



# NEWSLETTER SOCIETY OF ACADEMIC UROLOGISTS

## Advancing Excellence in Urologic Education, Training, and Leadership

### President's Welcome

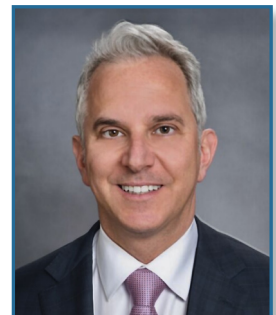
Welcome to the Spring Newsletter of the Society of Academic Urologists! As we enter Spring 2026, the Society of Academic Urologists stands at an important moment of growth and opportunity. Our mission — to support academic urologists in their pursuit of excellence in urologic education, research, and professional development — remains as relevant as ever, but the environment in which we operate continues to evolve. As a society, we continue to take deliberate steps to ensure that we not only adapt to these changes but help shape the future of academic urology. For those of you who made it to our Winter Meeting in Houston, we had an exceptional program led by Wesley Mayer and Lara MacLachlan that highlighted this changing landscape, associated challenges, and potential solutions.

Over the past year, our leadership has focused on defining strategic priorities that will guide the organization in 2026 and beyond. Within resident education, we are witnessing a paradigm shift toward competency-based models, simulation and technology-enhanced learning. The SAU is positioned to play a key role in developing and disseminating innovative approaches to elevate training across programs nationwide. We continue our efforts to improve upon our urology residency match process and are excited about the introduction of the electronic standardized letter of evaluation (SLOE) and online letter-writer portal for the 2026-2027 Match. In collaboration with the AAMC, the SAU is proud to finally make this a reality. Partnership remains a cornerstone of our strategy. In this way and many others, we have renewed our focus on collaborations with organizations such as the AUA, ACGME, AAMC, and ACURE, allowing us to align priorities, share expertise, and amplify our collective impact. These relationships are critical as we work to address shared challenges and advance common goals across the continuum of urologic training.

Ultimately, the strength of the SAU lies in its members. The dedication, creativity, and commitment of our community continue to drive meaningful progress in education, scholarship, and patient care. I am confident that, together, we will continue to build on this momentum and shape a strong future for academic urology. The initiatives outlined herein highlight the breadth of our collective efforts and reflects our shared commitment to preparing the next generation of urologists and ensuring the continued vitality of our field.

With sincere appreciation,

Lee Richstone, MD, FACS, FRCS  
President, Society of Academic Urologists



# STRATEGIC PLANNING & UPCOMING MEETINGS

## Planning Ahead: 2026 SAU at the AUA Annual Meeting

Aria Olumi, MD & Chad Tracy, MD

SAU Spring Meeting Chairs



The Society of Academic Urologists has long played a central role in advancing excellence in urologic education, training, and leadership. As we look ahead to the 2026 SAU Spring Meeting, we have

worked to develop a program that reflects both the evolving challenges facing academic urology and the exciting opportunities for innovation, mentorship, and professional development within our field. This year's meeting will focus on three key themes—innovation in education, professional resilience, and faculty development—each of which is essential to preparing the next generation of urologists and strengthening the academic community.

A centerpiece of this year's program will be a session on **Artificial Intelligence in Urology Education**. Building on the strong interest generated at the 2025 Winter Meeting, this session revisits the topic with greater depth and practical focus. Experts from across medicine, law, and academic urology will discuss how AI is reshaping clinical training, from robotic simulation and workflow optimization to new approaches in assessment and curriculum design. The session will also highlight the growing role of AI as a **research tool**, enabling residents and faculty to accelerate scholarship in quality improvement, clinical research, and translational science. Importantly, this discussion is designed to move beyond theory by providing attendees with practical frameworks for integrating AI responsibly into residency education.

The meeting will also address an issue that is increasingly recognized but still rarely discussed openly in surgical training: the concept of the **"second victim."** Adverse events in the operating room can have profound emotional and professional consequences not only for patients but also for the surgeons and trainees involved. Through keynote presentations, case-based discussions, and a panel of department chairs, this session will explore strategies for supporting faculty and residents following complications and for fostering a culture

that promotes transparency, mentorship, and resilience. By addressing this topic directly, we hope to equip program leaders with tools to guide trainees through difficult clinical experiences while maintaining a commitment to patient safety and professional development.



