

# Office of Faculty Affairs and Professional Development

## IUSM Strategic Plan

### *Our Vision*

To develop a vibrant,  
diverse community where  
each faculty member has the  
optimal capability to make  
meaningful contributions  
to their career goals and the  
institution's mission.



**SCHOOL OF MEDICINE**

INDIANA UNIVERSITY

Office of the Dean

## **OUR CORE BELIEFS**

- Faculty are the single greatest resource of the institution.
- Talent is a strategic resource and has no limits.
- Faculty and institutional vitality are interdependent.
- Leadership development is not optional. Leadership ensures the ability to initiate and sustain functional relationships and achieve shared goals.
- Investment in faculty development is crucial to retaining productive, well-balanced faculty and to accomplishing the mission of the School.

---

## **OUR MISSION**

**The mission of the Office of Faculty Affairs and Professional Development is to:**

- Establish and sustain a culture that promotes faculty vitality and diversity;
- Plan and implement faculty development activities that ensure effective and successful recruitment, appointment, retention, and promotion of faculty;
- Train and educate visionary, innovative leaders who are capable of promoting the School's mission and capitalizing on emerging challenges;
- Implement a life-cycle of learning experiences that enable faculty to achieve their highest ambitions as educators, investigators, and clinicians;
- Communicate current faculty development opportunities to the medical school community;
- Ensure consistency with the School's strategic plan and core beliefs, and ensure optimal use of limited resources by coordinating School and university-wide faculty development offerings; and
- Expand participation in national and international groups that assist or promote faculty affairs, leadership, and professional development.



## INTRODUCTION

The advancement of IUSM relies to the greatest extent upon the work of faculty. Without a cadre of visionary leaders and engaged faculty, the institution will not achieve its goal as a premier medical school.

Human capital and leadership talent are critical to the success of any organization, and such capital must be nurtured and optimized across all phases of a faculty

*The quality of the faculty is the single most defining element of any academic organization.<sup>1</sup>*

member's career and among all segments of the faculty: across all ranks and professional roles, tenure and non-tenure tracks, men and women, under-represented minority and majority. The cost of under-using any talent in the pool of faculty is great, and one that IUSM cannot afford if we want to be on the leading edge in

today's competitive, fast-paced, global environment. All faculty need support and opportunities for development in order to achieve professional fulfillment and sustain their vitality. A systemic emphasis on professional development, leadership enhancement, inclusiveness, and diversity will shift the institutional culture toward a more supportive and developmental environment. When faculty members are able to achieve their personal developmental goals in synergy with the organization's goals, the benefits to both the faculty member and institution are extraordinary. An investment in faculty development is an investment in IUSM itself.

The activities of the Office of Faculty Affairs and Professional Development encompass four main areas:

**Faculty Development**  
**Diversity Affairs**  
**Programs for the Advancement of Women**  
**Faculty Affairs/Administration**

Data that informed this plan included:

- Interviews with all department chairs
- 2006 IUSM faculty vitality survey
- 2005 IUPUI faculty survey
- IUSM consultant report on faculty development needs and directions
- AAMC national survey on the value of faculty affairs and faculty development efforts in US medical schools
- A national survey of offices of faculty affairs/faculty development to determine the scope of services offered
- Collaboration with the IUPUI Office for Professional Development

## Developmental Model for Faculty & Professional Development

The still common view of faculty development as improving poor teachers is out of date. With faculty salaries and support now comprising well over two-thirds of most academic expenses, a new, comprehensive model is needed. Assisting faculty in reaching their full professional potential, aligned with the organization's goals, is necessary to attain the gains in faculty productivity required today<sup>2</sup>. Comprehensive professional development is also increasingly necessary in recruitment and retention of the most highly skilled faculty. As industry has found, employees migrate to organizations that offer the greatest professional and career development opportunities.

The following model includes the traditional domains of teaching, research, and service but also includes the important domains of personal, professional, and organizational development and leadership.

