

Teaching, Service, and Scholarship, Oh My! Exploring the Road to Academia



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Speaker Introductions

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Disclosures

No relevant commercial relationships to disclose

Learning Objectives

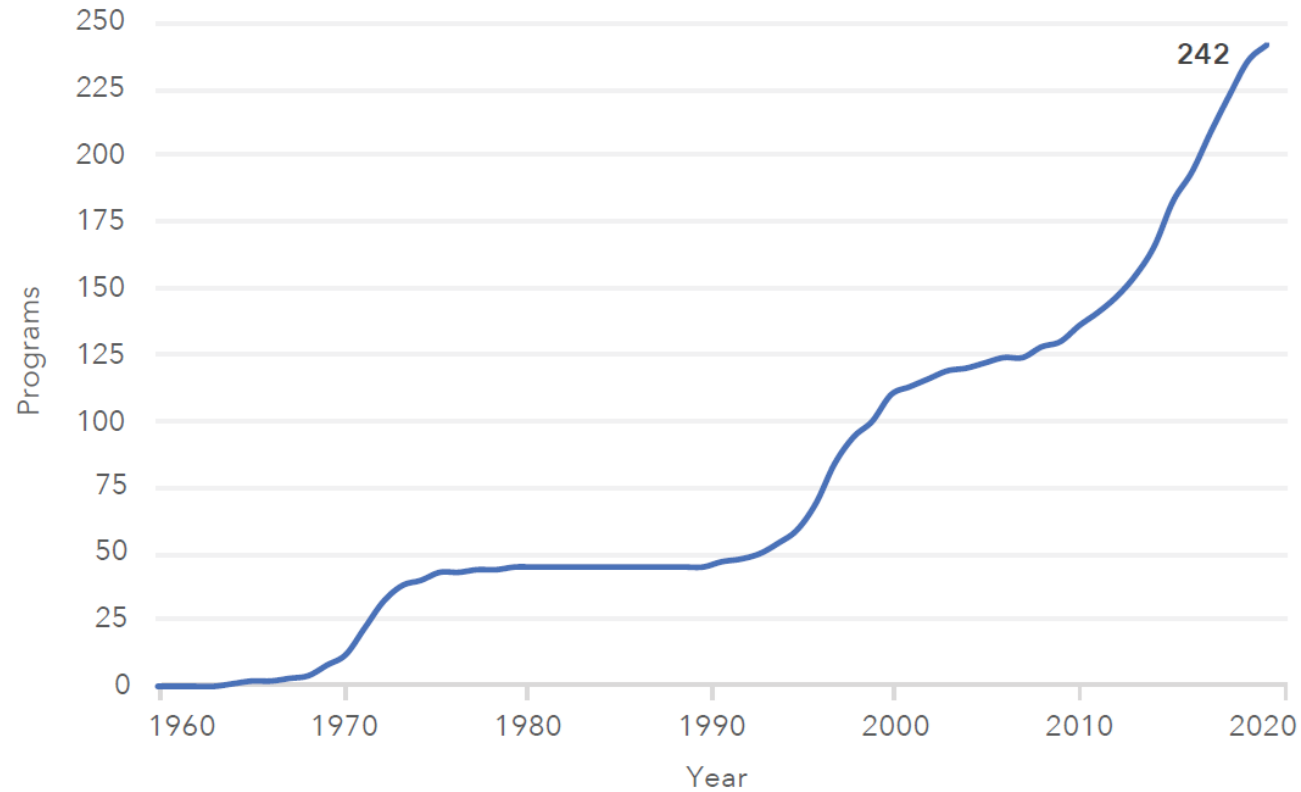
At the conclusion of this session, participants should be able to:

- Review the current state of PA education, including the rapid increase in the number of PA programs across the country
- Discuss the expectations for faculty members, including tenure-track and non-tenure-track faculty positions
- Define typical job responsibilities for various roles in PA programs, including Program Director, Clinical Director, Didactic/Academic Coordinator, and Full-Time Teaching Faculty
- Outline benefits of joining PA education as well as challenges facing PA education and PA educators
- Describe resources available to PA educators, with a focus on resources for clinicians considering the transition to academia

Need for PA Educators

- Increased demand for PA education
 - Bureau of Labor Statistics projects a 31% growth in the PA profession from 2018-2028 (BLS, 2020)
- Rapid growth of new programs (PAEA, 2019)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) monitoring programs for sufficient faculty and staff (ARC-PA, 2021)
- Result has been a significant increase in demand for PA educators across the country (PAEA, 2020)

