum for each of the years in medical school.

Year 1 Team: Neil Osheroﬀ, Chair. Al George, Catherine Pettepher, Arthur Dalley, Sebastian Strom, Luc Van Kaer, Larry Churchill, Denis O'Day, Bonnie Miller, Scott Rodgers, James Powers, Lillian Nanney, Terry Dermody, Ban Allos, Toby Fishel, Lynn Webb.

Year 2 Team: James Atkinson, Chair, Joyce Johnson, Kathy Murray, Joseph Awad, Jeanette Norden, Derek Riebou, Larry Churchill, Tom Elasy, Denis O'Day, Agnes Fogo, Heidi Hamm, Joey Barnett, Richard Stein, Stephan Heckers.

Years 3 and 4 Team: Anderson Spickard III, Co-Chair; Sally Santen, Co-Chair. Kim Lomis, Joseph Gigante, Heather Harris, Cathy Fuchs, Adrian Jarquin-Valdivia, Charles Rush, Ban Allos.

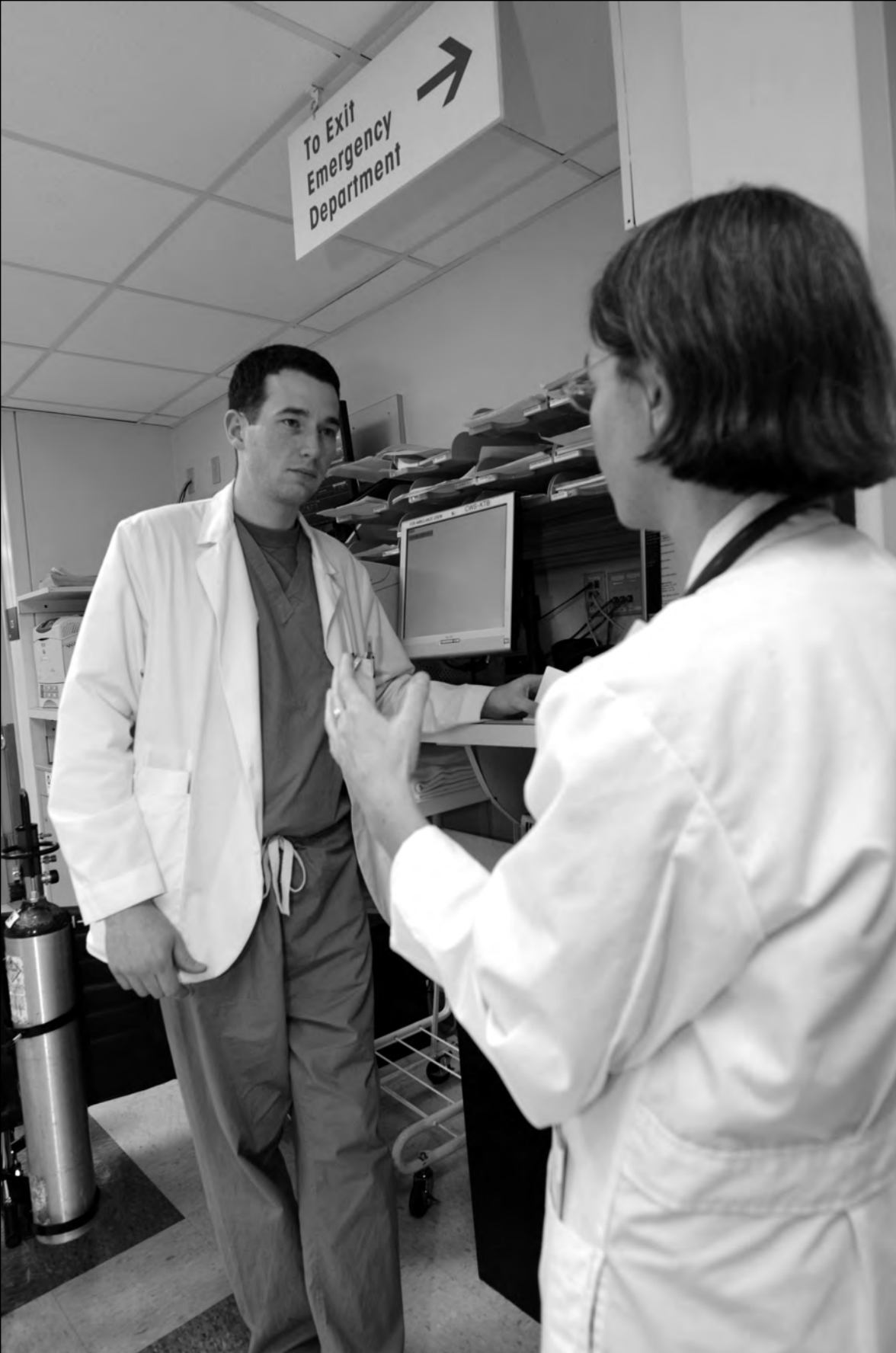
Year Evaluation Teams consist of faculty members who review and evaluate courses offered in that year of the curriculum.

Year 1 Evaluation Team: Terry Dermody, Oscar Guillamondagui, Michael Richardson, Jayant Shenai.

Year 2 Evaluation Team: James Powers, Lynette Gillis, David Kaylie, David Bader, Barron Patterson.

Year 3 Evaluation Team: Nick Desai, Tamara Callahan, Agnes Fogo, Kenneth Palm, Elizabeth Anne Saster, Alex Townes.

To Exit
Emergency
Department →



Medical Education at Vanderbilt

THE Vanderbilt University School of Medicine seeks to administer a four-year educational program toward the M.D. degree that provides students with the knowledge, skills, attitudes, and habits they will need to practice safe, effective, ethical, evidence-based, and patient-centered medicine in the 21st century. It is grounded in the principle that the health of populations can and should be related to the education of health professionals and is aligned with Vanderbilt's overarching mission to produce leaders and scholars in medicine.

The following topics receive special emphasis in our curriculum: professionalism, cultural competence, communication skills, evidence-based medicine, information technology, interdisciplinary teamwork, lifelong learning, and patient-centered care. These topics run as longitudinal themes throughout the four years of the curriculum.

The medical school's major strength lies in the quality of its students and faculty. The school provides a supportive, positive environment in which students are treated individually in their pursuit of excellence in medical careers. The student body is diverse, with students from a wide variety of major universities nationwide. The medical school has an unusually low attrition rate and its graduates traditionally gain entrance to residency programs of high quality throughout the country.

The faculty, which represents a variety of specialties and many strong research programs, has a national and international reputation for excellence in the biomedical sciences and clinical care. House staff officers who have teaching duties consistently receive commendation for their contribution to the educational program.

Through its core and elective components, the curriculum provides students opportunities to explore the full spectrum of medicine. There is enough structure to ensure consistency and enough flexibility to permit the pursuit of individual interests. The core curriculum of the first two years presents fundamental concepts of biomedicine in an interdisciplinary fashion. Students also take at least three elective courses in order to acquire greater depth of understanding in areas of their interest. Electives cover wide-ranging topics, such as history of medicine and Spanish, and also provide an opportunity to investigate a variety of medical specialties. All students pursue in-depth scholarly projects during the first two years, through the Emphasis Program.

From the 5,000 applications received each year at the School of Medicine, approximately a hundred students matriculate into the first-year class. A hallmark of the School of Medicine admissions process is the personal attention to detail exercised by the administrative staff and the Admissions Committee. The involvement of more than a hundred faculty members in

the interview and evaluation process reflects the importance placed on the selection process and leads to a personal interest in each applicant. An important part of the admissions process is the applicant's tour of the medical school facilities with a member of the student body as a guide.

The school seeks to attract qualified minority and disadvantaged students. This goal is based not only on a commitment to equal opportunity, but also on the belief that a diverse student population provides the best learning environment for all students.

Medical school is but the beginning of a continuing process. Following graduation from medical school, residency provides a period of further formal training in specialized areas of medicine. For the physician who aspires to a career in academic medicine, additional fellowship training in research is usually needed. The Vanderbilt program in medical education provides a sound basis for the physician graduate to enter any field of medicine. Vanderbilt's commitment to medical education as a lifelong pursuit is supported by programs of continuing education offered to alumni and to physicians practicing locally as well as those practicing in other parts of the country.

Mission of the School

The mission of the Vanderbilt University School of Medicine is:

1. To develop outstanding clinicians, scientists, and teachers in an environment that stimulates learning and discovery and cultivates empathy and compassion.
2. To advance the knowledge base of medicine by continuing our role as a leading research institution.
3. To disseminate knowledge through continuing education of our students, graduates, faculty members, and colleagues.
4. To promote exemplary patient care and to serve our local and extended community.
5. To maintain our atmosphere of cooperation, collegiality, and mutual respect.
6. To recognize individuality and to foster personal growth of all who work and learn with us.

Education

The school's mission includes the education of physicians at all levels of their professional experience: medical school; postgraduate education, including basic science and clinical training; and continuing education for the practicing physician. The faculty seeks to provide students with the attitudes and background, based on sound biomedical science and the core values of the medical profession, to continue their education lifelong. At Vanderbilt, every medical student has access to examples of the highest standards of biomedical investigation and compassionate clinical practice. The desired end is a graduate who has been challenged and stimulated in

as many areas of medicine as are feasible within the limits of a four-year course of study.

Patient Care

A teaching hospital and its associated outpatient facilities constitute a classroom for trainees based on high academic standards. The clinical facility also serves as a laboratory for clinical research. Faculty members, serving as role models for young physicians, teach the practice of exemplary patient care at all levels. Model programs of health care delivery, at primary, secondary, and tertiary levels, fulfill the school's responsibility for community service in its fullest context.

Research

In addition to teaching, members of the medical school faculty have a second and complementary responsibility to generate new knowledge through research. Exposure to an inquiring faculty sparks the spirit of inquiry in students. At Vanderbilt, research encompasses basic scientific questions, issues in clinical care, and problems related to the health care system itself. Vanderbilt is recognized as one of the leaders in research among medical schools in the United States.

Honor System

The Honor System at Vanderbilt University School of Medicine is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires all students to conduct themselves with honor in all aspects of their lives as physicians-in-training. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School. In signing this statement upon enrollment, each student agrees to participate in the Honor System and abide by its code.

Simply stated, as representatives of the Vanderbilt University School of Medicine and the medical profession, students pledge to conduct themselves with honor and integrity at all times. Both the Promotions Committees and Honor Council serve to protect the environment of trust created by this Honor System. The Promotions Committees periodically evaluate each student's performance with special attention to work and conduct appropriate for the practice of medicine. The Honor Council serves to educate the student body about their responsibilities outlined in the written code; to conduct investigations and hearings regarding reported violations of the code; and to decide the nature of penalties deemed appropriate for such violations. Decisions reached by the Honor Council do not preclude the discussion of reported violations by the Promotions Committee, as the Committee may examine these incidents in the larger context of a student's general performance.

The Honor Code

All students pledge to conduct themselves honorably, professionally, and respectfully in all realms of the medical center and in all aspects of medical education and patient care. Under the Honor System, the student pledges that he or she neither gives nor receives unauthorized aid nor leaves unreported any knowledge of such aid given or received by any other student. This pledge applies to all tests, themes, term papers, examinations or any other activities required for the awarding of the M.D. degree. This pledge encompasses all clinical work involving patient care and representations of patient care information. Any student taking a course in the School of Medicine, regardless of where registered, is under the jurisdiction of the Honor Council of VUSM and subject to the penalties it may impose.

Constitution of the Honor Council

Article I – Name

The name of the council shall be the Honor Council of Vanderbilt University School of Medicine.

Article II – Purpose

1. To receive and evaluate evidence of Honor Code violations and to assure against false accusations.
2. To determine guilt or innocence.
3. To forward to the Dean of the School of Medicine appropriate penalties for the guilty.

Article III – Membership and Officers

1. A faculty member shall be appointed by the Dean of the School of Medicine as the Honor Council advisor. His/her roles include ensuring that all the rules are followed. In the case of an accusation, he/she will decide with the chair of the Honor Council whether there is sufficient evidence to proceed with a trial.
2. The first, second, third, and fourth year classes shall elect two representatives to the Honor Council. These representatives may hold additional offices in the class.
3. The Vice President of the fourth year class shall be chair of the Honor Council. He or she will appoint the Secretary of the Honor Council from among the eight elected representatives.

Article IV – Duties of Officers

1. It shall be the duty of the chair to preside at all meetings of the honor council, to arrange for the hearing of any student accused, and to perform all duties common to his or her office.
2. The Secretary shall keep full minutes of all meetings and full proceedings of all hearings, which must be kept in permanent files. The Secretary shall notify all members of all hearings, meetings, and retreats and shall perform any other related duties.

Article V – Meetings

1. One regular meeting shall be held within four weeks of the start of the school year. At this meeting, the chair of the Honor Council and the Dean of the School of Medicine will explain the duties and procedures of the Honor Council to the members.
2. Special meetings may be called by the chair at any time and must be called within ten (10) working days when requested by two or more members of the Honor Council.
3. All meetings shall be conducted according to *Roberts Rules of Order, Newly Revised*.
4. A meeting by the Honor Council to re-evaluate and review the Honor Code should be convened a minimum of every four years.

Article VI – Quorum

Five members of the Council of nine shall constitute a quorum.

Article VII – Hearings

1. A hearing shall be called by the chair of the Honor Council, if appropriate.
2. The accuser and the accused must be present at all hearings during the presentation of evidence and the accused has a right to question the accuser and any witnesses and make a statement to the Council.
3. Legal counsel will not be allowed for any party at a hearing, but the accused may have present a character witness or non-legally trained faculty advisor if he or she so chooses.
4. Any member of the Honor Council related by birth or marriage to the accused or the accuser or has any other personal interest in the hearing shall relieve himself/herself from participation in that hearing.
5. The proceedings of the hearing are confidential and any member present at the hearing is not at liberty to discuss them with anyone other than the members of the Honor Council present at the hearing or other persons with a legitimate need to know, e.g. law enforcement agents.
6. Upon completion of the review of evidence, the Honor Council in closed executive session shall reach a decision of “guilty” or “not guilty” of violation of the Honor Code by simple majority vote. The chair has a vote in all decisions unless contraindicated by Roberts Rules of Order.
7. Written notice of the decision will be sent to the accused and to the Dean of the School of Medicine. The Dean will also receive the vote count, a written summary of the case, and an oral report of the case from the chair. The Promotions Committee will not be notified unless a verdict of “guilty” has been found. In the case of a “guilty” verdict, the Promotions Committee will receive a written summary of the proceedings. The written summary also will be kept in the permanent records of the Honor Council.
8. When the Honor Council reaches a decision of “guilty,” the penalty, representing the majority opinion of the Honor Council, shall be sent to the Dean of the School of Medicine. The recommended penalties should conform to the severity of offenses and may include expulsion from the School of Medicine.

Article VIII – Publicity

1. Each new student entering the School of Medicine will be informed by the Honor Council as to the functions of the Honor System and his or her obligations to the Honor Code. Each student will be provided a copy of the Constitution and Bylaws of the Honor System and the Honor Code.

2. At the commencement of each academic year, all students shall reaffirm their commitment to the honor system by signing the honor code.
3. Names of the members of the Honor Council will be made known to all students upon commencement of each academic year. The Honor Council members will be accessible to any student to address concerns or questions regarding protocol, violations, or other Honor Council issues.
4. All written examinations will include a blank space where students will be required to free-hand write the statement, "I continue to abide by the Honor Code." The student must sign below the statement. All written examinations must contain the student's written statement and signature to be considered complete.

Article IX – Miscellaneous

In case a student withdraws from the School after a charge has been made against him or her and before the hearing, the Honor Council shall record the facts and the accused shall not be allowed to re-enter until he or she has had a hearing before the Honor Council.

Article X – Amendments

Amendments to this Constitution shall require for their adoption the approval of a majority of the total membership of the Honor Council and ratification by a majority of the voting student body. These amendments must be approved by the Dean of the School of Medicine and the faculty advisor before becoming final.

Bylaws

Article I – Reporting an Incident

1. If a student or instructor has reason to believe that a breach of the Honor Code has been committed he/ she must, within seven class days, report the incident in signed written form in one of the following ways:
 - A. Directly to the chair of the Honor Council, or
 - B. By way of the faculty advisor who will notify the chair of the Honor Council, or
 - C. To any member of the Honor Council, who will report directly and only to either the chair or the faculty advisor.
2. Failure to take action on an incident is a breach of the Honor Code. Students are required to report in writing any suspected violations of the Honor Code.
3. Once an incident is reported, it shall be the responsibility of the Honor Council, not the student or instructor, to investigate the incident and determine the next course of action. The student or instructor who reports a violation is charged with maintaining confidence of his or her accusation; the accused is also required to maintain the confidence of the accusation and the hearing. Such confidence can be broken only as required in response to law enforcement agencies and to assure access to appropriate advice.
4. Perjury before the Dean or any Honor Council member regarding the reporting of or investigation of an incident is a breach of the Honor Code and is subject to punishment.
5. Once an incident has been reported, the chair and the faculty advisor will meet to discuss the incident. The chair may appoint a committee of two members from the Honor Council to investigate the case and report its findings to the faculty advisor and the chair. These two members shall be ineligible to vote. With the advice of the faculty advisor, the chair will then decide whether to convene the Honor Council. If the decision is made to convene the Honor Council, the student in question will be notified that he/she has been formally accused of a violation of the Honor Code. The Honor Council should

- be convened within ten class days from the initial reporting of the incident. Both the accuser and the accused will be notified of the nature of the charge as well as the time and place of the assembly of the Honor Council.
6. Once the Honor Council is assembled, the accusation will be presented by the chair, and a hearing will be held by the Honor Council.
 7. A student who reports a personal Honor Code violation will be given consideration for his/her initiative in reporting his/her own transgression. The chair, with advice of the faculty advisor, will decide if an investigation is warranted.

Article II – Penalties

1. Penalties given to those declared “guilty” will be recommended by the Honor Council and enforced by the Dean of the School of Medicine as he or she sees fit. The final decision and penalty will be reported by the Dean to the student involved, to the reporting individual, and to the Honor Council.
2. Penalties may range from the minimum of failure of the assignment to the maximum of expulsion from the Vanderbilt University School of Medicine.
3. If the violation was committed under extenuating circumstances, the Honor Council may, by a majority vote, recommend a suspension of the sentence. However, suspension of the sentence shall in no way alter the findings of “guilt” under the Code.

Article III – Appeals

- Appeals to any final actions that result from Honor Council hearings can be made with a petition to the Vanderbilt University Appellate Review Board as follows:
- A. The appeals petition must be in writing.
 - B. It must specify the grounds for appeal.
 - C. It must be filed within seven class days or exam days of the original notification of the verdict or within two weeks if school is not in session for seven days following the notification.

Article IV – Summer Honor Council

1. The Summer Council will have official functions from the day following University Commencement exercises until the day class registration begins for the fall semester.
2. The Summer Council will be composed of the representatives of the rising second through fourth year classes as designated. The eighth and ninth members will be appointed by the faculty advisor from the rising student body.
3. In the event that a designated member will not be in Nashville during the summer, then the respective class president should appoint a member of his or her class, who will be in Nashville, to be approved by the Honor Council.
4. In the event that the designated chair will not be in Nashville during the summer, then the faculty advisor should recommend a chair from the members of the Summer Council subject to council approval.

Grading Policy for the School of Medicine

The Vanderbilt University School of Medicine has established a series of learning objectives for its educational program that can be clustered into the following categories: (1) knowledge, (2) skills in accessing information, (3) skills for the diagnosis and management of patient problems,

(4) clinical reasoning skills, (5) skills in communication and interpersonal relations, (6) professional development and (7) professional values. The achievement of these educational objectives defines the successful development of the physician-in-training and occurs during the course of a student's progress in medical school.

All Years

Students will be evaluated on acquisition of knowledge and skills as well as professional development and values. Appropriate professional values are expected of medical students throughout all stages of professional training. In the category of professional values, students will be evaluated in each course as meeting standards, cause for some concern, or cause for major concern. Any student causing any level of concern should be promptly identified and brought to the attention of the associate dean for medical student affairs so that counseling can be initiated. A student for whom major concern persists will be given a failing grade (F) for the course without regard to performance in other categories. Such students are subject to dismissal. If some concern is noted in more than one course and persists after counseling, this student will be automatically reviewed by the promotions committee and will be subject to dismissal.

A grade of Incomplete is to be used only to reflect that work has not been completed and should not be used when work has been completed, but at an unsatisfactory level and requiring remediation.

Year One

- Final grades for all courses in VMS1 will be Pass (P), Pass* (P*), or Fail (F).
- A P grade is to be given to students for performance that is completely satisfactory in all aspects of course work.
- A grade of P* will be given to students whose performance is marginal because of important deficiencies in some aspects of course work. A student with one or more P* grades will receive special review by the Promotions Committee, which may recommend that the student undertake remedial activities. The P* grade may be applicable for academic credit in an individual course only after approval by the student's Promotions Committee and endorsement by the Executive Faculty as reviewed in light of the student's complete record for the year. Upon receiving such approval, the P* grade will be recorded on the official transcript as a P. In the absence of such approval, the P* grade will be recorded on the official transcript as an F.
- An F grade is given for unsatisfactory work resulting in failure. A student with one or more F grades will receive special review by the Promotions Committee. Such a student will be required to undertake remedial activities or be subject to dismissal. An F grade will remain on the student's official transcript along with the grade achieved in remediation.

Year Two

- Final grades for all courses in VMS2 will be Honors (H), Pass (P), Pass* (P*), or Fail (F).
- An H grade for a course is to be given to students for superior performance in all aspects of the course. A student must meet standards in all categories of professional values to be given an H grade. Ordinarily, honors grades will be given to no more than 25% of a class.
- Other grades are defined as for VMS1.

Years Three and Four

Faculty and House Staff Assessments of Students. Faculty and house staff providing primary evaluations of students will not recommend letter grades. The evaluation provided by faculty and house staff will provide (1) assessments of the frequency with which each student demonstrates behavior in the various categories subject to evaluation, (2) narrative comments, and (3) an evaluation of suitability for appointment to residency on the service.

Determining Clerkship Grades. Students will receive a grade for each category of learning objectives and a final course grade. For the categories other than Values, discussed above, and for the final grade, each student will be graded Honors (H), High Pass (HP), Pass (P), Pass* (P*), or Fail (F).

Determining Grades for Categories:

- An H grade will be given to students demonstrating superior achievement in a category.
- A HP grade will be given to students demonstrating better than average, but not superior achievement in a category.
- A P grade will be given to students demonstrating completely satisfactory performance in a category.
- A grade of P* will be given to students whose achievement in a category is marginal.
- An F grade will be given for unsatisfactory achievement in a category. A student receiving an F in any category must receive an F for the clerkship.

Determining Clerkship Grades:

- An H grade will be given to students for superior or outstanding achievement in all of the categories. Ordinarily, honors grades will be given to no more than 25% of a class.
- A HP grade will be given to students with superior achievement in several, but not all categories.
- A P grade will be given to students who demonstrate satisfactory achievement in all categories.
- A grade of P* will be given to students whose performance is marginal because of important deficiencies in some aspects of course work. The P* grade may be applicable for academic credit in an individual course only after approval by the student's Promotions

Committee and endorsement by the Executive Faculty as reviewed in light of the student's complete record for the year. The Promotions Committee may require remedial work before such approval is recommended. Upon receiving such approval, the P* grade will be recorded on the official transcript as a P. In the absence of such approval, the P* grade will be recorded on the official transcript as an F.

- An F grade is given for unsatisfactory work resulting in failure. A student receiving an F in any individual category may receive an F for the clerkship. Similarly, a student with concerns in the area of Professional Values may receive an F grade based on the criteria defined above.

Requirements for Satisfactory Progress in the Clinical Years.

Promotion in the clinical years requires not only satisfactory performance in each clerkship, but also satisfactory achievement in each of the six categories of learning objectives and in the area of professional values. An F or P* grade in a course will lead to special review by the Promotions Committee. A P* grade in the same category in more than two courses will also lead to special review by the Promotions Committee. Promotions Committees may require students with F or P* grades in categories or courses to undertake special remedial activities. Students with an F in one clerkship, P* grades in two clerkships, or P* grades in the same category in three clerkships are subject to dismissal after review by the Promotions Committee. The criteria for professional values described above are also applicable in the clinical years.

Advisory Colleges

Becoming a physician in the 21st century requires having dedication, a strong sense of purpose, a love of science, an interest in taking care of people, and high levels of motivation. In order to survive, and ideally thrive, in medical school, students must be able to adapt quickly to a learning environment with many teachers, numerous clinical training sites, and long hours, all of which sometimes prevent students from maintaining the proper balance necessary for their overall mental and physical health. In addition to the daily coping required to succeed in medical school, students are also faced with the enormous challenge of choosing a specialty from among the more than 110 available to them. With these continued stresses due to both immediate demands and the process of making a major life decision of specialty choice, it is easy for the medical school experience to become overwhelming. The Advisory Colleges at Vanderbilt are designed to support students along the way such that they adapt successfully to medical school and make decisions for themselves that will give them long-term happiness.

Upon matriculation into the medical school, students in the regular M.D. program are assigned to one of four Advisory Colleges, each of which is led by two faculty directors. The Advisory Colleges comprise students in both the first and second years of medical school, as well as affiliated faculty advisors from a broad range of specialties. Additionally, senior students who

have a strong interest in mentoring students in the preclinical years are invited to participate in the activities of the Advisory Colleges. Students in the Medical Scientist Training Program have a separate advisory system with six Advisory Colleges which provide support and address issues and concerns related to their training in the M.D./Ph.D. program.

Important Educational Policies

United State Medical Licensing Examination (USMLE)

It is the policy of Vanderbilt University School of Medicine that all medical students will take Step 1 and Step 2 (both Clinical Knowledge and Clinical Skills) of the United States Medical Licensing Examination (USMLE) prior to graduation, although passage of Step 2 is not a degree requirement.

Policies for Clinical Students

Clinical Rotations with Relatives. Students will not be permitted to take clinical rotations under the supervision of a parent or other relative.

Excused Absences from Clinical Rotations. Students may take up to three excused absence days from a clinical rotation with proper documentation. If more than three days away are required for any purpose, arrangements for make-up time must be made with the associate dean for medical student affairs and the course director.

Medical Student Duty Hours Policy

In order to encourage a well-rounded, balanced journey through the clinical years of medical school, it is the policy of Vanderbilt University School of Medicine that all third and fourth year students will be expected to take at least one day off in seven. It is also expected that supervising house staff and attending physicians will be sensitive to student fatigue and total number of hours spent on clinical and educational activities.

Course Evaluation Policy

We at Vanderbilt believe that medical education is a lifelong process. Learning may occur in solitary, thoughtful reflection, in patient-doctor interactions, in interactions with peers and with those more experienced than oneself, and in a host of other settings.

In the classrooms, laboratories, and patient care areas of the School of Medicine and the Hospital, we believe the most effective learning is a team endeavor in which teachers are learners and vice versa. This mutuality is reflected, for example, in the obligation of faculty members to provide

grades and other constructive commentary on student performance and how it can be enhanced. And it is reflected in the expectation that students will provide evaluative feedback and commentary on each course in order to improve the quality of instruction at Vanderbilt. Both processes of evaluation are essential to the Vanderbilt educational experience.

The student curriculum committee and the undergraduate medical education committee endorse the following guidelines in order to elicit the meaningful participation of every student in the evaluation process.

1. Every required course/ clerkship will be evaluated by students.
2. The evaluation instrument (e.g., questionnaire) should be the product of student-faculty collaboration and of reasonable length.
3. Every student is expected to respond in a professional manner to each item which she/he feels qualified to answer.
4. Strict anonymity of responses must be assured.
5. Failure to respond will result in withholding the grade for the course. Further, repeated failure to respond in a timely and reasonable fashion will be brought to the attention of the appropriate Promotions Committee.

Objectives of the Program

1. Knowledge of the normal structure and function of the body and of each of its major organ systems.
2. Knowledge of the genetic, molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
3. Knowledge of the various causes (e.g., genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they operate on the body (pathogenesis).
4. Knowledge of the altered structure and function (pathology and pathophysiology) of the body as seen in various diseases and conditions.
5. An understanding of the power and the principles of the scientific method in establishing the causation of disease and in assessing the efficacy of traditional and non-traditional therapies.
6. The ability to obtain an accurate medical history that covers all essential aspects of the history, including issues related to age, gender, and socio-economic status.
7. The ability to perform both a complete and an organ system specific examination, including a mental status examination.
8. Knowledge of the most frequent clinical, laboratory, imaging, and pathologic manifestations of common maladies.
9. The ability to interpret the results of commonly used diagnostic procedures.
10. The ability to perform routine technical procedures.

11. The ability to reason deductively in solving clinical problems.
12. The ability to construct appropriate diagnostic and therapeutic management strategies for patients with common conditions.
13. The ability to recognize and treat patients with life threatening emergencies.
14. The ability to communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom physicians must exchange information.
15. Knowledge of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies.
16. Knowledge of the epidemiology of common maladies within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those maladies.
17. The ability to identify factors that place individuals at risk for disease or injury, to select appropriate diagnostic tests, and to determine a rational therapeutic response.
18. The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions.
19. Knowledge of the theories and principles that govern ethical decision making, and an understanding of their application in the solution of ethical dilemmas in medicine.
20. Knowledge of various approaches to the organization, financing, and delivery of health care.
21. Knowledge of the principles of medical research and critical evaluation of its significance.
22. Compassionate treatment of all patients, respect for their privacy and dignity, and an understanding of their needs and their families' needs at the time of death.
23. Honesty and integrity in all interactions with patients, patients' families, colleagues, and others with whom physicians must interact in their professional lives.
24. A commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of under-served populations.
25. A commitment to advocate at all times for the interests of one's patients over one's own interests.
26. An understanding of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.
27. An understanding of the threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine.
28. The capacity to recognize and accept limitations in one's knowledge and clinical skills, and to acknowledge and rectify personal shortcomings that may result from those limitations.

29. A commitment to practice medicine in a scholarly manner based on an understanding of the need to engage in lifelong learning.

30. Commitment to achieve excellence in professional area(s) of individual interest.

History of the School

The first diplomas issued by Vanderbilt University were to sixty-one Doctors of Medicine in February of 1875, thanks to an arrangement that recognized the University of Nashville's medical school as serving both institutions. Thus, Vanderbilt embraced a fully-organized and functioning medical school even before its own campus was ready for classes in October of that year.

The arrangement continued for twenty more years, until the school was reorganized under control of the Board of Trust. In the early days, the School of Medicine was owned and operated as a private property of the practicing physicians who composed the faculty and received the fees paid by students—a system typical of medical education in the United States at the time. Vanderbilt made no financial contribution to the school's support and exercised no control over admission requirements, the curriculum, or standards for graduation. After reorganization under the Vanderbilt Board in 1895, admission requirements were raised, the course was lengthened, and the system of instruction was changed to include laboratory work in the basic sciences.

The famous report of Abraham Flexner, published by the Carnegie Foundation in 1910 and afterward credited with revolutionizing medical education in America, singled out Vanderbilt as "the institution to which the responsibility for medical education in Tennessee should just now be left." Large grants from Andrew Carnegie and his foundation, and from the Rockefeller-financed General Education Board, enabled Vanderbilt to carry out the recommendations of the Flexner Report. (These two philanthropies, with the addition of the Ford Foundation in recent years, have contributed altogether more than \$20,000,000 to the School of Medicine since 1911.) The reorganized school drew upon the best-trained scientists and teachers in the nation for its faculty. The full benefits of reorganization were realized in 1925 when the school moved from the old South Campus across town to the main campus, thus integrating instruction in the medical sciences with the rest of the University. The school's new quarters were called "the best arranged combination school and hospital to be found in the United States."

Rudolph A. Light Hall, completed in 1977, is a sophisticated facility providing much-needed space for medical education and other student activities. The seven-story structure contains 209,000 square feet of space housing the latest in laboratory equipment, audio-visual and electronic teaching tools, and multi-purpose classroom space. The second floor student lounge is designed to foster medical student interaction and to permit informal educational experiences—leading to the development of

physicians grounded in the sciences but enlightened by humanitarian interests and understanding. Light Hall is the physical manifestation of Vanderbilt University School of Medicine’s ongoing commitment to excellence in all areas of medical education.





Admission



Requirements for Entrance

Vanderbilt University School of Medicine seeks students with a strong background in both science and the liberal arts who will have the baccalaureate degree before matriculation. The Medical College Admission Test (MCAT) is required and used along with other observations to predict success in preclinical course work.

Applicants must present evidence of having satisfactorily completed all of the minimum requirements listed below by the completion of the fall semester of the application year. A semester hour is the credit value of sixteen weeks of work consisting of one hour of lecture or recitation or at least two hours of laboratory.

Biology. Eight semester hours, including laboratory, in either general biology, zoology, or molecular biology.

Chemistry. A minimum of 16 semester hours, 8 in general inorganic chemistry, including laboratory, and 8 in organic chemistry.

While a year of inorganic chemistry is designated, Vanderbilt will accept the additional 8 hours with lab in an upper level chemistry course(s) other than organic, especially if the student has placed out of the entry level course.

English and Composition. Six semester hours.

Physics. Eight semester hours, including laboratory.

Advanced placement credits, CLEP credits, and pass/fail credits are not acceptable in lieu of any requirements. Advanced courses in the same discipline may be substituted for the traditional requirements when the applicant has placed out of the entry level course.

The faculty of the Vanderbilt University School of Medicine recognizes its responsibility to present candidates for the M.D. degree who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the M.D. degree will ordinarily have the broad preliminary preparation to enter postgraduate medical education in any of the diverse specialties of medicine. All candidates for admission must possess sufficient intellectual ability, emotional stability, and sensory and motor function to meet the academic requirements of the School of Medicine without fundamental alteration in the nature of this program. The associate dean for admissions, in consultation with the Admissions Committee of the School of Medicine, is responsible for interpreting these technical standards as they might apply to an individual applicant to the School of Medicine.

Recommendations for Entrance

A broad experience in non-science courses is encouraged, especially experience beyond the introductory course level in areas such as English, the humanities, the arts, and the social and behavioral sciences. A major in non-science courses does not affect selection.

Selection Factors

Vanderbilt University School of Medicine (VUSM) seeks to matriculate a diverse group of academically exceptional students whose attributes and accomplishments suggest that they will be future leaders and/or scholars in medicine. To accomplish this goal, VUSM provides a review of each candidate by multiple members of the faculty who are broadly representative of the faculty body. The committee uses a holistic approach to evaluate an array of applicant attributes, including academic excellence, personal characteristics, accomplishments in research, leadership, service to others, contribution to diversity (gender, race, ethnicity, sexual preference, socio-economic background, geographic origin), and participation in extracurricular activities.

Medical College Admission Test

The Medical College Admission Test is given under the auspices of the Association of American Medical Colleges and is required of applicants to Vanderbilt. It is given multiple times each year. Since the examination score is used by medical schools in the selection of applicants, candidates should take the test in the spring prior to the time application is submitted, if possible. Results of the September examination are acceptable, but will delay review of the application until scores are received.

Application Procedure for Admission

As a convenience to the applicant, Vanderbilt University School of Medicine participates in the American Medical College Application Service. All application materials may be obtained on-line through AMCAS by going to <http://aamc.org>. AMCAS applications are screened by four faculty screening committees in order to select applicants for interview. Interviews are conducted at Vanderbilt between the third week of August and March. Interviewers consist of 60 faculty trained in interviewing techniques.

The Committee on Admissions evaluates the initial application received through the application service. Applicants receiving a favorable initial review are invited to be interviewed and to request letters of evaluation. Applications are received on-line by AMCAS any time after 1 June and before 15 November preceding an anticipated fall semester enrollment date. Vanderbilt participates in the Early Decision Program through the American Medical College Application Service.

Vanderbilt University School of Medicine has five dual degree programs: M.D./Divinity, M.D./J.D., M.D./MBA, M.D./M.P.H., and M.D./Ph.D. For all these degrees, except the M.D./Ph.D., the first two years are spent in

medical school studying the basic sciences. A leave of absence is taken after year two to complete the second degree. Entrance into year three of medical school begins after the second degree is completed. One year of study is eliminated once the dual degree plan is implemented. Application is made to each program separately. Admission to both programs permits pursuit of the dual degree.

A single application is made to the M.D./Ph.D. program by indicating M.D./Ph.D. degree on the AMCAS application to Vanderbilt University School of Medicine and completing the MSTP secondary application. The application will be reviewed by the MSTP and admissions committees.

Transfer

Acceptance for transfer is limited to the third year, filling places made by attrition only. Opportunities for transfer are rare because of the low attrition rate. Those students who have completed the second year in good standing at LCME-accredited U.S. or Canadian medical schools are eligible to apply. The deadline for applying is March 1.

Medical Scientist Training Program

The Medical Scientist Training Program is designed to train individuals pursuing a career as a physician scientist. The first phase consists of the pre-clinical curriculum which is devoted largely to the basic biomedical sciences. After completion of the first two years of coursework, students enter the graduate school (Ph.D.) phase of the program. During this second phase, each student meets the Graduate School requirements for the completion of the Ph.D. degree. The third phase consists of the core clinical clerkships of the third year and the elective and selective clinical rotations of the fourth year of medical school.

Requirements for the Ph.D. degree are set out in detail in the *Bulletin of Vanderbilt University: Graduate School Catalog*. Briefly stated, Ph.D. students must complete 72 hours of graduate work for credit, of which a minimum of 24 hours is required in formal course and seminar work. Ph.D. students must also complete a qualifying examination to test their knowledge of their field of specialization and present an acceptable dissertation in the major field of study.

M.D./Ph.D. students are encouraged to begin courses for graduate school credit and to select a preceptor to supervise their dissertation research as soon as possible. Enrollment in the program begins in late June in the summer prior to matriculation in the first year School of Medicine class. Certain Graduate School courses may be taken as part of the elective program in the School of Medicine and be applied toward formal course work requirements for the Ph.D. degree. The M.D./Ph.D. student must be officially enrolled in any one semester in either or both the Medical and

Graduate schools to ensure appropriate assignment of credits. Students must complete all course work and the research, writing, and defense of the Ph.D. dissertation before entering the third phase of the program.

Financial Support

Special funding (tuition and stipend) is available for those who gain admission to the Medical Scientist Training (M.D./Ph.D.) Program.

The limitations of financial support create a competitive situation in the selection process. Candidates are urged to submit their application to the M.D./Ph.D. program as early as possible. In accepting financial support for the program, the student agrees to promote primary effort to M.D./Ph.D. studies, and further agrees not to undertake concurrently any other gainful employment or effort without formal approval of the Medical Scientist Training Program Committee and the Medical School officers responsible for the M.D./Ph.D. program.

In general, financial support is arranged by mutual agreement of the Medical Scientist Training Program Committee, the Dean of the Medical School and, in certain instances, the chair of the graduate department involved. Various sources of funds are available with different restrictions, obligations, and levels of support. Some potential sources for support available to the student include the following:

Vanderbilt Medical Scientist Scholarship Programs. Currently there are several sources of funding available in support of the scholarship awards, a privately endowed program and a special allocation of funds by the School of Medicine. These programs pay tuition and fees and provide a competitive stipend. Once awarded, support from these scholarships will continue, contingent upon satisfactory performance, until the M.D. degree is awarded.

National Research Service Award. Financial support is available through an institutional grant awarded to Vanderbilt University Medical School by the National Institute of General Medical Sciences. The support pays tuition at the current level, provides a stipend (plus a Medical School supplement) per year, and includes funds for fees and related expenses. As with all federal funding, support is guaranteed for only one year at a time, since all federal funds are reviewed and funded annually. Generally, funds are renewed and support is continued.

Departmental Support. Limited resources are available through graduate departments. Tuition awards are available as well as some stipend support either from federal training grants or research funds. Interested students should request from their faculty adviser or department chair specific information on the availability of this type of support.

Personal Support. This refers to the student's own resources or sources of funds. Approved students for the Medical Scientist Training Program who do not receive financial support from any of the above sources may remain in the joint program at their own expense. Although not guaranteed, financial support can usually be obtained for the graduate phase of the M.D./Ph.D. program.

Other Joint Degree Programs

M.D./J.D. Joint Degree Program

This describes the features of a joint M.D./J.D. degree. Such a degree, with its potential to attract outstanding students to both programs, will benefit both the Vanderbilt University School of Medicine and Vanderbilt Law School. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students must apply to each program separately and be accepted by both programs to pursue the joint degree. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. Law students who apply to the medical school during their first year in the law program may also be considered for the joint degree.

Joint degree students will complete both degrees in six years, saving one year in school, as medical school ordinarily takes four years and law school takes three.

M.D./M.S. in Biomedical Engineering

This describes the features of a joint M.D./M.S. program in biomedical engineering degree. Such a degree, with its potential to attract outstanding students to both programs, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Biomedical Engineering Department in the School of Engineering. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students must apply to each program separately and be accepted by both programs to pursue the joint degrees. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school.

Joint degree students will complete both degrees in five years, saving one year in school, since ordinarily medical school takes four years and the M.S. in biomedical engineering two years.

M.D./M.S. in Biomedical Informatics

This describes the features of a joint M.D./M.S. program in biomedical informatics program. Such a degree program, with its potential to attract outstanding students to both schools, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Biomedical Informatics Department. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students will apply to each program separately and must be accepted by both programs to pursue the joint degree. Ideally, students will apply

for joint degree status prior to enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school.

Joint degree students will complete both degrees in six years, saving one-half year in school, since medical school ordinarily takes four years and the M.S. in biomedical informatics two and one-half years.

M.D./M.Div. and M.D./M.T.S.

This describes the features of joint degrees of the Medical School and the Divinity School. The M.D./M.Div. and M.D./M.T.S. degrees represent the Medical Doctorate and the Master of Divinity and Master of Theological Studies. These joint degree programs provide the potential to attract outstanding students to both schools and will benefit both the Vanderbilt University School of Medicine and Vanderbilt Divinity School. This offers an excellent opportunity to enhance the collaboration between these two schools.

Students must apply to each school separately and be accepted by both to pursue the joint degree. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. Divinity students who apply to the medical school during their first year in the divinity program may also be considered for the joint degree.

Students with interest in medical and divinity degrees will have the opportunity to enroll in one of two joint degree programs.

The M.D./M.Div. (M.D./Master of Divinity) joint degree program will take a total of six years for completion. This saves one year as the M.D. degree ordinarily takes four years and the Master of Divinity takes three. The Master of Divinity is a professional degree and prepares students for the practice of ministry. This program has a required field education component as part of the Master of Divinity degree requirements. In this program, students will carry 15 credit hours per semester while in the Divinity School.

M.D./M.S. in Computer Science

This describes the features of a joint M.D./M.S. in computer science degree program. Such a degree program, with its potential to attract outstanding students to both schools, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Computer Science Program in the School of Engineering. It offers an excellent opportunity to enhance the collaboration between these two schools.

Students must apply to each program separately and be accepted by both programs to pursue the joint degrees. Students must meet requirements of each program for admission. Ideally, students will apply for joint

degree status prior to enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school.

Joint degree students will complete both degrees in five years, saving one year in school, since medical school ordinarily takes four years and the computer science program two years.

M.D./M.Ed. Program

This describes the features of a joint degree program leading to completion of both the M.D. and M.Ed. degrees in five years. Such a program, with its potential to attract outstanding students, would benefit both the School of Medicine and Peabody College of Education and Human Development. It offers an excellent opportunity to enhance the collaboration between these two schools.

Education is an integral part of medicine. The word doctor comes from the Greek and means teacher. Whether a student chooses a career in research or clinical practice, there always will be a need to teach students, patients, and colleagues. Students who choose this program may be interested in patient education or in a career in an academic center working in medical education. They also may be interested in leadership positions at the national level that interface with health policy and education. Education will be a large part of prevention in future medical practice.

Students must apply to the M.D. and M.Ed. programs separately and be accepted by both programs to pursue the joint degree. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the School of Medicine. Peabody students may apply for admission to the M.D. program during their first year in the master's program.

Joint degree students will complete both degrees in five years, saving on year in school, as medical school ordinarily takes four years and the Peabody program two years.

M.D./M.P.H. Program

This describes the features of joint the M.D./M.P.H. degree program. Such a program, with its potential to attract outstanding students interested in public health and medicine, will benefit the educational program of the School of Medicine.

Students must apply to each program separately and be accepted by both programs to pursue the joint degree. Medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. An important component of the M.P.H. program is a mentored research investigation, which assumes a degree of student independence typically associated with fellowship or junior

faculty status. Thus, acceptance into the M.P.H. program will be restricted to students who exhibit this capacity and will require pre-identification of a qualified faculty member willing to serve as the student's mentor.

Joint degree students will complete both degrees in five years, saving one year in school, since medical school ordinarily takes four years and the M.P.H. program two years.

M.D./M.B.A. Program

This describes the features of a joint M.D./M.B.A. degree program. Such a program, with its potential to attract outstanding students to both schools, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Owen Graduate School of Management. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students must apply to each program separately and be accepted by both programs to pursue the joint degree. Ideally, students will apply for joint degree status prior to enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. Owen students who apply to the medical school during their first year in the MBA program may also be considered for the joint degree program.

Joint degree students will complete both degrees in five years, saving one year in school, since medical school ordinarily takes four years and the Owen program two years. The first three years are spent in medical school. Students spend their fourth year at the Owen School and then spend the fall semester of year five in medical school and the spring semester of year five at the Owen School.

M.D./M.A. in Medicine, Health, and Society

In 2008, the Vanderbilt University Faculty Senate approved a Master of Arts degree in Medicine, Health, and Society (MHS). The proposal for this fully interdisciplinary degree originated from the VU Center for Medicine, Health, and Society (CMHS), which was established in 2003. The goals of CMHS are to promote the study of health and health care in their social, cultural, and historical contexts, and to explore the interface of bio-science, technology, and the humanities.

In addition to educating outstanding clinicians, Vanderbilt University School of Medicine is committed to developing future leaders and scholars in medicine. We recognize that the current challenges facing health and health care demand leaders and scholars in many areas related to medicine, and this was the rationale behind the development of our Emphasis Program, with its nine areas of concentration. Five of those areas have potential links to MHS. They include: Community Health Initiatives, Medical Humanities, Law and Medicine, Health Services Research, and Global Health. The M.A. in MHS would allow selected students to extend their scholarly

interests in those interdisciplinary areas, although prior work in one of those areas is not required. We feel that the MHS degree would provide our students with additional knowledge and research experience that would better prepare them for academic careers focused on the political, social, economic, and cultural contexts of the practice of medicine, as well as on biomedical ethics, patient-provider relationships, and health policy.

Students must be accepted by admissions processes established by each school individually, and acceptance to one program will not ensure acceptance to the other.

Joint degree students will be able enter the M.A. program after any year of medical school. If students choose to begin their M.A. studies after the fourth year, they will be allowed to delay graduation until after completion of both degrees, as long as they are officially enrolled in the joint degree program. Requirements for the M.D. degree will be the same as those for non-joint-degree students. Students would be allowed to use two fourth-year elective credits to complete a thesis related to the M.A. degree. If students choose this route, then credit would be awarded jointly for those two months by both the School of Medicine and the CAS. In nearly all circumstances, students will be able to complete requirements for both degrees in a total of five years.

Single Degree Programs

Master of Science in Clinical Investigation (M.S.C.I.)

The Master of Science in Clinical Investigation program provides direct, mentored experience in clinical investigation and, through didactic work, provides trainees with a strong foundation in study design, biostatistics, biomedical ethics, clinical pharmacology, human genetics and assay methods. It is expected that graduates of this program will compete successfully for grants such as the K23, K08, and R01. These graduates will be poised to make major contributions to our understanding of the pathophysiology and treatment of human disease over the coming decades.

Typical candidates for the Master of Science in Clinical Investigation program are physicians who have completed the clinical requirements for Board eligibility in their primary specialty. Full-time Vanderbilt faculty members may also apply to the program with the consent of their department chair. Post-doctoral Ph.D.s who anticipate a career in patient-oriented research will also be considered.

Candidates will be asked to submit an application that will include biographical information, references, career goals, and a specific proposal for a patient-oriented research project. The research proposal must identify the

candidate's proposed mentor. Applications will be judged on the quality of the science proposed, on the commitment of the mentor to the career development of the candidate, and on the overall impact of the training program on the applicant's career development

Visit our Web site at www.mc.vanderbilt.edu/msci for more information.

Master of Public Health

The Master of Public Health (M.P.H.) program is a two-year program offered by the School of Medicine for physicians and other doctoral-level health care professionals. The primary objective of the program is to provide training for clinical and patient-oriented researchers who will conduct non-experimental studies or clinical trials with large sample sizes. The M.P.H. includes didactic course work, public health practicum, and mentored research, the latter resulting in a thesis.

The M.P.H. program is open to physicians who have completed their residency training or other health care professionals at a comparable level. Normally, applicants will be clinical research fellows or faculty who seek training for a future career in epidemiologic, clinical, or health services research or health administration.

A five-year joint M.D./M.P.H. degree is offered for students interested in acquiring tools needed to conceptualize and conduct studies using the methods accepted by the premiere medical journals. Students in the joint degree program apply separately to the M.P.H. program and the M.D. program and must demonstrate a level of independence typically associated with fellowship or junior faculty status.

Visit our Web site at www.mc.vanderbilt.edu/prevmed/mph/index.html for more information.

Doctor of Audiology

The Au.D. is a four-year post-baccalaureate degree which replaced the Master of Science degree as the requirement for the entry-level *practitioner* of audiology. The Doctor of Philosophy degree continues to be offered to students interested in becoming teacher/investigators.

The Au.D. program is CAA accredited by the American Speech-Language-Hearing Association. Practicum sites include the Vanderbilt Bill Wilkerson Center, Odess Otolaryngology Clinic, Veteran's Affairs Medical Center, and several hospitals and practices in the metropolitan Nashville area. At present, Vanderbilt's Au.D. program is ranked #1 in the nation by *U.S. News and World Report*.

The Au.D. program encourages applicants with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology, and psycholinguistics. All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to hearing health care, excellent

oral and written communication skills, a willingness to work collaboratively, a strong work ethic, perseverance, and strong organizational and time management skills.

Please visit our Web site at www.vanderbiltbillwilkersoncenter.com for additional information.

Master of Education of the Deaf

The Department of Hearing and Speech Sciences (DHSS) now offers a Master of Education of the Deaf degree. This one- to two-year program emphasizes the development of spoken language and auditory skills for children who are able to develop those skills. The DHSS is home to a unique, interdisciplinary approach to teacher training by combining training in audiology, speech-language pathology, and deaf education. The Mama Lere Hearing School in our National Center for Childhood Deafness and Family Communication serves as the professional development school for the DHSS deaf education program. This auditory oral school for children who are deaf or hard of hearing is known for its outstanding work in the areas of speech development, auditory training, cochlear implant habilitation, language, and reading.

Students entering the Master of Education of the Deaf program are required to have an undergraduate degree in deaf education, special education, early childhood education, or general education and must have teacher certification in same. The program will be one year in length (three semesters including summer plus May Session) for those coming in with a background in deaf education and two years (five semesters including summer plus May Session) for those with no background in deaf education.

Master of Laboratory Investigation

The Master of Laboratory Investigation program is a two-year program offered by the School of Medicine for Vanderbilt or Meharry staff who have a B.S. or B.A. degree from an accredited institution with a GPA of 2.5, have six months to one year of residency at VUMC or Meharry in a research laboratory, and who are nominated by the faculty mentor in whose lab they work with a strong letter of support.

The mission of the Master of Laboratory Investigation program is to provide a stronger academic base of knowledge for research personnel who will continue to work in an academic research environment; to foster the professional growth and increase the intellectual investment of the research assistant in the laboratory; and to improve the career growth potentials of our brightest and most qualified young researchers who do not wish to develop the full independent potential of the Ph.D.

Visit our Web site at <https://medschool.mc.vanderbilt.edu/mls> for more information.

Master of Science in Medical Physics

Medical physics is an applied branch of physics devoted to the application of concepts and methods from physics to the diagnosis and treatment of human disease. Medical physicists are concerned with three primary areas of activity: clinical service and consultation, research and development, and teaching. Clinically, medical physicists are called upon to contribute scientific advice and resources to solve physical problems arising in radiological medical physics. Medical physics research typically involves the development of new instrumentation and technology, the development of new medical diagnostic and therapeutic procedures, and tests using existing technologies. Historically, this type of activity has been primarily in radiological imaging and radiation oncology, but now has a growing breadth of involvement throughout medicine. Many medical physicists not only provide clinical service, but also have faculty appointments at universities and colleges and are responsible for teaching future medical physicists, resident physicians, medical students, and hospital technical staff.

Vanderbilt University offers the Master of Science degree in Medical Physics with specialty in Radiological Medical Physics. This interdisciplinary program is administered through the Departments of Radiation Oncology and Radiology and Radiological Sciences in the School of Medicine, and involves faculty and courses from the Vanderbilt University School of Medicine, Department of Radiology and Radiological Sciences, Department of Radiation Oncology, College of Arts and Science, Department of Physics and Astronomy, Department of Mathematics, and School of Engineering: Biomedical Engineering.

Visit our Web site at www.vanderbilt.edu/msmp/ for more information.

Master of Science (Speech-Language Pathology)

The master's degree program in speech-language pathology (SLP) is administered through the Vanderbilt University School of Medicine. The program provides clinical education leading to professional certification in speech-language pathology. The one-and-a-half to two calendar years (depending on background) covers at least five semesters (51-59 semester hours), including the summer session following the first calendar year of full-time study. Students without a background in communication disorders will require an extra semester. Many clinical opportunities are available throughout the program. The program culminates in a ten-week clinical or research externship at a site of the student's choosing. The program exceeds American Speech-Language-Hearing Association requirements. Cochlear implant, autism courses, and education courses are a part of the curriculum for students with interests in those areas. There is also a thesis option.

Students with backgrounds in such areas as communication disorders and other health-related professions, biomedical sciences, psychology, and

psycholinguistics are encouraged to apply. All students must possess GRE scores consistent with Vanderbilt standards, a strong record of past academic achievement, a commitment to perseverance, and exceptional organizational and time management skills.

Visiting Students (General Information)

Vanderbilt School of Medicine welcomes visiting senior medical students, space permitting, into courses and clinical electives. The visitor must be an enrolled medical student in good academic standing at a U.S. medical school accredited by the LCME or from a limited number of foreign schools with which Vanderbilt maintains exchange programs. Each approved student must be taking the course or elective for credit from his own school with his/her dean's approval and must have adequate professional liability insurance coverage and health insurance coverage. Visiting students are permitted registration for coursework in the Medical School (if class space is available) with approval of the appropriate department and with concurrence of the course instructor and the associate dean for medical student affairs. Visiting student application forms are available on our Web page: www.mc.vanderbilt.edu/medschool/registrar/visit_info.php.

Arrangements are to be made through the Office of Student Records by submission of a Visiting Student Application at least eight weeks in advance of requested clerkship. Approved visiting medical students are required, upon arrival at Vanderbilt, to participate in an orientation with the Office of Student Records to include a Bloodborne Pathogen Training Session. Visitors may enroll for no more than eight weeks of elective work at Vanderbilt. Tuition is not charged for visiting student elective courses, although a \$100.00 application fee is required upon submission of the application.

All visiting students can access this information and more via our Web page: www.mc.vanderbilt.edu/medschool/registrar/visit_info.php.

International Visiting Students

Vanderbilt Medical School has a firm policy not to accept students applying for clinical clerkships who are not enrolled in LCME approved medical schools or who are not enrolled in affiliated student exchange programs with the Vanderbilt University School of Medicine.

Osteopathic Students

Students from osteopathic medical schools may apply to Vanderbilt University School of Medicine for Visiting Student Clerkships. Submitted applications will be sent to the appropriate course directors for review and departmental approval will be obtained before the School of Medicine will approve and place the applicant.

Meharry-Vanderbilt Alliance

The Vanderbilt School of Medicine has an alliance with Meharry Medical College. Through the alliance, Meharry medical students are allowed to take unlimited electives at Vanderbilt at no cost. Visit our Web page at www.mc.vanderbilt.edu/medschool/registrar/meharry.php for the visiting student application form.



The Academic Program

THE curriculum is divided into required courses taken by all students and elective courses taken at the choice of the individual student. Required courses constitute the nucleus of medical education at Vanderbilt; elective courses are an integral part of each student's educational experience in the School of Medicine, providing considerable flexibility for individual programming. Students develop an elective program to meet individual needs with the help of the faculty and the approval of the associate dean for medical student affairs or a designee.

All electives are courses for credit. Electives in the first and second years are graded as Pass or Fail; electives in the fourth year are graded on the same basis as required courses. The format for electives includes lecture or seminar series, specialty clinics, clinical clerkships, or research experiences at Vanderbilt or other approved institutions; and, in special circumstances, Vanderbilt undergraduate or graduate courses may be counted as electives.

Students cannot be paid for any work done for required or elective credit. Exceptions to this policy include the summer stipend received by all students for work on their Emphasis projects and students who receive stipends as part of scholarships, fellowships, or joint degree programs.

The curriculum is under constant review by both faculty and students, and is subject to timely change as recommended by the Undergraduate Medical Education Committee and approved by the Executive Faculty.

Major Courses

First Year

Required courses include Foundations of the Medical Profession; Patient, Profession and Society I; Molecular Foundations of Medicine; Structure, Function, and Development; Microbiology and Immunology; and the Emphasis Program. Students participate in a clinical preceptorship as part of the Patient, Profession and Society I course, so that clinical experience begins immediately. Students are encouraged to take at least one of their three required electives during the first year.

The Emphasis Program

The Emphasis Program requires that every student undertake a mentored scholarly project during the first two years of medical school. Projects are related to one of nine Emphasis areas: laboratory-based research, patient-oriented research, health services research and management, community health initiatives, medical education, medical humanities, health law and

policy, global health, and informatics. Students choose their area and project during the first semester of first year, and embark on study design during second semester. During the summer between first and second years, all students devote eight weeks to their projects, supported by living stipends which are provided by the school. During the second year, students continue to work on their projects, analyze data, and prepare either poster or oral presentations for the annual Emphasis Forum, held each year in April. Students who are pursuing joint degrees through the Medical Scientist Training Program complete their laboratory rotations during time set aside for the Emphasis Program and also present their work at the Emphasis Forum.

Second Year

Required courses include Disease, Diagnosis, and Therapeutics; Brain and Behavior; Physical Diagnosis; Patient, Profession, and Society II; the Emphasis Program; and Introduction to Clinical Problem Solving. Students must also complete their electives requirement during the second year.

Third Year

Required clinical clerkships include Surgery, Medicine, Pediatrics, Obstetrics-Gynecology, Neurology, and Psychiatry. In addition, all students are required to participate in four intersessions, one of which proceeds each 11-week clerkship block. Half of each intersession is devoted to discussion of interdisciplinary topics, such as palliative care, geriatrics, nutrition, medical systems, and communication skills. During the last half of each intersession, students break into their clerkship groups to review the basic science concepts that are germane to that clerkship.

Third Year Requirements

The following must be completed by June 30, 2009.

- Medicine (504-5020) 11 weeks
- Surgery (517-5020) 11 weeks
- Pediatrics (511-5020) 5.5 weeks
- Obstetrics/Gynecology (507-5020) 5.5 weeks
- Psychiatry (515-5020) 5.5 weeks
- Neurology (506-5020) 5.5 weeks
- Four Intersessions (520-5320) one week each

Ordinarily students will complete all clerkships before proceeding to their fourth-year, but under special circumstances, students may defer one clerkship to the fourth year to pursue specific research or clinical interests. Such plans must be approved by the associate dean for medical student affairs. MSTP students who enter the third year after the first clerkship block may defer one block to the fourth year, with the permission of the MSTP

program director and the associate dean for medical student affairs. These students should make every effort to complete all intersessions during the third year clerkships.

Transfer

Acceptance for transfer is limited to the third year, filling places made by attrition only. Opportunities for transfer are rare because of the low attrition rate. Those students who have completed the second year in good standing at LCME-accredited U.S. or Canadian medical schools are eligible to apply. The deadline for applying is March 1.

Fourth Year

The flexibility of the fourth-year curriculum gives the student maximum opportunity for individual development. The year is divided into ten four-week academic units running from July through April.

Fourth Year Requirements

Eight units (32 weeks of instruction) must be completed. Primary Care Medicine, 520-5100, Emergency Medicine, 502-5950, and the Capstone course, 520-5090, are required. In addition, all students must complete one unit from the approved list below.

Medicine

504-5611	Medicine, VU
504-5613	Critical Care, VU
504-5616	Medicine, VAH
504-5619	Critical Care, VAH
504-5691	Cardiovascular Critical Care
504-5780	Medical Oncology
506-5615	Neurorehabilitation
506-5655	Neurocritical Care
507-5650	Gynecologic Oncology
509-5611	Orthopaedic Surgery: Foot and Ankle
509-5612	Orthopaedic Surgery: Hand
509-5613	Orthopaedic Surgery: Oncology
509-5614	Orthopaedic Surgery: Pediatrics
509-5615	Orthopaedic Surgery: Reconstructive
509-5616	Orthopaedic Surgery: Rehabilitation
509-5617	Orthopaedic Surgery: Spine
509-5618	Orthopaedic Surgery: Sports Medicine
509-5619	Orthopaedic Surgery: Adult Trauma
511-5611	Pediatric Medicine
511-5990	Pediatric Critical Care
515-5620	Neuropsychiatry

517-5500	Vascular Surgery
517-5611	Surgery, VU
517-5612	Surgery, VAH
517-5614	Surgical Critical Care
517-5620	Neurological Surgery
517-5630	Cardiac Surgery
517-5640	Urology
517-5660	Pediatric Surgery
517-5670	Surgical Oncology
517-5680	Plastic Surgery
517-5690	Kidney/Pancreas Transplantation
517-5850	Trauma
517-5980	Pediatric Urology
518-5970	Otolaryngology

Four additional elective units must be chosen to total eight units for the completion of the degree program. Students may elect to have course work in all ten units.

Students must keep in mind the following elective limits and recommendations:

- Students may not enroll in the same elective twice.
- With rare exception students should do no more than three clinical rotations in the same specialty.
- Students will need approval from the associate dean of medical student affairs to exceed this limit.
- Students are limited to two rotations away from Vanderbilt which require approval (7100—Special Study Clinical and 7150—Special Study Research). In addition, Primary Care may be taken away from Vanderbilt.
- Students are limited to two research rotations (6150—Special Study Research, VU or 7150—Special Study Research).
- Research rotations may last through two units. The approval process is required for each unit.
- MSTP students may receive credit for two fourth-year units of research if they begin their third year in October rather than July.
- Other dual degree students may receive credit for two fourth year units, representing work completed in satisfaction of the second degree requirements

Requests for exceptions to these requirements must be made to the Registrar in writing for administrative approval.

Advanced Training

In addition to its primary responsibility of educating medical students, the School of Medicine has active programs for graduate students in the preclinical sciences, for postdoctoral interns and residents, and for post-doctoral research trainees.

Residency Training

Students preparing for the practice of medicine usually spend three or more years in house staff training. Such experiences at Vanderbilt are particularly varied and well supervised. Applicants for positions are carefully chosen because of the competition for positions. As a result, the house staff makes up a competent and stimulating group, with considerable responsibility in medical student teaching.

The faculty of the School of Medicine has professional responsibilities at Vanderbilt, Veterans, Saint Thomas, and Baptist hospitals. Patients in these hospitals are cared for by members of the medical staff, assisted by the intern and resident staff.

Vanderbilt University Hospital is a referral center and consequently has a patient population with complex medical and surgical problems. The Veterans Administration Hospital, adjacent to the Vanderbilt Medical Center, serves veterans and their families from throughout the mid-south and is an important component of the teaching program. All physicians at the VA Hospital are full-time faculty members of the School of Medicine.

Post-Residency Clinical Fellowships

Postdoctoral training programs have as their goal the training of physicians for practice and certification in a medical subspecialty. Fellows admitted to these programs must have completed an approved residency program. The fellow is expected to participate in departmental activities related to teaching, clinical services, and research.

Continuing Medical Education

Vanderbilt University School of Medicine and Vanderbilt University Medical Center recognize a major commitment to the continuing education of physicians and others in the health professions. At Vanderbilt, continuing medical education is considered an important part of the continuum of medical education which is initiated in the undergraduate experience, progresses through graduate medical education, and matures in ongoing continuing medical education and continuing professional development. CME activities at Vanderbilt are designed to help physicians provide the very best possible care to the patients they serve by providing

the best combination of evidence-based information, information emerging from research at Vanderbilt and other academic centers, and the practical clinical wisdom of faculty. Accredited by the Accreditation Council for CME, the School of Medicine offers a broad spectrum of CME activities courses throughout the year to meet the learning needs of physicians in practice. Individual activities are planned and offered by departments and divisions of the school. Inquiries about accreditation should be directed to the Division of Continuing Medical Education or to departments and divisions about specific programming.

Office for Teaching and Learning in Medicine (OTLM)

The Office for Teaching and Learning in Medicine (OTLM) supports the educational program of the School of Medicine by providing educational resources and expertise, professional development opportunities and research agendas that inform our best educational practices. OTLM faculty and staff work with the teaching faculty, administration and students to improve the design of our instructional methods, the rigor of our assessment of competence and the quality of student outcomes. To learn more about the Office for Teaching and Learning in Medicine, please visit our Web site at www.mc.vanderbilt.edu/medschool/otlm/index.php

Center for Experiential Learning and Assessment (CELA)

The Center for Experiential Learning and Assessment (CELA) provides an educationally rich simulation environment for training our students and other health care professionals to practice the highest quality clinical care. It is informed by the best practices of teaching and clinical practice and grounded in theory-based research. CELA is also instrumental in conducting rigorous research that extends our knowledge and practice of experiential learning and assessment by simulations. The center consists of two programs: the Program in Human Simulations and the Simulation Technologies Programs. The first program brings the traditional standardized patient methods toward a broader use of simulations involving all aspects of human interaction in medicine. The Simulation Technologies Program emphasizes the sophisticated use of computers, task trainers, virtual reality and mannequin-based technologies to simulate clinical challenges. The programs provide both unique and integrated approaches to training our medical students in a safe and effective educational environment.

Academic Policies

VANDERBILT students are bound by the Honor System inaugurated in 1875 when the University opened its doors. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for the Honor System. All work submitted as a part of course requirements is presumed to be the product of the student submitting it unless credit is given by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations but also to written work and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Student Honor Council of the School of Medicine.

The University's Graduate Student Conduct Council has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students.

The *Student Handbook*, available at the time of registration, contains the constitution and bylaws of the Honor System and the Honor Code, as well as an explanation of the functions of the Honor System.

Requirements for M.D. Degree

Candidates for the Doctor of Medicine degree must be mature and of good moral character. They must have spent at least four years of study or its equivalent as matriculated medical students at an accredited medical school. Students accepted with advanced standing must complete at least the last two years in the Vanderbilt University School of Medicine. All students must have satisfactorily completed the medical curriculum, have passed all prescribed examinations, and have no outstanding unpaid balances with the University other than sanctioned educational loans. Students fulfilling these requirements will be recommended for the degree Doctor of Medicine.

Advisers

The Vanderbilt Medical School has one of the lowest attrition rates in the country. The faculty and administration take an active interest in assuring that each student achieves to maximum capability. Advisers, both student and faculty, and staff members of the office of the Dean are available to assist students toward successful development of their plans.

Licensure

It is the policy of Vanderbilt University School of Medicine that all medical students will take Step 1 and Step 2 (both Clinical Knowledge and Clinical Skills) of the United States Medical Licensing Examination prior to graduation, although passage of these examinations will not be a degree requirement.

Standards of Behavior for Interactions with Medical Students¹

Statement of Standards

In practice, physicians are held to high standards of professionalism and patient care. The medical learning environment is expected to facilitate students' acquisition of the professional and collegial attitudes necessary for effective, caring, and compassionate health care. The development and nurturing of these attitudes requires mutual respect between teachers (including faculty, residents, and staff) and students, and between each student and his or her fellow students.² Mutual respect between student and teacher, and between fellow students, may be expressed in many ways but all interactions shall include honesty, fairness, and evenhanded treatment. Behavior which is inimical to the development of mutual respect shall be prohibited. Such behavior may include but is not limited to:

- (1) Harassment of a sexual nature;
- (2) Discrimination or harassment based on race, sex, religion, color, national or ethnic origin, age, disability, military service, or being or being perceived as homosexual, heterosexual, or bisexual.
- (3) Grading, promoting, or otherwise evaluating any student on any basis other than that student's performance or merit.

Comments

The following delineates more clearly the behavior enumerated above which may be inimical to the development of mutual respect between students and teacher and between fellow students. For purposes of these Comments, the term "person" shall refer to a student in interactions between fellow students or, in student-teacher interactions, to the student or teacher, as appropriate.

- (1) Harassment of a sexual nature may include:
 - a. Denying the opportunity for training or rewards because of a student's gender;
 - b. Requesting sexual favors in exchange for grades or other awards;

¹ All Vanderbilt University policies concerning medical student interactions with faculty and staff as set forth in the Vanderbilt University *Student Handbook*, the *Faculty Manual*, and the *Staff Manual* remain in full force and effect.

² By their express terms, these Standards apply only to interactions which involve one or more medical students; however, it is hoped that these Standards will serve as a guide to all members of the Vanderbilt University Medical Center community. The reporting procedure outlined herein shall apply only to allegations of the violation of these Standards in interactions involving medical student(s).

- c. Making unwanted sexual advances;
- d. Unreasonable and inappropriate sexual or sexist conduct directed towards any person;
- e. Displaying in an unreasonable and inappropriate manner sexually suggestive or pornographic materials; or
- f. Grading or evaluating a student based upon gender rather than performance and merit.

(2) Discrimination and harassment may include:

- a. Denying the opportunity for training or rewards because of a student's age, race, religious affiliation, or any other attribute of the student other than merit or performance;
- b. Unreasonable and inappropriate conduct directed towards any person which is intended to insult or stigmatize that person;
- c. Exclusion of a student from any usual and reasonable expected educational opportunity for any reason other than as a reasonable response to that student's performance or merit;
- d. Requiring a student to perform personal services such as shopping or babysitting;
- e. Showing favoritism among students based upon any attribute of the student(s) other than performance or merit and thereby reducing educational opportunities available to the nonfavored student(s); or
- f. Grading or evaluating a student based upon any attribute of a student other than that student's performance and merit;
- g. Any physical mistreatment, such as hitting, slapping or kicking, or threatening such physical mistreatment;
- h. Requiring a student to perform menial tasks with the intent to humiliate the student.

Any perceived violation of these Standards of Behavior ("Standards") may be reported in accordance with the following procedure. Violations of these Standards may subject the offender to disciplinary action. These Standards may be amended at any time by the Executive Faculty. The Standards Committee shall be composed of such members as the Dean shall appoint from time to time.

Reporting Procedure

Prior to filing a formal report as outlined below, the individual considering making a report should first, if at all possible, attempt to resolve the matter directly with the alleged offender. In addition, the reporting individual may consult informally with any member of the Standards Committee for information and assistance. Any such informal consultation will be confidential if so requested. The only written record of any such confidential consultation shall consist of a confidential memorandum retained in the files of the Chair of the Standards Committee.

To make a formal report of an alleged violation of these Standards, a written description of the alleged violation, signed by the individual making the report, shall be delivered to any individual on the Standards Committee. The Standards Committee shall conduct a preliminary investigation, giving the reporting individual, the alleged offender and any other persons as the Standards Committee shall determine a fair opportunity to express their views on the matter. Further, the Standards Committee shall make, in accordance with commonly held standards of conduct, any necessary preliminary determination of what does or does not constitute reasonable or appropriate conduct and behavior. Thereafter, the Standards Committee shall issue a written statement of their preliminary findings to the individual making the report, to the alleged offender, and to the Dean. The Dean shall then take such further action on the matter as the Dean shall deem appropriate, consistent with Vanderbilt University policy on disciplinary actions as set forth in the Vanderbilt University *Faculty Manual*, *Student Handbook*, or *Staff Manual*, as applicable.

Alternatively, a student alleging sexual harassment or unlawful discrimination may make a complaint to Vanderbilt's Opportunity Development Center in accordance with the procedure outlined in the *Student Handbook*. If the complaint to the Opportunity Development Center does not resolve the matter to the satisfaction of the individual making the complaint, a formal grievance may be filed with the Office of the Chancellor in accordance with the procedure in the *Student Handbook*.

Grading and Promotions—Doctor of Medicine

Successful completion of the courses of the medical curriculum and scholastic standing are determined by the character of the student's daily work; the results of examinations, which may be written, oral, or practical; and observation of the student in action. The medical school curriculum builds progressively on the course work of each previous academic year. The courses of each subsequent year require increasing levels of coordination and integration of the material previously presented. Thorough knowledge and understanding of each subject and an appropriate level of skills are therefore required for satisfactory progress to be maintained in the medical curriculum.

Grades

The summative evaluation of academic performance for each course is reported on the following basis:

Honors (H): superior or outstanding work in all aspects (second, third, and fourth years).

High Pass (HP): completely satisfactory performance in all aspects, with some elements of superior work (third and fourth years).

Pass (P): completely satisfactory performance in all aspects (all years).

Marginal Pass (P*): marginal performance, to be reviewed by the Promotion Committee and course directors. Not to be recorded on the official transcript. After discussion and/or remedy, the grade will be changed to either Pass or Fail.

Fail (F): unsatisfactory performance (all years).

Electives in the first and second year are graded on a Pass or Fail basis. Exemplary or inadequate performance in these electives will be documented by supporting narrative evaluations. Electives and selectives in the third and fourth years are graded on the same basis as required courses.

Student Grievances Concerning Grades

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than six months after the event. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level.

If the student cannot resolve the problem through discussion with the course director, he or she should bring the problem, within two weeks of talking with the course director, to the attention of the associate dean for medical student affairs, who will seek to resolve the problem. If resolution is still not achieved, the associate dean will make a recommendation to the Dean, which will be accompanied by commentary on the recommendation by the relevant department chair. The Dean will make the final decision.

Promotion

Promotion Committees of the faculty, in consultation with representatives of the departments responsible for instruction, are charged with making recommendations to the Dean, and the Executive Faculty regarding progress and promotions of students in each class. The Executive Faculty of the School of Medicine has final responsibility for the determination of medical student progress in the school. Decisions on the progress of students during the first two years are ordinarily made at the end of each academic year. In view of the integrated nature of the curriculum in the final two years, no specific decisions on promotion from the third to the fourth year are made. Decisions on the progress of students during these final two years, however, may be made at any time as academic performance may dictate. Ordinarily, decisions for graduation will be made shortly before Commencement in the final year.

The committees recommend for promotion those students who have demonstrated appropriate personal behavior and the knowledge, understanding, and skills consistent with faculty expectations at their particular stage of professional development.

The school's academic program is predicated upon providing students an academic environment conducive to successful achievement. Occasionally, however, the outcome is unsuccessful. The Promotion Committees will review the performance of students with deficiencies and make recommendations concerning their progress.

Students who have marginal grades in two or more courses in a single academic year will undergo special review by their Promotion Committee. In light of the student's complete academic record, the committee may recommend promotion, promotion on probation, repetition of all or part of the academic year, or withdrawal from school. Ordinarily, a student with marginal performances in required preclinical courses accounting for more than half of the scheduled required course hours in a single academic year can expect to repeat an academic year or to withdraw from school. Students who deliver marginal performances in more than two required clerkships can expect to have their progress delayed in order to complete remedial work or to withdraw from school.

Students who fail in a course, whether required or elective, will be required to remedy the failure before being permitted to enter the courses of the next academic year. Credit may be given on the basis of re-examination or satisfactory repetition of the course work, but failures will remain on the record and may be counted as cause for dismissal if additional failure occurs. Students who fail in two courses or fail a re-examination or course repetition may be required to withdraw from the school.

Promotion Committees will ordinarily recommend that students be placed on academic probation if their course work includes any failures or is generally of marginal character. Students placed on academic probation who do not perform in a satisfactory manner during the subsequent academic year will be dismissed from school unless there are mitigating circumstances approved by the Dean. Students on probation may be withdrawn from school if their academic performance continues at a marginal level, even though there may be no recorded failures. Promotion Committees may recommend removal of probationary status when a student has demonstrated a continuing record of satisfactory performance in the succeeding units of study.

Students who are shown by work or conduct to be unfit for the practice of medicine may be required to withdraw from the school at any time.

Extracurricular Work

The School of Medicine does not regulate the outside work of its students, although it does take the firm position of discouraging outside work. No outside commitments may be assumed by medical students that may compromise their responsibilities at the medical school. If the outside obligation creates a conflict of interest, the student may be required to discontinue it.

Grading and Promotions—Other Degrees

Master of Science in Medical Physics

Good academic standing is defined as both a semester and/or cumulative grade point average of 3.0 or higher.

Master of Public Health

With the exception of the master's research course, all courses will be graded with letter grades (A, B, C, F). The master's research course and the elective courses are pass/fail and are not considered in calculation of GPA. Only courses with a grade of B or better will count toward the program requirements.

Master of Laboratory Investigation

The grading system in the MLI program will follow the grading scale of the Graduate School, which includes the letter grades A, B, C, D, and F. A student will not be granted graduate credit for any course in which a grade of less than C is received. The letter I may be used at the discretion of the instructor in those cases in which the student is not able to complete work during the normal time allotted for the course. The notation W is entered onto the transcript when a student withdraws from a course. A grade point average of 3.0 is required for graduation.

Master of Science in Clinical Investigation

Master of Education of the Deaf

Master of Science (Speech-Language Pathology)

Doctor of Audiology

Degree candidates must pass all courses, with a 2.0 cumulative grade point average (A = 4 points, B = 3, C = 2, D = 1, F = 0). Exempted courses, incompletes, passes, and courses taken outside Vanderbilt University are not included in computations of grade point averages. Students may not enroll in courses for which they do not have the prerequisites.

Leave of Absence

A leave of absence may be granted by the associate dean for medical student affairs for a period not to exceed one year for purposes of approved studies, recuperation from illness, or other special circumstances. Should it be necessary for a student to be absent for a period of more than one calendar year, the student must request approval from the associate dean for medical student affairs for each year thereafter. If a student requests a leave while on probation, approval by the Promotions Committee is required for both the leave and the re-entry.

Commencement

The University holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. In the same way when degree requirements have been completed, it is necessary for the degree to be conferred. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.



Chairs, Professorships, and Lectureships

Endowed Chairs and Professorships

Accenture Chair of Biomedical Informatics
Dorothy Beryl and Theodore R. Austin Chair in Pathology
Betty and Jack Bailey Professorship in Cardiology
Barry and Amy Baker Chair in Laryngeal, Head, and Neck Research
Allan D. Bass Chair in Pharmacology
Melinda Owen Bass Chair in Medicine
Bixler/Johnson/Mays Professor of Psychiatry
James G. Blakemore Research Chair in Psychiatry
James G. Blakemore Chair in Psychiatry
William L. Bray Chair in Urologic Surgery
Frances and John C. Burch Chair in Obstetrics and Gynecology
Lucius E. Burch Chair of Reproductive Physiology and Family Planning
Betty and Lonnie S. Burnett Chair in Obstetrics and Gynecology
Benjamin F. Byrd Jr. Chair in Clinical Oncology
Ann and Monroe Carell Jr. Family Chair in Pediatric Cardiology
Chancellor's Chair in Medicine
Chancellor's Professorship in Medicine
Amos Christie Chair in Global Health
Mark Collie Chair in Diabetes Research
Cornelius Abernathy Craig Chair in Medical and Surgical Oncology
Craig-Weaver Chair in Pediatrics
Joe C. Davis Chair in Biomedical Sciences
Annette Schaffer Eskind Chair for Vanderbilt Kennedy Center
for Research on Human Development
John Clinton Foshee Distinguished Chair in Surgery
Gottlieb C. Friesinger Chair in Cardiovascular Medicine
Thomas F. Frist Sr. Chair in Medicine
Ernest W. Goodpasture Chair in Experimental Pathology

Mary Phillips Edwards Gray Chair in Stem Cell Biology and Tissue Regeneration
Catherine McLaughlin Hakim Chair in Medicine
George W. Hale Professorship of Ophthalmology
Paul V. Hamilton M.D. Chair in Geriatrics
Paul V. Hamilton M.D. and Virginia E. Howd Chair in Urologic Oncology
Elsa S. Hanigan Chair in Pulmonary Medicine
Joel G. Hardman Chair in Pharmacology
Ingram Chair in Surgical Sciences
Hortense B. Ingram Chair in Molecular Oncology
Lisa M. Jacobson Chair in Cardiovascular Medicine
Rudy W. Jacobson Chair in Pulmonary Medicine
David T. Karzon Chair in Pediatrics
Krick-Brooks Chair in Nephrology
Lee E. Limbird Chair in Pharmacology
Guy M. Maness Chair in Otolaryngology
Dan May Chair in Medicine
Katrina Overall McDonald Chair in Pediatrics
McKesson Foundation Chair in Biomedical Informatics
William F. Meacham Chair in Neurological Surgery
Stanford Moore Chair in Biochemistry
Hugh J. Morgan Chair in Medicine
Harold L. Moses Chair in Lung Cancer Research
Elizabeth and John Murray Chair Of The Asthma, Sinus, and Allergy Program
John A. Oates Chair in Translational Medicine
Carol and John S. Odess Chair in Facial Plastic and Reconstructive Surgery
James C. Overall Chair in Pediatrics
Ralph and Lulu Owen Chair in Medicine
Harry and Shelley Page Chair in Interventional Cardiology
Carol D. and Henry P. Pendergrass Chair in Radiology
Carolyn Perot Rathjen Chair in Pediatric Hematology and Oncology
Ann and Roscoe R. Robinson Chair in Nephrology
Ann and Roscoe R. Robinson Professorship of Clinical Research in Diabetes
Wilhelm Roentgen Professor of Radiology & Radiological Sciences
David E. Rogers Professorship in Medicine

Paul W. Sanger Chair for Experimental Surgery
John L. Sawyers Chair in Surgical Sciences
Kenneth Schermerhorn Chair in Orthopaedics
H. William Scott, Jr. Chair in Surgery
Addison B. Scoville, Jr. Chair in Medicine
Ruth King Scoville Chair of Medicine, Molecular Physiology, and Biophysics
John L. Shapiro Chair in Pathology
Mark C. Smith Chair in Otolaryngology/Head and Neck Surgery
Phyllis G. and William B. Snyder M.D. Chair in Ophthalmology and Visual Sciences
Ann Geddes Stahlman Chair in Medical Ethics
Edward Claiborne Stahlman Chair in Pediatric Physiology and Cell Metabolism
Gladys Parkinson Stahlman Chair in Cardiovascular Research
Gray E. B. Stahlman Chair in Neurosciences
Major E. B. Stahlman Chair in Infectious Diseases and Inflammation
Mary Geddes Stahlman Chair in Cancer Research
William Stokes Chair in Experimental Therapeutics
William S. Stoney Jr. Chair in Cardiac Surgery
Jacquelyn A. Turner and Dr. Dorothy J. Turner Chair in Diabetes Research
Jim Turner Chair in Alzheimer's Research
John B. Wallace Professorship in Medicine
Mina Cobb Wallace Chair in Gastroenterology and Cancer Prevention
Natalie Overall Warren Chair in Biochemistry
William K. Warren Sr. Chair in Pediatric Gastroenterology
William C. Weaver III Chair in Neurology
Dorothy Overall Wells Chair in Pediatrics
Albert & Bernard Werthan Chair in Investigative Medicine
Lester and Sara Jane Williams Chair in Academic Surgery
Anne Potter Wilson Distinguished Chair in Colon Cancer
Elton Yates Professorship in Autonomic Disorders

Annually Funded Chairs and Professorships

Oswald T. Avery Distinguished Chair in Microbiology
F. Tremaine Billings Professorship in Medicine and Pharmacology
Harry Pearson Broquist Professorship in Biochemistry

C. Sidney Burwell Professorship in Medicine
Stanley Cohen Professorship in Biochemistry
John Coniglio Chair in Biochemistry
Rosalind E. Franklin Professorship in Genetics and Health Policy
James Tayloe Gwathmey Clinician Scientist Professorship
Ingram Cancer Research Professorships
Godfrey Hounsfield Chair in Radiology and Radiological Sciences
Grant W. Little Professorship in Medicine
Donald A. B. and Mary M. Lindberg University Professor of Biomedical Informatics
T. H. Morgan Professorship in Human Genetics
Elliott V. Newman Professorship in Medicine
John C. Parker Professor of Anesthesiology Research
T. Edwin Rogers Chair in Pharmacology
Joseph C. Ross Chair in Pharmacology
Ronald E. Santo Chair in Diabetes Research
Sarah H. Sell Chair in Pediatrics
Shedd Chair in Pediatric Infectious Diseases
Norman Ty Smith Chair in Patient Safety and Medical Simulation
Earl W. Sutherland Jr. Professorship in Pharmacology
Earl W. Sutherland Jr. Chair in Molecular Physiology & Biophysics
University Professor of Radiology and Radiological Sciences and Biomedical Engineering
Vanderbilt Dean's Chair
Vice Chancellor's Chair in Breast Cancer Research
Levi Watkins, Jr. Professorship for Diversity in Medical Education
Robert H. Williams Professorship in Medicine
John B. Youmans Professor of Medicine

Committed Chairs

Ruth and R. Benton Adkins, Jr. Chair in Surgery
Ben J. Alper Chair in Rheumatology
Fred H. Bess Chair in Audiology
Robert and Rachelle Buchanan/A.H. And Lucile Lancaster Chair in Dermatology
Martha O. and Dixon N. Burns Chair in Medical Ethics
Sam and Darthea Coleman Chair in Ophthalmology

Gerald M. Fenichel Chair in Neurology
Edward and Nancy Fody Chair in Pathology
Dorothy and Laurence A. Grossman Chair in Cardiovascular Medicine
Donna S. Hall Chair in Breast Cancer
Patricia and Rodes Hart Chair in Urologic Surgery
George W. Holcomb Jr. M.D. Chair in Pediatric Surgery
Ingram Distinguished Chair in Pediatric Oncology
Ingram Professorship in Pediatric Oncology
Ann Light Chair in Pulmonary Medicine
John N. Lukens Jr. Chair in Hematology/Oncology
Jack Martin M.D. Research Professorship in Psychopharmacology
Leo and Margaret Milne Record Chair in Surgery
Mildred Thornton Stahlman Chair in Perinatology
Margaret and John Warner Chair for Neurological Education

Lectureships

THE JOHN Q. ADAMS LECTURESHIP IN OTOLARYNGOLOGY. Through the generosity of the Adams family this annual lecture furthers education in otolaryngology.

THE ALPHA OMEGA ALPHA LECTURE. The Alpha Omega Alpha Medical Honor Society each year invites a scientist of prominence to deliver a lecture before the students and faculty and members of the medical community. The first lecture was given during the school year 1926/27.

THE ALLAN D. BASS LECTURESHIP. This lectureship was established in 1976 in recognition of Dr. Bass's outstanding contributions to Vanderbilt University, the Nashville community, and the field of Pharmacology. He served as a professor and chairman of the Department of Pharmacology from 1953 to 1973, as associate dean for biomedical sciences from 1973 to 1975, and as acting dean of the School of Medicine from 1973 to 1974. The lectureship is made possible through the generosity of his associates and colleagues in the American Society of Pharmacology and Experimental Therapeutics; the FASEB; the AMA Council on Drugs; the Nashville Academy of Medicine; the present and former staff, students, and faculty members at Vanderbilt University; and the Department of Pharmacology. The first lecture was given in April 1977.

THE ROBERT N. BUCHANAN JR. VISITING PROFESSORSHIP IN DERMATOLOGY. The Department of Medicine established in 1980 a visiting professorship to honor Dr. R. N. Buchanan, Jr., professor emeritus and former chairman of the Division of Dermatology. Each year, a distinguished dermatologist is invited to come to Vanderbilt to deliver a series of formal lectures and participate in teaching conferences.

THE BARNEY BROOKS MEMORIAL LECTURESHIP IN SURGERY. In 1952, through the generosity of a Vanderbilt alumnus, an annual lectureship was established to honor the memory of

Dr. Barney Brooks, formerly professor of surgery and head of the department, and surgeon-in-chief of Vanderbilt University Hospital. As a fitting memorial to Dr. Brooks, these lectures have been given by physicians who have made distinguished contributions in clinical or investigative surgery. It is held annually in conjunction with the spring meeting of the H. William Scott Society.

THE GEORGE DANIEL BROOKS LECTURESHIP IN ONCOLOGY. Established and endowed in 1991 by Frances Brooks Corzine in honor of her father, G. Daniel Brooks, who died of cancer. The focus of the lectureship is oncology and rotates between clinical and basic cancer distinguished lecturers.

THE JOHN E. CHAPMAN LECTURESHIP IN THE ECOLOGY OF MEDICINE AND MEDICAL EDUCATION. Established by Richard E. Strain, M.D. '75, in memory of his father, Richard E. Strain, Sr., M.D. '35, and honoring Dr. John E. Chapman, former Dean of Vanderbilt University School of Medicine. The annual lecture will be devoted to subjects that address the changing role of medicine in our culture.

THE CULLY COBB LECTURESHIP IN NEUROLOGICAL SURGERY. This fund is used exclusively to cover expenses for speakers at the regular meetings of the Meacham Society. Dr. Meacham (M.D. '40) was chairman of the Department of Neurosurgery from 1954 to 1984. Dr. Cobb is a clinical professor of neurological surgery.

THE W. ANDREW DALE MEMORIAL LECTURESHIP. Established by the Dale family and friends, this first lecture in vascular surgery supports the advancement of vascular education, research, and patient care. The lecture reflects the depth of Dr. Dale's commitment to Vanderbilt Medical School and vascular surgery.

THE ROLLIN A. DANIEL JR. LECTURE IN THORACIC SURGERY. In 1977, the Department of Thoracic and Cardiac Surgery established the Rollin A. Daniel Jr. Lecture as a tribute to Dr. Daniel. Since Dr. Daniel's death, there has been generous support from Dr. Daniel's family and many former residents to this lectureship fund. Each year a distinguished thoracic surgeon is invited by the Department to visit Vanderbilt and deliver the annual lecture, usually in the fall.

DEAN'S LECTURE SERIES. The Dean's Lecture Series provides a forum for nationally recognized speakers to enrich the educational environment by providing insight into topics that are important to the science and art of medicine. Supported by the Dean's Office and facilitated by the students of VUSM, this series is intended to stimulate thought, curiosity, and enthusiasm about the challenges, controversies, and complexities of medicine and biomedical science.

DISCOVERY LECTURE SERIES. In 2006, the Medical Center launched its new Vanderbilt Discovery Lecture Series. Held twice each month, this series features the world's most eminent scientists, as well as Vanderbilt's own top researchers, who speak on the highest-impact research and policy issues in science and medicine today. The series kicked off in September with Sydney Brenner, Ph.D., who won the Nobel prize in Physiology or Medicine in 2002 for his discoveries in genetic regulation of organ development and programmed cell death. Lecture topics cover the spectrum of research areas, from pharmacology and cell and developmental biology to pediatrics and global health.

THE LEONARD W. EDWARDS MEMORIAL LECTURESHIP IN SURGERY. This annual lectureship was established in 1972 by the family and friends of Dr. Leonard Edwards, who was a professor of clinical surgery, in recognition of his more than fifty years of contributions to Vanderbilt and the Nashville community as a distinguished surgeon and teacher. The first lecture was given in 1972 by Dr. Lester Dragstedt. Lectures usually concentrate on surgery and physiopathology of the alimentary tract.

THE PHILIP W. FELTS LECTURE SERIES IN THE HUMANITIES. This lecture series was established to honor Dr. Felts's dedication to medical students and his desire to help them develop as individuals as well as physicians. Funding in his memory comes primarily from former students and his own Vanderbilt classmates and friends as well as Vanderbilt faculty members. It allows medical students to invite a nationally recognized figure in the humanities to speak at the School of Medicine each year as part of the annual student-run humanities series. He was director of alumni affairs when he died in 1992.

THE ABRAHAM FLEXNER LECTURESHIP. In the fall of 1927, Mr. Bernard Flexner of New York City donated \$50,000 to Vanderbilt University to establish the Abraham Flexner Lectureship in the School of Medicine. This lectureship is awarded every two years to a scientist of outstanding attainments who shall spend as much as two months in residence in association with a department of the School of Medicine. The first series of lectures was given in the fall of 1928.

THE LEROY BRUNSON GEORGE JR. LECTURESHIP IN TRANSPLANTATION. This lecture was provided by his mother, in tribute to his brave spirit in facing unprecedented heart surgery in 1956, which resulted in his death.

THE ALVIN F. GOLDFARB LECTURESHIP IN REPRODUCTIVE ENDOCRINOLOGY. Established by the children of Dr. Goldfarb to honor their father, an alumnus of Vanderbilt University School of Medicine, this is the first named lectureship in the Center for Fertility and Reproductive Research. Serving as an important forum for continuing education, the lectureship enables the Vanderbilt medical community to learn from those at the cutting edge of research and practice in reproductive biology.

THE THOMAS P. GRAHAM, JR. LECTURE IN PEDIATRICS. The Department of Pediatrics and the Division of Pediatric Cardiology established this lecture to recognize Dr. Graham as a renowned clinician and teacher.

THE ERNEST W. GOODPASTURE LECTURE. In 1968 the Goodpasture Lecture was established by a friend of Vanderbilt University and of the Department of Pathology, Mrs. George M. Green, Jr. The lecture is to honor the memory of Dr. Ernest William Goodpasture, distinguished chairman of the Department of Pathology from 1925 until his retirement in 1955. Each year, a lecturer prominent for achievements in research or in medical education is selected. The first lecture was given in the fall of 1971.

THE J. LYNWOOD HERRINGTON LECTURESHIP IN GENERAL SURGERY. St. Thomas Hospital administers this fund for the exclusive use of surgical grand rounds, speakers, and lectures. It is in honor of Dr. Herrington, clinical professor of surgery, emeritus.

THE J. WILLIAM HILLMAN VISITING PROFESSORSHIP. This professorship was established in 1976 as a tribute to the late Dr. J. William Hillman, who served as professor and chairman of the Department of Orthopaedics. To commemorate Dr. Hillman's tireless dedication to the art of teaching, the department annually invites a prominent orthopaedist to spend three or four days in residence teaching the house staff through a series of walking rounds and informal talks, concluding with a day-long seminar on special topics in the field.

THE GEORGE W. HOLCOMB LECTURESHIP. This lectureship was established in 1990 in tribute to George Whitfield Holcomb, M.D., clinical professor of pediatric surgery, emeritus, for his many contributions as a pediatric surgeon and teacher from 1952 to 1989. The lectureship will keep pediatric surgeons at Vanderbilt abreast of new clinical procedures and research discoveries in the field of pediatrics by inviting guest lecturers from all over the country to give presentations.

THE MARC H. HOLLENDER LECTURESHIP IN PSYCHIATRY. This fund is used by the Department of Psychiatry for an annual lecture honoring the memory of its former chairman, Dr. Marc H. Hollender.

THE BOEHRINGER INGELHEIM DISTINGUISHED LECTURESHIP IN BIOMEDICAL SCIENCES. This lectureship was established by the Boehringer Ingelheim Pharmaceutical Company in 1992 as an annual lecture. The lectureship was given in tribute to the strength of basic biomedical sciences at Vanderbilt University Medical Center. The focus of two lectures given by the distinguished lecturer is on a fundamental research area of broad and dramatic impact on the biomedical sciences.

THE EVERETTE JAMES JR. LECTURESHIP IN RADIOLOGY AND RADIOLOGICAL SCIENCES. Established by friends and colleagues of Dr. James, former chairman of the Department of Radiology and Radiological Sciences, this lectureship brings internationally known experts in a variety of areas of diagnostic radiology to Vanderbilt annually.

THE CONRAD JULIAN MEMORIAL LECTURE. This lecture was instituted in 1980 in honor of Dr. Conrad G. Julian, the first director of gynecologic oncology at Vanderbilt University Hospital. The lecture is delivered each year on a subject related to gynecologic oncology and is given in conjunction with the annual Gynecologic Oncology Seminar.

THE PAULINE M. KING MEMORIAL LECTURESHIP. This lectureship was established in 1962 by Mr. Robert F. King of Klamath River, California, as a memorial to his wife. Each year, a distinguished thoracic or cardiovascular surgeon is invited to lecture by the Department of Surgery. The first Pauline M. King Memorial Lecture was given in the spring of 1963.

THE LEONARD J. KOENIG LECTURESHIP IN MEDICINE. This fund, established in 1977 and named for longtime Nashville pediatrician Dr. Leonard Koenig, is for lectures and seminars within the Department of Medicine.

THE M. GLENN KOENIG VISITING PROFESSORSHIP IN INFECTIOUS DISEASES. This visiting professorship was established in 1973 through the generosity of alumni, faculty, friends, and the family of the late Dr. M. Glenn Koenig who served as a professor of medicine and head of the Division of Infectious Diseases. In recognition of Dr. Koenig's unexcelled ability to teach at the bedside, the Department of Medicine invites physicians of unusual competence in the teaching of clinical infectious diseases to join the Division of Infectious Diseases for short periods to spend time on the wards and in discussions with students, house staff, fellows, and faculty. The first visiting professorship was held in 1973.

THE KROC FOUNDATION LECTURESHIP IN MOLECULAR PHYSIOLOGY AND BIOPHYSICS. Established in 1986 by the Kroc Foundation in honor of Ray A. Kroc and Robert L. Kroc to support several visiting professors each year. These individuals present a state-of-the-art lecture on diabetes, insulin action, or a related endocrine topic and consult with faculty members and their groups.

THE ELIZABETH B. LAMB LECTURESHIP IN MICROBIAL PATHOGENESIS. Through the generosity of Elizabeth B. Lamb and family, income from the Lamb Center for Pediatric Infectious Diseases Research Endowment contributes to funding this annual lecture which brings an expert in the field to campus to expand professional education regarding infectious diseases research in children.

THE PAUL DUDLEY LAMSON MEMORIAL LECTURE. This lectureship was instituted in 1965 in memory of Dr. Lamson, professor of pharmacology and chairman of the department from 1925 until his retirement in 1952. A prominent scientist is brought to the campus biennially under the sponsorship of the alumni and staff of the Department of Pharmacology.

THE FRANK H. AND MILBREY LUTON LECTURESHIP. Established in 1976 through the generosity of friends and former students, this lectureship honors Dr. Frank H. Luton, the first psychiatrist on the Vanderbilt faculty. Each year, a prominent lecturer in the field of psychiatry is selected.

THE MARTHA E. LYNCH LECTURESHIP. The Martha E. Lynch Lectureship is an annual series of lectures presented by the Vanderbilt Bill Wilkerson Center and is designed to provide continuing education to speech-language pathologists working in the public school system. The lectureship is named in honor of Martha E. Lynch, a speech-language pathologist who has devoted her thirty-year career to children with communication disabilities.

THE DAN MAY LECTURE. Made possible by a gift from the May family, this lecture series honors Mr. May, a Nashville business, educational, and civic leader who was a Vanderbilt graduate, long-time Board of Trust member, and friend of the University. The lecturer is a distinguished scholar of medicine or another discipline with expertise in cardiovascular disease, medical education, or humanistic aspects of medicine.

THE GLENN A. MILLIKAN MEMORIAL LECTURE. This lectureship was established in 1947 in memory of Dr. Millikan, professor of physiology, by members of the then second-year class. It has subsequently received support by means of a capital fund by Dr. Millikan's father and mother, Dr. Robert A. Millikan and Mrs. Gretna B. Millikan, and friends. Contributions have been made to the fund by members of the founding class and other students. The lectureship is maintained to provide a distinguished lecturer in physiology.

THE WILLIAM F. ORR LECTURESHIP. This annual lectureship was established in 1976 through the generosity of Hoffman-LaRoche, Inc., in honor of Dr. William F. Orr, first professor and chairman of the Department of Psychiatry, a position he held from 1947 to 1969. A psychiatrist of national prominence is invited each year to present the lecture and to participate in various teaching conferences in the Department of Psychiatry.

THE FRED D. OWNBY LECTURESHIP IN CARDIOLOGY. This lectureship was established in 1996 as a tribute to Dr. Fred D. Ownby's contributions to the field of cardiology, his passion for education, and his commitment to the people of Middle Tennessee. Presented annually by a visiting professor, researcher, or clinician of national renown, the lectures, seminars, and teaching rounds address the latest advances in research, technology, and treatment of cardiovascular illnesses.

THE COBB PILCHER MEMORIAL LECTURE. In 1950, the Pi Chapter of the Phi Chi Medical Fraternity established the Cobb Pilcher Memorial Lecture to honor the memory of Dr. Pilcher, formerly associate professor of surgery, distinguished neurosurgeon, and a member of Phi Chi fraternity. Each year a lecturer of prominence is selected. The first lecture was given in 1950.

THE DAVID RABIN LECTURE IN ENDOCRINOLOGY. The Department of Medicine established in 1980 a visiting lectureship in recognition of the salient contributions of Dr. David Rabin to the world of endocrinology. Dr. Rabin was a professor of medicine and head of the Division of Endocrinology from 1975 until his death in 1984. This lectureship annually brings to Vanderbilt a world leader in the science of endocrinology and the application of that science to the solution of the problems of humankind.

THE SAMUEL S. RIVEN VISITING PROFESSORSHIP. This professorship was established in 1989 to honor Dr. Samuel Riven for more than fifty years of service to his patients and the Department of Medicine at Vanderbilt University. A physician of prominence is invited each year to present a lecture and to participate in various teaching conferences in the Department of Medicine.

THE ROSCOE R. ROBINSON M.D. LECTURESHIP. Dr. Robinson was an internationally recognized nephrologist and educator who led VUMC through a period of tremendous growth and change during the 1980s and 1990s. The Robinson Lectureship was a gift from the School of Medicine faculty to celebrate the vice chancellor's years at Vanderbilt.

THE JOSEPH C. ROSS M.D. LECTURESHIP IN EMERGENCY MEDICINE. The Ross Lectureship is the first endowed lectureship in emergency medicine and was established by Dr. Ross, his family, and other supporters.

THE W. D. SALMON LECTURESHIP IN THE DIVISION OF GASTROENTEROLOGY. Honoring William D. Salmon, Jr. (M.D. '49 and professor of medicine, emeritus), this annual lecture series brings a visiting professor to campus to discuss topics in the field of gastroenterology.

THE HARRISON J. SHULL LECTURESHIP IN THE DIVISION OF GASTROENTEROLOGY. This lectureship honors the memory of the late Dr. Harrison J. "Hack" Shull, Sr. (M.D. '34), the first physician to specialize in gastroenterology in Middle Tennessee. He started Vanderbilt's Division of Gastroenterology in the 1950s.

THE NORMAN E. SHUMWAY JR. LECTURESHIP IN TRANSPLANTATION. This lectureship was established in 1994 to recognize the contributions and leadership of Dr. Shumway, a 1949 graduate of Vanderbilt University School of Medicine, in pioneering transplantation research, education, and patient care.

THE R. TURNER SIMPSON LECTURESHIP IN THE HISTORY OF MEDICINE. This lectureship was made possible by the generous contributions of John W. Simpson, M.D., Vanderbilt School of Medicine class of 1932, and his wife. The late Dr. Turner Simpson, brother of Dr. John W. Simpson, was also a Vanderbilt graduate. This lectureship will bring prominent figures in the field of medical history to Vanderbilt.

THE GRACE AND WILLIAM S. SNYDER LECTURESHIP. Established in 1983 by Phyllis and William B. Snyder, M.D. '57, the Snyder Lectureship honors Dr. Snyder's parents, both of whom practiced medicine in Kentucky. The lectureship is in the Department of Ophthalmology and Visual Sciences.

THE PAUL STERNBERG SR. LECTURESHIP. The Paul Sternberg Sr. Lectureship was established in 2004 by Dr. Paul Sternberg, Jr., in memory of his father, an innovative and skilled ophthalmic surgeon.

THE EARL W. SUTHERLAND LECTURESHIP IN THE DEPARTMENT OF MOLECULAR PHYSIOLOGY AND BIOPHYSICS. In 1999, this lectureship was established to honor the memory of former Vanderbilt professor and Nobel Laureate Earl W. Sutherland.

THE PAUL TESCHAN LECTURESHIP IN THE DIVISION OF NEPHROLOGY AND HYPERTENSION. This lectureship was established in 1990 by colleagues of Dr. Teschan, professor of medicine, emeritus. Its purpose is to bring the world's outstanding leaders in nephrology to Vanderbilt to provide the Division of Nephrology with special occasions of stimulation and professional enrichment.

THE CHARLES J. THUSS SR. AND GERTRUDE NOBLE THUSS LECTURESHIP IN PLASTIC AND RECONSTRUCTIVE SURGERY. This lectureship was established in 1977 by Dr. Charles J. Thuss, Jr., medical class of 1961, of San Antonio, Texas, in honor of his parents. The lectureship is funded in collaboration with the Department of Plastic Surgery for the purpose of bringing distinguished lecturers in the field of plastic and reconstructive surgery to the Vanderbilt campus.

THE "UNIT S" OTOLARYNGOLOGY LECTURESHIP. This lectureship was established in 1994 through the leadership and generosity of Dr. William G. Kennon, Jr., and other descendants of the Vanderbilt University School of Medicine team which served during World War I.

THE VANDERBILT UROLOGY SOCIETY VISITING PROFESSORSHIP AND RHAMY-SHELLEY LECTURE. This annual visiting professorship and lectureship was established in 1972 through the efforts of former residents in urology at Vanderbilt University Medical Center. An outstanding urologist, from either the United States or abroad, is invited to spend four or five days as a visiting professor in the Department of Urology, to join with former residents and other urologists in demonstrations of surgical technique and diagnostic acumen, as well as in a series of conferences and lectures. The activities conclude with a formal lecture which honors Dr. Robert K. Rhamy, who was chairman of the Department of Urology at Vanderbilt from 1964 to 1981, and Dr. Harry S. Shelley, former chief of the Division of Urology at Nashville Veterans Administration Hospital.

THE LEVI WATKINS JR. LECTURE ON DIVERSITY IN MEDICAL EDUCATION This lectureship is established to recognize Dr. Watkins, the first African American graduate of the Vanderbilt University School of Medicine in 1970. It is established to support efforts to increase diversity in medical and graduate education.

THE ALBERT WEINSTEIN LECTURESHIP IN DIABETES. This lectureship was established as a tribute to the late Dr. Albert Weinstein by his wife, Miriam, and family members. Dr. Weinstein was born in Middlesboro, Kentucky, in 1905 and received his A.B. degree from Vanderbilt University in 1926. Three years later, he graduated as Founder's Medalist from Vanderbilt University School of Medicine. Following his residency training at Johns Hopkins, he moved to Nashville to begin his medical practice in internal medicine at Vanderbilt, where he served as a clinical professor for more than three decades. Recognized for his remarkable insight into the treatment of his patients, he was also an avid reader and publisher, credited for more than forty scientific papers on a wide array of subjects, including diabetes, cardiology, and hypertension.

THE MARY JANE AND ALBERT WERTHAN VISITING LECTURESHIP IN DERMATOLOGY. This lectureship was established by the Werthans in 1997 in honor of Dr. Lloyd King, Chairman of the Division of Dermatology at Vanderbilt University Medical Center. The named lectureship will bring topflight physician-scientists to Vanderbilt annually to discuss advances in the diagnosis, treatment, and causes of skin lymphoma and other types of skin cancers.

THE JOHN D. WHALLEY LECTURESHIP. The John D. Whalley Child Language Lectureship is an annual lecture presented by the Vanderbilt Bill Wilkerson Center, featuring internationally recognized researchers in the area of child language disorders. The lectureship is a tribute to the late John Donelson Whalley, one of the influential forces behind the development of the Scottish Rite Masons Research Institute for Communication Disorders at the Bill Wilkerson Center.



Honors and Awards



Alpha Omega Alpha

A chapter of this medical honor society was established by charter in the School of Medicine in 1923. Not more than one-eighth of the students of the fourth-year class are eligible for membership, and only one-half of the number of eligible students may be elected to membership during the last half of their third year. The society has for its purpose the development of high standards of personal conduct and scholarship and the encouragement of medical research. Students are elected into membership on the basis of scholarship, character, and originality.

Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the University. This medal is awarded to the student in the graduating class of the School of Medicine who, in the judgment of the Executive Faculty, has achieved the strongest record in the several areas of personal, professional, and academic performance in meeting the requirements for the Doctor of Medicine degree during four years of study at Vanderbilt.

Class Day Awards

THE SCHOOL OF MEDICINE AWARD OF DISTINCTION. This award is presented to students who have demonstrated outstanding leadership abilities in service to the School of Medicine.

DEAN'S AWARD. Presented to medical students distinguished by outstanding service to the School of Medicine and the community.

THE DEAN'S AWARD FOR RESEARCH. This award is presented to the graduating medical student who best exemplifies the attributes that lead to success in basic science or clinical research, namely creativity, dedication, productivity/multiple publications and careful diligence.

THE KAUFMAN PRIZE IN MEDICINE. This award honoring J. Kenneth Kaufman, M.D. '39, is presented to a graduating medical student who has demonstrated qualities of humanness, dedication, and unselfish service in the study of medicine and will apply these qualities in medical practice.

THE GEOFFREY DAVID CHAZEN AWARD. This award for innovation in medical education was established to recognize a student, resident, fellow, or faculty member who has made special contributions to the educational programs of the Vanderbilt University School of Medicine through the development and implementation of effective innovation in educational approach.

Founder's Medalist India Fox Landrigan

JANET M. GLASGOW MEMORIAL ACHIEVEMENT CITATION. This citation is presented in recognition of the accomplishments of women medical students who graduate as honor graduates. It serves to reaffirm the American Medical Women's Association's commitment to encouraging their continuing achievement.

THE GEORGE AND BARBARA BURRUS MEDICAL MISSIONS AWARD. This award is presented to a student who has demonstrated exceptional interest and participation in providing medical care to the poor during medical school either locally or abroad.

THE LEONARD TOW HUMANISM IN MEDICINE AWARD. PRESENTED BY THE ARNOLD P. GOLD FOUNDATION. This award is given to a graduating student and a faculty member who demonstrate compassion and empathy in the delivery of health care, and who engender trust and confidence in both their patients and colleagues while adhering to professional ethical standards.

DAVID R. FREEDY MEMORIAL AWARD. This award is established to honor the memory of David Richard Freedy, a member of the Class of 1993. It is given to the student who has demonstrated leadership, courage and perseverance in the face of adversity.

AMOS CHRISTIE AWARD. This award recognizes the student in the graduating class who has demonstrated the outstanding qualities of scholarship and humanity embodied in the ideal pediatrician. The award is in memory of Dr. Amos Christie, who was Professor and Chairman of the Department of Pediatrics from 1943 to 1968.

JOHN G. CONIGLIO PRIZE IN BIOCHEMISTRY. This award presented to a medical student who has distinguished him/herself in Biochemistry. Both accomplishments in biomedical research and performance in Biochemistry courses are considered in evaluating candidates for this award. This award was established by friends of Professor Coniglio on the occasion of his retirement to honor his many contributions to medical education at Vanderbilt.

JOHN L. SHAPIRO AWARD FOR EXCELLENCE IN PATHOLOGY. This award, given upon action of the Department of Pathology, recognizes outstanding student performance in pathology. It is given annually or otherwise depending upon action by the department and honors the memory of Dr. John L. Shapiro, who was Professor and Chairman of the Department of Pathology from 1956 to 1971. Dr. Shapiro remained an active participant in a variety of university and community activities, until his death on July 15, 1983.

CANBY ROBINSON SOCIETY AWARD. With nominations generated from the fourth year class, this award is presented to a member of the graduating class who possesses those intangible qualities of common sense, knowledge, thoughtfulness, personal warmth, gentleness and confidence which combine to make the "Ideal Doctor"...the person fellow classmates would most like to have as their personal physician.

THE ALBERT WEINSTEIN PRIZE IN MEDICINE. The Weinstein Prize in Medicine is awarded to a student who has demonstrated high academic achievement, superior clinical competence, and the qualities of dedication and professionalism that characterize a good physician.

RUDOLPH KAMPMEIER PRIZE IN MEDICINE. The Kampmeier Award is presented by the Department of Medicine to the graduate who, in the judgment of the faculty, best combines high academic achievement with clinical excellence, original scholarship or research, and demonstrated potential for an academic career.

SURGICAL CLERKSHIP AWARD. This award is presented by the Section of Surgical Sciences to a student who has shown superior performance in the third-year surgical clerkship and who plans to enter graduate education in surgery.

THE H. WILLIAM SCOTT JR. PRIZE IN SURGERY. This award is presented to the graduating medical student who exemplifies the qualities of leadership, performance, and character reflecting the ideal surgeon.

HOSPITAL AWARD OF EXCELLENCE. This award recognizes the fourth year medical student by the chief residents of the services as having contributed most toward excellent patient care by demonstrating sensitivity, compassion, and concern in clinical responsibilities to patients of Vanderbilt Medical Center.

BEAUCHAMP SCHOLARSHIP. Endowed and awarded to the student showing the greatest progress in the field of psychiatry.

THE AWARD FOR EXCELLENCE IN INFECTIOUS DISEASES. This award is presented annually by the Divisions of Infectious Diseases in the Departments of Medicine and Pediatrics to the student who has demonstrated outstanding aptitude and performance in clinical and investigative efforts in Infectious Diseases or Microbiology.

THE ORTHOPAEDIC SURGERY CLERKSHIP AWARD. This award is presented by the Department of Orthopaedic Surgery to the student who has excelled in both the third and fourth year orthopaedic clerkships, and who has demonstrated outstanding potential in the field of orthopaedic surgery.

THE TOM NESBITT AWARD. This award is presented by the Nashville Academy of Medicine in recognition of the service and contribution of Tom Nesbitt, MD, as a member of the Academy and 133rd president of the American Medical Association. It also honors the quality of medical leadership in Nashville, as evidenced through the eight AMA presidents elected from the Nashville Academy of Medicine, the most of any county in the country. For achievement in educational, socio-economic, and legislative affairs, the Tom Nesbitt award is presented to the graduating medical student who has understanding and appreciation for such endeavors, and who demonstrates exemplary character and leadership.

LONNIE S. BURNETT AWARD IN OBSTETRICS AND GYNECOLOGY. This award is given to the student demonstrating superior performance and who exemplifies the qualities of dedication, leadership, compassion, and integrity in the field of Obstetrics and Gynecology.

PAULA C. HOOS AWARD. The Class of 2009 presents this award in recognition of teaching excellence in the anatomy laboratory and to express our sincere appreciation for the assistance of members of the graduating class.

ROENTGEN AWARD. This award is given to a graduating medical student who has made important contributions in one of the radiological sciences during four years of study. Named for Wilhelm Conrad Roentgen, a pioneer in diagnostic radiology, the award recognizes discoveries in either clinical or research areas.

THE HARRISON SHULL SR. GASTROENTEROLOGY AWARD. This award is to recognize a medical student who has demonstrated outstanding clinical performance during the student rotation in gastroenterology or hepatology.

J. DONALD M. GASS AWARD IN OPHTHALMOLOGY. This award is established in honor of Dr. J. Donald M. Gass, a graduate of Vanderbilt University School of Medicine, Class of 1957 and a renowned medical retina specialist. This award is given to a student who demonstrates excellence in ophthalmic education and research

EXCELLENCE IN EMERGENCY MEDICINE. This award for Excellence in Emergency Medicine is given on behalf of the Society for Academic Emergency Medicine. This award recognizes a medical student for outstanding clinical performance in the Emergency Department at Vanderbilt University Medical Center.

TENNESSEE ACADEMY OF FAMILY PHYSICIANS AWARD. This award is presented in recognition of dedication to the high ideals of Family Medicine.

OSCAR B. CROFFORD AWARD FOR DIABETES/ ENDOCRINE RESEARCH. This award is presented by the Division of Diabetes, Endocrinology, and Metabolism and the Vanderbilt Diabetes Center to the graduating medical student who has performed outstanding research in the area of diabetes and endocrinology. This award was established to honor Dr. Oscar B. Crofford for his contributions to the diabetes research at Vanderbilt and throughout the world.

JAY W. SANDERS HONORS IN AUDIOLOGY AWARD. Given by the faculty in the Department of Hearing and Speech Sciences for outstanding clinical and academic achievement in audiology.



Financial Information

Financial Information for Medical Students

TUITION for the academic year 2008/2009 is \$38,400. The annual expense of a first-year student in the School of Medicine is estimated to be \$58,920.

Tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.

2008/2009

Application fee (to accompany secondary application)	\$ 50
Student activities and recreation fee (1st and 2nd years)	356
Student activities and recreation fee (3rd and 4th years)	417
Student health insurance	1,958
Professional liability insurance	398
Student long-term disability insurance	52
Student health service fee	55
Transcript fee (one time only)	30

Payment of Tuition and Fees

All regularly enrolled medical students must pay the full tuition each year. There will be no exception to this requirement. Graduate students who enroll in courses in the medical curriculum for credit toward an academic degree and who later become candidates for the Doctor of Medicine degree may be required to pay the full tuition as indicated above. One half of tuition, fees, and other university charges are due and payable by 20 August. Second-semester tuition, fees, and other university charges are due and payable by 5 January. Additional information can be found at www.vanderbilt.edu/stuaccts.

Refund of Tuition

Students who withdraw officially or who are dismissed from the university for any reason after the beginning of a term may be entitled to a partial refund in accordance with the schedule shown below. No refund will be made after the tenth week in any semester.

Withdrawal prior to the end of	Reduction
1st full week	100%
2nd full week	95%
3rd full week	85%
4th full week	80%
5th full week	75%
6th full week	70%
7th full week	60%
8th full week	55%
9th full week	50%
10th full week	40%

No refund after the 10th full week.

Late Payment of Fees

Charges not paid by 20 August will be automatically deferred, and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after 20 August (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the end of each month, and late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the end of each month. All amounts deferred are due not later than 30 November for fall semester and 30 April for spring semester. Graduating students are not allowed to defer charges that are billed in advance for the final semester.

Financial Clearance

Students may not be allowed to register for any semester if they have outstanding unpaid balances for any previous semester. No transcript, official or unofficial, will be issued for a student who has an outstanding balance until the account has been paid. Diplomas of graduating students may be withheld until all bills are paid.

International students must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment before a visa will be issued. Information will be provided by the university Office of International Student and Scholar Services.

Books and Equipment

Third- and fourth-year students are required to have a pager for an annual cost of approximately \$120.

All students must have clean white laboratory coats. In their second year, students must acquire hemocytometers and ophthalmoscopes. The average cost for these instruments is approximately \$640.

The average cost of books is approximately \$540 per year. The Medical Bookstore accepts cash or major credit cards.

