

# GSA Performance Framework – Professional Development Options Matrix

## - Areas of Expertise

This document outlines professional development options to consider as you begin to **discuss & define** your professional development goals and plan. This library of options was developed to include high-value resources and opportunities that are:

- In alignment with the GSA Performance Framework
- Foundational to the four Common Areas and the eight Areas of Expertise
- Known as “commonly used” resources throughout student affairs in medical education, and in the broader realm of professional development
- Inclusive of a variety of learning and development strategies/modes to meet diverse needs and preferences of the GSA community



For the greatest return on your professional development investment (energy, time, financial), you are encouraged to seek guidance and support from your supervisor, mentor, and other trusted colleagues within the GSA community, as you identify the best options to meet your specific needs.

**Learning**, as defined by the Association for Talent Development, is “the process of gaining knowledge, understanding, or skill by study, instruction or experience.” It consists of a complex universe of professional development opportunities that is broad and inclusive of multiple formats, such as:

**Articles and Books** – Publications found in journals, magazines, and other standalone references and on websites that contain foundational or recent points-of-view by thought leaders, case studies, and tips to facilitate professional development.

**Formal Education** – Professional development derived from activities within a structured setting. Examples include: academic-based and profession-driven programs that result in formal recognition of achievement or maintenance of license to work, such as obtaining a masters or technical degree; completing a certificate or certification program; or attending a seminar or workshop.

**Informal Education** – Professional development opportunities that occur outside a structured program or event. Examples include: participating in social learning such as a designated Learning Community, attending meetings; viewing webinars or videos; and pursuing self-study to learn and discuss relevant hot topics, effective practices, trends, and other content areas.

**On-the-Job** – Professional development opportunities within and beyond your current roles and responsibilities, geared to develop breadth and depth of experience as you perform specific projects or assignments in a supportive environment.

This document of options is a starting point for identifying high-value opportunities as you pursue specific personal and performance goals. You should also investigate and consider other campus, community, and regional options to meet your specific needs, as well as visit [www.aamc.org/members/gsa/resources](http://www.aamc.org/members/gsa/resources) for more specific AAMC “Resources by Type” and also AAMC webinars that are aligned with the GSA Performance Framework.

As we refine, expand, and update this document, you can go to [www.aamc.org/gsapdi](http://www.aamc.org/gsapdi) for the latest version available through the GSA Professional Development Initiative. You may also email [GSApro-develop@aamc.org](mailto:GSApro-develop@aamc.org) with questions and/or suggestions to add to the library of professional development options.

**Disclaimer:** This document consists of AAMC resources/options sanctioned by the AAMC, and non-AAMC resources/options not sanctioned by the AAMC. Selection and use of resources/options is the sole responsibility of GSA professionals and their supervisor, mentor, and other trusted colleagues.

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|--|---|--|--|--------------------|
| <b>MEDICAL SCHOOL RECRUIT &amp; ADMIN</b>  |   | Develop and execute effective, data-driven pipeline programs and admission policies, processes, and practices to ensure a broadly diverse and well-rounded student body that advances the mission of the medical school. |  |                    |
|  |   | <b>Benchmark 1</b>   | <b>Benchmark 2</b>   | <b>Benchmark 3</b> |
| <b>Articles &amp; Books</b>  |   |  |  |                    |
| <i>General</i>   | •   |  |  |                    |
| <i>Level-Specific</i>  | • National Association of Advisors for Health Professionals (NAAHP) publications on admissions  | •  | •  |                    |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.)              |   |  |  |                    |
| <i>General</i>   | •   |  |  |                    |
| <i>Level-Specific</i>  | •   | •  | • Leadership training programs (e.g., school faculty development programs) |                    |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.) |   |  |  |                    |
| <i>General</i>   | <ul style="list-style-type: none"> <li>• AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> <li>• Visit <a href="http://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:</li> <li>• DACA 102 Supporting the Financial Success of DACA Medical Students (5/5/15)</li> <li>• Putting it in Writing: The Value of Creating Clear and Effective Policies for Students with Disabilities (8/20/15)</li> <li>• Separating Fact From Fiction: Debunking Disability Myths and Addressing Legitimate Concerns (6/10/15)</li> <li>• Helping Medical Schools Assist Students with Disabilities: An Introduction to the Coalition for Disability Access in Health Science and Medical Education (4/14/15)</li> <li>• DACA 101: About Deferred Action for Childhood Arrivals (DACA) and Its Influence on the Medical Education Continuum (9/30/14)</li> <li>• Group on Student Affairs (GSA) Traffic Rules (3/26/14)</li> </ul> |  |  |                    |
| <i>Level-Specific</i>  | <ul style="list-style-type: none"> <li>• Seek formal mentoring through GSA or CGSA</li> <li>• Attend other school presentations to help tailor own message</li> </ul>   | <ul style="list-style-type: none"> <li>• AAMC GSA meeting for more global student affairs perspective</li> <li>• Seek formal mentoring through GSA or CGSA</li> </ul>  | •  |                    |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)          |   |  |  |                    |
| <i>General</i>   | <ul style="list-style-type: none"> <li>• Visit <a href="http://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:                             <ul style="list-style-type: none"> <li>– Guidelines for Writing a Letter of Evaluation for a Medical School Applicant</li> <li>– Effective Practices for Using Socioeconomic Status Indicators in Medical School Admissions</li> <li>– Guidelines for the Consideration of Applications for Transfer or Advanced Standing</li> <li>– AAMC Recommendations: Application and Acceptance Protocols for Medical School Admission Officers</li> <li>– AAMC Recommendations: Application and Acceptance Protocols for Applicants</li> </ul> </li> </ul>   |  |  |                    |
| <i>Level-Specific</i>  | •   | •  | •  |                    |

