Session Number: F121

Session Title: Conceptualizing Faculty Worklife

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Introduction – Defining the Problem
Educational Goals and Objectives

At the conclusion of this session participants will be able to:

• Summarize the historical and contemporary data describing the PA faculty workforce and worklife

• Discuss contemporary research findings regarding PA faculty worklife

• Identify opportunities for future research regarding PA faculty worklife
Why is this topic important?

• Understanding who “we” are
• Welcoming new faculty into the academic culture & environment
• Optimizing faculty recruitment & retention
  – Improved recruitment of minority faculty
  – Equity issues
    • Pay
    • Faculty rank
    • Tenure status
• Advancing the professoriate
How do we conceptualize faculty work?

• Frameworks
  – Traditional triad of teaching, research, service
  – PA faculty: teaching, service, clinical work, research

• How to measure faculty work
  – Quantitative measures: e.g. workload & productivity
  – Attitudes, opinions, beliefs: e.g. job satisfaction, morale, intent-to-stay or intent-to-leave
Higher Education Faculty Worklife Literature

- Faculty Work: teaching, research, service
- Productivity: research productivity
- Work Motivations: job satisfaction, morale, turnover intention (stay or leave)
- Impact of Technology and Distance Education
- Faculty Culture

What is “Different” About PA Education?

• We do not have our own discipline
• There is not an established track to train PA faculty
• A research culture is rare among PA programs
  - systems of faculty reward for research
• Wide diversity of sponsoring institutions
  - some research oriented, others not
• Wide diversity of academic structures and settings
What do we know about PA faculty worklife?

(Quantitative Measures)

• Doctoral preparation (Orcutt et al, 2006)
  – 83/400 respondents enrolled
    • Required for promotion
    • Personal motivation


• Retirement intentions (Jones et al, 2006)
  – Female faculty desire to retire at age earlier than male faculty
  – More women faculty than men concerned never being financially able to retire


• Faculty benefits (Danielson et al, 2007)
  – Release time & support for CME (90%)
  – Release time for higher education study (55%)
  – Tuition reimbursement for pursuit of advanced degree (63%)
  – Favorable benefits such as retirement plans, health-dental-life insurance (90%)

What do we know about PA faculty worklife?

(Quantitative Measures)

• Faculty Productivity
  – Hegmann & Dehn (2006): Program Director survey regarding importance of faculty research and publication.
    • Ideal mean % effort for faculty scholarly activity = 15%
    • Rank importance of work: 1) teaching 2) service 3) clinical work 4) research
    • Protected research time important for faculty recruitment (12%) or retention (59%)
    • Research & publication important for promotion: 75%
    (Hegmann TE, Dehn RW. Physician assistant program director opinions regarding the importance of faculty research and publication. J Physician Assist Educ. 2006; 17: 5-10)
    • 73% of respondents had no peer-reviewed publications over entire career
    • Of those who had published, mean number of publications over preceding three years = 1.
What do we know about PA faculty worklife?

(Quantitative Measures)

• PAEA Annual Reports
  – Data collected each academic year, last report published in 2014 (2011-2012 data)
  – Reported data has changed over time
  – Demographics
  – Salary Data
  – Turnover
  – Faculty Development
Graham – Components of PA faculty worklife
What do we know about PA faculty worklife?

(Attitudes, Opinions, Beliefs)

• Job Satisfaction & Burnout
  – Forister & Blessing (2007): most PA faculty did not report high levels of emotional exhaustion, lack of personal satisfaction, or depersonalization of students

  – Boeve (2007): overall high levels of job satisfaction, influenced by years in PA education, PA education work, advancement opportunity, supervisor support, coworker relationships

  – Snyder et al (2010): clinical coordinator job satisfaction levels were high

  – Graeff et al (2014): PA faculty generally satisfied; highest rankings for work in general and co-workers
What do we know about PA faculty worklife?

(Attitudes, Opinions, Beliefs)

• Development and validation of a measure of intent-to-stay
  
  – Qualitative and quantitative methodology to determine how experienced faculty conceptualized “intention to stay in academia”

(Graham K, Beltyukova S. Validation of a measure of intention to stay in academic for physician assistant faculty. Paper presented at: Physician Assistant Education Association Annual Education Forum; October 2013; Memphis, TN)

• Factors predicting PA faculty intent-to-leave
  
  – Development of a model of demographic, human capital, and organizational factors predicting faculty intention to leave current position

(Coniglio D, Akroyd D. Factors predicting physician assistant faculty turnover intention. Paper presented at: Physician Assistant Education Association Annual Education Forum; October 2013; Memphis, TN)
PA Faculty Intention to Stay in Academia

• Qualitative research: 78 indicators of intention to stay in academia for PA faculty emerged
  – Strongest themes: having a mentor, multiplication effect, identity as educator, relationships with students and colleagues, support (family and institutional)
  – Areas of discrepancy: geography, salary & fringe benefits

• Quantitative research
  – Almost all PA faculty want to help students and appreciate their relationships with students and other faculty
  – Characteristics that reflected high levels of intention to stay: supported in research, do not feel overwhelmed with workload, identify promotion process as fair, and feel recognized by administration

(Graham K, Beltyukova S. Validation of a measure of intention to stay in academic for physician assistant faculty. Paper presented at: Physician Assistant Education Association Annual Education Forum; October 2013; Memphis, TN)
Factors predicting PA faculty Intent to Leave