First-year students will be required to have laptop computers for a one-time estimated cost of \$1,500.

Activities and Recreation Fees

The required student activities and recreation fees entitle students to use the facilities of Sarratt Student Center and the Student Recreation Center. The fees also cover admission to certain social and cultural events and subscriptions to certain campus publications. Specific information on these fees is published annually in the *Student Handbook*. By payment of an additional fee, students and their spouses may use their identification cards for admission to athletic events.

Professional Liability Insurance

Students will be automatically covered with professional liability insurance, required of all enrolled medical students, at the time of registration. The annual premium is payable in addition to tuition. Details of the policy are available at the university student insurance office, and students are encouraged to familiarize themselves with these details and with their responsibilities in this regard.

Students are covered whether they are at the Vanderbilt-affiliated hospitals (Vanderbilt University Medical Center, Nashville Veterans Administration Hospital, St. Thomas Hospital, or Baptist Hospital) or elsewhere as a "visiting student," providing that (1) the clerkship or other educational experience has prior approval from the School of Medicine as course work for credit, and (2) the activities within this experience are consonant with the student's level of training and experience and are performed under the supervision of appropriate faculty and/or staff.

Disability Insurance

Students will be automatically covered with long-term disability insurance, required of all enrolled medical students, at the time of registration. The annual premium is payable in addition to tuition. Details of the policy will be provided to each student following registration.

Student Health Insurance

All degree-seeking students registered for 4 or more hours at Vanderbilt are required to have adequate hospitalization insurance coverage. The university offers a sickness and accident insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining

the limits, exclusions, and benefits of insurance coverage is available at www.kosterweb.com. Additional information is also available at www.vanderbilt.edu/stuaccts/g_health.html.

Student Health Service Fee

The required student health service fee covers required immunizations and health screening tests.

Transcript Fee

All new students entering Vanderbilt for the first time are charged a one-time transcript fee for official university transcripts.

Honor Scholarships

Each year, a number of Honor Scholarships are awarded to incoming students. The school is dedicated to creating a rich and excellent academic environment for each student. This environment is enhanced by the inclusion of students who are talented and represent a broad spectrum of society—social, economic, and cultural. Honor scholarships ordinarily continue through four years of study, as long as students maintain satisfactory academic performance. There is no application process for Honor Scholarships. Selected students will generally be notified by letter from the Dean.

THE THOMAS M. BLAKE SCHOLARSHIP. This endowed scholarship was established through a bequest provision by the late Thomas M. Blake, a 1944 graduate of the School of Medicine. The income is used to assist worthy students in the School of Medicine on the basis of merit. Partial-tuition scholarships are awarded periodically.

THE CANBY ROBINSON SCHOLARSHIPS. Canby Robinson Scholarships provide full tuition with a stipend and, with satisfactory progress at Vanderbilt, continue for four years. The scholarships are awarded on the basis of demonstrated leadership and scholarship activities. Scholarship recipients are recommended by the Dean and the associate dean of admissions and chosen by a committee from the Canby Robinson Society. These scholarships were established in 1986 by the Canby Robinson Society.

THE JOHN E. CHAPMAN. M.D., ENDOWED SCHOLARSHIP FUND. This endowed fund was established in 2001 by friends, colleagues, and medical alumni to honor Dean Chapman, the seventh dean of the School of Medicine, upon his retirement after twenty-five years of service. Full- and partial-tuition scholarships are awarded on the basis of merit and need.

THE JOE C. DAVIS SCHOLARSHIP. The Davis Scholarship is given periodically to an incoming medical student who has demonstrated qualities of scholarship and leadership, as well as financial need. To be eligible, the candidate must come from a state specified as a Southeastern state east of the Mississippi. It is a full-tuition scholarship and a stipend for four years of medical study, contingent upon satisfactory performance.

THE DEAN'S SCHOLARSHIPS. Full- and partial-tuition scholarships are awarded annually for four years of study, contingent upon satisfactory academic performance. The Vanderbilt University School of Medicine is committed to diversity in its student body.

THE DORIS M. AND FRED W. LOVE SCHOLARSHIP. The Love Scholarship was established by Dr. Fred W. Love (M.D. 1945) and Mrs. Love. This tuition scholarship with a stipend is given periodically and continues contingent upon satisfactory progress until the recipient graduates.

THE KONRAD LUX SCHOLARSHIP. This endowed scholarship was established by the will of Konrad Lux (M.D. 1925) to benefit students in the oral surgery program.

THE BESS AND TOWNSEND MCVEIGH SCHOLARSHIP FUND. This endowed scholarship was established in memory of her parents by Grace McVeigh (B.A. 1925) to provide full and partial tuition scholarships for the benefit of needy and worthy students in the School of Medicine.

THE BARBARA D. MURNAN MEMORIAL SCHOLARSHIP. This endowed scholarship fund was established through a bequest provision by the late Barbara Murnan (B.A. 1934). The income provides merit-based awards to medical students. Full and partial scholarships are awarded periodically.

THE COLEMAN D. OLDHAM HONOR SCHOLARSHIP. This endowed scholarship was established through testamentary trust agreements by the late Coleman D. Oldham (B.A. 1924) and his sister Emma. Mr. Oldham lived in Richmond, Kentucky. The Oldhams stipulated that the scholarship be used to benefit worthy male students from Madison County, Kentucky, or if not available, worthy male students from Kentucky at large.

THE ELIZABETH CRAIG PROCTOR SCHOLARSHIP. This endowed scholarship was established through the generosity of Elizabeth Proctor and provides full tuition with a stipend to a worthy medical student chosen by the Dean of the School of Medicine. The first Proctor Scholarship was awarded to a student from the incoming class of 2004.

Financial Assistance

Education leading to the Doctor of Medicine degree requires a careful consideration of financial commitment by prospective students and their families. Financial planning is an important part of the student's preparation for medical school.

In addition to the Honor Scholarships just described, scholarships and loans are available through Vanderbilt, based on demonstrated financial need and continued satisfactory academic progress. Financial aid from school sources must be considered a supplement to governmental and other sources, rather than the primary source of funds necessary to attend medical school. Institutional financial aid is not adequate to meet students' demonstrated need, but approved educational expenses are met with funds from a combination of sources. Government funds that furnish significant loans to medical students are the Federal Subsidized and Unsubsidized Stafford Loan programs and the Federal Graduate PLUS loans. Private alternative loans are also available.

Additional information and applications for financial aid are online at www.mc.vanderbilt.edu/medschool/finaid. Applicants desiring more specific information about financial aid resources should contact the medical school Office of Student Financial Services.

The following are some of the Vanderbilt University School of Medicine institutional scholarships and loans available to assist students with demonstrated financial need.

Scholarships

THE JAMES T. AND OLIVIA R. ALLEN SCHOLARSHIP FUND. Established in 1993 by Dr. and Mrs. James T. Allen (M.D. 1942) to provide scholarship assistance to needy and worthy students enrolled in the Vanderbilt University School of Medicine. Preference should be given to students who are members of the First Baptist Churches of Murfreesboro, Dickson, Waverly, Tennessee, in that order, but if no qualified students apply in any one year, that preference then be given to applicants who are Tennessee residents, and if no such qualified student applies in that year, give it to any qualified applicant.

THE ALPHA KAPPA KAPPA ALUMNI ASSOCIATION FUND. These funds are made available to students through contributions from alumni of the Alpha Kappa Kappa medical fraternity.

THE LUCILE R. ANDERSON SCHOLARSHIP FUND. This scholarship was established by Lucile R. Anderson (M.D. 1933).

THE SUE AND NELSON ANDREWS SCHOLARSHIP FUND. This endowed scholarship fund was established in 2001 through the generosity of Board of Trust member Nelson Andrews (B.A. 1950) and his wife, Sue Adams (B.A. 1951), to help deserving and needy students attend the School of Medicine.

THE BAKER-LEONARD SCHOLARSHIP. This scholarship was established by Quentin B. Leonard in memory of his grandparents, Bertha B. Baker and James S. Baker, his parents, Josephine F. Leonard and Sidney Leonard, and his uncle, Serring B. Baker.

THE EUGENE AND MARGE BESPALOW SCHOLARSHIP FUND. This endowed scholarship fund for deserving medical students was established by Dr. Bruce Dan (M.D. 1974) in honor of his grandparents.

THE DR. DANIEL B. BLAKEMORE SCHOLARSHIP FUND. This endowed scholarship was established by the will of Mrs. Nell J. Blakemore in memory of her husband for the benefit of worthy medical students who are in need of financial assistance.

THE BURRUS SCHOLARSHIP FUND. This endowed scholarship was established by members of the Burrus family to help meet the cost of tuition for medical students.

THE THOMAS CULLOM BUTLER AND PAULINE CAMPBELL BUTLER SCHOLARSHIP. This endowed scholarship was established by Thomas Cullom Butler (M.D. 1934) for worthy and needy medical students.

THE JOHN E. CHAPMAN, M.D., AND JUDY CHAPMAN SCHOLARSHIP. This endowed scholarship fund was established through a bequest provision by the late Grace McVeigh to honor her friends Dean Chapman and his wife Judy for their many years of service at Vanderbilt University. The income is used to support needy and worthy students in the School of Medicine.

THE ALICE DREW CHENOWETH SCHOLARSHIP. This scholarship honors the career of Dr. Alice Drew Chenoweth (M.D. 1932), who had a distinguished career as a pediatrician in the area of public health.

THE CLASS OF 1943 MARCH AND DECEMBER SCHOLARSHIP FUNDS. These endowed scholarships were established by members of these medical school classes.

THE CLASS OF 1946 MEDICAL SCHOLARSHIP. This scholarship was established by members of this medical school class.

THE CLASS OF 1947 SCHOLARSHIP. This scholarship was established by members of this medical school class.

THE CLASS OF 1978 SCHOLARSHIP. This scholarship was established in 2007 to provide scholarship support to students enrolled in the School of Medicine.

THE CLASS OF 1964 MEDICAL SCHOLARSHIP FUND. This scholarship was established by members of this medical school class.

THE DR. ROBERT D. COLLINS SCHOLARSHIP FUND. This endowed scholarship was established by alumni in honor of Dr. Robert D. Collins (M.D. 1951) a distinguished and admired longtime professor of pathology.

THE COMMONWEALTH SCHOLARSHIP. This scholarship aid is made possible by the generosity of the Commonwealth Fund of New York City, a private foundation which has been supporting needy and deserving students in the School of Medicine for many years.

THE MARVIN B. AND MILDRED G. CORLETTE SCHOLARSHIP. This scholarship was established in December 2003. This endowment will support students in the Medical School.

THE DEBORAH AND C. A. CRAIG II MEDICAL SCHOLARSHIP FUND. This fund was established in 1992 by Mr. and Mrs. C. A. Craig II. It provides support to talented and deserving students engaged in the study of medicine. Preference is awarded to former Eagle Scouts.

THE JACK DAVIES SCHOLARSHIP FUND. This fund was endowed primarily through gifts from the Classes of 1981, 1982, 1983, 1984, and 1994 in honor of the distinguished and beloved longtime professor of anatomy. This fund is designed to provide medical student financial assistance.

THE J. T. AND MARY P. DAVIS SCHOLARSHIP FUND. This endowed scholarship was established by J. T. Davis (M.D. 1931).

THE HERBERT ESKIND MEMORIAL FUND. This scholarship honoring the memory of Mr. Herbert Eskind was established by members of his family.

THE ROBERT SADLER–WILLIAM EWERS SCHOLARSHIP FUND. This endowed scholarship was established in honor of Robert Sadler (M.D. 1947) and William Ewers (M.D. 1947).

THE J. F. FOX STUDENT SCHOLARSHIP IN MEDICINE. This fund was established in memory of Dr. J. F. Fox (M.D. 1898) and provides for annual assistance to students in the School of Medicine based on scholarship, promise, and financial need.

THE THOMAS F. FRIST, SR., M.D., SCHOLARSHIP. Established in 2006 by H. Lee Barfield (B.A. 1968, J.D. 1974) and Mary Frist Barfield (B.S. 1968) to honor her father and to provide financial assistance to medical students at the Vanderbilt University School of Medicine. Dr. Frist was a pioneer in the world of for-profit health care and founded Hospital Corporation of America in 1968.

THE D. G. GILL SCHOLARSHIP FUND. This fund was established in 1982 by the family of the late Dr. Daniel Gordon Gill. First preference goes to those students with financial need who have expressed an interest in the field of public health.

THE DRS. FRANK LUTON AND CLIFTON GREER SCHOLARSHIP FUND. This fund was founded in 1995 through a gift from the estate of Dr. Clifton Greer (M.D. 1951) in honor of the late Dr. Luton (M.D. 1927). It provides tuition support for medical students with demonstrated financial need, with preference given to those from the southeastern United States.

THE DR. HARRY GUFFEE SCHOLARSHIP FUND. This endowed scholarship was established in honor of Dr. Harry Guffee (M.D. 1939). Residents of Williamson County, Tennessee, are given first preference, and residents of the counties adjoining Williamson County are given second preference.

THE GLENN AND VIRGINIA HAMMONDS SCHOLARSHIP. This endowed scholarship was established by the late Dr. R. Glenn Hammonds (M.D. 1944). The income is used to provide financial assistance to worthy and needy medical students.

THE FRANK M. HANDLEY SCHOLARSHIP. This endowed scholarship was provided from the estate of Frank M. Handley (J.D. 1928).

EMILY AND H. CAMPBELL HAYNIE SCHOLARSHIP. In October 2001, the Emily and H. Campbell Haynie Scholarship was established in the Medical School endowment fund to benefit medical students.

THE JAMES HOLLORAN SCHOLARSHIP. This endowed scholarship was established by the class of 1980 in memory of their classmate, "Ed" Holloran.

THE HARRY R. JACOBSON, M.D., AND JAN JACOBSON SCHOLARSHIP. This endowed scholarship fund was created through a bequest by the late Grace McVeigh to honor Vice Chancellor Jacobson and his wife Jan for their service to Vanderbilt University. The income is used to provide support to needy and worthy students in the School of Medicine.

THE HOLLIS E. AND FRANCES SETTLE JOHNSON SCHOLARSHIP FUND. This endowed scholarship was established by Hollis E. Johnson (M.D. 1921).

THE IKE J. KUHN FUND. This scholarship fund is provided by a bequest from the will of Mr. Ike J. Kuhn and is awarded in the School of Medicine to a worthy man or woman born and raised in any of the states commonly known as the "southern states."

THE ANN R. LIGHT SCHOLARSHIP FUND. This endowed scholarship was established by Ann R. Light for needy medical students.

THE THOMAS L. MADDIN, M.D., FUND. This fund is provided by a bequest from the will of Mrs. Sallie A. C. Watkins in memory of Dr. Thomas L. Maddin.

THE JACK MARTIN SCHOLARSHIP FUND. This endowed scholarship was established in honor of Jack Martin (M.D. 1953).

THE MARGARET LOONEY MCALLEN SCHOLARSHIP. Established in 2005 by C. Ashley McAllen (M.D. 1987) to provide scholarship support to deserving students enrolled in the Vanderbilt University School of Medicine based on financial need.

THE ROBERT L. AND BILLYE MCCRACKEN SCHOLARSHIP. This endowed scholarship fund was established through the generosity of the late Dr. and Mrs. Robert McCracken. Dr. McCracken (M.D. 1939) was a Nashville thoracic surgeon. The income is used to provide financial assistance to needy and worthy students enrolled in the School of Medicine.

THE PATRICIA AND EDWARD J. MCGAVOCK SCHOLARSHIP FUND. This endowed scholarship fund was established in 1998 through a bequest provision by the late Patricia McGavock of Old Hickory, Tennessee, to benefit students enrolled in the Vanderbilt University School of Medicine.

THE CHARLES AND EDITH MCGILL SCHOLARSHIP FUND. This endowed scholarship was established in 2000 through the proceeds of a life income trust set up by the late Charles M. McGill (M.D. 1935) and his wife, Edith, for the benefit of students enrolled in the Vanderbilt University School of Medicine.

THE BARTON MCSWAIN ENDOWED SCHOLARSHIP This endowed scholarship was established in 1994 with proceeds raised by the Vanderbilt School of Medicine Class of 1958 to honor the late Nashville pathologist H. Barton McSwain (B.A. 1927 M.D. 1930). The income is to be used to benefit students enrolled in the Vanderbilt University School of Medicine.

MEDICAL STUDENT SCHOLARSHIPS GIFT FUND. Funds are available to needy students through gifts donated by alumni and friends of Vanderbilt School of Medicine.

THE H. HOUSTON MERRITT SCHOLARSHIP. This endowed scholarship was established by H. Houston Merritt (M.D. 1922).

THE JAMES PRESTON MILLER TRUST. This trust, left by the will of James P. Miller in memory of his father, James Preston Miller, provides funds to assist in the medical education of deserving young men and women at Vanderbilt University. Residents of Overton County, Tennessee, are to be given first preference, and other residents of Tennessee are to be given second preference.

THE C. LEON PARTAIN, M.D., AND JUDITH S. PARTAIN SCHOLARSHIP FUND. This endowed scholarship was established in 1998 through a bequest of the late Grace McVeigh (B.A. 1925) for the benefit of needy and worthy students at Vanderbilt University School of Medicine. The scholarship honors Dr. and Mrs. Partain for their service to Vanderbilt University Medical Center during Dr. Partain's tenure as chairman of the Department of Radiology and Radiological Sciences, 1992–2000.

THE WILLIAM B. PIDWELL, M.D., AND SUSAN A. PIDWELL SCHOLARSHIP. Established in 1999 to provide support to talented and deserving students with demonstrated financial need engaged in the study of medicine. Preference is given to those students majoring in family medicine.

THE WALLACE N. RASMUSSEN SCHOLARSHIP. Established in 2007 by Wallace N. Rasmussen to provide scholarship support to deserving students enrolled in the Vanderbilt University School of Medicine based in financial need.

THE THOMAS W. RHODES STUDENT SCHOLARSHIP FUND. Funds provided by the will of Georgine C. Rhodes were left to Vanderbilt University for the purpose of establishing a scholarship fund in the School of Medicine.

THE RILEY SCHOLARSHIP. This endowed scholarship was established by members of the Riley family: Harris D. Riley, Jr., M.D. (B.A. 1945 M.D. 1948); Frank Riley (B.A. 1949); Richard F. Riley, M.D. (B.A. 1946 M.D. 1948); and William G. Riley, M.D. (B.A. 1943 M.D. 1945).

THE CANBY ROBINSON SOCIETY STUDENT SCHOLARSHIP BENEFACTOR PROGRAM. Scholarships are made available to students from members who donate to this program.

THE ROSCOE R. ROBINSON, M.D., AND ANN ROBINSON SCHOLARSHIP FUND. This endowed scholarship was established in 1999 through a bequest by the late Grace McVeigh (B.A. 1925) for the benefit of needy and worthy students in the Vanderbilt University School of Medicine. The scholarship honors Dr. and Mrs. Robinson for their service to Vanderbilt Medical Center during Dr. Robinson's tenure as Vice Chancellor for Medical Affairs, 1981–1997.

THE HELEN AND LOUIS ROSENFELD ENDOWED SCHOLARSHIP FUND. This endowed scholarship was established by Helen Rosenfeld, a Vanderbilt University alumna, and Louis Rosenfeld (M.D. 1936).

THE GEORGE E. ROULHAC MEMORIAL SCHOLARSHIP FUND. This fund was established in 1994 through a gift from the estate of Dr. Roulhac (M.D. 1939). It provides tuition support for medical education.

THE WILLETT H. "BUDDY" RUSH SCHOLARSHIP. Established in memory of Dr. Rush (M.D. 1941), this scholarship honors the dedication he showed to the practice of medicine and the Frankfort, Kentucky, community. Awards are given in order of preference to students from Frankfort, Kentucky, the bluegrass region of Kentucky, and then the state of Kentucky.

THE RICHARD M. SCOTT FINANCIAL AID PROGRAM. This endowed scholarship was established by the medical class of 1988 to honor Richard M. Scott, director of financial aid for the School of Medicine from 1970 to 1987.

THE JOHN SECONDI SCHOLARSHIP FUND. This endowed scholarship was established in memory of Dr. John Secondi (M.D. 1970).

THE FRANK C. AND CONNIE EWELL SPENCER MEDICAL SCHOLARSHIP FUND. This endowed scholarship fund was established in 1997 by Dr. Frank Cole Spencer (M.D. 1947) and his wife, Connie Ewell Spencer (B.A. 1946), to honor his medical class of 1947 on the occasion of its 50th reunion. The scholarship is used to assist worthy students who would not otherwise be able to afford to attend the School of Medicine.

THE LESLIE M. SMITH AND EVELYN C. SMITH SCHOLARSHIP ENDOWMENT FUND. This endowed scholarship fund was established in 1998 by Mrs. Evelyn Clark Smith, widow of Dr. Leslie McClure Smith (M.D. 1930), to be used to assist needy medical students. Preference is given to students from New Mexico and Kentucky.

THE JOHN N. SHELL ENDOWMENT FUND. This scholarship fund is provided by a bequest from the will of John N. Shell.

THE K. DOROTHEA AND JOSEPH G. SUTTON SCHOLARSHIP IN MEDICINE. This scholarship was established in 1995 through a gift from the estate of Dr. Sutton (M.D. 1922) for the benefit of students with financial need who are pursuing the study of medicine.

HARLAN HOWARD TAYLOR SURGICAL SCHOLARSHIP. This endowment scholarship fund was established through the proceeds of a life income trust set up by the late Dr. Harlan Howard Taylor to benefit medical students going into surgical fields.

THE IRENE BEDFORD WATERS SCHOLARSHIP. This scholarship was established by W. Bedford Waters (M.D. 1974) in honor of his mother, Irene. The scholarship benefits medical students who have demonstrated financial need, with first preference going to minority students.

THE CHARLES E. AND MILDRED WORK SCHOLARSHIP. This endowed scholarship was established through a bequest gift by the late Dr. Charles E. Work (M.D. 1935). The income is used to provide financial aid to needy and worthy medical students.

THE FRED C. WATSON MEMORIAL SCHOLARSHIP. This scholarship is made on the recommendation of the School of Medicine to students selected by a committee based in Lexington, Tennessee, to students who are graduates of Lexington High School and/or are residents of Henderson County.

THE JOE AND HOWARD WERTHAN FOUNDATION FUND. The funds made available by this foundation to Vanderbilt University are to be given to those students in the School of Medicine needing financial assistance.

THE DR. DAVID HITT WILLIAMS MEMORIAL SCHOLARSHIP FUND. This fund was established in 1998 through the bequest of Eugenia F. Williams in memory of her father, a successful financier, professor of obstetrics and gynecology, and medical practitioner in Knoxville, Tennessee. The income from the endowment is to be used to assist worthy and deserving students in the School of Medicine.

THE WILLS SCHOLARSHIP FUND. Established in 2003 by W. Ridley Wills (B.A. 1956) and Irene Jackson Wills through the Wills Foundation to provide assistance to worthy medical students based on financial need.

Other Scholarships

Other scholarships are available outside of the need-based institutional financial aid program. They are as follows:

THE ELBYRNE GRADY GILL SUMMER RESEARCH SCHOLARSHIPS IN OPHTHALMOLOGY AND OTOLARYNGOLOGY. These scholarships provide support for medical student summer research in the areas of ophthalmology and otolaryngology.

THE MARY AND WILLIAM O. INMAN JR. SCHOLARSHIP FUND. This fund was established in 1985 by Miss Grace McVeigh (B.A. 1925) to benefit M.D./Ph.D. students.

MEADE HAVEN SCHOLARSHIPS IN BIOMEDICAL SCIENCES. Meade Haven scholarships in biomedical sciences have been endowed to provide support for medical students who have made a serious career commitment to obtain advanced experience and training in research in the biomedical sciences.

THE ANN MELLY SCHOLARSHIP IN ONCOLOGY. This scholarship is to provide medical students the opportunity to conduct research in the field of oncology. The scholarship recipients, to be known as Melly Scholars, would receive an integrative experience linking the basic sciences with their clinical outcomes. Such scholarships give in-depth exposure to research that addresses the cause and treatment of cancer. The scholarships have proven to be excellent experiences for medical students trying to determine whether to pursue a career in oncology and academic medicine. In the unlikely event that the field of oncology should be transformed or go out of existence, such as has happened with programs studying diseases like polio and tuberculosis, then in consultation with the donor and/or donor's children or grandchildren, another field of research would be chosen for the scholarship. This is to insure the continued recognition of Ann Melly's work in research and education.

THE HERBERT M. SHAYNE ENDOWMENT. Established in 2003 by the Shayne Foundation to provide tuition support to M.D./Ph.D. students during the M.D. portion of their training and includes a research laboratory stipend. The fund pays tribute to Herbert M. Shayne, a long-time supporter and board member of the Medical School.

THOMAS HUGGINS WINN SCHOLARSHIP. Established in 1988 through a bequest from Fanny Edith Winn to benefit M.D./Ph.D. students.

Revolving Loans

THE AMA/ERF LOAN FUND. Funds are available to needy students through gifts donated by the American Medical Association Education and Research Foundation.

THE F. TREMAINE BILLINGS REVOLVING STUDENT LOAN FUND. Established by Elizabeth Langford and friends, this loan fund honors Dr. Billings and his many contributions as friend and internist. It is to be used for the education of worthy medical students.

THE BLOSSOM CASTER LOAN FUND. This fund was established by Milton P. Caster (M.D. 1949) in honor of his mother, Mrs. Blossom Caster.

THE O. D. CARLTON II LOAN FUND. This revolving loan fund was established by Hall Thompson in honor of O. D. Carlton II for needy third- and fourth-year medical students.

THE EDWARD F. COLE REVOLVING MEDICAL LOAN FUND. These funds are made available to students through contributions from Dr. Edward F. Cole, a Vanderbilt Medical alumnus.

THE FRANK M. DAVIS AND THEO DAVIS STUDENT LOAN FUND. This endowed loan was established by Frank M. Davis (M.D. 1934).

THE MAX EISENSTAT REVOLVING STUDENT LOAN FUND. This fund was established to honor the memory of Dr. Max Eisenstat.

THE TINSLEY HARRISON LOAN FUND. This fund was established to assist needy and worthy medical students by Dr. T. R. Deur, a Vanderbilt Medical School alumnus, in memory of Dr. Harrison, a former teacher and clinician at the school.

THE GALE F. JOHNSTON LOAN FUND. The funds donated by Gale F. Johnston are to be used as a revolving loan fund for students in the School of Medicine.

THE W. K. KELLOGG FOUNDATION LOAN FUND. This fund was established through donations from the W. K. Kellogg Foundation.

THE LAUDIE AND EDITH MCHENRY REVOLVING LOAN FUND. This fund was established with the proceeds from the trust of Dr. Laudie E. McHenry (M.D. 1953) for students enrolled in the School of Medicine.

THE VANDERBILT MEDICAL FACULTY LOAN FUND. This fund is made available by donations from members of the School of Medicine faculty to be used to defray the educational costs of disadvantaged students.

THE MEDICAL LOAN FUND OF LIFE AND CASUALTY INSURANCE COMPANY OF TENNESSEE. Through donations from the Life and Casualty Insurance Company of Tennessee, needy students are provided revolving student loans.

THE MEDICAL SCHOOL STUDENT AID LOAN FUND. This fund is made possible through contributions from alumni and friends.

THE J. C. PETERSON STUDENT LOAN FUND. This fund was established in memory of Dr. J. C. Peterson to provide loan monies for deserving medical students.

THE COLONEL GEORGE W. REYER MEMORIAL LOAN FUND. This fund was established by Colonel George W. Reyer (M.D. 1918).

THE LEO SCHWARTZ LOAN FUND. This loan fund was established through contributions from Dr. Leo Schwartz.

THE ROBERT E. SULLIVAN MEMORIAL LOAN FUND. Through the generosity of Robert E. Sullivan, a fund has been established to assist worthy and deserving medical students.

THE ROANE/ANDERSON COUNTY MEDICAL SOCIETY FUND. This revolving loan fund is given to a needy medical student, with preference given, when possible, to students from Roane, Anderson, and Morgan Counties of Tennessee.

THE THOMPSON STUDENT LOAN FUND. This fund is to be used as a revolving loan fund for students in the School of Medicine from Middle Tennessee.

THE VANDERBILT MEDICAL SCHOOL ALUMNI REVOLVING LOAN FUND. This fund was established through contributions from alumni.

Medical Scholars Program

The Medical Scholars Program is sponsored by the school and offers interested students a one-year, in-depth, research experience in addition to the traditional four years of medical school. The goal of the Medical Scholars Program is to foster an interest in research among medical students that may eventually lead them to pursue careers in academic medicine. The research opportunities encompass all departments of the School of Medicine and are aimed at giving medical students the opportunity to contribute to the process of discovery in either clinical or basic research laboratories.

All medical students at the Vanderbilt University School of Medicine, except those enrolled in the MSTP program, are eligible to apply to the program. Formal application to the Medical Scholars Program may be made in the spring of each year. The duration of the program is twelve consecutive months, beginning July 1. A stipend of \$26,000 is provided for each student. Criteria for selection include a student's interest in research and an appropriate research topic and mentor. More than 200 faculty members serve as potential advisers. The types of research available to students range from patient-oriented studies to epidemiological investigations to research at the molecular level. Interested students should contact Bonnie M. Miller, M.D., associate dean for undergraduate medical education, or Tina Hartert, M.D./M.P.H., director of the Medical Scholars' Program.

Financial Information for Other Single Degree Programs

Information for the 2008/2009 academic year is as follows.

Doctor of Audiology and Master of Education of the Deaf and Master of Science (Speech-Language Pathology)

Tuition, 1st, 2nd, 3rd years	\$27,800
Tuition, 4th year	5,500

The total estimated cost of attendance for a first year student is \$51,330.

Master of Science in Medical Physics

Tuition (25 hours @ \$1,090/hr.)	\$27,250
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The total estimated cost of attendance for a first year student is \$50,380.

Master of Public Health and Master of Science in Clinical Investigation

Tuition, 1st year	\$26,200
Tuition, 2nd year	13,100

The total estimated cost of attendance for a first year student is \$47,160.

Master of Laboratory Investigation

Tuition (12 hours at \$1,090/hr.)	\$13,080
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The total estimated cost of attendance for a first year student is \$33,490.

Tuition and fees are set annually by the Board of Trust and are subject to review and change without further notice.

Other Fees

Student health insurance fee	\$1,958
Activities and recreation fee	354
Activities and recreation fee (summer)	64
Transcript fee (one time only)	30

Payment of Tuition and Fees

Fall semester tuition, fees, and other university charges are due and payable by 20 August. Spring semester tuition, fees, and other university charges are due and payable by 5 January. Summer charges are due and payable by 30 June. Additional information can be found at www.vanderbilt.edu/stuacct.

Refund of Tuition

Students who withdraw officially or who are dismissed from the university for any reason after the beginning of a term may be entitled to a partial refund in accordance with the schedule shown below. No refund will be made after the tenth week in any semester.

Withdrawal prior to the end of	Reduction
1st full week	100%
2nd full week	95%
3rd full week	85%
4th full week	80%
5th full week	75%
6th full week	70%
7th full week	60%
8th full week	55%
9th full week	50%
10th full week	40%

No refund after the 10th full week.

Late Payment of Fees

Charges not paid by 20 August will be automatically deferred, and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after 20 August (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the end of each month, and late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the end of each month. All amounts deferred are due not later than 30 November for fall semester and 30 April for spring semester. Graduating students are not allowed to defer charges that are billed in advance for the final semester.

Financial Clearance

Students may not be allowed to register for any semester if they have outstanding unpaid balances for any previous semester. No transcript, official or unofficial, will be issued for a student who has an outstanding balance until the account has been paid. Diplomas of graduating students may be withheld until all bills are paid.

International students must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment before a visa will be issued. Information will be provided by the university Office of International Student and Scholar Services.

Financial Assistance

Approved educational expenses are met with funds from a combination of sources. Government loans that furnish significant loans to students are the Federal Subsidized and Unsubsidized Stafford Loan programs and Federal Graduate PLUS loans. Private alternative loans are also available. Additional information and applications for financial aid are online at www.mc.vanderbilt.edu/medschool/finaid. Applicants desiring more specific information about financial aid resources should contact the Medical School Office of Student Financial Services.



Research in Medical Sciences

Endowed Research Funds

THE RACHEL CARPENTER MEMORIAL FUND. This fund was established in 1933 by a gift from Mrs. Mary Boyd Carpenter of Nashville. The income derived from the fund is to be used for education in the field of tuberculosis.

THE BROWNLEE O. CURREY MEMORIAL FUND FOR RESEARCH IN HEMATOLOGY. This is a memorial fund created by the friends of Brownlee O. Currey. The income is being used for the support of research in the field of hematology.

THE JACK FIES MEMORIAL FUND. The income from a gift to Vanderbilt by Mrs. Hazel H. Hirsch as a memorial to her son, Jack Fies, is to be used to support research in the field of neurosurgery. It is hoped that subsequent donations will be made by those who may be interested in creating a larger fund for this phase of research.

THE JOHN B. HOWE FUNDS FOR RESEARCH. In January 1946, the members of the family of the late John B. Howe established two funds in the university to be known as the John B. Howe Fund for Research in Neurosurgery and the John B. Howe Fund for Research in Medicine. The expenditures from the funds for neurosurgery and medicine are administered through the Department of Surgery and the Department of Medicine.

THE BEQUEST OF AILEEN M. LANGE FOR MEDICAL RESEARCH. To be used for medical research in preventing and curing ailments of human beings.

THE ANNIE MARY LYLE MEMORIAL FUND FOR MEDICAL RESEARCH. This gift is to be used for basic or applied research in medical science, particularly cardiovascular research or another area of need.

THE NEUROLOGY RESEARCH FUND. Funds to be used for research efforts in the field of neurology.

THE MINNIE J. ORR FUND FOR RESEARCH IN POLIOMYELITIS OR HEART DISEASE.

THE MARTHA WASHINGTON STRAUS-HARRY H. STRAUS FOUNDATION, INC. The foundation provides support for research in the Department of Medicine in the field of cardiovascular diseases.

THE LESLIE WARNER MEMORIAL FUND FOR THE STUDY AND TREATMENT OF CANCER. This fund was established in 1932 in the memory of Leslie Warner of Nashville, Tennessee. Half of the founding grant was contributed by the nieces and nephews of Mrs. Leslie Warner.

Multi-Investigator Research Centers and Programs

Vanderbilt AIDS Center

The Vanderbilt AIDS Center supports all HIV-related research and helps coordinate HIV care and provider education. Several multi-investigator NIH grants support the full spectrum of HIV research, from clinical trials to basic virology and immunology. The Vanderbilt Meharry Center for AIDS Research (CFAR) grant is a key component. The Vanderbilt Meharry CFAR was established in 2003 to strengthen HIV/AIDS research across both Vanderbilt and Meharry campuses, as well as the Comprehensive Care Center. It is one of 20 CFARs at academic medical centers across the United States that are competitively funded by the NIH. CFAR aims to synergistically enhance HIV/AIDS research by providing expertise, resources, and services that foster interdisciplinary collaboration, especially on translational research. The Vanderbilt Meharry CFAR focuses on research into disparities in the HIV epidemic, and collaborates closely with the Vanderbilt Institute for Global Health.

Center for Child Development

See page 378.

Center for Biomedical Ethics and Society

The mission of the Center for Biomedical Ethics and Society is to provide leadership in education, research, and clinical service at VUMC concerning the ethical, legal, and social dimensions of medicine, healthcare, and health policy. The Center is committed to multi-disciplinary exploration of the individual and social values, cultural dynamics, and legal and professional standards that characterize and influence clinical practice and biomedical research. The Center aims to be a catalyst for collaboration in teaching, research, and practice at Vanderbilt and to contribute to scholarship and policy making from the local to the international level.

Free-Electron Laser Center

The Vanderbilt University Free-Electron Laser (FEL) Center is a multi-disciplinary research program dedicated to exploring medical applications of high-power, tunable radiation available from unique accelerator-based light sources—the Mark III FEL and our novel monochromatic X-ray system. These light sources provide unique opportunities for novel biomedical uses, and increased understanding of the basic physical interactions between light and matter, and are complemented by a wide array of state-of-the-art imaging and spectroscopic systems. The center involves research groups from the

School of Medicine, the School of Engineering, and the College of Arts and Science, but the heart of our program lies in the development of clinical treatment protocols. Our approach is an “atoms to humans” model in which the underlying science is explored in support of the clinical results. Often, insights into the clinical procedures come from basic physical studies of laser/materials interactions. Still, the focus on eventual clinical treatments is never lost, and the involvement of physicists, chemists, biologists, and engineers is in the service of medicine. To facilitate the widespread use of the new clinical applications, we will use our understanding of the underlying mechanisms and our technological infrastructure to develop dedicated, stand-alone laser systems for use in the military and civilian communities. Our efforts towards the development of new table-top laser sources that are dedicated to performing specific surgical applications will allow the surgical protocols developed with the FEL to be transferred to a large number of hospitals and other clinical settings. We have also developed several interactive programs around campus. In collaboration with the Vanderbilt Institute of Chemical Biology, we are investigating specific optical molecular probes that can be used for in vivo molecular imaging to guide the therapeutic applications. In collaboration with the Center for Structural Biology, we are investigating the use of the monochromatic X-ray system for “synchrotron quality” X-ray crystallography experiments here at Vanderbilt.

Center for Human Genetics Research

The Vanderbilt Center for Human Genetics Research (CHGR) was initiated in July, 1997, to bring a focus to human genetic research at Vanderbilt, to foster the expansion of this research, and to help develop appropriate training activities for a growing number of students interested in human genetics. The central theme of the CHGR is the understanding of how genes influence complex traits; traits that are influenced by the intricate interplay of multiple genes and environmental factors. This encompasses research at the molecular, clinical, and population levels performed by faculty in multiple departments and schools.

Center for Lung Research

Division of Allergy, Pulmonary, and Critical Care Medicine

This center stimulates and facilitates lung research and training throughout the institution. Center investigators represent nine departments and are engaged in a wide range of basic and clinical research. These investigators work both individually and in collaboration with many other faculty members. The center serves to identify important research opportunities, to assist investigators in identifying collaborators within and outside the institution, and to facilitate the research process by providing physical facilities, financial support, and administrative and scientific expertise. The center maintains close relationships with the departments of

medicine, cell biology, pediatrics, pathology, biomedical engineering, pharmacology, and molecular physiology and biophysics, as well as with other departments in the schools of medicine and engineering.

Center for Matrix Biology

The mission of this center is to foster cohesive interactions among Vanderbilt University scientists who work, directly or indirectly, on extra cellular matrix biology in order to facilitate collaborations, promote excellence in matrix research and acquire funding support.

Center for Molecular Neuroscience

The Center for Molecular Neuroscience supports research and training of neuroscientists who utilize sophisticated genetic, cell biologic, biochemical and biophysical techniques to understand fundamental aspects of development, signaling and disease in the brain. Major research foci of faculty are in neuronal development and differentiation, control of membrane excitability, mechanisms of synaptic plasticity, elucidation and analysis of drug actions in the brain, and altered gene/protein function in mental illness. Faculty of the CMN utilize state-of-the art molecular and transgenic techniques to understand how key genes control brain development and function and to develop new animal models for syndromes such as ADHD, Parkinson's disease and Alzheimer's disease.

Center for Molecular Toxicology

The Center for Molecular Toxicology is a National Institute of Environmental Health Science-funded research center. The Center's overall research goals are to understand phenomena of toxicological interest in chemical terms, answer questions related to toxicity at the biochemical level, and apply such chemical and biochemical knowledge to problems involving human health.

Center for Space Physiology and Medicine

To demonstrate its commitment to research in the physiological challenges of manned space flight, Vanderbilt University Medical Center established the Center for Space Physiology and Medicine in 1989. Under the direction of David Robertson, M.D., Professor of Medicine, Pharmacology, and Neurology, and F. Andrew Gaffney, M.D., Professor of Medicine, the Center's mission is to direct and coordinate the Medical Center's space-related research. The collaborating members of the medical faculty are internationally recognized authorities in many areas relevant to manned space flight. The center also has close ties to scientists within NASA centers and to Russian investigators in the Institute for Biomedical Problems and the Russian Cardiological Research Center in Moscow.

Center for Structural Biology

The trans-institutional Center for Structural Biology, founded in 2000, is a new trans-institutional research and training unit that focuses on the integrated application of structural methods for solving fundamental problems in medicine and biology. The Center also provides education and training in all areas of structural biology to all interested researchers on campus. Faculty, drawn from eight departments in the College of Arts & Science and the School of Medicine utilize NMR, EPR and fluorescence spectrometers, X-ray crystallography, cryo-electron microscopy and computational techniques to understand a range of critical events such as signal transduction, viral infection, the replication of genes in healthy cells, and the malfunction of the repair of damaged genes in cancer.

**Clinical Nutrition Research Unit
Division of Cardiovascular Medicine**

The Clinical Nutrition Research Unit (CNRU) is funded by the NIDDK to promote nutrition research and education at Vanderbilt. Nutrition research is carried out by faculty members in most academic departments and extends from basic laboratory research to clinical and applied research. A particular mission of the CNRU is to encourage translation of basic research to patient care. To this end the CNRU encourages information exchange and collaboration. It supports research cores that bring nutrition investigators together to discuss their work. It supports a seminar series to bring in outside nutrition scientists to speak to the Vanderbilt nutrition community.

Diabetes Research and Training Center

The Diabetes Research and Training Center (DRTC) at Vanderbilt is one of a network of centers established by the National Institute of Diabetes, Digestive and Kidney Diseases (NIDDK) to conduct research and training in diabetes mellitus and related endocrine and metabolic disorders. The DRTC is a multidisciplinary program with 95 participating faculty members distributed among fourteen departments in two schools and three colleges of the university. The Biomedical Research Component consists of a research base of 65 investigators in the areas of in vivo metabolism, signal transduction, etiology and complications, gene regulation, beta cell function, demonstration and education.

**Digestive Disease Research Center
Division of Gastroenterology**

The Digestive Disease Research Center (DDRC) is a multidisciplinary center at Vanderbilt University Medical Center developed to serve a number of purposes. The center promotes digestive diseases-related research

in an integrative, collaborative and multidisciplinary manner. In addition to enhancing the basic research capabilities of established DDRC investigators, the center attracts investigators not involved in digestive diseases-related research to pursue these lines of investigation, in order to develop and implement programs for training and establishment of young investigators in digestive diseases-related research and facilitate the transfer of basic research findings to the clinical area.

Frist Nursing Informatics Center

The Frist Nursing Informatics Center is housed on the second floor of Frist Hall. Faculty, staff and student support is provided for various informatics applications, including handheld devices, clinical log software, use of Blackboard (Web-based course template system), survey design, and other knowledge building tools. In addition, a computer lab environment supports online learning activities with additional lab machines available for online testing.

General Clinical Research Center

The Clinical Research Center (CRC) is a 21-bed unit located in Medical Center North. Its objectives are to encourage and support clinical research into the cause, progression, prevention, control, and care of human disease. It fulfills these objectives by creating a controlled environment for studies of normal and abnormal body function. The CRC provides space, hospitalization costs, laboratories, equipment, and supplies for clinical research by any qualified member of the faculty of any medical school department. The common resources of the CRC support all disciplines, with particular emphases on nutrition, oncology, neurology, cardiology, clinical pharmacology, endocrinology, gastroenterology, hematology, and diabetes. The CRC is supported by a grant from the National Center for Research Resources and also serves as a resource for teaching students, a site for research in the methodology of patient care systems, and apprenticeship for young clinical investigators.

George M. O'Brien Renal Center

The objective of the Renal Center is to contribute to the understanding of pathogenic mechanisms leading to progressive nephron destruction in the kidney. Investigators from the departments of medicine, pediatrics, surgery, cell biology, pharmacology, and pathology bring a multidisciplinary approach to bear on specific mechanisms leading to glomerular and tubular dysfunction and progressive glomerular destruction. Center funding is derived primarily from the National Institutes of Health grant entitled "Biology of Progressive Nephron Destruction."

Informatics Center

The Informatics Center at Vanderbilt functions as a highly effective system of people, processes and technology working at all levels of the Medical Center to improve health care using information technology and communication to change the face of health care to provide the best care, education, and research possible.

Institute for Experimental Therapeutics

The Institute for Experimental Therapeutics builds on Vanderbilt's internationally recognized strengths in human pharmacology. The major missions of the Institute are to investigate mechanisms underlying variability in drug actions in humans, and to translate those results into more effective use of available drugs and the development of improved drug therapies.

Institute for Global Health

The Institute for Global Health fosters interdisciplinary research, teaching, and service activities linked to health and/or development in resource-limited settings of the developing world. The Institute helps strengthen and sustain the interests and activities of the Vanderbilt community by:

- Facilitation of international contacts for program development and training
- Advocacy for better equity in global health investments
- Assistance in securing resources for international activities
- Standardization and facilitation of overseas administrative approaches
- Improved communication through grand rounds, seminars, and discussion forums
- Active partnerships with institutions in the U.S. and abroad that share the Institute's goals and wish to partner with Vanderbilt faculty, staff, and students.

By facilitating the involvement, development, and growth of collaborations aimed at addressing problems in resource-limited settings, the Institute expects Vanderbilt itself to be enriched in its diversity and sensitivity to the global challenges in health and development. By serving as a facilitating body for expanding the activities of individual scientists and departments across the Vanderbilt campus, the Institute expects to aid multidisciplinary research efforts in diseases of poverty, tropical climates, and health disparities.

Elizabeth B. Lamb Center for Pediatric Research

The Elizabeth B. Lamb Center is dedicated to research in infectious diseases of children. The center is an interdisciplinary research unit combining interests in infectious diseases, immunology, microbiology, and

pathology. It is located within the Division of Pediatric Infectious Diseases. The primary mission of the Lamb Center is to foster basic biomedical research with the goal of developing new approaches for the prevention and treatment of childhood infectious diseases.

Institute for Medicine and Public Health

The mission of the Institute for Medicine and Public Health is to improve personal and public health through discovery, training, and service programs designed to protect against threats to health, promote healthier living, improve quality of health services, and prepare leaders to advance health and health care. Its goal is to improve the quality, safety, equity, and efficiency of public and personal health services, with the ultimate goal to improve the health of all citizens.

Mass Spectrometry Research Center

The five areas that compose the Mass Spectrometry Research Center Research and Development, MS Core Service, Proteomics, Serum and Biofluids Core, and Bioinformatics provide the local research community with world-class instrumentation and collaborative support of cutting-edge research in the medical and bioscience fields. The Research & Development Laboratory is focused on the development of new mass spectrometry and data analysis techniques that can be applied to problems of medical significance. The Mass Spectrometry Service Laboratory is an advanced shared instrument facility. The MS Core Service provides cost effective, state-of-the-art instrumentation to students, fellows and faculty for identification and structural analysis of biological molecules and for qualitative and quantitative assays of drugs and metabolites in physiologic fluids. The Proteomics Lab provides assistance with or participation in proteomic studies. The Tissue and Biofluids Core Laboratory direct proteome profiling and protein imaging of intact tissues by MALDI-MS. The Core also provides proteome profiling of serum, plasma, and other biofluids by MALDI-MS and analysis of biofluid proteome fractions by "shotgun" LC-MS-MS methods. The newly established Bioinformatics Group develops new algorithms, software, and database tools for analysis of mass spectrometry data for proteomics and other applications within the MSRC. This group interacts with faculty in the Developments of Biomedical Informatics and Biostatistics, bringing together new analytical technologies with computational and statistical approaches to large complex datasets in biomedical research.

Skin Diseases Research Center

The Skin Diseases Research Core Center at Vanderbilt University is an NIH/NIAMS-funded center with the mission of promoting skin-related research among both basic and clinical investigators. Organized within

the Dermatology Division, this center involves investigators and core laboratories from multiple other areas. This center supports core laboratories in phenotype analysis, morphology and molecular genetics. Pilot and feasibility projects are awarded for investigators new to skin-related research or for novel studies by established cutaneous researchers. Inquiries may be directed to the SDRCC.

Vanderbilt Addiction Research Center

The Vanderbilt Addiction Center provides the academic focus within Vanderbilt University for research, education, and clinical care activities related to the pathogenesis, prevention, and treatment of alcohol and other drug abuse and dependence. VAC represents an interdepartmental network of investigators and clinicians from the Schools of Medicine, Nursing, and Engineering, the College of Arts and Science, and Peabody College. Investigators and clinicians work individually and in collaboration with other faculty members. VAC identifies important research opportunities, assists investigators in identifying collaborators within and outside Vanderbilt, and facilitates research by providing a forum for interdisciplinary discussions among clinical and basic scientists.

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

The Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences was created in 1997 to fill a need for ear, nose, and throat doctors and hearing and speech therapists to work side by side for the benefit of their patients with communication and otolaryngological diseases and disorders. The center is composed of the Vanderbilt Department of Hearing and Speech Sciences (formerly the Bill Wilkerson Center) and the Vanderbilt Department of Otolaryngology. The Center offers diagnosis and treatment for a wide range of conditions that affect hearing, speech, language and voice production, as well as more than twenty research laboratories addressing basic and applied issues in Otolaryngology and Hearing and Speech Sciences.

The Vanderbilt Brain Institute

The Vanderbilt Brain Institute unites campus-wide neuroscience to facilitate interdisciplinary research, training and public outreach. The VBI's mission is to:

- be a communication center for transinstitutional neuroscience
- advance neuroscience educational initiatives
- spearhead fund-raising in interdisciplinary research and training
- coordinate public relations and community outreach programs

Vanderbilt Center for Bone Biology

The Vanderbilt Center for Bone Biology was created to investigate diseases of bone and mineral metabolism, which are now widely recognized as major public health problems. Although the last 15 years have seen an upsurge of interest in these diseases, this is not yet reflected by major changes in the way these diseases are treated or our understanding of what causes them. Technologic improvements in investigating mechanisms involved in normal bone remodeling, together with the widespread use of genetic mouse models to identify molecules responsible for common bone diseases, may now make it possible to unravel the pathophysiology of some of these common bone diseases, and to develop new diagnostic tools and treatments that could change the quality of life for many patients. The new Vanderbilt Center for Bone Biology is in the process of assembling a cadre of well-trained investigators to address these issues, with an initial primary focus on osteoporosis, and cancers such as breast cancer, prostate cancer, and myeloma, which frequently affect the skeleton, and pharmacologic enhancement of fracture repair.

Vanderbilt Center for Evidence-Based Medicine

The mission of the VCEBM is to promote understanding and adoption of evidence-based medicine. In Vanderbilt University Medical Center, VCEBM is responsible for coordinating journal clubs and clinical department efforts to adhere to evidence-based practice. In the School of Medicine, it is responsible for classroom instruction and case study assisting students in the development of evidence-based practice core competence. It is also a research center funded through grants from public and private organizations. Recent investigations include the impact of pay for performance programs in increased adherence to evidence-based practices by hospitals and a national study of consumer understanding of evidence-based medicine. Finally, VCEBM conducts workshops for hospitals and medical leaders on optimal ways to achieve clinical transformation through evidence-based practices.

Vanderbilt Center for Stem Cell Biology

The mission of the Vanderbilt Center for Stem Cell Biology is to perform basic research necessary to learn how to produce new cell-based treatments from embryonic stem cells. To do this, it is necessary to first learn more about the biology of stem cells and how to direct their differentiation towards specific fates. The Vanderbilt Center for Stem Cell Biology is home for the Coordinating Center for the Beta Cell Biology Consortium. A major goal of this consortium of scientists is to learn how to make pancreatic beta cells from embryonic stem cells. If achieved, this would provide a new cell-based therapy for the treatment of diabetes.

Vanderbilt Diabetes Center

The Vanderbilt Diabetes Center provides a comprehensive approach to diabetes. Programs dealing with education and training of students and fellows provide the next generation of care givers and scholars. Other programs support the diabetes-related research of over 80 VUMC faculty members. Several sophisticated core resources are of particular importance in this regard. Finally, the VDC through the recently established Vanderbilt-Eskind Diabetes Clinic provides comprehensive clinical care, including addressing complications of the disease, for diabetics of all ages.

Vanderbilt-Ingram Cancer Center

The Vanderbilt-Ingram Cancer Center is Tennessee's only Comprehensive Cancer Center designated by the National Cancer Institute and one of only 39 nationwide. This designation, the highest ranking awarded cancer centers by the world's foremost authority on cancer, recognizes research excellence in cancer causes, development, treatment and prevention, as well as a demonstrated commitment to community education and outreach. In addition to providing the most sophisticated cancer care available and more than 150 of the most promising therapies still under investigation, Vanderbilt-Ingram Cancer Center offers the region's only Family Cancer Risk Service, its first comprehensive Breast Diagnostic Center, its most complete Pain and Symptom Management Program and its only Cancer Information Program staffed by a master's trained oncology nurse and linked to the National Cancer Institute. Vanderbilt-Ingram Cancer Center offers its clinical trials in home towns throughout Tennessee, Kentucky, Alabama, and Georgia through its Affiliate Network of more than a dozen hospitals.

Vanderbilt Institute of Chemical Biology

The Vanderbilt Institute of Chemical Biology (VICB) is a transinstitutional initiative between the College of Arts and Science and the School of Medicine. The mission of the VICB is to promote research and education in the application of chemistry to important biological problems. Strong basic science programs and outstanding research and clinical centers exist at Vanderbilt that focus on understanding the molecular basis of disease. As these molecular studies increase our understanding, application of the tools of chemistry (e.g., synthesis, analysis, structure-activity) can be used to design and develop new agents to detect, treat, and prevent disease. The VICB operates core facilities in high throughput screening, chemical synthesis, antibody generation, and bioanalytical nuclear magnetic resonance to support these activities, and sponsors major research programs in drug discovery and proteomics.

Vanderbilt Institute for Integrative Genomics

The Vanderbilt Institute for Integrative Genomics is a trans institutional initiative to foster use of genomic approaches for understanding the biology of disease. Genomics is the term applied to a broad array of scientific paradigms aimed at determining how the genome of an organism defines its physiological and pathological conditions. The goal of this institute is to harness the full power of genomics by integrating this emerging field with more traditional as well as other new scientific disciplines. The institute strives to bring the science of studying genomes into phase with existing experimental paradigms in developmental biology, vascular biology, cancer biology, genetics, cardiovascular medicine, neuroscience and other fields. This initiative is designed to capitalize on institutional strengths in four specific areas: functional genomics/model organism disease models, cancer genetics, epigenetics/chromatin biology, and computational genetics. Integrative Genomics interfaces strongly with the Zebrafish Initiative funded by the Academic Venture Capital Fund, as well as other existing programs. Goals include strategic faculty recruitment, a seminar series highlighting innovative approaches to obtaining or using genomic information, and support of strategic core facilities to enable cutting-edge research.

Vanderbilt Kennedy Center for Research on Human Development

The mission of the Vanderbilt Kennedy Center for Research on Human Development is to improve the quality of life of persons with disorders of thinking, learning, perception, communication, mood and emotion caused by disruption of typical development. It is dedicated to improving the lives of children and adults with disabilities by embracing core values that include the pursuit of scientific knowledge with creativity and purpose; the dissemination of information to scientists, practitioners, families, and community leaders; the facilitation of discovery by Kennedy Center scientists; and the translation of knowledge into practice. The Center is one of fourteen nationally designated National Institutes of Health research center on mental retardation and other development disabilities supported in part by the National Institute of Child Health and Human Development. In 2005, it was designated a University Center for Excellence on Developmental Disabilities Education, Research and Service by the federal Administration on Developmental Disabilities. The Center is an interdisciplinary research, training, diagnosis, and treatment institute, embracing faculty and resources available through Vanderbilt University Medical Center, the College of Arts and Science, and Peabody College. The Center brings together scientists and practitioners in behavior, education, genetics, and neuroscience to work together in unique ways to solve the mysteries of development and learning.

Vanderbilt University Institute of Imaging Science

The Vanderbilt University Institute of Imaging Science is a university-wide interdisciplinary initiative that brings together scientists whose interests span the spectrum of imaging research – from the underlying physics of imaging techniques to the application of imaging tools to address problems such as understanding brain function. The new Institute has a core program of research related to developing new imaging technology based on advances in physics, engineering, and computer science. The Institute promotes applied research in collaboration with biomedical scientists and physicians who have interesting questions that imaging can address. In addition to high-field MRI and MR spectroscopy in human subjects, the Institute offers state-of-the-art options for small animal imaging.

Women's Reproductive Health Research Center

The Women's Reproductive Health Research Center at Vanderbilt was established in 1999 with principal funding from the National Institute of Child Health and Human Development as part of the Specialized Cooperative Centers Program on Reproduction Research. This center's program was established to promote clinically focused research programs at institutions that possess research strength in both basic science and clinical medicine. At Vanderbilt, the center has developed a program that is broadly focused on the promotion of reproductive health by increasing understanding of normal reproductive biology as well as the dysfunction associated with diseases such as abnormalities of pregnancy, dysfunctional uterine bleeding, endometriosis and cancer. In addition to support from the National Institutes of Health, the center receives substantial support from the Endometriosis Association for an international research and training program in endometriosis research. This training program supports collaborations among basic and clinical scientists within the multidisciplinary research environment at Vanderbilt with a focus on the care of women with endometriosis and associated diseases. The over-arching goal of the center is to move scientific discoveries of reproductive disease from bench to bedside to improve the health care of women.



Courses of Study



School of Medicine Departments

Anesthesiology
Audiology/Hearing and Speech Sciences
Biochemistry
Biomedical Informatics
Biostatistics
Cancer Biology
Cell and Developmental Biology
Emergency Medicine
Family Medicine
Medical Education and Administration
Medicine
Microbiology and Immunology
Molecular Physiology and Biophysics
Neurology
Obstetrics and Gynecology
Ophthalmology and Visual Sciences
Orthopaedics and Rehabilitation
Otolaryngology
Pathology
Pediatrics
Pharmacology
Preventive Medicine
Psychiatry
Radiation Oncology
Radiology and Radiological Sciences

SURGICAL SCIENCES

General Surgery
Cardiac Surgery
Neurological Surgery
Oral and Maxillofacial Surgery
Pediatric Surgery
Plastic Surgery
Thoracic Surgery
Urologic Surgery

INTERDISCIPLINARY COURSEWORK

Anesthesiology

CHAIR Michael S. Higgins

PROFESSORS EMERITI M. Lawrence Berman, John J. Franks, Joanne Lovell Linn, Bradley E. Smith

PROFESSORS John T. Algren, Jeffrey R. Balsler, James Michael Berry, Eric Delpire, Jayant K. Deshpande, John Watson Downing, Michael S. Higgins, C. Lee Parmley, Bernhard Riedel, John H. Selby, Kevin Strange, Matthew Bret Weinger

ADJUNCT PROFESSOR Jayakumar R. Kambam

ASSOCIATE PROFESSORS Frederick E. Barr, Jill K. Boyle, E. Jane Brock, Stephen P. Bruehl, Susan A. Calderwood, Ok Yung Chung, Kevin B. Churchwell, Sukdeb Datta, Robert J. Deegan, Brian S. Donahue, Stephen R. Hays, Shannon L. Hersey, C. Scott Hoffman, Kenneth J. Holroyd, Julie Kay Hudson, Steve A. Hyman, Benjamin W. Johnson, Jr., Ira S. Landsman, Thomas C. Lewis, Randall J. Malchow, Letha Mathews, Addison K. May, Mark W. Newton, Ramachander K. Pai, Ray Paschall, Jr., Neal R. Patel, Stewart Neal Perlman, Marsha J. Peterson, Michael G. Richardson, Clark A. Scovel, Ramprasad Sripada, Paul J. St. Jacques, Mary B. Taylor, Ann Walia, Liza M. Weavind

ADJUNCT ASSOCIATE PROFESSORS David Dwight Alfery, Janice M. Livengood

ASSISTANT PROFESSORS Hemant S. Agarwal, Saeedah Asaf, Nathan Edward Ashby, Jennifer P. Aunspaugh, Arna Banerjee, John Allan Barwise, James L. Blair, Eswara C. V. Botta, Clifford Bowens, Jr., Christopher L. Canlas, Meera Chandrashekar, Kevin P. M. Currie, Jason T. Daume, Jerod Scott Denton, Susan S. Eagle, Letitia Jane Easdown, Alexander N. Fisher, Geoffrey M. Fleming, Alanna E. Goodman, Marek Grzeszczak, Rajnish Kumar Gupta, Heather Elise Hagerman, John W. Hairr, Steven Marshall Harrison, Douglas Landon Hester, Alexander K. Hughes, Tracy P. Jackson, Adrian A. Jarquin-Valdivia, Paulette M. Johnson, Jill Erin Kilkelly, Shannon Robert Kilkelly, Christopher M. Lemelle, Ellen M. Lockhart, Sandra V. Lowe, Sheila Patricia McMorro, Pratik Parag Pandharipande, Michael A. Pilla, Mias Pretorius, James A. Ramsey, Vidya Rao, Mark A. Reed, Amy C. Robertson, Daniel Roke, Brian S. Rothman, Matthew Paul Rupert, Steven W. Samoya, Kevin J. Saunders, Thomas F. Shultz, Rigoberto L. Sierra-Anderson, Silvio Sitarich, Jason M. Slagle, Heidi A. Beverley Smith, Martha Jane Smith, Kenneth G. Smithson, Carl William Stanberry, Bradly Strother, Annemarie Thompson, Dila Vuksanaj, Jeffrey M. Waldman, Amr Ahmed Waly, Gina M. Whitney, Betty Worri, Yordanos Yohannes

RESEARCH ASSISTANT PROFESSOR Daniel J. France

ADJUNCT ASSISTANT PROFESSORS Barry W. Brasfield, Claude L. Ferrell, Scott R. Levin, Vijay Rani Makrandi, Ashok Saha, Sadiq Sohani, Geeta P. Wasudev, Madhu S. Yelameli

SENIOR ASSOCIATE Stephen T. Blanks


ASSOCIATE Raymond F. Johnson

INSTRUCTORS Madhumita Ananthakrishna, Tyler W. Berutti, Jean-Terese Fischer, Amy

Larsen Lynch, Truc Le, William T. O'Byrne III, Sally A. Watson

RESEARCH INSTRUCTOR Franck Potet

ASSISTANTS Robert Williams Atwood, Robert A. Crawford, Leland J. Lancaster, Jr., Nimesh Patel, Neal W. Sanders, John Shields, Joshua L. Yarbrough

 THE Department of Anesthesiology provides lectures and offers a two-and-a-half-week selective for third-year students on aspects of anesthesiology within the Surgery clerkship. Fourth-year elective courses are offered in the pharmacology of anesthesiology, as well as a clerkship that includes operating room experience in the conduct of anesthesia.

Biochemistry

CHAIR Michael R. Waterman

PROFESSORS EMERITI Harry P. Broquist, Frank Chytil, Stanley Cohen, Leon W. Cunningham, Benjamin J. Danzo, Willard R. Faulkner, Robert A. Neal, Oscar Touster

PROFESSORS Richard N. Armstrong, Richard M. Breyer, Jorge H. Capdevila, Richard M. Caprioli, Graham F. Carpenter, Bruce D. Carter, Walter J. Chazin, Martin Egli, F. Peter Guengerich, David L. Hachey, Carl G. Hellerqvist, Scott W. Hiebert, Billy Gerald Hudson, Tadashi Inagami, Daniel Christopher Liebler, Lawrence J. Marnett, David E. Ong, Neil Osheroff, John A. Phillips III, Jennifer A. Pietenpol, Ned Allen Porter, Carmelo Joseph Rizzo, Charles R. Sanders II, Samuel Andrew Santoro, Michael P. Stone, Gary Allen Sulikowski, Conrad Wagner, Michael R. Waterman

VISITING PROFESSOR Gary A. Lorigan

RESEARCH PROFESSORS Essam E. Enan, Carol A. Rouzer

ADJUNCT PROFESSOR Rodney Kiplin Guy

ASSOCIATE PROFESSORS David Cortez, Thomas N. Oeltmann, James G. Patton, Virginia L. Shepherd

RESEARCH ASSOCIATE PROFESSORS Pierre Chaurand, David B. Friedman, Amy-Joan Lorna Ham, Zigmund Luka, Raymond L. Mernaugh, Jarrod A. Smith, Paul A. Voziyan

ADJUNCT ASSOCIATE PROFESSOR Brenda A. Schulman


ASSISTANT PROFESSORS Brian O. Bachmann, Brandt F. Eichman, Tina M. Iverson, Diane S. Keeney, Jamshid Khoshnoodi, D. Borden Lacy, Andrew J. Link, Zu-Wen Sun, Munirathinam Sundaramoorthy, David L. Tabb

RESEARCH ASSISTANT PROFESSORS David L. Blum, Dale Shannon Cornett, Eric S. Dawson, Gerald D. Frank, Joel M. Harp, Zeljka M. Korade, Galina I. Lepesheva, Hong-Jun Liao, W. Hayes McDonald, Laura Sera Mizoue, Oleg Yu Tikhomirov, Md. Jashim Uddin, Bin Zhao, Lisa J. Zimmerman

RESEARCH INSTRUCTORS Anna L. Blobaum, M. Wade Calcutt, Simona G. Codreanu, Aaron T. Jacobs, Rajappa Kenchappa, Jeremy S. Myers, Rekha R. Pattanayek, Michelle L. Rezyer, Erin H. Seeley, Andrew Vila, Hsaio-Huei (Juli) Wu

ADJUNCT INSTRUCTOR Jeremy Lynn Norris

ASSISTANTS Karen C. Angel, Philip John Kingsley, Li Lei, May Mahmoud Sewify, Mahmoud A. Swifi

 THE Department of Biochemistry offers to first-year students basic information on the chemistry of living organisms in the interdisciplinary course, *Molecular Foundations of Medicine*. Electives available to students include such topics as nutritional biochemistry; toxicology; fundamentals of human nutrition; genes and their regulation; clinical biochemistry; lipid chemistry, metabolism and transport; nutrition rounds; chemical mechanisms of enzyme catalysis; and reproductive biology. Research experience in biochemistry and nutrition is available to fourth-year students.

Biomedical Informatics

CHAIR Daniel R. Masys

PROFESSORS Mark E. Frisse, Nunzia B. Giuse, Dennis E. Hallahan, Douglas P. Hardin, Daniel Christopher Liebler, Nancy M. Lorenzi, Daniel R. Masys, Randolph A. Miller, John A. Morris, Jr., C. Leon Partain, Joe B. Putnam, Jr., William W. Stead, Elizabeth E. Weiner, Matthew Bret Weinger, John P. Wikswo

ADJUNCT PROFESSORS A. Bertrand Brill, Jonathan B. Perlin

ASSOCIATE PROFESSORS Steven Holloway Brown, Kevin B. Churchwell, Cynthia S. Gadd, Dario A. Giuse, Michael S. Higgins, E. Duco Jansen, Kevin B. Johnson, Anita Mahadevan-Jansen, Cynthia B. Paschal, Neal R. Patel, David R. Pickens, Edward K. Shultz, W. Anderson Spickard III, Paul J. St. Jacques

RESEARCH ASSOCIATE PROFESSORS Paul A. Harris, Jay Snoddy

ADJUNCT ASSOCIATE PROFESSOR Helga Rippen


ASSISTANT PROFESSORS Rashid M. Ahmad, Constantin Aliferis, Dominik Aronsky, Erik M. Boczko, Bruce M. Damon, Joshua C. Denny, Mark D. Does, Jeffrey S. Gordon, William M. Gregg, Alan J. Herline, Jim N. Jirjis, Ian D. Jones, Shawn E. Levy, Bradley A. Malin, Subramani Mani, Jens Meiler, Patrick R. Norris, Asli Ozdas, Josh Favrot Peterson, Gretchen P. Purcell, Samuel Trent Rosenbloom, John Malotte Starmer, David L. Tabb, Patricia A. Trangenstein, Lemuel Russell Waitman, Stuart Tobe Weinberg, Bing Zhang

RESEARCH ASSISTANT PROFESSORS Heather L. Andrews, Fern FitzHenry, Charles H. Manning

ADJUNCT ASSISTANT PROFESSORS Douglas A. Talbert, Ioannis Tsamardinos

INSTRUCTOR Michael E. Matheny

ADJUNCT INSTRUCTORS Rebecca N. Jerome, Nila A. Sathe

 THE Department of Biomedical Informatics was established in 1993 to provide an academic base for those who engage in the study, invention, and implementation of structures and algorithms to improve communication, understanding, and management of biomedical information. An interdisciplinary seminar series brings together concepts from biomedical engineering, biometry, computer science, decision science, health policy, and library science. Electives offer an opportunity for independent study in one of these areas.

Biostatistics

CHAIR Frank E. Harrell, Jr.

PROFESSORS William D. Dupont, Frank E. Harrell, Jr., Yu Shyr, Theodore Speroff

RESEARCH PROFESSOR Irene Feurer


ADJUNCT PROFESSOR Karel Moons

ASSOCIATE PROFESSORS Patrick G. Arbogast, Ayumi Kamina Shintani, Andrew J. Tomarken

RESEARCH ASSOCIATE PROFESSOR Mary S. Dietrich

ADJUNCT ASSOCIATE PROFESSOR Rafe M. Donahue

ASSISTANT PROFESSORS Constantin Aliferis, Qingxia Chen, Leena Choi, Robert Alan Greevy, Jr., Tatsuki Koyama, Chun Li, Benjamin R. Saville, Jonathan Scott Schildcrout, Bryan E. Shepherd, James C. Slaughter, Lily Wang, Chang Yu, Chuan Zhou
 RESEARCH ASSISTANT PROFESSORS Ming Li, Lei Xu
 SENIOR ASSOCIATES Gregory Daniel Ayers, Daniel W. Byrne, E. Warren Lambert
 ASSOCIATES Chiu-Lan Chen, Tebeb Gebretsadik, Huiyun Wu, Yuwei Zhu
 INSTRUCTOR Fei Ye
 ASSISTANT Aixiang Jiang

 **BIostatistics** is a basic science of biomedical research. Our vision for biostatisticians in the department is that they become statistical scientists who are on the forefront of biomedical research and who wish to contribute to the body of knowledge in medicine. In the role of statistical scientist, collaboration with medical researchers is of major importance, as is curiosity about diseases, treatments, patient outcomes, and biology. Our faculty are also independent researchers in the methods of biostatistics.

Cancer Biology

CHAIR Lynn M. Matrisian
 PROFESSORS Carlos L. Arteaga, R. Daniel Beauchamp, Timothy S. Blackwell, Stephen J. Brandt, David P. Carbone, Raymond N. DuBois, Jr., Wa'el El-Rifai, Michael L. Freeman, Dennis E. Hallahan, Lynn M. Matrisian, Robert J. Matusik, Harold L. Moses, Gregory R. Mundy, Josiah Ochieng, Cathleen C. Pettepher, Jennifer A. Pietenpol, Joe B. Putnam, Jr., Vito Quaranta, J. Ann Richmond, Keith T. Wilson, Mary M. Zutter
 VISITING PROFESSOR Alexander R. A. Anderson
 RESEARCH PROFESSORS James Oliver McIntyre, Robert H. Whitehead
 ADJUNCT PROFESSORS John J. Caterina, Vincent L. Giranda
 ASSOCIATE PROFESSORS Sarki A. Abdulkadir, Ravi S. Chari, Jin Chen, Sanjoy K. Das, Simon William Hayward, Walter Gray Jerome III, Peng Liang, P. Charles Lin, Pierre Pascal Massion, Richard M. Peek, Jr., Ambra Pozzi, Linda J. Sealy, Elizabeth Yang, Wendell Gray Yarbrough, Roy Zent
 ADJUNCT ASSOCIATE PROFESSOR Gianluigi Giannelli
 ASSISTANT PROFESSORS Constantin Aliferis, Claudia D. Andl, Neil Adri Bhowmick, Christine Hwayong Chung, Thao P. Dang, Pran Krishna Datta, Utpal P. Dave, Mark P. de Caestecker, Punita Dhawan, Moneeb Ehtesham, Josiane Edward Eid, Christine Marie Eischen, Michael E. Engel, Guo-Huang Fan, Barbara Mary Fingleton, David Lee Gordon, Jason R. Jessen, Susan Kasper, Dineo Khabele, Bo Lu, Conor C. Lynch, Jeffrey Roser Smith, Takamune Takahashi, Alissa M. Weaver, Donna Jane Webb, Christopher S. Williams, Fen Xia, Baogang Jonathan Xu, Thomas E. Yankeelov, Fiona Elizabeth Yull, Alexander Zaika, Ming-Zhi Zhang, Andries Zijlstra
 RESEARCH ASSISTANT PROFESSORS Joseph M. Amann, Swati Biswas, Robert H. Carnahan, Nikki Cheng, Claire Shipman Edwards, Lourdes Estrada, Rebecca S. Mauroka-Cook, Lisa J. McCawley, Jiqing Sai, Robbert Jacobus C. Slebos, Yingjun Su, Shizhen E. Wang, Li Yang
 ADJUNCT ASSISTANT PROFESSOR Naohiko Koshikawa

ADJOINT ASSISTANT PROFESSOR William M. Grady
RESEARCH INSTRUCTORS R. Rao Arasada, Yong-Jig Cho, Linda Connelly, Dayanidhi Raman, Yingjun Su, Jinming Yang

✿ THE Department of Cancer Biology was established in 2000 and is responsible for integrating histology into the required curriculum for first-year medical students. An opportunity for independent study in the area of basic cancer research is provided.

Web site: <http://www.mc.vanderbilt.edu/histology>

Cell and Developmental Biology

CHAIR Susan Rae Wentze

PROFESSORS EMERITI Alvin M. Burt III, James A. McKanna, Gary E. Olson, Marie-Claire Orgebin-Crist

PROFESSORS David M. Bader, H. Scott Baldwin, R. Daniel Beauchamp, Timothy S. Blackwell, Stephen J. Brandt, David P. Carbone, Vivien A. Casagrande, Robert J. Coffey, Jr., Arthur Frederick Dalley II, Sudhansu K. Dey, Raymond N. DuBois, Jr., Ford F. Ebner, James Richard Goldenring, Kathleen L. Gould, Todd R. Graham, Steven K. Hanks, Stephen R. Hann, Jon H. Kaas, Mark A. Magnuson, Robert J. Matusik, David M. Miller III, Harold L. Moses, Lillian B. Nanney, Eric G. Neilson, Jeanette J. Norden, John S. Penn, Cathleen C. Pettepher, David Brent Polk, J. Ann Richmond, William Evans Russell, Lilianna Solnica-Krezel, Roland W. Stein, Susan Rae Wentze, Christopher V. E. Wright

RESEARCH PROFESSORS Vivian Siegel, Robert H. Whitehead

ADJUNCT PROFESSOR John Steven Halle

ASSOCIATE PROFESSORS Bruce Hans Appel, Jin Chen, Chin Chiang, Christopher F. J. Hardy, Antonis K. Hatzopoulos, Ela W. Knapik, Patricia A. Labosky, P. Charles Lin, John Jeffrey Reese, Linda Sealy, Guanqing Wu, Elizabeth Yang, Roy Zent

ASSISTANT PROFESSORS Byeong J. Cha, Mark P. de Caestecker, Daniela Drummond-Barbosa, Joshua T. Gamse, Maureen Anne Gannon, Guoqiang Gu, Raul J. Guzman, Stacy S. Huppert, Susan Kasper, Irina N. Kaverina, Anne K. Kenworthy, Tsutomu Kume, Ethan Lee, Laura Anne Lee, Anna L. Means, Melanie D. Ohi, Ryoma Ohi, James E. Sligh, Jr., E. Michelle Southard-Smith, Matthew John Tyska, Tao Peter Zhong, Sandra S. Zinkel

RESEARCH ASSISTANT PROFESSOR Jeffrey L. Franklin

RESEARCH INSTRUCTORS Zhaoliang Li, Ying Liu

✿ THE Department of Cell and Developmental Biology is responsible for integrating histology, gross anatomy, and the human nervous system into the required curriculum for first- and second-year medical students. Elective courses are offered by the department in areas of reproductive biology, advanced neurobiology, surgical anatomy, neurochemistry, and cell biology.

Emergency Medicine

CHAIR Corey M. Slovis

PROFESSORS Thomas James Abramo, Jeremy J. Kaye, Corey M. Slovis, Keith Wrenn

VISITING PROFESSORS Paul S. Auerbach, Greg L. Henry, Ron M. Walls

ASSOCIATE PROFESSORS Andrea C. Bracikowski, Timothy G. Givens, Robin R. Hemphill,

David J. Maron, E. Paul Nance, Jr., Donna L. Seger, Lawrence B. Stack, Alan B. Storrow,

Saralyn R. Williams, Seth W. Wright

ADJUNCT ASSOCIATE PROFESSOR Todd Brian Taylor

ASSISTANT PROFESSORS Anna Bradham Allen, Donald Hayes Arnold, Dominik Aronsky,

Tyler W. Barrett, Richard S. Belcher, Marion Challen Berg, James F. Bihun, John J.

Block, Stephen John Cico, Joan Margaret Collier, Cristina Maria Estrada, James F.

Fiechtl, Robert Warne Fitch, Jin Ho Han, Geoffrey E. Hayden, Daniel P. Himes, Michael

N. Johnston, Ian D. Jones, Martin I. Jordanov, Laurie M. Lawrence, William E. Lumms,

Nicole S. McCoin, Jared John McKinney, Jeffry P. McKinzie, Sheila Patricia McMorro,

Christy A. Meade, Mark L. Meredith, Marc Mickiewicz, Kenneth Hugo Palm, Donna J.

Perlin, Camiron Pfennig, Kimberly R. Plourde, Dorris Elise Powell-Tyson, Steven T. Riley,

John Paul Rohde, Stephan Edward Russ, Sally Santen, Gary R. Schwartz, Charles M.

Seamens, Clay B. Smith, Shannon B. Snyder, David S. Taber, R. Jason Thurman, Valerie

Whatley, Steven John White

RESEARCH ASSISTANT PROFESSOR Daniel J. France

ASSISTANT CLINICAL PROFESSORS Brian R. McMurray, Steven R. Meador, Wayne E.

Moore

SENIOR ASSOCIATES Judy Jean Chapman, Karen F. Miller

ASSOCIATE R. Kevin High

INSTRUCTORS Michael D. Baldovsky, Nathan R. Berkley, Katherine H. Birchenough,

Emma M. Bisson, Timothy Edward Brenkert, Kyle B. Brothers, Jeremy Brywczyński,

Kenneth S. Burton, Kristin Joy Ehst, Robbie B. Godwin, Natasha B. Halasa, Ben


Heavrin, Meg E. Jack, Gregory H. Jacobson, Matthew Ryan Locklair, Andrew Charles

Neck, Jill Cole Obremskey, Kendra Papson Parekh, Kimberly R. Plourde, Jennifer Marie

Sundberg, Bradley P. Thomas, Aubaine M. Woods

CLINICAL INSTRUCTORS Kimberly A. Arnold, David L. Lanier, David W. Lawhorn,

J. Raymond Pinkston

 THE Department of Emergency Medicine offers an introductory elective course for first- and second-year students to acquaint them with emergency medical services, including ambulance ride-alongs and observation time in the Emergency Department (ED). Additionally, there is a required fourth-year emergency medicine course, one month in length, consisting of 20 to 25 hours a week of lectures and 12 to 15 eight-hour clinical shifts, either in the main ED at Vanderbilt or the Pediatric ED at Vanderbilt.

Required Course

EM-5950. Emergency Medicine. This required four-week clerkship introduces the senior medical student to the principles of emergency care. Nearly every physician, no matter what specialty, will interact with the Emergency Department or will encounter patients with an emergency medical problem. This course is designed to ensure that the graduating student is exposed to

these principles including ACLS training and certification, ECG reading, and acid-base interpretation. Students will attend 3-5 hours of daily interactive conferences each weekday. Lab sessions will review airway skills, splinting, BLS, ACSS mega-code and other emergency procedures.

Students independently interview and examine Emergency Department patients with a variety of complaints. They will work one-on-one primarily with faculty to formulate treatment plans. Each student will be assigned 12 clinical shifts during the month, including some night and weekend shifts. Students will have shifts at three different Emergency Departments, and must be able to provide their own transportation. This is a time-intensive clerkship, and students should be available for the entire four weeks. A student leave pass will be required for any absences.

Prerequisite: Fourth-year student.

Family Medicine

DIRECTOR Roger J. Zoorob

PROFESSOR Roger J. Zoorob

ASSOCIATE PROFESSOR Marino A. Bruce

ASSOCIATE CLINICAL PROFESSORS Allen Scott Craig, Timothy F. Jones, Vincent Morelli

ASSISTANT PROFESSORS Gene Alan Hannah, Ilene N. Moore, Xu Wang

INSTRUCTORS Karli Alderson, Vivak Bhatt, John M. Boone, Elizabeth B. Burgos, Elizabeth


Harlan Crowe, Irina A. Didier, James E. Dunlap, Philip R. Harrelson, Keren Holmes,

Camellia Koleyni, James R. MacDonald, Scott R. Parker, Ruth Carr Stewart, William P.

Titus III, Jonna H. Whitman, Arthur E. Williams, Wendy Wiser

CLINICAL INSTRUCTORS Gregg P. Allen, Charles A. Ball, Douglas Gaither, James Norris

Johnson, Charles T. Marable, Alex James Slandzicki, Wendy Wiser

 **FAMILY** physicians are seen as holding pivotal positions to ensure the delivery of comprehensive and personalized health care. Twenty-seven percent of all office visits are made to family physicians. Their role, along with other primary care providers, is very important in making the optimal use of health resources. By involvement in training family physicians, medical schools gain the opportunity to develop strategies that improve the relevance of medical education and medical practice in meeting people's health needs.

Required Course

IDIS-5100. Primary Care Medicine. All fourth-year students will have a four-week unit in an ambulatory primary care setting. Students will choose an experience in outpatient internal medicine, family medicine, or pediatrics. Practice sites include ambulatory medicine or pediatric clinics in the community. Students may also arrange a primary care experience outside of Nashville subject to the approval of the course directors. The clinic experience is supplemented by various conferences and a home health or hospice visit. In addition, all students will complete the core didactic lecture series that includes exercises in problem based learning, role-plays to foster interview skills, and a program in risk management. Prerequisite: Medicine 5020, Pediatrics 5020, Surg 5020. Gigante and Spickard.

Hearing and Speech Sciences

CHAIR Fred H. Bess

PROFESSORS EMERITI Judith Rassi, R. Edward Stone, Jr., Robert T. Wertz

PROFESSORS Daniel H. Ashmead, Fred H. Bess, Stephen M. Camarata, Edward Gage Conture, Gary W. Duncan, D. Wesley Grantham, Linda Jean Hood, Gary P. Jacobson, Howard S. Kirshner, H. Gustav Mueller, Ralph N. Ohde, Robert H. Ossoff, Anne Marie Tharpe

RESEARCH PROFESSOR Teris K. Schery

ADJUNCT PROFESSORS Charles E. Edmiston, Jr., Michael E. Glasscock III, Judith S. Gravel, Eugene C. Nelson

ASSOCIATE PROFESSORS Gene W. Bratt, Lee Ann C. Golper, Troy Alan Hackett, P. Lynn Haynes, David S. Haynes, Gerald B. Hickson, Ellen M. Kelly, Todd A. Ricketts, Sandra L. Schneider, Mark T. Wallace

VISITING ASSOCIATE PROFESSOR Susan Lenihan


ASSISTANT PROFESSORS Tamala Selke Bradham, Mary N. Camarata, Michael de Riesthal, William W. Dickinson, Lea H. Evans, Mary Sue Fino-Szumski, Sue T. Hale, Melissa Henry, Benjamin W. Y. Hornsby, Monica L. Jacobs, Barbara Jacobson, Devin Lochlan McCaslin, Daniel B. Polley, C. Melanie Schuele, Marcy A. Sipes, Deborah Tyson, Wanda G. Webb

RESEARCH ASSISTANT PROFESSORS Alexandra Fonaryova Key, Douglas Paul Sladen

ADJUNCT ASSISTANT PROFESSORS Faith Wurm Akin, Patricia Flynn Allen, Linda L. Auther, Robert Lewis Baldwin, G. Pamela Burch-Sims, Bertha Smith Clark, Andrew Dittberner, Rebecca M. Fischer, Micah M. Murray, Barbara F. Peek, Amy McConkey Robbins, Mia Alexandra Lee Rosenfeld, Scott Wright

ASSISTANT CLINICAL PROFESSOR John R. Ashford

INSTRUCTORS Charles Howard Hausman, Dana L. Kan

 THE Department of Hearing and Speech Sciences offers work leading to the master's degree in speech-language pathology and hearing or speech science. It also offers the master of education of the deaf. The Ph.D. degree is offered in audiology, speech-language pathology, and hearing or speech science. In addition, the department offers a professional doctorate of audiology, the Au.D. Information on regulations and requirements for the Ph.D. programs and the master's degrees in speech-language pathology and hearing or speech science may be found in the *Graduate School Catalog*. Information on requirements for the Au.D. program is outlined in the *Medical Center Catalog*. The research, teaching, and clinical programs associated with the Department of Hearing and Speech Sciences are housed in the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences.

Medical Education and Administration

INTERIM CHAIR Jeffrey R. Balsler

PROFESSORS EMERITI Gerald S. Gotterer, Frederick K. Kirchner, Jr.

PROFESSORS George W. Arana, Donald W. Brady, G. Roger Chalkley, Vera A. Stevens
Chatman, F. Andrew Gaffney, George C. Hill, Donald E. Moore, Jr., Lillian B. Nanney,
Emil R. Petrusa, James W. Pichert, David S. Raiford

VISITING PROFESSOR Cynthia Turner-Graham

ASSOCIATE PROFESSORS Jeffrey C. Andrews, Diana Marver, John Shatzer, Jr.


ASSISTANT PROFESSORS Warren Ernest Beck, James L. Bills, Craig R. Carmichel, Alan E.
Christman, Charlene M. Dewey, Mary Beth Early-Zald, Phyllis Ekdall, Peter J. Giammalvo,
Michelle Savidge Grundy, John F. Manning, Jr., Martha K. Miers, Bonnie M. Miller, Ilene
N. Moore, Stephen B. Moore, David S. Noel, David Osborn, Bret L. Perisho, Joshua E.
Perry, Allison Pingree, Ann H. Price, Jill M. Pulley, Doris C. Quinn, Mary E. Rawn, Scott
M. Rodgers, Frank J. Rosato, J. Richard Wagers, Jr., Lynn E. Webb

VISITING ASSISTANT PROFESSOR Paul H. Keckley

ADJUNCT ASSISTANT PROFESSORS Mary Bufwack, Barbara Clinton

ASSOCIATE William R. Rochford

ASSISTANT G. Wayne Wood

 THE Division of Medical Education and Administration was established in 1969 to provide an academic base for those who engage in service, education, and research as these support the objectives of the School of Medicine. The division offers elective courses on subjects related to past and present trends in American medical education, the influence of various professional organizations and government bodies in medical education, issues in health care at all levels, and the transition to medical practice and medical practice management. Special subject seminars are encouraged.

Medicine

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VISITING PROFESSOR Scott L. Mader

RESEARCH PROFESSORS Maciej S. Buchowski, Barbara Schneider, Vivian Siegel, Robert H. Whitehead

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ADJUNCT RESEARCH PROFESSOR Manuel S. Valenzuela

CLINICAL PROFESSORS Robert H. Alford, Robert Seth Cooper, E. William Ewers, Philip Earl Johnston, Thomas Guv Pennington, Jonathan B. Perlin

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RESEARCH ASSOCIATE PROFESSORS Hui-Fang Cheng, Gloria E. Gutierrez, Stanley B. Higgins, Kristina E. Hill, Mohammed Sika, Paul A. Voziyan, Ding-Zhi Wang, Wanqing Wen, Tao Yang

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ADJUNCT RESEARCH ASSOCIATE PROFESSOR Scott Matthew Williams

ASSOCIATE CLINICAL PROFESSORS Wendell Scott Akers, Philip D. Bertram, Stanley J. Bodner, James R. Cato, Alan G. Cohen, James P. Fields, Richard W. Garman, Jr., John R. Gibson, Francis W. Gluck, Jr., Jacques Heibig, Marcus C. Houston, Robert M. Johnson, Robert H. Latham, Lester L. Porter III, Judson E. Rogers, Marvin J. Rosenblum, Dan S. Sanders III, Harrison J. Shull, Jr., James N. Sullivan, Michael D. Zanolli

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SENIOR ASSOCIATES Daniel W. Byrne, Lynda Denton Lane, Royanne A. Moore

ASSOCIATE Victoria L. Harris

INSTRUCTORS Matthew J. Abbate, Julie A. Bastarache, Chad S. Boomershine, Neesha

Naik Choma, Jennifer K. Clune, Jack W. Coggeshall, Peter F. Crossno, Jeffrey M.

Dendy, Glenn C. Douglas, Julia Dunn, Shelley E. Ellis, Timothy D. Girard, William P.

Goins II, James E. Gore, Jennifer Kiser Green, William M. Gregg, Sonal Gupta, Melinda

Shaw Henderson, Joseph A. Henske, Paula H. Hermann, Gwendolyn A. Howard, Mary

M. Huizinga, Jeanette Sison Ilarde, James E. Keffer, Nancy R. Keller, John Thomas

Kimbrough III, Richard G. Lane, Andrew J. Lenneman, James Matthew Luther, Brad E.

Maltz, Michael E. Matheny, Debra J. McCroskey, James E. Powell, Luis F. Ramos, Jr.,

Samuel Trent Rosenbloom, Mohanakrishna Sathyamoorthy, Christine M. Schmitz,

Natasha Schneider, John D. Scott, Cynthia L. Shepherd, Steven L. Silas, Saba Sile,

Manakan Betsy Srichal, Eli Steigelfest, Helen Keipp Talbot, Annemarie Thompson, Isaac

Thomsen, Laura F. Weikert, Natalie E. West, Bobby J. White, Leslieanne Yen

VISITING INSTRUCTOR Daniel Kurnik

RESEARCH INSTRUCTORS Hui Cai, Zheng Cao, Rupesh Chaturvedi, Sergiy Chetyrkin,

Alfredo Gamboa, James N. Higginbotham, Yordanka Kourteva, Wentian Luo, Taiji Matsusaka,

Tetyana V. Pedchenko, Maria Blanca Piazuelo, S. M. Jamshedur Rahman, Wanda L. M.

Snead, Chisu Song, Dina Myers Stroud, Yinghao Su, Megha H. Talati, ZhenJiang Yang,

Xianglan Zhang, Weisong Zhou

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ADJUNCT RESEARCH INSTRUCTORS Rachel M. Enriquez, Layton Harris Smith

CLINICAL INSTRUCTORS Bradley N. Bullock, William D. Edmondson, Jeffrey L. Hymes,

Christopher C. McClure, William H. Pettus, Robert S. Quinn, Lucien C. Simpson


ASSISTANTS Jennifer C. Baker, Layla M. Cochran, Jennifer A. Combs, Kimberly Arnold

Currier, Debbie J. Drake, Caroline V. Duley, Mary F. Edwards, Cindy L. Giullian, Deborah

Haggard, Donnalita Harmon, Catherine Hopkins, Jason Robert Jean, Deborah Baker

Martin, Margaret A. Morrison, Jill R. Nelson, Holly R. Pierce, Carol R. Scott, Jamie

Bradford Spicer, William H. Swiggart, Julianne Haines Wagnon, Laura S. Winslow

 THE Department of Medicine offers four areas of required course work, two of them in the second year:

Second Year. Second-year medical students have interdisciplinary work in disease, diagnosis, therapeutics, and clinical problem solving, and a course in the diagnosis of disease and the application of clinical medicine to patient care.

Third Year. Third-year medical students are assigned to the medical wards for an eleven-week period for an intensive inpatient experience.

Fourth Year. Fourth-year medical students select one required clerkship from a list of approved medicine courses.

The Department of Medicine has many subspecialty divisions, and a number of different elective programs are available.

Required Courses

MED-5012. Physical Diagnosis. The introduction to clinical medicine course for second year students. Emphasizes interviewing skills, acquiring a medical database, and performing a comprehensive physical examination. Utilizes a mentor system with groups of four students assigned to two faculty tutors who will guide them through history taking, patient examinations, and write-ups. Includes lectures, practical sessions, and patient encounters. Second year. Leonard.

Web site: http://medicine.mc.vanderbilt.edu/q4_studtrainprog_pdc.cfm.

MED-5015. Introduction to Clinical Problem Solving The course emphasizes the role of history, physical findings, laboratory studies, radiologic studies, and other modalities in solving clinical problems. The course covers a variety of problems that the students will face throughout their careers, including, but not limited to anemia, renal failure, gastrointestinal bleeding, jaundice, chest pain, dyspnea, thyroid nodules, vaginal bleeding, and dementia. The focus throughout the course is defining the problem, determining the diagnostic possibilities, developing a diagnostic strategy, including knowing how to interpret the relevant tests in order to establish a diagnosis. The lectures are taught by the medical specialists who routinely deal with the problem under discussion and who can discuss in depth the relevant clinical issues. The lectures are supplemented by a series of clinical problem sets. The course will also consider the value and limits of testing in general and consider in depth the issues of test sensitivity, specificity, and predictive value. Second year. Stein.

MED-5020. Medicine Core Clerkship. Third-year medical students participate in an eleven-week, inpatient clinical clerkship under the aegis of the Department of Medicine, utilizing the clinical services of the Vanderbilt and VA hospitals. It is believed that learning is most vivid through direct experience with patients, obtaining histories, doing physicals and laboratory studies, and that it is amplified by reading and intensive contact with members of the teaching staff and house staff. Students are given considerable responsibility under close supervision of the teaching staff. The clerkship is divided into three rotations of which two are general medicine and one subspecialty medicine. Each student is assigned to a faculty/resident team and functions as an apprentice physician with graded responsibility for the evaluation and management of patients admitted to the medicine service. Students participate in all clinical and teaching activities of the service, including daily attending rounds, morning report, noon conferences, Grand Rounds, and the Thursday morning lecture series. In addition, students meet weekly in small groups with an assigned faculty member who conducts preceptor rounds for the entire ten weeks. Spickard and Staff.

Microbiology and Immunology

CHAIR Jacek Hawiger

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PROFESSORS Christopher R. Aiken, Dean Williams Ballard, Mark R. Boothby, James E.

Crowe, Jr., Mark R. Denison, Terence S. Dermody, Richard T. D'Aquila, Jacek Hawiger,

J. Harold Helderman, George C. Hill, Sebastian Joyce, Alexander R. Lawton III, Eugene

M. Oltz, Theodore Pincus, Donald H. Rubin, Henry Earl Ruley, Subramaniam Sriram,

James Ward Thomas II, Luc Van Kaer, Peter F. Wright, Mary M. Zutter

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Spyros A. Kalams, Douglas S. Kernodle, Wasif Noor Khan, Andrew J. Link, Geraldine

G. Miller, Louise A. Rollins-Smith


ASSISTANT PROFESSORS Wonder Puryear Drake, D. Borden Lacy, Andrew J. Link, Eric

Sebzda, Eric Patrick Skaar, Ben Spiller, John Vance Williams

RESEARCH ASSISTANT PROFESSORS Maria Pia G. DePasquale, Qing Lin, Danya Liu,

Xueyan Liu, Lan Wu

RESEARCH INSTRUCTORS Oleg A. Osipovich, Ruth Ann Veach, Jing Zhou

 THE Department of Microbiology and Immunology provides first-year students with basic understanding of micro-organisms and the host's response in health and disease. Several electives are also offered.

Required Course

MICRO-5020. Microbiology and Immunology. This provides a comprehensive course of microbiology and immunology encompassing the molecular cell biology of microbial agents and the immune system, review of pathogenic bacteria, viruses, fungi, protozoa, and parasites. The course consists of lectures, conferences, and laboratory sessions and problem-based small group discussions focused on different pathogen-host relationships. SPRING. Van Kaer.

Web site: <http://bret.mc.vanderbilt.edu/microbiology>

Molecular Physiology and Biophysics

CHAIR Roger D. Cone

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PROFESSORS Albert H. Beth, G. Roger Chalkley, Alan D. Cherrington, Roger J. Colbran, Roger D. Cone, Jackie D. Corbin, Stephen Neil Davis, Eric Delpire, Emmanuele DiBenedetto, Ronald B. Emeson, John H. Exton, John C. Gore, Jonathan Lee Haines, Raymond C. Harris, Jr., Carl H. Johnson, Robert L. Macdonald, Mark A. Magnuson, James M. May, Owen Patrick McGuinness, Hassane S. Mchaourab, Richard M. O'Brien, Jane H. Park, David W. Piston, Alvin C. Powers, Roland W. Stein, Kevin Strange, Marshall Lynn Summar, David H. Wasserman, P. Anthony Weil, John P. Wikswo, Jr.

RESEARCH PROFESSORS Sharron H. Francis, K. Sam Wells

ASSOCIATE PROFESSORS Matthew D. Breyer, Eric Delpire, Aurelio Galli, Maureen Anne Gannon, Linda Sealy, Phoebe L. Stewart, James S. Sutcliffe, Jeanne M. Wallace, Scott Matthew Williams, Danny G. Winder

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VISITING ASSISTANT PROFESSOR Robert D. Pearlstein

RESEARCH ASSISTANT PROFESSORS Dale Scott Edgerton, Hanane A. Koteiche, Michael J. McCaughey, Deborah G. Murdock, Richard Lee Printz, Joseph F. Solus, Richard R. Whitesell

ADJUNCT ASSISTANT PROFESSOR Habibeh Khoshbouei

ASSOCIATE Kelly Ann Taylor

RESEARCH INSTRUCTORS Julio Ayala, Sheng-Song Chen, Subhadra C. Gunawardana, Heinrich J. G. Matthies, Christopher Mark Olsen, Nathalie C. Schnetz-Boutard, Saraswathi Viswanathan

ASSISTANTS Genea S. Crockett, Benita Lynch

✿ THE Department of Molecular Physiology and Biophysics instructs first-year students in the essentials of physiological processes related to organs, tissues, and cells. Students may devise elective course work in any area of molecular physiology and biophysics, in conjunction with a sponsoring faculty member. Opportunities to participate in research activities are available to fourth-year students as electives.

Neurology

CHAIR Robert L. Macdonald

PROFESSORS EMERITI Frank R. Freeman, John Sloan Warner

PROFESSORS Bassel W. Abou-Khalil, Peter D. Donofrio, Gary W. Duncan, Gerald M.

Fenichel, Howard S. Kirshner, Patrick Lavin, Robert L. Macdonald, David Robertson,

Subramaniam Sriram, Ronald G. Wiley

ADJUNCT PROFESSOR George Rouzier Lee III

CLINICAL PROFESSOR Karl Edward Misulis

ASSOCIATE PROFESSORS Philip David Charles, Thomas L. Davis, Sean P. Donahue,

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J. Eric Pina-Garza, Michael G. Tramontana

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Avison, Nabil J. Azar, Kanika Bagai, Gregory Neal Barnes, Aaron B. Bowman, W. Bryan

Burnette, Gretchen H. Campbell, Michael Kane Cooper, Ramon Fontanilla Cuevas,

Christine C. Dong, Michael Ladd Edgeworth, Kevin C. Ess, John Y. Fang, Martin J.

Gallagher, Kevin F. Haas, Peter Hedera, Jane Ellen Howard, Kimberly Nixon Hutchison,

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Harold Moses, Jr., Anne Elizabeth O'Duffy, Amanda C. Peltier, Fenna T. Phibbs, Tyler

Reimschisel, Derek Riebau, Pradumna Pratap Singh, Brian M. Thompson, David R.

Uskavitch, James S. Walker

RESEARCH ASSISTANT PROFESSORS Hua-Jin Feng, Jingqiong Kang, Song-Yi Yao

ADJUNCT ASSISTANT PROFESSOR Kreig D. Roof

ASSISTANT CLINICAL PROFESSORS Jan Lewis Brandes, Mary Ellen Clinton, Robert Ray

Holcomb, Frances B. Kopecky, Noel P. Lim, Barbara J. Olson, Subir Prasad, Deron V.

Sharpe, Shan-Ren Zhou, Teresa Zyglewaska

INSTRUCTORS Roberta M. Leu, John K. Mori, Christopher M. Nolte, Nandakumar B. Vittal,

Salman Zubair

CLINICAL INSTRUCTOR Alan F. Bachrach

✿ THE Department of Neurology offers instruction in neurobiology to first-year students, seminars in clinical neurology to second-year students, and instruction in diseases of the nervous system to third-year students. Further clinical experience can be attained through specialty clinics offered as fourth-year electives. These clinics include the specialties of pediatric neurology, adult neurology, epilepsy, general neurology, movement disorders, and neuromuscular disease. Clerkships in neurology at

affiliated hospitals are available, as electives, in the fourth year. Elective research programs in basic neuroscience or clinical neurology are also available to students.

Required Course

NEURO-5020. Neurology Core Clerkship. The rotating students of the third year class are alternately assigned to two 2-week (total=4 weeks) rotating blocks of clinical neurology inpatient and outpatient experience. Students are given direct responsibility for the evaluation and care of patients under the supervision of house staff and faculty. This exposure is intended to provide the students with an approach to patients with diseases of the central, peripheral, and autonomic nervous systems and skeletal muscles. On the first day of the rotation, the orientation meeting is in 317 MCS at 08:00 hours. At the end of the rotation, you will have to take the NBME exam. Departmental recognition is given to the highest NBME score. Exposures to other areas of Neurology can be arranged; talk to the Clerkship Director. Jarquin-Valdivia.

Obstetrics and Gynecology

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ASSISTANT Susan B. Drummond

 THE Department of Obstetrics and Gynecology provides third-year students with an introductory experience in inpatient and outpatient obstetrics and gynecology. A number of electives are offered at various levels. These include reproductive biology, a high-risk-obstetrics seminar, human sexuality, gynecologic pathology, and sex counseling. Research experiences and a clinical clerkship in obstetrics and gynecology are available as electives to fourth-year students.

Required Course

5020. Obstetrics-Gynecology Core Clerkship. Each member of the third-year class is assigned to the Obstetrics and Gynecology Service for five and one half weeks. Vanderbilt University Hospital. Each student will spend two and one-half weeks on the Obstetrical rotation. While on the Maternal-Fetal Service this will include daily attending rounds and involvement with the Maternal-Transport Service. Students will also be assigned to the Perinatal Group Practice Service. In addition to being involved on Labor and Delivery, students will help manage obstetric patients that are followed in the Vanderbilt Clinic. Each student will spend two and one-half weeks on Gynecology. Each student will spend one-half day per week in Continuity clinic, one half day in colposcopy clinic and one half day in Clinical Transaction project. Daily teaching rounds are conducted by the GYN oncologists. The General Gynecology Service provides exposure to the medical and surgical management of patients seen at the Gynecology Clinic. The two week rotation at Baptist Hospital provides excellent exposure to operative gynecology and to gynecology in the private practice setting. In addition, students are encouraged to observe surgical cases performed by the Reproductive Endocrinology Service. The five and one-half weeks rotation provides a broad based introduction to the discipline of Obstetrics and Gynecology. Included in the rotation is a lecture series given by the faculty covering general obstetrics, high risk obstetrics, gynecologic oncology, reproductive endocrinology, and general gynecology. Rush and Staff.

Ophthalmology and Visual Sciences

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Wayne Wei Wu

RESEARCH INSTRUCTORS John Kuchtey, Jin-Long Yang

CLINICAL INSTRUCTORS Adam G. Buchanan, George N. Cheij, Maria Garber, Ralph F.

Hamilton, Henry B. Kistler, Jr., Kimberly A. Klippenstein, Craig F. McCabe, Yeshawant

B. Paranjape, E. Glenn Sanford

✿ THE Department of Ophthalmology provides second-year students an introduction to ophthalmology and the methodology of clinical science. The department also instructs third-year students, providing them with clinical exposure in ophthalmology. An elective course available in the second year consists of lectures on the basic and clinical aspects of ophthalmology. An elective fourth-year clerkship and clinic provide intensive clinical experience.

Orthopaedics and Rehabilitation

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Donald Han Lee, Gregory A. Mencio, Gregory R. Mundy, Herbert S. Schwartz, Dan M.

Spengler, Kurt P. Spindler

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ADJUNCT PROFESSOR Thomas J. Limbird


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 CLINICAL INSTRUCTORS John C. Brothers, Shannon S. Curtis, Michael Craig Ferrell
 ASSISTANTS Robin E. Driver, Taya K. Furmanski

 THE Department of Orthopaedics and Rehabilitation offers an introduction to clinical orthopaedic surgery. Elective specialty clinics and an elective clerkship are offered in the fourth year. The department also offers an opportunity for students to do research in orthopaedic surgery.

Otolaryngology

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 CLINICAL INSTRUCTORS Ronald C. Cate, Jerrall Paul Crook, Jr., William G. Davis, Mark A. Deaton, F. Brian Gibson, William Thomas Moore, Robert C. Owen, John D. Witherspoon
 CLINICAL ASSOCIATE Mitchell K. Schwaber

 THE Department of Otolaryngology offers a clerkship to fourth-year students and other opportunities for independent study and research.

Pathology

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 THE Department of Pathology offers instruction in the study of the pathogenesis of disease and the structural and functional alterations which result from disease, including the natural history of these changes. The elective program includes lecture and laboratory experiences and research programs.

Electives include basic concepts of cancer, neuropathology, gynecologic pathology, clinical pathology, renal pathology, and hematopathology. Electives for fourth-year students provide experiences in autopsy pathology, surgical pathology, and pathology specialty areas.

Research fellowships are available to post-sophomore students.

Pediatrics

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RESEARCH INSTRUCTORS Mark R. Frey, Xianghu Qu

ADJUNCT INSTRUCTOR Kimberlee D. Wyche-Etheridge

CLINICAL INSTRUCTORS Norman Albertson, Sudha S. Amatya, Lori L. Amis, Amy E. Armada, Clegg F. Austin, Karen Lubell Ayres, Nicole O. Baggott, Wendy Pais Baker, Samuel R. Bastian, James H. Batson, Joseph A. Baust, Jr., Deanna Smith Bell, Maria C. Benitez, Leslie Farley Bennett, Kelly S. Bennie, Kimberly C. Bergeron, Robert J. Berman, Jr., Suzanne Kathleen Berman, Jon E. Betts, Deborah D. Beyer, Janet G. Blackwell, Eve McDonald Boger, Devin L. Bogus, Jennifer Bondurant, Linda Diane Brady, Lori Antoinette Breaux-Mitchell, Donald T. Brothers, Jr., Alexander Jeffrey Brunner, Bradley N. Bullock, Cynthia R. Calisi, Thomas Joseph Carr, John W. Chambers, Stephen H. Claycomb, Eric E. Colgrove, David Reid Collins, Douglas Jerry Collins, Meri Shaw Collins, Jo Ann Cook, Allison Cummings Couden, Jennifer E. Cox, William Raymond

Davidson, Gordon B. Davis, Jennifer Marie Donnelly, Elizabeth Ponder Dykstra, Edward D. Eastham, William D. Edmondson, Timothy H. Eidson, David Engler, Jennifer Ess, Amy Hurst Evans, Alicia P. Ewing, Elizabeth Heather Fairbank, Rachel E. Farmer, Michelle Fiscus, Jill A. Forbess, Rebecca L. Frakes, Beverly A. Frank, Felisa L. Gilbert, James C. Godfrey III, Maje D. Goodwin, Brad A. Greenbaum, Indu Gupta, Anne-Marie Ethier Hain, Eddie D. Hamilton, Rodney M. Hamilton, Frank Joseph Haraf, Jr., Dana J. Haselton, Anne B. Hawkins, James P. Henderson, Timothy M. Henschel, Casilda I. Hermo, Leah R. Higginbotham, Tiffany Elder Hines, Wendy L. Hitch, Katherine A. Hoeft, Jennifer B. Holzen, Molly Ramona Hood, David R. Hudson, Mark David Hughes, Robert H. Hutcheson, Jr., Rebecca L. Isbell, Mary Heather Johnson, David G. Johnston, Charles Andrew Jordan, Jason L. Kastner, Neil E. Kirshner, Mary Kline, Lawrence A. Klinsky, Michael David Ladd, Danielle L. LaLonde, Melissa Lorraine Lambert, Susan E. Behr Langone, Viviana Alvarado Lavin, Mark Andrew Lee, H. Brian Leeper, Christina M. Leiner-Lohse, Virginia Pitts Lilenthal, Robert Howard Lillard, Jr., Mary Caroline Loghry, John Royston Long, Jennifer B. MacMaster, Timothy C. Mangrum, Steve Marchbank, Joshua M. McCollum, Rhett Farrell McLaren, Karie McLevain-Wells, Angela R. McVie, Deepak Mehrotra, Karen Meredith, Corbi Dianell Milligan, Dina H. Mishu, Sharon Moore-Caldwell, Jennifer E. Moore, Gabriela Thomas Morel, Chetan R. Mukundan, Jennifer Braden Myers, Jaygopal Nair, Monica Elaine Wagner Nania, K. Timothy North, Lee Anne O'Brien, Harshila R. Patel, Sara Jane Fletcher Patterson, Christopher M. Patton, Robin S. Pearson, Matthew L. Perkins, Aimee P. Perri, Heather N. Phillips, Bram I. Pinkley, David Piper, Stephanie S. Pirkle, Elizabeth B. Pitchford, Mille Poole, Eric Potter, Mitchell A. Pullias, Jennifer Ragsdale, Lindsay M. Rauth, Jennifer L. Ray, Christine L. Reed, Rachel M. Ricafort, Kimberly M. Rosdeutscher, Richard A. Sances, Katharine N. Schull, Jennifer B. Seawell, Neil E. Seethaler, Kimbel D. Shepherd, Shashirekha K. Shetty, Kavita Singh, Catherine A. Sipe, Christopher P. Smeltzer, Richard P. Smith, Tunde S. Sotunde, Jonathan M. Spanier, Christina W. Steger, Eric Francis Stiles, Marcy M. Swogger, Keith S. Thompson, Phyllis L. Townsend, Parvin Vafai, Vani V. Veeramachaneni, Amy E. Vehec, Crystal N. Vernon, Diane Marie Vosberg, Travis T. Walters, David J. White, Richard O. White III, Teresa S. White, Ida Michele Williams-Wilson, Patricia Sticca Williams, Stacey M. Williams, William S. Wiseman II, Julianne Stout Womack, Tadayuki Yoneyama, John Matthew Yuill

ASSISTANTS Hollye R. Gallion, Mary Fran Hazinski, Ellen B. O'Kelley, Julie Elizabeth Rosof-Williams, Carolyn D. Smeltzer, Misti D. Williams

 THE Department of Pediatrics provides second-year students an introduction to pediatrics as part of an introduction to clinical medicine. Third-year students participate in a clinical experience on the pediatric wards and clinics and attend a series of clinical lectures and demonstrations.

Electives are available to students including such courses as signposts of human growth and development; pediatric pathophysiology; pathogenetic mechanisms in clinical infectious disease; pediatrics ward rounds; an introduction to clinical pediatrics; nutrition rounds; the fundamentals of human development; methods of delivering pediatric medical care in rural areas; urban health problems; child behavior; and growth and development. There are also electives in general pediatrics and specialties.

Required Courses

P-5020. Pediatrics Core Clerkship. Each member of the third-year class is assigned to Pediatrics for five and one-half weeks. Three and one-half weeks are spent on the Vanderbilt University Children's Hospital inpatient pediatric wards. Students participate in all phases of diagnosis and treatment of a wide variety of illnesses of children and infants. Two and one-half weeks of the clerkship includes work in pediatric clinics or Meharry Hospital or community sites. Besides teaching rounds on the wards and nursery, student lectures are held three times a week. Grand Rounds are held weekly and Chief Resident Rounds are held each Thursday. Gigante, and Chief Residents and Staff, Children's Hospital.

IDIS-5100. Primary Care Medicine. All fourth-year students will have a four-week unit in an ambulatory primary care setting. Students will choose an experience in outpatient internal medicine, family medicine, or pediatrics. Practice sites include ambulatory medicine or pediatric clinics in the community. Students may also arrange a primary care experience outside of Nashville subject to the approval of the course directors. The clinic experience is supplemented by various conferences and a home health or hospice visit. In addition, all students will complete the core didactic lecture series that includes exercises in problem-based learning, role-plays to foster interview skills, and a program in risk management. Prerequisite: Medicine 5020, Pediatrics 5020, Surg 5020. Gigante and Spickard.

Pharmacology

CHAIR Heidi Elizabeth Hamm

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PROFESSORS Michael Aschner, Malcolm John Avison, Jeffrey R. Balsler, Italo Biaggioni, Randy D. Blakely, Alan R. Brash, Richard M. Breyer, Kendal Scot Broadie, H. Alex Brown, Nancy J. Brown, Richard M. Caprioli, Peter Jeffrey Conn, Louis J. DeFelice, Ariel Y. Deutch, Sudhansu K. Dey, Ronald B. Emeson, John H. Exton, Alfred L. George, Jr., David L. Hachey, Heidi Elizabeth Hamm, Kenneth R. Hande, Christine L. Konradi, Pat R. Levitt, Daniel Christopher Liebler, MacRae F. Linton, Terry P. Lybrand, Robert L. Macdonald, Lawrence J. Marnett, Peter R. Martin, Richard C. McCarty, Douglas G. McMahon, Herbert Y. Meltzer, Gregory R. Mundy, John A. Oates, L. Jackson Roberts II, David Robertson, Dan M. Roden, Jeffrey N. Rottman, Elaine Sanders-Bush, Richard C. Shelton, C. Michael Stein, Kevin Strange, Douglas E. Vaughan, Ronald G. Wiley, Laurence J. Zwiebel

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RESEARCH ASSOCIATE PROFESSORS Olivier Gilles Boutaud, Sabina Kupersmidt, Charles David Weaver

ASSISTANT PROFESSORS Christopher Brian Brown, Chang Yong Chung, Kevin P. M. Currie, Jerod Scott Denton, Florent Elefteriou, Anthony Carlyle Forster, Eugenia V. Gurevich,

Maureen Kay Hahn, Eva Marie Harth, Charles C. Hong, Tina M. Iverson, Gregory C. Mathews, Michael P. McDonald, BethAnn McLaughlin, Jens Meiler, Paul E. Moore, Richard M. Nass, Satish R. Raj, Claus Schneider, Ben Spiller, Gregg D. Stanwood, Xiangli Yang, Tao Peter Zhong

RESEARCH ASSISTANT PROFESSORS David C. Airey, Daniel Brian Campbell, Lucia Carvelli, Songhai Chen, Sean S. Davies, Kathie Louise Eagleson, Carrie K. Jones, Ginger L. Milne, Stephen B. Milne, Colleen M. Niswender, Aurea Fugazzola Pimenta, Anita M. Preininger, Christine Saunders, Randy L. Smith-Barrett, Rommel Giongco Tirona, Zixiu Xiang, Huiyong Yin, Chongbin Zhu

ADJUNCT ASSISTANT PROFESSORS Sanika S. Chirwa, Habibeh Khoshbouei, Darryl B. Hood

INSTRUCTORS Alexandre Bonnin, Ana Marin Dias Carneiro, Dawn S. Matthies, Harish C. Prasad, Alice L. Rodriguez

RESEARCH INSTRUCTORS Liping Du, Haifa A. Hallaq, Hideki Iwamoto, Sergey Aleksandrovi Vishnivetskiy, Ping Yang

✿ THE Department of Pharmacology is responsible for the instruction of second-year students in the reactions of the human organism to chemical substances. Electives available to second-, third-, and fourth-year students include pharmacokinetics, drug metabolism, cardiovascular pharmacology, molecular pharmacology, psychopharmacology, and drug receptor interactions. A clerkship in clinical pharmacology is offered in the fourth year. Seminars, research programs, and special course work assignments are also available to fourth-year students as electives.

Preventive Medicine

CHAIR William Schaffner

PROFESSORS EMERITI Charles F. Federspiel, Lewis B. Lefkowitz, Jr.

PROFESSORS William O. Cooper, Roy L. DeHart, William D. Dupont, Marie R. Griffin, David L. Page, Wayne A. Ray, William Schaffner, Sten H. Vermund

ADJUNCT PROFESSOR Michael D. Decker

ASSOCIATE PROFESSORS Patrick G. Arbogast, Walter E. Smalley, Jr.

RESEARCH ASSOCIATE PROFESSOR Theodore Speroff

ADJUNCT ASSOCIATE PROFESSORS Bruce B. Dan, Bruce G. Gellin

ASSOCIATE CLINICAL PROFESSORS Allen Scott Craig, Timothy F. Jones

ASSISTANT PROFESSORS Ban Mishu Allos, Karen C. Bloch, Carlos Grijalva, J. Jonas Kalnas, Loren Lipworth, Thomas R. Talbot III, Alfredo E. Vergara, Mary I. Yarbrough

ASSISTANT CLINICAL PROFESSORS John R. Dunn, Marion Angelika Kainer, David L. Kirschke, Abelardo C. Moncayo, Kelly L. Moore, William S. Paul

CLINICAL INSTRUCTOR Robert H. Hutcheson, Jr.

✿ THE Department of Preventive Medicine offers instruction to second-year students in the fundamentals of epidemiology, medical statistics, and the basic principles of public health and preventive medicine. Electives

available to students at various levels include biometry; clinical trials and medical surveys; sampling methods; environmental/occupational health; and special projects in public health. A preceptorship in primary health care and clerkships in applied public health, sexually-transmitted diseases, and family and community medicine are also available to second- and fourth-year students as electives.

Web site: <http://www.mc.vanderbilt.edu/prevmed/course/requiredcourse.htm>

Psychiatry

CHAIR Stephan H. W. Heckers

PROFESSORS EMERITI Virginia D. Abernethy, Thomas A. Ban, Peter T. Loosen, James L. Nash, Fridolin Sulser, Warren W. Webb

PROFESSORS George W. Arana, William Bernet, Leonard Bickman, Randy D. Blakely, George C. Bolian, Ariel Y. Deutch, Ronald B. Emeson, Judy Garber, Volney P. Gay, Stephan H. W. Heckers, Steven D. Hollon, Howard S. Kirshner, Christine L. Konradi, Elizabeth Lunbeck, Peter R. Martin, Herbert Y. Meltzer, Sohee Park, Howard B. Roback, Elaine Sanders-Bush, Richard C. Shelton

CLINICAL PROFESSORS David Barton, Robert O. Begtrup, Samuel O. Okpaku, William M. Petrie, Rudra Prakash, S. Steve Snow

ASSOCIATE PROFESSORS Thomas F. Catron, D. Catherine Fuchs, Lawrence S. Gaines, Harry E. Gwirtsman, William A. Hewlett, Robert M. Kessler, Joseph D. LaBarbera, Myung A. Lee, Karoly Mirnics, Paul W. Ragan, Ronald M. Salomon, Jeffrey G. Stovall, James S. Sutcliffe, Michael G. Tramontana, David H. Zald

VISITING ASSOCIATE PROFESSOR Hitoshi Hashimoto

RESEARCH ASSOCIATE PROFESSOR Dennis E. Schmidt

ASSOCIATE CLINICAL PROFESSORS Frederick T. Horton, Jr., Kent Kyger, J. Kirby Pate, Judith J. Regan, William M. Regan, Nicholas Sieveking, C. Richard Treadway, Zia U. Wahid

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RESEARCH ASSISTANT PROFESSORS Carissa J. Cascio, Mary S. Dietrich, Kirsten L.

