

**Saturday, March 14, 2015, 9:30-11:15**  
**Thematic Session:**  
**Creating Flexible Pathways for Faculty Success, Engagement, and Retention**

Welcome (5 minutes)

Overview of Flexibility Approaches at Three Schools (30 minutes)

- Stanford University, Magali Fassiotto PhD
- SUNY Upstate, Paula Trief PhD
- UC Davis, Lydia Howell MD

Group Activity: Lightning Rounds (30 minutes)

- Prepare (5 minutes):
  - At your table, **divide into groups of 6 participants (or less)**.
  - **Choose a presenter for the group.** (Tip: There will be 2-3 lightening rounds, so others will also have a chance to be a presenter).
  - **Presenter: Choose a faculty career flexibility issue to share:** This can be one of the example issues provided at your table, or an issue of your own such as a new flexibility initiative under consideration at your institution, or barrier to implementing an existing program, or other issue.
  - **The remaining members serve as the "council."**
- Lightning Rounds (15 minutes x3):
  - [3 minutes] The "presenter" will share the chosen issue.
  - [4 minutes] The "council" asks clarifying questions.
  - [4 minutes] The council then discusses the presenter's issue. (Note: The presenter can only listen and not speak).
  - [4 minutes] The council and the presenter discuss potential solutions to the problem to reach some sort of resolution, or "next step" for the issue for the last 4 minutes. (**Tip: Take a few notes so that you can share your solutions during the feedback session!**)
- Repeat the Lightning Rounds twice more (if time allows)

Feedback: Ideas and Solutions from Lightning Rounds (20 minutes)

- Identify topics for networks for discussion tomorrow

**Suggested Cases for Lightening Rounds:  
Creating Flexible Pathways for Faculty Success, Engagement and Retention**

**Case A**

You are the chair of your department. One of your faculty members has come to you to express her discouragement with her lack of time and the overburden she feels from her many service activities.

Issues include:

- She has gained a reputation among students and trainees as a good advisor and you constantly see her advising and mentoring junior physician researchers. She also feels that she spends a disproportionate amount of time answering patient calls and talking to families when she is in clinic.
- She has been a successful researcher, but you and she both know that she is not as successful as the colleague in the office next to her. She praises his research success, but points out that all of the time in which he is not in clinic is spent conducting research or doing compensated administrative activities. They started in their positions at your university at same time but he has been promoted while she has not.

What would you advise her individually? What types of policies/initiatives might you implement in your department to recognize her (necessary) service activities within the context of your own university's mission?

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**Case B**

You are the associate dean for faculty affairs. Dr. Y, the chair of a large department, comes to you for advice regarding incentivizing his faculty for greater participation in educational activities for his residents.

Issues include:

- Declining faculty attendance at educational sessions. Examples: Only the assigned faculty moderator attends journal club, few faculty attend the monthly resident presentations.
- Faculty perspective: Insufficient time due to clinical work, research needs, and institutional committees. They feel they do lots of excellent teaching in other settings.
- Department culture: Supportive of flexibility; faculty are able to adjust their work hours and use electronic tools for distance work to avoid commuting traffic, meet babysitter needs, or to fit in research.
- Goal: Maintain a flexible culture; enhance faculty engagement; ensure a positive educational environment and continued accreditation.

What advice do you have? Is there a way to use compensation metrics to highlight the department's commitment to education as well as flexibility?

### Case C

You currently have a promotion system that focuses on publications, grants and teaching evaluations as the main criteria for promotion. You are considering moving to a promotion system that recognizes areas of excellence as the basis for promotion. Research excellence is typically defined by publications and grants, and is consistent with the system you now have. However, you recognize that defining clinical excellence and educational excellence will be more challenging. You want to ensure that all relevant stakeholders have a chance to provide input into the changes needed. Who are the stakeholders at your institution whom you would need to engage? How would you engage them in the discussion? What are the barriers to making this change that you can identify? How would you address these barriers?

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### Case D

You are a member of a 10-person committee convened to examine your medical school's flexibility policies. Your committee has come up with a plan to implement across the medical school and you must begin the process of gaining support for your proposal.

Issue:

- You have reviewed the literature, the programs at other schools, the needs within your own school, and the idiosyncratic needs of various departments. You believe you have come up with a plan that will work in the context of your medical school, but it will require a significant investment on the part of the school.

What type of data will you need to present to others who may not be as up-to-speed as your group on flexibility needs? What type of funding should you seek and from where (both internal and external to the medical school)? What types of rebuttals might you anticipate from those in charge of the purse strings? What response could you provide to this skepticism?

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### Case E

You are a department chair. Dr. X, a promising young clinical-track faculty member with small children, comes to speak with you because she is considering leaving academia for private practice, though she is satisfied with a flexible work schedule currently in place that meets her family needs

Issues include:

- Face-time bias: Perception by Dr. X that colleagues consider her to be a weak contributor, even though her RVU/billing metrics, institutional committee service, and her collaborative contributions to research are strong and fully meet the definition of her academic track.
- Lack of visibility among colleagues: Her "flex-time" schedule (evening and Saturday clinics) make her less visible and less available to others during regular working hours.

- Lack of visibility among trainees: Less involvement by trainees in her clinics: since housestaff are not usually assigned to evening and Saturday clinics. Her teaching evals for her other educational contributions are rated highly.
- Less collegiality and lack of support for academic advancement or salary increases by colleagues: Dr. X feels her performance is unfairly under-valued by her colleagues:
- Goal: Retention of a strong performer and good role model.

What can you do to make Dr. X's contributions more visible and valued to enhance respect among colleagues and retain her? Can compensation metrics be a tool to accomplish this?

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### **Case F**

You currently have a promotion system that recognizes clinical excellence as one basis for promotion. You meet with a faculty member who is seeking promotion based on clinical excellence. She is a busy endocrinologist whose clinical work focuses on diabetes. She has 65% of her time committed to clinical work, 30% to teaching (she also co-directs the fellowship) and 10% to research. She has recently taken on a leadership role in the diabetes clinic and has instituted several new initiatives that have the potential to lead to improved patient care. She is well-known in the region as the go-to physician for diabetes. Her evaluations from fellows and residents are strong. However, she has not been involved in any research activities since joining the institution. She says that, though officially she's supposed to have 10% of her time for research, in fact, she has no time at all. She will need to demonstrate proficiency in research for promotion. How would you counsel her?