Audio:
- You will not hear audio until the webinar begins.
- Make sure your computer speakers are on and the sound is turned up.
- If you have no sound, click 🎧.
- If your speakers don’t work, click 📡 to request the phone number.

Questions:
- Use the Q&A panel submit your questions and send to “All Panelists”.

Technical Support Questions:
- Use the CHAT panel to send a message to “AAMC Meetings”.
Welcome!

AAMC GSA Professional Development Initiative
Leveraging Talent Management to Increase Excellence and Achieve Results

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

Toi Harris, MD
Assoc. Provost, Institutional Diversity and Inclusion & Student Services, Baylor College of Medicine

Robert Hernandez, Jr., MD
Executive Associate Dean, Office of Student Affairs, Florida International University, Herbert Wertheim College of Medicine

Sunny Nakae, MSW, PhD
Asst. Dean for Admissions, Recruitment, & Student Life Loyola University Chicago Stritch School of Medicine

Adela Valdez, MD, MBA
Associate Dean of Student Affairs, The University of Texas Rio Grande Valley School of Medicine

January 26, 2017
Today’s Objectives

Get practical:

- Expand understanding of the AAMC GSA PDI pathway, progress, and tools
- Gain insights from AAMC GSA PDI tool applications led by GSA talent management leaders and pioneers
- Share and explore strategies to leverage the AAMC GSA PDI tools and other resources to benefit schools

Position YOU and GSA community for greater success!
Our Esteemed Panel

Adela Valdez, MD, MBA
Associate Dean of Student Affairs,
The University of Texas Rio Grande Valley School of Medicine

Sunny Nakae, MSW, PhD
Asst. Dean for Admissions, Recruitment, & Student Life
Loyola University Chicago Stritch School of Medicine

Toi Harris, MD
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Baylor College of Medicine

Robert Hernandez, Jr., MD
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Florida International University, Herbert Wertheim College of Medicine
Questions

Please use the Q&A panel located on the right side of your screen to submit your questions and send to “All Panelists”. Questions will be answered at the end of this webinar.
Emarked On Our Journey in 2012

- Stay relevant in dynamic medical school environment.
- Realize their potential and a fulfilling career in student affairs.
- Work collaboratively within and across student affairs areas at their schools.
- Develop a strong network of collegial support across student affairs medical school community.
- Articulate the value of the work we do.

Engage and empower our community…
Four-Component Strategic Approach

On our way...
Our Mission to Engage, Support, and Empower Every Professional

Strive for and **sustain** a benchmark of **excellence** across the GSA community in **service** of our students and community

Collaborate **across** the community and **challenge** the status quo to **rise** to meet the demands of **today** and **tomorrow**

**Strengthen** the GSA community’s position as a **vital contributor** in the development of future physicians and quality patient care

The AAMC GSA PDI is our pathway to sustainable excellence.
Special Thanks to Our Champions Across the GSA Community

Tom Koenig, M.D.
John Hopkins Medicine

Michael Kavan, Ph.D.

Dawn S. Bragg, Ph.D.

Sunny Nakae, M.S.W.,Ph.D.

Toi Harris, M.D.

Lee Jones, M.D.

Stacey McCorison, M.B.A.

Robert Hernandez, M.D.

F.I.U.
Herbert Wertheim College of Medicine

Linda Rowe, Ed.D.

Sunny Nakae, M.S.W.,Ph.D.

Marc Kahn, M.D.

Linda Rowe, Ed.D.