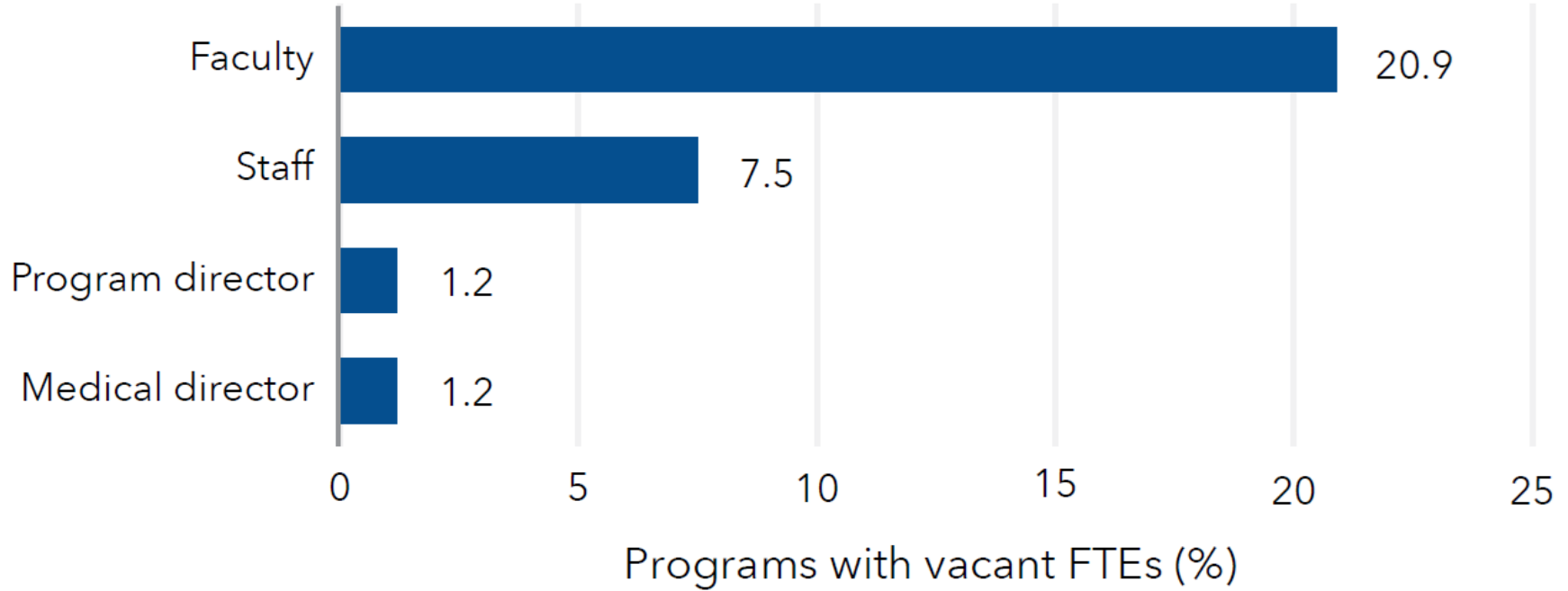
FIGURE 1. CUMULATIVE TOTAL NUMBER OF PROGRAMS SINCE 1965



PA Program Accreditation

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Accreditation Standards for Physician Assistant Education© - Fifth Edition effective September 2020
 - Institutional support and responsibilities
 - Requirements for faculty and staff sufficiency
 - Curriculum - didactic and clinical
 - Program assessment

Demand for PA Faculty



Future of PA Education

- New demands for PA students and graduates
 - Optimal team practice - prepare graduates to provide quality care on day one
 - Interprofessional, patient-centered care
 - Competition for positions
- Reimagining Physician Assistant Education (Hills, et al., 2020)
 - Competency-based education
 - Incorporate current understanding of student learning
 - Focus on well-defined skills and knowledge for students
 - Improved assessment of students
 - Increased use of simulation and technology
 - Focus on clinical thinking from the first day of the program

Factors to Consider

- Type of institution and program's position within the institution
- Job description
- Mission and population of program
- Program culture and balance

Institutions with PA Programs

	<i>n</i>	%
Type of institution		
Private, non-profit	145	61.7
Public	69	29.4
Private, for-profit	13	5.5
Public/private hybrid	7	3.0
Military	1	0.4
Academic Health Center status		
Non-AHC	171	72.8
AHC	64	27.2

Entry Roles within PA Education

- Occasional
 - Guest speaker
 - Grader
 - Interviewer
- Part-time
 - Adjunct faculty
 - Clinical preceptor
- Full-time faculty
 - Tenure track vs non-tenure track

Academic Rank

- Professor
 - Doctorate degree
- Associate Professor
 - Terminal degree
 - Doctorate degree
- Assistant Professor
 - Terminal degree
 - Master's degree
- Instructor/Lecturer
 - Bachelor's degree
 - Professional qualification/knowledge

