

**FACULTY ---  
GOING, GOING, GONE.**

**HOW TO FIND ANOTHER?**

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**THANK YOU  
TO ALL  
WHO RESPONDED  
TO THE SURVEY!**

## OBJECTIVES

- Describe strategies in seeking qualified faculty for MLS programs
- Describe novel ways of developing MLS faculty
- Discuss ways to 'sell administration' on our professional view of what a MLS faculty should "look like"
- Discuss the critical importance of the MLS faculty shortage

## FACULTY SHORTAGES

- Faculty shortages in academic health science centers threatening healthcare workforce & educational infrastructure
- Affect patient care
- Limit research / scholarly activity
- Affect number of students who can be admitted to programs
  - Limit expansion or new programs

## FACULTY SHORTAGES – WHY? THE BIG PICTURE

- Factors
  - Retirement of 'baby boomers'
  - Movement of senior faculty into administrative positions
    - Lack of mentors
  - Dissatisfaction with academic roles
  - Low interest in in academic careers
    - Do not recognize as alternative
    - Belief about viability of education as 'career'

## FACULTY SHORTAGES – WHY? THE BIG PICTURE

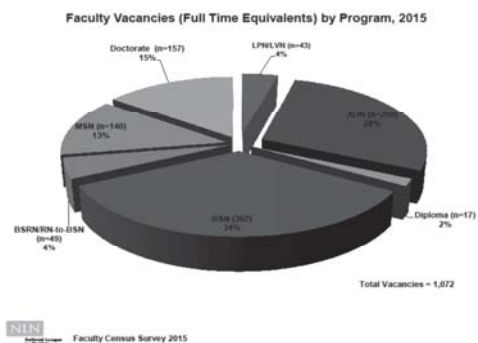
- Factors
  - Financial
    - Salary disparities between education & 'the workplace'
  - Heavy faculty workloads
  - Unprepared for reality of research / funding requirements
  - Late point career entry into faculty careers
    - Educational requirements
    - Going from master clinician to novice faculty

## OT FACULTY SHORTAGE

- Salary discrepancy between academics and practice
- Degree requirements
  - Majority of FT faculty must hold doctorates (ACOTE Standards)
- Late entry into academics
- Gender inequities
- Increasing number of programs
- Lack of awareness of education as career

## NURSING FACULTY SHORTAGES

- National nurse faculty vacancy rate
  - 8.3% ( Oct. 2013)
  - 6.9% (Oct. 2014)
  - Most in positions requiring doctoral degree
- Schools reported that faculty shortage was primary reason for not accepting students into baccalaureate programs
- MS & Doctoral programs in nursing not producing enough potential nurse educators
  - BLS projects need for 34,200 new instructors by 2022.



## A SAMPLE OF OTHER PROFESSIONS

### PHYSICIAN ASSISTANT STUDIES

- JAAPA Editors Blog – 2014
- Opinion – PA faculty shortage crisis
- Shortage at all levels
  - Program directors, core faculty, clinical faculty, education coordinator
- Clinical salaries higher and easy to get positions
- PAs enter academics after 3-5 years of experience
- Takes about 2 years to get 'up to speed'

### PHYSICAL THERAPY

- APTA Website
- > 50 faculty positions listed – just from last quarter of 2016
- Old data suggests about 10 % vacancy rate
- 233 programs / 30,419 students
- Accreditation standards requiring all faculty have terminal degree
  - at least 50% research degree
  - < 50% DPT

## A SAMPLE OF OTHER PROFESSIONS

### OCCUPATIONAL THERAPY

- FT faculty vacancy rate
  - OT programs – 8%
  - OTA programs – 6%

### PHARMACY

- 2013-14 --- 466 vacant or lost faculty positions reported
  - (121/135 schools reported)
- 9.1% increase over 2013-14
- Length to fill position
  - 60% filled in <6 mon
  - 28% in 7-18 months