John Hopkins Medicine

Duke Medicine

Creighton University
School of Medicine

University of Kentucky

Tulane University
School of Medicine

UC Davis
School of Medicine

University of Illinois College of Medicine

GSA
Professional Development Initiative

AAMC
Talent Management in Academic Medicine

Need to find, keep, grow, & promote staff to:
- Stay relevant and capable to serve our students
- Maintain enthusiasm and passion for the work we do
- Achieve specific organizational goals and results
- Support the school’s mission and values
AAMC GSA PDI Applications in the Field

1. Problem or opportunity identified
2. AAMC GSA PDI support
3. Approach and impact
4. Learning and next steps
Adela Valdez, MD, MBA
Associate Dean of Student Affairs, University of Texas Rio Grande Valley School of Medicine
Evolution of The UTRGV School of Medicine

2015 - University of Texas System opened the University of Texas Rio Grande Valley

Amalgamation of Teaching, Research and Clinical Faculty & Staff

2016 – Opened medical school

LCME candidacy status 2014, LCME accredited October 2015, first cohort of 55 students starting June 2016
AAMC GSA PDI Applications in the Field
University of Texas Rio Grande Valley School of Medicine

Problem or Opportunity

- Develop trusting, collaborative relationships and exceptional results
- Integrate work of Student Affairs across the academic health center to advance educational excellence and school’s mission and goals
- Set the benchmark for performance excellence
- Align with relevant LCME standards

AAMC GSA PDI Support

- GSA Performance Framework - Common Areas and Areas of Expertise
- Performance and Reflection and Assessment Guide
- GSA Framework-Development Options Matrix
- GSA Framework-LCME Standards Alignment
AAMC GSA PDI Applications in the Field
University of Texas Rio Grande Valley School of Medicine

Approach and Impact

• Accreditation preparation and accreditation (2014-15)
• Framework introduced to OSA faculty and staff
• Framework introduced to University-wide organizational units
  • Use of national GSA benchmarks to define the critical behaviors that would enhance communication and alignment with the organization
  • For example, the framework was used as a UTRGV system-wide collaboration tool to employ positions in the Student Financial Assistance and Student Academic Progression
  • Assisted in approval of vital positions within the SOM Office of Student Affairs
• Engaged and dedicated support for professional development initiative by faculty and staff
Learning and Next Steps

- Key learning…use tools and support for ongoing success departmentally and University wide
- Incorporated elements of GSA framework critical behaviors within job descriptions.
- Pending formalization of GSA performance framework within UTRGV
- Working with HR to formalize GSA Performance Framework and Professional Development: Self-Assessment Worksheet
Sunny Nakae, MSW, PhD
Asst. Dean for Admissions, Recruitment, & Student Life
Loyola University Chicago Stritch School of Medicine
AAMC GSA PDI Applications in the Field
- Loyola University Chicago Stritch School of Medicine

Problem or Opportunity
- **Diverse** experience levels, roles, and tenure of staff
- Enhance professional staff opportunities **w/o large budget**
- **Increase performance, team cohesion**, and engage in **continuous quality improvement** within unit

AAMC GSA PDI Support
- GSA Performance Framework
- Performance Reflection and Assessment Guide
- Feedback and Recognition Guide
AAMC GSA PDI Applications in the Field
- Loyola University Chicago Stritch School of Medicine

Approach and Impact

• Half-day in-house retreat for all – including bursar and financial aid
• Dean sponsored – office closed, lunch provided, 18 in attendance
• Key accomplishments:
  • Mission and values discussion and alignment
  • Mapping staff expectations to Framework Areas
  • Identify cross-training opportunities
  • Meet with supervisor to discuss goals
  • Conduct team building focused on feedback
• Achieved very positive feedback: skills, knowledge, and appreciation of others!
AAMC GSA PDI Applications in the Field
- Loyola University Chicago Stritch School of Medicine

Learning and Next Steps

• Meet again in July with a focus on:
  • Finalize our mission statement together
  • Build FAQ bank for team
  • Unit presentations
  • More team building and individual reflection on performance
• Key learnings…
Toi Harris, MD
Associate Provost, Institutional Diversity and Inclusion & Student Services
Baylor College of Medicine
AAMC GSA PDI Applications in the Field
- Baylor College of Medicine

Problem or Opportunity

• Four schools and six degree granting programs ~1,600 students
  • Graduate School of Biomedical Sciences, National School of Tropical Medicine, School of Allied Health Sciences, School of Medicine

• 2015: Opportunity to **shift to a strategic blended approach** for service delivery
  • School/Program
  • Office of Student Services
  • Institutional
### Baylor College of Medicine
- Strategic blended services delivery approach