TABLE 33. CURRENT ACADEMIC RANK

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Professor	64	6.7	27	12.9	13	16.7
Associate professor	176	18.5	90	43.1	15	19.2
Assistant professor	581	61.2	78	37.3	23	29.5
Lecturer/Instructor	87	9.2	3	1.4	7	9.0
Other	41	4.3	11	5.3	20	25.6
Total	949	100.0	209	100.0	78	100.0

TABLE 14. HIGHEST DEGREE CURRENTLY HELD

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bachelor's degree	20	2.1	0	0.0	0	0.0
Master's degree	704	74.4	114	54.5	0	0.0
Doctoral degree	222	23.5	95	45.5	79	100.0
Total	946	100.0	209	100.0	79	100.0

Note: "Certificate," "Associate degree," and "Other" degrees were excluded due to low frequencies. Write-in responses indicating degrees in progress were removed.

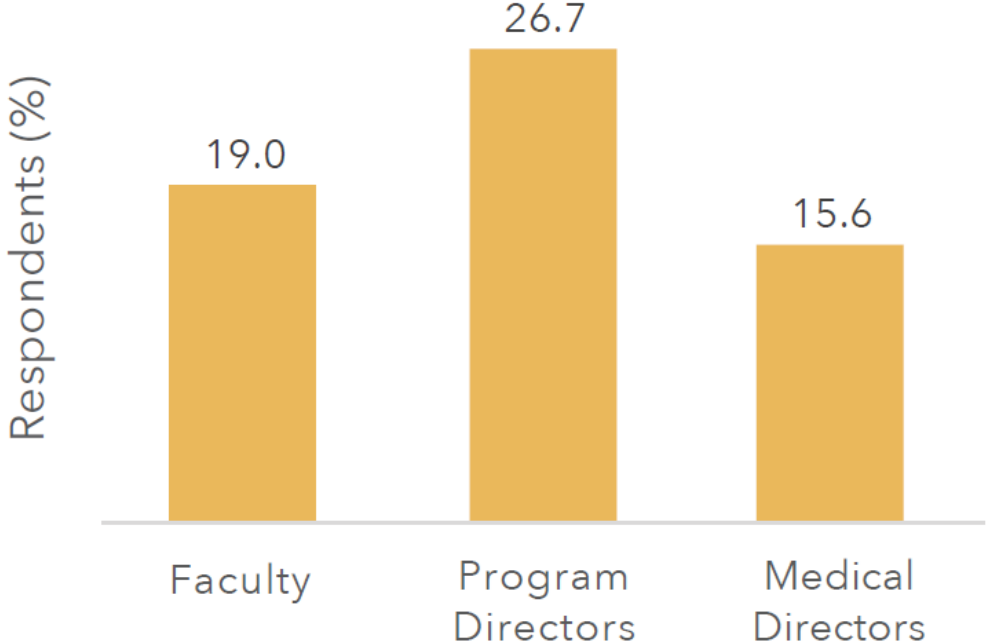
Tenure Track Faculty

- Tenure was created in 1940 as a way to ensure faculty were able to pursue their interests and field of study with protection from academic politics
- Historically tenure had the reputation that once obtained, professors no longer had to work hard as their job was secure
- Not true any longer
 - Post tenure reviews
- Eligible Faculty: Full time faculty, Program directors and Medical directors

Tenure Track Faculty

- Made up of three categories:
 1. Scholarship
 - Publication of original research
 - Book
 - Local or national presentations
 2. Teaching
 - Excellence
 - Student and peer evaluations
 3. Service
 - Professional
 - Institutional

FIGURE 7. PERCENT TENURED OR ON A TENURE TRACK



Non-Tenure Track Faculty

Non-Tenure Track

- Full time
- Adjunct

TABLE 29. CONTRACT TYPE

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Annual contract	524	68.8	90	59.6	45	69.2
Annual contract but eligible for multi-year contract	68	8.9	11	7.3	4	6.2
Multi-year contract	133	17.5	44	29.1	5	7.7
Other	37	4.9	6	4.0	11	16.9
Total	762	100.0	151	100.0	65	100.0

Clinical Track Faculty

Clinical Track

1. **Professional practice**
2. Teaching
3. Service

Tenure Track vs Clinical Track

Tenure Track

- Pros:
 - Comparable academic rigors as peers in other colleges
- Cons:
 - Lack research experience
 - No protected time for research

Clinical Track

- Pros:
 - Offer students up to date clinical expertise
- Cons:
 - Faculty who work clinically- hard to achieve tenure
 - “Second class status”

