Junior Faculty Development: A Process

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CONFLICTS OF INTEREST

• None

WHAT IS THE NEED?

• Multiple surveys (and direct conversations) in multiple fields suggest that early mentoring is among the very top priorities of faculty and prospective faculty.
• We have worked hard over the years at resident support, but have the faculty been forgotten?

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• New dean (2013) acted as impetus.
• Review of current situation
• Appointed Associate Chair for Faculty Development and Mentoring
• Formal process beginning fall of 2014

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• Process:
  1. Orientation meeting
     • Half day, early September
     • All “freshmen,” “sophomores,” and “juniors”
     • Extensive curriculum on “how to be a member of our faculty.”
• Orientation curriculum
  – College, medical school, department org charts and chain of command
  – Chairman: What is our strategy and vision, and what are your roles here?
  – Overview of how finances work
Division of Vascular and Cardiothoracic Surgery

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- Orientation curriculum
  - Billing and coding
  - The promotion process (*)
  - Writing and maintaining a GOOD CV
  - Research at USF (clinical), IRB process
  - Mechanics of your office – computer, database, record-keeping
  - Web pages, resources, etc

- Orientation curriculum
  - Small group
  - Interactive
  - Socialized afterwards

- The Process
  2. Ongoing meetings and guidance
     - Advisor: Division chief (or appointee for plastics)
     - Ombudsman: Me (or appointee for vascular)
     - Mentor(s): up to you

- The Process
  2. Ongoing meetings and guidance
     - Meet twice a year:
       - FIRST with advisor, to go over overall goals, thus strategy, and specialty-specific tactics
       - THEN with me, to discuss broad strategy, and how the department (and I) can help
     - Also ad hoc meetings, no agenda, as indicated
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- Results?
  - “Need for mentoring” was our #1 wish
  - “How to get promoted” was the #1 most important topic at the orientation meeting
  - All “Freshman” engaged, others variable
  - One significant “ombudsman” issue successfully resolved

Junior Faculty development:
THE BOTTOM LINE

- Just pay attention to the junior faculty
- Plan ahead – short and long-term goals
- Specifics at division level, overall “mentoring guru” helps push process and provides encouragement
- Regular meetings – not necessarily an agenda

Junior Faculty development:
WHERE TO GO FROM HERE

- Need to expand, gain more experience
- Need to see if we make a difference
  - Subjectively
  - Objectively
- Perhaps can use this experience for more widespread use? What are others doing?

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