

Part-Time Faculty in Academic Medicine

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GWIMS Toolkit

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The Data

- Declining work hours for physicians
- The up and coming generations of physicians
 - What they want
 - What is driving their choices
- Who works part-time in academic medicine?
And why?
- Where do they work? In which departments?
- What do we know about faculty satisfaction with part-time work?

Physician Work Hours Declining

Mean self-reported hours worked per week by physicians between 1977 and 2007

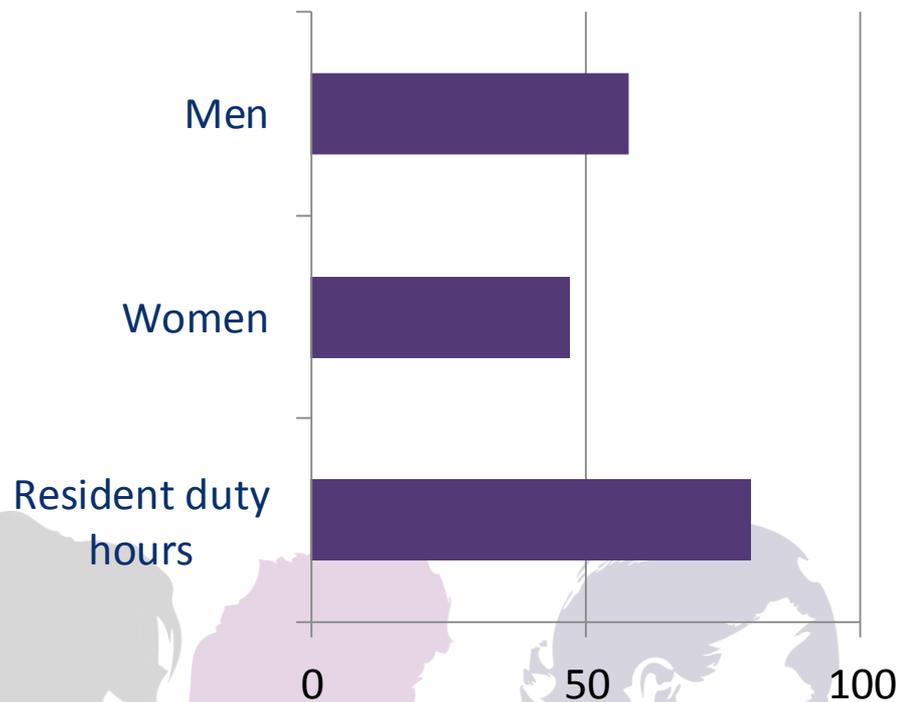
Characteristic	Observations	% change
All physicians	40,291	- 7.2
Non-resident MD	33,625	- 5.7
Resident MD	6,666	- 9.8
Men*	26,682	- 5.0
Women*	6,943	- 5.1
< 45 years*	15,155	- 7.4
≥ 45 years*	18,470	- 3.7

