

# Growing Your Own Faculty

Gregory Blake, MD, MPH  
Justin Jenkins, DO, MBA  
Anthony Wilson, MD

University of Tennessee Graduate School of Medicine



AMERICAN ACADEMY OF  
FAMILY PHYSICIANS

## Disclosures

- Dr. Blake: None
- Dr. Jenkins: None
- Dr. Wilson: None

Which title best describes your position  
in your program?

- A. Program Director
- B. Chairman
- C. Faculty
- D. Program Coordinator
- E. Program Administrator
- F. Nurse
- G. Resident

AMERICAN ACADEMY OF FAMILY PHYSICIANS

How long have you been a faculty in  
your program?

- A.  $\leq$  3 years
- B. 4-6 years
- C. 7-9 years
- D.  $>$  9 years
- E. Not applicable

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## What was your background prior to joining your residency program?

- A. Graduation from residency program
- B. Non-academic practice for  $\leq 3$  years
- C. Non-academic practice for 4-6 year
- D. Non-academic practice for 7-9 years
- E. Non-academic practice  $> 9$  years
- F. Military medicine
- G. Other

## Does your residency program have a full compliment of physician faculty?

- Of all academic positions in medical schools, Family Medicine had the second highest vacancy rate (5.3%)

Barzansky B, Jonas HS, Eitel SI. Educational Programs in US Medical Schools, 1997-1998. *JAMA*. 1998;280(9):803-808.

What are the reasons for less than a full compliment of faculty?

How have you sought to fill your faculty vacancies?

AMERICAN ACADEMY OF FAMILY PHYSICIANS

Do you have a formal orientation program for new faculty?

A. Yes

B. No

AMERICAN ACADEMY OF FAMILY PHYSICIANS

If you have an orientation program,  
what does it include?

## Practice Profile

1996	2017
Private practices with some group practices	Number employed by group or hospital increasing
Full-scope family medicine	Decrease in those doing full-scope practice to ambulatory models
	Decrease importance of national academies in physicians careers

# Market Changes

1996	1997
Private payers insurance best return for physicians	Increase in physician extenders
Medicaid/Medicare	Now with ACA and other federal/private initiatives impacting practice

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# Academic Changes

1996	2017
Accreditation duration – 5 year max	More flexible RRC-FM requirements
More detailed RC-FM	Now with 10-year accreditation and yearly data to ACGME
Best faculty felt to have private practice experience	Many private practices FP's limited practice experience

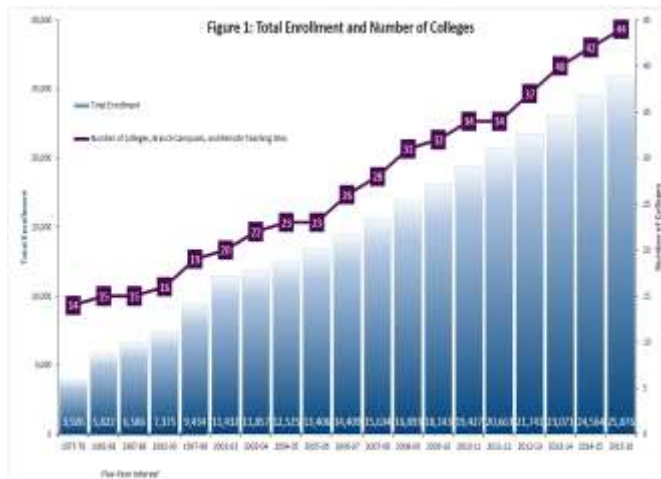
AMERICAN ACADEMY OF FAMILY PHYSICIANS

# What's Changed

## August 5, 1997 Balanced Budget Act

Number	1996	2016
Family Medicine Residencies	452	491
PGY-1 Residency Slots	3,572	3,260
Medical Schools	124	141
Osteopathic Schools	19	44