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<tr>
<th>STUDENT SUPPORT SERVICES</th>
<th>Institutional</th>
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<th>School/Program</th>
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<td>Security</td>
<td>Career Development Center</td>
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<td>Professional Development</td>
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<td>GSBS</td>
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<td>International Services Office</td>
<td>Student Disability Services</td>
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<td>NSTM</td>
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<td>Title IX Services</td>
<td>Veterans Affairs</td>
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<td>SAHS</td>
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<td>Office of Institutional Diversity and Inclusion</td>
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<td>SOM</td>
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<td>TMC Library</td>
<td>Mental Health Counseling</td>
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<td>Ombuds Office</td>
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</tbody>
</table>
AAMC GSA PDI Applications in the Field
- Baylor College of Medicine

AAMC GSA PDI Support
- GSA Performance Framework
- Performance Reflection and Assessment Guide
- AAMC GSA PDI customized workshop

Approach and Impact
- Leverage Framework to conduct key strategic activities
  - Centralize offices/units
  - Conduct onboarding and development activities
  - Develop job descriptions
- Conduct self-assessment/performance evaluation(s)
- Prepare for accreditation (SACSCOC and LCME)
- Conduct on-site AAMC workshop
Baylor College of Medicine
- 2015-16 professional development activity highlights

**AAMC on-site workshop (Oct 2015)**
- Driven by a Needs Assessment Survey of Student Services Professionals
- Topics: Diversity, Unconscious Bias, AAMC GSA PDI, professional development
- Positive evaluation results

**AAMC GSA PDI modular review (May 2016)**
- Leadership
- Relationships
- Unit Operations
AAMC GSA PDI Applications in the Field
- Baylor College of Medicine

Learning and Next Steps

• Quarterly professional development offerings
  • Institutional
  • Office of Student Services
  • Program/School
• Key learnings…
  • Utility of framework for centralization and accreditation
  • Identified professional areas of interest/need
  • Adaptation and use of GSA materials for health sciences professionals
Robert Hernandez, Jr., MD
Executive Associate Dean for Student Affairs
Florida International University
Herbert Wertheim College of Medicine
Evolution of FIU Herbert Wertheim College of Medicine

August 2009 – Opened as South Florida’s first public medical school

February 2013 – Fully accredited by LCME

Class of 2013: 33 students
Current enrollment: 480 (120 per year)

Affiliated hospital systems include -

- Baptist Health System
- Broward Health System
- Cleveland Clinic Foundation
- Jackson Health System
- Leon Medical Centers
- Memorial Health Care System
- Mercy Hospital
- Miami Children's Hospital
- Mt. Sinai Medical Center
- Veterans Affairs Medical Center
Problem or Opportunity

• Define roles and responsibilities of Office of Student Affairs in new medical school
• Organize structure and functions in expanded Office - 5 to 11 distinct units
• Communicate various roles and responsibilities of an Office Student Affairs to others - students and stakeholders
• Create and communicate job descriptions for the purposes of hiring, promotion and support
• Identify behaviors and benchmarks to help team members evaluate performance and guide career development
AAMC GSA PDI Applications in the Field
- FIU Herbert Wertheim College of Medicine

AAMC GSA PDI Support

- GSA Performance Framework
- GSA Performance Framework and LCME Standards Alignment
- Performance Reflection and Assessment Guide
- Goal Development and Execution Guide
- Feedback and Recognition Guide
- Collaborative Discussion Guide
- Development Options Matrix
AAMC GSA PDI Applications in the Field
- FIU Herbert Wertheim College of Medicine

**Approach**

- Write/Rewrite job descriptions
- Onboard new employees
- “Cross train” team members across OSA units
- Incorporate Framework into professional development workshops and presentations
- Create Upward Assessment for Executive Associate Dean
- **Create 360° Assessments and Feedback for OSA units and team members**
- Create process for career and professional coaching
- Create individualized professional development plans
- Demonstrate contributions and impact of OSA, units, and individual team members to COM leadership
FIU Herbert Wertheim College of Medicine - 360° Assessment and Feedback

**Approach**

- **PULSE 360° Program**
  
  http://pulseprogram.com

  - Physicians and Professionals Universal Leadership Skills Education
  - Self and peer feedback; peer feedback is anonymous
  - The program shows professionals how they are viewed on competencies such as communication, collaboration, time-management, problem-solving, and conflict resolution, as well as their motivational impact on team members.