*excluding resident physicians

Staiger, D. O. et al. JAMA 2010;303:747-753

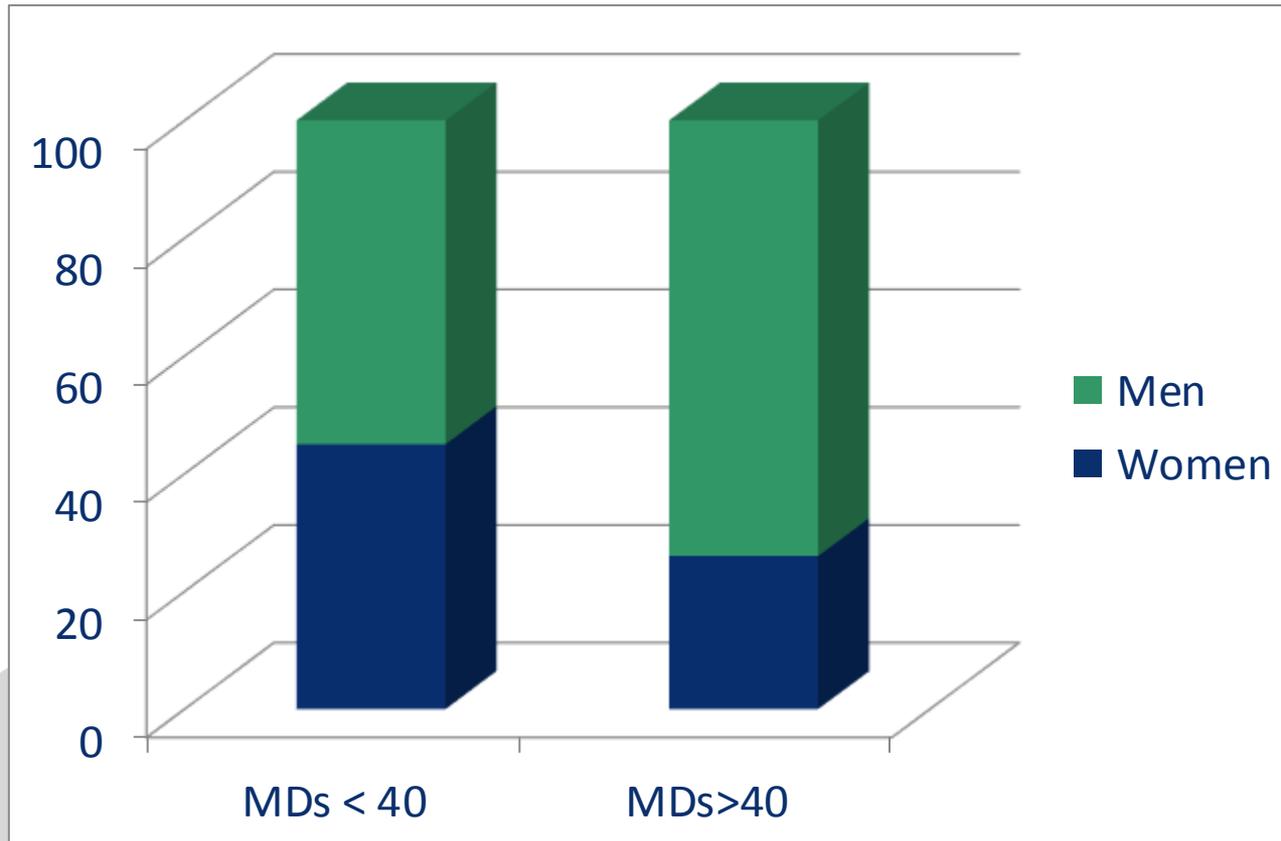
Gender Differences in Work Hours

Work hours/week for physicians < 50 years of age
in active clinical practice



AAMC Center for Workforce Studies, 2006.

Generational Differences in Physician Workforce by Gender



AAMC Reporter, September 2011.

Future Generations

Percent of graduating medical students indicating intent to work part-time

Year	PT academic position*	PT practice position#
2010	9.1	3.3
2011	8.4	3.2
2012	8.0	2.6
2013	7.6	2.7
2014	7.2	2.7

*Part-time university faculty position (Basic science/research OR Clinical teaching/research)

Part-time non-academic clinical practice

AAMC Graduation Questionnaire 2009-2013

Future Generations

Percent of graduating students noting the importance* of 'work-life' balance in determining specialty choice

