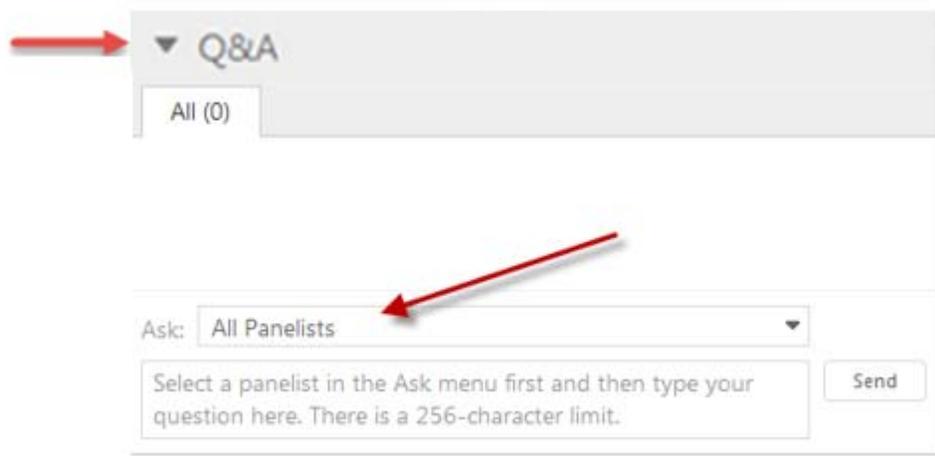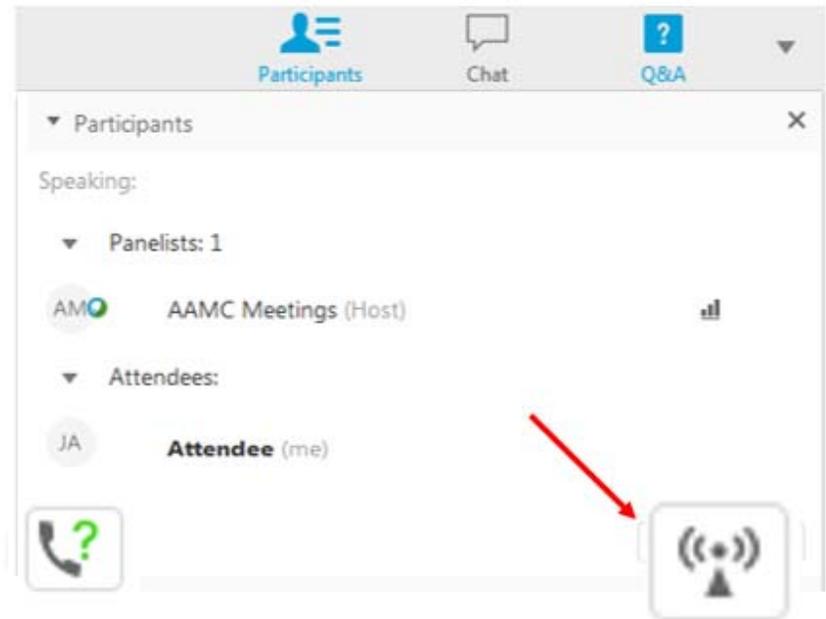## Audio:

- 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.

Participants | **Chat** | **Q&A**

▼ Participants

Speaking:

▼ Panelists: 1

AMO   AAMC Meetings (Host)

▼ Attendees:

JA   **Attendee** (me)

▼ Q&A

All (0)

Ask: All Panelists ▼

Select a panelist in the Ask menu first and then type your question here. There is a 256-character limit.   Send

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".

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1

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

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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!

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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