Haman, James C. Jackson, Zhu Li, D. Hal Manier, M. Diana Neely, Jo Cara Pendergrass

ADJUNCT ASSISTANT PROFESSORS Dorothy M. Owens, Monsheel S. Sodhi

ASSISTANT CLINICAL PROFESSORS Judith B. Akin, Philip Bradley Anderson, Colin Armstrong, Casey C. Arney, Sarah B. Aylor, Michael J. Baron, Ralph I. Barr, Lynn P. Barton, Elizabeth A. Baxter, Laurel Leslie Brown, Susan H. Bryant, Suzanne D. Butler,

Reena M. Camoens, Thomas W. Campbell, Keith A. Caruso, Gerald D. Case, Alexander J. Chalko III, David K. Chang, Nilufer E. Yalman Chanin, Philip Chanin, Yuejin Chen, Craig A. Clark, Michelle Macht Cochran, Carlton Cornett, Jill DeBona, Thomas Doub, Christopher J. Dull, Sharone Elizabeth Franco, Daniel L. Friedman, Sharon M. Gordon, John J. Griffin, Heather Harris, Vicki S. Harris, James R. Hart, Carol B. Hersh, Michael D. Hill, Howard Rhea Holly, Roy E. Hutton, Raju V. Indukuri, Shahidul Islam, Robert C. Jamieson, Karl Jannasch, Daniel S. Javier, Sonya Nicole Jones, Harold W. Jordan, William D. Kenner, Jack L. Koch, Jr., Alexandre Koumtchev, Bret W. Logan, Linda S. Lundin, Alan J. Lynch, Nasreen Mallik, George M. Mathews, James R. McFerrin, Michael H. McGhee, Carol Proops Milam, Robert E. Murray, Paula S. Nunn, Samuel J. L. Pieper, Jr., Rodney A. Poling, Michael W. Propper, Gilbert W. Raulston, Karen H. Rhea, Clifford F. Roberson, Richard E. Rochester, Hal C. Schofield, Indu Senapati, Joseph Sharpe, Tangeneare Ward Singh, Hamilton A. Small, Gary S. Solomon, Jackie L. Stankiewicz, Phyleen Stewart-Ramage, Brian R. Swenson, Tianlai Tang, Rhonda R. Venable, Glenn Todd Webb, Jane R. Weinberg, W. Scott West, Brad V. Williams, Nat T. Winston, Linda Wirth

SENIOR ASSOCIATE Elise David McMillan


ASSOCIATES Michael John Cull, Helen E. Hatfield, Mary Virginia Manley, Lynne L. McFarland

INSTRUCTOR Virginia S. Gardner

RESEARCH INSTRUCTORS Michael Bubser, Paul James Gresch, Hui-Dong Wang

CLINICAL INSTRUCTORS Roy Oon Asta, Donna Marie Barrett, Kevin B. Collen, Paul Morris, Earl Q. Parrott, William F. Sheridan, Jr.

ASSISTANT Amy Nicholson

 THE Department of Psychiatry presents a series of lectures on human behavior and the practice of medicine to first-year students and instructs second-year students in the diagnosis, etiology, and treatment of basic psychiatric disorders. In the third year, students participate in a clerkship studying various psychiatric problems in both inpatient and outpatient settings.

A number of elective courses offered at various levels include such topics as determinants of human behavior; human sexuality; health and illness, doctors and patients; and children's problems in contemporary society. A number of clerkships, offered to fourth-year students as electives, provide intensive clinical experience in both inpatient and outpatient settings.

Required Course

PSY-5020. Psychiatry Core Clerkship. Psychiatry Clinical Rotation. Basic goals of this clerkship are to learn the fundamental techniques of psychiatric assessment, differential diagnosis and treatment intervention. Activities include direct patient care and clinical rounds in the company of assigned faculty. The four-week placements include: Vanderbilt University Hospital, VA Hospital, the Psychiatric Hospital at Vanderbilt (Adult/Adolescent/Child) and Middle Tennessee Mental Health Institute. Salomon.

Radiation Oncology

CHAIR Dennis E. Hallahan

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VISITING PROFESSOR Jingdong Li

RESEARCH PROFESSOR Sekhar R. Konjeti

ASSOCIATE PROFESSORS Anuradha Bapsi Chakravarthy, Anthony J. Cmelak, P. Charles Lin, Bo Lu, Arnold William Malcolm

RESEARCH ASSOCIATE PROFESSOR Ling Geng


ASSISTANT PROFESSORS George X. Ding, Steven R. Goertz, Zhaozhong Han, Corbin Johnson, Todd Tenenholz, Fen Xia

RESEARCH ASSISTANT PROFESSORS Heping Yan, Eugenia M. Yazlovitskaya

ADJUNCT ASSISTANT PROFESSORS Paul D. Koerner, William D. Permenter, Jr., Maciej Z. Pindera, Paul Allen Rosenblatt

INSTRUCTOR Manuel A. Morales

RESEARCH INSTRUCTORS Kwang Woon Kim, Hanako Kobayashi

 THE Department of Radiation Oncology introduces the discipline of radiation oncology to medical students during their third- or fourth-year clerkships. In third year, students attend departmental presentations as a part of their clinical rotations and discuss the use of appropriate work-up and treatment of cancer patients. Fourth-year students may participate in basic science, translational, or clinical research in radiation oncology.

Radiology and Radiological Sciences

CHAIR Jeremy J. Kaye

PROFESSORS EMERITI Joseph H. Allen, Jr., John H. Beveridge, Frank E. Carroll, Jr., S. Julian Gibbs, Sandra G. Kirchner, W. Faxon Payne, Henry P. Pendergrass

PROFESSORS Malcolm John Avison, Benoit M. Dawant, Dominique Delbeke, J. Michael Fitzpatrick, Arthur C. Fleischer, Michael L. Freeman, John C. Gore, Stephan H. W.

Heckers, Richard M. Heller, Jr., Marta Hernanz-Schulman, Jon H. Kaas, Jeremy J.

Kaye, Robert M. Kessler, Marvin W. Kronenberg, Steven G. Meranze, C. Leon Partain,

James A. Patton, Ronald R. Price, Valerie Montgomery Rice, Martin P. Sandler, Harold D. Thompson, Norman H. Tolk, John A. Worrell

RESEARCH PROFESSOR A. Bertrand Brill

ADJUNCT PROFESSORS Ayman Al-Hendy, Arnold Burger, A. Everette James, Jr.

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Gauthier, M. Reza Habibian, John G. Huff, Stacy Stansell Klein, René Marois, William H.

Martin, Murray J. Mazer, Robert Alan Mericle, E. Paul Nance, Jr., Cynthia B. Paschal,

David R. Pickens III, Thomas A. Powers, Anna Wang Roe, Glynis A. Sacks-Sandler,

Max Israel Shaff, Stephanie E. Spottswood, Michael G. Stabin, Sharon M. Stein, Ronald

C. Walker

RESEARCH ASSOCIATE PROFESSORS Ronald M. Baldwin, Haakil Lee

ADJUNCT ASSOCIATE PROFESSOR Jeffrey A. Landman

ASSISTANT PROFESSORS John W. Allred III, Edson James Andrews, Jr., Joseph M.

Aulino, Michael Joseph Ayad, Gary L. Bienvenu, Mark A. Bittles, John J. Block, Peter R. Bream, Jr., Kimberly Collis Brennan, Andrew M. Brittan, Cari L. Buckingham, Li Min Chen, Ronald L. Cowan, Bruce M. Damon, Charles V. DePriest, Joseph Diggs, Zhaohua Ding, Edwin F. Donnelly, Mark D. Does, Christine K. Dove, Ricardo B. Fonseca, James Christopher Gatenby, Daniel Frank Gochberg, James D. Green, Ewa F. Grzeszczak, Lori L. Haycraft, Melissa A. Hilmes, Alice A. Hinton, Nancy Wingfield Darden Holland, Ralph Duane Holland, Tamarya L. Hoyt, Frederick M. Isaacson, James M. Joers, Laurie B. Jones-Jackson, Martin I. Jordanov, J. Herman Kan, Minh N. Kenney, Peter M. Lams, Mark A. Lawson, Jackiel R. Mayo, Kevin T. McManus, Michael I. Miga, Victoria L. Morgan, Robert J. Pallow, Jr., Todd E. Peterson, Wellington Pham, John Danforth Ross, Scott R. Shay, Sudha P. Singh, Michael G. Stabin, LeAnn Simmons Stokes, Megan K. Strother, David S. Taber, Geoffrey E. Wile, Jennifer R. Williams, Curtis A. Wushensky, Thomas E. Yankeelov

VISITING ASSISTANT PROFESSOR Edward Brian Welch

RESEARCH ASSISTANT PROFESSORS Natasha Grant Deane, Henry Charles Manning,

Christopher Chad Quarles, William R. Riddle, Baxter P. Rogers, Kevin W. Waddell, Jason M. Williams

ADJUNCT ASSISTANT PROFESSORS Reuven Brenner, Jaydip Datta, Martin Lepage

ASSISTANT CLINICAL PROFESSORS Jung Ja Hong, Andrew J. Padgug

ASSOCIATE Jeffrey A. Clanton

INSTRUCTORS Nathaniel D. Dueker, Daniel A. Grippo, Thomas E. Heffernan IV, Joshua R.

Houser, Robert F. James, Reagan R. Leverett, Jeffrey James Luci, Jason R. Pack, Otto A. Sanchez, Libby L. Shadinger, Tuhin K. Sinha, Feng Wang, Huairan Zeng

ASSISTANT Mohammad Sib Ansari

✿ THE Department of Radiology and Radiological Sciences introduces the discipline of radiology to medical students during their first and second years, offering lectures and small group seminars correlating pathological findings and physical diagnostic signs with roentgen findings. In the third year, students attend departmental presentations as a part of their clinical rotations and discuss the use of appropriate imaging modalities including computed axial tomography, nuclear medicine, magnetic resonance imaging, digital subtraction angiography, and ultrasound in diagnostic evaluation.

Fourth-year students have at their disposal a variety of audiovisual aids prepared for self-instruction, and personally observe and participate in departmental procedures in a didactic lecture series. A clerkship in diagnostic radiology is offered as a fourth-year elective. Other electives available to students at various levels include computer applications in medicine; principles in the use of radioisotopes in biology and medicine; clinical nuclear medicine; physics in diagnostic and therapeutic radiology; mammalian radiobiology; and neuroradiology. Clerkships in therapeutics are also available.

Section of Surgical Sciences

CHAIR OF THE SECTION R. Daniel Beauchamp

THE Section of Surgical Sciences is composed of the departments of Surgery, Cardiac Surgery, Neurological Surgery, Oral and Maxillofacial Surgery, Pediatric Surgery, Plastic Surgery, Thoracic Surgery, and Urologic Surgery.

These departments contribute to the interdepartmental course in methods in clinical science. Third-year students participate in a clinical clerkship in which they are assigned to the surgical divisions of Vanderbilt Hospital, St. Thomas Hospital, or Veterans Administration Hospital. Third-year surgical clerks also participate in a series of clinical case presentations. Fourth-year students are required to have one month of senior selective clerkship in general surgery or another surgical specialty.

Surgical clerkships are offered to fourth-year students as electives at affiliated hospitals. Other elective clerkships available to fourth-year students include neurological surgery, cardiovascular surgery, urology, pediatric surgery, clinical oncology, plastic surgery, renal transplantation, and oral surgery. A laboratory research elective and a urology clinic seminar are also available to fourth-year students.

Surgical Division Required Courses

S-5020. Surgery Clinical Rotation. For ten weeks each student in the third-year class is assigned to the surgical divisions of Vanderbilt University Hospital or Nashville Veterans Administration Medical Center. Under the direction and supervision of the staff, the student takes histories, does physical examinations and assists the staff in the diagnostic evaluation and clinical management of assigned patients. Half of each student's period of clinical work is in general surgery. The other five weeks of the clinical assignment provide two (2) rotations to the specialty services in Anesthesiology(VAH), Cardiothoracic VUH,VAH), Neurosurgery(VUH), Ophthalmology(VUH), Orthopaedic Surgery(VUH), Otolaryngology(VUH), Pediatric Surgery(VUH), Plastic Surgery(VUH), Renal Transplant(VUH), Urology(VUH), Vascular Surgery(VUH), Trauma(VUH). These rotations provide exposure to a variety of patients with problems in general surgery and in the specialty fields of surgery. Members of the staff hold teaching sessions daily. Students go with their patients to the operating rooms where they are observers and assistants. An integral part of this clerkship is the core lecture series in surgery. Students will be assigned faculty preceptors for small group discussions. Beauchamp, Lomis, and Staff.

General Surgery

General Surgery, Vanderbilt
General Surgery, VA

Subspecialties

Anesthesiology, VAH
Cardiothoracic, VUH

Cardiothoracic, VAH
Neurosurgery, VUH
Ophthalmology, VUH
Orthopaedic Surgery, VUH
Otolaryngology, VUH
Pediatric Surgery, VUH
Plastic Surgery, VUH

Renal Transplant, VUH
Trauma, VUH
Urology, VUH
Vascular Surgery, VUH

General Surgery

CHAIR Najj N. Abumrad

PROFESSORS EMERITI William H. Edwards, Sr., Walter G. Gobbel, Jr., J. Kenneth Jacobs, H.

Keith Johnson, James A. O'Neill, Jr., Robert E. Richie, Douglas H. Riddell, John L. Sawyers

PROFESSORS Najj N. Abumrad, R. Daniel Beauchamp, Derrick J. Beech, Ravi S. Chari,

J. Stephen Dummer, Wa'el El-Rifai, Robert L. Galloway, Jr., James Richard Goldenring,

Richard S. Miller, John A. Morris, Jr., C. Wright Pinson, William O. Richards, John H.

Selby, David Shaffer, Kenneth W. Sharp, John Leeman Tarpley, John Kelly Wright, Jr.

VISITING PROFESSORS Neville Grant, Kewal K. Maudar

RESEARCH PROFESSOR Irene Feurer

ADJUNCT PROFESSOR William L. Russell

CLINICAL PROFESSOR Joseph L. Mulherin, Jr.

ASSOCIATE PROFESSORS Antoinette C. Able, Bettina M. Beech, Jose J. Diaz, Jr., William

Russell Dougherty, David Lee Gorden, Ana M. Grau, Jeffrey S. Guy, Alan Joseph Herline,

Michael S. Higgins, Michael D. Holzman, Mark C. Kelley, Addison K. May, Steven G.

Meranze, Nipun B. Merchant, Bonnie M. Miller, Thomas C. Naslund, William A. Nylander, Jr.,

A. Scott Pearson, Walter E. Smalley, Jr., Flora A. M. Ukoli

VISITING ASSOCIATE PROFESSOR Jun Won Um

RESEARCH ASSOCIATE PROFESSORS Rafe M. Donahue, Kareem A. Jabbour, Phillip E.

Williams

ADJUNCT ASSOCIATE PROFESSORS Robert C. Bone, Andrew John Pullan

ASSOCIATE CLINICAL PROFESSORS Roger A. Bonau, Reginald W. Coopwood, William H.

Edwards, Jr., Steven J. Eskin, Raymond S. Martin III, Douglas O. Olsen, Stanley O.

Snyder, Jr., Pat Winston Whitworth, Jr.

ASSISTANT PROFESSORS Claudia D. Andl, Arna Banerjee, Ysela Maria Carrillo, Kong Y.

Chen, Bryan Richard Collier, Bryan Alan Cotton, Pran Krishna Datta, Jeffery B. Dattilo,

Punita Dhawan, M. Dorothy Fogerty, David P. Foley, Sunil K. Geevarghese, Ana M. Grau,

Oscar D. Guillamondegui, Raul J. Guzman, Burnett S. Kelly, Jr., Aydin Tarik Kizilisik, Ralph

J. LaNeve, Kimberly D. Lomis, Murray J. Mazer, Willie V. Melvin III, Ingrid M. Meszoely,

Derek E. Moore, Roberta Lee Muldoon, Patrick R. Norris, Alexander A. Parikh, Alphonse

T. Pasipanodya, John Edward Phay, Benjamin Kuttikatt Poulouse, William P. Riordan, Jr.,

Charles B. Ross, Henry P. Russell, Kenneth G. Smithson, Marinos C. Soteriou, Paul E.

Wise, Dengping Yin, Alexander Zaika

RESEARCH ASSISTANT PROFESSORS Leonard Alan Bradshaw, Natasha Grant Deane,

Tahar Hajri, Lynne A. Lapierre, Amosy E. M'Koma, Yukiko Ueda, Edward Y. Zavala

ADJUNCT ASSISTANT PROFESSORS Karen Celeste Hobby-Henderson, Donald E. Meier,

Alfonso Torquati

ASSISTANT CLINICAL PROFESSORS Carlton Z. Adams, Jr., Terry R. Allen, Suhail H. Allos,

Jeanne F. Ballinger, Jonathan A. Cohen, M. Dorothy Fogerty, Maria E. Frexes-Steed,

Richard J. Geer, Robert W. Ikard, Sabi S. D. Kumar, Jonathan C. Nesbitt, Timothy J.

Ranval, Richard B. Terry

SENIOR ASSOCIATES Margaret Tarpley, Carolyn S. Watts

INSTRUCTORS Robert Owens Carpenter, Brian D. Kim, Heather G. MacNew, Nathan T.

Mowery, Timothy C. Nunez, Farin W. Smith, David B. Williams

VISITING INSTRUCTOR Maria Cecilia Larocca

RESEARCH INSTRUCTORS Abbes Belkhiri, Sunil Krishna Halder, Elena A. Kolobova,

Pamela A. Marks, Nagaraj S. Nagathihalli, Robyn A. Tamboli

CLINICAL INSTRUCTORS James R. Collier, Laura L. Dunbar, Ray Hargreaves, Laura

Louise Lawson

ASSISTANTS Mary Fran Hazinski, Leanna Robbins Miller

Cardiac Surgery

CHAIR John G. Byrne

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PROFESSORS David P. Bichell, John G. Byrne, Ricardo Luis Levin, Michael R. Petracek

CLINICAL PROFESSOR Davis C. Drinkwater, Jr.

ASSOCIATE PROFESSOR Karla G. Christian

ASSISTANT PROFESSORS Tarek S. Absi, Rashid M. Ahmad, Jorge M. Balaguer, Stephen K. Ball, William H. Frist, James P. Greelish, Steven J. Hoff, Betty Kim

Neurological Surgery

CHAIR George S. Allen

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ADJUNCT PROFESSOR Stephen Oppenheimer

CLINICAL PROFESSOR Alan H. Fruin

ASSOCIATE PROFESSORS Mark W. Becher, E. Duco Jansen, Peter E. Konrad, Louise Ann Mawn, Robert Alan Mericle, Reid Carleton Thompson

RESEARCH ASSOCIATE PROFESSOR Changqing Kao

ASSISTANT PROFESSORS Oran S. Aaronson, Michael Joseph Ayad, John Allan Barwise,

Paul D. Boone, Joseph S. Cheng, Moneeb Ehtesham, Kurt M. Eichholz, Anita Mahadevan-Jansen, Joseph S. Neimat, Matthew Marshall Pearson, Scott R. Shay, Kyle Derek

Weaver, Baogang Jonathan Xu

RESEARCH ASSISTANT PROFESSORS Henry Charles Manning, Michael S. Remple

INSTRUCTOR Robert F. James

Oral and Maxillofacial Surgery

CHAIR Samuel Jay McKenna

PROFESSOR EMERITUS Elmore Hill

PROFESSORS Harry Lewis Legan, Samuel Jay McKenna

CLINICAL PROFESSOR Bruce S. Haskell

ASSOCIATE PROFESSOR Marion L. Messersmith

ADJUNCT ASSOCIATE PROFESSOR Charles W. Williams, Jr.

ASSOCIATE CLINICAL PROFESSORS James D. Allen, John R. Werther

ASSISTANT PROFESSORS Steven G. Press, Cindy V. Roark

ASSISTANT CLINICAL PROFESSORS George A. Adams, Jr., Bill W. Akin, Michael L. Bobo,

Nathan A. Burns, Bryan Byrnside, Mirna A. Caldwell, Robert Caldwell, James L. Cannon,

Jeffrey B. Carter, George H. Clayton, Lindsey W. Cooper, Sr., Nina Foley, Chad E. Fowler,

Richard H. Gentzler III, Donald I. George, Jr., Matthias J. Gorham, Jr., Cynthia A. Green,

Spencer A. Haley, Alexandra Warren Hendricks, H. Pitts Hinson, Jody Jones, John T.

King, George S. Lee, Charles Michael Locke, Jonathan D. Lucas, Bruce C. McLeod,

Timothy E. McNutt, Adolfina Montalvo-Polk, Edward C. Perdue, Terry A. Propper,

Gregory P. Richardson, Stanley C. Roddy, Jr., Richard D. Roth, Ellen G. Shemancik,
 Henry Clifton Simmons III, David J. Snodgrass, Julie Ann Staggers, John Carlos Stritikus,
 Rhonda Switzer, James N. Thacker, Donna C. Walls, George Allen West IV, Kevin D. West,
 Ryan B. Wiesemann
 CLINICAL INSTRUCTORS George A. Adams, Sr., Franklin William Taylor

Pediatric Surgery

CHAIR Wallace W. Neblett III
 PROFESSOR EMERITUS George W. Holcomb, Jr.
 PROFESSOR Wallace W. Neblett III
 ASSOCIATE PROFESSOR John B. Pietsch
 ASSISTANT PROFESSORS Eric R. Jensen, Harold Newton Lovvorn III, Walter M. Morgan III,
 Stephen Eric Morrow, Gretchen P. Purcell, Edmund Y. Yang
 INSTRUCTOR James E. Keffer

Plastic Surgery

CHAIR R. Bruce Shack
 PROFESSOR EMERITUS John B. Lynch
 PROFESSORS Lillian B. Nanney, R. Bruce Shack
 ASSOCIATE PROFESSORS William Russell Dougherty, Kevin F. Hagan, Kevin J. Kelly
 ASSOCIATE CLINICAL PROFESSORS Jack Fisher, Thomas W. Orcutt
 ASSISTANT PROFESSORS James J. Madden, Jr., John Blair Summitt, Wesley P. Thayer,
 Douglas R. Weikert, J. Jason Wendel
 ASSISTANT CLINICAL PROFESSORS Caroline H. Chester, Stephen M. Davis, Joseph B.
 DeLozier III, Philip E. Fleming, Mary Katherine Gingrass, G. Patrick Maxwell, John
 David Rosdeutscher
 ASSISTANT Marcia E. Spear

Thoracic Surgery

CHAIR Joe B. Putnam, Jr.
 PROFESSOR Joe B. Putnam, Jr.
 ASSOCIATE PROFESSOR Jonathan C. Nesbitt
 ASSISTANT PROFESSORS Eric L. Grogan, Betty Kim, Eric Shawn K. Lambright

Urologic Surgery

CHAIR Joseph A. Smith, Jr.

ASSOCIATE PROFESSOR EMERITUS Frederick K. Kirchner, Jr.

PROFESSORS Mark C. Adams, John W. Brock III, Michael S. Cookson, Rodney Davis,

Roger R. Dmochowski, Robert J. Matusik, Bruce J. Roth, Joseph A. Smith, Jr.

ASSOCIATE PROFESSORS Sam S. Chang, S. Duke Herrell III, Simon William Hayward,

Steven G. Meranze, Douglas Franklin Milam, John C. Pope IV

ASSOCIATE CLINICAL PROFESSORS H. Victor Braren, Charles W. Eckstein, Robert H.

Edwards, Keith W. Hagan, Phillip P. Porch, Jr., Robert A. Sewell

ASSISTANT PROFESSORS Neil A. Bhowmick, Peter E. Clark, Susan Kasper, Nicole L.

Miller, Harriette Miles Scarpero, John C. Thomas

RESEARCH ASSISTANT PROFESSORS Ming Jiang, Ren Jie Jin, Xiuping Yu

ASSISTANT CLINICAL PROFESSORS Robert B. Barnett, Raoul S. Concepcion, Mark D.

Flora, Jenny Jo Franke, Whitson Lowe, Thomas E. Nesbitt

ASSOCIATES Karen Michelle Ardisson, Todd J. Doran

INSTRUCTORS Hernan O. Altamar, Daniel A. Barocas, Carl Julius Bischoff, Melissa R.

Kaufman, Erica H. Lambert, Paul M. Milhoua, Priya Padmanabhan, Christopher E.

Wolter

CLINICAL INSTRUCTORS Robert B. Faber, John J. Warner

ASSISTANTS Lisa L. Lachenmyer, Rochell Lee Sasse

Interdisciplinary Course Work

✿ THE faculty of Vanderbilt University School of Medicine is committed to providing our students the best preparations for the practice of medicine in the 21st century, using teaching and learning methods that are highly effective and innovative. A phased plan for revision of the curriculum was approved by the faculty and begun in 2006. The curriculum has moved toward a more integrated approach to the curriculum at all levels.

Required courses.

IDIS-5025. Molecular Foundations of Medicine. Molecular Foundations of Medicine is designed to familiarize students with the cellular structures, biomolecules, and processes that constitute life, human health, and disease at the molecular level. Material will provide a mechanistic foundation for the medical curriculum and equip students to adapt and practice medicine in the future. The course will employ an integrated approach to teach underlying principles of biochemistry, cell biology, and genetics with an emphasis on human systems and medical conditions. The inclusion of clinical correlation sessions, small groups, and laboratory sessions will further integrate and broaden course material and relate molecular processes to the study of human disease. First year. Osheroff, George, Pettepher.

IDIS-5035. Structure, Function, and Development. The objective of this course is to provide students with the means to develop an effective understanding of the normal micro- and macroscopic structure, function, and development of the human body that will enable them to distinguish and begin to understand the impact of malformation, trauma, disease, degeneration, and dysfunction, and to envision the goal of therapeutic intervention and restoration. In the short term, it aims to prepare medical students for subsequent courses (Disease, Diagnosis, and Therapeutics) and clinical rotations through the development of an appropriate vocabulary, a knowledge base of essential information, and an awareness of the means to gain further information when required. In the long term, it aims to prepare physicians to appreciate the importance of an understanding of structure, function, and development as it is applied in clinical practice and to have a knowledge base appropriate for a medical physician, allowing them to communicate/interact meaningfully with those in other health specialties and participate in continuing medical education and life-long learning. The course will employ a coordinated, integrated approach to the presentation and learning of the disciplines of human gross anatomy, cell and tissue biology (histology), human development (embryology), and physiology in a context of clinical application. First year. Dalley, Strom, Pettepher.

IDIS-5045. Patient, Profession, and Society I. Patient, Profession, and Society I provides didactic and experiential learning in the essential social, ethical, economic and legal aspects of patient care and health policy, and in the psychological dimensions of illness and doctor-patient relationships. The second half of the course also emphasizes fundamental communication skills and provides training in patient interviewing. The experiential aspects of the course include a Clinical Preceptorship with a practitioner in an area of the student's choosing, rotation through a variety of Chronic Care Clinics, and the beginning of a Patient Partnership that will continue throughout the four years of medical school, including in Year One visits to the patient's home. First year. Churchill, Powers.

IDIS-5055. Foundations of the Profession. The goal of this course is to provide students with an understanding of the historical and social context of the practice of medicine. Through assigned readings, lectures, small group discussions and simulations, students will gain an appreciation for the core values and ethical principles that guide the profession's relationship with society and the physician's relationships with patients. They will also explore some of the contemporary challenges facing physicians today, including the need to improve health care disparities, quality, and safety. First year. Miller.

IDIS-5065. Preclinical Intersessions. Each week will focus on a chronic illness or topic chosen because it illustrates basic science principles covered in prior blocks. Through large group discussion, case presentations, review of readings, and small groups, the course will provide comprehensive integration of basic science, clinical medicine, and the social, cultural and economic aspects of medicine. First year. Rodgers.

IDIS-5070. Disease, Diagnosis, and Therapeutics. The objectives of this course are to teach the pathogenesis and manifestations of disease and to introduce the fundamentals of diagnosis and pharmacologic as well as nonpharmacologic therapy. Diseases, their recognition, and treatment will be presented in a systems-based format using an interdisciplinary approach to allow integration of pathobiology, clinical diagnosis, and therapy in a comprehensive manner. Principles of pharmacologic therapy will be presented in the context of relevant pathophysiology and how humans react to drug therapies. The course will utilize a variety of teaching modalities that include lectures, laboratory sessions focused on the gross and microscopic pathology of disease, and technology-based modalities that include computer-based lessons, as well as formats that will promote critical thinking (small group sessions, case-based learning that utilizes patients, and problem-based cases that will be

taught by both faculty and students). Laboratory and imaging diagnosis will be presented in the context of the diseases to which these foundations are applied in order to prepare students for the next phase of their education in the clinical setting. Basic principles of radiologic imaging will be supplemented by correlation with manifestations and diagnosis of disease. Emphasis will be placed on the use of laboratory data in solving clinical problems. The role of nutrition in disease prevention and management will also be emphasized. The impact of disease and its treatment on public health and society as well as strategies for prevention will be explored. Second year. Atkinson, Murray, Awad.

IDIS-5075. Patient, Profession, and Society II. The second year of Patient, Profession, and Society is a continuation of the first-year course designed to provide formal and experiential learning around critical social, cultural, and interpersonal issues associated with the practice of medicine. There are four primary segments of the course: Preventive Medicine and Community Health, Patient and Family Impact of Neurologic and Psychiatric Disease, Physician-patient Communication Skills, and Chronic Illness Experience continued from the first year. Second year. Smalley, Webb.

IDIS-5080. The Brain and Behavior. The Brain and Behavior module is directed towards helping students acquire a solid understanding of the human central nervous system and human behavior. The format of the module will include lectures, lab exercises, small group discussions, and patient and case presentations. In conjunction with Physical Diagnosis, the skills training includes psychiatric interviewing, fundus exam, and neurological exam. The Brain and Behavior module will integrate three areas of medical science: (1) neuroanatomy, physiology, and biochemistry; (2) psychopathology and systems neuroscience; and (3) pathology, pharmacology, and radiology. Together, the course will provide the foundation necessary for an understanding of the clinical fields of Neurology and Psychiatry. Second year. Norden, Heckers.

IDIS-5085. Emphasis Program. The Emphasis Program is designed to provide students with the opportunity to pursue research and scholarly activities during the first two years of medical school, and thereby to prepare them to fill roles as leaders and scholars. In the fall semester, students will be introduced to nine possible areas of study. In consultation with course faculty each student will then identify a project and a mentor in one of the nine areas. The second semester will be devoted to developing the research plan for the project. For eight weeks during the summer between first and second year, students will carry out their research. In the fall semester of the second year, research will be completed and the process of writing up the project will begin. During the spring semester of the second year, students will present the results of their research and prepare their reports in publishable form. First and second year. O'Day.

IDIS-5320. Core Clerkships: Intersession. The intersessions are intended to address important clinical skills that apply to all medical domains. This course occurs in four one-week sessions immediately preceding each major clinical block. Monday to Wednesday noon is devoted to general intersession topics for the entire third-year class. Wednesday afternoon through Friday is designated for review of basic science pertinent to the specific clerkships. The specialty-specific portions of the intersession weeks are conducted by the individual clerkship programs. Topics to be covered in every general intersession include: "hot topic"/evidence-based medicine, women's health, communication skills, palliative care and pain management, and medical systems. Additional topics covered once during the course include preventative medicine, nutrition and geriatrics. The course is delivered in a combination of large group lecture and small group exercises. Evaluation is based upon quizzes, peer evaluation of small group participation and clinical correlation exercises. This is a pass/fail course. Third year. Lomis.

IDIS-5090. Capstone. The goal of this four-week course for fourth-year students is to “spiral back” to basic sciences. Students will gain insights into how advances in basic sciences have impacted clinical practice. Eight diseases or cases will be covered (two per week) each led by an expert in the fields. For 2008, the diseases covered are obesity, vision loss, post-traumatic stress disorder, rheumatoid arthritis, trauma, colon cancer, miscarriage, and staphylococcal infections. There will be a few hours of lectures and small group discussions with ample time provided for student-directed learning and discovery. Fourth year. Allos.

IDIS-5100. Primary Care Medicine. All fourth-year students will have a four-week unit in an ambulatory primary care setting. Students will choose an experience in outpatient internal medicine, family medicine, or pediatrics. Practice sites include ambulatory medicine or pediatric clinics in the community. Students may also arrange a primary care experience outside of Nashville subject to the approval of the course directors. The clinic experience is supplemented by various conferences and a home health or hospice visit. In addition all students will complete the core didactic lecture series that include exercises in problem based learning, role-plays to foster interview skills, and a program in risk management. NO VISITING MEDICAL STUDENTS. Prerequisite: Medicine 5020, Pediatrics 5020, Surg 5020. Spickard.

For more information, see our Web site: <http://medicine.mc.vanderbilt.edu/pcmc/index.cfm>

Faculty



Named and Distinguished Professors

NAJI N. ABUMRAD, John L. Sawyers Professor of Surgery
GEORGE S. ALLEN, William F. Meacham Professor of Neurological Surgery
CARLOS L. ARTEAGA, Vice Chancellor's Professor of Breast Cancer Research
MICHAEL ASCHNER, Gray E. B. Stahlman Professor of Neuroscience
DAVID M. BADER, Gladys Parkinson Stahlman Professor of Cardiovascular Research
H. SCOTT BALDWIN, Katrina Overall McDonald Professor of Pediatrics
JEFFREY R. BALSER, James Tayloe Gwathmey Clinician-Scientist Professor
R. DANIEL BEAUCHAMP, John Clinton Foshee Distinguished Professor of Surgery
GORDON R. BERNARD, Melinda Owen Bass Professor of Medicine
RANDY D. BLAKELY, Allan D. Bass Professor of Pharmacology
JAMES F. BLUMSTEIN, University Professor of Constitutional Law and Health Law and Policy
RICHARD M. BREYER, John B. Youmans Professor of Medicine
NANCY J. BROWN, Robert H. Williams Professor of Medicine
LONNIE S. BURNETT, Frances and John C. Burch Professor of Obstetrics and Gynecology
JOHN G. BYRNE, William S. Stoney Jr. Professor of Cardiac Surgery
DAVID P. CARBONE, Harold L. Moses Professor of Cancer Research
RICHARD M. CAPRIOLI, Stanley Cohen Professor of Biochemistry
WALTER J. CHAZIN, Chancellor's Professor of Biochemistry and Physics;
ALAN D. CHERRINGTON, Jacquelyn A. Turner and Dorothy J. Turner Professor of Diabetes Research
LARRY R. CHURCHILL, Ann Geddes Stahlman Professor of Medical Ethics
ELLEN WRIGHT CLAYTON, Rosalind E. Franklin Professor of Genetics and Health Policy;
ROBERT J. COFFEY, JR., John B. Wallace Professor of Medicine
ROBERT D. COLLINS, John L. Shapiro Professor of Pathology
PALAYO CORREA, Ann Potter Willson Distinguished Chair in Colon Cancer
RICHARD T. D'AQUILA, Addison B. Scoville Professor of Medicine
STEPHEN NEIL DAVIS, Mark Collie Professor of Diabetes Research
SUDHANSU K. DEY, Dorothy Overall Wells Professor of Pediatrics
ROBERT S. DITTUS, Albert and Bernard Werthan Professor of Medicine
THOMAS P. DOYLE, Ann and Monroe Carell Jr. Family Professor of Pediatric Cardiology
TOM A. ELASY, Ann and Roscoe R. Robinson Associate Professor of Clinical Research
RONALD B. EMESON, Joel G. Hardman Professor of Pharmacology
MARK E. FRISSE, Accenture Professor of Biomedical Informatics
ALFRED L. GEORGE, JR., Grant W. Liddle Professor of Medicine
JONATHAN D. GITLIN, James C. Overall Professor of Pediatrics
JAMES RICHARD GOLDENRING, Paul W. Sanger Professor of Experimental Surgery
JOHN C. GORE, Chancellor's University Professor of Radiology and Radiological Sciences and Biomedical Engineering;
F. PETER GUENGERICH, Harry Pearson Broquist Professor of Biochemistry
JONATHAN LEE HAINES, T. H. Morgan Professor of Human Genetics
HEIDI ELIZABETH HAMM, Earl W. Sutherland Jr. Professor of Pharmacology
RAYMOND C. HARRIS, JR., Ann and Roscoe R. Robinson Professor of Nephrology
JACEK HAWIGER, Oswald T. Avery Distinguished Professor of Microbiology and Immunology
STEPHAN H. W. HECKERS, James G. Blakemore Professor of Psychiatry
GERALD B. HICKSON, Joseph C. Ross Professor of Medical Education and Administration
GEORGE C. HILL, Levi Watkins Jr. Professor for Diversity in Medical Education
MICHAEL D. HOLZMAN, Lester and Sara Jayne Williams Chair in Academic Surgery
BILLY GERALD HUDSON, Elliot V. Newman Professor of Medicine
TALAT ALP IKIZLER, Catherine McLaughlin Hakim Associate Professor of Medicine
TADASHI INAGAMI, Stanford Moore Professor of Biochemistry
DAVID H. JOHNSON, Cornelius Abernathy Craig Professor of Medical and Surgical Oncology
JEREMY J. KAYE, Carol D. and Henry P. Pendergrass Professor of Radiology and Radiological Sciences

DOUGLAS S. KERNODLE, David E. Rogers Associate Professor of Medicine
ROBERT M. KESSLER, Wilhelm Roentgen Professor of Radiology and Radiological Sciences
ALEXANDER R. LAWTON III, Edward Claiborne Stahlman Professor of Pediatric Physiology and Cell Metabolism
PAT R. LEVITT, Annette Schaffer Eskind Professor for Vanderbilt Kennedy Center for Research on Human Development
JAMES E. LOYD, Rudy W. Jacobson Professor of Pulmonary Medicine
MARK A. MAGNUSON, Earl W. Sutherland, Jr. Professor of Molecular Physiology and Biophysics
LAWRENCE J. MARNETT, Mary Geddes Stahlman Professor of Cancer Research
HERBERT Y. MELTZER, Bixler/Johnson/Mays Professor of Psychiatry
RANDOLPH A. MILLER, Donald A. B. and Mary M. Lindberg University Professor of Biomedical Informatics
HAROLD L. MOSES, Hortense B. Ingram Professor of Molecular Oncology
GREGORY R. MUNDY, John A. Oates Professor of Medicine and Pharmacology
ERIC G. NEILSON, Hugh J. Morgan Professor of Medicine
JAMES L. NETTERVILLE, Mark C. Smith Professor of Otolaryngology, Head and Neck Surgery
JOHN H. NEWMAN, Elsa S. Hanigan Professor of Pulmonary Medicine
JOHN A. OATES, Thomas F. Frist Professor of Medicine
NEIL OSHEROFF, John Coniglio Professor of Biochemistry
ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology
RICHARD M. PEEK, JR., Mina Cobb Wallace Professor of Gastroenterology and Cancer Prevention
JOHN S. PENN, Phyllis G. and William B. Snyder M.D. Professor of Ophthalmology and Visual Sciences
JOHN A. PHILLIPS III, David T. Karzon Professor of Pediatrics
JENNIFER A. PIETENPOL, B. F. Byrd Jr. Professor of Oncology
C. WRIGHT PINSON, H. William Scott Professor of Surgery
D. BRENT POLK, Vanderbilt Dean's Professor of Pediatrics
ALVIN C. POWERS, Joe C. Davis Professor of Biomedical Sciences
RONALD R. PRICE, Godfrey Hounsfield Professor of Radiology and Radiological Sciences
JOE B. PUTNAM, JR., Ingram Professor of Cancer Research
WILLIAM O. RICHARDS, Ingram Professor of Surgical Sciences
WILLIAM RUSSELL RIES, Carol and John S. Odess Professor of Facial, Plastic, and Reconstructive Surgery
L. JACKSON ROBERTS II, T. Edwin Rogers Professor of Pharmacology
DAVID ROBERTSON, Elton Yates Professor of Autonomic Disorders
DAN M. RODEN, William Stokes Professor of Experimental Therapeutics
BRUCE J. ROTH, Paul V. Hamilton M.D. and Virginia E. Howd Professor of Urologic Oncology
SAMUEL ANDREW SANTORO, Dorothy B. and Theodore R. Austin Professor of Pathology
DOUGLAS B. SAWYER, Betty and Jack Bailey Associate Professor of Cardiology
JEFFREY D. SCHALL, E. Bronson Ingram Professor of Neuroscience
JOHN F. SCHNELLE, Paul V. Hamilton M.D. Professor of Geriatrics
FRIEDRICH G. SCHUENING, Ingram Professor of Cancer Research
RICHARD C. SHELTON, James G. Blakemore Research Professor of Psychiatry
JOSEPH A. SMITH, JR., William L. Bray Professor of Urologic Surgery
KURT P. SPINDLER, Kenneth D. Schermerhorn Professor of Orthopaedics and Rehabilitation
SUBRAMANIAM SRIRAM, William C. Weaver III Professor of Experimental Neurology
WILLIAM W. STEAD, McKesson Foundation Professor of Biomedical Informatics
C. MICHAEL STEIN, Dan May Professor of Medicine
PAUL STERNBERG, JR., George W. Hale Professor of Ophthalmology and Visual Sciences
KEVIN STRANGE, John C. Parker Professor of Anesthesiology
DOUGLAS E. VAUGHAN, C. Sidney Burwell Professor of Medicine
STEN H. VERMUND, Amos Christie Professor of Global Health
DAVID H. WASSERMAN, Ronald E. Snato Professor of Diabetes Research
MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Professor of Biochemistry
MATTHEW BRET WEINGER, Norman Ty Smith Professor of Patient Safety and Medical Simulation
JAMES ALAN WHITLOCK, Craig-Weaver Professor of Pediatrics
JOHN P. WIKSWO, JR., Gordon A. Cain University Professor
PETER F. WRIGHT, Shedd Professor of Pediatric Infectious Diseases
DAVID XIAO-MING ZHAO, Harry and Shelley Page Associate Professor of Interventional Cardiology
MARY M. ZUTTER, Ingram Professor of Cancer Research

Faculty

- ORAN S. AARONSON, Assistant Professor of Neurological Surgery
B.Sc., M.B., B.S. (London 1992, 1997) [2004]
- MATTHEW J. ABBATE, Instructor in Clinical Medicine
A.B. (Brown 1987); M.D. (Tufts 1991) [1995]
- RASUL ABDOLRASULNIA, Research Assistant Professor of Medicine
B.S. (Shiraz [Iran] 1961); M.S. (Pahlavi [Iran] 1972); Ph.D. (Tennessee 1978) [1988]
- SARKI A. ABDULKADIR, Associate Professor of Pathology; Associate Professor of Cancer Biology
B.S., M.D. (Ahmadu Bello [Nigeria] 1984, 1990); Ph.D. (Johns Hopkins 1995) [2005]
- TY WILLIAM ABEL, Assistant Professor of Pathology
B.A. (Boise State 1989); M.S., Ph.D., M.D. (Arizona 1991, 1993, 2001) [2005]
- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology), Emerita
B.A. (Wellesley 1955); A.M., Ph.D. (Harvard 1968, 1970); M.B.A. (Vanderbilt 1981) [1975]
- ANTOINETTE C. ABLE, Associate Professor of Surgery at Meharry Medical College; Associate Professor of Orthopaedics and Rehabilitation at Vanderbilt
B.A. (Tennessee 1980); M.S. (Tennessee State 1982); M.D. (Meharry Medical 1989) [2002]
- BASSEL W. ABOU-KHALIL, Professor of Neurology; Director, Division of Epilepsy
B.S., M.D. (American University of Beirut 1974, 1978) [1988]
- ROBERT L. ABRAHAM, Assistant Professor of Medicine
B.A. (Dartmouth 1985); M.D. (Medical College of Georgia 2000) [2008]
- THOMAS JAMES ABRAMO, Professor of Emergency Medicine; Professor of Pediatrics
B.S. (Canisius 1978); M.D. (Meharry Medical 1982) [2005]
- TAREK S. ABSI, Assistant Professor of Cardiac Surgery
B.S., M.D. (American University of Beirut 1991, 1995) [2005]
- NAJI N. ABUMRAD, John L. Sawyers Professor of Surgery; Chair, Department of Surgery
B.S., M.D. (American University of Beirut 1966, 1971) [2002]
- SARI A. ACRA, Associate Professor of Pediatrics
B.Sc. (North Carolina State 1985); M.D. (American University of Beirut 1995); M.P.H. (Vanderbilt 2005) [2001]
- MAURICE M. ACREE, JR., Assistant Clinical Professor of Pathology
B.A. (Vanderbilt 1949); M.D. (Tennessee 1961) [1970]
- CARLTON Z. ADAMS, JR., Assistant Clinical Professor of Surgery at Meharry Medical College; Assistant Clinical Professor of Surgery at Vanderbilt
B.S. (Southern California 1979); M.D. (Howard 1983) [2001]
- GEORGE A. ADAMS, JR., Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Southern Methodist 1995); D.M.D. (Kentucky 1999) [2004]
- GEORGE A. ADAMS, SR., Clinical Instructor in Oral and Maxillofacial Surgery (Pedodontics)
D.D.S., M.D.S. (Indiana 1974, 1976) [1978]
- MARK C. ADAMS, Professor of Urologic Surgery; Professor of Pediatrics
A.B., M.D. (Vanderbilt 1979, 1983) [1995]
- TAMMY H. ADAMS, Assistant Clinical Professor of Pediatrics
B.S. (Belmont 1993); M.D. (East Tennessee State 1997) [2007]
- R. TERRY ADKINS, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee 1980); M.D. (Baylor 1983) [1989]
- DEANNA LEE AFTAB-GUY, Assistant Professor of Pediatrics
B.A. (Vassar 1985); M.D. (Northeastern Ohio 1991) [2002]
- ANITA AGARWAL, Associate Professor of Ophthalmology and Visual Sciences
M.D. (Mangalore [India] 1985); M.S. (Chandigarh [India] 1990) [1999]

- HEMANT S. AGARWAL, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
M.B.B.S. (Seth Gordhandas Sunderdas Medical College [India] 1989); M.D. (Mumbai [India] 1993) [2007]
- MARIA DEL PILAR AGUINAGA, Adjunct Associate Professor of Medicine at Vanderbilt; Professor of Obstetrics and Gynecology at Meharry Medical College
B.S., M.S. (Universidad Peruana 'Cayetano Heredia' [Peru] 1977, 1978); M.S. (Wisconsin 1979); Ph.D. (Kanazawa [Japan] 1984) [1997]
- NADIR AHMAD, Instructor in Otolaryngology
B.A. (McGill 1993); M.D. (St. George's 2000) [2007]
- RASHID M. AHMAD, Assistant Professor of Cardiac Surgery; Assistant Professor of Biomedical Informatics
Sc.B. (Brown 1988); M.D. (Columbia 1992) [2002]
- NAZNEEN AHMED, Assistant Clinical Professor of Pediatrics
M.D. (Bangalore Medical 1986) [2005]
- CHRISTOPHER R. AIKEN, Professor of Microbiology and Immunology
B.S. (California, Santa Barbara 1983); Ph.D. (Illinois 1991) [1995]
- DAVID C. AIREY, Research Assistant Professor of Pharmacology
B.S. (Maryland 1992); Ph.D. (Cornell 1999) [2005]
- WENDELL SCOTT AKERS, Associate Clinical Professor of Medicine
Pharm.D. (Tennessee 1991); Ph.D. (Kentucky 1998) [2007]
- BILL W. AKIN, Assistant Clinical Professor of Oral and Maxillofacial Surgery (Periodontics)
B.A. (Vanderbilt 1970); D.D.S. (Tennessee 1973) [1991]
- FAITH WURM AKIN, Adjunct Associate Professor of Hearing and Speech Sciences
B.A. (Tennessee 1984); M.S. (Texas, Dallas 1987); Ph.D. (Vanderbilt 1997) [2002]
- JUDITH B. AKIN, Assistant Clinical Professor of Psychiatry
Pharm.D., M.D. (University of Arkansas for Medical Sciences 1982, 1986) [1990]
- AYMAN AL-HENDY, Adjunct Professor of Radiology and Radiological Sciences
M.D. (Zagazig [Egypt] 1986); Ph.D. (Turku [Finland] 1992) [2008]
- RUBY M. ALBERT, Assistant Clinical Professor of Pediatrics
B.S. (Saint Louis 1987); M.D. (East Ramon Magsaysay Memorial Medical Center 1991) [2005]
- NORMAN ALBERTSON, Clinical Instructor in Pediatrics
B.S. (Texas A & M 1981); M.D. (Texas 1991) [1995]
- KARLI ALDERSON, Instructor in Clinical Family Medicine
B.A., M.D. (Kansas 1998, 2002) [2007]
- DAVID DWIGHT ALFERY, Adjunct Associate Professor of Anesthesiology
B.A. (Tulane 1970); M.D. (Louisiana State 1976) [1995]
- ROBERT H. ALFORD, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1958, 1961) [1967]
- WILLIAM C. ALFORD, JR., Clinical Professor of Cardiac and Thoracic Surgery, Emeritus
B.A., M.D. (Vanderbilt 1952, 1955) [1962]
- JOHN T. ALGREN, Professor of Anesthesiology; Professor of Pediatrics; Director, Division of Pediatric Anesthesiology
B.S. (Kentucky 1971); M.D. (Louisville 1975) [1999]
- CONSTANTIN ALIFERIS, Assistant Professor of Biomedical Informatics; Assistant Professor of Cancer Biology; Assistant Professor of Biostatistics
M.D. (Athens 1990); M.S., Ph.D. (Pittsburgh 1994, 1998) [2000]
- ANNA MARIE ALLEN, Assistant Professor of Emergency Medicine
B.S., M.D. (East Tennessee State 1982, 1986) [1998]

- DAVID W. ALLEN, Assistant Clinical Professor of Medicine
B.S. (Vanderbilt 1984); M.D. (East Tennessee State 1989) [1994]
- GEORGE S. ALLEN, William F. Meacham Professor of Neurological Surgery and Chair of the Department
B.A. (Wesleyan 1963); M.D. (Washington University 1967); Ph.D. (Minnesota 1975) [1984]
- GREGG P. ALLEN, Clinical Instructor in Family Medicine; Clinical Instructor in Nursing
A.B. (Oberlin 1974); M.D. (Jefferson Medical College 1978) [1998]
- JAMES D. ALLEN, Associate Clinical Professor of Oral and Maxillofacial Surgery
B.A., D.D.S. (Tennessee 1980, 1984) [1994]
- JOSEPH H. ALLEN, JR., Professor of Radiology and Radiological Sciences, Emeritus
M.D. (Washington University 1948) [1956]
- NEWTON PERKINS ALLEN, JR., Assistant Clinical Professor of Medicine
B.S. (Davidson 1982); M.D. (Vanderbilt 1986) [2003]
- PATRICIA FLYNN ALLEN, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (Fordham 1970); M.A., M.S. (Vanderbilt 1973, 1976) [1990]
- TERRY R. ALLEN, Assistant Clinical Professor of Surgery
B.A. (Swarthmore 1962); M.D. (Virginia 1966) [1974]
- FRED ALLISON, JR., Professor of Medicine, Emeritus
B.S. (Alabama Polytechnic Institute, Auburn 1944); M.D. (Vanderbilt 1946) [1987]
- BAN MISHU ALLOS, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine
B.A. (Emory 1981); M.D. (Tennessee, Memphis 1985) [1993]
- SUHAIL H. ALLOS, Assistant Clinical Professor of Surgery
M.D. (University of Mosul [Iraq] 1980) [2000]
- JOHN W. ALLRED III, Assistant Professor of Radiology and Radiological Sciences
B.S., M.D. (Alabama 1996, 2000) [2005]
- LAUREL V. ALSENTZER, Assistant Clinical Professor of Pediatrics
B.S.N. (Vanderbilt 1983); M.D. (Medical College of Pennsylvania 1987) [1990]
- HERNAN O. ALTAMAR, Instructor in Urologic Surgery
B.S. (United States Naval Academy 1993); M.D. (Uniform Services University of the Health Sciences 1997) [2008]
- DARRINGTON PHILLIPS ALTENBERN, Clinical Instructor in Obstetrics and Gynecology
B.A. (North Carolina 1984); M.D. (Vanderbilt 1988) [1992]
- JOSEPH M. AMANN, Research Assistant Professor of Cancer Biology
B.S. (Pennsylvania State 1985); Ph.D. (Alabama 1996) [2003]
- KALYANI AMARNATH, Research Assistant Professor of Pathology
B.S., M.S. (Madras Christian 1968, 1970); Ph.D. (Utah 1981) [1995]
- VENKATARAMAN AMARNATH, Research Associate Professor of Pathology
B.S. (Madras Christian 1968); M.S. (Indian Institute of Technology 1970); Ph.D. (Carnegie-Mellon 1973) [1995]
- SUDHA S. AMATYA, Clinical Instructor in Pediatrics
M.D. (Karachi [Pakistan] 1984) [1997]
- LORI L. AMIS, Clinical Instructor in Pediatrics
B.S. (Auburn 1989); M.D. (Tennessee, Memphis 1993) [1996]
- J. DAVID AMLICKE, Assistant Clinical Professor of Medicine
B.A. (Williams 1980); M.D. (Northwestern 1988) [2007]
- HANBING AN, Research Instructor in Otolaryngology
B.S., M.S. (Liaoning Normal [China] 1993, 1996); Ph.D. (Northeast Normal [China] 1999) [2006]
- VINITA ANAND, Assistant Clinical Professor of Medicine
M.B., B.S. (Bangalore [India] 1978) [1990]

- MADHUMITA ANANTHAKRISHNAN, Instructor in Pediatrics; Instructor in Anesthesiology
B.A., M.D. (Brown 1994, 1998) [2008]
- ADAM W. ANDERSON, Associate Professor of Biomedical Engineering; Associate Professor of Radiology and Radiological Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Williams 1982); M.S., M.Phil., Ph.D. (Yale 1984, 1986, 1990) [2002]
- ALEXANDER R. A. ANDERSON, Visiting Professor of Cancer Biology
B.Sc. (Paisley 1991); M.Sc., Ph.D. (Dundee 1992, 1995) [2005]
- ANNE F. ANDERSON, Clinical Instructor in Obstetrics and Gynecology
B.S. (Rhodes 1992); M.D. (Vanderbilt 1996) [2000]
- EDWIN B. ANDERSON, JR., Assistant Clinical Professor of Medicine
B.S. (Georgia Institute of Technology 1969); M.D. (Vanderbilt 1973) [1981]
- JAMES C. ANDERSON, Assistant Clinical Professor of Pediatrics
B.A. (Illinois Wesleyan 1985); M.D. (Vanderbilt 1989) [1993]
- JEFFREY VAN ANDERSON, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Louisiana State 1989, 1992) [2008]
- JOHN E. ANDERSON, Assistant Clinical Professor of Medicine
B.A. (Virginia 1982); M.D. (Vanderbilt 1986) [1989]
- JULIA L. ANDERSON, Assistant Professor of Pediatrics
B.S. (University of the South 1996); M.D. (Mercer 2001) [2006]
- PHILIP BRADLEY ANDERSON, Assistant Clinical Professor of Psychiatry
B.S. (Oregon 1982); M.D. (Vanderbilt 1986) [2003]
- TED L. ANDERSON, Associate Professor of Obstetrics and Gynecology; Assistant Clinical Professor of Nursing
B.S., M.S. (Southern Mississippi 1976, 1978); Ph.D., M.D. (Vanderbilt 1985, 1993) [1998]
- CLAUDIA D. ANDL, Assistant Professor of Surgery; Assistant Professor of Cancer Biology
M.S. (Heidelberg [Germany] 19197); Ph.D. (Essen [Germany] 2001) [2008]
- THOMAS ANDL, Assistant Professor of Medicine
M.S., Ph.D. (Ruprecht-Karls, Heidelberg [Germany] 1994, 1998) [2008]
- ROCHELLE FILKER ANDREOTTI, Associate Professor of Clinical Radiology and Radiological Sciences; Assistant Professor of Obstetrics and Gynecology
B.S., M.D. (Florida 1975, 1978) [2004]
- CLAUDIA S. ANDREWS, Clinical Professor of Pediatrics
A.B., M.D. (Washington University 1968, 1972) [2006]
- EDSON JAMES ANDREWS, JR., Assistant Professor of Radiology and Radiological Sciences; Associate Professor of Obstetrics and Gynecology
B.A. (Haverford 1959); M.D. (Florida 1966) [2002]
- HEATHER L. ANDREWS, Research Assistant Professor of Physics; Research Assistant Professor of Biomedical Informatics
B.A. (Whitman College 1995); Ph.D. (Dartmouth 2003) [2006]
- JEFFREY C. ANDREWS, Associate Professor of Medical Education and Administration; Associate Professor of Obstetrics and Gynecology
B.Sc., M.D. (Toronto 1979, 1983) [2004]
- KAREN C. ANGEL, Assistant in Biochemistry
B.S., M.S. (Pontificia Universidad Javeriana [Colombia] 1994, 1996) [2002]
- MOHAMMAD SIB ANSARI, Assistant in Radiology and Radiological Sciences
B.S., M.S. (Karachi [Pakistan] 1977, 1978) [2002]
- BRUCE HANS APPEL, Associate Professor of Biological Sciences; Associate Professor of Cell and Developmental Biology; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (McPherson 1983); Ph.D. (Utah 1993) [1998]

- TROY M. APPLE, Instructor in Clinical Pathology
B.S. (Rose-Hulman Institute of Technology 1986); D.V.M. (Tennessee College of Veterinary Medicine 1998) [2008]
- BARBARA A. AQUINO, Assistant Clinical Professor of Pediatrics
M.D. (Santo Tomas 1978) [2005]
- AMIR M. ARAIN, Assistant Professor of Neurology
M.D. (Karachi [Pakistan] 1987); B.S. (Pakistani Community College 1994) [2000]
- GEORGE W. ARANA, Professor of Psychiatry
A.B. (Princeton 1970); M.D. (Tufts 1974) [2007]
- R. RAO ARASADA, Research Instructor in Cancer Biology
B.Sc. (Maharaja Autonomous 1993); M.Sc. (Hyderabad 1996); Ph.D. (Indian Institute of Science 2002) [2006]
- PATRICK G. ARBOGAST, Associate Professor of Biostatistics; Assistant Professor of Preventive Medicine
B.S. (Washington State 1989); M.S., Ph.D. (University of Washington 1997, 2000) [2000]
- KAREN MICHELLE ARDISSON, Associate in Urologic Surgery
B.A. (Kentucky 1993); M.S.N. (Vanderbilt 2004); R.N. [2005]
- MARY ANN THOMPSON ARILDSEN, Assistant Professor of Pathology
B.S., M.S. (Yale 1977, 1977); M.D., Ph.D. (Pennsylvania 1983, 1983) [2001]
- RONALD CURTIS ARILDSEN, Associate Professor of Radiology and Radiological Sciences
B.S., M.S. (Yale 1977, 1977); M.D. (Columbia 1981) [1992]
- AMY E. ARMADA, Clinical Instructor in Pediatrics
B.S. (Florida 1994); D.O. (Nova Southeastern University of Osteopathic Medicine 2000) [2005]
- COLIN ARMSTRONG, Assistant Clinical Professor of Psychiatry; Research Assistant Professor of Nursing
B.S.N. (California State 1990); Ph.D. (California, San Diego 1998); R.N. [2002]
- RICHARD N. ARMSTRONG, Professor of Biochemistry; Professor of Chemistry
B.S. (Western Illinois 1970); Ph.D. (Marquette 1975) [1995]
- CASEY C. ARNEY, Assistant Clinical Professor of Psychiatry
B.A. (Kentucky 1984); M.D. (Louisville 1988) [1993]
- DONALD HAYES ARNOLD, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics
B.A., M.D. (Emory 1975, 1979) [2002]
- LARRY T. ARNOLD, Associate Clinical Professor of Obstetrics and Gynecology
M.D. (Tennessee 1961) [1966]
- DOMINIK ARONSKY, Assistant Professor of Biomedical Informatics; Assistant Professor of Emergency Medicine
M.D. (Berne [Switzerland] 1989); Ph.D. (Utah 2000) [2000]
- CARLOS L. ARTEAGA, Vice Chancellor's Professor of Breast Cancer Research; Professor of Medicine; Professor of Cancer Biology
M.D. (Guayaquil 1979) [1988]
- CATHERINE E. ARTHUR, Assistant Professor of Pediatrics
B.S. (Oakwood 1979); M.D. (Meharry Medical 1983) [1999]
- SAEEDAH ASAF, Assistant Professor of Anesthesiology
M.D. (Rawalpindi Medical College 1996) [2007]
- JUDY LYNN ASCHNER, Professor of Pediatrics; Director, Division of Neonatology; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Union 1977); M.D. (Rochester 1981) [2004]
- MICHAEL ASCHNER, Gray E. B. Stahlman Professor of Neuroscience; Professor of Pediatrics; Professor of Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S., M.S., Ph.D. (Rochester 1980, 1983, 1985) [2004]

- NATHAN EDWARD ASHBY, Assistant Professor of Anesthesiology
B.A. (Vanderbilt 1998); M.D. (Tennessee 2003) [2008]
- JORDAN ROSS ASHER, Assistant Clinical Professor of Medicine
B.S. (Emory 1986); M.D. (Vanderbilt 1990); M.S. (Texas, Dallas 2001) [2001]
- JOHN R. ASHFORD, Assistant Clinical Professor of Hearing and Speech Sciences
B.S., M.S. (Southern Mississippi 1967, 1968) [1985]
- LINDA GAYLE ASHFORD, Assistant Professor of Pediatrics; Assistant Professor of Psychology, College of Arts and Science; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., M.S. (Tennessee 1971, 1973); Ph.D. (Vanderbilt 1988) [1995]
- DANIEL H. ASHMEAD, Professor of Hearing and Speech Sciences; Associate Professor of Psychology, College of Arts and Science; Investigator, Vanderbilt Kennedy Center for Research on Human Development
Sc.B. (Brown 1976); Ph.D. (Minnesota 1983) [1984]
- ROY OON ASTA, Clinical Instructor in Psychiatry
B.S. (Tennessee Technological 1997); M.D. (Meharry Medical 2001) [2005]
- JAMES B. ATKINSON III, Professor of Pathology
B.A., M.D., Ph.D. (Vanderbilt 1973, 1981, 1981) [1985]
- AUGUSTIN R. ATTWELL, Assistant Professor of Medicine
B.A. (Rice 1994); M.D. (Texas, Southwestern Medical Center 1998) [2005]
- ROBERT WILLIAMS ATWOOD, Assistant in Anesthesiology
B.S. (Alabama 1983); C.R.N.A. [2003]
- CAROLYN SUE AUBREY, Associate in Orthopaedics and Rehabilitation
B.S.N. (Evansville 1973); M.S.N. (Vanderbilt 1974) [1991]
- PAUL S. AUERBACH, Visiting Professor of Emergency Medicine
A.B., M.D. (Duke 1973, 1977) [2004]
- JOSEPH M. AULINO, Assistant Professor of Radiology and Radiological Sciences
B.S. (Richmond 1991); M.D. (Medical College of Virginia 1995) [2001]
- THOMAS M. AUNE, Professor of Medicine; Associate Professor of Microbiology and Immunology
B.S. (Rhodes 1973); Ph.D. (Tennessee, Memphis 1976) [1995]
- JENNIFER P. AUNSPAUGH, Assistant Professor of Anesthesiology
B.S. (Arkansas State 1994); M.D. (American University of the Caribbean 2000) [2006]
- CLEGG F. AUSTIN, Clinical Instructor in Pediatrics
B.S. (Murray State 1953); M.D. (Louisville 1957) [1997]
- ERIC D. AUSTIN, Assistant Professor of Pediatrics
B.A. (Pennsylvania 1996); M.D. (Emory 2001) [2008]
- LINDA L. AUTHER, Adjunct Assistant Professor of Hearing and Speech Sciences
B.S., M.Ed. (James Madison 1986, 1988); Ph.D. (Vanderbilt 1996) [1997]
- GEORGE R. AVANT, Associate Professor of Medicine
B.S., M.D. (North Carolina 1963, 1967) [1974]
- MALCOLM JOHN AVISON, Professor of Radiology and Radiological Sciences; Assistant Professor of Neurology; Professor of Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Cambridge 1979); M.Phil., Ph.D. (Yale 1985, 1986) [2003]
- JOSEPH ALBERT AWAD, Associate Professor of Medicine; Associate Professor of Pharmacology
B.A. (Vanderbilt 1980); M.D. (Washington University 1985) [1992]
- MICHAEL JOSEPH AYAD, Assistant Professor of Neurological Surgery; Assistant Professor of Radiology and Radiological Sciences
B.S. (Stanford 1981); Ph.D., M.D. (California, Los Angeles 1994, 1994) [2005]

- JULIO AYALA, Research Instructor in Molecular Physiology and Biophysics
B.S. (Duke 1997); Ph.D. (Vanderbilt 2003) [2005]
- GREGORY DANIEL AYERS, Senior Associate in Biostatistics
B.S. (Virginia Tech 1982); M.S., M.S. (Louisiana State 1985, 1990) [2006]
- SARAH B. AYLOR, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1978, 1983) [1987]
- KAREN LUBELL AYRES, Clinical Instructor in Pediatrics
B.S. (Princeton 1997); M.D. (Texas, San Antonio 2001) [2004]
- NABIL J. AZAR, Assistant Professor of Neurology
B.S., M.D. (American University of Beirut 1993, 2000) [2007]
- VLADIMIR R. BABAEV, Research Assistant Professor of Medicine
M.D. (Volgograd Medical Institute 1972); Ph.D., D.Sci. (U.S.S.R. Academy of Medical Science 1979, 1992) [2000]
- KENNETH S. BABE, JR., Assistant Clinical Professor of Medicine
B.S. (Pennsylvania State 1987); M.D. (Vanderbilt 1991) [1997]
- BRIAN O. BACHMANN, Assistant Professor of Chemistry; Assistant Professor of Biochemistry
B.S. (Virginia Polytechnic Institute 1992); M.S. (Southern Methodist 1994); M.A., Ph.D. (Johns Hopkins 1997, 2000) [2003]
- ALAN F. BACHRACH, Clinical Instructor in Neurology
B.S. (Syracuse 1975); M.S., Ph.D. (Vanderbilt 1978, 1981); M.D. (South Florida 1987) [1993]
- DAVID M. BADER, Gladys Parkinson Stahlman Professor of Cardiovascular Research; Professor of Medicine; Professor of Cell and Developmental Biology
B.A. (Augustana 1974); Ph.D. (North Dakota 1978) [1995]
- JAYANT BAGAI, Assistant Professor of Medicine
M.D. (Delhi [India] 1994) [2008]
- KANIKA BAGAI, Assistant Professor of Neurology
M.B.B.S. (Delhi [India] 1995) [2004]
- NICOLE O. BAGGOTT, Clinical Instructor in Pediatrics
B.S. (Vanderbilt 1995); M.D. (Tulane 2000) [2004]
- RODERICK IREN BAHNER, Clinical Professor of Pediatrics
B.S. (Fisk 1966); M.D. (United States Navy 1969) [2005]
- ELIZABETH WARD BAILES, Assistant Clinical Professor of Pediatrics
B.S., M.D. (Kentucky 1998, 2002) [2005]
- JENNIFER C. BAKER, Assistant in Medicine
B.S.N. (St. Paul College of Iloilo, Philippines 1987); M.S.N. (California, Los Angeles 2000) [2006]
- MICHAEL T. BAKER, Assistant Professor of Medicine
B.A. (Tennessee 1986); M.D. (Tennessee, Memphis 1990) [2002]
- WENDY PAIS BAKER, Clinical Instructor in Pediatrics
B.A. (Emory 1983); M.S. (Georgia State 1986); M.D. (Tennessee, Memphis 1991) [1994]
- LEIV S. BAKKETEIG, Adjunct Professor of Medicine
M.D. (Bergen [Norway] 1963) [2005]
- JORGE M. BALAGUER, Assistant Professor of Cardiac Surgery
M.D. (Buenos Aires 1985) [2004]
- MICHAEL D. BALDOVSKY, Instructor in Clinical Emergency Medicine; Instructor in Clinical Pediatrics
B.A. (Austin College 1997); D.O. (North Texas 2003) [2008]
- H. SCOTT BALDWIN, Katrina Overall McDonald Professor of Pediatrics; Professor of Cell and Developmental Biology
B.A., M.D. (Virginia 1977, 1981) [2002]

- ROBERT LEWIS BALDWIN, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (Rhodes 1993); M.S. (Tennessee, Knoxville 1997); M.A., Ph.D. (Gallaudet 2001, 2002) [2007]
- RONALD M. BALDWIN, Research Associate Professor of Radiology and Radiological Sciences
B.S., Ph.D. (California, Berkeley 1969, 1974) [2004]
- CHARLES A. BALL, Clinical Instructor in Family Medicine
B.S. (Tennessee, Martin 1973); M.D. (Tennessee, Memphis 1976) [1998]
- ROBERT H. BALL, Associate Clinical Professor of Obstetrics and Gynecology
B.A., M.A. (Cambridge [England] 1982, 1985); M.D. (Oxford [England] 1985) [2007]
- STEPHEN K. BALL, Assistant Professor of Cardiac Surgery
B.S. (Mississippi State 1983); M.D. (Mississippi 1987) [2007]
- BILLY R. BALLARD, Professor of Pathology at Meharry Medical College; Professor of Pathology at Vanderbilt
B.S. (Southern 1961); D.D.S., M.D. (Meharry Medical 1965, 1980) [2004]
- DEAN WILLIAMS BALLARD, Professor of Microbiology and Immunology
B.S. (Marshall 1978); M.S., Ph.D. (Illinois 1981, 1984) [1992]
- JEANNE F. BALLINGER, Assistant Clinical Professor of Surgery at St. Thomas Medical Center
B.A. (Texas 1973); M.D. (Harvard 1977) [1982]
- JEFFREY R. BALSER, Associate Vice Chancellor for Research; Dean of the School of Medicine; James Tayloe Gwathmey Clinician-Scientist Professor; Professor of Anesthesiology; Professor of Pharmacology; Investigator, Center for Molecular Neuroscience
B.S.E. (Tulane 1984); M.D., Ph.D. (Vanderbilt 1990, 1990) [1998]
- THOMAS A. BAN, Professor of Psychiatry, Emeritus
M.D. (Budapest 1954) [1976]
- ARNA BANERJEE, Assistant Professor of Anesthesiology; Assistant Professor of Surgery
M.D. (NRS Medical College, Calcutta 1994) [2003]
- RAKESH KUMAR BANSAL, Visiting Professor of Ophthalmology and Visual Sciences
M.D. (Government Medical College 1981); M.S. (Postgraduate Institute of Medical Education and Research 1984) [2007]
- SHICHUN BAO, Assistant Professor of Medicine
M.D. (Shanghai Medical 1989); Ph.D. (Indiana 1997) [2005]
- SHARI BARKIN, Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
A.B. (Duke 1986); M.D. (Cincinnati 1991); M.S.H.S. (California, Los Angeles 1998) [2006]
- ALISON B. BARLOW, Instructor in Obstetrics and Gynecology; Instructor in Clinical Nursing
B.S.N., M.S.N. (Vanderbilt 1995, 2000); R.N. [2005]
- GREGORY NEAL BARNES, Assistant Professor of Neurology; Assistant Professor of Pediatrics
B.S. (Vanderbilt 1985); Ph.D., M.D. (Kentucky 1990, 1992) [2004]
- DONALD R. BARNETT, Clinical Instructor in Obstetrics and Gynecology
A.B., M.D. (West Virginia 1964, 1968) [1978]
- JOEY V. BARNETT, Associate Professor of Pharmacology; Associate Professor of Medicine; Associate Professor of Microbiology and Immunology
B.S. (Indiana State [Evansville] 1980); Ph.D. (Vanderbilt 1986) [1992]
- ROBERT B. BARNETT, Assistant Clinical Professor of Urologic Surgery
B.A., M.D. (Vanderbilt 1966, 1969) [1974]
- DANIEL A. BAROCAS, Instructor in Urologic Surgery
B.A., B.S.E. (Pennsylvania 1992, 1992); M.D. (Johns Hopkins 2001) [2007]
- MICHAEL J. BARON, Assistant Clinical Professor of Psychiatry
B.A. (Emory 1981); M.D., M.P.H. (Tulane 1986, 1986) [2003]

- FREDERICK E. BARR, Associate Professor of Pediatrics; Associate Professor of Anesthesiology
B.S. (West Virginia 1984); M.D. (Virginia 1988) [1995]
- RALPH I. BARR, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1968, 1972) [1978]
- DONNA MARIE BARRETT, Clinical Instructor in Psychiatry
B.S.N. (Molloy College 2000); M.S. (SUNY, Stony Brook 2004) [2008]
- TYLER W. BARRETT, Assistant Professor of Emergency Medicine
B.S. (Michigan 1997); M.D. (Vanderbilt 2001) [2005]
- ANNE P. BARTEK, Assistant Professor of Psychiatry
B.S., M.D. (Michigan 1975, 1979) [1990]
- DAVID BARTON, Clinical Professor of Psychiatry
B.S. (Alabama 1958); M.D. (Tulane 1962) [1971]
- LYNN P. BARTON, Assistant Clinical Professor of Psychiatry
B.A. (Tulane 1963); M.S.S.W. (Tennessee 1977) [1986]
- ANDREA BARUCHIN, Assistant Professor of Medical Education and Administration; Director, Strategic Planning, Office of Research
B.A. (SUNY, Buffalo 1971); Ph.D. (Pittsburgh 1991) [2000]
- JOHN ALLAN BARWISE, Assistant Professor of Anesthesiology; Director, Division of Critical Care Anesthesia; Assistant Professor of Neurological Surgery
M.B., Ch.B. (Zimbabwe 1983) [1998]
- TISHA BARZYK, Associate in Orthopaedics and Rehabilitation
B.S.N. (Middle Tennessee State 2005); M.S.N. (Vanderbilt 2007); R.N. [2007]
- JULIE A. BASTARACHE, Instructor in Medicine
B.A. (Holy Cross 1996); M.D. (Vanderbilt 1999) [2005]
- SAMUEL R. BASTIAN, Clinical Instructor in Pediatrics
B.S. (Middle Tennessee State 1984); M.D. (Tennessee, Memphis 1989) [1996]
- G. WILLIAM BATES, Clinical Professor of Obstetrics and Gynecology
B.S., M.D. (North Carolina 1962, 1965) [1996]
- JAMES H. BATSON, Clinical Instructor in Pediatrics; Clinical Instructor in Nursing
B.A. (Transylvania 1988); M.D. (East Tennessee State 1992) [2003]
- ROBERT BAUM, Assistant Professor of Orthopaedics and Rehabilitation; Health Professions Adviser
B.S., M.S. (SUNY, Buffalo 1970, 1972); M.D. (Cincinnati 1988) [1996]
- ELIZABETH A. BAXTER, Assistant Clinical Professor of Psychiatry
B.S. (Rhodes 1985); M.D. (Vanderbilt 1990) [2003]
- JERE W. BAXTER, Assistant Clinical Professor of Pathology
A.B., M.D. (Tennessee 1973, 1976) [1981]
- CURTIS L. BAYSINGER, Associate Professor of Anesthesiology
B.S., M.D. (Vanderbilt 1974, 1978) [2003]
- XYLINA D. BEAN, Clinical Professor of Pediatrics
B.A. (Mount Holyoke 1969); M.D. (Pennsylvania 1973) [2007]
- R. DANIEL BEAUCHAMP, Chair, Section of Surgical Sciences; John Clinton Foshee Distinguished Professor of Surgery; Professor of Cell and Developmental Biology; Professor of Cancer Biology
B.S. (Texas Tech 1978); M.D. (Texas 1982) [1994]
- MARK W. BECHER, Associate Professor of Pathology; Associate Professor of Neurological Surgery
B.S. (Dickinson 1982); M.D. (Nebraska 1988) [2004]
- WARREN ERNEST BECK, Assistant Professor of Medical Education and Administration; Director of Finance, Vanderbilt University Hospital
B.A. (Rutgers 1977); M.B.A. (Farleigh Dickinson 1985) [1999]

- SAMUEL S. BECKER, Instructor in Otolaryngology
B.A. (Amherst 1991); M.A. (Boston University 1995); M.D. (California, San Francisco 2002) [2007]
- BETTINA M. BEECH, Associate Professor of Medicine; Associate Professor of Surgery; Associate Professor of Pediatrics
B.S. (Temple 1992); M.P.H., Dr.P.H. (Texas Health Science Center 1995, 1996) [2006]
- DERRICK J. BEECH, Professor of Surgery at Meharry Medical College; Professor of Surgery at Vanderbilt
B.A. (Duke 1984); M.D. (Medical College of Virginia 1988) [2006]
- ROBERT O. BEGTRUP, Clinical Professor of Psychiatry
M.D. (Tulane 1966) [2004]
- RICHARD S. BELCHER, Assistant Professor of Emergency Medicine
B.A. (Tennessee, Chattanooga 1985); M.D. (Tennessee 1989) [1992]
- MICHAEL A. BELFORT, Clinical Professor of Obstetrics and Gynecology
M.D. (Witwatersrand 1981); Ph.D. (Karolinska Institute 2001) [2007]
- ABBES BELKHIRI, Research Assistant Professor of Surgery
M.Phil. (Reading, U.K. 1988); Ph.D. (Manitoba [Canada] 1995) [2005]
- DEANNA SMITH BELL, Clinical Instructor in Pediatrics
B.S. (Belmont 1996); M.D. (East Tennessee State 2000) [2003]
- LEWIS J. BELLARDO, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1987); M.D. (Kentucky 1991) [2007]
- HARVEY W. BENDER, JR., Professor of Cardiac and Thoracic Surgery, Emeritus
M.D. (Baylor 1959) [1971]
- MARGARET J. BENDER, Associate in Pediatrics
B.S.N., M.S.N. (Vanderbilt 1974, 1998); R.N. [2004]
- THOMAS JOHN BENDER, Assistant Professor of Medicine
B.S. (Duke 1996); M.S.P.H., Ph.D., M.D. (Alabama 2005, 2005, 2006) [2007]
- MARIA C. BENITEZ, Clinical Instructor in Pediatrics
B.S. (University of the Philippines 1985); M.D. (University of the East Ramon-Magsaysay Memorial Medical Center 1989) [2004]
- LESLIE FARLEY BENNETT, Clinical Instructor in Pediatrics
B.S. (Tennessee 1991); M.D. (East Tennessee State 1996) [1999]
- MARC L. BENNETT, Assistant Professor of Otolaryngology
B.S. (Emory 1996); M.D. (Johns Hopkins 2000) [2007]
- KELLY S. BENNIE, Clinical Instructor in Pediatrics
B.S. (Miami [Ohio] 1988); M.D. (Tennessee, Memphis 1994) [1997]
- MARGARET MCCULLOUGH BENNINGFIELD, Assistant Professor of Psychiatry; Assistant Professor of Pediatrics
B.A. (Washington University 1996); M.D. (Vanderbilt 2002) [2008]
- MARION CHALLENGER BERG, Assistant Professor of Emergency Medicine
B.A. (Colorado College 1985); M.D. (South Alabama 1989) [2005]
- KIMBERLY C. BERGERON, Clinical Instructor in Pediatrics
B.S. (Millsaps 1983); M.D. (Mississippi 1993) [1998]
- NATHAN R. BERKLEY, Instructor in Clinical Emergency Medicine
B.A. (Knox 1999); M.D. (Illinois 2003) [2008]
- ROBERT J. BERKOMPAS, Assistant Clinical Professor of Medicine
B.S. (Calvin 1982); M.D. (Texas Southwestern Medical School 1986) [1990]
- JORDAN D. BERLIN, Associate Professor of Medicine; Clinical Director, Gastrointestinal Oncology Program
B.S., M.D. (Illinois 1985, 1989) [1999]
- M. LAWRENCE BERMAN, Professor of Anesthesiology, Emeritus
B.S. (Connecticut 1951); M.S., Ph.D. (University of Washington 1954, 1956); M.D. (North Carolina 1964) [1974]

- ROBERT J. BERMAN, JR., Clinical Instructor in Pediatrics
B.A. (Rice 1993); M.D. (Tennessee, Memphis 1997) [2002]
- SUZANNE KATHLEEN BERMAN, Clinical Instructor in Pediatrics
B.A. (Rice 1994); M.D. (Tennessee, Memphis 1998) [2002]
- OVIDIO B. BERMUDEZ, Adjunct Associate Professor of Pediatrics; Clinical Associate Professor of Nursing
B.S., M.D. (Universidad Central del Este [Dominican Republic] 1981, 1985) [1999]
- GORDON R. BERNARD, Melinda Owen Bass Professor of Medicine; Assistant Vice Chancellor for Research
B.S. (Southern [Louisiana] 1972); M.D. (Louisiana State 1976) [1981]
- WILLIAM BERNET, Professor of Psychiatry; Director, Division of Forensic Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
A.B. (Holy Cross 1963); M.D. (Harvard 1967) [1992]
- JAMES MICHAEL BERRY, Professor of Anesthesiology
B.A. (Rice 1980); M.D. (Texas, Houston 1984) [2003]
- PHILLIP D. BERTRAM, Associate Clinical Professor of Medicine
B.S. (Tennessee Technological 1966); M.D. (Tennessee 1968) [1983]
- TYLER W. BERUTTI, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
B.E. (Vanderbilt 1995); M.S. (Michigan 1997); M.D. (Ohio State 2001) [2006]
- FRED H. BESS, Professor of Hearing and Speech Sciences and Chair of the Department; Professor of Otolaryngology; Member, Vanderbilt Kennedy Center for Research on Human Development
A.B. (Carthage 1962); M.S. (Vanderbilt 1964); Ph.D. (Michigan 1970) [1976]
- ALBERT H. BETH, Professor of Molecular Physiology and Biophysics
B.S. (Murray State 1974); Ph.D. (Vanderbilt 1977) [1977]
- JON E. BETTS, Clinical Instructor in Pediatrics
B.S. (Vanderbilt 1992); M.D. (Alabama 2000) [2003]
- JENNIFER BETTS-DICKEY, Assistant Professor of Psychiatry
B.A. (California, Berkeley 1991); B.S.N., M.S.N. (Tennessee 1994, 1997) [2004]
- JOHN H. BEVERIDGE, Professor of Radiology and Radiological Sciences, Emeritus
B.S., M.D. (Virginia 1941, 1944) [1952]
- NANCY GRAVES BEVERIDGE, Assistant Clinical Professor of Pediatrics
B.A. (North Carolina 1984); M.D. (Wake Forest 1988) [1991]
- BRUCE ROBERT BEYER, Assistant Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1977, 1981) [1986]
- DEBORAH D. BEYER, Clinical Instructor in Pediatrics
B.S. (Pepperdine 1987); M.D. (Vanderbilt 1991) [1995]
- VIVAK BHATT, Instructor in Clinical Family Medicine
B.S. (Austin College 1995); M.D. (Ross 1999) [2006]
- NEIL ADRI BHOWMICK, Assistant Professor of Urologic Surgery; Assistant Professor of Cancer Biology
B.S. (Florida 1991); Ph.D. (Georgia 1998) [2003]
- ITALO BIAGGIONI, Professor of Medicine; Professor of Pharmacology
M.D. (Universidad Peruana 'Cayetano Heredia' [Peru] 1980) [1986]
- ADRIANA BIALOSTOZKY, Assistant Professor of Pediatrics
M.D. (National Autonomous University of Mexico 1994) [2004]
- DAVID P. BICHELL, Professor of Clinical Cardiac Surgery
B.A. (Johns Hopkins 1980); M.D. (Columbia 1987) [2006]
- LEONARD BICKMAN, Associate Dean for Research, Peabody College; Professor of Psychology, Peabody College; Director, Center for Evaluation and Program Improvement, Peabody College; Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D. (City University of New York 1969) [1981]

- GARY L. BIENVENU, Assistant Professor of Radiology and Radiological Sciences
B.A. (New Orleans 1978); M.D. (Louisiana State 1982) [2005]
- BRIAN STUART BIESMAN, Assistant Clinical Professor of Ophthalmology and Visual Sciences; Assistant Clinical Professor of Otolaryngology; Assistant Clinical Professor of Medicine
B.S., M.D. (Michigan 1984, 1988) [2003]
- VIRGIL L. BIGHAM IV, Associate Clinical Professor of Pediatrics
B.A., M.D. (Mississippi 1988, 1993) [2007]
- JAMES F. BIHUN, Assistant Professor of Emergency Medicine
B.A., M.B.A. (Michigan 1985, 1994) [1999]
- CHERYL LEE RAINEY BILLANTE, Assistant Professor of Otolaryngology
B.A. (Harding 1986); M.S., Ph.D. (Vanderbilt 1988, 1997) [2001]
- DANIEL H. BILLER, Assistant Professor of Obstetrics and Gynecology
B.A. (Texas, Austin 1994); M.D. (Tennessee 1999) [2007]
- JAMES L. BILLS, Assistant Professor of Medical Education and Administration
B.S. (Maryland 1989); M.Ed. (Southern Mississippi 1996); Ed.D. (Tennessee State 2005) [2006]
- AWADH A. BINHAZIM, Adjunct Associate Professor of Pathology
D.V.M. (King Faisal 1983); M.S. (Nairobi [Kenya] 1987); Ph.D. (Georgia 1992) [1999]
- JOHN Q. BINHLAM, Adjunct Instructor in Medicine
B.S. (Vanderbilt 1985); M.D. (Louisville 1990) [1997]
- KATHERINE H. BIRCHENOUGH, Instructor in Emergency Medicine; Instructor in Pediatrics
B.S., M.D. (South Carolina 1994, 1998) [2008]
- DANIEL A. BIRCHMORE, Assistant Professor of Medicine
B.S. (Georgia 1972); M.D. (Medical College of Georgia 1976) [1997]
- CARL JULIUS BISCHOFF, Instructor in Urologic Surgery
B.S., M.D. (Louisiana State 1999, 2003) [2008]
- JEFFREY BISHOP, Associate Professor of Medicine
B.A. (Texas 1988); B.S. (Institute of Christian Studies 1989); M.D. (Texas, Houston 1993) [2007]
- MICHAEL ROBERT BISHOP, Clinical Instructor in Obstetrics and Gynecology
B.S. (Purdue 1969); M.D., Ph.D. (Vanderbilt 1975, 1975) [1979]
- EMMA M. BISSON, Instructor in Clinical Emergency Medicine
B.A. (Boston University 1995); M.D. (Tulane 2003) [2008]
- SWATI BISWAS, Research Assistant Professor of Cancer Biology
Ph.D. (Jadavpur [India] 1998); B.S., M.S. (Kalyani [India] 2000, 2002) [2007]
- MARK A. BITTLES, Assistant Professor of Radiology and Radiological Sciences
B.S. (Georgetown 1995); M.D. (Tennessee 2001) [2007]
- JENNIFER URBANO BLACKFORD, Assistant Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Florida State 1990); M.S., Ph.D. (Vanderbilt 1994, 1998) [1999]
- JANET G. BLACKWELL, Clinical Instructor in Pediatrics
B.A. (David Lipscomb 1975); M.D. (Tennessee 1981) [1986]
- TIMOTHY S. BLACKWELL, Professor of Medicine; Professor of Cell and Developmental Biology; Professor of Cancer Biology
B.A. (Vanderbilt 1983); M.D. (Alabama 1988) [1995]
- JAMES L. BLAIR, Assistant Professor of Clinical Anesthesiology
B.S. (Iowa 1978); M.D. (University of Osteopathic Medicine and Health Sciences, Des Moines 1983) [2007]
- MARY ANNE BLAKE, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee 1976); M.D. (Alabama, Birmingham 1982) [1987]

- RANDOLPH BLAKE, Centennial Professor of Psychology, College of Arts and Science; Professor of Ophthalmology and Visual Sciences; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Texas 1967); M.A., Ph.D. (Vanderbilt 1969, 1972) [1988]
- RANDY D. BLAKELY, Allan D. Bass Professor of Pharmacology; Professor of Psychiatry; Director, Center for Molecular Neuroscience; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Emory 1981); Ph.D. (Johns Hopkins 1987) [1995]
- STEPHEN T. BLANKS, Senior Associate in Anesthesiology
B.S. (Middle Tennessee State 1972); C.R.N.A. [1987]
- MARK J. BLITON, Associate Professor of Medicine; Associate Professor of Obstetrics and Gynecology; Assistant Professor of Philosophy; Chief, Clinical Ethics Consultation Service, VUMC
B.A. (Allegheny 1984); Ph.D. (Vanderbilt 1993) [1993]
- ANNA L. BLOBAUM, Research Instructor in Biochemistry
B.A. (West Virginia 1999); Ph.D. (Michigan 2004) [2008]
- KAREN C. BLOCH, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine
B.S. (Duke 1986); M.D. (California, Berkeley 1990); M.P.H. (Virginia 1996) [1997]
- JOHN J. BLOCK, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Emergency Medicine
B.S., M.D. (Oklahoma 1991, 1995) [2001]
- WILLIAM J. BLOT, Professor of Medicine
B.S., M.S. (Florida 1964, 1966); Ph.D. (Florida State 1970) [2000]
- DAVID L. BLUM, Research Assistant Professor of Biochemistry
B.S., B.S., Ph.D. (Georgia 1993, 1993, 1999) [2005]
- JAMES F. BLUMSTEIN, University Professor of Constitutional Law and Health Law and Policy; Director, Health Policy Center, Institute for Public Policy Studies
B.A., LL.B., M.A. (Yale 1966, 1970, 1970) [1970]
- RAYMOND FRANCIS BLUTH, Assistant Clinical Professor of Pathology
A.B. (California, Berkeley 1983); M.D. (Vanderbilt 1988) [1993]
- MICHAEL L. BOBO, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Tennessee 1990); M.D. (Vanderbilt 1997); D.D.S. (Tennessee 1994) [2003]
- WILLIAM V. BOBO, Assistant Professor of Psychiatry
B.S. (Northwest Missouri State 1994); M.D. (Missouri 1998) [2006]
- PAUL E. BOCK, Professor of Pathology; Professor of Medicine
B.A. (California, San Diego 1971); Ph.D. (Washington University 1976) [1991]
- ERIK M. BOCZKO, Assistant Professor of Biomedical Informatics
B.A. (Manhattanville 1998); Ph.D. (Carnegie Mellon 1995); Ph.D. (Georgia Institute of Technology 2002) [2002]
- STANLEY J. BODNER, Associate Clinical Professor of Medicine; Clinical Associate Professor of Nursing
A.B. (Uppsala 1963); M.D. (SUNY, Buffalo 1967); D.C.M.T. (London 1972) [1975]
- FRANK H. BOEHM, Professor of Obstetrics and Gynecology; Clinical Professor of Nursing
B.A., M.D. (Vanderbilt 1962, 1965) [1972]
- PAOLO BOFFETTA, Adjunct Professor of Medicine
M.D., M.P.H. (Turin [Italy] 1985, 1988) [2002]
- DEVIN L. BOGUE, Clinical Instructor in Pediatrics
B.A. (Fisk 1998); M.D. (Meharry 2001) [2006]
- JOHN DUNNING BOICE, JR., Professor of Medicine
B.S. (Texas, El Paso 1967); M.S. (Rensselaer Polytechnic Institute 1968); Sc.D. (Harvard 1977) [2000]

- GEORGE C. BOLIAN, Professor of Psychiatry; Director, Child and Adolescent Psychiatry
A.B. (Chicago 1950); A.B. (Harvard 1952); M.D. (Tulane 1957) [1987]
- ROGER A. BONAUI, Associate Clinical Professor of Surgery at St. Thomas Medical Center
B.A. (Emory 1977); M.D. (Tulane 1981) [1989]
- JOHN B. BOND, Clinical Professor of Ophthalmology and Visual Sciences
B.S. (Austin Peay State 1952); M.D. (Vanderbilt 1955) [1962]
- JOHN B. BOND III, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.S., M.D. (Vanderbilt 1979, 1984) [1989]
- JENNIFER BONDURANT, Clinical Instructor in Pediatrics
B.E. (Vanderbilt 1993); M.D. (Tennessee, Memphis 1997) [2000]
- ROBERT C. BONE, Adjunct Associate Professor of Surgery; Associate Clinical Professor of Pediatrics
B.A., M.D., M.B.A. (Vanderbilt 1958, 1962, 1985) [2005]
- ALEXANDRE BONNIN, Instructor in Pharmacology
M.Sc., Ph.D. (Orsay [France] 1993, 1999) [2007]
- CHAD S. BOOMERSHINE, Instructor in Medicine
B.S. (Dayton 1994); M.D. (Ohio State 2002) [2006]
- JOHN M. BOONE, Instructor in Clinical Family Medicine
B.S., M.D. (Mississippi State 1985, 1991) [2008]
- PAUL D. BOONE, Assistant Professor of Clinical Neurological Surgery
B.S., M.D. (Nebraska 1989, 1993) [2000]
- JEFFREY B. BOORD, Assistant Professor of Medicine
B.S. (Miami 1992); M.D. (Wake Forest 1996) [2002]
- MARK R. BOOTHBY, Professor of Microbiology and Immunology; Professor of Medicine
B.S. (Wisconsin 1976); M.D., Ph.D. (Washington University 1983, 1983) [1992]
- DORIN BOGDAN BORZA, Assistant Professor of Medicine; Assistant Professor of Pathology
M.Sc. (Bucharest [Romania] 1992); Ph.D. (Missouri, Kansas City 1997) [2002]
- ESWARA C. V. BOTTA, Assistant Professor of Anesthesiology
M.D. (Andhra [India] 1976) [2007]
- OLIVIER GILLES BOUTAUD, Research Associate Professor of Pharmacology
B.S., M.S., Ph.D. (Université Louis Pasteur [France] 1990, 1991, 1996) [1998]
- CLIFFORD BOWENS, JR., Assistant Professor of Clinical Anesthesiology
B.S. (Illinois 1986); M.D. (Duke 1993) [2005]
- MEGAN G. BOWLES, Assistant Professor of Clinical Medicine
B.S., M.D. (Georgetown 1996, 2001) [2007]
- TRAVIS CARL BOWLES, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S. (Texas A & M 1997); M.D. (Texas 2001) [2005]
- AARON B. BOWMAN, Assistant Professor of Neurology; Investigator, Center for Molecular Neuroscience; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Brigham Young 1995); Ph.D. (California, San Diego 2000) [2006]
- ALAN STUART BOYD, Associate Professor of Medicine; Associate Professor of Pathology
B.S. (Abilene Christian 1982); M.D. (Texas, Houston 1986) [1993]
- JILL K. BOYLE, Associate Professor of Clinical Anesthesiology
B.A. (Converse 1977); M.D. (Medical University of South Carolina 1980) [2003]
- ANDREA C. BRACIKOWSKI, Associate Professor of Emergency Medicine; Associate Professor of Pediatrics; Assistant Professor of Orthopaedics and Rehabilitation
B.A. (Mount Holyoke 1977); M.D. (SUNY, Buffalo 1981) [1993]
- JAMES P. BRACIKOWSKI, Assistant Professor of Clinical Medicine
B.S. (Syracuse 1975); M.D. (SUNY, Buffalo 1979) [1993]
- TAMALA SELKE BRADHAM, Assistant Professor of Hearing and Speech Sciences
B.A. (Columbia College 1992); M.Aud., Ph.D. (South Carolina 1994, 1998) [2004]

- JOEL F. BRADLEY, JR., Associate Clinical Professor of Pediatrics
B.S. (Davidson 1973); M.D. (Wake Forest 1977) [2001]
- MELITA M. BRADLEY, Assistant Clinical Professor of Pediatrics
B.S. (Middle Tennessee State 1991); M.D. (Miami (Florida) 1996) [2007]
- LEONARD ALAN BRADSHAW, Research Assistant Professor of Surgery; Research Assistant Professor of Physics
B.S. (Abilene Christian 1990); M.S., Ph.D. (Vanderbilt 1992, 1995) [1996]
- DONALD W. BRADY, Professor of Medicine; Professor of Medical Education and Administration; Associate Dean for Graduate Medical Education
B.S., M.D. (Vanderbilt 1986, 1990) [2007]
- LINDA DIANE BRADY, Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt 1988, 1992) [1996]
- JAN LEWIS BRANDES, Assistant Clinical Professor of Neurology
B.S. (Mississippi University for Women 1975); M.S. (Tennessee 1980); M.D. (Vanderbilt 1989) [1993]
- STEPHEN J. BRANDT, Professor of Medicine; Professor of Cancer Biology; Professor of Cell and Developmental Biology
B.S. (Duke 1976); M.D. (Emory 1981) [1990]
- DANA M. BRANTLEY-SIEDERS, Research Assistant Professor of Medicine
B.A. (Maryville 1995); Ph.D. (Vanderbilt 2000) [2003]
- H. VICTOR BRAREN, Associate Clinical Professor of Urologic Surgery; Associate Clinical Professor of Pediatrics
A.B. (Duke 1962); M.D. (Tulane 1968) [1973]
- BARRY W. BRASFIELD, Adjunct Assistant Professor of Anesthesiology
B.A. (Tennessee 1978); M.M.Sc. (Emory 1981); M.D. (East Tennessee State 1985) [1999]
- ALAN R. BRASH, Professor of Pharmacology
B.A. (Cambridge 1970); Ph.D. (Edinburgh 1973) [1977]
- GENE W. BRATT, Associate Professor of Hearing and Speech Sciences
B.A. (Calvin 1969); M.A. (Michigan State 1975); Ph.D. (Vanderbilt 1980) [1980]
- PETER R. BREAM, JR., Assistant Professor of Radiology and Radiological Sciences
B.S. (Davidson 1990); M.D. (North Carolina 1996) [2001]
- LORI ANTOINETTE BREAUX-MITCHELL, Clinical Instructor in Pediatrics
B.S. (Spelman 1992); M.D. (Meharry Medical 1996) [2000]
- TIMOTHY EDWARD BRENKERT, Instructor in Emergency Medicine; Instructor in Pediatrics
B.A. (Miami [Ohio] 2001); M.D. (Wright State 2005) [2008]
- KIMBERLY COLLIS BRENNAN, Assistant Professor of Radiology and Radiological Sciences
B.S. (Indiana 1994); M.D. (Kentucky 1998) [2004]
- MARGARET M. BRENNAN, Assistant Clinical Professor of Medicine
B.A. (Williams 1977); M.D. (Vanderbilt 1981); M.H.S. (Johns Hopkins 1990) [1985]
- MARGARET MARY BRENNAN, Clinical Instructor in Obstetrics and Gynecology
B.A. (Colgate 1984); M.D. (New York Medical College 1988) [2002]
- REUVEN BRENNER, Adjunct Assistant Professor of Radiology and Radiological Sciences
B.Sc. (Technion-Israel Institute of Technology 1987) [2005]
- PHILLIP L. BRESSMAN, Clinical Instructor in Obstetrics and Gynecology
B.S. (Oklahoma 1974); M.D. (Vanderbilt 1979) [1983]
- MATTHEW D. BREYER, Adjunct Professor of Medicine; Associate Professor of Molecular Physiology and Biophysics
B.S. (Michigan 1975); M.D. (Harvard 1979) [1985]
- RICHARD M. BREYER, John B. Youmans Professor of Medicine; Professor of Pharmacology; Professor of Biochemistry
B.S. (Michigan 1978); M.S., Ph.D. (Massachusetts Institute of Technology 1982, 1988) [1991]

- A. BERTRAND BRILL, Research Professor of Radiology and Radiological Sciences; Research Professor of Physics
M.D. (Utah 1956); Ph.D. (California 1961) [1997]
- VANESSA J. BRISCOE, Research Assistant Professor of Medicine
B.S. (Western Kentucky 1982); M.S.N. (Vanderbilt 1987); Ph.D. (Walden 2004) [2008]
- MARCELA BRISSOVA, Research Assistant Professor of Medicine
M.S., Ph.D. (Slovak Technical University 1990, 1994) [2001]
- ANDREW M. BRITTAN, Assistant Professor of Radiology and Radiological Sciences
B.S. (Creighton 1984); M.D. (Kansas 1992) [2006]
- KENDAL SCOT BROADIE, Stevenson Professor of Neurobiology; Professor of Biological Sciences; Professor of Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Oregon 1989); Ph.D. (Cambridge [England] 1994) [2002]
- DEBORAH BROADWATER, Librarian; Assistant Director, Eskind Biomedical Library
B.A. (Spelman 1971); M.S.L.S. (Atlanta 1975) [1990]
- CAROL H. BROADWAY, Clinical Professor of Pediatrics
B.A., M.D. (Tennessee 1983, 1988) [2006]
- E. JANE BROCK, Associate Professor of Clinical Anesthesiology
B.S. (Tennessee, Chattanooga 1983); D.O. (Kirksville College of Osteopathic Medicine 1989) [2008]
- JOHN W. BROCK III, Professor of Urologic Surgery; Professor of Pediatrics; Director, Division of Pediatric Urology
B.A. (Vanderbilt 1974); M.D. (Medical College of Georgia 1978) [1983]
- ARTHUR SCOTT BROOKS, Associate Clinical Professor of Pediatrics
B.A. (Vanderbilt 1977); M.D. (Tennessee 1981) [1984]
- HARRY P. BROQUIST, Professor of Biochemistry, Emeritus
B.S. (Beloit 1940); M.S., Ph.D. (Wisconsin 1941, 1949) [1969]
- DONALD T. BROTHERS, JR., Clinical Instructor in Pediatrics
B.S. (Vanderbilt 1985); M.D. (Tennessee, Memphis 1989) [1994]
- JOHN C. BROTHERS, Clinical Instructor in Orthopaedics and Rehabilitation
B.S. (Tulane 1961); M.D. (Vanderbilt 1965) [1972]
- KYLE B. BROTHERS, Instructor in Pediatrics
B.S. (Centre College 2000); M.D. (Louisville 2004) [2007]
- CHRISTOPHER BRIAN BROWN, Assistant Professor of Pediatrics; Assistant Professor of Pharmacology
B.S. (Auburn 1990); Ph.D. (Vanderbilt 1997) [2003]
- DOUGLAS H. BROWN, Clinical Instructor in Obstetrics and Gynecology
B.S. (Birmingham-Southern 1973); M.D. (Alabama 1976) [1980]
- H. ALEX BROWN, Professor of Pharmacology; Ingram Associate Professor of Cancer Research; Associate Professor of Chemistry; Professor of Biochemistry
B.S. (Florida Institute of Technology 1983); M.S. (Syracuse 1986); Ph.D. (North Carolina 1992) [2002]
- KIMBERLY P. BROWN, Assistant Professor of Psychiatry; Assistant Professor of Psychology
B.A. (Duke 1995); Ph.D. (Alabama 2000) [2002]
- LAUREL LESLIE BROWN, Assistant Clinical Professor of Psychiatry
B.A. (Hendrix 1977); Ph.D. (Vanderbilt 2000) [2001]
- NANCY J. BROWN, Robert H. Williams Professor of Medicine; Professor of Pharmacology; Associate Dean for Clinical and Translational Scientist Development
B.A. (Yale 1981); M.D. (Harvard 1986) [1992]
- STEVEN HOLLOWAY BROWN, Associate Professor of Biomedical Informatics; Chief Information Officer VAMC
A.B., M.D. (Brown 1981, 1987) [1994]

- HARRY G. BROWNE, Assistant Clinical Professor of Pathology
B.A. (Yale 1951); M.D. (Cornell 1956) [1964]
- MARINO A. BRUCE, Associate Professor of Family Medicine at Meharry Medical College;
Associate Professor of Family Medicine at Vanderbilt
Ph.D. (North Carolina State 1997) [2005]
- STEPHEN P. BRUEHL, Associate Professor of Anesthesiology; Member, Vanderbilt
Kennedy Center for Research on Human Development
B.S. (Belmont 1985); M.A., Ph.D. (Kentucky 1991, 1994) [2000]
- KAYLON L. BRUNER-TRAN, Assistant Professor of Obstetrics and Gynecology
B.S. (Delta State 1985); Ph.D. (Vanderbilt 1995) [1999]
- ALEXANDER JEFFREY BRUNNER, Clinical Instructor in Pediatrics
B.S. (Dartmouth 1996); M.D. (Case Western Reserve 2001) [2005]
- DEBORAH MOBLEY BRYANT, Assistant Professor of Pediatrics; Adjunct Assistant Professor
of Pediatrics at Meharry Medical College
B.A. (Wellesley 1976); M.D. (Vanderbilt 1980) [1990]
- SUSAN H. BRYANT, Assistant Clinical Professor of Psychiatry
B.A. (Oberlin 1975); M.D. (Vanderbilt 1979) [1989]
- JEREMY BRYWCZYNSKI, Instructor in Emergency Medicine
B.S. (Dayton 2000); M.D. (Wright State 2004) [2007]
- MICHAEL BUBSER, Research Instructor in Psychiatry
B.S., Ph.D. (Stuttgart [Germany] 1987, 1992) [2002]
- ADAM G. BUCHANAN, Clinical Instructor in Ophthalmology and Visual Sciences
B.S. (Gannon 1994); M.D. (Pennsylvania State 1998) [2007]
- RICHARD D. BUCHANAN, Associate Clinical Professor of Pathology
B.A., M.D. (Vanderbilt 1957, 1961) [1966]
- MACIEJ S. BUCHOWSKI, Research Professor of Medicine; Adjunct Professor of Family
Medicine, Meharry Medical College; Research Professor of Pediatrics
B.S. (Poznan University of Technology [Poland] 1973); M.Sc., Ph.D. (Agricultural
University of Poznan 1975, 1982) [1997]
- CARI L. BUCKINGHAM, Assistant Professor of Radiology and Radiological Sciences
B.S. (Auburn 1999); M.D. (South Alabama 2002) [2007]
- MARY BUFWACK, Adjunct Assistant Professor of Medical Education and Administration
B.A. (Pittsburgh 1968); M.A., Ph.D. (Washington University 1972, 1975) [1989]
- BRADLEY N. BULLOCK, Clinical Instructor in Pediatrics; Clinical Instructor in Medicine
B.S., M.D. (Florida 1989, 1993) [1997]
- NADA M. BULUS, Research Assistant Professor of Medicine
M.D. (American University of Beirut 1986) [1992]
- ROY P. BURCH, JR., Clinical Instructor in Obstetrics and Gynecology
B.S. (David Lipscomb 1983); M.D. (Tennessee 1987) [1991]
- G. PAMELA BURCH-SIMS, Adjunct Assistant Professor of Hearing and Speech Sciences
B.S. (Hampton 1977); M.A. (Tennessee 1978); Ph.D. (Vanderbilt 1993) [1995]
- ARNOLD BURGER, Adjunct Professor of Radiology and Radiological Sciences
B.Sc., M.Sc., Ph.D. (Hebrew [Israel] 1976, 1981, 1985) [2004]
- ELIZABETH B. BURGOS, Instructor in Clinical Family Medicine
B.S., M.D. (South Alabama 1986, 1990) [2002]
- THOMAS G. BURISH, Provost, Emeritus; Professor of Psychology, Emeritus, College of
Arts and Science; Professor of Medicine, Emeritus
B.A. (Notre Dame 1972); M.A., Ph.D. (Kansas 1975, 1976) [1976]
- RAYMOND F. BURK, Professor of Medicine; Professor of Pathology
B.A. (Mississippi 1963); M.D. (Vanderbilt 1968) [1987]

- BRIAN BERNARD BURKEY, Associate Professor of Otolaryngology
B.A. (Johns Hopkins 1981); M.D. (Virginia 1986) [1991]
- LONNIE S. BURNETT, Frances and John C. Burch Professor of Obstetrics and Gynecology
B.A., M.D. (Texas 1948, 1953) [1976]
- PATRICK E. BURNETT, Assistant Professor of Medicine
B.A. (Iowa 1993); M.D. (Johns Hopkins 2000) [2004]
- COURTNEY P. BURNETTE, Assistant Professor of Pediatrics; Assistant Professor of Psychiatry;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Johns Hopkins 1998); M.S., Ph.D. (Miami [Florida] 2002, 2006) [2007]
- W. BRYAN BURNETTE, Assistant Professor of Neurology; Assistant Professor of Pediatrics
B.S., M.S. (Emory 1992, 1995); M.D. (Vanderbilt 2001) [2007]
- NATHAN A. BURNS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Mississippi State 1999); D.M.D. (Mississippi 2003) [2007]
- IAN M. BURR, Professor of Pediatrics, Emeritus
M.B., B.S. (Melbourne 1959); M.D. (Monash 1969) [1988]
- ALVIN M. BURT III, Professor of Cell Biology, Emeritus; Professor of Cell Biology in
Nursing, Emeritus
B.A. (Amherst 1957); Ph.D. (Kansas 1962) [1966]
- KENNETH S. BURTON, Instructor in Clinical Emergency Medicine
B.S., M.S. (Kansas State 1992, 1995); M.S. (Nebraska 1999) [2008]
- BRENDA J. BUTKA, Assistant Professor of Clinical Medicine
B.A. (Andrews 1970); A.M. (Michigan 1972); M.D. (Emory 1979) [1984]
- SUZANNE D. BUTLER, Assistant Clinical Professor of Psychiatry
A.B. (Vassar 1975); M.D. (Vanderbilt 1979) [2000]
- JEFFREY DAVID BYERS, Assistant Professor of Clinical Medicine
B.A. (Rice 1988); M.D. (Duke 1992) [2004]
- BENJAMIN F. BYRD III, Professor of Medicine
A.B. (Princeton 1973); M.D. (Vanderbilt 1977) [1984]
- DANIEL W. BYRNE, Senior Associate in Biostatistics
B.A. (SUNY, Albany 1983); M.S. (New York Medical 1991) [1999]
- JOHN G. BYRNE, William S. Stoney Jr. Professor of Cardiac Surgery and Chair of the
Department
B.S. (California, Davis 1982); M.D. (Boston University 1987) [2004]
- BRYAN BYRNSIDE, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Emory 1998); D.M.D. (Medical University of South Carolina 2003) [2007]
- WANDA B. CADE, Associate Clinical Professor of Pediatrics
B.S. (Mississippi State 1989); M.D. (Mississippi 1993) [2007]
- HUI CAI, Research Instructor in Medicine
M.D. (Nantong Medical College [China] 1982); M.S. (China Medical 1987); Ph.D. (West
China 1995) [2005]
- JIYANG CAI, Assistant Professor of Ophthalmology and Visual Sciences
M.D. (Shanghai Medical 1992); Ph.D. (Emory 1999) [2004]
- QIUYIN CAI, Assistant Professor of Medicine
M.S. (Chinese Academy, Beijing 1990); M.D. (Shanghai Medical 1984); Ph.D. (Alabama
2000) [2000]
- CHRISTINA CAIN-SWOPE, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1990); M.D. (Georgetown 1995) [2007]
- M. WADE CALCUTT, Research Instructor in Biochemistry
B.S. (Francis Marion 1996); Ph.D. (Wake Forest 2001) [2005]
- SUSAN A. CALDERWOOD, Associate Professor of Clinical Anesthesiology
B.A. (Winthrop 1972); M.D. (Duke 1976) [1999]
- MIRNA A. CALDWELL, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S., D.M.D. (Tufts 1997, 2001) [2006]

- ROBERT CALDWELL, Assistant Clinical Professor of Oral and Maxillofacial Surgery;
Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Tennessee, Martin 1994); D.M.D. (Tufts 2003) [2006]
- CYNTHIA R. CALISI, Clinical Instructor in Pediatrics
B.S. (Western Kentucky 1995); M.D. (Louisville 1999) [2003]
- DAVID J. CALKINS, Associate Professor of Ophthalmology and Visual Sciences
B.S. (Michigan 1989); Ph.D. (Mahoney Institute 1994) [2004]
- STEPHEN TODD CALLAHAN, Assistant Professor of Pediatrics
B.S. (Arkansas Technical 1990); M.D. (Arkansas 1994); M.P.H. (Harvard 2002) [2002]
- TAMARA L. CALLAHAN, Assistant Professor of Obstetrics and Gynecology
B.S. (Massachusetts, Amherst 1989); M.P.P., M.D. (Harvard 1995, 1995) [2006]
- MICHAEL D. CALLAWAY, Assistant Clinical Professor of Medicine
B.S. (Emory 1979); M.D. (Vanderbilt 1983) [1989]
- THOMAS H. CALLAWAY, Assistant Clinical Professor of Medicine
B.S. (Emory 1977); M.D. (Tennessee 1984) [1989]
- MARY N. CAMARATA, Assistant Professor of Hearing and Speech Sciences
B.A. (San Diego State 1979); M.S. (Purdue 1983) [1998]
- STEPHEN M. CAMARATA, Professor of Hearing and Speech Sciences; Associate
Professor of Special Education; Director for Research Program on Communication and
Learning, Vanderbilt Kennedy Center for Research on Human Development
B.A., M.A. (San Diego State 1979, 1981); Ph.D. (Purdue 1984) [1990]
- REENA M. CAMOENS, Assistant Clinical Professor of Psychiatry
B.S. (Fatima [India] 1972); M.D. (Meharry Medical 1983) [2004]
- DANIEL BRIAN CAMPBELL, Research Assistant Professor of Pharmacology; Member,
Vanderbilt Kennedy Center for Research on Human Development
B.S. (Westminster College 1989); Ph.D. (Pennsylvania State 1998) [2007]
- DUNCAN R. CAMPBELL, Assistant Clinical Professor of Pediatrics
B.A. (Vanderbilt 1971); M.D. (Kentucky 1975) [1998]
- GRETCHEN H. CAMPBELL, Assistant Professor of Clinical Neurology
B.S. (Alabama 1991); M.D. (Meharry Medical 1999) [2003]
- MICHAEL JAY CAMPBELL, Instructor in Pediatrics
B.S. (Wofford 1997); M.D. (Medical University of South Carolina 2001) [2006]
- SUSAN B. CAMPBELL, Assistant Clinical Professor of Pediatrics
B.A. (Delaware 1969); M.D. (Thomas Jefferson 1973) [1987]
- THOMAS W. CAMPBELL, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1964, 1968) [1977]
- W. BARTON CAMPBELL, Professor of Medicine
B.A. (Carleton 1959); M.D. (Rochester 1963) [1970]
- DANIEL D. CANALE, JR., Assistant Clinical Professor of Pathology
B.A. (Notre Dame 1967); M.D. (Vanderbilt 1971) [1981]
- CHRISTOPHER L. CANLAS, Assistant Professor of Clinical Anesthesiology
B.S. (Duke 1996); M.A. (Portland 1998); M.D. (Louisiana State 2004) [2008]
- JAMES L. CANNON, Assistant Clinical Professor of Oral and Maxillofacial Surgery
D.D.S. (Emory 1963); M.S. (Montreal 1968) [2008]
- ANGELO CANONICO, Assistant Clinical Professor of Medicine
B.S. (Notre Dame 1980); M.D. (Tennessee, Memphis 1984) [2001]
- JEFFREY A. CANTER, Assistant Professor of Molecular Physiology and Biophysics
B.A. (Kenyon 1977); M.D. (Cincinnati 1981); M.P.H. (Vanderbilt 2003) [1989]
- ZHENG CAO, Research Instructor in Medicine
M.D., M.S. (Nantong Medical 1983, 1990); Ph.D. (Shanghai Medical 1998) [2004]
- JORGE H. CAPDEVILA, Professor of Medicine; Professor of Biochemistry
B.S. (Chile 1960); Ph.D. (Georgia 1974) [1986]

- RICHARD M. CAPRIOLI, Stanley Cohen Professor of Biochemistry; Professor of Pharmacology; Professor of Chemistry; Director, Center in Mass Spectrometry; Investigator, Center for Molecular Neuroscience
B.S., Ph.D. (Columbia 1965, 1969) [1998]
- DAVID P. CARBONE, Harold L. Moses Professor of Cancer Research; Professor of Medicine; Professor of Cell and Developmental Biology; Professor of Cancer Biology
B.A. (Amherst 1977); M.D., Ph.D. (Johns Hopkins 1985, 1985) [1996]
- JAMES L. CAREY, Assistant Professor of Orthopaedics and Rehabilitation
B.S.E. (Duke 1996); M.D. (Pennsylvania 2001) [2006]
- CRAIG R. CARMICHEL, Assistant Professor of Medical Education and Administration; Director of Finance, Academic, and Research Enterprise
M.S. (State University of New York 1975) [1999]
- ROBERT H. CARNAHAN, Research Assistant Professor of Cancer Biology
B.S. (Indiana 1995); Ph.D. (Vanderbilt 2003) [2007]
- ANA MARIN DIAS CARNEIRO, Instructor in Pharmacology
B.S., M.A., Ph.D. (Minas Gerais [Brazil] 1998, 2002, 2002) [2007]
- GRAHAM F. CARPENTER, Professor of Biochemistry; Professor of Medicine
B.S., M.S. (Rhode Island 1966, 1969); Ph.D. (Tennessee 1974) [1974]
- LAVENIA B. CARPENTER, Assistant Professor of Obstetrics and Gynecology
B.S. (Vanderbilt 1988); M.D. (Tennessee 1992) [2006]
- ROBERT OWENS CARPENTER, Instructor in Surgery
B.S. (Texas A & M 1995); M.D. (Baylor 1999); M.P.H. (Vanderbilt 2006) [2008]
- THOMAS JOSEPH CARR, Clinical Instructor in Pediatrics
B.A. (Notre Dame 1992); M.D. (Loyola, Chicago 1996) [1999]
- YSELA MARIA CARRILLO, Assistant Professor of Surgery
B.S., M.D. (New Mexico 1990, 1994) [2007]
- FRANK E. CARROLL, JR., Professor of Radiology and Radiological Sciences, Emeritus; Professor of Physics, Emeritus
B.S. (Saint Joseph's [Pennsylvania] 1963); M.D. (Hahnemann Medical College 1967) [1983]
- KECIA NICOLE CARROLL, Assistant Professor of Pediatrics
B.A. (Vassar 1991); M.D., M.P.H. (Vanderbilt 1996, 2004) [2005]
- BRIAN SCOTT CARTER, Professor of Pediatrics
B.S. (David Lipscomb 1979); M.D. (Tennessee, Memphis 1983) [1999]
- BRUCE D. CARTER, Professor of Biochemistry; Investigator, Center for Molecular Neuroscience; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Alma 1986); Ph.D. (Michigan 1992) [1997]
- JEFFREY B. CARTER, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Tufts 1972); D.M.D. (Connecticut 1976); M.D. (Vanderbilt 1978) [1988]
- KEITH A. CARUSO, Assistant Clinical Professor of Psychiatry
B.A. (New York 1981); M.D. (Cornell 1990) [2000]
- LUCIA CARVELLI, Research Assistant Professor of Pharmacology
Ph.D. (Milan [Italy] 1999) [2005]
- VIVIEN A. CASAGRANDE, Professor of Cell and Developmental Biology; Professor of Psychology, College of Arts and Science; Professor of Ophthalmology and Visual Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.A. (Colorado 1964); Ph.D. (Duke 1973) [1976]
- CARISSA J. CASCIO, Research Assistant Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Baylor 1997); Ph.D. (Emory 2003) [2007]