## DENTAL – 2014-2015

- American Dental Education Association performs yearly survey on faculty vacancies
- 63/65 (97%) programs responded
- 5.3% FT positions vacant; 1.8% part-time positions vacant
  - 21 schools had 1-4 vacancies
  - 22 had 5-9 vacancies
  - 2 schools with no vacancies
- 15% positions vacant for < 12 months
- Number of inactive searches increased
  - were slightly <50 % of total searches

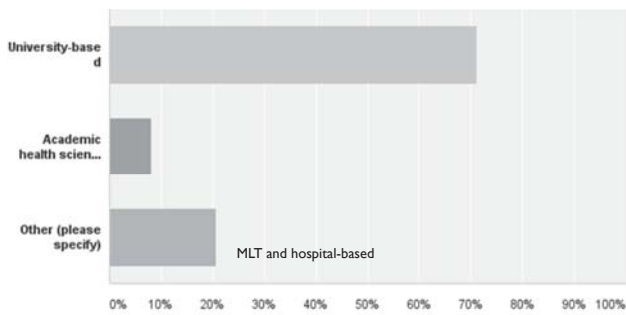
## HOW INSTITUTIONS RESPOND TO FACULTY SHORTAGE

- Cut programs
- Increase use of
  - Adjunct faculty
  - On-line technology
- Merge programs
- Limit student enrollment
- Delay
  - Expansion of existing programs
  - Rollout of new programs

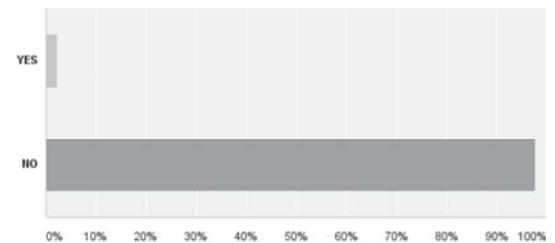
## OUR SURVEY

- Questions derived from
  - literature on faculty shortages in multiple disciplines
  - anecdotal comments on MLS list serves, blogs
  - experience
- Sent to educators list serve & ASCLS Education Scientific Assembly
  - **87 responses**
  - Responses represent institutions in 33 states

