

**2013 Group on Faculty Affairs Professional Development Conference**  
**Conference Theme: “Excellence in Faculty Affairs: Developing Tomorrow’s Talent”**  
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**Title of Abstract:** Self-reported barriers and solutions to clinical and research productivity – perspectives of junior faculty

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**Introduction:** In many academic medical centers, the Clinician Educator (CE) track (or equivalent) requires primary dedication to clinical practice, as well as participation in significant scholarship and teaching. The objective of this qualitative study is to understand the experiences and perceptions of CE track faculty regarding their faculty position. This information will help to better design interventions and programs that specifically target the career needs of these faculty. Career-focused questions of interest include: What challenges do they have? What is working well? What would they like to improve? What could make their work more efficient?

**Methods:** A purposive sample of 13 CE track faculty in one of six departments or divisions of the Perelman School of Medicine was recruited. Eligible participants were within 4 years of starting as Assistant Professors. One-on-one semi-structured interviews were audio recorded, transcribed, and analyzed with the constant comparative method.

**Results:** The 13 participants included 5 males and 8 females. The lengths of faculty appointments ranged from 1.4-3.5 years, mean 2.6 years. This was their first Assistant Professor appointment for all but one individual. The challenges faced most commonly by study participants include clarity of research expectations, lack of research training, clinical scheduling, and encroachment of clinical demands on research time. The majority of participants (N=9) commented that better mentorship would help their productivity – with career development goals and specific research tasks. Multiple faculty (N=7) were interested in gaining formal research training through workshops or Masters programs. Solutions and recommendations to improve clinical scheduling and productivity varied greatly, with responses highly specific to department or division issues.

**Conclusions:** Challenges and barriers identified by early-career CE track Assistant Professors are similar regardless of their department or division. Solutions and interventions to assist faculty with their research-related challenges and career development could be similar across departments and divisions. However, clinical-related demands faced by faculty are unique to their department or division and will require targeted solutions specific to those environments.