WP0

A Mixed Methods Exploration of Mid-Career Faculty Professional Development Resources to Foster Career Advancement

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Bottom Line

- Mid-career faculty (MCF) represent 1/3rd of pharmacy faculty.[1] Schools are expected to provide faculty with professional development.[2]
- Clarity in expectations for advancement was identified as the most important factor for MCF advancement by MCF and administrators.
- Leadership opportunities, financial support, and mentoring were the top three resources MCF received to facilitate advancement.
- There was misalignment between the needs of MCF and resources available to facilitate development/advancement. Notably, while clarity in expectations for advancement was identified as the most important factor for advancement (95% agreement), only 57% of MCF agreed their department/division has clearly delineated expectations.
- These data should be used by US pharmacy schools to assess their approach to MCF development to foster career advancement.

OBJECTIVE

- To identify what resources are available/beneficial for fostering MCF development/advancement across US pharmacy schools.

METHODS

Quantitative Methods
An electronic survey was distributed to AACP members who were associate professors (MCF), full-professors, and faculty-administrators.

Qualitative Methods
Survey respondents opted into focus groups that were recorded and transcribed. Investigators coded transcripts and conducted thematic analysis.

Survey questions centered on MCF development needs/resources and used a 5-point Likert scale to quantify agreement.

Survey data were analyzed statistically with sub-analyses conducted by demographic.

RESULTS

Demographics

Target population: 4,703 pharmacy faculty

Response rate (total): 18% (n=825)
- Track: 52% NTT vs. 48% T/TT
- Rank: 59% Assoc. Prof. vs. 41% Prof.
- Position: 71% Faculty vs. 29% Admin.

Response rate, by school (total): 98%
- Type: 50% public vs. 50% private
- Focus: 54% R1/R2 vs. 46% non-R1/R2

Response rate, by school (MCF): 92%
Response rate, by school (Admin.): 56%
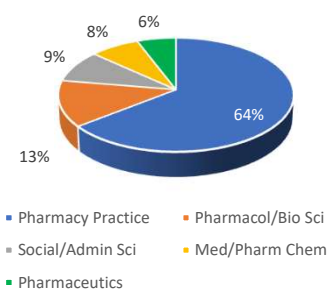
Figure 1. Academic Area

- Pharmacy Practice — 64%
- Pharmacol/Bio Sci — 13%
- Social/Admin Sci — 9%
- Med/Pharm Chem — 8%
- Pharmaceutics — 6%

Figure 2. Resources MCF Received to Facilitate Advancement

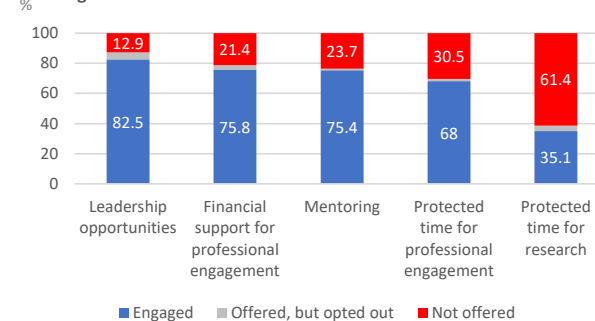|	Engaged	Offered, but opted out	Not offered
Leadership opportunities	82.5		12.9
Financial support for professional engagement	75.8		21.4
Mentoring	75.4		23.7
Protected time for professional engagement	68		30.5
Protected time for research	35.1		61.4

Table 1. Perceived Importance of Factors for MCF Advancement

Contributing factor	Mid-Career Faculty (n=479)		Senior Faculty (n=335)	
	Mean (SD)[a]	Median (IQR)[a]	Mean (SD)[a]	Median (IQR)[a]
Clarity in expectations for advancement	4.6 (0.7)	5 (4-5)	4.7 (0.6)	5 (4-5)[b]
Financial support for professional engagement	4.5 (0.8)	5 (4-5)[c]	4.3 (0.9)	4 (4-5)
Protected time for research/scholarship	4.4 (0.9)	5 (4-5)[d]	4.3 (0.9)	4 (4-5)
Protected time for professional engagement	4.3 (0.8)	5 (4-5)[e]	4.2 (0.9)	4 (4-5)
Chair/head that is well versed or trained to facilitate professional development of MCF	4.3 (0.8)	4 (4-5)	4.4 (0.9)	5 (4-5)
Annual performance review	4.3 (0.9)	4 (4-5)	4.5 (0.9)	5 (4-5)[f]
Leadership opportunities	4.2 (0.9)	4 (4-5)	4.3 (0.8)	4 (4-5)
Mentoring	4.1 (0.8)	4 (4-5)	4.3 (0.8)	4 (4-5)[g]
Faculty development programming specific to MCF	3.9 (0.9)	4 (3-5)	4.0 (0.9)	4 (4-5)
Leadership development programming	3.9 (0.9)	4 (3-5)	3.8 (0.9)	4 (3-4)
Midpoint promotion review	3.9 (1.0)	4 (3-5)	4.2 (1.0)	4 (4-5)[f]

[a] Five-point Likert scale: 1=strongly disagree to 5=strongly agree; [b] p<.01 higher agreement in senior vs. MCF; [c] p<.001 higher agreement in MCF vs. senior faculty; [d] p<.005 higher agreement in MCF vs. senior faculty; [e] p<.05 higher agreement in MCF vs. senior faculty; [f] p<.0001 higher agreement in senior vs. MCF; [g] p<.05 higher agreement in senior vs. MCF.

Table 2. Preliminary Theme Sampling (n=31 across 7 focus groups)

Theme	Illustrative Quotes
Annual Evaluations	"[chair] is looking at what's the next step, what's the next thing in my career development... helping me to look forward to what's next in my career."
Promotion Expectations	"I think the unspoken expectations delay people's promotion, as opposed to using the promotion vagueness to support quality candidates that look different."
Workload Alignment	"There's... what the institution needs, and then there's what I need, and they're not necessarily aligned."
Agency	"Learning to advocate for myself has been maybe the biggest thing I've really needed to learn how to do."
Administrator Support	"It seems like most people that I know that come into this position, the department chair position, come in somewhat un-mentored, unprepared."

References:
1. 2021-22 Profile of Pharmacy Faculty. AACP. Accessed 8/3/22.
2. Accreditation Council for Pharmacy Education. Accreditation Standards... Accessed July 25, 2022.

WP0   Table 2. What is "agency"?
           William Prescott, 2023-06-23T15:35:54.549