Fifty years in academic medicine. What have I learned? Reflections of acquired knowledge in the book.

Major changes in the life of faculty in the past 50 years:
- Need for teamwork
- Expansion of knowledge and physician manpower
- Changes in financing of medical education
- Changes in P&T
- Increases in future need for physicians
Why Do We Need Faculty Development (FD)?

- The University needs it:
  - Faculty retention – decrease cost
  - Satisfy needs for faculty
  - Continue expansion of knowledge
  - Satisfy “quality” teaching needs
  - Attract “quality” students, residents and faculty (good reputation among other teaching institutions)

Why Do Faculty Need FD?

- To attract quality faculty, students, and trainees
- To ease and accelerate faculty growth in the profession
- To evolve as teachers and academic faculty care providers
- To prevent pitfalls
- To reach professional goals in a timely fashion
- To provide innovative new knowledge to be added to the body of information in the academic areas of teaching, research, and service (including patient care)

Why Is FD Beneficial for Students and Trainees?

- Helps develop better academic teachers, researchers, and service providers
- It prepares schools (and students/trainees) for the future
- It gives good reputation to teaching program
- Attracts additional good students that create good reputation of program
Essential Elements of a FD Program

- Orientation
- Mentoring
- Individual career development plan (ICDP)
  - Orientation
  - Mentoring
  - ICDP
  - Academic achievements

Essential Elements of a FD Program

- Professionalism in the practice of medicine
- Evidence-based medicine
- Negotiating skills
- Balancing career with personal/family life
- Developing proper attitudes toward faculty diversity

Essential Elements of a FD Program

- Academic leadership
- Competencies-based medicine
- Preparing for promotion and tenure
Promotions and Tenure

- Excellence in one (or two) of the “academic legs” (teaching, research, service) and demonstration of this excellence
- Dissemination of “new” scientific/medical information (scholarship) in the three areas of academic strength (teaching, research, service)
- Provide teaching of highest quality
- Provide excellence in academic service

The Career Evolution of Faculty in an Academic Health Science Center

- Promotion (and/or) tenure packet preparation
- Having a well functioning PTAC system/structure
- Mentoring, Mentoring, and More Mentoring
- Mentoring for minorities
- History of mentoring
- Forms of mentoring
“The Faculty Development (FD) is like CME for faculty”
- The FD is the promise for the future"
- The FD amplifies the work of faculty"

The Future of Medical Education
(The War for Talent)
- Why should your institution care about mentoring and faculty development?

Why Mentoring Matters?
- Because mentoring has a major impact on faculty satisfaction, faculty performance, and faculty retention.
Why Mentoring Matters?

- Impact on faculty satisfaction
- Enhance sense of “fit”
- Greater faculty productivity

Why Mentoring Matters?

- Higher retention rates of faculty
- Demographic differences
- Opportunity for future research

Key Components of an Effective Faculty Mentoring Program

- Set the program up for success
- Establish ground rules for participation
- Train and incentivize mentors in a mentoring program
- Conduct a careful matching program
- Hold a mentor – mentee orientation session
- Clarify the outcomes of the process steps of the FD Program – evaluate its effectiveness and usefulness
- Incorporate the mentoring program into existing human capital systems