Welcome!

The GSA Performance Framework:
Leveraging Learning and the June PDC to Increase Empowerment and Growth Across Our Community

Housekeeping while you wait...

- Audio will start when the webinar begins.
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- Close out of programs – email, etc.

Thank you.
The GSA Performance Framework:
Leveraging Learning and the June PDC to Increase Empowerment and Growth Across Our Community

Geoffrey H. Young, PhD
Sr. Director, Student Affairs and Programs, AAMC

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Learning, Leadership Development, and Evaluation, AAMC

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Sr. Specialist, Group on Student Affairs, AAMC

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Housekeeping Reminders

**Audio:** Click on the audio broadcast icon in the Participants Panel on the right side of your screen.

**Questions and Comments:** Use the chat panel to submit your message. Click to open chat panel and send message to “All Participants”.

**Technical Challenges:** Send a message in Chat panel to “AAMC Meetings”.

**Using Chat…** What is your current location?
Objectives for Today

Increase your ability to:

- Appreciate professional development as key to our future success
- Understand the AAMC GSA Professional Development Initiative (PDI) and its importance to our community
- Explain the GSA Framework and its value
- Use the GSA Framework to maximize your PDC experience and growth

Position you for greater success!
Today’s Facilitators

Geoffrey H. Young  Kristen Earle  Sophia T.S. Weibel
Our Roadmap

- Professional development as the key to our future
- GSA Performance Framework
- Learning selection to maximize PDC experience and growth
Guidelines for Today’s Webinar

✓ Get comfortable and remove distractions
✓ Make the content work for YOU
✓ Use technology to stay engaged
✓ Be patient and know we will get to your questions

Sit back, relax, and enjoy our time together.
Professional Development
- The Key to Our Future
Challenges of Our GSA Professionals
- Polling

How many of you are challenged to (select all that apply):

- Keep up with the **constant changes** within the student services area
- Navigate **across student services and your school** to **better** serve your students
- Help others **understand and appreciate** the importance of the student services area
- Asked to perform **more with less** – less resources, support, and training
- Have the **time, energy, and focus** to bring your best to your game

*You are not alone.*
Student Advocates Are Needed Now More Than Ever

The WHY behind the PDI

We must take better care of ourselves and...

So we can be there for our students.

Better leverage and collaborate across our community.

So they can be there for others.
Engage and Empower Our GSA Professionals
- Four component strategic approach

AAMC GSA PDI is our pathway to success.
Our ability to learn and sustain our excellence will enable theirs.

That is the vision of the AAMC GSA PDI.
GSA Performance Framework
- Our Foundation and Guide
What is it?
- Comprehensive, validated tool

✔ Defines **performance excellence** for all in alignment with the LCME standards

✔ Distinguishes the **value** of our work in the development of future physicians and quality patient care

✔ **Equips and empowers** professionals as advocates for their development and careers

✔ Defines what is **most important** to our work and profession
Core Values and Guiding Principles
- What is most important

**Core Values**
- Adaptability
- Advocacy
- Diversity and Inclusion
- Excellence
- Professionalism
- Service

**Guiding Principles**
- Champion the wellness, justice and respect for all.
- Serve with compassion, integrity and with an unwavering commitment to benefit our students, institutions and profession.
- Promote student success in pursuit of a career in medicine.
- Engage as an advocate and responsible steward in the development of future physicians.
- Collaborate to advance learning and maintain relevance in the dynamic education and societal environments.
Areas of Expertise
- What is unique

Eight areas of more technical critical behaviors essential for successful performance unique to specific roles, functions, and services within student affairs.
Common Areas
- What is expected for all

Four areas of critical behaviors essential for successful performance for all student affairs professionals; regardless of specific titles, roles, and services provided.
Framework in Motion
- Making it work for you

Polling (yes or no)…
Do you see Areas that apply to the work you do?
**Framework in Motion**
- Highlighting Area structure

---

### Student Wellness & Mental Health

Build, promote, and manage programs, policies and interventions to enable student wellness and mental health. Collaborate across the academic health center and broader community to recognize and counsel students as necessary to sustain optimal health, wellness, and performance.