| <b>STUDENT RECORDS MGMT.</b>  |  |  |  |
|---|--|--|--|
| Interpret, communicate, and act in accordance with the laws, regulations, and school standards for maintaining the academic records of students. Establish and oversee processes to ensure the ongoing integrity, security, and fulfillment of information needs. |  |  |  |
| <b>Benchmark 1</b>  |  | <b>Benchmark 2</b>                                 |  |
| <b>Benchmark 3</b>  |  |  |  |
| <b>Articles &amp; Books</b>   |  |  |  |
| <b>General</b>  | <ul style="list-style-type: none"> <li>American Association of Collegiate Registrars and Admissions Officers 2012 Professional Development Guidelines for Registrars: A Self-Assessment. Washington, D.C.: AACRAO, 2012</li> <li>American Association of Collegiate Registrars and Admissions Officers 2012 FERPA Guide. Washington, D.C.: AACRAO, 2012</li> <li>American Association of Collegiate Registrars and Admissions Officers 2011 Academic Record and Transcript Guide. Washington, D.C.: AACRAO, 2011</li> <li>American Association of Collegiate Registrars and Admissions Officers Retention of Records: Guide for Retention and Disposal of Student Records. Washington, D.C.: AACRAO, 2010</li> <li>Group on Student Affairs Member Handbook. Washington, D.C.: AAMC, 2015</li> <li>Guidelines for Maintaining Active and Permanent Individual Academic Records. Group on Student Affairs Committee on Student Records. Washington, D.C.: AAMC, 2015 (in-progress)</li> <li>Guidelines for Medical Schools Regarding Academic Transcripts. Group on Student Affairs Committee on Student Records. Washington, D.C.: AAMC, 2015 (in-progress)</li> <li>The Registrars' Guide: Evolving Best Practices in Records and Registration. Washington, D.C.: AACRAO 2006</li> <li>The Work of the Registrar. Washington, D.C.: AACRAO, 2005</li> <li>2014 Handbook for Student Records Administrators. Washington, D.C.: AAMC, 2014</li> <li>2014 American Association of Collegiate Registrars and Admissions Officers Retention of Records Student Records Management: Retention, Disposal and Archive of Student Records. Washington, D.C.: AACRAO, 2014</li> </ul> |  |  |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li>L'Orange, H. P., Blegen, J., &amp; Garcia, T. I. (2011). Improving Student Attainment Requires More from Higher Education Data. Educause Review, 46(5), 62-63</li> <li>O'Neil, M. (2014). Data Breaches Put a Dent in Colleges Finances as Well as Reputations. Chronicle Of Higher Education, 60(27), A6-A8</li> <li>Slade, S., &amp; Prinsloo, P. (2013). Learning Analytics: Ethical Issues and Dilemmas. American Behavioral Scientist, 57(10), 1510-1529. doi:10.1177/0002764213479366</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |
| <b>Formal Education (courses, seminars, workshops, certificate, CME, licensure, etc.)</b>   |  |  |  |
| <b>General</b>  | <ul style="list-style-type: none"> <li></li> </ul>   |  |  |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |

|   |   |  |   |
|---|---|--|---|
| <p><b>STUDENT RECORDS MGMT.</b> Interpret, communicate, and act in accordance with the laws, regulations, and school standards for maintaining the academic records of students. Establish and oversee processes to ensure the ongoing integrity, security, and fulfillment of information needs.</p> |   |  |   |
| <b>Benchmark 1</b>  |   | <b>Benchmark 2</b>   |   |
| <b>Benchmark 3</b>  |   |  |   |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)  |   |  |   |
| <b>General</b>  | <ul style="list-style-type: none"> <li>• AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> <li>• Awareness of national issues surrounding the creation, maintenance and disposition of academic records</li> <li>• Appreciation of the medical school learning environment and the administrative needs of students enrolled in health-related professional programs</li> </ul>  |  |   |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li>• Join national records management-related listservs, such as AACRAO and AAMC COSR, and reading queries and responses</li> <li>• Attend AAMC or AACRAO regional meetings or Professional Development Conferences</li> <li>• Seek mentorship within your institution or through your regional or national association</li> <li>• Participate as a member of a team for projects that span across school units</li> </ul>  | <ul style="list-style-type: none"> <li>• Post questions and summarize and share aggregate responses on national records management-related listservs, such as AACRAO and AAMC COSR</li> <li>• Attend AAMC or AACRAO Professional Development Conferences or Annual meetings</li> <li>• Function as a mentor within your institution or region</li> <li>• Serve as member at standing institutional committees, such as: curriculum committee, promotions and advancements committee, educational technology committee, satisfactory academic progress committee, medical education committee, student affairs committee, commencement committee, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide answers to questions on national records management-related listservs, such as AACRAO and AAMC COSR</li> <li>• Attend and/or present at AAMC, AACRAO or other affinity associations Professional Development Conferences or Annual meetings; thoughtfully contribute to the profession via presentations, posters or literature</li> <li>• Function as a formal mentor through a recognized national association; establish training agendas or standards for a national community of professionals</li> <li>• Serve as Chair of institutional committees and/or represent your unit at large university committee meetings (if applicable)</li> </ul> |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)   |   |  |   |
| <b>General</b>  | <ul style="list-style-type: none"> <li>• Visit <a href="http://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:                         <ul style="list-style-type: none"> <li>- Satisfactory Academic Progress - Essentials for compliance at medical schools</li> <li>- Guidelines for Maintaining Active and Permanent Individual Student Records - (approved by AAMC Executive Council in February 2005)</li> <li>- Guidelines for Medical School Regarding Academic Transcripts (Revised 2006)<br/>Revised guidelines for medical schools regarding academic transcripts</li> <li>- Visiting Student Guidelines (e.g., guideline statement, application form, health statement)</li> </ul> </li> </ul> |  |   |
| <b>Level-Specific</b>   | •   | •  | •   |

| <b>STUDENT FINANCIAL ASST.</b><br>Provide medical students, applicants, and graduates with sufficient financial aid and effective debt management counseling, education, and resources. Establish mechanisms and recognize opportunities to enable students to minimize medical education debt. |  |   |  |             |
|---|--|---|--|-------------|
|   |  | Benchmark 1   | Benchmark 2  | Benchmark 3 |
| <b>Articles &amp; Books</b>   |  |   |  |             |
| <b>General</b>  | <ul style="list-style-type: none"> <li>AAMC. Handbook for Financial Aid Officers</li> <li>Carey, K. (2013). Fixing Financial Aid. <i>Chronicle Of Higher Education</i>, B6-B9</li> <li>Desai, S. Medical School Scholarships, Grants &amp; Awards: Insider Advice on How to Win Scholarships</li> <li>Ekman, R. (2013). Myths and Reality About U.S. Higher Education. <i>Vital Speeches Of The Day</i>, 79(12), 392-396</li> <li>FSA Student Aid Handbook</li> <li>Wiebe, C. The Right Price: How To Pay for Medical School and Feel Good about It (Surviving Medical School Series)</li> </ul> |   |  |             |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li>Callender, C. (2014). Student Numbers and Funding: Does Robbins Add Up?. <i>Higher Education Quarterly</i>, 68(2), 164-186</li> <li>Gross, J., Torres, V., &amp; Zerquera, D. (2013). Financial Aid and Attainment Among Students in a State with Changing Demographics. <i>Research In Higher Education</i>, 54(4), 383-406</li> <li>Harper, R. &amp; Wilson, N. More than Listening: A Casebook for using Counseling Skills in Student Affairs Work</li> </ul>  | <ul style="list-style-type: none"> <li>Chen, R., &amp; St. John, E. P. (2011). State Financial Policies and College Student Persistence: A National Study. <i>Journal Of Higher Education</i>, 82(5), 629-660</li> <li>15 Books Financial Aid Admins Should Read 2015, sponsored by MASFAA (Midwest Association of Student Financial Aid Administrators) <a href="http://masfaa-moments.blogspot.com/2015/01/15-books-financial-aid-administrators.html">http://masfaa-moments.blogspot.com/2015/01/15-books-financial-aid-administrators.html</a></li> </ul> | <ul style="list-style-type: none"> <li>You're the Director, A Guide to Leadership in Student Financial Aid, NASFAA 2012</li> <li>Sandberg, S. Lean In, Women, Work and the Will to Lead</li> </ul>   |             |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.)   |  |   |  |             |
| <b>General</b>  | <ul style="list-style-type: none"> <li>NASFAA resources that span all levels, offering webinars, worksheets and reading materials that help aid administrators at the beginner, intermediate and advanced levels.</li> </ul>   |   |  |             |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li>NASFAA University</li> <li>NASFAA University Boot Camp</li> <li>NASFAA Core Training</li> <li>USA Funds University</li> </ul>   | <ul style="list-style-type: none"> <li>NASFAA University Boot Camp</li> <li>NASFAA Core Training</li> <li>USA Funds University</li> </ul>   | <ul style="list-style-type: none"> <li>Certified Personal Financial Manager (CPFM) Offered by Inceptia Personal Financial Planner Program</li> <li>NFEC (National Financial Educators Council): Financial Literacy Certification</li> <li>Certificate of Finance Programs offered by a local community college and/or college</li> </ul> |             |