A third major theme of the Spring Meeting will focus on **Pathways for Faculty Development in the Education Track**. Academic centers increasingly recognize the importance of clinician-educators, yet many faculty members lack a clear roadmap for advancement within the educational mission. This session will feature perspectives from leaders in medical education, including experts in faculty affairs, graduate medical education, and national accreditation. Discussions will explore how educators can develop meaningful teaching portfolios, translate curricular innovation into scholarship, and progress toward leadership roles within residency programs and academic institutions. By highlighting diverse career pathways, the session aims to strengthen mentorship and provide practical strategies for faculty seeking to build successful careers as educators.

Together, these program pillars reflect a broader vision for the SAU: supporting innovation in education while strengthening the professional community that sustains academic urology. The Spring Meeting will bring together program directors, faculty, residents, and national leaders in medical education for a day of thoughtful discussion, collaboration, and shared learning.

We look forward to welcoming you to Washington, DC this May for what promises to be an engaging and forward-looking SAU Spring Meeting.

# EDUCATION & PROFESSIONAL DEVELOPMENT

## SAU Webinar Series: Spring 2026 and Beyond

Courtney Yong, MD & Alex Small, MD; SAU Communications Committee



The Society of Academic Urologists continues to expand its commitment to education through a thoughtfully designed webinar series that addresses the evolving needs of academic urologists, educators, and trainees.

Recent sessions have included high-impact discussions on *Starting a Residency Program*, *Resident Remediation*, and *Demystifying the ACGME*. All past webinars are available on the SAU website at <https://sauweb.org/meetings/past-webinars/>.


The Spring series begins on April 28, 2026, at 8:00 PM EST with a program focused on scholarly publishing in medical education. This session will introduce the vision for the newly established SAU Section of Education within *Urology* (Gold Journal), led by editor Dr. Lindsay Hampson and assistant editor Dr. Stephanie Kielb. The program will also highlight practical opportunities for engagement in academic scholarship. Dr. Zachary Hamilton, the Chair of the SAU's Data and Survey committee, will speak on SAU policies regarding survey distribution, while Drs. Jean Joseph and Mathew Sorensen will discuss strategies to maximize the impact and reach of educational research, and insights into how SAU-supported grants can be leveraged to generate meaningful scholarly output. The session will conclude with an interactive discussion.

The webinar series continues on June 18, 2026, at 6:30 PM EST with a focused session on the implementation of Standardized Letters of Evaluation (SLOEs) within ERAS. This webinar will feature the foundational work of Drs. Richard Lee and Benjamin Breyer, along with an overview from Mr. Richard Peng, Director of ERAS Engagement, on how these letters will be operationalized in the upcoming application cycle. This will be a high-yield session for all letter writers and applicants for the upcoming match cycle.



Looking ahead, the SAU webinar series will continue to expand in scope, with future sessions planning to cover surgical education, trainee assessment, and faculty development. A central goal of this initiative is to create a consistent, accessible platform for sharing ideas, disseminating best practices, and engaging the broader academic community in meaningful discussion.

Together, these programs reflect the SAU's broader commitment to advancing education, supporting professional development, and promoting scholarly engagement across all levels of academic urology.








### SAU SLOE 2026 Webinar

## SAU SCHOLARLY PUBLISHING

Thursday, April 28 • 8:00pm EST

Featuring

 Dr. Lindsay Hampson University of California, San Francisco	 Dr. Stephanie Kielb University of Michigan	 Dr. Zach Hamilton St. Louis University
 Dr. Mat Sorensen University of Washington Medical Center	 Dr. Jean Joseph University of Rochester Medical Center	

[REGISTER](#)

# EDUCATION & PROFESSIONAL DEVELOPMENT

## Standardized Letters of Evaluation (SLOE): What Program Leaders Should Know

Richard Peng, MD



Standardized Letters of Evaluation (SLOE): What Program Leaders Should Know

Beginning with the 2027 Electronic Residency Application Service® (ERAS®) application cycle, Letters of

Recommendation (LoRs) will be submitted through the [AAMC Letter Writer Portal](#). This service supports the exchange of letters of recommendation and evaluation across AAMC application services, allowing letter writers to manage requests and submit documents.