### Model for Professional Development



## Matrix of Faculty and Professional Development Offerings

Using the proposed model for faculty and professional development, this matrix depicts existing programs and charts the development of new programs. This matrix lists only a *sampling* of the many faculty and professional development programs available for all career stages. The items in **red** text are new initiatives.

	Research	Service	Teaching	Personal/ Professional Development	Organizational Development/ Leadership
ENTRY LEVEL	Grant and scientific writing workshops K30 Clinical Investigator Training Enhancement (CITE) Program <b>Internal grant peer review program</b> <b>Translational research skills for new investigators</b>	IUSM Continuing Medical Education (CME)	Faculty Enrichment and Education Development (FEED) Series <b>Innovations in medical education conference</b> <b>Academy of Teaching Scholars – Foundations of Teaching Excellence Program</b> Observations of teaching	New faculty orientation Leadership in Academic Medicine Program (LAMP) P&T workshops Personal and career coaching AAMC Early-Career Women Faculty Professional Development Seminar	Developmental instruments (e.g., 360 degree, MBTI) Organizational diagnosis and cultural analysis (e.g, climate surveys) <b>Program for support staff to provide structured feedback to faculty</b>
MID-CAREER LEVEL	<b>Mentor development program</b> Grant and scientific writing workshops	IUSM CME activities	Annual education retreat <b>Academy of Teaching Scholars – Certificate of Excellence Program</b>	AAMC Mid-Career Women Faculty Professional Development Seminar Career coaching	Indiana Healthcare Leadership Academy (IHLA)
SENIOR LEVEL	Grant and scientific writing workshopss		<b>Academy of Teaching Scholars – Master Teacher Program</b>	Leadership consultations Career coaching	IHLA <b>Executive leadership workshop for senior women faculty</b>

# FACULTY DEVELOPMENT

**STRATEGIC OBJECTIVE:** *To provide opportunities for faculty at each career stage to develop to their fullest potential.*

GOALS:	HOW WE WILL ACHIEVE THESE GOALS:
Develop appropriate mechanisms for assessing faculty needs and for measuring the impact of faculty development and faculty affairs programs.	<p>Conduct bi-annual faculty vitality survey</p> <p>Conduct bi-annual interviews with all department chairs, division directors, and center directors</p> <p>Conduct yearly focus groups with select groups of faculty</p> <p>Publish annual report on state of the faculty</p> <p>Conduct face-to-face meetings with junior research faculty to assess needs, goals, and problems</p> <p>Develop exit interview for all faculty who leave IUSM</p> <p>Publish manuscripts based on data collection results</p>
Foster and sustain a culture that values and promotes faculty development and vitality.	<p>Develop executive briefing on mentoring best practices and models</p> <p>Develop with chairs and center directors, programs that complement those that currently exist for mentoring of research faculty</p> <p>Conduct culture audit</p> <p>Conduct audit of status of and opportunities for development for women</p> <p>Identify and prioritize strengths, areas needing improvement, and steps necessary to accomplish identified goals</p> <p>Develop professional standards process and committee</p> <p>Maintain web site that will provide calendar and description of up-to-date offerings</p> <p>Convene Faculty Development Coordinating Committee</p>

