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General Section

Academic leaders typically come into their roles directly from faculty ranks, but the transition from faculty member to leader can be challenging. The authors present the development and evaluation of a cohort-based faculty leadership program for mid-career faculty. Based on post-program focus group data, participants expressed increased confidence in leadership ability and a greater understanding of university administrative functions. Within three years of program participation, a review of faculty curriculum vitae revealed that 53% of the participants had transitioned into leadership positions in university administration. Underrepresented minority and female faculty moved into leadership roles more frequently than others. This study demonstrates how university-based leadership programs can prepare and prime faculty for moving into administrative positions.

This study describes publication and career outcomes associated with junior faculty receiving the FOCUS Junior Faculty Investigator (JFI) Grant Award in Women's Health and Gender-based Medicine. Our data suggest that the JFI Grant Award helped foster the careers of research-oriented junior faculty as measured by publications related to the grant, current position, amount of time devoted to research, and self-reported impact. Investments in junior faculty research grants are associated with down-stream faculty career outcomes and research publications that appear important in supporting the advancement of biomedical researchers and clinician-scientists and may influence interest in women's health and gender-based medicine.

Featured Article

Women are well-represented in faculty development leadership positions, yet there are inconsistent support systems in place for women leaders. Faculty development requires a unique leadership skill set to work with stakeholders across the institution. We conducted a collaborative self-study to investigate how co-mentorship provides women faculty developers a space to explore and develop leadership identity and practice. Data included teaching philosophies, journals, and transcribed co-mentoring meetings. Using grounded theory, three themes emerged: proficiency, self-efficacy, and advocacy. Considering the interplay between the themes, we conceived the Faculty Development Leadership Co-Mentoring Model as a promising approach for supporting women leaders.

Higher education's attempts at tackling the issue of anti-racism in its ivory towers may be facing an uphill battle. Strong opposition within and outside academia, in addition to perceptions of cultural competency training, force institutions to rethink the ways anti-racism training should be designed and delivered. In this article, we present several challenges to anti-racism training and rebuttals to those challenges. In addition, we suggest a multipronged model to increase investment and engagement in anti-racism training for faculty using the Participatory Action Learning and Action Research (PALAR) framework in the form of a colloquium.

Special Section — Faculty (Re)Engagement

This article describes the impact of targeted programs on faculty reengagement at one hospital and medical school over the past two years of the COVID-19 pandemic. Utilizing theories grounded in the literature of both the constructs of employee engagement and scholarship of engagement, the authors implemented flexible faculty learning environments, enhanced social connections, and elevated wellness as a strategic initiative across the educational continuum. Institutions may look to these efforts to pilot such programs in their respective settings when seeking to reengage faculty at all ranks.

Book Reviews

Forthcoming and Past Issues

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Special Section: Scaffolded Faculty Development Programming—January 2024, Vol. 38, No. 1

Special Section: Networking as Faculty Development—
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Special Section: Faculty Development for Transparent Teaching & Learning—May 2021, Vol. 35, No. 2

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Special Section: Faculty Development for Inclusive Excellence—September 2020, Vol. 34, No. 3

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