

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

AB Chapman and LM Guay-Woodford (2008) *Clin J Am Soc Nephrol* 3: 1878–1883.

Issues

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 oversight 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.

Issues

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

Issues

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
- Model: UC Davis (Wingard DL, et al (2004) *Acad Med*, 79: S9 –S11)
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.

Issues

Promotion and Tenure

- Traditional “one size fits all” model doesn’t accommodate newer approaches such 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

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