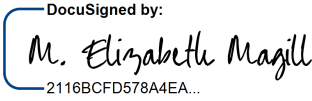


NOMINATION SIGNATURE PAGE

2021 Virginia Outstanding Faculty Awards

Please include this as the cover page of the nomination package PDF submission*

Name of Applicant:	Taison D. Bell, MD
Institution:	University of Virginia
Category:	Rising Star
Signature of President or Chief Academic Officer:	 2116BCFD578A4EA...
Printed Name of President or Chief Academic Officer:	M. Elizabeth Magill
E-mail address of President or Chief Academic Officer:	provost@virginia.edu
Telephone number of President or Chief Academic Officer:	434-927-3728

Mission Statement

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;
- Our universal dedication to excellence and affordable access.

Source: www.virginia.edu/statementofpurpose

Summary of Accomplishments

Dr. Taison Bell is a critical care and infectious disease physician, Director of the Medical Intensive Care unit, and Assistant Professor of Medicine at the University of Virginia who has had a substantial impact on the University in his short time on faculty. He completed undergraduate studies at the University after growing up an hour away in Lynchburg, VA. Dr. Bell frequently describes how he was raised in a loving home, but one very short on resources. He realized the power of teaching and mentorship from a young age, and credits many who have helped him along his path from becoming the first in his family to graduate from college to achieving his lifelong dream of becoming a physician. It is for this reason that those who work with Dr. Bell describe him as so dedicated to teaching that it appears to be a part of the very fabric of his being. In addition to the many teaching accolades Dr. Bell has received, he has also emerged as a central leader in the University's efforts to manage the COVID-19 crisis—extending his expertise to inform the community with vital information about the crisis, leading COVID-19 research efforts, coordinating efforts to produce and distribute PPE, and providing direct patient care.

Teaching

From the Dr. Bell's first time on clinical service in the Medical Intensive Care Unit at UVA Health he began to develop a reputation among ICU staff, medical students, and trainees as a fantastic teacher. Known for drawing diagrams, charts, and math equations on the glass doors lining the unit to explain complex physiological concepts, it also became clear that Dr. Bell was imparting more than just medical knowledge. Rounds with Dr. Bell involves gathering input from patients, families, and ICU staff to develop plans for the day. He creates an atmosphere of respect and support where staff and learners alike felt comfortable contributing to the conversation. Dr. Bell was voted by the Internal Medicine Housestaff as the "Inpatient Attending of the Year" during his first year on faculty in 2018 and again in 2020. He was selected for the Virginia American College of Physicians Academic Teaching Award in 2019. Here are comments from some of his learners:

- "Dr. Bell is my favorite of all of the physicians I have worked with. He challenges me to think critically about my patients. He encouraged my involvement in their care. He took time to speak with me about goals and expectations. He gave me honest, thoughtful feedback that will change how I present moving forward. He made me feel like an important part of the team. He spent a significant amount of time going out of his way to teach me and the other medical students on the team. He fostered a collaborative work environment that encouraged involvement of all parties."
- "Dr. Bell is an incredibly intelligent and personable physician. Not only does he practice patient centered, empathetic medicine but he also encourages his team to do so. He consistently made time to discuss complex physiology with chalk talk sessions on the glass doors at rounds, not only for the team but also for the patient's and their family." There is something truly powerful about this approach and it is something I hope to emulate in my future practice. Finally, regardless of how busy the MICU service was, he consistently made time to teach bringing up relevant summary PowerPoint slides for differential diagnoses and drug discussions as well as helping the team to understand the complex physiology of multi-organ failure in real time. You can truly tell he has a

genuine passion for medicine and is personally invested in the outcomes of his patients and team. Without a doubt, UVa is lucky to have him.”

- “Dr. Bell is an incredible physician to work under. His greatest strength is something that can never be taught and that is his openness and truthfulness. The way in which he brought the entire MICU team together after a difficult ethics encounter, leaving open space for discussion and tackling headfirst the conversation that no one else wanted to start was inspirational. He is a true leader.”

