Summary of Recommendations for Individual Faculty Development Plans

APA Joint SIG Meeting: Division Directors and Faculty Development

Pediatric Academic Societies Meeting, Vancouver, BC May 2010

Benefits of an Individual Faculty Development Plan (IFDP):
An IFDP is a tool to be used by faculty to:
  1. Define their purpose in academic medicine.
  2. State their short and long term goals and objectives.
  3. Establish alignment with their section, department and institution.
  4. Guide faculty development activities.
  5. Assess academic and clinical productivity.

Steps to a building an IFDP

Step I: Purpose
Answer these three questions:

  1. My Mission: who am I?
  2. My Vision: where am I going?
  3. My Values: What is important to me?

Begin to think about how your personal mission, vision and values align with your section, department and institution. This step may take some time to define and will require self-reflection and periodic updates. Try to network with senior members of your department as part of your self-reflection.
**Step II: Goals and Objectives**

Develop your IFDP with 1-, 3- and 5-year goals and objectives and adjust yearly based on personal circumstances, funding opportunities, clinical needs, etc.

- Identify mentors in your IFDP to help accomplish your goals and objectives.
- Don’t over commit yourself - avoid burn-out.
- Have a plan (consider an educator’s portfolio) to document the goals and objectives you have accomplished in your IFDP.
- Provide recommendations in your yearly IFDP to attain unaccomplished goals and objectives.

**Step III: Alignment**

**Align IFDP with top-down institution and department strategic goals**

- It helps to have uniform requirements and expectations from your department and institution. Ask about these.
- Negotiation with your section chief and/or Department Chair may be necessary to help align your goals with their vision for you.
- Listen carefully to the broad goals communicated at venues such as: section faculty meetings, department faculty meetings, medical school meetings and children’s hospital meetings.

**Step IV: Faculty Development**

- Self-assessment your strengths and weaknesses.
- Identify those skills you will need to accomplish your goals and objectives: Leadership, Teaching, Research, Financial, Technical
Step V: Productivity

- Use your IFDP to track:
  1. Clinical Productivity
  2. Academic Scholarship: Research, teaching, coursework
  3. Service to your department or institution
  4. Patient care
  5. Education and scholarship
  6. Research and grants
  7. Community service/education
  8. Program administration
  9. Professional self-development

See two examples in the appendix

Follow-on to your IFDP

Frequency of IFDP review
- Faculty self-reflection every few months.
- Use IFDP as part of the faculty annual review with your section chief.
- Mentors can review provide review and guidance for your IFDP.
- Peers can provide a few minutes of positive comments and suggestions.
- Share IFDP with social networks or even post some aspects on a website.

Incentives for achieving or exceeding goals?
- Most financial incentives based on clinical productivity.
- Professional gratification.
- Academic promotion.
- Standing among your peers and supervisors.
Notes for Division Chiefs and Chairs:

**How do I get Faculty motivated to do an IFDP?**

- Buy in is essential; need to explain rationale and why it is important.
- Need to let faculty know when and how often this would be expected to be done and what it would be connected with, ie yearly or biannual meeting with division chief.
  - Potentially give an IFDP template to new faculty as new hires with a plan to meet 3-6 mo later to review and finalize the IFDP. Faculty will recognizes and knows your expectations early.
- Need for faculty development
  - Guide book and/or sessions for mentor and/or division chief can be useful.
- Should be tied to institutional promotion guidelines as appropriate.
- Use in conjunction with developing a CV and/or educator’s portfolio.

**Two Models for IFDP’s**

**Spector and Sectich Model**

a. Simple and to the point.

b. Important for stating your mission and vision.

c. Good for new or junior faculty.

d. Able to be reviewed or updated yearly.

e. Can assist in aligning a specific project with department/division goals or expectations.

f. Fits best with clinician and/or clinician-educator faculty.
g. Defines scholarly work instead of using specific terms like research, education....

**Medical College of Wisconsin Model**

a. Fits best with faculty that have specific programs or research projects.

b. Fits best with established or senior faculty.

c. Documents productivity parameters.

**Possible challenges for Division/Department Chiefs in implementing an IFDP:**

1. Viewed as an additional task for faculty with time constraints.

2. Faculty lack skills to assess their strengths or lack motivation to identify their passion, mission and vision (tied to lack of mentorship).

3. Lack of senior faculty to serve as mentors.

4. Faculty must know clearly what is expected of them:

   a. Teaching

   b. Clinical time

   c. Research

   d. Administration

5. Academic promotion may not be a motivator for developing an IFDP. Some faculty do not regard academic promotion as attainable.

6. Institutions, departments and divisions lack an action plan that delineates faculty roles and responsibility.
Appendix

See the APA Faculty Development Website for examples of Individual Faculty Development Plan Forms.

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