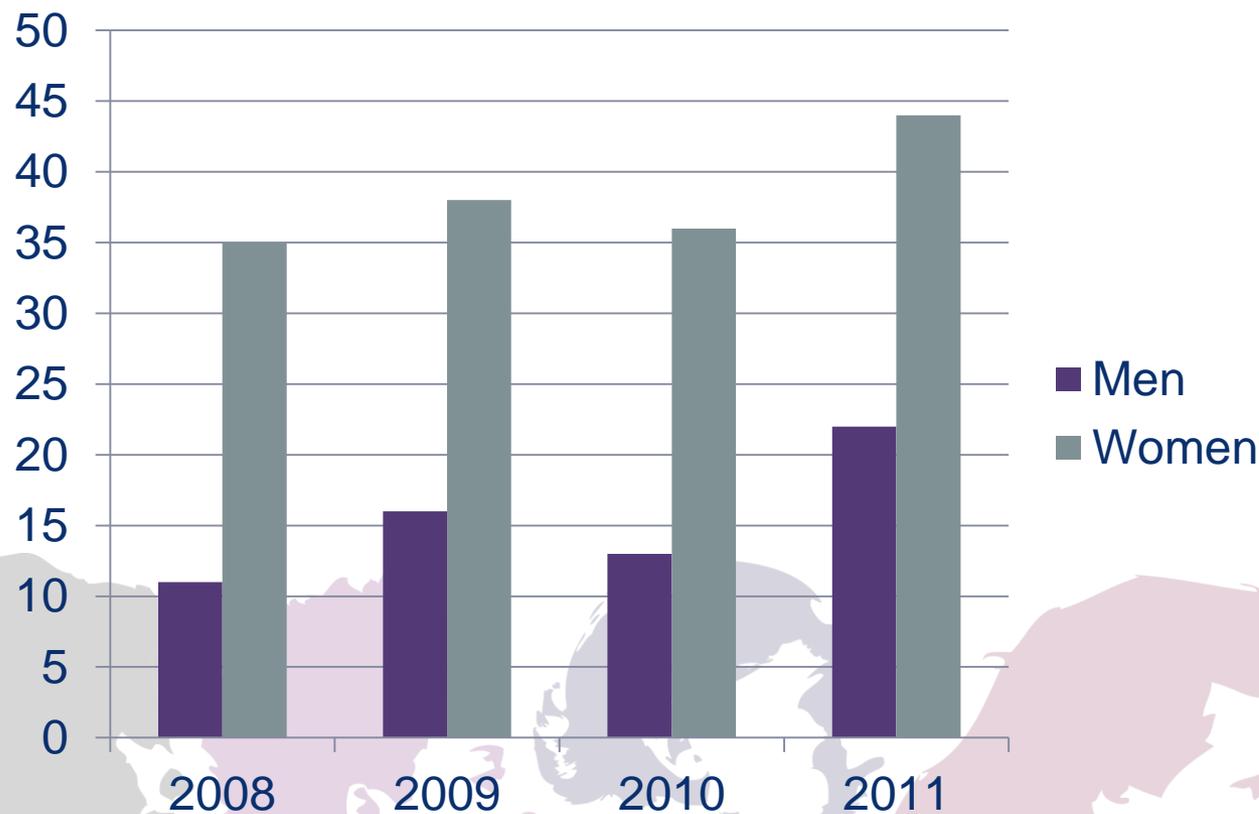
Year	Moderate/Strong Influence
2010	71 %
2011	78 %
2012	77%
2013	78 %
2014	78%

*Percent noting "moderate" or "strong" influence

AAMC Graduation Questionnaire 2009-2013

Gender Differences in Part-Time Physicians, 2008-2011

% of MDs working part-time by gender



2011 Physician Retention Survey, Cejka Search and AMGA, March 12.

Part-Time Faculty

Department type

	Department	
	<u>Basic Science</u>	<u>Clinical</u>
<u>Faculty Status</u>		
Full-time	14%	86%
Part-time	6%	94%
Part-time (excludes retirees)	5%	95%

Pollart S, et al. Characteristics, Satisfaction and Engagement of Part-time Faculty in U.S. Medical Schools. Acad Med, Sept. 2, 2014

Part-Time Faculty

Gender and FTE

	Gender	
	<u>Male</u>	<u>Female</u>
<u>Faculty Status</u>		
Full-time	63%	37%
Part-time	38%	62%
Part-time (exclude retirees)	32%	68%
<u>FTE of Part-time Faculty</u>		
.1-.4 FTE (22%)	57%	43%
.5-.7 FTE (52%)	21%	79%
.8-.9 FTE (26%)	22%	78%