## TYPE OF PROGRAM

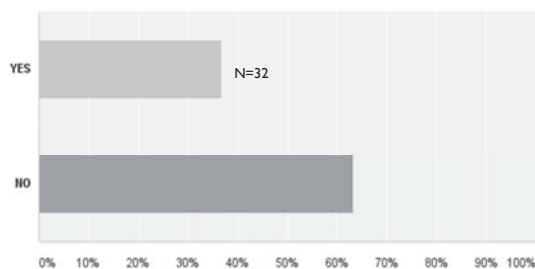


## DO YOU CURRENTLY HAVE A VACANT CHAIR / PROGRAM DIRECTOR POSITION?



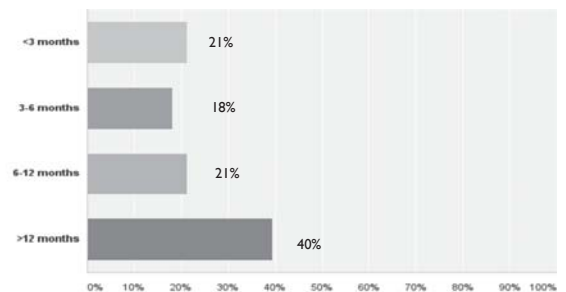
N=85

## DO YOU CURRENTLY HAVE A VACANT FACULTY POSITION?

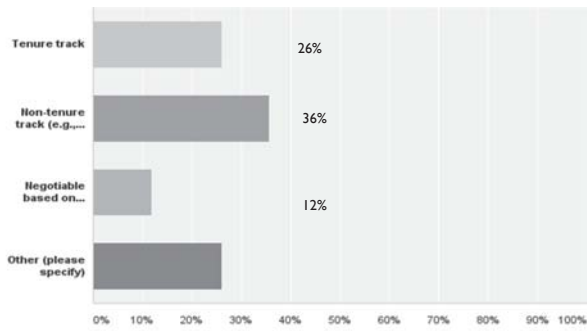


Total N=87

## HOW LONG HAS THE POSITION REMAINED UNFILLED?



## TYPE OF VACANT FACULTY POSITION



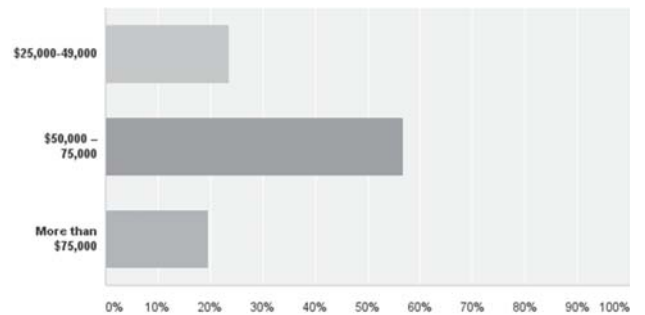
## WHAT ARE YOU SEEKING?

	MS	PhD any	PhD science	generalist	categorical	Specialist / director
essential	58%	8%	23%	66%	11%	9%
desirable	18%	44%	44%	32%	43%	37%
immaterial	24%	49%	33%	2%	46%	54%
N responses	45	39	43	47	37	35

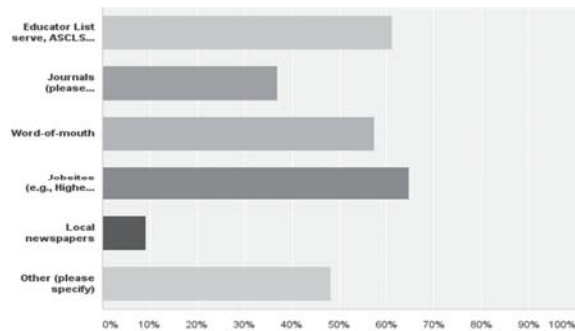
## WHAT ARE YOU SEEKING ?

	Teaching	Funded research track experience	Research experience Grant writing, publishing	Clinical experience
Essential	40%	15%	24%	67%
Desirable	60%	33%	43%	31%
immaterial	0%	51%	33%	2%
N responses	47	39	42	48

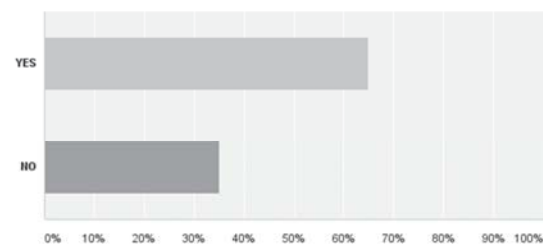
## SALARY RANGE OF VACANT POSITION



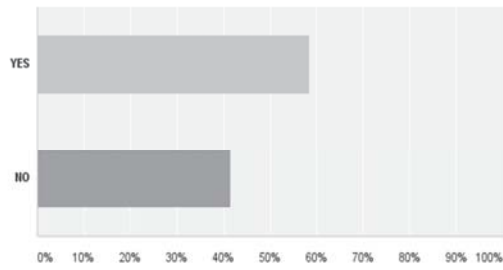
## HOW HAVE YOU ADVERTISED?



## HAVE YOU INTENTIONALLY RECRUITED INDIVIDUALS?



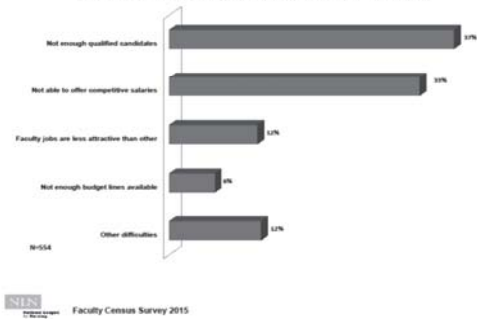
## WAS INTENTIONAL RECRUITMENT SUCCESSFUL?