| <b>STUDENT FINANCIAL ASST.</b>  |  |  |   |
|---|--|--|---|
| Provide medical students, applicants, and graduates with sufficient financial aid and effective debt management counseling, education, and resources. Establish mechanisms and recognize opportunities to enable students to minimize medical education debt. |  |  |   |
| <b>Benchmark 1</b>  |  | <b>Benchmark 2</b>   |   |
| <b>Benchmark 3</b>  |  |  |   |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)  |  |  |   |
| <b>General</b>  | <ul style="list-style-type: none"> <li>AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> <li>Visit <a href="http://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:                             <ul style="list-style-type: none"> <li>DACA 102 Supporting the Financial Success of DACA Medical Students (5/5/15)</li> <li>Financial Aid Officers Webinar (6/30/2015)</li> <li>DACA 101: About Deferred Action for Childhood Arrivals (DACA) and Its Influence on the Medical Education Continuum (9/30/14)</li> </ul> </li> <li>NASFAA resources that span all levels, offering webinars, worksheets and reading materials that help aid administrators at the beginner, intermediate and advanced levels</li> </ul>   |  |   |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li>IFAP Website</li> </ul> | <ul style="list-style-type: none"> <li>NASFAA Annual Conferences</li> <li>Access Group Annual Conference</li> <li>PDC sponsored by the AAMC</li> <li>IFAP Website</li> <li>Federal Student Aid Annual Conference</li> </ul> |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)   |  |  |   |
| <b>General</b>  | <ul style="list-style-type: none"> <li>Visit <a href="http://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:                             <ul style="list-style-type: none"> <li>Entrance Interview Resources for Financial Aid Officers (<i>AAMC sign in required</i>)</li> <li>Exit Interview Resources for Financial Aid Officers (<i>AAMC sign in required</i>)</li> <li>Financial Aid Community Forum fact sheets for multiple audiences (e.g., school applicants, students, residents, pre-health advisors, financial aid advisors) and topics (e.g., budgeting, credit, repayment)</li> <li>Satisfactory Academic Progress Guidelines</li> </ul> </li> <li>Consistently updated office time-lines for responsibilities</li> <li>Consistently held office staff meeting time: voice to all on staff</li> </ul> |  |   |
| <b>Level-Specific</b>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>             | <ul style="list-style-type: none"> <li></li> </ul>  |

| <b>STUDENT WELLNESS &amp; MENTAL HEALTH</b>  |  | 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. |             |             |
|--|--|--|-------------|-------------|
|  |  | Benchmark 1  | Benchmark 2 | Benchmark 3 |
| <b>Articles &amp; Books</b>  |  |  |             |             |
| <i>General</i>   | <ul style="list-style-type: none"> <li>Benton, S, &amp; Benton, S. College Student Mental Health</li> <li>Cheng, J, Kumar, S., Nelson, E., Harris, T.B., Coverdale, J. "A National Survey of Medical Student Suicides," Acad Psychiatry 2014 Oct; 38(5): 542-6</li> <li>Current Issues in Higher Education: Research and Reforms, University Press of America</li> <li>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</li> <li>Haight, S.J., Chibnall, J.T., Schindler, J.L, Slavin, S.J., "Associations of Medical Student Personality and Health/Wellness Characteristics With Their Medical School Performance Across the Curriculum," Acad Med. 2012;87:476-485</li> <li>Merki, M., and Merki, D. Glencoe Health: A Guide to Wellness Student Edition</li> <li>Shiralkar, M., Harris, T.B., Eddins-Folensbee, Covererake, J., "A Systematic Review of Stress Management Programs for Medical Students," Acad Psychiatry 2013 May 1: 37(3):158-64</li> <li>Slavin, S.J., Schindler, D.L., Chibnall, J.T., "Medical Student Mental Health 3.0: Improving Student Wellness Through Curricular Changes," Acad Med. 2014;89: 5730577</li> </ul> |  |             |             |
| <i>Level-Specific</i>  | <ul style="list-style-type: none"> <li>Freudenberg, N., Manzo, L., Mongiello, L., Jones, H., Boeri, N., &amp; Lamberson, P. (2013). Promoting the Health of Young Adults in Urban Public Universities: A Case Study From City University of New York. Journal Of American College Health, 61(7), 422-430</li> </ul>  |  |             |             |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.)              |  |  |             |             |
| <i>General</i>   | •  |  |             |             |
| <i>Level-Specific</i>  | •  | •  | •           |             |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.) |  |  |             |             |
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| <i>Level-Specific</i>  | •  | •  | •           |             |

