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 academic careers
    - Do not recognize as alternative
    - Belief about visibility 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

- 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

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?

DO YOU CURRENTLY HAVE A VACANT FACULTY POSITION?

HOW LONG HAS THE POSITION REMAINED UNFILLED?
TYPE OF VACANT FACULTY POSITION

WHAT ARE YOU SEEKING?

WHAT ARE YOU SEEKING?

<table>
<thead>
<tr>
<th>WHAT ARE YOU SEEKING?</th>
<th>Teaching</th>
<th>Funded research track experience</th>
<th>Research experience Grant writing, publishing</th>
<th>Clinical experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>40%</td>
<td>15%</td>
<td>24%</td>
<td>67%</td>
</tr>
<tr>
<td>Desirable</td>
<td>60%</td>
<td>33%</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>Immaterial</td>
<td>0%</td>
<td>51%</td>
<td>33%</td>
<td>2%</td>
</tr>
<tr>
<td>N responses</td>
<td>47</td>
<td>39</td>
<td>42</td>
<td>48</td>
</tr>
</tbody>
</table>

SALARY RANGE OF VACANT POSITION

HOW HAVE YOU ADVERTISED?

HAVE YOU INTENTIONALLY RECRUITED INDIVIDUALS?

N=57
**WAS INTENTIONAL RECRUITMENT SUCCESSFUL?**

- Yes: 41
- No: 46

**MAJOR REASONS FOR NOT FILLING VACANCY**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of candidates</td>
<td>44.4% 24</td>
</tr>
<tr>
<td>Candidates available - but lack the expected educational degree</td>
<td>54.3% 29</td>
</tr>
<tr>
<td>Candidates available - but lack the expected research potential</td>
<td>77.6% 12</td>
</tr>
<tr>
<td>Candidates available - but lack the expected credentials (HLS or specialist)</td>
<td>46.2% 24</td>
</tr>
<tr>
<td>Unable to meet salary expectations of candidate</td>
<td>33.5% 10</td>
</tr>
<tr>
<td>Unable to meet requested research lab / start-up packages of candidates</td>
<td>11.3% 6</td>
</tr>
<tr>
<td>Lack of relocation assistance</td>
<td>7.1% 4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>11.8% 10</td>
</tr>
</tbody>
</table>

Total Respondents: 53

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

- Yes: 46
- No: 41

**WHAT WAS MISSING?**

- Education / terminal degree: 10
- Teaching experience: 7
- Research potential: 3
- Other (please specify): 6

**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
  - 22% went into private practice
HURDLES / CHALLENGES TO TENURE TRACK SUCCESS

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack doctoral degree</td>
<td>36%</td>
<td>5%</td>
<td>12%</td>
<td>5%</td>
<td>17%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Lack teaching experience</td>
<td>21%</td>
<td>23%</td>
<td>6%</td>
<td>8%</td>
<td>17%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Lack experience in research funding</td>
<td>19%</td>
<td>16%</td>
<td>23%</td>
<td>14%</td>
<td>5%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Lack experience research design</td>
<td>7%</td>
<td>31%</td>
<td>19%</td>
<td>14%</td>
<td>10%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Lack publishing experience</td>
<td>7%</td>
<td>7%</td>
<td>23%</td>
<td>30%</td>
<td>16%</td>
<td>14%</td>
<td>2%</td>
</tr>
</tbody>
</table>

N=57

INNOVATIVE WAYS TO GET/KEEP FACULTY

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up package by money for instrumentation / research assistant</td>
<td>0</td>
</tr>
<tr>
<td>Start-up package by Dedicated research lab space</td>
<td>0</td>
</tr>
<tr>
<td>Support for obtaining a research terminal degree (PhD) by decreased workload</td>
<td>11</td>
</tr>
<tr>
<td>Support for obtaining a research terminal degree (PhD) by monetary support</td>
<td>4</td>
</tr>
<tr>
<td>Opportunity for faculty leave &amp; development</td>
<td>15</td>
</tr>
<tr>
<td>Dual appointment (e.g. biology department AND CDS department)</td>
<td>4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>19</td>
</tr>
<tr>
<td>Total Respondents: 43</td>
<td></td>
</tr>
</tbody>
</table>

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

- Answered: 80
- Skipped: 7

Total N=80

COMMENTS – TEACHING LOAD

- Recognize heavy teaching load BUT
  - Research still expected
  - Why can’t we get external funding
    - Degree
    - Lack of collaboration
- 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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