#### Critical Behaviors

- Sustain an environment of trust, respect, and confidentiality where all students feel comfortable accessing services without stigma or fear of reprisal.
- Recognize and counsel students who are at risk or in need of assistance to sustain optimal student performance and wellness.
- Build and maintain student wellness programs and interventions to support students and others across the institution in the identification, mitigation, and resolution of prevalent student stressors.
- Educate those who work in the academic health center on how to anticipate, recognize and support students in maintaining and addressing their wellness needs.
- Promote a network of available resources and referrals to help address common and unique stressors that impact physical health, mental health and other wellness needs of students.
- Encourage and empower students to succeed while assisting them in recognizing what is realistic, reasonable, and possible.

<table>
<thead>
<tr>
<th>Benchmark 1</th>
<th>Benchmark 2</th>
<th>Benchmark 3</th>
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<tbody>
<tr>
<td><strong>Critical Behavior</strong></td>
<td><strong>Critical Behavior</strong></td>
<td><strong>Critical Behavior</strong></td>
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<tr>
<td>* Maintain an approachable demeanor and promote an open door policy, setting aside distractions while interacting with students.*</td>
<td>* Interact with and engage students proactively to build trusting relationships.*</td>
<td>* Promote, influence, and encourage others to maintain a student-focused orientation in their approach to work.*</td>
</tr>
<tr>
<td>* Provide students available information, resources and referrals to help meet their specific needs.*</td>
<td>* Create opportunities to educate and equip students with resources to address common wellness and mental health issues.*</td>
<td>* Build a solid reputation as a trusted advocate for students across the academic health center and larger community.*</td>
</tr>
<tr>
<td>* Identify and respond appropriately to student requests, needs and issues, maintaining confidentiality.*</td>
<td>* Assess student situations and provide effective guidance in alignment with established protocols.*</td>
<td>* Take early action to enable and maintain student wellness across and specific to student populations, engaging the support of faculty, staff, and family.*</td>
</tr>
<tr>
<td>* Identify academic performance and behavioral patterns that may indicate physical health, mental health or concerns that negatively impact student wellness.*</td>
<td>* Educate and develop faculty and staff awareness and capability to recognize and help address/support student wellness needs, appropriately maintaining confidentiality and making notifications.*</td>
<td>* Develop and implement institutional recommended policies and protocols to address and mitigate stressors impacting student health and wellness, including but not limited to when and how to make appropriate referrals and maintaining confidentiality.*</td>
</tr>
<tr>
<td>* Educate others in the learning environment on how to proactively recognize students in distress.*</td>
<td>* Be attuned and appropriately respond to common and distinct cues associated with unique stressors of student populations (e.g., first generation college, non-traditional, LGBTQ).*</td>
<td>* Develop and implement strategies for sustaining student wellness in anticipation of medical school milestones and stressors.*</td>
</tr>
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<td>* Help students resolve and mitigate distress by normalizing reactions to stressors, focusing on how to best meet their needs.*</td>
<td>* Move between various support roles seamlessly in interactions with student, faculty, and staff.*</td>
<td>* Collaborate with others to collect and conduct an in-depth analysis of data trends necessary to build out and align wellness programs and interventions.*</td>
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<tr>
<td>* Recognize the need to assume various support roles (e.g., coach, advisor, listener, facilitator) when interacting with students, faculty, and staff and adapt.*</td>
<td>* Establish and maintain a network of collegial relationships across the academic health center and broader community to enable student wellness.*</td>
<td>* Capitalize on internal and external inquiries and opportunities to reinforce and build deeper capacity for addressing student wellness.*</td>
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## Framework in Motion
- Benchmark distinctions