Pollart S, et al. Characteristics, Satisfaction and Engagement of Part-time Faculty in U.S. Medical Schools. Acad Med, Sept. 2, 2014

Part-Time Faculty

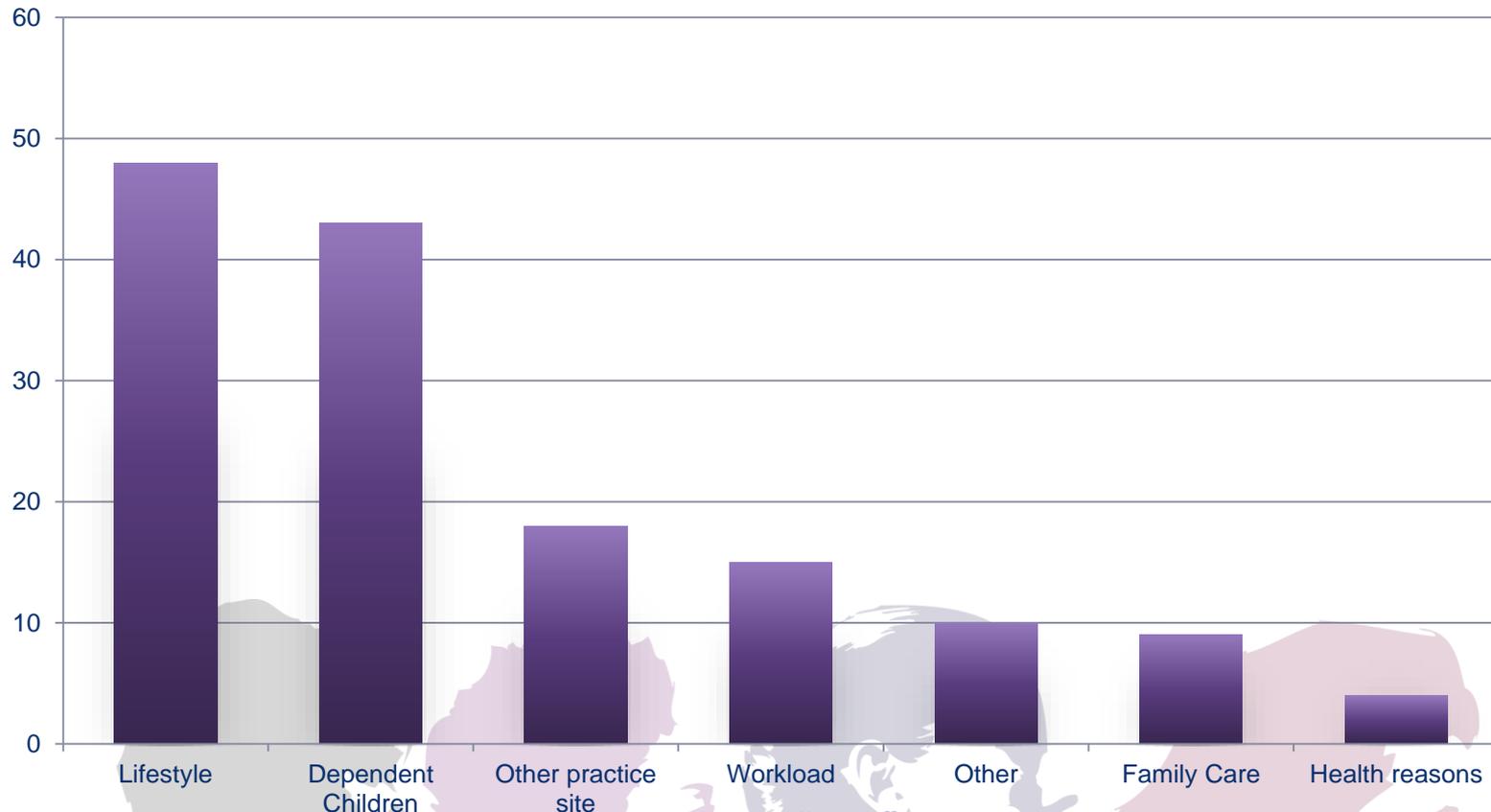
Specialty and FTE

	Specialty	
	<u>Primary Care</u>	<u>Non-Primary Care</u>
<u>Faculty Status</u>		
Full-time	11%	89%
Part-time	23%	77%
Part-time (excludes retirees)	26%	74%
<u>FTE of Part-time Faculty</u>		
.1-.4 FTE	19%	81%
.5-.7 FTE	29%	71%
.8-.9 FTE	28%	72%

Pollart S, et al. Characteristics, Satisfaction and Engagement of Part-time Faculty in U.S. Medical Schools. Acad Med, Sept. 2, 2014

Reasons for Part-Time

Percentage



*Respondents were able to answer “yes” to more than one reason

Pollart S, et al. Characteristics, Satisfaction and Engagement of Part-time Faculty in U.S. Medical Schools. Acad Med, Sept. 2, 2014

Part-Time Faculty Satisfaction

Percentage distribution of faculty satisfaction with aspects of the medical school, by faculty type

	Satisfaction/ dissatisfaction with your department as a place to work		Satisfaction/ dissatisfaction with your medical school as a place to work	
	<u>Satisfied*</u>	<u>Dissatisfied</u>	<u>Satisfied*</u>	<u>Dissatisfied</u>
Gender:				
Part-time, Male	72	15	62	13
Part-time, Female	76	11	65	8
FTE				
Part-time, .1-.4 FTE	79	12	62	10
Part-time, .5-.7 FTE	75	12	68	9
Part-time, .8-.9 FTE	74	14	63	12

* neutral responses are not shown

Pollart S, et al. Characteristics, Satisfaction and Engagement of Part-time Faculty in U.S. Medical Schools. Acad Med, Sept. 2, 2014

Part-Time Faculty Satisfaction

Percentage distribution of faculty satisfaction with aspects of part-time work, by faculty type

