MEGAN M. PALMER, PHD
SECTION 06: CANDIDATE’S STATEMENT FOR MEGAN M. PALMER, PHD, SERVICE EXCELLENCE

Background
Institutions of higher education and their faculty are undergoing multiple changes, which include the modification of faculty appointment types, incorporation of technological advances, expansion of diversity, and attention to calls for greater accountability and flexibility for faculty. Some additional challenges exert particularly strong tension on faculty in academic medical centers, such as enhanced competition for grant funding, calls for curricular reform, and high expectations for clinical revenue generation. These pressures result in increased stress and decreased satisfaction for many faculty members in academic medicine. Given this, the need to find ways to help faculty invest in career-long professional development is greater than ever. I am deeply committed to ensuring the success of faculty in American higher education. Specifically, the focus of my career is to design and implement programs that promote the continued professional development of faculty in academic medicine so they can be highly productive, achieve their career goals, and better contribute to the advancement of research, medical education, and patient care.

I joined the faculty at the Indiana University School of Medicine (IUSM) because of the School’s strong commitment to faculty development. In 2008, I was recruited to become a visiting assistant professor and assistant dean in the Office of Faculty Affairs and Professional Development (OFAPD) and director of the Academy of Teaching Scholars (ATS) in IUSM. In September 2010, I became an assistant professor at IUSM. Much of my PhD coursework and many of my academic appointments before and since joining IUSM are centered on the study of faculty, academic administration, and teaching and learning. Therefore, my goals as an assistant professor in the Department of Emergency Medicine (EM) are to both study and promote the vitality of faculty within emergency medicine, in academic medicine as a whole, and in higher education broadly. In my role within IUSM, I am uniquely positioned to make a positive impact on the lives of faculty, and through them, students and society. This statement, along with my dossier, demonstrates excellence in service and satisfactory performance in research and teaching.

Service (area of excellence)
My service to IUSM and the discipline of faculty development has yielded impact in three areas: 1) enhancing a culture to support creative advances in teaching and learning, 2) addressing organizational challenges that influence the IUSM climate, and 3) leading the evaluation of faculty development programs.

1. Enhancing a Culture to Support Creative Advances in Teaching and Learning

Academy of Teaching Scholars. The goal of the IUSM ATS is to advance the stature, quality, and innovation within all aspects of teaching. As the founding director of the IUSM ATS, I sought the advice of the IUSM Faculty Development Coordinating Committee to determine areas in which all teaching faculty should have competence. Using this information and that gleaned through a critical review of the literature, I designed the IUSM ATS with three tiers. Currently, the first tier of ATS is established and ongoing and key components of the second tier are in place, while additional elements are under development. The third tier will be planned and implemented following the completion of tier two.
ATS Tier One: The goal is to provide all faculty with the fundamentals of teaching and learning. Annually a series of workshops is offered in the following areas: Instructional Technology, Assessment of Learners, Learning Theory, Instructional Strategies, Curriculum Development. Since 2010, we have offered 282 ATS workshops with the total attendance of 1867. In addition to face-to-face workshops, I have developed numerous online resources to aid IUSM faculty and increase the reach of our offerings. As part of this work, we were awarded a five-year grant for $783,810 from Health Resources and Services Administration (HRSA) to develop online modules to assist faculty across the state with their teaching. I also identified that IUSM lacked an effective way for faculty to engage in peer review of teaching. As a result, I developed an online Peer Review of Teaching Module and Form Builder. This introduces the goals and objectives of the peer review of teaching process. The form builder then allows faculty members to select items for pedagogical assessment. The available items are based on evidence regarding effective teaching. The peer review process, therefore, is co-created by the faculty member and observer, and tailored to the unique learning environment where the observation will occur (i.e., small group, laboratory, clinical settings.) In fall 2010, the Professional and Organizational Development Network (POD, the largest faculty development professional organization in the world) recognized the impact of this effort and selected this novel online tool as an Innovation Award finalist.

ATS Tier Two: Building on the teaching and learning skills obtained in tier one, tier two was created to increase faculty knowledge of educational theories and practices. Tier two is designed for faculty who play a pivotal role in education as well as faculty who will be promoted and/or tenured on the basis of excellence in education. There are two components to tier two. The first consists of Faculty Learning Communities (FLC), which are groups of 6-10 faculty, graduate students, and professional staff that engage in a collaborative yearlong program around a particular teaching and learning topic. These groups meet monthly with the goal of enhancing practice and producing educational scholarship. For example, members of the 2011-12 iPad in Medical Education FLC presented their educational scholarship at three national meetings and at least two members of the community published articles based on their FLC research. Responding to the public’s calls for and our own realization of the need for improved training in the science of education I am working to create a graduate certificate in college teaching as a component of tier two. In order to create this certificate, I am working collaboratively with IUSM educational leaders, faculty in the IU School of Education, and faculty in the IU College of Liberal Arts and Sciences. At present, this interdisciplinary certificate is under review and should be approved in fall 2015. Although the formal certificate is not yet approved, several IUSM faculty members have taken graduate level courses about college teaching and learning. This certificate program is unique and something very few medical schools offer, and interest in such programs is increasing. Consequently, IUSM will soon market our certificate program to our own faculty, fellows, residents, and graduate students interested in faculty positions as well as faculty at other academic medical centers. This will allow IUSM to recruit top faculty and further support our current faculty whose career interest focuses on education.
Curricular Reform. In addition to establishing ATS and serving as the founding director, I was on the leadership team that facilitated the IUSM curriculum reform efforts. As part of the team of four, in summer 2011, I was selected to participate in the Harvard Macy Institute, which is the premier medical education conference in the country, signaling the importance of our comprehensive reform process. Between 2011 and 2013 I provided pedagogical support to all of the faculty who served as team leaders in the curricular reform process. This included planning and facilitating bi-monthly meetings with team leaders as well as being available for individual consultations. I also planned and facilitated two faculty retreats related to curricular reform. Further, from May to October of 2012, I led weekly meetings of a faculty team that built upon the work accomplished in the prior two years to draft a curricular plan. This plan was released in October 2012 and approved by the Curriculum Council Steering Committee in December 2012. The new integrated curriculum will be implemented in fall 2016. During this same time period I also developed numerous resources (e.g., Guidelines for Writing Goals and Objectives, Publication Outlets for Educational Scholarship) and designed workshops (e.g., course design, assessing student learning) to meet the emerging needs and interests of the faculty involved with curricular reform. Well over 250 faculty, learners, and staff were part of the curricular reform process.

Vice Chair of Education. In 2013, I was selected to be the inaugural vice chair for education in the Department of Emergency Medicine (EM) during a time when we were faced with budgetary cuts and leadership transitions in both the medical student clerkship (the largest in the country with 352 students/year) and EM residency (also one of the largest in the country with 21 residents/year). Using recruiting tools and skills that I developed in OFAPD, I led efforts to identify new educational leaders and enabled their transition in these programs. Following their appointment, I mentor faculty leaders in both the clerkship and residency program in areas of program development, finance, recruitment, and educational scholarship. For example, I engaged the program leadership in strategic planning initiatives to develop more effective ways to educate learners while reducing operating expenses. Another priority area has been recruiting a more diverse residency class and, as a result, we fully expect that this year the recruiting class will be the most diverse in the department’s history. In addition, we developed a new educational initiative between the department and School of Health and Rehabilitation Sciences Physician Assistant (PA) program. Initial data regarding the PA EM clerkship shows high levels of faculty and student engagement, and student learning. During my tenure as vice chair, I have made substantial contributions to faculty development within EM. I co-lead a unique new faculty and fellow curriculum (EM-Jumpstart in Academic Medicine) that focuses on providing the skills and information necessary for academic success during a faculty member’s first two years. Included in this curriculum are peer group sessions covering 11 topics (e.g., effective communication, scholarship), a formal project-based mentoring program, a research boot camp, and annual workshops on specific education related topics. To date 20 faculty and fellows have participated in the program. Future plans include opening the program to other departments (in fall 2015, new faculty in family medicine will participate) and expanding to other EM programs around the country. I also helped create a new leadership curriculum that we will institute within the department in the 2015-16 academic year. This program will focus on providing faculty in leadership positions (e.g., vice chairs and division directors) with the skills and training to develop strategic plans, effectively communicate, recruit and manage talent, and create business plans for their individual units.
Beyond my work with ATS, curricular reform, and as vice chair for education in EM, I have made other contributions to the educational mission of the School of Medicine. These include chairing the committee that determined the future IUSM course management system plus the follow-up committee that managed the transition from Angel to Oncourse, serving as a member of the IUSM Teaching Awards Committee, regularly presenting workshops for IUSM, academic departments, and residency programs related to teaching and learning, serving on the Curriculum Council Steering Committee, representing IUSM at the spring 2012 Interprofessional Health Education Conference, and co-chairing the search for the Associate Dean of Medical Student Affairs. As a result of my work related specifically to the advancement of the education mission, outside of IUSM I have given 20 invited talks (12 regional, 2 national, 6 international), made more than 10 peer reviewed national presentations, and have one publication under review.

2. Addressing Organizational Challenges.
I have led a number of influential organizational development initiatives that have yielded positive changes for IUSM. My service to the field of faculty development has included a considerable investment in design and implementation of policy and organizational infrastructure. Given the increased demands faced by faculty, I, along with two OFAPD colleagues, managed the process that introduced more flexibility for IUSM faculty by extending the tenure clock. This work included publishing a white paper on tenure, which has been cited by other academic medical centers that are interested in extending their tenure clock. In addition, I oversaw the town halls, communications, and faculty referendum that were necessary for the initiative to be successfully passed by the IUSM faculty, approved by IU faculty governance, and implemented in 2011.

I am extremely proud of the efforts we have made to improve the faculty experience at IUSM. In particular, our work to advance women was recognized as a national model by the Association of American Medical Colleges (AAMC), which in 2009 awarded OFAPD with the prestigious Women in Medicine and Science Leadership award. Given the success of the tenure extension, recognition by the AAMC, and other efforts to improve faculty life at IUSM, I, along with two colleagues in OFAPD, co-authored a proposal to the American Council on Education/Alfred P. Sloan Foundation. In summer 2012, IUSM was one of only five medical schools in the country to be awarded a $250,000 grant to accelerate faculty career flexibility. This two year project provided an opportunity for IUSM to address issues related to part-time faculty benefits, improved child care services, refining the definitions of faculty appointments, and aligning promotion and/or tenure standards to better reflect the work completed in academic medical centers. Although this has been a collaborative effort for the OFAPD team, my specific contributions included leading a committee to explore changes in a faculty appointment for academic clinicians and revising the standards of excellence in both service and teaching.

Another area of emphasis in my service is leadership development. My involvement includes directing a grant-funded pilot leadership development program for faculty of color (Next Generation @IUPUI); this program was funded with $50,000 by President McRobbie’s Diversity Initiative and will be expanded in 2015-16 to include staff as well. In addition, I established and direct a leadership development workshop series for IUSM department chairs and division
directors and oversee leadership 360 evaluations. I co-authored the 360 instrument used by IUSM, which is copyrighted. Another identified area of need for IUSM was the search and screen processes used by the dean’s office when searching for chairs and other high level institutional leaders. I co-authored the successful proposal for IUSM to be a part of the Association of American Medical Colleges (AAMC) pilot project on improving search and screen processes. A major area of emphasis in revising the search and screen process was related to identifying competencies of effective leaders and then aligning all tools used during the search process (e.g., interview questions, evaluation forms, CV review guidelines) to the competencies. Due to the success of this project, OFAPD is now developing tools and workshops to be used at the departmental level. Further, we are consulting with IU Health Physicians to better align recruitment strategies. Beyond the impact locally, this work has lead to national presentations, recognition by the Professional and Organizational Development network, a recent publication in *Academic Medicine* (on which I am first author), and I have been invited to share this work at the Society of Academic Anesthesiology Association leadership development program for new anesthesia chairs from around the country (November, 2015).