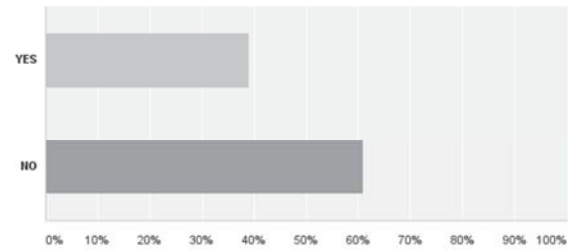
## MAJOR REASONS FOR NOT FILLING VACANCY

Answer Choices	Responses
Lack of candidates	64.15% 34
Candidates available - but lack the expected educational degree	54.72% 29
Candidates available - but lack the expected research potential	22.64% 12
Candidates available - but lack the expected credentials (MLS or specialist)	45.28% 24
Unable to meet salary expectations of candidate	33.96% 18
Unable to meet requested research lab / start up package of candidate	11.32% 6
Lack of Relocation assistance	7.55% 4
Other (please specify)	18.87% 10
<b>Total Respondents: 53</b>	

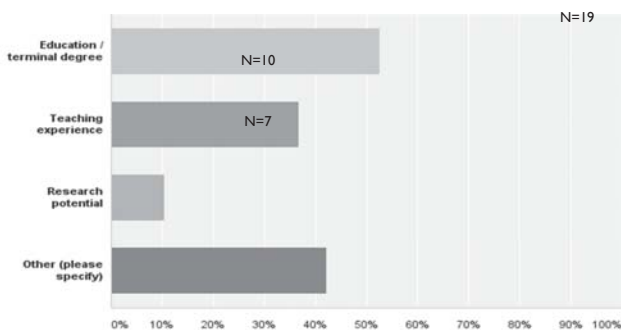
Main Difficulty in Recruiting and Hiring New Nurse Educators, 2015



## IF YOU HIRED IN THE LAST 2 YEARS – DID YOU TAKE SOMEONE WITH LESS THAN THE MINIMUM STATED REQUIREMENTS?



## WHAT WAS MISSING?



## DENTAL – FACTORS INFLUENCING FILLING POSITIONS

- Candidate cannot meet requirements/expectations - #1
- Lack of response to position announcement
- Budget limitations - not offer competitive salary
  - Salary higher in private practice
- Looked at resignations
  - 22% retired
  - 23% went into private practice

## HURDLES / CHALLENGES TO TENURE TRACK SUCCESS

	#1	#2	#3	#4	#5	#6	#7	#8
Lack doctoral degree	36%	5%	12%	5%	17%	7%	12%	7%
Lack teaching experience	21%	23%	6%	8%	17%	8%	17%	0%
Lack experience in research funding	19%	16%	23%	14%	5%	9%	14%	0%
Lack experience research design	7%	31%	19%	14%	10%	9%	7%	2%
Lack publishing experience	7%	7%	23%	30%	16%	14%	2%	0%

N=57

## HURDLES / CHALLENGES TO TENURE TRACK SUCCESS

	#1	#2	#3	#4	#5	#6	#7	#8
Lack state/national presentations	0%	2%	7%	14%	21%	31%	21%	2%
Program expectations Teaching workload, clinical oversight...	27%	27%	10%	6%	6%	12%	12%	0%
other	14%	0%	5%	5%	0%	0%	5%	73%

## INNOVATIVE WAYS TO GET/KEEP FACULTY

Answer Choices	Responses
Start-up package by Money for instrumentation / research assistant	20.93% 9
Start-up package by Dedicated research lab space	20.93% 9
Support for obtaining a research terminal degree (PhD) by Decreased workload	25.58% 11
Support for obtaining a research terminal degree (PhD) by Monetary support	9.30% 4
Opportunity for faculty leave & development	34.88% 15
Dual appointment (e.g. Biology department AND CLS department)	9.30% 4
Other (please specify)	44.19% 19
<b>Total Respondents: 43</b>	

## OUR COMMENTS – OTHER INNOVATIVE WAYS

- Mentoring
  - Assign to senior faculty for support
- Work to help them get certification
- Salary
  - Allow outside consultation for pay
  - Increased salary to match industry outside academics
- Support for travel to 1-2 conferences/year
- Provided choices in courses to be taught & scheduling