GOALS:	HOW WE WILL ACHIEVE THESE GOALS:
<p><b>Develop visionary, innovative leaders.</b></p>	<p>Develop, in collaboration with IUMC-SC and IUPUI SPEA, a curriculum that will ensure leadership talent is identified and nurtured at each stage of development</p> <p>Continue early-career program – LAMP</p> <p>Continue mid-career and senior-level academic management program (IHLA)</p> <p>Continue FEED program</p> <p>Hold IHLA graduates, chair, and division director seminar</p> <p>Develop and offer workshop for new chairs and division directors on annual faculty review process</p> <p>Develop new chair orientation</p> <p>Explore the development of a succession management program for IUSM</p> <p>Work toward talent identification tool to help faculty recognize strengths and weaknesses</p> <p>Publish executive briefings on leadership topics</p>
<p><b>Integrate and coordinate faculty development initiatives within IUSM.</b></p>	<p>Partner with the IUPUI Center for Teaching and Learning (CTL), coordinating joint programs, eliminating duplicate efforts, and participating in design and production of new offerings</p> <p>Encourage participation of IUSM faculty in CTL events and consultations</p> <p>Ensure IUSM representation on campus committees</p> <p>Publish a manuscript on faculty competencies</p>
<p><b>Contribute to the local, national, and international stature of faculty affairs and faculty development.</b></p>	<p>Develop a research agenda on issues related to faculty affairs and professional development</p> <p>Conduct pilot study of faculty civility using instruments developed by IUPUI Department of Psychology</p> <p>Ensure annual participation in AAMC group on faculty affairs meeting, AAMC diversity conference, national diversity workshop, Society for the Advancement of Chicanos and Native Americans in Science and Biomedical Research Conference for Minority Students</p>

## GOALS:

## HOW WE WILL ACHIEVE THESE GOALS:

•  
**Enable faculty to develop competencies needed to excel in their roles as educators, investigators, and scholars.**

Co-sponsor yearly grant-writing workshop with IUPUI and Department of Medicine

Pilot use of an internal peer review panel to assist with grant applications

Sponsor yearly two-day “Scientific Writing from the Reader’s Perspective” and one-day writing consultation program

Host “Research Faculty Development Seminar” series on topics such as: balancing grants and children, recruiting laboratory personnel, and mentoring graduate students and postdoctoral fellows

Complete and publicize online and in person workshops on peer review of teaching

Sponsor teaching skills workshops and seminars including a summer teaching workshop, teaching skills workshop for basic science, and additional scholarship of teaching workshops and support

Create online modules on teaching skills

Determine appropriate ways to use Simulation Center for faculty development and prepare faculty to use Simulation Center for teaching

Offer appropriate skills training in web-based teaching and learning, in collaboration with IUPUI CTL

•  
**Develop an Academy of Teaching Scholars.**

Institutionalize culture of success by establishing cohort of faculty who will legitimize teaching and learning as an academic pursuit

Develop degree-granting Academy of Teaching Scholars program that matriculates 10-12 fellows per year

Host yearly conference highlighting innovations in education contributed by members of this unique cohort of faculty



# DIVERSITY AFFAIRS

**STRATEGIC OBJECTIVE:** *To promote a diverse and inclusive environment where all members of the community can succeed to their highest potential.*

## GOALS:

**Establish a prominent and visible presence for diversity and multicultural affairs.**

## HOW WE WILL ACHIEVE THESE GOALS:

Recruit senior leader to provide needed direction and support for diversity efforts

Host diversity conference to bring together chief diversity officers from other campuses and systems to network and share knowledge and best practices

Award Dean's diversity award

Create diversity section for IUSM Annual Report

Manage and update presence of Office of Multicultural Affairs (OMCA) on web

Visit IUSM departments, divisions, organizations, and student interest groups to review existing diversity information and present new diversity initiatives and plans

Sustain OMCA and diversity presence on committees

Host knowledge management roundtable to facilitate sharing of knowledge around databases with library and 3D

Market existing IUPUI programs to housekeeping staff through housekeeping staff opportunities seminar

Honor and recognize trailblazers during Black History Month

Launch comprehensive one-to-one mentoring program and database

Launch comprehensive summer research opportunities inventory

Establish baseline and goal measures of success for faculty, staff, students, residents, and alumni recruitment, retention, and career development

## GOALS:

## HOW WE WILL ACHIEVE THESE GOALS:

### **Recruit, retain, and advance a diverse faculty.**

Actively recruit under-represented minority (URM) graduates from IU residencies

Actively recruit outstanding URM basic scientists

Notify Associate Dean for Diversity when URM faculty candidate is interviewing

Make stipends available to Associate Dean for Diversity to augment departmental recruitment packages