- GERALD D. CASE, Assistant Clinical Professor of Psychiatry
B.G.S. (Kentucky 1974); M.A. (Western Kentucky 1978); Ph.D. (Ball State 1993) [2006]
- KAREN V. CASSIDY, Assistant Clinical Professor of Medicine; Assistant Clinical Professor of Pediatrics
B.S., M.D. (Florida 1990, 1994); M.P.H. (Harvard 1995) [2001]
- MARCIE S. CASTLEBERRY, Associate Clinical Professor of Pediatrics
B.S. (Abilene Christian 1987); M.D. (Louisiana State 1993) [2007]
- RONALD C. CATE, Clinical Instructor in Otolaryngology
B.S. (Memphis State 1969); M.D. (Tennessee, Memphis 1973) [1996]
- JOHN J. CATERINA, Adjunct Professor of Cancer Biology
B.A. (Saint Anselm 1987); Ph.D. (Alabama, Birmingham 1993) [2005]
- JUSTIN MERRILL MARKE CATES, Assistant Professor of Pathology
B.S., M.D., Ph.D. (Tufts 1989, 1997, 1997) [2005]
- JAMES R. CATO, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1974, 1979) [1986]
- THOMAS F. CATRON, Associate Professor of Psychiatry; Associate Professor of Psychology, Peabody College; Associate Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development; Co-Director, Center for Psychotherapy Research, Institute for Public Policy Studies
B.A. (Virginia 1979); M.S., Ph.D. (Peabody 1982, 1989) [1990]
- KERRI L. CAVANAUGH, Assistant Professor of Medicine
A.B. (Dartmouth 1995); M.D. (Yale 1999); M.H.S. (Johns Hopkins 2006) [2006]
- BYEONG J. CHA, Assistant Professor of Cell and Developmental Biology
B.Sc., M.S. (Seoul National 1988, 1990); Ph.D. (Utah 1999) [2005]
- ANURADHA BAPSI CHAKRAVARTHY, Associate Professor of Radiation Oncology
B.S. (Johns Hopkins 1978); M.D. (George Washington 1983) [1998]
- G. ROGER CHALKLEY, Senior Associate Dean, Biomedical Research, Education, and Training; Professor of Molecular Physiology and Biophysics; Professor of Medical Education and Administration
B.A., M.A., D.Phil. (Oxford 1961, 1962, 1964) [1986]
- ALEXANDER J. CHALKO III, Assistant Clinical Professor of Psychiatry
B.A. (Dartmouth 1974); M.D. (Virginia 1978) [1997]
- JILL F. CHAMBERS, Associate Clinical Professor of Obstetrics and Gynecology
B.S. (Vanderbilt 1971); M.D. (Alabama 1974) [1978]
- JOHN W. CHAMBERS, Clinical Instructor in Pediatrics
B.S. (Lee 1991); M.D. (Tennessee, Memphis 1995) [1998]
- EMILY CHAN, Assistant Professor of Medicine
B.A. (Harvard 1989); M.D., Ph.D. (Cornell 1998, 1998) [2005]
- CHARLES G. CHANDLER, Associate Clinical Professor of Pediatrics
B.A., M.D. (Tennessee 1976, 1980) [2007]
- MEERA CHANDRASHEKAR, Assistant Professor of Anesthesiology
M.D. (Bangalore Medical [India] 1978) [1999]
- DAVID K. CHANG, Assistant Clinical Professor of Psychiatry
B.A. (Vanderbilt 1988); M.D. (Medical University of South Carolina 1993) [1997]
- MIN SHEN CHANG, Assistant Professor of Ophthalmology and Visual Sciences
B.A. (Case Western Reserve 1983); M.D. (Ohio State 1987) [2001]
- SAM S. CHANG, Assistant Professor of Urologic Surgery
B.S. (Princeton 1988); M.D. (Vanderbilt 1992) [2000]
- NILUFER E. YALMAN CHANIN, Assistant Clinical Professor of Psychiatry
B.Sc. (Sussex [U.K.] 1975); M.Phil, D.Phil (London [U.K.] 1981); M.A. (Middle Tennessee State 1997); Ph.D. (Tennessee State 2004) [2008]

- PHILIP CHANIN, Assistant Clinical Professor of Psychiatry
B.A. (Amherst 1970); M.Ed., Ed.D. (Massachusetts 1972, 1975) [2005]
- J. CALVIN CHANNELL, Clinical Instructor in Obstetrics and Gynecology
B.S. (David Lipscomb 1984); M.D. (Vanderbilt 1989) [1997]
- JUDY JEAN CHAPMAN, Professor of Nursing, Emerita; Senior Associate in Emergency
Medicine
B.S.N. (Vanderbilt 1963); M.N. (Florida 1966); R.N. [1991]
- JAMES DAVID CHAPPELL, Assistant Professor of Pathology; Assistant Professor of Pediatrics
B.S., M.S. (Murray State 1988, 1991); Ph.D., M.D. (Vanderbilt 1997, 2001) [2005]
- RAVI S. CHARI, Professor of Surgery; Associate Professor of Cancer Biology
M.D. (Saskatchewan 1989) [2001]
- PHILIP DAVID CHARLES, Associate Professor of Neurology
B.S., M.D. (Vanderbilt 1986, 1990) [1994]
- VERA A. STEVENS CHATMAN, Professor of the Practice of Human and Organizational
Development; Professor of Medical Education and Administration
B.A., M.A. (Fisk 1970, 1972); Ph.D. (Vanderbilt 1976) [1994]
- RUPESH CHATURVEDI, Research Instructor in Medicine
M.Sc. (Jamia Millia Islamia [India] 1995); Ph.D. (King George's Medical 2004) [2005]
- PIERRE CHAURAND, Research Associate Professor of Biochemistry
Ph.D. (Université de Paris-Sud 1994) [1998]
- ERIC MARTIN CHAZEN, Clinical Professor of Pediatrics
B.A. (Vanderbilt 1952); M.D. (Tennessee 1955) [1961]
- WALTER J. CHAZIN, Chancellor's Professor of Biochemistry and Physics; Professor of
Biochemistry; Professor of Physics; Director, Center for Structural Biology
B.Sc. (McGill 1975); Ph.D. (Concordia 1983) [1999]
- ABRAHAM PACHA CHEIJ, Assistant Clinical Professor of Ophthalmology and Visual Sciences
M.D. (Santo Domingo 1950) [1961]
- GEORGE N. CHEIJ, Clinical Instructor in Ophthalmology and Visual Sciences
B.S. (Rice 1984); M.D. (East Tennessee State 1988) [1996]
- CHIU-LAN CHEN, Associate in Biostatistics
B.S., M.S. (National Taiwan 1982, 1984); Ph.D. (North Carolina State 1995) [2004]
- JIAN-CHUN CHEN, Research Assistant Professor of Medicine
M.D. (Kunming Medical [China] 1998) [2007]
- JIAN-KANG CHEN, Research Assistant Professor of Medicine
M.D. (Dali Medical 1987); M.S. (Beijing Medical 1995) [2000]
- JIAN-XIONG CHEN, Research Assistant Professor of Pediatrics
M.D. (Hunan Medical [China] 1985); M.S. (Henan [China] 1990); Ph.D. (Southern Illinois
1998) [2002]
- JIN CHEN, Associate Professor of Medicine; Associate Professor of Cell and Developmental
Biology; Associate Professor of Cancer Biology
M.D. (Shanghai Medical [China] 1984); Ph.D. (Harvard 1991) [1997]
- KONG Y. CHEN, Adjunct Assistant Professor of Medicine; Assistant Professor of Surgery
B.S. (Tennessee Technological 1993); Ph.D. (Vanderbilt 1997) [1997]
- LI MIN CHEN, Assistant Professor of Radiology and Radiological Sciences
M.D., M.S., Ph.D. (Fourth Military Medical [China] 1989, 1992, 1997) [2006]
- QINGXIA CHEN, Assistant Professor of Biostatistics
B.S. (University of Science [China] 1999); M.S. (Pittsburgh 2001); Ph.D. (North Carolina
2005) [2005]
- SHENG-SONG CHEN, Research Instructor in Molecular Physiology and Biophysics
B.S. (Guangxi Medical [China] 1985); Ph.D. (Osaka [Japan] 1994) [2003]
- XIWU CHEN, Research Assistant Professor of Medicine
M.D. (Anhui Medical 1989); Ph.D. (Shanghai Medical 1997) [2005]

- YUEJIN CHEN, Assistant Clinical Professor of Psychiatry
M.D. (Wannan Medical [China] 1982); M.S. (Jinan [China] 1986); Ph.D. (East Tennessee State 1994) [2004]
- HUI-FANG CHENG, Research Associate Professor of Medicine
M.D. (Peking Union Medical 1968); M.S. (Beijing Medical 1981) [1995]
- JOSEPH S. CHENG, Assistant Professor of Neurological Surgery
B.S. (Tennessee 1990); M.D. (Medical College of Wisconsin 1994) [2002]
- NIKKI CHENG, Research Assistant Professor of Cancer Biology
B.S. (Beloit 1998); Ph.D. (Vanderbilt 2002) [2007]
- EDWARD F. CHERNEY, Assistant Clinical Professor of Ophthalmology and Visual Sciences
A.B. (California, Davis 1969); M.D. (California, Los Angeles 1973) [2002]
- ALAN D. CHERRINGTON, Jacquelyn A. Turner and Dorothy J. Turner Professor of Diabetes Research; Professor of Molecular Physiology and Biophysics; Professor of Medicine
B.Sc. (New Brunswick 1967); M.Sc., Ph.D. (Toronto 1969, 1972) [1974]
- CAROLINE H. CHESTER, Assistant Clinical Professor of Plastic Surgery; Assistant Clinical Professor of Pediatrics
B.S. (Vanderbilt 1975); M.D. (Tennessee, Memphis 1983) [2002]
- SERGIY CHETYRKIN, Research Instructor in Medicine
M.S. (Kiev State 1991); Ph.D. (National Academy of Sciences of Ukraine 1999) [2007]
- CHIN CHIANG, Associate Professor of Cell and Developmental Biology; Member, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (SUNY, Buffalo 1984); M.D., Ph.D. (Washington State 1986, 1990) [1997]
- GEOFFREY CHIDSEY, Assistant Professor of Medicine
B.S. (Purdue 1986); M.D. (Indiana 1994) [2006]
- SALLAYA CHINRATANALAB, Assistant Professor of Medicine
M.D. (Siniraj Medical, Mahidol [Thailand] 1991) [2000]
- WICHAI CHINRATANALAB, Assistant Professor of Medicine
M.D. (Bangkok [Thailand] 1990) [2002]
- SANIKA S. CHIRWA, Associate Professor of Anatomy and Physiology at Meharry Medical College; Adjunct Associate Professor of Pharmacology at Vanderbilt
B.Pharm., M.D., Ph.D. (British Columbia 1981, 1985, 1988) [2000]
- YONG-JIG CHO, Research Instructor in Cancer Biology
B.A. (Korea 1979); Ph.D. (Düsseldorf [Germany] 1999) [2007]
- LEENA CHOI, Assistant Professor of Biostatistics
B.S., M.S. (Seoul National 1988, 1995); Ph.D. (Johns Hopkins 2005) [2005]
- NEESHA NAIK CHOMA, Instructor in Clinical Medicine
B.S. (Rensselaer Polytechnic Institute 2000); M.D. (Albany Medical College 2002) [2006]
- AMY S. CHOMSKY, Associate Professor of Ophthalmology and Visual Sciences; Director, Ophthalmology Service, Veterans Administration Medical Center
B.A. (Gettysburg 1986); M.D. (Medical College of Pennsylvania 1990) [1994]
- SHAHANA A. CHOUDHURY, Assistant Professor of Pediatrics at Meharry Medical College; Assistant Clinical Professor of Pediatrics at Vanderbilt
M.D. (Dhaka Medical [India] 1982) [2000]
- KARLA G. CHRISTIAN, Associate Professor of Cardiac Surgery
B.S., M.D. (University of Washington 1981, 1985) [1994]
- MICHAEL J. CHRISTIE, Associate Clinical Professor of Orthopaedics and Rehabilitation
B.A. (DePauw 1974); M.P.H. (Johns Hopkins 1975); M.D. (Loyola, Chicago 1978) [1984]
- ALAN E. CHRISTMAN, Assistant Professor of Medical Education and Administration
B.S. (Arizona State 1973); M.P.A. (Oklahoma 1983) [1999]
- BRIAN W. CHRISTMAN, Professor of Medicine
B.S. (Tulane 1977); M.D. (Oklahoma 1981) [1987]

- JOHN W. CHRISTMAN, Adjunct Professor of Medicine
B.S., M.D. (Indiana 1974, 1978) [1988]
- MARK R. CHRISTOFERSEN, Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.A. (Chicago 1974); M.D. (Southern Illinois 1978) [2002]
- CHANG YONG CHUNG, Assistant Professor of Pharmacology; Assistant Professor of Biological Sciences
B.S., M.S. (Seoul National [Korea] 1986, 1988); Ph.D. (Duke 1995) [2001]
- CHRISTINE HWAYONG CHUNG, Assistant Professor of Medicine; Assistant Professor of Cancer Biology
B.S. (California, Berkeley 1991); M.S. (Johns Hopkins 1994); M.D. (Eastern Virginia 1998) [2003]
- OK YUNG CHUNG, Associate Professor of Clinical Anesthesiology
B.A. (Johns Hopkins 1979); M.D. (Northwestern University Medical School 1983); M.B.A. (Vanderbilt 1997) [1994]
- LARRY R. CHURCHILL, Ann Geddes Stahlman Professor of Medical Ethics; Professor of Medicine; Professor of Religion; Professor of Philosophy
B.A. (Rhodes 1967); M.Div., Ph.D. (Duke 1970, 1973) [2002]
- ANDRE LEMONT CHURCHWELL, Associate Professor of Medicine; Associate Professor of Radiology and Radiological Sciences; Associate Dean for Diversity in Graduate Medical Education and Faculty Affairs
B.S. (Vanderbilt 1975); M.D. (Harvard 1979) [1991]
- KEITH B. CHURCHWELL, Assistant Professor of Medicine; Assistant Professor of Radiology and Radiological Sciences
A.B. (Harvard 1983); M.D. (Washington University 1987) [1998]
- KEVIN B. CHURCHWELL, Associate Professor of Pediatrics; Associate Professor of Anesthesiology; Chief Executive Officer and Executive Director, Monroe Carell Jr. Children's Hospital at Vanderbilt; Associate Professor of Biomedical Informatics
B.S. (Massachusetts Institute of Technology 1983); M.D. (Vanderbilt 1987) [1995]
- FRANK CHYTIL, Professor of Biochemistry, Emeritus
R.T.Dr. (School of Chemical Technology [Prague] 1952); C.Sc. (Czechoslovakia Academy of Sciences 1956) [1969]
- STEPHEN JOHN CICO, Assistant Professor of Emergency Medicine; Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S. (Wright State 1993); M.D. (Cincinnati 1997) [2004]
- WALTER K. CLAIR, Assistant Professor of Medicine
A.B., M.D., M.P.H. (Harvard 1977, 1981, 1985) [1999]
- JEFFREY A. CLANTON, Associate in Radiology and Radiological Sciences
B.S. (Samford 1976); M.S. (Southern California 1977) [1978]
- BERTHA SMITH CLARK, Adjunct Assistant Professor of Hearing and Speech Sciences
B.S. (Tennessee State 1964); M.A. (Peabody 1965); Ph.D. (Vanderbilt 1982) [1970]
- CRAIG A. CLARK, Assistant Clinical Professor of Psychiatry
B.S., M.D. (Marshall 1984, 1988) [1993]
- JOHN THOMAS CLARK, Adjunct Professor of Pharmacology
B.A. (Southampton 1974); M.A. (San Francisco State 1980); Ph.D. (Stanford 1983) [2001]
- NATHANIEL KIM CLARK, Assistant Professor of Psychiatry
B.A. (Yale 1994); M.D. (Boston University 2001) [2007]
- PETER E. CLARK, Assistant Professor of Urologic Surgery
B.A. (Cornell 1989); M.D. (Harvard 1994) [2006]
- KATHERINE L. CLARKE-HANEY, Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1992, 1997) [2001]
- STEPHEN H. CLAYCOMB, Clinical Instructor in Pediatrics
B.S. (Northeast Louisiana 1984); M.D. (Arkansas 1989) [2002]

- ANNA S. CLAYTON, Assistant Professor of Medicine
B.S. (Maryland, College Park 1985); M.D. (Uniformed University of Health Sciences 1990) [2007]
- ELLEN WRIGHT CLAYTON, Rosalind E. Franklin Professor of Genetics and Health Policy; Professor of Pediatrics; Professor of Law; Co-Director, Center for Biomedical Ethics and Society; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Duke 1974); M.S. (Stanford 1976); J.D. (Yale 1979); M.D. (Harvard 1985) [1988]
- GEORGE H. CLAYTON, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Wake Forest 1983); D.D.S. (North Carolina 1987) [2004]
- JOHN H. CLEATOR, Assistant Professor of Medicine
B.S. (The Citadel 1991); M.D., Ph.D. (Medical University of South Carolina 1999, 1999) [2007]
- THOMAS F. CLEVELAND, Professor of Otolaryngology
B.A., B.M. (Mississippi 1964, 1969); M.M., Ph.D. (Southern California 1970, 1976) [1991]
- DAVID E. CLIFFEL, Associate Professor of Chemistry; Assistant Professor of Pediatrics
B.S./B.E.E. (Dayton 1992); Ph.D. (Texas 1998) [2000]
- RUFUS CLIFFORD, Clinical Professor of Pediatrics
B.S. (Lipscomb 1954); M.D. (Tennessee 1959) [2006]
- BARBARA CLINTON, Director, Center for Health Services; Adjoint Instructor in Social Work in Nursing; Adjunct Assistant Professor of Medical Education and Administration; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (SUNY, Buffalo 1970); M.S.W. (Georgia 1980) [1986]
- MARY ELLEN CLINTON, Assistant Clinical Professor of Neurology
B.S. (Loyola, Los Angeles 1972); M.D. (Southern California 1976) [1982]
- JENNIFER K. CLUNE, Instructor in Medicine
B.S. (Miami [Ohio] 2001); M.D. (Ohio State 2005) [2008]
- MARK A. CLYMER, Assistant Clinical Professor of Otolaryngology
B.S., M.D. (Iowa 1986, 1990) [2000]
- ANTHONY J. CMELAK, Associate Professor of Radiation Oncology
B.S. (California, Berkeley 1987); M.D. (Northwestern 1992) [1996]
- JERRY P. CO, Assistant Clinical Professor of Psychiatry
B.S., M.D. (Santo Tomas 1984, 1988) [2006]
- CHARLES E. COBB, Research Associate Professor of Molecular Physiology and Biophysics; Associate Professor of Nursing
B.S., M.S. (Michigan Technological 1980, 1981); Ph.D. (Vanderbilt 1986) [1990]
- LAYLA M. COCHRAN, Assistant in Medicine
B.S. (Tennessee Technological 2002); M.S.N. (Vanderbilt 2007) [2008]
- MICHELLE MACHT COCHRAN, Assistant Clinical Professor of Psychiatry
B.S. (Centre 1988); M.D. (Louisville 1992) [1996]
- SIMONA G. CODREANU, Research Instructor in Biochemistry
B.S. (Bucharest Polytechnic Institute 1989); M.S., Ph.D. (Vanderbilt 2000, 2003) [2005]
- CHARLES W. COFFEY II, Professor of Radiation Oncology; Associate Professor of Physics
B.S., M.S. (Kentucky 1971, 1972); Ph.D. (Purdue 1975) [2004]
- ROBERT J. COFFEY, JR., John B. Wallace Professor of Medicine; Professor of Cell and Developmental Biology; Ingram Professor of Cancer Research
A.B. (Princeton 1970); M.D. (Georgetown 1976) [1986]
- CHERYL M. COFFIN, Professor of Pathology
A.B. (Bowdoin 1975); M.D. (Vermont 1980) [2008]
- JOY DARLENE COGAN, Research Associate Professor of Pediatrics
A.B. (Transylvania 1983); Ph.D. (Vanderbilt 1991) [2003]
- JACK W. COGGESHALL, Instructor in Clinical Medicine
B.S., M.D. (Indiana 1975, 1979) [2002]

- ALAN G. COHEN, Associate Clinical Professor of Medicine
B.S. (Washington and Lee 1967); M.D. (Johns Hopkins 1971) [1979]
- JONATHAN A. COHEN, Assistant Clinical Professor of Surgery at St. Thomas Medical Center
B.S. (California, Berkeley 1990); M.D. (New York 1994) [2003]
- MELINDA P. COHEN, Associate in Pediatrics
B.S. (Rutgers 1973); M.S. (Georgetown 1976) [1985]
- RENEE L. COHEN, Assistant Clinical Professor of Medicine
B.A. (Dartmouth 1990); M.D. (New York 1994) [2001]
- STANLEY COHEN, Distinguished Professor of Biochemistry, Emeritus
B.A. (Brooklyn College 1943); M.A. (Oberlin 1945); Ph.D. (Michigan 1948); D.Sc. (hon., Chicago 1985); D.Sc. (hon., City University of New York, Brooklyn College 1987); D.Sc. (hon., Oberlin 1989) [1959]
- MARVIN HARRIS COHN, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1958, 1961) [2003]
- ROGER J. COLBRAN, Professor of Molecular Physiology and Biophysics; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.Sc. (Bristol 1982); Ph.D. (Newcastle upon Tyne 1985) [1986]
- ERIC E. COLGROVE, Clinical Instructor in Pediatrics
B.A. (California, Davis 1991); M.D. (Vanderbilt 1995) [2006]
- KEVIN B. COLLEN, Clinical Instructor in Psychiatry
B.S. (Texas Tech 1991); M.D. (Texas, San Antonio 1999) [2005]
- ANDERSON B. COLLIER III, Assistant Professor of Pediatrics
B.S., M.D. (Vanderbilt 1994, 1998) [2005]
- BRYAN RICHARD COLLIER, Assistant Professor of Surgery; Assistant Professor of Medicine
B.S. (Wake Forest 1992); D.O. (Philadelphia College of Osteopathic Medicine 1997) [2004]
- JAMES R. COLLIER, Clinical Instructor in Surgery
B.A. (Fisk 1968); M.D. (Meharry Medical 1972) [2006]
- JOAN MARGARET COLLIER, Assistant Professor of Emergency Medicine
B.S. (Mississippi State 1991); M.D. (Vanderbilt 1997) [2001]
- DAVID REID COLLINS, Clinical Instructor in Pediatrics
B.E. (Vanderbilt 1993); M.D. (Tennessee, Memphis 1997) [2000]
- DOUGLAS JERRY COLLINS, Clinical Instructor in Pediatrics
B.S. (Memphis State 1987); M.D. (Arkansas 1991) [2006]
- JO ANN COOK COLLINS, Instructor in Clinical Pediatrics
B.S. (Birmingham Southern 1993); M.D. (Vanderbilt 1997) [2000]
- MERI SHAW COLLINS, Clinical Instructor in Pediatrics
B.S. (University of the South 1992); M.D. (Tennessee, Memphis 1996) [2002]
- ROBERT D. COLLINS, John L. Shapiro Professor of Pathology
B.A., M.D. (Vanderbilt 1948, 1951) [1957]
- JENNIFER A. COMBS, Assistant in Medicine
B.S.N. (Western Kentucky 2004); M.S.N. (Vanderbilt 2006) [2007]
- BRUCE E. COMPAS, Professor of Psychology, Peabody College; Patricia and Rodes Hart Professor of Psychology and Human Development; Professor of Pediatrics; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A., M.A., Ph.D. (California, Los Angeles 1973, 1975, 1980) [2002]
- RAOUL S. CONCEPCION, Assistant Clinical Professor of Urologic Surgery
B.S. (Toledo 1979); M.D. (Medical College of Ohio 1984) [1990]
- PETER JEFFREY CONN, Professor of Pharmacology; Director, Program in Translational Neuroparmacology; Investigator, Center for Molecular Neuroscience
B.S. (Lee 1981); Ph.D. (Vanderbilt 1986) [2003]

- LINDA CONNELLY, Research Instructor in Cancer Biology
B.Sc. (Glasgow [Scotland] 1998); Ph.D. (Wolfson Institute [London] 2002) [2007]
- EDWARD GAGE CONTURE, Professor of Hearing and Speech Sciences; Director, Division of Graduate Studies; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Emerson 1967); M.S. (Northwestern 1968); Ph.D. (Iowa 1972) [1997]
- ALICE C. COOGAN, Associate Clinical Professor of Pathology
B.A. (Stanford 1984); M.D. (Vanderbilt 1988) [1997]
- PHILIP GERLACH COOGAN, Assistant Clinical Professor of Orthopaedics and Rehabilitation
A.B. (Harvard 1984); M.D. (Vanderbilt 1988) [2000]
- REBECCA S. COOK, Research Assistant Professor of Cancer Biology
B.S. (Vanderbilt 1993); Ph.D. (Cincinnati 1998) [2008]
- MICHAEL S. COOKSON, Professor of Urologic Surgery
B.A., M.D. (Oklahoma 1984, 1988) [1998]
- LINDSEY W. COOPER, SR., Assistant Clinical Professor of Oral and Maxillofacial Surgery
D.M.D. (Kentucky 1975) [2003]
- MICHAEL KANE COOPER, Assistant Professor of Neurology; Member, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (Rhodes 1987); M.D. (Alabama 1992) [2002]
- ROBERT SETH COOPER, Clinical Professor of Medicine
B.S., M.D. (Louisiana State 1967, 1971) [1976]
- TIMOTHY J. COOPER, Assistant Professor of Pediatrics
B.A. (Christian Brothers College 1986); M.A. (Middle Tennessee State 1992); Psy.D. (Spalding 1999) [2006]
- WILLIAM O. COOPER, Professor of Pediatrics; Professor of Preventive Medicine
B.A. (Transylvania 1987); M.D., M.P.H. (Vanderbilt 1991, 1997) [1996]
- REGINALD W. COOPWOOD, Associate Clinical Professor of Surgery
B.S. (Oakwood 1981); M.D. (Meharry Medical 1985) [2001]
- JACKIE D. CORBIN, Professor of Molecular Physiology and Biophysics
B.S. (Tennessee Technological 1963); Ph.D. (Vanderbilt 1968) [1971]
- KYLIE M. CORMIER, Assistant Professor of Clinical Pediatrics
B.S. (Northeast Louisiana 1997); M.D. (Louisiana State 2003) [2007]
- LALA A. CORNELIUS, Assistant Professor of Clinical Medicine
M.D. (People Friendship [Russia] 1990) [2005]
- CARLTON CORNETT, Assistant Clinical Professor of Psychiatry
B.A. (Huntington College 1982); M.S.S.W. (Georgia 1984); L.C.S.W. [2007]
- DALE SHANNON CORNETT, Research Assistant Professor of Biochemistry
B.S. (Eastern Kentucky 1988); Ph.D. (Georgia 1993) [2002]
- HERNAN CORREA, Associate Professor of Pathology
M.D. (Universidad del Valle, Cali [Colombia] 1982) [2006]
- PELAYO CORREA, Ann Potter Wilson Distinguished Chair in Colon Cancer; Professor of Medicine; Professor of Pathology
M.D. (Universidad de Antioquia [Colombia] 1949) [2005]
- DAVID CORTEZ, Associate Professor of Biochemistry
B.S. (Illinois 1993); Ph.D. (Duke 1997) [2002]
- JACKSON DANIEL COTHREN, Clinical Instructor in Obstetrics and Gynecology
M.D. (Tennessee 1968) [1978]
- BRYAN ALAN COTTON, Assistant Professor of Surgery
B.S. (Baylor 1993); M.D. (Ross 1997) [2004]
- ROBERT B. COTTON, Professor of Pediatrics
B.A., M.D. (Virginia 1961, 1965) [1972]

- R. STEVEN COUCH, Assistant Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Austin 1978); M.D. (Baylor 1982) [1993]
- ALLISON CUMMINGS COUDEN, Clinical Instructor in Pediatrics
B.S. (Furman 1992); M.D. (Tennessee, Memphis 1996) [2002]
- TIMOTHY L. COVER, Professor of Medicine; Associate Professor of Microbiology and Immunology
B.S. (Muhlenberg 1980); M.D. (Duke 1984) [1990]
- RONALD L. COWAN, Assistant Professor of Psychiatry; Assistant Professor of Radiology and Radiological Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Christian Brothers 1984); Ph.D. (Tennessee 1990); M.D. (Cornell 1994) [2002]
- JENNIFER E. COX, Clinical Instructor in Pediatrics
B.S. (Vanderbilt 2000); M.D. (Tennessee 2004) [2007]
- DAVID ROBERTSON COXE, Assistant Professor of Medicine
B.S. (Davidson 1985); M.D. (Vanderbilt 1989) [1992]
- LISA T. CRAFT, Assistant Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Texas Tech 1975); M.D. (Texas Southwestern Medical School 1979) [1993]
- GEORGE B. CRAFTON, Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (Kentucky 1942); M.D. (Louisville 1946) [1954]
- ALLEN SCOTT CRAIG, Associate Clinical Professor of Preventive Medicine; Associate Clinical Professor of Family Medicine
B.A. (SUNY, Geneseo 1978); M.D. (Albert Einstein College of Medicine 1982) [1998]
- TERESA PERRY CRASE, Assistant Clinical Professor of Pediatrics
B.S. (Illinois 1997); M.D. (Kentucky 2002) [2005]
- DANA C. CRAWFORD, Assistant Professor of Molecular Physiology and Biophysics
B.S. (Vanderbilt 1995); Ph.D. (Emory 2000) [2006]
- ERICA L. CRAWFORD, Instructor in Clinical Pediatrics
B.S. (Hampton 2000); M.D. (Meharry Medical 2004) [2007]
- JEFFREY L. CREASY, Associate Professor of Radiology and Radiological Sciences
B.S. (Michigan State 1976); M.D. (North Carolina 1980) [1988]
- CLARENCE B CREECH II, Assistant Professor of Pediatrics
B.S. (Vanderbilt 1995); M.D. (Tennessee 1999); M.P.H. (Vanderbilt 2006) [2006]
- MARSHALL H. CRENSHAW, Assistant Professor of Medicine
B.S. (Rhodes 1978); M.D. (Tulane 1982) [1989]
- MARTA ANN CRISPENS, Assistant Professor of Obstetrics and Gynecology
B.S. (Emory 1987); M.D. (Alabama 1991) [2002]
- GENEA S. CROCKETT, Assistant in Molecular Physiology and Biophysics
B.A., M.S. (Auburn 1986, 1988) [2001]
- OSCAR B. CROFFORD, JR., Professor of Medicine, Emeritus
B.A., M.D. (Vanderbilt 1952, 1955) [1965]
- ANGUS M. G. CROOK, Associate Clinical Professor of Obstetrics and Gynecology
B.A. (University of the South 1949); M.D. (Virginia 1953) [1968]
- JERRALL P. CROOK, Assistant Clinical Professor of Otolaryngology
M.D. (Tennessee 1958) [1965]
- JERRALL PAUL CROOK, JR., Clinical Instructor in Otolaryngology
B.S., M.D. (Tennessee 1980, 1984) [1990]
- PETER F. CROSSNO, Instructor in Clinical Medicine
B.S. (Trinity 1998); M.D. (Texas, San Antonio 2002) [2007]

- DEBORAH O. CROWE, Assistant Clinical Professor of Pathology
B.S. (Kentucky 1974); Ph.D. (Louisville 1985) [1989]
- DONNA J. CROWE, Clinical Instructor in Obstetrics and Gynecology
B.S. (Birmingham-Southern 1989); M.D. (Vanderbilt 1993) [1997]
- JAMES E. CROWE, JR., Professor of Pediatrics; Ingram Professor of Cancer Research;
Professor of Microbiology and Immunology
B.S. (Davidson 1983); M.D. (North Carolina 1987) [1995]
- CRISTINA REYES CRUZ, Assistant Clinical Professor of Pediatrics
B.S., M.D. (Santo Tomas 1984, 1988) [2005]
- SUZANNE T. CSORNA, Instructor in Obstetrics and Gynecology
B.A., M.S.N. (Vanderbilt 2000, 2006) [2007]
- RAMON FONTANILLA CUEVAS, Assistant Professor of Neurology; Assistant Professor of
Pediatrics
B.A., M.D. (Iowa 1995, 1999) [2004]
- YONG CUI, Assistant Professor of Internal Medicine at Meharry Medical College; Assistant
Professor of Medicine at Vanderbilt
M.D. (Anhui Medical [China] 1982); M.Sc. (Nanjing Medical [China] 1987); M.S.P.H.
(Meharry Medical 2004) [2006]
- MICHAEL JOHN CULL, Associate in Psychiatry
B.S.N. (Tennessee 1997); M.S.N. (Vanderbilt 2000) [2002]
- LEON W. CUNNINGHAM, Professor of Biochemistry, Emeritus
B.S. (Auburn 1947); M.S., Ph.D. (Illinois 1949, 1951) [1953]
- KEVIN P. M. CURRIE, Assistant Professor of Anesthesiology; Assistant Professor of
Pharmacology; Investigator, Center for Molecular Neuroscience
B.Sc. (Edinburgh 1990); Ph.D. (London 1994) [2002]
- KIMBERLY ARNOLD CURRIER, Assistant in Medicine; Clinical Instructor in Nursing
B.B.A. (Houston 1989); M.S.N. (Vanderbilt 2001); R.N. [2004]
- SHANNON S. CURTIS, Clinical Instructor in Orthopaedics and Rehabilitation
B.A. (Southwestern at Memphis 1961); M.D. (Tennessee 1964) [1982]
- RICHARD T. D'AQUILA, Addison B. Scoville Professor of Medicine; Professor of Microbiology
and Immunology; Director, Center for AIDS Research
B.A. (Yale 1975); M.D. (Albert Einstein 1979) [2001]
- KATHRYN MCCRYSTAL DAHIR, Assistant Professor of Medicine
B.A. (Virginia 1995); M.D. (Eastern Virginia 1999) [2004]
- NIKITA YU DAHL, Visiting Professor of Ophthalmology and Visual Sciences
B.S., M.D., Ph.D. (St. Petersburg Pavlov State 1996, 1999, 2003) [2007]
- CHUN-HUA DAI, Research Assistant Professor of Medicine
M.D., M.Sc. (Hunan Medical 1975, 1986) [1992]
- QI DAI, Assistant Professor of Medicine
M.D. (Shanghai Medical 1990); Ph.D. (South Carolina 2001) [2003]
- DONNA KATHRYN DAILY, Associate Professor of Pediatrics; Member, Vanderbilt Kennedy
Center for Research on Human Development
B.A. (Kansas State 1966); M.D. (Kansas 1972) [2003]
- ARTHUR FREDERICK DALLEY II, Professor of Cell and Developmental Biology; Professor
of Orthopaedics and Rehabilitation
B.S., Ph.D. (Utah 1970, 1975) [1998]
- BRUCE M. DAMON, Assistant Professor of Radiology and Radiological Sciences;
Assistant Professor of Molecular Physiology and Biophysics; Assistant Professor of
Biomedical Engineering
B.S. (Massachusetts 1987); M.S., Ph.D. (Illinois 1993, 2000) [2002]
- JULIE B. DAMP, Assistant Professor of Medicine
B.S. (Tennessee 1997); M.D. (Vanderbilt 2001) [2007]

- BRUCE B. DAN, Adjunct Associate Professor of Preventive Medicine
S.B. (Massachusetts Institute of Technology 1968); M.D. (Vanderbilt 1974) [1994]
- THAO P. DANG, Assistant Professor of Medicine; Assistant Professor of Cancer Biology
B.S. (Chestnut Hill 1988); M.D. (Medical College of Pennsylvania 1993) [2000]
- JAMES F. DANIELL, JR., Clinical Professor of Obstetrics and Gynecology; Clinical Professor of Nursing
B.S. (David Lipscomb 1965); M.D. (Tennessee 1967) [1976]
- TITUS LUTHER DANIELS, Assistant Professor of Medicine
B.S. (Wichita State 1997); M.D. (Kansas 2001); M.P.H. (Vanderbilt 2007) [2006]
- BENJAMIN J. DANZO, Professor of Obstetrics and Gynecology, Emeritus; Research Professor of Biochemistry, Emeritus
B.A. (Steubenville 1965); M.S. (Arkansas 1968); Ph.D. (Michigan 1971) [1972]
- ANH H. DAO, Associate Professor of Pathology, Emeritus
B.A. (Nguyen Trai College 1951); M.D. (Saigon 1960); M.S. (Vermont 1964) [1975]
- DAWOOD DARBAR, Associate Professor of Medicine
M.B., Ch.B., M.D. (Dundee [Scotland] 1989, 2001) [2002]
- JAYASRI DASGUPTA, Research Instructor in Pathology
B.Sc., M.Sc., Ph.D. (Calcutta 1973, 1975, 1988) [2007]
- JAYDIP DATTA, Adjunct Assistant Professor of Radiology and Radiological Sciences
M.D. (Delhi [India] 1991) [2004]
- PRAN KRISHNA DATTA, Assistant Professor of Surgery; Assistant Professor of Cancer Biology
B.Sc., M.Sc. (Burdwan [India] 1979, 1982); Ph.D. (Bose Institute [India] 1987) [2000]
- SUKDEB DATTA, Associate Professor of Anesthesiology
M.D. (N.R.S. Medical College [India] 1989) [2005]
- JEFFERY B. DATTILO, Assistant Professor of Surgery
B.S. (Eckerd 1987); M.D. (East Carolina 1993) [2002]
- JASON T. DAUME, Assistant Professor of Anesthesiology
B.S. (University of Washington 1991); M.D. (Ohio State 2002) [2007]
- UTPAL P. DAVE, Assistant Professor of Medicine; Assistant Professor of Cancer Biology
B.S., M.D. (Northwestern 1990, 1994) [2005]
- JEFFREY MARK DAVIDSON, Professor of Pathology
B.S. (Tufts 1967); M.S., Ph.D. (Stanford 1969, 1975) [1986]
- WILLIAM RAYMOND DAVIDSON, Clinical Instructor in Pediatrics
B.S. (Tennessee, Martin 1985); M.D. (Tennessee 1989) [1992]
- SEAN S. DAVIES, Research Assistant Professor of Pharmacology
B.S., Ph.D. (Utah 1993, 1999) [2002]
- CARLA M. DAVIS, Clinical Instructor in Pathology
B.S. (Illinois 1970); M.D. (Vanderbilt 1974) [1978]
- GORDON B. DAVIS, Clinical Instructor in Pediatrics
B.A. (California, Berkeley 1972); M.D. (Creighton 1976) [2006]
- MICHAEL T. DAVIS, Instructor in Clinical Orthopaedics and Rehabilitation
B.S., M.S., M.D. (East Carolina 1996, 1999, 2003) [2008]
- PATRICIA C. DAVIS, Clinical Professor of Pediatrics
B.S., M.D. (Tennessee 1962, 1965) [2006]
- RICHARD A. DAVIS, Assistant Professor of Orthopaedics and Rehabilitation
B.A. (Cornell 1994); M.D. (Georgetown 1998) [2004]
- RICHARD JOHN DAVIS, Clinical Instructor in Obstetrics and Gynecology
B.S. (San Diego State 1969); M.D. (Vanderbilt 1973) [1980]
- RODNEY DAVIS, Professor of Urologic Surgery
B.S. (Ouachita Baptist 1978); M.D. (Tulane 1982) [2007]
- STEPHEN M. DAVIS, Assistant Clinical Professor of Plastic Surgery
B.S. (Vanderbilt 1976); M.D. (Meharry Medical 1981) [1998]

- STEPHEN NEIL DAVIS, Mark Collie Professor of Diabetes Research; Professor of Medicine; Professor of Molecular Physiology and Biophysics; Chief, Division of Diabetes, Endocrinology, and Metabolism
M.B.B.S. (London 1979); F.R.C.P. [1988]
- THOMAS L. DAVIS, Associate Professor of Neurology; Director, Division of Movement Disorders
B.A. (Wooster 1981); M.D. (Mississippi 1985) [1991]
- WILLIAM G. DAVIS, Clinical Instructor in Otolaryngology
B.A. (Vanderbilt 1961); M.D. (Tennessee 1964) [1970]
- BENOIT M. DAWANT, Professor of Electrical Engineering; Professor of Computer Science; Professor of Radiology and Radiological Sciences
M.S. (Université catholique de Louvain 1982); Ph.D. (Houston 1987) [1988]
- SHEILA PATRICIA DAWLING, Associate Professor of Pathology
B.Sc. (Surrey 1976); Ph.D. (London 1981) [1996]
- ERIC S. DAWSON, Research Assistant Professor of Biochemistry
B.S. (Alabama 1994); Ph.D. (Vanderbilt 2001) [2005]
- MARK P. DE CAESTECKER, Assistant Professor of Medicine; Assistant Professor of Cancer Biology; Assistant Professor of Cell and Developmental Biology
M.B.B.S. (London 1980); Ph.D. (Manchester 1994) [2000]
- NIELS DE JONGE, Assistant Professor of Molecular Biology and Biophysics
B.S., M.S. (Amsterdam [Netherlands] 1994, 1994); Ph.D. (Freiburg [Germany] 1999) [2007]
- MICHAEL DE RIESTHAL, Assistant Professor of Hearing and Speech Sciences
B.S. (Northwestern 1997); M.S., Ph.D. (Vanderbilt 1999, 2003) [2007]
- BART M. DE TAEYE, Research Assistant Professor of Medicine
Ph.D. (Catholic [Belgium] 2004) [2007]
- NATASHA GRANT DEANE, Research Assistant Professor of Surgery; Research Assistant Professor of Radiology and Radiological Sciences
B.S. (Brown 1984); Ph.D. (Texas 1995) [2004]
- MARK A. DEATON, Clinical Instructor in Otolaryngology
B.S. (Hampden-Sydney 1982); M.D. (Virginia 1986) [1992]
- DAVID K. DEBOER, Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.A. (Westmar 1983); M.S., M.D. (Vanderbilt 1986, 1990) [1995]
- JILL DEBONA, Assistant Clinical Professor of Psychiatry
B.A. (Virginia 1986); M.D. (Vanderbilt 1990) [1994]
- MICHAEL D. DECKER, Adjunct Professor of Preventive Medicine
B.S. (California Institute of Technology 1969); M.D. (Rush 1978); M.P.H. (Illinois 1982) [1986]
- ROBERT J. DEEGAN, Associate Professor of Clinical Anesthesiology; Director, Division of Cardiac Anesthesiology
B.Sc., M.D., Ph.D. (University College, Dublin 1988, 1986, 1991) [1996]
- THOMAS A. DEERING, Assistant Clinical Professor of Pathology
B.S., M.D. (Iowa 1979, 1988) [2002]
- MARY ELLEN DEES, Assistant Professor of Pediatrics
B.A., M.D. (Case Western Reserve 1986, 1991) [1999]
- K. HUDSON DEETER, Associate in Orthopaedics and Rehabilitation
B.A. (Kansas 1994); D.P.M. (Ohio College of Podiatric Medicine 1999) [2006]
- LOUIS J. DEFELICE, Professor of Pharmacology; Investigator, Center for Molecular Neuroscience
B.S., M.S. (Florida State 1962, 1964); Ph.D. (Calgary 1967) [1995]
- ROY L. DEHART, Professor of Medicine; Professor of Preventive Medicine
B.S., M.D. (Tennessee 1957, 1960); M.P.H. (Johns Hopkins 1965) [1999]

- DOMINIQUE DELBEKE, Professor of Radiology and Radiological Sciences
M.D., Ph.D. (Free University of Brussels 1978, 1985) [1990]
- JAN STALLINGS DELOZIER, Assistant Professor of Clinical Medicine
A.B., M.D. (Tennessee 1978, 1982) [1991]
- JOSEPH B. DELOZIER III, Assistant Clinical Professor of Plastic Surgery
B.A. (University of the South 1977); M.D. (Tennessee, Memphis 1982) [2000]
- ERIC DELPIRE, Professor of Anesthesiology; Professor of Molecular Physiology and Biophysics; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S., M.S., Ph.D. (Liège [Belgium] 1981, 1983, 1989) [1997]
- SAMUEL HOUSTON DEMENT, Assistant Clinical Professor of Pathology
A.B. (Tennessee 1977); M.D. (Vanderbilt 1982) [1989]
- JEFFREY M. DENDY, Assistant Professor of Medicine
B.E., M.D. (Vanderbilt 1996, 2000) [2007]
- NANETTE ELDRIDGE DENDY, Assistant Professor of Clinical Medicine
B.S. (Western Kentucky 1997); M.D. (Tennessee, Memphis 2001) [2004]
- MARK R. DENISON, Professor of Pediatrics; Professor of Microbiology and Immunology
B.S., M.D. (Kansas 1977, 1980) [1991]
- THOMAS WADE DENNEY, Clinical Professor of Pediatrics
B.S. (Lipscomb 1962); M.D. (Tennessee 1986) [2006]
- JOSHUA C. DENNY, Assistant Professor of Clinical Biomedical Informatics; Assistant Professor of Medicine
B.S., M.D. (Vanderbilt 1998, 2003) [2006]
- JEROD SCOTT DENTON, Assistant Professor of Anesthesiology; Assistant Professor of Pharmacology
B.S., M.S. (Central Arkansas 1995, 1997); Ph.D. (Dartmouth 2001) [2005]
- MARIA PIA G. DEPASQUALE, Research Assistant Professor of Medicine; Research Assistant Professor of Microbiology and Immunology
Ph.D. (Milan [Italy] 1990) [2001]
- CHARLES V. DEPRIEST, Assistant Professor of Radiology and Radiological Sciences
A.B., M.D. (Harvard 1977, 1982) [2008]
- TERENCE S. DERMODY, Professor of Pediatrics; Professor of Microbiology and Immunology
B.S. (Cornell 1978); M.D. (Columbia 1982) [1990]
- ROGER M. DES PREZ, Professor of Medicine, Emeritus; Professor of Nursing, Emeritus
B.A. (Dartmouth 1951); M.D. (Columbia 1954) [1963]
- NEERAV A. DESAI, Assistant Professor of Pediatrics
B.E. (Vanderbilt 1998); M.D. (Tennessee 2002) [2006]
- JAYANT K. DESHPANDE, Professor of Anesthesiology; Professor of Pediatrics; Director, Division of Pediatric Pulmonary Medicine
A.B. (Boston University 1973); M.D. (Tennessee 1976) [1990]
- WOLF-DIETRICH DETTBARN, Professor of Pharmacology, Emeritus
M.D. (Georg-August-Universität Göttingen 1953) [1968]
- ARIEL Y. DEUTCH, Professor of Psychiatry; Professor of Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.A. (Vanderbilt 1973); Ph.D. (Georgia 1983) [1996]
- VAITHILINGAM G. DEV, Assistant Clinical Professor of Pathology
B.V.Sc. (Madras [India] 1959); M.S., Ph.D. (Missouri 1961, 1965) [1998]
- VICTORIA J. DEVITO, Associate Professor of Clinical Pediatrics
B.S., M.D. (Ohio 1976, 1979) [2005]
- CHARLENE M. DEWEY, Associate Professor of Medical Education and Administration; Associate Professor of Medicine
B.S. (Bradley 1985); M.D. (Morehouse 1990); M.Ed. (Houston 2004) [2007]

- SUDHANSU K. DEY, Dorothy Overall Wells Professor of Pediatrics; Professor of Cell and Developmental Biology; Professor of Pharmacology; Director, Division of Pediatric Reproductive Biology
B.Sc., M.Sc., Ph.D. (Calcutta [India] 1965, 1967, 1972) [2002]
- PUNITA DHAWAN, Assistant Professor of Surgery; Assistant Professor of Cancer Biology
B.S. (Delhi [India] 1991); M.S. (India Institute 1993); Ph.D. (Arkansas 1999) [2002]
- THOMAS G. DI SALVO, Associate Professor of Medicine
A.B. (Harvard 1980); M.D. (Cincinnati 1987); M.Sc. (Harvard 1995); M.B.A. (Vanderbilt 2007) [2004]
- JOSE J. DIAZ, JR., Associate Professor of Surgery; Associate Professor of Medicine; Clinical Assistant Professor of Nursing
B.S. (Houston Baptist 1988); M.D. (Texas 1992) [1999]
- EMMANUELE DIBENEDETTO, Centennial Professor of Mathematics; Professor of Molecular Physiology and Biophysics
B.A. (Università di Firenze 1975); Ph.D. (Texas 1979) [2000]
- S. KENT DICKESON, Research Assistant Professor of Pathology
B.S. (Missouri State 1985); Ph.D. (Kansas 1991) [2003]
- WILLIAM W. DICKINSON, Assistant Professor of Hearing and Speech Sciences
B.A., M.A. (Michigan State 1990, 1991); Au.D. (Central Michigan 2004) [2004]
- NATALIE RENEE DICKSON, Assistant Clinical Professor of Medicine
M.D. (University of the West Indies 1991) [1999]
- IRINA A. DIDIER, Instructor in Clinical Family Medicine
B.S. (Gomel Medical 1980); M.D. (Minsk State Medical Institute 1987) [2005]
- ANDRE MICHAEL DIEDRICH, Research Associate Professor of Medicine; Research Assistant Professor of Biomedical Engineering
M.D. (Second Medical Institute [Moscow] 1985); Ph.D. (Humboldt [Germany] 1991) [2000]
- MARY S. DIETRICH, Research Associate Professor of Nursing; Research Assistant Professor of Psychiatry; Research Associate Professor of Biostatistics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Bethel 1979); M.S. (Fort Hays State 1982); Ph.D. (Vanderbilt 1996) [2002]
- JOSEPH DIGGS, Assistant Professor of Radiology and Radiological Sciences
B.S. (Cuttington College [Liberia] 1958); M.D. (University of Geneva [Switzerland] 1967) [2000]
- MIKHAIL M. DIKOV, Assistant Professor of Medicine
Ph.D. (Moscow State 1980) [1992]
- ELIA C. DIMITRI, Clinical Professor of Pediatrics
B.A. (East Tennessee 1957); M.D. (Tennessee 1960) [2005]
- THOMAS S. DINA, Associate Professor of Radiology and Radiological Sciences
B.S. (Notre Dame 1961); M.D. (Northwestern 1965) [1994]
- GEORGE X. DING, Assistant Professor of Radiation Oncology
B.Sc., M.Sc. (XuZhou Teacher's 1982, 1985); Ph.D. (Carleton 1995) [2004]
- ZHAOHUA DING, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Electrical Engineering
B.E. (University of Electronic Science 1990); M.S., Ph.D. (Ohio State 1997, 1999) [2002]
- PAULA H. DINKINS, Instructor in Medicine
B.S. (South Carolina 1999); M.D. (Medical University of South Carolina 2003) [2006]
- ANDREW DITTBERNER, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (North Dakota 1996); M.S. (Arizona 1998); Ph.D. (Iowa 2002) [2006]
- ROBERT S. DITTUS, Albert and Bernard Werthan Professor of Medicine; Director, Center for Health Services Research; Director, Institute for Medicine and Public Health
B.S.I.E. (Purdue 1974); M.D. (Indiana 1978); M.P.H. (North Carolina 1984) [1997]

- BRYCE DIXON, Assistant Clinical Professor of Medicine
A.B. (Tennessee 1974); M.D. (Baylor 1983) [1992]
- JOHN H. DIXON, JR., Associate Professor of Medicine
B.S. (Duke 1969); M.D. (Vanderbilt 1973) [1978]
- ROGER R. DMOCHOWSKI, Professor of Urologic Surgery
B.A. (Trinity 1979); M.D. (Texas Medical Branch 1983) [2001]
- WILLIAM M. DOAK, Clinical Professor of Pediatrics
M.D. (Tennessee 1956) [1960]
- DEBRA A. DODD, Associate Professor of Pediatrics
B.A., M.D. (Johns Hopkins 1980, 1984) [1990]
- TRACEY DOERING, Assistant Clinical Professor of Medicine
B.S. (Rutgers 1981); M.D. (Johns Hopkins 1985) [1989]
- MARK D. DOES, Associate Professor of Biomedical Engineering; Assistant Professor of Radiology and Radiological Sciences
B.S., M.S., Ph.D. (Alberta 1991, 1993, 1997) [2002]
- JENNIFER A. DOMM, Assistant Professor of Pediatrics
B.S. (Brown 1996); M.D. (Vanderbilt 2000) [2006]
- BRIAN S. DONAHUE, Associate Professor of Anesthesiology
B.S. (Dayton 1985); Ph.D., M.D. (Emory 1990, 1992) [1996]
- JOHN P. DONAHUE, Research Assistant Professor of Medicine
A.B. (Holy Cross 1971); M.S., Ph.D. (West Virginia 1979, 1981) [1990]
- RAFE M. DONAHUE, Adjunct Associate Professor of Biostatistics; Research Associate Professor of Surgery
B.S. (Dayton 1987); Ph.D. (Colorado State 1992) [2005]
- SEAN P. DONAHUE, Professor of Ophthalmology and Visual Sciences; Associate Professor of Neurology
B.S. (Dayton 1984); Ph.D., M.D. (Emory 1988, 1989) [1995]
- XINHONG DONG, Adjunct Assistant Professor of Medicine
B.S. (Wuhan 1992); Ph.D. (Chinese Academy of Sciences 1997) [2006]
- EDWIN F. DONNELLY, Assistant Professor of Radiology and Radiological Sciences
B.S., M.D. (Cincinnati 1992, 1996); Ph.D. (Vanderbilt 2003) [2000]
- JENNIFER MARIE DONNELLY, Clinical Instructor in Pediatrics
B.S., M.D. (Cincinnati 1992, 1996) [1999]
- PETER D. DONOFRIO, Professor of Neurology
B.S. (Notre Dame 1972); M.D. (Ohio State 1975) [2006]
- TODD J. DORAN, Associate in Urologic Surgery
B.S. (Willamette 1989); M.S. (Oregon State 1997); P.A.-C. [2004]
- THOMAS DOUB, Assistant Clinical Professor of Psychiatry
B.S. (Oral Roberts 1991); M.S., Ph.D. (Vanderbilt 1994, 2001) [2007]
- GLENN C. DOUGLAS, Instructor in Clinical Medicine
B.A. (San Francisco 1991); M.D. (East Tennessee State 1998) [2003]
- CHRISTINE K. DOVE, Assistant Professor of Radiology and Radiological Sciences
B.A. (Bowdoin 1996); M.D. (Vanderbilt 2002) [2007]
- WILLIAM L. DOWNEY, Assistant Clinical Professor of Otolaryngology
B.A., M.D. (Vanderbilt 1960, 1963) [1971]
- JOHN E. DOWNING, Clinical Professor of Ophthalmology and Visual Sciences
B.S. (Baylor 1959); M.D. (Louisville 1962) [1987]
- JOHN WATSON DOWNING, Professor of Anesthesiology; Professor of Obstetrics and Gynecology
M.B., B.Ch. (Witwatersrand 1961) [1989]
- DEBORAH R. G. DOYLE, Assistant Clinical Professor of Medicine
B.S. (Washington State 1973); M.D. (Chicago 1977) [1983]

- THOMAS P. DOYLE, Ann and Monroe Carell Jr. Family Professor of Pediatric Cardiology; Associate Professor of Pediatrics
B.S., M.D. (Arizona 1983, 1987) [1994]
- WONDER PURYEAR DRAKE, Assistant Professor of Medicine; Assistant Professor of Microbiology and Immunology
B.S. (Alabama 1990); M.D. (Vanderbilt 1994) [2001]
- DEBBIE J. DRAKE-DAVIS, Assistant in Medicine
B.S.N. (Western Kentucky 1995); M.B.A. (David Lipscomb 2002); M.S.N. (Vanderbilt 2004) [2007]
- JON W. DRAUD, Assistant Clinical Professor of Psychiatry
B.A. (Thomas More 1986); M.D., M.S. (Kentucky 1990, 1991) [2007]
- DAVIS C. DRINKWATER, JR., Clinical Professor of Cardiac Surgery at Monroe Carell Jr. Children's Hospital at Vanderbilt
B.A. (Harvard 1969); M.D. (Vermont 1976) [1997]
- LYNN WARE DRIVER, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1982); M.D. (Tennessee 1986) [1990]
- ROBIN E. DRIVER, Assistant in Orthopaedics and Rehabilitation
R.N. [2002]
- SUSAN B. DRUMMOND, Assistant in Obstetrics and Gynecology
B.S.N., M.S.N. (Vanderbilt 1988, 1989); R.N. [2005]
- DANIELA DRUMMOND-BARBOSA, Assistant Professor of Cell and Developmental Biology
B.S. (Universidade Federal de Minas Gerais [Brazil] 1991); M.Phil., Ph.D. (Yale 1993, 1995) [2002]
- LIPING DU, Research Instructor in Pharmacology
B.S. (Dalian [China] 1993); M.S. (Tianjin 1996); Ph.D. (Vanderbilt 2001) [2005]
- RAYMOND N. DUBOIS, JR., Professor of Medicine; Professor of Cancer Biology; Professor of Cell and Developmental Biology
B.S. (Texas A & M 1977); Ph.D. (Texas, Dallas 1981); M.D. (Texas Health Science Center, San Antonio 1985) [1991]
- MARTHA SHAW DUDEK, Associate in Obstetrics and Gynecology; Associate in Pediatrics
B.A. (Washington University 1993); M.S. (Cincinnati 1995) [2001]
- B. STEPHENS DUDLEY, Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1973, 1977) [1984]
- NATHANIEL D. DUEKER, Instructor in Radiology and Radiological Sciences
B.A. (Bowdoin 1997); M.D. (Vanderbilt 2002) [2007]
- TAMMY L. DUKEWICH, Assistant Professor of Psychiatry
B.Sc. (Alberta 1991); M.A., Ph.D. (Notre Dame 1997, 2001) [2006]
- CAROLINE V. DULEY, Assistant in Medicine
B.S.N. (Arizona 1997); M.S.N. (Vanderbilt 2000); R.N., W.H.N.P. [2003]
- CHRISTOPHER J. DULL, Assistant Clinical Professor of Psychiatry
B.A. (Michigan 1989); J.D. (Indiana 1994); M.D. (Vanderbilt 2001) [2005]
- J. STEPHEN DUMMER, Professor of Medicine; Professor of Surgery
B.A. (Wesleyan 1966); M.D. (Pittsburgh 1977) [1990]
- LAURA L. DUNBAR, Clinical Instructor in Surgery at St. Thomas Medical Center
B.A. (Illinois Wesleyan 1976); M.D. (Southern Illinois 1979) [1987]
- GARY W. DUNCAN, Professor of Clinical Neurology; Clinical Professor of Hearing and Speech Sciences
B.A., M.D. (Vanderbilt 1963, 1966) [1975]
- JAMES A. DUNCAVAGE, Professor of Otolaryngology
B.S. (SUNY, Buffalo 1971); M.D. (Medical College of Wisconsin 1975) [1986]
- MARY CATHERINE DUNDON, Associate Clinical Professor of Pediatrics
B.S. (William and Mary 1975); M.D. (Vanderbilt 1979) [1982]

- ANN BEASLEY DUNIGAN, Adjunct Assistant Professor of Psychiatry
B.A. (Florida State 1993); J.D. (Western New England 2000) [2003]
- JAMES E. DUNLAP, Instructor in Clinical Family Medicine
B.S. (Southern California 1985); M.D. (Nevada 1990) [2008]
- G. DEWEY DUNN, Associate Professor of Medicine
B.A. (Louisiana College 1956); M.D. (Louisiana State 1960) [1971]
- JOHN R. DUNN, Assistant Clinical Professor of Preventive Medicine
B.S., D.V.M., Ph.D. (Louisiana State 1991, 1997, 2003) [2005]
- JULIA DUNN, Instructor in Medicine
B.S. (Auburn 1998); M.D. (South Alabama 2002) [2008]
- MELANIE A. DUNN, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Texas A & M 1983, 1987) [1994]
- WARREN REID DUNN, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Medicine
B.S. (Florida State 1993); M.D. (South Florida 1997); M.P.H. (Columbia 2003) [2004]
- JOY LOUISE DUONG, Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1998, 2002) [2007]
- WILLIAM D. DUPONT, Professor of Biostatistics; Professor of Preventive Medicine
B.Sc., M.Sc. (McGill 1969, 1971); Ph.D. (Johns Hopkins 1976) [1977]
- RYSZARD DWORSKI, Assistant Professor of Medicine
M.D. (Copernicus Academy [Poland] 1985) [2005]
- ELIZABETH PONDER DYKSTRA, Clinical Instructor in Pediatrics
B.A. (Mississippi 1993); M.D. (Medical College of Georgia 1998) [2001]
- SUSAN S. EAGLE, Assistant Professor of Clinical Anesthesiology
B.S. (Georgia 1994); M.D. (Medical College of Georgia 1999) [2003]
- KATHIE LOUISE EAGLESON, Research Assistant Professor of Pharmacology; Member, Vanderbilt Kennedy Center for Research on Human Development
B.Sc., Ph.D. (Sydney [Australia] 1981, 1986) [2002]
- MARY BETH EARLY-ZALD, Assistant Professor of Medical Education and Administration
B.A. (Nebraska 1985); Ph.D. (Minnesota 1993) [2001]
- LETITIA JANE EASDOWN, Assistant Professor of Anesthesiology
B.Sc., M.D.C.M. (McGill 1976, 1980) [1996]
- EDWARD D. EASTHAM, Clinical Instructor in Pediatrics
B.S. (Rhodes 1978); M.D. (Tennessee, Memphis 1982) [2000]
- JON S. EBERT, Assistant Professor of Psychiatry
B.A. (Bethel College 1995); M.A. (Trinity International 1998); Psy.D. (Wheaton College 2003) [2008]
- ABBY C. EBLEN, Clinical Instructor in Obstetrics and Gynecology
B.S. (East Tennessee State 1988); M.D. (Tennessee, Memphis 1992) [2002]
- FORD F. EBNER, Professor of Psychology, College of Arts and Science; Professor of Cell and Developmental Biology; Member, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
D.V.M. (Washington State 1958); Ph.D. (Maryland 1965) [1991]
- CHARLES W. ECKSTEIN, Associate Clinical Professor of Urologic Surgery
B.A. (Iowa 1972); M.D. (Vanderbilt 1976) [1981]
- DALE SCOTT EDGERTON, Research Assistant Professor of Molecular Physiology and Biophysics
B.Sc. (Boise State 1996); Ph.D. (Vanderbilt 2002) [2005]
- MICHAEL LADD EDGEWORTH, Assistant Professor of Neurology
B.S. (Mississippi State 1995); M.D. (Mississippi 2000) [2005]
- CHARLES E. EDMISTON, JR., Adjunct Professor of Hearing and Speech Sciences
B.A. (SUNY, Plattsburg 1972); M.S. (Michigan State 1975); Ph.D. (Vanderbilt 1982) [2004]

- WILLIAM D. EDMONDSON, Clinical Instructor in Pediatrics; Clinical Instructor in Medicine
B.S. (Tennessee 1989); M.D. (Tennessee, Memphis 1993) [1997]
- JOHN O. EDMUNDS, JR., Visiting Professor of Orthopaedics and Rehabilitation
B.A. (Stanford 1962); M.D. (Florida 1967) [2005]
- CLAIRE SHIPMAN EDWARDS, Research Assistant Professor of Cancer Biology
B.S., Ph.D. (Sheffield [England] 1995, 1999) [2006]
- DAVID L. EDWARDS, Assistant Clinical Professor of Medicine
B.S. (North Carolina State 1971); M.S., M.D. (North Carolina 1979, 1983) [1990]
- JOE MICHAEL EDWARDS, Clinical Instructor in Obstetrics and Gynecology
B.S. (Hendrix 1961); M.D. (Arkansas 1966) [1972]
- KATHRYN M. EDWARDS, Professor of Pediatrics; Director, Division of Pediatric Clinical
Research; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., M.D. (Iowa 1969, 1973) [1980]
- MARY F. EDWARDS, Assistant in Medicine
B.S. (Vanderbilt 1981); M.S.N. (San Diego 1995) [2008]
- ROBERT H. EDWARDS, Associate Clinical Professor of Urologic Surgery
B.S. (Western Kentucky 1957); M.D. (Vanderbilt 1960) [1968]
- WILLIAM H. EDWARDS, JR., Associate Clinical Professor of Surgery at St. Thomas
Medical Center
B.A., M.D. (Vanderbilt 1977, 1981) [1988]
- WILLIAM H. EDWARDS, SR., Professor of Surgery, Emeritus
B.A., M.D. (Vanderbilt 1949, 1953) [1960]
- MARTIN EGLI, Professor of Biochemistry
B.S., M.S., Ph.D. (ETH-Zurich [Switzerland] 1984, 1988, 1988) [2000]
- KRISTIN JOY EHST, Instructor in Clinical Emergency Medicine
B.S., M.D. (Vanderbilt 1999, 2003) [2007]
- KURT M. EICHHOLZ, Assistant Professor of Neurological Surgery
B.S. (St. Louis University 1994); M.D. (St. Louis University School of Medicine 1999)
[2006]
- BRANDT F. EICHMAN, Assistant Professor of Biological Sciences; Assistant Professor of
Biochemistry
B.S. (Mississippi 1993); Ph.D. (Oregon State 2000) [2004]
- JOSIANE EDWARD EID, Assistant Professor of Cancer Biology
B.S., M.D. (American University of Beirut 1979, 1983) [2002]
- TIMOTHY H. EIDSON, Clinical Instructor in Pediatrics
B.S. (Bob Jones n.d.); M.D. (Tennessee, Memphis 1996) [2000]
- CHRISTINE MARIE EISCHEN, Associate Professor of Pathology; Assistant Professor of
Cancer Biology
B.S. (Creighton 1992); Ph.D. (Mayo Clinic 1997) [2006]
- ESTHER EISENBERG, Professor of Obstetrics and Gynecology; Director, Division of
Reproductive Endocrinology
B.A. (City University of New York, Queens 1973); M.D. (Albert Einstein 1976) [1992]
- DALE C. EKBOM, Instructor in Otolaryngology
B.S. (Bethel College 1997); M.D. (Minnesota 2002) [2007]
- PHYLLIS EKDALL, Assistant Professor of Medical Education and Administration
B.A. (Houston 1987); C.P.A. [2002]
- VERNESSA WOOD EKELEM, Assistant Clinical Professor of Pediatrics
B.S. (Tennessee State 1981); M.D. (Howard 1985) [1991]
- WA'EL EL-RIFAI, Professor of Surgery; Professor of Cancer Biology
M.D., M.Sc. (Ain Shams 1986, 1992); Ph.D. (Helsinki 1996) [2005]
- ROY O. ELAM III, Associate Professor of Medicine
B.A. (University of the South 1968); M.D. (Tennessee 1971) [2004]

- TOM A. ELASY, Ann and Roscoe R. Robinson Associate Professor of Clinical Research; Associate Professor of Medicine
B.A., M.D. (Maryland 1987, 1991) [1998]
- FLORENT ELEFTERIOU, Assistant Professor of Medicine; Assistant Professor of Pharmacology
Ph.D. (Claude-Bernard [France] 1999) [2006]
- JAMES H. ELLIOTT, Professor of Ophthalmology and Visual Sciences, Emeritus
B.A. (Phillips 1949); M.D. (Oklahoma 1952) [1966]
- WILLIAM GAVIN ELLIOTT, Assistant Professor of Clinical Anesthesiology
B.S., M.S., M.D. (North Carolina 1980, 1983, 1987); M.M.M. (Carnegie Mellon 2002) [2008]
- DARREL L. ELLIS, Associate Professor of Medicine
B.S. (Kansas State 1973); M.D. (Kansas 1976) [1984]
- SHELLEY E. ELLIS, Instructor in Clinical Medicine
B.A. (Vanderbilt 1992); M.D. (Texas 1996); M.P.H. (Vanderbilt 2001) [2002]
- JAMES PATRICK ELROD, Assistant Clinical Professor of Pathology
B.S. (New Mexico Institute of Mining and Technology 1968); Ph.D., M.D. (Kansas 1975, 1978) [1990]
- E. WESLEY ELY, Professor of Medicine
B.S., M.D. (Tulane 1985, 1989) [1998]
- KIM ADAMS ELY, Assistant Professor of Pathology
B.S. (Massachusetts Institute of Technology 1985); M.D. (Tulane 1989) [1998]
- STEVEN A. EMBRY, Assistant Clinical Professor of Medicine
B.S., M.D. (Cincinnati 1980, 1984) [2001]
- EDWIN BOYETTE EMERSON, Instructor in Otolaryngology
B.S. (Tennessee, Martin 1977); M.D. (Tennessee 1981) [1986]
- RONALD B. EMESON, Joel G. Hardman Professor of Pharmacology; Professor of Molecular Physiology and Biophysics; Professor of Psychiatry; Investigator, Center for Molecular Neuroscience; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Johns Hopkins 1980); Ph.D. (Colorado 1986) [1991]
- ESSAM E. ENAN, Research Professor of Biochemistry
B.S., M.Sc., Ph.D. (University of Alexandria [Egypt] 1972, 1976, 1979) [1999]
- JEANNINE Z. P. ENGEL, Assistant Professor of Medicine
B.A. (Washington University 1987); M.D. (California, Berkeley 1992) [1996]
- MICHAEL E. ENGEL, Assistant Professor of Pediatrics; Assistant Professor of Cancer Biology
B.S. (Purdue 1989); M.D. (Vanderbilt 2001) [2006]
- BARBARA ENGELHARDT, Associate Professor of Pediatrics
Dr.med. (Ruprecht-Karl-Universität Heidelberg 1976) [1986]
- BRIAN GEORGE ENGELHARDT, Assistant Professor of Medicine
B.S. (Michigan 1996); M.D. (Case Western Reserve 2000) [2006]
- DAVID ENGLER, Clinical Instructor in Pediatrics
B.A. (Dartmouth 1990); M.D. (Illinois, Chicago 1994) [2004]
- RACHEL M. ENRIQUEZ, Adjunct Research Instructor of Medicine
B.S. (Indiana 1993); Ph.D. (Illinois, Chicago 2004) [2006]
- STEPHEN S. ENTMAN, Professor of Obstetrics and Gynecology, Emeritus
A.B. (Harvard 1964); M.D. (Duke 1968) [1980]
- MARCIA EPELBAUM, Librarian; Assistant Director, Eskind Biomedical Library
B.A. (Hebrew University of Jerusalem 1976); M.A. (Colorado 1980) [1992]
- MESUT EREN, Research Assistant Professor of Medicine
B.S. (Orta Dogu Technical [Turkey] 1983); Ph.D. (Ohio State 1990) [2001]

- FREDERICK A. ERNST, Professor of Family Medicine at Meharry Medical College;
Professor of Family Medicine at Vanderbilt
B.S. (Wisconsin 1968); M.A. (Wichita State 1972); Ph.D. (Ohio State 1976) [2005]
- ANDREW CARL ERTL, Research Assistant Professor of Medicine
B.S. (Wisconsin 1982); M.S., Ph.D. (California, Berkeley 1988, 1993) [2002]
- ROBERT ALAN ERTNER, Assistant Professor of Clinical Anesthesiology
B.A., B.S., M.D. (Texas Tech 1996, 1996, 2000) [2007]
- WARREN D. ERVIN, Associate Clinical Professor of Pediatrics
B.S., M.S. (Stanford 1975, 1975); M.D. (Duke 1980) [2003]
- JEFFREY B. ESKIND, Assistant Clinical Professor of Medicine
A.B. (Harvard 1976); M.D. (Tulane 1980) [1985]
- STEVEN J. ESKIND, Associate Clinical Professor of Surgery at St. Thomas Medical Center
A.B. (Washington University 1973); M.D. (Tulane 1977) [1983]
- JENNIFER ESS, Clinical Instructor in Pediatrics
B.A. (Pittsburgh 1981); B.S.N. (Creighton 1983); M.S. (Kansas 1989); M.D. (Colorado 1999) [2006]
- KEVIN C. ESS, Assistant Professor of Neurology; Assistant Professor of Pediatrics;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.M., Ph.D., M.D. (Cincinnati 1986, 1996, 1998) [2006]
- ROBERT L. ESTES, Associate Professor of Clinical Ophthalmology and Visual Sciences;
Associate Professor of Clinical Pediatrics
B.S. (Stanford 1972); M.D. (California, Los Angeles 1976) [1995]
- CRISTINA MARIA ESTRADA, Assistant Professor of Emergency Medicine; Assistant
Professor of Pediatrics
B.S., M.D. (Florida 1998, 2001) [2005]
- LOURDES ESTRADA, Research Assistant Professor of Cancer Biology
B.S. (Puerto Rico 1991); M.S., Ph.D. (Michigan 1994, 1997) [2004]
- AMY HURST EVANS, Clinical Instructor in Pediatrics
B.S. (Duke 1983); M.D. (North Carolina 1989) [1999]
- LEA HELEN EVANS, Assistant Professor of Hearing and Speech Sciences
B.S. (Lambuth 1987); M.S. (Mississippi 1992); Ph.D. (Tennessee 1997) [2008]
- E. WILLIAM EWERS, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1946, 1948) [1954]
- ALICIA P. EWING, Clinical Instructor in Pediatrics
B.S. (Mississippi State 2000); M.D. (Mississippi 2004) [2007]
- VERNAT J. EXIL, Assistant Professor of Pediatrics
B.S. (State University of Haiti 1978); M.D. (Panama 1985) [2000]
- JOHN H. EXTON, Professor of Molecular Physiology and Biophysics; Professor of
Pharmacology; Investigator, Howard Hughes Medical Institute
B.Med.Sc., M.B., Ch.B. (New Zealand 1955, 1958); Ph.D., M.D. (Otago 1963, 1984)
[1964]
- MARALIE GAFFRON EXTON, Associate in Pathology; Director of the Program in Medical
Technology
B.A. (Randolph-Macon Woman's 1978) [1987]
- MEREDITH A. EZELL, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.S. (David Lipscomb 1978); M.D. (Tennessee 1982) [1986]
- ROBERT B. FABER, Clinical Instructor in Urologic Surgery
B.A., M.D. (Vanderbilt 1966, 1970) [1977]
- JOHN M. FAHRENHOLZ, Assistant Professor of Medicine
B.A. (Miami [Ohio] 1992); M.D. (Ohio State 1997) [2004]
- ELIZABETH HEATHER FAIRBANK, Clinical Instructor in Pediatrics
B.S. (Tufts 1982); M.D. (New York Medical College 1997) [2001]

- GUO-HUANG FAN, Assistant Professor of Cancer Biology at Meharry Medical College; Assistant Professor of Cancer Biology at Vanderbilt
B.S. (Hubei Medical College [China] 1988); M.S. (Chengdu University 1991); Ph.D. (Shanghai Second Medical University 1996) [2001]
- HONG FANG, Research Associate Professor of Microbiology and Immunology
B.Sc. (Fudan [Shanghai] 1982); Ph.D. (Illinois 1988) [1990]
- JOHN Y. FANG, Assistant Professor of Neurology
B.S. (Pennsylvania State 1989); M.D. (Jefferson Medical College 1991) [1998]
- RACHEL E. FARMER, Clinical Instructor in Pediatrics
B.A. (Union [Tennessee] 1999); M.D. (Louisville 2004) [2007]
- CHERYL ANN FASSLER, Assistant Clinical Professor of Medicine
B.S. (Notre Dame 1979); M.D. (Ohio State 1982) [1987]
- MARQUETTA L. FAULKNER, Assistant Clinical Professor of Medicine
B.S. (Texas Southern 1977); M.D. (Meharry Medical 1981) [1993]
- WILLARD R. FAULKNER, Professor of Biochemistry, Emeritus
B.S. (Idaho 1940); M.S. (Denver 1950); Ph.D. (Vanderbilt 1956) [1968]
- LARRY MCNEILL FAUST, Associate Clinical Professor of Pediatrics
B.A., M.D. (Tennessee 1969, 1973); F.A.A.P. [2005]
- MOHAMMAD FAROOQ FAZILI, Assistant Professor of Pediatrics
M.D. (Nishtar Medical [Pakistan] 1984) [2003]
- SERGIO FAZIO, Professor of Medicine; Professor of Pathology
M.D. (Rome 1983); Ph.D. (Siena [Italy] 1989) [1993]
- CHARLES F. FEDERSPIEL, Professor of Preventive Medicine (Biostatistics), Emeritus
B.A., M.A. (Michigan 1950, 1952); Ph.D. (North Carolina State 1959) [1959]
- JAMES W. FELCH, Associate Professor of Clinical Ophthalmology and Visual Sciences
B.S. (Delaware 1968); Ph.D., M.D. (Vanderbilt 1973, 1977) [1981]
- HUA-JIN FENG, Research Assistant Professor of Neurology
M.D., M.S. (Hunan Medical 1993, 1996); Ph.D. (Southern Illinois 2001) [2005]
- GERALD M. FENICHEL, Professor of Neurology; Professor of Pediatrics; Director, Division of Pediatric Neurology
B.A. (Johns Hopkins 1955); M.D. (Yale 1959) [1969]
- PHIBBS FENNA, Assistant Professor of Neurology
B.S. (Colorado State 1996); M.D. (Colorado 2002) [2007]
- IGOR ALEXANDROVICH FEOKTISTOV, Associate Professor of Medicine; Associate Professor of Pharmacology
C.Sc., Ph.D. (Tomsk Institute of Medicine [Russia] 1985, 1985) [1992]
- CLAUDE L. FERRELL III, Adjunct Assistant Professor of Anesthesiology
B.A. (Tennessee 1985); M.D. (Tennessee, Memphis 1989) [1997]
- MICHAEL CRAIG FERRELL, Clinical Instructor in Orthopaedics and Rehabilitation
B.S. (Notre Dame 1971); M.D. (Tulane 1974) [1981]
- MARVIN FEUERBERG, Adjunct Assistant Professor of Medicine
B.S. (Portland State 1972); Ph.D. (Oregon 1978) [2008]
- IRENE FEURER, Research Professor of Surgery; Research Professor of Biostatistics
B.S. (Ursinus 1976); M.S.Ed., Ph.D. (Pennsylvania 1983, 1997) [1997]
- JAMES F. FIECHTL, Assistant Professor of Emergency Medicine
B.S. (Missouri, Rolla 1996); M.D. (Tennessee 2001) [2006]
- JAMES P. FIELDS, Associate Clinical Professor of Medicine
B.S., M.S. (Texas 1953, 1954); M.D. (Texas, Galveston 1958) [1978]
- ELLIOT M. FIELSTEIN, Assistant Professor of Psychiatry; Adjunct Assistant Professor of Psychology
B.A. (SUNY, Buffalo 1976); Ph.D. (Vermont 1984) [1996]

- MARY KATHLEEN FIGARO, Assistant Professor of Medicine
B.A. (Princeton 1992); M.D. (Yale 1996) [2001]
- CANDICE DENISE FIKE, Professor of Pediatrics
B.A. (Rice 1975); M.D. (Colorado 1979) [2005]
- JO-DAVID FINE, Professor of Medicine; Professor of Pediatrics
B.S. (Yale 1972); M.D. (Kentucky 1976); M.P.H. (North Carolina 1992) [2004]
- BARBARA MARY FINGLETON, Assistant Professor of Cancer Biology
B.Sc., Ph.D. (Dublin City University 1992, 1996) [2001]
- FREDERICK L. FINKE, Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Ohio State 1967, 1970) [1978]
- YORAM FINKELSTEIN, Visiting Professor of Pediatrics
M.D. (Degli [Italy] 1974); Ph.D. (Hebrew University of Jerusalem 1994) [2008]
- ALISTAIR JAMES REID FINLAYSON, Assistant Professor of Psychiatry
M.D. (Western Ontario 1969) [2001]
- MARY SUE FINO-SZUMSKI, Assistant Professor of Hearing and Speech Sciences
B.S. (Marywood 1986); M.S., Ph.D. (Vanderbilt 1987, 1997) [1997]
- JEAN-TERESE FISCHER, Instructor in Clinical Anesthesiology
B.S. (St. Edward's 1977); M.D. (Texas 1981) [2000]
- REBECCA M. FISCHER, Adjunct Assistant Professor of Hearing and Speech Sciences
B.S. (Trinity 1973); M.Sc. (McGill 1980); Ph.D. (Vanderbilt 1990) [1998]
- MICHELLE FISCUS, Clinical Instructor in Pediatrics
B.S., M.D. (Indiana 1990, 1994) [1998]
- FRANK A. FISH, Associate Professor of Pediatrics; Associate Professor of Medicine
A.B. (Wabash 1978); M.D. (Indiana 1983) [1990]
- PAMELA FISHEL-INGRAM, Assistant Professor of Psychiatry; Assistant Professor of Pediatrics
B.A. (SUNY, Binghamton 1984); Ph.D. (Florida 1990) [1998]
- JACK FISHER, Associate Clinical Professor of Plastic Surgery
B.S. (Illinois 1969); M.D. (Emory 1973) [1987]
- BRIAN FISSEL, Instructor in Orthopaedics and Rehabilitation
B.S. (Vanderbilt 1998); M.D. (Medical University of Ohio 2002) [2008]
- ROBERT WARNE FITCH, Assistant Professor of Emergency Medicine; Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Wake Forest 1997, 2001) [2006]
- FERN FITZHENRY, Research Assistant Professor of Biomedical Informatics
B.S.N. (Pennsylvania 1974); M.Mgt. (Northwestern 1983); M.D. (Illinois, Chicago 1997) [2000]
- J. MICHAEL FITZPATRICK, Professor of Computer Science; Professor of Computer Engineering; Professor of Radiology and Radiological Sciences; Professor of Neurological Surgery; Professor of Electrical Engineering
B.S. (North Carolina 1967); Ph.D. (Florida State 1972); M.S. (North Carolina 1982) [1982]
- JERI EILEEN FITZPATRICK, Assistant Professor of Psychiatry
B.S. (Tennessee 1981); M.D. (East Tennessee State 1986) [1992]
- ARTHUR C. FLEISCHER, Professor of Radiology and Radiological Sciences; Professor of Obstetrics and Gynecology
B.S. (Emory 1973); M.D. (Medical College of Georgia 1976) [1980]
- AMY E. FLEMING, Assistant Professor of Pediatrics
B.A., M.D. (Virginia 1993, 1997) [2007]
- GEOFFREY M. FLEMING, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
B.S. (Florida 1993); M.D. (Virginia 1997) [2007]

- PHILIP E. FLEMING, Assistant Clinical Professor of Plastic Surgery
B.A. (Vanderbilt 1974); M.D. (Alabama, Birmingham 1979) [1987]
- JOHN M. FLEXNER, Professor of Medicine, Emeritus
B.A. (Yale 1950); M.D. (Johns Hopkins 1954) [1959]
- MARK D. FLORA, Assistant Clinical Professor of Urologic Surgery
B.S. (Purdue 1981); M.D. (Indiana 1985) [1991]
- ANN MARIE FLORES, Assistant Professor of Orthopaedics and Rehabilitation; Clinical Assistant Professor of Nursing
B.A. (Maryland Baltimore County 1988); M.S. (Miami [Florida] 1990); M.A., Ph.D. (Ohio 1995, 2000) [2003]
- M. DOROTHY FOGERTY, Assistant Professor of Surgery
M.D. (New Mexico 1992); M.P.H. (Vanderbilt 2007) [2004]
- AGNES B. FOGO, Professor of Pathology; Professor of Pediatrics; Professor of Medicine; Director, Division of Renal Pathology
B.A. (Tennessee, Chattanooga 1976); M.D. (Vanderbilt 1981) [1987]
- NINA FOLEY, Assistant Clinical Professor of Oral and Maxillofacial Surgery
D.M.D. (Kentucky 1993) [2004]
- PETE P. FONG, Assistant Professor of Medicine
B.S., M.D. (Vanderbilt 1994, 1998) [2007]
- RICARDO B. FONSECA, Assistant Professor of Radiology and Radiological Sciences
M.D. (Federal University of São Paulo 1993) [2003]
- JAMES T. FORBES, Associate Professor of Medicine; Associate Professor of Pathology
B.A. (University of the South 1967); Ph.D. (Mississippi 1971) [1977]
- JILL A. FORBESS, Clinical Instructor in Pediatrics
B.S. (Oglethorpe 1984); M.D. (Medical College of Georgia 1991) [1994]
- ANTHONY CARLYLE FORSTER, Assistant Professor of Pharmacology
B.Sc., Ph.D. (Adelaide [Australia] 1983, 1987); M.D. (Harvard 1996) [2005]
- HENRY W. FOSTER, Clinical Professor of Obstetrics and Gynecology
B.S. (Morehouse 1954); M.D. (Arkansas 1958) [1977]
- JAY H. FOWKE, Assistant Professor of Medicine
B.A. (Clark 1987); M.S. (Michigan 1990); Ph.D. (Massachusetts 2000) [2001]
- CHAD E. FOWLER, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.E. (Vanderbilt 1994); D.D.S., M.S. (Virginia Commonwealth 2005, 2007) [2008]
- ERIN PAIGE FOWLER, Assistant Professor of Psychiatry
B.A. (Wisconsin 1987); M.S., Ph.D. (Vanderbilt 1997, 2001) [2002]
- MICHAEL J. FOWLER, Assistant Professor of Medicine
B.A., M.D. (East Tennessee State 1994, 1998) [2002]
- REBECCA L. FRAKES, Clinical Instructor in Pediatrics
B.A. (Vanderbilt 1980); M.D. (Texas Southwestern Medical School 1986) [1995]
- DANIEL J. FRANCE, Research Assistant Professor of Anesthesiology; Research Assistant Professor of Medicine; Assistant Professor of Biomedical Engineering; Research Assistant Professor of Emergency Medicine
B.S.E., M.S.E. (Louisville 1990, 1991); Ph.D. (Vanderbilt 1997); M.P.H. (Utah 2000) [2003]
- SHARRON H. FRANCIS, Research Professor of Molecular Physiology and Biophysics
B.S. (Western Kentucky 1965); Ph.D. (Vanderbilt 1970) [1976]
- SHARONE ELIZABETH FRANCO, Assistant Clinical Professor of Psychiatry
M.D. (Cape Town [South Africa] 1983) [2002]
- HAYDAR ADIB FRANGOUL, Associate Professor of Pediatrics; Assistant Professor of Medicine
B.S., M.S., M.D. (American University of Beirut 1984, 1986, 1990) [1999]
- BEVERLY A. FRANK, Clinical Instructor in Pediatrics
B.S., M.D. (Pittsburgh 1980, 1992) [1997]

- GERALD D. FRANK, Research Assistant Professor of Biochemistry
B.S. (Alabama Agricultural and Mechanical 1991); Ph.D. (Meharry Medical 1999) [2004]
- JENNY JO FRANKE, Assistant Clinical Professor of Urologic Surgery
B.S. (Illinois 1983); M.D. (Vanderbilt 1987) [2001]
- JEFFREY L. FRANKLIN, Research Assistant Professor of Cell and Developmental Biology
B.A. (Haverford 1984); Ph.D. (Vanderbilt 1992) [2000]
- LLOYD D. FRANKLIN, Clinical Professor of Pediatrics
B.S. (Birmingham-Southern 1976); M.D. (Alabama 1980) [2007]
- JOHN J. FRANKS, Professor of Anesthesiology, Emeritus
B.A., M.D. (Colorado 1951, 1954) [1986]
- RAND T. FREDERIKSEN, Assistant Professor of Clinical Medicine
B.A. (Texas Tech 1963); M.D. (Washington University 1967) [1975]
- JOSEPH L. FREDI, Assistant Professor of Medicine
A.B. (Rutgers 1976); M.D. (Tennessee 1983) [2007]
- DEBRA FREEDENBERG, Associate Professor of Pediatrics
B.A. (CUNY 1975); M.A., Ph.D. (Mount Sinai 1979); M.D. (SUNY 1982) [2005]
- LIANE K. FREELS, Associate Clinical Professor of Pediatrics
B.S., M.D. (Arizona 1993, 1998) [2006]
- LEE ANN FREEMAN, Assistant Clinical Professor of Pediatrics
A.B., M.D. (Tennessee 1977, 1982) [1986]
- MICHAEL L. FREEMAN, Professor of Radiation Oncology; Professor of Radiology and
Radiological Sciences; Professor of Cancer Biology
B.S., Ph.D. (Colorado State 1974, 1978) [1983]
- RUFUS JACK FREEMAN, Assistant Clinical Professor of Pathology
B.S. (Kentucky 1957); M.D. (Vanderbilt 1961) [1963]
- FRANK R. FREEMON, Professor of Neurology, Emeritus
B.S., M.D. (Florida 1962, 1965) [1972]
- MARIA E. FREXES-STEED, Assistant Clinical Professor of Surgery
B.S. (Miami [Florida] 1978); M.D., Ph.D. (Vanderbilt 1982, 1990) [1990]
- MARK R. FREY, Research Instructor in Pediatrics
B.A. (Chicago 1990); Ph.D. (SUNY, Roswell Park Cancer Institute 2001) [2007]
- WALTER W. FREY, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.A. (Transylvania 1956); M.D. (Harvard 1960) [1972]
- DANIEL L. FRIEDMAN, Assistant Clinical Professor of Psychiatry
B.A., M.D., Ph.D. (Western Reserve 1958, 1965, 1965) [1993]
- DAVID B. FRIEDMAN, Research Associate Professor of Biochemistry
B.S. (California, Berkeley 1987); Ph.D. (University of Washington 1993) [2001]
- DEBRA L. FRIEDMAN, Assistant Professor of Pediatrics
B.A. (Queens College 1975); M.S. (Pace 1981); M.D. (University of Medicine and Dentistry
of New Jersey 1991); M.S. (Pennsylvania 1997) [2008]
- GOTTLIEB C. FRIESINGER II, Professor of Medicine, Emeritus
B.S. (Muskingum 1951); M.D. (Johns Hopkins 1955) [1971]
- GOTTLIEB CHRISTIAN FRIESINGER III, Assistant Professor of Clinical Medicine
B.S. (Davidson 1979); M.D. (Tennessee, Memphis 1984) [2000]
- MARK E. FRISSE, Accenture Professor of Biomedical Informatics
B.S. (Notre Dame 1974); M.S. (Stanford 1978); M.D., M.B.A. (Washington University
1987, 1997) [2004]
- WILLIAM H. FRIST, Assistant Professor of Cardiac Surgery (On leave)
A.B. (Princeton 1974); M.D. (Harvard 1978) [1986]
- ALAN H. FRUIN, Clinical Professor of Neurological Surgery
B.A., M.D. (Vanderbilt 1964, 1967) [2002]

- D. CATHERINE FUCHS, Associate Professor of Psychiatry; Associate Professor of Pediatrics
B.A., M.D. (Vanderbilt 1978, 1982) [1987]
- HOWARD A. FUCHS, Associate Professor of Medicine
B.S. in Eng. (Colorado School of Mines 1977); M.D. (Vanderbilt 1981) [1986]
- CYNTHIA S. GADD, Associate Professor of Biomedical Informatics
B.S. (North Carolina State 1976); M.B.A. (Winthrop 1979); Ph.D. (Pittsburgh 1995); M.S. (Duke 1998) [2005]
- F. ANDREW GAFFNEY, Professor of Medical Education and Administration; Professor of Medicine; Associate Dean for Clinical Affairs
A.B. (California, Berkeley 1968); M.D. (New Mexico 1972) [1992]
- DAVID GAILANI, Associate Professor of Pathology; Associate Professor of Medicine
B.A. (Cornell 1980); M.D. (Illinois 1984) [1995]
- JAMES V. GAINER III, Assistant Professor of Medicine
B.S. (Virginia 1986); M.D. (West Virginia 1990) [1996]
- DONALD L. GAINES, Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.S. (Mississippi 1955); M.D. (Tennessee 1958) [1969]
- LAWRENCE S. GAINES, Associate Professor of Psychiatry
B.A. (City University of New York 1965); M.A., Ph.D. (Maryland 1969, 1972) [1983]
- MARTIN J. GALLAGHER, Assistant Professor of Neurology
B.S. (Notre Dame 1989); M.D., Ph.D. (Washington University 1997, 1997) [2002]
- AURELIO GALLI, Associate Professor of Molecular Physiology and Biophysics; Member, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.A., Ph.D. (Milan [Italy] 1988, 1992) [2002]
- HOLLYE R. GALLION, Assistant in Pediatrics
B.S.N. (Tennessee, Chattanooga 1995); M.S.N. (Belmont 1997) [2003]
- ROBERT L. GALLOWAY, JR., Professor of Biomedical Engineering; Professor of Surgery; Professor of Neurological Surgery
B.S.E. (Duke 1977); M.E. (Virginia 1979); Ph.D. (Duke 1983) [1987]
- ALFREDO GAMBOA, Research Assistant Professor of Medicine
M.D. (Universidad Peruana 'Cayetano Heredia' [Peru] 1998) [2005]
- JOSHUA T. GAMSE, Assistant Professor of Biological Sciences; Assistant Professor of Cell and Developmental Biology; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Rice 1994); Ph.D. (Massachusetts Institute of Technology 2000) [2005]
- MAUREEN ANNE GANNON, Associate Professor of Medicine; Associate Professor of Molecular Physiology and Biophysics; Assistant Professor of Cell and Developmental Biology
B.S. (Molloy 1985); M.S. (Adelphi 1988); Ph.D. (Cornell 1995) [2001]
- JUDY GARBER, Professor of Psychology, Peabody College; Professor of Psychiatry; Associate Professor of Psychology, College of Arts and Science; Senior Fellow, Institute for Public Policy Studies; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987) [1985]
- MARIA GARBER, Clinical Instructor in Ophthalmology and Visual Sciences
M.D. (Rizskiy Medicinskiy Institut [Riga] 1967) [1998]
- KIM F. M. GARDNER, Adjunct Assistant Professor of Pediatrics
B.S. (Florida State 1999); M.S.P.H. (North Carolina, Chapel Hill 2003); M.D. (Duke 2003) [2006]
- VIRGINIA S. GARDNER, Instructor in Psychiatry
B.A. (Duke 2001); M.S.N. (Vanderbilt 2005); R.N. [2006]

- EMILY M. GARLAND, Research Assistant Professor of Medicine
B.S. (Duke 1973); Ph.D. (Maryland 1982) [2003]
- RICHARD W. GARMAN, JR., Associate Clinical Professor of Medicine
B.S. (David Lipscomb 1976); M.D. (Louisville 1980) [1984]
- C. GAELYN GARRETT, Professor of Otolaryngology
A.B., M.D. (North Carolina 1984, 1988) [1994]
- ETOI A. GARRISON, Assistant Professor of Obstetrics and Gynecology
B.A. (Chicago 1991); M.D., Ph.D. (Tulane 1997, 1997) [2006]
- G. WALDON GARRISS III, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S. (Asbury 1981); M.S. (Kentucky 1990); M.D. (North Carolina 1993); M.S. (Virginia 1999) [1999]
- JAMES CHRISTOPHER GATENBY, Assistant Professor of Radiology and Radiological Sciences
B.Sc. (Bristol [England] 1987); Ph.D. (London 1994) [2002]
- WILLIAM G. GATES, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.S. (Northeast Louisiana 1985); M.D. (Louisiana State 1989) [1993]
- DEBORAH FAYE GATLIN-RAULSTON, Assistant Professor of Psychiatry
B.S. (Kentucky 1983); M.S. (Florida State 1987); M.D. (Florida 1990) [2003]
- JAMES A. GAUME, Assistant Clinical Professor of Medicine
B.S. (Loyola, Los Angeles 1972); M.D. (Southern California 1976) [1990]
- ISABEL GAUTHIER, Associate Professor of Psychology, College of Arts and Science;
Associate Professor of Radiology and Radiological Sciences; Member, Vanderbilt
Kennedy Center for Research on Human Development
B.A. (Université du Québec à Montréal 1993); M.S., Ph.D. (Yale 1995, 1998) [1999]
- JAMES C. GAY, Associate Professor of Pediatrics
B.S. (Davidson 1974); M.D. (Emory 1978) [1985]
- VOLNEY P. GAY, Professor of Religious Studies and Chair of the Department; Professor of
Psychiatry; Professor of Anthropology
B.A. (Reed 1970); M.A., Ph.D. (Chicago 1973, 1976) [1979]
- TEBEB GEBRETSADIK, Associate in Biostatistics
B.S. (San Francisco State 1988); M.P.H. (California, Berkeley 1993) [2003]
- RICHARD J. GEER, Assistant Clinical Professor of Surgery at St. Thomas Medical Center
B.S. (Alabama 1979); M.D. (Alabama, Birmingham 1983) [1992]
- SUNIL K. GEEVARGHESE, Assistant Professor of Surgery
B.A. (Tennessee 1990); M.D., M.S.C.I. (Vanderbilt 1994, 2006) [2005]
- BRUCE G. GELLIN, Adjunct Associate Professor of Preventive Medicine; Assistant Professor
of Nursing (Preventive Medicine)
B.A. (North Carolina 1977); M.D. (Cornell 1983); M.P.H. (Columbia 1991) [1996]
- LING GENG, Research Associate Professor of Radiation Oncology
M.D. (Suzhou Medical [China] 1983) [1998]
- RICHARD H. GENTZLER III, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Austin Peay State 1998); D.D.S. (Tennessee, Memphis 2001) [2006]
- ALFRED L. GEORGE, JR., Grant W. Liddle Professor of Medicine; Professor of Pharmacology;
Director, Division of Genetic Medicine; Director, Institute of Integrative Genomics;
Investigator, Vanderbilt Kennedy Center for Research on Human Development;
Investigator, Center for Molecular Neuroscience
B.A. (Wooster 1978); M.D. (Rochester 1982) [1996]
- DONALD I. GEORGE, JR., Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Kentucky 1973); D.M.D. (Louisville 1977); M.S. (Michigan 1987) [2008]
- SABINA B. GESELL, Research Assistant Professor of Pediatrics
B.A. (Vassar College 1993); M.A., Ph.D. (Notre Dame 1997, 1999) [2008]
- PETER J. GIAMMALVO, Assistant Professor of Medical Education and Administration
A.B. (Holy Cross 1968); M.A. (Vanderbilt 1972); Ph.D. (Peabody 1978) [2007]

- GIANLUIGI GIANNELLI, Adjunct Associate Professor of Cancer Biology
M.D. (Italy 1987) [2003]
- S. JULIAN GIBBS, Professor of Radiology and Radiological Sciences, Emeritus
D.D.S. (Emory 1956); Ph.D. (Rochester 1969) [1970]
- F. BRIAN GIBSON, Clinical Instructor in Otolaryngology
B.A., B.S. (Washington and Lee 1982, 1982); M.D. (Wake Forest 1986) [1992]
- JOHN R. GIBSON, Associate Clinical Professor of Medicine
B.A. (Vanderbilt 1974); M.D. (Washington University 1979) [1982]
- JOSEPH GIGANTE, Associate Professor of Pediatrics; Clinical Assistant Professor of Nursing
B.A. (Brooklyn 1984); M.D. (SUNY, Stony Brook 1988) [1994]
- FELISA L. GILBERT, Clinical Instructor in Pediatrics
B.S. (Vanderbilt 1993); M.D. (Tennessee 1997) [2007]
- JILL GILBERT, Assistant Professor of Medicine
B.S. (North Carolina, Chapel Hill 1990); M.D. (Alabama, Birmingham 1994) [2006]
- CHARLES M. GILL, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1950); M.D. (Tennessee 1955) [1962]
- TARESSA A. GILLIG, Instructor in Clinical Ophthalmology and Visual Sciences
B.S. (Florida State 1998); M.D. (Creighton 2003) [2007]
- LYNETTE A. GILLIS, Assistant Professor of Pediatrics
B.A. (Bucknell 1992); M.D. (Pennsylvania State 1996) [2004]
- MARY JO STRAUSS GILMER, Associate Professor of Nursing; Associate Professor of Pediatrics; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S.N. (Michigan State 1971); M.S.N. (Illinois, Chicago 1978); M.B.A. (Queens 1989); Ph.D. (North Carolina 1997); R.N. [1998]
- MARY KATHERINE GINGRASS, Assistant Clinical Professor of Plastic Surgery
B.S. (Boston College 1985); M.D. (Medical College of Wisconsin 1989) [2000]
- VINCENT L. GIRANDA, Adjunct Professor of Cancer Biology
B.S. (Pennsylvania State 1981); M.D., Ph.D. (Temple 1987, 1989) [2007]
- TIMOTHY D. GIRARD, Instructor in Medicine
B.A. (Baylor 1996); M.D. (Texas, Southwestern 2000) [2008]
- MARIA GABRIELLA GIRO, Research Associate Professor of Pathology
Ph.D. (Padova [Italy] 1968) [1986]
- JONATHAN D. GITLIN, James C. Overall Professor of Pediatrics and Chair of the Department; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., M.D. (Pittsburgh 1974, 1978) [2008]
- DARIO A. GIUSE, Associate Professor of Biomedical Informatics
M.S., Ph.D. (Carnegie-Mellon 1993, 1979) [1999]
- NUNZIA B. GIUSE, Professor of Biomedical Informatics; Director, Eskind Biomedical Library; Professor of Medicine
M.D. (Brescia [Italy] 1985); M.L.S. (Pittsburgh 1992) [1994]
- MICHAEL E. GLASSCOCK III, Adjunct Professor of Hearing and Speech Sciences (Otolaryngology)
B.S. (Tennessee Technological 1955); M.D. (Tennessee 1958) [1977]
- MARK DENNIS GLAZER, Assistant Professor of Medicine
B.A. (Emory 1975); M.D. (Louisville 1979) [1998]
- FRANCIS W. GLUCK, JR., Associate Clinical Professor of Medicine; Clinical Associate Professor of Nursing
B.A. (Williams 1961); M.D. (Johns Hopkins 1965) [1971]
- WALTER G. GOBBEL, JR., Professor of Surgery, Emeritus
B.S., M.D. (Duke 1944, 1944) [1955]
- DANIEL FRANK GOCHBERG, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Physics
B.S. (Massachusetts Institute of Technology 1991); M.S., Ph.D. (Yale 1994, 1998) [2002]

- JAMES C. GODFREY III, Clinical Instructor in Pediatrics
B.S. (Tennessee, Martin 1997); M.D. (Tennessee, Memphis 2001) [2004]
- ROBBIE B. GODWIN, Instructor in Clinical Medicine
B.S. (Mississippi 1996); D.O.M. (Kansas City 2002) [2007]
- STEVEN R. GOERTZ, Assistant Professor of Radiation Oncology
B.S. (Davidson 1980); M.D. (Medical College of Virginia 1985) [2001]
- SYLVIA L. GOGRAFE, Assistant Professor of Pathology
D.V.M., Ph.D. (Leipzig [Germany] 1986, 1994) [2007]
- WILLIAM P. GOINS II, Instructor in Clinical Medicine
B.S., M.D. (Louisiana State 1998, 2002) [2006]
- MICHAEL H. GOLD, Assistant Clinical Professor of Medicine; Clinical Assistant Professor of Nursing
B.S. (Tulane 1981); M.D. (Chicago 1985) [2006]
- JAMES RICHARD GOLDENRING, Paul W. Sanger Professor of Experimental Surgery; Professor of Surgery; Professor of Cell and Developmental Biology
A.B. (Harvard 1980); M.Phil., M.D. (Yale 1984, 1986) [2002]
- MARK S. GOLDFARB, Assistant Clinical Professor of Medicine
B.S. (Michigan 1975); M.D. (George Washington 1979) [1989]
- FRED GOLDNER, JR., Clinical Professor of Medicine, Emeritus
B.A., M.D. (Vanderbilt 1945, 1948) [1954]
- LEE ANN C. GOLPER, Associate Professor of Hearing and Speech Sciences; Director, Division of Speech-Language Pathology
B.S. (Indiana 1971); M.S. (Portland State 1976); Ph.D. (Oregon 1982) [1999]
- THOMAS A. GOLPER, Professor of Medicine
B.A. (Northwestern 1969); M.D. (Indiana 1973) [1999]
- ADRIANA L. GONZALEZ, Assistant Professor of Pathology
B.S., M.D. (Louisiana State 1990, 1994) [2000]
- ALANNA E. GOODMAN, Assistant Professor of Clinical Anesthesiology
B.S., M.D. (California, Irvine 1998, 2003) [2008]
- STACEY ANN GOODMAN, Associate Professor of Medicine
M.D. (New York 1987) [1993]
- MAJE D. GOODWIN, Clinical Instructor in Pediatrics
B.S. (Emory 1999); M.D. (Meharry Medical 2003) [2006]
- PAUL B. GOOGE, Associate Clinical Professor of Pathology
B.S. (Tennessee 1979); M.D. (Tennessee, Memphis 1983) [1997]
- DAVID LEE GORDEN, Associate Professor of Surgery; Associate Professor of Cancer Biology
A.B. (Brown 1985); M.D. (Vanderbilt 1990) [2001]
- JOAN DEWITT GORDEN, Assistant Professor of Clinical Medicine
B.A., M.D. (Minnesota 1990, 1998) [2004]
- JEFFRY S. GORDON, Professor of Educational Informatics of Nursing, Technology of Nursing; Assistant Professor of Biomedical Informatics
B.S. (Emory 1970); M.Ed., Ph.D. (Illinois 1972, 1976) [2002]
- SHARON M. GORDON, Assistant Clinical Professor of Psychiatry
B.A. (Albion 1974); M.A. (Western Michigan 1985); Ph.D. (Antioch New England Graduate School 1993) [1995]
- JAMES E. GORE, Instructor in Clinical Medicine
B.S., M.D. (Kentucky 1995, 1999) [2007]
- JOHN C. GORE, Chancellor's University Professor of Radiology and Radiological Sciences and Biomedical Engineering; Professor of Molecular Physiology and Biophysics; Professor of Physics; Director, Institute of Imaging Science; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.Sc. (Manchester 1972); Ph.D. (London 1976); B.A. (Ealing 1983) [2002]

- MATTHIAS J. GORHAM, JR., Assistant Clinical Professor of Oral and Maxillofacial Surgery (General Practice)
D.D.S. (Saint Louis 1961) [1992]
- DAVID L. GOSSAGE, Adjunct Assistant Professor of Pediatrics
B.S. (University of the South 1982); M.D., M.B.A. (Tennessee 1986, 1999) [2006]
- GERALD S. GOTTERER, Professor of Medical Education and Administration, Emeritus
A.B. (Harvard 1955); M.D. (Chicago 1958); Ph.D. (Johns Hopkins 1964) [1986]
- STEVEN L. GOUDY, Assistant Professor of Otolaryngology
B.S. (Centre 1992); M.D. (Louisville 1998) [2005]
- KATHLEEN L. GOULD, Professor of Cell and Developmental Biology; Investigator, Howard Hughes Institute
A.B. (California, Berkeley 1981); Ph.D. (California, San Diego 1987) [1991]
- C. K. HIRANYA GOWDA, Associate Clinical Professor of Otolaryngology
M.D. (Mysore 1960) [1975]
- WILLIAM M. GRADY, Adjoint Assistant Professor of Cancer Biology
B.S., M.D. (Michigan 1987, 1990) [2000]
- ROBERT P. GRAHAM, JR., Assistant Clinical Professor of Medicine
A.B., M.D. (Tennessee 1976, 1981) [1985]
- THOMAS P. GRAHAM, JR., Professor of Pediatrics, Emeritus
B.A., M.D. (Duke 1959, 1963) [1971]
- TODD R. GRAHAM, Professor of Biological Sciences; Professor of Cell and Developmental Biology
B.S. (Maryville 1984); Ph.D. (Saint Louis 1988) [1992]
- ANTONIO M. GRANDA, Assistant Clinical Professor of Medicine
B.A. (Delaware 1968); M.D. (Jefferson Medical 1974) [2000]
- DARYL K. GRANNER, Professor of Molecular Physiology and Biophysics, Emeritus
B.A., M.D., M.S. (Iowa 1958, 1962, 1962) [1984]
- MERIDA M. GRANT, Assistant Professor of Psychology; Assistant Professor of Psychiatry
B.A. (Temple 1988); M.S., Ph.D. (Duke 1994, 1997) [2007]
- NEVILLE GRANT, Visiting Professor of Surgery
B.S. (Yale 1950); M.D. (Columbia 1954) [2008]
- D. WESLEY GRANTHAM, Professor of Hearing and Speech Sciences; Director, Division of Research
Ph.D. (Indiana 1975) [1980]
- ANA M. GRAU, Assistant Professor of Surgery
M.D. (Universidad Católica de Chile 1990) [2007]
- JUDITH S. GRAVEL, Adjunct Professor of Hearing and Speech Sciences
B.A., M.A. (Massachusetts 1970, 1971); Ph.D. (Vanderbilt 1985) [1991]
- JAMES P. GREELISH, Assistant Professor of Cardiac Surgery
B.A. (Emory 1986); M.D. (Wake Forest 1992) [2002]
- CYNTHIA A. GREEN, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Austin Peay State 1998); D.D.S. (Meharry School of Dentistry 2003) [2007]
- JAMES D. GREEN, Assistant Professor of Radiology and Radiological Sciences
B.A. (Michigan 1970); M.D. (Illinois 1977) [2006]
- JENNIFER KISER GREEN, Instructor in Medicine; Instructor in Pediatrics
B.S. (Elon 1999); M.D. (North Carolina, Chapel Hill 2003) [2007]
- NEIL EDWARD GREEN, Professor of Orthopaedics and Rehabilitation and Vice Chair of the Department; Associate Professor of Pediatrics; Director, Division of Pediatric Orthopaedics
B.A. (Franklin and Marshall 1962); M.D. (Union, Albany Medical College 1968) [1976]
- PAUL A. GREEN, JR., Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1950, 1953) [1979]

- BRAD A. GREENBAUM, Clinical Instructor in Pediatrics
B.A. (Texas, Austin 1991); M.D. (Tennessee, Memphis 1995) [1998]
- RALPH M. GREENBAUM, Clinical Professor of Pediatrics
M.D. (Tennessee 1962) [1970]
- JOHN W. GREENE, Director, Zerfoss Student Health Center; Professor of Pediatrics; Director, Division of Young Adult Medicine; Professor of Obstetrics and Gynecology; Clinical Professor of Nursing
B.A. (West Georgia 1966); M.D. (Medical College of Georgia 1970) [1977]
- JOHN P. GREER, Professor of Medicine; Professor of Pediatrics
B.A., M.D. (Vanderbilt 1972, 1976) [1984]
- ROBERT ALAN GREEVY, JR., Assistant Professor of Biostatistics
B.A. (Hampshire 1997); M.A., Ph.D. (Pennsylvania 2002, 2004) [2004]
- WILLIAM M. GREGG, Assistant Professor of Biomedical Informatics
B.E.E. (Georgia Institute of Technology 1991); M.D. (Miami [Florida] 1997) [2003]
- ANDREW JOHN MAXWELL GREGORY, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Pediatrics
B.S. (Indiana 1993); M.D. (Alabama 1997) [2001]
- DAVID W. GREGORY, Associate Professor of Medicine, Emeritus
B.A., M.D. (Vanderbilt 1963, 1967) [1973]
- MARVIN G. GREGORY, Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (Kentucky 1959); M.D. (Vanderbilt 1966) [1979]
- BRUCE W. GREIG, Associate in Pathology
B.S. (Auburn 1979) [2002]
- PAUL JAMES GRESCH, Research Instructor in Psychiatry
B.S. (Wisconsin 1984); M.S. (Pittsburgh 1992); Ph.D. (Wayne State 1999) [2004]
- JOHN J. GRIFFIN, Assistant Clinical Professor of Psychiatry
B.A. (Notre Dame 1965); M.D. (Saint Louis 1969) [1976]
- MARIE R. GRIFFIN, Professor of Preventive Medicine (Pharmacoepidemiology); Professor of Medicine
A.B. (Immaculata 1972); M.D. (Georgetown 1976); M.P.H. (Johns Hopkins 1982) [1986]
- CARLOS G. GRIJALVA, Assistant Professor of Preventive Medicine
B.S., M.D. (Universidad Nacional 'San Luis Gonzaga' [Peru] 2001, 2001); M.P.H. (Vanderbilt 2006) [2006]
- DANIEL A. GRIPPO, Instructor in Radiology and Radiological Sciences
B.S. (Pennsylvania State 1999); M.D. (Vanderbilt 2003) [2008]
- ERIC L. GROGAN, Assistant Professor of Thoracic Surgery
B.S. (David Lipscomb 1995); M.D., M.P.H. (Vanderbilt 1999, 2004) [2008]
- THOMAS E. GROOMES, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Vanderbilt 1983); M.D. (Tennessee, Memphis 1987) [1994]
- ERICH B. GROOS, Clinical Instructor in Obstetrics and Gynecology
B.E., M.D. (Vanderbilt 1957, 1964) [1970]
- JAMES H. GROWDON, JR., Associate Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1966, 1969) [1973]
- PETER H. GRUBB, Assistant Professor of Pediatrics
B.S. (Texas A & M 1987); M.D. (Uniformed Services University 1992) [2005]
- MICHELLE SAVIDGE GRUNDY, Assistant Professor of Medical Education and Administration
B.S., Ph.D. (Vanderbilt 1993, 2000) [2002]
- EWA F. GRZESZCZAK, Assistant Professor of Radiology and Radiological Sciences
M.D. (Wroclaw University of Medicine [Poland] 1984) [2000]
- MAREK GRZESZCZAK, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
M.D. (Medical Academy of Wroclaw [Poland] 1984) [2002]

- GUOQIANG GU, Assistant Professor of Cell and Developmental Biology
B.S. (Ji Lin [China] 1988); M.S. (Chinese Academy of Science 1991); Ph.D. (Columbia 1998) [2002]
- YOUFEI GUAN, Assistant Professor of Medicine
M.D., M.S. (Nantong Medical [China] 1986, 1989); Ph.D. (Beijing Medical 1993) [1999]
- F. PETER GUENGERICH, Harry Pearson Broquist Professor of Biochemistry; Director, Center in Molecular Toxicology
B.S. (Illinois 1970); Ph.D. (Vanderbilt 1973) [1975]
- OSCAR D. GUILLAMONDEGUI, Assistant Professor of Surgery
B.A. (Dallas 1989); M.D. (Texas, Galveston 1993) [2003]
- SUBHADRA C. GUNAWARDANA, Research Instructor in Molecular Physiology and Biophysics
B.V.Sc. (D.V.M.) (Peradeniya [Sri Lanka] 1990); M.S. (Iowa State 1995); Ph.D. (Cornell 2001) [2007]
- VERONICA LAWSON GUNN, Assistant Professor of Pediatrics (On leave fall 2008)
B.A. (Rhodes 1991); M.D. (Vanderbilt 1997); M.P.H. (Johns Hopkins 2001) [2002]
- INDU GUPTA, Clinical Instructor in Pediatrics
B.A. (Virginia 1989); M.D. (Tennessee, Memphis 1993) [2003]
- RAJNISH KUMAR GUPTA, Assistant Professor of Anesthesiology
B.A., M.D. (Vanderbilt 1998, 2002) [2006]
- SONAL GUPTA, Instructor in Clinical Medicine
B.E., M.D. (Vanderbilt 1998, 2002) [2006]
- EUGENIA V. GUREVICH, Assistant Professor of Pharmacology
B.S., Ph.D. (Moscow State 1980, 1985) [2001]
- VSEVOLOD V. GUREVICH, Professor of Pharmacology; Investigator, Center for Molecular Neuroscience
B.S., M.S. (Moscow State 1980); Ph.D. (Shemyakin Institute 1990) [2001]
- LARRY D. GURLEY, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1970); M.D. (Tennessee 1977) [1983]
- SCOTT OSBORN GUTHRIE, Assistant Clinical Professor of Pediatrics
B.A. (David Lipscomb 1995); M.D. (East Tennessee State 1999) [2007]
- GLORIA E. GUTIERREZ, Research Associate Professor of Medicine
M.D. (Universidad Nacional Autónoma de Mexico 1978) [2006]
- JEFFREY S. GUY, Associate Professor of Surgery
B.S. (Kent State 1987); M.D. (Northeastern Ohio 1991); M.Sc. (Akron 1996) [1999]
- RODNEY KIPLIN GUY, Adjunct Professor of Biochemistry
B.A. (Reed 1990); Ph.D. (Scripps Research Institute 1996) [2006]
- RAUL J. GUZMAN, Assistant Professor of Surgery; Assistant Professor of Cell and Developmental Biology
Sc.B. (Brown 1982); M.D. (Johns Hopkins 1986) [1997]
- HARRY E. GWIRTSMAN, Associate Professor of Psychiatry; Director, Division of Geropsychiatry
B.A. (Yale 1972); M.D. (Columbia 1976) [1995]
- DAVID WILLIAM HAAS, Associate Professor of Medicine; Associate Professor of Microbiology and Immunology
A.B. (Indiana 1979); M.D. (Vanderbilt 1983) [1990]
- KEVIN F. HAAS, Assistant Professor of Neurology; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Duke 1991); Ph.D., M.D. (Michigan 1998, 1999) [2004]
- RALF C. HABERMANN, Assistant Professor of Medicine
M.D. (Freie [Germany] 1989) [1996]
- M. REZA HABIBIAN, Associate Professor of Clinical Radiology and Radiological Sciences
M.D. (University of Tehran Medical School 1960) [1984]

