

# Assessment of Junior Faculty Development in Pediatrics

Oregon Health & Science University (OHSU), located in Portland, Oregon, is the state's premier public academic health center. The Department of Pediatrics (DoP) is integral to OHSU's mission, providing specialized care, conducting research and training future pediatricians. Despite a broad array of existing faculty development resources, there are clear challenges in making these programs effective and accessible to new faculty, especially at the start of their careers.

## Background

OHSU's current faculty development offerings are dispersed across various platforms and lack a centralized system for faculty to easily access and engage with them. Barriers such as limited time, lack of awareness of available programs, and scheduling conflicts are common. Additionally, the department lacks a systematic feedback loop to assess the usefulness and accessibility of these resources, making it difficult to ensure that they meet faculty needs and encourage engagement.

## Findings

Research shows the importance of faculty development in improving retention and fostering professional growth. Programs designed to enhance leadership, teaching, research and clinical skills are linked to higher faculty satisfaction and long-term success (Bilal et al, 2019). However, without adequate structure, protected time, and clear communication, these opportunities often go underutilized, especially by new faculty who may feel overwhelmed by their responsibilities (Riley et al, 2024).

## Recommendations

Considering these challenges, several key recommendations are proposed to address and enhance the current structure of faculty development offered to OHSU and DoP.

1. Structured feedback mechanism: Implement a consistent system for collecting faculty feedback on onboarding and development resources to better tailor offerings to faculty needs.
2. Phased introduction of development portal: Introduce a faculty development portal early in the onboarding process, gradually increasing familiarity and use over time.
3. Development roadmap for new faculty: Create a clear, structured development plan that outlines suggested activities over the first few years, aligned with the core pillars of academic medicine, service, education and scholarship.
4. Integrate development into annual reviews: Formalize the discussion of development goals during annual reviews to ensure consistent, proactive engagement with faculty growth.
5. Flexible participation options: Address time and scheduling barriers by offering asynchronous development opportunities and advocating for protected time for professional growth.

## Conclusion

Enhancing faculty development within the DoP is crucial for fostering growth, satisfaction, and retention among faculty members. While OHSU is equipped with a range of development programs, the lack of centralized access and structured feedback has hindered their effectiveness.

The first steps in implementation will include raising awareness of current resources and developing a clear faculty development roadmap. By then implementing the proposed recommendations, the DoP can create a more supportive environment that addresses the unique challenges faced by junior faculty. Through addressing these barriers and optimizing current offerings, the Department of Pediatrics can better support its faculty, foster professional growth, and ultimately enhance patient care and educational outcomes.

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## References

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