



2026 ADFM BRC Preconference

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February 25, 2026 | 1-5pm



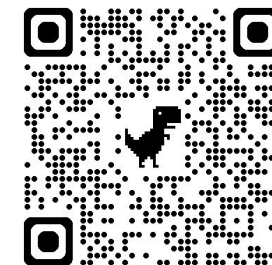
Disclosures

- This workshop is presented by the Building Research Capacity (BRC) Curriculum Committee
- The authors have no conflicts of interest to disclose



Introduction

National Research Strategy for Family Medicine: 2024-2030		
VISION <i>Family Medicine research is whole-person, family, and community centered and improves health by enhancing health promotion, improving care for chronic diseases and advancing healthcare delivery, while including cross-cutting themes of health equity, technology, and team science</i>		
STRATEGIC PRIORITIES		
Pathways / Mentorship 	Funding & Advocacy 	Infrastructure 
GOALS		
Grow the family medicine research workforce by expanding pathways and strengthening mentorship	Increase funding for family medicine research and advocate for enhanced health policy and support	Build a national infrastructure for organizing and optimizing family medicine research opportunities
OBJECTIVES		
A1: Maintain, promote and contribute to a database of family medicine research programs to connect learners to research training opportunities A2: Enhance and grow pathways to participate in family medicine research • medical students (e.g. expanding MD/PhD programs) • residents (e.g. creating additional degree programs) • and family physicians (e.g. offering training opportunities) A3: Create structured mentorship experiences inside and outside of academic institutions A4: Normalize a team science approach by developing cross-departmental partnerships with PhDs, interprofessional groups, and community based organizations A5: Promote a "culture of curiosity" among medical students and family medicine residency programs to ensure the workforce is well-equipped to critically analyze and apply evidence	B5: Identify and promote promising practices for chairs to support and fund research participation within their departments and institutions	C1: Establish mentorships and align the discipline with future advancements in family medicine research to be on the forefront of new research opportunities and healthcare policy C2: Create a repository of clinical data to answer key questions in primary care C3: Develop accessible and integrated research models that produce clinically relevant research and evidence-base (e.g. optimize PBRNs, communities of practice) C4: Create Clinical and Translational Science Awards (CTSA) network to create Centers of Excellence to increase family medicine research within academic institutions C5: Design and utilize distinctive methodology such as pragmatic trials, participatory methods, community-based research, translational science, implementation research and dissemination, big data analytics and machine learning



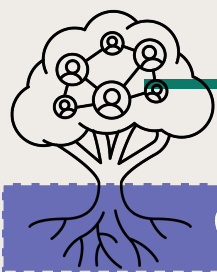
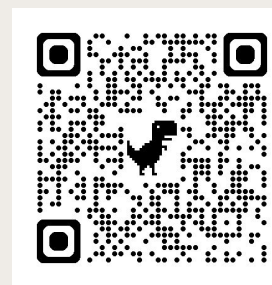


JABFM Special Issue



- Distributed to 600 Stakeholders & Key Leadership
- A “closer look” webpage:
 - Summarizes key findings
 - Current gaps
 - Next steps

26 articles highlighting strategic planning and innovative approaches to strengthen family medicine research and its translation into practice.





DART

- Departmental Assessment of Research Tool
- Designed by ADFM for self-assessment of research capacity





Extensive/Replication research

- Extensive production of peer reviewed research publications (>50/year) with more than five investigators publishing in first tier journals; extensive number of research grants (>20) with more than three to five R01 or equivalent grants for 3 or more years; research activities constitute at least 30% of department funding; at least ten faculty with more than 30% dedicated to research; well-known research division and at least one center, each with directors and at least four staff members; research division and/or center investigators meet on a regular basis with a formal agenda; at least three to five faculty at the professor rank in a research track.



Significant/Self-sustaining research

- Significant production of peer reviewed research publications (>20 /year) with more than one investigator publishing in first tier journals; significant number of research grants (>10 /year) with more than one R01 or equivalent grant for 3 or more years; research activities constitute at least 30% of department funding; at least six faculty with more than 30% dedicated to research.



Moderate/Entrepreneurial research

- Moderate production of peer reviewed research publications (<10/year) with only one investigator publishing in first tier journals; small number of research grants (<6) with at least one R01 or equivalent; may have a small research training program; no department or center alumni are entering into research careers in similar centers.



Minimal/Emergent research

- Few peer reviewed research publications; no research center located in or closely aligned/controlled by the department; no faculty at the professor rank in a research track; publications (<5/year) or research grants (<3, no R01), may have an identified research division.



No (or almost no) research

- May have journal clubs; not peer reviewed research publications or research grants; no faculty with more than 30% dedicated to research.