FIGURE 16. EVER HAD RESEARCH OR SCHOLARLY PUBLICATIONS OVER SPAN OF PA ACADEMIC CAREER

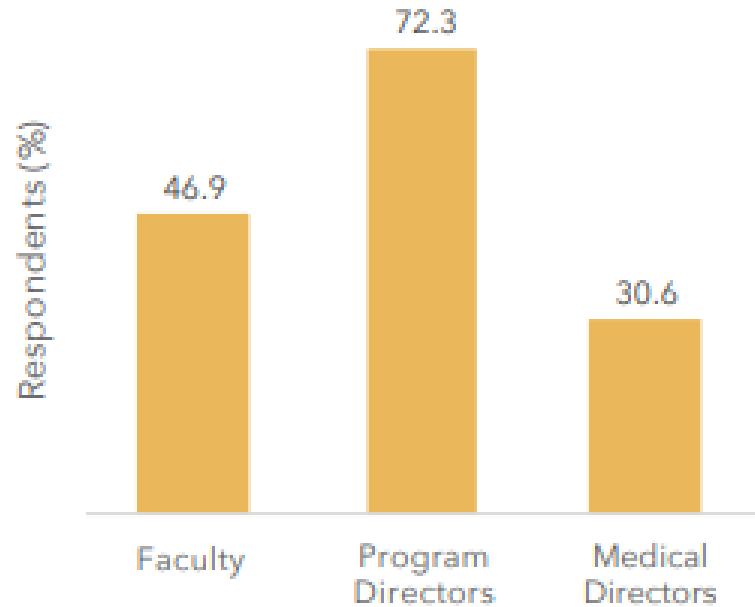
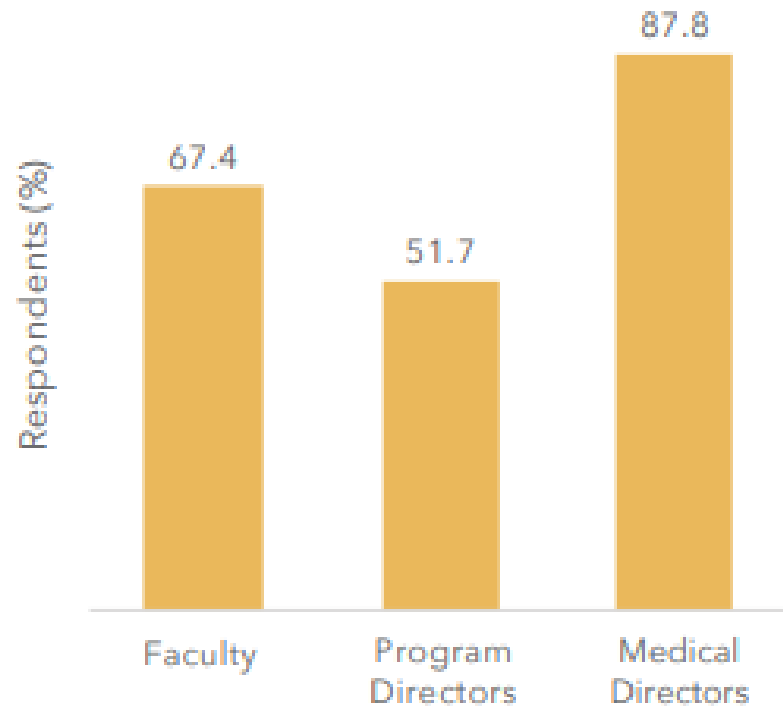


FIGURE 11. PERCENT WORKING CLINICALLY



Administrative Faculty Roles

- All roles require some responsibility for program administration
- Common positions in PA programs
 - Program Director
 - Clinical Director
 - Didactic/Academic Coordinator
 - Full-Time Teaching Faculty
- Additional committee and administrative responsibilities
 - Academic coordinating
 - Admissions
 - Assessment and accreditation
 - College/University committees

TABLE 36. PRIMARY POSITION WITHIN THE PA PROGRAM

	<i>n</i>	%
Academic Coordinator	102	10.9
Admissions Director/Coordinator	25	2.7
Associate/Assistant Director	55	5.9
Clinical Coordinator	80	8.6
Clinical Faculty	59	6.3
Data Analyst	2	0.2
Dean or Associate/Assistant Dean	1	0.1
Didactic Faculty	357	38.2
Director of Clinical Education	97	10.4
Director of Didactic Education/Didactic Coordinator	10	1.1
Division Chief/Head/Department Chair	6	0.6
Education Coordinator (staff)	1	0.1
Evaluation Specialist	3	0.3
Faculty with combined didactic and clinical responsibilities	90	9.6
Research Coordinator	12	1.3
Researcher (academic faculty responsible for independent research activities, 20-80% FTE)	11	1.2
Other	24	2.6
Total	935	100.0

PAEA, 2020

Program Director

Responsibilities and duties include but are not limited to

- Accreditation
- Oversight of all program operations
- Supervision and mentoring
- Advocacy with internal and external constituents
- Fiscal management

Director of Didactic Education

(Academic Director/Academic Coordinator/Didactic Coordinator)

