

New Faculty Guide to Academic Family Medicine: A Collaboration of STFM Collaboratives: Faculty Development and New Faculty

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HOW TO CITE: Rice A, Bibb KA. New Faculty Guide to Academic Family Medicine: A Collaboration of STFM Collaboratives: Faculty Development and New Faculty. *Fam Med*. 2026;58(6):454-455. doi: [10.22454/FamMed.2026.185170](https://doi.org/10.22454/FamMed.2026.185170)

FIRST PUBLISHED: June 8, 2026

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Book Title: New Faculty Guide to Academic Family Medicine: A Collaboration of STFM Collaboratives: Faculty Development and New Faculty

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Publication Details: Society of Teachers of Family Medicine (STFM); 2025, 120 pp., \$0.99 ebook

“Begin as you mean to go on.” This timeless advice, often given to new physicians as they start residency, applies just as well to the launch of an academic career. The transition from clinician or resident to faculty member can feel exhilarating but also disorienting: Expectations are high, roadmaps are vague, and the hidden curriculum of academia often seems accessible only to insiders. The *New Faculty Guide to Academic Family Medicine* steps into this gap with a clear purpose to orient, equip, and encourage early career faculty in family medicine. Created by the Society of Teachers of Family Medicine Faculty Development and New Faculty Collaboratives, the book reflects the expertise of its editorial team: family medicine educators who serve as program directors, fellowship directors, and academic leaders. Their lived experience in guiding and mentoring new faculty gives the text both authority and empathy.

Each chapter is organized around “the basics,” “what you need to know,” and “what you need to do,” supported by timelines, barriers, and resources. This modular design makes the book highly usable and easy to reference. Early chapters address academic roles, balancing clinical duties with scholarship, and understanding promotion pathways. Later sections move into curriculum design, assessment, leadership, and career growth.

Scholarship is framed broadly and inclusively, recognizing contributions such as quality improvement, case reports, and educational innovations alongside traditional research. This validation of diverse scholarly output is particularly encouraging for family medicine faculty, many of whom balance heavy clinical loads with academic work. The guide also highlights advising and service, reframing them as opportunities to strengthen identity and community rather than as distractions from scholarship.

One of the book’s most valuable contributions is its treatment of mentorship. Rather than suggesting reliance on a single mentor, the authors encourage building a portfolio of guides who collectively provide a foundation for growth. This model reflects best practices in faculty development and offers a realistic approach for sustaining long-term success.

The text also acknowledges the hidden curriculum of academic medicine. It addresses unspoken expectations around authorship, committee work, and professional visibility, offering scripts and strategies to navigate these realities with confidence. The tone is consistently supportive, striking a balance between encouragement and practicality.

The guide’s strengths lie in its usability and family medicine specific context. Its scannable format, barrier-mitigation tips, and curated resources make it easy to apply in daily work. Examples rooted in continuity clinic, resident education, and community engagement enhance credibility and resonance.

Still, the book is not without limitations. The first two chapters, while rich, are relatively dense and may be challenging entry points for new readers. Reordering the material to begin with topics most relevant to early faculty could improve flow. The

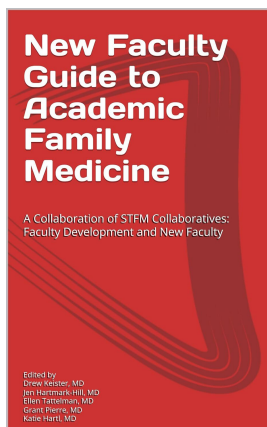


TABLE 1. Comparison of Faculty Development Resources

Feature	<i>New Faculty Guide to Academic Family Medicine</i>	<i>The Academic Medicine Starter Kit: Timeless Tips & Guidance for Early-Career Faculty Members</i> ²
Discipline focus	Family medicine–specific; rooted in continuity clinic, resident education, and community partnerships	Broad, cross-disciplinary; tips applicable to faculty across multiple specialties
Format	Modular “Know/Do” framework with basics, timelines, barriers, and resources	Collection of concise pearls, reflections, and practical advice
Primary audience	Early career family medicine faculty; program directors and mentors	Early career faculty in academic medicine across disciplines
Strengths	Actionable checklists, barrier-mitigation tips, curated resources; strong mentorship guidance	Breadth of advice, variety of perspectives, timeless lessons from seasoned educators
Tone	Supportive and practical, with strategies for navigating the hidden curriculum	Inspirational, reflective, and pragmatic, emphasizing career wisdom
Use cases	Departmental orientation, mentorship programs, structured faculty development	Individual reading for broad career perspective; cross-disciplinary inspiration
Limitations	First chapters dense; limited depth on advanced research/dissemination; no glossary/index	Less specialty-specific; pearls can feel general without contextual examples

addition of a glossary or index also would enhance accessibility. Promotion guidance, while sound, must be adapted to local institutional policies. Finally, advanced topics such as research methodology and dissemination strategies are introduced only briefly, leaving opportunities for deeper exploration in future editions.

When compared to other resources, the *New Faculty Guide to Academic Family Medicine* is distinguished by its discipline-specific lens and actionable design. Books such as *The Academic Medicine Starter Kit: Timeless Tips & Guidance for Early-Career Faculty Members*² provide pearls across specialties, but this guide roots its advice firmly in family medicine. Its examples of continuity clinic, resident supervision, and community partnerships give it a practical relevance that general guides cannot fully replicate. [Table 1](#) provides a side-by-side comparison of the two resources. The book’s primary audience is new faculty within their first 1 to 2 years, but program directors and mentors also will find value in its tools for onboarding and faculty development.

The *New Faculty Guide to Academic Family Medicine* bridges the gap between aspiration and implementation. It clarifies *why* a career in academic family medicine matters and shows *how* to succeed in the early years. Despite minor limitations in structure and depth, its practical design, inclusive view of scholarship, and candid advice make it a standout resource.

For individuals, it serves as a roadmap for survival and growth. For departments, it is a ready-made scaffold for mentoring and development. Much like a trusted mentor offering steady guidance on the first day of a new role, this book reminds us that while the journey into academia may be complex, no one has to walk it alone.

REFERENCES

1. Spurgeon CH. *All of Grace*. Robert Carter and Brothers; 1886.
2. Skarupski KA. *The Academic Medicine Starter Kit: Timeless Tips & Guidance for Early-Career Faculty Members*. Faculty Factory; 2024.