

7th ANNUAL PLFSOM FACULTY GOVERNANCE RETREAT SUMMARY

September 16, 2020

ATTENDEES

Lisa Ayoub-Rodriguez, M.D.	Assistant Professor of Pediatrics	President-Elect, Faculty Council
Ricardo Belmares, M.D.	Instructor of Medical Education	Member, Committee on Student Grading & Promotion
David Briones, M.D.	Professor of Psychiatry	Chair, Faculty Grievance & Hearing Committee
Daniel Bustamante, M.D.	Assistant Professor of Pathology	President, Faculty Council
Jorge Cervantes-Gonzalez, M.D., Ph.D.	Assistant Professor of Medical Education	Representative, Faculty Council
Brian Davis, M.D.	Professor of Surgery	Representative, Faculty Council
Abhizith Deoker, M.D., FACP	Assistant Professor of Internal Medicine	Representative, Faculty Council, Member, Graduate Medical Education
Huanyu Dou, M.D.	Associate Professor of Molecular & Translational Medicine	Member, Committee on Faculty Appointments, Promotion and Tenure, and Comprehensive Performance Appraisal (CFAPTA)
Alok Dwivedi, Ph.D.	Associate Professor of Molecular & Translational Medicine	Representative, Faculty Council
Fatima Gutierrez, M.D.	Assistant Professor of Pediatrics	Chair, Committee for Diversity and Inclusion
Christiane Herber-Valdez, Ed.D.	Assistant Professor of Medical Education	Chair, Committee on Evaluation of Educational Programs
Naima Khamsi, M.D.	Assistant Professor of Obstetrics & Gynecology	Representative, Faculty Council
Niti Manglik, M.D.	Assistant Professor of Medical Education	Member, Committee on Curriculum and Educational Policy
Stormy Monks, Ph.D., M.P.H.	Associate Professor of Emergency Medicine	Representative, Faculty Council
Ricardo Salazar, M.D.	Associate Professor of Psychiatry	Immediate Past President, Faculty Council
Silvina Tonarelli, M.D.	Assistant Professor of Psychiatry	Chair, Committee on Continuing Education
Gerardo Vazquez, M.D.	Assistant Professor of Family and Community Medicine	Representative, Faculty Council
Anantha Vellipuram, M.D.	Assistant Professor of Neurology	Representative, Faculty Council

NOT PRESENT

Adam Adler, M.D.	Assistant Professor of Orthopaedic Surgery & Rehabilitation	Representative, Faculty Council
Jose Gavito-Higuera, M.D.	Assistant Professor of Radiology	Representative, Faculty Council

PURPOSE

The purpose of the Faculty Governance Retreat is to generate broad perspectives from faculty on issues to be addressed by the medical school. Representatives of the Faculty Council, Academic Council, and standing committees attend the retreat in order to identify issues of concern and generate suggested solutions. The summary is to be presented to the PLFSOM Dean and senior leadership at a later Dean's Council meeting. Due to the COVID-19 pandemic, and the campus' Phase II: Limited Operations status, this year's retreat was hosted virtually via Webex.

OVERVIEW OF RETREAT OBJECTIVES

Dr. Bustamante stated the objectives of this year's retreat were to discuss concerns brought forth by the PLFSOM faculty; elicit possible solutions to the issues identified; and develop obtainable goals to achieve over the next year. To create realistic goals, Dr. Bustamante encouraged the attendees to create "SMART" goals that are specific, measurable, attainable, relevant, and time-based. Dr. Bustamante reminded faculty of the retreat topics from the last faculty governance retreat in 2019: Faculty and Student Diversity, Medical Student and Resident Education, and Recruitment, Retention, Tenure and Promotion.