Responsibilities and duties include but are not limited to:

- Curriculum oversight and delivery
- Accreditation
- Coordination of didactic course instruction
- Recruitment and mentoring of adjunct faculty
- Committee chair
- Student Handbook

Director of Clinical Education

(Clinical Coordinator)

Responsibilities and duties include but are not limited to:

- Clinical Site recruitment, mentoring and maintenance
- Clinical Year Evaluations
- Clinical Year Courses
- Committee chair
- Handbooks

Director of Admissions

(Admission Coordinator)

Responsibilities and duties include but are not limited to:

- Student recruitment
- Selecting applicants for admission to the program
- Accreditation
- Admissions Committee Chair

Other Program Roles

- Determined by the structure of program
- Administrative and University structure
- Mission and Vision of the Program
 - Director of Research/Research Coordinator
 - Director of Evaluation and Assessment
 - Director of Community Outreach/Community Service
 - Rural Health Mentor/Recruiter

Thinking about the Transition

- Most satisfying aspects to the job
- Least satisfying aspects to the job
- Sources of support

TABLE 27. TOP FIVE MOST IMPORTANT FACTORS WHEN APPLYING FOR OR CHOOSING A POSITION AT A PA PROGRAM

	Faculty	Program Directors	Medical Directors
Most Important	Location of program	Location of program	Location of program
	Work-life balance	Work-life balance	Program's educational philosophy
	Job stability/security	Job stability/security	Reputation of institution/program
	Fringe benefits	Fringe benefits	Reputation of program personnel
	Reputation of institution/program	Income	Work-life balance

Note: Rankings are based on respondents' average ratings of importance.

Most Satisfying Job Aspects

	Faculty	Program Directors	Medical Directors
Most Satisfying	Autonomy and independence	Program management/leadership	Didactic or clinical teaching environment
	Schedule flexibility	Schedule flexibility	Job responsibilities
	Quality of students	Autonomy and independence	Quality of students
	Didactic or clinical teaching environment	Quality of students	Schedule flexibility
	Retirement benefits	Curriculum	Curriculum

Least Satisfying Job Aspects

	Faculty	Program Directors	Medical Directors
Least Satisfying	Tenure requirements	Tenure requirements	Tenure requirements
	Salary amount	Research opportunities	Salary amount
	Research opportunities	Institutional leadership	Research opportunities
	Promotion potential	Promotion potential	Institutional leadership
	Institutional leadership	Salary amount	Current academic rank

Faculty and Program Director Salaries

TABLE 50. SALARY (\$)

	<i>n</i>	<i>M</i>	<i>M</i> (T)	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Faculty	659	99,771	98,771	16,389	81,160	90,000	97,000	110,000	120,000
Program Directors	160	135,493	133,649	27,398	102,450	117,225	131,000	150,000	170,400

Salary information by region, type of institution, etc available in PAEA Faculty and Directors Report (PAEA, 2020)

TABLE 85. TOP FIVE STRESSORS

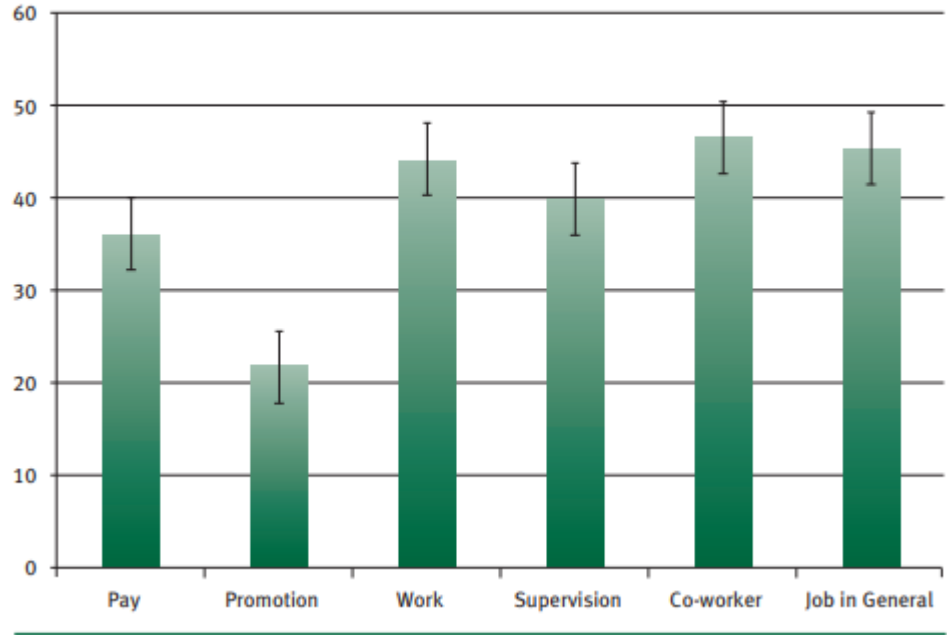
	Faculty	Program Directors	Medical Directors
Most Stressful	Self-imposed high expectations	Self-imposed high expectations	Self-imposed high expectations
	Increased work responsibilities	Increased work responsibilities	Institutional procedures and "red tape"
	Institutional procedures and "red tape"	Institutional procedures and "red tape"	Lack of personal time
	Managing household responsibilities	Lack of personal time	Increased work responsibilities
	Lack of personal time	Institutional budget cuts	Institutional budget cuts

