



### Disclosures

- Nothing to disclose



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### Objectives

- Describe different faculty roles in medical schools and family medicine residencies
- Define work factors that are personally important to participants
- List factors to consider when negotiating a faculty position
- Find resources to assist in preparing for a faculty role

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### STFM GME Committee Members (2016-7)

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### Today's Panel

- Introductions
  - Location
  - Description of educational setting
  - Personal roles

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Poll Question: Who is in the audience?

- Medical student M1 or M2
- Medical student M3 or M4 or graduated
- Resident
- Faculty
- Other

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Poll question

- I should go out into practice before I can become faculty.
- Answer: Y or N

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Poll Question

- I have to be interested in doing Research to become faculty.
- Answer Y or N

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Poll Question

- OB skills are necessary to become faculty.
- Answer Y or N

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Poll Question

- I want to publish, so I have to become university faculty.
- Answer T or F

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Poll Question

- I must take a faculty development course or fellowship before I become faculty.
- Answer T or F

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### Poll Question

- Compensation for faculty compared to practicing physicians is
  - Much higher
  - Higher
  - About the same
  - Slightly lower
  - Much lower

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### Different Faculty Roles

- Medical school
  - Everybody teaches, primary role may differ
    - Clinical (inpatient, outpatient, hospital medicine, OB)
    - Education (e.g. curriculum development, M1-M2 education)
    - Research/Scholar
  - Administration
    - Medical student director
    - Resident program director
    - Chair
    - Dean
    - Medical school work (Admissions committee, etc)



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### Division of Time According to Roles

- 1.0 FTEs per week (full-time)
- Examples
  - Clinician 0.7 FTE clinical, 0.3 education
  - Research 0.2 FTE clinical, 0.8 research (grant work)
  - Administration - 0.4 clinical, 0.6 admin/education/scholarly activity

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### Division of Time According to Roles

- Tends to be progression from more clinical to less clinical as more admin/education/research responsibilities
- Here's where you negotiate
  - "Buying-out" your clinical time



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### Community Residency Settings

- Roles very similar
  - Resident precepting
  - Medical students present, but perhaps no M1-M2 teaching
  - Administration (Program Director, Chair/Chief, clerkship director)
  - Curricular development
  - Research/scholarly activity (presentations, writing, committees and organizations, etc)



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### Community Residency Settings

- Still have 1.0 FTE
- Negotiate with program director/chief/chair division of time
  - Clinical responsibilities
  - Inpatient/OB/outpatient clinical time
  - Program responsibilities
  - Scholarly activity

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## Panel Members Paths

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What factors of a faculty job would be important to you?

- Write down
- Share with neighbor your “ideal” faculty job.

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## Role Play

- You are a resident graduating from your residency next June. You want to stay on as faculty. Your interests are medical student teaching and OB
- Example of discussion with chair

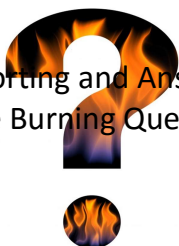
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## The “Burning Questions”

- Type or write down your #1 question
- Turn to your neighbor – same or different? Which do you want the answer to more?
- Group of 4– same or different? Which do you want the answer to more?
- Group of 8 – same or different? Which do you want the answer to more?
- Report

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Reporting and Answering  
the Burning Questions



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**BUT I’LL NEVER BE READY TO BE  
FACULTY!**

What can I do??

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Family Medicine Residents  
& Hospitalists

## Resources

- Your school
- Your residency
- Your mentor(s)
- Your state AFP chapters
- AAFP
- Society of Teachers of Family Medicine (STFM)

2017 STFM Opening Plenary



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## Resources

- Society of Teachers of Family Medicine (STFM)
- Courses (advocacy, change, faculty development)
- On-line (webinars)
- Conferences
  - Medical student teaching
  - Annual Conference (Residents as Teachers workshop)
  - Practice Improvement



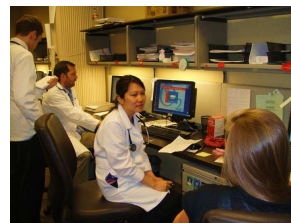
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## Resources

- STFM Residency Faculty Fundamentals Certificate Program
  - On-line course (fee)
  - Residents entering faculty position consider negotiating for it



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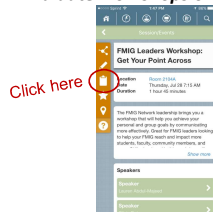


Resident teaching student and faculty precepting resident

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