

FOSTERING FACULTY SUCCESS

2025-2026 DEVELOPMENT GUIDE

VCU School of Medicine

Faculty Affairs and Faculty Development

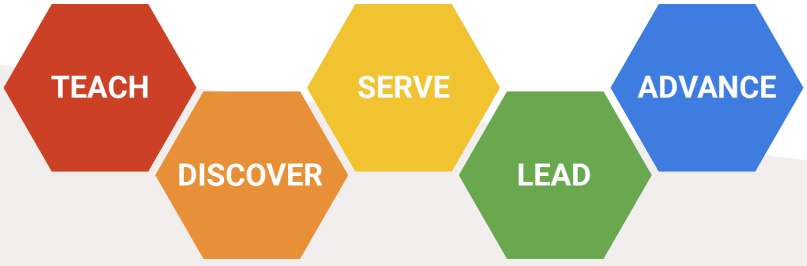


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WELCOME

Welcome to Faculty Development at the School of Medicine

Dear Colleagues,

Welcome! As the Senior Associate Dean for Faculty Affairs, I'm delighted to introduce this interactive guide to faculty development opportunities at our School of Medicine.

Faculty development is a lifelong journey—one that evolves along the continuum of your career. Whether you're just beginning your academic path or are navigating new leadership roles, our goal is to support you at every stage. Growth doesn't follow a single, linear trajectory. Instead, it resembles a lattice—rich with opportunities to expand, pivot, deepen, and connect. This guide reflects that philosophy, offering a diverse array of programs and resources designed to meet you where you are and help you move toward where you want to be.

We believe that meaningful development is not just about climbing a ladder—it's about building a career that aligns with your values, strengths, and aspirations. Whether you're seeking to enhance your teaching, advance your research, strengthen your leadership, or explore new directions, we're here to help you grow in ways that matter most to you.

Thank you for being part of our vibrant academic community.
We look forward to supporting your journey and celebrating your contributions.

Warm regards,

Amelia Grover, MD
Senior Associate Dean for Faculty Affairs
School of Medicine

OUR PHILOSOPHY

Continuous development is the foundation of academic excellence, professional fulfillment, and transformative medical education. Our philosophy is rooted in the principles of adult learning, empowering collaboration, and innovation.

We are committed to providing opportunities for lifelong learning, leadership growth, and educational advancement. We view faculty success as integral to student success, institutional progress, and the advancement of healthcare.

Through dynamic programming, collaboration, and scholarly engagement, we strive to cultivate an inclusive and supportive environment that fosters academic excellence, clinical expertise, and research innovation for faculty at every career stage.

Together, we shape the future of medical education and patient care—one faculty member at a time.

HOW TO OPTIMIZE YOUR DEVELOPMENT

To aid in your pursuit of faculty excellence, SOM OFAFD has developed a framework of competencies necessary to thrive in an academic medical center.

We recommend that faculty engage in multiple opportunities for faculty development and connection every year. Herein, we will describe our strategy for academic faculty development - this is development related to your teaching, research, and service. We have a variety of individual and group activities that we can tailor to your specific needs. Beyond these tailored opportunities, we offer a variety of open programming throughout the academic year.

We group these open opportunities into four categories. **New Faculty Opportunities** are for all faculty who are new to VCU, in addition to those who are new to the faculty. **Early Career Development** opportunities focus on those competencies we expect faculty to achieve within their first five years of a faculty appointment. Our **Continuous Career Development** opportunities are designed for continued engagement in the pursuit of excellence in your area of focus.

These opportunities can include specialized development as well as opportunities to impart the knowledge you have gained throughout your career. **Faculty Connections** are opportunities to engage with the SOM community and VCU faculty more broadly.These opportunities provide authentic opportunities to network, build professional contacts, and increase your sense of belonging within the institution.

New Faculty Opportunities

Early Career Development
Years 1–5



Faculty Connections

Continuous Career Development
Years 6+

FACULTY CONNECTIONS

Join us throughout the academic year to connect with colleagues and SOM leadership, expand your professional network and stay abreast of updates relevant to you in your role as faculty.