  - “Good to Great”
  - The PULSE 360 Survey has been used in over 200 hospitals, medical centers, and practices throughout North America (Mexico, Canada, and the United States), including six Harvard Hospitals
Survey Instrument - Peer Assessment

Survey for: Student Affairs Demo
FIU-HWCM PULSE 360 Survey

Over the past 12 months together, compared to others in the same professional role, to what extent would you say this person... Anonymity Safeguard Note: This person will only receive an average score on the survey questions (no standard deviations or question response counts are ever provided).

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>To a LITTLE extent</th>
<th>To a FAIR extent</th>
<th>To a GReAT extent</th>
<th>Do not know at all</th>
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<tbody>
<tr>
<td>1.</td>
<td>Is truthful and straightforward</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>2.</td>
<td>Admits when wrong</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>3.</td>
<td>Remains approachable, even when stressed out</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>4.</td>
<td>Gets things done on time</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>5.</td>
<td>Treats others with respect</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>6.</td>
<td>Behaves in a way which encourages team members’ best work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>7.</td>
<td>Gives recognition or praise for good work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>8.</td>
<td>Makes clear and effective decisions</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<tr>
<td>9.</td>
<td>Is open to suggestions</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<tr>
<td>10.</td>
<td>Communicates clear requests, explanations, and expectations (e.g., writes logically, documents clearly, explains logically, etc.)</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<td>11.</td>
<td>Shares ideas openly in discussions or meetings</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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<tr>
<td>12.</td>
<td>Weighs the facts, before making important decisions</td>
<td>○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○</td>
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</table>

Questions about the survey? E-mail pulseinfo@psdflorida.com for assistance.

Next
Survey Instrument – Peer Assessment

Survey for: Student Affairs Demo

FIU-HWCM PULSE 360 Survey

Please type AT LEAST 2 OR 3 WISEP COMMENTS for EACH QUESTION.

Preserve your anonymity by typing your comments in this example format:

[for START Comments] Being on time for meetings.
[for KEEP Comments] Playing favorites with your staff.

Anonymity Safeguard Note: Do not write any comments so specific that it would identify who you are. However, all comments go through an “Anonymity Editing” process through which they are divided up into core feedback fragments, spell-checked, formatted into sentence case, and listed verb-first and alphabetically.

1. What would you like this Person to START doing?

2. What would you like this Person to STOP doing?

3. What would you like this Person to KEEP doing?

REMEMBER: Click “Finish” to submit your responses. If you do not, you will continue to receive reminders to complete the survey.

Questions about the survey? Contact us at pulse@gsufiu.edu.com.
Survey Report – Self vs. Peer Evaluation
# Organizational Acumen (Higher Preferred)

## Numeric Scores

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<th>Category</th>
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<tr>
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<td>2.0</td>
<td>3.0</td>
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</table>

## Category Descriptions and Rankings (including self-ratings) for Organizational Acumen

1. **Agility**: Adaptability; recognizes need for policy change.
2. **Policy, Law, and Governance**: Meets medical school standards, enforces/facilitates guidelines and policies.
3. **Work Planning**: Deliberate; shares decision making process; skillfully negotiates.
4. **Work Execution**: Engages others; encourages others to participate.

## Highest Ranking

### ORGANIZATIONAL ACUMEN

- Agility: adaptability, recognizes need for policy change.
- Policy, Law, and Governance: meets medical school standards, enforces/facilitates guidelines and policies.
- Work Planning: deliberate; shares decision-making process; skillfully negotiates.
- Work Execution: engages others, encourages others to participate.

