

2015 ATMCH Survey Results and Assembly Discussion Summary

In 2014, the ATMCH Secretariat transferred from the Association of Schools & Programs of Public Health (ASPPH) to the University of Alabama at Birmingham (UAB). Membership dues were done away with, as ATMCH is now funded exclusively through a supplemental MCH grant from the Health Resources & Services Administration (HRSA) and **there needs to be a membership vote on what to do with the remaining funds from dues.**

Additionally, the membership was refreshed and expanded. Given the field's focus on workforce development, both current and future, ATMCH is expanding to include students and practicing professionals. The website was redesigned (including a complete update of the Syllabi Project), successful past projects were updated and continued (like the Innovative Teaching Awards and the Mentorship Project), and a review of the 2010 Strategic Plan revealed that many of the plan's objectives had been met. In 2015-16, we have opportunities to connect with the Council for Education in Public Health (CEPH), reviewing competencies based on CEPH changes, and connect more closely with the MCH Navigator.

In late summer/early fall 2015, ATMCH surveyed members and non-members about the structure and interests.

Member Survey Results:

- 224 members (as of 10/29/15) are faculty/staff at academic MCH training programs (57%), masters & doctoral students (21%), practicing professionals in MCH-related organizations (5%) & "other" (17%) (nurses, federal partners, other types of faculty & managers/administrators)
- 2% of members are international; 32% are in Alabama, Florida & Illinois; & 15 states have no members.
- 70% said the Executive Committee should consist of more than the President, President-Elect/Past-President & Coordinator (who assumed the role of Secretary & Treasurer when the Secretariat moved). Suggestions: students (15%), Standing Committee chairs (33%), representatives of the APHA MCH Section (39%), a HRSA representative (41%), representatives of HRSA-funded MCH programs (53%), representatives of non-HRSA-funded MCH programs (64%), Topic Committee chairs (73%), & "other" (68%).
- 73% said the President should serve a 2-year term & 47% said identification should take place via a membership-wide vote on formally nominated candidates.
- 94% said there should be Standing Committees, 56% said chairs should serve 2-year terms, 38% said identification should take place via a membership-wide vote on volunteer candidates & 58% said students & faculty should co-chair.
- 50% said there should be Topic Committees, 49% said chairs should serve 2-year terms, 46% said identification should take place via a membership-wide vote on volunteer candidates & 70% said students & faculty should co-chair.
- There was strong support for continuing the Greg Alexander Student-Faculty Breakfast, Annual Assembly, Mentorship Project, Innovative Teaching Awards, Loretta P. Lacey Award, and MCH Section Outstanding Student Papers Awards.
- 53% said ATMCH should host a regular meeting in addition to APHA-related meetings (like at AMCHP, CityMatCH, MCH Epi, etc.) & 67% said ATMCH should host a regular webinar or conference call. Meetings, webinars and/or conference calls should be content-based & focus on skill-building & ATMCH updates. 73% said ATMCH should exhibit at other events to increase membership or awareness.

Non-Member Survey Results:

- Most non-member respondents either taught (formally or informally) MCH-related content or were practicing professionals in MCH-related fields. A little more than half had heard of ATMCH prior to the survey & most had never been a member. When asked why they were not members, answers included being unaware of ATMCH (62%), “Other” (55%), the membership fees (38%) (these no longer exist) & that ATMCH was not relevant to their work (29%). Specifics within the “Other” category included thinking that it was only for MCH faculty or not having been invited to join, having no compelling reason to join, not realizing they were no longer a member, not having enough time/energy to participate meaningfully, & forgetting to join/renew.
- When asked what offered activities/resources might compel them to join, they said MCH-related content (87%), research support/dissemination (81%), social/networking opportunities (76%), resources for students (75%), mentoring services (65%), advocacy services/training (63%), leadership training (62%) & expert technical assistance/consultation services (60%).

Although ATMCH used to be about teaching, surveys revealed an interest in expanding to advocacy & research, but in what capacity? What is ATMCH’s unique niche? What does ATMCH do for students & early professionals? Are there needs expressed by community partners?

The changes occurring in ATMCH and its membership mirror the changes (shown in purple) that have occurred to its “mission statement” on the website in the last 5 years:

ATMCH...aims to provide leadership in education, research, and service in the field of Maternal and Child Health. ATMCH offers an interdisciplinary forum through which MCH-related faculty, staff, students, and practicing professionals in academic settings and MCH-related organizations can share the knowledge, ideas, and skills essential to educating/influencing students, advancing MCH research, and applying research results to MCH policies, programs, and services.

Survey results suggested these Standing Committees: “Education”, “Advocacy”, “Research”, “Student Engagement” & “Membership”. Assembly discussion produced these Standing Committees:

- “Education (or “Teaching & Mentoring”)”-Advancing teaching & education in relation to research & advocacy (translation of research to teaching & teaching to research, effective & innovative teaching methods & technologies, teaching philosophy & portfolio development, etc.)
- “Workforce Development”- Extending teaching beyond the classroom, career development, jobs, interfacing with the external community & working across silos to develop coalitions towards the achievement of goals
- “Membership & Engagement”- How to tap into & learn from the students we teach or the student members of ATMCH, identifying our target populations (undergraduates, graduate students, post-docs, practicing professionals, faculty) & what will attract them

Questions:

1. Are these three Standing Committees the agreed upon way forward?
2. What would be their main activities benefiting the membership?
3. How might they complement each other or overlap & collaborate?
4. Who is willing to participate on these & who is willing to chair them, as some of this may dovetail with what some are already doing?