

10TH ANNUAL FSOM FACULTY GOVERNANCE RETREAT SUMMARY

April 15, 2024

ATTENDEES

KoKo Aung, M.D., M.P.H.	Associate Dean of Faculty Affairs, FSOM; Vice President for Faculty Success, TTUHSC El Paso; Professor of Internal Medicine	Chair, CFAPTA
Daniel Bustamante, M.D.	Assistant Professor of Pathology	Representative, Faculty Council; Elected Representative, Academic Council
Jose Castro Garcia, M.D.	Assistant Professor of Surgery	Representative, Faculty Council
Abhizith Deoker, M.D.	Associate Professor of Internal Medicine	President, Faculty Senate; Representative, Faculty Council; Representative, Committee on Graduate Medical Education
Alok Dwivedi, Ph.D.	Associate Professor of Molecular and Translational Medicine	President, Faculty Council; Representative, Faculty Senate
Maureen Francis, M.D.	Assistant Dean for Medical Education; Professor of Medical Education	Curriculum and Educational Policy Committee, Chair
Katherine Hartl, M.D.	Assistant Professor of Family and Community Medicine	Representative, Faculty Council
Thwe Htay, M.D.	Assistant Dean for Student Affairs; Professor of Internal Medicine;	Chair, Committee on Medical Education
Hugo Kato, M.D.	Assistant Professor of Pediatrics	Representative, Faculty Council
Antonio P. Maldonado, M.D.	Associate Professor of Obstetrics and Gynecology	Representative, Faculty Council; Representative, Committee on Student Grading and Promotion
Charmaine Martin, M.D.	Associate Dean for Student Affairs; Associate Professor of Family and Community Medicine	Chair, Committee on Student Affairs
Stormy Monks, Ph.D., M.P.H.	Associate Professor of Emergency Medicine	Immediate Past-President, Faculty Council; Representative, Academic Council; Representative, Faculty Senate; Representative, Physician and Student Wellbeing Committee; Representative, Faculty Grievance and Hearing Committee
Stephanie Nemir, M.D., Ph.D.	Assistant Professor of Surgery	Representative, Academic Council
Michael Parsa, M.D.	Associate Professor of Emergency Medicine	Chair, Committee on Student Grading and Promotion
Gregory Patek, M.D., O.D.	Assistant Professor of Emergency Medicine	Chair, Committee on Medical School Admissions
Claudia Propero Ponce, M.D.	Assistant Professor of Neurology	Representative, Faculty Council
Dale Quest, Ph.D.	Professor of Medical Education	President-Elect, Faculty Council; Representative, Academic Council; Representative, Curriculum and Educational Policy Committee; Representative, Faculty Grievance and Hearing Committee
Vital Rangashamanna, M.D.	Assistant Professor of Radiology	Representative, Faculty Council; Representative, Committee on Medical School Admissions
Lela Ruck, M.D.	Assistant Professor of Internal Medicine – Transmountain	Representative, Faculty Council
Peter Thompson, M.D.	Professor of Psychiatry	Chair, Physician and Student Wellbeing Committee

NOT PRESENT

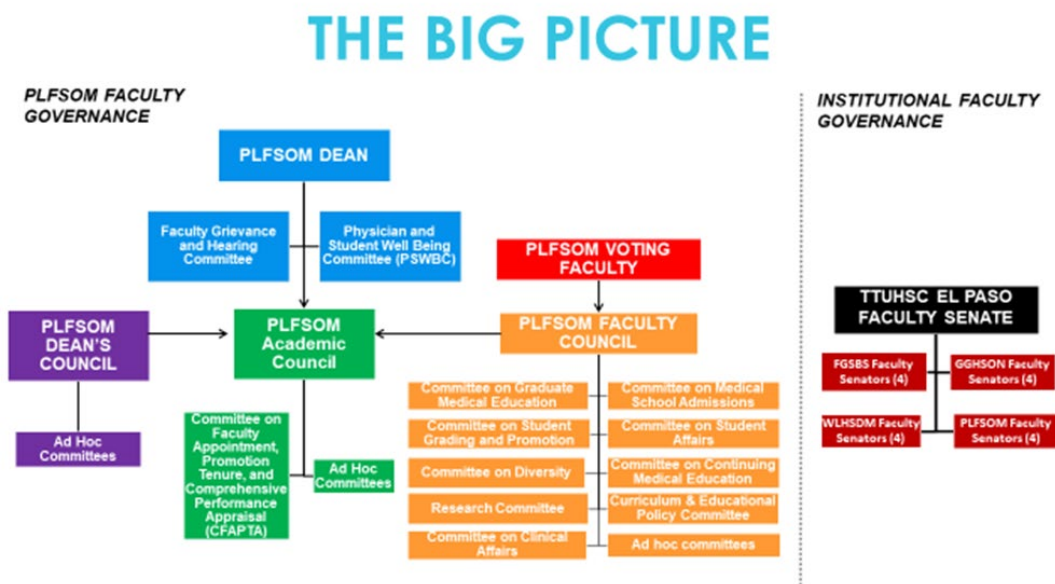
Adam Adler, M.D.	Associate Professor of Orthopaedic Surgery and Rehabilitation	Representative, Faculty Council
Mary Josephine A. Esparza, D.O.	Assistant Professor of Family Medicine – Transmountain	Representative, Faculty Council
Armando Meza, M.D.	Associate Dean for Graduate Medical Education; Associate Professor of Internal Medicine	Chair, Committee on Graduate Medical Education; Representative, Committee on Continuing Medical Education
Wayde Miller, M.D.	Assistant Professor of Anesthesiology	Representative, Faculty Council
Namrata Singh, M.D.	Associate Professor of Medical Education	Chair, Faculty Grievance & Hearing Committee
Sarah Walker, M.D.	Assistant Professor of Surgery	Chair, Committee on Clinical Affairs