This update is intended to simplify workflows and support more consistent, reliable letter submissions for applicants, letter writers, schools, and residency and fellowship programs.

This modernization will also create a foundation for continued innovation, including the introduction of specialty-specific Standardized Letters of Evaluation (SLOEs) in partnership with Urology, Dermatology, and Plastic Surgery specialty societies.

As part of this pilot, specialty-specific SLOE templates will be integrated directly into the letter request process and delivered through the Letter Writer Portal. This approach is designed to create a more cohesive experience, provide more comparable structured insights, support mission aligned review of applications, and reduce variability across letters.

Both the Letter Writer Portal and the integrated SLOEs will launch for the 2027 ERAS season opening. For more details, watch the Webinar Recording: [2027 ERAS Letter of Recommendation Updates: Introduction to Letter Writer Portal](#), and visit the [ERAS for Letter Writers webpage](#).

More information and resources will be available as the season approaches, including:

- A downloadable PDF template preview of the standardized letter template
- Guidance and policy around Urology SLOEs for applicants
- Instructions and FAQs for the SLOE request and upload process

**SAU SLOE 2026 Webinar**  
**SAU SCHOLARLY PUBLISHING**  
**Thursday, June 18 • 6:30pm EST**

Featuring

- Dr. Benjamin Breyer  
University of California, San Francisco
- Dr. Richard Lee  
Cornell University
- Richard Peng  
Association of American Medical Colleges

[REGISTER](#)

# EDUCATION & PROFESSIONAL DEVELOPMENT

## Organizational Partnerships: ACURE

*President, Association of Coordinators in Urologic Residency Education  
Association of Coordinators in Urologic Residency Education (ACURE)*



The role of program coordinators has undeniably evolved in the 30 years I have been involved in GME (remember the days of paper residency applications). Today Urology program coordinators manage

accreditation, recruitment, curriculum development, evaluation and assessment, and act as advisors to residents, students, and peers. Our roles are vast and ever-changing, and we are recognized by the ACGME as key members of the leadership team, critical to the success of the program and required to have dedicated time and support for administration of our programs. ACURE's goals are focused on the continual professional development of program coordinators to ensure they possess the knowledge, skills, and resources needed to successfully carry out the important role of managing the day-to-day operations of programs while providing support to our trainees and departments.

ACURE is appreciative of our continued partnership with the SAU. This past year ACURE members were involved in the SAU Communications and Engagement Committee, working on website redesign, newsletter content, and creating annual awards to recognize outstanding faculty, residents, and coordinators. ACURE has participated in webinars related to the Match, organized a standing-room-only coordinator education session during the recent SAU Winter Meeting, and presented the inaugural SAU/ACURE Coordinator Recognition Award to Liranda Howard-Coleman from the University of Alabama.

ACURE members remain steadfast in our shared priorities with the SAU such as advancing urologic education and training, supporting the professional development of our community, and contributing to preparing future urologists. Our goals for 2026 include expanding ACURE's social media and on-line presence, continuing our relationship with the SAU, AAMC, Thalamus and other important GME stakeholders, and providing educational sessions and support to our members. The ACURE Annual Virtual Meeting will take place on May 5, 2026 and includes a keynote address related to program coordinator wellness as well as a deep dive into the four seasons of GME, discussing all aspects of program management from the APE to visiting students and all things in-between.

We invite all Urology program coordinators to become ACURE members, which is easily done by emailing Susan Schulze ([schulzes@upstate.edu](mailto:schulzes@upstate.edu)). Membership remains free!



BECOME A MEMBER

# RESEARCH & GRANTS

## Grants Committee Update

Jean Joseph, MD

SAU Grants Committee



The Society for Academic Urology (SAU) remains deeply committed to supporting innovative projects that enhance the quality of resident and fellow education. For many years, the SAU's education grants program has empowered academic faculty to design and implement forward-thinking initiatives that strengthen program assessment, advance curriculum development, and respond to the evolving demands of residency training, while promoting excellence in urologic education and research.

Applications review for the 2026 grant cycle is now underway, and we strongly encourage interested faculty to consider applying. Please visit the SAU website [www.sauweb.org](http://www.sauweb.org) for submission details, deadlines, and eligibility criteria. We encourage proposals that offer scalable, practical solutions with broad applicability across urology training programs, and those that provide meaningful, measurable impact for program directors striving to elevate educational outcomes.

