Junior faculty panel: What do we need?

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Building the Next Generation of Academic Leaders:
A Mentor Development Conference
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Without passion man is a mere latent force and possibility, like the flint which awaits the shock of the iron before it can give forth its spark.

Henri-Frederic Amiel, 1821–1881

Nurturing Passion in a Time of Academic Climate Change: The Modern-Day Challenge of Junior Faculty Development
Over the past 40 yrs, AHCs (and Universities as a whole) have increasingly shifted the focus from faculty-relevant issues to strategic considerations about competitive market forces, reimbursement shortfalls, increasing regulatory over-sight and compliance requirements, and extramural funding levels.

For institutions:

• Need to re-examine promotion and tenure policies.
• Need to establish mentoring and faculty development programs.
• Need to create bridge funding mechanisms.
For academic junior faculty:

• Need to establish effective, committed mentorship networks.

• Need to believe that their career path can be successful.

• Need to ensure sustainability in career satisfaction by having adequate time for teaching, scholarship, and personal and professional self-renewal.

• Need for “work-life balance”.

Issues
Mentoring

- **Functional definition:** expert guidance to assist junior faculty negotiate the academic landscape.

- Traditional “one-on-one” model is predicated on mentors and mentees sharing relatively delimited areas of scholarship.

- In the current world of interdisciplinary research, team science, and managed healthcare, one mentor is probably insufficient. Robust career development necessitates that junior faculty engage with multiple senior faculty:
  - more comprehensive scholarship guidance
  - an array of perspectives/insights into the complexities of the organizational culture
  - a portfolio of different styles
Career Development

• Deliberate and proactive focus on key aspects of career building:
  • Building effective networks of colleagues and collaborators
  • Setting and achieving professional goals
  • Deciphering the unwritten rules for career advancement
  • Managing time and productivity

  7-month curriculum-based series of professional development workshops, academic strategic career planning, individualized academic performance counseling sessions, a formal junior/senior mentoring relationship built around a professional development contract, and community network building for both junior and senior faculty.
Promotion and Tenure

• Traditional “one size fits all” model doesn’t accommodate newer approaches such as team science, innovative drug/device development, and entrepreneurial strategies to address “big science” questions.

• Different models of scholarship; different definitions of academic excellence:
  • Scholarship of discovery
  • Scholarship of clinical care
  • Scholarship of education
  • Scholarship of service
Issues

Work-Life Balance

• Faculty satisfaction intimately tied to faculty productivity and faculty retention.

• In recent faculty surveys, infringement on family well-being was the strongest predictor of faculty discontent of any variable studied.

• Junior faculty will work hard to meet the demands of their career, but increasingly they also seek a fuller life outside of academia.
Discussants

_Daniele S. Podini, PhD_
Assistant Professor of Forensic Molecular Biology and of Biological Sciences

_Larissa May, MD, MPH_
Assistant Professor, Emergency Medicine, Microbiology, and Epidemiology

_Brian Kirmse, MD_
Assistant Professor of Pediatrics

_Heather Hoffman, PhD_
Associate Professor of Epidemiology and Biostatistics