PURPOSE

The Faculty Governance Retreat is a forum used to generate broad perspectives from FSOM faculty on issues to be addressed by the medical school. Representatives of the Faculty Council, the Academic Council, and standing committees attend the retreat and help identify issues of concern and generate suggested solutions and ideas. This summary will be presented to the FSOM Dean and senior leadership at a later Dean's Council meeting or other forum.

WELCOME AND CHARGE

Koko Aung, M.D., M.P.H., Associate Dean for Faculty Affairs, PLFSOM, and Vice President for Faculty Success, TTUHSC El Paso, welcomed retreat attendees. He reminded all participants of the importance of their input in this forum and asked them to focus their discussion on concrete issues, proposed goals, and solutions specific to the medical school. Dr. Aung presented a brief overview of the school's governance structure:



OVERVIEW OF RETREAT OBJECTIVES

Dr. Dwivedi, Faculty Council President, stated the objectives of this year's retreat were to discuss issues/concerns brought forth by the FSOM general faculty; elicit possible solutions to any issues identified; and identify one to two measurable and actionable goals for the next year on each topic to be presented to FSOM leadership. To create realistic goals, Dr. Dwivedi encouraged the attendees to create "SMART" goals that are Specific, Measurable, Actionable, Realistic, and Timely. Dr. Dwivedi announced the discussion topics for this retreat session: 1. Academic Promotion, 2. Capacity Building, and 3. Scholarly Engagement.

BREAKOUT GROUPS

A total of twenty FSOM faculty members attended the 10th Annual Faculty Governance Retreat. Attendees were self-assigned to one of three discussion groups based on topic preference. Historically, committee chairs holding an administrative office were asked to send a committee member in their place to help keep discussions focused on faculty suggestions and ideas. This year, the FSOM Faculty Council Officers opted to include administrative leaders who serve as committee chairs to participate with the purpose of generating open discussions between faculty and administration. Feedback generated from the retreat will be presented to FSOM senior leadership to help address faculty concerns. Each retreat topic was moderated by a Faculty Council Officer:

<u>TOPIC</u>	<u>MODERATOR</u>
I. Academic Promotion	Stormy Monks, Ph.D., M.P.H. Associate Professor, Department of Emergency Medicine; Immediate Past-President, Faculty Council
II. Capacity Building	Alok Dwivedi, Ph.D. Associate Professor, Department of Molecular and Translational Medicine; President, Faculty Council
III. Scholarly Engagement	Dale Quest, Ph.D. Professor, Department of Medical Education; President-Elect, Faculty Council

REPORT-OUT SUMMARIES

I. CAPACITY BUILDING:

Academic Promotion and Professional Development

Moderated by: **Alok Dwivedi, Ph.D.,** President, Faculty Council

Reported by: **Stephanie Nemir, M.D., Ph.D.,** Representative, Academic Council

Claudia Prospero-Ponce, M.D., Department of Neurology Representative, Faculty Council

The group noted that they greatly appreciate the opportunity to contribute to the success of their beloved TTUHSC El Paso FSOM institution. They noted that the ideas presented were meant to give Leadership a clearer view of the Faculty's experiences, professional desires and day-to-day struggles that they have experienced first-hand. They shared potential solutions and noted that they are excited to hear the plan produced to address these areas of opportunity. They noted their appreciation to Leadership for hearing their voices.