During his first year on faculty, Dr. Bell also developed and led a multidisciplinary mechanical ventilation course, bringing experts in ventilation from UVA, the University of Pittsburgh, the National Institutes of Health, and Washington Hospital Center to Charlottesville to teach critical care fellows, respiratory therapists, and critical care nurse practitioners advanced concepts of mechanical ventilation. The course has subsequently been offered annually and is a highlight of the Division of Pulmonary and Critical Care Education Curriculum. Finally, During the early stages of the COVID-19 pandemic, Dr. Bell spearheaded the creation of a critical care curriculum designed for non-critical care trained providers to take care of critically ill patients in the event a surge came to UVa.

Mentorship

Dr. Bell stands apart not only for his dedication and skill in teaching but also his commitment to mentoring the next generation of physicians and healthcare leaders. Dr. Bell regularly meets with students, residents, and fellows to discuss their lives and careers. He is very comfortable discussing his own life lessons to help guide others so that they can make informed decisions as they grow into their professional careers. In addition, Dr. Bell became the director of the Summer Medical Leadership Program (SMLP) at the University of Virginia. SMLP is an intensive six-week residential summer medical academic enrichment program for 30 undergraduate students from underrepresented groups and disadvantaged backgrounds who are interested in pursuing careers in medicine. Students are chosen from a nationwide pool of applicants and (in normal times) come to the University of Virginia for on Grounds instruction led by leaders in healthcare at the University and beyond. The program has a storied history going back over 30 years and has produced hundreds of physicians and healthcare leaders of color. Dr. Bell became involved in the program as soon as his first week on faculty, where he introduced himself to the Office of Diversity Staff as someone who cared about mentorship. He was invited to give the closing speech the following week. In his short time on Grounds, he established himself as the leader within the Health System and was chosen to be next successor to take leadership of the program in 2018.

Knowledge Integration

Dr. Bell often describes his value to the University in terms of the different disciplines or worlds he can occupy a space between, with an ability to communicate with both sides. Whether it's relating to patients who are uninsured or in poverty with others who are well off, practicing medicine as an African American male in predominantly white spaces, or holding positions in two separate divisions in the Department of Medicine, Dr. Bell's life and professional experiences allow him to borrow lessons from areas and apply them to others. Dr. Bell enrolled in the executive MBA program at the University of Virginia Darden School of Business with the

hope of gaining skills from industry, government, and the non-profit sector and apply lessons learned to maximize value within our healthcare system. As a part of the program, he traveled the globe gaining different experiences, such as visiting a car manufacturing plant in China, an aircraft manufacturer in Brazil, a hospital in India, and a startup hub in Berlin. Dr. Bell uses his lessons from the classroom and abroad and applies them toward to improving healthcare delivery at the University of Virginia, especially during the COVID-19 crisis. In addition, Dr. Bell co-founded a startup with a fellow classmate focused on delivering at home colorectal cancer screening solutions to close the health disparities gap in this largely preventable and treatable cancer.

Dr. Bell was recognized by the Darden faculty, staff, and classmates alike as a vocal leader who presented thoughtful discussion points and introspection to the learning environment. Although he had to suspend his studies towards the conclusion of the program to take an active role in the COVID-19 crisis, he was permitted to participate in virtual graduation exercises where he was recognized for two awards: the C. Stewart Sheppard Distinguished Service Award and the "Z" Society's Edgar F. Shannon Award—awarded to the student in the graduating class who best exemplifies the ideals of a graduate from the Darden school. Dr. Bell recently gave a well-received keynote speech during the orientation week for students entering the Darden Executive MBA program integrating his life experiences and professional life with his Darden education.

Service

In addition to providing direct care for COVID-19 patients, Dr. Bell's response to the COVID crisis has demonstrated what healthcare can accomplish when forward-thinking leaders are faced with challenges. In the early stages of the pandemic there was considerable strain in the supply chain for personal protective equipment (PPE). Dr. Bell was instrumental in leading a team of engineers, architects, seamstresses, nurses, and healthcare providers to design, produce, and distribute personal protective equipment for UVA and the greater Commonwealth. He also worked with a Darden classmate to produce a predictive model to forecast the PPE needs of institutions according to COVID-19 surge projections. This model was used to track PPE usage both at UVA and at over 65 nursing facilities in the Commonwealth. He is part of an innovative rapid-deployment team, including Project ECHO and UVA Health, that provides in-person and telehealth care support for long-term care facilities overwhelmed with COVID-19 outbreaks. Dr. Bell has personally gone into two skilled nursing facilities that experienced widespread COVID-19 outbreaks to help support staff and care for patients when physician staff employed at the facilities were hesitant to come in to provide care.