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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.
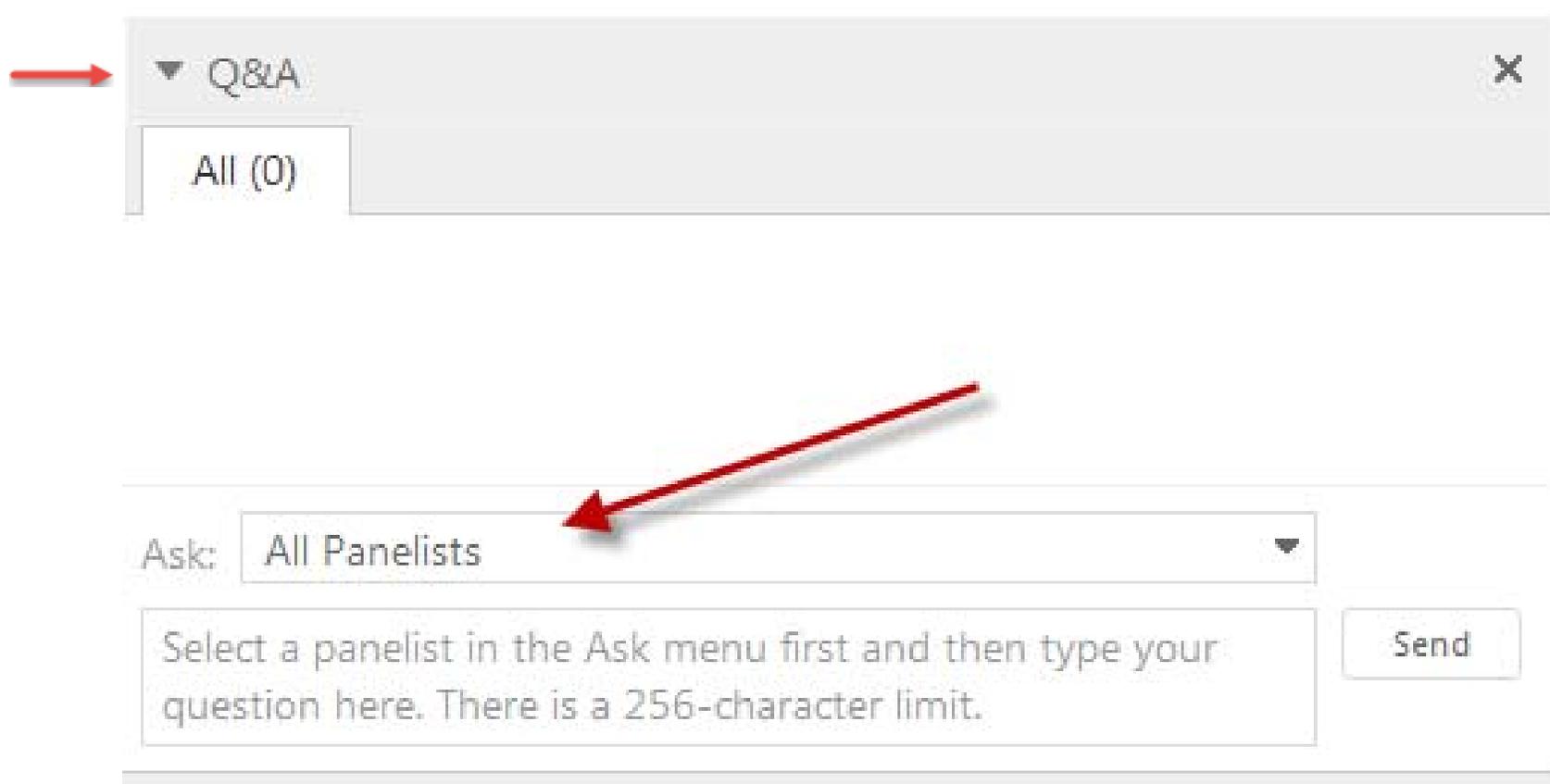
Embarked On Our Journey in 2012

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…

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Four-Component Strategic Approach

High-Value Learning

Community of Practice

Professional Development Support

GSA Performance Framework

On our way…

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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.

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Special Thanks to Our Champions Across the GSA Community

Tom Koenig, M.D.
John Hopkins Medicine

Robert Hernandez, M.D.
FIU
Herbert Wertheim
College of Medicine

Stacey McCorison, M.B.A.
DukeMedicine

Dawn S. Bragg, Ph.D.
MEDICAL COLLEGE OF WISCONSIN

Sunny Nakae, M.S.W.,Ph.D.
LOYOLA MEDICINE
We also treat the human spirit.®

Michael Kavan, Ph.D.
Creighton UNIVERSITY
School of Medicine

Carol Elam, Ed.D.
UK UNIVERSITY OF KENTUCKY

Toi Harris, M.D.
Baylor College of Medicine

Marc Kahn, M.D.
Tulane University
SCHOOL OF MEDICINE

Lee Jones, M.D.
UCDAVIS SCHOOL of MEDICINE

Linda Rowe, Ed.D.
UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE

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Talent Management in Academic Medicine