ISSUE OF CONCERN:

A. RECRUITMENT AND RETENTION OF FACULTY

The group noted that an issue of concern is recruitment and retention of faculty and the way it affects meeting the goals of the institution.

SUGGESTED SOLUTION:

A. RETENTION - KEEPING/RETAINING FACULTY

1. Set a goal to reduce faculty attrition by 50% across all departments over the next three years
 - Tie bonuses of Associate Dean for Faculty Affairs and the Department Chairs to their ability to retain faculty
 - Associate Dean for Faculty Affairs should present objective data and specific steps on problem-solving for faculty attrition (root cause analysis and problem-solving)
 - Associate Dean for Faculty Affairs should ask Department Chairs what Faculty Affairs can do to assist with recruitment and retention, and then actively work to resolve issues
 - Associate Dean for Faculty Affairs should compile various incentive packages and propose these to the chairs to see if any might be of use, ideas for this could come from other schools or in-house
2. Create a neutral outlet where the current faculty can be assessed and voice their goals/aims in order to be successful
 - Standardize an annual meeting with the Department Chair and each of the faculty to assess expectations/contract/goals fulfillment
 - Create an annual meeting with an ombudsman (a neutral party) to assess the contracts/expectations and potential retention
 - Faculty Affairs to conduct random contract audits, with the intent to make sure faculty contracts are being honored and job creep does not occur
 - Annual audits of offer letters and actual duties
3. Root cause analysis on clear reasons why faculty left
 - Create more specific categories on exit interviews to obtain better data about why faculty are leaving
 - Develop an intensive survey on exit interviews with specific notes on why faculty are leaving
 - Develop a root cause analysis and present the data of reasons in order to make them a targetable aim for future improvement have an ombudsman present for faculty to give specific reasons
 - Consider also performing anonymous surveys to evaluate concerns of existing faculty, so that issues may be addressed before they result in attrition. Could also be performed through an ombudsman who could gather data and provide feedback to leadership while maintaining anonymity
4. Standardize additional work roles/time/salary (research vs clinic)
 - Is the Clerkship directors' time protected and salary? Could this be standardized among departments?
 - Improve accountability on the Clerkship directorship for protected time or salary

5. Give the Chairs a way to better compensate each faculty member
 - Both for clinic vs academic
 - Not all the work should be compensated using RVUs
6. Inflation adjustments for salaries every year
7. Make salaries similar/comparable to salaries within the community
8. Set the clinics up for success (the efficiency of clinic staff)
 - Seriously address the current clinics status
 - Front desk, nurses-MA, Techs, and all adequate support
 - Address the current billing department efficiency
 - Centralization of Clinic Affairs creates a bottleneck in addressing patient concerns
 - Phone lines centralization preventing timely intervention
 - Not warm transfer to clinics
 - Improve the appointment set up
 - Calls received, answered, follow ups
 - Improve the fax referral
9. Work with chairs to find a senior faculty mentor for younger faculty

B. RECRUITMENT

1. Attracting clinical and research faculty, and someone who knows their job description should interview them
2. Fixed duration of recruitment process – if no success, should re-evaluate the job posting and attempt to determine reasons for difficulty
3. Carefully design the Interview/Recruitment documents; an expert in the area should be involved in the recruitment process
4. Follow up - Recruitment process
5. Comparable salary among the schools of the institution
6. Job must be clearly defined and representative of what the faculty will actually do when they arrive
7. Flexibility on roles/time and recruitment

II. ACADEMIC PROMOTION:

Academic Promotion, Mentoring, and Professional Development

Moderated by: Stormy Monks, Ph.D., M.P.H., Immediate-Past President, Faculty Council

Reported by: Daniel Bustamante, M.D., Department of Pathology Representative, Faculty Council

ISSUES OF CONCERN:

A. ACADEMIC PROMOTION

1. What are the challenges when facing academic promotion?
 - The promotion process is cumbersome and lacks opportunity; most faculty do not know where to begin or how to begin the process.
 - Some faculty get the green light to apply, and others feel undervalued when promotion is denied, and this connects to retention. Faculty tend to leave or say they are giving up scholarly activity. Can be demoralizing.
2. Mid-Point Review
 - Cumbersome and not related to what faculty do on a daily basis
 - The application is general
 - Difficult to apply information
 - There are delays once faculty complete the application process- takes several months
 - Transparency – Mid-Point Review
 - Chair feedback – if it is vague, it is not really helpful
 - Clinical duties – suggestions can be made, unsure if they are possible to execute given time management
 - The duties expected are difficult to complete during Mid-Point Review
3. Resources are Lacking
 - Affects data collecting and project initiating
 - Managing the IRB and IRIS websites is cumbersome
 - The hours of technicians are not as helpful as we would like for it to be
4. Clinical Resources
 - Having more resources to extract data, patient numbers
 - UMC performance data seems difficult to obtain
 - Unsure who to contact to gain more resources for support
5. Chair and Peer Support
 - Most faculty are not meeting with their Department Chair regularly to get feedback about getting ready for promotion
 - Disconnection – promotion is Chair-driven
 - The Chair does not meet with faculty – it is not reassuring
 - Number of full Professors at the institution is limited
 - Making time with clinical duties