Note: Stressors are ranked by respondents' average ratings of 19 different stressors.

Overall Job Satisfaction

- 2014 survey of PA educators - job satisfaction by facet
Graeff, Leafman, Wallace, & Stewart, 2014

Figure 1. Mean Levels of PA Job Satisfaction by Facet with Standard Error Bars



Faculty Development

- Accreditation Standards for Faculty Development
 - A1.03 The sponsoring institution *must* provide *sufficient* release time and financial resources in support of the *program director* and *principal faculty*, as applicable to the job description, for:
 - a) maintenance of certification and licensure and
 - b) professional development directly relevant to PA education
- Program and Institution support for:
 - Non vacation time and funding to attend professional development conferences or meetings
 - University supported professional faculty development
 - Mentorship
 - Release time for continued clinical practice
 - Licensure and certification

Resources

[Physician Assistant Education Association \(PAEA\)](#)

- Quarterly Journal
- Professional Learning Communities
- Resource Library
- Educational Events
- Workshops
- PAEA Education Forum
- Job Directory

[American Academy of Physician Assistants \(AAPA\)](#)

- Leadership
- Conference



Resources

Books

- Leading Academic Change (Lucas,2000)
- McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (Wilbert et al, 2010)
- On Q: Causing Quality in Higher Education (Seymour, 1992)
- Teaching and Learning in Medical Surgical Education (Distlehorst, Dunnington, Folse, 2000)
- Make it Stick (Roediger, McDaniel and Brown, 2016)
- How We Learn (Carey, 2015)
- What the Best College Teachers Do (Bain, 2004)

