Session Number: F316

Exploring Best Practices in Faculty Recruitment and Retention
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SUMMARY OF RECENT TRENDS AND CURRENT DATA

The PA faculty workforce
Status of the PA Professoriate

- Demographics
- Degrees held
- Academic rank
- Tenure status
- 2015 Update
- Implications
- Barriers to hiring
PAEA Annual Reports: Faculty Demographics

PAEA Annual Reports: Academic Rank

PAEA Annual Reports: Tenure Status

![Graph showing tenure status](image)

# 2015 Update of PA Faculty Status

<table>
<thead>
<tr>
<th>Status</th>
<th>% Tenure Track or Non-tenure</th>
<th>% in Senior Ranks**</th>
<th>% Tenured</th>
<th>% Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73.3%</td>
<td>30.8%</td>
<td>8.4%</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

** Associate Professor or Professor

PA Faculty in 2015

- The PA professoriate is young (over 55% < 50yrs old), female (61%), White (85%), largely at the junior ranks (instructor or assistant professor) (64%), and in a non-tenure eligible track (73%).

- A majority (65%) practice clinically and only 35% have published in the past 2 years

- What are the implications of this profile for the future of PA education?
Promotion and Tenure

• Relatively small numbers holding tenure and at the senior ranks
• Research productivity modest
• With less than 20% holding doctoral degrees, this could be an issues if profession goes to entry-level doctoral degree
• Need for research on types of contracts including non-tenure forms of appointments
What else do we know about PA faculty?

• PA faculty are satisfied with their jobs overall (Boeve, 2007; Graeff et al., 2014; Snyder et al., 2010).

• PA faculty do not report higher levels of burnout than other faculty groups (Forister & Blessing, 2007).

• Female PA faculty have significantly lower salaries than male PA faculty, even when differentiated by rank, position, and education (Coombs & Valentin, 2014).
PA Faculty Intent to Stay or Leave

• Predictors of PA faculty intent to leave a current position (Coniglio & Akroyd, 2013)
  – Perceived organizational support (negative correlation)
  – Role conflict (positive correlation)
  – Age (negative correlation)

• Factors associated with high intention to stay in academia for PA faculty (Graham & Beltyukova, 2015)
  – Research support
  – Research mentor and institutional mentor
  – Denial of feeling overwhelmed by workload or time demands
  – Fair promotion process
  – Recognition by administration
From the literature

KEY CONCEPTS AND BEST PRACTICES IN FACULTY RECRUITMENT & RETENTION
Mentoring & Faculty Development Programs

• Mentoring is the most frequently described health professions faculty retention intervention. Structured mentoring programs are most commonly described at the institutional level (e.g., Benson et al., 2002; Sambunjak, Straus, and Marusic, 2006; Varkey et al., 2012; Wingard, Graman, & Reznik, 2004).
  – Note: a national mentorship program initiated by the PAEA Research Institute 2010-2011 for PA faculty to encourage scholarly work was not very successful (Hegmann, 2014).

• Comprehensive faculty retention programs have documented improved retention rates for faculty members who participate (see, for example, Ries et al., 2012; Ries et al., 2009; Taylor & Berry, 2008).
  – Note: according to a 2008 survey, only 15% of PA faculty respondents had faculty development needs met outside of PAEA activities (Essary et al., 2009).
Comprehensive Programs to Address Gender Gap in Academic Medicine

• Stanford University School of Medicine was able to increase both satisfaction rates and percentage of women faculty, particularly full professors, with a multifaceted recruitment and development program for female faculty (Valantine et al., 2014).

• University of California Davis School of Medicine has seen an increase in female faculty and department chairs and decreased attrition since initiating the Women in Medicine and Health Science program (Bauman, Howell, & Villablanca, 2014).
Other Suggested Strategies

- Enlist support of institutional administration for any faculty recruitment or retention strategy (Morahan et al., 2001).
- Commit to a mentoring program but acknowledge the time commitment (Morahan et al., 2001).
- Allow for flexibility in work schedule and appointments (Bickel & Brown, 2005).
- Adopt promotion & tenure processes that allow for faculty individuality within the broader framework of the traditional faculty role (Bickel & Brown, 2005; Block, Sonnino, & Bellini, 2015).
Other Suggested Strategies

• Develop specific programs to target underrepresented minority faculty recruitment and retention (Adanga et al., 2012; Mahoney et al., 2008).

• Enhance faculty leadership and career development (Bickel & Brown, 2005; Morahan et al., 2001).

• Help faculty find professional fulfillment and work that is meaningful to them (Bickel & Brown, 2005; Lieff, 2009).

• Find out why faculty (particularly women) join and leave your program and target these areas (Morahan et al, 2001).
Looking forward

QUESTIONS FOR CONSIDERATION AND DISCUSSION
Topics for Consideration and Discussion

• We are aging.
  – *Who’s in line to replace us?*

• We seem to be making little headway regarding academic rank and tenure.
  – *Does this seeming lack of career advancement opportunity impact recruitment?*

• We are overwhelmingly Caucasian.
  – *How do we solve the problem of lack of ethnic and racial diversity in our ranks?*

• Academic salaries continue to lag behind clinical salaries.
  – *How do we recruit quality faculty if academic salaries are not competitive with the external job market?*
Topics for Consideration and Discussion

• Faculty Development
  – Do you know the requirements of your institution for promotion?
  – Is tenure available to you? If not, why not?
  – Are the promotion requirements reflective of the work you do?

• Senior Administrators
  • do you know the institutional requirements for promotion of your faculty?
  • do you have a detailed plan for the success of each faculty member regarding meeting those requirements?
Topics for Consideration and Discussion

• Faculty Development
  – Does anyone here know the ARC-PA standards regarding faculty development?
    • Are they adequate?
    • What role should our professional organizations take in advocating for faculty?
  – Do you get adequate support for scholarly work and research, if they are required for promotion?
  – Are resources available at your institution to support early career faculty in scholarly work and research?

• Faculty Retention
  – Equity in salary and benefits?
Topics for Consideration and Discussion

• Faculty Development
  – How do we identify, recruit, and retain new faculty?
  – Is there data regarding the effectiveness of teaching rotations, teaching fellowships?
  – Dramatic increase in number of PA programs
    • From where do the faculty come?
    • Are new programs recruiting faculty in adequate numbers to ensure success?
Topics for Consideration and Discussion

• Are PA faculty going to remain competitive in the faculty marketplace without doctorates?
• Are policy initiatives at the national level adequate for improving faculty recruitment, development, and retention?
• As faculty, do we have the resources and the personal initiative to promote an increase in our scholarly work and research?
• Is “business as usual” good enough for the future of the profession?
References