Survey why current URM faculty stay

Distribute quarterly “Tips for Successful Faculty Searches” to all departments that reflects emphasis on diversity

Monitor whether search committees have sufficient representation of women and URM

Establish one to two month rotation in Children’s Health Services

Conduct research that will serve to recruit minority pediatric residents from across the country

Build relationship and programs with IUPUI Multicultural Center and Vice Chancellor for Diversity Equity and Inclusion

### **Recruit, support, and retain a diverse housestaff.**

Actively recruit URM resident applicants

Engage in graduate medical education URM recruitment best practices

Introduce OMCA at house staff orientation

Hold Electronic Residency Application Service (ERAS) workshop to assist with resident application process

Establish resident feedback forum to address opportunities and challenges of recruiting URM residents

### **Annually evaluate and report on progress; revise objectives, strategies, and goals as necessary.**

Prepare yearly diversity benchmarks report for faculty, students, and administrators

## GOALS:

**Recruit, retain, support, and graduate a diverse medical and graduate student body.**

## HOW WE WILL ACHIEVE THESE GOALS:

Provide recommendations to Admissions Committee regarding student enrollment efforts and active recruiting

Increase number of URM members on Admissions Committee

Develop plan to reduce financial barriers with programs such as loan forgiveness, tuition reimbursement, loan repayment and scholarships

Ensure OMCA attendance at Medical Student Affairs (MSA) director's meetings

Conduct monthly scheduled OMCA/MSA planning meetings

Present "Getting you into IU" session with potential candidates

Provide proactive student support

Ensure diversity presence at interview receptions for admissions

Attend the AAMC annual meeting to aid in the visibility and recruitment of faculty

Draft and update 2008 AAMC Minority Student Opportunities listing

Fortify relationship with alumni via Alumni Affairs

Strengthen internal relationships with URM students and student groups such as Society of Latinos (SOL) and Student National Medical Association (SNMA)

Develop and hold a graduate division URM retreat

Host "The Stack Up" at beginning of year to give URM students an idea of how they stack up as they approach first year and what can be done to measure up or excel in response to Student Promotions Committee systemic concerns

Implement and market pipeline more broadly with collaborative entities such as Center for Research and Learning, University College, and Area Health Education Center (AHEC)

Launch research shadowing program

Re-launch URM student survey

Recruit URM students at National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) Regional Conference

## GOALS:

## HOW WE WILL ACHIEVE THESE GOALS:

**Recruit, retain, and promote a diverse senior leadership among faculty, administrators, staff and students.**

Assess emerging opportunities for leadership at the departmental, division, and dean levels

Develop succession plan to position URM faculty and women for leadership opportunities

Ensure adequate representation of URM faculty and women in IUSM leadership development programs

**Promote cultural awareness and competence throughout the medical school learning environment.**

Bring attention to disparities that exist in healthcare:

- Integrate cultural competence curricula across medical school
- Develop and support annual diversity week seminar series
- Present a lecture on addressing cultural bias in health care
- Develop research agenda on health care disparities

Engage external consultant with expertise in cultural competence and diversity training to assist with development and implementation of cultural competence curriculum and diversity training program

Engage all department chairs and division directors in making concerted efforts to examine diversity policies and attitudes within their respective units

Establish diversity training program for all departments

Conduct one school-wide conference on strategies for advancing diversity

Make competitive funds available for creation of new programs

**Partner with off-campus community to strengthen and support diversity initiatives.**

Develop new partners initiative to enlist community leaders in matching funds to sponsor specific aspects of strategic plan

Continue AHEC

Continue engagement with Crispus Attucks

Continue Pre-Rawls Program

Engage in Mapping Education Toward Achievement (META)

Work collaboratively with international schools

# PROGRAMS FOR THE ADVANCEMENT OF WOMEN

**STRATEGIC OBJECTIVE:** *To foster an environment in which all women faculty and students have ample opportunities for development and growth.*