Dr. Bell has also established himself as a leader in the push to investigate therapeutic agents that could be effective against COVID-19. He is a co-Principle Investigator for the NIH-sponsored Remdesivir trial—the first drug proven in a randomized study to be effective for the treatment of COVID-19. Dr. Bell was instrumental in bringing this trial to the University of Virginia. Dr. Bell has advanced the cause for racial justice in healthcare, joining colleagues to demand transparency from the CDC in reporting race and ethnicity in COVID-19 cases and related outcomes.

Finally, Dr. Bell is highly effective in communicating information about the COVID-19 crisis and racial disparities in both traditional and non-traditional media. He has co-hosted a weekly COVID-19 Update on Facebook Live for the past seven months along with Dr. Cameron Webb. He also hosted a Facebook Live stream for parents around school re-opening with the Deputy Commissioner for School Health at the NYC Department of Health. Dr. Bell serves as a COVID-19 content expert for the Congressional Black Caucus and the Rowland Martin Show. He is a member of the medical expert panel guiding the New York Times Coronavirus Drug and Treatment Tracker Project. He has spoken to a large variety of community groups, organizations, and leaders about COVID-19, ranging from both Senator Warner and Kaine to the local Scouts chapter. His expertise has been sought by several local, national and international news outlets, including National Public Radio, ABC News, The New York Times, The Wall Street Journal, The Washington Post, BBC World News, The New Yorker, Politico, BuzzFeed, Stat News, and Al-Jazeera. For his exemplary service in engaging, informing, and serving the community Dr. Bell was awarded the United Way Caring for Community Award as a healthcare provider who has gone above and beyond during the ongoing COVID-19 pandemic. He will soon be recognized by Business Insider's annual list of the top 30 leaders under 40 who are transforming the future of healthcare.

References:

UVA Today: [Staff, Faculty Across Grounds Unite to 3-D Print, Create, Donate Critical Medical Supplies](#)

Telemedicine and E-Health: [Rapid Telehealth-Centered Response to COVID-19 Outbreaks in Postacute and Long-Term Care Facilities](#)

UVA Today: [UVA Joins National Trial to Test Potential COVID-19 Medication](#)

Buzzfeed: [Doctors Are Concerned That Black Communities Might Not Be Getting Access To Coronavirus Tests](#)

The Darden Report: [How Darden Exec MBA Is Helping Him Lead During COVID-19 Crisis](#)

Personal Statement

After everyone had gone to sleep, I spent an evening at home in mid-April staring at a screen with figures glaring back at me. I ran a few calculations. Finally satisfied, I exited the window, cleared my browser history, and went to bed.

My professional life in the intensive care unit has trained me to hope and plan for the best but to prepare and make a detailed plan for the worst. I was about to go into a nursing home experiencing a widespread COVID-19 outbreak in the morning. And, while we felt that our PPE we had would protect us, we weren't sure. We were relatively healthy and felt that we would do fine if we became infected, but we weren't sure. All we knew was there was a nursing facility with patients in need and their physicians were refusing to go in out of fear of contracting COVID-19. We also knew of physician colleagues in New York and on the West Coast who were becoming infected, some becoming very ill. In case the worst were to happen, I needed to make sure my wife and children would have enough from my life insurance policy to make it.

I'm the kind of person who really has to practice a skill in order to become proficient. So, when people give me the ultimate compliment that teaching seems to come naturally to me, what they probably do not realize is that it doesn't come naturally at all for me. I take time to practice teaching concepts, just as much as I work at expanding my knowledge base or developing a procedural skill. If you see me teaching about something, you can be assured that I've practiced drawing the figure, explaining the concept looking at the mirror, or discussed the teaching concept with my friends and colleagues, asking for feedback at every step. But for all the knowledge that I try to pass along to trainees, one of the most important is how to manage your internal fear and stress along with that of your team. As a leader, you set the tone for these situations and learning how to cope is tantamount to responding to a crisis.