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|---|--|---|--------------------|--------------------|
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| <b>Benchmark 1</b>  |  |   | <b>Benchmark 2</b> | <b>Benchmark 3</b> |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.) |  |   |                    |                    |
| <b>General</b>  | <ul style="list-style-type: none"> <li>• Visit <a href="http://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:                             <ul style="list-style-type: none"> <li>- Appropriate Treatment in Medicine (ATM): A Compendium on Medical Student Mistreatment</li> <li>- Chemical Impairment Guidelines</li> <li>- Student Mistreatment Guidelines</li> <li>- Resources for Creating an Optimal Learning Environment, <a href="https://www.aamc.org/download/408214/data/wellness.pdf">https://www.aamc.org/download/408214/data/wellness.pdf</a></li> <li>- 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></li> <li>- Medical Schools Take Steps to Address Students Mental Distress, <a href="https://www.aamc.org/download/262814/data/aps2009-11schonfeldmedicalschoolstakestepstoaddressstudentsment.pdf">https://www.aamc.org/download/262814/data/aps2009-11schonfeldmedicalschoolstakestepstoaddressstudentsment.pdf</a></li> <li>- Personal Wellbeing Among Medical Students: Findings from an AAMC Pilot Study <a href="https://www.aamc.org/download/377520/data/april2014aib_personalwell-beingamongmedicalstudents.pdf">https://www.aamc.org/download/377520/data/april2014aib_personalwell-beingamongmedicalstudents.pdf</a></li> <li>- Reducing the Stigma: Faculty Speak Out About Suicide Rates Among Medical Students, Physicians. AAMC Reporter: August 2015 <a href="https://www.aamc.org/newsroom/reporter/september2015/442222/suicide.html">https://www.aamc.org/newsroom/reporter/september2015/442222/suicide.html</a></li> </ul> </li> </ul> |   |                    |                    |
| <b>Level-Specific</b>   | •  | • | •                  |                    |



|  |  |                    |                    |
|--|--|--------------------|--------------------|
| <b>STUDENT ACADEMIC PROGRESSION</b>  | Build, promote, and leverage resources, policies, programs, and interventions to enable successful academic progression for all students. Collaborate across the academic health center and broader community to help students proactively address and mitigate risks and issues necessary to optimize their educational experience and growth.  |                    |                    |
|  | <b>Benchmark 1</b>   | <b>Benchmark 2</b> | <b>Benchmark 3</b> |
| <b>Articles &amp; Books</b>  |  |                    |                    |
| <i>General</i>   | •  |                    |                    |
| <i>Level-Specific</i>  |  |                    |                    |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.)              |  |                    |                    |
| <i>General</i>   | •  |                    |                    |
| <i>Level-Specific</i>  | •  | •                  | •                  |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.) |  |                    |                    |
| <i>General</i>   | <ul style="list-style-type: none"> <li>• AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> <li>• Visit <a href="http://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:                             <ul style="list-style-type: none"> <li>- Mitigating Stereotype Threat: Practical Strategies for Recognizing and Reducing Threat at AMCs (7/23/14)</li> </ul> </li> </ul> |                    |                    |
| <i>Level-Specific</i>  | •  | •                  | •                  |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)          |  |                    |                    |
| <i>General</i>   | • Visit <a href="http://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   |                    |                    |
| <i>Level-Specific</i>  | •  | •                  | •                  |