FIGURE 5. PROGRAM SUPPORT DURING TRANSITION FROM CLINICAL WORK TO ACADEMIA

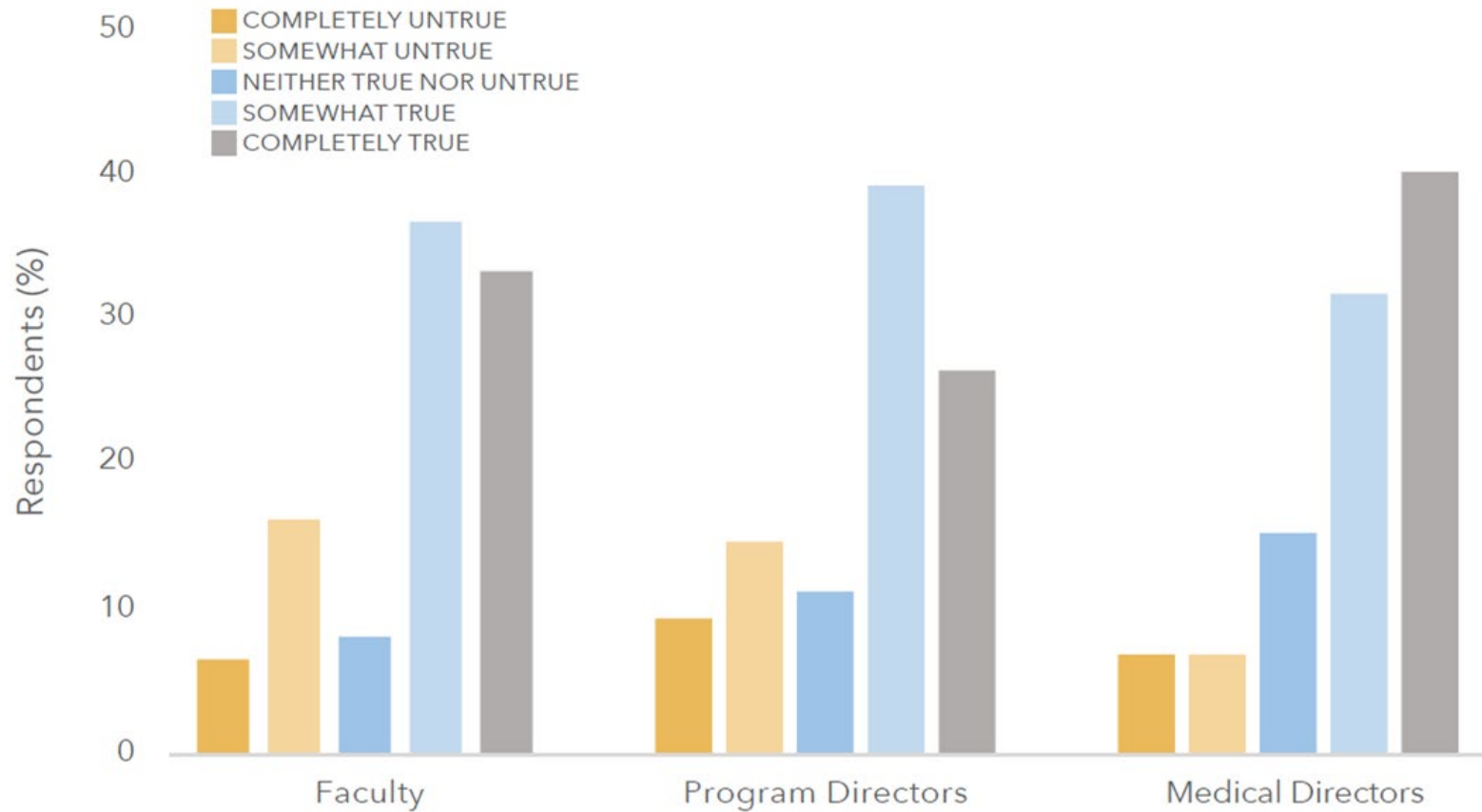
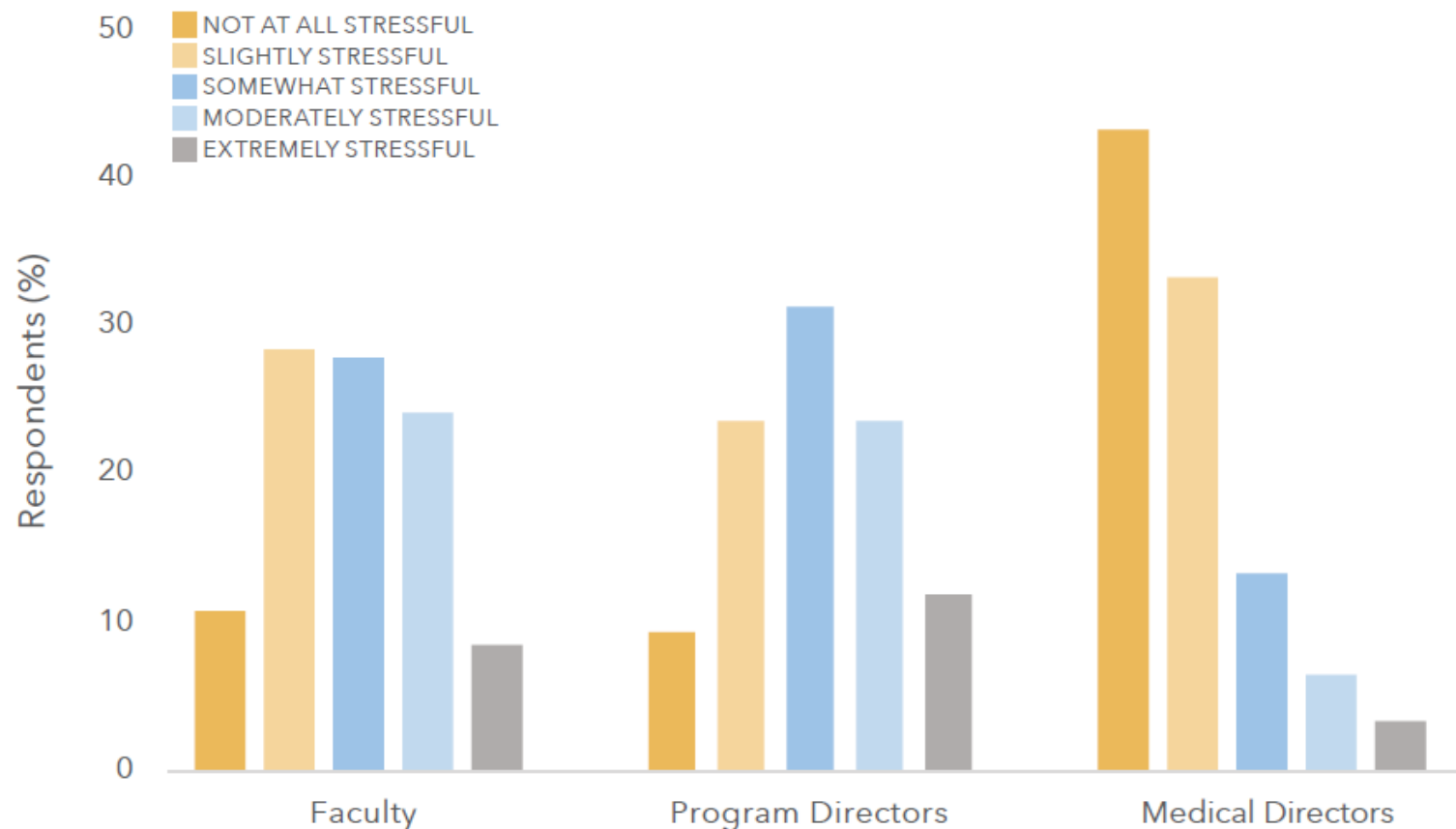