As I opened my car door and went to grab my PPE, I felt a sensation I'm very familiar with: my heart rate was rising and my breaths were becoming just a touch quicker. Usually I only experience this in a specific scenario: when I'm at the head of the bed of a patient I'm about to render unconscious and insert a breathing tube into their airway. There is something unnerving about taking away someone's ability to draw breath and placing a piece of hollow plastic into their windpipe. Most of the time it goes well, but we remember the times when it doesn't. I bring myself back down by slowly going through my plan for what medications I plan to use, what tools I will have as my primary and backups, and what I anticipate may go awry based on the patient's risk factors. Trainees working with me often think that I started doing this to calm the nerves in the room down and to make sure everyone knew what I planned to do. But, in honesty, I started doing it for myself and later learned that taking everyone through my thought process out loud greatly enhanced my ability to lead the team.

I turned to my colleague outside of the facility and walked through with him my plan for triage and assessment. Heart rate back down, I was ready to go. We went in to help those in need.

Like many others who dedicate time to teaching, most of the people who train under me will not do exactly what I do. Therefore, many of the concrete lessons that I teach about shock, organ failure, and managing specialized medications will fade over time as they become less relevant to their chosen profession. However, what I hope makes a lasting impact are lessons in

leadership that will be useful in their future endeavors. Specifically, learning your strengths, managing your weaknesses, getting the most out of your team, and leaning on others to help you achieve more than you can alone.

These lessons were crucial to the success I've had so far. I was raised by my grandmother in an impoverished neighborhood in Lynchburg, VA. Though I had always dreamed of becoming a physician, I needed help from teachers and mentors in my community to help me stay on the right path. I was able to earn admission to the University of Virginia, where I abruptly learned that my skills were not on par with my classmates—the vast majority of whom came from upper-middle class households and were more prepared to perform at a high level in college.

Thankfully, I had a group of classmates who helped me in my science courses and dedicated tutoring resources at the University of Virginia to help me catch up. I admired the people who volunteered time from their schedules to help me so much that I decided to become a science tutor and a peer mentor after my first year. It was here that I learned that the true power of teaching others was that the learning could often be bidirectional, and my knowledge base grew as well.

In the hospital, I structure my rounds in a way that tries to optimize the learning environment. My core operating principle is everyone who is present deserves respect and adds value to the team. I create dedicated space for others to contribute and I make it clear that I do not possess all the answers. In fact, I often will ask residents to teach me about concepts in outpatient and general medicine that they are more familiar with than I am. Creating this environment allows for a better free exchange of ideas, and ultimately leads to better patient care in my opinion. It carries forward as the day goes on as a signal is given to my team members that I value their contributions. An example that will always remain with me is a patient who had new delirium (confusion). My team and I had just come on service and we were trying to determine how long it had been present. One of our housekeepers overheard the conversation and chimed in that they had been coming into the room the last few days to change the trash bin every morning. They noticed that the patient had slowly gotten worse each day they had been in. I shared with the team the value that anyone can contribute if you allow everyone to be seen. I believe lessons like these are ones that will help my learners unlock their full potential no matter what they choose to do in life. And I always feel honored to have played a role in their development.

No other experience has highlighted the power of teamwork and multidisciplinary learning more than the COVID-19 crisis. For all the accolades and attention I have received recently, there is a strong team standing with me to achieve it. Thus, when I volunteered to go into the nursing home, I wore a face shield designed by my engineering team, I collected data on their PPE supply that I gave to my data analytics team, and I connected the facility to our telehealth remote patient monitoring team. My success through the COVID-19 crisis is inexorably linked to their efforts. Though it may appear so at times, I never walk alone.

I am blessed to be where I am at this stage in my career—living out my dream of practicing medicine and educating. Though I would have never anticipated my skillset lining up with a global pandemic, I'm proud to be able to help in this way. Above all, I am teaching, learning and growing in the community that changed the course of my own life. In this moment, there is no other place in the world I want to be.