## Osteopathic College Growth



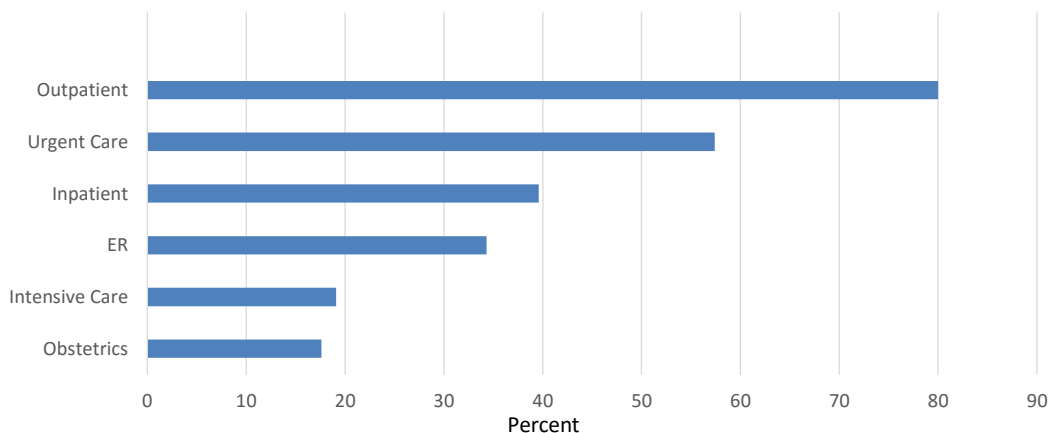
2016 AOA Commission on Osteopathic College Accreditation.



# Practice Models and Activities of Family Medicine Physicians Here Today

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# Practice Models and Activities of Family Medicine Physicians



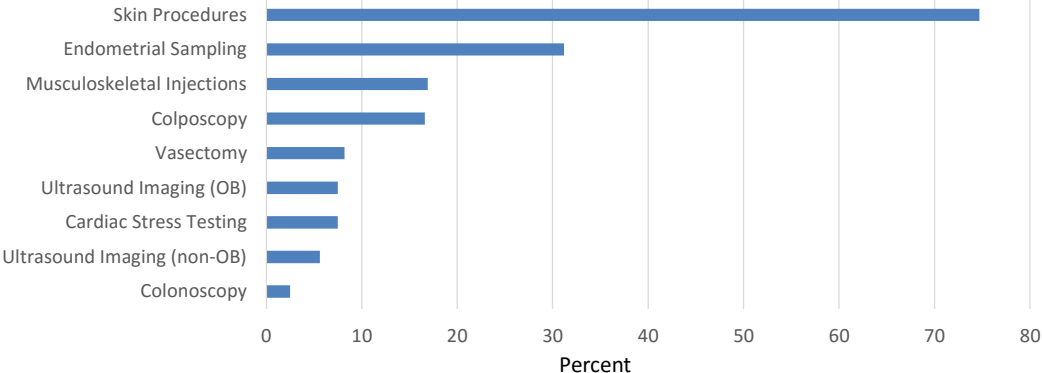
Source: American Academy of Family Physicians Member Census, December 31, 2015

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# Procedures Performed By Family Medicine Physicians Here Today

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# Procedures Performed By Family Medicine Physicians

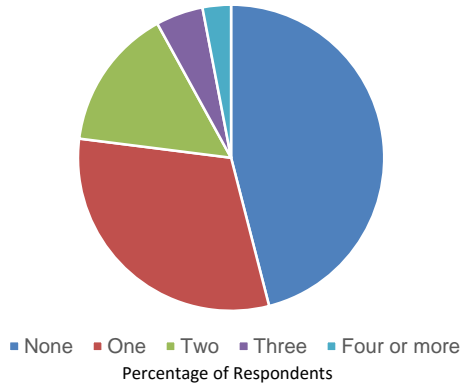


Source: American Academy of Family Physicians Member Census, December 31, 2015

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# How many family medicine physician faculty are you currently recruiting?