The Faculty Advisory Council (FAC) coordinates faculty meetings in the spring and fall as well as periodic informal get-togethers with the Dean. You will receive invitations and/or calendar holds prior to these events.

Questions?
Please contact Jody Hedstrom for more information.



NEW FACULTY OPPORTUNITIES

Content to Get You Started

Click on one of the buttons below to view a video on the topic!

COMING SOON

Who are SOM Faculty?

Portfolio and the Eva

Contracts and Compensation Plans

Promotion and Tenure

CliftonStrengths Assessment and Coaching

As part of your onboarding, you have an opportunity to complete your **CliftonStrengths Top 5 Assessment** to discover and maximize your most powerful talents.

To debrief your report and develop a plan to excel at VCU SOM, you may **contact the School of Medicine Office of Faculty Affairs and Faculty Development** to schedule a one-on-one coaching session with a Gallup-certified Global Strengths Coach in our office.

New Faculty Reception

Tuesday, August 25, 2026
4 pm - 5 pm

McGlothlin Medical Education Center
Lobby

The New Faculty Reception is a time for any faculty hired within the last academic year to meet School of Medicine leaders, get dedicated time with key individuals from university units necessary for faculty success, and network with other new faculty.

Research Roundtable

Thursday, February 12, 2026
10:00 am - 12:00 pm

McGlothlin Medical Education Center
Rms 8-200, 8-205

Research Roundtable is an opportunity for all faculty hired within the last three years to engage specifically with research support units from across the university. Get your questions answered from OVPRI, IRB, IACUC, Tech transfer, the Wright Center, SOM research support, and more!

ADDITIONAL RESOURCES

Interactive modules that summarize the goals of core SOM units and departments (OME, GME, OFA, Research, Library) and how they can support faculty throughout their career. New faculty can engage with experts in this course and ask questions.

COMING SOON

NFO
Public Videos

ADVANCED RESEARCH MENTORING

Developing the next generation of researchers, and diversifying the research workforce, requires intentional and effective research mentoring.

Join CIMER-trained research faculty for in-person interactive sessions where we explore evidence-based practices for supportive engagement in research. The program is divided into two levels:

1 **ARM Level 1** delves into understanding communication and setting expectations. All faculty are strongly encouraged to take ARML1 within their first year of hire.

ARM Level 2 explores how faculty assess understanding, promote professional development, and develop their mentoring philosophy. 2

Faculty who actively participate in ARML1 and ARML2 are eligible to receive verified microcredentials through the Office of Continuing and Professional Education.

The ARM program is also available for inclusion in training grant applications, reporting of training activities, and dedicated session development.

Interested in a custom session?

Request a report of ARM training

Level One Sessions

1/13/2026 12-2pm
1/29/2026 12-2pm
5/14/2026 1-3pm
5/28/2026 1-3pm:

ARML1 for New Faculty

9/9/2025 2-4pm
11/14/2025 2-4pm

Level Two Sessions

Session 1: Addressing Meaningful Engagement

9/23/2025 2-4pm
2/10/2026 2-4pm

Session 2: Assessing Understanding and Fostering Independence

10/14/2025 2-4pm
3/3/2026 10am-12pm

Session 3: Fostering Independence and Promoting Professional Development

11/20/2025 1-3pm
4/9/2026 2-4pm

Session 4: Articulating Your Mentoring Philosophy

12/2/2025 2-4pm
4/23/2026 2-4pm

LEADERSHIP DEVELOPMENT

Summer Leadership Academy

Held annually in the summer, this three-day hands-on engaging training focuses on Leading Yourself, Leading Others, and Leading the Institution.

The topics will include recognizing strengths, leading in a matrixed organization, managing change, leading and communicating in a crisis, finances, goal setting, and providing feedback. Participants must be able to attend all three days of training.