Abbreviated Curriculum Vitae

Education

2005 B.A. University of Virginia (African American and African Studies)
 2009 M.D. Columbia University, Vagelos College of Physicians and Surgeons
 2020 M.B.A. University of Virginia, Darden School of Business candidate

Postgraduate Training

06/09-06/12 Resident, Internal Medicine, Massachusetts General Hospital
 06/13-06/14 Chief Resident, Internal Medicine, Massachusetts General Hospital
 07/12-07/15 Fellow, Infectious Disease, Massachusetts General Brigham Combined Program
 07/15-07/17 Fellow, Critical Care Medicine, National Institutes of Health

Selected Academic and Clinical Appointments

06/13-06/14 Instructor of Medicine, Harvard Medical School
 07/17- Assistant Professor of Medicine, University of Virginia School of Medicine
 07/19- Physician Co-Lead, Mortality Coalition, University of Virginia Health
 04/20- MICU Director, University of Virginia Health
 08/18- Director, University of Virginia Summer Medical Leadership Program
 - SMLP is an intensive six-week residential summer medical enrichment program for undergraduate students from underrepresented groups and disadvantaged backgrounds who are interested in pursuing careers in medicine

Other Professional Positions

07/19- Lecturer, George Washington University Id Board Review Course
 06/19- Co-founder, Owl Peak Labs
 07/20- Expert Panel Member, NY Times Coronavirus Drug and Treatment Tracker

Selected Teaching Sessions and Presentations

Jun 2014 "Born to Teach: Teaching Strategies for the Wards" (Co-presenter)
 Annual Medicine Housestaff Teaching Retreat, Massachusetts General Hospital
 Feb 2016 "Critical Care in the Era of Value-Based Purchasing"
 Society of Critical Care Medicine 45th Annual Congress
 Sep 2016 "Preventing Central Line Related Infections"
 NYC Health + Hospitals Hospital Associated Infections Reduction Meeting
 Jan 2019 "Continuous and Extended-Infusion Beta-Lactams"
 University of Virginia Department of Medicine Grand Rounds
 Feb 2019 "Big Lessons in Small Packages"
 Inaugural Speaker for UVA Medical School MEDx series
 Aug 2019 "Infections in the ICU (and their Mimics)"
 George Washington Infectious Disease Board Review Course
 Sept 2019 "Everyday Leadership: Practical advice from trusted leaders"
 University of Virginia First Year Medical Student Leadership Series
 May 2020 "Hope, Misinformation, Fear, Sickness, and Death"
 Black Press USA invited panelist to discuss COVID-19 in the Black Community
 Jul 2020 "Finding Purpose in the Noise"
 Darden School of Business Executive MBA Orientation Keynote Speech
 Aug 2020 "Black Cambridge and COVID-19: The Storm is not Over"
 Cambridge City Council Community COVID-19 Series
 Invited panelist to discuss COVID-19 impacts in the Black Community

Current Academic and Institutional Committees

09/17-1/2019 Member, Anti-Infective Utilization Subcommittee
07/19- Medical Specialties Representative, Clinical Staff Executive Committee
09/19- Member, Academic Standards and Advancement Committee
07/20- Standing Member, Faculty Affairs & Development Advisory Committee
05/20- Member, Senior AOA Selections Committee
08/20- Member, University of Virginia Physicians Group Investment Sub-committee

Selected Teaching Activities

06/13-06/14 Co-Organizer, Medicine Conference Series, Massachusetts General Hospital
07/14-07/15 Organizer, HIV Conference Series, ID Division, Massachusetts General Hospital
01/15-06/15 Small group tutor, Harvard Medical School Clinical Pathological Conference
10/18- Course Director, UVA Fundamentals of Mechanical Ventilation Course
- The mechanical ventilation course is a two-day intensive workshop with both didactics and simulation experiences designed to reinforce core ventilator physiology and apply it to clinical practice. The multidisciplinary course draws critical care and respiratory care faculty from UVA, the University of Pittsburgh, and Medstar Washington Hospital Center
02/2020 Invited Lecturer, Northwest Anesthesia Seminars
- Critical Care CME Lecturer for critical care physicians and nurse practitioners

Selected Honors and Prizes

2008 Gold Humanism Honor Society, Columbia University
2014 "Inspiring 25" Exemplar, Summer Medical and Dental Education Program
2018 UVA Internal Medicine Residency Inpatient Attending of the Year
2019 Virginia ACP Chapter Academic Teaching Award
2019 Nominated for the UVA Leonard Tow Humanism in Medicine Award
2019 Nominated for the UVA GME Master Educator Award
2020 Selected to join the Alpha Omega Alpha Honor Medical Society, UVA Chapter
2020 UVA Internal Medicine Residency Inpatient Attending of the Year
2020 C. Stewart Sheppard Distinguished Service Award, Darden Commencement
2020 UVA Z Society's Edgar F. Shannon Award, Darden Commencement
- Selected out of a graduating class of 509 as Darden's representative student
2020 United Way of Greater Charlottesville Caring for Community Award
- Recognized as an "Above and Beyond Care Provider" for efforts to inform and serve the community during the COVID-19 pandemic
2020 Business Insider's Top 30 under 40 Leaders Transforming the Future of Healthcare