2012

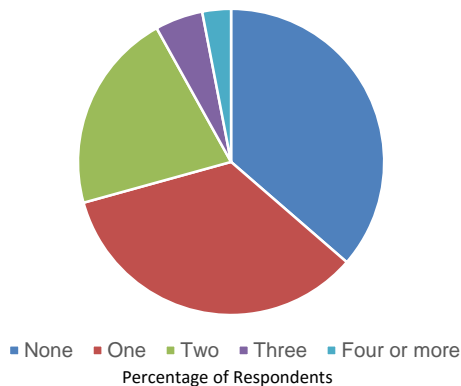


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# How many family medicine physician faculty are you currently recruiting?

2013

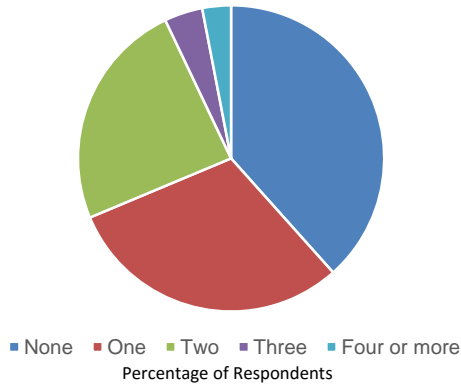


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# How many family medicine physician faculty are you currently recruiting?

2014

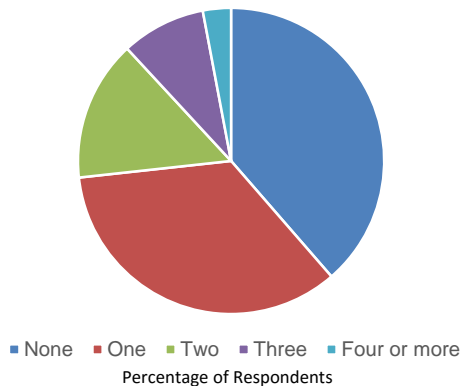


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# How many family medicine physician faculty are you currently recruiting?

2015

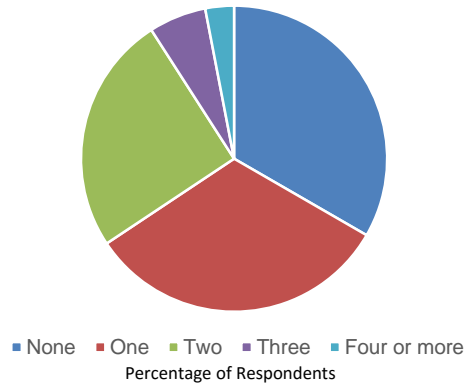


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# How many family medicine physician faculty are you currently recruiting?

2016

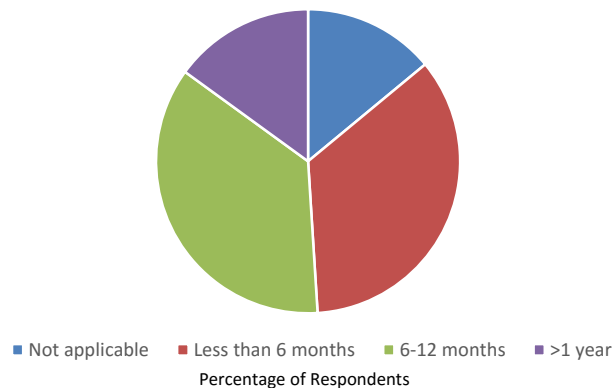


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# If you have hired new FM faculty within the last two years, approximately how long did it take to fill the position?

