

# **Part-Time Faculty in Family Medicine: Trends, Challenges, and Strategies for Success**

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# Disclosures

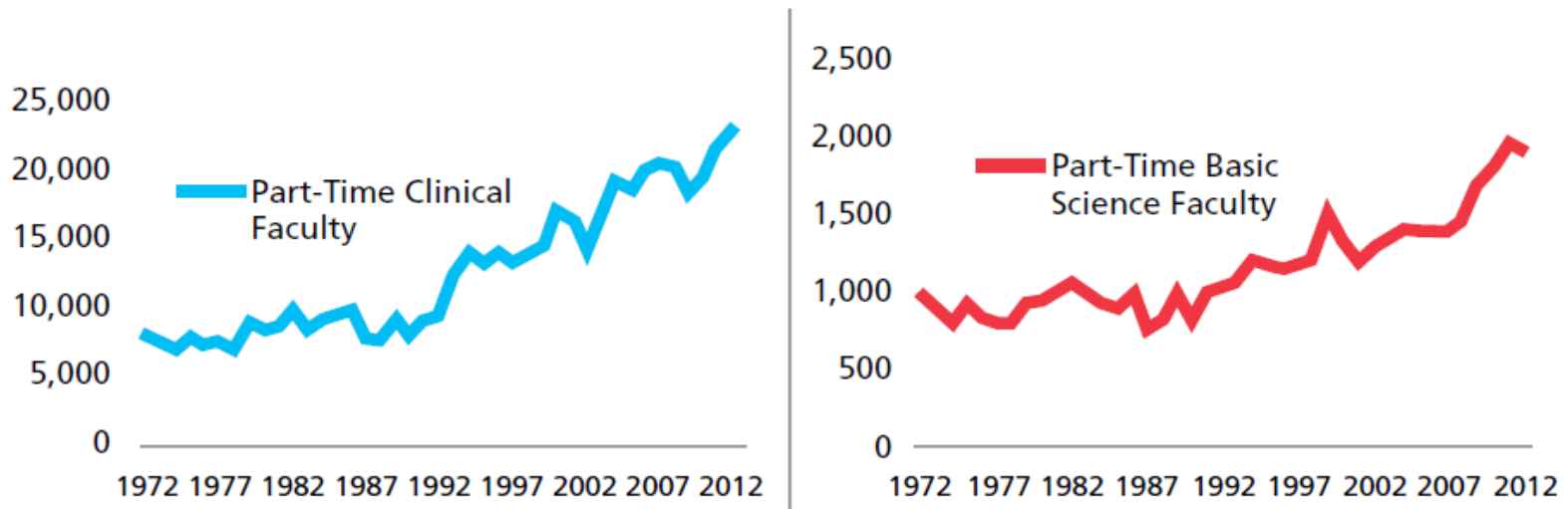
- Drs. Cartwright, Cassidy-Vu, Roper, and Lord have no conflicts of interest to disclose.

# Seminar Objectives

- Upon completion of this session, participants should be able to:
  1. Describe the characteristics of the part-time faculty workforce in US medical schools
  2. Identify areas of satisfaction and areas of concern for part-time faculty members
  3. Brainstorm strategies for improving the well-being and productivity of part-time faculty

# Part-Time Faculty Members in US Medical Schools

Figure: Number of Part-time U.S. Medical School Faculty Members, 1972–2012\*



Source: LCME Part II Annual Medical School Questionnaire

\* Note difference in scale (reflected on y axis) for faculty types. In 2012, there were 22,426 part-time clinical faculty and 1,906 part-time basic science faculty members.

Bunton SA, Personnel Policies to Support Part-time Faculty Members in US Medical Schools: A Status Report. Analysis in Brief, 14(1), 1-2. AAMC 2014.