In addition to organizational development at the institutional level, my skills as a strategic thinker and facilitator led to invitations from five individual departments (Emergency Medicine, Family Medicine, Physical Medicine and Rehabilitation, Radiation Oncology, and Otolaryngology) and three units in the dean’s office (Administrative Services, Research – Transforming Research Initiative Planning, Research – Strategic Research Initiative) to work on strategic planning. I have also served as a consultant in this capacity outside IUSM. Specifically, in April 2014 I facilitated a retreat for the IU Lilly Family School of Philanthropy. In addition, in January 2012, I facilitated strategic planning for the Society of Academic Emergency Medicine (SAEM) executive board. SAEM is the premier professional association representing over 6,000 faculty members in academic emergency medicine; its executive board consists of 11 elected members. In 2007 I consulted with School of Education colleagues at Moi University regarding establishing a Center for Teaching and Learning. This included one visit to Moi to present workshops and work with collaborators. In turn, my colleagues from Moi came to IUPUI on two occasions and ultimately we prepared a joint proposal for a teaching center on the Moi campus. These invitations to consult with colleagues from across campus, in the US, and internationally are evidence of my reputation in the field of faculty affairs.

3. **Leading the Evaluation of Faculty Development.**
Throughout my time at IUSM, I have emphasized faculty development program evaluation. A foundation of my approach to faculty development is that it must be based on evidence and demonstrate impact. The vast majority of my scholarship focuses on reporting the outcomes of faculty development. With support from the Macy Foundation, in December of 2014, I organized and facilitated an invited meeting regarding evidence based faculty development. Over 30 colleagues from around the nation came to this meeting to begin designing universal outcomes for faculty development activities, conducting a meta-analysis of the existing literature, and exploring avenues to advance information sharing and the building of evidence about the impact of faculty development. I also work to expand scholarly activity and dissemination about faculty development through my role as program leader for the faculty development track at the national Assessment Institute.
Teaching
Given my service to the educational mission, it follows that I take my own teaching very seriously and am an active member of the higher education faculty within the School of Education. Twenty-five percent of my appointment is assigned to teaching and advising in the School of Education. During my time in rank, I have taught nine graduate level courses related to college teaching and learning, higher education administration, and educational research methods (see CV for details). Enrollment in these courses ranged from 12-25 masters and doctoral students studying higher education, anatomy education, and others interested in becoming faculty members. I presently mentor three doctoral students, chair two anatomy education dissertations and one higher education dissertation, and serve as director of three higher education dissertations. Further, during my time in rank I have also advised five master’s students, served on 14 program of study committees, and am serving on or have completed service on 16 dissertation committees. In addition, in 2010, I was Co-PI on a Curriculum Enhancement Grant from the Indiana University Purdue University Indianapolis Center for Teaching and Learning. This one-year grant of $5,500 in provided funding to design two hybrid courses: 1) college teaching and learning and 2) scholarship of teaching and learning. Both courses are part of the proposed graduate certificate in college teaching, which will be part of the IUSM Academy of Teaching Scholars Program. I have also engaged in the dissemination of my teaching scholarship as evidenced by several presentations at the Association for the Study of Higher Education and a recent publication in College Teaching. Beyond teaching the content of the specific courses to which I have been assigned, it is my goal to inspire a passion for the subject matter in my learners as well as provide opportunities for them to reflect on the effectiveness of various pedagogical strategies. In the acknowledgements section of his dissertation, a recent graduate (Chad Christensen) wrote, “Megan is the epitome of an engaged professor and I learned a great deal from her in terms of course content and exemplary teaching.” It is a great responsibility and a great joy to interact with graduate students who will influence the academy in the future.

Research
The concept of faculty vitality has been discussed in the higher education literature since the mid 1980s. Despite the many articles and books on the topic, the concept of faculty vitality while commonly used, is imprecise and lacks a comprehensive definition to drive research. As part of the OFAPD faculty, I was involved in using the existing literature to construct a novel survey instrument to provide a baseline measurement of influences on faculty vitality at IUSM. Following the initial survey, I have served as the key leader of the team working to define and measure faculty vitality. Our research led to the development of a model of faculty vitality and a copyrighted survey instrument. I serve as the lead faculty member on this project and am proud of the fact that our multi-institutional work was supported through a research grant provided by POD (I was the P.I.). This grant helped underwrite the survey administration costs so that nine other health-related schools could participate in the vitality study. Further, in summer 2012, we were awarded a Presidential Grant from the Josiah Macy Jr. Foundation to continue our examination of faculty vitality, which included expanding the study to three other medical schools. I have also conducted other studies related to faculty. One outcome of this work was recognition with the prestigious Robert E. Menges Award for Outstanding Research given by POD. During my time in rank, I have published five articles and given 12 peer-reviewed presentations related to my research.
Summary of Service Scholarship in Rank
To summarize the evidence of my emerging national reputation in service, during my time in rank I have published nine peer-reviewed articles related to faculty and faculty development. In addition, I am an author of five service publications currently under review. I also have given more than 70 service presentations (35 peer reviewed and 38 invited) and have been involved with three service-related grants totaling over $1,000,000.

Future Plans
Promising opportunities lie ahead as I continue my work in enhancing the culture and support for teaching, addressing organizational development, and promoting the vitality of faculty. My work designing and facilitating the evidence-based faculty development invitational meeting will lead to the development and publication of learning outcomes for major faculty development activities. Colleagues at numerous other medical schools will use these faculty development learning outcomes and assessment tools so faculty affairs scholar-practitioners can begin to build a solid base of evidence regarding the impact of our work, which will result in publications and presentations and in turn to improvements in medical education. In addition, I plan to recruit schools outside of IUSM to pilot the leadership development 360 instrument at their institutions. Given that we have used our new recruitment strategies for a number of years we are also in the position of being able to evaluate the effectiveness of leaders hired with the competency model as compared to those who were hired prior to that time.

I believe that a review of the body of my service work (via this statement and my full dossier) demonstrates that I have achieved excellence in service as measured by quality, impact and significance, scholarship, dissemination, and the interaction of teaching and research with service. Going forward I am confident that I will build upon my contributions to IUSM and the field of faculty development to leave meaningful and significant impact.
Megan M. Palmer, PhD
Assessment of Dissemination Outlets

Journals Indexed on the ISI Web of Knowledge Journal Citation Reports (source for impact factor data)

**Academic Medicine:** The official peer-reviewed journal of the Association of American Medical Colleges. The journal serves as an international forum for the exchange of ideas, information, and strategies to address the major challenges facing the academic medicine community as it strives to carry out its missions in the public interest. The journal’s areas of focus include: education and training issues; health and science policy; institutional policy, management, and values; research practice; and clinical practice in academic settings.

- According to the journal’s frequently asked questions, the journal receives approximately 1,500 submissions per year. Approximately 40% are rejected at the first stage prior to being sent for peer review; 20% of manuscripts are accepted.
- 2015 Impact Factor: 3.468
- 5 Year Impact Factor: 3.284
- In rank, Megan has two manuscripts printed in this journal. She is first author on one and third author on the other.

**Advances in Health Sciences Education:** A forum for peer-reviewed scholarly and state-of-the-art research into all aspects of health sciences education. The journal publishes empirical studies as well as discussions of theoretical issues and practical implications. The primary focus of the journal is linking theory to practice, thus priority is given to papers that have a sound theoretical basis and strong methodology. An important criterion for acceptance is educational significance.

- Cabell reports an acceptance rate of 11-20%
- 2012 Impact Factor: 2.061
- 5 Year Impact Factor: 2.606
- In rank, Megan has one manuscript published in this journal. She is second author.

**Research in Higher Education:** This is a journal of the Association for Institutional Research, RHE published studies that examine issues important to postsecondary education. Among the topics of interest to the journal are: access and retention, student success, equity, faculty issues, institutional productivity & assessment, as well as curriculum & instruction.

- Cabell reports an acceptance rate of 20%
- 2009 Impact Factor: 1.46
- 5 year Impact : 1.79
- Megan has one publication in this journal, she is second author.
Advancing Women in Leadership: The mission of this journal is to publish manuscripts that report, synthesize, review, and analyze scholarly inquiry that focuses on women’s issues in leadership. Their goal is to put forth scholarly inquiry and perspectives that promote gender equality and advance women in leadership.

- This journal does not release acceptance and rejection rates
- In rank, Megan is the first author in the one article she has had published in this journal.

College Teaching: An interdisciplinary academic forum published four times a year, which deals with issues in teaching and learning at the undergraduate or graduate level. They focus on publishing innovative teaching methods, educational technologies, classroom management, assessment and evaluation, and other instructional practices that have significance beyond a single discipline.

- Cabell reports the acceptance rate of 21-30%
- In rank, Megan is the first author in the one article she has had published in this journal.

Journal of College Student Development: This peer-reviewed journal is published by the American College Personnel Association (ACPA), a student affairs organization in Washington DC.

- JCSD receives approximately 400 full length manuscripts a year and currently accepts 7-9%.
- In rank, Megan has one manuscript published in this journal, she is the third of five authors.

Journal of Faculty Development: This peer-reviewed journal reports the latest in professional development activities at the 2-year college, 4-year college, and university levels. It is a medium in higher education addressing both the practical and theoretical aspects of the planning, design, implementation and evaluation of practices and programs leading to effective and efficient institutions and individuals.

- According to the Editor, the manuscript acceptance rate is currently 28%.
- In rank, Megan has two manuscripts published in this journal. She is first author on one, and second author on the other.

To Improve the Academy: The official, peer-reviewed journal of the Professional and Organizational Development (POD) Network in Higher Education. To Improve the Academy seeks to advance excellence in research and practice in educational development. The audience for To Improve the Academy includes faculty development and organizational development professionals, administrators and consultants, all of whom work to improve the climate for teaching and learning in higher education. They prefer articles that take a creative approach to the scholarship of educational development.