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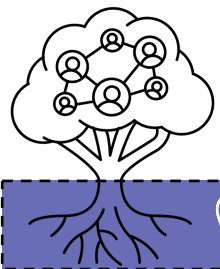
Lessons Learned: Building a Thriving Research **Ecosystem** - Family Medicine Academic Department

Stephen Stacey



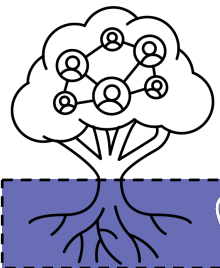
Objectives

Explore how *Ecosystem, Culture and your Department's Goals for Research* can combine to make research thrive in your department.



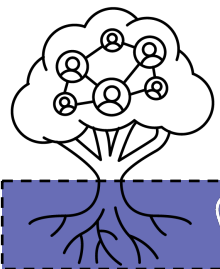
Overview

1. Value of Primary Care research
2. Aligning with institutional priorities
3. Integrating research with practice & education
4. Cultivating research culture
5. Capacity-building & engagement
6. Training & mentorship
7. Promoting research culture
8. Advancing to the next level



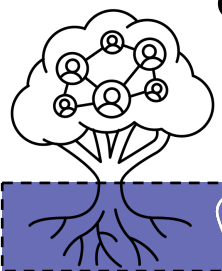
The Value of Primary Care Research to Family Medicine & the Research Enterprise

- Strengthens patient care & informs health policy
- Enhances institutional reputation
- Leverage Practice-Based Research Networks (PBRNs)
- Embraces implementation science & health equity research
- Closes the research-practice gap
- Boosts institutional impact through funding & visibility



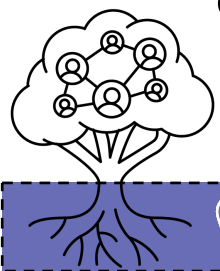
Aligning Research with Institutional Priorities

- Integrate research into mission statements
 - Must align with institution's
- Engage leadership: Dean, university and health system executives
- Expand opportunities through collaboration
 - Other departments
 - Research centers
 - Hospitals / health systems
- Address policy barriers to reward research



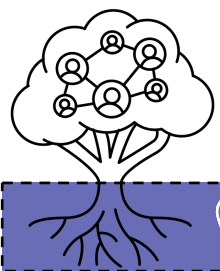
Integrating Research with Practice & Education

- Recognize varying faculty engagement levels
- Embrace broad definitions of scholarship
 - “Traditional” academic work
 - QI
 - Practice-based studies
 - Applied research
- Frame research as professional growth
- Foster collaboration (MDs, PhDs, clinicians)
- Embed research in GME & UME training



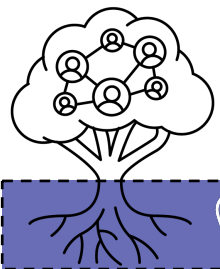
Cultivating a Research Ecosystem & Culture

- Make research part of department's core identity
- Value all forms of scholarship
- Recruit strategically: experience + enthusiasm
 - Mix of experienced and early career faculty
- Define leadership roles (e.g., Vice Chair of Research)
- Prioritize mentorship
- Celebrate achievements



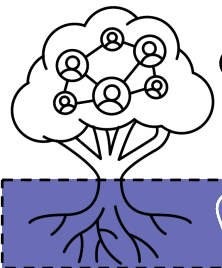
Capacity Building & Engagement

- Fear of research is real
- Lower barriers to entry (start with QI projects)
- Build supportive infrastructure
- Offer structured training & fellowships
- Promote interdisciplinary collaboration
- Diversify funding sources



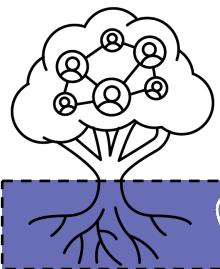
The Role of Training & Mentorship

- Clearly define who can and should engage in research
- Provide structured mentorship
 - Study design
 - Grant writing
 - Publication
- Build research competencies through training
 - Literature review
 - Study design
 - Dissemination
- Encourage team-based approaches
- Guarantee protected research time



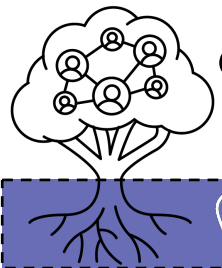
Promoting a Research Culture

- Department leadership must visibly support research
- Set clear faculty expectations
- Use incentives to drive engagement
- Amplify work through research networks & showcases
- Align success metrics with both institutional & faculty goals