Becoming an UNstoppable Pair

This full day opportunity, for faculty members and their staff or administrator leadership pair, is designed to strengthen the pair through recognizing each other's strengths, understanding individual roles, responsibilities, and needs and building a positive team.



Contact Betsy Ripley, M.D., M.S., ACC for more information

CONSULTATION, COACHING, AND CULTURE BUILDING

Empowering Educators Consultations

Are you interested in developing a new session of team-based learning? Do you want to go over your NBME questions with a dedicated professional to sharpen your skills and refine your content? Would you like to discuss your teaching, and your teaching goals, with an instructional designer or instructional technologist?

SOM OFAFD offers one-on-one consultations to discuss these topics and so much more. If there is an aspect of your teaching that you want to develop on an individual basis, we are here to help.



SOM Coaching

Coaching is an intentional conversation in which the coach uses inquiry and feedback to support self-directed learning, increased self-awareness and an enhanced capacity to thrive and maximize your personal and professional potential. The coaching approach is built on the science and application of well-being, resilience and strengths-based leadership.

The program provides 4 types of coaching each designed to provide professional development in order to achieve goals, create awareness, work through challenges, and develop leadership skills.

CliftonStrengths Coaching

One-on-One support for new faculty to reach individual goals, specifically leveraging the CliftonStrengths Framework.

Team Coaching

Team focused and can include team building, development, processes, and working through the stages of a team.

Individual Coaching

The topics for coaching are determined by the individual and can include one-on-one support to establish and reach individual goals, or work through issues and concerns.

Group Coaching

Focused on learning and development of individuals in a group setting. Individuals benefit from sharing with others. These sessions will be centered around common themes. Examples of Group Coaching include Transition to Retirement, Leadership, Engaging in Joy through Art and Coaching.

Schedule a consult or get started with coaching

CliftonStrengths

The CliftonStrengths assessment presents paired statements, and test-takers select the option they identify with best. The results highlight their top five strengths, providing insights on how to leverage these strengths in personal and professional setting.

In addition to our individual coaching grounded in the CliftonStrengths framework described above, we provide custom workshops for groups, teams, units, and departments to understand their individual strengths, leverage individual strengths to empower teams, and build positive cultures.



Appreciative Inquiry

Appreciative Inquiry (AI) is a strengths-based approach that focuses on identifying and amplifying what is already working within a system, organization, or community, rather than dwelling on problems.

It's a process that uses questions and dialogue to foster a positive vision for the future by building upon existing strengths and successes.

Schedule a meeting to discuss your AI session today!

FACULTY DEVELOPMENT OPPORTUNITIES
FOR THE 2025-2026 ACADEMIC YEAR

Our opportunities are grouped by career stage and by development domain.
Visit our website to learn more about our development domains.

All sessions are open; if you are interested—join us!

Early Career Opportunities (Years 1-5)

TEACH

Align, Engage, Assess: Strengthening Teaching Through Better Objectives

Clear, well-constructed learning objectives guide both teaching and assessment, ensuring alignment between what is taught and what learners achieve. This workshop aims to enhance faculty skills in crafting effective learning objectives that engage students. Participants will learn to distinguish between goals and objectives, understand cognitive skill levels, and apply a six-component framework for objective construction. The session emphasizes creating specific, measurable, and instructionally relevant objectives, ultimately leading to improved assessment and student learning outcomes.

AUG 5, 2025 12:00pm–1:30pm **MMEC 5-101**

DISCOVER

Abstract Writing in the Age of Change

An abstract is a key component of any research presentation, proposal, or manuscript submission, and a well-crafted abstract can distinguish your work from the rest. Typically, an abstract is the only information a program committee, editor, or reader sees to decide if your work will be presented, considered for publication, or read.

This session will cover the essential components of a strong abstract while also introducing how AI tools can assist in crafting concise, high-quality abstracts. Dr. Nicole Deiorio, an experienced journal editor, will guide participants through the process of creating an impactful abstract, discussing both traditional strategies and the emerging role of AI in enhancing abstract writing.