- Journal statistics are not available online and the editorial staff has not responded to an email inquiry.
- In rank, Megan has five manuscripts published in this journal. She is first author on four of the manuscripts, and second author on the other.
EDUCATION

GRADUATE

Doctor of Philosophy, Higher Education Administration
Minor in Social Foundations of Education
Indiana University, Bloomington, Indiana, 2003

Master of Science, Student Affairs in Higher Education
Colorado State University, Fort Collins, Colorado, 1993

UNDERGRADUATE

Bachelor of Arts, Speech Communications and Sociology
University of St. Thomas, St. Paul, Minnesota, 1990

APPOINTMENTS

ACADEMIC

Indiana University School of Medicine
  Assistant Professor, Emergency Medicine 2012-present
  Assistant Adjunct Professor, Anatomy 2010-present
  Assistant Professor, General Internal Medicine and Geriatrics 2010-2012

Indiana University Purdue University Indianapolis
  Assistant Professor, Higher Education, School of Education 2010-present
  Visiting Assistant Professor, Higher Education, School of Education 2008-2010
  Adjunct Assistant Professor, Higher Education, School of Education 2006-2008
  Part-time Faculty, Higher Education, School of Education 2003-2006

Indiana University Bloomington
  Adjunct Lecturer, Social Foundations of Education 2004-2006

Kansas City Kansas Community College
  Part-time Faculty, Women’s Studies 1998

Stephens College
  Part-time Faculty, Women’s Studies 1993-1995

ADMINISTRATIVE

Indiana University School of Medicine
  Assistant Dean of Faculty Affairs and Professional Development 2009-present
  Vice Chair for Education, Emergency Medicine 2013-present

Indiana University Purdue University Indianapolis
  Director, Faculty Development in the Health Professions 2008-2013
  Executive Director (interim), Center for Teaching and Learning 2006-2008
  Director, Administrative and Organizational Development 2005-2006
  Instructional Design Specialist, Center for Teaching and Learning 2003-2005
### PROFESSIONAL ORGANIZATION MEMBERSHIPS

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<tr>
<td>American Educational Research Association (AERA)</td>
<td>2003-present</td>
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<td>Association of American Medical Colleges Group on Faculty Affairs (AAMC GFA)</td>
<td>2008-present</td>
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<td>Association for the Study of Higher Education (ASHE)</td>
<td>2000-present</td>
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<td>Professional and Organizational Development (POD) Network</td>
<td>2003-present</td>
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<td>Society for Academic Emergency Medicine (SAEM)</td>
<td>2012-present</td>
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### PROFESSIONAL AWARDS

#### SERVICE

**'POD Network, Innovation Award Finalist'**  
Received national recognition for developing an innovative idea that improved learning and teaching, as well as enhanced the general effectiveness of higher education faculty members. I was recognized for my work in developing a model faculty development program — *Competency Approach to Chair Recruitment, Development, and Feedback*.

**'AAMC, Recruitment Improvement Pilot Program'**  
IUSM was selected as one of six medical schools in the country to collaborate on leadership recruitment practices. I co-authored the proposal and then worked closely with AAMC representatives on this improvement initiative.

**'Harvard Macy Institute, IUSM Representative'**  
IUSM submitted a proposal for a team of medical educators to attend the summer institute. I was selected as one of four IUSM representatives to serve on the team and attend the institute.

**'POD Network, Innovation Award Finalist'**  
Received national recognition for developing an innovative idea that improved learning and teaching, as well as enhanced the general effectiveness of higher education faculty members. I was recognized for my work in developing an *Online Peer Review of Teaching Module and Form Builder*.

**'AAMC, Women in Medicine and Science Organizational Leadership Award'**  
Awarded to organizations in medicine and science for commitment and progress in the advancement of women. This was jointly awarded to Office of Faculty Affairs and Professional Development and IUSM Women’s Advisory Council.

#### RESEARCH

**'POD, Robert E. Menges Award for Outstanding Research'**  
This award is given annually to presentations that reflect the highest quality of original research. The presentation, *Understanding and Supporting Full-time Nontenure-track Faculty: A Welcome Change*, was based on Genevieve Shaker’s dissertation research. I served on her dissertation committee and following this mentored her in developing and presenting this session.

**Indiana University, Holmstedt Dissertation Research Award**  
2003

#### TEACHING

**'Indiana University, Trustees Teaching Award'**  
2014
CONSULTING
*Academic Coaching and Writing (ACW) 2015
*Indiana University Lilly Family School of Philanthropy 2014
*Society for Academic Emergency Medicine Executive Board 2011
*Moi University School of Education 2007-2008

PROFESSIONAL DEVELOPMENT
Association of American Medical Colleges (AAMC) Annual Meeting 2011
Association of American Medical Colleges Group on Faculty Affairs Annual Meeting 2008-present
2007, 2003
Council of Emergency Medicine Residency Directors Academic Assembly 2015
Professional and Organizational Development (POD) Network Annual Meeting 2003-present
Society for Academic Medicine (SAEM) Consensus Conference on Medical Education 2012

TEACHING

TEACHING ASSIGNMENTS

**INDIANA UNIVERSITY - GRADUATE**

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<th>EDUC C750 – Topical Seminar on the Scholarship of Teaching and Learning *</th>
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<td>Format</td>
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<td>Role</td>
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*Courses marked with an asterisk include titles or descriptions that are not directly relevant to the teaching assignments listed.
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<th>Format</th>
<th>Role</th>
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<tbody>
<tr>
<td>EDUC Y520, Strategies for Educational Inquiry</td>
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<td>22 25</td>
<td>Online asynchronous Face-to-Face</td>
<td>Course director Course co-director</td>
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<td>2011 2006</td>
<td>14 10</td>
<td>Face-to-Face Face-to-Face</td>
<td>Course director Course director</td>
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<td>EDUC C750, Topical Seminar on College Teaching and Learning</td>
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<td>10 10</td>
<td>Face-to-Face Face-to-Face</td>
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<td>EDUC U549, Campus Environmental Theory and Assessment</td>
<td>2006 2004</td>
<td>9 11</td>
<td>Face-to-Face Face-to-Face</td>
<td>Course director Course director</td>
</tr>
<tr>
<td>EDUC C656, Higher Education Administration</td>
<td>2004</td>
<td>24</td>
<td>Face-to-Face</td>
<td>Course director</td>
</tr>
</tbody>
</table>
Course title: EDUC C750, Topical Seminar on Enrollment Management and Underrepresented Students
Year: 2004
Enrollment: 13
Format: Face-to-Face
Role: Course co-director

INDIANA UNIVERSITY - UNDERGRADUATE

Course title: EDUC H340, Education and American Culture
Year: 2002 2001
Enrollment: 23 21
Format: Face-to-Face Face-to-Face
Role: Course director Course director

MENTORING

FACULTY
* Matt Holley, Family Medicine – IUSM 2012-present

RESIDENT & FELLOW
* Chris Anderson, Emergency Medicine, resident co-leader of academic track 2015-present
* Dan Corson-Knowles, Emergency Medicine, resident co-leader of academic track 2015-present
* Jacob Towns, Emergency Medicine, resident leader of academic track 2014-2015
* Brian McFerron, Pediatric Gastroenterology, fellowship scholarly project 2012-2013

PROGRAM/ACADEMIC ADVISOR
* Zach Morgan, Higher Education doctoral student 2015-present
* Jon Lozano, Higher Education doctoral student 2014-present
* Kristin Bentrem, Higher Education doctoral student 2012-present
* Emily Elmore, Higher Education masters student 2011-2013
* Matt Nelson, Higher Education masters student 2011-2013
* Jimmy Cox, Higher Education masters student 2011-2013
* Katie England, Higher Education masters student 2011-2013
* Elizabeth Swisher, Higher Education masters student 2011-2013

DISSERTATION CHAIR
* Erin Fillmore, Anatomy Education – IUSM 2014-present
* Tiffany Butler, Higher Education 2014-present
* Jerry Guillot, Anatomy Education – IUSM 2012-2014

DISSERTATION DIRECTOR
* Aaron Lower, Higher Education 2015-present
* Dan Maxwell, Higher Education 2013-present
* Shannon McCullough, Higher Education 2013-present
**DISSERTATION/RESEARCH COMMITTEE**

- Kristen Bentrem, Higher Education 2015-present
- Andrea Engler, Higher Education 2014-present
- Jennifer Nailos, Higher Education 2014-present
- Cynthia Landis, Higher Education 2013-present
- Matt Holley, Higher Education 2013-present
- Krista Hoffmann-Longtin, Higher Education 2014 defense
- Amy Ribera, Higher Education 2012 defense
- Chad Christensen, Higher Education 2012 defense
- Elizabeth Beeler, Higher Education 2011-present
- Dave Mallon, Higher Education 2010-present
- Kristin Norris, Higher Education 2010-present
- Scott Maxwell, Higher Education 2011 defense
- Terri Talbert-Hatch, Higher Education 2011 defense
- Marti Resser, Higher Education 2011 defense
- Genevieve Shaker, Higher Education 2008 defense
- Kathy Foley, Higher Education/School of Health and Rehabilitation Science 2007 defense

**PROGRAM OF STUDY GRADUATE ADVISORY COMMITTEE**

- Bridget Yuhas, Higher Education 2014-present
- Lotus Wang, Higher Education 2014-present
- Brittney Reese, Higher Education 2014-present
- Vicki Bonds, Urban Education 2013-present
- Jeffery Beer, School of Health and Rehabilitation Science 2011-present
- Cynthia Landis, Higher Education 2012-2014
- Shannon McCullough, Higher Education 2010-2014
- Jerry Guillot, Anatomy Education – IUSM 2009-2014
- Leslie Hoffman, Anatomy Education – IUSM 2009-2012
- Kate Henkin, Anatomy Education – IUSM 2009-2012
- Erin Fillmore, Anatomy Education – IUSM 2010-2012
- Adam Wilson, Anatomy Education – IUSM 2010-2012
- Desiree Polk-Bland, Higher Education 2008-2012
- Jennifer Sample, Higher Education 2008-2010

**SUPERVISED COLLEGE TEACHING**

- Matt Holley, Higher Education 2011, 2013
- Anthony Masseria, Higher Education 2013
- Timothy O'Mally, Higher Education 2013
- Christina Wright, Higher Education 2012
- Alyssa Weatherholt, School of Health and Rehabilitation Science 2012
- Eddie Cole, Higher Education 2010
- Nadrea Njoku, Higher Education 2010
GRANTS - TEACHING

<table>
<thead>
<tr>
<th>Title</th>
<th>Curriculum Enhancement Grant*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>IUPUI Center for Teaching and Learning</td>
</tr>
<tr>
<td>Role</td>
<td>Co-PI (with Nancy Chism, PhD)</td>
</tr>
<tr>
<td>% Effort</td>
<td>.05FTE In kind</td>
</tr>
<tr>
<td>Amount</td>
<td>$5,500</td>
</tr>
<tr>
<td>Summary</td>
<td>Developed two online doctoral level courses (Scholarship of Teaching and Learning and College Teaching). Funds used to support graduate assistant on the project.</td>
</tr>
</tbody>
</table>

RESEARCH

GRANTS - RESEARCH

<table>
<thead>
<tr>
<th>Title</th>
<th>Advancing Faculty Vitality in the Health Professions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>President’s Grant, Josiah Macy Jr. Foundation (Grant #S12-17)</td>
</tr>
<tr>
<td>Role</td>
<td>Co-PI (with Mary Dankoski, PhD)</td>
</tr>
<tr>
<td>% Effort</td>
<td>.07FTE In kind</td>
</tr>
<tr>
<td>Amount</td>
<td>$35,000</td>
</tr>
<tr>
<td>Summary</td>
<td>My role on this grant was to oversee the administration of the faculty vitality survey as well develop and host an invitational meeting of faculty development professionals from around the country to build the science of faculty development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Expanding the Concept of Faculty Vitality*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>Professional and Organizational Development Network in Higher Education (POD)</td>
</tr>
<tr>
<td>Role</td>
<td>PI</td>
</tr>
<tr>
<td>% Effort</td>
<td>.05FTE In kind</td>
</tr>
<tr>
<td>Amount</td>
<td>$3,000</td>
</tr>
<tr>
<td>Summary</td>
<td>Grant supported expansion of the faculty vitality survey to include nine institutions. I served as the project leader.</td>
</tr>
</tbody>
</table>
SUBMITTED BUT NOT FUNDED