Current Research Efforts

Adaptive COVID-19 Treatment Trial (ACTT), National Institute of Allergy and Infectious Diseases (NIAID). Trial No. 13017617948

Role: Co-Principle Investigator in a series of three trials studying therapeutic agents and their effectiveness for patients with COVID-19

Clinical Trials Network for the Prevention and Early Treatment of Acute Lung Injury (PETAL)

Role: Co-investigator at the UVA Health Sciences Center site for multiple ongoing randomized controlled clinical trials to prevent or treat Acute Respiratory Distress Syndrome (ARDS)

Mastery Learning for Critical Care Fellowship Education

Role: Principle Investigator for a study of the effect of implementing an intensive mechanical ventilation course on learner knowledge degradation over time.

EXCERPTED LETTERS OF SUPPORT

“Dr. Taison Bell is an educational phenomenon In looking for the words to describe him, these come to mind: Dynamo. Powerhouse. Inclusive. Brilliant. Funny. Humble. Compassionate. Uplifting. Inspiration. Role Model. Beloved. ...Not content to be only a brilliant critical care educator, he also has creatively redesigned and directs the Summer Medical Leadership Program, which prepares underrepresented college students for careers in medicine.... Balancing both science and humanism, everything that Dr. Bell touches carries an equal dose of knowledge, excellence, thoughtfulness, and deep imprint.” -- *Brian S. Uthlaut, MD, Assoc Prof of Medicine, Assoc Chair of Education, Dept of Medicine, Internal Medicine Res Program Dir, UVA*

“I have known Dr. Bell ... to be a person of the highest character integrity and dedication. ... [H]e promptly took up the gauntlet [to lead the Summer Medical Leadership Program...and has improved the program every year since doing so. He is also an expert clinician ... [and] brings his incredible depth of knowledge to his teaching of fellows and to the leadership role he serves in as co-Medical Director of our medical intensive care unit.” -- *Michael D. Williams, MD, Associate Chief Medical Officer, UVA Health*

“His openness allows him to appreciate and invite the expertise of others into the process of creating new knowledge about, and finding solutions to, critical problems. ... One such example is his extraordinary work with a cross-disciplinary team of faculty ... and the community, to solve a critical problem shortage of PPE in our worst days of the COVID pandemic. His integrative capacity led directly to the creation of locally developed and produced PPE, ... [and] extend[ed] the ‘reach’ of UVA ... to expand our ability to do testing in local nursing homes and community sites, ...*involving trainees and students every step of the way.* ...In another example, I had the privilege of working on a set of white papers for the Macy foundation on bias in medical education. Dr. Bell was able to take what is known about bias and its effects on students, trainees, faculty and patients, and place it into a context that is transformative for education moving forward.” -- *Margaret Plews-Ogan, MD, Dir of Foundation in Clinical Medicine, Dir, Be Wise Program UVA*

“I’ve had the privilege of working with Taison in my role as a Quality and Performance Improvement Coach, we’ve partnered on several interdisciplinary improvement efforts, most notably during COVID....I knew that Taison would play a key role in leading us through the unknown, listed here are a few reasons why: **1)** Collaborated with colleagues here and around the world to establish best care practices ... **2)** Shared his knowledge relentlessly with our team of 300+ ... **3)** Contacted the Engineering School to design/implement a face shield to ensure team members would have the equipment needed ... **4)** Partnered with COVID units and the Darden School to evaluate the usage of PPE ... and ... projected a burn rate for the Medical Center to ensure a supply of PPE was on hand at all times **5)** Collaborated with the Medical Center and Hospice agencies in our Community to develop and implement Hospice services to our patients and their families. In closing, extraordinary people rise during extraordinary times, ...he’s one in a million.” --*Evie Nicholson, RN, BeSafe Coach, UVA Health System*