OCT 9, 2025 12:00pm–1:30pm **MMEC 5-101**

Early Career Opportunities (Years 1-5)
Continued

TEACH

Effective Feedback in the Classroom: Strategies for Fostering Engagement and Growth

Effective feedback in the classroom helps to create a dynamic, engaging learning environment where learners are motivated to grow and improve.

This session will focus on best practices for delivering constructive feedback that promotes active participation, critical thinking, and self-reflection. Participants will explore techniques for providing feedback that fosters learner engagement and helps learners connect with course material in meaningful ways. By applying feedback strategies, educators will improve both individual learner outcomes and the overall course experience for everyone involved.

OCT 22, 2025 12:00pm–1:30pm **MMEC 3-101**

TEACH

Empowering Learners: Applying Adult Learning Theory, Psychological Safety, and Growth Mindset

Creating an effective learning environment goes beyond delivering content—it requires a deep understanding of how adults learn, thoughtful instructional design, and a supportive atmosphere that encourages growth.

This interactive session will integrate key learning theories, including Universal Design for Learning (UDL), adult learning principles, psychological safety, and growth mindset, to explore how motivation, experience, and self-direction shape engagement.

Through case studies and hands-on discussions, participants will develop strategies to apply these principles in their teaching, fostering inclusive, dynamic, and psychologically safe learning spaces.

NOV 6, 2025 12:00pm–1:30pm **MMEC 5-101**

Early Career Opportunities (Years 1-5)
Continued

ADVANCE

Building Your Web: Cultivating a Powerful Mentoring Network for Career Growth

Mentoring is a cornerstone of academic and professional growth, providing guidance, support, and opportunities for both personal and professional development.

This session will focus on how to build a strong, diverse mentoring network that can support your growth, enhance your career, and provide you with the resources and guidance needed to thrive.

Participants will explore strategies for identifying potential mentors, cultivating meaningful relationships, and expanding their networks beyond their immediate professional circles. They will also discuss how to be an effective mentor to others, fostering a reciprocal and enriching relationship.

JAN 6, 2026 12:00pm–12:50pm **MMEC 3-101**

SERVE

Service and Success: Aligning Contributions with Career Advancement

Engaging in service—whether through mentorship, committee work, community outreach, or professional organizations—can significantly support career growth.

This session will explore how service aligns with personal and professional goals, enhancing skill development, networking, and leadership opportunities. Participants will examine strategies for integrating meaningful service into their career paths, maximizing impact and recognition.

Through guided reflection, case studies, and interactive discussions, attendees will learn how to leverage service experiences to advance their careers while making valuable contributions to their field and community.

FEB 18, 2026 12:00pm–1:30pm **MMEC 3-101**

Early Career Opportunities (Years 1-5)
Continued

LEAD

Developing Your Vision: Aligning Individual Goals With Strategic Priorities

A clear personal vision is essential for professional growth, and aligning it with organizational priorities maximizes impact and career success. This session will guide participants in identifying their goals and mapping them to key strategic priorities. Through goal-setting exercises, case studies, and discussions, attendees will learn how to craft a compelling vision, leverage institutional priorities for advancement, and position themselves as strategic contributors.

By the end, participants will have actionable strategies to align their aspirations with organizational success while contributing meaningfully to their institution's mission.

MAR 5, 2026 12:00pm–1:30pm **MMEC 3-101**

TEACH

Applying Generative Artificial Intelligence in Medical and Graduate Education

Explore the practical applications of Generative Artificial Intelligence (AI) in medical and graduate education in this interactive session. Participants will learn about the basics of AI, its historical context, and the various types of AI tools available. Through live demonstrations and a hands-on activity, faculty will gain practical skills for integrating AI into their teaching strategies.

This workshop is designed to help educators stay ahead of the curve and enhance their teaching in both medical and graduate education settings.

MAR 19, 2026 12:00pm–1:30pm **MMEC 3-101**

Early Career Opportunities (Years 1-5)
Continued

TEACH

Effective Feedback in the Clinical Setting: Enhancing Learning Through Structured Teaching Models

Providing timely, meaningful feedback is essential for developing clinical learners' skills, confidence, and professional growth.