2013

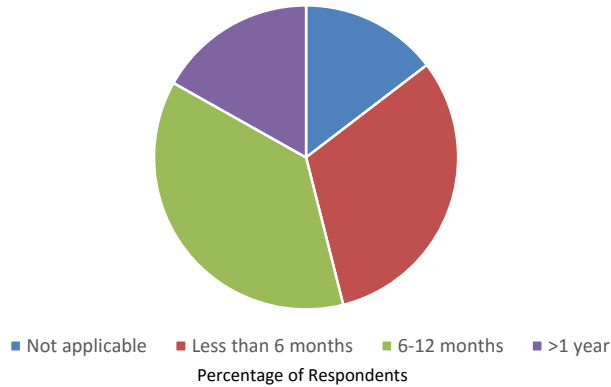


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

If you have hired new FM faculty within the last two years, approximately how long did it take to fill the position?

2015

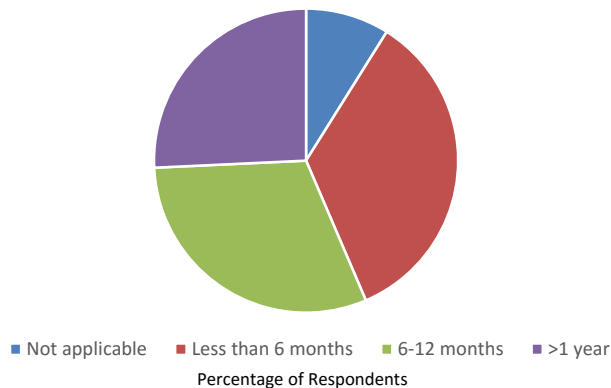


Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

If you have hired new FM faculty within the last two years, approximately how long did it take to fill the position?

2016



Quick Hitter Question Data from AFMRD Annual Meetings 2012-2016

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Benefits of Recruiting Faculty from Within the Residency Program

- Known academic performance
- Known teaching ability
- Familiarity with:
  - Healthcare system and people
  - Full-scope practice
  - Scholarly activity

## Challenges of Recruiting Faculty from Within the Residency Program

- Timing
- Changing priorities
- Limited 'real-world' experience
- Supervising former resident colleagues

## Our Approach

- Identify students and residents interested in an academic career
- Ensure “good fit” for the department
- Allow shadow precepting (an attending and a “pretending”) on inpatient service and in clinic for up to a month
- Make elective opportunities available to introduce academic roles
- Critique lectures
- Upon appointment as faculty, designate a faculty mentor
- Attend a faculty development fellowship

## Workforce Challenges In Modern Family Medicine

- What is one word to describe healthcare at this time?



## Workforce Challenges In Modern Family Medicine

- Aging 'baby boomer' patient population
- Aging 'baby boomer' physician population

At what age does the average Family Medicine physician retire?

- A. 55
- B. 60
- C. 65
- D. 70
- E. 75

- Family Medicine Physicians retire from direct patient care at mean age of **65.1**
- Negligible differences in location, time, and gender

Petterson S, Rayburn W, Liaw W. When Do Primary Care Physicians Retire? Implications for Workforce Projections. Ann Fam Med July/August 2016 14:344-349

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Workforce Challenges In Modern Family Medicine

- Aging 'baby boomer' patient population
- Aging 'baby boomer' physician population
- Supply / Demand imbalance
- Need for robust family medicine faculty is established

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## My Story – What Am I Going To Do?

- LMU-DCOM 2013
  - Dual DO/MBA
  - Focus on holistic primary care and healthcare management
- Family Medicine @ UTMCK 2016
  - Recruiting chief
  - Chief resident
- After graduation...
  - Outpatient primary care
  - Hospitalist
  - Fellowship?
  - EVERYTHING!

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## My Story - You mean I can actually do that?!

- Approached by faculty mentor in late second year
- “AHAH!” moment
- Re-focusing of third year
  - Elective in junior faculty role
    - Supervised supervision of residents
    - Large and small group teaching
    - Committee exposure
    - One-on-one meetings with organization leadership
    - Away rotation with UT Chattanooga Family Medicine Department
  - Enhanced experience with scholarly activity
    - National presentation

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## My Story – Now I get to do (all of) that!