	Agreement that institution has clear expectations for part-time faculty		Satisfaction with opportunities for advancement	
	<u>Agree*</u>	<u>Disagree</u>	<u>Satisfaction*</u>	<u>Dissatisfaction</u>
Gender:				
Part-time, Male	54	24	70	14
Part-time, Female	41	29	57	22
FTE				
Part-time, .1-.4 FTE	43	30	40	28
Part-time, .5-.7 FTE	46	30	47	24
Part-time, .8-.9 FTE	44	27	46	25

* neutral responses are not shown

Pollart S, et al. Characteristics, Satisfaction and Engagement of Part-time Faculty in U.S. Medical Schools. Acad Med, Sept. 2, 2014

Making the Case for Part-Time

- Slide 17: Benchmark Definitions
- Slides 18-19: Benchmark Policies
- Slides 20-23: Satisfaction Data
 - Part-time faculty
 - Patient
 - Chair
- Slide 24: The national landscape for part-time careers
- Slides 25-26: Challenges and Advantages of a part-time faculty position

Defining Part-Time Faculty

- Definition depends on the institution
- No standard or agreed upon definition
- Survey results found:
 - 45% of institutions defined it as <100% FTE
 - 37% of institutions defined it as 50-90% FTE

Bunton SA, (2014). Personnel Policies to support part-time faculty members in US medical schools: A status report. Analysis in Brief, 14(1), 1-2. Washington, DC, AAMC.

Part-Time Policies

- Variable
- Survey results found:
 - 26% had written policy regarding productivity and performance expectations
 - Often negotiated individually with the chair
 - 80% had one or more career tracks for part-time basic science faculty
 - 84% had career tracks for their clinical faculty

Bunton SA, (2014). Personnel Policies to support part-time faculty members in US medical schools: A status report. Analysis in Brief, 14(1), 1-2. Washington, DC, AAMC.