This session will explore common clinical teaching models that structure feedback delivery in fast-paced healthcare environments. Participants will also examine the institutional and accreditation requirements for providing feedback within the health system. Through discussion, role-playing, and case-based scenarios, attendees will practice applying efficient feedback strategies that promote learner engagement, reflection, and continuous improvement.

APR 22, 2026 12:00pm–1:30pm **MMEC 3-101**

Continuous Career Development (Years 6+)

ADVANCE

You Are a Full Professor – Now What?

Reaching the rank of full professor is a major academic achievement, marking a shift in both expectations and opportunities.

This session will guide full professors through this next phase of their careers, focusing on leadership development, mentorship of junior faculty, impactful scholarship, and creating a lasting academic legacy.

Attendees will learn strategies for refining their leadership roles, sustaining professional growth, and contributing meaningfully to both institutional and community development, while balancing their personal and professional lives.

SEPT 9, 2025 12:00pm–1:30pm **MMEC 3-101**

Continuous Career Development (Years 6+)
Continued

ADVANCE

You Are an Associate Professor – What's Next?

Stepping into the role of an associate professor brings new responsibilities, opportunities, and expectations. This dynamic training session is designed specifically for new associate professors in medical education, providing essential tools to navigate this pivotal career stage with confidence and impact.

SEPT 30, 2025 12:00pm–1:30pm **MMEC 3-101**

DISCOVER

Expanding Your Research: Designing Effective Educational Research Projects in Medical and Graduate Education

This session focuses on how biomedical faculty and clinicians, experienced in conducting research in their own disciplines, can leverage their research skills to design impactful educational research projects.

Participants will learn to formulate meaningful research questions specific to medical and graduate education, develop study designs that address key challenges in teaching and learning, and apply appropriate research methodologies to assess and improve educational practices.

The session emphasizes strategies for integrating educational research into clinical and academic settings, empowering faculty to enhance their teaching while contributing to the broader field of medical and graduate education scholarship.

DEC 2, 2025 12:00pm–1:30pm **MMEC 5-101**

Continuous Career Development (Years 6+)
Continued

TEACH

Make Learning Stick: Applying Adult Learning

This session focuses on the practical application of adult learning theory to curricular design, drawing insights from the book Make It Stick. Participants will explore how evidence-based principles of learning, such as retrieval practice, spaced repetition, and the importance of active engagement, can be integrated into course design to enhance long-term learning retention.

Through discussion and interactive activities, senior faculty will refine their teaching strategies to foster more effective learning experiences and improve learner outcomes.

DEC 4, 2025 12:00pm–1:30pm **MMEC 5-101**

ADVANCE

Mastering Faculty Mentorship: Building Meaningful Relationships for Growth and Success

Effective mentorship is crucial for professional and academic development, requiring more than just advice-giving.

This session will provide participants with strategies to develop their mentoring style, foster strong relationships, and make a lasting impact on mentees' growth. Attendees will explore essential aspects of mentorship, including active listening, feedback, expectation-setting, and supporting both personal and professional development.

By the end of the session, participants will be ready to create positive mentoring relationships that promote success and growth.

JAN 27, 2026 12:00pm–12:50pm **MMEC 6-101**

Continuous Career Development (Years 6+)
Continued

TEACH

Insights Into Philanthropy: Strategic Donor Engagement & Stewardship for Clinicians

Audience: Clinical faculty by leader and self-nomination

Donors support promising programs, not needy institutions. In this stand-alone, two-hour session, faculty will learn how they can directly affect donor engagement by sharing their work as a compelling philanthropic opportunity.

Participants will also learn strategies for cultivating a philanthropic mindset through partnering with development to provide meaningful and appropriate stewardship through setting expectations and framing the progress of their work in a manner that drives consistent, enthusiastic support.