BREAKOUT GROUPS

A total of 18 attendees represented the Faculty Council and the standing committees listed in the PLFSOM Faculty Bylaws. Attendees were divided into 3 breakout groups based on their self-identified preferences. The topics were identified through faculty input obtained at the February 2020 Faculty Council meeting. The following faculty officers served as moderators for the groups:

- I. **Marketing TTUHSC El Paso:** Lisa Ayoub-Rodriguez, M.D., Assistant Professor, Department of Pediatrics, Faculty Council President-Elect
- II. **Mentoring:** Daniel Bustamante, M.D., Assistant Professor, Department of Pathology, Faculty Council President
- III. **Faculty Incentives:** Ricardo Salazar, M.D., Associate Professor of Psychiatry, Faculty Council Immediate Past President

REPORT-OUT SUMMARIES

I. MARKETING TTUHSC EL PASO – Moderated by Dr. Lisa Ayoub-Rodriguez, Pediatrics, Faculty Council President-Elect; Reported by Dr. Fatima Gutierrez, Pediatrics, Chair for the Committee on Diversity

Faculty acknowledge awareness of some marketing efforts by the institution including the website, billboards, and Facebook, but they aren't aware of marketing campaigns or all areas in which TTUHSC El Paso has a presence. The faculty believes that marketing efforts should address two different targets:

- a) Recruitment of prospective faculty, residents, and students, and
- b) Current and future patients

Concerns regarding the marketing of TTUHSC El Paso and the medical school include the following:

- Faculty are not fully aware of institutional marketing efforts, including commercials, podcasts, and Facebook/social media sites.
- There is a lack of visibility for unique services offered by the medical school, including specialties such as neuro-ophthalmology, which many in the community are not aware are offered at Texas Tech.
- Current billboard advertisements do not seem to have a clear target and are not memorable.
- Social media is an important recruitment and marketing tool but this is underutilized at the departmental levels for focused content. Maintaining a social media presence is time-intensive. Policy for utilizing social media and process is not clear.
- The process to develop promotional flyers and educational materials is cumbersome, unclear and lengthy when requested by faculty members.

Suggested solutions:

- TTUHSC El Paso faculty should be made aware of current marketing strategies and campaigns with potential focus groups.
- Marketing efforts should address the two different target audiences (patients and prospective recruits at all levels) and both should include education components.
- Faculty want to provide input in suggesting strategies to increase the visibility of unique services as the best in the region. Faculty may have suggestions on how to reach the target audience, recognizing the younger generation will likely respond to Facebook/social media while older generations may prefer television and newspaper.
- The process for faculty to develop and obtain educational materials and flyers for clinical services should be streamlined and accelerated.
- Radio, news and television marketing would allow faculty to tell a story and introduce new faculty members. Faculty members recommend the profiling of stories such as homegrown physicians coming back, or marketing unique services offered by the medical school.
- Faculty members request a structured policy and social media procedures/guidelines for faculty to follow in order to develop a social media presence at departmental levels for interested departments that have the resources and time to commit to a social media channel.
- Motivation for faculty to participate in marketing should include time (it takes time to post social media content regularly several times per week), a potential social media committee/chair role (departmental or campus-wide), and recognition of efforts in social media marketing and development of educational materials as scholarship in the promotion process.

II. MENTORING - Moderated by Dr. Daniel Bustamante, Pathology, Faculty Council President; Reported by Dr. Brian Davis, Surgery Faculty Council Representative

Mentorship is critical to successful faculty promotion. A lack of mentorship is a hardship that may be behind the lack of ascension from assistant professor to associate professor within the medical school.

Concerns regarding mentorship include:

- A lack of faculty mentorship is impacting faculty members' ability to achieve successful promotion.

- Faculty are struggling with juggling a “3-level game” for productivity at local, regional and national levels (clinical duties, educational leadership, scholarship, and professional organization/committee service) and need mentors to assist.
- Department chairs should assist faculty in obtaining internal and external mentors, but chairs are often overwhelmed with administrative duties.
- The composition of the faculty includes many assistant professors, some associate professors, and few professors, therefore, the availability of internal senior faculty mentors is limited.
- Faculty have a difficult time finding a mentor and have not been approached with mentorship offers.
- Mentors need to be attuned to their responsibilities in helping mentees grow beyond a local level to a regional level of recognition or national stature for successful faculty promotion.
- There is a lack of awareness by faculty of the formal institutional faculty mentoring program offered at PLFSOM by the Office of Faculty Development. The program is not well publicized as many retreat participants and faculty members unaware of its availability.
- There is a lack of recognition for work performed by program directors and clerkship directors in educator roles through educational value units (EVUs).