Part-Time Options for Faculty

Number of Tracks	% of Institutions with Tracks for PT Basic Science Faculty	% of Institutions with Tracks for PT Clinical Faculty
0	20%	16%
1	41%	38%
2	27%	21%
3 or more	13%	24%
Total	100 % (n=112)	100 % (n=112)

Bunton SA, (2014). Personnel Policies to support part-time faculty members in US medical schools: A status report. Analysis in Brief, 14(1), 1-2. Washington, DC, AAMC.

Part-Time Physicians...Satisfied

Multivariate regression for part-time and full-time physicians

Variable	Part-time	Full-time	P value
Job satisfaction	3.96	3.61	<0.001
Job stress	3.24	3.36	0.307
Intent to leave	2.00	2.12	0.407
Burnout	1.90	2.25	.002
Work control	2.70	2.44	<0.001

Mechaber et. al. J Gen Intern Med 2008, 23(3):300-3.

Patient Satisfaction

Multivariate regression for part-time and full-time physicians

Variable	Part-time	Full-time	P-value
Patient satisfaction	1.45	1.52	0.206
Trust in MD	4.57	4.50	0.200

Mechaber et. al. J Gen Intern Med 2008, 23(3):300-3.

Chair Satisfaction

	Medicine	Pediatrics	Surgery	Family Med	Total
Employ Part-time Faculty	89%	94%	72%	86%	85%
Chair satisfaction with PT (1-5)	2.3	2.2	2.4	2.4	Average score = 2.3 (between satisfied and very satisfied)

Responses from 308 chairs (of 519 contacted)

Socolor and Kelman, Ambulatory Pediatrics, 2002.

Chairs' Thoughts on Employing Part-Time Faculty

Advantages

- Keeping talented people in the workforce who might otherwise leave
- Leveraging financial resources and skills of part-time faculty

Disadvantages

- Less academic productivity of part-time faculty
- Lack of shared goals/values of part-time faculty with the department.

Socolor and Kelman, Ambulatory Pediatrics, 2002.

Changing Landscape

- Gender roles
- Family roles
- Sandwich Generation
- Breadwinner roles
- Generational expectations
- Healthcare reform
- Return to work after retirement
- Do these impact choices? If so, how?

Benko, C., & Weisberg, A. C. (2007). *Mass career customization: Aligning the workplace with today's nontraditional workforce*. Boston, Mass: Harvard Business School Press

Areas of Satisfaction and Concern for the Part-Time Faculty Member

Satisfaction

- Professional relationships
- Academic Culture
- Leadership and support
- Flexibility

Concern

- Perceptions of devaluation
 - From colleagues and administrators
 - Role in governance and access to resources
- Role clarity
 - Professional advancement
 - Protected time
 - Expectations about workload
- Professional development

Bunton, S.A., & Corrice, A.M. (2011). An exploration of part-time U.S. medical school faculty: thematic overview. Washington, DC: Association of American Medical Colleges

Challenges and Advantages of Part-Time Faculty for Organizations

Challenges

- Performance evaluation
- Advancement
- Faculty development
- Administrative hassles and scheduling issues*
- Financial considerations (malpractice, etc.)*
- Coverage / Call Issues*
- Equity*

Advantages

- Diversity of workforce*
- Work Schedule and Flexibility*
- Recruitment
- Retention*
- Workplace Adaptation
- Leverage financial resources*

*Socolor and Kelman, Ambulatory Pediatrics, 2002.

Individual Examples

Challenges

Rationale

Lessons Learned

Nuts and Bolts to Consider



Challenges for Individuals

- Paid for less effort than currently contributing
- Still have guilt – may be more about work than home at time
- Time to promotion and benefits tied to promotion takes much longer
- Limited interaction with colleagues
- Less ability to take advantage of events during work time
- Perception of colleagues
- Equity of call
- Intrusion of electronics in “off hours”

Bunton, S.A., & Corrice, A.M. (2011). An exploration of part-time U.S. medical school faculty: thematic overview. Washington, DC: Association of American Medical Colleges