FEB 2026

LEAD

Strengths-Based Leadership: Activating the Power of Your Team

Great leaders maximize their impact by understanding and leveraging their unique strengths and those of their teams. This session introduces strengths-based leadership principles, with a focus on the CliftonStrengths assessment, helping participants identify and apply their core strengths in leadership roles.

Through introspection, collaborative discussions, and hands-on activities, attendees will learn to build high-performing teams, foster engagement, and lead with authenticity. By focusing on strengths, participants will develop a leadership style that enhances productivity, morale, and long-term success. Ideal for current and aspiring leaders, this session will help cultivate an authentic and effective leadership approach.

APR 7, 2026 12:00pm–1:30pm **MMEC 3-101**

Continuous Career Development (Years 6+)
Continued

LEAD

Insights Into Philanthropy: Interdisciplinary and Cross Campus Research Fundraising

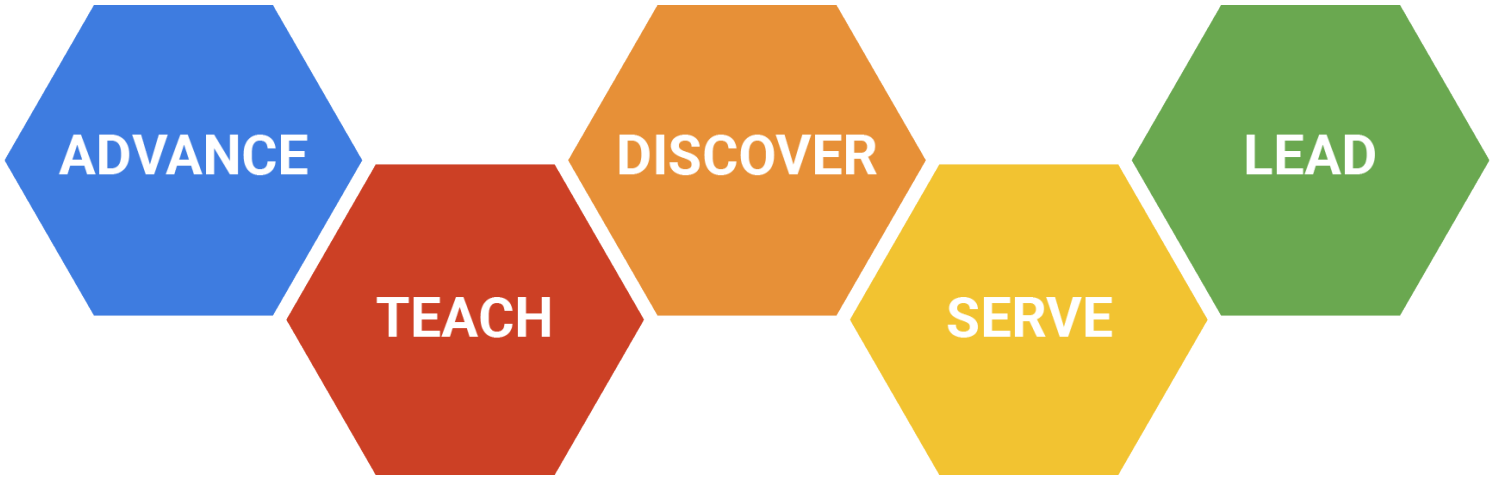
Audience: Research faculty by leader and self-nomination

As a complement to more traditional funding streams, private philanthropy can be a meaningful source of flexible support for academic research. In this stand-alone, working session, research faculty will explore steps they can take to leverage the philanthropic opportunity by playing active roles in donor engagement.

Participants will learn how aligned, collaborative institutional fundraising maximizes impact, ensures project sustainability, and provides meaningful return on philanthropic investment to the institution, the donor and the individual faculty member.

JUNE 2026 Contact for time and location

Learn more about this session



NEED MORE?



We are so excited for the learning opportunities we have detailed for the coming 2025-2026 academic year. If you have not yet found the perfect workshop for your group, take a look at the topics below. We can customize a session to meet your needs.