<table>
<thead>
<tr>
<th>Benchmark 1</th>
<th>Benchmark 2</th>
<th>Benchmark 3</th>
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</thead>
<tbody>
<tr>
<td>Typical roles: Support Staff</td>
<td>Typical roles: Supervisors, Program Managers, Directors</td>
<td>Typical roles: Directors, Assistant/Associate Deans, Deans</td>
</tr>
<tr>
<td>Recognized as an individual contributor and primary student interface, with periodic support from more experienced colleagues.</td>
<td>Recognized as a key escalation resource and collaborator with more senior colleagues to ensure results are achieved.</td>
<td>Recognized as an expert and leader in this area; considered the “go to” person for decision making and advisement.</td>
</tr>
<tr>
<td>Responsibilities consist of tactical work with an emphasis on recurring tasks and common situations.</td>
<td>Responsibilities consist of more complex, less common situations, including day-to-day management of staff and/or facets of their function.</td>
<td>Responsibilities consist of highly complex and strategic work, including leadership and decision making for one or more areas across student affairs.</td>
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Ultimately **your specific role(s) and expectations** will guide the critical behaviors and benchmark(s) most relevant to you.
Leveraging the Framework to Target Development Needs

What is expected of me to perform successfully in my current role?

What other interests and career opportunities do I want to explore?

Sarah
Director of Admissions

Mostly critical behaviors in Benchmark 2

Critical behaviors in Benchmark 2 and 3
Leveraging the Framework to Target Development Needs

How does my performance and capabilities compare?

For expected Areas:

**Strengths**
- On-Target
- Gap/Deficiency

**Targeted development opportunities:**
(consider all Areas – expected, interests, career aspirations)

- Improve ability to support and guide the growth and careers of others
- Increase leadership presence and poise
- Build toolkit to identify and support critical wellness issues (burnout, etc.)
- Better understand full spectrum of financial aid and implications on debt management (legislation on loan repayment models, etc.)

Sarah
Director of Admissions
Leveraging the Framework
- Professional applications and benefits

In the **Driver’s Seat** of my performance and career…

- **Know** what’s expected of me in my current role
- **Truer picture** of my current capabilities against **appropriate** Framework benchmarks
- Identify my **interests and career opportunities** across student services

**Empowered and Engaged…**

- Increased **clarity and confidence** in capabilities
- **Focused** development and **use of my strengths**
- Increased **accountability and enthusiasm** for my growth and career
Leveraging the Framework
- Supervisor and Mentor applications and benefits

**Supervise and Mentor** with clarity, consistency, and a broader lens…

- Communicate **clear, consistent, and robust** performance expectations
- Gain **deep understanding** of interests, capabilities and aspirations
- Identify **targeted** development needs
- Collaborate to articulate **meaningful goals** and career **aspirations**

Enable **Collaboration and Accountability on a journey**…

- Guide, challenge, and support others with a **bigger toolset**
- Understand others ("**whole person**") to improve **development decisions** and **results**
- **Engage and empower others** in their own growth and careers
- Reinforce a **culture of development** and **equity**, not competition
Maximize Learning Experiences and Growth
- PDC and Ongoing
Our Goal to Enhance Your Learning and Growth

Quicker and accurate identification, selection, and access to **targeted, high-value** learning in alignment with the GSA Framework to better meet the **diverse** needs and learning preferences across our GSA Community.
Your PDC Learning Experience

Targeted development opportunities:
(consider all Areas – expected, interests, career aspirations)

- Improve ability to support and guide the growth and careers of others
- Increase leadership presence and poise
- Build toolkit to identify and support critical wellness issues (burnout, etc.)
- Better understand full spectrum of financial aid and implications on debt management (legislation on loan repayment models, etc.)

Sarah
Director of Admissions

How will she decide?
Target Your Learning at the PDC

- Registration page “Linkage to the GSA Performance Framework”
- Session-Framework mapping PDF

PDC registration: //www.cvent.com/d/jfqjffz
Sarah’s Targeted Learning at the PDC

### Medical School Recruitment & Admission

- A Model for Creating Sexual and Gender Minority-Inclusive Admissions Policies and Practices: A Partnership Between LGBTQ and Allied Students and Medical Education
- A Team Based Approach for Recruiting, Matriculating and Supporting Medical Students of Deferred Action for Childhood Arrivals (DACA) Status
- AAMC Admissions Session
- Advancing Holistic Review Update and Information Gathering
- Broadening resources involved in the selection of students; the tale of a new