Suggested solutions:

- Implement a requirement for all faculty to have mentees at all ranks. Mentors should be given credit for mentoring in tenure and promotion process to incentivize faculty to assume mentorship roles.
- Implement a requirement for assistant professors to have a mentor, whether internal or external, that is documented as part of the promotion package.
- Department chairs should take the lead in ensuring faculty have access to mentors.
- Engage faculty early on through mentoring and productive pairings with clinicians or researchers for scholarly productivity through cross-institutional and cross-departmental opportunities.
- Faculty need stronger links to the Office of Faculty Development for participation in the institutional faculty mentoring program. Recognize the barriers of the faculty mentoring program and develop a formal program evaluation. Mentors and mentees need guidelines to help, but not interfere, with the mentoring relationship.
- Promote awareness by clinical faculty of basic science and translational research resources available at the medical school through oversight by the Faculty Council.
- Form an internal faculty affairs committee to help promote the contributions of educators so that educational contributions count as much as publications. Faculty need stronger links to the Office of Faculty Affairs to document the pathway to promotion and leadership for educators and clinicians.
- Senior faculty need to “pull people up through the ranks” to get junior faculty involved in national committees. Faculty should also engage with their professional organizations as most have mentoring programs to help junior members develop a national presence.

III. FACULTY INCENTIVES – Moderated by Dr. Ricardo Salazar, Psychiatry, Faculty Council Immediate Past-President; Reported by Dr. Silvina Tonarelli de Maud, Psychiatry, Chair for Committee on CME

Faculty incentives, including faculty recognition and appreciation, are important to support faculty retention. Junior faculty have different recognition needs than senior faculty, but incentives and recognition are important to sustain faculty satisfaction.

Concerns regarding faculty incentives include:

- Promises made at the time of initial recruitment may not be maintained when commitments for financial incentives included in faculty offer letters are later eliminated when departmental incentive programs are ended.
- Forms of faculty recognition previously available are no longer offered, including the Faculty Recognition Banquet and faculty awards/recognition for research, teaching, scholarship, promotion and tenure.
- Mentorship is an important incentive, but many faculty don't realize a faculty mentoring program is available.

Suggested solutions:

- Grant faculty an administrative title or endorsement for administrative work efforts, such as committee chair or director, to increase motivation and help faculty towards promotion and tenure.
- Offer joint appointments in other departments within the school as an incentive for faculty who have strong relationships and collaborations with another department. This also facilitates access to databases for shared projects.
- Offer support for faculty and their families:
 - Offer spousal employment through faculty/staff appointments for qualified family members to increase retention of faculty and families.
 - Improve the health insurance plan offered to faculty and families to make it more affordable for families.
- Offer incentives for faculty members who are carrying a larger load when colleagues in the same specialty/discipline leave the institution. The faculty members who stay behind have increased workloads and are at risk of burning out, so be flexible in offering incentives to reward their work.
- Offer professional development/conference fund bonuses for faculty who are producing high quality publications.
- Offer a structured mentoring program to provide mentors for faculty to provide continuity of support following the faculty development course offered to new faculty.
- Offer faculty resources and training in research to promote interdisciplinary collaboration and help them achieve promotion.
- Implement a debriefing (faculty exit interview) when a faculty member leaves the institution so we can learn what could have been done differently to proactively encourage faculty retention.
- Develop a formal and sustainable medical school Faculty Incentive Plan to reward both junior and senior level faculty who meet milestones.
- Reactivate the awards programs and Faculty Recognition Banquet.

CONCLUSION

Dr. Lisa Ayoub-Rodriguez, Faculty Council President, will consult with 2020-2021 Faculty Council Officers, Dr. Anantha Vellipuram, President-Elect, and Dr. Daniel Bustamante, Immediate Past-President, and utilize the mechanisms in the PLFSOM Faculty Bylaws to address the issues with the Dean. Further updates will be provided through the Faculty Council.