

Professional Development Initiatives

Care and Feeding of Junior Faculty: Penn State's Junior Faculty Development Program

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Objectives

- **Understand what is meant by “faculty development”**
- **Describe an initiative for junior faculty development at Penn State**
- **Examine and discuss sustaining solutions for junior faculty development**
- **Analyze the rationale for supporting faculty development as “core” institutional or organizational support**

Perspective

- **Investing in faculty is usually more effective than finding replacements**
- **Everyone is in need of development during their career**
- **Faculty development is an effective recruiting and retention tool**
- **Faculty development may be a useful tool in “leveling the playing field”**

It's like farming . . .

- **It's *not* like Jack and the Beanstalk**
 - **There are no magic beans**
 - **There is no golden goose**
 - **But, there might be a giant!**
- **Requires careful selection of land**
- **Clear the land, till, enrich, plant, irrigate, manage pests, harvest, market**
- **Even when you do it all correctly, you may still have a drought, a flood, or plague!**

Five Potential Pitfalls for Jr. Faculty

- **Too much service effort**
- **Diffusion and confusion**
- **Lack of mentoring or guidance**
- **Exploitation by other faculty members**
- **Lack of discipline and perseverance**

– Academic Physician & Scientist, May 2004 www.acphysci.com

Faculty Development is...

A Subset of “Professional Development”

- **Not Continuing Education or CME alone**
- **Not *only* skills acquisition or refinement**
- **Not psychotherapy!**
- **Not remediation (alone)**
- **Investing in the institution’s core asset: human resources**
- **Prudent stewardship of investment**

One size *does not* fit all

- **But there appear to be common elements**
 - ***An improvement orientation***
- **As well as common needs**
 - **\$\$ support**
 - **“Buy-in”**
 - **Individuals**
 - **Institution**
- **Responsibility to demonstrate ROI**

Vision for Faculty Development

- **“...the future of the institution depends to a great extent on the degree to which it is successful in nurturing the career development of the most junior members of the faculty.”**

Michael Whitcomb, M.D. Editor of Academic Medicine

- **“The junior faculty members in this program are the key to the future of the success of Penn State Hershey.”**

**Darrell Kirch, M.D., President AAMC
Former Sr. VP & Dean, PSU College of Medicine**

PSU Jr. Faculty Development Program: Goals

- **Promote development/advancement of jr faculty**
 - **through a targeted and tailored program**
- **Nurture and cultivate junior faculty**
 - **to become the next generation of academic leaders**
- **Support retention of native talent**
 - **through professional development opportunities**

Jr Faculty Development Program

- **Target group: “junior” faculty**
 - **assistant professors < 5 years on faculty**
- **Basic science AND clinical faculty together**
- **Commitment from Chair & faculty member**
- **Comprehensive Curriculum**
- **Dedicated weekly time; 9 months per year**
- **“On time” as well as “Off time”**
- **Requirement: Individual mentored project**

Components of the Program

- **Comprehensive Curriculum**
 - September through May
 - Friday morning 7-9 a.m.
 - 30 sessions (60 hours of curriculum)
 - Interactive lectures and skills workshops
- **Individual Mentored Project**
 - Research, education, or clinical initiative
 - Completion requirement for “graduation”
 - Benefit to the individual, department, and institution

JFDP: Curriculum

Design & Development

- **Mission driven**
- **Faculty designed**
- **Competency based**
- **Internal & invited speakers (experts and leaders)**
- **Attendance required**