For more information contact Jody Hedstrom.

Session topics

- Research Gap Identification
- Formulating A Research Question
- Systematic Reviews
- MERC (Medical Education Research Certificate)
- Scientific Storytelling: Engaging Your Audience Through Storytelling And Science
- Cultivating Research Opportunities Through In-Person Networking
- Reviewing Like An Expert
- Promoting Professionalism: Developing A “Coffee Cup Conversation” Program
- Power Of Positive Teams
- Power Of Positive Leadership
- The Energy Bus
- Refining your Vision
- Building The Leaders Of Tomorrow-Mentorship For Senior Faculty
- Leading with a Coaching Approach
- Change Management
- Managing Up: How to get the most out of your yearly evaluation
- Professional Identity and Values: Clarification, Formation and Growth
- Setting the Course for Success: Goal Setting and Habit Formation Strategies for Faculty (may be similar to Developing Your Vision under Lead)
- Email Efficiently
- Perfect Your Elevator Pitch
- Personal Learning Networks
- Visual Abstract and Poster Design
- ORCID
- Cultivating a Courageous Presence
- Mastering Team-Based Learning: Designing Activities, Facilitating Teams, and Integrating Assessment
- Promotion As A Process: How To Prepare For Success From Day One
- Promotion preparation: Teaching and Research
- Promotion preparation: Advancing in your clinical career



Jean Bailey, Ph.D.

Associate Dean for Faculty Development, Professor

Dr. Jean Bailey is a visionary leader in faculty development at VCU SOM, dedicated to fostering academic excellence in medical and graduate education and professional growth. She empowers faculty to thrive in their careers and develop as leaders, scholars, and educators.

With 13 years experience as a faculty development leader at two institutions and degrees in education and educational leadership, Dr. Bailey guides the amazing SOM faculty development team in their efforts to provide rich, engaging learning opportunities for all SOM faculty. She networks with colleagues and through scholarship at the institutional, regional, national, and international levels to learn and share her work with others.

She is a certified coach and a certified Appreciative Inquiry facilitator and serves as steering committee chair for the AAMC Medical Education Research Certificate program. Through her work, Dr. Bailey cultivates a dynamic and supportive environment that drives lifelong learning and institutional success.

CLIFTONSTRENGTHS

- HARMONY
- INDIVIDUALIZATION
- CONNECTEDNESS
- RESTORATIVE
- POSITIVITY



Betsy Ripley, M.D., M.S., PCC

Executive Director for Faculty Coaching and Leadership Development
Senior Advisor for Faculty Development, Professor

As a tenured professor, Dr. Ripley practiced medicine for over 35 years. She held several leadership roles, including Senior IRB Chair, Executive Director of the Clinical Research Center, FDA Compliance Officer, and IM Associate Chair for Faculty Development.

Passionate about helping others grow, Dr. Ripley served as Senior Associate Dean for Faculty Affairs for eight years and Vice Dean for two. She earned a Certificate in Leadership Coaching for Organizational Well-Being from George Mason University and became an ICF certified coach in 2023.

Dr. Ripley is also certified in TQ Transition Coaching, CliftonStrengths, and Art in Coaching. In July 2024, she became the inaugural Executive Director for Faculty Coaching and Leadership Development for the School of Medicine.

CLIFTONSTRENGTHS

- RESPONSIBILITY
- LEARNER
- HARMONY
- MAXIMIZER
- RELATOR



Kevin Harris, Ph.D., M.S.A.

Assistant Dean for Faculty Development

In his role as the Assistant Dean for Faculty Development, a role also referred to as the Senior Advisor to Leadership and Negotiator for Culture and Engagement, Dr. Harris supports a positive and transparent work environment by helping to address workplace issues, resolve conflicts, and promote constructive communication, also serving as a confidential, neutral resource.

His responsibilities include leading organizational development initiatives, providing conflict mediation services, conducting education and awareness programs, and offering strategic consultation. Prior to this, Dr. Harris served in the School of Medicine and was the Associate Vice President for Strategic Initiatives and Engagement in the Office of the Senior Vice President for Health Science.