- SARA HABIBIAN, Clinical Instructor in Obstetrics and Gynecology
B.S. (Virginia 1995); M.D. (Vanderbilt 2002) [2007]
- DAVID L. HACHEY, Professor of Pharmacology; Professor of Biochemistry; Professor of Chemistry
B.A. (Oakland 1967); Ph.D. (California, Santa Barbara 1972) [1998]
- TROY ALAN HACKETT, Associate Professor of Hearing and Speech Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A., M.A. (Indiana 1987, 1989); Ph.D. (Vanderbilt 1996) [1999]
- DAVID D. HAGAMAN, Assistant Professor of Medicine
B.S. (Bowling Green State 1983); M.D. (Ohio State 1987) [2001]
- KEITH W. HAGAN, Associate Clinical Professor of Urologic Surgery
B.A. (Kentucky 1965); M.D. (Vanderbilt 1969) [1977]
- KEVIN F. HAGAN, Associate Professor of Plastic Surgery
B.A., M.D. (Johns Hopkins 1971, 1974) [1982]
- ELIE HAGE-KORBAN, Assistant Clinical Professor of Medicine
B.S., M.D. (American University of Beirut 1993, 1997) [2005]
- DEBORAH HAGGARD, Assistant in Medicine
B.S., M.S.N. (Alabama, Huntsville 1999, 2001) [2007]
- MAUREEN KAY HAHN, Assistant Professor of Medicine; Assistant Professor of Pharmacology; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Pennsylvania 1987); M.S. (Pittsburgh 1993); Ph.D. (Wayne State 1999) [2002]
- ANNE-MARIE ETHIER HAIN, Clinical Instructor in Pediatrics
B.A. (North Carolina 1991); M.D. (Medical College of Georgia 1996) [1999]
- PAUL D. HAIN, Assistant Professor of Pediatrics; Associate Chief of Staff, Monroe Carell Jr. Children's Hospital at Vanderbilt
B.S. (Rice 1991); M.D. (Vanderbilt 1998) [2001]
- JONATHAN LEE HAINES, T. H. Morgan Professor of Human Genetics; Professor of Molecular Physiology and Biophysics; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience; Director, Center for Human Genetics Research
B.A. (Colby 1979); Ph.D. (Minnesota 1984) [1997]
- JOHN W. HAIRR, Assistant Professor of Anesthesiology
B.S., M.S. (North Carolina State 1989, 1991); M.D. (Medical College of Georgia 2001) [2007]
- TAHAR HAJRI, Research Assistant Professor of Surgery
B.S. (Université Pierre et Marie Curie [Tunisia] 1984); Ph.D. (Université de Paris XI-Orsay 1988) [2005]
- WILLIAM M. HAKEOS, Instructor in Orthopaedics and Rehabilitation
B.A., M.D. (Michigan 1999, 2003) [2008]
- RAYMOND M. HAKIM, Adjunct Professor of Medicine
M.S. (Rensselaer Polytechnic Institute 1965); Ph.D. (Massachusetts Institute of Technology 1968); M.D. (McGill 1976) [1987]
- NATASHA B. HALASA, Assistant Professor of Pediatrics; Instructor in Emergency Medicine
B.S. (Akron 1994); M.D. (Medical College of Ohio 1998) [2002]
- SUNIL KRISHNA HALDER, Research Instructor in Surgery
B.Sc., M.Sc. (Dhaka [Bangladesh] 1989, 1991); Ph.D. (Osaka [Japan] 1998) [2005]
- SUE T. HALE, Assistant Professor of Hearing and Speech Sciences
B.A.E., M.C.D. (Mississippi 1972, 1975) [2000]
- CONNIE ALLEN HALEY, Assistant Clinical Professor of Medicine
B.A. (Virginia 1990); M.D. (Vanderbilt 1995) [2001]
- SPENCER A. HALEY, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Tennessee, Martin 1991); D.D.S. (Tennessee, Memphis 1995) [2003]

- ROBERT K. HALL, Research Assistant Professor of Medicine
B.S., M.S. (Clemson 1980, 1982); Ph.D. (Vanderbilt 1987) [1993]
- DENNIS E. HALLAHAN, Professor of Radiation Oncology and Chair of the Department;
Ingram Professor of Cancer Research; Clinical Professor of Radiology at Meharry
Medical College
B.S. (Illinois 1980); M.D. (Rush 1984) [1998]
- JOHN STEVEN HALLE, Adjunct Professor of Cell and Developmental Biology
B.S., M.S. (Oregon 1975, 1977); Ph.D. (Iowa 1990) [2001]
- LINDA R. HALPERIN, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Duke 1977); M.D. (Tennessee, Memphis 1981) [2000]
- JENNIFER L. HALPERN, Assistant Professor of Orthopaedics and Rehabilitation
B.A. (Princeton 1995); M.D. (Vanderbilt 1999) [2007]
- SUSAN A. HALTER, Associate Professor of Pathology, Emerita
B.A. (Miami [Ohio] 1967); M.S. (Syracuse 1971); M.D. (Queen's [Ontario] 1973) [1977]
- AMY-JOAN LORNA HAM, Research Associate Professor of Biochemistry
B.S., M.S., Ph.D. (Arizona 1988, 1991, 1995) [2003]
- OMAR L. HAMADA, Associate Clinical Professor of Pediatrics
B.S. (Union 1986); M.D. (Tennessee, Memphis 1993) [2005]
- TARA N. HAMADA, Associate Clinical Professor of Pediatrics
B.S. (Tennessee 1991); M.D. (Tennessee, Memphis 1995) [2005]
- KIRSTEN L. HAMAN, Research Assistant Professor of Psychiatry
B.S. (Florida 1988); M.A., Ph.D. (Vanderbilt 1993, 2000) [2002]
- ASHRAF HOSNI HAMDAN, Assistant Professor of Pediatrics
M.B., B.Ch., M.S. (Alexandria 1984, 1989); M.D. (Liverpool [England] 1999) [2004]
- RIZWAN HAMID, Assistant Professor of Pediatrics
M.D. (Allama Iqbal Open University [Islamabad] 1985); Ph.D. (Vanderbilt 1994) [2003]
- CODY HAMILTON, Research Assistant Professor of Biostatistics
B.S., M.S., Ph.D. (Baylor 1998, 2001, 2003) [2008]
- EDDIE D. HAMILTON, Clinical Instructor in Pediatrics
B.S. (Tennessee 1981); M.D. (Vanderbilt 1985) [1988]
- KATHERINE STOKES HAMILTON, Assistant Clinical Professor of Pathology
B.S., M.D. (Vanderbilt 1991, 1996) [2005]
- RALPH F. HAMILTON, Clinical Instructor in Ophthalmology and Visual Sciences
B.S. (Florida State 1974); M.D. (Tennessee 1976) [1999]
- RODNEY M. HAMILTON, Clinical Instructor in Pediatrics
B.S. (South Alabama 1994); M.D. (Tennessee, Memphis 1999) [2002]
- HEIDI ELIZABETH HAMM, Earl W. Sutherland Jr. Professor of Pharmacology and Chair of
the Department; Professor of Ophthalmology and Visual Sciences; Professor of
Orthopaedics and Rehabilitation; Investigator, Center for Molecular Neuroscience
B.A. (Atlantic Union 1973); Ph.D. (Texas 1980) [2000]
- JIN HO HAN, Assistant Professor of Emergency Medicine
B.A. (New York 1993); M.D. (SUNY Health Science Center, Brooklyn 1999) [2005]
- ZHAOZHONG HAN, Assistant Professor of Radiation Oncology
Ph.D. (Institute of Biotechnology, Beijing 1997) [2005]
- KENNETH R. HANDE, Professor of Medicine; Professor of Pharmacology
A.B. (Princeton 1968); M.D. (Johns Hopkins 1972) [1978]
- THOMAS E. HANES, Assistant Clinical Professor of Pathology
B.A., M.D. (Vanderbilt 1968, 1972) [1979]
- STEVEN K. HANKS, Professor of Cell and Developmental Biology; Associate Professor of
Medicine
B.S. (Utah 1977); Ph.D. (Texas Health Science Center, Houston 1982) [1990]
- STEPHEN R. HANN, Professor of Cell and Developmental Biology
A.B. (California, Berkeley 1974); Ph.D. (California, Riverside 1981) [1986]

- GENE ALAN HANNAH, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Family Medicine
B.S. (Auburn, Montgomery 1984); M.D. (Alabama, Birmingham 1988) [2002]
- VICKIE L. HANNIG, Associate in Pediatrics
B.A. (Pennsylvania 1976); M.S. (Sarah Lawrence 1981) [1998]
- DAVID E. HANSEN, Associate Professor of Medicine
B.A. (Amherst 1976); M.D. (Cornell 1980) [1987]
- KATHERINE LOUISE HANSON, Assistant Professor of Clinical Medicine
B.S. (Cornell 1986); M.D. (Vanderbilt 1990) [1999]
- CHUAN-MING (JIMMY) HAO, Assistant Professor of Medicine
M.D., M.S. (Nantong Medical 1982, 1987); Ph.D. (Shanghai Medical 1990) [2000]
- FRANK JOSEPH HARAF, JR., Clinical Instructor in Pediatrics
B.S. (Emory 1993); M.D. (East Tennessee State 1997) [2000]
- MARY ALICE HARBISON, Assistant Clinical Professor of Medicine
B.A. (Yale 1978); M.D. (Vanderbilt 1983) [1990]
- DOUGLAS P. HARDIN, Professor of Mathematics; Professor of Biomedical Informatics
B.E.E. (Georgia Institute of Technology 1980); M.E.E. (Stanford 1982); Ph.D. (Georgia Institute of Technology 1985) [1986]
- JOEL G. HARDMAN, Professor of Pharmacology, Emeritus
B.S.Pharm., M.S. (Georgia 1954, 1959); Ph.D. (Emory 1964) [1964]
- NORMAN CHANDLER HARDMAN, JR., Assistant Professor of Medicine
B.S. (Georgia Institute of Technology 1981); M.D. (Medical College of Georgia 1985) [1993]
- CHRISTOPHER F. J. HARDY, Associate Professor of Cell and Developmental Biology
B.A. (SUNY 1980); Ph.D. (Columbia 1991) [2002]
- VANESSA K. HARDY, Instructor in Obstetrics and Gynecology; Instructor in Nursing
B.A., M.A. (Wheaton 1998, 1999); M.S.N. (Vanderbilt 2004); R.N. [2007]
- RAY HARGREAVES, Clinical Instructor in Surgery at St. Thomas Medical Center
A.B. (Franklin and Marshall 1981); M.D. (Vanderbilt 1985) [1992]
- JOEL T. HARGROVE, Clinical Professor of Obstetrics and Gynecology
B.S. (Austin Peay State 1957); M.D. (Tennessee 1960) [1983]
- DONNALITA HARMON, Assistant in Medicine
B.S. (Tennessee State 1999); M.S.N. (Vanderbilt 2005) [2008]
- JOEL M. HARP, Research Assistant Professor of Biochemistry
B.A., M.S. (West Texas A & M 1973, 1975); Ph.D. (Tennessee 2000) [2003]
- FRANK E. HARRELL, JR., Professor of Biostatistics and Chair of the Department; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Alabama 1973); Ph.D. (North Carolina 1979) [2003]
- PHILIP R. HARRELSON, Instructor in Clinical Family Medicine
B.S. (Georgia College 1994); M.D. (Medical College of Georgia 1999) [2006]
- CHRISTOPHER E. HARRIS, Assistant Professor of Pediatrics
B.S., M.D. (Wisconsin 1982, 1987) [1998]
- HEATHER HARRIS, Assistant Clinical Professor of Psychiatry
B.A. (Southern 1994); M.D. (Loma Linda 1999) [2005]
- PAUL A. HARRIS, Research Associate Professor of Biomedical Informatics; Research Associate Professor of Biomedical Engineering
B.S. (Tennessee Technological 1987); M.S., Ph.D. (Vanderbilt 1993, 1996) [1999]
- RAYMOND C. HARRIS, JR., Ann and Roscoe R. Robinson Professor of Nephrology; Professor of Medicine; Director, George O'Brien Center for the Study of Renal Disease; Professor of Molecular Physiology and Biophysics; Director, Division of Nephrology
B.S. (Yale 1974); M.D. (Emory 1978) [1986]

- THOMAS R. HARRIS, Orrin Henry Ingram Distinguished Professor of Engineering, Emeritus; Professor of Biomedical Engineering, Emeritus; Professor of Chemical Engineering, Emeritus; Professor of Medicine, Emeritus
B.S., M.S. (Texas A & M 1958, 1962); Ph.D. (Tulane 1964); M.D. (Vanderbilt 1974) [1964]
- VICKI S. HARRIS, Assistant Clinical Professor of Psychology, Peabody College; Assistant Clinical Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development; Fellow, Institute for Public Policy Studies
B.S. (SUNY, Cortland 1984); M.S., Ph.D. (Pennsylvania State 1987, 1991) [1993]
- VICTORIA L. HARRIS, Associate in Medicine
B.S., M.Ed. (Memphis 1974, 1976); Ed.D. (North Texas 1983) [1996]
- LAURIE A. HARRIS-FORD, Assistant Clinical Professor of Pediatrics
B.S., M.D. (Alabama 1985, 1989) [2005]
- JEREMY B. HARRISON, Assistant Clinical Professor of Pediatrics
B.S. (Freed-Hardeman 1990); M.D. (East Tennessee State 1996) [2007]
- STEVEN MARSHALL HARRISON, Assistant Professor of Clinical Anesthesiology
B.S. (Emory 2000); M.D. (Medical College of Georgia 2004) [2008]
- CHARLES E. HART, Assistant Clinical Professor of Medicine
B.S. (California, Davis 1975); M.S. (Oregon State 1978); Ph.D. (University of Washington, Seattle 1987) [2007]
- JAMES R. HART, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1978, 1983) [1987]
- TINA V. HARTERT, Associate Professor of Medicine
A.B. (Brown 1985); M.D., M.P.H. (Vanderbilt 1990, 1998) [1998]
- EVA MARIE HARTH, Assistant Professor of Chemistry; Assistant Professor of Pharmacology
B.S. (Friedrich-Wilhelms-Universität [Bonn] 1990); B.S., M.S. (Zurich 1994); Ph.D. (Mainz [Germany] 1998) [2004]
- KATHERINE E. HARTMANN, Associate Professor of Obstetrics and Gynecology
B.A., M.A., M.D. (Johns Hopkins 1986, 1986, 1992); Ph.D. (North Carolina 1999) [2006]
- WILLIAM B. HARWELL, JR., Assistant Clinical Professor of Medicine
B.A. (University of the South 1968); M.D. (Tennessee 1971) [1977]
- DANA J. HASELTON, Clinical Instructor in Pediatrics
B.S.E., M.S.E. (Michigan 1983, 1984); M.S., M.D., Ph.D. (University of Washington 1990, 1995, 1995) [2001]
- JOHN H. HASH, Professor of Microbiology and Immunology, Emeritus
B.S. (Roanoke 1949); M.S., Ph.D. (Virginia Polytechnic 1955, 1957) [1964]
- HITOSHI HASHIMOTO, Visiting Associate Professor of Psychiatry
Ph.D. (Kyoto [Japan] 1993) [2008]
- BRUCE S. HASKELL, Clinical Professor of Oral and Maxillofacial Surgery
B.A., M.A., D.M.D., Ph.D. (Pittsburgh 1969, 1972, 1973, 1978) [2007]
- ALYSSA H. HASTY, Assistant Professor of Molecular Physiology and Biophysics
B.S. (Tennessee Technological 1994); Ph.D. (Vanderbilt 1998) [2001]
- HELEN E. HATFIELD, Associate in Psychiatry
B.S.N. (Michigan State 1976); M.S.N. (Vanderbilt 2002); R.N. [2003]
- ANTONIS K. HATZOPOULOS, Associate Professor of Medicine; Associate Professor of Cell and Developmental Biology
B.S. (Aristotelion 1981); Ph.D. (Northwestern 1986) [2005]
- CHARLES HOWARD HAUSMAN, Instructor in Clinical Hearing and Speech Sciences
B.S. (Cincinnati 1972); M.S. (Vanderbilt 1974) [2008]
- JACEK HAWIGER, Oswald T. Avery Distinguished Professor of Microbiology and Immunology and Chair of the Department
M.D. (Copernicus School of Medicine 1962); Ph.D. (National Institute of Hygiene [Warsaw] 1967); M.A. (hon., Harvard 1987); M.D. (hon., Copernicus School of Medicine 1992) [1990]

- ANNE B. HAWKINS, Clinical Instructor in Pediatrics
B.A. (Virginia 1987); M.D. (Tennessee, Memphis 1992) [1997]
- MICHAEL D. HAWKINS, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1987); M.D. (Emory 1991) [1995]
- BRIAN D. HAWORTH, Assistant Professor of Psychiatry
B.A. (Ohio State 1993); M.A., Psy.D. (Wheaton 2000, 2004) [2005]
- BENJAMIN B. HAYES, Assistant Clinical Professor of Medicine
B.A. (Davidson 1994); Ph.D. (Medical College of Virginia 1999); M.D. (Boston University 2003) [2007]
- P. LYNN HAYES, Assistant Professor of Hearing and Speech Sciences
B.A. (Lenoir-Rhyne College 1980); M.S. (Wisconsin, Milwaukee 1985); Ph.D. (Pittsburgh 1991) [2007]
- DAVID S. HAYNES, Associate Professor of Otolaryngology; Associate Professor of Hearing and Speech Sciences
A.B. (Tennessee 1983); M.D. (Tennessee, Memphis 1987) [1995]
- J. BREVARD HAYNES, JR., Assistant Clinical Professor of Medicine
B.S. (Vanderbilt 1968); B.A. (College of Saint Thomas 1970); M.D., J.D. (Vanderbilt 1972, 1973) [1979]
- STEPHEN R. HAYS, Associate Professor of Anesthesiology; Assistant Professor of Pediatrics
B.S., M.S. (Yale 1987); M.D. (Johns Hopkins 1991) [1999]
- SIMON WILLIAM HAYWARD, Associate Professor of Urologic Surgery; Associate Professor of Cancer Biology
B.Sc., M.Sc., Ph.D. (London 1981, 1984, 1991) [2001]
- MARY FRAN HAZINSKI, Assistant in Surgery; Assistant in Pediatrics
B.S.N. (Vanderbilt 1974); M.S. in Nr. (Saint Louis 1975) [1990]
- DAVID R. HEAD, Professor of Pathology and Vice Chair for Clinical Affairs
B.A. (Rice 1964); M.D. (Texas 1968) [2000]
- BEN HEAVRIN, Instructor in Emergency Medicine
B.A. (Princeton 1998); M.B.A., M.D. (Vanderbilt 2004, 2004) [2008]
- STEPHAN H. W. HECKERS, James G. Blakemore Professor of Psychiatry and Chair of the Department; Professor of Radiology and Radiological Sciences; Member, Vanderbilt Kennedy Center for Research on Human Development
Ph.D. (Munich [Germany] 1981); M.D. (Cologne [Germany] 1988); M.Sc. (Harvard 2000) [2006]
- PETER HEDERA, Assistant Professor of Neurology; Investigator, Center for Molecular Neuroscience; Member, Vanderbilt Kennedy Center for Research on Human Development
M.D. (Ian Amos Comenius [Slovak Republic] 1987) [2002]
- ANNIE M. HEEMSKERK, Instructor in Radiology and Radiological Sciences
Ph.D. (Eindhoven University of Technology 2006) [2008]
- THOMAS E. HEFFERNAN IV, Instructor in Radiology and Radiological Sciences
B.S. (Notre Dame 1997); M.S. (Cincinnati 1998); M.D. (Louisiana State 2003) [2008]
- A. CLYDE HEFLIN, JR., Assistant Clinical Professor of Medicine; Clinical Assistant Professor of Nursing
B.A. (Kentucky 1969); M.D. (Vanderbilt 1973) [1983]
- JACQUES HEIBIG, Associate Clinical Professor of Medicine
B.S. (Amies [France] 1967); M.D. (Paris 1972) [1998]
- PAUL JACOB HEIL, Assistant Clinical Professor of Pediatrics
B.S. (Stanford 1984); M.D. (Vanderbilt 1988) [1992]
- ELIZABETH HEITMAN, Associate Professor of Medicine
B.A., Ph.D. (Rice 1979, 1986) [2004]

- J. HAROLD HELDERMAN, Professor of Medicine; Professor of Microbiology and Immunology
B.A. (Rochester 1967); M.D. (SUNY, Downstate Medical Center 1971) [1989]
- RICHARD M. HELLER, JR., Professor of Radiology and Radiological Sciences; Professor of Pediatrics
B.A. (Carleton 1959); M.D. (Northwestern 1963) [1975]
- CARL G. HELLERQVIST, Professor of Biochemistry; Associate Professor of Medicine
fil. dr. docent (Stockholm 1971) [1974]
- ANNA R. HEMNES, Instructor in Medicine
B.A. (Columbia 1995); M.D. (Johns Hopkins 1999) [2006]
- ROBIN R. HEMPHILL, Associate Professor of Emergency Medicine
B.S. (Syracuse 1987); M.D. (George Washington 1991); M.P.H. (Vanderbilt 2004) [1998]
- LYNNETTE M. HENDERSON, Research Assistant Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Freed-Hardeman 1981); M.Ed. (Belmont 1992); Ph.D. (Vanderbilt 2000) [2003]
- MELINDA SHAW HENDERSON, Instructor in Clinical Medicine
B.S. (Tennessee 1997); M.D. (Emory 2001) [2005]
- ALEXANDRA WARREN HENDRICKS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Western Kentucky 1996); D.M.D. (Tufts 2000) [2004]
- MELISSA HENRY, Assistant Professor of Hearing and Speech Sciences
B.A. (Western Michigan 1980); M.A. (Wayne State 1982) [2008]
- TIMOTHY M. HENSCHEL, Clinical Instructor in Pediatrics
B.S. (Wheaton 1991); M.D. (Medical College of Wisconsin 1995) [1999]
- JOSEPH A. HENSKE, Instructor in Clinical Medicine
B.S. (Trinity 1999); M.D. (Texas 2004) [2008]
- ALAN JOSEPH HERLINE, Associate Professor of Surgery; Assistant Professor of Biomedical Engineering
B.E. (Vanderbilt 1987); M.D. (Medical College of Georgia 1994) [2002]
- CASILDA I. HERMO, Clinical Instructor in Pediatrics
M.D. (Autonomous University of Santo Domingo 1980) [1996]
- MARTA HERNANZ-SCHULMAN, Professor of Radiology and Radiological Sciences; Professor of Pediatrics
A.B. (Princeton 1973); M.D. (New York 1977) [1988]
- S. DUKE HERRELL III, Associate Professor of Urologic Surgery
B.A. (Richmond 1986); M.D. (Virginia 1990) [2001]
- PAULA C. HERRMANN, Instructor in Medicine
B.S. (South Carolina 1999); M.D. (Medical University of South Carolina 2003) [2007]
- SHANNON L. HERSEY, Associate Professor of Clinical Anesthesiology; Associate Professor of Clinical Pediatrics
B.A. (Kalamazoo 1977); M.D. (Maryland 1985) [1993]
- CAROL B. HERSH, Assistant Clinical Professor of Psychiatry
B.A. (Delaware 1965); M.D. (Jefferson Medical College 1969) [1996]
- DOUGLAS LANDON HESTER, Assistant Professor of Anesthesiology
A.B. (Georgia 1999); M.D. (Medical College of Georgia 2004) [2008]
- WILLIAM A. HEWLETT, Associate Professor of Psychiatry; Associate Professor of Pharmacology; Member, Vanderbilt Kennedy Center for Research on Human Development
A.B. (California, Berkeley 1972); M.A., Ph.D., M.D. (Stanford 1973, 1982, 1983) [1991]
- GERALD B. HICKSON, Professor of Pediatrics; Associate Dean for Clinical Affairs and Director of the Vanderbilt Center for Patient and Professional Advocacy; Clinical Associate Professor of Nursing; Associate Professor of Hearing and Speech Sciences; Professor of Psychiatry; Joseph C. Ross Professor of Medical Education and Administration; Senior Fellow, Institute for Public Policy Studies
B.S. (Georgia 1973); M.D. (Tulane 1978) [1982]

- SCOTT W. HIEBERT, Professor of Biochemistry; Associate Professor of Medicine
B.S. (Bethel 1982); Ph.D. (Northwestern 1987) [1997]
- JAMES N. HIGGINBOTHAM, Research Instructor in Medicine
B.S., M.S., Ph.D. (Mississippi State 1989, 1993, 2000) [2006]
- LEAH R. HIGGINBOTHAM, Clinical Instructor in Pediatrics
B.A., M.S., D.O. (North Texas 1999, 2000, 2004) [2007]
- MICHAEL S. HIGGINS, Professor of Anesthesiology and Chair of the Department; Associate Professor of Biomedical Informatics; Associate Professor of Surgery
B.S. (Lewis and Clark 1984); M.D., M.P.H. (Vanderbilt 1989, 1998) [1994]
- STANLEY B. HIGGINS, Research Associate Professor of Medicine (Biomedical Engineering)
B.A., M.S., Ph.D. (Texas Christian 1964, 1967, 1969) [1976]
- R. KEVIN HIGH, Associate in Emergency Medicine
B.S. (Regents College 1992); M.P.H. (Columbus 2000) [2007]
- DANIEL R. HIGHTOWER, Assistant Clinical Professor of Otolaryngology
B.A., M.D. (Vanderbilt 1961, 1964) [1974]
- ELMORE HILL, Clinical Professor of Oral Surgery, Emeritus
D.M.D. (Louisville 1946) [1954]
- GEORGE ALAN HILL, Assistant Clinical Professor of Obstetrics and Gynecology
A.B., M.D. (Tennessee 1976, 1980) [1984]
- GEORGE C. HILL, Levi Watkins Jr. Professor and Associate Dean for Diversity in Medical Education, School of Medicine; Professor of Medical Education and Administration; Professor of Microbiology and Immunology
B.A. (Rutgers 1961); M.S. (Howard 1963); Ph.D. (New York 1967) [2002]
- KRISTINA E. HILL, Research Professor of Medicine
B.S. (Northeast Louisiana 1968); Ph.D. (Texas 1972) [1987]
- MICHAEL D. HILL, Assistant Clinical Professor of Psychiatry
B.S. (Vanderbilt 1983); M.D. (Tennessee 1989) [1994]
- MICHAEL F. HILL, Research Assistant Professor of Medicine
Ph.D. (Manitoba 1998) [2006]
- TIFFANY HILL, Associate Clinical Professor of Pediatrics
B.A. (Boston University 1990); M.S., M.D. (Chicago 1994, 1994) [2006]
- MELISSA A. HILMES, Assistant Professor of Radiology and Radiological Sciences
B.S., M.D. (Vanderbilt 1996, 2000) [2007]
- DANIEL P. HIMES, Assistant Professor of Emergency Medicine
B.S. (Wheaton 1989); M.D. (Bowman Gray 1993) [1996]
- TIFFANY ELDER HINES, Clinical Instructor in Pediatrics
B.S. (Auburn 1991); M.D. (South Alabama 1995) [1999]
- H. PITTS HINSON, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S., D.D.S., M.S. (Tennessee 1971, 1975, 1979) [2004]
- ALICE A. HINTON, Assistant Professor of Radiology and Radiological Sciences
B.S. (Tulane 1976); M.D. (Vanderbilt 1982) [2003]
- TIMOTHY JOHN HINTON, Assistant Professor of Medicine
B.S. (Harding 1997); M.D. (Maryland 2002) [2005]
- M. BRUCE HIRSCH, Clinical Instructor in Obstetrics and Gynecology
B.S. (Georgia 1975); M.D. (Alabama, Birmingham 1980) [1984]
- WENDY L. HITCH, Clinical Instructor in Pediatrics
B.S. (Houghton 1984); M.S. (Louisiana State 1988); M.D. (Medical College of Georgia 1998); Ph.D. (Emory 1998) [2002]
- RICHARD HSINSHIN HO, Assistant Professor of Pediatrics
B.S. (Duke 1993); M.D., M.S.C.I. (Vanderbilt 1997, 2004) [2003]
- CHARLIE JOE HOBODY, Clinical Instructor in Obstetrics and Gynecology
B.A., M.A., M.D. (Vanderbilt 1949, 1950, 1955) [1958]

- KAREN CELESTE HOBDY-HENDERSON, Adjunct Assistant Professor of Surgery
B.S. (San Francisco State 1985); D.Pharm. (California, Berkeley 1991) [2007]
- RICHARD L. HOCK, Assistant Professor of Clinical Medicine
A.B. (Dartmouth 1983); M.D. (Vanderbilt 1987) [1995]
- KATHERINE A. HOEFT, Clinical Instructor in Pediatrics
B.S. (SUNY, Geneseo 1999); M.D. (North Carolina 2003) [2006]
- STEVEN J. HOFF, Assistant Professor of Cardiac Surgery
B.A. (Minnesota 1982); M.D. (Johns Hopkins 1986) [2007]
- C. SCOTT HOFFMAN, Associate Professor of Clinical Anesthesiology
B.S. (Texas A & M 1971); M.D. (Meharry Medical 1990) [2000]
- GEORGE W. HOLCOMB, JR., Clinical Professor of Pediatric Surgery, Emeritus
B.A., M.D. (Vanderbilt 1943, 1946) [1954]
- ROBERT RAY HOLCOMB, Assistant Professor of Neurology; Assistant Professor of Pediatrics
B.S., M.S. (Alabama 1963, 1966); M.D., Ph.D. (Vanderbilt 1972, 1972) [1992]
- NANCY WINGFIELD DARDEN HOLLAND, Assistant Professor of Radiology and Radiological Sciences
M.S.H.A. (Virginia Commonwealth 1968); B.S. (Virginia Polytechnic Institute 1973); M.D. (Medical College of Virginia 1977) [2004]
- RALPH DUANE HOLLAND, Assistant Professor of Radiology and Radiological Sciences
B.S. (Florida State 1971); M.D. (Medical College of Virginia 1975) [2004]
- STEVEN D. HOLLON, Professor of Psychology, College of Arts and Science; Professor of Psychology, Peabody College; Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974, 1977) [1985]
- HOWARD RHEA HOLLY, Assistant Clinical Professor of Psychiatry
B.S. (Tennessee Technological 1979); M.D. (Tennessee 1984) [2006]
- KEREN HOLMES, Instructor in Clinical Family Medicine
B.S. (Georgia 1999); M.D. (Morehouse 2005) [2008]
- KENNETH J. HOLROYD, Assistant Vice Chancellor for Research; Associate Professor of Anesthesiology; Associate Professor of Medicine
B.A., M.D., M.B.A. (Johns Hopkins 1980, 1984, 2000) [2005]
- MYRON A. HOLSCHER, Associate Clinical Professor of Pathology
B.S., D.V.M. (Purdue 1960, 1963); Ph.D. (Vanderbilt 1972) [1970]
- GINGER E. HOLT, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Alabama, Birmingham 1992); M.D. (Alabama 1996) [2002]
- JENNIFER B. HOLZEN, Clinical Instructor in Pediatrics
B.A. (Miami 1991); M.D. (Wright State 1996) [2006]
- THOMAS W. HOLZEN, Assistant Clinical Professor of Otolaryngology
B.A. (Yale 1966); M.D. (Tufts 1970) [1981]
- MICHAEL D. HOLZMAN, Lester and Sara Jayne Williams Chair in Academic Surgery; Associate Professor of Surgery
M.D. (Wake Forest 1988); M.P.H. (Vanderbilt 1999) [1996]
- CHARLES C. HONG, Assistant Professor of Medicine; Assistant Professor of Pharmacology
S.B. (Massachusetts Institute of Technology 1988); M.D., M.Phil., Ph.D. (Yale 1998, 1998, 1998) [2006]
- JUNG JA HONG, Assistant Clinical Professor of Radiology and Radiological Sciences
B.S., M.D. (Ewha Women's [Korea] 1962, 1966) [2000]
- DARRYL B. HOOD, Adjunct Associate Professor of Pharmacology
B.S. (Johnson C. Smith 1985); Ph.D. (East Tennessee State 1990) [2008]
- LINDA JEAN HOOD, Professor of Hearing and Speech Sciences; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Bowling Green State 1969); M.A. (Kent State 1974); Ph.D. (Maryland 1983) [2004]

- MOLLY RAMONA HOOD, Clinical Instructor in Pediatrics
B.S. (Richmond 1995); M.D. (Tennessee, Memphis 1999) [2005]
- ROB REID HOOD, Assistant Professor of Medicine; Clinical Assistant Professor of Nursing
B.A. (South Florida 1973); B.S., M.D. (Tulane 1976, 1980) [1990]
- RICHARD L. HOOVER, Professor of Pathology; Associate Professor of Pediatrics; Associate
Dean of the Graduate School
B.A. (Ohio State 1966); M.S. (Kentucky 1969); Ph.D. (Michigan State 1972) [1985]
- ROBERT D. HOOVER, JR., Assistant Clinical Professor of Medicine
B.S., M.D. (South Alabama 1984, 1990) [1996]
- CATHERINE HOPKINS, Assistant in Medicine
B.S. (Texas A & M 1986); P.A. (Texas, Galveston 1992) [2006]
- ANNA K. HOPLA, Adjunct Instructor in Medicine
B.S., M.D. (Oklahoma 1976, 1980) [1998]
- ROBERT G. HORN, Clinical Professor of Pathology
B.A., M.D. (Vanderbilt 1954, 1958) [1960]
- BENJAMIN W. Y. HORNSBY, Assistant Professor of Hearing and Speech Sciences;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Maryville College 1985); M.S., Ph.D. (Vanderbilt 1995, 2001) [2001]
- DAVID H. HOROWITZ, Assistant Clinical Professor of Medicine
B.A. (Emory 1966); M.D. (Meharry Medical 1970) [1994]
- FREDERICK T. HORTON, JR., Associate Clinical Professor of Psychiatry
B.S. (North Carolina State 1966); M.D. (Virginia Commonwealth 1970) [1978]
- JOSHUA R. HOUSER, Instructor in Radiology and Radiological Sciences
B.A. (Miami (Ohio) 1999); M.D. (Ohio State 2003) [2008]
- MARCUS C. HOUSTON, Associate Clinical Professor of Medicine
B.A. (Southwestern at Memphis 1970); M.D. (Vanderbilt 1974) [1978]
- GWENDOLYN A. HOWARD, Instructor in Clinical Medicine
B.S. (Yale 1984); M.D. (Temple 1990) [2001]
- JANE ELLEN HOWARD, Assistant Professor of Neurology
A.B. (Washington University 1978); M.D. (Florida 1982) [1993]
- RONALD F. HOWARD, Associate Clinical Professor of Pediatrics
B.S., M.D. (Louisville 1960, 1964) [1998]
- TAMARYA L. HOYT, Assistant Professor of Radiology and Radiological Sciences
B.S., M.D. (Indiana 1998, 2002) [2007]
- SHAN HUANG, Research Instructor in Otolaryngology
M.D. (Fourth PLA Medical [China] 1968) [1995]
- THOMAS HUANG, Assistant Professor of Pediatrics
B.S. (Yale 1989); M.D. (F. E. Hebert Uniformed Services 1994) [2005]
- TODD C. HUBER, Instructor in Clinical Otolaryngology
B.A. (Emory 1995); M.D. (Vanderbilt 1999) [2004]
- BILLY GERALD HUDSON, Elliot V. Newman Professor of Medicine; Professor of Biochemistry;
Professor of Pathology; Director, Matrix Biology Center
B.S. (Henderson State Teachers 1962); M.S. (Tennessee 1963); Ph.D. (Iowa 1966)
[2002]
- DAVID R. HUDSON, Clinical Instructor in Pediatrics
B.S. (Mississippi 1989); M.D. (Vanderbilt 1993) [1996]
- JULIE KAY HUDSON, Associate Professor of Clinical Anesthesiology; Assistant Professor
of Pediatrics
B.A. (Point Loma 1980); M.A., M.D. (Kansas 1987, 1990) [2002]
- ELIZABETH COLVIN HUFF, Assistant Professor of Obstetrics and Gynecology; Adjunct
Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt 1974, 1979); R.N., F.N.P. [1997]

- JOHN G. HUFF, Associate Professor of Clinical Radiology and Radiological Sciences
B.S. (Georgia 1973); M.D. (Vanderbilt 1977) [2007]
- ALEXANDER K. HUGHES, Assistant Professor of Clinical Anesthesiology
B.A. (Southern Maine 1993); M.D. (Vermont 1997) [2002]
- MARK DAVID HUGHES, Clinical Instructor in Pediatrics
B.S., M.D. (Tennessee, Memphis 1997, 2001) [2006]
- SABINE S. HUKE, Research Assistant Professor of Medicine
M.S., Ph.D. (Westfaelische-Wilhelms Universitaet [Germany] 1996, 2000) [2008]
- TODD M. HULGAN, Assistant Professor of Medicine
B.S. (South Alabama 1992); M.D. (Alabama 1996); M.P.H. (Vanderbilt 2003) [2002]
- QUENTIN A. HUMBERD, Associate Clinical Professor of Pediatrics
B.S. (Tennessee 1975); M.D. (Tennessee, Memphis 1978) [2005]
- DONNA M. SEDLAK HUMMELL, Associate Professor of Clinical Pediatrics
A.B. (Rutgers 1976); M.D. (Johns Hopkins 1980) [1986]
- ROBERT S. HUMPHREY, Clinical Professor of Pediatrics
B.S. (Arkansas 1981); M.D. (Johns Hopkins 1986) [2007]
- JERRY K. HUMPHREYS, Assistant Clinical Professor of Pathology
B.A., M.D. (Vanderbilt 1959, 1962) [1967]
- ADRIANA M. HUNG, Assistant Professor of Medicine
M.D. (Universidad Central de Venezuela 1993) [2006]
- REBECCA R. HUNG, Assistant Professor of Medicine
A.B. (Harvard-Radcliffe 1984); Ph.D., M.D. (Harvard 1993, 1994) [2005]
- CHRISTINE W. HUNLEY, Instructor in Pediatrics
B.S. (Vanderbilt 1988); M.D. (Tennessee, Memphis 1992) [1996]
- TRACY E. HUNLEY, Assistant Professor of Pediatrics
B.A. (Vanderbilt 1987); M.D. (Tennessee, Memphis 1991) [1997]
- ROSEMARY HUNTER, Associate Clinical Professor of Pediatrics
B.S. (Emory 1989); M.D. (Duke 1994) [2001]
- STACEY S. HUPPERT, Assistant Professor of Cell and Developmental Biology
B.S. (Purdue 1992); Ph.D. (Indiana 1998) [2005]
- ANDREW M. HUSS, Assistant Clinical Professor of Pediatrics
B.S. (Oklahoma State 1996); M.D. (Oklahoma 2000) [2007]
- TARA M. HUSS, Assistant Professor of Pediatrics
B.S. (Austin Peay State 1996); M.D. (Quillen 2000) [2007]
- ERIC J. HUSTEDT, Research Assistant Professor of Molecular Physiology and Biophysics
B.A. (Reed 1981); Ph.D. (University of Washington 1989) [1995]
- JOSEPH W. HUSTON III, Assistant Professor of Medicine
B.S. (Washington and Lee 1967); M.D. (Vanderbilt 1971) [1979]
- LAURA J. HUSTON, Associate in Orthopaedics and Rehabilitation
B.S.E., M.S. (Michigan 1988, 1990) [2005]
- ROBERT H. HUTCHESON, JR., Clinical Instructor in Pediatrics; Clinical Instructor in Preventive Medicine
B.S., M.D. (Tennessee 1954, 1955); M.P.H. (Johns Hopkins 1966) [1998]
- KIMBERLY NIXON HUTCHISON, Assistant Professor of Neurology
B.A. (Colorado College 1995); M.D. (Kansas 2004) [2005]
- ROY E. HUTTON, Assistant Clinical Professor of Psychiatry
B.A. (David Lipscomb 1969); M.S. (Tennessee 1974); Ph.D. (Vanderbilt 1980) [2001]
- CAREY HWANG, Instructor in Clinical Medicine
B.A. (Princeton 1995); M.D., Ph.D. (West Virginia 2003, 2003) [2006]
- STEVE A. HYMAN, Associate Professor of Clinical Anesthesiology
A.B., M.D. (Indiana 1975, 1979) [2003]

- JEFFREY L. HYMES, Clinical Instructor in Medicine
B.A. (Yale 1974); M.D. (Albert Einstein 1977) [2000]
- IEKUNI ICHIKAWA, Professor of Pediatrics; Professor of Medicine
B.S., M.D. (Keio 1968, 1972) [1985]
- ROBERT W. IKARD, Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt 1960, 1963) [1971]
- TALAT ALP IKIZLER, Catherine McLaughlin Hakim Associate Professor of Medicine
M.D. (Istanbul 1987) [1996]
- OLUNWA IKPEAZU, Adjunct Assistant Professor of Pediatrics
B.S., M.D. (Nigeria 1984, 1989) [2005]
- ALDO A. ILARDE, Assistant Professor of Clinical Medicine
B.S., M.D. (Philippines 1979, 1984) [1997]
- JEANETTE SISON ILARDE, Instructor in Clinical Medicine
B.S., M.D. (Philippines 1982, 1986) [1997]
- TADASHI INAGAMI, Stanford Moore Professor of Biochemistry; Professor of Medicine;
Director, Specialized Center of Research in Hypertension
B.S. (Kyoto 1953); M.S., Ph.D. (Yale 1955, 1958); D.Sc. (Kyoto 1963) [1966]
- RAJU V. INDUKURI, Assistant Clinical Professor of Psychiatry
B.S. (SKBR College [India] 1974); M.D. (Rangaraya Medical [India] 1981) [1998]
- WALEED N. IRANI, Assistant Professor of Medicine
B.A., M.D. (North Carolina 1985, 1990) [1996]
- FREDERICK M. ISAACSON, Assistant Professor of Radiology and Radiological Sciences
B.S. (Brooklyn College 1966); M.D. (SUNY, Downstate Medical Center 1970) [2006]
- REBECCA L. ISBELL, Clinical Instructor in Pediatrics
B.S. (Southwestern 1999); M.D. (Texas 2003) [2006]
- SHAHIDUL ISLAM, Assistant Clinical Professor of Psychiatry
M.D. (Dhaka Medical College [Bangladesh] 1969) [2002]
- NUHAD M. ISMAIL, Associate Professor of Clinical Medicine
B.S. (American University [Beirut] 1974); M.D. (Beirut [Lebanon] 1978) [2004]
- DAWN A. ISRAEL, Research Assistant Professor of Medicine
B.S., Ph.D. (Alabama 1988, 1994) [2000]
- HIDEYUKI ITO, Visiting Scholar in Medicine
M.D. (Jikei [Tokyo] 2005) [2007]
- JUAN M. ITURREGUI, Assistant Professor of Pathology
M.D. (Puerto Rico 1999) [2006]
- TINA M. IVERSON, Assistant Professor of Pharmacology; Assistant Professor of Biochemistry
B.S. (St. John's 1995); Ph.D. (California Institute of Technology 2000) [2005]
- HIDEKI IWAMOTO, Research Instructor in Pharmacology
B.S.E. (Toin [Japan] 1003); M.E. (Toin [Yokohama, Japan] 1995); Ph.D. (Toin [Japan] 1996) [2007]
- KAREEM A. JABBOUR, Research Associate Professor of Surgery
B.S. (American University [Beirut] 1962) [1990]
- KATHY JABS, Associate Professor of Pediatrics; Director, Division of Pediatric Nephrology
B.S. (Trinity [Connecticut] 1978); M.D. (Columbia 1982) [2000]
- MEG E. JACK, Instructor in Emergency Medicine
B.A. (California, San Diego 1995); M.D. (Nevada, Reno 2000) [2007]
- JAMES C. JACKSON, Research Assistant Professor of Medicine; Research Assistant
Professor of Psychiatry
B.S. (Liberty 1991); M.A. (Georgia School of Professional Psychology 1993); M.A.,
Ph.D. (Biola 1998, 2001) [2003]
- JOHN A. JACKSON, Assistant Clinical Professor of Psychiatry
B.S. (Tennessee Technological 1994); M.D. (Tennessee, Memphis 1999) [2004]

- TRACY P. JACKSON, Assistant Professor of Anesthesiology
B.S., M.D. (North Carolina, Chapel Hill 1995, 2000) [2007]
- AARON T. JACOBS, Research Instructor in Biochemistry
B.S. (California, Irvine 1993); Ph.D. (California, Los Angeles 2003) [2006]
- J. KENNETH JACOBS, Professor of Surgery, Emeritus
B.A. (Vanderbilt 1950); M.D. (Northwestern 1954) [1962]
- MONICA L. JACOBS, Assistant Professor of Hearing and Speech Sciences
B.S. (Georgia 1997); M.S., Psy.D. (Georgia School of Professional Psychology 2001, 2005) [2007]
- BARBARA JACOBSON, Assistant Professor of Otolaryngology; Assistant Professor of Hearing and Speech Sciences
B.A., M.A., Ph.D. (Cincinnati 1978, 1984, 1990) [2003]
- GARY P. JACOBSON, Professor of Hearing and Speech Sciences; Director, Division of Audiology
B.A. (California State 1974); M.S. (Wisconsin 1975); Ph.D. (Kent State 1978) [2002]
- GREGORY H. JACOBSON, Instructor in Emergency Medicine
B.S. (Washington University 1997); M.D. (Baylor 2001) [2004]
- HARRY R. JACOBSON, Vice Chancellor for Health Affairs; Professor of Medicine
B.S. (Illinois, Chicago Circle 1969); M.D. (Illinois, Medical Center 1972) [1985]
- MARK W. JACOKES, Assistant Professor of Clinical Medicine
B.A., M.D. (North Carolina 1977, 1983) [1988]
- MADAN JAGASIA, Assistant Professor of Medicine
B.S. (Ram Narain Ruia College [India] 1986); M.B.B.S. (King Edward Memorial College [India] 1992) [2001]
- SHUBHADA JAGASIA, Assistant Professor of Medicine
B.Sc. (D. G. Ruparel College 1986); M.B.B.S. (King Edward Memorial 1992) [2001]
- A. EVERETTE JAMES, JR., Adjunct Professor of Radiology and Radiological Sciences
B.A. (North Carolina 1959); M.D. (Duke 1963); J.D. (Blackstone Law School 1966); Sc.M. (Johns Hopkins 1971) [1975]
- ROBERT F. JAMES, Instructor in Clinical Neurological Surgery; Instructor in Clinical Radiology and Radiological Sciences
B.S. (West Chester 1995); M.D. (Tulane 2001) [2007]
- ROBERT C. JAMIESON, Assistant Clinical Professor of Psychiatry
B.S., M.S., M.D. (Wisconsin 1971, 1973, 1976) [1979]
- KARL JANNASCH, Assistant Clinical Professor of Psychiatry
B.A. (Albion 1971); M.A. (Peabody 1974); Ph.D. (Vanderbilt 1991) [1996]
- E. DUCO JANSEN, Professor of Biomedical Engineering; Professor of Neurological Surgery
Drs. (M.Sc.) (Utrecht 1990); M.S., Ph.D. (Texas 1992, 1994) [1997]
- DANA R. JANSSEN, Assistant Professor of Pediatrics
B.A. (Abilene Christian 1992); M.D. (Texas Health Science Center 1996) [2008]
- BARRY KENT JARNAGIN, Associate Professor of Obstetrics and Gynecology
B.S. (Union [Tennessee] 1980); M.D. (Tennessee, Memphis 1984) [1996]
- ADRIAN A. JARQUIN-VALDIVIA, Assistant Professor of Neurology; Assistant Professor of Anesthesiology
M.D. (Universidad Nacional Autónoma de Honduras 1993) [2002]
- DANIEL S. JAVIER, Assistant Clinical Professor of Psychiatry
B.S. (Ateneo de Manila 1979); M.D. (Far Eastern 1983) [1994]
- JASON ROBERT JEAN, Assistant in Medicine
B.S.N. (Tennessee 1996); M.S.N. (Vanderbilt 2000); F.N.P., R.N. [2004]
- PETER F. JELSMA, Assistant Clinical Professor of Pathology
B.S. (Vanderbilt 1987); M.D. (Northwestern 1991) [2000]

- HENRY S. JENNINGS III, Assistant Professor of Medicine
B.S. (Davidson 1973); M.D. (Vanderbilt 1977) [1982]
- ERIC R. JENSEN, Assistant Professor of Pediatric Surgery
B.S. (Illinois 1991); M.D. (Northwestern 1995) [2006]
- ROY A. JENSEN, Adjunct Professor of Pathology
B.S. (Pittsburg State 1980); M.D. (Vanderbilt 1984) [2005]
- REBECCA N. JEROME, Librarian, Eskind Biomedical Library; Adjunct Instructor in Biomedical Informatics
B.A. (Saginaw Valley State 1996); M.L.I.S. (Wayne State 1998); M.P.H. (Vanderbilt 2006) [1998]
- WALTER GRAY JEROME III, Associate Professor of Pathology; Associate Professor of Cancer Biology
B.A. (St. Andrews 1971); Ph.D. (Virginia 1981) [2001]
- JASON R. JESSEN, Assistant Professor of Medicine; Assistant Professor of Cancer Biology
B.A. (Augustana 1992); M.S. (South Dakota State 1995); Ph.D. (Medical College of Georgia 1999) [2006]
- YUJIANG JIA, Research Assistant Professor of Pediatrics
B.S. (Hebei Health School 1986); M.Sc. (Hebei Medical 1995); M.D. (Hebei Staff Medical 1992) [2005]
- AIXIANG JIANG, Assistant in Biostatistics
B.S. (Agronomy 1984); M.S. (Minnesota 2005) [2007]
- MING JIANG, Research Assistant Professor of Urologic Surgery
M.D., M.S. (Nantong [China] 1986, 1991); Ph.D. (Fudan [China] 1997) [2007]
- WU JIANGSHENG, Visiting Scholar in Medicine
M.D. (Sun Yat-Sen 1996) [2007]
- REN JIE JIN, Research Assistant Professor of Urologic Surgery
M.D. (Southeast [China] 1985); M.S., Ph.D. (Seoul 1999, 2001) [2007]
- JIM N. JIRJIS, Assistant Professor of Medicine; Assistant Professor of Biomedical Informatics
B.S. (Illinois 1989); M.D. (Chicago 1993) [1999]
- JAMES M. JOERS, Assistant Professor of Radiology and Radiological Sciences
B.S. (Wisconsin 1991); Ph.D. (Florida State 1997) [2002]
- J. THOMAS JOHN, JR., Assistant Professor of Medicine
B.S. (Davidson 1965); M.D. (North Carolina 1969) [1978]
- JAMES A. JOHNS, Associate Professor of Pediatrics
B.S. (Yale 1976); M.D. (Vanderbilt 1980) [1987]
- KARLA J. JOHNS, Associate Clinical Professor of Ophthalmology and Visual Sciences
B.A. (Wisconsin 1976); M.D. (Vanderbilt 1980) [2000]
- BENJAMIN W. JOHNSON, JR., Associate Professor of Anesthesiology
B.S. (Wheaton 1973); M.D. (Illinois 1980); M.B.A. (Vanderbilt 1996) [1991]
- CARL H. JOHNSON, Professor of Biological Sciences; Professor of Molecular Physiology and Biophysics; Member, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.A. (Texas 1976); Ph.D. (Stanford 1982) [1987]
- CONSTANCE J. JOHNSON, Associate Clinical Professor of Neurology
B.S., M.S., M.D. (Maryland 1968, 1972, 1982) [2005]
- CORBIN JOHNSON, Assistant Professor of Clinical Radiation Oncology
B.A. (Harvard 1981); M.D. (Washington University School of Medicine 1985) [2006]
- DAVID H. JOHNSON, Cornelius Abernathy Craig Professor of Medical and Surgical Oncology; Professor of Medicine
B.S., M.S. (Kentucky 1970, 1972); M.D. (Georgia 1976) [1983]
- DEREK K. JOHNSON, Assistant Clinical Professor of Pediatrics
B.S. (Maryland 1991); M.D. (Pittsburgh 1995) [2007]

- FREEDOM JOHNSON, Instructor in Otolaryngology
B.S. (California, Santa Barbara 1997); M.D. (California, Davis 2003) [2008]
- H. KEITH JOHNSON, Associate Professor of Medicine, Emeritus; Associate Professor of Surgery, Emeritus
B.A. (Amherst 1959); M.D. (Tufts 1963) [1970]
- JAMES NORRIS JOHNSON, Clinical Instructor in Family Medicine
B.A., M.D. (Vanderbilt 1989, 1993) [2003]
- JOYCE E. JOHNSON, Associate Professor of Pathology
B.A. (Rice 1979); M.D. (Vanderbilt 1986) [1992]
- KEVIN B. JOHNSON, Associate Professor of Biomedical Informatics and Vice Chair of the Department; Associate Professor of Pediatrics
B.S. (Dickinson 1983); M.D. (Johns Hopkins 1987); M.S. (Stanford 1992) [2002]
- MARY HEATHER JOHNSON, Clinical Instructor in Pediatrics
B.S., M.D. (Vanderbilt 1987, 1994) [1998]
- PAULETTE M. JOHNSON, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
B.S., M.D. (South Florida 1990, 1994) [2003]
- RAYMOND F. JOHNSON, Associate in Anesthesiology; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Belmont 1970) [1991]
- WILLIAM STEPHEN JOHNSON, Assistant Clinical Professor of Pediatrics
B.S. (Arkansas State 1978); M.D. (Ross 1983) [2004]
- DAVID G. JOHNSTON, Clinical Instructor in Pediatrics
B.S. (Duke 1995); M.D. (Tennessee, Memphis 1999) [2005]
- MARGRETE G. JOHNSTON, Assistant Clinical Professor of Pediatrics
B.S. (Peabody 1974); M.D. (Meharry Medical 1979) [1986]
- MICHAEL N. JOHNSTON, Assistant Professor of Clinical Emergency Medicine; Assistant Professor of Clinical Pediatrics
B.S. (Birmingham-Southern 1990); M.D. (Alabama 1994) [2007]
- PHILIP EARL JOHNSTON, Clinical Professor of Medicine; Lecturer in Nursing
B.S., Pharm.D. (Tennessee, Memphis 1973, 1974) [2002]
- SUSAN E. JOHNSTON, Assistant Clinical Professor of Pediatrics
B.S. (Mississippi State 1992); M.D. (Mississippi 1996) [2008]
- CARRIE K. JONES, Research Assistant Professor of Pharmacology
B.S., Ph.D. (Indiana 1992, 2001) [2007]
- FRANK E. JONES, Assistant Clinical Professor of Orthopaedics and Rehabilitation
M.D. (Tennessee 1958); M.S. (Minnesota 1967) [1967]
- HOWARD W. JONES III, Professor of Obstetrics and Gynecology and Interim Chair of the Department; Director, Division of Gynecologic Oncology
B.A. (Amherst 1964); M.D. (Duke 1968) [1980]
- IAN D. JONES, Assistant Professor of Emergency Medicine; Assistant Professor of Biomedical Informatics; Director, Division of Adult Emergency Medicine
B.A. (Rhodes 1986); B.A. (Tennessee 1988); M.D. (Tennessee, Memphis 1993) [1998]
- JILL L. JONES, Assistant Professor of Medicine
B.A. (Lawrence 1986); M.D. (Stanford 1991) [1997]
- JODY JONES, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Vanderbilt 1994); D.D.S. (Tennessee, Memphis 1998) [2005]
- SONYA NICOLE JONES, Assistant Clinical Professor of Psychiatry; Adjunct Assistant Professor of Psychiatry at Meharry Medical College
B.S. (Rhodes 1995); M.D. (Tennessee 1999) [2005]

- TIMOTHY F. JONES, Associate Clinical Professor of Preventive Medicine; Associate Clinical Professor of Family Medicine
B.A. (Amherst 1985); M.D. (Stanford 1990) [1999]
- LAURIE B. JONES-JACKSON, Assistant Professor of Radiology and Radiological Sciences
B.S., M.D. (Alabama, Birmingham 1992, 1996) [2007]
- MYUNGSOO JOO, Research Assistant Professor of Medicine
B.S., M.S. (Korea University 1986, 1988); Ph.D. (Texas 1994) [2003]
- KAREN MARGARET JOOS, Associate Professor of Ophthalmology and Visual Sciences
B.S., M.D., Ph.D. (Iowa 1982, 1987, 1990) [1994]
- CHARLES ANDREW JORDAN, Clinical Instructor in Pediatrics
B.S. (Tennessee, Martin 1983); M.D. (Tennessee, Memphis 1987) [1999]
- HAROLD W. JORDAN, Assistant Clinical Professor of Psychiatry
B.S. (Morehouse 1958); M.D. (Meharry Medical 1968) [1968]
- MARTIN I. JORDANOV, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Emergency Medicine
B.S. (Tennessee 1997); M.D. (Tennessee, Memphis 2001) [2006]
- DANIEL B. JOVANOVIĆ, Assistant Clinical Professor of Medicine
B.S. (Pennsylvania State 1978); M.D. (Drexel 1982) [2004]
- SEBASTIAN JOYCE, Professor of Microbiology and Immunology
B.Sc. (Bangalore [India] 1971); M.Sc. (Saurashtra [India] 1981); Ph.D. (Medical College of Virginia 1988) [1999]
- JULIE S. KAALBERG, Associate in Obstetrics and Gynecology
B.A. (Illinois 2002); M.S. (New York 2006) [2008]
- JON H. KAAS, Distinguished Professor of Psychology, College of Arts and Science; Professor of Cell and Developmental Biology; Professor of Radiology and Radiological Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.A. (Northland 1959); Ph.D. (Duke 1965) [1972]
- BARBARA F. KACZMARSKA, Clinical Professor of Pediatrics
M.D. (Medical College of Wrocław [Poland] 1973) [2007]
- KEVIN M. KAHN, Instructor in Orthopaedics and Rehabilitation
B.A. (Princeton 1992); M.D. (Emory 1997) [2007]
- MARION ANGELIKA KAINER, Assistant Clinical Professor of Preventive Medicine
M.B.B.S. (Melbourne [Australia] 1989); M.P.H. (Monash [Australia] 1989) [2002]
- ALLEN B. KAISER, Professor of Medicine and Vice Chair for Clinical Affairs, Department of Medicine; Associate Chief Medical Officer, Vanderbilt University Medical Center; Chief of Staff, Vanderbilt University Hospital
B.A., M.D. (Vanderbilt 1964, 1967) [1972]
- SPYROS A. KALAMS, Associate Professor of Medicine; Associate Professor of Microbiology and Immunology
B.A. (Harvard 1983); M.D. (Connecticut 1987) [2002]
- ASHA R. KALLIANPUR, Assistant Professor of Medicine
B.A., M.D. (North Carolina 1984, 1988); M.P.H. (Vanderbilt 2002) [2001]
- J. JONAS KALNAS, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine; Clinical Director, Center for Occupational and Environmental Medicine
B.E. (McMaster 1971); M.D. (Western Ontario 1976); M.I.H., M.Sc. (Harvard 1978, 1979) [2002]
- JAYAKUMAR R. KAMBAM, Adjunct Professor of Anesthesiology
M.D. (Andhra Medical [India] 1972) [2005]
- JEFFREY A. KAMMER, Assistant Professor of Ophthalmology and Visual Sciences
B.A. (Pennsylvania 1992); M.D. (Case Western Reserve 1996) [2002]

- DANA L. KAN, Instructor in Clinical Hearing and Speech Sciences
B.S. (Vanderbilt 1997); M.A. (Ohio State 1999) [2008]
- J. HERMAN KAN, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Pediatrics
B.S. (California, Los Angeles 1994); M.D. (Albany Medical 1998) [2005]
- JINGQIONG KANG, Research Assistant Professor of Neurology
M.D., Ph.D. (Tongji Medical 2001, 2001) [2004]
- PRINCE J. KANNANKERIL, Assistant Professor of Pediatrics
B.S. (Pennsylvania State 1990); M.D. (Jefferson Medical College 1994) [2002]
- SARA M. KANTROW, Assistant Professor of Medicine
A.B. (Princeton 1997); M.D. (Vanderbilt 2002) [2007]
- CHANGQING C. KAO, Research Associate Professor of Neurological Surgery
M.D., M.S. (Bethune 1980, 1983); Ph.D. (Virginia Commonwealth 1994) [2001]
- HERMAN J. KAPLAN, Professor of Clinical Medicine
B.A. (Southwestern College 1950); M.D. (Vanderbilt 1954) [1962]
- HILLARY R. KAPLAN, Assistant Professor of Clinical Medicine
B.A. (Yale 1989); M.D. (Case Western Reserve 1993) [1999]
- MARK RANDALL KAPLAN, Assistant Clinical Professor of Medicine
B.S.E. (Pennsylvania 1984); M.D. (Vanderbilt 1988) [2000]
- MOHANA KARLEKAR, Assistant Professor of Medicine
B.S. (Cornell 1991); M.D. (SUNY, Stony Brook 1995) [2006]
- SAAGAR B. KARLEKAR, Assistant Professor of Clinical Pediatrics
B.S. (Rochester Institute of Technology 1989); M.D. (St. Georges [Grenada, West Indies] 1997) [2007]
- BERNICE KARNETT, Assistant Professor of Medicine
B.S. (SUNY, Stony Brook 1979); M.D. (Emory 1983) [1997]
- DAVID T. KARZON, Professor of Pediatrics, Emeritus
B.S., M.S. (Ohio State 1940, 1941); M.D. (Johns Hopkins 1944) [1968]
- SUSAN KASPER, Assistant Professor of Urologic Surgery; Assistant Professor of Cancer Biology; Assistant Professor of Cell and Developmental Biology
B.Sc., M.Sc., Ph.D. (Manitoba 1978, 1981, 1984) [1996]
- ADETOLA KASSIM, Assistant Professor of Medicine
M.B.,B.S. (Lagos [Nigeria] 1988) [2001]
- JASON L. KASTNER, Clinical Instructor in Pediatrics
B.S. (Kansas State 1994); M.D. (Kansas 1998) [2002]
- MELISSA R. KAUFMAN, Instructor in Urologic Surgery
B.A. (Washington University 1987); Ph.D. (Tennessee 1993); M.D. (Arkansas College of Medicine 2002) [2007]
- ANN KAVANAUGH-MCHUGH, Assistant Professor of Pediatrics
B.S. (Yale 1980); M.D. (Johns Hopkins 1984) [1992]
- IRINA N. KAVERINA, Assistant Professor of Cell and Developmental Biology
M.S. (Moscow Lomonosov State 1989); Ph.D. (Academy of Medical Sciences 1992) [2005]
- JEREMY J. KAYE, Carol D. and Henry P. Pendergrass Professor of Radiology and Radiological Sciences and Chair of the Department; Professor of Emergency Medicine
B.S. (Notre Dame 1961); M.D. (Cornell 1965) [2000]
- JENNIFER A. KEARNEY, Assistant Professor of Medicine
B.A. (Middlebury 1992); Ph.D. (Michigan, Ann Arbor 1997) [2007]
- KATHLEEN R. KEARNEY, Assistant Clinical Professor of Medicine
B.S. (Kennesaw State 1981); M.D. (Medical College of Georgia 1990) [2006]
- PAUL H. KECKLEY, Visiting Assistant Professor of Medical Education and Administration
B.S. (David Lipscomb 1970); M.A., Ph.D. (Ohio State 1972, 1974) [2003]

- DIANE S. KEENEY, Assistant Professor of Medicine; Assistant Professor of Biochemistry
B.S. (Pennsylvania State 1978); M.S. (Iowa State 1983); Ph.D. (Johns Hopkins 1989)
[1992]
- JAMES E. KEFFER, Instructor in Clinical Medicine; Instructor in Clinical Pediatric Surgery
B.A. (Auburn 1994); M.D. (Alabama 2001) [2006]
- K. BRADLEY KEHLER, Associate in Ophthalmology and Visual Sciences
B.S. (Vanderbilt 1997); O.D. (Illinois College of Optometry 2002) [2005]
- LORI ANN KEHLER, Assistant Professor of Ophthalmology and Visual Sciences
B.S. (Stetson 1998); O.D. (Illinois College of Optometry 2002) [2003]
- NANCY R. KELLER, Instructor in Medicine
B.S. (Arizona 1986); Ph.D. (Vanderbilt 2000) [2003]
- MARK C. KELLEY, Associate Professor of Surgery; Director, Division of Surgical Oncology
B.S., M.D. (Florida 1986, 1989) [1997]
- BURNETT S. KELLY, JR., Assistant Professor of Surgery
B.S. (Michigan 1989); M.D. (Howard 1995) [2005]
- ELLEN M. KELLY, Associate Professor of Hearing and Speech Sciences
B.A. (St. Bonaventure 1981); M.S., Ph.D. (Syracuse 1984, 1989) [2007]
- KEVIN J. KELLY, Associate Professor of Plastic Surgery
B.S. (Maryland 1972); D.D.S. (Columbia 1977); M.D. (SUNY, Downstate Medical Center
1982) [1989]
- RAJAPPA KENCHAPPA, Research Instructor in Biochemistry
B.Sc., M.Sc. (Mysore [India] 1991, 1993); Ph.D. (National Brain Research Centre [India]
2004) [2006]
- PEGGY L. KENDALL, Assistant Professor of Medicine
B.S. (Texas 1982); M.D. (Texas, Southwestern Medical Center 1996) [2003]
- CRAIG HALL KENNEDY, Professor of Special Education and Chair of the Department;
Associate Professor of Pediatrics; Investigator, Vanderbilt Kennedy Center for Research
on Human Development
B.A. (California, Santa Barbara 1987); M.S. (Oregon 1988); Ph.D. (California, Santa
Barbara 1992) [1997]
- WILLIAM D. KENNER, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Tennessee 1965, 1969) [1973]
- MINH N. KENNEY, Assistant Professor of Radiology and Radiological Sciences
B.A. (Delaware 1986); M.P.H. (Tennessee 1988); M.D. (Jefferson Medical College 1993)
[2007]
- ANNE K. KENWORTHY, Assistant Professor of Molecular Physiology and Biophysics;
Assistant Professor of Cell and Developmental Biology
B.A. (Kenyon 1989); Ph.D. (Duke 1994) [2001]
- MARY E. KEOWN, Associate Clinical Professor of Pediatrics
B.S. (Samford 1979); M.D. (Alabama 1983) [1986]
- TAMARA S. KEOWN, Instructor in Obstetrics and Gynecology; Instructor in Clinical Nursing
B.S. (Tennessee Technological 1991); M.S.N. (Vanderbilt 1995); R.N.C. [2001]
- DOUGLAS S. KERNODLE, David E. Rogers Associate Professor of Medicine; Associate
Professor of Microbiology and Immunology
B.A., M.D. (North Carolina 1976, 1981) [1987]
- ROBERT M. KESSLER, Wilhelm Roentgen Professor of Radiology and Radiological Sciences;
Associate Professor of Psychiatry
B.S., M.D. (Yale 1967, 1971) [1984]
- ALEXANDRA FONARYOVA KEY, Research Assistant Professor of Hearing and Speech
Sciences; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A., M.A. (Moscow State 1997, 1997); Ph.D. (Louisville 2002) [2004]

- DINEO KHABELE, Assistant Professor of Obstetrics and Gynecology at Meharry Medical College; Assistant Professor of Cancer Biology at Vanderbilt; Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Columbia 1989, 1994) [2005]
- WASIF NOOR KHAN, Associate Professor of Microbiology and Immunology
B.S., M.S. (Karachi, Pakistan 1978, 1980); Ph.D. (Stockholm and Umeå [Sweden] 1990) [1997]
- HABIBEH KHOSHBOUEI, Adjunct Assistant Professor of Pharmacology at Meharry Medical College
Ph.D. (Tehran [Iran] 1989); M.S., Ph.D. (Texas 1989, 2001) [2002]
- JAMSHID KHOSHNOODI, Assistant Professor of Medicine; Assistant Professor of Biochemistry
B.Sc. (Uppsala 1991); Ph.D. (Swedish University 1997) [2004]
- JILL ERIN KILKELLY, Assistant Professor of Anesthesiology
B.A., M.D. (Cornell 1992, 1997) [2007]
- SHANNON ROBERT KILKELLY, Assistant Professor of Clinical Anesthesiology
B.S. (Wake Forest 1994); D.O. (Midwestern 2001) [2005]
- ANTHONY W. KILROY, Associate Professor of Neurology; Associate Professor of Pediatrics
M.B., B.S. (Saint Bartholomew's [London] 1960) [1976]
- BETTY KIM, Assistant Professor of Cardiac Surgery; Assistant Professor of Thoracic Surgery
B.A., M.D. (Yale 1986, 1991) [2007]
- KWANG WOON KIM, Research Instructor in Radiation Oncology
B.S. (Kosin 1992); M.S., Ph.D. (Pusan National 1995, 2001) [2008]
- STEPHEN JAE KIM, Assistant Professor of Ophthalmology and Visual Sciences
B.S. (Duke 1996); M.D. (Johns Hopkins 2001) [2008]
- JOHN THOMAS KIMBROUGH III, Instructor in Medicine
B.A. (Wesleyan 1991); M.S., M.D., Ph.D. (Rochester 2000, 2000, 2000) [2006]
- JOHN T. KING, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Tennessee 1989); D.M.D. (Louisville 1996) [1999]
- LLOYD E. KING, JR., Professor of Medicine
B.A. (Vanderbilt 1961); M.D., Ph.D. (Tennessee 1967, 1969) [1977]
- LLOYD G. KING, Assistant Professor of Clinical Medicine
B.S. (SUNY, Buffalo 1981); M.D. (New York 1985) [2000]
- ROY KING, Assistant Clinical Professor of Pathology
M.D. (Witwatersrand [South Africa] 1988) [2005]
- PHILIP JOHN KINGSLEY, Assistant in Biochemistry
B.S., M.A. (William and Mary 1990, 1992) [2001]
- FREDERICK K. KIRCHNER, JR., Associate Professor of Medical Education and Administration, Emeritus
B.Sc. (Dickinson 1963); M.D. (Cornell 1967) [1975]
- SANDRA G. KIRCHNER, Professor of Radiology and Radiological Sciences, Emerita; Professor of Pediatrics, Emerita
B.A. (Wellesley 1962); M.D. (Cornell 1967) [1973]
- DAVID L. KIRSCHKE, Assistant Clinical Professor of Preventive Medicine
B.A. (Holy Cross 1988); M.D. (Florida 1996) [2008]
- HOWARD S. KIRSHNER, Professor of Neurology and Vice Chair of the Department; Director, Division of Stroke; Professor of Speech (Language Pathology); Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Williams 1968); M.D. (Harvard 1972) [1978]
- NEIL E. KIRSHNER, Clinical Instructor in Pediatrics
B.S. (Rhodes 1985); M.D. (East Tennessee State 1990) [2000]

- HENRY B. KISTLER, JR., Clinical Instructor in Ophthalmology and Visual Sciences
A.B. (Stanford 1972); Ph.D. (California, San Francisco 1981); M.D. (George Washington 1988) [1995]
- STACY STANSELL KLEIN, Associate Professor of the Practice of Biomedical Engineering; Associate Professor of Radiology and Radiological Sciences; Research Assistant Professor of Teaching and Learning; Associate Dean for Outreach, School of Engineering
B.S.E. (Duke 1991); M.S. (Drexel 1993); Ph.D. (Vanderbilt 1996) [1999]
- MARY KLINE, Instructor in Clinical Pediatrics
B.A., M.D. (Missouri, Kansas City 2000, 2000) [2004]
- LAWRENCE A. KLINSKY, Clinical Instructor in Pediatrics
B.S. (Illinois 1988); M.D. (Vanderbilt 1992) [1995]
- KIMBERLY A. KLIPPENSTEIN, Clinical Instructor in Ophthalmology and Visual Sciences
B.S., M.D. (Vanderbilt 1986, 1990) [1994]
- ELA W. KNAPIK, Associate Professor of Medicine; Associate Professor of Cell and Developmental Biology; Investigator, Vanderbilt Kennedy Center for Research on Human Development
M.D. (Jagiellonian [Poland] 1987) [2004]
- BJORN C. KNOLLMANN, Associate Professor of Medicine; Associate Professor of Pharmacology
M.D. (Cincinnati 1993); Ph.D. (Georgetown 1999) [2005]
- HANAKO KOBAYASHI, Research Instructor in Radiation Oncology
B.S. (Tennessee 1998); Ph.D. (California, Berkeley 2003) [2006]
- JACK L. KOCH, JR., Assistant Clinical Professor of Psychiatry
B.S., M.D. (South Alabama 1989, 1994) [2000]
- PAUL D. KOERNER, Adjunct Assistant Professor of Radiation Oncology
B.S., M.D. (East Tennessee State 1990, 19194) [2007]
- YASIN KOKOYE, Assistant Professor of Pathology
B.V.M.S. (Baghdad); M.P.H. (Western Kentucky 2004) [1998]
- CAMELLIA R. KOLEYNI, Instructor in Clinical Family Medicine
B.S. (California, San Diego 1995); M.S. (Tennessee, Memphis 2000) [2007]
- ELENA A. KOLOBOVA, Research Instructor in Surgery
M.S., Ph.D. (Moscow State [Russia] 1996, 2000) [2007]
- VALENTINA KON, Associate Professor of Pediatrics
A.B. (New York 1974); M.D. (Albert Einstein 1977) [1986]
- SEKHAR R. KONJETI, Research Professor of Radiation Oncology
B.S. (Andhra [India] 1982); M.Sc. (Mangalore 1984); Ph.D. (Gulbarga 1989) [1995]
- PETER E. KONRAD, Associate Professor of Neurological Surgery; Assistant Professor of Biomedical Engineering
B.A. (Rockford 1983); Ph.D., M.D. (Purdue 1988, 1991) [1998]
- CHRISTINE L. KONRADI, Professor of Pharmacology; Professor of Psychiatry; Investigator, Center for Molecular Neuroscience; Investigator, Vanderbilt Kennedy Center for Research on Human Development
Ph.D. (Vienna [Austria] 1987) [2006]
- FRANCES B. KOPECKY, Assistant Clinical Professor of Neurology
B.S., M.D. (Nebraska 1988, 1994) [2003]
- PRAPAPORN KOPSOMBUT, Research Instructor in Medicine
B.Ed. (Chulalongkorn [Thailand] 1975); M.Sc. (Tennessee State 1980); Ph.D. (Meharry Medical 1987) [2000]
- ZELJKA M. KORADE, Research Assistant Professor of Biochemistry; Member, Vanderbilt Kennedy Center for Research on Human Development
D.V.M. (Zagreb [Croatia] 1988); Ph.D. (Pittsburgh 1996) [2006]

- LUCY KOROMA, Instructor in Obstetrics and Gynecology; Instructor in Nursing
B.S., M.S.N. (Vanderbilt 2004, 2005); W.H.N.P.-B.C. [2006]
- NAOHIKO KOSHIKAWA, Adjunct Assistant Professor of Cancer Biology
B.Sc., M.Sc., Ph.D. (Yokohama City 1990, 1992, 1995) [2003]
- HANANE A. KOTEICHE, Research Assistant Professor of Molecular Physiology and Biophysics
B.S. (American University of Beirut 1991); Ph.D. (Medical College of Wisconsin 1997) [2003]
- ALEXANDRE KOUMTCHEV, Assistant Clinical Professor of Psychiatry
M.D. (Medical Academy, Sofia [Bulgaria] 1990) [2007]
- JORDANKA KOURTEVA, Research Instructor in Medicine
M.S. (Sofia [Bulgaria] 1976); Ph.D. (Bulgarian Academy of Sciences 1989) [1996]
- MARK J. KOURY, Professor of Medicine
A.B. (Rutgers 1969); M.D. (Virginia 1973) [1980]
- TATSUKI KOYAMA, Assistant Professor of Biostatistics
B.A. (California, Berkeley 1998); M.A., Ph.D. (Pittsburgh 2000, 2003) [2003]
- SANFORD B. KRANTZ, Professor of Medicine, Emeritus
B.A., B.S., M.D. (Chicago 1954, 1955, 1959) [1970]
- PHILIP JAMES KREGOR, Associate Professor of Orthopaedics and Rehabilitation
B.S. (Kentucky 1984); M.D. (Vanderbilt 1988) [2002]
- SAPNA P. KRIPALANI, Assistant Professor of Medicine
B.S., M.D. (Emory 1995, 1999) [2007]
- SUNIL KRIPALANI, Associate Professor of Medicine
B.A. (Rice 1993); M.D. (Baylor 1997); M.Sc. (Emory 2001) [2007]
- MARK A. KROLL, Instructor in Clinical Ophthalmology and Visual Sciences
B.S. (Southern Adventist 1994); J.D. (Vanderbilt 1997); M.D. (Loma Linda 2002) [2007]
- MARVIN W. KRONENBERG, Professor of Medicine; Professor of Radiology and Radiological Sciences
B.A. (Miami [Ohio] 1965); M.D. (Ohio State 1969) [2002]
- SUSAN FAYE KROOP, Assistant Professor of Medicine
B.A., M.D. (Cornell 1978, 1982) [2001]
- ELIZABETH DUKE KRUEGER, Assistant Clinical Professor of Pediatrics
B.S. (Middle Tennessee State 1975); M.D. (Vanderbilt 1979) [1985]
- JOHN KUCHTEY, Research Instructor in Ophthalmology and Visual Sciences
B.A., Ph.D. (Cornell 1985, 1998) [2005]
- RACHEL WANG KUCHTEY, Assistant Professor of Ophthalmology and Visual Sciences
M.D. (West China 1991); Ph.D. (Cornell 1999) [2005]
- JOHN E. KUHN, Associate Professor of Orthopaedics and Rehabilitation
B.S. (SUNY, Syracuse 1982); M.D. (Michigan 1988) [2003]
- TARAH M. KUHN, Assistant Professor of Psychiatry
B.A. (City University of New York 1994); M.A. (Adelphi 1998); Ph.D. (Vanderbilt 2003) [2005]
- SABI S. D. KUMAR, Assistant Clinical Professor of Surgery
M.B., B.S. (Medical College [Amritsar, India] 1968) [1997]
- SRINIVAS NARASIMHACHAR KUMAR, Research Assistant Professor of Medicine
M.B.B.S. (Mysore Medical College [India] 1981); M.D. (Jawaharlal Institute [India] 1984); Ph.D. (SUNY, Buffalo 1991) [1999]
- TSUTOMU KUME, Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology
B.A., M.A., Ph.D. (Tokyo 1991, 1993, 1996) [2000]

- SABINA KUPERSHMIDT, Research Associate Professor of Anesthesiology; Research Associate Professor of Pharmacology
B.S. (Middle Tennessee State 1984); Ph.D. (Vanderbilt 1990) [1998]
- DANIEL KURNIK, Visiting Instructor in Medicine
M.D. (Aachen [Germany] 1987) [2006]
- BRYAN RICHARD KURTZ, Assistant Clinical Professor of Obstetrics and Gynecology; Clinical Instructor in Nursing
B.S. (Boston College 1982); M.D. (Tennessee 1987) [1991]
- EMILY GRAHAM KURTZ, Assistant Professor of Medicine
B.S. (Wake Forest 1996); M.D. (Tennessee 2000); M.S.C.I. (Vanderbilt 2003) [2007]
- JOHN FRANK KUTTESCH, JR., Associate Professor of Pediatrics; Ingram Associate Professor of Cancer Research
B.S. (Pennsylvania State 1975); Ph.D. (Texas, Galveston 1982); M.D. (Texas, Houston 1985) [2002]
- KENT KYGER, Associate Clinical Professor of Psychiatry
B.S. (Oklahoma 1954); M.D. (Vanderbilt 1958) [1968]
- ANNETTE E. A. KYZER, Clinical Instructor in Obstetrics and Gynecology
B.A. (Tennessee 1988); M.D. (Tulane 1995) [1999]
- CARLO LA VECCHIA, Adjunct Professor of Medicine
M.D. (Milan [Italy] 1979); M.Sc. (Oxford 1983) [2002]
- ROBERT F. LABADIE, Associate Professor of Otolaryngology; Assistant Professor of Biomedical Engineering
B.S. (Notre Dame 1988); Ph.D., M.D. (Pittsburgh 1995, 1996) [2001]
- JOSEPH D. LABARBERA, Associate Professor of Psychiatry
A.B. (Brown 1973); M.A., Ph.D. (Vanderbilt 1975, 1977) [1978]
- PATRICIA A. LABOSKY, Associate Professor of Cell and Developmental Biology; Associate Professor of Pharmacology
B.A. (Pennsylvania 1985); Ph.D. (Wesleyan 1992) [2006]
- LISA L. LACHENMYER, Assistant in Urologic Surgery
B.A. (Guilford 1998); M.S.N. (Vanderbilt 2005) [2007]
- D. BORDEN LACY, Assistant Professor of Microbiology and Immunology; Assistant Professor of Biochemistry
B.S. (North Carolina, Chapel Hill 1994); Ph.D. (California, Berkeley 1999) [2006]
- MICHAEL DAVID LADD, Clinical Instructor in Pediatrics
B.S. (Duke 1988); M.D. (Vanderbilt 1992) [1995]
- ANDRE LAGRANGE, Assistant Professor of Neurology
B.S. (University of Washington 1987); Ph.D., M.D. (Oregon Health Sciences 1996, 1997) [2002]
- ROBERT P. LAGRONE, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1983, 1987) [1993]
- VIPUL T. LAKHANI, Associate Professor of Medicine
B.S. (Duke 1997); M.D. (Vanderbilt 2001) [2006]
- DANIELLE L. LALONDE, Clinical Instructor in Pediatrics
B.A. (California, Santa Cruz 2000); M.D. (Vanderbilt 2005) [2008]
- RUTH E. LAMAR, Assistant Clinical Professor of Medicine
B.A. (Vanderbilt 1982); M.D. (Tennessee 1987) [1994]
- E. WARREN LAMBERT, Member, Vanderbilt Kennedy Center for Research on Human Development; Senior Associate in Biostatistics
B.A. (Texas, Arlington 1967); A.M., Ph.D. (Indiana 1970, 1973) [1992]
- ERICA H. LAMBERT, Instructor in Urologic Surgery
B.S. (Michigan 1998); M.D. (Jefferson Medical College 2003) [2008]

- MELISSA LORRAINE LAMBERT, Clinical Instructor in Pediatrics
B.S., M.D. (North Carolina 1995, 1999) [2002]
- ERIC SHAWN K. LAMBRIGHT, Assistant Professor of Thoracic Surgery
B.S. (Ursinus 1991); M.D. (Pennsylvania 1995) [2004]
- AUBREY AMOO LAMPTEY, Instructor in Pediatrics
M.D. (Ghana 1988); M.B.Ch.B. (West African College of Surgery 1991) [2002]
- PETER M. LAMS, Assistant Professor of Radiology and Radiological Sciences
M.B., B.S. (London 1967) [2003]
- JAMES A. LANCASTER, Assistant Clinical Professor of Medicine
B.S. (Millsaps 1989); M.D. (Mississippi 1993) [2001]
- LELAND J. LANCASTER, JR., Assistant in Anesthesiology
B.S., M.D. (Alabama 1989, 1996) [2004]
- LISA HOOD LANCASTER, Assistant Professor of Medicine; Clinical Assistant Professor of Nursing
B.S. (Georgia 1989); M.D. (Medical College of Georgia 1993) [1999]
- JEFFREY A. LANDMAN, Adjunct Associate Professor of Radiology and Radiological Sciences
B.S. (Michigan 1973); M.D. (Michigan State 1979) [2000]
- ERWIN J. LANDON, Associate Professor of Pharmacology, Emeritus
B.S., M.D. (Chicago 1945, 1948); Ph.D. (California, Berkeley 1953) [1959]
- IRA S. LANDSMAN, Associate Professor of Anesthesiology; Associate Professor of Pediatrics
B.A. (SUNY 1975); M.D. (SUNY, Buffalo 1979) [2001]
- KIRK B. LANE, Research Assistant Professor of Medicine
B.S., M.S. (Iowa 1980, 1985); Ph.D. (Vanderbilt 1997) [1998]
- LYNDA DENTON LANE, Senior Associate in Medicine
B.S., M.S. (Texas Women's 1978, 1987) [1996]
- RICHARD G. LANE, Instructor in Clinical Medicine
A.B. (Franklin and Marshall 1969); M.D. (Tennessee 1973) [1995]
- RALPH J. LANEVE, Assistant Professor of Clinical Surgery
B.S. (Pittsburgh 1981); M.D. (Jefferson Medical 1985) [2004]
- ANTHONY JAMES LANGONE, Assistant Professor of Medicine
B.A. (Cornell 1992); M.D. (SUNY, Buffalo 1996) [2002]
- SUSAN E. BEHR LANGONE, Clinical Instructor in Pediatrics
B.S. (Rochester 1992); M.D. (SUNY, Buffalo 1996) [1999]
- DAVID L. LANIER, Clinical Instructor in Emergency Medicine
B.S. (North Carolina 1990); M.D. (North Carolina, Chapel Hill 1995) [2007]
- BRENDAN COE LANPHER, Assistant Professor of Pediatrics
B.A. (Bowdoin 1997); M.D. (Virginia 2001) [2007]
- LYNNE A. LAPIERRE, Research Assistant Professor of Surgery
B.S. (Southeastern Massachusetts 1981); Ph.D. (Rockefeller 1994) [2002]
- MICHAEL LAPOSATA, Professor of Pathology
B.S. (Bucknell 1974); M.D., Ph.D. (Johns Hopkins 1981, 1982) [2008]
- ROBIN ELIZABETH LAPRE, Assistant Professor of Clinical Medicine
A.B., M.D. (Dartmouth 1990, 1996) [2002]
- NICOLE T. LASSITER, Assistant Professor of Obstetrics and Gynecology
B.A., B.S.N. (Virginia 1994, 1996); M.S.N. (Case Western Reserve 2003) [2008]
- ROBERT H. LATHAM, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1973, 1977) [1989]
- DANA L. LATOUR, Assistant Clinical Professor of Medicine
B.S. (Georgia 1964); M.S. (Memphis State 1971); M.D. (Tennessee 1977) [1982]
- THOMAS J. LAVIE, Assistant Professor of Psychiatry
B.A., M.D. (Louisiana State 1983, 1989) [2006]

- PATRICK LAVIN, Professor of Neurology; Professor of Ophthalmology and Visual Sciences; Director, Division of Neuro-ophthalmology
M.B.,B.Ch. (Dublin 1970) [1998]
- VIVIANA ALVARADO LAVIN, Clinical Instructor in Pediatrics
B.S. (Saint Mathew [Mexico] 1990); M.D. (Anahuac [Mexico] 1996) [2006]
- JANICE C. LAW, Instructor in Clinical Ophthalmology and Visual Sciences
B.A. (Miami [Ohio] 1999); M.D. (Wright State 2003) [2007]
- DAVID W. LAWHORN, Clinical Instructor in Emergency Medicine
M.D. (Tennessee, Memphis 1988) [1998]
- LAURIE M. LAWRENCE, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics
M.D. (Vanderbilt 1983) [1994]
- MAYME LEE LAWRENCE, Research Instructor in Pathology
B.S. (Peabody 1967) [1976]
- LAURA LOUISE LAWSON, Clinical Instructor in Surgery
B.A. (West Virginia 1994); M.D. (Vanderbilt 1998) [2007]
- MARK A. LAWSON, Assistant Professor of Medicine; Assistant Professor of Radiology and Radiological Sciences
B.S. (Christian Brothers 1984); M.D. (Tennessee, Memphis 1988) [2002]
- WILLIAM EDWARD LAWSON, Assistant Professor of Medicine
B.S. (Tennessee Technological 1992); M.D. (Tennessee, Memphis 1996) [2004]
- ALEXANDER R. LAWTON III, Edward Claiborne Stahlman Professor of Pediatric Physiology and Cell Metabolism; Professor of Pediatrics; Professor of Microbiology and Immunology; Director, Division of Pediatric Immunology
B.A. (Yale 1960); M.D. (Vanderbilt 1964) [1980]
- TRUC M. LE, Instructor in Pediatrics; Instructor in Anesthesiology
A.B., A.M. (Harvard 1997); M.D. (Vanderbilt 2002) [2006]
- CARLA TUCKER LEE, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S. (Vanderbilt 1989); Ph.D. (Harvard 1996); M.D. (Vanderbilt 2001) [2006]
- DONALD HAN LEE, Professor of Orthopaedics and Rehabilitation
B.S. (Georgetown 1977); M.D. (West Virginia 1982) [2005]
- ETHAN LEE, Assistant Professor of Cell and Developmental Biology
B.A. (Rice 1987); M.D. (Texas, Southwestern Medical Center 1997); Ph.D. (Texas, Southwestern 1997) [2003]
- EUN-SOOK LEE, Visiting Assistant Professor of Pediatrics
B.S. (Hyosung [Korea] 1965); Ph.D. (Florida A & M 1999) [2007]
- EVON BATEY LEE, Associate Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A., M.A., Ph.D. (Vanderbilt 1976, 1978, 1980) [1981]
- GEORGE ROUZIER LEE III, Adjunct Professor of Neurology
B.A. (Emory 1992); M.S. (Georgia State 1995); M.D. (Medical College of Georgia 1999) [2006]
- GEORGE S. LEE, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Weber State 1995); D.D.S. (Northwestern 1999); M.D. (Vanderbilt 2002) [2007]
- JOHN T. LEE, Associate Professor of Medicine
B.A. (California, San Diego 1974); M.D. (California, San Francisco 1978) [1985]
- LAURA ANNE LEE, Assistant Professor of Cell and Developmental Biology
B.A. (Rice 1987); M.D. (Texas, Southwestern Medical Center 1996); Ph.D. (Texas, Southwestern 1996) [2003]
- MARK ANDREW LEE, Clinical Instructor in Pediatrics
B.S. (Auburn 1990); M.D. (Alabama 1994) [1997]

- MYUNG A. LEE, Associate Professor of Psychiatry
M.D. (Ewha Women's [Korea] 1976) [1996]
- PATRICIA LEE, Librarian, Eskind Biomedical Library
B.A. (Georgia 1972); M.L.S. (Texas 1980) [1996]
- STANLEY M. LEE, Associate Clinical Professor of Pediatrics; Assistant Clinical Professor of Medicine
B.A. hons., M.B., B.Ch., B.A.O. (Dublin 1967, 1970) [1989]
- H. BRIAN LEEPER, Clinical Instructor in Pediatrics
B.S. (Tennessee, Martin 1979); M.D. (Tennessee 1983) [1986]
- LEWIS B. LEFKOWITZ, JR., Professor of Preventive Medicine, Emeritus; Professor of Clinical Nursing
B.A. (Denison 1951); M.D. (Texas, Dallas 1956) [1965]
- HARRY LEWIS LEGAN, Professor of Oral and Maxillofacial Surgery (Orthodontics); Director, Division of Orthodontics
B.S., B.A., D.D.S. (Minnesota 1969, 1973) [1991]
- HEATHER R. LEHMANN, Instructor in Clinical Pediatrics
B.S. (North Carolina, Chapel Hill 2000); M.D. (East Carolina 2005) [2008]
- LI LEI, Assistant in Biochemistry
B.S. (Luzhou Medical 1987); M.D. (West China University of Medical Science 1987) [2004]
- CHRISTINA M. LEINER-LOHSE, Clinical Instructor in Pediatrics
B.S. (Illinois 1999); M.D. (Ross 2003) [2007]
- CHRISTOPHER M. LEMELLE, Assistant Professor of Anesthesiology
B.S. (Xavier 1995); M.D. (California, San Francisco 2000) [2006]
- SUSAN LENIHAN, Visiting Associate Professor of Hearing and Speech Sciences
B.A. (Fontbonne 1975); M.Ed. (Trinity 1979); Ph.D. (St. Louis 1998) [2006]
- ANDREW J. LENNEMAN, Instructor in Clinical Medicine
B.S. (Michigan State 2000); M.D. (Wayne State 2004) [2007]
- JOSEPH F. LENTZ, Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt 1959, 1963) [1968]
- TIFFANEE A. LENZI, Assistant Professor of Obstetrics and Gynecology
B.S. (Michigan 1993); Ph.D., M.D. (Wayne State 1997, 1999) [2007]
- JOHN M. LEONARD, Professor of Medicine
B.A. (Florida State 1963); M.D. (Vanderbilt 1967) [1974]
- MARTIN LEPAGE, Adjunct Assistant Professor of Radiology and Radiological Sciences
B.Sc., M.Sc., Ph.D. (Université de Sherbrooke [Canada] 1992, 1994, 1998) [2002]
- GALINA I. LEPESHEVA, Research Assistant Professor of Biochemistry
M.S. (Belarussian State Technical 1983); Ph.D. (Institute of Bioorganic Chemistry 1993) [2002]
- DONNA W. LETT, Assistant Clinical Professor of Pediatrics
B.S. (Austin Peay State 1984); M.D. (Tennessee 1988) [2007]
- ROBERTA M. LEU, Instructor in Neurology
B.A., M.D. (Virginia 1999, 2004) [2008]
- REAGAN R. LEVERETT, Instructor in Radiology and Radiological Sciences
B.S. (Purdue 1996); M.S., M.D. (Louisville 2000, 2003) [2008]
- RICARDO LUIS LEVIN, Professor of Clinical Cardiac Surgery
M.D. (Buenos Aires 1984) [2006]
- SCOTT R. LEVIN, Adjunct Assistant Professor of Anesthesiology
B.S. (Miami (Ohio) 2002); M.S., Ph.D. (Vanderbilt 2004, 2007) [2008]

- PAT R. LEVITT, Annette Schaffer Eskind Professor for Vanderbilt Kennedy Center for Research on Human Development; Professor of Pharmacology; Director, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.A. (Chicago 1975); Ph.D. (California, Berkeley 1978) [2002]
- BRUCE P. LEVY, Assistant Clinical Professor of Pathology
B.S. (New York 1982); M.D. (New York Medical 1988) [1997]
- SHAWN E. LEVY, Assistant Professor of Biomedical Informatics; Assistant Professor of Molecular Physiology and Biophysics; Director, DNA Microarray Shared Resource
B.S. (New Hampshire 1994); Ph.D. (Emory 2000) [2000]
- ADELE MAURER LEWIS, Assistant Clinical Professor of Pathology
B.A. (Bowdoin 1993); M.D. (Alabama 1997) [2007]
- JULIA G. LEWIS, Professor of Medicine
B.S., M.D. (Illinois 1976, 1980) [1986]
- LARRY M. LEWIS, Clinical Instructor in Pathology
B.S., M.S., Ph.D. (Cleveland State 1972, 1972, 1977) [1981]
- SUSAN M. LEWIS, Assistant Professor of Obstetrics and Gynecology
B.S.N. (Tennessee State 1993); M.S.N. (Vanderbilt 1998); R.N., C.N.M. [2003]
- THOMAS C. LEWIS, Associate Professor of Clinical Anesthesiology
B.A. (Washington and Lee 1964); M.D. (Virginia 1973) [1986]
- THOMAS J. LEWIS, JR., Assistant Clinical Professor of Medicine
B.S. (Georgia Institute of Technology 1985); M.D. (Medical College of Georgia 1989) [1995]
- CHUN LI, Assistant Professor of Biostatistics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Nankai [China] 1992); M.S. (Ohio State 1998); Ph.D. (Michigan 2002) [2002]
- CUNXI LI, Research Assistant Professor of Medicine
M.D. (Fourth Military Medical [China] 1983); Ph.D. (Peking Union Medical [China] 1995) [1999]
- FENG LI, Assistant Clinical Professor of Pathology
M.D. (Zhejiang Medical 1983); M.S. (Shanghai 1985); Ph.D. (Louisville 1992) [2000]
- JINGDONG LI, Visiting Professor of Radiation Oncology
B.E. (North Sichuan Medical [China] 1994); 2004 (Sichuan [China] M.D.) [2006]
- MING LI, Research Assistant Professor of Biostatistics
B.A. (Nankai 1995); M.S., Ph.D. (Michigan 1999, 2002) [2004]
- ZHAOLIANG LI, Research Instructor in Cell and Developmental Biology
B.S., M.S. (Beijing Normal 1988, 1991); Ph.D. (Peking 1996) [2005]
- ZHU LI, Research Assistant Professor of Psychiatry
B.S., Ph.D. (Shenyang Pharmaceutical [China] 1995, 2000) [2004]
- DONGCHUN LIANG, Visiting Associate Professor of Pediatrics
M.D., Ph.D. (Tianjin [China] 1998, 2001) [2006]
- PENG LIANG, Associate Professor of Cancer Biology
B.S. (Beijing 1982); Ph.D. (Illinois 1990) [1995]
- HONG-JUN LIAO, Research Assistant Professor of Biochemistry
M.D., M.Sc. (Second Medical College of PLA [China] 1984, 1991) [2001]
- DANIEL CHRISTOPHER LIEBLER, Professor of Biochemistry; Professor of Pharmacology; Professor of Biomedical Informatics; Director, Center in Proteomics
B.S. (Villanova 1980); Ph.D. (Vanderbilt 1984) [2003]

- RICHARD W. LIGHT, Professor of Medicine
B.S. (Colorado 1964); M.D. (Johns Hopkins 1968) [1997]
- VIRGINIA PITTS LILENTHAL, Clinical Instructor in Pediatrics
B.S. (Wofford 1994); M.D. (Medical University of South Carolina 1998) [2003]
- ROBERT HOWARD LILLARD, JR., Clinical Instructor in Pediatrics
B.S. (Rhodes 1989); M.D. (Alabama 1993) [1999]
- CHEE C. LIM, Assistant Professor of Medicine
B.S. (Stevens Institute of Technology 1987); M.S. (Penn State 1990); Ph.D. (Boston 2000) [2006]
- NOEL P. LIM, Assistant Clinical Professor of Neurology
B.S. (Velez [Philippines] 1989); M.D. (Cebu Institute of Medicine [Philippines] 1993) [2002]
- LEE E. LIMBIRD, Adjunct Professor of Pharmacology
B.A. (Wooster 1970); Ph.D. (North Carolina 1973) [1979]
- THOMAS J. LIMBIRD, Adjunct Professor of Orthopaedics and Rehabilitation
B.A. (Wooster 1969); M.D. (Duke 1973) [1979]
- P. CHARLES LIN, Associate Professor of Radiation Oncology; Associate Professor of Cell and Developmental Biology; Associate Professor of Cancer Biology
B.S. (Beijing Normal [China] 1983); Ph.D. (Peking Union Medical College 1988) [1999]
- QING LIN, Research Assistant Professor of Microbiology and Immunology
B.S., M.S., Ph.D. (Zhejiang [China] 1992, 1995, 1997) [2008]
- CHRISTOPHER D. LIND, Professor of Medicine
B.A. (Pomona 1977); M.D. (Vanderbilt 1981) [1988]
- ELIZABETH LINDSEY, Assistant Professor of Medicine
B.A. (Bowdoin 1994); M.D. (Medical University of South Carolina 2000) [2006]
- JENNIFER L. LINDSEY, Assistant Professor of Ophthalmology and Visual Sciences
B.A. (Rice 1994); M.D. (Baylor 1998) [2006]
- CRAIG W. LINDSLEY, Associate Professor of Pharmacology
B.S. (California State 1992); Ph.D. (California, Santa Barbara 1996) [2006]
- FRANK WEN-YUNG LING, Clinical Professor of Obstetrics and Gynecology
A.B. (Wabash 1970); M.D. (Texas, Southwestern Medical Center 1974) [2004]
- ANDREW J. LINK, Associate Professor of Microbiology and Immunology; Assistant Professor of Biochemistry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A., B.S., M.A. (Washington University 1987); Ph.D. (Harvard 1994) [1999]
- CATHERINE R. LINN, Assistant Professor of Clinical Medicine
B.A. (William and Mary 1994); M.D. (Vanderbilt 2002) [2005]
- JOANNE LOVELL LINN, Professor of Anesthesiology, Emerita
B.A. (Tusculum 1946); M.D. (Vanderbilt 1950) [1955]
- MACRAE F. LINTON, Professor of Medicine; Professor of Pharmacology
B.S. (Tulane 1978); M.D. (Tennessee 1985) [1993]
- NANCY B. LIPSITZ, Assistant Clinical Professor of Obstetrics and Gynecology
B.A. (Brown 1987); M.D. (Rochester 1993) [1998]
- LOREN LIPWORTH, Assistant Professor of Preventive Medicine
Sc.B. (Brown 1991); Sc.D. (Harvard 1996) [1998]
- MICHAEL R. LISKE, Assistant Professor of Pediatrics
B.S. (Oral Roberts 1984); M.D. (Michigan 1989) [2003]
- DANYA LIU, Research Assistant Professor of Microbiology and Immunology
M.D. (Xi'an Medical [China] 1982) [2002]
- XUEYAN LIU, Research Assistant Professor of Microbiology and Immunology
M.D., M.S. (Fourth Military Medical University [China] 1978, 1992) [1998]

- YING LIU, Research Instructor in Cell and Developmental Biology
B.S. (Nankai [China] 1991); M.S. (South Carolina, Columbia 1994); Ph.D. (Texas, Southwestern 2000) [2006]
- JANICE M. LIVENGOOD, Adjunct Associate Professor of Anesthesiology
B.S. (Belmont 1985); M.S., Ph.D. (Vanderbilt 1987, 1991) [1991]
- CHARLES MICHAEL LOCKE, Assistant Clinical Professor of Oral and Maxillofacial Surgery
D.M.D. (Alabama 1993); M.D. (Vanderbilt 1996) [2003]
- ALBERT CRAIG LOCKHART, Assistant Professor of Medicine
B.A. (Rice 1985); M.D. (Texas 1989); M.H.S. (Duke 2001) [2001]
- MATTHEW RYAN LOCKLAIR, Instructor in Emergency Medicine; Instructor in Pediatrics
B.S. (The Citadel 2001); M.D. (South Carolina 2005) [2008]
- BRET W. LOGAN, Assistant Clinical Professor of Psychiatry
A.B. (Stanford 1979); B.A. (California, Santa Cruz 1988); M.D. (Northwestern 1992) [2003]
- MARY CAROLINE LOGHRY, Clinical Instructor in Pediatrics
B.S. (Tennessee Technological 1998); M.D. (Meharry Medical 2003) [2006]
- JOHN T. LOH, Research Assistant Professor of Medicine
B.Sc., Ph.D. (Michigan State 1988, 1994) [2002]
- SAMER LOLEH, Assistant Clinical Professor of Pediatrics
B.S. (Jawat Al Hashimi [Syria] 1990); M.D. (Damascus [Syria] 1996) [2007]
- KIMBERLY D. LOMIS, Assistant Professor of Surgery
B.A. (Texas 1988); M.D. (Texas Southwestern Medical School 1992) [1998]
- JIRONG LONG, Assistant Professor of Medicine
B.A., M.S., Ph.D. (Sichuan Agricultural [China] 1994, 1997, 2001) [2004]
- JOHN ROYSTON LONG, Clinical Instructor in Pediatrics
B.A. (Duke 1998); M.D. (Vanderbilt 2002) [2005]
- RUTH BARRON LONG, Assistant Clinical Professor of Pediatrics
B.S. (Auburn 1978); M.D. (Vanderbilt 1982) [1986]
- WILLIAM R. LONG, Clinical Professor of Pediatrics
B.A. (Vanderbilt 1969); M.D. (Kentucky 1973) [1976]
- PETER T. LOOSEN, Professor of Psychiatry, Emeritus
M.D., Ph.D. (Munich 1970, 1974) [1986]
- NANCY M. LORENZI, Assistant Vice Chancellor for Health Affairs; Professor of Biomedical Informatics; Adjunct Professor of Nursing
A.B. (Youngstown State 1966); M.S. (Case Western Reserve 1968); M.A. (Louisville 1975); Ph.D. (Cincinnati 1980) [2000]
- GARY A. LORIGAN, Visiting Professor of Biochemistry
B.S. (California State 1990); Ph.D. (California 1996) [2007]
- RICHARD R. LOTSHAW, Assistant Professor of Obstetrics and Gynecology
B.S. (Ohio State 1981); M.D. (West Virginia 1988) [2008]
- STEVEN A. LOVEJOY, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Kentucky 1976); M.D. (West Virginia 1980) [2006]
- H. NEWTON LOVVORN, JR., Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1960, 1963) [1971]
- HAROLD NEWTON LOVVORN III, Assistant Professor of Pediatric Surgery; Assistant Professor of Pediatrics
B.S. (Duke 1987); M.D. (Tennessee, Memphis 1993) [2002]
- LISA L. LOWE, Clinical Professor of Pediatrics
B.S. (Middle Tennessee State 1980); M.D. (East Tennessee State 1984) [2007]
- SANDRA VOGT LOWE, Assistant Professor of Clinical Anesthesiology
B.S. (Colorado 1981); M.S. (Denver 1983); M.D. (Colorado 1987) [2000]

- WHITSON LOWE, Assistant Clinical Professor of Urologic Surgery
B.A. (Yale 1981); M.D. (Vanderbilt 1986) [1992]
- JAMES E. LOYD, Rudy W. Jacobson Professor of Pulmonary Medicine
B.S., M.D. (West Virginia 1969, 1973) [1983]
- BO LU, Associate Professor of Radiation Oncology; Assistant Professor of Cancer Biology
M.D. (Baylor 1988); Ph.D. (Pittsburgh 1993) [2002]
- JONATHAN D. LUCAS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Mississippi 1991); D.D.S. (Tennessee 1997) [2008]
- JEFFREY JAMES LUCI, Instructor in Radiology and Radiological Sciences
B.A. (Benedictine 1995); Ph.D. (Iowa 2002) [2005]
- ZIGMUND LUKA, Research Associate Professor of Biochemistry
Ph.D. (Belarus State University 1978) [1999]
- JOHN N. LUKENS, Professor of Pediatrics, Emeritus
A.B. (Princeton 1954); M.D. (Harvard 1958) [1975]
- WILLIAM E. LUMMUS, Assistant Professor of Emergency Medicine
B.S. (Birmingham Southern 1990); M.D. (Alabama 1994) [1998]
- ELIZABETH LUNBECK, Nelson Tyrone Jr. Professor of American History; Professor of
History and Chair of the Department; Professor of Psychiatry
B.A. (Duke 1975); Ph.D. (Harvard 1984) [2006]
- LINDA S. LUNDIN, Assistant Clinical Professor of Psychiatry
B.S. (Tennessee 1972); M.D. (Vanderbilt 1977) [1984]
- WENTIANG LUO, Research Instructor in Medicine
M.D. (Shanghai Medical [China] 1982); M.S. (Xi'an Medical University [China] 1987);
Ph.D. (Nagasaki [Japan] 1997) [2006]
- DANIEL G. LUSTIG, Instructor in Clinical Pediatrics
B.S. (North Dakota 1993); M.S. (Northern Arizona 1995); M.D. (South Dakota 2002)
[2006]
- MELANIE LUTENBACHER, Associate Professor of Nursing; Associate Professor of Pediatrics;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.S.N. (Texas 1974); M.S.N. (California State 1986); Ph.D. (Kentucky 1994); R.N., C.S.,
F.N.P., P.N.P. [1993]
- JAMES MATTHEW LUTHER, Instructor in Medicine
B.S. (David Lipscomb 1997); M.D., M.S.C.I. (Vanderbilt 2001, 2006) [2007]
- TERRY P. LYBRAND, Professor of Chemistry; Professor of Pharmacology
B.S. (South Carolina 1980); Ph.D. (California, Berkeley 1984) [2001]
- CARI LYLE, Instructor in Clinical Ophthalmology and Visual Sciences
B.A. (Wartburg 1998); M.D. (Iowa 2002) [2007]
- ALAN J. LYNCH, Assistant Clinical Professor of Psychiatry; Clinical Assistant Professor of
Nursing
B.A. (Ouachita Baptist 1978); M.A. (Baylor 1983); M.Div. (Southern Baptist Seminary
[Louisville] 1984); M.D. (Arkansas 1992) [1996]
- AMY LARSEN LYNCH, Instructor in Pediatrics; Instructor in Clinical Anesthesiology
B.S. (Centre 1986); M.D. (Louisville 1990) [2004]
- BENITA LYNCH, Assistant in Molecular Physiology and Biophysics
B.A. (Western Kentucky 1974); M.S.N. (Vanderbilt 1977); R.N. [1999]
- CONOR L. LYNCH, Assistant Professor of Orthopaedics and Rehabilitation
B.S., Ph.D. (Dublin City [Ireland] 1997, 2001) [2006]
- JOHN B. LYNCH, Professor of Plastic Surgery, Emeritus
M.D. (Tennessee 1952) [1973]
- AMOSY E. M'KOMA, Research Assistant Professor of Surgery
M.D. (Kharkov [Ukraine] 1984); M.Sc., Ph.D. (Karolinska [Sweden] 1999, 2001) [2007]

- JI MA, Research Assistant Professor of Pediatrics
M.D., Ph.D. (Shanghai Medical 1993, 1998) [2002]
- LIJUN MA, Research Associate Professor of Pathology
M.S., Ph.D. (Beijing Medical 1991, 1994); M.D. (Henan Medical [China] 1995) [2000]
- YU PEI MA, Research Instructor in Radiology and Radiological Sciences
Ph.D. (Boston University 1988) [2003]
- JAMES R. MACDONALD, Instructor in Clinical Family Medicine
B.Sc., M.D. (Dalhousie 1991, 1995) [2003]
- ROBERT L. MACDONALD, Professor of Neurology and Chair of the Department; Professor of Pharmacology; Professor of Molecular Physiology and Biophysics; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
S.B. (Massachusetts Institute of Technology 1966); Ph.D., M.D. (Virginia 1969, 1973) [2001]
- RACHEL LENOX MACE, Assistant Professor of Pediatrics
B.S. (Purdue 1982); M.D. (Vanderbilt 1986) [1989]
- JOHN W. MACEY, JR., Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1982, 1986) [1991]
- JENNIFER B. MACMASTER, Clinical Instructor in Pediatrics
B.A. (Miami [Ohio] 1991); M.D. (Wright State 1996) [1999]
- HEATHER G. MACNEU, Instructor in Surgery
B.S. (Furman 1998); M.D. (Mercer 2002) [2008]
- JAMES J. MADDEN, JR., Assistant Professor of Plastic Surgery
B.S., M.D. (Georgetown 1962, 1966) [1976]
- MICHAEL J. MAGEE, Assistant Clinical Professor of Medicine
B.S. (Auburn 1974); M.D. (Tennessee 1978) [1984]
- MARK A. MAGNUSON, Earl W. Sutherland, Jr. Professor of Molecular Physiology and Biophysics; Professor of Medicine; Professor of Cell and Developmental Biology; Director, Center for Stem Cell Biology
B.A. (Luther 1975); M.D. (Iowa 1979) [1985]
- ANITA MAHADEVAN-JANSEN, Associate Professor of Biomedical Engineering; Associate Professor of Neurological Surgery
B.Sc., M.Sc. (Bombay 1988, 1990); M.S. (Texas, Austin 1993); Ph.D. (Texas 1996) [1997]
- ROSEANN MAIKIS, Clinical Instructor in Obstetrics and Gynecology
B.S. (Boston College 1992); M.D. (SUNY, Stony Brook 1996) [2000]
- OMID MAJDANI, Research Assistant Professor of Otolaryngology
B.S. (Friedrich Alexander 1998); M.D. (Free University of Berlin 1998) [2007]
- AMY S. MAJOR, Assistant Professor of Medicine; Assistant Professor of Pathology
B.S. (Wheeling Jesuit 1991); Ph.D. (West Virginia 1998) [2002]
- CHERYL W. MAJOR, Senior Associate in Pediatrics; Adjoint Instructor in Nursing
B.S.N. (Skidmore 1968); R.N. [1975]
- VIJAY RANI MAKRANDI, Adjunct Assistant Professor of Anesthesiology
M.B., B.S., M.D. (Delhi 1965, 1974) [1993]
- RANDALL J. MALCHOW, Associate Professor of Clinical Anesthesiology
B.S. (U.S. Military Academy 1983); M.D. (Wisconsin 1987) [2008]
- ARNOLD WILLIAM MALCOLM, Associate Professor of Radiation Oncology
B.A. (Kent State 1969); M.D. (Meharry Medical 1973) [2005]
- MAUREEN P. MALLEE, Associate Professor of Obstetrics and Gynecology
B.S. (Illinois 1975); Ph.D. (Illinois, Chicago 1980); M.D. (Loyola Stritch 1984) [2007]
- ALECIA S. MALIN, Assistant Professor of Surgery at Meharry Medical College; Assistant Professor of Medicine at Vanderbilt
B.A., M.S. (SUNY, Buffalo 1992, 1995); Ph.D. (South Carolina 1999) [2004]

- BRADLEY A. MALIN, Assistant Professor of Biomedical Informatics; Research Assistant Professor of Computer Science
B.S., M.S., M.Phil., Ph.D. (Carnegie Mellon 2000, 2002, 2003, 2006) [2006]
- ROBERT E. MALLARD, Clinical Professor of Pediatrics
B.A. (Rochester 1971); M.D. (Vanderbilt 1974) [1977]
- NASREEN MALLIK, Assistant Clinical Professor of Psychiatry
M.D. (Jawaharlal Nehru Medical 1989) [2004]
- BETH ANN MALOW, Associate Professor of Neurology; Director, Sleep Center; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S., M.D. (Northwestern 1984, 1986); M.S. (Michigan 1997) [2003]
- BRAD E. MALTZ, Instructor in Medicine
B.S. (Florida Atlantic 1998); M.D. (University of Miami School of Medicine 2003) [2006]
- WENDY JONES MANGIALARDI, Assistant Professor of Clinical Medicine
B.A. (Texas, Austin 1989); M.D. (Texas, Galveston 1993) [1999]
- TIMOTHY C. MANGRUM, Clinical Instructor in Pediatrics; Clinical Instructor in Nursing
B.S. (David Lipscomb 1990); M.D. (Tennessee, Memphis 1994) [1998]
- SUBRAMANI MANI, Assistant Professor of Biomedical Informatics; Assistant Professor of Computer Science
M.D. (Medical College, Trivandrum [India] 1987); M.S. (South Carolina 1994); Ph.D. (Pittsburgh 2005) [2006]
- D. HAL MANIER, Research Assistant Professor of Psychiatry
B.S., M.S. (Middle Tennessee State 1967, 1968) [2002]
- MARY VIRGINIA MANLEY, Associate in Psychiatry
B.S.N., M.S.N. (Vanderbilt 1966, 1981); R.N., C.N.P. [1990]
- HENRY CHARLES MANNING, Research Assistant Professor of Radiology and Radiological Sciences; Research Assistant Professor of Neurological Surgery
B.S. (Tarleton State 2000); Ph.D. (Texas Tech 2004) [2006]
- JOHN F. MANNING, JR., Assistant Professor of Medical Education and Administration; Executive Director, of Research Operations
B.S. (Worcester Polytechnic Institute 1980); Ph.D. (Notre Dame 1986); M.B.A. (Chicago 1997) [2004]
- KYLE MANNION, Instructor in Otolaryngology
B.S. (North Carolina, Chapel Hill 1997); M.D. (Connecticut 2002) [2007]
- CHARLES T. MARABLE, Clinical Instructor in Family Medicine
B.S. (Arkansas State 1984); M.D. (Arkansas 1991) [1999]
- DEBORAH WEN-YEE MARK, Assistant Clinical Professor of Pediatrics
B.S. (Lehigh 1992); M.D. (Medical College of Pennsylvania 1997) [2008]
- LARRY W. MARKHAM, Assistant Professor of Pediatrics; Assistant Professor of Medicine
B.S. (Belmont 1992); M.D. (East Tennessee State 1996); M.S. (Cincinnati 2006) [2007]
- MELINDA H. MARKHAM, Assistant Professor of Pediatrics
B.A. (Hendrix 1992); M.D. (Arkansas 1996) [2007]
- PAMELA A. MARKS, Research Instructor in Surgery
B.S. (Tennessee State 1996); M.S. (Middle Tennessee State 1999) [2006]
- LAWRENCE J. MARNETT, Mary Geddes Stahlman Professor of Cancer Research; Professor of Biochemistry; Professor of Pharmacology; Professor of Chemistry; Director, Vanderbilt Institute of Chemical Biology
B.S. (Rockhurst 1969); Ph.D. (Duke 1973) [1989]
- SAMUEL R. MARNEY, JR., Associate Professor of Medicine
B.A., M.D. (Virginia 1955, 1960) [1968]
- RENÉ MAROIS, Associate Professor of Psychology, College of Arts and Science; Associate Professor of Radiology and Radiological Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.Sc. (McGill 1986); M.Sc. (Dalhousie 1989); Ph.D. (Yale 1996) [1999]

- DAVID J. MARON, Associate Professor of Medicine; Associate Professor of Emergency Medicine
A.B. (Stanford 1976); M.D. (Southern California 1981) [1993]
- DEBORAH BAKER MARTIN, Assistant in Medicine
B.S.N. (Troy State 1974); M.S.N. (Tennessee 1996) [2006]
- PETER R. MARTIN, Professor of Psychiatry; Professor of Pharmacology; Director, Division of Addiction Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.Sc., M.D. (McGill 1971, 1975); M.Sc. (Toronto 1979) [1986]
- RAYMOND S. MARTIN III, Associate Clinical Professor of Surgery at St. Thomas Medical Center
B.A. (Vanderbilt 1972); M.D. (Johns Hopkins 1976) [1987]
- SANDRA L. MARTIN, Librarian, Eskind Biomedical Library
B.S. (David Lipscomb 1969); M.Ed., Ed.D. (Georgia 1974, 1977); M.L.S. (Syracuse 1997) [1994]
- WILLIAM H. MARTIN, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Medicine
B.S. (William and Mary 1971); M.D. (Medical University of South Carolina 1975) [1995]
- J. ANDRES MARTINEZ, Assistant Professor of Pediatrics
B.S., M.D. (South Alabama 1995, 1999) [2005]
- JEFFREY E. MARTUS, Assistant Professor of Orthopaedics and Rehabilitation
B.S.E., M.S., M.D. (Michigan 1996, 1998, 2001) [2007]
- DIANA MARVER, Associate Professor of Medical Education and Administration; Clinical Associate Professor of Nursing; Director, Research and Training, Meharry-Vanderbilt Alliance
B.S. (Chicago 1963); Ph.D. (California, San Francisco 1977) [2000]
- PIERRE PASCAL MASSION, Associate Professor of Medicine; Associate Professor of Cancer Biology
B.S., M.D. (Université Catholique de Louvain 1983, 1987) [2001]
- DANIEL MASYS, Professor of Biomedical Informatics and Chair of the Department; Professor of Medicine
A.B. (Princeton 1971); M.D. (Ohio State 1974) [2005]
- MICHAEL E. MATHENY, Instructor in Medicine; Instructor in Biomedical Informatics
B.S., M.D. (Kentucky 1997, 2001); M.S. (Massachusetts Institute of Technology 2006); M.P.H. (Harvard 2007) [2007]
- PUTHENPURACKAL M. MATHEW, Associate Professor of Pediatrics
M.B.,B.S., M.D. (Kasturba Medical [India] 1968, 1972) [1997]
- GEORGE M. MATHEWS, Assistant Clinical Professor of Psychiatry
M.B.,B.S., M.D. (Bombay 1979, 1982) [1989]
- GREGORY C. MATHEWS, Assistant Professor of Neurology; Assistant Professor of Pharmacology; Member, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (Georgetown 1989); M.D., Ph.D. (Washington University 1996, 1996) [2003]
- LETHA MATHEWS, Associate Professor of Clinical Anesthesiology
B.Sc. (Kerala [India] 1975); M.D. (Gauhati [India] 1981) [1994]
- LYNN M. MATRISIAN, Professor of Cancer Biology and Chair of the Department; Associate Professor of Obstetrics and Gynecology; Ingram Professor of Cancer Research
B.S. (Bloomsburg State 1975); Ph.D. (Arizona 1982) [1986]
- TAIJI MATSUSAKA, Research Assistant Professor of Pediatrics; Research Instructor in Medicine
M.D., Ph.D. (Osaka 1985, 1993) [1995]