Last year, seven grants were funded, with awards ranging from \$900 to \$10,000. These projects reflect the creativity and commitment of our educators, addressing priorities such as expanding mentorship opportunities for students underrepresented in medicine, developing simulation-based training tools, applying spatial computing to procedural education, supporting residents in difficulty, enhancing engagement through gamification, and evaluating entrustable professional activities. Importantly, many of these initiatives are designed with dissemination in mind, offering value well beyond a single institution.

We look forward to another exciting and competitive cycle of submissions and to continuing to showcase the innovation within our field. Awardees will present their findings at the SAU Annual Meeting, contributing to shared learning and ongoing advancement in urologic education.

Finally, I extend my sincere gratitude to the Grants and Education Review Committee for their thoughtful review, expertise, and ongoing dedication to this important work.

# MEMBER RECOGNITION

## Celebrating Our Inaugural SAU Award Winners

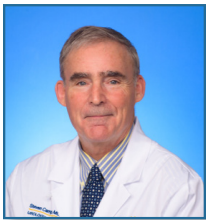


### Program Coordinator Excellence Award

*Liranda Howard-Coleman, University of Alabama at Birmingham*

Over the course of more than 25 years at UAB, Liranda has steadily built a record of excellence in academic administration, with experiences spanning multiple schools and departments before she found her calling in medical education. Since assuming a leadership role with the UAB Department of Urology's Residency Training Program, she has guided the program through pivotal moments – great highs and lows – with skill, foresight, and unwavering dedication to doing what is best for our trainees. When the program faced serious accreditation risk, her initiative and organizational expertise helped engineer a complete turnaround. She does all of this will serving as a thankless and tactful liaison between faculty and trainees. What makes Liranda truly deserving of this award is her ability to elevate everyone around her.

She is an advocate for residents, a trusted partner to faculty, and a mentor to junior staff. She professionalized recruitment processes, designed wellness and morale initiatives, and fostered a culture of transparent communication that has transformed the residency experience. The esteem with which she is held by her colleagues is perhaps best illustrated by her recent selection for UAB Urology's Staff Award, bestowed directly by residents in recognition



### Faculty Educator Award

*Dr. Steven Campbell, West Virginia University*

While achieving excellence in clinical care and academic scholarship, Dr. Campbell has dedicated his career to the education and training of students, residents, and fellows. In his role as Program Director for the Urology Residency Training Program at Cleveland Clinic, he worked tirelessly to build a training program that maintained education and training at the heart of its mission. He devoted himself to this endeavor, developing a robust didactic curriculum which he religiously attended and working with residents and faculty to continuously improve the educational experience for the trainees. He developed and implemented the Case Based Urology Learning Program, which uses clinical scenarios to solidify the fundamentals of work-up and management of common urologic conditions. This is housed online in the "Resident Corner" of the Urology Gold Journal so that trainees across the country can benefit from this program.

He developed a bi-weekly surgical skills training program at Cleveland Clinic which continues to thrive and benefit our junior residents, thanks to the foundation he laid. He was truly in his element in the operating room, creating a thoroughly enjoyable and highly educational surgical experience for the residents and fellows. This was an invaluable component of the training experience which was highly sought out by the trainees. While at Cleveland Clinic, he also served as the Associate Designated Institutional Official (DIO) of Graduate Medical Education and in this role supported clinical training across specialties. Perhaps the biggest testament to his educational commitment is the sheer number of students, research fellows, residents, urologic oncology fellows, and faculty peers he has mentored, many of whom have thrived in academic urology thanks to his mentorship.

# MEMBER RECOGNITION

## Celebrating Our Inaugural SAU Award Winners



### Resident Education Award

*Dr. Joanna Orzel, University of Iowa Hospitals and Clinics*

Joanna has embraced teaching as central to her identity as a physician. She has led structured educational sessions, including the catheter skills workshop for our medical student Urology Interest Group and the Hawkeye Prep Course for incoming Carver College of Medicine students, and served as a mentor in the URETER Program and through SWIU's national mentorship program. Her teaching is consistently described as clear, approachable, and empowering and she is uniformly praised by medical students, receiving some of the highest ratings in the department. She is generous with her time, offering guidance on everything from research projects to wellness strategies. Students often tell me that she is the kind of role model they aspire to be—knowledgeable, encouraging, and deeply human. Joanna's peers have also benefited enormously from her leadership. She was peer-appointed to our Residency Leadership Group and has contributed meaningfully to our Program Evaluation Committee and Residency Wellness Committee. In each of these roles, she has helped shape the culture of our residency, ensuring it is an environment where learning thrives, and residents feel supported. Her colleagues know that she will stay late to help finish cases, step in to teach a junior resident, or simply listen when someone is struggling.