# Characteristics of Part-Time Faculty by Specialty

	Primary Care	Non-Primary Care
Full-Time (n=7715)	12%	88%
Part-Time (n=634)	25%	75%

Pollart, S, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools.. Acad Med. 90(3), 355-64, March 2015.

# Characteristics of Part-Time Faculty by Gender

	Male	Female
Full-Time (n=8926)	64%	36%
Part-Time (n=674)	38%	62%

Pollart S, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools. Acad Med. 90(3), 355-64, March 2015.

# Characteristics of Part-Time Faculty by FTE

FTE of Part-Time Faculty	
≤ .4 FTE (n=90)	19%
.5-.7 FTE (n=251)	53%
≥ .8 FTE (n=133)	28%

Pollart S, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools. Acad Med, 90(3), 355-64, March 2015.

# Reasons for Part-Time Status

- Family Responsibilities
- Health Reasons
- Lifestyle Choice
- Managing Workload
- Outside Professional Responsibilities

Bunton and Corrice, An Exploration of Part-time US Medical School Faculty: A Thematic Overview. AAMC 2011.



# Areas of Satisfaction

- Professional Relationships
- Academic Culture
- Leadership and Support
- Flexibility

Bunton and Corrice, An Exploration of Part-time US Medical School Faculty: A Thematic Overview. AAMC 2011.

# Areas of Concern

- Perceptions of Devaluation
  - Attitudes from Colleagues and Administrators
  - Implicit Value Based on Governance and Resources
  - Letting Department Down
- Role Clarity
  - Professional Advancement and Achieving Goals
  - Protected Time
  - Expectations about Workload
- Professional Development

Bunton and Corrice, An Exploration of Part-time US Medical School Faculty: A Thematic Overview. AAMC 2011.

# Satisfaction Level of Part-Time Faculty at US Medical Schools

Survey item	Percent satisfied
Satisfaction with department	75% (73% FT faculty)
Satisfaction with medical school	66% (65% FT faculty)
Satisfaction with current part-time arrangement	75%
Satisfaction with ability to meet department or division needs	69%
Satisfaction with ability to fulfill job responsibilities	65%
Satisfaction with ability to return to or obtain a full-time position if desired	63%

Pollart S, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools. Acad Med, 90(3), 355-64, March 2015.

# Satisfaction Level of Part-Time Faculty at US Medical Schools

Survey item	Percent satisfied
Satisfaction with access to professional development opportunities	61%
Satisfaction with ability to manage workload	60%
Satisfaction with opportunities for advancement	49%
Satisfaction with protected time for certain activities	43%

Pollart S, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools. Acad Med, 90(3), 355-64, March 2015.

# Departmental and Institutional Support for Part-Time Faculty at US Medical Schools

Survey item	Percent of respondents who agree
Supervisor is supportive of my part-time arrangement	81%
Institution provides necessary resources for part-time faculty	51%
Institution has clear expectations for part-time faculty	46%

Pollart S, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools. Acad Med, 90(3), 355-64, March 2015.

## Small Group Discussion


1. Why did you choose to work part-time?
2. What do you like about working part-time?
3. What do you dislike about working part-time?
4. What changes could be made to improve your part-time job satisfaction?
5. If you work full-time and would like to work part-time, why would you like to? What barriers are keeping you from becoming part-time?

# Debriefing

# References and Resources

- Bunton SA. Personnel Policies to Support Part-time Faculty Members in US Medical Schools: A Status Report. Analysis in Brief. 2014, 14(1).
- Bunton SA and Corrice AM. An Exploration of Part-time US Medical School Faculty: A Thematic Overview. AAMC 2011.
- Chaudron L, et al. Part-Time Faculty in Academic Medicine. GWIMS Toolkit  
<https://www.aamc.org/members/gwims/toolkit/343518/toolkit/ometsr.html>
- Pollart SM, et al. Characteristics, Satisfaction, and Engagement of Part-Time Faculty at US Medical Schools. Acad Med. 2015, 90(3), 355-64.



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