Establishing a Talent Strategy

Engaging Top Talent

Organizational Alignment and Evaluation

Finding Top Talent

Developing Top Talent

Organizational Goals and Strategy → Talent Impact → Improved Organizational Performance
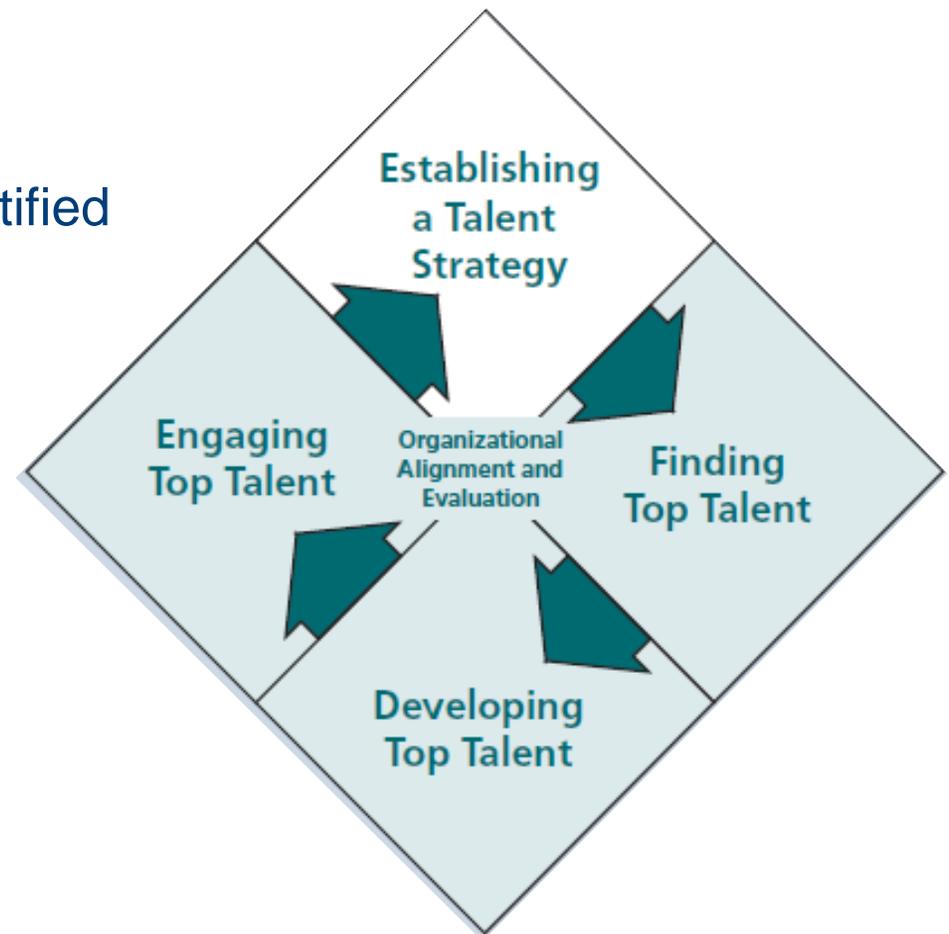
© 2011 Association of American Medical Colleges.
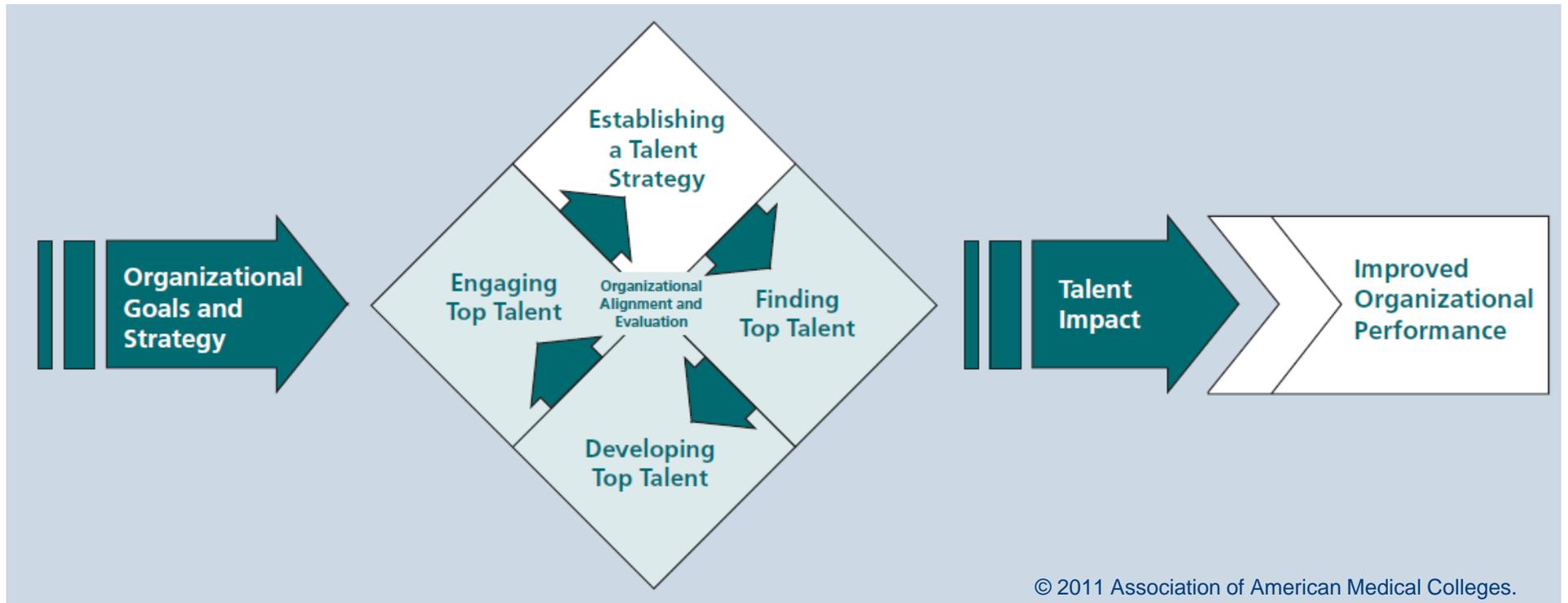
Need to find, keep, grow, & promote staff to:

- 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

Establishing a Talent Strategy

Engaging Top Talent

Organizational Alignment and Evaluation

Finding Top Talent

Developing Top Talent

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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

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AAMC GSA PDI Applications in the Field
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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

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University of Texas Rio Grande Valley School of Medicine

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

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

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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!

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- 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

STUDENT SUPPORT SERVICES		
Institutional	**Office of Student Services**	**School/Program**
Facilities	Education Resource Center	Career Advising
Security	Career Development Center	Professional Development
Occupational Health Program	Student Financial Aid	Academic Progression Counseling
Student Account Services	Registrar	GSBS
International Services Office	Student Disability Services	NSTM
Title IX Services	Veterans Affairs	SAHS
Office of Institutional Diversity and Inclusion	Student Wellness	SOM
TMC Library	Mental Health Counseling	
Ombuds Office		

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- 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

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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

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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

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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

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- FIU Herbert Wertheim College of Medicine

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**

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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 360^0 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
- 360^0 Assessment and Feedback

Approach

- PULSE 360^0 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

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Survey Instrument - Peer Assessment

Survey Instrument – Peer Assessment

Survey Report –
Self vs. Peer Evaluation

FIU HWCOM OSA / PULSE 360 Survey

P.hysicians and Professionals U.niversal L.eadership S.kills E.ducation Survey

Team 360-Degree Feedback Document

Prepared for

LAST NAME, FIRST NAME   (Baseline)

September 14, 2016

This report includes feedback from **11** individuals.

Your Self-Rating was incomplete (only 98% of questions completed).

Your Comparison Norms are Professionals 2015.

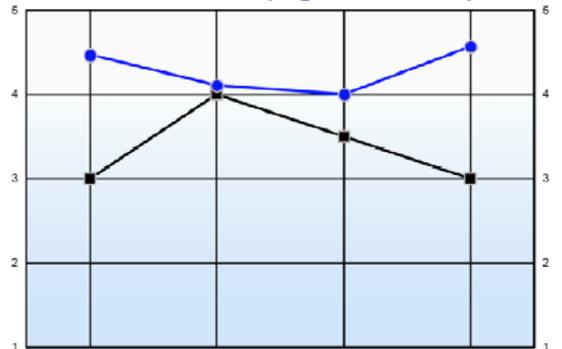Your Feedback Report is divided into the following major sections:

Leadership
Organizational Acumen
Relationships
Service
Special Scales
Individual Rater Comments (if provided)

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ORGANIZATIONAL ACUMEN (Higher Preferred)