Nationally, Joanna serves on the Executive Board of the Society of Women in Urology as Social Media Co-Chair and has been an active member of the Diversity, Equity, and Inclusion Task Force, shaping residency recruitment practices across the country. She was also selected for the prestigious AUA Global Resident Leadership Retreat, a recognition of her promise as a future leader in academic urology. Joanna has done a remarkable job leveraging scholarship as a platform for education. Her publications on pregnancy and parental leave policies in urology, workforce sustainability, and diversity in residency recruitment have sparked important conversations within our field, influencing how programs across the country train and support residents. She is a prolific author, but more importantly, she uses scholarship to teach—to translate her clinical and personal insights into lessons that benefit learners and educators alike.

## Lessons Learned Over a Career in GME and Urology Education

Liranda Howard - Recipient of SAU Coordinator Award



Over the course of my career, I have come to understand that success in graduate medical education is not defined by perfection, but by presence, showing up consistently with integrity, adaptability, and a

willingness to learn. Along the way, I have learned to pause and ask, 'What was the lesson here?' When the lesson becomes clear and growth follows, I know the moment has served its purpose. In that way, even the most challenging experiences become meaningful, shaping not only the work we do, but who we become.

One of the most important lessons I've learned is that relationships are the foundation of everything we do. Whether working with residents, faculty, or fellow coordinators, trust and respect create the environment where people can feel supported, grow and succeed. Titles and roles may change, but how we treat one another leaves a lasting impact.

I have also learned that clarity is kindness. Honest, thoughtful communication, especially when it is difficult, builds stronger teams and prevents misunderstandings. The most effective leaders and colleagues I've encountered were those who were intentional with their words and consistent in their actions.

Another lesson I've come to appreciate is the importance of flexibility in an ever-changing environment. Graduate medical education is inherently dynamic, no two days are the same, and each new class of trainees brings its own energy and perspective. Early in my career, I held tightly to structure, believing it was the key to staying in control. Over time, I've learned that embracing change, rather than resisting it, allows us to be more effective and forward-thinking as expectations continue to evolve. Learning to let go of rigidity didn't come easily, but it has been one of my most meaningful lessons, and for that, I am truly grateful.

Perhaps most importantly, I've come to understand that our work matters far beyond the tasks we complete each day. The systems we build, the support we provide, and the standards we uphold all shape the training of physicians who will go on to care for countless patients. That responsibility has always humbled me. As coordinators, we work behind the scenes so that physicians and trainees can do what they do best, care for others. There is something deeply meaningful in knowing that our efforts, though often unseen, are part of something much greater than ourselves.

As I reflect on this journey, I am grateful for the mentors, colleagues, and learners who have shaped my experience. Each interaction has reinforced that while processes and policies are important, it is the people who make this work truly impactful.

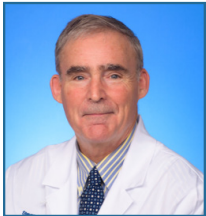
# EDUCATION & PROFESSIONAL DEVELOPMENT

## Lessons Learned as a Program Director

Steven C. Campbell, MD, PhD-Professor and Chair of Urology

West Virginia University Medical Center

Inaugural Faculty Educator Award, Society of Academic Urology (SAU)



After 19 years as Program Director at Cleveland Clinic I left with many great memories and many lessons learned from my experiences with the residents, students and research fellows.