### Lowest Ranking

1. Agility: adaptability, recognizes need for policy change.
2. Policy, Law, and Governance: meets medical school standards, enforces/facilitates guidelines and policies.
3. Work Planning: deliberate; shares decision-making process; skillfully negotiates.
4. Work Execution: engages others, encourages others to participate.

---

**Category Descriptions and Rankings (including self-ratings) for Organizational Acumen**

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty &amp; OSA Staff</th>
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<td>3.38</td>
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<td>3.50</td>
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<td>3.00</td>
<td>3.00</td>
<td>3.38</td>
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**WEIGHTED AVERAGE**

- Faculty & OSA Staff: 4.11
- Agility: 4.00
- HR: 3.60
- Finance: 3.60
- Marketing: 3.60
- Operations: 3.60

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**GSA Professional Development Initiative**

**FIU Herbert Wertheim College of Medicine-Miami-PL**

**AAMC Florida International University**
YOU wrote that you would like to START:

I would like to start participating in projects or tasks that be may be outside my current position to help me gain a broader understanding of Student Affairs. I found that in participating in responsibilities outside of my current position, I grow, appreciate, and gain from additional responsibilities. In this same manner, I found a professional interest and passion in Medical School Admissions. Additionally, I would like to engage more in professional development activities related to my career goals.

OTHERS would like you to START:

1. Exploring new strategies in enrollment management that will allow you to grow professionally.
2. Becoming confident in decision making.
3. Being more flexible when dealing with situations in which the outcome is unknown or vague.
4. Realizing that you have the determination and self-knowledge that I believe you can be director or dean one day.
5. Becoming a leader.
6. Voicing knowledgeable opinion in meetings.
7. Nothings comes to mind.
8. Taking on bigger and more innovative projects.

YOU wrote that you would like to STOP:

I would like to work on my emotional expression at times. I strive to maintain utmost levels of professionalism and poise; however, I am aware that sometimes I can express my disagreements or emotions visibly.

OTHERS would like you to STOP:

1. Worrying about what others think about your career and embracing changes that allow you to grow.
2. Being so hard on yourself and setting yourself up for unnecessary disappointment, at times.
3. N/A.
4. N/A.
5. N/A.
6. Nothing comes to mind.
7. Nothing.
AAMC GSA PDI Applications in the Field
- FIU Herbert Wertheim College of Medicine

Impact

• Creation and implementation of a comprehensive professional development program that includes:
  ➢ Resources for self-, peer-, and team-assessment
  ➢ Mechanisms to identify professional development and career goals
  ➢ Coaching for individuals and teams
• Buy in from the entire OSA team – team members are energized!
• Enhancement of current skills and acquisition of new skills
• Promotion of team members
• External recognition of effort
• Role modeling for other administrative offices (faculty and staff) and the medical education program (students)
AAMC GSA PDI Applications in the Field
- FIU Herbert Wertheim College of Medicine

Learning and Next Steps

- **Challenges**
  - Adapting the GSA Performance Framework to meet the needs of a unit not included as AoE (Panther Learning Communities)
  - Making the GSA Framework manageable
  - Determining how to evaluate “competency”
  - Providing and receiving constructive feedback

- **Next Steps**
  - Identifying and/or creating meaningful professional development options (readings, webinars, workshops, meetings, etc.)
  - Acquiring necessary resources (e.g. finances) to move forward
  - Branching out to other offices and to the student body
Questions?

Please use the Q&A panel located on the right side of your screen to submit your questions and send to “All Panelists”.
Recap and Close
Today’s Objectives

Position YOU and GSA community for greater success:

- Expand understanding of the AAMC GSA PDI pathway, progress, and tools
- Gain insights from AAMC GSA PDI tool applications led by GSA talent management leaders and pioneers
- Share and explore strategies to leverage the AAMC GSA PDI tools and other resources to benefit schools
Thank you.

Send your additional comments, questions, and stories to:

GSApro-develop@aamc.org

Visit the AAMC GSA PDI web pages:

http://www.aamc.org/gsapdi