Comprehensive

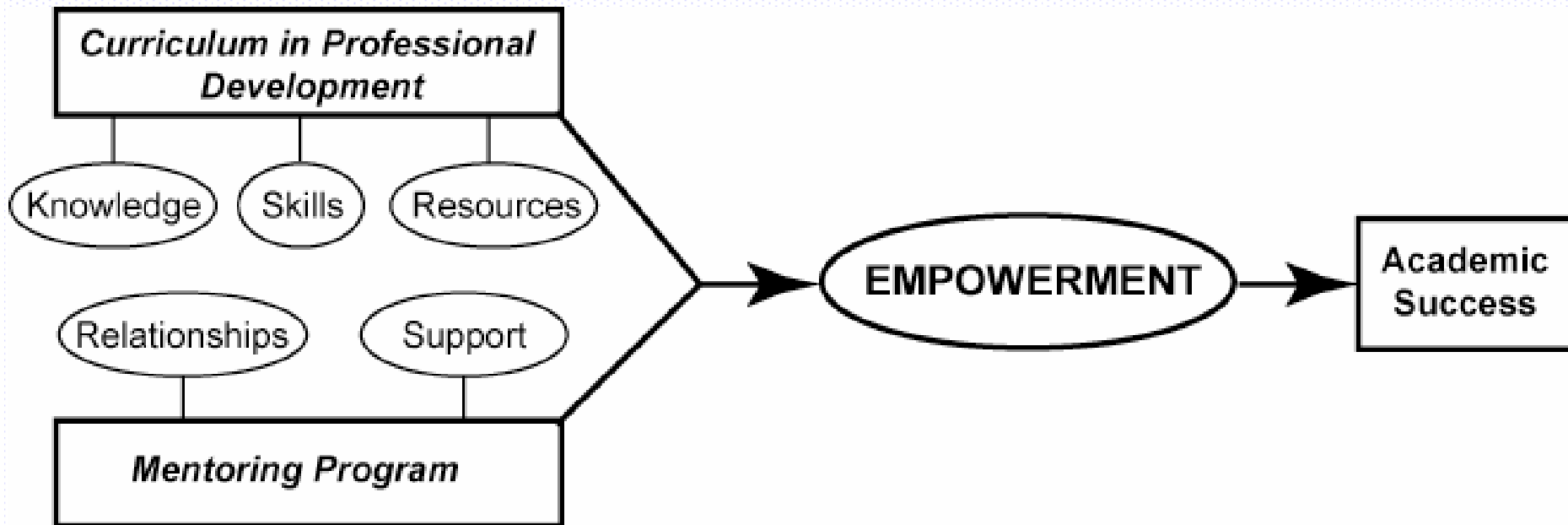
- **Research**
- **Education/Teaching**
- **Clinical**
- **Academic & Professional**

Individual Mentored Project

- **Project identified by junior faculty**
- **Project approved by departmental chair**
- **Increasing focus on scholarly activity**
- **Sr. Faculty Mentor chosen to provide guidance on the project**
- **Most mentors outside participant's dept**
- **Mentor "obligation" limited to project**
- **Creation of "The Mentoring Academy"**

Junior Faculty Development Program

Model for successful development of junior faculty : Empowerment



JFDP: *Program Evaluation*

- to determine outcomes & impact of program
- measures used:
 - evaluation of individual sessions & presenters
 - pre- and post-program self-assessment
 - end-of-program survey (qual/quant)
 - mid- & post-program mentor/mentee assessment
 - longitudinal evaluation
 - surveys at 6, 18, months; 3, 5 yrs
 - “markers” of academic success