| STUDENT DIVERSITY & INCLUSION  |  | Position diversity as a key driver of educational excellence, a diverse physician workforce, and ultimately equitable health care for all. Advocate for and foster an inclusive, engaging environment to optimize student performance and experience.   |  |         |
|--|--|---|--|---------|
|  |  | Level 1   | Level 2  | Level 3 |
| <b>Articles &amp; Books</b>  |  |   |  |         |
| <i>General</i>   | <ul style="list-style-type: none"> <li>Banaji, M. &amp; Greenwald, A. Blind Spot- Hidden Biases of Good People</li> <li>Benson, R., Heagney, M., Crosling, G Hewitt, L., &amp; Devos, A. Managing and Supporting Student Diversity in Higher Education: A Casebook</li> <li>Coopwood, K. (2014), Engaging the Whole Campus: CDOs Should Think About the 'How' INSIGHT Into Diversity, 24-25</li> <li>Hale, Jr, F. What Makes Racial Diversity Work in Higher Education: Academic Leaders Present Successful Policies and Strategies (Edition 1)</li> <li>Kuczewski, M. G., &amp; Brubaker, L. (2013). Medical Education as Mission: Why One Medical School Chose to Accept DREAMers. Hastings Center Report, 43(6), 21-24, doi:10.1002/hast.230</li> <li>Nieto, S. &amp; Bode, P. Affirming Diversity: The Sociopolitical Context of Multicultural Education (6th Edition)</li> <li>Ortiz, A. &amp; Santos, J. Ethnicity in College: Advancing Theory and Improving Diversity Practices on Campus</li> <li>Pope, R. &amp; Reynolds, A. Multicultural Competence in Student Affairs</li> <li>Pope, R., Reynolds, A., &amp; Mueller, J. Multicultural Competence in Student Affairs</li> <li>Ross, H. Reinventing Diversity</li> <li>Ryan, D. &amp; McCarthy, M. (Editors). A Student Affairs Guide to the ADA and Disability Issues</li> <li>Vance, M., Lipsitz, N., &amp; Parks, K. (Editors). Beyond the Americans with Disabilities Act: Inclusive Policy and Practice for Higher Education</li> </ul> |   |  |         |
| <i>Level-Specific</i>  | <ul style="list-style-type: none"> <li>Borrego, S. Class Maters: Beyond Access to Inclusion</li> <li>Fedelina, A., Sanlo, C. &amp; Sanlo, R. Identity and Leadership: Informing our Lives, Informing Our Practice</li> <li>Harper, S. Creating Inclusive Campus Environments for Cross-Cultural Learning and Student Engagement</li> </ul>   | <ul style="list-style-type: none"> <li>Bonner, F. &amp; Marbley, A. Diverse Millennial Students in College: Implications for Faculty and Student Affairs</li> <li>Gohn, L., &amp; Abin, G. Understanding College Student Subpopulations: A Guide for Student Affairs Professionals</li> </ul> | <ul style="list-style-type: none"> <li>Magolda, P. &amp; Baxter Magolda, M. Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialogue</li> </ul> |         |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.)              |  |   |  |         |
| <i>General</i>   | <ul style="list-style-type: none"> <li>Training in multicultural counseling</li> <li>Graduate coursework in diversity, medical humanities, multicultural society</li> <li>Seminars/ workshops on stereotype threat, building a diverse applicant pool, creating a positive learning environment</li> </ul>   |   |  |         |
| <i>Level-Specific</i>  | •  | •   | •  |         |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.) |  |   |  |         |
| <i>General</i>   | <ul style="list-style-type: none"> <li>AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> <li>Coaching/Mentoring by senior leaders in student diversity</li> <li>Visit <a href="http://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:                             <ul style="list-style-type: none"> <li>DACA 102 Supporting the Financial Success of DACA Medical Students (5/5/15)</li> <li>Clinical Accommodations: Upholding Standards While Creating Equal Access (7/9/15)</li> <li>Putting it in Writing: The Value of Creating Clear and Effective Policies for Students with Disabilities (8/20/15)</li> <li>Separating Fact From Fiction: Debunking Disability Myths and Addressing Legitimate Concerns (6/10/15)</li> </ul> </li> </ul>   |   |  |         |

| <b>STUDENT DIVERSITY &amp; INCLUSION</b>  |   |                |                |
|---|---|----------------|----------------|
| Position diversity as a key driver of educational excellence, a diverse physician workforce, and ultimately equitable health care for all. Advocate for and foster an inclusive, engaging environment to optimize student performance and experience. |   |                |                |
|   | <b>Level 1</b>  | <b>Level 2</b> | <b>Level 3</b> |
|   | <ul style="list-style-type: none"> <li>- Disability Law 101: What Faculty Need to Know About Student Accommodations (5/14/15)</li> <li>- Helping Medical Schools Assist Students with Disabilities: An Introduction to the Coalition for Disability Access in Health Science and Medical Education (4/14/15)</li> <li>- DACA 101: About Deferred Action for Childhood Arrivals (DACA) and Its Influence on the Medical Education Continuum (9/30/14)</li> <li>- Mitigating Stereotype Threat: Practical Strategies for Recognizing and Reducing Threat at AMCs (7/23/14)</li> </ul>   |                |                |
| <i>Level-Specific</i>   | •   | •              | •              |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)   |   |                |                |
| <i>General</i>  | <ul style="list-style-type: none"> <li>• Visit <a href="http://www.aamc.org/member/gsa/resources">www.aamc.org/member/gsa/resources</a> search under “Resources by Topic” to access specific AAMC tools and resources to support performance in this area. For example:                             <ul style="list-style-type: none"> <li>- GLBY Students and Patients: Institutional Programs and Educations Activities to Address the Needs of GLBT Students and Patients</li> <li>- Informational Guide to Effective Practices for Gay, Lesbian, Bisexual, and Transgender (GLBT) Students and Patients.</li> <li>- Student Recruitment</li> <li>- Medical student enrichment programs</li> </ul> </li> </ul> |                |                |
| <i>Level-Specific</i>   |   |                |                |