GOALS:	HOW WE WILL ACHIEVE THESE GOALS:
<p><b>To advance the professional and academic satisfaction and achievement of women faculty.</b></p>	<p>Support and build momentum for Women’s Advisory Council</p> <p>Conduct pay equity study</p> <p>Develop and offer faculty development programs targeted to identified needs of women particularly leadership, publication, professional advancement, and negotiation skills</p> <p>Host “Stepping Stones of Women in Leadership” luncheon series</p> <p>Sponsor national scholars at IUSM at annual women’s leadership workshop</p> <p>Provide support for women faculty to attend national career and leadership development workshops:</p> <ul style="list-style-type: none"> <li>• AAMC Early Career Women Faculty Professional Development Seminar</li> <li>• AAMC Mid-Career Women Faculty Professional Development Seminar</li> <li>• Executive Leadership in Academic Medicine (ELAM)</li> </ul> <p>Track and publish gender and diversity data in state of the faculty report</p> <p>Ensure adequate representation of women on all standing and search committees</p> <p>Encourage all departments to actively seek women applicants for new positions</p> <p>Represent IUSM on IUPUI Office for Women Advisory Board</p> <p>Participate in activities such as National Women’s History Month and Women in Medicine Month</p>
<p><b>To provide women medical students with support for personal and professional development.</b></p>	<p>Provide support and guidance for student chapter of American Medical Women’s Association (AMWA):</p> <ul style="list-style-type: none"> <li>• Host annual dinner meeting</li> <li>• Expand mentoring program to centers</li> <li>• Host receptions with faculty mentors</li> <li>• Provide travel and housing for two students to participate in national women’s leadership conference</li> </ul>

# FACULTY AFFAIRS

**STRATEGIC OBJECTIVE:** *To ensure an efficient and responsive service to assist faculty with all governance, policy, record keeping, and human resource issues.*

GOALS:	HOW WE WILL ACHIEVE THESE GOALS:
Assist departments in faculty recruiting efforts.	<p>Review faculty development opportunities with all candidates</p> <p>Utilize faculty who have experience with women's issues and minority affairs in recruitment process</p> <p>Develop and implement search committee training and orientation</p>
Ensure that all faculty who are eligible for promotion and tenure (P&T) have a sound understanding of expectations and standards.	<p>Conduct series of P&amp;T workshops prior to each promotion cycle, specifically tailored to declared areas of excellence</p> <p>Prepare and publicize online modules about expectations, guidelines, and dossier preparation regarding excellence in teaching, excellence in research, and excellence in service</p> <p>Develop "Frequently asked Questions about P&amp;T" resource for web site</p> <p>Maintain library of dossiers for each type of appointment for those candidates who have successfully been promoted and/or tenured</p> <p>Develop seminar on roles and responsibilities of various IUSM standing committees for use in annual faculty orientation and posting on web site</p> <p>Develop seminar on service opportunities for research faculty</p>
Establish a process of consultation for work unit improvement.	<p>Respond to requests for organizational development consultations</p>
Provide IUSM leadership.	<p>Manage process of reappointing all standing committees</p> <p>Continue to participate in LCME 2008 self-study</p> <p>Continue to coordinate Indiana Clinic as a part of IUSM-Clarian Enterprise activities</p>

## REFERENCES

1. Making A Difference-A New Model of Education: Collaboration and Connection [Electronic. (2008). Version]. Duke University Strategic Plan.
2. Morahan, P.S., Gold, J.S., & Bickel, J. (2002). Status of faculty affairs and faculty development offices in U.S. medical schools. *Acad Med*, 77(5), 398-401.