<table>
<thead>
<tr>
<th>Granting Agency</th>
<th>Role</th>
<th>Amount</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted to the Signature Center Initiative, IUPUI</td>
<td>Co-Principal Investigator (with Mary Dankoski, PhD)</td>
<td>$215,000 requested (not funded)</td>
<td>4/1/12</td>
</tr>
<tr>
<td>Submitted to the Signature Center Initiative, IUPUI</td>
<td>Co-Principal Investigator (with Mary Dankoski, PhD)</td>
<td>$300,000 requested (not funded)</td>
<td>4/1/11</td>
</tr>
</tbody>
</table>

INVITED PRESENTATIONS - RESEARCH

LOCAL

REGIONAL

NATIONAL
SERVICES

GRANTS – SERVICES

GRANTS UNDERWAY

<table>
<thead>
<tr>
<th>Title</th>
<th>Alfred P. Sloan Award for Faculty Career Flexibility*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>American Council on Education / Alfred P. Sloan Award</td>
</tr>
<tr>
<td>Role</td>
<td>Co-PI</td>
</tr>
<tr>
<td>(PI: D. Craig Brater, MD 12/12 – 8/13; Jay Hess, MD 9/13 – 12/14)</td>
<td></td>
</tr>
<tr>
<td>% Effort</td>
<td>.08FTE</td>
</tr>
<tr>
<td>Amount</td>
<td>$250,000</td>
</tr>
<tr>
<td>Dates</td>
<td>12/12 – 9/15</td>
</tr>
<tr>
<td>Summary</td>
<td>My major role in this project is to oversee the revision of clinical and teaching standards of excellence to better match the realities of clinical faculty. I co-authored this proposal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Advancing Medically Underserved Student Training (A-MUST) Project*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>Health Resources and Services Administration (HRSA), Predoctoral Training in Primary Care Training and Enhancement Grants</td>
</tr>
<tr>
<td>Role</td>
<td>Co-Investigator (PI: Scott Renshaw, MD)</td>
</tr>
<tr>
<td>% Effort</td>
<td>.05FTE</td>
</tr>
<tr>
<td>Amount</td>
<td>$783,810</td>
</tr>
<tr>
<td>Dates</td>
<td>9/11 – 9/16</td>
</tr>
<tr>
<td>Summary</td>
<td>My role in this project is to prepare online curricular modules for clinical faculty regarding teaching and learning.</td>
</tr>
</tbody>
</table>

COMPLETED GRANTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Next Generation @ IUPUI*</th>
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</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>Indiana University President’s Diversity Fund</td>
</tr>
<tr>
<td>Role</td>
<td>Co-PI (with Stephen Bodgewic, PhD)</td>
</tr>
<tr>
<td>% Effort</td>
<td>.05FTE</td>
</tr>
<tr>
<td>Amount</td>
<td>$50,000</td>
</tr>
<tr>
<td>Dates</td>
<td>5/09-5/10</td>
</tr>
<tr>
<td>Summary</td>
<td>I co-designed and facilitated a yearlong leadership development program for faculty of color. This included conducting program evaluation and dissemination of the findings.</td>
</tr>
</tbody>
</table>
INVITED SERVICE PRESENTATIONS

LOCAL


**REGIONAL**


NATIONAL

INTERNATIONAL

UNIVERSITY SERVICE

DEPARTMENT OF EMERGENCY MEDICINE
*Residency Program Academic Track, Faculty Advisor, 2013-present
*Clinical Competency Committee, Co-Chair, 2013-present
*Jumpstart in Emergency Medicine Program, Co-Director, 2013-present
*Faculty Development Committee Member, 2011-present
*Strategic Planning Committee, Co-Facilitator, 2012-2013

SCHOOL OF MEDICINE
Search and Screen Committee, Co-Chair
*Department of Orthopaedic Surgery Chair, 2014-present
*Department of Radiology and Imaging Sciences Chair, 2014-present
*Muncie Center for Medical Education Director, 2014
*Department of Otolaryngology Chair, 2013-2014
*Department of Emergency Medicine Chair, 2010-2011
*Executive Associate Dean for Administration, 2011-2012
*Associate Dean of Medical Student Affairs, 2011-2012
*Director of Simulation Center, 2011-2012
Strategic Planning, Facilitator/Consultant
- Department of Radiation Oncology, 2015
- Department of Otolaryngology, 2014
- Strategic Research Initiative, 2014
- Transforming Research Initiative, 2013
- Department of Physical Medicine & Rehabilitation, 2010
- Department of Family Medicine, 2011
- Administration, Finance, and Operations, 2012
- IU School of Medicine Reaccreditation, Governance and Curriculum Management Committee, Co-Chair, 2015
- IU School of Medicine Leadership Series, Coordinator, 2011-present
- Academy of Teaching Scholars, Director, 2008-present
- Leadership in Academic Medicine Program (LAMP), Faculty Member, 2008-present
- Faculty Development Coordinating Committee, Member, 2006-2010
- Learning Management Transition Committee, Chair, 2011-2013
- Curricular Reform, Co-Leader, 2010-2013
- Curriculum Council Steering Committee, Member, 2011-present
- Faculty Annual Report Committee, Member/Faculty Liaison, 2010-2012

CAMPUS
- IUPUI Faculty Council, Elected Member, 2013-present
- Associate Vice Chancellor for Student Life Search Committee, Member, 2012
- Center for Teaching and Learning Winter Lecture Series, Co-Chair, 2011
- Interprofessional Health Education Conference Planning Committee, Member, 2011
- International Faculty Orientation Committee, Member, 2011
- Multicultural Teaching and Learning Conference Committee, 2011
- Office for Women Advisory Board, 2009-2011
- New Faculty Orientation Committee, Member, 2006-2010
- Council on Retention and Graduation, Steering Committee Member, 2006-2008
- Program Review and Assessment Committee, Member, 2006-2007
- Campus Center Director Search Committee, Member, 2006
- StudentAffairs.Com Virtual Case Study Competition, Advisor for IUPUI Team, 2004 & 2005
- Gateway Scholars Program, Director, 2004-2007
- Selection Committee Norman Brown Minority Achievers Program Scholarship, Reviewer, 2004

UNIVERSITY
- Higher Education Faculty Search Committee, Member, 2011
- Higher Education Book Club, Organizer, 2010-present
- Interracial Communications Project Facilitator and Conversations on Race, Facilitator, 2000-2002
PROFESSIONAL SERVICE

American College Personnel Association
*Sponsored Programs Chair, 2006
Conference Proposal Reviewer, 2004
Standing Committee for Women Proposal Reviewer, 1993
Special Events Sub-Committee for Annual Conference, 1995 & 1996

American Education Research Association
*Annual Conference, Division J Research Paper Reviewer, 2003-present
*Conference Proposal Peer Reviewer, 2010-present

Assessment Institute
*Conference Program Coordinator, Faculty Development Track, 2013-present

Association for the Study of Higher Education
*Annual Conference, Research Paper Reviewer, 2003-present
*Conference Proposal Peer Reviewer, 2010-present

Book Reviewer
*Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact, 2011

Professional and Organizational Development Network
*International Institute for New Faculty Developers, Faculty Member, 2007
*Journal Reviewer. To Improve the Academy, 2003-present
*Conference Proposal Reviewer, 2004-present
Research Consultant, 2005
National Institute for New Faculty Developers, Conference Co-Chair, 2005

PUBLICATIONS

TEACHING – PEER REVIEWED

RESEARCH – PEER REVIEWED (Please see section 8 of dossier for information on my contribution to collaborative work)


SERVICE – PEER REVIEWED (Please see section 9 of dossier for information on my contribution to collaborative work)


SERVICE – UNDER REVIEW


SERVICE – NON-PEER REVIEWED


SERVICE – BOOK CHAPTERS

   *Note: Article originally published as peer-reviewed journal article (see above peer reviewed journal articles section). Selected to be included in this anthology.*

**SERVICE – REPORTS**


9. *Dankoski, M.E., Palmer, M. M., Bogdewic, S.P.* (2007) *Executive summary: 2006 faculty vitality survey* (additionally, individual department-specific reports were provided to all 26 IUSM department chairs). Dean’s Office for Faculty Affairs and Professional Development. Retrievable: [www.faculty.medicine.iu.edu](http://www.faculty.medicine.iu.edu)
TEACHING

UNDER REVIEW

RESEARCH


**SERVICE**


MEGAN M. PALMER, PHD
SECTION 07: TEACHING

Section contents

Teaching statement ........................................................................................................................ 4
Teaching load including information on graduate committees ............................................ CV, 2
Evidence of student learning ....................................................................................................... 2, 13
Evidence of scholarly dissemination and leadership on teaching ........................................ 2
Evidence of student research or mentoring ............................................................................... 3
Learner evaluations .................................................................................................................... 6
Peer review of teaching ............................................................................................................. 9
Teaching statement
Please see candidate statement and philosophy of teaching statement (enclosed).

Teaching load including information on graduate committees
Twenty-five percent of my appointment is assigned to teaching and advising in the Higher Education Program within the School of Education. During my time in rank, I have taught nine graduate level courses related to college teaching and learning, higher education administration, and educational research methods (see CV for details). Enrollment in these courses ranged from 12-25 masters and doctoral students studying higher education, anatomy education, and others interested in joining the professoriate.

I presently mentor three doctoral students, chair one higher education dissertation, and serve as director of three higher education dissertations. Further, I have chaired two anatomy education dissertations. During my time in rank I have also advised five masters students, served on 15 program of study committees, and am serving on or have completed service on 16 dissertation committees. I also served on the scholarly project advisory committee for one fellow in Pediatric Gastroenterology and serve as the advisor to the EM residency program academic track.

Peer review of teaching
See enclosed peer review of teaching from Tom Nelson Laird, PhD (Associate Professor of Higher Education).

Learner evaluations
Please see enclosed evaluation summary.

Evidence of student learning
In each of my courses I carefully design assignments to provide enough evidence so I can determine the extent to which students’ met the stated learning outcomes. For each assignment I provide students with a rubric, which outlines the expectations and differentiates outstanding versus fair performance. When grading assignments, the rubrics provide a clear manner to provide feedback to students in regard to their performance against the stated expectations (examples of rubrics are available in the Appendix). In addition, please see the enclosed table that maps the higher education program learning outcomes with the learning outcomes of the courses I taught while in rank. Further, I have included Table 1 from my article in College Teaching titled “Despite faculty skepticism: Lessons from a graduate-level seminar in a hybrid course environment”, which includes evidence of student achievement of course learning outcomes (see Appendix for full article).

Evidence of scholarly dissemination and leadership on teaching
As noted in my CV, I have been engaged in the dissemination of my teaching scholarship as evidenced by several presentations at the Association for the Study of Higher Education, and a publication in College Teaching (acceptance rate 20-30%). Currently I have an article under
review for publication in *College Teaching* as well as peer-reviewed presentation proposal for the Association for the Study of Higher Education annual conference (see CV for details).