| <b>STUDENT PROFESSIONAL &amp; CAREER DVLPT.</b>  |   | Empower and guide students in setting and advancing their achievement of effective, individual-driven career and professional goals. Provide students resources and a supportive community of advisors, mentors, and staff to promote their development and transition from medical school to residency training. |  |         |
|--|---|---|--|---------|
|  |   | Level 1   | Level 2  | Level 3 |
| <b>Articles &amp; Books</b>  |   |   |  |         |
| <b>General</b>   | <ul style="list-style-type: none"> <li>Basko, A. (2014). Leveraging Outcomes for Recruitment and Retention: Part 2. <i>Recruitment &amp; Retention In Higher Education</i>, 28(8), 5-6</li> <li>Brown, D. &amp; Associates. Career Choice and Development</li> <li>Krousel-Wood, M., He, J., Booth, M., Chen, C., Rice, J., Kahn, M. J., &amp; Whelton, P. K. (2012). Formal Public Health Education and Career Outcomes of Medical School Graduates. <i>Plos ONE</i>, 7(6), 1-9. doi:10.1371/journal.pone.0039020</li> <li>Pollak, L. Getting from College to Career Rev Ed: Your Essential Guide to Succeeding in the Real World</li> </ul> |   |  |         |
| <b>Level-Specific</b>  | <ul style="list-style-type: none"> <li>Boulet, J., &amp; Zanten, M. (2014). Ensuring high-quality patient care: the role of accreditation, licensure, specialty certification and revalidation in medicine. <i>Medical Education</i>, 48(1), 75-86</li> <li>Careers in Medicine website</li> <li>Iserson. Getting Into A Residency</li> <li>Taylor, AD. How to Choose a Medical Specialty, 5th ed. Minneapolis, MN: Mill City Press, Inc; 2012</li> </ul>   | <ul style="list-style-type: none"> <li>Passi, V., Johnson, S., Peile, E., Wright, S., Hafferty, F., &amp; Johnson, N. (2013). Doctor role modelling in medical education: BEME Guide No. 27. <i>Medical Teacher</i>, 35(9), e1422-e1436</li> </ul>  | <ul style="list-style-type: none"> <li>Levine RB, Cayea D, Shochet RB, Wright SM. Case study: A midclerkship crisis—Lessons learned from advising a medical student with career indecision. <i>Acad Med</i>. 2010;85:654-659</li> <li>Zink BJ, Hammoud MM, Middleton E, Moroney D, Schigelone A. A comprehensive medical student career development program improves medical student satisfaction with career planning. <i>Teach Learn Med</i>. 2007;19:55–60</li> <li>Liaison and advisor resources on the Careers in Medicine website</li> </ul> |         |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.)              |   |   |  |         |
| <b>General</b>   | <ul style="list-style-type: none"> <li>Careers in Medicine Workshop, offered at AAMC headquarters in Washington DC</li> <li>Careers in Medicine on-site faculty advisor training offered by AAMC staff</li> </ul>   |   |  |         |
| <b>Level-Specific</b>  |   |   |  |         |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.) |   |   |  |         |
| <b>General</b>   | <ul style="list-style-type: none"> <li>AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> </ul>   |   |  |         |
| <b>Level-Specific</b>  |   |   |  |         |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)          |   |   |  |         |
| <b>General</b>   | <ul style="list-style-type: none"> <li>Visit <a href="http://www.aamc.org/member/gsa/resources">www.aamc.org/member/gsa/resources</a> search under “Resources by Topic” to access specific AAMC tools and resources to support performance in this area.</li> </ul>   |   |  |         |
| <b>Level-Specific</b>  | <ul style="list-style-type: none"> <li>Observe student/counselor interactions and discussions</li> <li>Meet current faculty mentors</li> </ul>  | <ul style="list-style-type: none"> <li>Review data reports (e.g., Characteristics of Entering Residents) and other resources on the Careers in Medicine website, program director survey, and data about institution match statistics</li> </ul>  | <ul style="list-style-type: none"> <li>Review data reports (e.g., Characteristics of Entering Residents) and other resources on the Careers in Medicine website, program director survey, and data about institution match statistics</li> </ul>   |         |