- How to Use Data to Inform Admissions Offices and Committees
- Identifying and Promoting Best Practices in Native American Recruitment
- Mini Application Processing Consultation with AMCAS Staff
- Pipeline Programming: The Force Awakens
- PLAYS WELL WITH OTHERS: The Challenges of Assessing Teamwork
- Competencies in the Admissions Process
- Pre-Medical Preparation Pathways for Underrepresented Student Populations
- Primary Care: How your sponsor advises students to do it?

### Student Wellness & Mental Health

- We’re You an Imposter? How Feelings of Inadequacy Impact Academics
- Diversity and Inclusive Excellence: Holistic Review across the Curriculum
- Reducing Multicultural Education: Striving, Stalling or Stagnating: What is next?
- Expanding the Holistic Review Efforts with Constituents to Develop Social and Behavioral Competencies in the时代 of Medical Student Failure?
- Improving Difficult Conversations and Managing Conflict - Methods for Success
- Medical Student/Physician Burnout Stories/Mindfulness/Narrative Medicine to the Rescue
- Minority Stress, Racial Microaggressions and Environmental Stress…my Journey to Medical School
- Residency Program Directors round hole: Developing student services on a three-year, regional model
- Meet round hole: Developing student services on a three-year, regional model
- The Journey to Foreign Indian Student Pursuit of Careers in Medicine
- The American Medical School: How can we help students navigate the American Medical School: How can we help students navigate
- Understanding the Medical School Learning Environment and Student Well-Being: The AAMC Student Surveys
- Using Learning Communities to Combine Student Mentoring and Career Advising

### Student Financial Assistance

- A Model for Creating Sexual and Gender Minority-Inclusive Admissions Policies and Practices: A Partnership Between LGBTQ and Allied Students and Medical Education
- A Team Based Approach for Recruiting, Matriculating and Supporting Medical Students of Deferred Action for Childhood Arrivals (DACA) Status
- Building Your Financial Literacy Program: 2 Schools of Thought
- Diversity and Mission-Based Policies: Holistic Review across the Continuum
- Effectively Utilizing SALT Resources and Tools
- Federal Service Scholarship Programs
- Financial Aid - Individual

- Software Power User Sessions
- The Cost of Securing a Residency
- The Zero Payment Conundrum
- To RE or not to RE; that is the Question. An examination of the REPAYE program and the private refinancing marketplace.

### COMMON AREAS – Plenary Sessions

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Organizational Acumen</th>
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</thead>
<tbody>
<tr>
<td>Orchestrating the Leadership of Professionals. Constance Filling - Chief Learning Officer, Policy, Strategy, and Outreach, AAMC</td>
<td>Title TBD. David Battinelli - Dean for Medical Education, Hofstra Northwell School of Medicine, Chief Medical Officer, Northwell Health</td>
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</tbody>
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<tr>
<th>Relationships</th>
<th>Service</th>
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<tbody>
<tr>
<td>Career Development of Clinicians in Cultural Context: Mentoring to Promote Self-Efficacy. Angela Byars-Winston - Associate Professor, University of Wisconsin School of Medicine and Public Health, Division of General Internal Medicine</td>
<td>Title TBD. Bethany A. Johnson-Javois - Managing Director, Ferguson Commission, CEO, St. Louis Integrated Health Network (IHN)</td>
</tr>
</tbody>
</table>
GSA PDI-Specific Sessions at the June PDC

- Take a deeper dive into the GSA Framework and Professional Development Support Tool Kit bringing these tools to life

  **GSA Performance Framework and Tools: A Powerful Way to Enhance Your Professional Development Results (June 24: 3:00-4:00)**
  Facilitators: Geoffrey H. Young, Kristen Earle, Sophia T.S. Weibel

- Learn from other GSA leaders how they have integrated and leveraged the GSA Performance Framework and professional development tools to achieve significant results at their schools