• PA faculty intent-to-leave was low
• Factors which predicted intent-to-leave in a regression analysis were:
  – Organizational support
  – Role conflict
  – Age
• These three factors accounted for 40% of the variance in intent-to-leave, suggesting that there are unmeasured factors yet to be identified

(Coniglio D, Akroyd D. Factors predicting physician assistant faculty turnover intention. Paper presented at: Physician Assistant Education Association Annual Education Forum; October 2013; Memphis, TN)
PAEA Annual Reports:
Turnover & New Hires

Year


% Estimated Turnover

10 14.2 7 16.8 10.8

New Hires

17.5

0 2 4 6 8 10 12 14 16 18 20

Estimated Turnover

New Hires
PAEA Annual Reports: Reasons for Leaving

Note:
Return to Clinical  ↓↓
Dissatisfaction ↑↑
Career Advancement ↑↑
Cawley – Developing the Professoriate
Developing the Professoriate

• Is the academic world changing?
• Are “traditional” academic worklife concerns relevant
  – Autonomy
  – Workload
  – Equity
    • Promotion & Tenure
    • Rank & Salary
• Where do faculty come from?
• The issue of the terminal degree and academic success
  – Research
  – Teaching
PAEA Annual Reports: Faculty Demographics

**Female**
- 2003: 62.3%
- 2006: 63%
- 2008: 55.9%
- 2010: 57.2%
- 2012: 58%

**Male**
- 2003: 37.7%
- 2006: 37%
- 2008: 44.1%
- 2010: 42.8%
- 2012: 42%

**Caucasian**
- 2003: 87.9%
- 2006: 86.7%
- 2008: 83.2%
- 2010: 72.2%
- 2012: 75.2%

**Not Caucasian**
- 2003: 12.1%
- 2006: 13.3%
- 2008: 16.8%
- 2010: 27.8%
- 2012: 24.8%
PAEA Annual Reports:
Highest Degree Earned

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<th>Year</th>
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<tr>
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</table>
PAEA Annual Reports: Academic Rank

- Full Prof.:
  - 2003: 11%
  - 2006: 24.5%
  - 2008: 22.4%
  - 2010: 21.9%
  - 2012: 16%

- Assoc. Prof.:
  - 2003: 2.8%
  - 2006: 2.8%
  - 2008: 7.4%
  - 2010: 5.3%
  - 2012: 4%

- Asst. Prof.:
  - 2003: 56.4%
  - 2006: 56.5%
  - 2008: 45.8%
  - 2010: 48.5%
  - 2012: 51.5%

- Lect./Instruct.:
  - 2003: 56.4%
  - 2006: 56.5%
  - 2008: 45.8%
  - 2010: 51.5%

- Other:
  - 2003: 0%
  - 2006: 0%
  - 2008: 6.8%
  - 2010: 2.6%
  - 2012: 6.7%
PAEA Annual Reports: Tenure Status

Tenured
Tenure Track
All others

Year

% 22.6 23.5 17 13.3 16.2

5.6 5.3 9.8 8.4 9
PAEA Annual Reports: Top Four Barriers to Hiring

- Salary: 67% in 2008, 50% in 2010, 74.4% in 2012
- Lack Candidates: 64% in 2008, 58% in 2010, 72.9% in 2012
- Candidates Lack Teach Exp.: 58% in 2008, 52% in 2010, 31.6% in 2012
- Degree Requirements: 37% in 2008, 25% in 2010, 37% in 2012
What does this data suggest?

• Job satisfaction:
  – High (Forister & Blessing, Boeve, Snyder et al, Graeff et al)*
  – Increasing reason why PA faculty are leaving jobs (PAEA Annual Reports)

• Career advancement
  – Outside of academia? Data suggests decreasing interest in returning to clinical life
  – Job roles (e.g. program director) and faculty rank?

(* Citations previously provided)
What does this data suggest?

• Recruitment and Retention:
  – Rate of turnover fairly constant, but rate of new hires is increasing (PAEA Annual Reports)*
  – Where do these faculty come from
    • Programs want experienced faculty
    • Barriers to recruitment are salary & degree (experienced faculty)
  – Recruitment and retention of diverse workforce
  – Organizational support of PA faculty important (Graham & Beltyukova; Coniglio & Akroyd)**

*(Citations follow presentation)
**(Citations previously provided)
What does this data suggest?

• Promotion and Tenure
  – Rates unchanged to decreasing over time
  – Academic institutions place high value on faculty with doctorates
  – Increasing emphasis on research as a marker of productivity
    • Time and Resource support?
    • Faculty willingness to engage?
Looking Forward

• There is not an established track to train PA faculty
• A research culture is rare among PA programs - systems of faculty reward for research
• Doctoral Degrees?
• Appointment, Promotion and Tenure?
• What should the PA Professoriate look like in the near and distant future?
Considerations for Discussion

• Are the factors presented here important to PA faculty in general?
• What faculty worklife issues are important to you?
• What does your program do that enhances the quality of your worklife?
• What could your program do better?
• What is “faculty development” and how does it work at your institution?
• What does ARC-PA / PAEA / your institution say about faculty development? Are policies in place?
• How do PA faculty view the quality of PA worklife? The worklife/personal life balance?
• How do we identify; recruit; train & retain new faculty?
Citations for PAEA Annual Reports