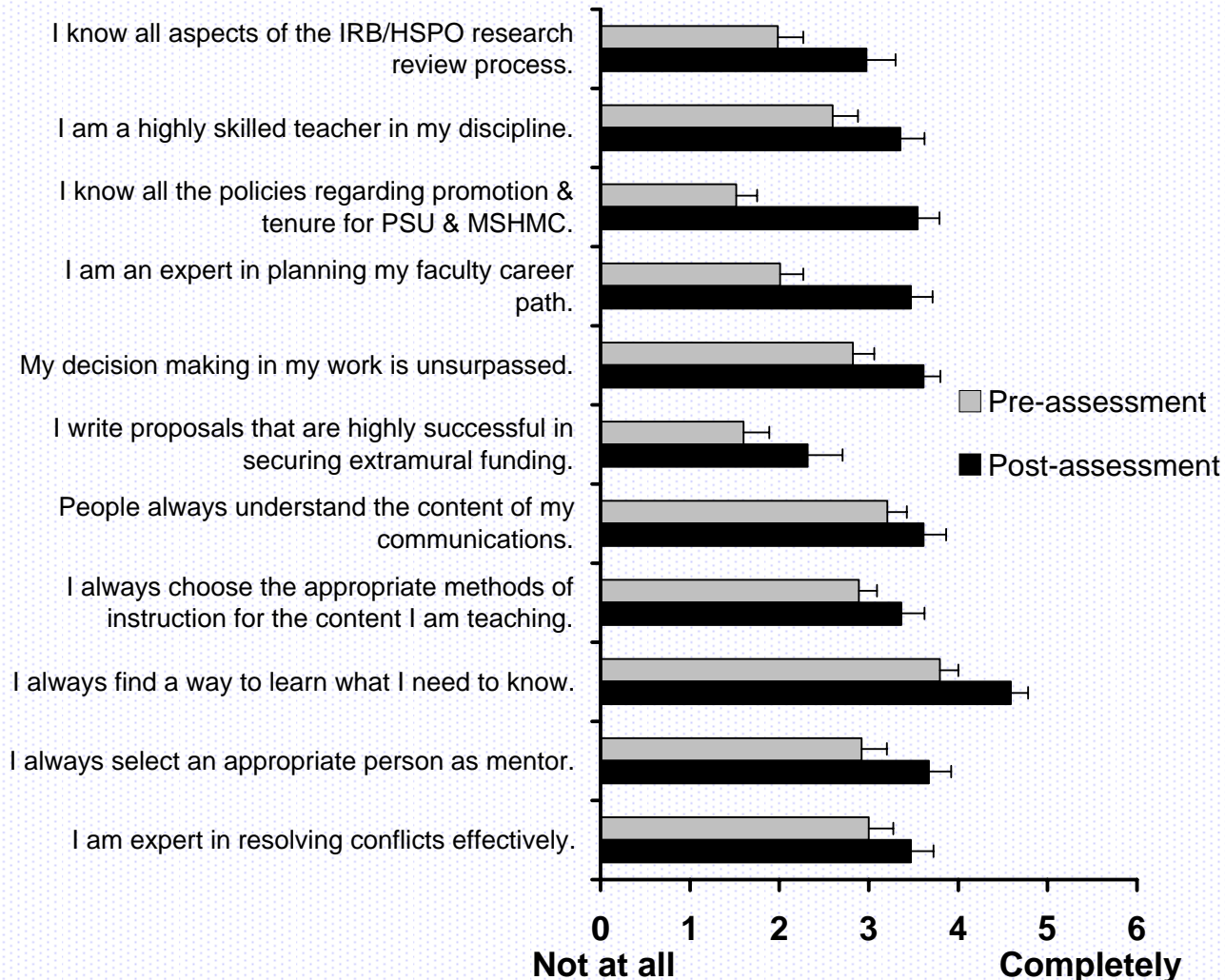
Junior Faculty Development Program

Progress to date:

- program in fourth year
- **99** junior faculty have participated
 - 41 women, 58 men
 - 66% M.D.; 4% MD/PhD; 29% Ph.D.
 - 17/23 departments represented
- **70** senior faculty as mentors
 - 20/23 departments represented

Junior Faculty Development Program

Self Assessment:



Evaluation of Outcomes

Junior Faculty Development Program

- What is the effect of the JFDP on the subsequent academic success of its participants?
- What are the factors that influence success in academic medicine?
 - > longitudinal assessment of JFDP participants

Junior Faculty Development Program

Program evaluation — Data:

Year 1: 2003–2004 (% response)

- **end-of-program evaluation (70%)**
- **6 month evaluation (38%)**
- **18 month evaluation (50%)**