  **GSA Professional Development Initiative: Leveraging Talent Management to Increase Excellence and Achieve Results (June 25 – 10:45-Noon)**
  Panel: Geoffrey H. Young, Robert Hernandez, Toi Harris, Sunny Nakae, Adela Valdez

- Learn how the GSA Framework was used to measure professional and career development of student affairs officers at the Herbert Wertheim College of Medicine at FIU

  **Practical Use of the GSA Performance Framework: Assessing the Development of Student Affairs Officers (June 25: 1:30-2:45)**
  Speakers: Robert Hernandez and team
Your Ongoing Learning and Growth

Identify and select high-value learning opportunities that meet your needs and preferences.

- GSA PDI Support Tool Kit
  - Framework
  - Framework-Development Matrix
  www.aamc.org/gsapdi
GSA Performance Framework

Promoting Growth and Excellence Across the GSA Community

What is the GSA Performance Framework?

The GSA Performance Framework sets the benchmark of performance excellence and distinguishes the importance of student affairs in medical education as a profession. It outlines critical behaviors essential for successful performance and career progression, inclusive of all roles and functions across the GSA community, in alignment with the LCME standards.

The Framework consists of four components:

- **GSA Core Values and Guiding Principles** – Define what is most important to the GSA community and set a guidepost for how professionals should strive to perform their work.
- **Common Areas** – Four (4) areas of critical behaviors essential for successful performance for all student affairs professionals, regardless of specific titles, roles, and services provided.
- **Areas of Expertise** – Eight (8) areas of more technical critical behaviors essential for successful performance unique to specific roles, functions, and services provided.
- **Benchmarks** – Three (3) distinct groupings of critical behaviors, ranging from tactical to strategic, that span across Common Areas and Areas of Expertise within the Framework. Each benchmark aligns with typical roles present across student affairs functions in medical education.

View the GSA Performance Framework Overview for a more detailed overview and the GSA Performance Framework for the entire Framework with in-depth Area descriptions and critical behaviors.

How can I best use the Framework?

The Framework was developed to complement and enhance current professional development practices and results for all GSA professionals and the larger community. Let’s look at various roles to see how you may benefit most from the Framework and achieve the results you want.

<table>
<thead>
<tr>
<th>Framework Uses:</th>
<th>Potential Benefits/Results:</th>
</tr>
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<tbody>
<tr>
<td>Confirm critical behaviors associated with current roles and responsibilities</td>
<td>Increased clarity and confidence in capabilities</td>
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<tr>
<td>Self-assess current capabilities against appropriate Framework benchmarks</td>
<td>Focused development on opportunities that leverage strengths and build key capabilities critical to your success</td>
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<tr>
<td>Identify interests and career opportunities across student affairs</td>
<td>Increased engagement, empowerment, and accountability for development and achieving career aspirations</td>
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Professional Development Support Toolkit

*Promoting Growth and Excellence Across the GSA Community*

What is the Support Toolkit?

The toolkit is a collection of aids that aim to complement and enhance professional development practices and results across the GSA community. The tools were developed to specifically execute a continuous three-step process proven to help GSA professionals realize their potential and a fulfilling career in student affairs.

What specific tools are available?

Below are the available tools listed with opportunities to guide your application for the best results. These aim to reinforce the ongoing, collaborative process noted above and complement the resources and support already available at your school or institution.

- Gain a clearer understanding of responsibilities/performance expectations (essential critical behaviors) for your current and aspiring roles.
  - GSA Performance Framework [PDF]
  - GSA Framework-LCME Standards Alignment [PDF]

- Identify specific, high potential development areas for consideration.
  - Self-assessment [WORD]

- Develop clear and meaningful professional development goals and a detailed plan for execution.
  - Goal Development and Execution Worksheet [WORD]

- Explore and identify high-value development options to achieve your specific goals.
  - GSA Performance Framework - Development Options Matrix (Areas of Expertise) [PDF]
  - GSA Performance Framework - Development Options Matrix (Common Areas) [PDF]

- Engage in more effective professional development discussions.
  - Collaborative Professional Development Discussions Guide [PDF]

- Use feedback and recognition as valuable tools to guide and excel your growth and performance.
  - Feedback and Recognition Guide [PDF]
## Framework-Development Matrix on the Web

### STUDENT WELLNESS & MENTAL HEALTH

Build, promote, and manage programs, policies and interventions to enable student wellness and mental health. Collaborate across the academic health center and broader community to recognize and counsel students as necessary to sustain optimal health, wellness, and performance.

