# 6th ANNUAL PLFSON FACULTY GOVERNANCE RETREAT SUMMARY

**April 15, 2019**

## ATTENDEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Positional Role</th>
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<tbody>
<tr>
<td>Lisa Ayoub-Rodriguez, M.D.</td>
<td>Assistant Professor of Pediatrics</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Daniel Bustamante, M.D.</td>
<td>Assistant Professor of Pathology</td>
<td>President-Elect, Faculty Council</td>
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<tr>
<td>Paul Casner, M.D., Ph.D.</td>
<td>Professor of Internal Medicine</td>
<td>Chair, Institutional Review Board</td>
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<tr>
<td>Jorge Cervantes-Gonzalez, M.D., Ph.D.</td>
<td>Assistant Professor of Medical Education</td>
<td>Chair, Committee on Medical School Admissions and Representative, Faculty Council</td>
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<tr>
<td>Brian Davis, M.D.</td>
<td>Associate Professor of Surgery</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Harry Davis II, M.D.</td>
<td>Associate Professor of Internal Medicine</td>
<td>Chair, Committee on Continuing Medical Education</td>
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<tr>
<td>Alok Dwivedi, Ph.D.</td>
<td>Associate Professor of Molecular &amp; Translational Medicine</td>
<td>Department Representative, Faculty Council</td>
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<tr>
<td>Rona Fagan, R.N.</td>
<td>Faculty Associate of Orthopaedic Surgery &amp; Rehabilitation</td>
<td>Department Representative, Faculty Council</td>
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<tr>
<td>Juan Figueroa, M.D.</td>
<td>Associate Professor of Internal Medicine</td>
<td>Substitute Representative, Committee for Clinical Affairs</td>
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<tr>
<td>Mark Francis, M.D.</td>
<td>Professor of Medical Education</td>
<td>Representative, Curriculum &amp; Educational Policy Committee</td>
</tr>
<tr>
<td>Mahesh Gajendran, M.D., M.P.H.</td>
<td>Assistant Professor of Internal Medicine – Transmountain</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Hernando Garcia, M.D.</td>
<td>Assistant Professor of Internal Medicine</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Jose Gavito, M.D.</td>
<td>Assistant Professor of Radiology</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Fatima Gutierrez, M.D.</td>
<td>Assistant Professor of Pediatrics</td>
<td>Chair, Committee for Diversity and Representative, Committee on Graduate Medical Education</td>
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<tr>
<td>Christiane Herber-Valdez, Ed.D.</td>
<td>Assistant Professor of Medical Education</td>
<td>Chair, Committee on Evaluation of Educational Programs</td>
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<tr>
<td>Herb Janssen, Ph.D., M.Ed.</td>
<td>Professor of Medical Education</td>
<td>Ex-Officio, Committee on Student Affairs</td>
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<tr>
<td>Jennifer Molokwu, M.D., M.P.H.</td>
<td>Associate Professor of Family &amp; Community Medicine</td>
<td>Immediate Past-President, Faculty Council</td>
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<tr>
<td>Stormy Monks, Ph.D., M.P.H.</td>
<td>Assistant Professor of Emergency Medicine</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Marc Orlandi, M.D.</td>
<td>Assistant Professor of Anesthesiology</td>
<td>Representative, Faculty Council</td>
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<tr>
<td>Michael Parsa, M.D.</td>
<td>Associate Professor of Emergency Medicine</td>
<td>Chair, Committee on Student Grading &amp; Promotion</td>
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<tr>
<td>Peter Rotwein, M.D.</td>
<td>Professor of Molecular &amp; Translational Medicine</td>
<td>Chair, Research Committee</td>
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<tr>
<td>Ricardo Salazar, M.D.</td>
<td>Associate Professor of Psychiatry</td>
<td>President, Faculty Council</td>
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<tr>
<td>Deveraj Sambalingam, M.D.</td>
<td>Assistant Professor of Pediatrics</td>
<td>Representative, Academic Council</td>
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<tr>
<td>Silvina Tonarelli, M.D.</td>
<td>Assistant Professor of Psychiatry</td>
<td>Representative, Academic Council</td>
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<tr>
<td>Anantha Vellipuram, M.D.</td>
<td>Assistant Professor of Neurology</td>
<td>Representative, Faculty Council</td>
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## NOT PRESENT

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Blanca Garcia, M.D.</td>
<td>Assistant Professor of Clinical of Pediatrics</td>
<td>CFAPTA</td>
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<tr>
<td>Sandra Lopez, M.D.</td>
<td>Assistant Professor of OB/GYN</td>
<td>Representative, Faculty Council</td>
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PURPOSE

The purpose of the Faculty Governance Retreat is to generate discussion which provides broad perspectives of pertinent faculty concerns and issues. Representatives of the Faculty Council, Academic Council, and standing committees attend the retreat in order to identify issues of concern to the faculty with suggested solutions to be presented to the PLFSOM Dean and senior leadership at a later Dean’s Council meeting.