Example #1

Description agreed upon for 75% FTE in psychiatry

- 8 hours in emergency room (hours/times vary, evenings, overnights, weekends)
- Weekly Monday and Tuesday full day clinics 8-5 PM
- Every other Thursday full day clinic 8-5 PM
- Resident preceptor meeting 1 hour per week

Reality experienced for 75% FTE in psychiatry

As described above PLUS

- Tuesday evening stays until 8 PM weekly to complete notes OR
- Comes in Wednesday morning to complete notes, do paperwork, and precept resident staying at work until 1-2PM
- Is available by pager for outpatient practice 24/7 and takes all calls
- Does inpatient weekend call every 2 months (same as full-time faculty)

Example #2

Description agreed upon for 65% FTE in pathology

- Monday, Wednesday and Friday 7:30 AM – noon
- Tuesday and Thursday noon – 5 PM
- Resident supervision during Monday and Wednesday clinic
- Medical student clerkship director, 10% FTE, “scheduled” for Thursday 8 AM - noon

Reality experienced for 65%FTE in pathology

As described above PLUS

- Grand Rounds is Wednesday noon – 1 PM
- M&M Rounds Tuesdays noon – 1 PM
- Most Mondays, Wednesdays, and Fridays stays until 2 PM
- Schedules students and clerkship activities Monday, Friday afternoons, and Thursday mornings
- Available by pager for calls from residents at all times
- Takes equal weekend and evening call as full-time faculty
- Does her academic work from home on some Thursday mornings
- Answers e-mails within 24 hours all week.

Reasons Given Why Faculty Choose to be Part-Time

- Flexibility to attend to life outside of the job
- Less guilt
- Continued involvement in academic medicine and training the next generation
- Option to attend educational events on “off-time” as well as work hours
- Being a role model
- May increase salary through other means on off-hours

How to Address the Challenges: Lessons Learned

- THINK about ALL the details of your full-time job to accurately consider the effort for your part-time job
- Consider ALL your job responsibilities when negotiating your part time agreement
- Get clear written agreement on expectations – clinical (including call and supervision), research, education, and administration.
- Set your boundaries and be public about them, i.e. what days/times are not flexible
- Clarify your support (staff and funding)

How to Address the Challenges: Lessons Learned

- Advocate for full-time professional development benefit to continue your academic career and your academic contributions
- Be flexible to attend events and respond to opportunities but say no when appropriate
- Make clear your commitment to the department/institution
- If the hours do not equate to the FTE that you have negotiated, re-evaluate and renegotiate the hours, the FTE or the responsibilities
- Consider your schedule carefully – full days vs. half days (half days may be harder to contain)

Nuts and Bolts: Important *Institutional Questions* to Ask when Considering Part-Time

- How is the compensation calculated/pro-rated for my time?
- What is the expectation for call?
- What benefits do I retain or lose? Can I get them back if I return full-time?
 - Health
 - Educational/Tuition
 - Retirement
- What is the impact of part-time on promotion and tenure options?
- What kind of time will I still receive for academic pursuits?

Nuts and Bolts: Important *Personal Questions* to Ask when Considering Part-Time

- What benefits do I need?
- How much do I want to be an academic and what type? research, education, clinician-teacher?
- What is my ultimate career goal? Can I achieve it if I go part-time at this stage in my career? How hard will it be to get there if I go part-time?
- What does my family need? Are there alternatives that I've not considered?
- Do I like working full-time or am I happier part-time?
- What is the cost of help and the balance of loss of income?

Resources

- Benko, C., & Weisberg, A. C. (2007). *Mass career customization: Aligning the workplace with today's nontraditional workforce*. Boston, Mass: Harvard Business School Press
- Bunton, S.A., & Corrice, A.M. (2011). *An exploration of part-time U.S. medical school faculty: thematic overview*. Washington, DC: Association of American Medical Colleges
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- Socolar RRS, Kelman LS. Part-time faculty in academic pediatrics, medicine, family medicine and surgery: the views of the chairs. *Ambul Ped* 2002;2:406-413.

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