He began his career at the Association of American Medical Colleges. Dr. Harris holds a Ph.D. in Public Policy and Administration from the L. Douglas Wilder School of Government and Public Affairs, with his primary research focused on higher education and interprofessional education. He is also a Certified Education Specialist and a Facilitator for several training programs.

CLIFTONSTRENGTHS

- CONNECTEDNESS
- IDEATION
- ADAPTABILITY
- STRATEGIC
- DEVELOPER



Stacey Wahl, Ph.D.

Senior Instructional Designer, Associate Professor

Dr. Wahl is a passionate educator and faculty development leader at VCU SOM, dedicated to enhancing teaching, mentorship, and career growth in academic medicine. She specializes in creating innovative programs that empower faculty to excel as educators, researchers, and leaders.

Through her work, Dr. Wahl fosters an inclusive and collaborative environment that supports lifelong learning and professional success. In 2022 Dr. Wahl joined OFAFD and oversees the regular faculty development calendar.

A Center for Improved Mentoring Experiences in Research trained facilitator, Dr. Wahl leads the Advanced Research Mentoring program, a SOM initiative to provide evidence-based mentoring training for faculty. Dr. Wahl is also certified in CliftonStrengths Coaching and Becoming a Resilient Scientist facilitation.

CLIFTONSTRENGTHS

- LEARNER
- ACHIEVER
- RESTORATIVE
- COMMUNICATION
- CONNECTEDNESS



Kenneth Warren Foster, Ed.D.

Senior Instructional Technologist, Affiliate Associate Professor

Dr. Kenneth Warren Foster is the senior instructional technologist and faculty developer in the Office of Faculty Affairs and Faculty Development and has been engaging medical educators to re-imagine, reframe, and revitalize teaching practices that are intentional, innovative, and inclusive for accessible learning environments since 2013.

He supports online learning and assessment, promotes the scholarship of teaching and learning, and, as an Affiliate Associate Professor, he teaches and contributes to courses and learning opportunities focused on educational technology, media production and artificial intelligence.

For the last decade, he has helped to develop a thriving curriculum around digital storytelling and narrative medicine that fosters reflective practice for medical students and residents.

CLIFTONSTRENGTHS

- INDIVIDUALIZATION
- ACTIVATOR
- CONNECTEDNESS
- IDEATION
- RELATOR



Jody Hedstrom

Senior Program Specialist

Jody Hedstrom is a self-directed professional at VCU SOM, committed to supporting faculty development and academic excellence. With a strong background in communication and program coordination, she oversees major annual events such as the WISDM Leadership Conference, Faculty Excellence Awards and SOM New Faculty Orientation as well as symposiums, seminars, and workshops.

Jody works behind the scenes, planning, promoting, and managing all aspects of these initiatives to ensure their success, while handling multiple competing priorities, often under tight deadlines.

As a former mediator, Jody fosters a collaborative and engaging environment of respect, professionalism and civility that enhances professional development and lifelong learning.

CLIFTONSTRENGTHS

- INTELLECTION
- EMPATHY
- ACHIEVER
- DEVELOPER
- CONNECTEDNESS

OUR TEAM



Kathy O'Kane Kreutzer, M.Ed.

Director, Special Projects, Adjunct Assistant Professor

Kathy O'Kane Kreutzer, M.Ed. brings over 40 years of experience to her role in OFAFD. She has extensive experience in instructional design, faculty and leadership development, cultivating collaborative projects, evidence-based teaching, and supporting scholarship (particularly new scholars).

Her passion is working with her colleagues to create a positive and inclusive environment for all. She served as Chair of the AAMC's Southern Group on Educational Affairs (SGEA), been a SGEA MESRE Representative, and was a founding faculty member in the AAMC's LEAD certificate program.

Kathy is currently Co-Director of Author Development and serves on the Editorial Board for MedEdPORTAL, The Journal of Teaching and Learning Resources.