OVERVIEW OF LAST YEAR’S TOPICS AND PROGRESS

I. Community Engagement: A new office of Community Engagement has been established under J. Manuel de la Rosa, Vice President of Outreach and Community Engagement.

II. Faculty Satisfaction: KoKo Aung, M.D., M.P.H., has been appointed as Vice-President for Faculty Success. A new Faculty Wellness Program is in development. David Briones, M.D., was appointed as the Director of Faculty Wellness Initiatives.

III. Research/Scholarship: Richard McCallum, M.D., is chairing the Clinical Research Task Force which was established by Dr. Lange. Biostatistics and Epidemiology Consulting Lab (BECL) services are now free as of March 1, 2019 and the Office of Sponsored Programs has a new procedure for grant submissions at TTUHSC El Paso.

Dr. Salazar outlined the specific objectives of this year’s retreat to include: discuss concerns brought forth by the PLFSOM faculty; elicit possible solutions to the identified issues; develop obtainable goals to achieve over the next year. To create realistic goals, Dr. Salazar encouraged the attendees to create “SMART” goals: specific, measurable, attainable, relevant, time-based.

DISCUSSION GROUPS

There were a total of 26 attendees representing the Faculty Council, Academic Council, and the standing committees listed in the PLFSOM Faculty Bylaws. Participants were asked to self-assign to one of three topics for discussion groups. The topics were identified through faculty input obtained at the February 2019 Faculty Council meeting. The following faculty members served as moderators for the groups:

I. Faculty and Student Diversity: Jennifer Molokwu, M.D., M.P.H. Associate Professor, Family and Community Medicine, Faculty Council Immediate Past-President

II. Medical Student and Resident Education: Daniel Bustamante, M.D., Assistant Professor, Department of Pathology, Faculty Council President-Elect

III. Recruitment, Retention, Tenure and Promotion: Ricardo Salazar, M.D., Associate Professor of Psychiatry, Faculty Council President

THREE TOPICS – REPORT-OUT SUMMARIES

Each group reported a variety of issues associated with their topic as well as suggestions for solutions.
I. FACULTY AND STUDENT DIVERSITY – Moderated and Reported by Dr. Jennifer Molokwu, Family & Community Medicine

Although we are doing well in gender diversity with this year’s entering medical school class achieving gender parity (equal number of men to women), we must work harder for racial and ethnic diversity among student applicants.

- Reflective student representation is an important goal to strive for across various dimensions of the population.
- The most recent Liaison Committee on Medical Education (LCME) review suggested that our African-American student body is fairly low
  - A suggested approach is to review data on our medical student applicant pool.
    - Are we drawing a large enough applicant pool across the state with diversity to accurately represent the citizens’ makeup?
    - Statistics should be compared with other schools in Texas, since we are all drawing from the same pool of applicants across the state.

Diversity of the faculty body must be mirrored across all levels of the institution, including leadership roles.

- We agree that we have a fairly diverse faculty body (almost 40% of faculty members are female), but our current leadership does not reflect this diversity.
  - There is only one female department chair in the medical school (of 18 departments).
    - Is this an issue of not growing our own leaders or is this about making choices in hiring for leadership positions?
    - We must retain and nurture our faculty to grow into leadership positions from within and encourage their movement up the ranks.
- Suggested approaches include:
  - Begin by measuring the problem. Review our faculty attrition rate, and assess if minorities and females are disproportionately affected. Are we able to keep the people we bring in?
  - Create strategic support for growth of internal faculty into leadership positions, to include academic protected time, access to leadership training, development of departmental strategic plans for faculty leadership succession planning, and a faculty development course for leadership skills.
  - Consider a Chief Diversity Officer position to support diversity within the entire institution, to address faculty, students, and staff, including administrators, with time and resources available to devote to this rather than the haphazard manner in which diversity data collection is taking place now.

II. MEDICAL STUDENT and RESIDENT EDUCATION - Moderated by Dr. Daniel Bustamante, Pathology; Reported by Dr. Michael Parsa, Emergency Medicine

The MS3 and MS4 clinical experiences are a “little diluted” for our medical students as compared to other medical schools and could be made more robust. This is a problem as the medical school considers expanding medical student class size.

