Recruiting, Developing and Retaining Great Faculty

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Long Term Relationships

• Shared values
• Fairness, Respect
• Openness, Honesty
• Communication – needs, interests
• Alignment / Common purpose
• Best interests
• Growth and development
• Empathy / Emotional intelligence
• Appreciation, Validation
Building Relationships

• Continual process

• Pipelines

• Professional meetings

• Mentoring (including SGIM mentoring programs!)

• Visiting speakers

• Build relationships with trainees and colleagues who could become future recruits
Accurate Self Assessment

• Every vacancy is an organizational opportunity
• Assess function, roles, goals
• Does the organization or unit need to be re-designed?
• Consider ACLGIM Site Visit program!

Only then…

• What kind of person and skills will best fill the need?
Search Committees

- Dedicated faculty effort applied to coordinated search process
- Search committee is *advisory* – develops list of finalists
- Representative-based vs. Competence-based
- Good judgment, discernment
- Consensus builders, good listeners, confidential, open to compromise

*Finding Top Talent: How to Search for Leaders in Academic Medicine.*
Unconscious Bias

• *Unconscious bias* = effects of stereotypic attitudes outside of conscious awareness. We all have it!

• Take the *Implicit Association Test*
  
  • [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)

• Representation of women:
  
  • 45% Asst Profs Faculty of color are even more
  • 24% Division Chiefs underrepresented in
  • 15% Department Chairs leadership roles
  • 16% Deans AAMC, 2014
Evidence-based Search Practices

• *Diversify* your Search Committee

• *In-service* Search Committees on unconscious bias

• Use creative *outreach and networking* to broaden search

• Set *objective criteria* to assess skills needed for job

• Use *Inclusive Criteria* rather than Exclusive Criteria

• Beware of:
  • Weeding out candidates based on school or institution
  • Setting strict bar for # yrs experience in leadership  
    (this often unfairly advantages white men)
Evidence-based Search Practices

• *Critically evaluate* recommendations in light of evidence:
  
  • LORs for *successful* women med school faculty candidates were shorter
  • More gendered language (‘young lady’)
  • More doubtful language
  • First names used more often
  • More references to family and personal issues

  Trix & Psenka, 2003
Search Consultants

• Commonly used for higher level leadership roles
• Extends the efforts of the Search Chair and Committee members
• Does not control the search process
• Search firms are also subject to bias – ask about their track record

– Finding Top Talent, AAMC 2009
Interview Process

*Behavioral interviewing:* Ask about times the candidate used particular behaviors or skills

*Ask:* How? Why?

**Don’t Ask:**
- About family constraints
- Illness, disability

**Ask Instead:**
- Ability to work pm’s, weekends, travel
- Ability to perform job tasks
Discover passion, Discern alignment

• Find the special gifts, talents and passions of a faculty candidate

• What drives the candidate? What excites him? What is she proudest about?

• Discern potential alignment with needs and opportunities in your division and institution

• Think outside the box!

• Aligning deeper interests builds long term investment
Evaluation Tools

• Be consistent. All candidates should follow the same process.

• Develop objective documentation forms that reflect the skills you’ve identified for the job.

• Include communication skills, leadership potential
Wooing a Candidate

• Provide concierge level service – communications, accommodations, etc.

• Some institutions have recruitment coordinators

• Provide information on your community as well as your institution. What’s life like here?

• Candidates should meet with enough faculty and leaders to make their own assessments

• Put your best foot (faculty) forward
Negotiating

• Everything is on the table

• Candidates who ask for more show you what’s important to them and how they value themselves

• Be creative – if salary can’t be pushed further, find something else that’s meaningful to your candidate to let her know you value her

• Training opportunities? Flexible timing?
What Barack and I Learned from Community Organizing

• One to One
• Aligning interests

• Speaking out
Developing and Retaining Faculty

• The same principles and relationship characteristics that help you land a great candidate will help you develop and retain great faculty

• Communicate early and often, e.g. Late term Asst Profs. Ask, Listen!

• Learn what’s important to your faculty personally and professionally, and work hard to help them pursue it

• Be flexible. Align interests. Think outside the box.
Developing New Faculty

- Assign ‘initial’ mentor(s), one year commitment
- Orient and socialize new faculty
- Check in often

**Annual Reviews:** Assess mentorship!
- Progress, plans, challenges, aspirations
Faculty Development Programs – U Chicago

• Twice yearly **Scholarship presentations** for DOM junior scholars; Senior faculty feedback

• **CAPRA** – Coaching Asst Profs for Academic Advancement (hands on small group coaching)
  
  • Promotions criteria, structuring mentorship, setting goals, etc.

• **Leadership training** – lunchtime workshops:
  
  • Negotiations, Assertive Communications, Time Management, etc.
  
  • Adapted for residents & students
LUCENT Faculty Development Program

- HRSA funded Primary Care Training grant
- Primary Care Leadership Training
- Residents, Fellows, Jr Faculty in IM, Peds, Fam Med

- Added *ambulatory experience* for residents
- Bi-weekly workshops – *Leadership skills* for primary care
- Mentored *Practice Innovation Projects*; Practice transformation
- Quarterly Primary Care Grand Rounds – open to all

*Leadership for Urban Primary Care Education and Transformation (LUCENT)*. US DHHS Health Resources and Services Administration (HRSA) 1 T0BHP285660100 (Burnet, PI)
Foundational Leadership training (BSD)

• Adapted from UCM Hospital training
• Eight 2-day sessions (4 last spring, 4 this winter)
• 130 participants: 81 Faculty, 49 Exec staff
• Faculty:
  • 49 women, 32 men; 6 African Amer faculty
  • 32 Asst; 31 Assoc, 18 Professors
Foundational Leadership training (BSD)

• New curriculum:
  • Emotional Intelligence
  • Leading and Managing Change
  • Clinical and academic scenarios
• Very positive feedback; currently have wait list
• More sessions planned for Fall 2017
• Exploring longitudinal program
Key Learnings

• Discover faculty’s gifts and passions

• Discern alignment

• Invest in faculty