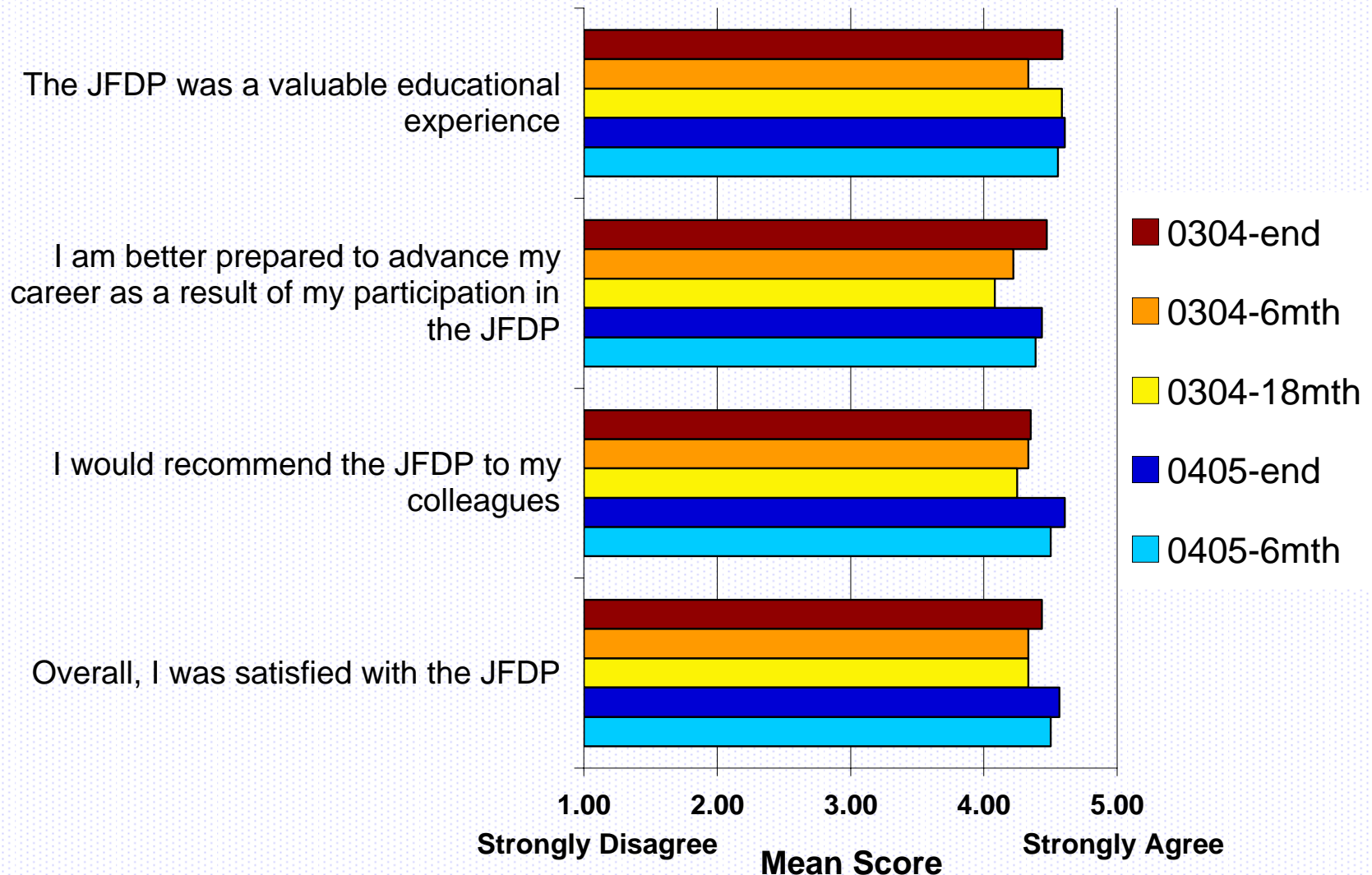
Year 2: 2004–2005 (% response)

- **end-of-program evaluation (71%)**
- **6 month evaluation (56%)**



Junior Faculty Development Program

Overall assessment of program:



Junior Faculty Development Program

Empowerment:

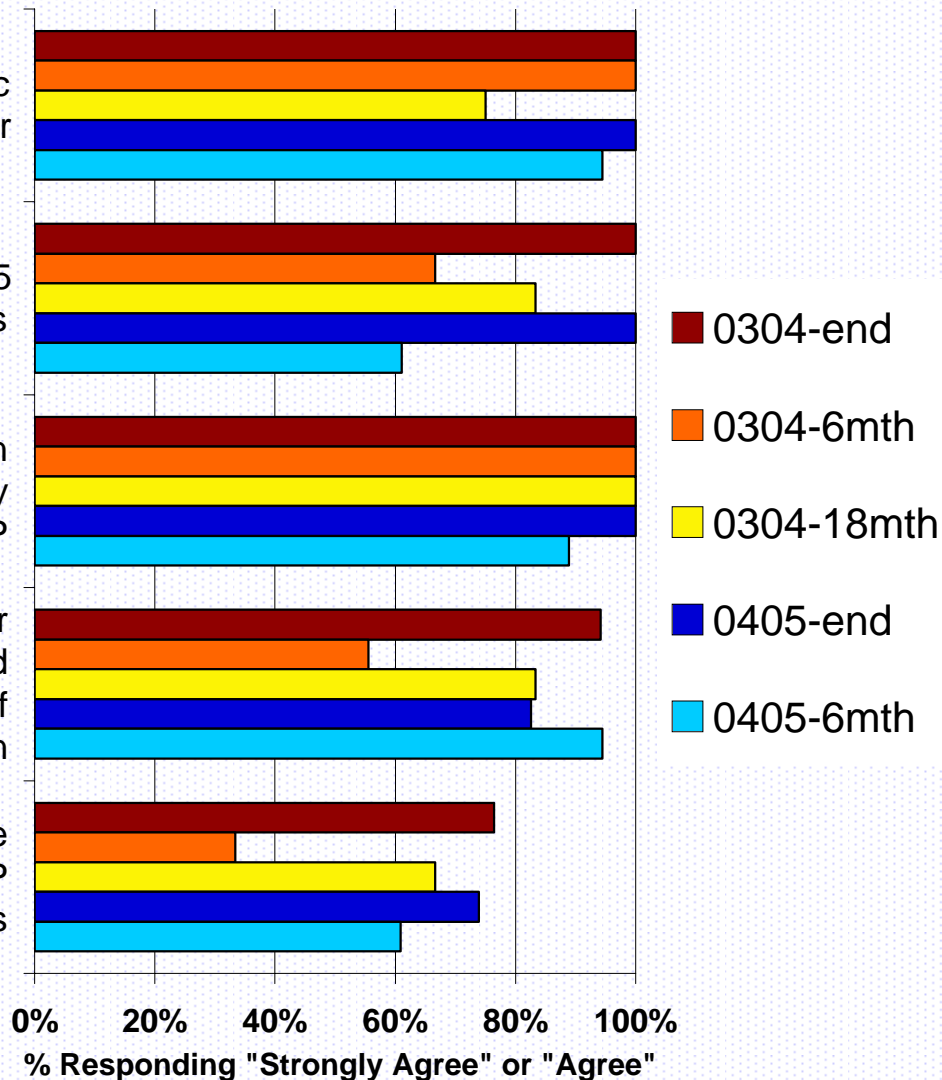
I have set career goals for this Academic Year

I have set career goals for the next 3-5 years

I am better prepared to fulfill my role in the institution as a result of my participation in the JFDP