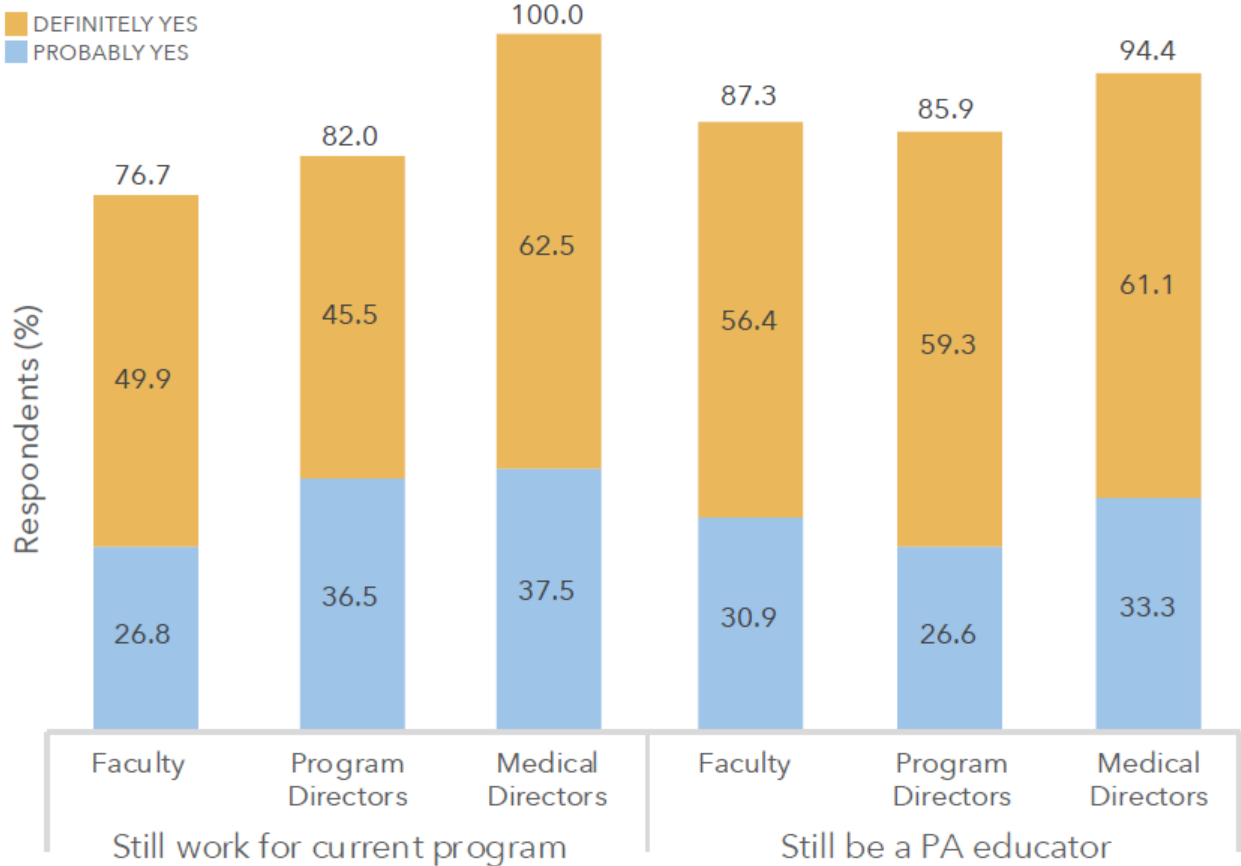
FIGURE 6. STRESS OF TRANSITION FROM CLINICAL WORK TO ACADEMIA



Take Home Points

- There is significant need and opportunity for PA educators
 - Occasional/Part-time
 - Clinical
 - Full-time
- Make sure you ask a lot of questions about the institution, role, and expectations
- The work requires time-management and administrative skills
- Working in PA education can provide flexibility, autonomy, and fun
- Most of us would do it all over again!

FIGURE 15. PERCENT OF FACULTY WHO WOULD PROBABLY OR DEFINITELY CHOOSE THE SAME CAREER PATH



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Questions?

Please feel free to contact us!

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