- CHARLES E. MATTHEWS, Assistant Professor of Medicine
B.S. (Massachusetts 1987); M.S. (South Carolina 1991); Ph.D. (Massachusetts 1999) [2002]
- ROBERT T. MATTHEWS, Research Associate Professor of Molecular Physiology and Biophysics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Ursinus 1971); Ph.D. (Florida 1978) [2005]
- DAWN S. MATTHIES, Instructor in Pharmacology
B.S. (California State 1993); Ph.D. (California, Davis 2000) [2006]
- HEINRICH J. G. MATTHIES, Research Instructor in Molecular Physiology and Biophysics
B.A., Ph.D. (Chicago 1983, 1993) [2006]
- ROBERT J. MATUSIK, Professor of Urologic Surgery; Professor of Cell and Developmental Biology; Professor of Cancer Biology
B.S. (Loyola 1970); Ph.D. (Rochester 1976) [1996]
- I-FAN THEODORE MAU, Instructor in Otolaryngology
B.A. (Harvard 1992); Ph.D. (California, San Francisco 1998); M.D. (Harvard 2002) [2007]
- KEWAL K. MAUDAR, Visiting Professor of Surgery
M.B.B.S. (Punjab [India] 1965); Ph.D. (Pune [India] 1988) [2008]
- LOUISE ANN MAWN, Associate Professor of Ophthalmology and Visual Sciences; Associate Professor of Neurological Surgery
B.A. (Duke 1985); M.D. (Wake Forest 1990) [1998]
- G. PATRICK MAXWELL, Assistant Clinical Professor of Plastic Surgery
B.S., M.D. (Vanderbilt 1968, 1972) [1981]
- ADDISON K. MAY, Professor of Surgery; Professor of Anesthesiology
B.A. (Virginia 1982); M.D. (Medical University of South Carolina 1988) [2001]
- JAMES M. MAY, Professor of Medicine; Professor of Molecular Physiology and Biophysics; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Yale 1969); M.D. (Vanderbilt 1973) [1986]
- MICHAEL E. MAY, Assistant Professor of Medicine
B.S. (Spring Hill 1971); Ph.D., M.D. (Medical University of South Carolina 1976, 1978) [1986]
- INGRID MAYER, Assistant Professor of Medicine
M.D. (Federal University of São Paulo [Brazil] 1993); M.S.C.I. (Vanderbilt 2006) [2003]
- WILLIAM H. MAYNARD, Assistant Professor of Clinical Medicine
B.A. (Vanderbilt 1987); M.D. (Tennessee, Memphis 1992) [1996]
- JACKIEL R. MAYO, Assistant Professor of Radiology and Radiological Sciences
M.D. (Cape Town 1968) [1996]
- FRANCISCO J. MAYORQUIN, Assistant Clinical Professor of Medicine
B.A., M.D. (South Florida 1984, 1989) [1996]
- MURRAY J. MAZER, Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Surgery
B.Sc., M.D. (Manitoba 1965, 1969) [1982]
- STEPHANIE A. MCABEE, Assistant Professor of Medicine
B.S., M.D. (Vanderbilt 1997, 2001) [2008]
- SHELLON A. MCALLISTER-BROOKS, Instructor in Clinical Pediatrics
B.S. (Florida Atlantic 1995); M.D. (South Florida 2001) [2004]
- CRAIG F. MCCABE, Clinical Instructor in Ophthalmology and Visual Sciences
B.A. (Ohio Northern 1983); M.S. (Illinois State 1986); Ph.D., M.D. (Medical University of South Carolina 1992, 1995) [2002]
- RICHARD C. MCCARTY, Provost and Vice Chancellor for Academic Affairs; Professor of Psychology, College of Arts and Science; Professor of Pharmacology
B.S., M.S. (Old Dominion 1970, 1972); Ph.D. (Johns Hopkins 1976) [2001]

- DEVIN LOCHLAN MCCASLIN, Assistant Professor of Hearing and Speech Sciences
B.S. (Northern Michigan 1992); M.S. (Wayne State 1995); Ph.D. (Ohio State 1999) [2003]
- MICHAEL J. MCCAUGHEY, Research Assistant Professor of Molecular Physiology and Biophysics
B.S. (Notre Dame 1985); M.S., Ph.D. (Illinois 1988, 1991) [2005]
- LISA J. MCCAWLEY, Research Assistant Professor of Cancer Biology
B.A. (Pennsylvania 1992); Ph.D. (Northwestern 1998) [2003]
- MARK S. MCCLAIN, Research Assistant Professor of Medicine
B.S. (Ohio State 1987); Ph.D. (Michigan 1992) [1999]
- CHRISTOPHER C. MCCLURE, Clinical Instructor in Medicine
B.S. (Vanderbilt 1977); M.D. (Tennessee, Memphis 1985) [1996]
- ROBERT WALLACE MCCLURE, Assistant Clinical Professor of Medicine
B.S. (David Lipscomb 1982); M.D. (Vanderbilt 1986) [1992]
- NICOLE S. MCCOIN, Assistant Professor of Emergency Medicine
B.S., M.D. (Vanderbilt 1999, 2003) [2006]
- JOSHUA M. MCCOLLUM, Clinical Instructor in Pediatrics
B.S. (David Lipscomb 1993); M.D. (Tennessee, Memphis 1998) [2003]
- DEBRA J. MCCROSKEY, Instructor in Clinical Medicine
B.S. (Wisconsin 1983); M.D. (Kansas 1989) [1995]
- THOMAS L. MCCURLEY III, Associate Professor of Pathology
B.E., M.D. (Vanderbilt 1970, 1974) [1983]
- EDWARD C. MCDONALD, Associate Clinical Professor of Pathology
B.S. (Middle Tennessee State 1970); M.D. (Tennessee 1974) [1984]
- MICHAEL P. MCDONALD, Assistant Professor of Pharmacology; Investigator, Center for Molecular Neuroscience
B.A. (Arizona State 1985); M.A. (New York 1990); Ph.D. (Minnesota 1994) [1999]
- MICHEL ALICE MCDONALD, Assistant Professor of Medicine
A.B. (Duke 1989); M.D. (Louisville 1993) [1997]
- W. HAYES MCDONALD, Research Assistant Professor of Biochemistry
B.S. (University of the South 1993); Ph.D. (Vanderbilt 1999) [2008]
- STEVEN JAMES MCELROY, Assistant Professor of Pediatrics
B.S. (Juniata 1995); M.D. (Hahnemann 1999) [2005]
- LYNNE L. MCFARLAND, Associate in Psychiatry
B.S., M.A. (Tennessee 1966, 1969); M.Ed., M.S.N. (Vanderbilt 1985, 1991) [1997]
- JAMES R. MCFERRIN, Assistant Clinical Professor of Psychiatry
B.A. (Vanderbilt 1971); M.D. (Tennessee 1974) [1982]
- MICHAEL H. MCGHEE, Assistant Clinical Professor of Psychiatry
B.S. (Memphis State 1988); M.S., M.D. (Tennessee 1990, 1996) [2006]
- CATHERINE C. MCGOWAN, Assistant Professor of Medicine
B.A., M.D. (Kansas 1983, 1987) [1995]
- SUSAN G. MCGREW, Associate Professor of Clinical Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Vermont 1976); M.D. (Northwestern 1981) [1998]
- OWEN PATRICK MCGUINNESS, Professor of Molecular Physiology and Biophysics
B.S. (SUNY, Stony Brook 1978); Ph.D. (Louisiana State 1983) [1984]
- HASSANE S. MCHAOURAB, Professor of Molecular Physiology and Biophysics; Professor of Chemistry; Professor of Physics
B.S., M.S. (American University of Beirut 1987, 1989); Ph.D. (Medical College of Wisconsin 1993) [2000]

- MICHAEL J. MCHUGH, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Oregon 1980); M.D. (Johns Hopkins 1984) [2000]
- JAMES OLIVER MCINTYRE, Research Professor of Cancer Biology
B.A., M.A. (Cambridge 1972, 1975); Ph.D. (Vanderbilt 1978) [2001]
- JAMES A. MCKANNA, Associate Professor of Cell and Developmental Biology, Emeritus;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Saint Olaf 1966); Ph.D. (Wisconsin 1972) [1976]
- SAMUEL JAY MCKENNA, Professor of Oral and Maxillofacial Surgery
B.A. (California, San Diego 1976); D.D.S. (California, Los Angeles 1980); M.D.
(Vanderbilt 1983) [1985]
- EDMUND R. MCKINLEY, Assistant Clinical Professor of Pathology
B.S., D.V.M. (Michigan State 1966, 1968); Ph.D. (Purdue 1981) [1992]
- JARED JOHN MCKINNEY, Assistant Professor of Emergency Medicine
B.S. (Purdue 1999); M.D. (Vanderbilt 2003) [2006]
- JEFFRY P. MCKINZIE, Assistant Professor of Emergency Medicine; Assistant Professor of
Pediatrics
B.S. (Harding 1982); M.D. (Medical College of Virginia 1986) [1991]
- RHETT FARRELL MCLAREN, Clinical Instructor in Pediatrics
B.S. (Texas A & M 1991); M.D. (Baylor 1995) [2003]
- BETHANN MCLAUGHLIN, Assistant Professor of Neurology; Assistant Professor of
Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human
Development; Investigator, Center for Molecular Neuroscience
B.A. (Skidmore 1990); Ph.D. (Pennsylvania 1997) [2002]
- JOSEPH K. MCLAUGHLIN, Professor of Medicine
B.A. (West Chester 1971); M.S., M.P.H., Ph.D. (Minnesota 1974, 1979, 1981) [2000]
- MICHAEL J. MCLEAN, Associate Professor of Neurology; Associate Professor of
Pharmacology; Director, Division of Pain/Neuromagnetics
A.B. (Chicago 1970); Ph.D., M.D. (Virginia 1976, 1978) [1985]
- ALEXANDER C. MCLEOD, Clinical Professor of Medicine, Emeritus
A.B. (Princeton 1956); M.D. (Duke 1960); M.B.A. (Vanderbilt 1988) [1966]
- BRUCE C. MCLEOD, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Texas Christian 1980); D.D.S. (International College of Dentistry 1993) [2007]
- KARIE MCLEAVAIN-WELLS, Clinical Instructor in Pediatrics
B.A. (David Lipscomb 1990); M.D. (East Tennessee State 1996) [2000]
- DOUGLAS G. MCMAHON, Professor of Biological Sciences; Professor of Pharmacology;
Investigator, Center for Molecular Neuroscience; Investigator, Vanderbilt Kennedy
Center for Research on Human Development
B.A., Ph.D. (Virginia 1980, 1986) [2002]
- YVONNE MCMAHON, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt 1978, 1982) [2007]
- KEVIN T. MCMANUS, Assistant Professor of Radiology and Radiological Sciences;
Director, Breast Center
B.S. (Gannon 1978); M.D. (Hahnemann Medical 1982) [1999]
- AMY RALSTON MCMMASTER, Assistant Clinical Professor of Pathology
B.S. (Middle Tennessee State 1992); M.D. (Meharry Medical 1996) [2002]
- ELISE DAVID MCMILLAN, Senior Associate in Psychiatry; Director, Community Outreach,
and Co-Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities
Education, Research, and Service
B.A. (Texas Tech 1974); J.D. (Nashville School of Law 1983) [2006]

- SHEILA PATRICIA MCMORROW, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
B.B.E. (Catholic 1996); M.D. (Medical College of Georgia 2000) [2006]
- BRIAN R. MCMURRAY, Assistant Clinical Professor of Emergency Medicine; Assistant Clinical Professor of Medicine
B.S. (Saint Lawrence 1974); M.D. (Cincinnati 1978) [1992]
- PAUL C. MCNABB II, Adjunct Associate Professor of Medicine
B.S. (Memphis State 1971); M.D. (Tennessee 1974) [1989]
- TIMOTHY P. MCNAMARA, Professor of Psychology, College of Arts and Science; Professor of Ophthalmology and Visual Sciences; Associate Provost for Faculty
B.G.S. (Kansas 1979); M.S., M.Phil., Ph.D. (Yale 1981, 1982, 1984) [1983]
- TIMOTHY E. MCNUTT, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Tennessee 1982); D.D.S. (Tennessee, Memphis 1986) [1999]
- MELISSA MCPHEETERS, Assistant Professor of Obstetrics and Gynecology; Assistant Professor of Medicine
B.A. (Wisconsin, Madison 1992); M.P.H., Ph.D. (North Carolina, Chapel Hill 1996, 2003) [2007]
- JOHN A. MCPHERSON, Assistant Professor of Medicine
B.A. (Princeton 1989); M.D. (California, Los Angeles 1993) [2006]
- JOHN R. MCRAE, Assistant Clinical Professor of Medicine
B.S. (Georgia Institute of Technology 1968); M.D. (Duke 1972) [1981]
- ANGELA R. MCVIE, Clinical Instructor in Pediatrics
B.A. (Indiana 1997); M.D. (Vanderbilt 2001) [2004]
- CHRISTY A. MEADE, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics
B.S. (Washington and Lee 1997); M.D. (Utah 2002) [2008]
- CLIFTON KIRKPATRICK MEADOR, Professor of Medicine; Professor of Nursing (Medicine); Executive Director, Meharry-Vanderbilt Alliance
B.A., M.D. (Vanderbilt 1952, 1955) [1973]
- STEVEN R. MEADOR, Assistant Clinical Professor of Emergency Medicine
E.M.T. (Tennessee 1975) [2001]
- MARVIN PORTER MEADORS III, Assistant Clinical Professor of Medicine
B.S. (Washington and Lee 1979); M.D. (Mississippi 1984) [1990]
- ANNA L. MEANS, Assistant Professor of Surgery; Assistant Professor of Cell and Developmental Biology
B.S. (Ohio 1984); Ph.D. (Wisconsin 1991) [2000]
- JULIE MEANS-POWELL, Assistant Professor of Medicine
B.A. (Texas Tech 1991); M.D. (East Carolina 1997) [2004]
- DEEPAK MEHROTRA, Clinical Instructor in Pediatrics
B.S. (Millsaps 1988); M.D. (Mississippi 1992) [1998]
- SACHIN MEHTA, Instructor in Clinical Ophthalmology and Visual Sciences
B.S. (Ohio State 2000); M.D. (Case Western Reserve 2004) [2008]
- JENS MEILER, Assistant Professor of Chemistry; Assistant Professor of Pharmacology; Assistant Professor of Biomedical Informatics
B.Sc., M.Sc. (Leipzig [Germany] 1995, 1998); Ph.D. (Frankfurt [Germany] 2001) [2005]
- HERBERT Y. MELTZER, Bixler/Johnson/Mays Professor of Psychiatry; Professor of Pharmacology; Director, Division of Psychopharmacology; Investigator, Center for Molecular Neuroscience; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Cornell 1958); M.A. (Harvard 1959); M.D. (Yale 1963) [1996]

- WILLIE V. MELVIN III, Assistant Professor of Surgery
B.S. (Texas Southern 1982); M.D. (Meharry Medical 1989) [2001]
- GREGORY A. MENCIO, Professor of Orthopaedics and Rehabilitation
A.B., M.D. (Duke 1977, 1981) [1991]
- LISA A. MENDES, Assistant Professor of Medicine
M.D. (Connecticut 1987) [2002]
- RAYMOND L. MENEELY, Associate Clinical Professor of Pediatrics
B.S. (Houghton 1969); M.D. (Pittsburgh 1973) [1981]
- STEVEN G. MERANZE, Professor of Radiology and Radiological Sciences; Associate Professor of Surgery; Associate Professor of Urologic Surgery
B.S. (Philadelphia College of Textiles and Science 1975); M.D. (Thomas Jefferson University 1979) [1992]
- NIPUN B. MERCHANT, Associate Professor of Surgery
B.A. (New York 1985); M.D. (SUNY, Health Science Center, Brooklyn 1990) [2001]
- KAREN MEREDITH, Clinical Instructor in Pediatrics
B.A. (Georgia Institute of Technology 1998); M.D. (Vanderbilt 2002) [2005]
- MARK L. MEREDITH, Assistant Professor of Clinical Emergency Medicine; Assistant Professor of Clinical Pediatrics
B.S., M.D. (Mississippi 1993, 2002) [2007]
- ROBERT ALAN MERICLE, Associate Professor of Neurological Surgery; Associate Professor of Radiology and Radiological Sciences
B.S., B.A. (Oklahoma 1989, 1989); M.D. (Vanderbilt 1993) [2004]
- LAWRENCE M. MERIN, Assistant Professor of Ophthalmology and Visual Sciences
B.S. (Wayne State 1973) [2000]
- RAYMOND L. MERNAUGH, Research Associate Professor of Biochemistry
B.S., M.S. (South Dakota State 1973, 1976); Ph.D. (Iowa State 1987) [1996]
- HOWARD R. MERTZ, Assistant Clinical Professor of Medicine
B.A. (Johns Hopkins 1982); M.D. (Baylor 1986) [2003]
- MARION L. MESSERSMITH, Associate Professor of Clinical Oral and Maxillofacial Surgery
B.S. (Nebraska 1973); M.S. (St. Louis University 1984); D.D.S. (Nebraska 1984) [2008]
- INGRID M. MESZOELY, Assistant Professor of Surgery
B.A. (Northeastern 1985); M.D. (Boston University 1993) [2004]
- ALVIN H. MEYER, JR., Assistant Clinical Professor of Medicine (Dermatology)
B.S., M.D. (Louisiana State 1963, 1967) [1974]
- BARBARA O. MEYRICK, Professor of Pathology; Professor of Medicine
M.Phil., Ph.D. (London 1974, 1976) [1981]
- MARC MICKIEWICZ, Assistant Professor of Emergency Medicine
B.S. (Illinois, Urbana-Champaign 1995); M.D. (Illinois, Chicago 1999) [2003]
- MARTHA K. MIERS, Assistant Professor of Medical Education and Administration
B.S. (Virginia Polytechnic 1972); M.S. (Virginia Commonwealth 1978); M.B.A. (Vanderbilt 1986) [1980]
- MICHAEL I. MIGA, Associate Professor of Biomedical Engineering; Assistant Professor of Radiology and Radiological Sciences
B.S., M.S. (Rhode Island 1992, 1994); Ph.D. (Dartmouth 1998) [2000]
- MARTIN CHARLES MIHM, JR., Adjunct Professor of Pathology
B.A. (Duquesne 1955); M.D. (Pittsburgh 1961) [1989]
- CAROL PROOPS MILAM, Assistant Clinical Professor of Psychiatry; Assistant Clinical Professor of Nursing
B.A., M.D. (West Virginia 1982, 1991) [2004]
- DOUGLAS FRANKLIN MILAM, Associate Professor of Urologic Surgery
B.S.E. (Pennsylvania 1980); M.S., M.D. (West Virginia 1982, 1986) [1991]

- DEJAN MILATOVIC, Research Assistant Professor of Pediatrics
B.Sc., M.Sc. (Croatia 1985, 1988); Ph.D. (Belgrade [Yugoslavia] 1995) [2005]
- ALISON N. MILLER, Assistant Professor of Medicine
B.S., M.D. (North Carolina, Chapel Hill 1996, 2001) [2007]
- BONNIE M. MILLER, Associate Dean for Undergraduate Medical Education; Associate Professor of Medical Education and Administration; Associate Professor of Clinical Surgery
B.A. (Colorado College 1975); M.D. (Oklahoma 1980) [1987]
- DAVID M. MILLER III, Professor of Cell and Developmental Biology; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (Southern Mississippi 1973); Ph.D. (Rice 1981) [1994]
- EVA KATHRYN MILLER, Assistant Professor of Pediatrics
B.S. (Abilene Christian 1997); M.D. (Texas A & M 2002) [2007]
- GERALDINE G. MILLER, Professor of Medicine; Associate Professor of Microbiology and Immunology
S.B. (Massachusetts Institute of Technology 1969); M.D. (California, San Diego 1973) [1990]
- JAMI L. MILLER, Assistant Professor of Medicine
B.A., M.D. (Virginia 1984, 1988) [1996]
- KAREN F. MILLER, Senior Associate in Emergency Medicine
B.S. (Nazareth College 1985); M.P.A. (Western Michigan 2001) [2007]
- LEANNA ROBBINS MILLER, Assistant in Surgery
B.A. (Indiana 1977); M.A., B.S.N., M.S.N. (Ball State 1980, 1981, 1984); R.N. [2004]
- MATTHEW S. MILLER, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S. (Abilene Christian 1997); M.D. (Texas A & M 2002) [2007]
- NICOLE L. MILLER, Assistant Professor of Urologic Surgery
B.A. (LaSalle 1995); M.D. (Pittsburgh 2000) [2007]
- RANDOLPH A. MILLER, Donald A. B. and Mary M. Lindberg University Professor of Biomedical Informatics; Professor of Medicine; Professor of Nursing
A.B. (Princeton 1971); M.D. (Pittsburgh 1976) [1994]
- RICHARD S. MILLER, Professor of Surgery
B.A. (South Florida 1980); M.D. (Dominican Republic 1983) [2002]
- ROBERT F. MILLER, Assistant Professor of Clinical Medicine
B.A. (Colorado College 1976); M.D. (Vanderbilt 1982) [1989]
- RONALD V. MILLER, Associate Professor of Clinical Pediatrics
B.A., M.D. (Mississippi 1972, 1976) [1983]
- CORBI DIANELL MILLIGAN, Clinical Instructor in Pediatrics
B.S. (Prairie View A & M 1996); M.D. (Tennessee, Memphis 2000) [2004]
- GINGER L. MILNE, Research Assistant Professor of Medicine; Research Assistant Professor of Pharmacology
B.S. (Wake Forest 1997); Ph.D. (Vanderbilt 2002) [2005]
- STEPHEN B. MILNE, Research Assistant Professor of Pharmacology
B.S. (Kentucky Wesleyan 1989); M.S., Ph.D. (Vanderbilt 1992, 1995) [2002]
- AARON P. MILSTONE, Associate Professor of Medicine
B.A., M.D. (Wayne State 1990, 1994) [2000]
- RYAN D. MIRE, Assistant Clinical Professor of Medicine
B.S. (Rhodes 1993); M.D. (Tennessee, Memphis 1998) [2003]
- KAROLY MIRNICS, Associate Professor of Psychiatry; Investigator, Center for Molecular Neuroscience; Director for Research Program on Developmental Neurobiology and Plasticity, Vanderbilt Kennedy Center for Research on Human Development
R.N., M.D. (Novi Sad [Yugoslavia] 1980, 1986) [2006]

- DINA H. MISHU, Clinical Instructor in Pediatrics
M.D. (Spartan [Saint Lucia] 1985) [1991]
- REETA MISRA, Assistant Clinical Professor of Pediatrics
M.B.,B.S. (Kanpur 1973); M.D. (Lucknow 1978) [1988]
- SUMATHI K. MISRA, Assistant Professor of Medicine
M.D. (Madras [India] 1991); M.P.H. (Pittsburgh 1996) [2001]
- KARL EDWARD MISULIS, Clinical Professor of Neurology
B.Sc. (Queen's [Ontario] 1975); Ph.D. (SUNY, Upstate Medical Center 1980); M.D. (Vanderbilt 1982) [1986]
- CARL E. MITCHELL, Assistant Clinical Professor of Medicine
A.B., M.D. (Washington University 1957, 1961) [1966]
- ERIKA J. MITCHELL, Assistant Professor of Orthopaedics and Rehabilitation
Sc.B., M.D. (Brown 1995, 1999) [2005]
- WILLIAM M. MITCHELL, Professor of Pathology
B.A., M.D. (Vanderbilt 1957, 1960); Ph.D. (Johns Hopkins 1966) [1966]
- LAURA SERA MIZOUE, Research Assistant Professor of Biochemistry
B.A. (Oberlin 1987); Ph.D. (California Institute of Technology 1995) [2000]
- SUKHBIR S. MOKHA, Adjunct Professor of Pharmacology
B.Sc. (Punjabi 1974); M.Sc. (Southampton [England] 1977); Ph.D. (Edinburgh 1981) [1992]
- ABELARDO C. MONCAYO, Assistant Clinical Professor of Preventive Medicine
B.S., M.S. (Ohio 1988, 1993); Ph.D. (Massachusetts 1998) [2005]
- ADOLFINA MONTALVO-POLK, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Fisk 1977); D.D.S. (Meharry Medical 1981) [2006]
- STEPHEN ANTHONY MONTGOMERY, Assistant Professor of Psychiatry
B.S. (Rhodes 1990); M.D. (Tennessee, Memphis 1994) [2002]
- TROY D. MOON, Assistant Professor of Pediatrics
B.S. (Florida State 1992); M.P.H. (Alabama, Birmingham 1996); M.D. (Florida 2001) [2007]
- KAREL MOONS, Adjunct Professor of Biostatistics
M.Sc. (Netherlands Institute for Health Sciences 1994); Ph.D. (Erasmus Medical Center 1996) [2005]
- DEREK E. MOORE, Assistant Professor of Surgery
B.S., M.D., M.P.H. (Vanderbilt 1995, 1999, 2004) [2008]
- DONALD E. MOORE, JR., Professor of Medical Education and Administration; Director, Continuing Medical Education
B.A. (Connecticut 1972); A.M., Ph.D. (Illinois 1975, 1982) [2000]
- ILENE N. MOORE, Assistant Professor of Medical Education and Administration; Assistant Professor of Family Medicine
B.S. (SUNY, Stony Brook 1973); M.D. (New York 1977); J.D. (California, Berkeley 1989) [2005]
- J. DONALD MOORE, Assistant Professor of Pediatrics
B.A., M.D. (Kentucky 1987, 1991) [2000]
- JENNIFER E. MOORE, Clinical Instructor in Pediatrics
B.S., M.D. (North Carolina 1988, 1992) [1995]
- KELLY L. MOORE, Assistant Clinical Professor of Preventive Medicine
B.S. (Vanderbilt 1994); M.P.H. (Harvard 2000); M.D. (Vanderbilt 2000) [2005]
- MARY E. COURTNEY MOORE, Research Associate Professor of Molecular Physiology and Biophysics
B.S. (Baylor 1974); M.S.N. (Texas, San Antonio 1979); Ph.D. (Vanderbilt 1992) [1995]

- PAUL E. MOORE, Assistant Professor of Pediatrics; Assistant Professor of Pharmacology
B.A. (Vanderbilt 1988); M.D. (Harvard 1992) [2001]
- ROYANNE A. MOORE, Professor of Nursing; Senior Associate in Medicine
B.S.N., M.S.N. (Vanderbilt 1976, 1981); R.N., W.H.N.P. [2000]
- STEPHEN B. MOORE, Assistant Professor of Medical Education and Administration; Vice
Chair for Administration, Orthopaedics and Rehabilitation
B.S. (Jacksonville State 1975); M.B.A. (Florida Institute of Technology 1982) [1999]
- TIFFANIE TATE MOORE, Clinical Instructor in Obstetrics and Gynecology
B.S. (California, Santa Barbara 1996); M.D. (Meharry Medical 2000) [2007]
- WAYNE E. MOORE, Assistant Clinical Professor of Emergency Medicine
B.A. (Oakwood 1979); M.D. (Meharry Medical 1985) [2000]
- WILLIAM R. MOORE, Assistant Clinical Professor of Pediatrics
B.S. (Memphis 1978); M.D. (Vanderbilt 1982) [2005]
- WILLIAM THOMAS MOORE, Clinical Instructor in Otolaryngology
B.A., M.D. (Louisville 1958, 1962) [1968]
- SHARON MOORE-CALDWELL, Clinical Instructor in Pediatrics
B.S. (Grambling State 1986); M.D. (Pittsburgh 1990) [1996]
- PAUL L. MOOTS, Associate Professor of Neurology; Associate Professor of Medicine;
Director, Division of Neuro-oncology
B.S. (Duke 1976); M.D. (Ohio State 1980) [1991]
- ANNA WHORTON MORAD, Assistant Professor of Pediatrics
B.S. (Auburn 1993); M.D. (Alabama 1997) [2007]
- MANUEL A. MORALES, Instructor in Radiation Oncology
B.Sc. (U.N.I. [Peru] 1990); M.S., Ph.D. (Vanderbilt 1997, 2001) [2008]
- S. HOUSTON MORAN, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee 1975); M.D. (Meharry Medical 1981) [1987]
- GORDON A. MOREAU, Associate Clinical Professor of Pediatrics
B.A. (Middlebury 1972); M.D. (SUNY, Upstate Medical Center 1976) [1984]
- GABRIELA THOMAS MOREL, Clinical Instructor in Pediatrics
B.S. (Tulane 1987); M.D. (Louisiana State 1994) [1998]
- VINCENT MORELLI, Associate Clinical Professor of Family Medicine
M.D. (Southern California 1983) [2008]
- DAVID SCOTT MORGAN, Assistant Professor of Medicine
B.A. (Yale 1985); M.D. (Vanderbilt 1990) [1997]
- LISA B. MORGAN, Clinical Instructor in Obstetrics and Gynecology
B.A. (DePauw 1989); M.D. (Kentucky 1993) [1997]
- SUSAN LYNN MORGAN, Assistant Clinical Professor of Pediatrics
B.S. (Tennessee Technological 1977); M.D. (East Carolina 1987) [1990]
- THOMAS M. MORGAN, Assistant Professor of Pediatrics
B.A., M.D. (Boston 1993, 1997) [2008]
- VICTORIA L. MORGAN, Assistant Professor of Radiology and Radiological Sciences;
Assistant Professor of Biomedical Engineering; Investigator, Vanderbilt Kennedy Center
for Research on Human Development
B.S. (Wright State 1990); M.S., Ph.D. (Vanderbilt 1994, 1996) [1999]
- WALTER M. MORGAN III, Assistant Professor of Pediatric Surgery; Assistant Professor of
Pediatrics
B.S.E. (Princeton 1978); M.D. (Vanderbilt 1982) [1990]
- JOHN K. MORI, Instructor in Neurology
B.S. (Stanford 1999); M.D. (Vanderbilt 2003) [2008]
- JOHN A. MORRIS, JR., Professor of Surgery; Director, Division of Trauma and Surgical
Critical Care; Professor of Biomedical Informatics
B.A. (Trinity [Connecticut] 1969); M.D. (Kentucky 1977) [1984]

- MERRI B. MORRIS, Clinical Instructor in Obstetrics and Gynecology
B.S. (Arizona State 1978); M.D. (Arizona 1982) [2003]
- PAUL MORRIS, Clinical Instructor in Psychiatry
B.A. (Tennessee 1984); M.A. (Vanderbilt 1987); M.S.S.W. (Tennessee 1992) [2008]
- DAVID G. MORRISON, Assistant Professor of Ophthalmology and Visual Sciences;
Assistant Professor of Pediatrics
B.S., M.D. (Kentucky 1994, 1999) [2003]
- MARGARET A. MORRISON, Assistant in Medicine
B.S.N. (Bethel 2001); M.S.N. (Vanderbilt 2004) [2006]
- STEPHEN ERIC MORROW, Assistant Professor of Pediatric Surgery
B.A. (Vanderbilt 1981); M.D. (Uniformed Services 1985) [2005]
- DOUGLAS PAUL MORTLOCK, Assistant Professor of Molecular Physiology and Biophysics;
Assistant Professor of Pediatrics
B.A. (Cornell 1990); Ph.D. (Michigan 1997) [2002]
- AMY R. MORTON, Instructor in Obstetrics and Gynecology
B.S. (Bryan College 2005); M.S.N. (Vanderbilt 2007); R.N., C.N.M. [2008]
- HAROLD MOSES, JR., Assistant Professor of Neurology
B.S., M.D. (North Carolina, Chapel Hill 1985, 1993) [1997]
- HAROLD L. MOSES, Hortense B. Ingram Professor of Molecular Oncology; Professor of
Cancer Biology; Professor of Pathology; Professor of Medicine; Director, Emeritus,
Vanderbilt-Ingram Cancer Center
B.A. (Berea 1958); M.D. (Vanderbilt 1962) [1985]
- CHARLES A. MOSS III, Assistant Clinical Professor of Pediatrics
B.S. (Rhodes 1982); M.D. (Alabama 1987) [1990]
- JOE PERSIUS MOSS, JR., Assistant Clinical Professor of Pediatrics
B.A. (Vanderbilt 1963); M.D. (Tennessee 1966) [1989]
- CLAUDIO A. MOSSE, Assistant Professor of Pathology
B.A. (Cornell 1992); M.D., Ph.D. (Virginia 2001, 2001) [2005]
- DEDRICK EARL MOULTON, Assistant Professor of Pediatrics
B.S. (Alabama 1984); M.D. (Medical University of South Carolina 1992) [2002]
- SANDRA A. MOUTSIOS, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S.E. (Duke 1989); M.D. (Florida 1993) [1998]
- NATHAN T. MOWERY, Instructor in Surgery
B.S. (Wittenberg 1996); M.D. (West Virginia 2000) [2007]
- GARY L. MUELLER, Assistant Clinical Professor of Medicine
B.A., M.D. (Missouri 1968, 1972) [1997]
- H. GUSTAV MUELLER, Professor of Hearing and Speech Sciences
B.S. (North Dakota State 1969); M.A. (New Mexico State 1971); Ph.D. (Denver 1976)
[1991]
- BHASKAR ADITYA MUKHERJI, Instructor in Orthopaedics and Rehabilitation
B.S. (Vanderbilt 1993); M.D. (Tufts 1998) [2002]
- CHETAN R. MUKUNDAN, Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt 1990, 1994) [1997]
- JOHN ADRIAN MULDER, Assistant Clinical Professor of Medicine; Assistant Clinical
Professor of Pediatrics; Clinical Assistant Professor of Nursing
B.S. (Western Michigan 1974); M.S., M.D. (Wayne State 1975, 1980) [2000]
- ROBERTA LEE MULDOON, Assistant Professor of Surgery
B.S. (Loyola, Chicago 1985); M.D. (Stritch 1989) [2004]
- JAMES A. S. MULDOWNY III, Assistant Professor of Medicine
A.B. (Princeton 1994); M.D. (Vanderbilt 1999) [2006]
- JOSEPH L. MULHERIN, JR., Clinical Professor of Surgery at St. Thomas Medical Center
M.D. (Medical College of Georgia 1971) [1978]

- WILLIAM MICHAEL MULLINS, Assistant Professor of Clinical Otolaryngology
B.A. (Vanderbilt 1967); M.D. (Tennessee, Memphis 1971) [2001]
- SHELAGH A. MULVANEY, Assistant Professor of Nursing; Assistant Professor of Pediatrics;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., M.S., Ph.D. (Arizona 1985, 1991, 2002) [2005]
- GREGORY R. MUNDY, John A. Oates Professor of Medicine and Pharmacology; Professor
of Medicine; Professor of Pharmacology; Professor of Cancer Biology; Professor of
Orthopaedics and Rehabilitation
M.D. (University of Melbourne and Tasmania 1973) [2006]
- DEBORAH G. MURDOCK, Research Assistant Professor of Molecular Physiology and
Biophysics
B.S. (Georgia 1988); Ph.D. (Carnegie Mellon 1996) [2002]
- HARVEY JOHNSON MURFF, Assistant Professor of Medicine
B.A. (Mississippi 1992); M.D. (Tennessee, Memphis 1996); M.P.H. (Harvard 2002) [2002]
- SUZANNE SHELTON MURFF, Assistant Professor of Medicine
B.S. (Tennessee 1993); M.D. (Tennessee, Memphis 1997) [2004]
- BARBARA A. MURPHY, Associate Professor of Medicine
B.S. (Duke 1983); M.D. (Wake Forest 1987) [1993]
- MICHAEL J. MURPHY, Assistant Professor of Psychiatry
B.S. (Massachusetts, Amherst 1988); M.P.H., M.D. (Harvard 1994, 1994) [2006]
- JOHN J. MURRAY, Adjunct Professor of Medicine; Adjunct Professor of Pharmacology
A.B. (Harvard 1973); M.D., Ph.D. (Vanderbilt 1979, 1979) [1988]
- KATHERINE T. MURRAY, Associate Professor of Medicine; Associate Professor of
Pharmacology
B.S., M.D. (Duke 1976, 1980) [1989]
- MICAH M. MURRAY, Adjunct Associate Professor of Hearing and Speech Sciences
B.A. (Johns Hopkins 1995); M.S., Ph.D. (Albert Einstein College of Medicine 1999,
2001) [2008]
- ROBERT E. MURRAY, Assistant Clinical Professor of Psychiatry
B.A. (Bellarmine 1965); M.S., Ph.D. (Yale 1967, 1969); M.D. (Meharry Medical 1979)
[2006]
- SAMUEL JUDSON MURRAY II, Assistant Professor of Clinical Pediatrics
B.S. (Virginia Polytechnic Institute 1991); M.D. (Medical College of Virginia 1996) [2004]
- GREGORY J. MYERS, Clinical Professor of Pediatrics
B.S. (SUNY 1973); M.D. (SUNY, Downstate Medical Center 1977) [2007]
- JENNIFER BRADEN MYERS, Clinical Instructor in Pediatrics
B.A. (Duke 1992); M.D. (Tennessee, Memphis 1997) [2000]
- JEREMY S. MYERS, Research Instructor in Biochemistry
B.S. (Bucknell 1999); Ph.D. (Louisiana State 2003) [2007]
- KEVIN J. MYERS, Assistant Clinical Professor of Medicine
A.B. (Princeton 1979); M.D. (Vanderbilt 1983) [1993]
- JOHN H. J. NADEAU, Professor of Medicine
B.A., M.D. (Ottawa 1967, 1973) [1977]
- JOHN NADING, Adjunct Associate Professor of Pediatrics
B.S. (Georgia Institute of Technology 1973); M.D. (Vanderbilt 1977) [1994]
- ALLEN J. NAFTILAN, Associate Professor of Medicine
B.A. (Oberlin 1972); Ph.D. (Chicago 1978); M.D. (Alabama 1982) [2006]
- NAGARAJ S. NAGATHIHALLI, Research Instructor in Surgery
B.S., M.S., Ph.D. (Mysore [India] 1994, 1996, 2002) [2007]
- JAYGOPAL NAIR, Clinical Instructor in Pediatrics
B.A. (Maryland 1985); M.S. (Yale 1987); M.D. (Maryland 1997) [2001]

- JENNIFER L. NAJJAR, Assistant Professor of Pediatrics
B.A. (Wisconsin 1971); M.D. (Tufts 1977) [1983]
- E. PAUL NANCE, JR., Associate Professor of Radiology and Radiological Sciences;
Assistant Professor of Orthopaedics and Rehabilitation; Associate Professor of
Emergency Medicine
B.S., M.D. (North Carolina 1973, 1976) [1980]
- MONICA ELAINE WAGNER NANIA, Clinical Instructor in Pediatrics
B.S. (Duke 1991); M.D. (St. Louis 1996) [2002]
- LILLIAN B. NANNEY, Professor of Plastic Surgery; Professor of Cell and Developmental
Biology
B.A. (Vanderbilt 1973); M.S. (Austin Peay State 1977); Ph.D. (Louisiana State 1980)
[1980]
- SUBINA NARANG, Visiting Professor of Ophthalmology and Visual Sciences
M.D. (Punjabi [Patiala] 1992) [2007]
- JAMES L. NASH, Associate Professor of Psychiatry, Emeritus
M.D. (Duke 1966) [1980]
- THOMAS C. NASLUND, Associate Professor of Surgery; Director, Division of Vascular
Surgery
B.S. (Trinity [Texas] 1980); M.D. (Vanderbilt 1984) [1992]
- RICHARD M. NASS, Assistant Professor of Pediatrics; Assistant Professor of Pharmacology
B.S., B.A. (North Carolina State 1985, 1985); Ph.D. (Johns Hopkins 1998) [2002]
- CHANDRAMOHAN NATARAJAN, Research Assistant Professor of Medicine
B.Sc. (A.V.C. [India] 1988); M.Sc. (Annamala [India] 1990); Ph.D. (Madras [India] 1998)
[2006]
- J. RICHARD NAVARRE, Assistant Professor of Psychiatry; Assistant Professor of Pediatrics
B.A. (Wisconsin, Madison 1992); M.D. (North Carolina, Chapel Hill 2001) [2007]
- ROBERT A. NEAL, Professor of Biochemistry, Emeritus
B.S. (Denver 1949); Ph.D. (Vanderbilt 1963) [1964]
- WALLACE W. NEBLETT III, Professor of Pediatric Surgery and Chair of the Department;
Professor of Pediatrics
B.A. (University of the South 1967); M.D. (Vanderbilt 1971) [1980]
- ANDREW CHARLES NECK, Instructor in Clinical Emergency Medicine; Instructor in Pediatrics
M.S. (Perkins School of Theology 1990); B.S. (Middle Tennessee State 1998); M.D.
(Meharry Medical 2002) [2006]
- M. DIANA NEELY, Research Assistant Professor of Psychiatry; Member, Vanderbilt
Kennedy Center for Research on Human Development
Ph.D. (Brown 1990) [1999]
- ANNE TAGGART NEFF, Assistant Professor of Medicine; Assistant Professor of Pathology
A.B., M.D. (Missouri 1981, 1985) [1991]
- ERIC G. NEILSON, Hugh J. Morgan Professor of Medicine and Chair of the Department;
Professor of Cell and Developmental Biology
B.S. (Denison 1971); M.D. (Alabama 1975); M.S. (Pennsylvania 1987) [1998]
- JOSEPH S. NEIMAT, Assistant Professor of Neurological Surgery
A.B. (Dartmouth 1992); M.S., M.D. (Duke 1996, 1998) [2006]
- EUGENE C. NELSON, Adjunct Professor of Hearing and Speech Sciences
A.B. (Dartmouth 1970); M.P.H. (Yale 1973); S.D. (Harvard 1977) [1988]
- JILL R. NELSON, Assistant in Medicine
B.S. (Tennessee 2002); M.S.N. (Vanderbilt 2007) [2007]
- RONALD ANDREW NELSON, Assistant Clinical Professor of Medicine
B.S. (Stanford 1986); M.D. (Vanderbilt 1990); M.S. (Troy State 1998) [2002]
- JONATHAN C. NESBITT, Associate Professor of Thoracic Surgery
B.A. (Virginia 1977); M.D. (Georgetown 1981) [2001]

- THOMAS E. NESBITT, Assistant Clinical Professor of Urologic Surgery
M.D. (Texas, Dallas 1948); M.S. (Michigan 1954) [1957]
- REID M. NESS, Assistant Professor of Medicine
M.D., M.P.H. (Indiana 1990, 1997) [2000]
- MARTIN G. NETSKY, Professor of Pathology, Emeritus
B.A., M.S., M.D. (Pennsylvania 1938, 1940, 1943) [1975]
- JAMES L. NETTERVILLE, Mark C. Smith Professor of Otolaryngology, Head and Neck Surgery
B.S. (David Lipscomb 1976); M.D. (Tennessee 1980) [1986]
- JOHN T. NETTERVILLE, JR., Associate Clinical Professor of Pediatrics
B.S. (David Lipscomb 1974); M.D. (Tennessee 1977) [1981]
- ARIE L. NETTLES, Assistant Professor of Pediatrics
B.S., M.S. (Tennessee 1976, 1977); Ph.D. (Vanderbilt 1987) [2004]
- MELINDA S. NEW, Assistant Professor of Obstetrics and Gynecology
B.S. (Villanova 1989); M.D. (Pennsylvania 1993) [2005]
- JOHN H. NEWMAN, Elsa S. Hanigan Professor of Pulmonary Medicine; Professor of Medicine
A.B. (Harvard 1967); M.D. (Columbia 1971) [1979]
- H. CLAY NEWSOME III, Clinical Instructor in Obstetrics and Gynecology
A.B., M.D. (North Carolina 1969, 1973) [1983]
- MARK W. NEWTON, Associate Professor of Clinical Anesthesiology
B.S. (Houston Baptist 1983); M.D. (Texas 1987) [2007]
- TERRI TIEHUA NI, Research Assistant Professor of Medicine
B.S. (Fudan [Shanghai] 1985); Ph.D. (SUNY, Stony Brook 1995) [2001]
- FRANCES JOHNSON NIARHOS, Assistant Professor of Pediatrics
B.A. (Southern Methodist 1986); M.S., Ph.D. (Miami [Florida] 1991, 1994) [2005]
- AMY NICHOLSON, Assistant in Psychiatry
B.A., M.A. (Western Kentucky 1993, 1995) [2007]
- RICHARD A. NISBETT, Adjunct Professor of Pediatrics
B.F.S. (Texas Christian 1976); M.A. (San Diego State 1988); Ph.D. (Iowa 1993); M.S.P.H. (Alabama, Birmingham 2001) [2007]
- COLLEEN M. NISWENDER, Research Assistant Professor of Pharmacology
B.S. (Toledo 1991); Ph.D. (Vanderbilt 1996) [2004]
- KEVIN DEAN NISWENDER, Assistant Professor of Medicine; Assistant Professor of Molecular Physiology and Biophysics
B.S. (Colorado College 1990); Ph.D., M.D. (Vanderbilt 1996, 1998) [2004]
- DAVID S. NOEL, Assistant Professor of Medical Education and Administration; Vice Chair for Administration, Section of Surgical Sciences
B.S. (U.S. Military Academy 1976); M.B.A. (Hofstra 1986) [1999]
- JULIA S. NOLAND, Research Assistant Professor of Psychology, Peabody College; Research Assistant Professor of Pediatrics; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Earlham 1991); Ph.D. (Cornell 1998) [2003]
- CHRISTOPHER M. NOLTE, Instructor in Neurology
B.A., M.S. (Florida State 1995, 2002); M.D. (Vanderbilt 2003) [2008]
- JEANETTE J. NORDEN, Professor of Cell and Developmental Biology; Professor of Neuroscience
B.A. (California, Los Angeles 1970); Ph.D. (Vanderbilt 1975) [1978]
- ANDY M. NORMAN, Assistant Professor of Obstetrics and Gynecology
B.S., M.D. (Georgia 1973, 1976) [2007]
- JEREMY LYNN NORRIS, Adjunct Instructor in Biochemistry
B.S. (Tennessee 1998); Ph.D. (Vanderbilt 2003) [2003]

- PATRICK R. NORRIS, Assistant Professor of Surgery
B.S. (Johns Hopkins 1993); M.S., Ph.D. (Vanderbilt 1998, 2006) [2007]
- K. TIMOTHY NORTH, Clinical Instructor in Pediatrics
B.S. (Harding 1966); M.D. (Tennessee 1970) [1980]
- THOMAS MICHAEL NUMNUM, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Alabama 1996, 2001) [2008]
- TIMOTHY C. NUNEZ, Instructor in Surgery
B.S. (Ohio 1990); M.D. (Temple 1994) [2008]
- PAULA S. NUNN, Assistant Clinical Professor of Psychiatry
B.A. (Trinity [Connecticut] 1977); M.D. (Vanderbilt 1981) [1986]
- LESLIE A. NURSE, Instructor in Otolaryngology
B.A. (Yale 1995); M.D. (Downstate College of Medicine 2003) [2008]
- WILLIAM A. NYLANDER, JR., Associate Professor of Surgery
B.A. (Washington and Jefferson 1973); M.D. (Pittsburgh 1977) [1985]
- JEFFREY S. NYMAN, Research Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.S. (Memphis 1996, 1998); Ph.D. (California, Davis 2003) [2006]
- OLOF NYREN, Adjunct Professor of Medicine
M.D. (Karolinska Institutet [Sweden] 1973); Ph.D. (Uppsala [Sweden] 1985) [2003]
- LEE ANNE O'BRIEN, Clinical Instructor in Pediatrics; Clinical Instructor in Nursing
B.A. (Johns Hopkins 1983); M.D., Ph.D. (Vanderbilt 1991, 1991); F.A.A.P. [1995]
- RICHARD M. O'BRIEN, Professor of Molecular Physiology and Biophysics
B.Sc. (Bristol 1984); Ph.D. (Cambridge 1988) [1988]
- WILLIAM T. O'BYRNE III, Instructor in Anesthesiology
B.A. (Alabama, Birmingham 1985); M.D. (South Alabama 1997) [2007]
- DENIS M. O'DAY, Professor of Ophthalmology and Visual Sciences
M.D. (Melbourne 1960) [1972]
- ANNE ELIZABETH O'DUFFY, Assistant Professor of Neurology
B.A. (Brown 1983); M.D. (University College, Dublin 1989) [2001]
- ELLEN B. O'KELLEY, Assistant in Pediatrics
B.S.N. (South Florida 1976); R.N., C.P.N.P. [1996]
- JAMES A. O'NEILL, JR., Professor of Surgery, Emeritus
B.S. (Georgetown 1955); M.D. (Yale 1959) [1995]
- JOHN A. OATES, Thomas F. Frist Professor of Medicine; Professor of Pharmacology
B.A., M.D. (Wake Forest 1953, 1956) [1963]
- JILL COLE OBREMSKEY, Instructor in Clinical Emergency Medicine; Instructor in Pediatrics
B.A. (Duke 1986); M.D. (North Carolina 1990); M.P.H. (University of Washington 1991) [2002]
- WILLIAM TODD OBREMSKEY, Associate Professor of Orthopaedics and Rehabilitation
A.B., M.D. (Duke 1984, 1988); M.P.H. (North Carolina 1990) [2002]
- JOSIAH OCHIENG, Professor of Biochemistry at Meharry Medical College; Professor of Cancer Biology at Vanderbilt
B.Sc. (Nairobi 1979); M.Sc., Ph.D. (Ohio State 1982, 1988) [1995]
- THOMAS N. OELTMANN, Associate Professor of Medicine; Associate Professor of Biochemistry
B.S. (Georgia State 1963); Ph.D. (Georgia 1967) [1979]
- RALPH N. OHDE, Professor of Hearing and Speech Sciences; Member, Vanderbilt Kennedy Center for Research on Human Development
A.B. (Carthage 1966); M.Ed. (Virginia 1968); Ph.D. (Michigan 1978) [1981]
- MELANIE D. OHI, Assistant Professor of Cell and Developmental Biology; Assistant Professor of Structural Biology
B.S. (Pacific Lutheran 1996); Ph.D. (Vanderbilt 2002) [2007]

- RYOMA OHI, Assistant Professor of Cell and Developmental Biology
B.S., Ph.D. (Vanderbilt 1993, 1998) [2007]
- HENRY E. OKAFOR, Assistant Clinical Professor of Medicine
M.D. (Nigeria 1986) [2006]
- SAMUEL O. OKPAKU, Clinical Professor of Psychiatry
M.B.,Ch.B. (Edinburgh 1968); Ph.D. (Brandeis 1978) [1987]
- BJARKI J. OLAFSSON, Assistant Clinical Professor of Medicine
M.D. (Iceland 1979) [1989]
- MATTHEW O. OLD, Instructor in Otolaryngology
B.A. (Stanford 1997); M.D. (Texas, Houston 2003) [2008]
- ELIZABETH L. OLDFIELD, Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (Vanderbilt 1977); M.D. (Tennessee 1983) [1987]
- RICHARD OLDHAM, Associate Clinical Professor of Pathology
B.S. (United States Naval Academy 1961); M.D. (Vanderbilt 1971) [1975]
- CHRISTOPHER MARK OLSEN, Research Instructor in Molecular Physiology and Biophysics
B.A. (Baylor 1994); M.S. (Texas Tech 1998); Ph.D. (Texas 2004) [2008]
- DOUGLAS O. OLSEN, Associate Clinical Professor of Surgery
B.S. (Loyola, Chicago 1975); M.D. (Rush 1978) [1990]
- JORGEN HELGE OLSEN, Adjunct Professor of Medicine
M.D., D.M.Sc. (Copenhagen 1976, 1989) [2001]
- BARBARA J. OLSON, Assistant Clinical Professor of Neurology; Assistant Clinical Professor of Pediatrics
B.S. (Wisconsin, Eau Claire 1971); M.D. (Wisconsin 1976) [1983]
- GARY E. OLSON, Professor of Cell and Developmental Biology, Emeritus
B.S., M.S. (Oregon 1967, 1968); Ph.D. (Washington University 1974) [1977]
- SANDRA J. OLSON, Research Instructor in Pathology
B.S. (Richmond 1967); M.S. (Virginia Polytechnic 1971) [1998]
- EUGENE M. OLTZ, Professor of Microbiology and Immunology
A.B. (Cornell 1982); Ph.D. (Columbia 1987) [1993]
- OLAYINKA ONADEKO, Associate Professor of Pediatrics at Meharry Medical College;
Assistant Clinical Professor of Pediatrics at Vanderbilt
B.S., M.S. (Portland State 1976, 1978); M.D. (Universidad Mundial [Santo Domingo] 1984) [1990]
- DAVID E. ONG, Professor of Biochemistry
B.A. (Wabash 1965); Ph.D. (Yale 1970) [1970]
- HENRY HEAN LEE OOI, Assistant Professor of Medicine
M.D. (Trinity College Medical [Ireland] 1990) [2006]
- SUSAN RENEE OPALENIK, Research Assistant Professor of Pathology
B.S. (Ohio State 1989); Ph.D. (Alabama 1996) [2001]
- STEPHEN OPPENHEIMER, Adjunct Professor of Neurological Surgery
Ph.D. (London [Kings College] 1980); Ph.D. (Oxford [U.K.] 1993) [2007]
- THOMAS W. ORCUTT, Associate Clinical Professor of Plastic Surgery
B.A. (DePauw 1964); M.D. (Vanderbilt 1968) [1980]
- MARIE-CLAIRE ORGEBIN-CRIST, Professor of Obstetrics and Gynecology, Emerita;
Professor of Cell and Developmental Biology, Emerita
Licence ès Lettres (Paris 1956); Ph.D. (Lyons 1961) [1963]
- DAVID N. ORTH, Professor of Medicine, Emeritus; Professor of Molecular Physiology and Biophysics, Emeritus
Sc.B. (Brown 1954); M.D. (Vanderbilt 1962) [1965]
- CHANDRA Y. OSBORN, Assistant Professor of Medicine
B.A. (California State, San Marcos 2001); M.A., Ph.D. (Connecticut 2004, 2006); M.P.H. (Northwestern 2008) [2008]

- DAVID OSBORN, Assistant Professor of Medical Education and Administration
B.A. (Harding 1980); Ph.D. (Tennessee 1988) [2003]
- NEIL OSHEROFF, John Coniglio Professor of Biochemistry; Professor of Medicine
B.A. (Hobart 1974); Ph.D. (Northwestern 1979) [1983]
- OLEG A. OSIPOVICH, Research Instructor in Microbiology and Immunology
M.S. (Moscow Institute of Physics and Technology 1986); Ph.D. (Latvian Academy of Sciences 1993) [2006]
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology and Chair of the Department; Professor of Hearing and Speech Sciences
A.B. (Bowdoin 1969); D.M.D., M.D. (Tufts 1973, 1975); M.S. (Northwestern 1981) [1986]
- KEVIN G. OSTEEEN, Professor of Obstetrics and Gynecology; Professor of Pathology; Director, Women's Reproductive Health Research Center
B.S. (South Carolina 1972); Ph.D. (Medical College of Georgia 1980) [1983]
- MARY E. OVERTON, Clinical Professor of Pediatrics
B.A. (Southwestern 1974); M.D. (Tennessee 1977) [2006]
- ROBERT C. OWEN, Clinical Instructor in Otolaryngology
B.S. (Tennessee Polytechnic Institute 1959); M.D. (Tennessee 1961) [1967]
- DOROTHY M. OWENS, Adjunct Assistant Professor of Psychiatry
B.A., M.Div. (Emory 1966, 1991); M.A., Ph.D. (Vanderbilt 1994, 1996) [1996]
- RONALD W. OXENHANDLER, Associate Clinical Professor of Pathology
A.B., M.D. (Missouri 1968, 1972) [1986]
- ASLI OZDAS, Assistant Professor of Biomedical Informatics
B.S. (Anadolu [Turkey] 1994); M.S., Ph.D. (Vanderbilt 1996, 2001) [2004]
- DAVID BRUCE P'POOL, JR., Assistant Professor of Clinical Medicine
B.A. (Vanderbilt 1955); M.D. (Tennessee, Memphis 1963) [2002]
- JASON R. PACK, Instructor in Radiology and Radiological Sciences
B.S., M.D. (Oklahoma 1998, 2002) [2007]
- ANDREW J. PADGUG, Assistant Clinical Professor of Radiology and Radiological Sciences
B.A. (SUNY, Buffalo 1974); M.D. (Medical College of Wisconsin 1978) [1984]
- PRIYA PADMANABHAN, Instructor in Urologic Surgery
B.A. (Bryn Mawr 1994); M.P.H. (Michigan 1996); M.D. (New York 2002) [2008]
- DAVID L. PAGE, Professor of Pathology; Professor of Preventive Medicine
B.A. (Yale 1962); M.D. (Johns Hopkins 1966) [1972]
- HARRY LEE PAGE, JR., Professor of Clinical Medicine
B.A., M.D. (Vanderbilt 1956, 1959) [2004]
- ROBERT NORMAN PAGE, Assistant Clinical Professor of Pathology
B.S. (Vanderbilt 1990); M.D. (Arkansas 1996) [2005]
- RAMACHANDER K. PAI, Associate Professor of Clinical Anesthesiology
M.B.B.S. (Kakatiya [India] 1978); M.D. (Osmania [India] 1984) [1997]
- KENNETH HUGO PALM, Assistant Professor of Emergency Medicine
B.A., M.D. (Loma Linda 1982, 1988) [2003]
- PRATIK PARAG PANDHARIPANDE, Assistant Professor of Anesthesiology
B.Sc. (Pune [India] 1989); M.D. (Nagpur [India] 1993) [2001]
- DAN ARIE PANKOWSKY, Assistant Clinical Professor of Pathology
B.S. (Washington University 1978); M.S. (Rice 1983); M.D. (Texas, Houston 1984) [1999]
- JULIANN PAOLICCHI, Associate Professor of Neurology; Associate Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Harvard 1981); M.A., M.D. (Johns Hopkins 1988, 1988) [2008]
- YESHAWANT B. PARANJAPE, Clinical Instructor in Ophthalmology and Visual Sciences
M.B.,B.S. (Mysore 1963); M.S. (Bombay 1966) [1982]
- KENDRA PAPSON PAREKH, Instructor in Emergency Medicine
B.S. (College of New Jersey 2001); M.D. (Pittsburgh 2005) [2008]

- JOSEPH PARELLO, Visiting Professor of Pharmacology
M.S., Eng. (Toulouse [France] 1959, 1960); Ph.D. (Chemistry Institute of Natural Sciences 1996) [2005]
- BIBHASH C. PARI, Associate Professor of Pediatrics
B.Sc., M.Sc., Ph.D. (Calcutta [India] 1974, 1976, 1984) [2002]
- ALEXANDER A. PARIKH, Assistant Professor of Surgery
B.A. (Johns Hopkins 1989); M.D. (Pennsylvania 1993) [2005]
- CHARLES RAWLINSON PARK, Professor of Physiology, Emeritus
A.B. (Harvard 1937); M.D. (Johns Hopkins 1941) [1952]
- DON J. PARK, Assistant Professor of Medicine
M.D. (Chonnam [Korea] 1985); Ph.D. (Missouri 1992) [1998]
- JANE H. PARK, Professor of Molecular Physiology and Biophysics
B.S., Ph.D. (Washington University 1946, 1952) [1954]
- SOHEE PARK, Professor of Psychology, College of Arts and Science; Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Cambridge 1982); M.A. (Columbia 1985); Ph.D. (Harvard 1991) [2000]
- ROY W. PARKER, Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt 1942, 1944) [1962]
- SCOTT R. PARKER, Instructor in Clinical Family Medicine
B.S. (Alabama 1987); M.D. (South Alabama 1991) [1998]
- MITCHELL H. PARKS, Assistant Professor of Psychiatry at Meharry Medical College; Assistant Professor of Psychiatry at Vanderbilt
B.S. (North Carolina 1986); M.D. (Wisconsin 1992) [2004]
- LEON L. PARKS III, Assistant Professor of Medicine
B.A., M.D. (Mississippi 1987, 1991) [1998]
- FRITZ F. PARL, Professor of Pathology
M.D. (Georg-August-Universität Göttingen 1968); Ph.D. (New York Medical 1978) [1980]
- C. LEE PARMLEY, Professor of Anesthesiology
B.S. (Pacific Union 1973); M.D. (Loma Linda 1976) [2004]
- DAVID A. PARRA, Assistant Professor of Pediatrics
M.D. (Central University of Ecuador 1993) [2004]
- EARL Q. PARROTT, Clinical Instructor in Psychiatry
B.A. (Tennessee Technological 1969); M.D. (Tennessee 1974) [1978]
- BRAHM S. PARSH, Associate Professor of Pediatrics at Meharry Medical College; Assistant Clinical Professor of Pediatrics at Vanderbilt; Clinical Associate Professor of Nursing
M.D. (Mysore [India] 1966) [1995]
- C. LEON PARTAIN, Professor of Radiology and Radiological Sciences; Professor of Biomedical Engineering
B.S.N.E. (Tennessee 1963); M.S.N.E., Ph.D. (Purdue 1965, 1967); M.D. (Washington University 1975) [1980]
- CYNTHIA B. PASCHAL, Associate Professor of Biomedical Engineering; Associate Professor of Radiology and Radiological Sciences
S.B., S.M. (Massachusetts Institute of Technology 1986, 1986); Ph.D. (Case Western Reserve 1992) [1992]
- NAOMI SUDEEN PASCHALL, Clinical Instructor in Obstetrics and Gynecology
B.A. (New Orleans 1987); B.S. (Xavier 1990); M.D. (Meharry Medical 1997) [2004]
- RAY PASCHALL, JR., Associate Professor of Clinical Anesthesiology
B.A. (Arkansas 1982); M.S. (New Orleans 1986); M.D. (Arkansas 1990) [1994]
- ALPHONSE T. PASIPANODYA, Assistant Professor of Surgery at Meharry Medical College; Assistant Professor of Surgery at Vanderbilt
B.A. (Fisk 1967); M.D. (Meharry Medical 1974) [2000]

- J. KIRBY PATE, Associate Clinical Professor of Psychiatry
B.E. (Vanderbilt 1971); M.D. (Tennessee 1978) [1983]
- HARSHILA R. PATEL, Clinical Instructor in Pediatrics
B.Sc., M.D. (Madras 1977, 1983) [1994]
- NEAL R. PATEL, Associate Professor of Pediatrics; Associate Professor of Anesthesiology;
Associate Professor of Biomedical Informatics
B.S. (California Polytechnic 1987); M.D. (Southern California 1991); M.P.H. (Vanderbilt
2000) [1997]
- NIMESH PATEL, Assistant in Anesthesiology
B.E., B.S., M.S. (Vanderbilt 1990, 1990, 1994) [1994]
- REKHA R. PATTANAYEK, Research Instructor in Biochemistry
B.Sc. (Midnapore [India] 1975); M.Sc. (Indian Institute of Technology 1977); Ph.D.
(Saha Institute [India] 1986) [2003]
- BARRON LEE PATTERSON, Assistant Professor of Pediatrics
B.E., M.D. (Vanderbilt 1996, 2000) [2006]
- SARA JANE FLETCHER PATTERSON, Clinical Instructor in Pediatrics
B.S. (Calvin 1993); M.D. (Vanderbilt 1997) [2001]
- WARREN R. PATTERSON, Assistant Clinical Professor of Otolaryngology
B.A. (Vanderbilt 1960); M.D. (Tennessee 1964) [1981]
- CHRISTOPHER M. PATTON, Clinical Instructor in Pediatrics
M.D. (Tennessee, Memphis 1994) [1998]
- JAMES A. PATTON, Professor of Radiology and Radiological Sciences; Professor of
Physics
B.S., Ph.D. (Western Kentucky 1966, 1972) [1973]
- JAMES G. PATTON, Professor of Biological Sciences; Associate Professor of Biochemistry
B.A. (College of Saint Thomas 1980); Ph.D. (Mayo Graduate 1988) [1993]
- WILLIAM S. PAUL, Assistant Clinical Professor of Preventive Medicine
B.S. (Stanford 1981); M.P.H. (Illinois School of Public Health 1986); M.D. (Illinois 1986)
[2008]
- WACLAWA YVONNE PAWLOWSKI, Assistant Clinical Professor of Pediatrics
M.D. (Academy of Medicine, Lodz [Poland] 1973) [1992]
- W. FAXON PAYNE, Professor of Radiology and Radiological Sciences, Emeritus
B.A., M.D. (Vanderbilt 1945, 1948) [1960]
- JOHN P. PEACH, Assistant Professor of Clinical Medicine
B.S. (David Lipscomb 1990); M.D. (Louisville 1994) [1997]
- ROBERT D. PEARLSTEIN, Visiting Assistant Professor of Molecular Physiology and Biophysics
B.E. (Missouri, Columbia 1972); M.S., Ph.D. (North Carolina 1981, 1983) [2008]
- A. SCOTT PEARSON, Associate Professor of Surgery
B.A. (Tennessee 1987); M.D. (Tennessee, Memphis 1991) [1999]
- MATTHEW MARSHALL PEARSON, Assistant Professor of Neurological Surgery
B.S. (Trinity 1991); M.D. (Johns Hopkins 1995) [2003]
- ROBIN S. PEARSON, Clinical Instructor in Pediatrics
B.A. (Southern Methodist 1987); M.D. (Tennessee, Memphis 1991) [1999]
- TETYANA V. PEDCHENKO, Research Instructor in Medicine
M.S. (Kiev State 1984); Ph.D. (Institute of Pharmacology and Toxicology 1992) [2004]
- VADIM K. PEDCHENKO, Research Assistant Professor of Medicine
B.S., M.S. (Kiev State 1983, 1985); Ph.D. (Institute of Biochemistry, Kiev 1993) [2002]
- WILLIAM J. PEDIGO, JR., Associate Clinical Professor of Pediatrics
M.D. (Tennessee, Memphis 1974) [2005]
- R. STOKES PEEBLES, Associate Professor of Medicine
B.S. (Davidson 1982); M.D. (Vanderbilt 1986) [1998]

- BARBARA F. PEEK, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A., M.A., M.A., Ph.D. (Northwestern 1965, 1966, 1968, 1982) [1985]
- JULIE T. PEEK, Assistant Clinical Professor of Pediatrics
B.S. (Yale 1984); M.D. (North Carolina 1988) [1992]
- RICHARD M. PEEK, JR., Mina Cobb Wallace Professor of Gastroenterology and Cancer
Prevention; Professor of Medicine; Professor of Cancer Biology
B.S. (Davidson 1984); M.D. (North Carolina 1988) [1995]
- AMANDA C. PELTIER, Assistant Professor of Neurology
B.A. (Denison 1994); M.D. (Ohio State 1998); M.S. (Michigan 2005) [2005]
- JULIE M. PENA, Assistant Clinical Professor of Pathology
B.S. (Michigan 1988); M.D. (Northwestern 1993) [2007]
- JO CARA PENDERGRASS, Research Assistant Professor of Psychiatry
B.A. (Vanderbilt 1996); Ph.D. (Rosalind Franklin University of Medicine and Science
2005) [2007]
- XUYANG PENG, Research Assistant Professor of Medicine
M.S., M.D., Ph.D. (Xiangya School of Medicine [China] 1967, 1990, 2001) [2006]
- JOHN S. PENN, Professor of Ophthalmology and Visual Sciences; Professor of Cell and
Developmental Biology
B.A. (University of the South 1978); M.S. (West Florida 1981); Ph.D. (Florida State 1984)
[1998]
- THOMAS GUV PENNINGTON, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1948, 1951) [1960]
- EDWARD C. PERDUE, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Alabama 1988); D.D.S. (Tennessee 1992) [2006]
- JASON KYLE PEREIRA, Assistant Professor of Medicine
B.S. (Tennessee 1997); M.D. (Tennessee, Memphis 2001) [2004]
- BRET L. PERISHO, Assistant Professor of Medical Education and Administration; Director
of Finance—Strategic Business Development and Corporate Planning
B.S., B.A. (Kansas State 1980); C.P.A. [2000]
- ELIZABETH A. PERKETT, Professor of Pediatrics
B.S., M.D. (Michigan 1967, 1971) [2006]
- JENNIFER M PERKINS, Instructor in Clinical Medicine
B.S. (New Hampshire 1998); M.D. (Dartmouth 2003) [2007]
- MATTHEW L. PERKINS, Clinical Instructor in Pediatrics
B.S. (Western Kentucky 1990); M.D. (Louisville 1994) [1999]
- DONNA J. PERLIN, Assistant Professor of Pediatrics; Assistant Professor of Emergency
Medicine
B.S. (William and Mary 1985); M.D. (Medical College of Virginia 1989) [2007]
- JONATHAN B. PERLIN, Clinical Professor of Medicine; Adjunct Professor of Biomedical
Informatics
B.A. (Virginia 1984); Ph.D., M.D. (Virginia Commonwealth 1991, 1992) [2007]
- STEWART NEAL PERLMAN, Associate Professor of Clinical Anesthesiology
B.S. (Florida 1976); M.D. (Alabama 1981) [2004]
- MARTIN I. PERLMUTTER, Assistant Professor of Clinical Ophthalmology and Visual Sciences
A.B. (Syracuse 1972); M.D. (Wake Forest 1977) [2005]
- WILLIAM D. PERMENTER, JR., Adjunct Assistant Professor of Radiation Oncology
B.S. (Tennessee, Martin 1981); M.D. (East Tennessee State 1985) [2007]
- AIMEE P. PERRI, Clinical Instructor in Pediatrics
B.S. (Texas, Austin 1994); M.D. (Texas, San Antonio 1999) [2006]

- ROMAN E. PERRI, Assistant Professor of Medicine
B.S., M.D. (Wisconsin, Madison 1995, 1999) [2006]
- JOSHUA E. PERRY, Assistant Professor of Medical Education and Administration; Adjunct Professor of Law
B.A. (David Lipscomb 1997); M.T.S., J.D. (Vanderbilt 2002, 2002) [2006]
- MARK T. PETERS, Assistant Professor of Pediatrics
B.S., M.D. (Ohio State 1983, 1987) [2001]
- JOSH FAVROT PETERSON, Assistant Professor of Medicine; Assistant Professor of Biomedical Informatics
B.S. (Stanford 1992); M.D. (Vanderbilt 1997); M.P.H. (Harvard 2002) [2002]
- MARSHA J. PETERSON, Associate Professor of Clinical Anesthesiology
B.S., M.D. (University of Washington 1979, 1992) [2007]
- NEERAJA B. PETERSON, Assistant Professor of Medicine
B.S. (Duke 1993); M.D. (Vanderbilt 1997); M.S. (Boston University 2002) [2002]
- TODD E. PETERSON, Assistant Professor of Radiology and Radiological Sciences; Director of Nuclear Imaging; Assistant Professor of Physics
B.A. (Gustavus Adolphus 1991); B.A. (Oxford 1993); M.S., Ph.D. (Indiana 1994, 2000) [2003]
- MICHAEL R. PETRACEK, Professor of Clinical Cardiac Surgery
B.S. (Baylor 1967); M.D. (Johns Hopkins 1971) [1983]
- KIMBERLY A. PETRIE, Assistant Professor of Medical Education and Administration
B.A. (Lawrence 1996); Ph.D. (Vanderbilt 2004) [2008]
- WILLIAM M. PETRIE, Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1968, 1972) [1977]
- EMIL R. PETRUSA, Professor of Medical Education and Administration
B.S., M.S. (Western Illinois 1972, 1974); Ph.D. (Utah 1979) [2006]
- CATHLEEN C. PETTEPHER, Professor of Cancer Biology; Professor of Cell and Developmental Biology; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., B.S., Ph.D. (South Alabama 1985, 1987, 1990) [1990]
- WILLIAM H. PETTUS, Clinical Instructor in Medicine
B.S. (David Lipscomb 1976); M.D. (Tennessee 1980) [1986]
- CAMIRON PFENNIG, Assistant Professor of Emergency Medicine
B.A. (Marquette 2001); M.D. (Indiana 2005) [2008]
- JEAN P. PFOTENHAUER, Associate in Pediatrics
B.A. (Reed 1976); M.S. (California, Irvine 1983) [1989]
- WELLINGTON PHAM, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Biomedical Engineering
B.S., Ph.D. (Toledo 1996, 2000) [2006]
- JOHN EDWARD PHAY, Assistant Professor of Surgery
B.A. (Williams 1987); M.D. (California, San Francisco 1993) [2002]
- FENNA T. PHIBBS, Assistant Professor of Neurology
B.S. (Colorado State 1996); M.D. (Colorado 2002) [2007]
- HEATHER N. PHILLIPS, Clinical Instructor in Pediatrics
B.S. (Birmingham-Southern 1999); M.D. (Alabama, Birmingham 2003) [2008]
- JOHN A. PHILLIPS III, David T. Karzon Professor of Pediatrics; Director, Division of Pediatric Genetics; Professor of Biochemistry; Professor of Medicine; Professor of Pathology; Clinical Professor of Nursing; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (North Carolina 1965); M.D. (Wake Forest 1969) [1984]
- ROBERT N. PIANA, Associate Professor of Medicine
A.B. (Harvard 1980); M.D. (Pennsylvania 1987) [2000]
- MARIA BLANCA PIAZUELO, Research Instructor in Medicine
M.D. (Universidad del Valle, Cali [Colombia] 1986) [2005]

- JAMES W. PICHERT, Professor of Medical Education and Administration
B.S. (Bucknell 1974); M.D., Ph.D. (Illinois 1976, 1978) [1979]
- DAVID R. PICKENS III, Associate Professor of Radiology and Radiological Sciences;
Associate Professor of Biomedical Engineering
B.A. (University of the South 1969); B.E., M.S., Ph.D. (Vanderbilt 1971, 1977, 1981) [1981]
- SAMUEL J. L. PIEPER, JR., Assistant Clinical Professor of Psychiatry
M.D. (Baylor 1955) [1980]
- ELIZABETH P. PIERCE, Associate Clinical Professor of Pediatrics
A.B. (William and Mary 1971); M.D. (Virginia Commonwealth 1978) [1981]
- HOLLY R. PIERCE, Assistant in Medicine
B.S. (Tennessee 1997); M.S.N. (Vanderbilt 2007) [2008]
- MARK ARDEN PIERCE, Adjunct Assistant Professor of Medicine
B.A., M.D. (Southern Illinois 1977, 1980) [1990]
- LISA M. PIERCEY, Assistant Professor of Clinical Pediatrics
B.S. (David Lipscomb 1998); M.D. (East Tennessee State 2002) [2007]
- KETSIA B. PIERRE, Instructor in Clinical Surgery
B.S., M.D. (South Florida 1998, 2003) [2006]
- JENNIFER A. PIETENPOL, B. F. Byrd Jr. Professor of Clinical Oncology; Director, Vanderbilt-Ingram Cancer Center; Professor of Biochemistry; Ingram Professor of Cancer Research; Professor of Otolaryngology; Professor of Cancer Biology
B.A. (Carleton 1986); Ph.D. (Vanderbilt 1990) [1994]
- JOHN B. PIETSCH, Associate Professor of Pediatric Surgery; Associate Professor of Pediatrics
B.S. (Georgetown 1968); M.D. (Michigan 1972) [1986]
- MICHAEL ANTHONY PILLA, Associate Professor of Clinical Anesthesiology
B.S., B.A. (Widener 1990); M.D. (Pennsylvania 1994) [2004]
- AUREA FUGAZZOLA PIMENTA, Research Assistant Professor of Pharmacology;
Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.Sc., Ph.D. (Universidade de São Paulo [Brazil] 1970, 1979) [2002]
- J. ERIC PINA-GARZA, Associate Professor of Neurology; Associate Professor of Pediatrics
M.D. (Nuevo Leon 1984) [1995]
- MACIEJ Z. PINDERER, Adjunct Assistant Professor of Radiation Oncology
B.Sc., M.Sc. (Waterloo 1977, 1978); Ph.D. (California, Berkeley 1986) [2008]
- ALLISON PINGREE, Director, Center for Teaching; Lecturer in English; Assistant Professor of Medical Education and Administration
B.A. (Brigham Young 1985); M.A., Ph.D. (Harvard 1988, 1992) [2000]
- RHONDA PINKERMAN, Associate in Orthopaedics and Rehabilitation
B.S.N. (Alabama 1995); M.S.N. (Vanderbilt 2001); R.N. [2004]
- BRAM I. PINKLEY, Clinical Instructor in Pediatrics
B.S. (Vanderbilt 1994); M.D. (East Tennessee State 2001) [2006]
- J. RAYMOND PINKSTON, Clinical Instructor in Emergency Medicine
B.S. (Vanderbilt 1986); M.D. (Tennessee, Memphis 1991) [1997]
- C. WRIGHT PINSON, H. William Scott Professor of Surgery; Associate Vice Chancellor for Clinical Affairs; Chief Medical Officer, Vanderbilt Medical Group
B.A., M.B.A. (Colorado 1974, 1976); M.D. (Vanderbilt 1980) [1990]
- SHARON MARIE PIPER, Clinical Instructor in Obstetrics and Gynecology
B.A. (Toledo 1981); M.D. (Eastern Virginia 1987) [1991]
- STEPHANIE S. PIRKLE, Clinical Instructor in Pediatrics
B.A. (Alabama 1999); M.D. (Alabama, Birmingham 2003) [2007]
- DAVID W. PISTON, Professor of Molecular Physiology and Biophysics; Professor of Physics; Director, W. M. Keck Free-Electron Laser Center; Professor of Biomedical Engineering; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Grinnell 1984); M.S., Ph.D. (Illinois 1986, 1989) [1992]

- ELIZABETH B. PITCHFORD, Clinical Instructor in Pediatrics
B.A. (Yale 1999); M.D. (Vanderbilt 2004) [2007]
- GREGORY S. PLEMMONS, Assistant Professor of Pediatrics
B.A. (Wofford 1987); M.D. (Medical University of South Carolina 1992) [1998]
- KIMBERLY R. PLOURDE, Assistant Professor of Emergency Medicine
B.S. (Mississippi State 1999); M.D. (Texas Health Science Center, Houston 2004) [2007]
- KATHERINE A. POEHLING, Adjunct Assistant Professor of Pediatrics
B.A. (Vanderbilt 1990); M.D. (Wake Forest 1995); M.P.H. (Vanderbilt 2001) [2007]
- RODNEY A. POLING, Assistant Clinical Professor of Psychiatry
B.S. (Tulane 1979); M.D. (Kansas 1983) [1997]
- DAVID BRENT POLK, Professor of Pediatrics; Professor of Cell and Developmental Biology;
Director, Division of Pediatric Gastroenterology
B.S. (Ouachita Baptist 1980); M.D. (University of Arkansas for Medical Sciences 1984)
[1990]
- DANIEL B. POLLEY, Assistant Professor of Hearing and Speech Sciences; Member,
Vanderbilt Kennedy Center for Research on Human Development
B.A. (Richmond 1996); M.S., Ph.D. (California, Irvine 1999, 2001) [2005]
- PHILIP G. POLLOCK, Assistant Clinical Professor of Pathology
B.S., M.D. (Missouri 1968, 1972) [1989]
- VASILII V. POLOSUKHIN, Research Assistant Professor of Medicine
M.D. (Tomsk Medical Institute [Russia] 1984); Ph.D., Sc.D. (Institute of Clinical and
Experimental Medicine [Russia] 1991, 1998) [2003]
- MILLE POOLE, Clinical Instructor in Pediatrics
B.S. (South Florida 1990); M.D. (Miami [Florida] 1994) [1999]
- JOHN C. POPE IV, Associate Professor of Urologic Surgery; Associate Professor of Pediatrics
B.A. (Wake Forest 1985); M.D. (Tennessee, Memphis 1989) [1997]
- MICHAEL KARL PORAYKO, Associate Professor of Medicine
B.S., M.D. (Illinois 1977, 1981) [2002]
- PHILLIP P. PORCH, JR., Associate Clinical Professor of Urologic Surgery
B.A., M.D. (Vanderbilt 1951, 1955) [1960]
- AARON J. PORTER, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.S. (Ohio State 1990); M.D. (Cincinnati 1998) [2006]
- NED ALLEN PORTER, Stevenson Professor of Chemistry and Chair of the Department;
Professor of Biochemistry
B.S.Ch.E. (Princeton 1965); Ph.D. (Harvard 1970) [1998]
- LESTER L. PORTER III, Associate Clinical Professor of Medicine
M.D. (Medical College of Georgia 1976) [1981]
- ROBERT L. POST, Professor of Molecular Physiology and Biophysics, Emeritus
A.B., M.D. (Harvard 1942, 1945) [1948]
- FRANCK POTET, Research Instructor in Anesthesiology
B.S., M.S. (Nantes 1997, 1998); Ph.D. (Paris XI-Orsay 2003) [2004]
- AMY ELIZABETH POTTER, Assistant Professor of Pediatrics
B.S. (Houston 1993); M.D. (Texas, San Antonio 1997) [2005]
- SEBASTIAN POTTHOFF, Visiting Scholar in Pathology
M.D. (Bochum [Germany] 2006) [2007]
- BENJAMIN KUTTIKATT POULOSE, Assistant Professor of Surgery
B.S. (North Carolina, Chapel Hill 1994); M.D. (Johns Hopkins 1999); M.P.H. (Vanderbilt
2005) [2008]
- JAMES E. POWELL, Instructor in Clinical Medicine; Instructor in Clinical Pediatrics
B.S., M.D. (Alabama 1987, 1991) [1998]

- DORRIS ELISE POWELL-TYSON, Assistant Professor of Emergency Medicine
B.S., M.S. (Tuskegee 1987, 1989); M.D. (Wisconsin 1994) [2003]
- ALVIN C. POWERS, Joe C. Davis Professor of Biomedical Sciences; Professor of Molecular Physiology and Biophysics; Professor of Medicine
B.A. (Virginia 1976); M.D. (Tennessee 1979) [1988]
- JAMES S. POWERS, Associate Professor of Medicine; Clinical Associate Professor of Nursing
B.A. (Wesleyan 1973); M.D. (Rochester 1977) [1980]
- THOMAS A. POWERS, Associate Professor of Radiology and Radiological Sciences
B.S. (Duke 1969); M.D. (Vanderbilt 1973) [1980]
- AMBRA POZZI, Associate Professor of Medicine; Associate Professor of Cancer Biology
Ph.D. (Florence [Italy] 1996) [2000]
- SATISH D. PRABHU, Assistant Clinical Professor of Pediatrics
M.D. (Mangalore [India] 1986) [2005]
- RUDRA PRAKASH, Clinical Professor of Psychiatry
M.B., B.S. (Kanpur 1972); M.D. (Lucknow 1976) [1988]
- HARISH C. PRASAD, Instructor in Pharmacology
M.D., Ph.D. (Gauhati [India] 1982, 1989) [2005]
- SUBIR PRASAD, Assistant Clinical Professor of Neurology
B.S.E.E. (Mississippi 1990); M.D. (Tennessee, Memphis 1995) [2004]
- ANITA M. PREININGER, Research Assistant Professor of Pharmacology
B.S. (Lewis 1987); Ph.D. (Northwestern 2003) [2006]
- RICHARD E. PRESLEY, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1970); M.D. (Tennessee 1974) [1978]
- STEVEN G. PRESS, Assistant Professor of Oral and Maxillofacial Surgery
B.S. (George Mason 1985); D.D.S. (Medical College of Virginia 1989) [2007]
- MIAS PRETORIUS, Assistant Professor of Anesthesiology; Assistant Professor of Medicine
M.D. (Pretoria [South Africa] 1993); D.A. (College of Medicine [South Africa] 1995);
M.S. (Vanderbilt 2002) [2001]
- ANN H. PRICE, Assistant Professor of Medical Education and Administration; Executive Director, Medical Alumni Affairs; Assistant Professor of Medicine
B.A., M.D. (Vanderbilt 1971, 1978) [2004]
- JAMES O. PRICE, Associate Professor of Pathology
B.S., M.S., Ph.D. (Memphis State 1968, 1974, 1982) [1994]
- JAMES S. PRICE, Clinical Professor of Pediatrics
B.A. (University of the South 1964); M.D. (Vanderbilt 1968) [1971]
- JAN ELLEN PRICE, Assistant Professor of Clinical Medicine
B.S. (Dickinson 1993); M.D. (Johns Hopkins 1997) [2001]
- RONALD R. PRICE, Godfrey Hounsfield Professor of Radiology and Radiological Sciences and Director of the Division of Radiological Sciences; Professor of Physics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Western Kentucky 1964); Ph.D. (Vanderbilt 1971) [1973]
- THOMAS H. PRICE, Associate Clinical Professor of Pediatrics
B.A. (University of the South 1967); M.D. (Pennsylvania 1971) [2005]
- LAWRENCE S. PRINCE, Assistant Professor of Pediatrics
B.S. (Mississippi 1989); Ph.D., M.D. (Alabama 1995, 1996) [2007]
- WILLIAM W. PRINE, JR., Clinical Professor of Pediatrics
M.D. (Mississippi 1971) [2005]
- RICHARD LEE PRINTZ, Research Assistant Professor of Molecular Physiology and Biophysics
B.S. (Pennsylvania State 1983); Ph.D. (Vanderbilt 1992) [1995]
- MICHAEL W. PROPPER, Assistant Clinical Professor of Psychiatry
B.A. (Yale 1975); M.D. (Tulane 1979) [1996]

- TERRYL A. PROPPER, Assistant Clinical Professor of Oral and Maxillofacial Surgery (Endodontics)
B.A. (Tulane 1977); D.D.S. (Tennessee 1982); M.S. (North Carolina 1990) [1991]
- ADAM JAMES PRUDOFF, Assistant Professor of Medicine
B.S. (Pennsylvania State 1993); M.D. (Hahnemann 1998) [2006]
- RONALD E. PRUITT, Assistant Clinical Professor of Medicine
B.A. (Alabama 1976); M.D. (North Carolina 1984) [2001]
- ANDREW JOHN PULLAN, Adjunct Associate Professor of Surgery
B.Sc., Ph.D. (Auckland [New Zealand] 1985, 1988) [2002]
- JILL M. PULLEY, Assistant Professor of Medical Education and Administration
B.S. (Yale 1991); M.B.A. (Pennsylvania 1996) [2007]
- MITCHELL A. PULLIAS, Clinical Instructor in Pediatrics
B.A. (David Lipscomb 1994); M.D. (Tennessee, Memphis 1999) [2003]
- LARA CARPIGIANI BEZAS PUPIM, Assistant Clinical Professor of Medicine
M.D. (Universidade de Taubaté [Brazil] 1984) [2003]
- GRETCHEN P. PURCELL, Assistant Professor of Pediatric Surgery; Assistant Professor of Biomedical Informatics
B.S., M.D., Ph.D. (Stanford 1989, 1996, 1997) [2006]
- JOE B. PUTNAM, JR., Professor of Thoracic Surgery and Chair of the Department; Professor of Biomedical Informatics; Ingram Professor of Cancer Research
A.B., M.D. (North Carolina 1975, 1979) [2004]
- IGOR PUZANOV, Assistant Professor of Medicine
M.D. (Charles University [Prague] 1991) [2005]
- YING QI, Research Assistant Professor of Pathology
M.D., M.S. (Henan Medical [China] 1986, 1989); Ph.D. (Beijing Medical [China] 1992) [2006]
- HAN ZHU QIAN, Assistant Professor of Medicine
M.D. (Tongji Medical [China] 1989); M.P.H. (Shanghai Medical [China] 1995); Ph.D. (Alabama, Birmingham 2005) [2007]
- SHIMIAN QU, Research Assistant Professor of Medicine
B.S. (Beijing Agricultural 1984); Ph.D. (Vanderbilt 1993) [1997]
- XIANGHU QU, Research Instructor in Pediatrics
B.S., M.S. (Huazhong Normal 1984, 1987); Ph.D. (Huazhong University of Science and Technology 1999) [2006]
- C. EDWARD QUALLS, Assistant Clinical Professor of Psychiatry
B.S. (Middle Tennessee State 1985); Psy.D. (Georgia School of Professional Psychiatry 1995) [2002]
- VITO QUARANTA, Professor of Cancer Biology
M.D. (Bari [Italy] 1974) [2003]
- CHRISTOPHER CHAD QUARLES, Research Assistant Professor of Radiology and Radiological Sciences
B.S. (Centenary, Louisiana 1999); Ph.D. (Medical College of Wisconsin 2004) [2007]
- SUSANNA QUASEM, Assistant Professor of Psychiatry
B.A. (Southern Adventist 1998); M.D. (Tennessee 2003) [2008]
- DORIS C. QUINN, Director of Improvement Education, Center for Clinical Improvement; Assistant Professor of Medical Education and Administration; Research Assistant Professor of Medicine; Clinical Assistant Professor of Nursing
B.S.N. (Saint Anselm 1973); M.S.N. (Catholic 1980); Ph.D. (Vanderbilt 1996); R.N. [1993]
- ROBERT S. QUINN, Clinical Instructor in Medicine
B.A. (Yale 1971); M.D. (Vanderbilt 1975) [1980]
- LISA E. RADIX, Assistant Clinical Professor of Medicine
M.D. (St. George University School of Medicine 1992) [2008]

- STEPHEN PAUL RAFFANTI, Associate Professor of Medicine
A.B. (California, Berkeley 1975); M.D. (Genoa 1985) [1990]
- PAUL W. RAGAN, Associate Professor of Psychiatry
B.A. (Dartmouth 1977); M.D. (Arizona 1981) [1997]
- JENNIFER RAGSDALE, Clinical Instructor in Pediatrics
B.S. (Notre Dame 1992); M.D. (Tennessee, Memphis 1997) [2000]
- S. M. JAMSHEDUR RAHMAN, Research Instructor in Medicine
B.Sc., M.Sc. (Dhaka [Bangladesh] 1980, 1981); Ph.D. (Nagoya [Japan] 1991) [2006]
- DAVID S. RAIFORD, Professor of Medicine; Professor of Medical Education and Administration; Associate Dean for Faculty Affairs
S.B. (Massachusetts Institute of Technology 1981); M.D. (Johns Hopkins 1985) [1991]
- SATISH R. RAJ, Assistant Professor of Medicine; Assistant Professor of Pharmacology
B.Sc. (Rensselaer Polytechnic Institute 1991); M.D. (Queen's [Canada] 1996); M.S.C.I. (Vanderbilt 2004) [2002]
- DAYANIDHI RAMAN, Research Instructor in Cancer Biology
B.V.Sc. (Madras Veterinary College 1988) [2003]
- LUIS F. RAMOS, JR., Instructor in Medicine
B.A. (Texas 1996); M.D. (Baylor 2000); M.S.C.I. (Vanderbilt 2007) [2007]
- JAMES A. RAMSEY, Assistant Professor of Clinical Anesthesiology
B.A. (North Carolina, Chapel Hill 1969); M.D. (Vanderbilt 1973) [2001]
- LLOYD H. RAMSEY, Professor of Medicine, Emeritus
B.S. (Kentucky 1942); M.D. (Washington University 1950) [1953]
- DEBRA S. RANKIN, Assistant Professor of Clinical Medicine
B.A. (Baylor 1987); M.D. (Temple 1992) [1996]
- TIMOTHY J. RANVAL, Assistant Clinical Professor of Surgery
B.S. (Michigan State 1974); M.S., M.D. (Louisville 1980, 1983) [1997]
- GAUTAM G. RAO, Assistant Professor of Obstetrics and Gynecology
B.S., M.D. (Miami [Florida] 1995, 1997) [2005]
- REENA RAO, Research Assistant Professor of Medicine
B.S. (Catholicate College [India] 1992); M.Sc. (Vector Control Research Center [India] 1994); M.Phil. (Kerala [India] 1996); Ph.D. (Central Food Technological Research Institute [India] 2001) [2005]
- VIDYA RAO, Assistant Professor of Anesthesiology
M.D. (Bombay 1988) [2001]
- JUDITH RASSI, Associate Professor of Hearing and Speech Sciences, Emerita
B.S. (Illinois State 1961); M.S. (Northwestern 1963) [1990]
- GILBERT W. RAULSTON, Assistant Clinical Professor of Psychiatry
B.S. (Southern Mississippi 1980); M.D. (Mississippi 1984) [1995]
- LINDSAY M. RAUTH, Clinical Instructor in Pediatrics
B.A. (Virginia 1998); M.D. (Vanderbilt 2002) [2005]
- MARY E. RAWN, Assistant Professor of Medical Education and Administration
B.A., M.A. (Arkansas 1983, 1985) [2006]
- JENNIFER L. RAY, Clinical Instructor in Pediatrics
B.S. (Western Kentucky 1989); M.D. (Louisville 1994) [2005]
- WAYNE A. RAY, Professor of Preventive Medicine; Director, Division of Pharmacoepidemiology
B.S. (University of Washington 1971); M.S., Ph.D. (Vanderbilt 1974, 1981) [1974]
- FRANCO MARIA RECCHIA, Associate Professor of Ophthalmology and Visual Sciences
B.S. (Wayne State 1991); M.D. (Duke 1996) [2003]
- CHURKU MOHAN REDDY, Clinical Professor of Pediatrics; Clinical Professor of Nursing
M.B., B.S. (Osmania [India] 1966); P.P.C. [1995]
- NISHITHA M. REDDY, Assistant Professor of Medicine
M.D. (Ambedkar Medical College [India] 1998) [2007]

- CHRISTINE L. REED, Clinical Instructor in Pediatrics
B.S. (Evangel 1999); M.D. (Eastern Virginia 2004) [2007]
- PETER W. REED, Associate Professor of Pharmacology, Emeritus
B.A. (Syracuse 1961); Ph.D. (SUNY, Upstate Medical Center 1968) [1976]
- JOHN JEFFREY REESE, Associate Professor of Pediatrics; Associate Professor of Cell and Developmental Biology
B.A., M.D. (Kansas 1982, 1987) [2002]
- JUDITH J. REGAN, Associate Clinical Professor of Psychiatry
B.S. (Western Kentucky 1975); M.D. (Louisville 1979); M.B.A. (Belmont 1998); J.D. (Nashville School of Law 2004) [1984]
- WILLIAM M. REGAN, Associate Clinical Professor of Psychiatry
B.S., M.D. (Louisville 1978, 1982); J.D. (Nashville School of Law 2004) [2007]
- KRIS PARKS REHM, Assistant Professor of Pediatrics
B.S. (Ohio 1994); M.D. (Northwestern 1998) [2002]
- TYLER REIMSCHISEL, Assistant Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Chicago 1993); M.D. (Rush Medical College 1997) [2008]
- LOU REINISCH, Adjunct Associate Professor of Otolaryngology; Adjunct Associate Professor of Medicine
B.S. (Missouri, Rolla 1976); M.S., Ph.D. (Illinois 1978, 1982) [2002]
- MICHAEL S. REMPLÉ, Research Assistant Professor of Neurological Surgery
B.Sc. (Lethbridge [Canada] 2000); Ph.D. (Vanderbilt 2006) [2006]
- XIUBAO REN, Visiting Research Associate Professor of Radiation Oncology
M.D. (Tianjin Medical [China] 1989); M.S. (Norman Bethune 1996); Ph.D. (Tianjin Medical [China] 2005) [2005]
- BRENT N. REXER, Instructor in Clinical Medicine
B.S. (Baylor 1994); Ph.D., M.D. (Vanderbilt 2001, 2003) [2007]
- ALBERT B. REYNOLDS, Professor of Cancer Biology
B.A. (Kenyon 1978); Ph.D. (Virginia 1985) [1996]
- MELISSA G. REYNOLDS, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Indiana 1988, 1992) [1997]
- MICHELLE L. REYZER, Research Assistant Professor of Biochemistry
B.S. (William and Mary 1991); Ph.D. (Texas 2000) [2004]
- KAREN H. RHEA, Assistant Clinical Professor of Psychiatry
A.B. (King 1967); M.D. (North Carolina 1973) [1989]
- MELISSA M. RHODES, Assistant Professor of Pediatrics
B.S. (Washington and Lee 1995); M.D. (Eastern Virginia 1999) [2006]
- RACHEL M. RICAFORT, Clinical Instructor in Pediatrics
B.S.N. (Vanderbilt 1988); M.D. (St. George's [Grenada] 1993) [2003]
- ELIZABETH ANN RICE, Assistant Professor of Medicine
B.S. (Illinois 1990); M.D. (Indiana 1996) [2001]
- RON N. RICE, Clinical Instructor in Obstetrics and Gynecology
B.S. (Austin Peay State 1968); M.D. (Vanderbilt 1972) [2003]
- TODD W. RICE, Assistant Professor of Medicine
B.S. (Notre Dame 1993); M.D. (Indiana 1997); M.S.C.I. (Vanderbilt 2005) [2005]
- VALERIE MONTGOMERY RICE, Professor of Radiological Sciences at Meharry Medical College; Professor of Radiology and Radiological Sciences at Vanderbilt; Clinical Professor of Obstetrics and Gynecology
B.S. (Georgia Institute of Technology 1983); M.D. (Harvard 1987) [2005]
- GLORIA RICHARD-DAVIS, Adjunct Professor of Obstetrics and Gynecology
B.S. (Southern 1977); M.D. (Louisiana State 1982) [2008]
- BRUCE EARLE RICHARDS, Assistant Clinical Professor of Medicine
B.S. (Rice 1978); M.D. (Vanderbilt 1982) [1992]

- SHERRIE A. RICHARDS, Clinical Instructor in Obstetrics and Gynecology
B.S. (West Florida 1973); M.D. (Alabama, Birmingham 1982) [1987]
- WILLIAM O. RICHARDS, Ingram Professor of Surgical Sciences; Professor of Surgery
B.S. (Dickinson 1975); M.D. (Maryland 1979) [1987]
- GREGORY P. RICHARDSON, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Western Kentucky 1985); D.M.D. (Louisville 1989) [1999]
- MICHAEL G. RICHARDSON, Associate Professor of Anesthesiology; Director, Division of
Multispecialty Anesthesiology
B.A. (Cornell 1985); M.D. (Chicago 1989) [2002]
- THOMAS RAMSEY RICHARDSON, Assistant Professor of Medicine
B.S. (William and Mary 1991); M.D. (Virginia 1995) [2006]
- ROBERT E. RICHIE, Professor of Surgery, Emeritus
B.S. (Kentucky 1955); M.D. (Vanderbilt 1959) [1971]
- J. ANN RICHMOND, Ingram Professor of Cancer Research; Professor of Cancer Biology;
Professor of Medicine; Professor of Cell and Developmental Biology; Assistant Dean for
Biomedical Research, Education, and Training
B.S. (Northeast Louisiana 1966); M.N.S. (Louisiana State 1972); Ph.D. (Emory 1979)
[1989]
- TODD A. RICKETTS, Associate Professor of Hearing and Speech Sciences
B.A., M.A., Ph.D. (Iowa 1989, 1991, 1995) [1999]
- DOUGLAS H. RIDDELL, Clinical Professor of Surgery, Emeritus
B.A. (Mississippi 1941); M.D. (Vanderbilt 1944) [1951]
- WILLIAM R. RIDDLE, Research Assistant Professor of Radiology and Radiological Sciences;
Member, Vanderbilt Kennedy Center for Research on Human Development
B.E. (Vanderbilt 1973); M.S. (Texas 1975); Ph.D. (Vanderbilt 1988) [1988]
- DEREK RIEBAU, Assistant Professor of Neurology
B.S., M.D. (Wisconsin 1997, 2001) [2005]
- BERNHARD RIEDEL, Professor of Anesthesiology
M.D. (Orange Free State [South Africa] 1987); Ph.D. (London 2006) [2008]
- BRIAN D. RIEDEL, Associate Professor of Pediatrics
B.S. (Emory 1980); M.D. (Vanderbilt 1985) [1993]
- MARK F. RIEDERER, Assistant Professor of Pediatrics
B.S., M.D. (Boston University 1997, 2001) [2008]
- WILLIAM RUSSELL RIES, Professor of Otolaryngology; Carol and John S. Odess Professor
of Facial, Plastic, and Reconstructive Surgery
B.S. (Southwestern at Memphis 1975); M.D. (Tennessee 1978) [1986]
- HARRIS D. RILEY, JR., Professor of Pediatrics, Emeritus
B.A., M.D. (Vanderbilt 1945, 1948) [1991]
- STEVEN T. RILEY, Assistant Professor of Clinical Pediatrics; Assistant Professor of Clinical
Emergency Medicine
B.A. (Westminster 1987); M.D. (Missouri 1992) [1999]
- WAYNE JOSEPH RILEY, Professor of Medicine at Vanderbilt; President, Meharry Medical
College
B.A. (Yale 1981); M.P.H. (Tulane 1988); M.D. (Morehouse 1993); M.B.A. (Rice 2002)
[2007]
- WILLIAM P. RIORDAN, JR., Assistant Professor of Surgery
B.S. (Pennsylvania State 1990); M.S. (Pennsylvania 1993); M.D. (Kentucky 1999) [2005]
- HELGA RIPPEN, Adjunct Associate Professor of Biomedical Informatics
M.S.M.E. (Florida Atlantic 1982); Ph.D. (Duke 1986); M.D. (Florida 1993); M.P.H. (Johns
Hopkins 1995) [2007]
- MARYLYN DERIGGI RITCHIE, Assistant Professor of Molecular Physiology and Biophysics
B.S. (Pittsburgh, Johnstown 1999); M.S., Ph.D. (Vanderbilt 2002, 2004) [2004]

- CARMELO JOSEPH RIZZO, Professor of Chemistry; Professor of Biochemistry
B.S. (Temple 1984); Ph.D. (Pennsylvania 1990) [1992]
- TIMOTHY R. ROADS, Associate Clinical Professor of Pediatrics
M.D. (Indiana 1978) [2005]
- CINDY V. ROARK, Assistant Professor of Oral and Maxillofacial Surgery
B.A. (Tennessee 1990); D.M.D. (Boston University 1999) [2007]
- HOWARD B. ROBACK, Professor of Psychiatry (Clinical Psychology); Professor of Psychology,
College of Arts and Science
B.A. (Case Western Reserve 1962); M.A. (Ohio 1964); Ph.D. (York [Canada] 1970) [1972]
- CHRISTOPHER W. ROBB, Assistant Clinical Professor of Medicine
B.S. (Baylor 1994); Ph.D. (Texas 1999); M.D. (Texas Tech 2003) [2007]
- AMY MCCONKEY ROBBINS, Adjunct Assistant Professor of Hearing and Speech Sciences
B.S. (Hollins 1977); M.S. (Purdue 1979) [1999]
- IVAN M. ROBBINS, Associate Professor of Medicine
B.A. (Brown 1981); M.D. (Case Western Reserve 1991) [1997]
- JASON B. ROBBINS, Assistant Clinical Professor of Medicine
B.S., M.D. (Vanderbilt 1995, 1999) [2006]
- MARK A. ROBBINS, Assistant Professor of Medicine
B.S. (Arkansas State 1987); M.D. (Mississippi 1993) [2006]
- CLIFFORD F. ROBERSON, Assistant Clinical Professor of Psychiatry
A.B. (Columbia 1977); M.D. (Meharry Medical 1982) [1995]
- L. JACKSON ROBERTS II, T. Edwin Rogers Professor of Pharmacology; Professor of
Medicine; Investigator, Center for Molecular Neuroscience
B.A. (Cornell 1965); M.D. (Iowa 1969) [1977]
- MATTHEW ADAM ROBERTS, Assistant Professor of Clinical Anesthesiology
B.A. (Austin College 1995); M.D. (Texas, Galveston 1999) [2004]
- AMY C. ROBERTSON, Assistant Professor of Anesthesiology
B.S. (Marquette 1993); M.D. (Wisconsin 2002) [2006]
- DAVID ROBERTSON, Elton Yates Professor of Autonomic Disorders; Professor of Medicine;
Professor of Pharmacology; Professor of Neurology; Investigator, Center for Molecular
Neuroscience
B.A., M.D. (Vanderbilt 1969, 1973) [1978]
- ROSE M. ROBERTSON, Professor of Medicine; Professor of Obstetrics and Gynecology
(On leave 2008/2009)
B.A. (Manhattanville 1966); M.D. (Harvard 1970) [1975]
- DEBORAH W. ROBIN, Associate Professor of Medicine
B.A. (Pennsylvania 1976); M.D. (SUNY, Upstate Medical Center 1980) [1991]
- PATRICIA F. ROBINSON, Associate Clinical Professor of Pediatrics
B.A. (Wake Forest 1975); M.D. (Pennsylvania 1979) [1982]
- YVONNE D. ROBINSON, Assistant Clinical Professor of Pediatrics
B.S. (Kansas City 1994); M.D. (Kansas 1999) [2005]
- LESLIE L. ROBISON, Adjunct Professor of Medicine
B.S. (California 1976); M.P.H., Ph.D. (Minnesota 1979, 1982) [2005]
- VITO K. ROCCO, Assistant Clinical Professor of Medicine
B.S. (Saint John's University [New York] 1977); M.D. (Southern California 1981) [1988]
- RICHARD E. ROCHESTER, Assistant Clinical Professor of Psychiatry
B.S. (Clemson 1980); M.D. (Vanderbilt 1984) [1994]
- WILLIAM R. ROCHFORD, Director of Client and Community Relations, Medical Center;
Associate in Medical Education and Administration
B.S. (Youngstown State 1969); M.P.H. (Pittsburgh 1975) [1992]
- MICHAEL T. ROCK, Research Assistant Professor of Pediatrics
B.S., M.S. (East Tennessee State 1992, 1994); M.D. (Kentucky 1998) [2002]

- STANLEY C. RODDY, JR., Assistant Clinical Professor of Oral and Maxillofacial Surgery
D.M.D. (Kentucky 1970) [1975]
- DAN M. RODEN, William Stokes Professor of Experimental Therapeutics; Professor of
Medicine; Professor of Pharmacology; Director, Institute of Experimental Therapeutics;
Investigator, Center for Molecular Neuroscience
B.Sc., M.D., C.M. (McGill 1970, 1974) [1981]
- SCOTT M. RODGERS, Associate Dean for Medical Student Affairs; Assistant Professor of
Psychiatry; Assistant Professor of Medical Education and Administration
B.S. (Duke 1988); M.D. (Vanderbilt 1994) [2000]
- JACQUELINE LEE RODIER, Clinical Instructor in Obstetrics and Gynecology
A.B. (Cornell 1976); M.D. (Vanderbilt 1980) [1984]
- ALICE L. RODRIGUEZ, Instructor in Pharmacology
B.S., Ph.D. (Illinois, Urbana-Champaign 1996, 2002) [2007]
- ANNA WANG ROE, Associate Professor of Psychology, College of Arts and Science;
Associate Professor of Radiology and Radiological Sciences; Investigator, Vanderbilt
Kennedy Center for Research on Human Development
B.A. (Harvard 1984); Ph.D. (Massachusetts Institute of Technology 1991) [2003]
- BAXTER P. ROGERS, Research Assistant Professor of Radiology and Radiological Sciences;
Research Assistant Professor of Biomedical Engineering
B.Sci. (Furman 1998); M.S., Ph.D. (Wisconsin 2001, 2004) [2006]
- JUDSON E. ROGERS, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1972, 1976) [1989]
- MEEJEON ROH, Research Instructor in Pathology
B.S., M.S. (Korea University 1991, 1993); Ph.D. (Alabama 2001) [2005]
- JOHN PAUL ROHDE, Assistant Professor of Emergency Medicine
B.A. (Hardin-Simmons 1994); M.D. (Texas 1999) [2004]
- MARIO A. ROJAS, Associate Professor of Pediatrics
B.S. (Colegio Emmanuel d'Alzón [Colombia] 1973); M.D. (Bogotá [Colombia] 1980)
[2003]
- DANIEL ROKE, Assistant Professor of Anesthesiology
B.A. (St. Michael's 1988); M.D. (Vermont 1997) [2008]
- LOUISE A. ROLLINS-SMITH, Associate Professor of Microbiology and Immunology;
Assistant Professor of Pediatrics
B.A. (Hamline 1969); M.S., Ph.D. (Minnesota 1972, 1977) [1984]
- MARY E. ROMANO, Assistant Professor of Pediatrics
B.A. (Dartmouth 1996); M.D. (St. George's 2001); M.P.H. (Florida International 2007)
[2007]
- KREIG D. ROOF, Adjunct Assistant Professor of Neurology
B.A. (Delaware 1981); M.S., Ph.D. (Pennsylvania State 1984, 1989) [2007]
- FRANK J. ROSATO, Assistant Professor of Medical Education and Administration
B.S. (Syracuse 1975) [1999]
- JOHN DAVID ROSDEUTSCHER, Assistant Clinical Professor of Plastic Surgery; Assistant
Clinical Professor of Otolaryngology
B.S., M.D. (Vanderbilt 1987, 1991) [2001]
- KIMBERLY M. ROSDEUTSCHER, Clinical Instructor in Pediatrics
B.A. (Vanderbilt 1988); M.D. (Cincinnati 1994) [1998]
- PAUL ALLEN ROSENBLATT, Adjunct Assistant Professor of Radiation Oncology
B.A., M.D. (Vanderbilt 1973, 1977) [2005]
- SAMUEL TRENT ROSENBLOOM, Assistant Professor of Biomedical Informatics; Instructor
in Medicine; Instructor in Clinical Nursing; Instructor in Pediatrics; Member, Vanderbilt
Kennedy Center for Research on Human Development
B.A. (Northwestern 1992); M.D. (Vanderbilt 1996) [2001]

- MARVIN J. ROSENBLUM, Associate Clinical Professor of Medicine
B.A. (Vanderbilt 1943); M.D. (Tennessee 1947) [1960]
- MIA ALEXANDRA LEE ROSENFELD, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (Georgia 1988); M.S. (Vanderbilt 1993); Ph.D. (Kentucky 2003) [2002]
- SANDRA J. ROSENTHAL, Professor of Chemistry; Professor of Physics; Professor of Pharmacology; Associate Professor of Chemical and Biomolecular Engineering; Director, Vanderbilt Institute for Nanoscale Science and Engineering
B.S. (Valparaiso 1987); Ph.D. (Chicago 1993) [1996]
- JULIE ELIZABETH ROSOF-WILLIAMS, Assistant in Pediatrics
M.S.N. (Vanderbilt 1990); R.N. [1993]
- CHARLES B. ROSS, Assistant Professor of Surgery
B.S., M.D. (Kentucky 1980, 1984) [2006]
- JOHN DANFORTH ROSS, Assistant Professor of Radiology and Radiological Sciences
B.A. (Vanderbilt 1994); M.D. (Tennessee, Memphis 1999) [2005]
- JOSEPH C. ROSS, Professor of Medicine, Emeritus; Associate Vice Chancellor for Health Affairs, Emeritus
B.S. (Kentucky 1950); M.D. (Vanderbilt 1954) [1979]
- SUE ROSS, Associate in Pediatrics; Clinical Instructor in Nursing
B.S.N. (Tennessee, Memphis 1974); M.S.N. (Vanderbilt 1988); R.N. [1993]
- BRUCE J. ROTH, Paul V. Hamilton M.D. and Virginia E. Howd Professor of Urologic Oncology; Professor of Medicine; Professor of Urologic Surgery
B.S. (Notre Dame 1976); M.D. (St. Louis 1980) [1999]
- RICHARD D. ROTH, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A., D.D.S. (Nebraska 1974, 1979) [2005]
- MACE L. ROTHENBERG, Professor of Medicine; Ingram Professor of Cancer Research
B.A. (Pennsylvania 1978); M.D. (New York 1982) [1998]
- ALICE M. ROTHMAN, Assistant Professor of Pediatrics
B.A. (Cornell 1992); M.P.H. (North Carolina 1996); M.D. (Duke 1997) [2002]
- BRIAN S. ROTHMAN, Assistant Professor of Anesthesiology
B.B.A., M.D. (Cincinnati 1989, 2000) [2007]
- RUSSELL LAWRENCE ROTHMAN, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.S., M.P.P., M.D. (Duke 1992, 1996, 1996) [2002]
- JEFFREY N. ROTTMAN, Professor of Medicine; Professor of Pharmacology
A.B. (Princeton 1976); M.A. (California, Berkeley 1977); M.D. (Columbia 1982) [1997]
- CHRISTIANNE L. ROUMIE, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.A. (Rutgers 1994); M.D. (New Jersey Medical School 1998); M.P.H. (Vanderbilt 2005) [2002]
- BERNARD ROUSSEAU, Assistant Professor of Otolaryngology
B.S., M.A. (Central Florida 1998, 2000); Ph.D. (Wisconsin 2004) [2005]
- CAROL A. ROUZER, Research Professor of Biochemistry
B.A. (Western Maryland 1976); M.D. (Cornell 1983); Ph.D. (Rockefeller 1983) [2000]
- BEN HARDIN ROWAN III, Assistant Professor of Clinical Medicine
B.E. (Vanderbilt 1989); M.D. (Tennessee, Memphis 2001) [2004]
- GREGORY P. ROWBATHAM, Assistant Clinical Professor of Medicine
B.S., M.D. (Louisiana State 1991, 1995) [2002]
- DEBORAH S. RUARK, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.A., M.D. (Vanderbilt 1971, 1975) [1995]
- DONALD H. RUBIN, Professor of Medicine; Professor of Microbiology and Immunology
B.A. (SUNY, Stony Brook 1969); M.D. (Cornell 1974) [1992]
- HENRY EARL RULEY, Professor of Microbiology and Immunology
A.B. (Stanford 1974); Ph.D. (North Carolina 1980) [1992]

- PAUL J. RUMMO, Assistant Professor of Orthopaedics and Rehabilitation
B.A. (St. Anselm 1990); D.O. (New England College of Osteopathy 1994) [2005]
- VICTORIA RAE RUNDUS, Instructor in Clinical Pediatrics
B.S. (Houston 1991); M.D. (Texas, San Antonio 1999) [2003]
- MATTHEW PAUL RUPERT, Assistant Professor of Clinical Anesthesiology
B.S., M.S. (Cincinnati 1995, 1998); M.D. (Texas Tech 2000) [2007]
- CHARLES B. RUSH, Assistant Professor of Obstetrics and Gynecology
B.A. (Northwestern 1979); M.D. (Cincinnati 1984) [1988]
- MARGARET G. RUSH, Assistant Professor of Pediatrics; Chief of Staff, Monroe Carell Jr.
Children's Hospital at Vanderbilt
B.A. (DePauw 1980); M.D. (Cincinnati 1984) [1989]
- STEPHAN EDWARD RUSS, Assistant Professor of Emergency Medicine
B.S. (Tennessee, Knoxville 1997); M.D. (Tennessee, Memphis 2003) [2006]
- HENRY P. RUSSELL, Assistant Professor of Clinical Surgery
B.S. (U.S. Military Academy 1969); M.D. (Tennessee 1978) [2006]
- PAUL T. RUSSELL III, Assistant Professor of Otolaryngology; Assistant Professor of
Neurological Surgery
B.S. (Vanderbilt 1992); M.D. (Texas Tech 1997) [2004]
- SHIRLEY BRODY RUSSELL, Research Assistant Professor of Medicine
B.A. (Rochester 1962); Ph.D. (Wisconsin, Madison 1969) [2006]
- WILLIAM EVANS RUSSELL, Professor of Pediatrics; Professor of Cell and Developmental
Biology; Director, Division of Pediatric Endocrinology
B.S. (Michigan 1972); M.D. (Harvard 1976) [1990]
- WILLIAM L. RUSSELL, Adjunct Professor of Surgery
B.S. (Delta State 1964); M.D. (Arkansas 1969) [2006]
- CZABA RUSZNAK, Assistant Clinical Professor of Medicine
M.D. (Medical University of Debrecen 1985); Ph.D., D.Sc. (Hungarian Academy of
Science 1994, 2001) [2006]
- SEAN P. RYAN, Assistant Clinical Professor of Medicine
B.S., M.D. (Emory 1990, 1994) [2001]
- SERGEY V. RYZHOV, Research Assistant Professor of Medicine
M.D., Ph.D. (Siberian State Medical 1995, 1999) [2004]
- PABLO J. SAAVEDRA, Assistant Professor of Medicine
B.S., M.D. (Case Western Reserve 1988, 1996) [2005]
- ALAIN N. SABRI, Assistant Clinical Professor of Otolaryngology
B.S., M.D. (American University of Beirut 1988, 1992) [2001]
- GLYNIS A. SACKS-SANDLER, Associate Professor of Clinical Radiology and Radiological
Sciences
M.D. (Witwatersrand [South Africa] 1978) [2003]
- ASHOK SAHA, Adjunct Assistant Professor of Anesthesiology
M.B.B.S. (Dhaka Medical College 1975); M.D. (Shiraz 1981) [2007]
- VIKRANT V. SAHASRABUDDHE, Assistant Professor of Pediatrics
M.B.B.S. (Pune [India] 1999); M.P.H., Dr.P.H. (Alabama 2003, 2006) [2005]
- JIQING SAI, Research Assistant Professor of Cancer Biology
B.S. (Anhui Agricultural [China] 1984); M.S. (Beijing Agricultural 1990); Ph.D.
(Vanderbilt 2000) [2004]
- KENNETH J. SALLENG, Assistant Professor of Pathology
B.A. (Berea 1987); D.V.M. (Missouri, Columbia 1992) [2006]
- JOSEPH GEORGE SALLLOUM, Assistant Professor of Medicine
B.S., M.D. (American University of Beirut 1992, 1996) [2005]
- WILLIAM D. SALMON, JR., Professor of Medicine, Emeritus
B.S. (Auburn 1946); M.D. (Vanderbilt 1949) [1957]