I served as a key leader in the IUSM school-wide curricular reform process from 2010-13. Initially I served on the core planning committee to organize the curricular reform planning process and engage faculty in curricular reform activities (Curriculum Reform 1.0 and 2.0). This included attending the Harvard Macy program as an IUSM representative. Further, because of the success and high level of engagement in the first phase, I was asked by the Executive Associate Dean for Educational Affairs to be the lead facilitator for two school wide retreats. Following this, I was selected to facilitate the work of the small leadership team (Curriculum Reform 2.5) that refined all of the work from the multiple teams during the prior two years. Over an eight-month time span, through my leadership and facilitation of weekly meetings of the 2.5 team, this group developed an integrated curriculum model, which will be implemented in fall 2016.

Within the Department of Educational Leadership and Policy Studies (the department in which the higher education program is housed), I have facilitated three faculty development sessions on teaching and learning topics, conducted three peer reviews of teaching, and regularly consult with my faculty colleagues on teaching and learning matters. Further, I have taken a leadership role in creating proposal for a Graduate Certificate in College Teaching, which will be co-sponsored by the School of Education and College of Arts and Science.

**Evidence of student research or mentoring**

During my time in rank, I have published one article with a student co-author and have co-presented nine national presentations with students. Additionally, I currently have two papers and one conference presentation under review with a learner as co-author (see CV for details).
Megan M. Palmer, PhD - Philosophy of Teaching Statement

bell hooks, an American author, feminist, and social activist, has written about the role an educator can play in the lives of students. She suggests that teaching comes easiest to those who believe that “our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.” (hooks, 1994, p.13)

What hook puts forward is central to my own philosophy of teaching. I hold a humanist educational philosophy in which learning is about making people better, not just teaching skills or knowledge acquisition. This means that the classroom is a place where not only students but also the teacher will grow. Risks will be taken, ideas will be challenged, and ultimately we all will be better because of it. I also place value in the social constructivist philosophy of education, which suggest that students generate knowledge and meaning from interaction between their experiences and their ideas. This means that learning is an active process, a social activity, and happens in context. It is because of my teaching philosophy that I believe I must create a learning environment that is 1) active, 2) social, and 3) grounded in the context in which students will eventually be working. I want to create what hooks calls the engaged classroom, which “…is always changing….When the classroom is truly engaged, it’s dynamic. It’s fluid. It’s always changing.” (hooks, 1994, p. 158)

I strive to design classes (and other learning activities) that push students to work harder than they thought they were able and engage in learning that alters not only what they know but who they are as learners, professionals, and people in the world. My primary approach to learning activities employs backward design. Backward design means that you begin with the end in mind. In other words, I ask myself, “what do students need to know and be able to do as a result of having taken my course?”; or, “how will students who have taken this course be noticeably different than those who did not?” My answers to these questions serve as foundation for the course learning outcomes. And, once I have drafted these outcomes designing the rest of the course comes relatively easily. That is, I evaluate course readings, assignments, and activities in light of the objectives. I ask myself how will I know (what evidence will I have) that students have achieved the outcomes? This provides me with a clear path to design assignments that have a direct link to course outcomes.

It is critical that students are able to express their learning in ways that matter. Specifically, I design learning activities and assessments that are authentic. That is, I ask my students to engage in questions of importance in our field that are worthy of inquiry. These tasks are designed to mimic the kinds of problems they will face as professionals in the field of higher education. For example, rather than simply having graduate students write long literature reviews, I ask them to prepare executive summaries of key literature, generate a set of recommendations for changes that a particular office or institution should consider, and prepare and deliver a presentation. In many cases, students are conducting this work, not just
as an assignment, but as part of the course they will share their work with professional colleagues on the campus and it will be put in to immediate use.

There are few things more rewarding than witnessing an “A-ha” moment in a learner or to see that an individual or group succeed beyond their own perceived limits. I get a great deal of joy and fulfillment from teaching. And, I take my responsibility as an educator seriously. As a result, I regularly study the impact that various teaching methods have on students learning and/or satisfaction. This inquiry into my teaching is both informal and formal. For example, I ask my students mid-semester to provide feedback, so I can make changes before the end of the term. I also conduct formal research studies regarding student experiences with particular teaching or assessment methods or other features of the course design.

Although I still have much to learn about teaching and learning, the comments students share on my end of course evaluations are especially meaningful because they make clear that students are able to see my philosophy of teaching play out in their experience. For example, one student commented, “The course was so well organized that it gave students an opportunity to read about an area and then practice that competency. Self-reflections, oral and written, were helpful as well.” Another shared, “The varied teaching styles really kept my interest and helped create a meaningful learning environment.” And, a student noted, “Megan is very passionate about the subject matter which inspires us as students.”

A mentor of mine says that teaching makes her a better person. In that, I have little doubt. Teaching is personal. The best teachers share who they are and their passions. In turn, learners challenge their faculty to be better, know more, and push harder. I am thankful to be part of the faculty and have an important role in shaping the future of higher education. I am confident that I will continue to grow as an educator and will remain committed to my own advancement.
Learner evaluations

The School of Education does not provide summary data of teaching evaluations. Therefore, the information presented below was prepared by the candidate to provide an overall view of teaching effectiveness. The 2014 IUPUI ED Average score represents the overall average score when including all IUPUI based School of Education faculty members. This was simply supplied as a point of comparison. Annual IUPUI ED Average scores are available on the individual reports found in the appendix. The five point Likert scale is from 1=Strongly Disagree to 5=Strongly Agree.

My instructor...
The course....

<table>
<thead>
<tr>
<th></th>
<th>I know what is expected of me in this course</th>
<th>Course assignments help in learning the subject matter</th>
<th>Complexity and length of assignments are appropriate</th>
<th>Grading procedures are fair</th>
<th>I learned a lot in this course</th>
<th>I developed the ability to solve actual problems in the field</th>
<th>The objectives are clearly stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI ED 2014 AVG</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>2014</td>
<td>4.0</td>
<td>4.8</td>
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<td>4.5</td>
<td>4.8</td>
<td>4.0</td>
<td>4.8</td>
</tr>
<tr>
<td>2013</td>
<td>4.2</td>
<td>4.6</td>
<td>4.2</td>
<td>4.8</td>
<td>4.6</td>
<td>4.8</td>
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<td>2012</td>
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<td>4.2</td>
<td>4.2</td>
<td>3.8</td>
<td>4.4</td>
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<tr>
<td>2011</td>
<td>4.7</td>
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<td>4.6</td>
<td>4.4</td>
<td>4.9</td>
<td>4.7</td>
<td>4.7</td>
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<tr>
<td>2010</td>
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<td>4.0</td>
<td>3.8</td>
<td>4.3</td>
<td>4.3</td>
<td>4.4</td>
<td>3.9</td>
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<tr>
<td>2009</td>
<td>4.4</td>
<td>4.3</td>
<td>3.8</td>
<td>4.5</td>
<td>4.6</td>
<td>4.4</td>
<td>4.7</td>
</tr>
</tbody>
</table>
Sampling of Qualitative Comments (items selected were mentioned by more than one learner)

Strengths of the Course

- Megan is well-organized and has a command of innovative instructional methods (2014)
- Dr. Palmer is a great instructor. I knew this going into the course and it was reaffirmed. I know she is a difficult assessor of student work, but I feel she is fair and impartial in her grading. She is accommodating when she needs to be (2014)
- She challenges my thinking and knowledge base related to education (2013)
- Megan did an amazing job at teaching an online course. She was always available when needed and she kept a close eye on all of our progress. Moreover, when she realized that the entire class felt overwhelmed near the end, she adjusted the amount of work due accordingly. She’s great! (2012)
- I really liked the variety of ways we were able to work with our peers even though it was an online course. It showed us that collaboration is still very much important. I also appreciated the videos that correlated with the paradigms or information we were learning from the text (2012)
- Good atmosphere to encourage participation, broad exploration of the topics (2011)
- The organization and resources (2011)
- The information that it provides. It has set the basis for my program and will be useful throughout the rest of my experience in the program. It also gave me resources that I can transfer to other courses (2010)
- I enjoyed the varied and effect methodologies used in the course (2009)
- The Instructor! Megan knows SO much and is very perceptive & helpful at all steps/stages of the game (2009)

Weakness of the Course

- Online environment has many benefits, but I found this course hard to focus on because of the online environment (2014)
- Far too many small assignments. I would recommend one small writing assignment each week (2013)
- I think online courses can be tough because there were days when I did not logon, but that didn't mean I was not doing to necessary work. That factor could negatively impact my participation grade. Also, for a non-tech savvy person, just learning how to use the technology was time consuming, which sometimes took away from the response (2012)
- Instructor feedback could be more frequent and timely/earlier (2011)
- Only weakness was my own limitations, which sometimes prevented me from participating fully (2011)
- I think there were too many readings. We often did not get to all of them so I found it not very useful (2010)
- Some of the assignments felt like busy work, and I’m not sure if others were value-added (2009)
Evidence of student learning: Higher education program learning outcomes mapped to courses designed and taught by Megan M. Palmer, PhD

<table>
<thead>
<tr>
<th>Essential knowledge based on research, theory, and assessment</th>
<th>EDUC C750 - Faculty Profession</th>
<th>EDUC C750, Scholarship of Teaching and Learning</th>
<th>EDUC U580, Issues and Problems in Student Affairs</th>
<th>EDUC V520, Strategies for Educational Inquiry</th>
<th>EDUC C565, Introduction to College and University Administration</th>
<th>EDUC C750, College Teaching and Learning</th>
<th>EDUC C665, Distinct Mission Colleges and Universities</th>
<th>EDUC C665, The American Community College</th>
<th>EDUC U547, Campus Environmental Theory and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• student and organizational learning and development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• educational, teaching, and leadership practices</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• resource management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• institutional environments and cultures</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• conditions that affect how universities &amp; students function</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual competencies and practical skills</th>
<th>EDUC C750 - Faculty Profession</th>
<th>EDUC C750, Scholarship of Teaching and Learning</th>
<th>EDUC U580, Issues and Problems in Student Affairs</th>
<th>EDUC V520, Strategies for Educational Inquiry</th>
<th>EDUC C565, Introduction to College and University Administration</th>
<th>EDUC C750, College Teaching and Learning</th>
<th>EDUC C665, Distinct Mission Colleges and Universities</th>
<th>EDUC C665, The American Community College</th>
<th>EDUC U547, Campus Environmental Theory and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• critical thinking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• written and oral communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• ability to work in groups &amp; develop professional relationships</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• use of technology in the learning process and daily work life</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• planning, budgeting, and decision making</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• managing complexities of working with multiple perspectives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• navigate variety of institutional missions &amp; programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• use and critique research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of professional and personal philosophies</th>
<th>EDUC C750 - Faculty Profession</th>
<th>EDUC C750, Scholarship of Teaching and Learning</th>
<th>EDUC U580, Issues and Problems in Student Affairs</th>
<th>EDUC V520, Strategies for Educational Inquiry</th>
<th>EDUC C565, Introduction to College and University Administration</th>
<th>EDUC C750, College Teaching and Learning</th>
<th>EDUC C665, Distinct Mission Colleges and Universities</th>
<th>EDUC C665, The American Community College</th>
<th>EDUC U547, Campus Environmental Theory and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• inform and guide practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• engagement with diverse communities that promote equitable environments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• ethical practices aligned with professional associations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Evidence of student learning: Expert from scholarly paper