The SAU asked me to share some of these lessons and I am honored to do so. Here are some of my perspectives:

What makes a great resident? I thought about this very much through the years and realized that it is really very simple. The phenotype of a great resident is driven by a dominant gene of self-accountability, someone who takes ownership of his or her training experience. Someone who is always prepared to get as much as possible out of each educational opportunity by reading ahead of time, knowing the anatomy and sequencing of the steps, who has worked on their skills and watched videos to be ready to step up to the plate. Someone who is dedicated to great patient care, strong communication with patients/families and team members, and someone who is trying to contribute to advances in the field. Mentorship is a two-way street and always most enjoyable when there is a synergistic dedication to optimize learning. I have been fortunate to work with many great residents through the years and cannot thank them enough for what they brought to the table.

What is the Program Director's main responsibility? One day when I was relatively new to the position, I looked up the PD's responsibilities as listed in the ACGME Common Program Requirements. What I found was shocking: The PD was responsible for everything! Of course, it is structured that way so that the RRC knows who is accountable and who to contact if there is a concern, and then the PD can lead the process for improvement in conjunction with the rest of the team. But as the years went by, I began to think about where the PD can make the biggest difference. I realized that the main challenges in the residency were falling on the younger residents

who were on the steepest learning curve, who had the most direct patient care responsibilities, and who were not so well protected in the hierarchy of the residency. Every year there were one or two younger resident who looked like the "deer in the headlights". From that point forward we did our best to try to make sure that we were meeting with the GL-2 and 3 residents separately every 6 months or so, to see how they were doing, and to make sure that the experience remained humane. We also developed a philosophy that any changes in the hierarchy should be vetted through the PD's to make sure they were reasonable. The upper-level residents are enjoying the fruits of the training experience and the well-earned rewards of their hard work. They often do not require much support from the PD other than an encouraging word every now and then and an occasional constructive suggestion. It is not uncommon for the younger residents to become discouraged, wondering if they will be able to make the transition to a high level of surgical competence. This is why a surgical skills program can be so important. It provides a framework for the younger residents to work on basic knot tying for different circumstances, simple laparoscopic skills, and robotic fundamentals. It gives the younger residents some challenges to focus on and an element of confidence as they are moving through the ranks.

Regulations, regulations, and more regulations? Yes, it can seem that way at times. Duty hours, APEs, ISE and Board pass rates, ADS deadlines... However, with a good Program Coordinator, a helpful Associate PD, and reasonable time management skills, these regulations can be addressed in a positive and constructive manner, keeping in mind the good intentions of the RRC to maintain quality in the field across all of the training programs. But there must be something more than this -- I believe

# EDUCATION & PROFESSIONAL DEVELOPMENT

## Lessons Learned as a Program Director *continued*

Steven C. Campbell, MD, PhD-Professor and Chair of Urology

West Virginia University Medical Center

Inaugural Faculty Educator Award, Society of Academic Urology (SAU)

that this is where the PD can really make a difference: always having one or two program-specific initiatives to improve the learning environment, meeting with individual residents to help them as they are going through challenging stretches, and working with the faculty to make sure they know their efforts for education are appreciated. Always remember that the residents are adult learners, so it is best to have occasional reminders rather than rules, whenever possible. A constructive approach should always be prioritized whenever possible.

PD as a role model? I believe this is a very important aspect of the position. The PD is front and center with the residents, spending much time with them. Ideally, the residents should see a PD who has:

- A strong clinical and surgical practice, albeit at .70 FTE, which he or she clearly enjoys
- Good communication with patients and families and positive interactions with support teams
- A good track record of contributing to the field with research efforts and through mentoring residents, students, and/or research fellows
- Discipline for self-learning and self-care for meeting the challenges of modern medicine

Of course, it is very difficult to satisfy all of these characteristics all of the time – basically impossible, that is the human condition -- but the PD should be succeeding in most of these domains most of the time. I was a PD from the ages of 46 to 65, and my predecessor, Karl Montague, was PD from the ages of 45-65, and we often discussed the common practice of putting the younger faculty in the PD role for a short term (average is 4-5 years tenure at many centers). Both of us believe that is probably not the best policy for this role.

What is the key to surviving as a PD? Resiliency, resiliency, and more resiliency -- and a helpful and experienced Program Coordinator! But seriously, you will take some hits every now and then -- it goes with the leadership role, which can be lonely. But the main reason you keep going is because you love to teach and want to make a difference. You need to keep your eye on the prize – seeing the residents make progress and becoming capable surgeons and urologist, this is the greatest reward. Always remember that, although it is often unspoken -- you have the most important job in the department – you are building the future of the department and the field as well!