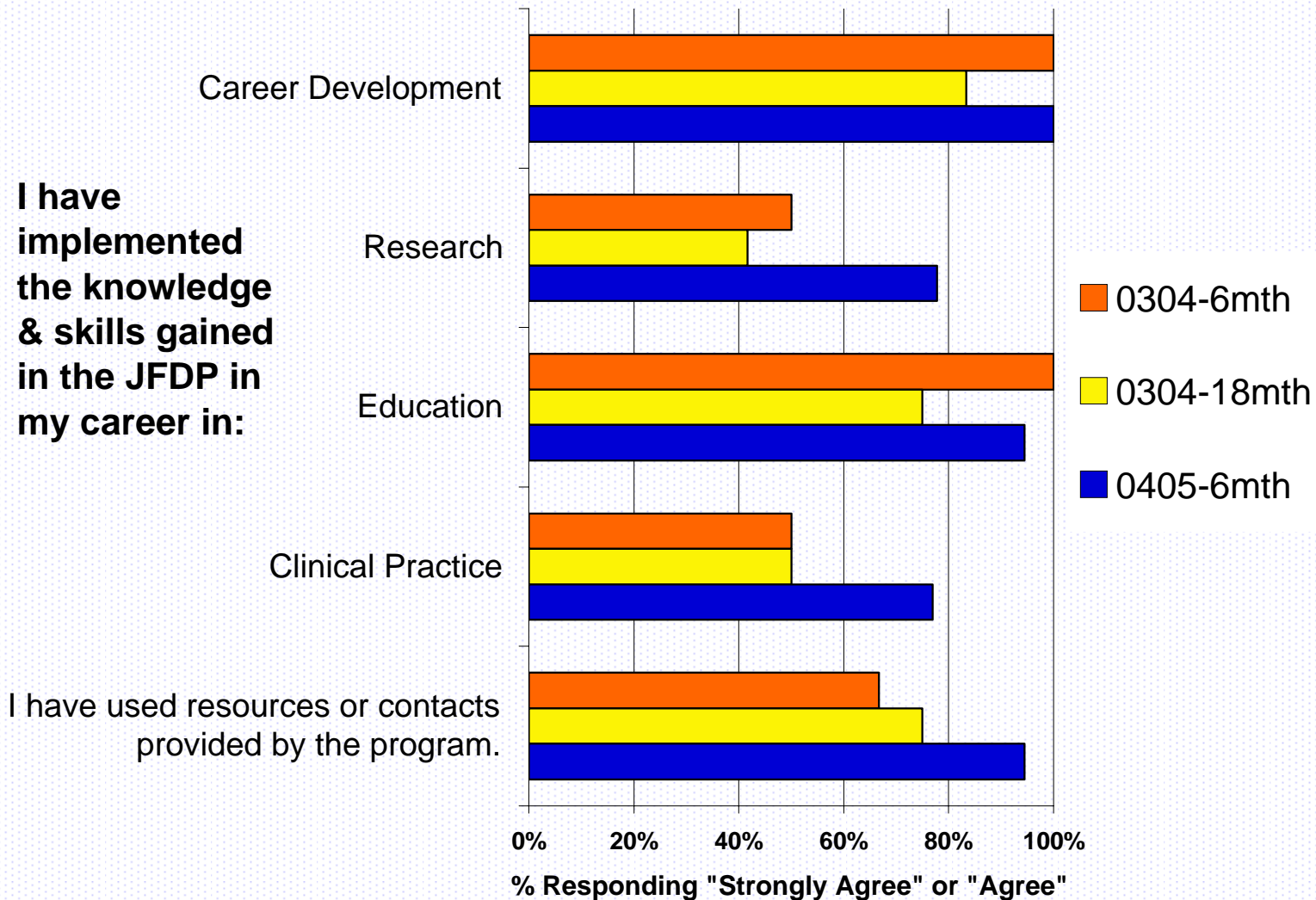
I have gained/continued to gain a better appreciation of faculty roles and responsibilities across the missions of the institution

