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Abstract

The project aims to describe the development, funding, organization, implementation, and results of a new 2.5-year-old academic faculty development career coaching program at an academic medical school. This is an IRB approved retrospective study of descriptive data. This paper examines 134 faculty members, who received individualized development coaching, and 276 faculty members who did not receive coaching from January 1, 2017 to June 30, 2020. The success rate of those coached, who eventually applied for promotion in rank, was 100% as compared to 97% of those not coached. 70% of those who received coaching and were promoted were female faculty members, and 74% were seeking promotion from the rank of Assistant Professor to Associate Professor. Besides seeking promotion, faculty members sought developmental coaching for other reasons including: early career guidance, identifying pathways or strategies for promotion, understanding the promotions process, seeking other services in the faculty development office, identifying gaps or exceptions in the promotions process, understanding components of the promotions packet such as letters of reference, and finally decreasing confusion or dispelling myths about the promotions process. In conclusion, a new faculty development program was created to assist faculty in their academic development.

Introduction

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	Peer Strongly Agree or Agree
RESEARCH/SCHOLARSHIP					
To be promoted in rank, what I must do is clear to me.	1,736	64%	16%	20%	68%
To be promoted in rank, what I must do is reasonable to me.	1,739	54%	28%	18%	59%
PATIENT CARE					
To be promoted in rank, what I must do is clear to me.	1,300	53%	20%	27%	61%
To be promoted in rank, what I must do is reasonable to me.	1,220	53%	30%	17%	60%
TEACHING/EDUCATION					
To be promoted in rank, what I must do is clear to me.	1,588	60%	17%	23%	61%
To be promoted in rank, what I must do is reasonable to me.	1,513	56%	28%	16%	62%

Fig. 1 Promotions guidelines can be found on Baylor College of Medicine's (BCM) website (Appointment and Promotions). A faculty survey at BCM showed that only 53% of clinical faculty clearly understood what must be done for promotion (Moreno 2017).

In response to the concerns of that survey, BCM created the Office of Faculty Development, with a section devoted to faculty coaching.

Methods

This is an IRB approved, retrospective study of descriptive data. This paper examines 134 faculty members, who received development coaching, and 276 faculty members who did not, from January 1, 2017 to June 30, 2020. The paper also considered informal feedback from coached faculty.

Results

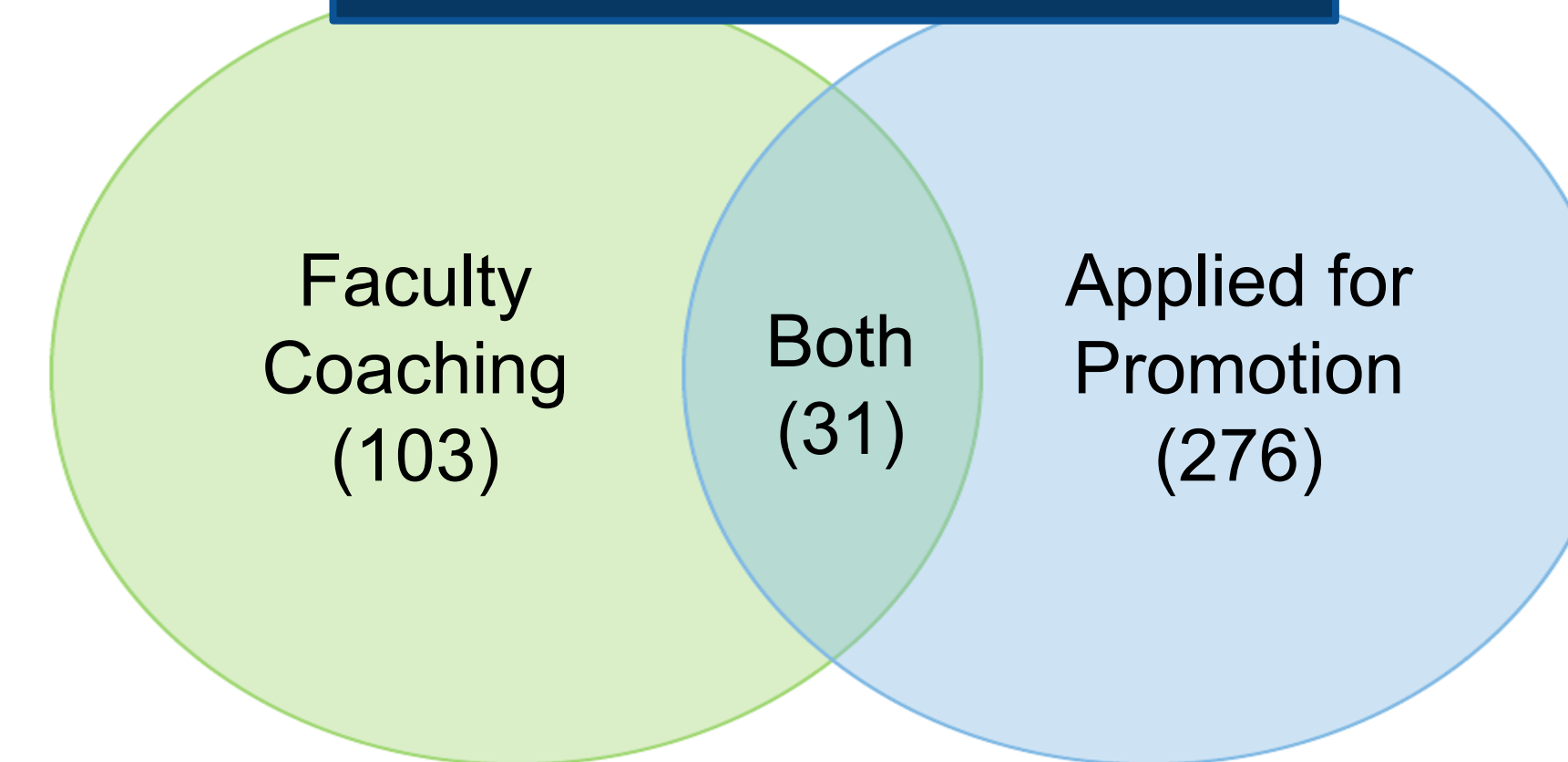


Fig. 2 Venn-diagram shows breakdown of analyzed data.

The success rate of those coached and eventually applied for promotion was 100%, as compared to 97% of those not coached. No significant difference in promotion success rate (p-value=1) was seen between those coached and not-coached. However, a number a faculty expressed satisfaction with the program via email.

Discussion

This study describes the progress of BCM's coaching service. The sample is small; only 10% of those seeking promotion were coached. This small sample may be due to the newness of the service. Future research could include a formal survey of faculty satisfaction with the program.

References

- ["Appointments and Promotions."](#) Baylor College of Medicine. Accessed 26 Dec. 2020
- Moreno, Nancy. "Pathways to Promotions and Achieving Excellence." Baylor College of Medicine - Faculty Development