Finally, it is important to value your mentors. This is particularly easy for me, as I have had great mentors at each stage of my career. A special thanks to Karl Montague, who was PD when I was training, and who has been a great help for all these years. Eric Klein and Andy Novick were also great mentors and there were many others. I also want to pass on my best wishes to Molly Dewitt-Foy who had the great resident phenotype a few times over, and who took over for me when I left the Cleveland Clinic – she will be great in her new PD role. Also, a special thanks to Ali Hajiran who is doing wonderful as our PD at West Virginia University.

# IMPORTANT EVENTS

## SAU Visiting Professor Application

The Society of Academic Urology (SAU) is proud to announce a funded **SAU Visiting Professorship** and welcomes applications for this annual event. The Visiting Professor (VP) is selected as the recipient of the **SAU Faculty Educator Award**.

For 2026, the SAU is pleased to recognize **Dr. Steven C. Campbell** as the Visiting Professor and this year's **SAU Faculty Educator Award recipient**.

The academic program selected for this event will collaborate with the VP regarding the date and topic of the lecture.

### DESCRIPTION OF THE EVENT

The SAU accepts nominees and selects a SAU Faculty Educator awardee annually. The recipient of the award is announced at the Winter meeting (typically in January or February). This awardee will serve as a visiting professor for the SAU Visiting Professorship.

The VP will travel to the hosting institution's program for a minimum of half day lectures and didactics related to education, professional development of faculty, and other related academic topics. The content should focus on academic medicine and education rather than urologic practice itself. The SAU does not mandate content but encourages programs and VP's to collaborate on a topic of interest to the program that is delivered by the VP, while other activities could include a related journal club and resident/faculty presentation of related endeavors or research at their institution.

Any academic program that is a member of the SAU is eligible to apply for this award, and one program will be selected annually. Preference will be given to newer programs that are establishing a strong academic curriculum. Funding will be provided to support the VP travel and events at the hosting institution. The hosting institution will be asked to provide a brief overview of the academic activities related to the Visiting Professorship, as well as photographs, which will be posted on the SAU website and included in the newsletter.

### APPLICATION INFORMATION

- **Application Deadline:** May 25, 2026
- **Notification of Selected Institution:** Early July 2026

Apply here - <https://sau.memberclicks.net/visitingprofessor>



# STAY CONNECTED

The Society of Academic Urologists (SAU) is dedicated to advancing excellence in urologic education, training, and leadership. Stay engaged with our community, explore resources, and learn more about upcoming programs and opportunities.

**WEBSITE:**

[www.sauweb.org](http://www.sauweb.org)

**EMAIL:**

[info@sauweb.org](mailto:info@sauweb.org)

**FOLLOW US ON X (FORMERLY TWITTER):**

[@UroAcademic](https://twitter.com/UroAcademic)

**FOLLOW US ON INSTAGRAM:**

[@society\\_of\\_academic\\_urologists](https://www.instagram.com/society_of_academic_urologists)



## Board of Directors 2026-2027

**President**

*Lee Richstone, MD, FACS, FRCS*

**President-Elect**

*Simone Thavaseelan, MD*

**Secretary**

*Gina M. Badalato, MD*

**Treasurer**

*Mathew D. Sorensen, MD, MS, FACS*

**Past-President**

*Moben Mirza, MD, FACS*

**Executive Secretary**

*Kirsten L. Greene, MD, MS*

**Member at Large**

*Sarah F. Faris, MD*

**Member at Large**

*Christopher E. Keel, DO, FACS*

**Member at Large**

*Costas D. Lallas, MD, FACS*

**Member at Large**

*Jennifer Yates, MD*

**AUA Representative**

*Jay D. Raman, MD, FACS, FRCS*

**RRC Representative**

*Kate H. Kraft, MD, MHPE*

**Representative to the ABU**

*Gregory A. Broderick, MD*

**AAMC Representative**

*Mark L. Jordan, MD, FACS, FRCS(C)*

**Representative to the OPDA**

*Erica Traxel, MD*

We encourage all members to share updates, achievements, and innovations with the SAU community. Together, we can continue to strengthen academic urology and support the next generation of leaders in our field.

Proudly Managed by