SUGGESTED SOLUTIONS:

1. Having a progressive lens on the process for promotion
 - Exploring options from other institutions that have successful faculty with high volumes of successful promotions to help bring satisfaction and joy to the work that we all love doing
2. Teaching/Instruction
 - More resources for early faculty such as project building to help get started using the surveys
 - Guidance for project building - knowing where to begin and who to ask for help
 - Building a Qualtrics survey to ask for resources needed
3. Support
 - It would be good to have access to meeting with Department Chair
 - Having time for advice
 - Support group within departments
 - Opportunities to collaborate

III. SCHOLARLY ENGAGEMENT:

Scholarship of Application and Scholarship of Integration

Moderated by: Dale Quest, Ph.D., Medical Education, Faculty Council President-Elect

Reported by: P. Antonio Maldonado, M.D., Obstetrics & Gynecology, Faculty Council Representative; Committee on Student Grading and Promotion, Representative

ISSUES OF CONCERN:

A. TIME

How is time defined for each faculty member, and how is it being used?

- Depends on the faculty's contract
- How much time is being used day-to-day and how much administration, research, and educational time?

SUGGESTED SOLUTIONS:

A. USING TIME EFFICIENTLY

1. Finding inefficiencies in clinical work and processes that could be used for scholarly work
2. Not focusing on trying to fix a clinical problem, but rather looking at the problem as a scholarly activity

B. INTERPRETATION OF SCHOLARLY WORK

1. Publishing papers is the end product, but there is more to it
2. Educate faculty that scholarly activity is development, discovery, integration, application, and teaching
3. Faculty with non-academic backgrounds tend to forget that the work they put into creating models can be directed towards scholarly activity, which can help them become more time-efficient

C. INCREASING COLLABORATION AMONG DEPARTMENTS AND SCHOOLS

1. Giving lectures to different departments and listening to other departments regarding their approach to scholarly engagement activities
 - Spark ideas and topics for cross-collaboration among departments and divisions
2. Work with groups to pool resources
 - Promote motivation and accountability to be productive in scholarly activity
 - Accountability to report back to a group for updates and changes

D. MENTORSHIP

1. Motivation to complete scholarly activity and promote someone else's career as well as your own
2. Having mentors and being a mentor helps with identifying goals and finding resources within the department and the school at large
3. Helps faculty to see a pathway for growth
 - Setting goals and objectives early on helps growth
4. Many faculty don't want to use students to help with scholarly activities, but they are often interested, so it is a win-win-situation. It saves faculty time to have students get a project started, and the students are getting the experience to know how to submit an IRB application or draft a poster/abstract.

Taking into account that clinical faculty are already exercising scholarly engagement by working with students/residents and generating scholarly work, some faculty are unsure of how to get started or do not know the processes for generating scholarly output. If faculty were to connect with others through different departments who have already experienced similar struggles, it could be helpful and reduce wasted time. Faculty could use their time wisely and learn from collaboration.

Building purpose and credibility within your area is important for motivation that will improve the scholarly engagement process. Becoming more engaged in the community will also be a factor for motivation. The biggest issue is translating all the clinical work that faculty do into scholarly activity, and there are many opportunities to do that. This starts with faculty education, and the Faculty Development Program can be useful to help faculty get started with projects and be useful resources.

Many incoming students want to publish and be involved in scholarly activities, but faculty not having protected time is a barrier. Having protected time would not only help faculty, but also our students, especially if students have a structured way to engage with scholarly activities. Departments should share resources and what kinds of structures they have for students already in place to increase productivity among all departments.

CONCLUSION

Dr. Alok Dwivedi, Faculty Council President, Dr. Stormy Monks, Faculty Council Immediate-Past President, and Dr. Dale Quest, Faculty Council President-Elect, will utilize the mechanisms in the FSOM Faculty Bylaws to address the issues with the Dean. Updates will be provided through the Faculty Council.