- RONALD M. SALOMON, Associate Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Massachusetts Institute of Technology 1976); M.D. (Liège [Belgium] 1983) [1995]
- SUSAN E. SAMARAS, Research Instructor in Pathology
B.S. (Illinois 1984); Ph.D. (Pennsylvania State 1994) [2005]
- STEVEN W. SAMOYA, Assistant Professor of Anesthesiology
B.S. (Florida State 1996); M.D. (Toledo 2002) [2007]
- UCHECHUKWU K. A. SAMPSON, Assistant Professor of Medicine at Meharry Medical College; Assistant Professor of Medicine at Vanderbilt
M.B.B.S. (Ibadan [Nigeria] 1994); M.P.H. (Robert Wood Johnson 1998); M.Sc. (Oxford [England] 2004) [2007]
- OTTO A. SANCHEZ, Instructor in Radiology and Radiological Sciences
M.D. (Universidad de Oriente [Venezuela] 1989); Ph.D. (Minnesota 2004) [2008]
- CHARLES R. SANDERS II, Professor of Biochemistry; Investigator, Center for Molecular Neuroscience
B.S. (Milligan 1983); Ph.D. (Ohio State 1988) [2002]
- DAN S. SANDERS III, Associate Clinical Professor of Pediatrics; Associate Clinical Professor of Medicine
B.S. (Kentucky 1974); M.D. (Vanderbilt 1978) [1983]
- MELINDA E. SANDERS, Assistant Professor of Pathology
B.S. (Duke 1989); M.D. (Jefferson Medical 1995) [2001]
- NEAL W. SANDERS, Assistant in Anesthesiology
B.S. (Arkansas State 1989); M.S., Ph.D. (Vanderbilt 1994, 2000) [2002]
- ROBERT S. SANDERS, Assistant Clinical Professor of Pediatrics; Assistant Clinical Professor of Preventive Medicine
B.A., M.D. (Vanderbilt 1952, 1955) [2006]
- ELAINE SANDERS-BUSH, Professor of Pharmacology; Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience; Director, Vanderbilt Brain Institute
B.S. (Western Kentucky 1962); Ph.D. (Vanderbilt 1967) [1968]
- ROBIN ELIZABETH SANDIDGE, Clinical Instructor in Obstetrics and Gynecology
B.S. in Ch.E., M.D. (Alabama 1983, 1987) [1991]
- ALAN B. SANDLER, Associate Professor of Medicine
B.S. (Toledo 1980); M.D. (Rush Medical College 1987) [2000]
- MARTIN P. SANDLER, Professor of Radiology and Radiological Sciences; Professor of Medicine; Associate Vice Chancellor for Hospital Affairs
M.B., Ch.B. (Cape Town 1972) [1983]
- E. GLENN SANFORD, Clinical Instructor in Ophthalmology and Visual Sciences
B.S. (United States Military Academy 1987); M.D. (F. Edward Hébert School of Medicine 1996) [2007]
- MAUREEN SHAGENA SANGER, Assistant Professor of Pediatrics
B.A. (Notre Dame 1982); M.S., Ph.D. (Vanderbilt 1985, 1988) [2007]
- SALLY SANTEN, Assistant Professor of Emergency Medicine
M.A. (Hampshire 1987); M.D. (George Washington 1992) [1995]
- SAMUEL ANDREW SANTORO, Dorothy B. and Theodore R. Austin Professor of Pathology and Chair of the Department; Professor of Biochemistry
B.S. (Emory 1972); M.D., Ph.D. (Vanderbilt 1979, 1979) [2003]
- ROCHELL LEE SASSE, Assistant in Urologic Surgery
M.S. (Vanderbilt 2007) [2008]
- ELIZABETH ANN SASTRE, Assistant Professor of Medicine
B.S., B.A. (Stetson 1996, 1996); M.D. (Florida 2001) [2005]

- NILA A. SATHE, Librarian, Eskind Biomedical Library; Adjunct Instructor in Biomedical Informatics
B.A. (Furman 1993); M.A., M.L.I.S. (South Carolina 1997) [1997]
- MOHANAKRISHNA SATHYAMOORTHY, Instructor in Medicine
B.S., M.S.E. (Johns Hopkins 1993, 1995); M.D. (SUNY, Stony Brook 2001) [2007]
- CHRISTINE SAUNDERS, Research Assistant Professor of Pharmacology
B.A. (Franklin and Marshall 1988); Ph.D. (Philadelphia College of Pharmacy 1994) [2002]
- KEVIN J. SAUNDERS, Assistant Professor of Clinical Anesthesiology
B.A. (Georgia State 1990); M.D. (American University of the Caribbean 1998) [2004]
- BIPIN N. SAVANI, Assistant Professor of Medicine
M.D. (B. J. Medical College [India] 1987) [2007]
- BENJAMIN R. SAVILLE, Assistant Professor of Biostatistics
B.S. (Brigham Young 2002); M.S., Ph.D. (North Carolina 2004, 2008) [2008]
- DOUGLAS B. SAWYER, Betty and Jack Bailey Associate Professor of Cardiology; Associate Professor of Medicine
B.S., Ph.D., M.D. (Cornell 1984, 1990, 1991) [2006]
- JOHN L. SAWYERS, Professor of Surgery, Emeritus
B.A. (Rochester 1946); M.D. (Johns Hopkins 1949) [1960]
- RISHI K. SAXENA, Assistant Clinical Professor of Medicine
M.D. (Post Graduate Medical Institute 1983) [2005]
- HARRIETTE MILES SCARPERO, Assistant Professor of Urologic Surgery
B.A. (University of the South 1988); M.D. (Louisiana State 1995) [2002]
- HEIDI MAREE SCHAEFER, Assistant Professor of Medicine
B.S., M.D. (Cincinnati 1994, 1998) [2004]
- WILLIAM SCHAFFNER, Professor of Preventive Medicine and Chair of the Department; Professor of Medicine
B.S. (Yale 1957); M.D. (Cornell 1962) [1969]
- JEFFREY D. SCHALL, E. Bronson Ingram Professor of Neuroscience; Professor of Psychology, College of Arts and Science; Professor of Ophthalmology and Visual Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Denver 1982); Ph.D. (Utah 1986) [1989]
- TERIS K. SCHERY, Research Professor of Hearing and Speech Sciences
A.B., M.A. (Stanford 1965, 1966); Ph.D. (Claremont 1980) [1992]
- LAWRENCE A. SCHEVING, Research Associate Professor of Pediatrics
A.B. (Brown 1976); M.D. (Arkansas 1984) [1991]
- JONATHAN SCOTT SCHILDCROUT, Assistant Professor of Biostatistics
B.S. (Indiana 1994); M.S. (North Carolina 1996); Ph.D. (University of Washington 2004) [2004]
- NICOLE L. SCHLECHTER, Clinical Instructor in Obstetrics and Gynecology
A.B., Ph.D. (California, Berkeley 1983, 1987); M.D. (Vanderbilt 1990) [1994]
- DAVID G. SCHLUNDT, Associate Professor of Psychology, College of Arts and Science; Assistant Professor of Medicine
A.B. (Indiana 1976); M.S. (Wisconsin 1979); Ph.D. (Indiana 1982) [1985]
- DENNIS E. SCHMIDT, Research Associate Professor of Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Lakeland 1962); Ph.D. (Kansas State 1968) [1970]
- CHRISTINE M. SCHMITZ, Instructor in Clinical Medicine; Instructor in Clinical Pediatrics
B.S. (Northeast Missouri State 1995); M.D. (Missouri, Columbia 1999) [2006]
- BARBARA SCHNEIDER, Research Professor of Medicine
B.S. (Baylor 1971); M.A., Ph.D. (Texas, San Antonio 1975, 1989) [2005]
- CLAUS SCHNEIDER, Assistant Professor of Pharmacology
B.A., Ph.D. (Würzburg [Germany] 1987, 1996) [2001]

- NATASHA SCHNEIDER, Instructor in Medicine
B.A. (Harvard 2001); M.D. (Vanderbilt 2005) [2008]
- RICHARD P. SCHNEIDER, Associate Professor of Medicine
B.A. (Emory 1963); M.D. (Columbia 1967) [1973]
- SANDRA L. SCHNEIDER, Associate Professor of Hearing and Speech Sciences
B.S. (Western Michigan 1974); M.S. (Vanderbilt 1976); Ph.D. (Northwestern 1996) [2006]
- JOHN F. SCHNELLE, Paul V. Hamilton M.D. Professor of Geriatrics
B.A. (Hanover College 1966); Ph.D. (Tennessee, Knoxville 1970) [2006]
- NATHALIE C. SCHNETZ-BOUTARD, Research Instructor in Molecular Physiology and Biophysics
B.Maitrise, D.E.A., Ph.D. (Louis Pasteur 1989, 1990, 1994) [2007]
- HAL C. SCHOFIELD, Assistant Clinical Professor of Psychiatry
B.A. (Brigham Young 1986); M.D. (Texas, San Antonio 1994) [1998]
- SETH J. SCHOLER, Associate Professor of Pediatrics
B.A., M.D., M.S. (Indiana 1985, 1989, 1994) [1995]
- C. MELANIE SCHUELE, Assistant Professor of Hearing and Speech Sciences; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S.Ed. (Miami 1981); M.A. (Texas 1985); Ph.D. (Kansas 1995) [2002]
- FRIEDRICH G. SCHUENING, Professor of Medicine; Ingram Professor of Cancer Research
B.S. (Mainz [Germany] 1968); M.D. (Hamburg 1976) [1999]
- KATHARINE N. SCHULL, Clinical Instructor in Pediatrics
B.S., M.D. (Alabama 1981, 1985) [1997]
- BRENDA A. SCHULMAN, Adjunct Associate Professor of Biochemistry
B.A. (Johns Hopkins 1989); Ph.D. (Massachusetts Institute of Technology 1996) [2007]
- GERALD SCHULMAN, Professor of Medicine
B.A. (SUNY, Buffalo 1973); M.D. (New York 1977) [1988]
- STEPHEN J. SCHULTENOVER, Associate Professor of Pathology
B.A. (Saint John's [Minnesota] 1968); M.D. (Minnesota 1972) [1984]
- STEPHANIE L. SCHULTZ, Assistant Clinical Professor of Pediatrics
B.S. (Smith 1991); M.D. (Pennsylvania 1995) [2005]
- MITCHELL K. SCHWABER, Clinical Associate in Otolaryngology at Monroe Carell Jr. Children's Hospital at Vanderbilt
B.S. (Mercer 1971); M.D. (Baylor 1975) [2004]
- DAVID ALAN SCHWARTZ, Associate Clinical Professor of Pathology
B.A., M.S.H. (Pittsburgh 1974, 1977); M.D. (Far Eastern [Philippines] 1984) [2006]
- DAVID ALLEN SCHWARTZ, Associate Professor of Medicine
B.A. (Pennsylvania 1990); M.D. (Meharry Medical 1995) [2002]
- GARY R. SCHWARTZ, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics
B.S. (Emory 1980); M.D. (Morehouse 1985) [1991]
- HERBERT S. SCHWARTZ, Professor of Orthopaedics and Rehabilitation; Associate Professor of Pathology; Director, Division of Musculoskeletal Oncology
B.S. (Illinois, Chicago Circle 1977); M.D. (Chicago 1981) [1987]
- ROBERT M. SCOGGINS, Instructor in Clinical Medicine
B.S. (Vanderbilt 1995); Ph.D., M.D. (Virginia 2001, 2002) [2006]
- CAROL R. SCOTT, Assistant in Medicine
B.S. (Tennessee 1992); M.S.N. (Vanderbilt 1996) [2007]
- JOHN D. SCOTT, Instructor in Clinical Medicine
B.A. (Harding 1988); M.D. (Tennessee, Memphis 1993) [2001]
- SHALI RICKER SCOTT, Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Tennessee 1989, 1993) [1997]

- CLARK A. SCOVEL, Associate Professor of Clinical Anesthesiology
B.A. (Augustana 1989); M.D. (Minnesota 1993) [2000]
- JENNIFER SCROGGIE, Assistant Professor of Psychiatry
B.A., Diploma in Nursing (Monash [Australia] 1977, 1981); B.S.N. (Belmont 1994);
M.S.N. (Vanderbilt 1997); R.N., C.S. [2000]
- LINDA SEALY, Associate Professor of Molecular Physiology and Biophysics; Associate
Professor of Cell and Developmental Biology; Associate Professor of Cancer Biology
B.A. (Illinois Wesleyan 1976); Ph.D. (Iowa 1980) [1986]
- CHARLES M. SEAMENS, Assistant Professor of Emergency Medicine
B.S., M.D. (Georgetown 1981, 1985) [1992]
- JENNIFER B. SEAWELL, Clinical Instructor in Pediatrics
B.S., M.D. (Louisiana State 1998, 2002) [2005]
- ERIC SEBZDA, Assistant Professor of Microbiology and Immunology
B.Sc., Ph.D. (Toronto 1992, 1998) [2007]
- ERIN H. SEELEY, Research Instructor in Biochemistry
B.S. (Penn State 1996); Ph.D. (Purdue 2005) [2006]
- NEIL E. SEETHALER, Clinical Instructor in Pediatrics
B.A. (Pennsylvania 1992); M.D. (Vanderbilt 1996) [2003]
- DONNA L. SEGER, Associate Professor of Clinical Medicine; Associate Professor of
Emergency Medicine
B.S., M.D. (North Dakota 1975, 1977) [1988]
- SANDRA S. SEIDEL, Assistant Professor of Psychiatry; Assistant Professor of Clinical Nursing
B.S.N. (South Dakota State 1987); M.S.N. (Vanderbilt 1992); R.N., C.S. [1994]
- DOUGLAS L. SEIDNER, Associate Professor of Medicine
B.S. (SUNY 1979); M.D. (SUNY, Upstate Medical Center 1983) [2008]
- DEBRA S. SELBY, Adjunct Assistant Professor of Pediatrics
B.A., M.D. (West Virginia 1983, 1987) [2007]
- JOHN H. SELBY, Professor of Clinical Anesthesiology; Professor of Clinical Surgery
B.A. (Texas Tech 1969); M.D. (Texas Southwestern 1969); J.D. (Mississippi School of
Law 2000) [2007]
- SARAH H. SELL, Professor of Pediatrics, Emerita
B.A. (Berea 1934); M.S., M.D. (Vanderbilt 1938, 1948) [1954]
- SAMUEL RILEY SELLS III, Assistant Professor of Psychiatry
B.S., M.D. (East Tennessee State 1978, 1986) [1990]
- INDU SENAPATI, Assistant Clinical Professor of Psychiatry
M.D. (Andhra Medical College [India] 1974) [2002]
- GREGORY C. SEPHEL, Associate Professor of Pathology
B.S. (California, Irvine 1973); Ph.D. (Utah 1986) [1988]
- WILLIAM E. SERAFIN, Assistant Professor of Clinical Medicine
B.S. (Middle Tennessee State 1975); M.D. (Vanderbilt 1979) [1984]
- JOHN S. SERGENT, Professor of Medicine and Vice Chair for Education
B.A., M.D. (Vanderbilt 1963, 1966) [1975]
- SHANNON E. SERIE, Assistant Professor of Clinical Medicine
B.S. (Wake Forest 1997); M.D. (Tennessee 2001) [2007]
- ROBERT A. SEWELL, Associate Clinical Professor of Urologic Surgery
B.S. (Duke 1964); M.D. (Vanderbilt 1968) [1977]
- MAY MAHMOUD SEWIFY, Assistant in Biochemistry
B.Sc. (Alexandria [Egypt] 2003) [2006]
- R. BRUCE SHACK, Professor of Plastic Surgery and Chair of the Department; Clinical
Professor of Nursing
B.S. (Midwestern 1969); M.D. (Texas, Galveston 1973) [1982]

- LIBBY L. SHADINGER, Instructor in Radiology and Radiological Sciences
B.S. (Samford 1999); M.D. (Alabama 2003) [2008]
- MAX ISRAEL SHAFF, Associate Professor of Radiology and Radiological Sciences
M.D. (Witwatersrand 1961) [1980]
- DAVID SHAFFER, Professor of Surgery; Director, Division of Renal Transplantation
B.A. (Yale 1978); M.D. (Columbia 1982) [2001]
- KENNETH W. SHARP, Professor of Surgery; Director, Division of General Surgery
B.S. (Florida 1973); M.D. (Johns Hopkins 1977) [1984]
- DERON V. SHARPE, Assistant Clinical Professor of Neurology
B.S., M.D. (Missouri, Columbia 1994, 1998) [2007]
- JOSEPH SHARPE, Assistant Clinical Professor of Psychiatry
B.S. (California State 1992); M.D. (Tennessee, Memphis 1999) [2003]
- JOHN SHATZER, JR., Associate Professor of Medical Education and Administration;
Director, Office of Teaching and Learning in Medicine
B.A. (Evansville 1967); M.S. (Indiana University 1969); Ph.D. (Illinois 1991) [2005]
- SCOTT R. SHAY, Assistant Professor of Radiology and Radiological Sciences; Assistant
Professor of Neurological Surgery
M.D. (Saint Louis 1989) [2005]
- JAMES R. SHELLER, Professor of Medicine
B.A. (University of the South 1967); M.D. (Vanderbilt 1973); M.A. (Oxford 1975) [1981]
- RICHARD C. SHELTON, James G. Blakemore Research Professor of Psychiatry; Professor
of Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human
Development; Investigator, Center for Molecular Neuroscience; Director, Division of
Adult Psychiatry
B.S. (East Tennessee State 1975); M.D. (Louisville 1979) [1985]
- ELLEN G. SHEMANCIK, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Illinois Wesleyan 1985); D.M.D. (Southern Illinois 1989) [1999]
- JIN-HUI SHEN, Research Assistant Professor of Ophthalmology and Visual Sciences
B.Sc., M.Sc. (Tianjin 1984, 1987); Ph.D. (Shanghai Institute of Optics and Fine
Mechanics 1991) [1995]
- JAYANT P. SHENAI, Professor of Pediatrics
M.B., B.S., M.D. (Bombay 1968, 1972) [1978]
- BRYAN E. SHEPHERD, Assistant Professor of Biostatistics
B.S. (Brigham Young 1999); M.D., Ph.D. (University of Washington 2001, 2005) [2005]
- CYNTHIA L. SHEPHERD, Instructor in Medicine
B.S. (Georgia 2000); M.D. (Medical College of Georgia 2004) [2007]
- KIMBEL D. SHEPHERD, Clinical Instructor in Pediatrics
M.S. (Mississippi State 1992); M.D. (Mississippi 1996) [2004]
- VIRGINIA L. SHEPHERD, Professor of Pathology; Associate Professor of Biochemistry;
Professor of Medicine
B.S., M.S., Ph.D. (Iowa 1970, 1972, 1975) [1988]
- WILLIAM F. SHERIDAN, JR., Clinical Instructor in Psychiatry
B.A. (Vanderbilt 1947); M.D. (Tennessee 1951) [1971]
- DEBORAH D. SHERMAN, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.S. (Baylor 1982); M.D. (East Tennessee State 1986) [1991]
- MICHAEL HENRY SHERMAN, Assistant Professor of Psychiatry
B.S. (Colorado State 1972); M.D. (Colorado 1976) [1990]
- SHASHIREKHA K. SHETTY, Clinical Instructor in Pediatrics
M.B.B.S. (Mysore [India] 1994) [2008]
- GENBIN SHI, Research Assistant Professor of Medicine
B.S. (Sichuan [China] 1989); M.S. (Fudan [China] 1992); Ph.D. (Shanghai Institute
[China] 1995) [2008]

- BIH-HWA SHIEH, Associate Professor of Pharmacology and Vice Chair of the Department; Investigator, Center for Molecular Neuroscience
B.S., M.S. (National Taiwan 1979, 1981); Ph.D. (SUNY, Stony Brook 1986) [1991]
- JOHN SHIELDS, Assistant in Anesthesiology
B.S. (Tennessee 1980); B.S.N. (Austin Peay State 1982); C.R.N.A. [2002]
- KIMBERLY S. SHIMER, Assistant Professor of Clinical Pediatrics
B.S., M.D. (Marshall 1995, 2000) [2006]
- ANDREW ALAN SHINAR, Assistant Professor of Orthopaedics and Rehabilitation
B.A.S. (Stanford 1984); M.D. (Columbia 1988) [2001]
- AYUMI KAMINA SHINTANI, Associate Professor of Biostatistics; Research Assistant Professor of Medicine
B.S. (Nara Women's [Japan] 1991); M.P.H., M.S., Ph.D. (Yale 1996, 1999, 2000) [2001]
- MASAKAZU SHIOTA, Assistant Professor of Molecular Physiology and Biophysics
B.Vet. (Rakuno Gakuen [Japan] 1976); D.V.M. (Ministry of Agriculture and Forestry of Japan 1976); M.Agr., Ph.D. (Osaka Prefecture 1978, 1987) [1996]
- IRA A. SHIVITZ, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.A. (SUNY, Buffalo 1974); M.D. (Vanderbilt 1978) [1995]
- MARTHA JANE SHRUBSOLE, Assistant Professor of Medicine
B.S. (Cedarville 1996); M.S. (Ohio State 1998); Ph.D. (South Carolina 2001) [2004]
- XIAO OU SHU, Professor of Medicine
M.D., M.P.H. (Shanghai Medical University 1984, 1987); Ph.D. (Columbia 1993) [2000]
- HARRISON J. SHULL, JR., Associate Clinical Professor of Medicine
B.S. (Vanderbilt 1966); M.D. (Tennessee 1970) [1977]
- EDWARD K. SHULTZ, Associate Professor of Biomedical Informatics; Associate Professor of Pathology
B.S. (Oregon 1975); M.D. (Yale 1979); M.S. (Minnesota 1984) [1997]
- THOMAS F. SHULTZ, Assistant Professor of Anesthesiology
B.S., M.S.E. (Cornell 1971, 1972); M.D. (St. Louis 1977) [2004]
- YU SHYR, Professor of Biostatistics; Ingram Professor of Cancer Research
B.B. (Tamkang [Taiwan] 1985); M.S. (Michigan State 1989); Ph.D. (Michigan 1994) [1994]
- GHODRAT A. SIAMI, Professor of Medicine
B.S. (Tehran Military College 1952); M.D. (University of Tehran Medical School 1955); Ph.D. (Vanderbilt 1971) [1983]
- LIVIU SICINSCHI, Research Assistant Professor of Medicine
M.D. (State Medical and Pharmacy [Moldova] 1981); D.M.Sc. (Sechenov Moscow Medical Academy 1984); Ph.D. (Institute of Microbiology of the Academy of Sciences [Moldova] 1997) [2005]
- JANE M. SIEGEL, Adjunct Assistant Professor of Orthopaedics and Rehabilitation
B.S. (SUNY, Binghamton 1984); M.D. (Vanderbilt 1988) [2003]
- VIVIAN SIEGEL, Research Professor of Medicine; Research Professor of Cell and Developmental Biology
A.B. (Bowdoin 1981); Ph.D. (California, San Francisco 1987) [2006]
- RIGOBERTO L. SIERRA-ANDERSON, Assistant Professor of Clinical Anesthesiology
B.S. (Georgia State 2000); M.D. (Medical College of Georgia 2004) [2008]
- NICHOLAS SIEVEKING, Associate Clinical Professor of Psychiatry
B.A. (Bellarmine 1962); M.A., Ph.D. (Illinois 1965, 1969) [1988]
- EDWARD D. SIEW, Instructor in Clinical Medicine
B.A. (Johns Hopkins 1995); M.D. (Chicago 1999) [2005]
- LISA BETH SIGNORELLO, Assistant Professor of Medicine
B.S. (Pennsylvania 1990); Sc.M., Sc.D. (Harvard 1996, 1998) [2000]

- MOHAMMED SIKKA, Research Associate Professor of Medicine
Licence (Institut National Agronomique et Vétérinaire Hassan II 1979); M.S. (Minnesota 1981); Ph.D. (Illinois 1991) [1992]
- E. PAUL SIKOSKI III, Assistant Professor of Pathology
B.S., D.V.M. (North Carolina State 2000, 2004) [2008]
- STEVEN L. SILAS, Instructor in Clinical Medicine
B.S., M.D. (Louisiana State 1983, 1987) [2006]
- SABA SILE, Instructor in Medicine
B.S. (Chatham 1993); M.D. (Pittsburgh 1997) [2005]
- HEIDI J. SILVER, Research Assistant Professor of Medicine
B.S. (Massachusetts 1977); M.S., Ph.D. (Florida International 1991, 2001) [2003]
- HENRY CLIFTON SIMMONS III, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Tennessee, Nashville 1971); D.D.S. (Tennessee 1977) [1993]
- JILL H. SIMMONS, Assistant Professor of Pediatrics
B.A. (Tennessee, Knoxville 1995); M.D. (Tennessee, Memphis 2000) [2006]
- SANDRA F. SIMMONS, Associate Professor of Medicine
B.A., M.A. (Middle Tennessee State 1989, 1991); Ph.D. (Pennsylvania State 1998) [2006]
- JEAN F. SIMPSON, Professor of Pathology; Director, Division of Anatomic Pathology
B.S. (Columbus 1979); M.D. (Medical College of Georgia 1983) [1990]
- LUCIEN C. SIMPSON, Clinical Instructor in Medicine
B.A. (David Lipscomb 1969); M.D. (Washington University 1973) [1978]
- ROBERT J. SINARD, Associate Professor of Otolaryngology
A.B. (Harvard 1985); M.D. (Michigan 1989) [2005]
- ROBBIN B. SINATRA, Assistant Professor of Ophthalmology and Visual Sciences; Assistant Professor of Pediatrics (On leave)
B.A. (Allegheny 1984); M.D. (Vanderbilt 1988) [1994]
- AMAR B. SINGH, Research Assistant Professor of Medicine
B.S., M.S. (Gorakhpur [India] 1983, 1986); Ph.D. (Banaras Hindu [India] 1994) [2002]
- KAVITA SINGH, Clinical Instructor in Pediatrics
B.A., M.D. (Brown 1998, 2002) [2007]
- NARENDRA K. SINGH, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Central Collegiate Institute [Canada] 1976); M.P.H. (Regina [Canada] 1978); M.D. (Saskatchewan [Canada] 1983) [2007]
- PRADUMNA PRATAP SINGH, Assistant Professor of Neurology at Meharry Medical College; Assistant Professor of Neurology at Vanderbilt
M.B., B.S. (Sawai Man Singh Medical College [India] 1986) [2004]
- SUDHA P. SINGH, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Pediatrics
M.D. (Sawai Man Singh Medical College [India] 1987) [2002]
- TANGENEARE WARD SINGH, Assistant Clinical Professor of Psychiatry
B.S. (Tuskegee 1996); M.D. (Chicago 2000) [2006]
- CHASIDY DIONNE SINGLETON, Assistant Professor of Ophthalmology and Visual Sciences
B.S., M.D. (Vanderbilt 1995, 1999) [2003]
- JENNIFER DELANE SINGLETON-ASHWORTH, Instructor in Clinical Pediatrics
B.S. (Vanderbilt 1992); M.D. (Alabama 1997) [2000]
- TUHN K. SINHA, Instructor in Radiology and Radiological Sciences
B.E., M.S., Ph.D. (Vanderbilt 1998, 2002, 2004) [2006]
- CATHERINE A. SIPE, Clinical Instructor in Pediatrics
B.S. (Duke 1997); M.D. (Wake Forest 2002) [2005]
- MARCY ANN SIPES, Assistant Professor of Hearing and Speech Sciences
B.A., M.S. (Western Kentucky 1985, 1987) [2008]

- SILVIO SITARICH, Assistant Professor of Clinical Anesthesiology
M.D. (Zagreb [Croatia] 1987) [2004]
- ERIC PATRICK SKAAR, Assistant Professor of Microbiology and Immunology
B.S. (Wisconsin 1996); M.P.H., Ph.D. (Northwestern 2002, 2002) [2005]
- DOUGLAS PAUL SLADEN, Research Assistant Professor of Hearing and Speech Sciences
B.A., M.A. (Western Washington 1992, 1994) [2006]
- JASON M. SLAGLE, Assistant Professor of Anesthesiology
B.S. (Texas Tech 1995); M.S. (California School of Professional Psychology, San Diego 1998); Ph.D. (Alliant International 2004) [2005]
- ALEX JAMES SLANDZICKI, Clinical Instructor in Family Medicine
B.S. (Notre Dame 1989); M.D. (Ohio State 1993) [2000]
- JAMES C. SLAUGHTER, Assistant Professor of Biostatistics
B.S. (Tulane 1998); M.S. (University of Washington 2000); Ph.D. (North Carolina 2007) [2007]
- ROBERT JACOBUS C. SLEBOS, Research Assistant Professor of Cancer Biology;
Research Assistant Professor of Otolaryngology
B.Sc., M.Sc. (Utrecht 1983, 1986); Ph.D. (Amsterdam 1991); M.H.S. (Duke 2003) [2003]
- JAMES E. SLIGH, JR., Assistant Professor of Medicine; Assistant Professor of Cell and
Developmental Biology
A.B. (Washington University 1986); Ph.D., M.D. (Baylor 1993, 1995) [2000]
- DAVID ALAN SLOSKY, Assistant Professor of Medicine
B.S. (Tulane 1972); M.D. (Colorado 1976) [2005]
- BONNIE S. SLOVIS, Associate Professor of Medicine
A.B. (Wesleyan College 1966); M.Ed. (Georgia State 1975); M.S.H.S. (Georgia Institute
of Technology 1981); M.D. (Emory 1990) [1996]
- COREY M. SLOVIS, Professor of Emergency Medicine and Chair of the Department;
Professor of Medicine
B.S. (Hobart 1971); M.D. (New Jersey Medical 1975) [1992]
- HAMILTON A. SMALL, Assistant Clinical Professor of Psychiatry
B.S., M.D. (Medical College of Virginia 1991, 1996) [2004]
- WALTER E. SMALLEY, JR., Associate Professor of Medicine; Associate Professor of
Preventive Medicine; Associate Professor of Surgery
B.S. (Emory and Henry 1981); M.D. (Duke 1985); M.P.H. (Vanderbilt 1997) [1991]
- GEOFFREY H. SMALLWOOD, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1980); M.D. (Tulane 1985) [1993]
- CAROLYN D. SMELTZER, Assistant in Pediatrics
B.S.N. (Eastern Kentucky 1990); M.S.N. (Vanderbilt 1992); R.N. [2005]
- CHRISTOPHER P. SMELTZER, Clinical Instructor in Pediatrics
B.A. (Baylor 1989); M.D. (Vanderbilt 1993) [1997]
- ANTHONY L. SMITH, Clinical Professor of Pediatrics
B.A., M.D. (Tennessee 1982, 1986) [2006]
- BRADLEY E. SMITH, Professor of Anesthesiology, Emeritus; Adjunct Professor of
Anesthesiology
B.S. (Tulsa 1954); M.D. (Oklahoma 1957) [1969]
- CLAY B. SMITH, Assistant Professor of Emergency Medicine; Assistant Professor of
Pediatrics; Assistant Professor of Medicine
B.S. (Union 1995); M.D. (Tennessee, Memphis 1999) [2004]
- FARIN W. SMITH, Instructor in Surgery
B.S. (North Texas 1997); M.D. (Texas, Galveston 2001) [2007]
- HEIDI A. BEVERLEY SMITH, Assistant Professor of Pediatrics; Assistant Professor of
Anesthesiology
B.S. (Nebraska 1995); M.D. (South Dakota 1999); M.S.C.I. (Vanderbilt 2005) [2005]

- JARROD A. SMITH, Research Associate Professor of Biochemistry
B.Sc. (California, Berkeley 1992); Ph.D. (Scripps Research Institute 1999) [1999]
- JEFFREY ROSER SMITH, Assistant Professor of Medicine; Assistant Professor of Cancer Biology; Ingram Assistant Professor of Cancer Research
A.B. (Harvard 1985); M.D., Ph.D. (Texas Southwestern Medical School 1992) [1999]
- JOSEPH A. SMITH, JR., William L. Bray Professor of Urologic Surgery and Chair of the Department
A.B., M.D. (Tennessee 1971, 1974) [1991]
- LAYTON HARRIS SMITH, Adjunct Research Instructor in Medicine
B.S. (Tulane 1996); Ph.D. (Vanderbilt 2002) [2005]
- MARTHA JANE SMITH, Assistant Professor of Anesthesiology
B.S. (Tennessee Technological 1998); M.D. (Tennessee, Memphis 2002) [2006]
- MICHAEL KEVIN SMITH, Assistant Clinical Professor of Medicine
B.S. (Mississippi 1986); Ph.D., M.D. (Vanderbilt 1991, 1993) [1997]
- MICHAEL LEE SMITH, Associate Professor of Medicine; Assistant Professor of Pediatrics
B.S. (Davidson 1977); M.S., M.D. (East Carolina 1979, 1983) [1994]
- MURRAY W. SMITH, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1960, 1963) [1970]
- PAIGE J. SMITH, Assistant Professor of Pediatrics
B.S. (Tennessee 1998); M.D. (Tennessee, Memphis 2002) [2005]
- RAPHAEL F. SMITH, Professor of Medicine, Emeritus
B.A. (Vanderbilt 1955); M.D. (Harvard 1960) [1969]
- RICHARD P. SMITH, Clinical Instructor in Pediatrics
B.S. (Samford 1998); M.D. (Mercer 2004) [2007]
- TERRENCE A. SMITH, Assistant Professor of Medicine
B.S. (Ohio State 1990); M.D. (Wright State 1997) [2003]
- RANDY L. SMITH-BARRETT, Assistant Professor of Pharmacology; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Western Kentucky 1982); Ph.D. (Vanderbilt 1990) [1994]
- KENNETH G. SMITHSON, Assistant Professor of Anesthesiology; Assistant Professor of Surgery; Assistant Professor of Neurological Surgery
B.S., Ph.D., D.O. (Michigan State 1982, 1990, 1991) [1997]
- JAMES R. SNAPPER, Adjunct Professor of Medicine
A.B. (Princeton 1970); B.M.S. (Dartmouth 1972); M.D. (Harvard 1974) [1979]
- WANDA L. M. SNEAD, Research Instructor in Medicine
B.S. (Fort Valley State 1980); M.S. (Western Kentucky 1982); D.H.Sc. (Nova Southeastern 2007) [2008]
- JAMES D. SNELL, JR., Professor of Medicine; Medical Center Corporate Compliance Officer
B.S. (Centenary 1954); M.D. (Vanderbilt 1958) [1963]
- JAY SNODDY, Research Associate Professor of Biomedical Informatics
B.S. (Bucknell 1980); Ph.D. (Yale 1990) [2005]
- DAVID J. SNODGRASS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (East Tennessee State 1978); D.D.S. (Tennessee, Memphis 1984) [1995]
- BARBARA M. SNOOK, Assistant Professor of Medicine
B.S. (Miami [Ohio] 1991); M.D. (Indiana 1997) [2004]
- S. STEVE SNOW, Clinical Professor of Psychiatry
B.A. (Arkansas 1973); M.D. (University of Arkansas for Medical Sciences 1977) [1982]
- PATRICIA SNYDER, Adjunct Professor of Pediatrics
B.S. (SUNY, Geneseo 1977); M.Ed. (Millersville 1981); Ph.D. (New Orleans 1992) [2005]
- SHANNON B. SNYDER, Assistant Professor of Emergency Medicine
B.S., M.S. (Stanford 1994, 1994); M.D. (Vanderbilt 2000) [2004]

- STANLEY O. SNYDER, JR., Associate Clinical Professor of Surgery at St. Thomas Medical Center
B.A. (Centre 1968); M.D. (Louisville 1972) [1995]
- SUZANNE R. SNYDER, Assistant Clinical Professor of Medicine; Assistant Clinical Professor of Pediatrics
B.S. (Milligan 1983); M.D. (Texas 1987) [2000]
- MONSHEEL S. SODHI, Adjunct Assistant Professor of Psychiatry
B.Pharm., M.Pharm., M.Sc., Ph.D. (London 1991, 1992, 1993, 1999) [2004]
- SADIQ SOHANI, Adjunct Assistant Professor of Anesthesiology
M.D. (Sind Medical College [Pakistan] 1988) [2008]
- LAURENCE M. SOLBERG, Assistant Professor of Medicine
B.S. (Rutgers 1995); M.D. (Jagiellonian [Poland] 2000) [2007]
- LILIANNA SOLNICA-KREZEL, Martha Rivers Ingram Professor of Developmental Genetics; Professor of Biological Sciences; Professor of Cell and Developmental Biology; Investigator, Center for Molecular Neuroscience
Magister (Warsaw 1985); Ph.D. (Wisconsin 1991) [1996]
- GARY S. SOLOMON, Assistant Clinical Professor of Psychiatry
B.A. (Georgia 1974); M.S. (Mississippi State 1975); Ph.D. (Texas Tech 1983) [2003]
- JOSEPH F. SOLUS, Research Assistant Professor of Molecular Physiology and Biophysics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., M.S. (Villanova 1973, 1975); M.Phil., Ph.D. (Yale 1978, 1983) [2006]
- CHISU SONG, Research Instructor in Medicine
B.S., M.S. (Korea 1991, 1994); Ph.D. (Alabama, Birmingham 2001) [2008]
- PETER L. SONKIN, Assistant Clinical Professor of Ophthalmology and Visual Sciences
B.A. (North Carolina 1988); M.D. (Duke 1992) [2004]
- JEFFREY SONSINO, Assistant Professor of Ophthalmology and Visual Sciences
B.S. (James Madison 1997); O.D. (New England College of Optometry 2001) [2002]
- KELLY L. SOPKO, Assistant Professor of Medicine
B.S. (Notre Dame 1997); M.D. (Kentucky 2001) [2007]
- HENRIK TOFT SORENSEN, Adjunct Professor of Medicine
M.D., Ph.D. (Aarhus [Denmark] 1983, 1994) [2002]
- JEFFREY A. SOSMAN, Professor of Medicine
B.S. (Brandeis 1976); M.D. (Albert Einstein 1981) [2001]
- MARINOS C. SOTERIOU, Assistant Professor of Clinical Surgery
M.D. (Cologne [Germany] 1986) [2005]
- TUNDE S. SOTUNDE, Clinical Instructor in Pediatrics
M.D. (Ibadan [Nigeria] 1988); M.B.A. (Memphis 2001) [2002]
- E. MICHELLE SOUTHARD-SMITH, Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
Ph.D. (Texas Southwestern Medical Center 1992) [1999]
- ANNA SPAGNOLI, Associate Clinical Professor of Pediatrics
M.D. (Tor Vergata [Rome] 1988) [2001]
- JONATHAN M. SPANIER, Clinical Instructor in Pediatrics
B.S. (Duke 1999); M.D. (Vanderbilt 2003) [2006]
- MARCIA E. SPEAR, Assistant in Plastic Surgery; Clinical Instructor in Nursing
B.S.N. (Tennessee State 1996); M.S.N. (Vanderbilt 1999); R.N., A.C.N.P. [2004]
- C. NORMAN SPENCER, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt 1972, 1976) [1979]
- DAN M. SPENGLER, Professor of Orthopaedics and Rehabilitation and Chair of the Department
B.S. (Baldwin-Wallace 1962); M.D. (Michigan 1966) [1983]

- THEODORE SPEROFF, Professor of Medicine; Research Associate Professor of Preventive Medicine; Professor of Biostatistics
Ph.D., M.S. (Akron 1979, 1984); Ph.D. (Case Western Reserve 1987) [1999]
- BENNETT M. SPETALNICK, Assistant Professor of Obstetrics and Gynecology
B.S., M.A. (American 1979, 1985); M.D. (Vanderbilt 1991) [1995]
- JAMIE BRADFORD SPICER, Assistant in Medicine
B.S. (David Lipscomb 1983); M.S.N. (Vanderbilt 1996) [2007]
- W. ANDERSON SPICKARD, JR., Professor of Medicine, Emeritus
B.A., M.D. (Vanderbilt 1953, 1957) [1963]
- W. ANDERSON SPICKARD III, Associate Professor of Medicine; Associate Professor of Biomedical Informatics
B.A. (North Carolina 1985); M.D. (Vanderbilt 1989); M.S. (Virginia 1995) [1995]
- BEN SPILLER, Assistant Professor of Pharmacology; Assistant Professor of Microbiology and Immunology
B.S. (California, Davis 1994); Ph.D. (California, Berkeley 1999) [2006]
- KURT P. SPINDLER, Kenneth D. Schermerhorn Professor of Orthopaedics and Rehabilitation; Director, Division of Sports Medicine
A.B. (Rutgers 1981); M.D. (Pennsylvania 1985) [1991]
- STEPHANIE E. SPOTTSWOOD, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Pediatrics
B.A. (Michigan 1972); M.D. (North Carolina 1987) [2005]
- MICHELE SPRING, Assistant Professor of Pediatrics
B.S. (Notre Dame 1988); M.A.T. (SUNY, Binghamton 1989); M.S.P.H. (Tulane 1992); M.D. (Vanderbilt 1999) [2005]
- MANAKAN BETSY SRICHAJ, Instructor in Medicine
B.S. (Massachusetts Institute of Technology 1994); M.D. (West Virginia 1998) [2003]
- RAMPRASAD SRIPADA, Associate Professor of Clinical Anesthesiology
M.D. (Gandhi Medical [India] 1981) [2006]
- SUBRAMANIAM SRIRAM, William C. Weaver III Professor of Experimental Neurology; Professor of Neurology; Professor of Microbiology and Immunology; Investigator, Center for Molecular Neuroscience
M.B., B.S. (Madras 1973) [1993]
- PAUL J. ST. JACQUES, Associate Professor of Anesthesiology; Associate Professor of Biomedical Informatics
B.A., M.A. (Clark 1988, 1988); M.D. (Johns Hopkins 1992) [1996]
- MICHAEL G. STABIN, Associate Professor of Radiology and Radiological Sciences
B.S., M.E. (Florida 1981, 1983); Ph.D. (Tennessee 1996) [2000]
- LAWRENCE B. STACK, Associate Professor of Emergency Medicine
B.S. (South Dakota State 1983); M.D. (Oral Roberts 1987) [1995]
- JOHN MICHAEL STAFFORD, Assistant Professor of Medicine; Assistant Professor of Molecular Physiology and Biophysics
B.A., Ph.D., M.D. (Vanderbilt 1995, 2001, 2003) [2006]
- JULIE ANN STAGGERS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A., D.D.S., M.S. (West Virginia 1983, 1986, 1988) [2007]
- STEPHEN M. STAGGS, Clinical Instructor in Obstetrics and Gynecology
B.S. (David Lipscomb 1975); M.D. (Tennessee 1978) [1983]
- MILDRED T. STAHLMAN, Professor of Pediatrics; Professor of Pathology
B.A., M.D. (Vanderbilt 1943, 1946); M.D. (Göteborg 1973); M.D. (Nancy 1982) [1951]
- CARL WILLIAM STANBERRY, Assistant Professor of Clinical Anesthesiology
B.S. (United States Air Force Academy 1972); M.D. (University of Washington 1982) [1998]

- BRADLEY B. STANCOMBE, Associate Professor of Clinical Pediatrics
B.S. (Vanderbilt 1980); M.D. (Baylor 1984) [1996]
- JACKIE L. STANKIEWICZ, Assistant Clinical Professor of Psychiatry
B.A. (Toledo 1993); M.A. (Dayton 1996); Ph.D. (Toledo 2000) [2002]
- GREGG D. STANWOOD, Assistant Professor of Pharmacology; Member, Vanderbilt
Kennedy Center for Research on Human Development
B.A. (Temple 1991); Ph.D. (Pennsylvania 1997) [2002]
- JOHN MALOTTE STARMER, Assistant Professor of Biomedical Informatics
B.S. (North Carolina State 1989); M.D. (Wake Forest 1995) [2004]
- KAREN L. STARR, Assistant Professor of Psychiatry
B.A. (William Woods 1976); B.S.N. (Missouri 1976); M.S.N. (Vanderbilt 1983); R.N., C.S.
[1995]
- THOMAS STASKO, Associate Professor of Medicine (Dermatology)
B.A. (Rice 1973); M.D. (Texas Health Science Center, San Antonio 1977) [1992]
- WILLIAM W. STEAD, Associate Vice Chancellor for Health Affairs; Professor of Medicine;
McKesson Foundation Professor of Biomedical Informatics; Director, Informatics Center
A.B., M.D. (Duke 1970, 1973) [1991]
- CHRISTINA W. STEGER, Clinical Instructor in Pediatrics
B.A., M.D. (Missouri, Kansas City 1979, 1979) [1995]
- THILO STEHLE, Adjunct Professor of Pediatrics
M.S., Ph.D. (Freiburg [Germany] 1988, 1992) [2004]
- JILL STEIER, Clinical Instructor in Obstetrics and Gynecology
B.S. (George Mason 1976); M.S. (Georgetown 1982); M.D. (Medical College of Virginia
1986) [2003]
- ELI STEIGELFEST, Instructor in Clinical Medicine
M.D. (Albert Einstein 1995) [2001]
- JILL E. STEIGELFEST, Assistant Professor of Pediatrics
B.A. (Cornell 1991); M.D. (Albert Einstein 1995) [2007]
- C. MICHAEL STEIN, Dan May Professor of Medicine; Professor of Pharmacology
M.B., Ch.B. (Cape Town 1978); B.Sc. (Dublin 1986) [1993]
- PRESTON M. STEIN, Assistant Clinical Professor of Pediatrics
M.A. (York [Canada] 1969); M.D. (Calgary 1975) [2000]
- RICHARD S. STEIN, Professor of Medicine
A.B., M.D. (Harvard 1966, 1970) [1977]
- ROLAND W. STEIN, Professor of Molecular Physiology and Biophysics; Professor of Cell
and Developmental Biology
B.A. (California, Los Angeles 1975); M.A., Ph.D. (Albert Einstein 1980, 1981) [1986]
- SHARON M. STEIN, Associate Professor of Radiology and Radiological Sciences; Associate
Professor of Pediatrics (On leave spring 2009)
M.B., Ch.B. (Cape Town 1974) [1990]
- JOSEPH STERANKA, Associate Clinical Professor of Pediatrics
B.S., M.D. (Vanderbilt 1957, 1960) [1970]
- TIMOTHY R. STERLING, Associate Professor of Medicine
B.A. (Colgate 1985); M.D. (Columbia 1989) [2003]
- PAUL STERNBERG, JR., George W. Hale Professor of Ophthalmology and Visual Sciences
and Chair of the Department
B.A. (Harvard 1975); M.D. (Chicago 1979) [2003]
- PHOEBE L. STEWART, Associate Professor of Molecular Physiology and Biophysics
A.B. (Harvard 1984); Ph.D. (Pennsylvania 1987) [2002]
- RUTH CARR STEWART, Instructor in Clinical Family Medicine
B.S. (Milligan 1985); M.D. (Tennessee, Memphis 1991) [2001]

- PHYLEEN STEWART-RAMAGE, Assistant Clinical Professor of Psychiatry
B.A. (Harvard 1987); M.D. (Vanderbilt 1991) [1997]
- ERIC FRANCIS STILES, Clinical Instructor in Pediatrics
B.A.S., M.A. (Stanford 1989, 1990); M.D. (Cornell 1995) [2002]
- RENEE A. STILES, Assistant Professor of Medicine
B.S. (Ithaca 1983); M.S. (Cornell 1987); Ph.D. (Michigan 1997) [2001]
- CHARLES A. STILWELL, JR., Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt 1971, 1975) [1978]
- CATHERINE V. STOBER, Assistant Professor of Clinical Medicine
B.S. (Florida 1995); M.D. (Johns Hopkins 1999) [2002]
- LEANN SIMMONS STOKES, Assistant Professor of Radiology and Radiological Sciences
B.S. (Davidson 1992); M.D. (Kentucky 1997) [2003]
- MICHAEL P. STONE, Professor of Chemistry; Professor of Biochemistry
B.S. (California, Davis 1977); Ph.D. (California, Irvine 1981) [1984]
- R. EDWARD STONE, JR., Associate Professor of Otolaryngology, Emeritus; Associate Professor of Hearing and Speech Sciences, Emeritus
B.S. (Whitworth 1960); M.Ed. (Oregon 1964); Ph.D. (Michigan 1971) [1987]
- WENDY L. STONE, Professor of Pediatrics; Professor of Psychology, Peabody College; Director, Vanderbilt Kennedy Center Treatment and Research Institute for Autism Spectrum Disorderst
B.A. (Williams 1975); M.S., Ph.D. (Miami [Florida] 1981, 1981) [1988]
- WILLIAM J. STONE, Professor of Medicine; Associate Professor of Urologic Surgery
B.S.E. (Princeton 1958); M.D. (Johns Hopkins 1962) [1969]
- WILLIAM S. STONEY, JR., Professor of Cardiac and Thoracic Surgery, Emeritus
B.S. (University of the South 1950); M.D. (Vanderbilt 1954); D.Sc. (hon., University of the South 1977) [1964]
- ALAN B. STORROW, Associate Professor of Emergency Medicine
B.A. (Transylvania 1985); M.D. (Cincinnati 1989) [2006]
- KRISTINA LYNN STORCK, Clinical Instructor in Obstetrics and Gynecology
B.S. (University of Washington 1997); M.D. (Vanderbilt 2001) [2006]
- JEFFREY G. STOVALL, Associate Professor of Psychiatry
B.A. (Carleton College 1979); M.D. (Tennessee 1987) [2008]
- THOMAS GREGORY STOVALL, Clinical Professor of Obstetrics and Gynecology
B.S. (David Lipscomb 1979); M.D. (Tennessee, Memphis 1983); M.B.A. (Wake Forest 1997) [2004]
- KEVIN STRANGE, John C. Parker Professor of Anesthesiology; Professor of Pharmacology; Professor of Molecular Physiology and Biophysics; Investigator, Center for Molecular Neuroscience
B.S., M.A. (California 1977, 1978); Ph.D. (British Columbia 1983) [1997]
- CHARLES W. STRATTON, Associate Professor of Pathology; Associate Professor of Medicine
B.S. (Bates 1967); M.D. (Vermont 1971) [1979]
- DAVID F. STREET, Assistant Professor of Psychiatry
B.S. (Pennsylvania State 1982); M.D. (Medical College of Pennsylvania 1991) [2008]
- GEORGE P. STRICKLIN, Professor of Medicine; Director, Division of Dermatology
B.A. (David Lipscomb 1971); M.D., Ph.D. (Washington University 1977, 1977) [1988]
- JOHN CARLOS STRITIKUS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Auburn 1993); D.D.S. (Tennessee, Memphis 1997) [2000]
- S. ALLISON COX STRNAD, Clinical Instructor in Obstetrics and Gynecology
B.S. (Emory 1996); M.D. (Tennessee, Memphis 2000) [2004]
- WILBORN D. STRODE, Clinical Instructor in Obstetrics and Gynecology
B.S. (Western Kentucky 1950); M.D. (Tennessee 1958) [1977]

- BRADLY STROHLER, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology
B.S. (North Carolina 1996); M.D. (Medicine and Dentistry of New Jersey 2000); M.S.C.I.
(Vanderbilt 2006) [2006]
- SEBASTIAN SUNE STROM, Assistant Professor of Medicine
M.D. (Copenhagen 2001) [2006]
- MEGAN K. STROTHER, Assistant Professor of Radiology and Radiological Sciences
B.A. (Princeton 1993); M.D. (Arkansas 1998) [2004]
- DINA MYERS STROUD, Research Instructor in Medicine
B.A. (Ohio Wesleyan 1996); Ph.D. (Vanderbilt 2001) [2008]
- DENISE F. STUART, Instructor in Clinical Pediatrics
B.A., M.D. (St. Louis 1997, 2001) [2006]
- YAN RU SU, Research Assistant Professor of Medicine
M.D. (Wannan Medical College [China] 1982); M.S. (Nanjing Medical University 1987)
[2000]
- YINGHAO SU, Research Instructor in Medicine
M.D. (Shanghai Medical 1984); M.S. (Anhui Medical 1990); Ph.D. (Shanghai Medical
2000) [2003]
- YINGJUN SU, Assistant Professor of Cancer Biology
M.D. (Fourth Military Medical, China 1989); M.S. (Xijing Hospital 1994); Ph.D. (Fourth
Military Medical, China 1999) [2007]
- GARY ALLEN SULIKOWSKI, Stevenson Professor of Chemistry; Professor of Chemistry;
Professor of Biochemistry
B.S. (Wayne State 1983); Ph.D. (Pennsylvania 1989) [2004]
- JAMES N. SULLIVAN, Associate Clinical Professor of Medicine
B.A. (University of the South 1969); M.D. (Vanderbilt 1974) [1980]
- FRIDOLIN SULSER, Professor of Psychiatry, Emeritus; Professor of Pharmacology, Emeritus
M.D. (Basel 1955) [1965]
- KAREN L. SUMMAR, Assistant Professor of Pediatrics; Member, Vanderbilt Kennedy
Center for Research on Human Development
B.S. (Middle Tennessee State 1979); M.D. (Tennessee 1983) [2006]
- MARSHALL LYNN SUMMAR, Professor of Pediatrics; Professor of Molecular Physiology
and Biophysics; Member, Vanderbilt Kennedy Center for Research on Human
Development
B.S. (Vanderbilt 1981); M.D. (Tennessee 1985) [1990]
- JOHN BLAIR SUMMITT, Assistant Professor of Plastic Surgery
B.A. (Rhodes 1984); M.D. (Tennessee, Memphis 1995) [2004]
- ROBERT LAYMAN SUMMITT, JR., Clinical Professor of Obstetrics and Gynecology
B.S. (Rhodes 1979); M.D. (Tennessee, Memphis 1983) [2004]
- ERIC L. SUMNER, Assistant Professor of Medicine
B.S. (Georgia 1997); M.D. (Medical College of Georgia 2001) [2008]
- ZU-WEN SUN, Assistant Professor of Biochemistry
B.S. (Tunghai 1983); M.A. (North Carolina State 1991); Ph.D. (Louisiana State 1996)
[2003]
- MUNIRATHINAM SUNDARAMOORTHY, Assistant Professor of Biochemistry
B.Sc., M.Sc. (Madras [India] 1981, 1983); Ph.D. (Indian Institute of Science 1989)
[2002]
- JENNIFER MARIE SUNDBERG, Instructor in Emergency Medicine; Instructor in Pediatrics
B.A. (Notre Dame 2000); M.D. (Medical College of Georgia 2004) [2007]
- JOHN P. SUNDBERG, Adjunct Professor of Medicine
B.S. (Vermont 1973); D.V.M. (Purdue 1977); Ph.D. (Connecticut 1981) [1997]
- HAKAN W. SUNDELL, Professor of Pediatrics
M.D. (Karolinska 1963) [1971]

- CRAIG R. SUSSMAN, Associate Professor of Clinical Medicine
A.B. (Franklin and Marshall 1969); M.D. (Temple 1973) [1979]
- JAMES S. SUTCLIFFE, Associate Professor of Molecular Physiology and Biophysics;
Associate Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for
Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (Auburn 1986); Ph.D. (Emory 1992) [1997]
- ANDRIJ E. SVERSTIUK, Assistant Professor of Pathology
B.S. (Kiev Medical Technology and Nursing Institute 1976); M.D. (Kiev Medical Institute
1982) [2005]
- MICHAEL CHARLES SWAN, Clinical Instructor in Obstetrics and Gynecology
B.S. (Pacific Lutheran 1986); M.D. (Medical College of Wisconsin 1990) [1997]
- REBECCA R. SWAN, Assistant Professor of Pediatrics
B.S. (Randolph-Macon 1986); M.D. (Medical College of Virginia 1990) [1997]
- PETER J. SWARR, Assistant Clinical Professor of Medicine
B.A. (Haverford 1994); M.D. (Vermont 1999) [2003]
- BRIAN R. SWENSON, Assistant Clinical Professor of Psychiatry
B.S. (Gannon 1975); M.D. (Pittsburgh 1979) [1983]
- LARRY L. SWIFT, Professor of Pathology; Director, Division of Investigative Pathology
B.S. (Indiana Central 1967); Ph.D. (Vanderbilt 1971) [1971]
- MELANIE SWIFT, Assistant Professor of Clinical Medicine
B.A. (Rhodes 1987); M.D. (Tennessee 1992) [1995]
- ROBERT O. SWIFT, Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.A. (Washington and Jefferson 1991); M.D. (New York College of Osteopathic
Medicine 1995) [2008]
- WILLIAM H. SWIGGART, Assistant in Medicine
B.S., M.S. (Tennessee 1980, 1986) [1998]
- DAVID J. SWITTER, Assistant Clinical Professor of Pathology
B.S. (Mount Union 1970); M.D. (Vanderbilt 1974) [1981]
- RHONDA SWITZER, Assistant Clinical Professor of Oral and Maxillofacial Surgery
D.M.D. (Manitoba 1991) [2004]
- JOLANTA SZCZARKOWSKA, Assistant Clinical Professor of Pediatrics
M.D. (Jagiellonian University of Krakow [Poland] 1982) [2007]
- DAVID L. TABB, Assistant Professor of Biomedical Informatics; Assistant Professor of
Biochemistry
B.S. (Arkansas 1996); Ph.D. (University of Washington 2003) [2005]
- DAVID S. TABER, Assistant Professor of Radiology and Radiological Sciences; Assistant
Professor of Emergency Medicine
B.S. (Vanderbilt 1973); M.D. (Indiana 1977) [2000]
- TAKAMUNE TAKAHASHI, Assistant Professor of Medicine; Assistant Professor of Cancer
Biology
M.D., Ph.D. (Jikei [Japan] 1988, 1994) [1999]
- MEGHA H. TALATI, Research Instructor in Medicine
B.S. (Ramnarian Rule 1988); M.Sc. (Baroda 1990); Ph.D. (Bombay 1996) [2005]
- DOUGLAS A. TALBERT, Adjunct Assistant Professor of Biomedical Informatics
B.S. (Tennessee Technological 1991); M.S., Ph.D. (Vanderbilt 1993, 2001) [2004]
- HELEN KEIPP TALBOT, Assistant Professor of Medicine
B.S. (Illinois, Urbana-Champaign 1995); M.D. (Medical College of Georgia 1999) [2006]
- THOMAS R. TALBOT III, Assistant Professor of Medicine; Assistant Professor of Preventive
Medicine
B.S. (Duke 1992); M.D., M.P.H. (Vanderbilt 1996, 2003) [2003]
- ROBYN A. TAMBOLI, Research Instructor in Surgery
B.S. (St. Norbert 1998); Ph.D. (Loyola 2004) [2006]

- TIANLAI TANG, Assistant Clinical Professor of Psychiatry
M.D. (Second Military Medical University [China] 1985); Ph.D. (Uniformed Services University of Health [China] 1995) [2002]
- YI-WEI TANG, Associate Professor of Medicine; Associate Professor of Pathology
M.Sc., M.D. (Shanghai 1985, 1982); Ph.D. (Vanderbilt 1995) [1998]
- HARIKRISHNA TANJORE, Research Assistant Professor of Medicine
M.Sc. (Kasturba Medical College [India] 1997); Ph.D. (Hyderabad [India] 2004) [2008]
- SIMPSON BOBO TANNER IV, Assistant Professor of Medicine
A.B. (Harvard 1977); M.D. (Wake Forest 1983) [1989]
- ROBERT E. TARONE, Professor of Medicine
B.S., M.A. (California, Berkeley 1968, 1969); Ph.D. (California, Davis 1974) [2003]
- JOHN LEEMAN TARPLEY, Professor of Surgery
B.A., M.D. (Vanderbilt 1966, 1970) [1993]
- MARGARET TARPLEY, Senior Associate in Surgery
B.A. (Vanderbilt 1965); M.L.S. (Peabody 1966) [2001]
- GREGG T. TARQUINIO, Assistant Professor of Medicine and Vice Chair for Finance and Administration; Clinical Assistant Professor of Management (Organizational Studies)
B.A. (Belmont Abbey 1985); M.B.A. (Notre Dame 1988); Ph.D. (Iowa 2001) [1998]
- JENNIFER TATALOVICH, Instructor in Clinical Obstetrics and Gynecology
B.S. (California, Irvine 1997); M.D. (Southern California 2003) [2007]
- STEVEN M. TATE, Assistant Clinical Professor of Pediatrics
A.B., M.D. (Tennessee 1973, 1976) [1982]
- FRANKLIN WILLIAM TAYLOR, Clinical Instructor in Oral and Maxillofacial Surgery (Pedodontics)
B.S. (Clemson 1976); D.D.S. (Emory 1981); M.S. (North Carolina 1983) [1984]
- KELLY ANN TAYLOR, Associate in Molecular Physiology and Biophysics
B.A. (Boston University 1992); M.S. (Michigan 1995) [2002]
- MARY B. TAYLOR, Associate Professor of Pediatrics; Associate Professor of Anesthesiology
B.A. (Southern Methodist 1986); M.D. (Mississippi 1991) [1999]
- TODD BRIAN TAYLOR, Adjunct Associate Professor of Emergency Medicine
B.A., B.S. (Lipscomb 1979, 1980); M.D. (Indiana 1985) [2006]
- ELENA E. TCHEKNEVA, Research Assistant Professor of Medicine
M.D. (Moscow State Medical 1984) [2002]
- MARY H. TELOH, Librarian, Eskin Biomedical Library
B.A., M.A. (Wisconsin 1968, 1969) [1973]
- PATRICIA C. TEMPLE, Adjunct Professor of Pediatrics; Clinical Professor of Nursing; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Mills 1964); M.S., M.D. (Oregon 1969, 1969); M.P.H. (Harvard 1974) [2001]
- TODD TENENHOLZ, Assistant Professor of Radiation Oncology
B.A. (Johns Hopkins 1987); M.D., Ph.D. (Maryland 1999, 1999) [2004]
- RICHARD B. TERRY, Assistant Clinical Professor of Surgery
B.A. (University of the South 1967); M.D. (Tennessee 1970) [1978]
- THOMAS A. TESAURO, Assistant Clinical Professor of Medicine
B.S. (Georgia Institute of Technology 1990); M.D. (Vanderbilt 1994) [2000]
- PAUL E. TESCHAN, Professor of Medicine, Emeritus
B.S., M.B., M.D., M.S. (Minnesota 1946, 1947, 1948, 1948) [1969]
- METTE SKYTTE TETSCHKE, Visiting Scholar in Medicine
M.D. (Aarhus [Denmark] 1998) [2006]
- JAMES N. THACKER, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Ohio State 1978); D.D.S. (Case Western Reserve 1982) [2007]

- ANNE MARIE THARPE, Professor of Hearing and Speech Sciences; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Arizona 1979); M.S., Ph.D. (Vanderbilt 1980, 1994) [1986]
- WESLEY P. THAYER, Assistant Professor of Plastic Surgery
B.S. (Tennessee 1993); Ph.D., M.D. (Emory 1999, 2000) [2008]
- BRADLEY P. THOMAS, Instructor in Clinical Emergency Medicine
B.S. (Auburn 1998); M.D. (Alabama 2002) [2007]
- JAMES WARD THOMAS II, Professor of Medicine; Professor of Microbiology and Immunology; Director, Division of Rheumatology
B.A. (Southwestern at Memphis 1970); M.D. (Tennessee 1973) [1990]
- JOHN C. THOMAS, Assistant Professor of Urologic Surgery; Assistant Professor of Pediatrics
B.S. (Xavier 1994); M.D. (Cincinnati 1998) [2006]
- LORA D. THOMAS, Assistant Professor of Medicine
B.S. (Wright State 1995); M.D. (Medical College of Ohio 2000) [2006]
- JOHN BROWN THOMISON, Clinical Professor of Pathology, Emeritus
B.A., M.D. (Vanderbilt 1942, 1944) [1951]
- ANNEMARIE THOMPSON, Assistant Professor of Clinical Anesthesiology; Assistant Professor of Medicine
A.B., M.D. (Duke 1991, 1995) [2002]
- BRIAN M. THOMPSON, Assistant Professor of Neurology
B.A. (South Dakota 1976); M.D. (Alabama 1978) [2007]
- HAROLD D. THOMPSON, Professor of Clinical Radiology and Radiological Sciences
B.S. (South Carolina State 1967); M.D. (Howard 1972) [2001]
- JOHN G. THOMPSON, JR., Assistant Clinical Professor of Medicine
A.B. (Duke 1968); M.D. (Emory 1973) [1989]
- JULIA THOMPSON, Associate Clinical Professor of Pediatrics
B.S. (Tulsa 1977); M.D. (Oklahoma, Tulsa 1981) [1984]
- KEITH S. THOMPSON, Clinical Instructor in Pediatrics
B.A. (David Lipscomb 1990); M.D. (Tennessee, Memphis 1994) [1997]
- REID CARLETON THOMPSON, Associate Professor of Neurological Surgery; Associate Professor of Biomedical Engineering; Director, Section of Neurosurgical Oncology
B.A. (Maryland 1985); M.D. (Johns Hopkins 1989) [2002]
- ROBERT G. THOMPSON, Clinical Professor of Pediatrics
B.A. (Vanderbilt 1969); M.D. (Tennessee 1972) [2006]
- ISAAC THOMSEN, Instructor in Medicine
B.S. (Rhodes 2000); M.D. (Arkansas 2004) [2008]
- ANDREW BRIAN THOMSON, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Kentucky 1995, 2000) [2006]
- CATHERINE M. THORNBERG, Clinical Instructor in Obstetrics and Gynecology
B.S. (Cornell 1973); M.S. (Vanderbilt 1975); M.D. (Tennessee, Memphis 1988) [1999]
- R. JASON THURMAN, Assistant Professor of Emergency Medicine
B.A. (Vanderbilt 1994); M.D. (Alabama 1998) [2002]
- OLEG YU TIKHOMIROV, Research Assistant Professor of Medicine; Research Assistant Professor of Biochemistry
M.D. (Second Moscow State Medical [Russia] 1982) [2002]
- WILLIAM P. TITUS III, Instructor in Clinical Family Medicine
B.A. (Austin Peay State 1968); M.D. (Tennessee, Memphis 1971) [2006]
- NORMAN H. TOLK, Professor of Physics; Director, Center for Molecular and Atomic Studies at Surfaces; Professor of Radiology and Radiological Sciences
A.B. (Harvard 1960); Ph.D. (Columbia 1966) [1984]

- ANDREW J. TOMARKEN, Associate Professor of Psychology and Chair of the Department, College of Arts and Science; Associate Professor of Biostatistics; Member, Vanderbilt Kennedy Center for Research on Human Development
A.B. (Harvard 1977); M.S., Ph.D. (Wisconsin 1982, 1988) [1989]
- LAURIE ARNOLD TOMPKINS, Assistant Professor of Obstetrics and Gynecology
B.S.N., M.S.N. (Vanderbilt 1989, 1991); R.N. [1998]
- ALFONSO TORQUATI, Adjunct Assistant Professor of Surgery
M.D. (Rome 1988); M.S.C.I. (Vanderbilt 2003) [2007]
- ROBERT H. TOSH, Associate Clinical Professor of Obstetrics and Gynecology
M.D. (Tennessee 1953) [1961]
- OSCAR TOUSTER, Professor of Molecular Biology, Emeritus; Professor of Biochemistry, Emeritus
B.S. (City University of New York 1941); M.A. (Oberlin 1942); Ph.D. (Illinois 1947) [1947]
- ALEXANDER S. TOWNES, Professor of Medicine, Emeritus
B.A., M.D. (Vanderbilt 1949, 1953) [1987]
- PHYLLIS L. TOWNSEND, Clinical Instructor in Pediatrics
B.A. (Holy Cross 1984); M.D. (Cornell 1988) [1996]
- ANTHONY E. TRABUE, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Vanderbilt 1970, 1975) [1979]
- MICHAEL G. TRAMONTANA, Associate Professor of Psychiatry; Associate Professor of Neurology; Associate Professor of Pediatrics
B.S. (Fordham 1971); M.A. (Columbia 1973); Ph.D. (Washington University 1977) [1989]
- UYEN L. TRAN, Assistant Professor of Ophthalmology and Visual Sciences
B.A. (Catholic 1992); M.D. (Medical College of Virginia 1997) [2001]
- PATRICIA A. TRANGENSTEIN, Professor of Nursing; Assistant Professor of Biomedical Informatics
B.S.N. (Vanderbilt 1975); M.S.N. (Saint Louis 1979); Ph.D. (New York 1988); R.N. [2002]
- C. RICHARD TREADWAY, Associate Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1960, 1964) [1970]
- ROBERT N. TREECE, Clinical Professor of Pediatrics
B.S. (Auburn 1993); M.D. (South Alabama 1997) [2007]
- DAVID B. TRENNER, Senior Associate in Orthopaedics and Rehabilitation
B.S. (Portland State 1986); D.P.M. (California School of Podiatric Medicine 1990) [2006]
- MARC ALLEN TRESSLER, Assistant Professor of Orthopaedics and Rehabilitation
B.A. (Miami [Ohio] 1991); D.O. (Ohio 2000) [2005]
- ELIZABETH GRIMES TRIGGS, Assistant Clinical Professor of Pediatrics
B.S. (North Carolina 1977); M.D. (Mississippi 1981) [1986]
- SUSANNE TROPEZ-SIMS, Professor of Pediatrics at Meharry Medical College; Adjunct Professor of Pediatrics at Vanderbilt
B.S. (Bennett 1971); M.D., M.P.H. (North Carolina 1975, 1981) [1999]
- SHELLEY R. TRZPUC, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (North Dakota 1995, 2000) [2006]
- IOANNIS TSAMARDINOS, Adjunct Assistant Professor of Biomedical Informatics
B.Sc. (Crete [Greece] 1995); M.Sc., Ph.D. (Pittsburgh 1998, 2001) [2001]
- DOROTHY DURHAM TUCKER, Assistant Clinical Professor of Psychiatry
B.A. (Peabody 1973); M.A., Ph.D. (Vanderbilt 1994, 1998) [2002]
- NOEL B. TULIPAN, Professor of Neurological Surgery
B.A., M.D. (Johns Hopkins 1973, 1980) [1986]

- DAULAT RAM P. TULSIANI, Professor of Obstetrics and Gynecology
B.S., M.S., Ph.D. (Allahabad [India] 1962, 1964, 1968) [1988]
- ERNEST A. TURNER, Associate Clinical Professor of Pediatrics
A.B. (Alaska Methodist 1969); M.D. (Kansas 1975) [1996]
- CYNTHIA TURNER-GRAHAM, Visiting Professor of Medical Education and Administration
B.A. (Fisk 1975); M.D. (Kansas 1979) [2006]
- MATTHEW JOHN TYSKA, Assistant Professor of Cell and Developmental Biology
B.S. (Notre Dame 1992); M.S. (Wyoming 1994); Ph.D. (Vermont 1999) [2004]
- DEBORAH TYSON, Assistant Professor of Clinical Hearing and Speech Sciences
B.A. (Oklahoma Baptist 1987); M.A., Ph.D. (Fuller Theological Seminary 1992, 1994) [2004]
- MD. JASHIM UDDIN, Research Assistant Professor of Biochemistry
B.Sc., M.S. (Dhaka 1991, 1993); Ph.D. (Shinshu 2001) [2005]
- YUKIKO UEDA, Research Assistant Professor of Surgery
B.S. (Osaka Kyoiku [Japan] 1980); Ph.D. (Meharry Medical 1999) [2006]
- FLORA A. M. UKOLI, Associate Professor of Surgery at Meharry Medical College; Associate Professor of Medicine
M.D. (Ibadan [Nigeria] 1975); D.P.H. (Glasgow [Scotland] 1980); M.P.H. (Pittsburgh 1998) [2006]
- JUN WON UM, Visiting Associate Professor of Surgery
M.D., M.S., Ph.D. (Korea 1990, 1994, 1999) [2008]
- MARY THERESA URBANO, Professor of Clinical Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Florida State 1966); M.P.H. (North Carolina 1975); Ph.D. (Florida State 1984) [2005]
- RICHARD C. URBANO, Research Professor of Pediatrics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Florida State 1965); M.A., Ph.D. (Illinois 1968, 1970) [2003]
- DAVID R. USKAVITCH, Assistant Professor of Neurology
B.A., M.A.T., M.D. (Virginia 1980, 1981, 1987) [2007]
- MICHAEL VAEZI, Professor of Medicine
B.S. (Birmingham-Southern 1983); Ph.D., M.D. (Alabama 1988, 1992) [2005]
- PARVIN VAFAI, Clinical Instructor in Pediatrics
M.D. (Mashhad [Iran] 1973) [1992]
- HOLLY L. VALENTINE, Research Instructor in Pathology
B.S. (Michigan 1979); D.V.M. (Michigan State 1984) [2005]
- WILLIAM M. VALENTINE, Associate Professor of Pathology; Investigator, Center for Molecular Neuroscience
B.A. (Lakeland 1976); B.S. (Illinois 1983); Ph.D. (Illinois, Chicago 1983); D.V.M. (Illinois 1985) [1995]
- MANUEL S. VALENZUELA, Adjunct Research Professor of Medicine
B.S. (Universidad Peruana 'Cayetano Heredia' [Peru] 1969); Ph.D. (Brandeis 1975) [1998]
- JAN VAN EYS, Clinical Professor of Pediatrics, Emeritus
Ph.D. (Vanderbilt 1955); M.D. (University of Washington 1966) [1994]
- PATTI PARKISON VAN EYS, Assistant Professor of Psychiatry
B.A. (DePauw 1983); M.A., Ph.D. (Bowling Green State 1985, 1989) [1995]
- LUC VAN KAER, Professor of Microbiology and Immunology
Ph.D. (Rijksuniversiteit Gent 1989) [1993]
- DEBORAH ANNE VAN SLYKE, Assistant Professor of Pediatrics
B.A. (Franklin and Marshall 1985); M.A., Ph.D. (Vanderbilt 1991, 2001) [2003]
- F. KARL VANDEVENDER, Assistant Clinical Professor of Medicine
B.A. (University of the South 1969); M.A. (Oxford 1972); M.D. (Mississippi 1979) [1982]

- JOHN E. VANHOOYDONK, Assistant Clinical Professor of Obstetrics and Gynecology
B.S., M.A. (SUNY, Buffalo 1969, 1971); M.D. (Ohio State 1974) [1977]
- CARLOS G. VANOYE, Research Assistant Professor of Medicine
B.S. (Texas A & M 1986); Ph.D. (Texas, Medical Branch 1997) [2002]
- VASUNDHARA VARTHAKAVI, Research Assistant Professor of Pediatrics
B.V.Sc., M.V.Sc. (Andhra Pradesh Agricultural [India] 1986, 1990); M.S. (Tuskegee
1992); Ph.D. (Kansas State 1996) [2003]
- EDUARD E. VASILEVSKIS, Assistant Professor of Medicine
B.S. (California, San Diego 1997); M.D. (Oregon Health Sciences University 2001) [2008]
- DOUGLAS E. VAUGHAN, C. Sidney Burwell Professor of Medicine; Professor of
Pharmacology; Director, Division of Cardiovascular Medicine
B.A. (Oklahoma 1976); M.D. (Texas Southwestern Medical School 1980) [1993]
- RUTH ANN VEACH, Research Instructor in Microbiology and Immunology
B.S. (Wake Forest 1977) [2002]
- JEREMY M. VEENSTRA-VANDERWEELE, Assistant Professor of Psychiatry; Member,
Vanderbilt Kennedy Center for Research on Human Development
A.B. (Harvard 1996); M.D. (Chicago 2001) [2006]
- VANI V. VEERAMACHANENI, Clinical Instructor in Pediatrics
M.D. (Andhra Medical College [India] 1991) [2000]
- AMY E. VEHEC, Clinical Instructor in Pediatrics
B.S.N., M.D. (Indiana 1988, 2001); R.N. [2004]
- RHONDA R. VENABLE, Adjunct Assistant Professor of Psychology, College of Arts and
Science; Assistant Clinical Professor of Psychiatry; Director, Psychological and
Counseling Center
B.A., B.S. (Louisiana State 1980, 1982); M.A., Ph.D. (Georgia State 1986, 1993) [1998]
- CHRISTO DIMITRO VENKOV, Research Assistant Professor of Medicine
B.S. (St. Klement Ohridski [Bulgaria] 1967); M.Sc. (Saint Petersburg, Russia
[Leningrad, USSR] 1969); Ph.D. (Bulgarian Academy of Sciences 1977) [1995]
- ALFREDO E. VERGARA, Assistant Professor of Preventive Medicine
B.E., M.S., Ph.D. (Iowa 1986, 1990, 1993) [2006]
- INGRID M. A. VERHAMME, Research Assistant Professor of Pathology
B.S., M.S., Ph.D. (State University of Gent [Belgium] 1977, 1980, 1986) [1999]
- STEN H. VERMUND, Amos Christie Professor of Global Health; Director, Institute for Global
Health; Professor of Pediatrics; Professor of Preventive Medicine; Professor of Obstetrics
and Gynecology; Professor of Medicine
B.A. (Stanford 1974); M.D. (Albert Einstein 1977); M.Sc. (London School of Hygiene
and Tropical Medicine 1981); M.Phil., Ph.D. (Columbia 1987, 1990) [2005]
- CRYSTAL N. VERNON, Clinical Instructor in Pediatrics; Clinical Instructor in Nursing
B.S. (David Lipscomb 1997); M.D. (Tennessee, Memphis 2003) [2006]
- JENNIFER H. VICK, Associate in Pediatrics
B.S. (Tennessee 1984); M.S. (Vanderbilt 1987) [2004]
- ANDREW VILA, Research Instructor in Biochemistry
B.S. (Wisconsin, Whitewater 1997); Ph.D. (Medical College of Wisconsin 2003) [2008]
- VIANNEY EPINO VILLARUZ, Adjunct Instructor in Medicine
B.S., M.D. (Philippines 1983, 1987) [1996]
- RAQUEL VILLEGAS, Research Assistant Professor of Medicine
B.Sc. (Autonomous University of Madrid [Spain] 1989); M.Sc., Ph.D. (National University
of Ireland 1996, 2002) [2007]
- KIMBERLY N. VINSON, Instructor in Otolaryngology
B.S. (Birmingham-Southern 1999); M.D. (Vanderbilt 2003) [2008]
- RENU VIRMANI, Clinical Professor of Pathology
M.B., B.S., M.D. (Delhi 1967, 1973) [1981]

- SERGEY ALEKSANDROVI VISHNIVETSKIY, Research Instructor in Pharmacology
B.Sc., M.Sc. (Moscow State 1986, 1986); Ph.D. (Russian Academy of Sciences 1992)
[2004]
- SARASWATHI VISWANATHAN, Research Instructor in Molecular Physiology and Biophysics
B.S. (Ethiraj 1988); M.Sc., Ph.D. (Madras 1993, 1999) [2006]
- NANDAKUMAR B. VITTAL, Instructor in Neurology
M.D. (Bangalore Medical College 1998); M.S. (Western Kentucky 2003) [2008]
- CINDY L. VNENCAK-JONES, Professor of Pathology; Professor of Pediatrics
B.S. (South Carolina 1980); Ph.D. (Virginia Commonwealth 1985) [1988]
- VAL YVETTE VOGT, Associate Clinical Professor of Obstetrics and Gynecology
B.A. (Washington University 1986); M.D. (Rush 1990) [2004]
- MICHAEL W. VOLLMAN, Assistant Professor of Nursing; Research Assistant Professor of
Medicine; Assistant Professor of Psychiatry
B.S. (Trevecca Nazarene 1981); M.S.N., Ph.D. (Vanderbilt 1994, 2003); R.N. [1996]
- LOREN N. VORLICKY, Clinical Professor of Pediatrics
B.S. (Gonzaga 1955); M.D. (Marquette 1959) [2005]
- DIANE MARIE VOSBERG, Clinical Instructor in Pediatrics
B.S. (Notre Dame 1981); M.D. (Tennessee 1985) [1989]
- PAUL A. VOZIYAN, Research Associate Professor of Medicine; Research Associate
Professor of Biochemistry
M.S., Ph.D. (Kiev State [Ukraine] 1984, 1990) [2002]
- DILA VUKSANAJ, Assistant Professor of Clinical Anesthesiology; Assistant Professor of
Pediatrics
B.S. (CUNY, Herbert H. Lehman College 1978); M.D. (SUNY, Stony Brook 1982) [1998]
- KEVIN W. WADDELL, Research Assistant Professor of Radiology and Radiological Sciences
B.A. (Kentucky 1997); M.S., Ph.D. (Louisville 2001, 2004) [2008]
- BRIAN E. WADZINSKI, Associate Professor of Pharmacology; Investigator, Center for
Molecular Neuroscience
B.S., Ph.D. (Wisconsin 1984, 1989) [1993]
- DEBORAH J. WAGE, Assistant Professor of Obstetrics and Gynecology; Assistant Professor
of Nursing
B.A. (Wisconsin 1987); M.S.N. (Vanderbilt 1991) [2007]
- J. RICHARD WAGERS, JR., Assistant Professor of Medical Education and Administration;
Senior Vice President and CFO, Department of Finance
B.S. (Ball State 1973); M.B.A. (Middle Tennessee State 1984) [1999]
- CONRAD WAGNER, Professor of Biochemistry
M.S., Ph.D. (Michigan 1952, 1956) [1961]
- JULIANNE HAINES WAGNON, Assistant in Medicine
B.A. (Rhodes 1988); J.D. (Mississippi 1981); M.S.N. (Vanderbilt 2001); R.N. [2004]
- ZIA U. WAHID, Associate Clinical Professor of Psychiatry
B.Sc. (Punjab [Pakistan] 1980); M.B.B.S. (King Edward Medical 1984); M.D. (Meharry
Medical 1992) [2004]
- ROBERT W. WAHL, Assistant Clinical Professor of Pathology
B.A., M.D. (Kansas 1964, 1968) [1977]
- LEMUEL RUSSELL WAITMAN, Assistant Professor of Biomedical Informatics
B.S. (Washington University 1990); M.S., Ph.D. (Vanderbilt 1998, 2001) [2002]
- JEFFREY M. WALDMAN, Assistant Professor of Anesthesiology
B.S. (Davidson 1999); M.D. (North Carolina 2003) [2007]
- ANN WALIA, Associate Professor of Clinical Anesthesiology; Director, Division of
Anesthesiology, Veterans Administration Medical Center
M.B., B.S., M.D. (Rohtak [India] 1979, 1984) [1992]

- JAMES S. WALKER, Assistant Professor of Psychiatry; Assistant Professor of Neurology; Assistant Professor of Psychology, College of Arts and Science
B.A. (Asbury 1987); M.A., Ph.D. (Louisville 1989, 1993) [2001]
- LYNN S. WALKER, Professor of Pediatrics; Director, Division of Adolescent Medicine; Professor of Psychology, Peabody College; Associate Professor of Psychology, College of Arts and Science; Investigator, Vanderbilt Kennedy Center for Research on Human Development
A.B. (Oberlin 1973); M.S., Ph.D. (Peabody 1978, 1981) [1982]
- RONALD C. WALKER, Associate Professor of Clinical Radiology and Radiological Sciences
B.S., M.D. (Baylor 1974, 1978) [2007]
- JEANNE M. WALLACE, Associate Professor of Pathology; Associate Professor of Molecular Physiology and Biophysics; University Veterinarian; Director of Animal Care; Assistant Vice Chancellor for Research
B.S., D.V.M. (Kansas State 1984, 1986) [2006]
- MARK T. WALLACE, Associate Professor of Hearing and Speech Sciences; Associate Professor of Psychology, College of Arts and Science; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S., Ph.D. (Temple 1986, 1990) [2005]
- DONNA C. WALLS, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Ouachita Baptist 1992); D.D.S. (Oklahoma 1997) [2005]
- RON M. WALLS, Visiting Professor of Emergency Medicine
B.Sc., M.D. (British Columbia [Canada] 1975, 1979) [2006]
- WILLIAM F. WALSH, Professor of Pediatrics; Adjunct Professor of Nursing
B.S. (U.S. Air Force Academy 1972); M.D. (Texas, San Antonio 1976) [1992]
- TRAVIS T. WALTERS, Clinical Instructor in Pediatrics
B.S., M.D. (Vanderbilt 1995, 1999) [2002]
- AMR AHMED WALY, Assistant Professor of Anesthesiology
M.D. (Ain Shams [Egypt] 1984) [2007]
- DAO WU WANG, Research Assistant Professor of Medicine
M.S. (Tongji Medical [China] 1984); M.D. (Xianning Medical [China] 1987) [1996]
- DING-ZHI WANG, Research Associate Professor of Medicine
B.S. (Yunnan [China] 1982); Ph.D. (Shanghai Institute 1990) [1992]
- FENG WANG, Instructor in Radiology and Radiological Sciences
B.S., M.S. (Sichuan [China] 1991, 1994); Ph.D. (Vanderbilt 2002) [2007]
- HUI-DONG WANG, Research Instructor in Psychiatry
B.S. (Jining Medical 1993); Ph.D. (Kagoshima [Japan] 2002) [2007]
- LILY WANG, Assistant Professor of Biostatistics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Temple 1998); M.S., Ph.D. (North Carolina 2000, 2004) [2004]
- SHIZHEN E. WANG, Research Assistant Professor of Cancer Biology
Ph.D. (Nankai [China] 1999); Ph.D. (Nebraska 2002) [2006]
- RENEE M. WARD, Assistant Professor of Obstetrics and Gynecology
B.A. (Pomona College 1996); M.D. (California, San Francisco 2001) [2008]
- LORRAINE B. WARE, Associate Professor of Medicine
B.A. (Claremont McKenna 1988); M.D. (Johns Hopkins 1992) [2002]
- NANCY LYNN WARE-DRIVER, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt 1982); M.D. (Tennessee 1986) [2003]
- JOHN J. WARNER, Clinical Instructor in Urologic Surgery
B.S. (Cornell 1972); M.D. (Northwestern 1976) [1982]
- JOHN SLOAN WARNER, Professor of Neurology, Emeritus
B.S. (University of the South 1952); M.D. (Vanderbilt 1956) [1966]

- MICHAEL DALE WARREN, Instructor in Clinical Pediatrics
B.A. (Wake Forest 1999); M.D. (East Carolina 2003) [2007]
- ZACHARY E. WARREN, Assistant Professor of Clinical Pediatrics; Assistant Professor of Clinical Psychiatry; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (William and Mary 1997); M.S., Ph.D. (Miami (Florida) 2002, 2005) [2006]
- MARY KAY WASHINGTON, Professor of Pathology
B.S. (Mississippi State 1979); M.D. (North Carolina 1982) [1996]
- DAVID H. WASSERMAN, Ronald E. Snato Professor of Diabetes Research; Professor of Molecular Physiology and Biophysics
B.S., M.S. (California, Los Angeles 1979, 1981); Ph.D. (Toronto 1985) [1985]
- GEETA P. WASUDEV, Adjunct Assistant Professor of Anesthesiology
B.Sc., M.B., B.S. (Bombay 1957, 1961) [1972]
- MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Professor of Biochemistry and Chair of the Department
B.A. (Willamette 1961); Ph.D. (Oregon 1969) [1992]
- MARK STEPHEN WATHEN, Associate Professor of Medicine
B.S. (Notre Dame 1980); M.D. (Louisville 1984) [1992]
- HORACE E. WATSON, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Alabama 1953, 1957) [1987]
- JEFFRY T. WATSON, Assistant Professor of Orthopaedics and Rehabilitation
B.A. (Baylor 1990); M.D. (Texas, Southwestern Medical Center 1994) [2001]
- PAULA L. WATSON, Assistant Professor of Medicine
B.S. (Northeast Louisiana 1986); M.D. (Arkansas 1990) [2000]
- SALLY A. WATSON, Instructor in Pediatrics; Instructor in Anesthesiology
B.S. (Indiana 1990); M.D. (Vanderbilt 1994) [2004]
- CAROLYN S. WATTS, Senior Associate in Surgery; Clinical Instructor in Nursing
B.S.N. (Olivet Nazarene 1971); M.S.N. (Tennessee 1978); R.N., C.W.C.N. [2004]
- LAURA L. WAYMAN, Assistant Professor of Ophthalmology and Visual Sciences
B.A. (National 1983); M.S. (Maryland 1985); M.D. (Mayo Medical School 1998) [2005]
- ALISSA M. WEAVER, Assistant Professor of Cancer Biology; Assistant Professor of Pathology
B.S./B.A. (Stanford 1991); Ph.D., M.D. (Virginia 1997, 1998) [2003]
- CHARLES DAVID WEAVER, Research Associate Professor of Pharmacology
B.S., Ph.D. (Tennessee 1989, 1994) [2004]
- KYLE DEREK WEAVER, Assistant Professor of Neurological Surgery
B.S. (Duke 1988); M.D. (North Carolina 1996) [2004]
- LIZA M. WEAVER, Associate Professor of Anesthesiology
M.D. (Witwatersrand 1990) [2007]
- DONNA JANE WEBB, Assistant Professor of Biological Sciences; Assistant Professor of Cancer Biology; Investigator, Vanderbilt Kennedy Center for Research on Human Development; Investigator, Center for Molecular Neuroscience
B.S. (James Madison 1989); Ph.D. (Virginia 1995) [2005]
- GLENN TODD WEBB, Assistant Clinical Professor of Psychiatry
B.S. (Tennessee Technological 1990); B.S. (Middle Tennessee State 1995); M.D. (Tennessee, Memphis 1999) [2003]
- LYNN E. WEBB, Chief of Staff, Dean's Office, School of Medicine; Assistant Professor of Medical Education and Administration; Clinical Assistant Professor of Nursing
B.S., M.S. (Illinois State 1971, 1973); M.B.A. (Illinois 1983); Ph.D. (Southern Illinois 1997) [1997]
- WANDA G. WEBB, Assistant Professor of Speech (Language Pathology)
B.S. (Middle Tennessee State 1970); M.S. (Eastern Illinois 1971); Ph.D. (Vanderbilt 1979) [1978]

- WARREN W. WEBB, Professor of Psychiatry, Emeritus
B.A. (North Carolina 1947); Ph.D. (Duke 1952) [1956]
- AMY GREGORY WEEKS, Assistant Professor of Obstetrics and Gynecology
B.A. (Vanderbilt 1981); M.D. (Tennessee, Memphis 1985) [2005]
- DANIEL S. WEIKERT, Assistant Professor of Clinical Ophthalmology and Visual Sciences
B.S. (Indiana 1987); M.D. (Vanderbilt 1991) [1995]
- DOUGLAS R. WEIKERT, Associate Professor of Orthopaedics and Rehabilitation; Assistant Professor of Plastic Surgery; Director, Hand Division
B.S., M.D. (Vanderbilt 1983, 1987) [1993]
- Laura F. WEIKERT, Instructor in Clinical Medicine
B.A. (Virginia 1987); M.D. (Vanderbilt 1991) [1997]
- P. ANTHONY WEIL, Professor of Molecular Physiology and Biophysics
B.S. (Northern Illinois 1972); Ph.D. (Texas Health Science Center, Houston 1976) [1986]
- JANE R. WEINBERG, Assistant Clinical Professor of Psychiatry
B.S. (Polytech Institute of Brooklyn 1969); M.D. (Pennsylvania 1973) [2007]
- STUART TOBE WEINBERG, Assistant Professor of Biomedical Informatics; Assistant Professor of Pediatrics
B.S. (Dartmouth 1981); M.D. (Cincinnati 1985) [2004]
- ELIZABETH E. WEINER, Senior Associate Dean for Informatics, School of Nursing; Professor of Nursing; Professor of Biomedical Informatics
B.S.N. (Kentucky 1975); M.S.N. (Cincinnati 1978); Ph.D. (Kentucky 1982); R.N. [2000]
- MATTHEW BRET WEINGER, Norman Ty Smith Professor of Patient Safety and Medical Simulation; Professor of Anesthesiology; Professor of Biomedical Informatics
B.S., M.S. (Stanford 1978, 1978); M.D. (California 1982) [2004]
- DAVID D. WEINSTEIN, Assistant Professor of Psychiatry
B.S., M.D. (Loyola, Chicago 1979, 1982) [1998]
- JORN-HENDRIK WEITKAMP, Assistant Professor of Pediatrics
B.S. (Ruhr-University of Bochum [Germany] 1990); M.D. (Ulm [Germany] 1995) [2006]
- GLENN A. WEITZMAN, Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (SUNY, Stony Brook 1978); M.D. (Johns Hopkins 1982) [1996]
- EDWARD BRIAN WELCH, Visiting Assistant Professor of Radiology and Radiological Sciences
B.S. (Southern California 1998); Ph.D. (Mayo Clinical College of Medicine 2003) [2004]
- CHRISTOPHER A. WELLS, Instructor in Clinical Medicine
B.A. (Colgate 1993); M.D. (Medical University of South Carolina 2004) [2006]
- JACK N. WELLS, Professor of Pharmacology, Emeritus
B.S. (Park 1959); M.S., Ph.D. (Michigan 1962, 1963) [1973]
- K. SAM WELLS, Research Professor of Molecular Physiology and Biophysics; Member, Vanderbilt Kennedy Center for Research on Human Development
B.S. (Utah 1982); M.S., Ph.D. (New Mexico 1984, 1987) [2000]
- WANQING WEN, Research Associate Professor of Medicine
M.D., M.S. (Hunan Medical 1984, 1987) [2000]
- J. JASON WENDEL, Assistant Professor of Plastic Surgery
B.A. (Wabash 1992); M.D. (Indiana 1996) [2002]
- KATHARINE D. WENSTROM, Professor of Obstetrics and Gynecology
B.A. (Case Western Reserve 1976); M.A. (Columbia 1979); M.D. (Case Western Reserve 1983) [2006]
- SUSAN RAE WENTE, Professor of Cell and Developmental Biology and Chair of the Department
B.S. (Iowa 1984); Ph.D. (California, Berkeley 1988) [2002]
- JAY A. WERKHAVEN, Associate Professor of Otolaryngology
B.A. (Wittenberg 1978); M.D. (Wake Forest 1982) [1992]

- JOHN R. WERTHER, Associate Clinical Professor of Oral and Maxillofacial Surgery
B.S. (New York 1981); D.M.D. (Harvard 1986); M.D. (Vanderbilt 1988) [2007]
- ROBERT T. WERTZ, Professor of Hearing and Speech Sciences, Emeritus
A.B. (Long Beach State 1959); A.M., Ph.D. (Stanford 1964, 1967) [1992]
- RALPH E. WESLEY, Clinical Professor of Ophthalmology and Visual Sciences
B.A. (Kentucky 1967); M.D. (Vanderbilt 1972) [1979]
- GEORGE ALLEN WEST IV, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S., D.D.S. (Tennessee 1998, 2003) [2008]
- JAMES D. WEST, Assistant Professor of Medicine
B.S. (Missouri, Columbia 1989); Ph.D. (Georgia Institute of Technology 1996) [2007]
- KEVIN D. WEST, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.S. (Western Kentucky 1999); M.S., D.M.D. (Louisville 2003, 2003) [2007]
- NATALIE E. WEST, Instructor in Medicine
B.S., M.D. (South Florida 1999, 2004) [2007]
- W. SCOTT WEST, Assistant Clinical Professor of Psychiatry
A.B., M.D. (Tennessee 1976, 1982) [1986]
- MARGARET WESTLAKE, Librarian, Eskind Biomedical Library
B.A. (Wittenberg 1975); M.L.S. (Peabody 1976) [1979]
- J. DENISE WETZEL, Senior Associate in Pediatrics
B.S. (Arkansas State 1982) [1993]
- S. PATRICK WHALEN, Assistant Professor of Medicine
B.S., M.D. (Wake Forest 1996, 2000) [2008]
- URSULA P. WHALEN, Assistant Professor of Medicine
B.A. (Boston College 1993); M.D. (Wake Forest 2000) [2008]
- VALERIE WHATLEY, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics
B.S. (Kentucky 1993); M.D. (South Alabama 1997) [2007]
- ARTHUR P. WHEELER, Associate Professor of Medicine
B.A., M.D. (Maryland 1978, 1982) [1989]
- PAUL W. WHEELER, Assistant Clinical Professor of Medicine
B.S. (Samford 1973); M.D. (Alabama 1977) [1983]
- WILLIAM O. WHETSELL, JR., Professor of Pathology, Emeritus
B.S. (Wofford 1961); M.S., M.D. (Medical University of South Carolina 1964, 1966) [1983]
- BOBBY J. WHITE, Instructor in Clinical Medicine
B.S. (Middle Tennessee State 1980); M.D. (Tennessee, Memphis 1985) [1995]
- DAVID J. WHITE, Clinical Instructor in Pediatrics
B.S. (Texas A & M 1988); M.D. (Texas 1995) [1998]
- JOAN W. WHITE, Assistant Clinical Professor of Pediatrics
B.S. (Virginia Polytechnic 1981); M.D. (Medical College of Virginia 1986) [1989]
- RICHARD O. WHITE III, Clinical Instructor in Pediatrics
B.S. (Duke 1998); M.D. (Vanderbilt 2002) [2006]
- STEVEN JOHN WHITE, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics
A.B. (Franklin and Marshall 1978); M.D. (Pittsburgh 1983) [1992]
- TERESA S. WHITE, Clinical Instructor in Pediatrics
B.A. (Goucher 1995); M.D. (Eastern Virginia 2001) [2006]
- ROBERT H. WHITEHEAD, Research Professor of Medicine; Research Professor of Cell and Developmental Biology; Research Professor of Cancer Biology
B.Sc. (Queensland 1965); M.Sc. (Queensland [Australia] 1968); Ph.D. (Wales 1975) [1999]
- RICHARD R. WHITESSELL, Research Assistant Professor of Molecular Physiology and Biophysics
B.A. (Indiana 1970); Ph.D. (Vanderbilt 1976) [1985]

- JAMES ALAN WHITLOCK, Craig-Weaver Professor of Pediatrics; Director, Division of Pediatric Hematology/Oncology
B.S. (Southwestern at Memphis 1980); M.D. (Vanderbilt 1984) [1991]
- JONNA H. WHITMAN, Instructor in Clinical Family Medicine
B.A. (Williams 1990); M.D. (Virginia 1994) [2005]
- DONNA C. WHITNEY, Assistant Professor of Clinical Pediatrics
B.S. (San Diego State 1988); M.D. (Uniformed Services 1992) [2006]
- GINA M. WHITNEY, Instructor in Clinical Pediatrics
B.A. (Brown 1994); M.D. (Tulane 1998) [2005]
- CHRISTINE M. WHITWORTH, Clinical Instructor in Obstetrics and Gynecology
B.S. (Memphis State 1978); M.D. (Tennessee 1983) [1991]
- PAT WINSTON WHITWORTH, JR., Associate Clinical Professor of Surgery
B.A. (Tennessee 1979); M.D. (Tennessee, Memphis 1983) [2004]
- THOMAS C. WHITWORTH, Associate Clinical Professor of Pediatrics
B.A. (David Lipscomb 1966); M.D. (Vanderbilt 1970) [1975]
- CRAIG WIERUM, Assistant Clinical Professor of Medicine
B.S. (Duke 1984); M.D. (North Carolina 1990) [1995]
- RYAN B. WIESEMANN, Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.B.A. (Emory 1999); M.S. (Louisville 2004); D.M.D. (Louisville School of Dentistry 2004) [2008]
- MARK A. WIGGER, Assistant Professor of Medicine
B.A. (Tennessee, Knoxville 1978); M.D. (East Tennessee State 1984) [2006]
- JOHN P. WIKSWO, JR., Gordon A. Cain University Professor; A. B. Learned Professor of Living State Physics; Professor of Physics; Professor of Biomedical Engineering; Professor of Molecular Physiology and Biophysics
B.A. (Virginia 1970); M.S., Ph.D. (Stanford 1973, 1975) [1977]
- KIMBRA S. WILDER, Librarian, Eskind Biomedical Library
B.A. (Lincoln Memorial 1995); M.S.I.S. (Tennessee 1996) [1997]
- GEOFFREY E. WILE, Assistant Professor of Radiology and Radiological Sciences
B.S. (Belmont 1998); M.D. (Tennessee 2002) [2008]
- RONALD G. WILEY, Professor of Neurology; Professor of Pharmacology; Investigator, Center for Molecular Neuroscience
B.S., M.D., Ph.D. (Northwestern 1972, 1975, 1975) [1982]
- LYNN L. WILKENING, Instructor in Obstetrics and Gynecology
B.S. (Belmont 1994); M.S.N. (Case Western Reserve 1999); C.N.M. [2007]
- ELISABETH DONLEVY WILLERS, Assistant Professor of Medicine
B.S. (North Carolina, Chapel Hill 1995); M.D. (Bowman Gray 2000) [2004]
- ANNETTE WILLIAMS, Librarian, Eskind Biomedical Library
B.A. (SUNY, Binghamton 1988); M.L.S. (SUNY, Buffalo 1991) [1993]
- ARTHUR E. WILLIAMS, Instructor in Clinical Family Medicine
B.S. (Providence 1982); D.O. (New England College of Osteopathy 1982) [2004]
- BRAD V. WILLIAMS, Psychiatrist, Student Health Service; Assistant Clinical Professor of Psychiatry
B.A., M.D. (Mississippi 1973, 1981) [1985]
- CHARLES W. WILLIAMS, JR., Adjunct Associate Professor of Oral and Maxillofacial Surgery
B.S. (Langston 1968); D.D.S. (Meharry Medical 1972) [1978]
- CHRISTOPHER S. WILLIAMS, Assistant Professor of Clinical Medicine; Assistant Professor of Cancer Biology
B.Sc. (Brigham Young 1992); Ph.D., M.D. (Vanderbilt 1999, 2002) [2006]
- DAVID B. WILLIAMS, Instructor in Surgery
B.S. (Stanford 1995); M.D. (Tennessee, Memphis 2000) [2007]

- JASON M. WILLIAMS, Research Assistant Professor of Radiology and Radiological Sciences
B.S. (Louisiana State 1997); Ph.D. (Tennessee Health Science Center 2004) [2007]
- JENNIFER R. WILLIAMS, Assistant Professor of Radiology and Radiological Sciences
B.S. (North Carolina, Chapel Hill 1994); M.D. (Texas, San Antonio 2001) [2007]
- JOHN VANCE WILLIAMS, Assistant Professor of Pediatrics; Assistant Professor of
Microbiology and Immunology
B.S. (Virginia 1990); M.D. (Medical College of Virginia 1994) [2003]
- KENT C. WILLIAMS, Assistant Professor of Pediatrics
B.S. (Wheaton 1989); M.D. (Illinois 1998) [2004]
- LAURA ANN WILLIAMS, Assistant Professor of Medicine
B.S. (Duke 1997); M.D. (Texas, San Antonio 2001) [2007]
- LAURA L. WILLIAMS, Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Wake Forest 1980, 1984) [1990]
- MISTI D. WILLIAMS, Assistant in Pediatrics
B.A. (Bard 1997); M.S. (Cincinnati 2006) [2006]
- PATRICIA STICCA WILLIAMS, Clinical Instructor in Pediatrics
B.A. (Rochester 1989); M.D. (SUNY, Buffalo 1993) [1999]
- PHILLIP E. WILLIAMS, Research Associate Professor of Surgery
B.S. (Middle Tennessee State 1974) [1984]
- SARALYN R. WILLIAMS, Associate Professor of Clinical Medicine; Associate Professor of
Emergency Medicine
B.S. (Erskine 1986); M.D. (Duke 1990) [2006]
- SCOTT MATTHEW WILLIAMS, Associate Professor of Molecular Physiology and Biophysics;
Associate Professor of Pediatrics; Adjunct Research Associate Professor of Medicine,
Meharry Medical College
A.B. (Chicago 1976); Ph.D. (Washington University 1981) [1999]
- STACEY M. WILLIAMS, Clinical Instructor in Pediatrics
B.S., M.D. (Pittsburgh 1990, 1997) [2000]
- W. CARTER WILLIAMS, JR., Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1953, 1956) [1963]
- IDA MICHELE WILLIAMS-WILSON, Clinical Instructor in Pediatrics
B.S., M.D. (Vanderbilt 1989, 1993) [1996]
- BRIAN D. WILLIAMSON, Assistant Clinical Professor of Medicine
B.A. (Case Western Reserve 1982); M.D. (Ohio State 1986) [2001]
- MARCIA L. WILLS, Assistant Professor of Pathology
B.A. (Hastings 1984); M.D. (Dartmouth 1992) [2004]
- MORGAN JACKSON WILLS, Assistant Clinical Professor of Medicine
B.A. (Princeton 1990); M.D. (Vanderbilt 1996) [2001]
- AMANDA GRACE WILSON, Assistant Professor of Psychiatry
B.S., M.D. (Alabama 1998, 2002) [2007]
- GREGORY J. WILSON, Assistant Professor of Pediatrics
B.A., M.D. (Johns Hopkins 1982, 1987) [1992]
- KEITH T. WILSON, Professor of Medicine; Professor of Cancer Biology
B.A. (Cornell 1982); M.D. (Harvard 1986) [2005]
- RONALD BRUCE WILSON, Adjunct Assistant Professor of Pathology
B.S., D.V.M. (Michigan State 1975, 1977) [1983]
- ANGELA WILSON-LIVERMAN, Assistant Professor of Obstetrics and Gynecology
B.S. (North Carolina, Chapel Hill 1990); M.S.N. (Vanderbilt 1999) [2007]
- DANNY G. WINDER, Associate Professor of Molecular Physiology and Biophysics;
Investigator, Vanderbilt Kennedy Center for Research on Human Development;
Investigator, Center for Molecular Neuroscience
B.S. (North Georgia College and State University 1990); Ph.D. (Emory 1995) [1999]

- CARL E. WINGO, Clinical Instructor in Obstetrics and Gynecology
M.D. (Miami [Florida] 1986) [1994]
- LAURA S. WINSLOW, Assistant in Medicine; Clinical Instructor in Nursing
B.S.N. (New Hampshire 1984); M.S.N. (Tennessee State 2000); R.N. [2001]
- NAT T. WINSTON, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt 1950, 1953) [1964]
- LINDA WIRTH, Assistant Clinical Professor of Psychiatry
B.A. (Iowa 1967); M.S.S.W. (Tennessee 1978) [1987]
- ANNE COURTER WISE, Clinical Instructor in Obstetrics and Gynecology
B.S. (William and Mary 1990); M.D. (Johns Hopkins 1996) [2000]
- PAUL E. WISE, Assistant Professor of Surgery
B.S. (Georgetown 1992); M.D. (Johns Hopkins 1996) [2004]
- WILLIAM S. WISEMAN II, Clinical Instructor in Pediatrics
B.S. (David Lipscomb 1990); M.D. (Medical College of Georgia 1995) [2000]
- WENDY WISER, Clinical Instructor in Family Medicine
D.O. (Kirkville College of Osteopathic Medicine 2000) [2006]
- JOHN D. WITHERSPOON, Clinical Instructor in Otolaryngology
B.A. (Yale 1964); M.D. (Tennessee 1968) [1984]
- SUSAN WODICKA, Assistant Professor of Medicine (On leave fall 2008)
B.S., M.D. (Vanderbilt 1971, 1975) [1989]
- BRUCE L. WOLF, Assistant Clinical Professor of Medicine
B.A. (Amherst 1977); M.D. (Louisville 1982) [1989]
- LAWRENCE K. WOLFE, Professor of Clinical Medicine
B.A., M.D. (Vanderbilt 1957, 1960) [1968]
- STEVEN N. WOLFF, Associate Professor of Medicine at Meharry Medical College;
Associate Professor of Medicine at Vanderbilt
B.A. (Queens 1969); M.D. (Illinois 1974) [2005]
- BENJAMIN D. WOMACK, Assistant Professor of Clinical Medicine
B.S. (Mississippi State 2000); M.D. (Washington University 2005) [2008]
- JULIANNE STOUT WOMACK, Clinical Instructor in Pediatrics
B.S. (Purdue 1991); M.D. (Indiana 1995) [1999]
- ALASTAIR J. J. WOOD, Professor of Medicine, Emeritus
M.B., Ch.B. (Saint Andrews [Scotland] 1970) [1977]
- G. WALLACE WOOD, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt 1962, 1966) [1972]
- G. WAYNE WOOD, Assistant in Medical Education and Administration
B.S. (Tennessee 1980); M.L.A.S. (Vanderbilt 2007) [1996]
- AUBAINE M. WOODS, Instructor in Clinical Emergency Medicine; Instructor in Clinical Pediatrics
B.A. (Miami [Ohio] 1998); M.D., M.S.P.H. (Louisville 2004, 2004) [2007]
- GRAYSON NOEL WOODS, Clinical Instructor in Obstetrics and Gynecology
B.S. (Colorado 1994); M.D. (East Tennessee State 1998) [2002]
- ROBERT C. WOODS, Assistant Clinical Professor of Medicine
B.S. (Washington and Lee 1984); M.D. (Medical College of Virginia 1988) [2006]
- STEPHEN C. WOODWARD, Professor of Pathology, Emeritus
M.D. (Emory 1959) [1985]
- ALISON L. WOODWORTH, Assistant Professor of Pathology
B.S. (Vanderbilt 1996); Ph.D. (Washington University 2003) [2007]
- ROBERT J. WORKMAN, Associate Professor of Clinical Medicine
A.B. (Princeton 1964); M.D. (Harvard 1969) [1975]
- JOHN A. WORRELL, Professor of Radiology and Radiological Sciences
B.S. (McNeese State 1968); M.D. (Vanderbilt 1971) [1989]

- BETTY WORRI, Assistant Professor of Clinical Anesthesiology
M.D. (Ghana 1987) [2007]
- KEITH WRENN, Professor of Emergency Medicine; Associate Professor of Medicine
B.S. (Baylor 1972); M.D. (Emory 1976) [1992]
- CHRISTOPHER V. E. WRIGHT, Molecular Diabetes Research Professor; Professor of Cell and Developmental Biology
B.Sc. (Warwick 1980); D.Phil. (Oxford 1984) [1990]
- DAVID W. WRIGHT, Associate Professor of Chemistry; Associate Professor of Pediatrics
B.A., B.S. (Tulane 1988); Ph.D. (Massachusetts Institute of Technology 1993) [2001]
- JOHN E. WRIGHT, Assistant Clinical Professor of Pathology
B.S. (Houston 1980); M.D. (Baylor 1984) [2002]
- JOHN KELLY WRIGHT, JR., Professor of Surgery
B.S. (Vanderbilt 1977); M.D. (Johns Hopkins 1981) [1990]
- PATTY WALCHAK WRIGHT, Assistant Professor of Medicine
B.S. (Western Kentucky 1993); M.D. (Alabama 1997) [2002]
- PETER F. WRIGHT, Professor of Pediatrics; Professor of Microbiology and Immunology; Professor of Pathology
B.A. (Dartmouth 1964); M.D. (Harvard 1967) [1974]
- SCOTT WRIGHT, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (California, Davis 1991); M.Aud. (Auckland 1995) [2006]
- SETH W. WRIGHT, Associate Professor of Emergency Medicine
B.S. (California, Davis 1981); M.D. (Michigan 1985) [1989]
- GUANQING WU, Associate Professor of Medicine; Associate Professor of Cell and Developmental Biology
M.D. (Nanjing Railway Medical College 1982); Ph.D. (Peking Union Medical School 1991) [2001]
- HSAIO-HUEI (JULI) WU, Research Instructor in Biochemistry
B.S. (SooChow 1987); M.S. (California State 1992); Ph.D. (Beckman Research Institute 2000) [2006]
- HUIYUN WU, Associate in Biostatistics
B.S. (Nanchang Health 1982); M.S. (Quindao Medical 1989); Ph.D. (Chinese Academy of Preventive Medicine 1996); M.S. (Southern California 2003) [2004]
- JANE Y. WU, Adjunct Professor of Pediatrics
M.B., B.S. (Shanghai Medical 1986); Ph.D. (Stanford 1991) [2003]
- LAN WU, Research Assistant Professor of Microbiology and Immunology
M.D. (Tongji Medical [China] 1982) [2001]
- WAYNE WEI WU, Instructor in Ophthalmology and Visual Sciences
B.S. (Peking 1990); Ph.D. (Wisconsin, Madison 1996); M.D. (Michigan, Ann Arbor 2002) [2006]
- CURTIS A. WUSHENSKY, Assistant Professor of Radiology and Radiological Sciences
B.A. (Pennsylvania 1975); M.D. (Pittsburgh 1979) [2000]
- KENNETH N. WYATT, Instructor in Clinical Pediatrics; Clinical Instructor in Nursing
B.A., M.D. (Michigan State 1968, 1979) [1984]
- KIMBERLEE D. WYCHE-ETHERIDGE, Adjunct Instructor in Pediatrics
B.A. (Amherst 1987); M.D. (Massachusetts 1993); M.P.H. (Harvard 2000) [2004]
- DAVID A. WYCKOFF, Assistant Clinical Professor of Pediatrics
B.A. (Princeton 1996); M.D. (Tennessee 2000) [2007]
- KENNETH W. WYMAN, Assistant Professor of Medicine; Clinical Assistant Professor of Nursing
B.S. (Murray State 1986); M.D. (Louisville 1990) [2000]
- FEN XIA, Assistant Professor of Radiation Oncology; Assistant Professor of Cancer Biology
M.Sc., M.D. (Suzhou Medical [China] 1986, 1983); Ph.D. (Harvard 1996) [2002]

- BIN XIANG, Research Assistant Professor of Medicine
B.S. (Sichuan Normal [China] 1995); M.S. (Beijing Normal [China] 1998); Ph.D. (Fudan [China] 2001) [2007]
- ZIXIU XIANG, Research Assistant Professor of Pharmacology
B.S., M.S. (Fudan [China] 1986, 1986); Ph.D. (Yale 1995) [2006]
- BAOGANG JONATHAN XU, Assistant Professor of Neurological Surgery; Assistant Professor of Cancer Biology
B.S. (Lee 1999); Ph.D. (Vanderbilt 2005) [2005]
- LEI XU, Research Assistant Professor of Biostatistics
M.S., Ph.D. (Michigan 2004, 2007) [2008]
- XIAOCHUAN CAROL XU, Research Assistant Professor of Medicine
M.D. (Sun Yat-Sen Medical 1988); Ph.D. (Université des Sciences de Lille [France] 1997) [2001]
- FANG YAN, Research Assistant Professor of Pediatrics
B.S. (Nankai [China] 1986); M.D. (Tianjin Medical 1991); Ph.D. (Louisville 1997) [2001]
- HEPING YAN, Research Assistant Professor of Radiation Oncology
M.D. (West China University of Medical Sciences 1973) [2007]
- PATRICIA GALE YANCEY, Research Assistant Professor of Medicine
B.S. (Averett 1986); Ph.D. (Wake Forest 1993) [2002]
- EDMUND Y. YANG, Assistant Professor of Pediatric Surgery
A.B. (Cornell 1984); Ph.D., M.D. (Vanderbilt 1992, 1993) [2003]
- ELIZABETH YANG, Associate Professor of Pediatrics; Associate Professor of Cell and Developmental Biology; Associate Professor of Cancer Biology
A.B., M.S. (Chicago 1980, 1980); M.D., Ph.D. (Stanford 1987, 1987) [1997]
- GONG YANG, Research Assistant Professor of Medicine
M.D. (Zhejiang [China] 1984); M.P.H. (Shanghai Medical 1990) [2000]
- JIN-LONG YANG, Research Instructor in Ophthalmology and Visual Sciences
M.D. (Shanghai Medical 1969) [2007]
- JINMING YANG, Research Instructor in Cancer Biology
B.S., M.S. (Shanxi Medical 1982, 1986); Ph.D. (Dalian Medical [China] 1998) [2004]
- LI YANG, Research Assistant Professor of Cancer Biology
B.S. (Sichuan [China] 1987); M.S. (Wuhan [China] 1989); M.D. (Vanderbilt 2004) [2005]
- TAO YANG, Research Associate Professor of Medicine
B.S., M.S. (Hubei Medical [China] 1979, 1987); Ph.D. (Tromsø [Norway] 1992) [1995]
- XIANGLI YANG, Assistant Professor of Medicine; Assistant Professor of Pharmacology
B.S. (Guangxi Normal 1982); M.S. (Mississippi State 1994); Ph.D. (Alabama, Birmingham 1999) [2006]
- THOMAS E. YANKEELOV, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Physics; Assistant Professor of Biomedical Engineering; Assistant Professor of Cancer Biology
B.A. (Louisville 1996); M.A., M.S. (Indiana University 1998, 2000); Ph.D. (SUNY, Stony Brook 2003) [2005]
- BING YAO, Research Assistant Professor of Medicine
M.D. (Xuzhou Medical [China] 1985); Ph.D. (Nanjing Medical [China] 2001) [2007]
- SONG-YI YAO, Research Assistant Professor of Neurology
M.D., M.S. (Shanghai 1977, 1979) [2000]
- JOSHUA L. YARBROUGH, Assistant in Anesthesiology
B.S. (Memphis 1993); M.S. (Vanderbilt 1995) [2002]
- MARY I. YARBROUGH, Associate Professor of Clinical Medicine; Medical Director, Center for Occupational and Environmental Medicine; Assistant Professor of Preventive Medicine
B.S., M.D. (Vanderbilt 1976, 1981); M.P.H. (Johns Hopkins 1990) [1994]

- WENDELL GRAY YARBROUGH, Associate Professor of Otolaryngology; Associate Professor of Cancer Biology
A.B., M.D. (North Carolina 1985, 1989) [2003]
- AIDA YARED, Assistant Professor of Pediatrics
B.S., M.D. (American University of Beirut 1976, 1980) [1986]
- EUGENIA M. YAZLOVITSKAYA, Research Assistant Professor of Radiation Oncology
M.S. (Kiev State 1984); Ph.D. (Palladin Institute [Ukraine] 1997) [2002]
- FEI YE, Instructor in Biostatistics
B.S. (Southeast University for Nationalities [China] 2001); M.P.H. (South Carolina 2004);
Ph.D. (South Carolina School of Public Health 2007) [2007]
- MADHU S. YELAMELI, Adjunct Assistant Professor of Anesthesiology
B.S. (Mahajans Junir 1984); M.D. (Government Medical College [Mysore] 1989) [2007]
- YAJUN YI, Research Assistant Professor of Medicine
M.D. (Hengyang Medical 1986); Ph.D. (Manitoba 1997); M.S. (Loyola, Chicago 2000)
[2001]
- DENGPING YIN, Assistant Professor of Surgery
M.D. (Three Gorges Medical [China] 1983); M.S., Ph.D. (Tongji Medical [China] 1987,
1992) [2006]
- HUIYONG YIN, Research Assistant Professor of Medicine; Research Assistant Professor of
Pharmacology
B.S. (Tongi 1992); M.S. (Shanghai Institute of Organic Chemistry 1996); Ph.D. (Vanderbilt
2002) [2003]
- CHRISTINA YNARES, Assistant Clinical Professor of Medicine
B.S., M.D. (Philippines 1968, 1972) [1981]
- NYORDANOS YOHANNES, Assistant Professor of Anesthesiology
B.A. (California, Berkeley 1995); M.D. (Indiana 2000) [2006]
- TADAYUKI YONEYAMA, Clinical Instructor in Pediatrics
B.S. (Duke 1990); M.D. (Medical College of Virginia 1994) [1998]
- TOSHITAKA YOSHII, Research Assistant Professor of Orthopaedics and Rehabilitation
M.D. (Toko Medical and Dental [Japan] 1999) [2007]
- PAMPEE PAUL YOUNG, Assistant Professor of Pathology; Assistant Professor of Medicine
B.A. (Rice 1990); Ph.D. (Texas, Southwestern Medical Center 1996); M.D. (Texas,
Southwestern 1998) [2003]
- RUTH T. YOUNG, Assistant Professor of Clinical Medicine
B.A. (Duke 1972); M.A. (Minnesota 1974); M.D. (Tennessee, Memphis 1977) [1995]
- CHANG YU, Assistant Professor of Biostatistics
B.S. (University of Science and Technology [China] 1990); M.S. (Southern Maine 1993);
M.S. (Minnesota 1995); Ph.D. (Yale 1998) [2004]
- ERIN N.Z. YU, Instructor in Pathology
B.S. (West Virginia 2002); D.V.M. (Ohio State 2006) [2008]
- XIUPING YU, Research Assistant Professor of Urologic Surgery
B.Sc. (Nankai [China] 1991); M.Sc., Ph.D. (Dalian Medical [China] 1994, 2000) [2008]
- JOHN MATTHEW YUILL, Clinical Instructor in Pediatrics
B.S., M.D. (Kentucky 1995, 2000) [2004]
- FIONA ELIZABETH YULL, Assistant Professor of Cancer Biology
B.Sc. (Saint Andrews [Scotland] 1985); D.Phil. (Oxford [England] 1989) [1998]
- MICHAIL ZABOIKIN, Research Assistant Professor of Medicine
M.S. (Moscow Physical Engineering Institute 1973); Ph.D. (All-Union Cancer Research
Center 1983) [1999]
- ALEXANDER ZAIKA, Assistant Professor of Surgery; Assistant Professor of Cancer Biology
B.S., M.S. (Petersburg State 1983, 1986); Ph.D. (University of Chemical Technology
1995) [2005]

