

Don't Overlook Your New Faculty

Allison Arendale, MPA, CPA
Chief Financial Officer

Rick Streiffer, MD
Professor of Family Medicine and Past Dean

University of Alabama College of Community Health Sciences
Tuscaloosa, Alabama



College of
Community
Health Sciences

Objectives

Upon completion of the session attendees will be able to

- List several typical faculty/professional development needs of new faculty
- Provide ideas, tips, tools, models to start to address those needs
- Identify 2 actionable takeaways for your organization

NOT about “On-Boarding”



College of
Community
Health Sciences

Group Activity

Why invest early in new faculty?

New Faculty

- May feel lost, friendless
- May not be aware of local history, culture, values
- Knowledge/skills are empowerment
- Recent residents or private practitioners know little about academics, what success takes
- People are our most important resource
- We hear “Things I wish I had known”



College of
Community
Health Sciences

Group Activity

What do you think are the needs/interests/priorities of your new faculty?



College of
Community
Health Sciences

What We Did/Are Doing

Goal:

- Develop “community” among new faculty
- Address their identified needs
- Address some of what we think they need for success

Activities: Dinner meetings



College of
Community
Health Sciences

“Where we found the greatest spaces for connection — the presence of connection and the opportunity to cultivate greater connection — was perhaps the bigger surprise: dinner.”

- Métraux, Elizabeth L., Dana Hiniker, and Patrick Kinner.
“Breaking Bread” to Combat Burnout. NEJM Catalyst 5.2 (2019).



College of
Community
Health Sciences

“In those first years, the doctors’ dining room...were my source of continuing political and medical acculturation... Today, lunches are solitary, eaten at desks from plastic containers from home or takeout from local restaurants while catching up on email, writing charts before the afternoon begins, or answering online patient inquiries....

“If we can’t recreate doctors’ dining rooms, we can at least create safe spaces and time for conversation and connections. Try calling a colleague and have a coffee or a meal together. Talk of many things and, perhaps, even talk about the work we do.”

- Frey, John J. "Professional loneliness and the loss of the doctors’ dining room." *The Annals of Family Medicine* 16.5 (2018): 461-463.



College of
Community
Health Sciences

What We Did/Are Doing

Goal:

- Develop “community” among new faculty
- Address their identified needs
- Address some of what we think they need for success

Activities: Dinner meetings - Connectedness

- Introductions
 - To each other and the organization
 - Their interests, goals
 - Resources, Pearls, “What I wish I had known”
- Survey



College of
Community
Health Sciences

New Faculty Interests/Concerns/Priorities

11-18-23

Place a check in column that best matches your level of concern or priority. Then circle your 3 highest priority areas

Concern/Priority	High	Some	Little	Comments
<i>SAMPLE: Eating Enough Chocolates</i>	✓			No time to go to my favorite chocolate shop
Navigating hierarchy of the organization				
Clarity of job duties, expectations				
Receiving structured & regular feedback				
Developing, maintaining clinical activity, confidence				
Interactions with co-faculty				
Identifying, pursuing academic/research interests				
Identifying, pursuing academic career directions				
Promotion				
Desire for mentorship				
Knowledge gaps in				
Administration and Management				
Leadership skills				
Research/scholarship				
Curriculum development				
Political Advocacy				
Teaching skills				
Balancing work & family goals/ time				
Maintain, improve personal health				
Time management				
Learning about faculty development fellowships				
Financial concerns				
Other Interests, Concerns, Priorities, Comments:				

Survey



College of
Community
Health Sciences

Survey, p1

- Navigating hierarchy of the organization
- Clarity of job duties, expectations
- Receiving structured & regular feedback
- Developing, maintaining clinical activity, confidence
- Interactions with co-faculty
- Identifying, pursuing academic/research interests
- Identifying, pursuing academic career directions
- Promotion
- Desire for mentorship
- Learning about faculty development fellowships



College of
Community
Health Sciences

Survey, p2

- Knowledge gaps in
 - Administration and Management
 - Leadership skills
 - Research/scholarship
 - Curriculum development
- Political Advocacy
- Teaching skills
- Balancing work & family goals/ time
- Maintain, improve personal health
- Time management
- Financial concerns



College of
Community
Health Sciences

Survey Results- Top 10

1. Balancing work & family goals/time
2. Teaching skills
3. Identifying, pursuing academic/research interests
4. Promotion
5. Identifying, pursuing academic career directions
6. Maintain, improve personal health
7. Interactions with co-faculty
8. Time management
9. Knowledge gaps in Research/scholarship
10. Desire for mentorship



Survey Results- Select Comments

- *“I have ideas, need direction!”*
- *“Not always sure about expectations...”*
- *[Re: clarity of job duties] “Up in the air; working on this”*
- *“Those loans!”*
- *“Big concern – time management and balance [home vs work, teaching students vs clinical duties]”*
- *“Not sure I am doing well or not”*
- *“I feel there is always pressure to do research in academics, but I am not sure I want to do research.”*
- *“I am uncertain of my goal in an academic career.”*
- *“Difficult to have a job/career/work, be a wife, and mommy PLUS have time to take care of myself.”*



What We Have Done So Far

Two Dinner meetings, a 3rd Planned next Month

- Established ground rules, frequency, etc
- Shared a few pearls
- Offered my availability individually
- Checked in
- Reviewed survey results
- Topics:
 - Promotion and Tenure
 - Giving Feedback

Between meetings

- Shared with chairs
- Individual conversations/guidance
- “Wander around”



College of
Community
Health Sciences

Takeaways



College of
Community
Health Sciences

Resources

1. Academic Promotion for Clinicians: A Practical Guide to Academic Promotion and Tenure in Medical Schools By Anne Walling Cham, Switzerland, Springer Nature, 2018, 174 pp., paperback
2. BMJ “ABC of Learning and Teaching in Medicine” Series (2003, Vol 326
3. Frey, John J. "Professional loneliness and the loss of the doctors' dining room." *The Annals of Family Medicine* 16.5 (2018): 461-463.
4. Liaw, Winston, et al. "The scholarly output of faculty in family medicine departments." *Family medicine* 51.2 (2019): 103-111.
5. Métraux, Elizabeth L., Dana Hiniker, and Patrick Kinner. ""Breaking Bread" to Combat Burnout." *NEJM Catalyst* 5.2 (2019)
6. Rosenbaum, Marcy. "Competencies for medical teachers." *SGIM Forum*. Vol. 25. No. 9. 2012.
7. Windish, Donna M., et al. "A Guide for Increasing Scholarship for Medical Educators." *Journal of general internal medicine* 34.7 (2019): 1348-1351.
8. <https://www.stfm.org/teachingresources/resourcesfor/newfaculty/overview/>