Advancing to the Next Level of the Research Ecosystem

- Invest in early-career faculty (50–75% protected time)
- Strengthen mentorship programs
- Build a diverse research portfolio
 - QI
 - Clinical trials
 - Health services research
 - Policy-driven studies
- Leverage institutional resources (CTSA, other grant mechanisms)
- Expand external collaborations



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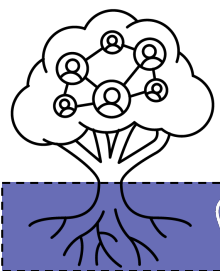
Lessons Learned: Building **Infrastructure** & Support for Family Medicine Research

Dave Schneider



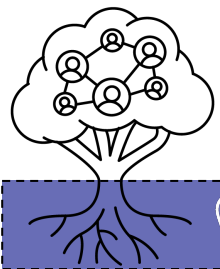
Overview

- Understand Your Department & Institution
- Methods & Analysis Support
- Academic or Research Time
- Mentorship and Training Programs
- Leveraging primary care strengths for institutional support
- Examples of Internal and External Research Resources



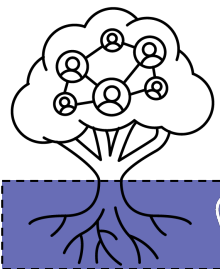
Understanding Your Surroundings

- What are your research goals and vision?
- What is your leadership's vision for research?
- What research is currently being performed?
- What infrastructure and resources do you currently have?



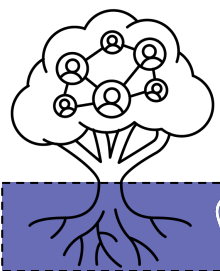
Understanding Your Department – Research Goals

- Clarify if the focus is:
 - Federally funded, career research programs for career researchers
 - Smaller research and scholarship for clinicians
 - Smaller research projects
 - Scholarship
- Align infrastructure with research vision



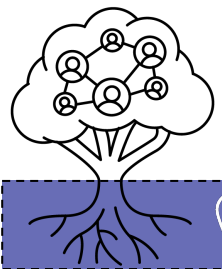
Setting Your Department Research Vision

- Research vision must be realistic
- What will the institution support?
- Align aspirations with current and anticipated future department capacity



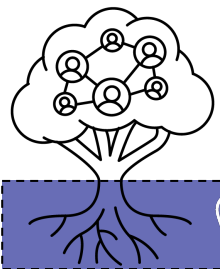
Understanding Your Department – What Research Are You Doing Now?

- Best practices for questions to ask of their staff and faculty:
 - What are you curious about?
 - What research have you done & currently do?
 - How much time do you have for research?
 - Who is funding your effort (time)?
 - Who are you collaborating with?
 - How much effort is devoted to this?
 - Who is mentoring / who has mentored you in your research?



Understanding Your Department – What Research Are You Doing Now?

- Be aware of continuum of research within family medicine
 - “r > R”
 - Defining Scholarship
 - Program Evaluation
 - QI



Understanding Your Department – What Research Is Your Dept Doing?

PACER tool: jabfm.2024.240085R1; DOI: <https://doi.org/10.3122/jabfm.2024.240085R1>

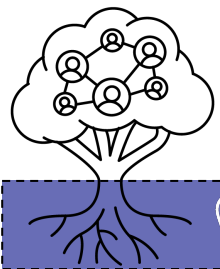
Item	Description
Time frame	The time frame intended for monitoring is up to each department to determine.
Bibliometrics	Each publication, presentation, or patent is counted once regardless of the number of authors.
1. Peer-reviewed publications	Number of new original research articles published in the peer-reviewed literature.
2. Publications other than peer-reviewed	Number of new original research contributions published outside of the peer-reviewed literature (eg, book chapters).
3. Presentations (oral and poster)	Number of new oral and poster presentations given at regional, national, or international meetings or conferences. Presentations may be counted more than once if they are delivered more than once.
4. Number of published faculty	Total number of faculty who were listed authors on a publication in the peer-reviewed literature.
5. Number of presenting faculty	Total number of faculty who gave an oral or poster presentation at a regional, national, or international meeting or conference.
6. Patents filed	Number of new patents filed.
7. Patents issued	Number of new patents issued.
Impact	Researchers include doctoral level and other research faculty as defined under "Personnel."
8. New citations	Number of new citations in peer-reviewed literature of articles written by researchers in the department. This includes new citations for all articles of current researchers, regardless of when the article was published.
9. Median h-index	Median h-index for researchers in the department.