(Self- Rating) -■-
Faculty & OSA Staff -●-

	1. Policy, Law, and Governance	2. Work Planning	3. Work Execution	4. Agility	WEIGHTED AVERAGE
(Self- Rating)	3.00	4.00	3.50	3.00	**3.38**
Faculty & OSA Staff	4.47	4.11	4.00	4.57	**4.27**
WEIGHTED AVERAGE	4.29	4.10	3.94	4.37	**4.17**

CATEGORY DESCRIPTIONS and RANKINGS (including self-rating) for:
ORGANIZATIONAL ACUMEN

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

ORGANIZATIONAL ACUMEN (Higher Preferred)

##.##	ABOVE AVERAGE - Congratulations!
##.##	MID-RANGE
##.##	BELOW AVERAGE
##.##	WELL BELOW AVERAGE - May be a Problem

NUMERIC SCORES

	(Self-Rating)	Faculty & OSA Staff	All But Self (Others)	"Others - Self = Gap
ORGANIZATIONAL ACUMEN	3.38	4.27	4.27	0.90
1. Policy, Law, and Governance	3.00	4.47	4.47	1.47
a. Achieves outcomes at accepted medical school standards	3.00	4.40	4.40	1.40
b. Enables by providing tools to facilitate implementation of guidelines and policies	3.00	4.60	4.60	1.60
2. Work Planning	4.00	4.11	4.11	0.11
a. Delegates work appropriately	No Response	3.60	3.60	3.60
b. Shares decision-making by discussing disadvantages, advantages, and alternatives with team	4.00	4.00	4.00	0.00
c. Skillfully negotiates for budget and resources	4.00	4.80	4.80	0.80
3. Work Execution	3.50	4.00	4.00	0.50
a. Consistently engages members in dept.'s strategic vision for business growth	3.00	4.00	4.00	1.00
b. Encourages others to speak up and participate	4.00	4.00	4.00	0.00
4. Agility	3.00	4.57	4.57	1.57
a. Adapts to – and complies with – changing policies, procedures, and priorities	3.00	4.67	4.67	1.67
b. Effectively recognizes the need for - and initiates action - for policy changes (e.g., changes to law, policy deficiency, etc.)	3.00	4.40	4.40	1.40

*HIGHER scores (MORE Favorable) indicate that you tend to UNDERESTIMATE Yourself (OTHERS see you MORE favorably than You see yourself).
LOWER scores (-) (LESS Favorable) suggest you OVERESTIMATE Your Motivating Patterns (OTHERS may perceive you LESS favorably than You see yourself).
A "0" (BEST) suggests that You see yourself SIMILARLY to how Others see you.

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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 broad understanding of Student Affairs. I found that in participating in responsibilities outside of my current, 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. Being **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 are **gaining** knowledge that I believe you can become director or dean one day.
5. Becoming a **leader**.
6. Voicing knowledgeable **opinion** in meetings.
7. Nothing 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 expressions 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 embrace 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.

COMMENTS

Important Note! Our "Anonymity Editing" process is designed both to de-identify raters as well as to help identify themes. The most frequent word-themes are clustered together at the top – the keyword for each cluster is bolded – while less frequent word-themes are found towards the end. "Combination Comments" contain two or more keywords, and may have comments which are displayed as: [italicized and in brackets] (copy of #3). This means that comment # 3 was copied into a clustered theme lower on the list. Copied comments are not additional comments. Comments are pooled from all Rater Groups, and each comment may represent only one rater's opinion (unless copied), so don't overemphasize any one or two comments. Some inappropriate comments may be deleted, edited or replaced with Inappropriate Comment Deleted. Ask PULSE for any questions.

YOU wrote that you would like to KEEP:

I enjoy working across all units within the department and I would like to continue to do so. As an Admissions Officer, I find said interest very important in helping prospective understand what makes HWCOM so unique when engaging in work related to Admissions and Recruitment. Additionally, I would like to continue to be involved in initiatives that require higher-order thinking and development. For example, I found that working in close proximity with past and current supervisors along with deans, I was able to identify my career goals.

OTHERS would like you to KEEP:

1. Being very **professional** and organized.
2. Maintaining a **professional** and positive demeanor.
3. Providing great level of **professionalism**.
4. Being so eager to learn and **professionally** develop towards your goals.
----
5. [Providing great level of professionalism.] (Copy of #3)
6. Doing a **great** job in your new role.
7. Doing a **great** job.

