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Exploring Professional Development among Faculty Members across Varying Career Stages

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The present study aimed to qualitatively examine the barriers and support in professional development with faculty members from varying institutions at different stages in their career (i.e., early, middle, and late career faculty members). Semi-structured phone interviews were conducted with three participants and questions were guided by Caffarella and Zinn's (1999) conceptual framework of barriers and support in professional development for faculty. This framework focuses on four domains: (1) people and interpersonal relationships, (2) institutional structures, (3) personal considerations and commitments, and (4) intellectual and psychosocial characteristics. Inductive and deductive coding was utilized. Across career stages, people and interpersonal relationships were key support systems and coping mechanisms. Participants identified mentorship and self-directed learning as important factors for professional development. Barriers to professional development includes time and expenses. Future research is needed to enhance the generalizability of these results.