| <b>UNIT OPERATIONS MANGEMENT</b>   |  | Establish, execute, and allocate resources necessary to support strategic and programmatic goals and priorities and overall direction of student affairs. Lead efforts to maintain ongoing alignment of services and programs with the dynamic needs of students and the mission of the school. |  |                |
|--|--|---|--|----------------|
|  |  | <b>Level 1</b>  | <b>Level 2</b>   | <b>Level 3</b> |
| <b>Articles &amp; Books</b>  |  |   |  |                |
| <b>General</b>   | <ul style="list-style-type: none"> <li>Journal of College Student Development</li> <li>Journal of Student Affairs Research and Practice</li> <li>Oliver, R., Making the Modern Medical School: The Wisconsin Stories</li> <li>Kretovics, M. Business Practices in Higher Education: A Guide for Today's Administrators</li> <li>McLellen, G. The Handbook of Student Affairs Administration: (Sponsored by NASPA, Student Affairs Administrators in Higher Education)</li> </ul>   |   |  |                |
| <b>Level-Specific</b>  | <ul style="list-style-type: none"> <li>Amey, M. &amp; Reesor, L. Beginning Your Journey, 3rd Edition</li> <li>Lake, P. Foundations of Higher Education law and Policy</li> <li>Marshall, S. A Day in the Life of a Student Affairs Educator: Competencies and Case Studies for Early-Career Professionals</li> <li>Miller, T. &amp; Sotochty, R. Risk Management in Student Affairs: Foundations for Safety and Success</li> <li>Ryan, D., &amp; McCarthy, M. A Student Affairs Guide to the ADA and Disability Issues</li> </ul>  | <ul style="list-style-type: none"> <li>McClellan, G. &amp; Stringer, J (Editors). Handbook of Student Affairs Administration</li> </ul>   | <ul style="list-style-type: none"> <li>Carry, A. Executive Transitions in Student Affairs: A guide to getting started as the vice-president</li> <li>Ellis. Strategic Planning in Student Affairs: New Directions for Student Services</li> <li>Hunsaker, P &amp; Alessandra, T. (2008). The New Art of Managing People: Person-to-Person Skills, Guidelines, and Techniques Every Manager Needs to Guide, Direct, and Motivate the Team</li> <li>Katzenback, J. &amp; Smith, D. (1993), The Wisdom of Team: Creating the High-Performance Organization</li> <li>St. Aubin, D. &amp; Carlsen, B. (2008). Attract, Engage &amp; Retain Top Talent: 50 Plus One Strategies Used by the Best</li> </ul> |                |
| <b>Formal Education</b> (courses, seminars, workshops, certificate, CME, licensure, etc.) C            |  |   |  |                |
| <b>General</b>   | <ul style="list-style-type: none"> <li>Finance and Accounting for Nonfinancial Managers, Provider: American Management Association, (800) 250-5308, <a href="http://www.amaselfstudy.org/course.cfm?isbn=9780761214862">http://www.amaselfstudy.org/course.cfm?isbn=9780761214862</a></li> <li>Business Challenge—An Online Multiplayer Simulation, Provider: Enspire Learning, (888) 534-3484, <a href="http://www.enspire.com/products-and-programs/simulations-and-courseware/business-challenge">http://www.enspire.com/products-and-programs/simulations-and-courseware/business-challenge</a></li> <li>Fundamentals of Finance for Non-Financial Managers, Provider: American Management Association, (877)566-9441, <a href="http://www.amanet.org/training/seminars/Fundamentals-of-Finance-and-Accounting-for-Nonfinancial-Managers.aspx">http://www.amanet.org/training/seminars/Fundamentals-of-Finance-and-Accounting-for-Nonfinancial-Managers.aspx</a></li> <li>How to Communicate with Diplomacy, Tact and Credibility, Provider: American Management Association, (877) 566-9441, <a href="http://www.amanet.org/training/seminars/How-to-communicate-with-diplomacy-tact-and-credibility.aspx">http://www.amanet.org/training/seminars/How-to-communicate-with-diplomacy-tact-and-credibility.aspx</a></li> </ul> |   |  |                |
| <b>Level-Specific</b>  | <ul style="list-style-type: none"> <li>School training (e.g., manage HR process, work with oracle, create performance management reviews)</li> </ul>   | <ul style="list-style-type: none"> <li>School training (e.g., manage HR process, work with oracle, create performance management reviews)</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>   |                |
| <b>Informal Education</b> (coaching, meetings, mentoring, self-study, social learning, webinars, etc.) |  |   |  |                |
| <b>General</b>   | <ul style="list-style-type: none"> <li>AAMC Regional and National meetings and Professional Development Conferences (PDCs)</li> <li>Visit <a href="http://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:</li> </ul>   |   |  |                |

GSA Performance Framework: **AREAS OF EXPERTISE**

|  |  |                |                |
|--|--|----------------|----------------|
| <b>UNIT OPERATIONS MANGEMENT</b> Establish, execute, and allocate resources necessary to support strategic and programmatic goals and priorities and overall direction of student affairs. Lead efforts to maintain ongoing alignment of services and programs with the dynamic needs of students and the mission of the school. |  |                |                |
|  | <b>Level 1</b>   | <b>Level 2</b> | <b>Level 3</b> |
|  | - Mitigating Stereotype Threat: Practical Strategies for Recognizing and Reducing Threat at AMCs (7/23/14) |                |                |
| <i>Level-Specific</i>  | •  | •              | •              |
| <b>On-the-Job</b> (assignments, job/role rotation, projects, template/tool application, etc.)  |  |                |                |
| <i>General</i>   | •  |                |                |
| <i>Level-Specific</i>  | •  | •              | •              |