----
8. **Growing** as an employee.
9. **Growing** in new role and responsibilities.
10. Being available when **assistance** is needed.
11. Being as dedicated and **attentive** to the field of student affairs.
12. Working hard; we notice your work and the **efforts** you make.
13. **Encouraging** others.
14. Being a team **player**.

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AAMC GSA PDI Applications in the Field
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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)

GSA — Professional Development Initiative

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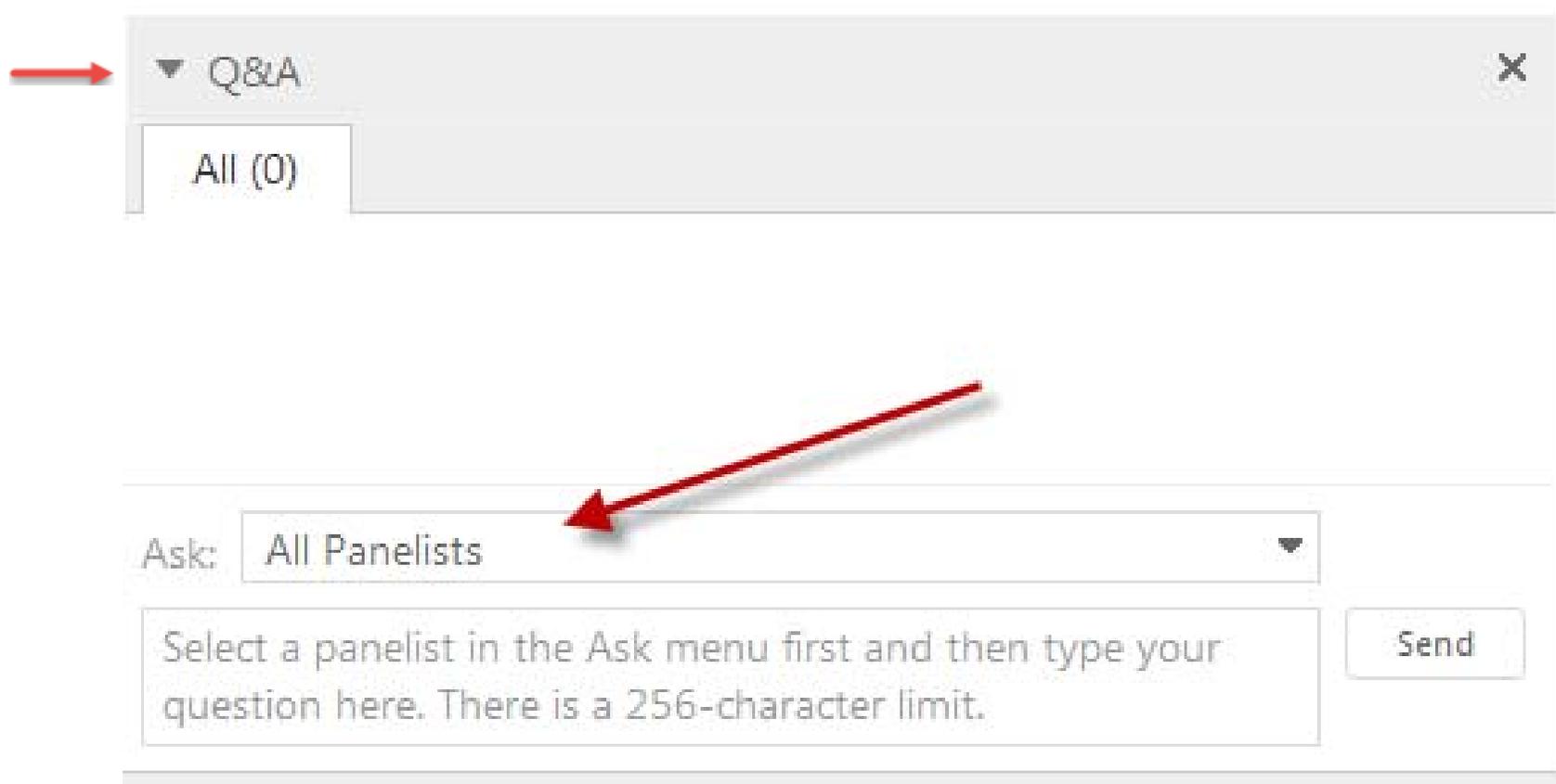# AAMC GSA PDI Applications in the Field
- FIU Herbert Wertheim College of Medicine

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

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Questions?

Please use the <u>Q&A panel</u> 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

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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

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