Ongoing research	Ongoing research includes projects approved or deemed exempt by an IRB.
10. New projects with IRB approval	Number of projects newly approved or deemed exempt within the past year.
11. Active projects with IRB approval	Number of projects actively under way. This includes new projects listed above.
Collaboration activities	Activities involving participation with organizations outside the department.
12. Joint activities with other research organizations	Number of activities as described under "Bibliometrics" or "Ongoing research" which involved direct participation from researchers outside the department (eg, other departments, other schools, or other organizations).
13. Peer-review panels for research funding proposals	Number of department faculty who have served on a peer-review panel at the national or international level for extramural/external research or research training funding proposals in the past year.
14. Personnel participating in national/international research leadership	Number of department faculty serving in leadership roles in national or international research-focused organizations. This can include committee service with regular meetings (at least twice yearly), committee chair, board of directors, or similar level of leadership.
Funding	Funding is defined as total direct dollar or in-kind support for activities intended to lead to external and peer/editorially reviewed presentations, publications, and dissemination. This includes start-up costs, bridge funding, core funding, pilot project funding, staff time, investigator support, consultation, and supplies.
15. Internal funding	Funding that the department or institution contributed to research activities.
16. External funding (including grants)	Funding-derived sources external to the department and external to the institution such as outside grants, industry funding, contracts, or philanthropy designated for research.
17. Other funding	Funding that does not fit in the above categories (eg, endowments, royalties).
18. Total funding	Sum of the 3 funding sources listed above.

Personnel	One research FTE includes 40 hours of work per week from personnel in the department whose time is intended to lead to external and peer/editorially reviewed presentations, publications, and dissemination.
19. Doctoral level research FTE	Total research FTE of doctoral-level faculty (not including trainees) with primary academic appointments in the department. This includes FTE (paid time designated or paid effort allocated) directed toward research, regardless of the funding source, for their salary compensation in the specified time frame.
20. Other research faculty FTE	Total research FTE of other research faculty with bachelor's or master's level degree (not including trainees) with primary academic appointments in the department. This includes FTE (paid time designated or paid effort allocated) directed toward research, regardless of the funding source, for their salary compensation in the specified time frame.
21. Nonresearch faculty FTE	Total nonresearch FTE of all department personnel at or above master's level education. This can include time spent for administration, teaching, patient care, or other activities.
22. Total research administration FTE	Total FTE for administrative time of all staff with research leadership roles.
23. Total faculty FTE	Total of the above 4 items
24. Total faculty	Total FTE for research activities of all faculty who perform or support research activities (even if not their whole job, not including trainees). This includes only faculty directly reporting within the department and does not include research faculty in other departments or organizations paid for with grant funds.
25. Total research support staff FTE	Total FTE for research activities of all staff who support research activities (even if not their whole job, not including trainees). This includes only staff directly reporting within the department and does not include research support staff in other departments or organizations paid for with grant funds. This may include statisticians, study coordinators, or research aides.
Education/academics	Trainee publications and presentations are included in this section, as well as in the "Bibliometrics" section. Each publication or presentation is counted once in this section regardless of the number of trainee authors.
26. Research trainees	Number of trainees who were actively involved in research during the past year, even if research is not the primary focus of their education. This includes trainees at all graduate levels who are actively contributing to ongoing research or publication activities and does not include trainees not participating in any such activities.
27. Trainee publications	Number of publications (peer-reviewed or other than peer-reviewed as defined above under Bibliometrics) with a trainee as a listed author.
28. Trainee presentations	Number of presentations (oral or poster) with a trainee as a listed author.
29. Faculty with rank of Assistant Professor	Number of research faculty with the academic rank of Assistant Professor or equivalent.
30. Faculty with rank of Associate Professor	Number of research faculty with the academic rank of Associate Professor or equivalent.
31. Faculty with rank of Professor	Number of research faculty with the academic rank of Professor or equivalent.

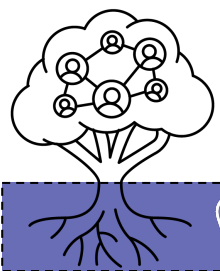
Understanding Your Department – What infrastructure do you currently have?

- Inside Department or Institution:
 - Research space
 - Grants – internal & external
 - Total research FTE
 - How much time do clinicians have to pursue research?
 - PhDs
 - Research support staff
 - Informatics/Biostats staff/faculty
 - Other resources your institution might have:
 - CTSI
 - Analytics, EPIC teams, etc



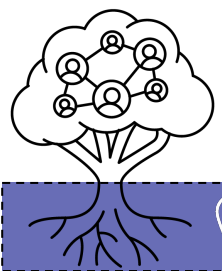
Other Potential Resources:

- Outside the institution:
 - Area universities
 - MPH programs
 - Research collaborators
 - STFM/NAPCRG, etc
 - Collaborators at other institutions
 - Pharma/Device manufacturers



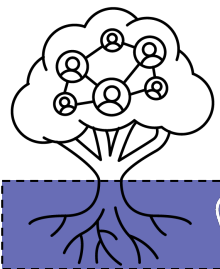
What Do You Need to Accomplish Research Vision?