Despite Faculty Skepticism: Lessons from a Graduate-Level Seminar in a Hybrid Course Environment

Megan M. Palmer  
*Indiana University School of Medicine and School of Education*

Genevieve Shaker  
*Indiana University School of Liberal Arts at IUPUI*

Krista Hoffmann-Longtin  
*Indiana University School of Medicine*

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>Student Achievement of Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
<td>At or Above Expectations</td>
</tr>
<tr>
<td>Trace historical roots &amp; evolution of ACC</td>
<td>97%</td>
</tr>
<tr>
<td>Describe mission, goals, &amp; functions of ACC</td>
<td>100%</td>
</tr>
<tr>
<td>Outline the multiple roles of student affairs professionals, administrators, &amp; faculty</td>
<td>100%</td>
</tr>
<tr>
<td>Assess needs &amp; describe composition of student body</td>
<td>94%</td>
</tr>
<tr>
<td>Compare &amp; contrast ACC governance, leadership, administration, &amp; culture with other institutions</td>
<td>100%</td>
</tr>
<tr>
<td>Critically assess literature on ACC</td>
<td>79%</td>
</tr>
<tr>
<td>Formulate position related to function &amp; future of ACC</td>
<td>79%</td>
</tr>
<tr>
<td>Explain contribution of ACC to higher education</td>
<td>79%</td>
</tr>
</tbody>
</table>

*Note. ACC = American Community College.*
MEGAN M. PALMER, PHD
SECTION 08: RESEARCH

Section contents

Research focus ................................................................................................................................ 2
Peer evaluation of research ............................................................................................................. See external letters
Evidence of scholarly products and presentations ...........................................................................2 & CV
Summary of grants and awards ....................................................................................................... 3 & CV
Research load ................................................................................................................................... 4
Documentation of individual contributions to collaborative work .............................................. 4 & 5
Future research ............................................................................................................................... 4
Research focus
As noted in my candidate statement, the main focus of my research is on faculty vitality in the health professions. I am the co-author of two copyrighted surveys, the Faculty Vitality Survey© and the Department Chair 3600 Leadership Survey©, which have been developed as part of the OFAPD priority to ground our approach to faculty affairs and professional development in evidence. To date, over 3,200 faculty from nine institutions have completed the vitality survey. And, after data collection for the 360 Leadership Survey closes in June 2015, we anticipate that we will have responses from approximately 850 faculty about their perceptions of leaders within academic medicine. As part of the OFAPD faculty, I was involved in using the existing literature to construct this novel survey instrument for a baseline measurement of influences on faculty vitality. Similarly, I co-lead our effort to create, test, and implement the 360 survey. I serve as the lead faculty member on these projects. My central research interest is to understand empirically what contributes to the vitality of faculty, which includes an examination of faculty engagement, satisfaction, and productivity as well as the degree to which a faculty member’s ability to manage their career, their perceptions of climate and leadership, and their engagement in faculty development can predict vitality. Finally, I am interested in examining the differences among the vitality of faculty based on rank, track, and other demographic variables.

Peer evaluation of research
Please see external and reference letters.

Evidence of scholarly products and presentations
During my time in rank, I have published five articles and given 11 presentations related to my research. To date, my most significant research publication is:


This is my most significant research paper because in this publication we put forth a comprehensive model for faculty vitality. Until now there has been a lack of a precise definition for and measurement of faculty vitality. I believe that this research can inform the work of other scholars who study faculty as well as have practical implications for faculty development administrators throughout higher education. A copy of this article is available in the Appendix.

I have presented my research at the Association for the Study of Higher Education (ASHE) annual conference, the Society of Academic Emergency Medicine (SAEM) Midwest regional meeting, the Professional and Organizational Development (POD) Network annual conference, the Association of American Medical College Group on Faculty Affairs (AAMC GFA) annual meeting, the American Educational Research Association (AERA) annual meeting, and the Assessment Institute. This range of venues has provided me the opportunity to share my research with faculty development professionals (POD, AAMC GFA, and the Assessment
Institute), scholars in academic emergency medicine (SAEM), and scholars in the field of education (ASHE and AERA). In order to present at each of these meetings all proposals go through a competitive peer review process.

**Summary of grants and awards**

Although there are very few agencies that fund research related to faculty, I have been able to secure two research grants during my time in rank. The Macy Foundation Presidential Grants are awarded at the discretion of the President and as such required that we cultivate a relationship with the Macy Foundation President, Dr. George Thibault. Our research team, with the support of IU Foundation Relations, reached out multiple times to Dr. Thibault through in-person meetings, emails, and phone calls. This ultimately resulted in our securing funding.

<table>
<thead>
<tr>
<th>Title</th>
<th>Advancing Faculty Vitality in the Health Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>President’s Grant, Josiah Macy Jr. Foundation (Grant #S12-17)</td>
</tr>
<tr>
<td>Role</td>
<td>Co-PI (with Mary Dankoski, PhD)</td>
</tr>
<tr>
<td>% Effort</td>
<td>.07FTE In kind</td>
</tr>
<tr>
<td>Amount</td>
<td>$35,000</td>
</tr>
<tr>
<td>Summary</td>
<td>My role on this grant was to oversee the administration of the faculty vitality survey as well develop and host an invitational meeting of faculty development professionals from around the country to build the science of faculty development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Expanding the Concept of Faculty Vitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granting Agency</td>
<td>Professional and Organizational Development Network in Higher Education (POD)</td>
</tr>
<tr>
<td>Role</td>
<td>PI</td>
</tr>
<tr>
<td>% Effort</td>
<td>In kind .05FTE</td>
</tr>
<tr>
<td>Amount</td>
<td>$3,000</td>
</tr>
<tr>
<td>Summary</td>
<td>Grant supported expansion of the faculty vitality survey to include nine institutions. I served as the project leader.</td>
</tr>
</tbody>
</table>

As noted on my CV, during my time in rank I also submitted two research grant proposals that were unfunded. In addition to my grant activity, during my time in rank I, along with two colleagues, received the prestigious Robert E. Menges Award for Outstanding Research given by POD (see CV for additional information).
Research load
Given my administrative roles in OFAPD and the Department of Emergency Medicine, my time dedicated to research is approximately 10%. Because my research is so closely integrated with the rest of my work, I am able to leverage what I do in one area to advance activity in another. This also has allowed me to really hone my career focus to understanding and supporting faculty vitality in the health professions. Through my various roles and responsibilities, I am involved in the discovery of new information (through my research), translation of new knowledge about practical interventions (through my service and service scholarship), and the sharing of those practices (through dissemination with peers via publications and presentations).

Documentation of individual contributions to collaborative work
My main research collaborators are my colleagues in OFAPD. This includes Drs. Stephen Bogdewic, Mary Dankoski, Emily Walvoord, and Krista Hoffmann-Longtin. We are a highly collaborative and creative team. Along with Steve Bogdewic and Mary Dankoski, I proposed our original model of faculty vitality and first draft of the faculty vitality survey in 2006. And, as noted I have the lead role on both our vitality and 360 survey administration and research studies. Since my work is very collaborative in nature and it can be difficult to determine my unique contributions to the team, I have enclosed a chart that lists the specific roles I played in each of my research publications.

Future research
As I move forward in my career, I plan to continue my research on faculty vitality. Our large dataset provides ample opportunity to conduct additional research studies. For example, given the number of respondents we will now be able to investigate differences in vitality by specialty area as well as other demographic factors. In addition, I plan to recruit schools outside of IUSM to pilot the leadership development 360 instrument. This will provide an opportunity to explain faculty perceptions of academic leaders. Further, we will be able to look for differences among similar groups of leaders (e.g., clinical vs. basic science chairs, division leaders vs. executive associate deans vs. chairs). The results of these studies can be of practical use in my role in OFAPD but also inform the work of other education scholars and faculty development professionals.
Megan M. Palmer, PhD
Contributions to collaborative research publications

<table>
<thead>
<tr>
<th>Concept development</th>
<th>Study design</th>
<th>Literature review</th>
<th>Data collection</th>
<th>Data analysis</th>
<th>Data interpretation</th>
<th>Writing</th>
<th>Editing</th>
<th>Revising</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>


MEGAN M. PALMER, PHD
SECTION 09: PROFESSIONAL AND UNIVERSITY SERVICE

Section contents

Service statement.................................................................See candidate statement
Summary of professional service activity and service load............................................. 2 & CV
Peer evaluation of quality and quantity of professional service ........................................... 2 & 5
Evidence of scholarly publications and presentations ......................................................... 3 & CV
Service statement
Please candidate statement.

Summary of professional service activity and service load
Approximately 70% of my time is devoted to professional service (with the remaining 10% devoted to research and 20% devoted to teaching). As previously noted, my work is very integrated across all three mission areas. For a complete list and deeper understanding of my service activity and load please see my CV and candidate statement.

Peer evaluation of quality and quantity of professional service
Please see my external letters and reference letters for an assessment of the quality and quantity of my professional service. I have enclosed a peer review of a faculty development workshop I was invited to present. This was conducted by Emily Walvoord, MD (Associate Professor of Clinical Pediatrics). Enclosed you also will find a summary document that presents evaluation data for faculty development workshops I have presented.

As outlined in my candidate statement, my service contributions have focused on 1) enhancing a culture to support creative advances in teaching and learning, 2) addressing organizational challenges that influence the IUSM climate, and 3) leading the evaluation of faculty development programs. As such, I have included illustrative examples of the quality of my service in each of these areas.

Enhancing a Culture to Support Creative Advances in Teaching and Learning
Below you will find evaluation summary data for all sessions that were offered as part of the Academy of Teaching Scholars, a program I developed and direct.

ATS Evaluation Data, 2010-2014

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>2010-2011 Mean</th>
<th>2011-2012 Mean</th>
<th>2012-2013 Mean</th>
<th>2013-2014 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information presented was useful to my professional work.</td>
<td>4.52</td>
<td>4.54</td>
<td>4.54</td>
<td>4.39</td>
</tr>
<tr>
<td>Attending this workshop was a worthwhile investment of my time.</td>
<td>4.47</td>
<td>4.46</td>
<td>4.46</td>
<td>4.39</td>
</tr>
<tr>
<td>My professional work will improve as a result of attending this workshop.</td>
<td>4.38</td>
<td>4.35</td>
<td>4.28</td>
<td>4.21</td>
</tr>
<tr>
<td>I would recommend this workshop to a colleague.</td>
<td>4.51</td>
<td>4.45</td>
<td>4.44</td>
<td>4.40</td>
</tr>
</tbody>
</table>

Evaluations completed using 1-5 Likert scale where 5=strongly agree
Addressing Organizational Challenges
As noted in my candidate statement one way I work to address organizational challenges and influence the climate at IUSM is by regularly facilitating department and unit strategic planning. Enclosed you will find a letter that Marion Couch, MD, chair of otolaryngology, sent after I facilitated a retreat for her department. This unsolicited letter illustrates the quality of service I provide.

Leading the Evaluation of Faculty Development
As part of the Macy grant, I planned and facilitated a one-day invitational meeting for faculty development leaders in the health professions. Approximately 30 people attended this meeting. The group worked together to outline expected outcomes for faculty development programs, explore avenues to disseminate evidence about the effectiveness of faculty development programs, and determine how to garner more interest among faculty development leaders in expanding the science of faculty development. I am continuing to lead this work with my colleagues around the US and hope to host another meeting on evidence based faculty development in summer 2016. Shortly after the meeting Dr. Darshana Shah, one of the attendees, sent an unsolicited email about the invitational meeting, which is included in this section as an illustrative example of the impact of my service work on the profession as a whole.

