

## **Rutgers New Jersey Medical School**

### **Commitment Statement on Clinician Well-Being**

At Rutgers New Jersey Medical School, we embrace our mission to meet the needs of the local and global community through outstanding education, pioneering research, cutting edge clinical care and public service. We fully recognize the need for a resilient and diverse faculty of physicians and scientists to meet the goals to which we aspire. We understand the importance of helping our faculty find meaning and satisfaction in their work and career trajectory.

Yet the reality in our nation is that over half of clinicians are reporting at least one burnout symptom. The increased number of health care regulations, focus on documentation for value based care and complexity of electronic health records have added to clinical demands and further impinged on the time to care for patients and on clinicians' personal time.

At Rutgers New Jersey Medical School, we designated the 2016 – 2017 academic year as “the year of the faculty” and created a Faculty Vitality Strategic Team to incorporate programs to bring clinician and faculty well-being to the forefront. We obtained a baseline survey of faculty burnout and retention. We engaged department leadership in workshops and focused discussions about this topic which led to an NJMS document of best practices for chairs to support faculty well-being. We implemented a robust training program to develop mentors and are modifying this program to help mentors understand the unique needs of clinicians with an emphasis on culturally-tailored and inclusive approaches. Our on-boarding orientation program now includes resilience topics. In keeping with our rich diversity of both the faculty and student body at NJMS, we are sensitive to the varying needs of diverse faculty and continually create peer support activities and faculty development programs that are tailored to these diverse needs.

We commit to:

- Continuing to monitor the well-being and engagement of our clinical faculty
- Paying regular attention to clinician well-being in school leadership meetings
- Developing a faculty vitality task force with representation from each department to understand and address department-specific clinician needs and bolster well-being in the clinical, teaching and scholarly domains
- Expanding our mentoring, peer support and faculty development programs to build resilience and career satisfaction
- Paying close attention to specific needs of underrepresented faculty groups
- Working collaboratively with the larger University and our clinical practice groups and partners to support the fourth aim of provider well-being and improve the efficiency of clinical practices
- Fostering a culture of clinician well-being at our institution

Our faculty are our greatest asset; our commitment to their well-being is vital to our mission.