- Perform gap analysis
 - Difference between where you are now and your desired future state
 - What additional resources are needed to get there?
 - Query your faculty
- Create a budget
 - Personnel
 - Space
 - Some funding for pilots, software
 - Money for analytics, biostatisticians etc
 - Computing resources
 - Travel to disseminate (residents and students too)



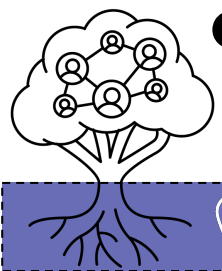
Research Resources

- Access to
 - Successful IRB protocols
 - Funded grant applications
 - Secure templates
 - Have examples of successful grant applications
- Mentorship
 - PhDs - methodologists
 - Qualitative vs quantitative, mixed methods



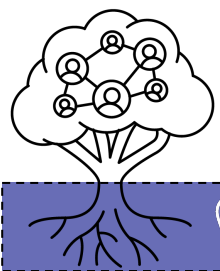
Methods & Analysis Support

- Essential methodological expertise
 - Quantitative methods
 - Qualitative methods
 - Mixed methods
- Important for both study design and analysis
- Incorporate PhD-level expertise
- Evaluate collaboration opportunities
- All above can be internal or external



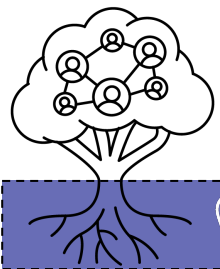
Academic vs Research Time

- Determine what levels of FTE support are needed to accomplish your goals
 - Use your gap analysis
- Academic / Research Time vs. Clinical Time
 - Build research time into job descriptions
 - Not just extra work “done outside your regular job”
- Provide resources to make above time productive
- Include time for mentorship



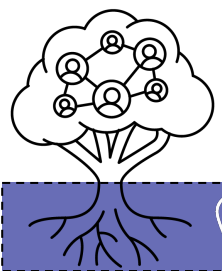
Academic / Research Time

- Resources to make time productive
 - Research support staff
 - Financial support
 - Salaries, equipment, computers, software
 - Administrative support
 - Coordination support (IRB, grants office, etc)



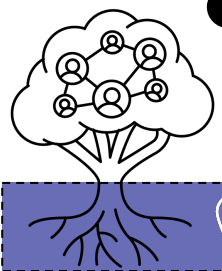
Mentorship and Training

- Include mentorship time
 - Time to be mentored
 - Time to mentor others
- Mentors can be internal and/or external
- Define pathways and mentorship
 - Residency to Faculty
 - Faculty to K grant
 - K grant to R grant
- Each step above requires different mentorship



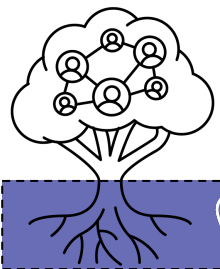
Incorporating Learners

- Support resident research and scholarship
 - Research training including a formal research curriculum
 - QI training including a formal curriculum
 - Support exploration of curiosity and development of scholarship
- Explore how medical students can be incorporated into resident and faculty research and scholarship programs
- Helps foster research culture department-wide



Academic / Research Time

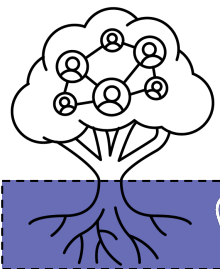
- Remember not all faculty will be traditional researchers
- Facilitate the creation of less intensive scholarly activity
 - QI
 - FPIN
 - Clinical pearls
 - Case reports
 - Systematic reviews
- Fosters a culture of curiosity where all faculty participate in research & scholarship
- How can you take what faculty are already doing and transform it into scholarship?
 - Harmonization of missions



Ann Fam Med. 2024 May-Jun;22(3):237–243. doi: [10.1370/afm.3108](https://doi.org/10.1370/afm.3108)

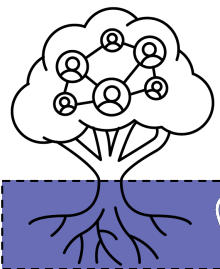
Leveraging Strengths of Primary Care for Institutional Support

- Community engagement
- Shared decision-making
- Team-based care
- Mixed methods
- Accessing primary care patient networks
 - Creating a learning health system approach