<table>
<thead>
<tr>
<th>Articles &amp; Books</th>
<th>Benchmark 1</th>
<th>Benchmark 2</th>
<th>Benchmark 3</th>
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</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
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<tr>
<td>Benton, S., &amp; Benton, S. College Student Mental Health</td>
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<tr>
<td>Current Issues in Higher Education: Research and Reforms, University Press of America</td>
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<tr>
<td>Drolet, B.C., Rodgers, S., “A Comprehensive Medical Student Wellness Program – Design and Implement at Vanderbilt School of Medicine,” Acad Med. 2010; 85: 103-110</td>
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<tr>
<td><strong>Informal Education</strong> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)</td>
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<tr>
<td>AAMC Regional and National meetings and Professional Development Conferences (PDCs)</td>
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<td>General</td>
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<tr>
<td>Visit <a href="https://www.aamc.org/members/gsa/learning">www.aamc.org/members/gsa/learning</a> search under “GSA Webinar series” to access AAMC webinars (current, upcoming, archived) such as:</td>
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<td>. Putting it in Writing: The Value of Creating Clear and Effective Policies for Students with Disabilities (8/20/15)</td>
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<td>. Separating Fact From Fiction: Debunking Disability Myths and Addressing Legitimate Concerns (6/10/15)</td>
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<tr>
<td>. Disability Law 101: What Faculty Need to Know About Student Accommodations (5/14/15)</td>
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<td>. Helping Medical Schools Assist Students with Disabilities: An Introduction to the Coalition for Disability Access in Health Science and Medical Education (4/14/15)</td>
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<td><strong>On-the-Job</strong> (assignments, job/role rotation, projects, template/tool application, etc.)</td>
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<tr>
<td>General</td>
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<tr>
<td>Visit <a href="https://www.aamc.org/members/gsa/resources">www.aamc.org/members/gsa/resources</a> search under “Resources by Topic” to access specific AAMC tools and resources to support performance in this area. For example:</td>
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<tr>
<td>. Appropriate Treatment in Medicine (ATM): A Compendium on Medical Student Mistreatment</td>
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<td>. Chemical Impairment Guidelines</td>
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<td>. Student Mistreatment Guidelines</td>
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<tr>
<td>. Advising Students in Distress (Careers in Medicine) <a href="https://www.aamc.org/cim/advisorsandliaisons/advisors/advisingstudents/337730/advisingstudentsindistress.html">https://www.aamc.org/cim/advisorsandliaisons/advisors/advisingstudents/337730/advisingstudentsindistress.html</a></td>
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Recap and Close
Objectives for Today

**Increased your ability to:**

- See professional development as key to our future success
- Understand the AAMC GSA Professional Development Initiative (PDI) and it’s importance to our community
- Explain the GSA Framework and it’s value
- Use the GSA Framework to maximize your PDC experience and growth

Use chat feature...Your biggest take-away

Use chat feature...how about any key questions top of mind?
Advocate for Your Growth and Excellence

- Make your professional development and career a priority
- Seek out targeted learning locally and through the AAMC to meet your priority needs

*June PDC registration – early bird ends May 18*

*NEW pilot workshops:*
  - *Professional Development as our Pathway to Excellence*
  - *Strategic Talent Management in Academic Medicine*

- Learn more about the GSA PDI and let us know how we can help

[www.aamc.org/gsapdi](http://www.aamc.org/gsapdi)
GSapro-develop@aamc.org
Thank you.

Send your additional comments and questions to:

GSApro-develop@aamc.org

PDC registration:

http://www.cvent.com/d/jfqqfZ