- DAVID H. ZALD, Associate Professor of Psychology, College of Arts and Science; Associate Professor of Psychiatry; Investigator, Vanderbilt Kennedy Center for Research on Human Development
B.A. (Michigan 1989); Ph.D. (Minnesota 1997) [2000]
- RICHARD M. ZANER, Ann Geddes Stahlman Professor of Medicine, Emeritus
B.S. (Houston 1957); M.A., Ph.D. (New School for Social Research 1959, 1961) [1981]
- MICHAEL D. ZANOLLI, Associate Clinical Professor of Medicine
B.S. (Memphis State 1977); M.D. (Tennessee 1981) [1992]
- EDWARD Y. ZAVALA, Research Assistant Professor of Surgery
B.S. (San Diego State 1978); M.B.A. (Phoenix 1992) [2003]
- DAVID L. ZEALUAR, Professor of Otolaryngology
B.S. (California, Davis 1970); Ph.D. (California, San Francisco 1979) [1986]
- FENGHUA ZENG, Research Assistant Professor of Medicine
B.S., M.D., Ph.D. (Shandong [China] 1987, 1996, 2000) [2006]
- HUAIREN ZENG, Instructor in Radiology and Radiological Sciences
B.S. (Xiantan 1987); M.S. (Beijing 1990); Ph.D. (Kent State 1999) [2005]
- ROY ZENT, Associate Professor of Medicine; Associate Professor of Cancer Biology; Associate Professor of Cell and Developmental Biology
M.B., B.Ch. (Witwatersrand [South Africa] 1984); Ph.D. (Toronto 1997) [2000]
- BING ZHANG, Assistant Professor of Biomedical Informatics
B.S., M.S. (Nanjing 1993, 1996); Ph.D. (Chinese Academy of Sciences 1999) [2006]
- MING-ZHI ZHANG, Assistant Professor of Medicine; Assistant Professor of Cancer Biology
M.D., M.S. (Xuzhou Medical [China] 1985, 1990) [2007]
- XIANGLAN ZHANG, Research Instructor in Medicine
M.D. (Zhejiang 1989); M.P.H. (Vanderbilt 2003) [2005]
- YAHUA ZHANG, Research Assistant Professor of Medicine
M.D. (Nantong Medical School 1986) [2003]
- ZHONGHUA ZHANG, Research Instructor in Pathology
M.D., M.S. (Shanghai Medical 1992, 1995) [2004]
- BIN ZHAO, Research Assistant Professor of Biochemistry
B.S. (Beijing University of Chinese Medicine 1993); Ph.D. (Shanghai Institute of Materia Medica 2002) [2005]
- DAVID XIAO-MING ZHAO, Harry and Shelley Page Associate Professor of Interventional Cardiology; Associate Professor of Medicine
M.D. (Shanghai Medical 1985); Ph.D. (Queensland [Australia] 1992) [2001]
- MING ZHAO, Research Assistant Professor of Medicine
M.D. (Hebei Medical [China] 1983); M.M.S., Ph.D. (Academy of Military Medical Sciences [China] 1989, 1989) [2006]
- WEI ZHENG, Professor of Medicine; Ingram Professor of Cancer Research
M.D., M.P.H. (Shanghai Medical University 1983, 1986); Ph.D. (Johns Hopkins 1992) [2000]
- TAO PETER ZHONG, Assistant Professor of Medicine; Assistant Professor of Cell and Developmental Biology; Assistant Professor of Pharmacology
B.S. (Shanghai Medical 1987); Ph.D. (SUNY, Stony Brook 1995) [2001]
- CHUAN ZHOU, Assistant Professor of Biostatistics
B.S. (Peking 1996); M.S., M.S. (Maryland 1998, 2000); Ph.D. (University of Washington 2003) [2005]
- JING ZHOU, Research Instructor in Microbiology and Immunology
B.S., M.S. (Ocean University of Qingdao [China] 1978, 1982); Ph.D. (Chinese Academy of Science 1986) [2003]
- SHAN-REN ZHOU, Assistant Clinical Professor of Neurology
M.D. (Hsu Chou Medical College 1978) [1999]

- WEISONG ZHOU, Research Instructor in Medicine
B.S., M.S. (Yangzhou [China] 1983, 1989); Ph.D. (Kentucky 2001) [2003]
- CHONGBIN ZHU, Research Assistant Professor of Pharmacology
M.D., M.S. (Anhui College of Traditional Chinese Medicine 1986, 1989); Ph.D. (Shanghai Medical 1995) [2005]
- XIANG-ZHU ZHU, Visiting Associate Professor of Medicine
M.D. (Shanghai Medical 1990); M.S. (Nantong Medical College 2004) [2008]
- YUWEI ZHU, Associate in Biostatistics
M.D. (Shanghai Medical 1993); M.S. (Texas 1998) [2004]
- JOHN A. ZIC, Assistant Professor of Medicine; Associate Dean for Admissions, School of Medicine
B.S. (Notre Dame 1987); M.D. (Vanderbilt 1991) [1995]
- ANDRIES ZIJLSTRA, Assistant Professor of Pathology; Assistant Professor of Cancer Biology
B.S., Ph.D. (Washington State 1993, 1998) [2006]
- CARL W. ZIMMERMAN, Professor of Obstetrics and Gynecology
B.S. (Peabody 1969); M.D. (Tennessee 1972) [2004]
- LISA J. ZIMMERMAN, Research Assistant Professor of Biochemistry
B.A. (Wilkes 1993); M.S., Ph.D. (Vanderbilt 1995, 1998) [2003]
- SANDRA S. ZINKEL, Assistant Professor of Medicine; Assistant Professor of Cancer Biology; Assistant Professor of Cell and Developmental Biology
B.S. (Indiana University 1982); Ph.D. (Yale 1989); M.D. (Chicago 1995) [2005]
- ROGER J. ZOOROB, Professor and Chair, Family and Community Medicine at Meharry Medical College; Professor and Program Director for Family Medicine at Vanderbilt
B.S., M.D., M.P.H. (American University of Beirut 1981, 1985, 1988) [2004]
- SALMAN ZUBAIR, Instructor in Neurology
B.S. (Government College [Pakistan] 1994); M.D. (Kind Edward Medical College [Pakistan] 2000) [2008]
- MARY M. ZUTTER, Professor of Pathology; Professor of Cancer Biology; Director, Division of Hematopathology; Ingram Professor of Cancer Research
B.S., M.D. (Tulane 1976, 1981) [2003]
- LAURENCE J. ZWIEBEL, Professor of Biological Sciences; Professor of Pharmacology; Investigator, Center for Molecular Neuroscience
B.S. (SUNY, Stony Brook 1980); M.S. (Michigan 1982); Ph.D. (Brandeis 1992) [1997]
- TERESA ZYGLEWASKA, Assistant Clinical Professor of Neurology
M.S., M.D., Ph.D. (Academy of Medicine, Bialystok [Poland] 1983, 1986, 1990) [2008]

Register of Students

First-Year Class

Carmen Michelle Adams (B.S., University of Notre Dame) Brentwood, TN
Amil Hari Corinne Allen (B.A., Johns Hopkins University) Nassau, Bahamas
Gabriela Maria Andrade (B.A., University of North Carolina [Chapel Hill]) Brentwood, TN
Jennifer Michelle Andresen (B.A., Princeton University) Champaign, IL
Rachel Kathryn Price Apple (B.A., Princeton University) Nashville, TN
Jacob Ark (B.S., Wittenberg University) Springfield, OH
Katie Ilene Ayers (B.A., Ohio Wesleyan University) Ostrander, OH
Brian Scott Barnett (B.A., University of Pennsylvania) Salyersville, KY
Arter Biggs (B.S., Grambling State University) Birmingham, AL
Kelly Louise Bingham (B.S., Murray State University) Aurora, IN
Edem Binka (B.A., Vassar College) Accra, Ghana
Marissa Christine Blanco (B.S., Yale University) Earlysville, VA
Sarah Kathleen Bourne (B.A., Harvard University) Nepean, Ontario
Carrie Colleen Buchanan (B.S., Massachusetts Institute of Technology) Carthage, TX
Nicholas Edward Burjek (B.E., Vanderbilt University) Downers Grove, IL
Michael Charles Burns (B.S., University of Notre Dame) Eugene, OR
Rachael Rae Chase (B.A., Indiana State University) Freelandville, IN
Michael Heng-Jah Chi (B.E., Vanderbilt University) Johnson City, TN
Chukwudi Obiora Chiaghana (B.S., Morehouse College) Anambra,
Ankeet Amrish Choxi (B.E., Vanderbilt University) Lawrenceville, GA
Jacqueline Alexandra Clauss (B.A., Johns Hopkins University) Medford, NJ
Emily Rachel Cooperstein (B.A., University of Notre Dame) Pittsburgh, PA
Megan Ruth Culler (B.S., University of Kentucky) Lexington, KY
Benjamin Jurrien Dean (B.S., Stanford University) Bethesda, MD
Sarah Elizabeth Deery (B.S., Vanderbilt University) Lexington, KY
Sraavan Choudary Dhulipala (B.S., Emory University) Atlanta, GA
Carol Jia-Rou Duh (B.S., Yale University) Flemington, NJ
Alia Durrani (B.E., Vanderbilt University) Cincinnati, OH
Kristen Laurel Eckstrand (B.A., Beloit College) Rockville, MD
Kimberly Ann Edwards (B.S., University of California [San Diego]) San Jose, CA
Daniel Eshaghian (B.A., University of California [Los Angeles]) Encino, CA
David Bein Eskind (B.A., New York University) Nashville, TN
Stephanie Anne Flavin (B.S., Massachusetts Institute of Technology) Sudbury, MA
David Fallon Friedlander (B.A., Bowdoin College) Del Mar, CA
Ryan Andrew Fritz (B.S., University of Virginia) Suffern, NY
Christian Jan Fuchs (B.S., University of Pennsylvania) Nashville, TN
Adrian Arthur Furman (B.S., Stanford University) Wasilla, AK
Matthew Grady Gartland (B.A., Harvard University) Morristown, NJ
Eryka Ann Felecia Gayle (B.S., University of Florida) Sunrise, FL
Justin Robert Gregg (B.S., Vanderbilt University) Fairfield, CT
Lucile Parker Gregg (B.A., Rice University) Fort Worth, TX
Nicole Angele Hames (B.S., Vanderbilt University) Alpharetta, GA
Rimal Hanif (B.A., B.S., University of Florida) North Lauderdale, FL
Catherine Renee Hawley (B.S., Duke University) Lewisville, NC
Dustin Michael Hipp (B.S., Georgia Institute of Technology) Fayetteville, GA
William Blake Hooper (B.S., Vanderbilt University) Springfield, TN

Emory Lutan Hsu (B.A., Harvard University) Winter Springs, FL
Tendeukai Ratidzo Hungwe (B.S., Michigan Technological University) Houghton, MI
Christine Lorraine Kirlew (B.S., University of Florida) Coconut Creek, FL
Joseph James Knadler (B.S., Vanderbilt University) Crestview Hills, KY
Byron Clarence Knowles (B.S., Dillard University) Nassau, Bahamas
Peter B. Knowlton (B.S., Duke University) Reidsville, NC
Daniel Mark Koehler (B.S., University of Notre Dame) Pickerington, OH
Elizabeth Susan Lio (B.S., Vanderbilt University) McAllen, TX
Carol Rozear Logan (B.A., College of William and Mary) Arlington, VA
Zurabi Lominadze (B.A., Vanderbilt University) Louisville, KY
Alexandra Christine Lunt (B.S., Johns Hopkins University) Norwich, VT
Rajshri Mainthia (B.S., Virginia Commonwealth University) Fullerton, CA
David Eli Marcovitz (B.A., Princeton University) Ambler, PA
Allison Neal Martin (B.S., University of Louisville) Greenville, KY
Emily Elizabeth Maston (B.A., University of Pennsylvania) West Hollywood, CA
Shannon Marie McConaughy (B.S., Vanderbilt University) Huntsville, AL
Puneet Mishra (B.S., Vanderbilt University) Nashville, TN
Akshitkumar Maheshbhai Mistry (B.S., University of Virginia) Collinsville, VA
Melissa Anne Musser (B.S., B.M., University of Oklahoma) Amarillo, TX
Conrad Spencer Myler (B.S., Michigan State University) Potsdam, NY
Niraj Rama Nathan (B.A., Harvard University) Hernando, FL
Nathan Michael O'Brien (B.S., University of Florida) Orlando, FL
Rejoice Ngozi Bless Opara (B.A., Harvard University) Westwood, MA
Fernando Ovalle (B.A., Rice University) Birmingham, AL
Anita Kochikar Pai (B.S., Duke University) Nashville, TN
Ravi Sudhir Parikh (B.A., CUNY Brooklyn College) Brooklyn, NY
Samit Atul Patrawala (B.S., University of South Alabama) Farmington Hills, MI
Sabrina Josephine Poon (B.A., Yale University) Calgary, Alberta,
Francis Joseph Real (B.S., University of Notre Dame) Drexel Hill, PA
Jamie Rene' Robinson (B.S., University of Georgia) Hartwell, GA
Rachel Mariko Ruiz (B.A., Dartmouth College) Gilroy, CA
Mazeyar Saboori (B.S., Louisiana State University) Baton Rouge, LA
Carla Leigh Sandler (B.A., Vanderbilt University) Nashville, TN
Asmitha Kathleen Sathiyakumar (B.S., Vanderbilt University) Atlanta, GA
Grace Chia-Huei Shih (B.S., Duke University) Rockville, MD
Adam Arnold Shpigel (B.A., Yale University) Closter, NJ
Jason G. Smith (B.S., Vanderbilt University) Chattanooga, TN
Rafal Sebastian Sobota (B.S., University of Chicago) Chicago, IL
Jenna Michelle Sopfe (B.S., University of California [Los Angeles]) Alpine, CA
Shannon Lorraine Stallings (B.A., Washington University) Atlanta, GA
Jonathan Samuel Steer (B.S., Washington University) Deerfield, IL
William Michael Sullivan (B.S., University of Notre Dame) Massapequa, NY
Erin Elizabeth Toaz (B.A., Ohio State University) Walton Hills, OH
Artour Torossian (B.S., University of California [San Diego]) Burbank, CA
Stephen Mankata Tourjee (B.A., Washington University) Ballwin, MO
Aaron Wayne Tustin (B.S., Massachusetts Institute of Technology) Salisbury, MD
Obinna C Umunakwe (B.S., Howard University) Powder Springs, GA
Jacob Paul VanHouten (B.A., Baylor University) Georgetown, TX
Megan Vuovich (B.A., Dartmouth College) Birmingham, AL
Morgan Breon Walls (B.S., Hampton University) Durham, NC
Dana Elizabeth Warren (B.S., Vanderbilt University) Tulsa, OK

Adam Michael Wegner (B.A., College of Wooster) Wales, WI
Ashley Aston Weiner (B.S., Duke University) Greenville, SC
Clayton Ross Wilburn (B.S., Warren Wilson College) Huntsville, AL
Michael Seth Wolf (B.A., University of California [Berkeley]) San Diego, CA
Danielle Christin Wright (B.S., Rutgers University) Browns Mills, NJ
Victoria Margaret Wurster (B.S., College of William and Mary) Woodbridge, VA
Matthew William Zackoff (B.S., Washington University) Summit, NJ
Scott Lawrence Zuckerman (B.S., Cornell University) Mamaroneck, NY

Second-Year Class

Davood Joseph Abdollahian (B.S., Duke University) Lakewood, OH
Jessica Rose Adams (B.S., Vanderbilt University) Madison, AL
Nneamaka Barbara Agochukwu (B.S., Louisiana State University) New Orleans, LA
Christina Ahn (B.A., Harvard University) Toronto, Canada
Meredith Grey Albin (B.A., Washington University) Atlanta, GA
Eric Andrew Armour (B.A., Lawrence University) Germantown, WI
Katie Elizabeth Atnip (B.A., Harvard University) Greenfield, TN
Magdalena Bokiej (B.A., Middlebury College)
Scott Miller Bolton (B.S., Brown University) Coral Gables, FL
Andre Joseph Boustani (B.S., University of Tulsa) Tulsa, OK
Zachary Edgar Brewer (B.S., Massachusetts Institute of Technology) Durham, NC
Andrea Archambault Brock (B.S., Saint Louis University) St. Louis, MO
Kara Michelle Brown (B.S., University of Miami) Tampa, FL
Suzanne Nellie Bryce (B.S., Vanderbilt University) Louisville, KY
Daniela Lemos Buscariollo (B.S., Vanderbilt University) St. Louis, MO
Courtney Michelle Campbell (B.A., Harvard University) Dallas, TX
Karen Chen (B.S., Yale University) Cedarburg, WI
Frances Y Cheng (B.S., Yale University) Holmdel, NJ
Yash Amit Choksi (B.A., Duke University) Columbia, TN
Rebecca Elaine Cook (B.S., Wake Forest University) North Port, NC
Calvin Michael Cooper (B.S., Colorado State University) Greeley, CO
Lane Chu Crawford (B.A., Vanderbilt University) Paducah, KY
Brian Richert Cruz (B.S., University of Notre Dame) Omaha, NE
Christopher Stephen Cselenyi (B.A., University of Miami) Duck Key, FL
Richard Ryan Durham Darby (B.A., Princeton University) Nashville, TN
Aaron Jay Dawes (B.A., Princeton University) Atherton, CA
Stamatios George Dentino (B.A., University of California [Berkeley]) Sacramento, CA
Aditi Desai (B.A., University of Pennsylvania) Elizabethtown, KY
Anjali Deshmukh (B.A., Dartmouth College) East Lyme, CT
Brett Tyler Donegan (B.E., Vanderbilt University) Shelbyville, TN
Elizabeth Nguyen Dong (B.S., Seattle Pacific University) Renton, WA
Christopher Thomas Eakins (B.S., University of Notre Dame) Bloomington, MN
John James Eicken (B.S., Emory University) Bradenton, FL
John Joseph Erickson (B.S., Case Western Reserve University) Massillon, OH
Christopher Blake Estopinal (B.S., University of Virginia) Nashville, TN
Tanner John Freeman (B.S., University of Notre Dame) Houma, LA
Mark Andrew Fritz (B.H., Vanderbilt University) Nashville, TN
Kassatihun Gebre-Amlak (B.S., Florida A&M University) Port St Lucie, FL
Brian Charles Grieb (B.S., Centre College) Louisville, KY
Nikita Gupta (B.S., Johns Hopkins University) Prospect, KY
Dana Brooke Harrar (B.A., Johns Hopkins University) Hatboro, PA

Lara Lea Hershcovitch (B.S., Massachusetts Institute of Technology) Mt. Sinai, NY
John Bradford Hill (B.S., University of Florida) Jacksonville, FL
Luis Enrique Huerta (B.S., Vanderbilt University) Memphis, TN
Pimkwan Jaru-ampornpan (B.A., Harvard University) Washington, DC
David Paul Johnson (B.S., Rhodes College) Knoxville, TN
Elyne Nelson Kahn (B.S., Brown University) Portland, ME
Michael Edward Kallen (B.S., University of California [Berkeley]) West Hills, CA
Stephen Frederick Kappa (B.A., Yale University) Kingsport, TN
Ioannis Karageorgiou (B.S., Vanderbilt University) Hicksville, NY
Mehnaz Khan (B.S., Johns Hopkins University) Fairfax, VA
Saira Khan (B.S., Vanderbilt University) Collierville, TN
Disha Kumar (B.A., Vanderbilt University) Cincinnati, OH
Siri Kunchakarra (B.A., University of California [Berkeley]) Fremont, CA
Julia Jeanne Kutaka (B.S., University of California [Irvine]) Carlsbad, CA
James Matthew Kynes (B.S., University of Florida) Annandale, VA
Luke Joseph Laffin (B.S., University of Calgary) Calgary, Canada
Caroline Ming-Hwei Lai (B.S., University of Illinois) Northridge, MO
Chih-Yi Liao (B.A., University of California [Berkeley]) San Salvador, El Salvador
Robert Bradley Lindell (B.S., University of Georgia) Jackson, MS
Annie Yee-lynn Liu (B.A., Princeton University) Scottsdale, AZ
Shane Michael Magee (B.H., Vanderbilt University) Brentwood, TN
Melissa Sania Makar (B.S., Stanford University) Pueblo, CO
Brent Stephen McNew (B.S., Furman University) Loudon, TN
William Howard McSwain (B.S., Stetson University) Bradenton, FL
Audrey Elaine Herrin Metz (B.S., Vanderbilt University) Knoxville, TN
Lauren Rhea Mitchell (B.S., Tulane University) Miramar, FL
Ryan Davis Moore (B.S., Georgia Institute of Technology) Knoxville, TN
Philipose Getachew Mulugeta (B.S., Vassar College) Addis Ababa, Ethiopia
Amulya Nagarur (B.S., University of Georgia) Duluth, GA
Ravneet Kaur Nagi (B.S., Ramapo College of New Jersey) Gaithersburg, MD
Imani Orgill (B.S., Princeton University) Laurelton, NY
Jae Yoon Park (B.A., University of Chicago) Nashville, TN
Alon Peltz (B.S., Ohio State University) Beachwood, OH
Kevin Daniel Phelps (B.S., Centre College) Leitchfield, KY
Charles Allen Phillips (B.S., University of Tennessee [Chattanooga]) Germantown, TN
Piotr Pawel Pilarski (B.A., Harvard University) Northbrook, IL
Yamini Bhongir Rao (B.A., Dartmouth College) Huntsville, AL
Eric James Rellinger (B.S., Wittenberg University) Upper Sandusky, OH
Nedim Ruhotina (B.S., Cornell University) Burlington, MA
Daniel Sacks (B.S., University of Florida) Nashville, TN
Maher Salahi (B.S., Duke University) Newhall, CA
Jacob Elliott Schaff (B.A., Vanderbilt University) Memphis, TN
Cameron Schlegel (B.S., Emory University) Salt Lake City, UT
Britni Hisae Schoonover (B.S., West Virginia University) Prociou, WV
Artyom Sedykh (B.S., University of California [Davis]) Sacramento, CA
Katherine Clair Shaw (B.S., Georgia Institute of Technology) Macon, GA
Michelle Elise Shepard (B.A., Stanford University) Irvine, CA
David Matthew Silvestri (B.A., Harvard University) Natick, MA
Michelle Sullivan (B.S., Barry University) Aventura, FL
Kyle Robert Sweeney (B.S., Michigan State University) Portage, IN
James Anchen Teng (B.A., University of Southern California) Fresno, CA

Merina Thomas (B.A., Northwestern University) Freeport, IL
Sarah Marie Tiggelaar (B.S., Vanderbilt University) Lexington, KY
Chinenyenwa Okechi Usoh (B.S., University of Tennessee [Knoxville]) Nashville, TN
Kalya Vardi (B.S., University of California [Los Angeles]) San Diego, CA
Vinod Mathew Varki (B.S., Vanderbilt University) Miami, FL
Robert Jewell Wilson (B.A., University of Chicago) Sugarloaf Key, FL
Eric Stephen Wise (M.A., Washington University) Atlanta, GA
Kevin Brantley Wise (B.S., Emory University) St. Marys, GA
Carmen Christine Wolfe (B.A., Vanderbilt University) Brandon, MS
Sheri-Ann Melecia Wynter (B.A., Harvard University) Rosedale, NY
Irving Ye (B.A., Yale University) Hoover, AL
Mi Jin Yoo (B.A., University of California [Berkeley]) Concord, CA
Sean M. Young (B.S., University of Utah)

Third-Year Class

Amir Michael Abtahi (B.A., Miami University, Oxford) Nashville, TN
Amanda Marie Ackermann (B.S., Southwestern University) San Antonio, TX
Monty Arta Aghazadeh (B.S., Louisiana State University) Baton Rouge, LA
Annukka Aida Rose Antar (A.B., Harvard University) Winchester, TN
Yindalon Aphinyanaphongs (B.S., M.S., Rensselaer Polytechnic Institute) Nashville, TN
Tiffany Nicole Suzanne Ballard (B.A., Depauw University) Decatur, IN
James Clifford Balvich (B.S., University of Southern California) Indianapolis, IN
Roy Barco (B.S., University of Miami) Florida City, FL
James Russell Bekeny (B.S., Northwestern University) Westlake, OH
Michael Charles Bennett (B.A., Princeton University) Chesterfield, MO
Krupa Mahendra Bhojani (B.A., Harvard University) Cambridge, MA
Richard Earl Blalock (B.S., Murray State University) Murray, KY
Emmanuel John Botzolakis (B.A., Johns Hopkins University) Baltimore, MD
Rhea Whitney Boyd (B.A., University of Notre Dame) Los Angeles, CA
Beth Ilene Brenner (B.A., University of Virginia) Richmond, VA
James Jiradecha Brittin (B.A., Williams College) Brentwood, TN
Yuriy Semenovich Bronshteyn (B.A., University of Kentucky) Louisville, KY
Michelle Fullard Brown (B.S., Vanderbilt University) Birmingham, AL
Mark Joseph Burish (A.B., Princeton University) Notre Dame, IN
Erin Elizabeth Burke (B.S., University of Notre Dame) Vestal, NY
Jared Burlison (B.S., University of Illinois) Benton, IL
Atuhani Seth Burnett (B.S., Andrews University) Toronto, Ontario
Brian Thomas Cabaniss (B.S., University of Alabama [Birmingham]) Florence, AL
Maria Eugenia Carlo (B.A., Harvard University) Birmingham, AL
Andrew Joseph Chambers (B.A., University of Virginia) Dayton, MD
Sy-Yeu Sue Chern (B.A., Princeton University) East Hanover, NJ
Christopher Stuart Clingan (B.A., University of California [Berkeley]) Federal Way, WA
Daniel Noland Cohen (B.S., University of Washington) Wayzata, MN
Jashodeep Datta (B.A., Colgate University) Calcutta, India
Latif M. Dharamsi (B.S., Vanderbilt University) Mooresville, NC
Fiona Fang (B.S., Emory University) Marietta, GA
Patricia Lynn Fick (B.S., Michigan State University) Grand Rapids, MI
Allison Marie Floyd (B.S., Union College) Acton, MA
Paige Marnie Fortinsky (B.A., Barnard College) Coral Springs, FL
Elizabeth Anne Gordon (B.S., University of Wisconsin [Madison]) Newberg, OR
Andrew William Gore (B.A., Duke University) Lagrange, GA

Emma Catherine Hamilton (B.S., Vanderbilt University) Jacksonville, FL
Courtney Hayes Harrison (B.S., Washington and Lee University) Richmond, VA
Bryan Irby Hartley (B.S., University of Georgia) Chattanooga, TN
Eve Ariel Henry (B.A., Princeton University) Amawalk, NY
Brittany Joy Holmes (B.A., University of Colorado) Littleton, CO
Tera Frederick Howard (B.S., Wake Forest University) Sumter, SC
Xinran Hu (B.S., Fudan University) Nashville, TN
Ryan Craig Hutchinson (B.S., University of California [Los Angeles]) Ben Lomond, CA
Misun Hwang (B.S., Stanford University) Los Angeles, CA
Erik Bradford Hysinger (B.S., Vanderbilt University) Nashville, TN
Meghan Elizabeth Jennings (B.A., Vanderbilt University) Independence, MO
Ernestine Nonye Jideama (B.A., Vanderbilt University) Mableton, GA
Kim Jiramongkolchai (B.A., Harvard University) Woodland Hills, CA
Melissa Camille Johnson (B.S., California State [Sacramento]) Vallejo, CA
Marlon Francis Joseph (B.S., University of Miami) Lake Worth, FL
Ilya Khaytin (B.A., Harvard University) Moskva, Russia
Roy Kagumba Kiberenge (B.A., Florida Atlantic University) Miami, FL
Joseph Yun Kim (B.S., University of Tennessee [Knoxville]) Goodlettsville, TN
Sungjune Kim (B.S., Seoul National University) Seoul, South Korea
Kristy Lynn Kummerow (B.S., Rhodes College) Big Sandy, TN
Asher Isaac Kupperman (B.S., Yale University) Santa Barbara, CA
Andrew John Lautz (B.S., Purdue University) Munster, IN
Lindsey Gray Lawrence (B.S., Emory University) Virginia Beach, VA
Andrea Ho-Wan Li (B.A., Harvard University) Chelmsford, MA
Michelle Andrea Lightfoot (B.S., Georgia Institute of Technology) Alpharetta, GA
Brandon Richard Litzner (B.S., Wichita State University) Valley Center, KS
Ashley Gale Long (B.A., Vanderbilt University) Chapmansboro, TN
Maria Angela Maguire (B.A., Princeton University) Nashville, TN
Mohan Krishna Mallipeddi (B.S., Stanford University) San Jose, CA
Daniel Townsend Matthews (B.S., Rice University) Jackson, TN
Drew Michael Misfeldt (B.S., University of Iowa) Columbia, MO
Sunita N Misra (B.S., Emory University) Hopkinton, MA
Caitlyn Christine Mooney (B.S., University of Notre Dame) Pittsburgh, PA
Daniel Adam Mordes (B.S., Duke University) Stuart, FL
Daniel Lawrence Murphy (B.E., Vanderbilt University) Shaker Heights, OH
Mai P Nguyen (B.A., Illinois Wesleyan University) Houston, TX
Michael Bryan Nichols (B.E., Vanderbilt University) Columbus, OH
Frederick Otieno Ochieng' (B.A., Dartmouth College) Rongo, Kenya
Olutoyin James Okanlawon (B.S., Wake Forest University) Apex, NC
Jared Martin O'Leary (B.S., Case Western Reserve University) Galion, OH
Austin Ballard Osborn (B.M., Vanderbilt University) Memphis, TN
Jao Jih Ou (B.S., Duke University) Huntsville, AL
LaKedra SheVonn Pam (B.S., Emory University) Baton Rouge, LA
Alanna Marie Patsiokas (B.E., Vanderbilt University) Coral Springs, FL
Ira Edward Phillips (B.S., Massachusetts Institute of Technology) Gadsden, AL
John Gary Phillips (B.S., University of Alabama [Tuscaloosa]) Decatur, AL
Alan James Powers (B.A., University of Pennsylvania) Pleasant View, TN
Martha Katherine Presley (B.S., Vanderbilt University) Nashville, TN
Miranda Danelle Raines (B.S., Lee University) Morristown, TN
Ravi Rajaram (B.A., Washington University) Windermere, FL
Michael Seth Reich (B.A., Washington University) Rockville, MD

Johanna Nathania Riesel (B.A., Middlebury College) New York, NY
Matthew John Rieth (B.A., Harvard University) Colorado Springs, CO
Joshua Elliot Rubin (B.S., Vanderbilt University) Nashville, TN
Jennifer Anne Rymer (B.S., Vanderbilt University) Knoxville, TN
Christopher Patrick Scally (B.A., University of Notre Dame) Norcross, GA
Stephen Matthew Schleicher (B.S., Washington University) Nashville, TN
Jonathan William Scott (B.A., Harvard University) Seneca, SC
Anjali Satish Shah (B.A., Vanderbilt University) Owensboro, KY
Kunal Madhav Sharma (B.S., Emory University) Martinez, GA
Evan Silverstein (B.A., University of Pennsylvania) Great Falls, VA
Lori Michele Singleton (B.S., Hampton University) Savannah, GA
Kaartiga Sivanesan (B.A., Harvard University) Winter Springs, FL
Veronica Slootsky (B.S., University of Maryland [Baltimore County]) Ashton, MD
Nathaniel Evan Smith (B.S., Clemson University) Camden, SC
Thomas Kenneth Spain (B.S., University of Alabama [Huntsville]) Huntsville, AL
Daniel Spratt (B.S., Georgia State University) Lafayette, CA
Ashley Nicole Tauriac (B.A., Vanderbilt University) Alamogordo, NM
Demetrios E Tavoulares (B.A., University of Virginia) McLean, VA
Sara Katharine Tedeschi (B.A., Brown University) Livingston, NJ
Laura Elizabeth Tarpe (B.A., Dartmouth College) Birmingham, AL
Geoffrey Paul Todd (B.A., Vanderbilt University) Murfreesboro, TN
Caitlin Elizabeth Toomey (B.S., Cornell University) Syracuse, NY
Bronwyn Uber (B.S., Brown University) Pittsburgh, PA
Walter Chike Wakwe (B.S., Vanderbilt University) Little Rock, AR
David Wallace (B.A., Harvard University) Paducah, KY
James Matthew Wantuck (B.S., University of Pittsburgh) Brockport, NY
Jodi Jay Weinstein (B.A., Yale University) Boca Raton, FL
Kam Wong (B.A., University of Virginia) Lexington, KY
Elizabeth Gordon Zellner (B.S., Massachusetts Institute of Technology) Fayetteville, NC
Amy W Zhai (B.A., Harvard University) Kinnelon, NJ
Frank Zheng Zhao (B.E., Vanderbilt University) Columbia, SC
Eli Ephraim Zimmerman (B.A., Washington University) Lexington, KY

Fourth-Year Class

MNeena Agarwal (B.A., Case Western Reserve University) Morgantown, WV
Vivek Agarwal (B.S., University of California [Los Angeles]) Riverside, CA
Jose Eduardo Alvarado (B.E., Vanderbilt University) Salisbury, MD
Douglas James Anderson (B.E., Vanderbilt University) Franklin, TN
Kyle Owen Arneson (B.S., University of North Dakota) Fairdale, ND
Brigham Kanakanuiok Au (B.A., University of Utah) Layton, UT
Ntango Desire Banani (B.S., Xavier University of Louisiana) Tifton, GA
Lee Cole Barfield (B.A., Princeton University) Nashville, TN
Ellika Caitlin Bartlett (B.A., Brown University) Northampton, MA
Jo Ellen Bennett (B.A., Belmont University) Nashville, TN
Daniel Frederick Boyer (B.S., Northwestern University) Santa Barbara, CA
Charlotte Morrigan Brown (B.A., Wake Forest University) Long Valley, NJ
James Glenn Carlucci (B.S., Santa Clara University) Moraga, CA
Megan Kathryn Carr (B.A., Johns Hopkins University) Highland Mills, NY
Emily Louise Castellanos (B.S., Stanford University) Huntsville, AL
Jason Alfred Castellanos (B.A., Stanford University) Monterey Park, CA
Chun-Cheng Chen (B.S., Massachusetts Institute of Technology) Nashville, TN

Sameer Chopra (B.S., Harvard University) Collierville, TN
Jonathan Chrispin (B.A., Harvard University) Fayetteville, GA
Robert Ross Coleman (B.A., Hope College) Grand Rapids, MI
Andrew Baither Conrad (B.S., University of Pennsylvania) Nashville, TN
Stephen Lewis Cook (B.A., Swarthmore College) West Chester, PA
Bradley Robert Corr (B.A., Middlebury College) New York, NY
Samuel Neil Crosby (B.A., University of Virginia) Foley, AL
Catherine Elizabeth Dale (B.A., Dartmouth College) Kew, Australia
Rebecca Hope Dezube (B.A., Harvard University) Vienna, VA
Brian Christopher Drolet (B.A., Johns Hopkins University) Nashua, NH
Sarah Ruth Dunn (B.A., University of Virginia) Hillsdale, NJ
Elizabeth Ann Eby (B.S., University of California [Berkeley]) San Carlos, CA
Matthew Ezra Emanuel (B.S., University of California [Los Angeles]) Woodland Hills, CA
Olajumoke Olanrewaju Fadugba (B.S., University of Delaware) Arusha, Tanzania
Connie Aileen Fauntleroy (B.S., University of South Florida) Estill Springs, TN
David Frank (B.S., University of Nebraska) Gregory, SD
Marc Christian Gauthier (B.A., Vanderbilt University) Wheaton, IL
Sweta Laxmikant Ghodasara (B.S., Vanderbilt University) Nashville, TN
Dina Hany Ghoneim (B.S., Rochester Institute of Technology) Rochester, NY
Abigail Lewis Gilbert (B.A., Brown University) ,
Nina Elizabeth Glass (B.A., Harvard University) Atlanta, GA
Holly Bee Hale (B.S., University of California [Santa Barbara]) Chico, CA
Bryan David Harris (B.S., Vanderbilt University) Hendersonville, TN
Josh Marshall Heck (B.A., Vanderbilt University) Kingwood, TX
Megan Elizabeth Herceg (B.A., Boston College) Portland, OR
Amelia Judith Hessheimer (B.S., Texas A&M University) Rio Rancho, NM
Nathan Rollins Hoot (B.S., Washington and Lee University) Fort Worth, TX
Sara Michelle Horvitz (B.A., Williams College) Ft. Lauderdale, FL
John Edward Humphrey (B.S., Duke University) Kamuela, HI
Atia Keiata Jordan (B.S., Vanderbilt University) Hendersonville, TN
Sadia Sadaf Khan (B.S., California State [Fullerton]) Ontario, CA
Christopher Michael Kidd (B.S., University of Richmond) Greeneville, TN
Caroline Kim (B.A., Harvard University) Kingwood, TX
Caroline Kelsey Knox (B.A., Wesleyan University) Montclair, NJ
Clayton David Knox (B.A., University of Tennessee [Knoxville]) Franklin, TN
Rebecca Ann Lawniczak (B.S., University of Wisconsin [Madison]) Dousman, WI
Frank Hanchong Lee (B.A., Vanderbilt University) Boyds, MD
David Asher Leiman (B.A., Johns Hopkins University) Bethesda, MD
Brenessa Michelle Lindeman (B.S., University of Louisville) Nashville, TN
Ronald Francis Loch (B.E., Vanderbilt University) Garland, TX
Daniel Jerad Long (B.H., Vanderbilt University) Cheyenne, WY
Johnny Chen Lu (B.A., Yale University) Louisville, KY
Mark Erich Magill (B.S., Saint Louis University) Topeka, KS
Amy Ruth Martin (B.A., Rhodes College) Nashville, TN
Philip Benjamin McWhorter (B.S., University of Georgia) Macon, GA
Laura Meints (B.A., Northwestern University) Bloomington, IL
Alexandra Eleanore Mieczkowski (B.S., Pennsylvania State University) Cincinnati, OH
Shamaal Mauri Miller (B.S., Emory University) Savannah, GA
Samuel Arthur Moore (B.A., Vanderbilt University) Greeneville, TN
Nizar Abdelrahman Mukhtar (B.S., University of Maryland [College Park]) Silver Spring, MD
Mark Richard Newton (B.S., University of Minnesota [Twin Cities]) North Oaks, MN

Megan Kathleen O'Neill (B.S., Davidson College) Charlotte, NC
Rina P Patel (B.S., Massachusetts Institute of Technology) Somerset, KY
Michael Keath Paxten (B.S., Georgia Institute of Technology) Roswell, GA
Carmen Ana Perez (B.S., University of Puerto Rico) Mayaguez, PR
James David Phillips (B.S., Vanderbilt University) Knoxville, TN
John Aaron Pitts (B.A., Emory University) Chicago, IL
Sofie Fatima Rahman (B.A., Emory University) Lilburn, GA
Vernon Alvarez Rayford (B.S., University of Mississippi) Holly Springs, MS
Amy Evelyn Rich (B.S., Boston College) N. Palm Beach, FL
Jill Catherine Richman (B.A., Colgate University) Tigard, OR
Elizabeth Bramel Rinker (B.A., Rice University) Lexington, KY
Sara Joy Risner-Adler (B.A., University of Arizona) Tucson, AZ
Kim Lori Sandler (B.A., Emory University) Nashville, TN
Brent Vernon Savoie (B.A., Vanderbilt University) Vienna, VA
Jesse Hart Shaver (B.S., Fort Hays State University) Schoenchen, KS
Myrick Clements Shinall (B.A., Harvard University) Atlanta, GA
Monica Erin Shukla (B.S., Cornell University) Hamburg, NY
Stephen George Stahr (B.S., Dartmouth College) Cape Girardeau, MO
Brent Robert Taylor (B.A., Harvard University) Edisto Island, SC
Chiaojung Jillian Tsai (Ph.D., Stanford University) Nashville, TN
Josie M Vitale (B.S., Vanderbilt University) Saint Louis, MO
Courtney Ann Walkowski (B.A., Cornell University) Hamburg, NY
Michelle Marie Walther (B.A., University of Pennsylvania) Youngsville, LA
Brian Scott Wasserman (B.S., Cornell University) Queensbury, NY
Kenneth Durham Weeks (B.S., Duke University) Mooresville, NC
Jill Christine Wilmoth (B.S., University of North Carolina [Chapel Hill]) High Point, NC
John William Wood (B.A., University of Virginia) Baton Rouge, LA
Shormeh Odofoley Yeboah (B.A., Amherst College) Gaborone, Botswana
William Sang Yi (B.A., Washington University) Los Angeles, CA
Jordan Edward Yokley (B.S., United States Military Academy) Greeneville, TN
Naomi Sujung Yoo (B.A., Dartmouth College) Chantilly, VA
David Nathan Young (B.A., Johns Hopkins University) Lakeland, FL
Michael Nguyen Young (B.A., University of Louisville) Elizabethtown, KY

Class of 2008 Residency Assignments

Muyibat Adelani	St. Louis, Mo.
Barnes-Jewish Hospital, St. Louis, MO (Orthopaedic Surgery)	
Rehan Ahmed	Bloomington, Ill.
University of Texas Medical School, Houston, TX (Transitional)	
Baylor College of Medicine, Houston, TX (Ophthalmology)	
Rachel Akers	Madison, Wis.
Carolinas Medical Center, Charlotte, NC (Obstetrics-Gynecology)	
Jeffrey Martin Albert	Columbus, Ohio
University of Texas Medical School, Houston, TX (Medicine-Preliminary)	
University of Texas M.D. Anderson Cancer Center, Houston, TX (Radiation-Oncology)	
Laura Kathleen Altom	Blackshear, Ga.
University of Alabama Medical Center, Birmingham, AL (General Surgery)	
Raimy Amasha	Eugene, Oreg.
University of Michigan Hospitals, Ann Arbor, MI (Anesthesiology)	
Cameron Theodore Atkinson	Mantua, N.J.
Vanderbilt University Medical Center, Nashville, TN,(Orthopaedic Surgery)	
Ryan Patrick Bayley	Las Vegas, Nev.
New York Presbyterian Hospital-Weill Cornell Medical Center, New York, NY	
(Emergency Medicine/Columbia-Cornell)	
Mihaela Hristova Bazalakova	Sofia, Bulgaria
Lahey Clinic, Burlington, MA (Medicine-Preliminary)	
Massachusetts General Hospital, Boston, MA (Neurology)	
Marschall Brantling Berkes	Webster, N.Y.
Hospital for Special Surgery, New York, NY (Orthopaedic Surgery)	
Aline Marguerite Bernard	Nashville, Tenn.
University of Colorado School of Medicine, Denver, CO (Pediatrics)	
Elizabeth B. Bleecker	Pittsford, N.Y.
University of North Carolina Hospitals, Chapel Hill, NC (Obstetrics-Gynecology)	
Robert E. Lee Browning IV	Arcadia, Fla.
University of Florida College of Medicine-Shands, Gainesville, FL (General Surgery)	
Christopher Gerard Bunick	Oak Ridge, Tenn.
Yale-New Haven Hospital, New Haven, CT (Medicine-Preliminary)	
Yale-New Haven Hospital, New Haven, CT (Dermatology)	
Heather Renee Burks	Ft. Smith, Ark.
University of Oklahoma College of Medicine, Oklahoma City, OK (Obstetrics-Gynecology)	
Darryl Victor Calvo	Carson City, Nev.
Hennepin County Medical Center, Minneapolis, MN (Emergency Medicine)	
Erin Michelle Carney	Knoxville, Tenn.
Johns Hopkins Hospital, Baltimore, MD (Pathology)	
Clinton Michael Carroll	Clive, Iowa
Vanderbilt University Medical Center, Nashville, TN (Pediatrics)	
Marisa Cevasco	Long Valley, N.J.
Brigham & Women's Hospital, Boston, MA (General Surgery)	
Yong Il Cha	Buena Park, Calif.
Vanderbilt University Medical Center, Nashville, TN (Medicine-Preliminary)	
Vanderbilt University Medical Center, Nashville, TN (Radiation Oncology)	
Sutin Chen	Palos Verdes Estates, Calif.
Boston University Medical Center, Boston, MA (Medicine-Preliminary)	
Boston University Medical Center, Boston, MA (Emergency Medicine)	

Nadja C. Colon	Clarksville, Tenn. Vanderbilt University Medical Center, Nashville, TN (Surgery-Preliminary)
Robert Dedick Connors	Woodstock, N.Y. St. Vincent's Hospital, New York, NY (Medicine-Preliminary) New York University School of Medicine, New York, NY (Neurology)
Leigh Anne Dageforde	Louisville, Ky. Vanderbilt University Medical Center, Nashville, TN (General Surgery)
Larry Taylor Davis	Little Rock, Ark. University of Tennessee/Baptist Hospital, Nashville, TN (Medicine-Preliminary) Vanderbilt University Medical Center, Nashville, TN (Radiology-Diagnostic)
Kevin Meyer Elias	Chicago, Ill. Brigham & Women's Hospital, Boston, MA (Obstetrics-Gynecology)
Alex Eshaghian	Los Angeles, Calif. University of New Mexico School of Medicine, Albuquerque, NM (Medicine-Preliminary)
Nafeh Fananapazir	Edinburgh, Scotland Cincinnati Children's Hospital Medical Center, Cincinnati, OH (Pediatrics)
Sheryl Brynne Fleisch	Carmel, Ind. University of Pittsburgh Medical Center, Pittsburgh, PA (Psychiatry)
Denis A. Foretia	Nashville, Tenn. Emory University School of Medicine, Atlanta, GA (General Surgery)
Joseph Michael Gentile	Ann Arbor, Mich. University of Florida College of Medicine-Shands, Gainesville, FL (Orthopaedic Surgery)
Kirsten Inglee Gibbs	Woodstock, Ga. Baylor College of Medicine, Houston, TX (Medicine-Pediatrics)
Aviram Giladi	West Orange, N.J. University of Michigan Hospitals, Ann Arbor, MI (Plastic Surgery)
Jennifer Marian Gloeckner	Moline, Ill. Grand Rapids Medical Education & Research Center, Grand Rapids, MI (Transitional) Boston University Medical Center, Boston, MA (Dermatology)
Sarah Elizabeth Greene	Hopkins, Minn. Vanderbilt University Medical Center, Nashville, TN (Pediatrics)
Dana Levy Guyer	Bethesda, Md. Vanderbilt University Medical Center, Nashville, TN (Medicine-Pediatrics)
Randon Trenere Hall	Hainesport, N.J. Vanderbilt University Medical Center, Nashville, TN (Pediatrics)
William John Heerman	Park Ridge, Ill. Vanderbilt University Medical Center, Nashville, TN (Medicine-Pediatrics)
Erin Roxanne Horn	Fulton, Md. Beth Israel Deaconess Medical Center, Boston, MA (Emergency Medicine)
Joyce Tyng Hsu	Huntsville, Ala. Children's Hospital, Boston, MA (Pediatrics)
Olivia Alana Hutul	Chicago, Ill. Vanderbilt University Medical Center, Nashville, TN (Obstetrics-Gynecology)
Kathryn Lynn Jongeward	Portage, Mich. Vanderbilt University Medical Center, Nashville, TN (Medicine-Preliminary) Massachusetts General Hospital, Boston, MA (Radiology-Diagnostic)
Clayton Allen Kaiser	Brentwood, Tenn. Stanford University Programs, Palo Alto, CA (Thoracic Surgery)
Daniel Walter Kaiser	Brentwood, Tenn. Vanderbilt University Medical Center, Nashville, TN (Internal Medicine)
Andrew Robert Keyes	Ossining, N.Y. University of New Mexico School of Medicine, Albuquerque, NM (Psychiatry)

Alaina Marie Kiefer	Cincinnati, Ohio
Vanderbilt University Medical Center, Nashville, TN (Pediatrics)	
Jared Knol	Grand Rapids, Mich.
McGaw Medical Center of Northwestern University, Chicago, IL (Internal Medicine)	
Leanne Kolnick	Port Elizabeth, South Africa
Vanderbilt University Medical Center, Nashville, TN (Internal Medicine)	
Jonathan Andrew Kropski	Williamsville, N.Y.
Vanderbilt University Medical Center, Nashville, TN (Internal Medicine)	
Yaa Aboagyewa Kumah	Owings Mills, Md.
Vanderbilt University Medical Center, Nashville, TN (Pediatrics)	
Benjamin John Landis	Peachtree City, Ga.
New York Presbyterian Hospital-Columbia University Medical Center, New York, NY (Pediatrics)	
India Fox Landrigan	New York, N.Y.
New York Presbyterian Hospital-Weill Cornell Medical Center, New York, NY (Pediatrics)	
William Lea	Nashville, Tenn.
Indiana University School of Medicine, Indianapolis, IN (General Surgery)	
Diana Catharine Lemly	Leverett, Mass.
Massachusetts General Hospital, Boston, MA (Med-Peds/Harvard MGH)	
Brent Christopher Lorenzen	Redmond, Wash.
Carolinas Medical Center, Charlotte, NC (Emergency Medicine)	
Noami Michelle Halsey McClure	Hermiston, Oreg.
UC Davis Medical Center, Sacramento, CA (Emergency Medicine)	
Michael Paul McTigue	Burr Ridge, Ill.
UCLA Medical Center, Los Angeles, CA (Internal Medicine)	
Carrie Campbell McCoy Menser	Madisonville, Ky.
Vanderbilt University Medical Center, Nashville, TN (Anesthesiology)	
Vineet Mishra	Nashville, Tenn.
Emory University School of Medicine, Atlanta, GA (Transitional)	
University of Alabama Medical Center, Birmingham, AL (Dermatology)	
Willard Anson Moore	Birmingham, Ala.
University of Alabama Medical Center, Birmingham, AL (Orthopaedic Surgery)	
Anamika Banerji Mukherjee	Arcadia, Calif.
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Mary Alice Nading	Nashville, Tenn.
Memorial Sloan-Kettering Cancer Center, New York, NY (Transitional)	
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University Hospital, Cincinnati, OH (Radiology-Diagnostic)	
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Mayo School of Graduate Medical Education, Rochester, MN (Radiology-Diagnostic)	
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Baylor College of Medicine, Houston, TX (Anesthesiology)	
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William Michael Oldham	Panama City, Fla.
Massachusetts General Hospital, Boston, MA (Internal Medicine)	

Sanjay Govind Patel	Knoxville, Tenn.
UCLA Medical Center, Los Angeles, CA (Surg-Prelim/Urology)	
UCLA School of Medicine, Los Angeles, CA (Urology)	
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Jackson Memorial Hospital, Miami, FL (Anesthesiology)	
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Stanford University Programs, Palo Alto, CA (Anesthesiology)	
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Cleveland Clinic Foundation, Cleveland, OH (Surg-Prelim/Neuro Surg)	
Cleveland Clinic Foundation, Cleveland, OH (Neurological Surgery)	
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University of Washington Affiliated Hospitals, Seattle, WA (Surg-Prelim/Neuro Surg)	
University of Washington Affiliated Hospitals, Seattle, WA (Neurological Surgery)	
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Wake Forest Baptist Medical Center, Winston-Salem, NC (Radiology-Diagnostic)	
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Vanderbilt University Medical Center, Nashville, TN (General Surgery)	
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New England Medical Center, Boston, MA (Internal Medicine)	



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 Gynecologic Oncology—Howard W. Jones III, M.D.
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 Pediatric Pathology—Hernan Correa, M.D.

Pediatrics

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 Center for Women's Imaging—Glynis A. Sacks, M.D.
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Urologic Surgery

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MEDICAL ETHICS. Chair: Margaret Rush, M.D. Deputy Chair: Elizabeth Heitman. Responsible for Minutes: Denise Lillard. Julie Anderson (House Staff), Josette Bianchi (House Staff), Jeffery Bishop, Mark Bliton, Brian Carter, Larry Churchill, Ellen Clayton, Nancye Feistritzer, Rita Fie, Susan Hannasch, William Hinds, Derenda Hodge, Susie Leming-Lee, Kimberly Lomis, Kelly Melvin (House Staff), Richard Miller, Dan Moreschi, Julia Morris, Janie Parmley, Dan Ramage, Charles Stratton, John Tarpley, Mary Taylor, Marcy Thomas, Cindy Vnencak-Jones, Brian Wolfe, Keith Wrenn, Jan Zolkower.

MEDICAL RECORDS. Chair: Jim Jirjis, M.D. Deputy Chair: Mary Reeves. Responsible for Minutes: Valerie Napier, Rashid Ahmad, Tiffaney Badgett, Anthony Kilroy, Bruce Beyer, Lenys Biga, Jennifer Blackford, Sandy Bledsoe, Lynn Butler-Bailey, Ravi Chari, Kevin Churchwell, Susan Conner, Anne Dixon, John Doulis, Mary Lou Farinano, Drew Gaffney, James Gay, Dario Giuse, Ralf Habermann, Susan Hannasch, David Hansen, Angela Harris, Terri Hartman, Stephanie Hays, Stephanie Hays, Alan Herline, Rich Hock, Karen Hughart, Mark Johnson, Lynda Klane, Chris Kuzniak (House Staff), Brent Lemonds, Linda Martin, Vicki McCarthy, George McCulloch, Linda McNeil, Doug Milam, Laura Montgomery, Julia Morris, Joyce Mosier, Neal Patel, Racy Peters, Nancy Proctor, Trent Rosenbloom, Nancy Rudge, Freda Scott, Gaye Smith, James Snell, Joel Steelman, Lisa Taylor, Karen Toles, Grace Upleger, Brad VanSickle (House Staff), Kelly Wright.

OPERATING ROOM. Chair: Kelly Wright. Deputy Chair: Colleen Cassidy. Responsible for Minutes: Abby Axelrod, George Allen, Kevin C. Allen, John Barwise, James W. Berry, Vicki Brinsko, Debbi Cannon, Colleen A. Cassidy, Terri D. Castleman, Maxine Cunningham, Jose Diaz, Tracy E. Diffenderfer, Jeffrey Guy, Martina Hailey, Marie Hasselblad, Alan Herline, Michael S. Higgins, Scott Hoffman, Susan R. Howe, Michael J. Hughes, Missi S. Jarboe, Sally Kaplan, Philip J. Kregor, Audrey H. Kuntz, Eric S. Lambright, Susan Laux, Susie Leming-Lee, Jama J. Maenza, Mary A. Meredith, Betty Minton, John Morris, Thomas Naslund, Anne Neff, Penny Northcutt, Robert Ossoff, Julie A. Poulsen, Stephanie Randa, Rachel Serrato, Bruce Shack, Joseph A. Smith, Dan M. Spengler, Judith C. Stabin, Reid Thompson, Anne Ussey, Michael Webb, Kelly Wright, Wendell G. Yarbrough.

PHARMACY AND THERAPEUTICS. Chair: Gordon Bernard, M.D. Deputy Chair: Art Wheeler, M.D. Responsible for Minutes: Beverly Phillips and Jim Koestner. Todd Bauer (House Staff), Curtis Baysinger, Jeff Clanton, Christine Coleman (House Staff), Denise Dean, Steve Deppen, John Flatt, Kenneth Hande, Fred Hargrove, James Johns, Jim Knight, Jim Koestner, Wendy Leutgens, Addison May, Michael O'Neal, Hayley Rector, John Schoenhard, Harold Willingham, Keith Wrenn, Patty Wright, Charles Stratton.

FACULTY AND PHYSICIAN WELLNESS. Chair: Anderson Spickard, Jr., M.D. Deputy Chair: None. Responsible for Minutes: Diana Phillips, Sandra Bledsoe, Chad Boomershine, Kelly Boudreaux (House Staff), Larry Churchill, Roy Elam, A. J. Reid Finlayson, Francis A. Gaffney, Gerald Hickson, Allen Kaiser, Jeremy Kaye, Fred Kirchner, Jr., Peter Martin, Jeanette Norden, James O'Neill, Jr., Paul Ragan, Charles Samenow, Donna Seger, Debbie Smith, Ryan Tarantola (House Staff), Mary Yarbrough.

SAFETY. Chair: Ken Browning. Deputy Chair: Susan Johnson. Responsible for Minutes: Gail England, Anna Ambrose, Betsy Bond, Amanda Bright, Vicki Brinsko, Nola A. Brown, Ken Browning, Cheryl Burney-Jones, Rick Clark, Tamara J. Cooley, Jan Cotton, Mandy Creech, Jeff Davis, Fred DeWeese, Freddie L. Easley, Maralie Exton, Mary Lou Farinano, Terri L. Hartman, Laura L. Hayes, Patricia Hofstetter, Carol Hutchinson, Lorrie G. Ingram, Susan N. Johnson, Mike Jolley, Bonnie L. Kress, Mark A. Miller, Lee Ann Parker, Robert A. Pasinger, Dawn Pamberton, Racy Peters, Andrea D. Regg, Cathy C. Ryan, Madeleine Smith, Dennis Spann, Melanie Swift, Jim Tenpenny, Valerie Thayer, Vickie Thompson, Kevin Warren, Robert F. Wheaton.

CANCER. Chair: Mark Kelley, M.D. Deputy Chair: None. Responsible for Minutes: Judith Roberts, Melinda Bailes, John Bingham, Julia Cartwright, Bapsi Chak, Michael Cookson, Donna Copeland, Carol Eck, John Greer, Robin Guinn, Ginger Holt, Howard Jones, John Kutesch, Patty Lee, Cynthia Manley, Nipun Merchant, Judith Roberts, Alan Sandler, Rebecca Taylor (American Cancer Society), Anne Washburn, Kay Washington, Wendell Yarbrough.

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THOMAS TALBOT III, M.D., M.P.H., Infection Control
EDMUND CHAN, Nutrition Services
R. KENNETH BROWNING, B.S., Plant Services
STEPHANIE VAN DYKE, Volunteer Services (Pediatric)
ANDY PETERSON, Volunteer Services (Adult)
BARRY CULBERTSON, Co-Coordinator, Pastoral Care (Adult)
RAYE NELL DYER, Co-Coordinator, Pastoral Care (Pediatric)
RONALD E. FORTENBERRY, R.N., Case Management
JODI FAWCETT, Patient Affairs
JAY GROVES, Ed.D., Health Promotion
KIMBERLY HARRIS, M.S.N., Social Work
TODD REIMER, Biomedical Electronics
TBD, Rehabilitation Services
CHUCK NICHOLAS, Purchasing
ROBERT SCHOLZ (Interim), Pharmacy
TERESA DAIL, Administrative Director, Medical Center Support Services
GEORGE DELONG, Assistant Hospital Director, Medical Center Support Services
BETH KAMMER, M.B.A., J.D., Diagnostic Labs, Anatomic Pathology
MARILYN "BUFFY" KEY, Diagnostic Labs—Clinical Pathology
JOYCE MOSIER, R.N., C.P.H.Q., Utilization Management
MARSHA J. KEDIGH, M.S.M., Admitting
ROSANNA PIERCE, R.N., R.V.T., Vascular Diagnostic Lab
MARY REEVES, B.S., R.H.R.T., Medical Information Services
FRANK ASHE, Copy Center, Postal Services, Satellite Delivery
MIKE JOLLEY, Environmental Services
RHONDA TULLY, M.B.A., R.T., Radiology

Directors of Programs in Allied Health Professions

CYNTHIA FACEMIRE, M.S., R.H.D., Dietetic Internship
MARALIE GAFFRON EXTON, A.B., Medical Technology
JAMES A. PATTON, Ph.D., Nuclear Medical Technology
JAMES RAMSEY, B.A., C.C.P., J.D., Cardiovascular Technology

Vanderbilt University Hospital and The Vanderbilt Clinic: Leading the Way in Medicine

Vanderbilt University Medical Center has built a strong reputation as a leader in medical education, research and patient care throughout the Southeast and the nation over the course of its 133-year history. At its heart, the Vanderbilt University Medical Center is driven by discovery and the immediate incorporation of new knowledge into innovation in patient care and physician and nurse education.

Medical Education

The School of Medicine awarded its first Vanderbilt medical degrees in 1875. Since the early days, a Vanderbilt medical education has been held in high esteem among its peer institutions, and that legacy continues. The School of Medicine attracts the most accomplished and talented students in the country. They are drawn by the quality of the training, the excellence of the faculty, the collegial atmosphere between faculty and students and the close personal attention that students receive. The diverse first-year class of 2011, selected from a pool of 4,787 applicants, represents 30 states and undergraduate degrees from 57 different colleges and universities. The School of Medicine placed 18th among 125 medical schools in *U.S. News & World Report's* 2007 survey, "Americas Best Graduate Schools."

Nursing Education

The School of Nursing, founded in 1908, was one of the nation's first nursing programs to incorporate its curriculum into a liberal arts degree. It enters its centenary decade as one of the country's premier nursing schools, listed among the top 20 by *U.S. News & World Report*. The School offers a master's program with an accredited baccalaureate equivalent or "bridge" (pre-licensure) curriculum. This approach enables students from diverse backgrounds, who are not nurses or do not have a B.S.N., to enter master's level study and prepare for careers in advanced practice nursing. The innovative bridge program has served as a model for many other such programs across the country. The Ph.D. program established in 1993

was enhanced in 2006 by the addition of the Health Services Research Track—the first in the country in a school of nursing. Approval is being sought to launch a Doctor of Nursing Practice (D.N.P.) degree in 2008. All of our doctoral programs (and many of the majors in our M.S.N.) have a significant distance-learning component.

Research

Biomedical research at Vanderbilt has long been recognized for its contributions to the advancement of medicine. The School of Medicine claims two Nobel laureates, Earl W. Sutherland, Jr., in 1971, for his discovery of the metabolic regulating compound cyclic AMP, and Stanley Cohen, in 1986, for his discovery (with a colleague) of epidermal growth factor. The Medical School's reputation for outstanding research is reflected in the amount of federal and private support it receives. Because of the creativity of the faculty, the School of Medicine ranks 12th overall out of 125 medical schools in receipt of funding from the National Institutes of Health.

From 2001 to 2005, Vanderbilt had a compound annual growth rate of 17.8% in NIH grants, the fastest growing academic medical program in the country.

Seven of the School's departments were ranked in the top ten among comparable medical school departments in receipt of NIH funding in 2005.

Support for competitive research grants from all external sources was more than \$389 million for the fiscal year 2006. Major translational research initiatives are moving discoveries from the bench to the bedside and will transform health care and health care delivery.

At the School of Nursing, faculty engage in research examining both the quality of life and quality of care provided to individuals, families, communities and populations. Faculty researchers collaborate with investigators from across the Medical Center and University, and with colleagues around the world to conduct scientific investigation in a wide variety of areas, including studies that attempt to decrease disparities in access to health care and disparities in outcomes among populations; improve the quality of life of those suffering from diabetes, heart disease, and HIV/AIDS; promote healthy behaviors among disadvantaged and underserved populations; reduce smoking; prevent childhood obesity; improve the health of newborns; help patients cope with pain and reduce anxiety; and focus on nursing shortages, increasing the size of nursing workforce. The School prepares future researchers primarily through its Ph.D. and post-doctoral education programs.

Patient Care

In 2007, The Vanderbilt Clinics had more than 1,095,559 patient visits, and more than 50,716 patients were admitted to the Vanderbilt Hospitals. A principal referral center for physicians and patients throughout the region, Vanderbilt University Hospitals and The Vanderbilt Clinics consistently rank among the premier health care facilities in the United States. Vanderbilt University Hospital and the Monroe Carell Jr. Children's Hospital at Vanderbilt are two of only three Tennessee hospitals included on the list of "America's Best Hospitals" compiled by *U.S. News & World Report* magazine, and Vanderbilt is the only Tennessee health care provider ranking nine of its adult medical specialties among the nation's top fifty by *U.S. News*. Again this year VUMC has forty-nine physicians who are ranked among the nation's best by *America's Top Doctors*. VUH was named among the nation's top 100 hospitals by Solucient.

U.S. News & World Report named Vanderbilt's specialty programs in heart and heart surgery; gynecology; cancer; kidney disease; ear, nose, and throat; endocrinology; orthopaedics; respiratory disorders; and urology as among the best programs nationally. In 2006, Vanderbilt Medical Center achieved designation as Nashville's first Magnet hospital by the American Nurses Credentialing Center.

Among Vanderbilt's specialty programs is the Vanderbilt-Ingram Cancer Center, the only center in Tennessee to earn the highest distinction as a Comprehensive Cancer Center from the National Cancer Institute. The Cancer Center provides innovative, multi-disciplinary care for patients and families along with a comprehensive program in basic, translational, clinical, and population-based research in cancer care, prevention, and early detection. In 2007, the Cancer Center was invited to join the prestigious National Comprehensive Cancer Network, a non-profit alliance of twenty-one of the world's elite cancer centers that are collaborating on improving the quality and effectiveness of cancer care for patients everywhere.

Additionally, VUMC's Level I trauma center, comprehensive burn center, and LifeFlight air emergency transport program offer critical trauma care to a three-state region. Vanderbilt Children's Hospital is the most comprehensive children's hospital in the state and is dedicated to meeting the unique health care needs of children, from newborns to young adults, by providing primary and sub-specialty services. Vanderbilt Children's Hospital serves as a regional referral center and has been recognized by *U.S. News & World Report* as one of the nation's premier children's hospitals. *U.S. News* ranked Children's Hospital 23rd on its first-ever listing of "America's Best Children's Hospitals."

The Vanderbilt Heart and Vascular Institute has become one of the nation's foremost cardiac research programs.

Vanderbilt Transplant Center is one of the largest and most respected in the Southeast with more than 400 solid organ and bone marrow transplants performed each year. A new pediatric liver transplant program was begun October 1, 2007, at the Monroe Carell, Jr. Children's Hospital at Vanderbilt.

The Nurse Faculty Practice Clinic network includes five primary care centers, three school health clinics, a women's health center, and five employer-based care centers. During fiscal year 2007, these clinics treated more than 20,000 patients. The Faculty Nurse Midwifery Service delivered more than 700 babies at Vanderbilt Hospital and area general hospitals. All clinics are staffed by faculty nurse practitioners and nurse midwives. VUSN nurse practitioners/nurse midwifery students rotate through these sites as part of their education.

Meharry-Vanderbilt Alliance

Established over five years ago, this nationally recognized historic collaboration between two uniquely diverse medical education institutions and traditions has become a tremendous success. Created to foster a diverse educational and scientific environment, this partnership has focused on clinical science training, academic support, biomedical research and training, and health services initiatives. More than fifty students from both campuses have shared cross-cultural experiences through clerkships, residencies, and fellowships benefiting student curricula and enhancing the academic support infrastructure of both institutions. The initiatives focus on four specific areas: undergraduate medical education, graduate medical education, student affairs, and information management and libraries. Collaborative efforts in research and training have resulted in \$180 million in grants. The Alliance has created translational and participatory community health initiatives which are benefiting the underserved community. The Alliance has formed a Meharry-Vanderbilt Student Alliance (MVSA) which involves more than 200 students from both campuses in educational, clinical, and community service programs.

Community Impact

Vanderbilt University and Medical Center, the largest private employer in Middle Tennessee and second largest in the state, employs more than 21,502 and has an annual regional economic impact of approximately \$5.5 billion, of which the Medical Center's impact totals over \$3.9 billion. Vanderbilt will provide more than \$238 million this year in uncompensated and charity care to members of the community unable to pay for their own care. It is the largest provider in the region under the state's Medicaid program for the poor and uninsured, TennCare. Vanderbilt consistently leads all private universities in the country in support of the United Way and Combined Charities. The Medical Center leads one of the country's largest fundraising efforts for the American Heart Association. Vanderbilt gives to its community, but it also receives support from it. In FY 07, the entities that compose the Medical Center received more than \$65 million in philanthropic gifts.

As an integral part of the Nashville community, VUMC provides such community services as the Adolescent Substance Abuse Program, the maternal-infant health care outreach workers' program in Appalachia, and the Tennessee Poison Center, an independent agency based at Vanderbilt and partially funded by VUMC.

Center for Health Services

Enhancing health in disadvantaged communities in six states, CHS programs focus on youth, adult, and senior health, environmental issues, and medical education. The Maternal Infant Health Outreach Worker program, (MIHOW) trains more than 100 paraprofessional outreach workers each year, and has served more than 12,000 families since 1982. The Student Community Health Coalition helped launch more than 100 community clinics in Appalachia and provides health and fitness services for seniors in thirteen Tennessee counties. The Service Training in Environmental Progress (STEP) program assists communities dealing with toxic issues. The Community Health Emphasis program trains medical students to implement public health projects.

Monroe Carell Jr. Children's Hospital at Vanderbilt

The Monroe Carell Jr. Children's Hospital at Vanderbilt is a place to hope and a place to heal for patients and their families. Recognized as one of the premier children's hospitals in the nation by *U.S. News & World Report* in 2007, Children's Hospital cares for the sickest patients in the region and beyond.

Vanderbilt Children's Hospital is the most comprehensive children's hospital in the state, providing pediatric services from neurosurgery, cancer treatments, and organ and bone marrow transplants to repairing broken legs and everything in between. We treat all children regardless of ability to pay. Vanderbilt Children's Hospital has the only Pediatric Emergency Department in Middle Tennessee with more than 43,900 visits in FY 2007. More than 154,390 patients were seen in outpatient clinics the same fiscal year.

Constructed in 2004, the new freestanding children's hospital is filled with state-of-the art equipment and information systems to provide the best treatments for patients, and it offers a variety of family accommodations to help fulfill its mission of family-centered care. Vanderbilt Children's Hospital is a non-profit teaching and research hospital that relies on the support of individuals and others to help children get well and on their way.

Adult Clinical Centers

Addiction Center

Housed within the the Psychiatric Hospital at Vanderbilt, the Vanderbilt Addiction Center provides a comprehensive approach to the treatment of alcohol/drug dependence and associated psychiatric problems for patients 18 and older. The program consists of a complete psychiatric and medical assessment and inpatient detoxification, with follow-on treatment available as required.

AIDS Project

The Vanderbilt AIDS Project provides support in the areas of community service, education, training, and research. The project also offers a wide range of support services to AIDS patients including individual and family counseling, along with assistance for discharged patients.

Asthma/Sinus/Allergy Program (ASAP)

Opened in 1997, ASAP was the first clinic in the nation to offer comprehensive treatment of all airway diseases and disorders in a centralized location.

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

Balance and Hearing Center
Southeast Nashville Hearing Center
St. Thomas Audiology

The Hearing Centers offer state-of-the-art diagnostic and rehabilitative services to persons with hearing loss and vestibular disorders.

The Scottish Rite Masons Research Institute for Communication Disorders

The Scottish Rite Institute conducts research and provides intervention in the field of child language disorders and other communication delays.

The Pi Beta Phi Rehabilitation Institute

The Pi Beta Phi Rehabilitation Institute provides comprehensive rehabilitation and community reintegration services to individuals who are recovering from a traumatic brain injury.

Breast Center

The Vanderbilt Breast Center is a unique clinical setting in which women can obtain comprehensive breast health care in a single location.

Services include mammography, breast ultrasound, MRI for diagnosis and screening of high risk patients, clinical breast examination, stereotactic biopsy, surgical evaluation, and special multidisciplinary clinics for women at high risk of developing breast cancer and newly diagnosed patients. More information at www.thevbc.org.

Burn Center

Vanderbilt's twenty-bed comprehensive Burn Center is staffed by physicians, nurses, therapists, and support personnel, including psychiatrists, social workers, and a chaplain, who work as a team to provide the most advanced technology and treatment methods to burned adult and pediatric patients.

Center for Human Nutrition

Adult Practice

The Center for Human Nutrition specializes in providing evaluation and treatment for malnourished patients requiring nutritional support interventions

Clinical and Research Ethics Center

The center's objectives are to promote ethically sensitive patient care and an informed patient population; to assist in developing an educated citizenry within the Medical Center, the university, and the surrounding community; and to encourage thoughtful deliberation concerning the moral and ethical issues pertaining to the health care system.

Clinical Improvement Center

The aim of the Center for Clinical Improvement is to systematically and continuously improve care based on Institute of Medicine (IOM) dimensions of care (Safe, Timely, Effective, Efficient, Patient-Centered, and Equitable); to collaboratively assess and communicate measures of quality; to develop new knowledge, tools, and resources to advance the science of improvement; and to disseminate improvement science knowledge to current and future health care professionals.

Community Mental Health Center (CMHC)

The CMHC provides a broad range of mental health care to children, adolescents, and adults. Special emphasis is placed on serving individuals with serious and persistent mental illness.

Comprehensive Care Center

The Comprehensive Care Center, a collaborative enterprise between Vanderbilt Medical Center and a community hospital, is an outpatient medical facility that provides medical care for HIV/AIDS patients. The center also offers screening and enrollment in AIDS clinical studies.

Craniofacial Surgery Center

The Vanderbilt Center for Craniofacial Surgery is a multidisciplinary group that treats both acquired and congenital deformities of the soft tissues and bone of the head and neck region. The team consists of craniofacial surgeons, neurosurgeons, otolaryngologists, orthodontists, oral surgeons, psychiatrists, dentists, ophthalmologists, pediatricians, geneticists, speech pathologists, and social workers. The Center is recognized by the American Cleft Palate/Craniofacial Surgery Association and is one of the few centers in the country that performs this type of surgery.

Dental and Orthodontic Center

The Vanderbilt dentistry practice provides comprehensive dental and orthodontic care for children and adults. The program also offers special expertise in orthodontic therapy to patients requiring orthognathic surgery.

Dermatology/MOHS Practice

Dermatology/MOHS Practice specializes in the treatment of various types of dermatologic issues including dermatologic surgery, dermatopathology, photochemotherapy, atypical moles and melanoma, and cutaneous cancers, including lymphomas.

Epilepsy Program

The Vanderbilt Epilepsy Program offers advanced services for the diagnosis and treatment of epilepsy and related paroxysmal disorders.

Vanderbilt-Eskind Diabetes Clinic

The Vanderbilt Eskind Diabetes Clinic provides a venue for excellence in diabetes care spanning the entire age spectrum. A multidisciplinary approach is one of the advantages that our patients receive when they place their diabetes care with us. Because diabetes can impact several aspects of patients' health, patients have access to several specialists in our clinic such as endocrinologists, nurse practitioners, dietitians, exercise specialists, cardiologists, ophthalmologists, neurologists, lipidologists, high risk obstetricians, social workers, and child life specialists.

Emergency/Critical Care Air and Ground Patient Transport Services

LifeFlight is a comprehensive, hospital-based, air medical transport program that provides advanced level critical care during patient transport using helicopters, airplanes, and ambulances. Four helicopters provide overlapping coverage to all of Middle Tennessee, Southern Kentucky, and Northern Alabama. The fixed-wing component of LifeFlight is available for regional, national, and international patient transports. LifeFlight ambulance support provides close proximity patient transport, fixed wing support, and back-up to the rotor wing fleet. All modes of transport can be initiated by calling 1-800-288-8111.

Eye Centers

Vanderbilt Eye Institute

The Vanderbilt Eye Institute is a state-of-the-art facility that specializes in all aspects of eye care, including cataracts, glaucoma, retinal diseases, corneal transplantation, ocular plastics, and neuro-ophthalmology, as well as optical and contact lens.

Laser Sight Center

The Vanderbilt Laser Sight Center offers state-of-the-art laser vision correction procedures to treat nearsightedness, farsightedness, and astigmatism.

Contact Lens Center

The Vanderbilt Contact Lens Center is located in the Vanderbilt Eye Center in Medical Center East. An optometrist is in clinic daily and available to meet contact lens needs. Payroll deduction is available for Vanderbilt employees. The center specializes in the evaluation of patients who have had previous contact lens failures.

Optical Center

The Vanderbilt Optical Center is located in the Vanderbilt Eye Center in Medical Center East. Designer frames, thin and light lenses, and safety and sport eyewear are among the many items available. Faculty, staff, and students receive a 15 percent discount. Payroll deduction is available for Vanderbilt employees.

Tennessee Lions Eye Center at Vanderbilt Children's Hospital

The Tennessee Lions Eye Center offers subspecialty eye care for children from birth through 18 years. Inpatient consults are done at the request of other pediatric specialists who attend patients in the Children's Hospital. Outpatient services include vision evaluation for newborns with a family history of eye disease, evaluation of surgical and non-surgical treatment for eye muscle disorders and double vision, orthoptic evaluation and treatment, pediatric contact lens fitting, and annual and preschool eye exams.

GI Clinic

The GI Clinic provides adult gastroenterology and hepatology outpatient services using a multidisciplinary health care team.

Vanderbilt Heart and Vascular Institute

The Vanderbilt Heart and Vascular Institute is a comprehensive and integrated heart and vascular program offering diagnosis, medical treatment, minimally invasive therapies, surgical intervention, and disease management, state-of-the-art techniques, and personalized treatment programs for each individual's unique needs.

Henry-Joyce Cancer Clinic and Clinical Research Center

The Henry-Joyce Cancer Clinic, the clinical arm of the Vanderbilt-Ingram Cancer Center, provides patients and their physicians with access to some of the nation's foremost experts in cancer care delivered with a multidisciplinary approach. Each patient's treatment plan is developed by a team of specialists and carried out by a dedicated staff with years of experience in oncology and hematology. Services offered on the first and second floors of the Vanderbilt Clinic include medical, surgical, gynecologic, and neurological oncology; chemotherapy infusional; benign and malignant hematology; blood and marrow transplant evaluation and care and an outpatient transplant unit; and a patient and family resource center. The clinic is undergoing a major expansion to double its square footage and the available chemotherapy infusion rooms, examination rooms, and consultation rooms, and to expand the offerings of the resource center, in a warm and healing environment. The expansion is set for completion by the end of 2008.

Hillsboro Medical Group

In existence for over forty years, this practice provides primary care and specialty care in the areas of endocrinology, hypertension, and pulmonary disease, serving adult and geriatric patients (ages 15 through senior years). A pulmonary function test lab, radiology services, and a laboratory are conveniently located in Medical Center East.

Vanderbilt Home Care Services, Inc.

Vanderbilt Home Care offers a variety of home care services catering to the individual needs of the patients. The quality and level of care comply with standards of care ensuring safe and effective treatment with all the benefits of home. As an affiliate of Vanderbilt University Medical Center, we offer family-centered care with a team approach to those individuals and families who require specialized services.

Vanderbilt Home Care Services, Inc., provides home care to patients in Davidson, Cheatham, Robertson, Rutherford, Sumner, Williamson, and Wilson counties. The staff comprises registered nurses, physical therapists, occupational therapists, speech pathologists, social workers, certified nurse technicians, and sitters. Intermittent and private duty services are available.

Hypertension Practice

The Hypertension Practice focuses on comprehensive management of patients with hypertension, including lifestyle modification and pharmacologic interventions.

Imaging Centers

Cool Springs Imaging

Hillsboro Imaging

MRI, CT, CT screening*, CT cardiac scoring*, ultrasound, mammography, bone density, x-ray, and pain management services are provided with state-of-the-art technology.

*available at Cool Springs only

3T MRI available at Hillsboro only.

Immediate call-back to the physician on abnormal studies, with consultation to the doctor always available. Reports are faxed to the physician on all studies in four to six hours. As procedures are performed, referring physicians can view images over the Web on all modalities except mammography. Copies of films are provided either with film or CD copies upon request, and a copy is kept permanently in digital archives.

Vanderbilt Center for Women's Imaging

The Vanderbilt Center for Women's Imaging is dedicated to providing women's ultrasound in a comfortable setting, offering a wide range of non-obstetric women's ultrasounds including pelvic, renal, abdominal, and thyroid ultrasound, as well as ultrasound of veins of the lower extremities. Obstetric ultrasound services include first trimester ultrasound screening, fetal well-being, fetal anatomy screening, amniocentesis guidance, and screenings for genetic abnormalities. Vanderbilt Center for Women's Imaging provides same day scheduling, same day reports, 3D/4D images and patient pictures, and videotapes or CD's. A radiologist is always on site.

Vanderbilt Center for Integrative Health

The new Vanderbilt Center for Integrative Health focuses on healing the whole person by combining traditional medicine with complementary therapies that are proven safe and effective. Services include massage therapy, physical therapy, nutrition counseling, acupuncture, health coaching, integrative physician consult, integrative psychological counseling and classes for mindfulness, yoga, Tai Chi, and Qigong.

Vanderbilt Internal Medicine and Pediatrics Practice

This center provides comprehensive adult, senior, and pediatric primary care services. Housed in facilities dedicated in 1996, the center's adjacent lab, diagnostic, and pharmacy services afford prompt and convenient care for patients of all ages.

Kidney/Pancreas Transplant Practice

The Kidney/Pancreas Transplant Practice specializes in the evaluation of patients with renal disease that have been referred for possible kidney transplant. These patients are followed pre- and post-transplant.

Lipid Clinic

The Vanderbilt Lipid Clinic, a branch of Vascular Surgery, provides state-of-the-art diagnosis and treatment for patients with lipid disorders. A multidisciplinary approach unites physicians, nurses, and dietitians to offer preventive care to patients with high cholesterol, both those who are at risk of developing coronary heart disease (CHD) and those with pre-existing coronary heart disease.

Multiple Sclerosis Clinic and Research Center

The MS Clinic and Research Center, located in the Vanderbilt Stallworth Rehabilitation Hospital, is a comprehensive program of patient care and education. Services include physical therapy, occupational therapy, neuropsychological counseling, and treatment.

Nephrology Practice

The Nephrology Practice specializes in patients with kidney disease and other related conditions that cause kidney failure or need for dialysis. Additionally, the Chronic Disease Management Clinic provides seamless management of the disease and its medical management through a qualified health care team approach.

George M. O'Brien Renal Center

The objective of this center is to contribute to the understanding of pathogenic mechanisms leading to progressive nephron destruction in the kidney. Investigators from the Departments of Medicine, Surgery, Pediatrics, Cell and Developmental Biology, Pharmacology, and Pathology employ a multidisciplinary approach in the study of kidney dysfunction.

Occupational and Environmental Medicine

The Vanderbilt Center for Occupational and Environmental Medicine (VCOEM) provides consultation on environmental and work-related medical issues for healthcare professionals, assessment of the medical and scientific strengths and weaknesses of injury and disease claims for case managers, insurance companies, and attorneys, and advice regarding the development and oversight of preventive programs for industry and employers. VCOEM also provides medical input and support to Vanderbilt Corporate Health Services for the integration of the delivery of health care services for workers' compensation patients throughout the Medical Center.

The Vanderbilt Oral and Maxillofacial Surgery (OMS) Clinic

The Vanderbilt Oral and Maxillofacial Surgery (OMS) Clinic provides the full scope of oral surgery including maxillofacial trauma, orthognathic surgery, oral and maxillofacial pathology, and dentoalveolar surgery.

Orthopaedics Practice, Adult

Vanderbilt Orthopaedics combines some of the region's best physicians and rehabilitation professionals. Patients benefit from a staff of fellowship-trained physicians who offer subspecialized orthopaedic care. Specialties include hands, joint replacement, knees, oncology, shoulders, spine, sports medicine, and trauma.

John S. Odess Otolaryngology Head and Neck Surgery Clinic

The Odess Clinic opened in 1998 on the second floor of the Vanderbilt Clinic as a result of a substantial financial gift from its benefactor, the late Dr. John S. Odess, an alumnus of the Vanderbilt University Medical School. This gift continues to play a major role in the success of the Department of Otolaryngology. In 2005, the clinic moved to its new space in the Bill Wilkerson Center for Otolaryngology and Communication Sciences, increasing patient-care rooms with state-of-the-art care. Thousands of patients seek specialized treatment in head and neck, ear, nose, and throat disorders and diseases in the Odess Clinic. The clinic is ranked continuously among the top twenty otolaryngology departments by *U.S. News and World Report*, and its faculty is recognized both nationally and internationally. Its fellowship programs in head and neck surgery, otology, and rhinology continue to train high-quality otolaryngologists in its specialized sub-specialties.

Palliative Care

The Palliative Care Consultation Service offers an integrative approach to patients with a terminal diagnosis, specifically assisting in the treatment of distressing symptoms and the development of patient-centered goals of care, and facilitates referrals to hospice. The team is available to assist families and patients with difficult decisions including, but not limited to, decisions regarding chemotherapy, dialysis, code status, and advanced-care directives. In addition, the team assists with communicating difficult information to family members of our patients, including children of all ages.

Phototherapy and Skin Treatment Center

The Vanderbilt Phototherapy and Skin Treatment Center is an outpatient facility fully equipped and staffed for treatment of skin conditions responsive to ultraviolet light therapy.

Pituitary Center

This center provides comprehensive, multi-disciplinary care to patients with all types of hypothalamic and pituitary diseases. It offers the services of specialists in neuro-ophthalmology, radiation oncology, neuroradiology, otolaryngology, reproductive endocrinology, urology, neurology, psychiatry, and physical therapy.

VPEC—Vanderbilt Preoperative Evaluation Clinic

VPEC was established as a free service for Vanderbilt patients scheduled for surgery to ensure their safety and prevent surgical delays and cancellations. Patients are evaluated by a nurse practitioner and anesthesiologist using a medical history and physical, and essential diagnostic tests are performed within thirty days of the patient's scheduled surgery.

Pulmonary Medicine Practice

The Pulmonary Practice is a multidisciplinary practice which provides diagnosis and treatment of lung-related disorders, including COPD, asthma, interstitial lung disease, primary pulmonary hypertension, and lung cancer.

Radiation Oncology Clinic*Satellite Locations:**Gateway-Vanderbilt Cancer Treatment Center, Clarksville**Vanderbilt-Ingram Cancer Center, Franklin*

The Radiation Oncology Clinic provides radiation therapy treatment to adult and pediatric patients. Specialty services include stereotactic photon knife for treatment of brain tumors; brachytherapy; prostate seed implants; IMRT treatment; body radiosurgery and IGRT for certain types of cancer; and total body irradiation for bone marrow transplant patients. The radiation oncology physicians work closely with surgical oncology, medical oncology, nursing, dieticians, and social work to care for the whole patient.

Reproductive Medicine Center

Established in 1980, the Vanderbilt Center for Reproductive Medicine has as its objective the development and application of new information and techniques for the prevention and treatment of human infertility. The center also provides care for women with hormonal disorders, including menopause, premenstrual syndromes, and recurrent miscarriages.

Rheumatology Practice

This center delivers comprehensive care for those experiencing the special problems of arthritis and other rheumatic diseases. Services include patient education, occupational and physical therapy, radiology, new drug therapies, and joint prosthesis designs.

Senior Care Program

The Senior Care Program evaluates frail elderly patients, age 65 and older, focusing on their level of medical, cognitive, and psychological function. Caregiver support and community health promotion care are emphasized.

Vanderbilt Sleep Disorders Center

The Vanderbilt Sleep Disorders Center, accredited by the American Academy of Sleep Medicine, provides diagnosis and treatment of a comprehensive range of sleep disorders, including obstructive sleep apnea, narcolepsy, insomnia, restless leg syndrome, and parasomnias.

Sports Medicine Center

Vanderbilt Sports Medicine is the most comprehensive sports medicine service in the region. This state-of-the-art facility cares for all athletic injuries and specializes in knee and shoulder injuries to all recreational and competitive athletes. Sports Medicine specializes in the close integration of physician care and therapy.

Vanderbilt Stallworth Rehabilitation Hospital

Vanderbilt Stallworth provides comprehensive inpatient and outpatient rehabilitation services for adult and pediatric (age 6+) patients with neurological, orthopaedic, and other injuries as well as chronic conditions and disabilities. Using state-of-the-art treatment technology, the hospital specializes in the treatment of stroke, brain and spinal cord injury, multiple traumas, amputee, hip fracture, and other diagnosis. A designated Stroke Center of Excellence within its ninety-four-hospital rehabilitation network, Stallworth repeatedly exceeds the national benchmarks for patient satisfaction and functional outcomes. It is also home to the Vanderbilt Center for Multiple Sclerosis. This hospital is a joint venture with HealthSouth Corporation.

Stroke Center

The Vanderbilt Stroke Center is designed to ensure optimal and uniform care of patients with stroke and related cerebrovascular disorders, and to provide leadership in research to improve treatments for stroke.

Subacute Unit

The Vanderbilt Subacute Unit is a 27-bed, Medicare-certified skilled nursing facility. The unit provides care to patients who are in need of transitional care (usually for two to three weeks) after discharge from the hospital.

General Surgery Center

The General Surgery Center provides specialty care to adult patients requesting treatment for gastrointestinal problems—GERD, para esophageal hernia, achalasia, esophageal cancer, esophageal ulcer, ulcer diseases, GI bleeds, inflammatory bowel disease, fistulas, ileoanal pouch reservoir creation, ileostomies, colostomies, diverticular disease, colon resection, diverting colostomies, abdominoperineal resection, pelvic exenteration, incision and drainage of abscess, cancer, rectal prolapse, rectal fissures, hemorrhoids, hepatic disorder, skin disorders, laparoscopic procedures, adrenalectomy, appendectomy, cholecystectomy, Heller myotomy, and Nissen fundoplication. The average number of patient visits per year is 15,500. The clinic has a total of fifteen rooms—thirteen exam rooms and two procedure rooms.

Center for Surgical Weight Loss

The Vanderbilt Center for Surgical Weight Loss is an interdisciplinary team comprising surgeons, bariatric nurses, a dedicated nutritionist, a behavior health specialist, and an internal medicine specialist who have the goal of helping morbidly obese people lose weight and live a healthier, more productive life. The center has grown in the past three years and has been named as a Center of Excellence for Bariatric Surgery through the American Society of Bariatric Surgery and by many insurance companies throughout the state. Our surgeons perform the laparoscopic gastric bypass as well as the adjustable gastric banding, and they have a special interest and experience in revisional surgeries.

Tennessee Poison Center

Poison information specialists and clinical toxicologists provide an information and advisory service for all residents and for health care professionals in Tennessee on a 24-hour, 7-day-a-week basis.

Transplant Center

The Vanderbilt Transplant Center is a multidisciplinary alliance of transplant specialists. Each transplant program within the center represents a collaboration of medical and surgical professionals working together in the best interests of the transplant patient. Clinical transplant services offered include kidney, pancreas, combined kidney/pancreas, heart, lung, combined heart/lung, liver, bone marrow, and stem cell transplantation.

Trauma Patient Care Center

The Vanderbilt Trauma Center provides comprehensive care to trauma victims from pre-hospital care through hospitalization and rehabilitation. Patients may be referred through the Vanderbilt Trauma Line, which provides 24-hour access to a Vanderbilt physician. Rapid transport from a referring hospital can be arranged through the Vanderbilt LifeFlight Program. The Trauma Care Center consists of thirty-one beds on the tenth floor of Vanderbilt University Hospital.

Travel Clinic

A complete source for health-related pre-travel and post-travel assistance, the Travel Clinic provides immunizations and certificates, prescriptions, recommended lists of first aid supplies, advice on preventive health habits, and instructions on recognizing symptoms of common travel-related illnesses. Appointments are available for individuals, tour groups, corporations, and institutions.

Voice Center

Opened in 1991, the Vanderbilt Voice Center is a major component of the Bill Wilkerson Center for Otolaryngology and Communication Sciences. The Voice Center's mission is "taking care of patients who use their voices professionally," and it is dedicated to treating any patient with a voice-related issue. The Center is a unique resource for those who use their voices professionally or during the course of everyday life. Its advanced medical capabilities include equipment and techniques for the diagnosis and treatment of voice problems, voice training, and intervention to prevent voice problems. The center also treats the entire medical and surgical spectrum of upper aerodigestive tract related problems. Services include laryngology, bronchoesophagology, endoscopic laser surgery, laryngeal and tracheal reconstructive surgery, and phonosurgery. The Voice Center staff includes otolaryngologists, speech pathologists/voice scientists, and a singing specialist. As a training facility for otolaryngologists who want to specialize in laryngology and the care and treatment of the voice, it had one of the first laryngology fellowship programs in the world. Approximately 85 percent of its fellows are in academic medical centers.

Pediatric Clinics, Programs, and Services

Access Center

The Monroe Carell Jr. Children's Hospital at Vanderbilt handles all pediatric admissions initiated by an outside physician or hospital through the Children's Access Center. For quality assurance, the center maintains recorded lines and may be reached 24 hours a day, seven days a week.

Acute Care Clinic

The Pediatric Acute Care Clinic (PACC) is open six days a week, providing acute medical care for the patients of Vanderbilt's Primary Care Practice. The clinic is staffed by attending physicians, residents, and nurse practitioners. In addition, PACC serves as a valuable educational environment for the house staff and medical students.

Adolescent Consultation/Referral Services

Consultation and referral services are available to assist primary care physicians and other health service providers in the care of their adolescent and young adult patients. Diagnostic and management opinions are offered to assist referring professionals in patient care.

Adolescent Primary Care Clinic

Physicians serve as primary care providers for adolescents from twelve to eighteen years of age. Primary care services include acute illness and injury, annual/school physical exams, immunizations, pre-participation exams for sports, routine gynecological care, evaluation of problems of emotional adjustment and stress, and coordination of services for children with special needs.

Allergy and Immunology Clinic

The Pediatric Allergy and Immunology Clinic provides diagnostic services and care for children who are suspected to have allergy-related and immunodeficiency diseases. The specialists provide evaluation and diagnostic testing for infants and children with suspected humoral and cellular immunodeficiency diseases and specialty care for patients with genetic immunodeficiency diseases.

Asthma Diagnosis and Treatment Center

The center provides a multidisciplinary approach to the evaluation and treatment of children and adolescents with pediatric asthma, and the education of the patients and their families. The goal for asthma care is to educate the child and family to use the least amount of proven medications to allow the child to engage in all age-appropriate activities.

Behavioral Medicine Clinic

The Behavioral Medicine Clinic provides outpatient behavioral health and counseling services to help patients and families cope with illness and symptoms that interfere with their lives. Patients who are dealing with recurrent abdominal pain, chronic fatigue syndrome, stress-related symptoms, anxiety, eating disorders, and management of chronic diseases, such as diabetes, are treated here. The goal is to help children and adolescents overcome or cope with symptoms so that they can live life to the fullest.

Brain Tumor Program

The acute care and chronic care of brain tumor patients are addressed through a multidisciplinary program that permits a comprehensive care approach. Treatment programs and research in novel approaches are based on collaboration within the comprehensive multidisciplinary environment at Vanderbilt, collaboration with the Brain Tumor Program of the Vanderbilt-Ingram Cancer Center, and collaboration with other institutions regionally and nationally.

Bronchopulmonary Dysplasia Treatment Center

As the survival of very-low-birth-weight babies increases, the number of babies with a form of chronic lung disease also increases. This usually temporary form of chronic lung disease is called bronchopulmonary dysplasia or BPD. Our BPD Follow-Up program has been in place for sixteen years, and patients are seen weekly until their BPD resolves.

Center for Advanced Maternal Fetal Care

The Center for Advanced Maternal Fetal Care is a comprehensive fetal diagnosis and therapy center at Vanderbilt. The center has incorporated a clinical program in fetal diagnosis and therapy as well as clinical and basic research programs. Consultations by appropriate specialists are coordinated at a single site with Maternal Fetal Medicine, Pediatric Surgery, Neonatology, Pediatric Neurosurgery, Pediatric Cardiology, Pediatric Urology, Genetics, and Diagnostic Imaging to decide what is best. Vanderbilt is at the forefront of fetal research and surgery as one of only three sites in the country to study *in-utero* surgery for spina bifida. The advancement of fetal diagnosis and therapy has improved the plan of care and outcome for the fetus at risk.

Center for Child Development

The Center for Child Development provides interdisciplinary screening, evaluation, and intervention services for children from birth to 21 years who either have or are suspected of having developmental problems. The center has a range of specialized programs that address the needs of children, especially those under age 6, with different disabilities.

Child Life Services

Child life specialists work with patients and families to reduce the stress and anxiety that may be associated with the health care experience. They work to meet the developmental, psychosocial, educational, and emotional needs of patients and families by promoting normal growth and development through play and activity rooms; providing opportunities to help children enhance their self-esteem and retain appropriate independence; advocating for non-medical needs of patients and families; and increasing patients' and families' understanding of hospital experiences.

Consultation Clinic

The Pediatric Consultation Clinic is a service provided by Vanderbilt Children's Hospital to the patients and medical providers in Middle Tennessee and surrounding areas. Any physician or provider in need of assistance with diagnosis, treatment, or a second opinion may refer a patient.

Critical Care Unit

The Pediatric Critical Care Unit is a 36-bed unit that provides highly specialized care for critically ill children. The patient population includes children with various conditions including neurological, respiratory, cardiovascular, gastrointestinal, renal/genitourinary, and orthopedic, complex congenital anomalies, burns, traumatic and accidental injuries, and/or multi-system involvement.

Cystic Fibrosis Diagnosis and Treatment Center

The Vanderbilt Cystic Fibrosis Diagnosis and Treatment Center is one of the Cystic Fibrosis Foundation's approved centers providing the expert care needed by those with cystic fibrosis. It is one of 110 centers in the network and is committed to top-notch, aggressive treatment. The center involves health care providers from many disciplines, including pulmonary medicine, nursing, psychology, social work, nutrition, pharmacy, and physical therapy. There are also very close alliances with surgeons and gastroenterologists.

Dermatology Clinic

The pediatric dermatology service at Children's Hospital consists of both outpatient and inpatient consultations and ongoing care. Comprehensive evaluation and treatment of all types of skin diseases in children are offered, with physician referrals and self referrals accepted.

Down Syndrome Clinic

The Down Syndrome Clinic offers a multidisciplinary team that evaluates children (i.e., birth through 21 years of age). Referrals and recommendations are provided to families after the clinic has evaluated patients, both medically and developmentally.

Early Childhood Anger Management Clinic

Persistent aggression during the early years is a risk factor for violence later in life. The American Academy of Pediatrics recommends that all young children be screened for aggression and counseling be provided as indicated. The clinic is available to provide consultation for families of young children less than seven years of age with aggression and anger management problems. Contributing factors will be reviewed, and treatment will be individualized. In general, pharmacologic therapy will not be used, and there will be a strong emphasis on teaching behavior modification strategies.

Eating Disorders Program

The Eating Disorders Program is designed specifically for children, adolescents, and young adults. Services include evaluation and management of patients' conditions, providing medical, psychological, and nutritional treatment. Health care professionals are committed to a family-based, multi-disciplinary team approach, carefully orchestrated to include primary care physicians, psychologists, psychotherapists, nutritionists, psychiatrists, and other pediatric specialists as needed.

ECMO Program

Extracorporeal Membrane Oxygenation (ECMO) is a form of long-term heart-lung bypass used to treat infants, children, and adults in cardiac and/or respiratory failure despite maximal medical therapy. The ECMO program at Children's Hospital has the capacity to run four ECMO patients at one time. The team includes doctors, registered nurses, and registered respiratory therapists.

Emergency Medicine

The Vanderbilt Children's Emergency Department provides 24-hour access to experts in pediatric care to more than 40,000 patients seen annually. The Pediatric Emergency Department has twenty-five patient-care areas and three triage and ten observation beds. The department is staffed by attending physicians, residents, social workers, and child life specialists.

Epilepsy Monitoring Unit

The two-bed unit is equipped with electroencephalogram (EEG) monitoring equipment and a video camera, so that patients suspected of having a seizure disorder can get an accurate diagnosis and a refined treatment plan.

Gastroenterology, Hepatology, and Nutrition Clinics

The Gastroenterology, Hepatology, and Nutrition Clinics provide comprehensive care, diagnostic evaluations/testing, management and treatment for a wide array of infants, children, and young adults with nutritional, gastrointestinal, or liver disorders.

General Surgery (Pediatric)

Pediatric surgeons are specially trained in the surgical care of infants and children, to treat fetal patients, newborns, infants, toddlers, children, and young adults, and to perform a broad range of general surgical procedures including minor office procedures, inpatient, and outpatient procedures.

Heart Surgery and Services

A team of experienced pediatric cardiac surgeons, cardiac anesthesiologists, pediatric cardiologists, and pediatric cardiac intensivists work closely together to care for infants, children, and young adults undergoing cardiac surgery. Nurses, respiratory therapists, child life specialists, and social workers dedicated to the care of critically ill children attend to every need of the child undergoing heart surgery, as well as the needs of the family. More than 500 children undergo heart surgery annually at Vanderbilt. Operations range from fairly straightforward closures of atrial or ventricular septal defects (ASDs or VSDs) to very complex operations including Norwood operation, Fontan operation and cardiac transplantation.

Infectious Disease Clinic

The Pediatric Infectious Disease Clinic is devoted to helping children who suffer from diseases such as HIV or tuberculosis. Except in rare cases, the clinic sees patients by referral only. Urgent visits are also available by contacting the Division; it is the clinic's goal to provide a prompt consultative service for urgent visits.

International Adoption Clinic

The International Adoption Clinic provides consultation services for families and practitioners involved in the adoption of foreign-born children. Pre-adoption services include counseling, review of medical records, videos, travel information, and vaccines. Post-adoption services include facilitating needed subspecialty consults and serving as a resource for the practitioners providing primary care for the adoptees.

Junior League Family Resource Center

The Junior League Family Resource Center offers health information and support to children, adolescents, and their families. The center assists families in obtaining information about their child's condition and other concerns. The center also provides information on community services and links families to local and national support and advocacy groups. The Flying Pig library within the Family Resource Center has health education books, DVDs, and videos designed especially for children and teens.

Liver Transplant

Pediatric solid organ transplantation is provided by an experienced team dedicated to the delivery of highly specialized pediatric transplant care. The transplant team includes pediatric liver transplant surgeons, hepatologists, anesthesiologists, intensivists, transplant coordinators, and pediatric nurses.

Lung Center

The Lung Center has experts in the diagnosis and management of acute and chronic lung problems in infants, children, and adolescents. The Lung Center is also the home of the Cystic Fibrosis Diagnosis and Treatment Center, the Asthma Diagnosis and Treatment Center, the Bronchopulmonary Dysplasia Treatment Center, the Pediatric Sleep Disorders Program, the Flexible Bronchoscopy Service, and special services to technology-dependent children. The faculty and staff of the Lung Center strive to provide the highest-quality, family-focused care to the children and families in our region.

Neonatal Intensive Care Unit

More than 1,200 infants are treated in the Neonatal Intensive Care Units at Vanderbilt each year. There are two NICUs at Vanderbilt—a 60-bed NICU on the fourth floor of Vanderbilt Children’s Hospital and the 18-bed Stahlman NICU at Vanderbilt University Hospital for critically ill infants born at Vanderbilt. The NICU is classified by AAP as level 3-C and provides care to complex, often premature, infants.

Neurology Clinics

The pediatric neurology faculty offer consultation services by evaluating and working with patients and families who are dealing with illnesses, disorders, and conditions that involve the nervous system (brain, spinal cord, nerves, and muscles).

Neuromuscular Clinic

The Neuromuscular Clinic, sponsored by the Muscular Dystrophy Association (MDA), offers an interdisciplinary team approach toward initial diagnosis and follow-up care. Children and adults with neuromuscular disorders included in MDA’s program have access to a clinic staffed by neuromuscular disease specialists.

Neurosurgery

The Pediatric Neurosurgical Service treats patients with the following neurosurgical conditions: brain tumors, congenital malformations of the brain and spinal cord, epilepsy, head trauma, hydrocephalus, myelodysplasia (spina bifida), spasticity and cerebral palsy, and vascular malformations, including AVMs, aneurysms, Vein of Galen, cavernous malformations, and moyamoya syndrome.

Orthopaedics (Pediatric)

The Pediatric Orthopaedic Service provides extensive outpatient and inpatient experience in the diagnosis and treatment of all musculoskeletal diseases of children, including simple and complex fractures, pediatric and adolescent sports injuries, spine deformities and the treatment of scoliosis, congenital bone deformities, hip disorders, congenital foot disorders, and osteomyelitis.

Otolaryngology

Pediatric Otolaryngology treats children with chronic ear infections, tonsil and adenoid infections, asthma and allergy/sinus problems, congenital airway problems, and other birth defects of the head and neck.

Pediatric and Neonatal Transport Services: Critical Care and Back Transport

The Neonatal Transport Program provides critical care and back transport services to infants from birth to thirty days of age. A neonatal specialty team provides transport via neonatal-specialty ground ambulances, helicopter, or fixed wing aircraft from hospitals in Tennessee, Kentucky, and Alabama. Equipment and supplies are available to assess and treat critically ill and recovering newborn infants during transport to and from Vanderbilt Children's Hospital.

Plastic Surgery

The Plastic and Reconstructive Center at Vanderbilt Children's Hospital offers diagnosis and treatment for cosmetic and reconstructive problems in children and adolescents who require major and minor alterations of their physical appearance.

Primary Care Practice

The Vanderbilt Pediatric Primary Care Practice provides comprehensive well-child care to the infants and children of Middle Tennessee. The clinic offers physical examinations, immunizations, vision/hearing screening, and counseling/guidance for parents and children, and also provides EPSDT (Early Periodic Screening, Diagnosis, and Treatment) services.

Rheumatology Clinic

The Rheumatology Clinic provides outpatient consultation and subspecialty care for children and adolescents with rheumatologic and inflammatory diseases.

Sleep Disorders Program

The Division of Pediatric Pulmonary Medicine has developed a Pediatric Sleep Disorders Program in partnership with the Department of Neurology and the Department of Internal Medicine. The Pediatric Sleep Clinic evaluates pediatric patients with possible obstructive sleep apnea, altered sleep patterns, and difficulty falling asleep and staying asleep.

Spina Bifida Program

Spina bifida is one of the most complicated and prevalent of congenital conditions. This clinic is organized to respond to the many diverse medical needs of people with spina bifida in one convenient setting.

Tennessee Lions Eye Center

The Tennessee Lions Eye Center offers subspecialty eye care for children from birth through 18 years. Inpatient consults are done at the request of other pediatric specialists who attend patients in the Children's Hospital. Outpatient services include vision evaluation for newborns with a family history of eye disease, evaluation of surgical and nonsurgical treatment for eye muscle disorders and double vision, orthoptic evaluation and treatment, pediatric contact lens fitting, and annual and preschool eye exams.

Trauma Program

The Vanderbilt Trauma Service at the Children's Hospital provides comprehensive care to pediatric trauma victims of all ages. Timely access to specialized care is often a matter of life and death in trauma situations, particularly when they involve children. Teams of experts in pediatric trauma care, including pediatric surgeons, emergency medicine physicians, intensivists, nurses, and child and family life specialists, mobilize rapidly once alerted that a child victim of trauma is enroute to the emergency department. In most cases, the team is in place and waiting in the trauma bay prior to the child's arrival and is able to relay instructions to the emergency response team or to the referring physician.

Treatment and Research Institute for Autism Spectrum Disorders

The Treatment and Research Institute for Autism Spectrum Disorders is dedicated to improving assessment and treatment services for children with autism spectrum disorders and their families while advancing knowledge and training.

University Pediatrics: General Pediatrics**Urology**

Pediatric urologists care for children with any problems associated with the urinary tract and/or genitalia. Managing a diversity of problems ranging from complex genital and urinary tract disorders to socially debilitating voiding abnormalities requires the technical skill of a micro-surgeon with the reassuring touch of a friend and confidant.

Vanderbilt Childhood Cancer Program

The Vanderbilt Childhood Cancer Program sees patients at the Monroe Carell Jr. Children's Hospital at Vanderbilt. It is part of the Vanderbilt-Ingram Cancer Center, the only National Cancer Institute-designated Comprehensive Cancer Center in Tennessee and one of only thirty-nine centers in the nation to hold this distinction. The program includes dedicated faculty and staff who work together as a team in the diagnosis and treatment of children with cancer or blood diseases.

Vanderbilt Children's Health Improvement and Prevention (VCHIP)

The VCHIP program is designed to focus on children's health through community partnerships with a multi-disciplinary approach. Its goal is to give all children the very best chance at developing into healthy and productive adults and develop meaningful programs with measurable results showing that behaviors can be changed for the better. Teams of physicians, nurses, epidemiologists, nonprofits, business leaders, statisticians, and community volunteers meet regularly to help identify those needs that can be addressed most effectively within the three primary advocacy and outreach areas: Healthy Children, Safe Children, and Strong Families.

Vanderbilt Eskind Pediatric Diabetes Clinic

The program provides comprehensive diabetes management, diabetes education, and self-management training for children and teens with diabetes and their families. On-going care and education are available for families new to the area or new to this program. The staff works closely with the family's primary care physician to provide expert guidance in diabetes treatment through adolescence.

Weight Management Clinic

The Weight Management Clinic provides evaluation and treatment of childhood obesity. The vast majority of children become obese from unhealthy lifestyle and behavioral choices. The treatment approach includes lifestyle changes, since there is no approved medical therapy for treating obesity in children. The Weight Management Clinic provides a multidisciplinary team approach to treatment.

Special Programs

In addition to the special services listed throughout this catalog, Vanderbilt University Medical Center supports many programs in which medical students can receive invaluable experience, including:

- Airway Stenosis Service
- Biliary Disease Consultation and Treatment Center
- Center for Facial Nerve Disorders
- Photon Stereotactic Radiosurgery

Programs in Allied Health

Vanderbilt University Hospital conducts training programs in five technical areas of allied health professions.

Program in Cardiovascular Perfusion Technology

Vanderbilt University Medical Center's Programs in Allied Health, Program in Cardiovascular Perfusion Technology (VUMC-CVPT) requires that, prior to application, the prospective student shall have acquired a Bachelor of Science or a Bachelor of Arts diploma. As required by the AC-PE standards, the prospective student shall also have completed college-level course work in the fields of mathematics, physics, and chemistry prior to the time of admission (not application), or shall present to the Admission Committee a reasonable plan for successful completion of such course work prior to the end of their first year of matriculation in the program (i.e., without conflict with the required first-year course work at VUMC-CVPT).

Courses in the fields of anatomy and physiology, pathology, pharmacology, and other pertinent areas of study related to perfusion care are provided in the VUMC-CVPT course syllabus.

The general academic requirements for all perfusion education programs are established by the Accreditation Committee for Perfusion Accreditation (AC-PE). Students at VUMC-CVPT experience twenty-four (24) consecutive months of clinical and didactic training. Course descriptions can be found on the Cardiovascular Perfusion Technology Web site at www.mc.vanderbilt.edu/cvpt/courses.htm

Diagnostic Sonography

The VUMC School of Diagnostic Medical Sonography (DMS) has been reestablished to foster the education of sonographers and to promote the quality of patient care in the search for a diagnosis. The school offers an 18-month certificate curriculum in general sonography. The curriculum plan includes six (6) rotations of didactic and clinical courses which will require an average attendance of 33 hours per week. Upon completion of the didactic and clinical course requirements, graduates of the School of DMS are eligible to apply for certification exams in ultrasound physics and instrumentation, abdomen and obstetrics/gynecology administered by the American Registry of Diagnostic Medical Sonography.

Dietetic Internship Program

The Dietetic Internship at Vanderbilt University Medical Center (VUMC) has been an educational program since 1929. It is designed for the generalist practitioner, providing experience in clinical dietetics, food service systems management, and community nutrition with emphasis areas in nutrition therapy and food service systems management.

The internship is sponsored by the Department of Nutrition Services of VUMC. The program is currently granted accreditation status by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-4876), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education.

The Nutrition Services Department serves approximately 1,500 patient meals per day, and more than 4,000 customers (employees and guests) are served daily in the cafeterias. The department employs about 250 persons, including thirty registered dietitians

Program in Medical Technology

The Program in Medical Technology is an NAACLS-accredited program designed to provide extensive didactic and practical training in laboratory medicine. The program runs from June to June each year and is composed of a six-month "student laboratory" in a classroom setting and a six-month clinical practicum in the Vanderbilt clinical laboratories. Students receive theoretical and technical training in immunohematology (blood banking), hematology, clinical chemistry, immunology, microbiology, and laboratory supervisory and management skills. Emphasis is on a thorough understanding of theoretical concepts and problem solving. Upon completion of the program, students receive a certificate of training and are eligible for all state and national licensure or certification examinations.

Students from affiliated colleges and universities may enter the program after completion of the junior year and the prerequisite courses. These students will receive the baccalaureate degree from their college or university

upon successful completion of the program. Students from non-affiliated institutions may apply, with affiliation agreements completed upon acceptance. Students who have baccalaureate degrees and have met the prerequisite requirements may also apply. Applicants holding foreign degrees are required to have transcript evaluations and to pass the TOEFL exam.

Applications should be submitted several months in advance of the application deadline, 1 January, to assure sufficient time for processing information and scheduling interviews.

Program in Nuclear Medicine Technology

The twelve-month training program in clinical nuclear medicine methodology is designed primarily for students who have completed a minimum of three years of pre-radiologic technology work in an accredited college or university. The program prepares graduates for certification as nuclear medicine technologists. Students receive training in atomic and nuclear physics, radiochemistry, patient care and nursing, radiation safety, radiobiology, instrumentation, and computer applications, as well as clinical nuclear medicine (both imaging and in vitro). Students must successfully complete the lecture series and clinical laboratory rotations that are integral parts of the program. Students are also expected to develop certain educational and administrative skills to prepare them for future supervisory positions.

The program is approved as the fourth year externship in a baccalaureate degree program at Austin Peay State University in Clarksville, Tennessee, and Belmont University in Nashville. In addition, on completion of the program, a certificate will be awarded from the Division of Allied Health at Vanderbilt.

The nuclear medicine program is accredited by the Joint Review Committee for Nuclear Medicine Technologists (JRCNMT), and graduates are eligible for national certification examination.

Admission requirements:

- Satisfactory completion of three years of college credit at an accredited college or university, including the following:
 - Chemistry.* A minimum of 8 semester hours or equivalent of general chemistry
 - Physics.* A minimum of 12 semester hours or equivalent of general physics
 - Mathematics.* A minimum of 6 semester hours or equivalent of college algebra and statistics. Calculus and analytic geometry are also recommended
 - Biology.* Approximately 24 semester hours or equivalent, including human anatomy and physiology, hematology, medical microbiology, immunology and serology, and bacteriology

Computer Science. A minimum of 6 semester hours or equivalent of introduction to computer science and FORTRAN IV programming

- A minimum overall grade point average of 3.0 (4.0 scale) is recommended. Averages above 2.5 will be considered
- A baccalaureate degree or eligibility for that degree at the completion of clinical training
- Good moral character, pleasant personality, ability to relate to patients

Qualified applicants from any accredited college or university are eligible for admission. Complete applications must be received by 15 March preceding the expected date of admission. Student selections will be completed by 15 April. Selection is based on scholastic background, references, personal interview, and motivation.

Radiation Therapy Training Program

The Radiation Therapy Program is a 12-month, hospital-based, certificate-granting program. Students are selected based on objective criteria and educated using lectures by program faculty and guest lecturers and related workshops in the Medical Center that will allow students to complete the required coursework and graduate within the scheduled time, pass the ARRT exam in radiation therapy, and begin careers as radiation therapists.

Other Health Profession Programs

Vanderbilt Experience: Summer Nurse Internship Program (VESNIP)

Vanderbilt Nursing has partnered with our community nursing schools to provide Summer Internship opportunities for nursing students who are between their junior and senior years. Our partnerships are expanding, but we are currently working with Vanderbilt School of Nursing's Lipscomb and Fisk affiliate students, Belmont University, Western Kentucky University, and Cumberland University.

For earned credit, nursing students from these schools have the opportunity to experience eight weeks of focused-care clinical rotations throughout Vanderbilt Medical Center. According to the literature, nurses who participate in summer internship programs as students begin their nursing careers with increased confidence earned from hands-on experience.

Specialty care choices are Adult/ICU, Women's Health/Newborn, Oncology, Adult Acute Med/Surg, Pediatrics, Cardiovascular, and Perioperative Services with the following clinical rotations for each area:

ADULT/ICU:

- Emergency Department
- Neuro Intensive Care
- MICU
- SICU
- Trauma
- Burn Unit
- Surgery Stepdown

- Neurology Stepdown
- Med Specialty Clinics
- Surgery Clinics
- Diabetes Clinic
- Plastics
- GI Lab
- Wound Ostomy Care

WOMEN'S HEALTH/NEWBORN:

- Labor and Delivery
- Gynecologic Surgery
- Orthopedics/Urology
- OB Clinic
- Women's Health
- Newborn Nursery

PEDIATRICS

- Hem/Onc
- Cardiology
- Pediatric ICU
- Neonatal ICU
- Emergency Department
- Operating Room
- Med/Surg
- Peds Well-Child Clinic

ONCOLOGY

- Oncology
- Myelosuppression
- Infusion Room
- BMT/Stem Cell
- Cancer Clinic
- Hematology

CARDIOVASCULAR

- Testing Lab
- Ambulatory Clinic
- Medical Stepdown
- Surgical Stepdown
- Operating Room
- Intensive Care

ADULT ACUTE MED/SURG

- General Medicine
- Oncology
- Colo-Rectal
- Orthopedics
- Urology
- Surgical Unit
- Renal Transplant

PERIOPERATIVE SERVICES

- Pre-Admission Testing
- Holding
- Operating Room
- PACU
- Surgical Floor

Program in Hearing and Speech Sciences

The Au.D. (Doctor of Audiology) and Master of Education of the Deaf degrees are given by the School of Medicine. The M.A., M.S., and Ph.D. degrees in Hearing and Speech Sciences are offered by the Vanderbilt University Graduate School. See the *Graduate School Catalog* for current program information and course listings.

The program of studies leading to the master's degree requires five semesters of academic and clinical preparation, including a ten-week clinical or research externship. The program is both ESB and PSB certified by the American Speech-Language-Hearing Association, with degree requirements meeting or exceeding those required for ASHA certification. Practicum sites include the Bill Wilkerson Center, Vanderbilt University Medical Center, Vanderbilt-Kennedy Center, VA Medical Center, and several other hospitals in the Nashville metropolitan area.

Preparation for the doctoral degree includes a minimum of two years of academic course work, research competency demonstrated through two projects, and the dissertation. Research interests of the faculty include basic and applied psychoacoustics, speech perception and production, child language acquisition and disability, and audiological management. The division supports a number of research laboratories, including an anechoic chamber, and maintains a MicroVAX II computer and three PDP-11 computers





DOCTOR OF
ELECTRICITY
2008

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