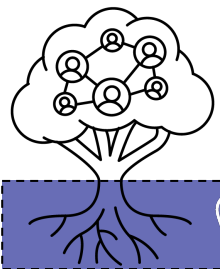
Examples of Research Resources

- Can be internal or external
 - Study design expertise
 - Statistics
 - Pre / Post Award management
 - Grant writers
 - Data managers
 - Research coordinators
 - Informatics experts
 - Research centers
 - CTSI
- Stop recreating the wheel
- Create a map of internal and external resources
 - Where located
 - How to access them
- Include case examples of how these resources facilitate faculty research
- Make the resource map widely available



Summary

- Know the current state of your department's research
 - Productivity
 - Resources
- Understand where resources are located
- Determine what resources need to be accessed to accomplish your research vision
- Provide time to do the work of research
- Develop mentorship and faculty development pathways
- Leverage family medicine's strengths to obtain institutional resources
- Create a resource map and share it often



2025

Lessons Learned: **Regulatory** Processes & Compliance

Stephen Stacey



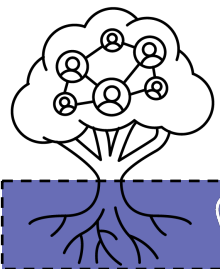
Family

Medicine Research

A National Strategic Plan

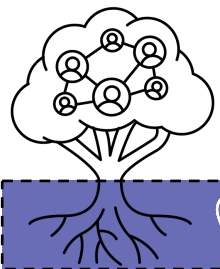
Overview

- General requirements
- Institutional Review Board (IRB)
- Clinical Trials Office (CTO)
- Office of Sponsored Research (OSR)
- Institutional Requirements
- Grants Management



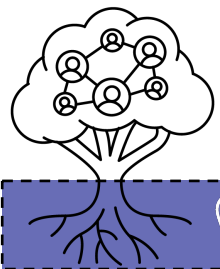
General Requirements

- Complete required training
 - All personnel involved in project
 - Human Subjects Training – IRB
 - Animal Research Training
- Learn your other institutional requirements
- Ensure faculty, residents, students are familiar with regulatory process and compliance
- Communicate, communicate, communicate
- Monitor faculty compliance



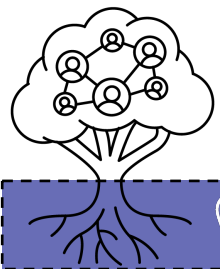
IRB

- Get to know your IRB
- Find a liaison & build relationship
- Questions to ask ☐
 - Common pitfalls
 - What are common questions asked of the IRB?
 - Is there a pre-review process?
 - How often does the committee meet?
 - Turnaround time?
 - Are there pet peeves that we should avoid?
 - Can you share examples of successful IRB submissions?



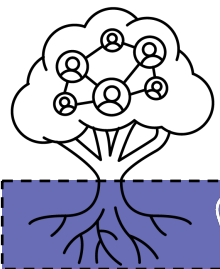
IRB

- Get training on the IRB submission system
- What are rules around consent?
 - Is there an institutional required consent form / format?
 - Is there universal consent or does each participant need to be consented for each project?
- When is a Data Safety Monitoring Board required?



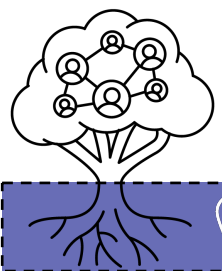
IRB

- When are protocols considered exempt?
 - What forms have to be submitted for exempt protocols?
 - Publishers often request proof of IRB approval, even for exempt protocols
- Is QI exempt?



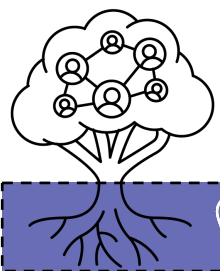
IRB

- Consider ways to work with IRB to develop alternatives for QI
- Understand when IRB is needed
- Acquire system
 - Used for QI
 - 3-page description to allow IRB to determine not research
- Are there other systems within the IRB to streamline identification projects as QI?
 - Explore whether opt-out system could be used



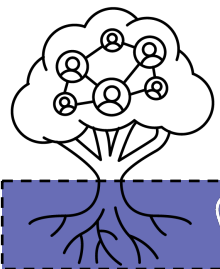
IRB

- Best Practices:
 - Have research director or assigned staff pre-review IRB submissions before they are submitted
 - Train a research staff or coordinator to be primary resource for IRB application development and submission (especially for learners)



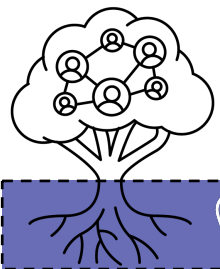
Clinical Trials Office

- Get to know the Office of Clinical Trials
 - Find a liaison
 - Questions to ask:
 - What support is offered?
 - Who are the experienced clinical coordinators on campus?
 - Is there a pool from which coordinators can be assigned?
 - Do you have to hire your own coordinators?
 - What training is available for them?
 - Is there budget development support?
 - Who is the contracts liaison?