Evidence of scholarly publications and presentations
During my time in rank have published nine peer-reviewed articles related to my professional service. In addition, I have four additional service publications under review. In addition, I have given over 70 service presentations (37 peer reviewed and 38 invited) and have been involved with three service related grants totaling over $1,000,000 (see CV for details). Since my work is very collaborative in nature and it can be difficult to determine my unique contributions to the team, I have enclosed a chart that lists the specific roles I played in each of my service publications.

My most significant service publication to date is:


I played an instrumental role in developing the framework described in the paper. Further, as first author I made a significant contribution to the paper through summarizing data and relevant literature as well as writing drafts and making revisions. We already have had several other medical schools contact us about this work and inquire about our 360 instrument and recruitment tools. As a result of this publication I have been invited to give a talk titled “What deans want in chairs – what is competency in chairs and how to get the needed skills” at the Society of Academic Anesthesiology Association annual meeting (in November 2015). This article is enclosed in this section.
Beyond this particular article, my scholarship has been and continues to be cited by others in my field. Below is a summary table from Google Scholar of the number of citations of my work by year.
**Control of Session**

1) Avoids digressions; keeps on topic.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Manages time and pace of instruction.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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</tbody>
</table>

3) Calls attention to time.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
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</tbody>
</table>

4) Addresses all scheduled topics.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) Starts and ends the session on time.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments**

Very well planned out session. The pace was very good yet you allowed plenty of time for interactions between participants and time for questions.
Evaluation

1) Asks questions that require the learner to apply content or conceptual understanding to a specific case, example, or patient.

2) Asks learners to self-assess.

Additional Comments

The assignment of pre-work “How millennial are you?” was very helpful for participants to self-assess and prepare for the session. They all seemed to enjoy that activity and came looking forward to the discussions. The use of the “Instructional Strategies” worksheet was also very helpful for participants to use the information to design their own strategies so that they could put into use what they learned.

Learning Climate

1) Shows enthusiasm for topic and learners through body language and voice.

2) Varies instructional format to increase learner interest.

3) Makes eye contact with learners.
4) Encourages learners to participate.

5) Solicits questions from learners.

6) Acknowledges learners' experience and situation.

7) Invites learners to bring up problems.

8) Respects and welcomes divergent ideas.

9) Invites learners to express opinions.

10) Admits own errors or limitations.

Additional Comments
You do an excellent job encouraging and including all of the participants in the discussions/activities. You are very open to diverse points of views and are able to bring slightly off-topic comments back to the focus of the session. Since this was a group of faculty that you were not familiar with, one suggestion would be to ask them to share examples of when they felt that generational differences created challenges for them in a teaching and learning environment. This might bring forth topics that you were not otherwise might not address but might be of great interest to the participants.

Promotion of Understanding and Retention

1) Uses overviews and summaries.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

2) Uses transitions and/or closure activities before presenting a new topic.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

3) Uses examples.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

4) Answers learners' questions clearly.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td></td>
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</tbody>
</table>

5) Varies voice quality and speed.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Need Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Technology-Assisted Teaching

1) Instructional technologies are used appropriately to further teaching and learning goals.

<table>
<thead>
<tr>
<th>Excellent</th>
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<tbody>
<tr>
<td>X</td>
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2) Use of instructional technologies skillfully.

<table>
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3) Use slides and other digital materials that are well-designed.

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4) Uses technology creatively to accomplish learning goals.

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</table>

Additional Comments

Very appealing slides that added to the learning but were not distracting/ overly busy. It was fun for the audience to use their phones to answer the questions in real time. This allowed you to better assess their knowledge and comfort with the material.
Overall Comments

Megan, you are an outstanding teacher. You are not only very knowledgeable about the material, but present it in a way that invites the learner to reflect on their own experiences and use the information that you have shared and insights that they have developed in order to apply it to their own specific setting. You engage in a very comfortable manner that encourages conversation and your activities promoted collaborations. You also made good use of prior conversations (with the host of this session at Marion) to develop a better understanding of what is going on at their campus. Your referencing their Happiness Project illustrated your preparation and desire/ability to make the material applicable to their specific needs.
Listed below are mean scores for OFAPD sessions where I served as lead presenter. The final entry (orange bar) represents the mean score for ALL sessions offered by the IUSM Office of Faculty Affairs and Professional Development.

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<thead>
<tr>
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Megan M. Palmer, PhD, Contributions to collaborative service publications

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A Competency-Based Approach to Recruiting, Developing, and Giving Feedback to Department Chairs

Megan Palmer, PhD, Krista Hoffmann-Longtin, PhD, Emily Walvoord, MD, Stephen P. Bogdewic, PhD, and Mary E. Dankoski, PhD

Abstract

Academic health centers (AHCs) are under unprecedented pressure, making strong leadership during these challenging times critical. Department chairs have tremendous influence in their AHCs, yet data indicate that—despite outstanding academic credentials—they are often underprepared to take on these important leadership roles. The authors sought to improve the approach to recruiting, developing, and giving feedback to department chairs at their institution, the Indiana University School of Medicine (IUSM), by reorganizing these processes around six key leadership competencies: leadership and team development, performance and talent management, vision and strategic planning, emotional intelligence, communication skills, and commitment to the tripartite mission. Over a two-year period (2009-2011), IUSM faculty and administrators developed specialized recruitment procedures to assess potential chairs based on the six leadership domains, and searches are now streamlined through centralized staff support in the dean’s office. Additionally, IUSM offers a chair development series to support learning around these leadership competencies and to meet the stated professional development needs of the chairs. Finally, chairs receive structured feedback regarding their leadership (among other considerations) through two different assessment instruments, IUSM’s Department Chair 360° Leadership Survey and IUSM’s Faculty Vitality Survey—both of which the dean reviews annually. Strategically attending to the way that chairs are selected, developed, and given feedback has tremendous potential to increase the success of chairs and, in turn, to constructively shape the culture of AHCs.

Academic health centers (AHCs) are facing unprecedented challenges. Decreasing state and federal funding, changing health care delivery systems and payment structures, and educational expansion due to labor shortages are among the pressures currently straining AHCs across the United States.1·2 Today, academic department chairs are expected to be competent in multiple aspects of the enterprise including "winning contracts, enhancing revenue, reducing costs, recruiting and managing a diverse workforce, and dealing with consumer satisfaction and marketing."1 Recruiting and developing top talent into the critical leadership role of department chair is one of the most important ways to shape the future of academic medicine.

Despite the crucial need to recruit competent leaders into these roles, studies show that multiple challenges are inherent to the process.1·4 One study of deans and teaching hospital chief executive officers (CEOs) showed that problems in recruitment include the following: haphazard administrative practices, difficulty identifying leadership competencies to assess in candidates, challenges in assessing candidates’ institutional fit, lack of diversity in the pool, and misalignment between the goals of the dean and of the hospital CEO.1·2·4 Other authors cite challenges such as variable training and effectiveness of search committees, loss of information and best practices from search to search, a regulatory rather than proactive approach to recruiting diverse candidates, and a lack of strategic approaches for recruiting dual-career couples.1·2·3·4 At the same time, the search process for department chairs can be protracted; some searches last a full year or more.1 This long process often creates additional stressors (e.g., faculty uncertainty about the future, difficulty recruiting resident/fellows) within the unit.9 The literature indicates that these challenges can lead to a precarious outcome: department chairs who are selected based on the basis of the assumption that the skills that lead to being a well-funded, tenured, high-ranking faculty member will translate into being an effective department chair. The literature indicates that these challenges can lead to a precarious outcome: department chairs who are selected because of their reputation within their discipline, rather than their leadership skills.1·4·5·6·7·8·9·10·11·12·13·14·15·16·17 Further, after starting their new role, chairs often receive little formalized training or feedback, and many struggle to transition smoothly into their new leadership role.1·2·3·4·5·6·7·8·9·10·11·12·13·14·15·16·17 Gmelich11 contends that academic leaders such as department chairs typically come to their positions without any leadership training, without prior
Using Competencies to Drive Change

Prior to launching the initiative to improve our chair recruitment, development, and feedback processes, IUSM faced a number of challenges in the recruitment process including (similar to some of those described above) large and highly variable search committees that lacked clarity regarding expectations for members, selection criteria, and even the search process itself. Further, once on the job, chairs rarely interacted with one another and did not receive structured professional development or feedback to help them assess and increase their effectiveness. Without standardization in the recruitment, development, and feedback processes, each department often reinvented the wheel for each new search.

The ultimate goal of the initiative was to enhance the institution through recruiting and developing the future-oriented, emotionally intelligent, talented leaders necessary for success in the changing and complex environment of the current and future AHC. In an effort to improve IUSM’s recruitment of and support for department chairs, we first reviewed literature in academic medicine as well as in higher education that examined the attributes of successful department chairs and other academic leaders.6,17-18 We searched PubMed as well as online education databases such as EBSCO. Given the scant amount of literature on academic chairs, we reviewed articles from the last 15 years. We reviewed research studies as well as general perspectives and firsthand commentaries about the roles and responsibilities of these leaders. We also reviewed literature on emotional intelligence—that is, the ability to effectively manage oneself and one’s relationships with others. To arrive at our competencies, our faculty development group, which consists of six individuals, discussed the cross-cutting themes from the literature. These conversations, resulting in initial drafts of the competencies, took place during our weekly meetings over a three-month period. Once we established our initial set of themes, we evaluated the extent to which these attributes matched those of our most effective department chairs. Thus, our six competencies—leadership and team development; performance and talent management; vision and strategic planning; emotional intelligence; communication skills; and dedication to the tripartite mission—were ultimately informed by both a review of relevant literature and our experiences as faculty developers.

Because the initial review of chair candidates includes a rigorous evaluation of their academic credentials (e.g., research, funding), we did not include the academic and/or clinical background of the candidate in our competency model. Although some of the competencies we identified such as communication and self-awareness overlap with the Accreditation Council Graduate Medical Education (ACGME) and CanMEDS Physician Competency Frameworks, the emphasis of our model is on leadership skills versus clinical skills and medical knowledge. Table 1 lists the competencies we identified as well as a subset of skills associated with each competency, and some of the literature that inspired us to include the competency in our model. It should be noted that rather than focus on a very specific skill (e.g., managing a budget), we developed broader categories and then worked to define the subset of skills associated with each competency. We found the 2007 meta-analysis completed by Bryman28 and the Five Practices of Exemplary Leadership developed by Kouzes and Posner29 to be especially helpful.

Our draft competencies were widely discussed among IUSM’s leaders (including the dean, executive associate deans, research center directors, and chairs) and further vetted by search committee members. We further refined the competencies after their initial use, incorporating feedback we received from a committee that actually applied the competencies to a search. This initiative took place over the course of two years (2009–2011), and we continue to modify and enhance our department chair processes using the competencies. These competencies now form the basis for our department chair recruitment, development, and feedback process.