“His ability to synthesize medical information, develop curricula and educate peers and trainees was recognized when he was named to be chief resident at the Massachusetts General Hospital. ... during his infectious diseases fellowship, ... he led our HIV educational programs. He also applied his extraordinary medical knowledge to the care of patients, whom he treated with incredible empathy and compassion. An eminent example of Dr. Bell’s...impact on the medical field is his leadership of a biotechnology start-up, Owl Peak Labs, devoted to creating new technologies to detect cancer. Dr. Bell has the energy, engagement and vision to create new knowledge and to teach medicine to new generations of health care professionals.” -- *Raj Gandhi, MD, Director, HIV Clinical Services and Education, Massachusetts General Hospital, Professor of Medicine, Harvard Medical School, Co-director, Harvard Center for AIDS Research*

“Dr. Bell has been a transformative educator since joining our faculty. ... Since February, he has also been an advocate for community education. Working alongside and leading others... His work has dispelled myths and engaged a broader dialogue with the community.... Taison has also been on the front lines of discovering innovative ways to engage during the COVID-19 pandemic. From working with our School of Engineering to manufacture PPE for clinical use and advocating to bring crucial clinical research to UVA directly benefiting our patients, Taison has innovated to improve patient care in the Intensive Care Unit. Outside of the ICU, he helped found Owlpeak Labs to fight Colorectal Cancer through developing new ways to detect disease.... He captures the very essence of educator.” --*Kyle B. Enfield, MD, Associate Professor of Medicine, UVA*

“As a friend and colleague I have watched with awe and admiration as this young man stepped into the leadership position ... [of] the Summer Medical Leadership Program at the University School of Medicine... He initially sought input from all the “old guard” and then developed a new action plan based upon their input and participation. ... During the current COVID-19 PANDEMIC Taison’s skills as a clinician with infectious disease and critical care training have proven invaluable He has ably ... provided information about COVID-19 to the community while also working daily in the front lines caring for Pandemic patients. ... He is truly a rising star at a time when our galaxy badly needs them.” -- *Richard W. Lindsay, MD, Prof Emeritus, UVA*

“Dr. Bell is among the best teachers and role models I have come across in my decade of medical training. ... If you want to know if Dr. Bell is on service in the Medical Intensive Care Unit, just look for the writings on the wall. ... you'll see the confidently written equations, graphs, and diagrams all along the plexiglass doors of patient rooms, complete with arrows and explanations. ... He has an innate and practiced ability to quickly evaluate the strengths and weakness of the learners in front of him and teach to their level of training. ... Dr. Bell's accomplishments in his own career speak for themselves and it's incredibly rare to meet someone so accomplished who is willing to help bring others equal levels of success.” --*Talal Kaiser, MD, Fellow, Pulmonary and Critical Care Medicine, UVA*

“I have been able to periodically drop in and talk with him about many topics including my research and lab environment, family and health, and career. I believe that is a marker of a great mentor and teacher – the compassion for the whole individual in front of you... Dr. Bell has been committed to helping me succeed in all of these avenues. From him I have learned about effective leadership, engaging to build a diverse workforce while making sure to be excellent with his own ... responsibilities.” --*Zollie White III, MD-PhD Candidate, UVA School of Medicine*

“Years from now, many will recall 2020 and the COVID-19 that gripped the world... Dr. Bell, in the midst of it all, has been a steady source of information, care, transparency, and hope. ... [Once a week he] and a colleague field questions for an hour, calming anxieties, demystifying myths, and providing practical tips and strategies for all to employ, and they do so in a way that is accessible to diverse audiences.... Dr. Bell has gone to the most vulnerable communities in the city of Charlottesville to increase awareness and help stop the spread of COVID-19 in the most susceptible populations. This is above and beyond anything Dr. Bell has to do, and he does so with incredible grace, tact, care, and wisdom.” --*Paul C. Harris, Assistant Professor, Curry School of Education and Human Development, UVA*

“Within the communities served by Boys & Girls Clubs of Central Virginia, Dr. Bell has been an ongoing counsel, volunteer, expert, and supporter of our work He recognizes the value of building systems of care throughout our communities, but he is also keenly aware of the impact playing a game of pick-up basketball with a child in need of a mentor can have. Dr. Bell ... [is] an exceptional physician, but his lived experiences and his heart for ensuring access and opportunity for all members of our community are what make him truly exceptional.” --*Mia Woods, Chief Operating Officer, Boys & Girls Clubs of Central Virginia*