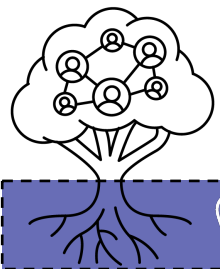
Office of Sponsored Research

- Get to know the Office of Sponsored Research
- Find a liaison
- Questions to ask ☐
 - How is the office organized?
 - Where are the institutional policies for responsibilities?
 - Are there separate pre- and post- award staff?
 - How are staff assigned?
 - Is it separate by pre and post award?
 - By funding mechanism?
 - What level of support is offered?
 - What is the department responsible for?
 - Is foundation funding going through OSR or does it go through development?
 - What is the communication between the two?



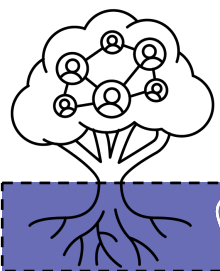
Institutional Requirements

- Who invites patients to be participants
- Data security
- Determine who “owns” access to data from your clinics
- Supervision of trainees and research coordinators
- How to advocate when problems arise?



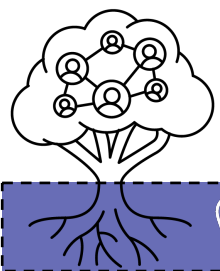
Grants Management

- Every grant has administrative burden (large & small)
- Understand funder requirements and post award reporting obligations
 - Different funders have different requirements
- Think about how to support mission yet balance burden
- Be sure PIs are qualified & understand
 - PI responsibilities & obligations
 - Supervision of staff
 - Requirements for budget management & reporting
 - Make sure they have data needed



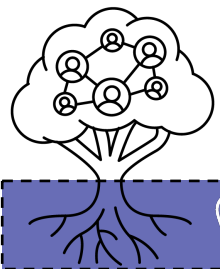
Grants Management

- Understand funding management
- Understanding funding limitations
 - Know what NIH will and won't fund
 - Cap gap (PCORI is lower than NIH)
 - University requirements for funding (e.g., minimum requirements)
 - Understanding how different financial streams can cover gaps



Summary

- Learn the universal and institution-specific regulatory and compliance policies
- Faculty and learners need to obtain required training
- Develop relationships with the IRB, CTO, and OSR offices
 - They will make the process smoother
- Learn institutional and funder requirements surrounding grants management



2025

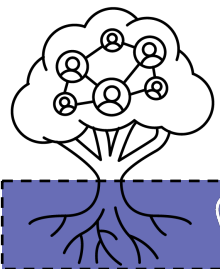
Lessons Learned: Navigating Research **Funding** in Academic Family Medicine Departments

Dave Schneider



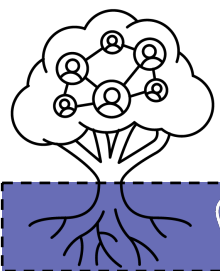
Overview

- Issues to consider that impact research funding
- Funding-related considerations
- Chair's recruitment / retention package includes research
- Available research funding streams
- Managing external funding
- Sources of funding
- Understanding funding limitations
- Value proposition for research



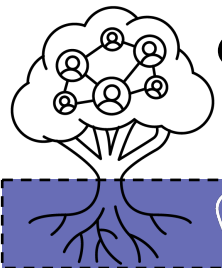
Issues That Impact Research Funding

- Assess existing infrastructure (hard money, mentorship, cross-departmental support)
- Engage leadership for insights on funding flows
 - Clinical chairs and department administrators
 - Past negotiations
 - Support structures
- Clarify access to indirect funds
- Conduct financial review with department leadership
- Strategically align research & scholarship with departmental vision and priorities



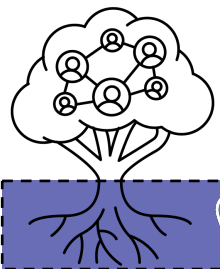
Funding-Related Considerations

- Establish a leadership role (Vice Chair/Director of Research)
- Ensure FTE for leadership role supports growth
- Plan bridge funding for gaps
- Provide start-up funds for new faculty
- Offer pilot funding for early research
- Institutional pilot funding streams
- Budget for travel, publication fees, assistants
- Explore endowed positions
- Consider joint appointments