Chair recruitment

Use of the competencies. Starting at the recruitment stage, we refer to the leadership competencies. In our advertisements, we cue applicants to address some or all aspects of these in
their initial letters of interest (e.g., Please include discussion of your leadership experiences and approach). Search committees screen every chair applicant's letter of interest and CV according to the competencies; that is, committee members rank items [high–medium–low] in the letters and CVs via electronic surveys. In addition, we have developed sample behavioral interview questions, mapped to the six competencies, which we share with everyone scheduled to interview the candidates (e.g., Emotional Intelligence: What is the toughest decision you have ever had to make?; Communication Skills: Can you tell us about a time you had to communicate an unpopular decision to an individual or group? Please describe your approach and the outcome). Search committee members and those who meet with candidates are asked to assess candidates on each competency, again, through an electronic survey that has a structured response scale (high–medium–low) and through open-ended questions. Additionally, the questions we use to query candidates' references also focus on the six competency areas.

New recruitment processes. In our efforts to improve the recruitment process, we have also addressed a number of organizational and logistical issues that caused delay and introduced unwanted bias. Although these are not directly related to the leadership competencies, we implemented several changes, including the following:

- Developing a transparent process map to outline the structural, regulatory, and process issues involved in searches.
- Clarifying staff and faculty roles of search committee members and adding an assistant or associate dean from the Office of Faculty Affairs and Professional Development (OFAPD) as a co-chair on each search committee to ensure the integrity of the process.
- Creating greater consistency in search committee size and composition. (Specifically, committees now have nine or fewer members, including the chair and co-chair and one to three members from the department—all of whom are selected by the dean as much for their capability to identify leaders as for which stakeholder group they represent. The dean seeks input from the OFAPD as well as from the other executive associate deans.)
- Standardizing certain practices through communication templates, a committee member code of conduct, and the dean's charge guidelines.
- Minimizing the potential impact of unconscious bias through the interviewing processes described above and having committee members view the Association of American Medical Colleges—developed module on unconscious bias30 and/or read the Analysis in Brief30 on the same topic.

Outcomes so far. Thus far (November 2014), we have successfully recruited six department chairs using our new standardized, competency-based approach. A review of institutional documents and records for the three searches conducted just prior to our intervention indicate that the average number of months per search was 18.33 (range: 16–22 months). A review of three searches conducted post intervention (through July 2014) shows that the average number of months has decreased by about 5 months to 13.33 (range: 10–15 months). Thus, we believe that by standardizing the process and providing centralized support, our searches are now far more efficient. On the basis of anecdotal evidence and from extrapolating calendar data from our administrative and professional staff, we previously spent about 260 hours of staff time per search, including scheduling meetings, developing itineraries, escorting candidates, and compiling evaluation data. Currently, each search takes about 150 hours of staff time. This reduction in expended staff time has decreased both the direct expenses associated with each search and the indirect costs of faculty and staff time and effort.

Chair development

In addition to attending to the recruitment process, we also launched a professional development series to create opportunities for our chairs to develop knowledge and skills around the leadership competencies. We
began by conducting a workshop for department chairs that served as both a needs assessment and a kick-off event for the series. This workshop included a facilitated discussion of challenges and areas for development in an open and safe format. Not surprisingly, many of the topics the chairs wanted to discuss were areas that directly related to our identified leadership competencies (e.g., team development, communicating a vision, conflict and change management, fundraising, and fiscal management).

Using both local and national resources, we now host quarterly, voluntary workshops over breakfast or dinner for chairs. The format allows for chairs to share concerns as peers and to learn promising practices from each other, which cultivates among them a greater sense of community. Since beginning the series in fall 2011, we have held a total of 10 sessions (see List 1 for session titles). The feedback we have received from deans has been positive; they have described elements of the sessions they hope to apply and have identified key takeaways (see Table 2).

**Providing chairs with feedback**

Each year, IUSM conducts a survey of faculty as a way of providing feedback to chairs. Two types of surveys are conducted in alternating years. First, faculty are able to provide an assessment of their chair's leadership via the Department Chair 360° Leadership Survey. The 360° instrument includes two open-ended questions and 20 questions with Likert-type responses that are mapped to the competencies. Faculty provide an assessment of their chair through questions such as “My leader is able to articulate a vision that inspires a sense of purpose in others,” “My leader is able to change to meet the needs of a changing environment,” and “My leader is able to effectively lead a team.” Chairs also complete a self-assessment answering the same questions during the 360° process.

In alternating years, faculty participate in the Faculty Vitality Survey, an instrument IUSM designed to measure faculty satisfaction, productivity, and engagement; faculty members’ perceptions of the climate and leadership in their units; and faculty members’ views on their own careers and work–life integration. This instrument offers more insight into the experiences of the faculty members themselves, thereby providing a snapshot of the overall health of the department. Both the Department Chair 360° Leadership Survey and the Faculty Vitality Survey are approved by Indiana University's institutional review board and are administered off-site to allow for confidential responses.

<table>
<thead>
<tr>
<th>Leadership and team development</th>
<th>Gained some insight about considerations in team management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance and talent management</td>
<td>I will put more thought into how to construct committees</td>
</tr>
<tr>
<td></td>
<td>Leading change from the bottom up</td>
</tr>
<tr>
<td>Vision and strategic planning</td>
<td>I will consider making changes to the review process in my</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Pay greater attention to expectations for mentoring by</td>
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<td></td>
<td>senior faculty</td>
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<td></td>
<td>[Online resources] for search committees will be very</td>
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<td></td>
<td>helpful for our faculty searches</td>
</tr>
<tr>
<td></td>
<td>Pay attention to graceful ends of a career</td>
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<tr>
<td>Emotional intelligence</td>
<td>How to better approach strategic planning initiatives</td>
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<tr>
<td>Communication skills</td>
<td>Greater motivation to make efforts at seeking donations</td>
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<tr>
<td>Commitment to the tripartite</td>
<td>Continue to celebrate success</td>
</tr>
<tr>
<td>mission</td>
<td>Good discussion of leading by example</td>
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<tr>
<td></td>
<td>Try to empower faculty and employees to speak up</td>
</tr>
<tr>
<td></td>
<td>More engagement with faculty to define their role in</td>
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<tr>
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<td>developing the mission</td>
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<td>Improve attention to faculty feedback</td>
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<td>The speaker was great! The entire workshop focused on</td>
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<td></td>
<td>educators was highly relevant to clinical chairs</td>
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<tr>
<td></td>
<td>Suggestions for pushing the educational agenda forward</td>
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</table>

Annually, chairs receive feedback from one of the two aforementioned instruments, both of which are aligned with the competencies and reviewed during a department annual review (DAR) meeting. Conducted by the dean and the five executive associate deans for clinical affairs, educational affairs, research affairs, faculty affairs and professional development, and finance and administration, DARs include a discussion of key metrics from each mission area. The two instruments mentioned above are included in the section of the DAR devoted to faculty affairs and professional development.

Further, as a result of these surveys, department chairs receive information in the aggregate about other departments and other chairs' performance on the leadership competencies, so they know where they stand in relation to their peers. Clinical chairs are benchmarked against the mean for all other clinical chairs, and likewise, basic science department chairs are benchmarked against the mean for other chairs of basic science departments. The dean uses the benchmarking data to encourage.

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**List 1**

**Examples of Topics (Titles) of Quarterly Meetings for Department Chairs at Indiana University School of Medicine**

- What Keeps You Up at Night
- Leading Change
- Faculty Vitality
- Valuing Education in a Difficult Funding Climate
- Leading Teams Effectively
- Improving Faculty Search and Screen
- Managing the Talent Pipeline
- Fundraising
- Creating a Positive Work Life Culture
- Avoiding and Managing Legal Issues

*The meetings, held during breakfast or dinner, are voluntary and allow department chairs to build community by sharing concerns and best practices.
the sharing of promising practices and approaches across academic departments, and IUSM uses the data to think more strategically about its efforts to continually improve department chair processes across the life cycle of that role.

**Lessons Learned**

We have learned a number of lessons through the process of developing and applying leadership competencies to our department chair recruitment, development, and feedback processes that may be useful for other AHCs interested in improving their own chair activities. To begin, support from the dean and other executive leaders is critical. Support is particularly helpful when the AHC moves from using traditional metrics (e.g., number of funded grants, number of peer-reviewed articles) to a focus on leadership competencies. To ensure the buy-in of all faculty, current chairs as well as executive leaders should be involved in the identification of specific leadership competencies and in the process of determining how they will be used, communicated, and measured.

Centralizing and standardizing the search and screen process requires dedicated staff and faculty effort. Although this effort may require the creation of one or more new position(s), the more efficient, streamlined searches may create cost savings. Further, the cost associated with an internal search specialist is considerably less than regularly consulting search firms.

The review of chairs must align with the identified leadership competencies and should include feedback from faculty. Aligning the review with the competencies means that, from the point of interview onward, the chair has a clear set of expectations for the areas in which he or she must be competent. Further, annual department reviews, which address the leadership competencies as well as all three mission areas, may inform not only the professional development goals of individual chairs but also professional development programming for chairs and other leaders in the AHC.

**Next Steps**

Given the initial success of the competency-based approach to recruiting, developing, and giving feedback to department deans, it would be useful to cascade efforts to parallel processes at the department level. At IUSM, we have already begun to apply the leadership competencies through training department administrators and chairs. Further, we are challenging chairs to use a competency approach to recruiting their department faculty, and we intend to generate a competency framework for schoolwide (IUSM) use. A competency framework could also inform faculty annual reviews and individual faculty development plans—just as it does for department chairs. Finally, the use of leadership competencies for faculty recruitment, development, and reviews is an important area for further research.

Indeed, as with any intervention, we must continue to assess the effectiveness of our efforts over time. Through future research, we plan to evaluate the degree to which our recruitment practices yield greater recruitment and retention of women and underrepresented minority faculty, in both department leadership roles and at the faculty level. In addition, we plan to study whether this leadership-competency-based talent management approach leads to greater retention (or longer service) of department chairs, increased personal career satisfaction among chairs, and more favorable faculty perceptions of chair leadership.

**In Sum**

The role of an academic department chair is not becoming any easier; leadership is especially daunting in the ever-changing academic medicine environment. Department chairs must respond to issues such as clinical market share, patient safety, and quality of care amidst health care reform and changing payer systems—while at the same time, both striving to advance the research mission in a highly competitive funding environment and continuing to provide a high-quality education for diverse learners. Thus, we believe that using a literature-based, standardized talent management approach that focuses intentionally on core leadership competencies to recruit, develop, and give feedback to department chairs is critical to the success of AHCs.

Attending to the manner in which institutional leaders are selected, developed, and given feedback yields tremendous benefits to the institution and represents a critical lever for shaping the culture and diversity of an AHC. Our program seeks to recruit and equip the future leaders of our institution with the necessary tools for success. Department chairs need a conceptual understanding of their roles, opportunity for skill development, and time for reflective practice and growth.

The use of leadership-competency-based department chair processes promotes a culture in which department chairs feel supported and are primed to excel. The full success of this approach will be realized only after chairs have been on the job for a few years, but evaluation tools such as the Department Chair 360° Leadership Survey and Faculty Vitality Survey allow timely evaluations of chairs and departments—as well as a comparison of chairs’ skills and department culture before and after the implementation of leadership-competency-based processes. Although better-prepared chairs do not guarantee success, explicitly hiring for and developing leadership skills can only encourage department effectiveness and stability.

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**Other disclosures:** None reported.

**Ethical approval:** Reported as not applicable.

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