## ADDITIONAL READINGS

- Anderson, D.C., Harris, I.B., Allen, S., Satran, L., Bland, C.J., Davis-Feickert, J.A., et al. (1991). Comparing students' feedback about clinical instruction with their performances. *Acad Med*, 66(1), 29-34.
- Bisbee, D.C., & Miller, M.T. (2007). Executive succession practices in land grant universities [Electronic Version]. Academic Leadership: The Online Journal, 4.
- Bland, C.J. (1997). Beyond corporate-style downsizing: A better way for medical schools to succeed in a changing world. *Acad Med*, 72(6), 489-495.
- Bland, C.J., Seaquist, E., Pacala, J.T., Center, B., & Finstad, D. (2002). One school's strategy to assess and improve the vitality of its faculty. *Acad Med*, 77(5), 368-376.
- Bland, C.J., Weber-Main, A.M., Lund, S.M., & Finstad, D.A. (2004). The Research Productive Department: Strategies from Departments that Excel (Boston: Anker Publishing Company, Inc.).
- Clark, J.M., Houston, T.K., Kolodner, K., Branch, W.T., Jr., Levine, R.B., & Kern, D.E. (2004). Teaching the teachers: National survey of faculty development in departments of medicine of U.S. teaching hospitals. *J Gen Intern Med*, 19(3), 205-214.
- Duderstadt, J.J. (2001). Fire, Ready, Aim! The Importance of Liberal Learning for an Increasingly Technological World. In 10th Anniversary Symposium, Ivan Allen College: Georgia Institute of Technology.
- Frohna, A.Z., Hamstra, S.J., Mullan, P.B., & Gruppen, L.D. (2006). Teaching medical education principles and methods to faculty using an active learning approach: The University of Michigan Medical Education Scholars Program. *Acad Med*, 81(11), 975-978.
- Griffith, C.H., 3rd, Georgesen, J.C., & Wilson, J.F. (2000). Six-year documentation of the association between excellent clinical teaching and improved students' examination performances. *Acad Med*, 75(10 Suppl), S62-64.
- Gruppen, L.D., Simpson, D., Searle, N.S., Robins, L., Irby, D.M., & Mullan, P.B. (2006). Educational fellowship programs: Common themes and overarching issues. *Acad Med*, 81(11), 990-994.
- Hatem, C.J., Lown, B.A., & Newman, L.R. (2006). The academic health center coming of age: Helping faculty become better teachers and agents of educational change. *Acad Med*, 81(11), 941-944.
- Houston, T.K., Ferencik, G.S., Clark, J.M., Bowen, J.L., Branch, W.T., Alguire, P., et al. (2004). Faculty development needs. *J Gen Intern Med*, 19(4), 375-379.
- Klasko, S. K. (2005). University of South Florida College of Medicine Strategic Plan [Electronic Version].
- Lalli, F. (1996). Why you should invest in companies that invest in their workers. In *Money*, vol. 25, pp. 11.
- Moe, M. (2000). *The Knowledge Web: People Power--Fuel for the New Economy* (New York: Merrill-Lynch).
- Morzinski, J.A., & Fisher, J.C. (2002). A nationwide study of the influence of faculty development programs on colleague relationships. *Acad Med*, 77(5), 402-406.
- Muller, J.H., & Irby, D.M. (2006). Developing educational leaders: The teaching scholars program at the University of California, San Francisco, School of Medicine. *Acad Med*, 81(11), 959-964.
- Perlman, L. (1996). Businesses should lead an education revolution. In *Star Tribune* (April 14): Minneapolis.
- Peters, A.S., Ladden, M.D., Kotch, J.B., & Fletcher, R.H. (2002). Evaluation of a faculty development program in managing care. *Acad Med*, 77(11), 1121-1127.
- Pololi, L., Knight, S., & Dunn, K. (2004). Facilitating scholarly writing in academic medicine. *J Gen Intern Med*, 19(1), 64-68.