## WHAT ARE OTHERS DOING?

- Grow your own
- Get them hooked early
  - Promotion of academic careers to clinical faculty, preceptors, and practitioners
    - Allowing them to become an adjunct for “practice”
  - Education rotations for students
  - Education fellowships
  - Graduate programs with tracks for MLS academic career / education

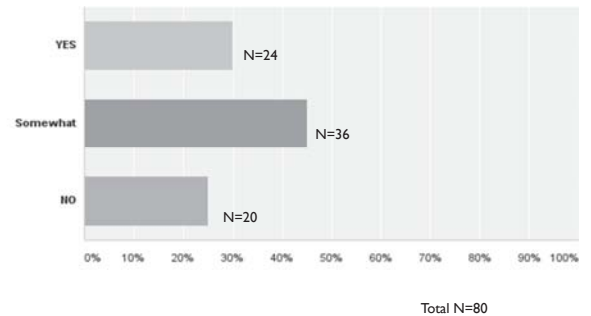
## TASK FORCE ON FUTURE OF OT EDUCATION

- Three recommendations
- Establish Center for Educational Excellence
  - Resources for all levels of educators
    - Curriculum, pedagogy, scholarship of teaching, research
- Strengthen accreditation standards for OT education
- Develop infrastructure to support education as a practice area
  - Pipeline for future educators

## WHAT ARE OTHERS DOING?

- Most are based on the 'grow your own'
- PhD loan forgiveness for time teaching
- Funded fellowships
- National organizations provide support to doctoral students (Jonas Center for Nursing Excellence)
- Scholarships for minority students
- **Mentoring**
- PA Education Association offers a basic skills workshop for PA educators (<2 years in faculty role)

## DOES UPPER ADMINISTRATION "UNDERSTAND" YOUR FACULTY NEEDS



## COMMENTS –TEACHING LOAD

- Recognize heavy teaching load BUT
  - Research still expected
  - Why can't we get external funding
    - Degree
    - Lack of collaboration
    - No patient contact
- DO NOT recognize heavy teaching load
  - Time involved in lab prep
  - Intensity of professional, competency-based education
  - Can't find time to get advanced degree



## COMMENTS – RECRUITING STUDENTS

- Do not understand how hard it is to recruit students
  - Yet we state there is shortage of laboratory professionals
  - Fix entry level salary?
- Our BS degree programs not compete with DPT, OTD, PA applicants
- Hard to market to biology students
  - Think anyone can work in lab
- Lack TAs / graduate students to help with labs
  - Minimal number post-BS graduate programs

## COMMENTS – FINANCIAL SUPPORT

- Driving force is tuition dollars
  - We have small programs
- Clinical people take pay cut to come into academic positions
- Do not understand expenses of program
- Limited resources for start-up packages
- Budget cut
  - Cannot fill vacant position
    - Posted too long and it 'goes away'
  - 3 years of 30% budget cut – quality affected



## COMMENTS

- Alleviate heavy teaching load .....
  - Find adjuncts
  - Clinical faculty no longer have time/support to give lectures
- Necessity of certification not recognized
  - Why do we have these requirements for faculty if we can't find them????
  - Anyone with a chemistry degree should be able to teach clinical chemistry – right ?

## COMMENTS – TRACKS AVAILABLE

- Lack basic science research experience
  - Hard to find collaborators
  - Clinical research better fit
- Small colleges & research institutions offer only non-tenure / clinical track
  - Lack the terminal degree
  - Job insecurity
  - Pay less and let go
  - ‘second class citizen’ / orphan child ????

## COMMENTS – MLS AS ‘ACADEMICS’

- MLS do not see themselves as ‘academics’
  - not motivated to go beyond Baccalaureate degree
- In non-tenure track depts / institutions not need PhD
  - Hire adjuncts at MS level
  - Excel in teaching
- MLS often go MD, PA route, rarely PhD
- At MS level
  - no research experience
  - limited scholarly activity
- Do we think we educate students for a job or a profession?



## THANK YOU!

We plan to work on a manuscript for publication of the data.

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