



THE UNIVERSITY OF
CHICAGO
MEDICINE

Recruiting, Developing and Retaining Great Faculty

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4/19/17

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.
Mallon, Grigsby & Barrett. AAMC, 2009.

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/>
 - Representation of women:
 - 45% Asst Profs
 - 24% Division Chiefs
 - 15% Department Chairs
 - 16% Deans
- Faculty of color are even more underrepresented in leadership roles
- 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)



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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