- We need to review national benchmarks of student-teacher ratios prior to class size expansions so that we don’t expand into a watered-down situation.
MS4 electives are currently limited in comparison to other medical schools.

- We need to recruit subspecialists such as dermatology, urology, etc. to expand MS4 electives because students are minimally exposed in these areas.

The medical school needs more faculty members and community sites outside of University Medical Center of El Paso (UMC).

- The medical school should fast-track faculty appointments and reappointments for community faculty members.
- The new Office of Community Outreach and Engagement should receive all necessary resources in order to recruit new community faculty members.
- A more simplified credentialing process for non-salaried faculty applicants is needed.

Recruitment and retention of community faculty continues to be an issue.

- There is currently a competition for resources with Burrell College of Osteopathic Medicine, which has the advantage of paying preceptors. This group does not necessarily believe we need to pay preceptors, but we can compete on recognition and appreciation.
  - We should provide other incentives for possible community faculty; such as different forms of appreciation, engagement with students and the right tools to be effective teachers.
  - A dinner or some other form of appreciation for community faculty, including certificates, should be held. It is important that gratitude is expressed so that they remain invested and motivated in the learning process.
  - Review faculty attrition because it seems we have no net gains (the amount we recruit is similar to the amount we lose).

Miscellaneous Recommendations:

- Resident Resources: Develop a resource for residents/GME for assessments of learning issues similar to the medical student resource available through Dr. Tammy Salazar, Director of Academic and Disability Support.
- Border Health: Take advantage of unique border location by creating border health components in our curriculum for border health exposure for learners.
- Resiliency Assessment in Admissions: During medical school admissions interviews, consider introducing an assessment for resiliency either pre-interview or during interview day.

III. RECRUITMENT, RETENTION, TENURE and PROMOTION – Moderated and Presented by Dr. Ricardo Salazar, Psychiatry

A general sense of dissatisfaction regarding tenure and promotion prospects is detectable across all clinical and basic sciences faculty, resulting in faculty attrition. There is a bidirectional relationship between recruitment/retention and the success levels of promotion/tenure.

- Many faculty members leave because there are no clear pathways of how to be successful.
- There is a lack of alignment between the current pathways and actual workload. Develop a new pathway to promotion.
- We do an excellent job on covering requirements for how to get promoted during New Faculty Orientation, but it gets lost in translation as one becomes immersed in their daily job and faculty become demotivated.
  - We must ask the questions: how can we do a better job in recruiting? How do we encourage a commitment to stay among the faculty recently recruited to El Paso? What is the profile of
Faculty members with long-standing success so we can understand what characteristics contribute to their longevity?

- We need a formal mentoring process for faculty members to encourage productivity, happiness, and success. Mentoring opportunities are needed. Senior faculty should work with junior faculty.
- Department chairs should provide nurturing and mentorship to faculty.
- The Annual Faculty Evaluation conference should be used as an allotted time to spend in discussion with department chair on how you should be promoted instead of just 5 minutes allocated to filling out the paperwork.
- Address faculty attrition by instituting a faculty exit survey to learn why people are leaving.
- We need a better system to quantify our educational contributions, especially in the establishment of a new school. The institution should better define how to value original educational contributions (simulations teaching, etc.) from clinical faculty for the medical student and resident curriculum.
- Workshops for office staff members (support staff) are necessary to provide them with the training in supporting our faculty data collection to support promotion applications.

- There is a lack of sense of belonging at the institution.
  - How do we maintain the motivation, loyalty, and belonging that keep people happy moving forward?
- The Mid-Point Review process is a tedious limitation to real advancement as the paperwork is overwhelming.
  - Letters of recommendation are hard to gather for a promotion application.
    - Is the criteria too strict in requiring referees to be from external institutions?
  - Faculty members strongly dislike keeping up with Digital Measures documentation.
    - Identify a better system to capture the three different legs of faculty activities.
- The school needs to hire the right faculty members rather than engage in “desperate recruitment.”
  - Ask ourselves the question: What brought me here? How can I make this the institute that I want it to be?

**CONCLUSION**

President Ricardo Salazar will consult with Faculty Council Officers, Dr. Molokwu, Immediate Past-President, and Dr. Bustamante, President Elect, and utilize the mechanisms in the Faculty Bylaws to address the issues with the dean. Further updates will be provided through the Faculty Council.