- Pololi, L.H., Dennis, K., Winn, G.M., & Mitchell, J. (2003). A needs assessment of medical school faculty: caring for the caretakers. *J Contin Educ Health Prof*, 23(1), 21-29.
- Pololi, L.H., Knight, S.M., Dennis, K., & Frankel, R.M. (2002). Helping medical school faculty realize their dreams: An innovative, collaborative mentoring program. *Acad Med*, 77(5), 377-384.
- Robins, L., Ambrozy, D., & Pinsky, L.E. (2006). Promoting academic excellence through leadership development at the University of Washington: The Teaching Scholars Program. *Acad Med*, 81(11), 979-983.
- Rosenbaum, M.E., Leno, S., & Ferguson, K.J. (2006). Increasing departmental and college-wide faculty development opportunities through a teaching scholars program. *Acad Med*, 81(11), 965-968.
- Searle, N.S., Hatem, C.J., Perkowski, L., & Wilkerson, L. (2006). Why invest in an educational fellowship program? *Acad Med*, 81(11), 936-940.
- Searle, N.S., Thompson, B.M., & Perkowski, L.C. (2006). Making it work: The evolution of a medical educational fellowship program. *Acad Med*, 81(11), 984-989.
- Simpson, D., Marcdante, K., Morzinski, J., Meurer, L., McLaughlin, C., Lamb, G., et al. (2006). Fifteen years of aligning faculty development with primary care clinician-educator roles and academic advancement at the Medical College of Wisconsin. *Acad Med*, 81(11), 945-953.
- Simpson, D.E., Bragg, D., Biernat, K., & Treat, R. (2004). Outcomes results from the evaluation of the APA/HRSA Faculty Scholars Program. *Ambul Pediatr*, 4(1 Suppl), 103-112.
- Steinert, Y., Mann, K., Centeno, A., Dolmans, D., Spencer, J., Gelula, M., et al. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Med Teach*, 28(6), 497-526.
- Steinert, Y., & McLeod, P.J. (2006). From novice to informed educator: The teaching scholars program for educators in the health sciences. *Acad Med*, 81(11), 969-974.
- Stern, D.T., Williams, B.C., Gill, A., Gruppen, L.D., Woolliscroft, J.O., & Grum, C.M. (2000). Is there a relationship between attending physicians' and residents' teaching skills and students' examination scores? *Acad Med*, 75(11), 1144-1146.
- Wilkerson, L., Uijtdehaage, S., & Relan, A. (2006). Increasing the pool of educational leaders for UCLA. *Acad Med*, 81(11), 954-958.
- Wingard, D.L., Garman, K.A., & Reznik, V. (2004). Facilitating faculty success: Outcomes and cost benefit of the UCSD National Center of Leadership in Academic Medicine. *Acad Med*, 79(10 Suppl), S9-11.
- Wolf, M. (2002). Clinical research career development: The individual perspective. *Acad Med*, 77(11), 1084-1088.

# Office of Faculty Affairs and Professional Development

---

**Stephen P. Bogdewic, Ph.D.**

*Executive Associate Dean for Faculty Affairs and Professional Development*

**Krystal L. Ardayfio**, *Director, Multicultural Affairs*

**Randy R. Brutkiewicz, Ph.D.**, *Assistant Dean*

**Deborah K. Cowley**, *Director, Academic Administration*

**Mary E. Dankoski, Ph.D.**, *Assistant Dean*

**Jon S. Eynon**, *Web and Instructional Technology Specialist*

**Rita A. Flynn**, *Administrative Specialist, Multicultural Affairs*

**Lia S. Logio, M.D.**, *Assistant Dean*

**Megan M. Palmer, Ph.D.**, *Director of Faculty Development in the Health Professions*

**Marsha A. Quarles**, *Administrative Specialist*

**Sarah J. Reed, NCC**, *Program Manager*

**Lynn H. Wakefield**, *Assistant Director, Academic Administration*



## SCHOOL OF MEDICINE

INDIANA UNIVERSITY  
Office of the Dean

Fairbanks Hall, 6200  
340 W. 10th Street  
Indianapolis, IN 46202

ofapd@iupui.edu  
faculty.medicine.iu.edu  
317-278-3089