- Full time faculty member and associated privileges
  - Inpatient/Outpatient/OB
  - Resident supervision
  - Scholarly Activity
  - Quality Improvement
  - Department / Hospital Committees
  - Protected time
- Faculty mentor guidance
- UNC Chapel Hill Faculty Development Fellowship

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Growing Your Own Faculty – Development Resources

- The Grant Generating Project
- The Medical Student Educators Development Institute
- The CAFM Educational Research Alliance
- The Emerging Leaders Fellowship
- The Residency Accreditation Toolkit
- “Faculty for Tomorrow” project

Cullison S. Time to Change Our Paradigm for Faculty Recruitment; Old Rules Are Falling Us: We Need to Recruit New Faculty Before They Graduate. Fam Med 2015;47(3):235-237.

## Growing Your Own Faculty: Identify Potential

- Needs Assessment
- Know your players
  - Medical students
  - Residents
  - Fellows
- Keen awareness of potential candidate interests
  - Full scope
  - Underserved
  - Research
  - Teaching

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Growing Your Own Faculty: Nurture / Cultivate Skills

- Open Ear / Open Eye
  - Direct observation of skills
    - “Proof is in the pudding”
  - Feedback
    - Faculty
    - Advisors
- Establish as mentor
  - Increases retention
  - Age match
  - “Speak the language”

Margaret M. Steele, Sandra Fisman & Brenda Davidson (2013) Mentoring and role models in recruitment and retention: A study of junior medical faculty perceptions, Medical Teacher, 35:5, e1130-e1138

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Growing Your Own Faculty – Onboarding

- Collaborative appraisal
  - New faculty skills and interests
  - Department needs
  - Areas for skill development
- Orientation to new roles
  - Mentorship is key
  - Embrace role-shift with residents early
- Skill development through fellowship

## Growing Your Own Faculty - Reflections

### Pros

- Diversity of practice
- Familiarity with:
  - Patients
  - People
  - System
- Career advancement
- Employee benefits
- Loan forgiveness option

### Cons

- “Imposter Syndrome”
- “Van Wilder Syndrome”
- Compensation
- Expansive scope
- Resident friction

# Faculty Skill-Set Inventory

<b>General</b> <ul style="list-style-type: none"> <li>• Board Certifications</li> <li>• Academic Degrees</li> <li>• Certificates of Added Qualifications</li> </ul>	<b>Procedures</b> <ul style="list-style-type: none"> <li>• Women's Health</li> <li>• Sports Medicine</li> <li>• Surgical</li> <li>• Hospital/Emergency</li> <li>• Ultrasound</li> </ul>
<b>Academic Skills</b> <ul style="list-style-type: none"> <li>• NIPPD</li> <li>• Academic Fellowships</li> </ul>	

AMERICAN ACADEMY OF FAMILY PHYSICIANS

# Faculty Development

By Program	By NIPPD, Independent Fellowship
- Teaching style	- Research skills
- Practice role-modeling	- Teaching techniques
- Evaluation	- Financing
- Administration	- Problem solving

By National Meetings – RPS/RPP, STFM, NAPCRG
- Changes in national requirements – Milestones, EPA's
- Networking
- Problem solving
- Best-practices

AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Poll Question:

Enter your email address to be included in any follow-up communication from the presenter(s).



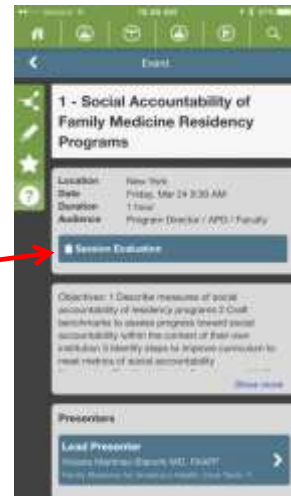
# Social Q & A



Please...

Complete the  
session evaluation.

Thank you.



Thank You For Your Participation!



AMERICAN ACADEMY OF  
FAMILY PHYSICIANS

---

**STRONG MEDICINE FOR AMERICA**