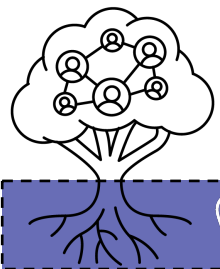
Chair's Package Includes Research

- Develop a 5-year growth plan
- Grant management support
- Build research infrastructure (statisticians, data management, grant writers, graphic designers)
- Support scholarship development (boot camps, publishing \$)
- Allocate time & resources for clinical faculty research



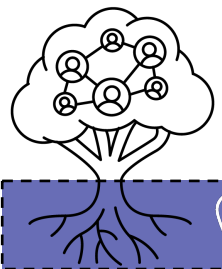
Funding Streams for Research

- Soft funding considerations
 - Plan for pre-grant writing costs
 - Ensure sustainability post-grant
- Balance team building with project-based support
 - Develop long-term research teams
 - Support projects case-by-case



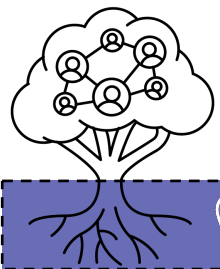
Managing External Funding

- Strong administrative oversight
 - Pre- & post-award management
- Shared resources (biostatisticians, research coordinators, data managers)



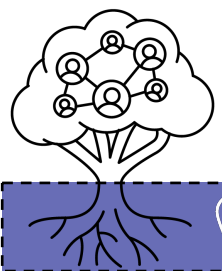
Sources of Research Funding

- Federal: NIH, PCORI, AHRQ
- State & local government grants
- Private foundations: Gates, Moore Foundation, AAFP
- DOD & VA funding
- Institutional grants (pilot studies)
- Private donations & endowments & department-based campaigns
- Team science initiatives
 - Interdisciplinary collaboration can lead to innovative funding opportunities



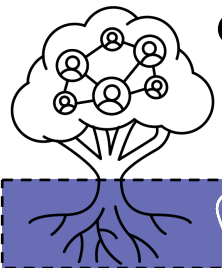
Understanding Funding Limitations

- Be aware of agency restrictions on what can be funded
- Address funding gaps (PCORI vs. NIH)
- Address institutional requirements
- Understand PI eligibility policies
- Tailor strategies by department type (basic science vs clinical)
- Plan for K-award gaps in faculty salaries



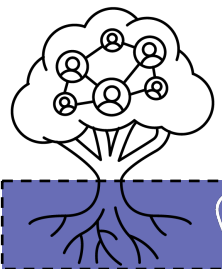
Value Proposition of Research

- Align research with promotion & tenure criteria
- Research enhances departmental reputation & recruitment
- Drive innovation & evidence-based practice
- Boost public & institutional recognition
- Prioritize community-based research
- Foster culture of research & scholarship (e.g., one paper/faculty/year)
- Promote cross-departmental collaboration
- Address financial misconceptions
- Implement a track-based point system



The End Results

- By addressing these key lessons, departments can:
 - Build sustainable research funding strategies
 - Support faculty growth
 - Enhance reputation
 - Advance scientific innovation

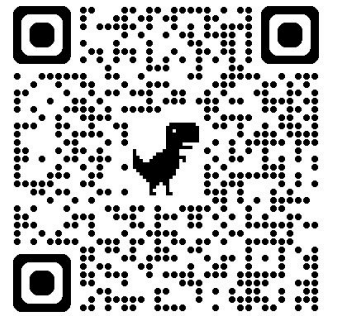




Curriculum for future department chairs: What to know in the research realm

Goal of the Curriculum: Identify and promote promising practices for chairs to support and fund research participation within their departments and institutions.

The Vision: Create a document intended to serve as a foundation for developing a full curriculum with individual lessons. Ensure the content is concise, with references included and designed so that different sections can be presented at national meetings.





Companion Materials

- Four-Part Learning Series
 - Webinar
 - Audio file/Transcript
- Expanded Documents & Presentation



ADFM
Association of
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Family Medicine
VISION. VOICE. LEADERSHIP

Family Medicine Research
A National Strategic Plan

**Advancing Research in Family
Medicine: A Chairs' Learning Series**

Ecosystem Infrastructure Regulation Funding

Moderated by ADFM
Research Development Committee Chair
Pete Seidenberg, MD, FAAFP



BRC

CONSULTATIONS

BRC Consultations range from very specific problem-solving such as recruitment and leadership issues to the development of a broad multi-year strategic plan.

There is no one formula or pattern for a BRC consultation – they can vary depending on the size and current research & scholarship capacity of the department as well as the goals of the consultation

Reach out to JoBeth Hamon (jhamon@adfm.org) for more information!





Please provide feedback on this session!