I have developed collaborative relationships with other JFDP participants



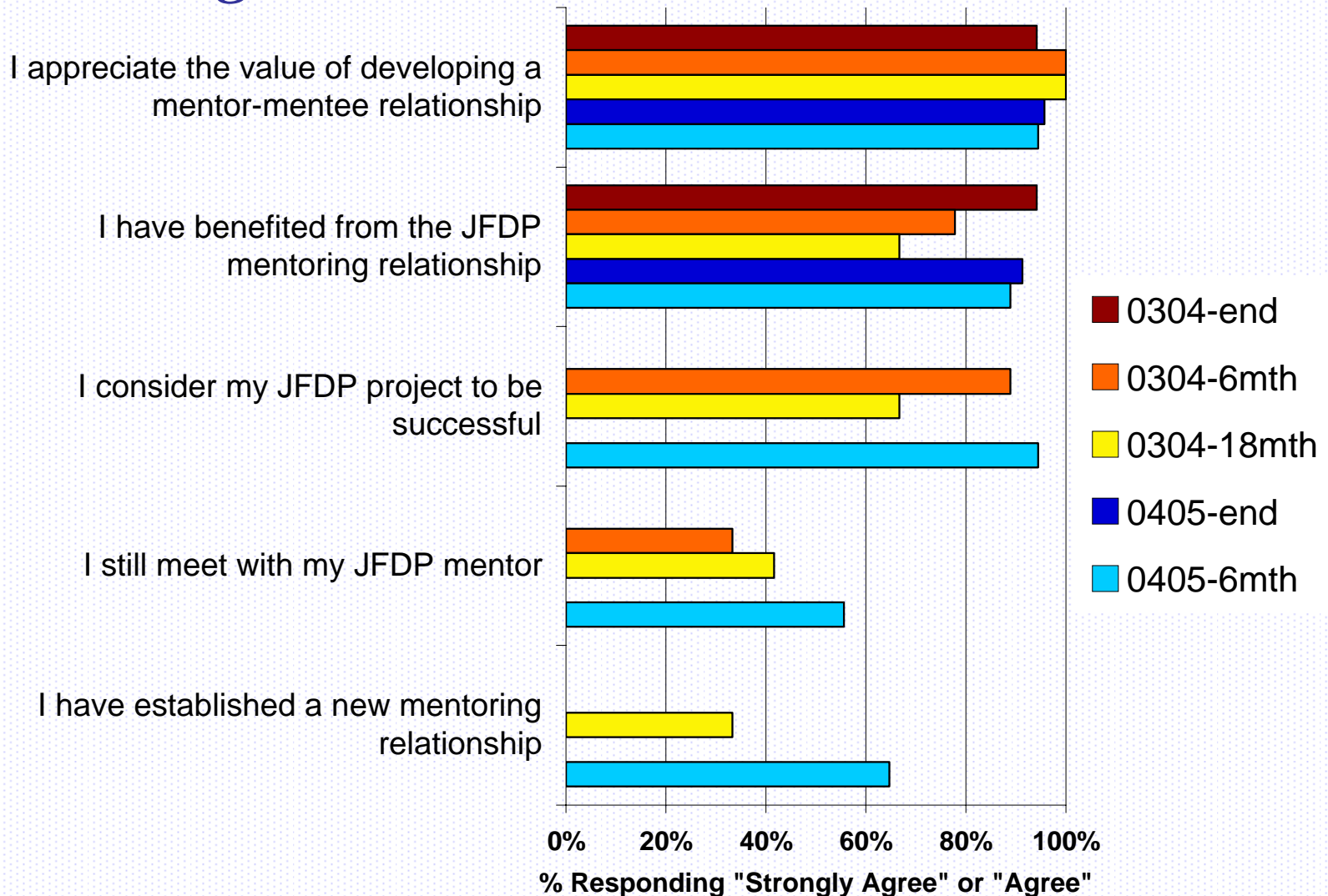
Junior Faculty Development Program

Use of tools and resources:



Junior Faculty Development Program

Mentoring:



Junior Faculty Development Program

Conclusions:

- The JFDP is perceived as a valuable educational experience by its participants.
- JFDP participants continue to take charge of their careers (“empowerment”).
- The participants use the resources made available by the JFDP.
- JFDP participants perceive mentoring to be valuable; about 50% of respondents have a continuing relationship with their mentors.

JDFP: Expanded Impact

- **Organizational “Buy in”**
- **Consistent enrollment of jr. faculty**
- **Established a “template curriculum”**
- **Establishment of mentoring program**
 - **Consistent participation of sr. faculty**
- **Enhancement of collaboration/linkages between basic science and clinical faculty**
- **Greater interest in professional development among other groups (mid/sr faculty, women)**

Benefits of Faculty Development

- **INITIATE** development for new faculty
- **IMPROVE** faculty satisfaction
- **PROMOTE** retention
- **RECRUITMENT** tool
- **HELP** meet HR40 requirement
- **REINFORCE** departmental efforts
- **MOTIVATE** individual accountability

Elements to consider in building Faculty Development Programs

- **Clearly defined goals**
- **Curriculum and Evaluation (outcomes)**
- **Mentorship**
- **Opportunities for Networking**
- **Building relationships**
- **Active participation: learning through doing**
- **Encouragement and support**

Faculty Development: Sustaining Solutions

Establishment of a central unit with a responsible, accountable leader

Demonstrated commitment of leadership to faculty and faculty development

Alignment of needs with programs

Alignment of programs with constituents

Alignment of personnel with funding

Acknowledgements

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Thank you!

Questions?