

**PAEA RESEARCH**

# **Faculty & Directors Report 5**

By the Numbers | Data from the 2022 Faculty & Directors Survey

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# INTRODUCTION

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The PA Education Foundation (PAEA), founded in 1972, is the only national organization representing physician assistant (PA) educational programs in the United States. At the time of the 2022 Faculty & Directors Survey administration, PAEA represented 284 member programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). For more information about PAEA and our products and services, visit [PAEAonline.org](https://www.paeaonline.org).

## METHODS

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### THE SURVEY INSTRUMENTS

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The survey collected data that are reported in the following sections:

- **Section 1. Program & Respondent Profiles:** Types of programs and institutions represented in the report
- **Section 2. Demographics:** Respondents' age, gender, race, ethnicity, and family composition
- **Section 3. Professional Background:** Educational information, prior employment, and transition from clinical work to academia
- **Section 4. Current Position:** Job applications; PA employment history; and ranks, roles, and responsibilities in the PA program
- **Section 5. Clinical Work:** Practice information for respondents who reported working clinically
- **Section 6. Faculty & Program Director Salaries:** Disaggregation of salary by various individual and program characteristics
- **Section 7. Medical Directors:** Information about responsibilities and salary specific to the medical director role
- **Section 8. Job Experiences & Satisfaction:** Job satisfaction, stressors, and professional development
- **Section 9. Research & Scholarly Work:** Scholarly and research output
- **Section 10. Equity, Diversity, and Inclusion:** Engagement in equity, diversity, and inclusion efforts within program

Unless otherwise specified, the data in all sections reflect the 2021-2022 academic year.

### SURVEY ADMINISTRATION

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Prior to 2014, PA program directors provided PAEA with program employment information via the Program Survey. To improve data validity, PAEA removed the employment information section from the Program Survey and launched the PA Program Faculty & Directors Survey in 2014. The purpose of the survey was to identify key characteristics of PA program personnel, as well as salary and employment trends that inform faculty benchmarking, workforce research, recruitment, and retention. Human Subjects Research review determined that this survey was exempt. The current Faculty & Directors Survey collects rich data on demographics, job satisfaction, roles and responsibilities, and salary directly from PA faculty, program directors, and medical directors. The 2022 Faculty & Directors Survey was open from March 23 to June 23, 2022. Between 2014 and 2019, the Faculty & Director's survey was administered by sending an email to all program directors at member programs with the link to the survey and instructions to send it to their core/principal faculty and medical director(s). However, the PAEA Research Team realized that this process placed the burden of both survey distribution and follow-up reminders on program directors. For the 2022 survey, PAEA partnered with Jennings, our marketing team, to develop a comprehensive email distribution list of faculty and staff based on subscribers to the PAEA Networker, PAEA Events, and PAEA Organizational Communications lists.

In addition, this method allowed for the survey to be distributed to faculty members, program directors, and staff [across PAEA membership categories](#). At the time of the survey, PAEA represented 284 voting member programs across the United States. In addition, there were 46 programs in the PAEA database that fell into other member categories: institutional colleagues (developing programs in the process of gaining accreditation through ARC-PA), teach-out (formerly accredited, but no longer accepting new students), or international colleagues (programs located abroad and therefore do not qualify for accreditation through ARC-PA). As a result of the unique email distribution process, the link to the 2022 Faculty and Director's Survey was sent to 4,156 unique email addresses across 414 domains. From April through June, PAEA research staff followed up with biweekly reminders to any email address that had not completed the survey. On June 22, one final reminder was sent to all



Program Directors prior to the closing of the survey window. The PAEA research staff realizes that some of the email addresses may have been assigned to faculty and staff that are no longer at these programs, as well as individuals who may have been subscribed to the email lists using different email addresses (e.g., myname@myprogram.edu, myname@gmail.com). In addition, some faculty and staff may have unsubscribed from PAEA lists and did not receive the email link.

In past survey administrations, PAEA Research used the number of faculty and staff listed by the programs in their most recent program survey to determine the number of possible respondents. However, considering the COVID-19 pandemic and differences in the survey administration schedule, all programs did not complete the 2021 Program Survey and therefore, PAEA does not have an accurate headcount. In addition, we also included non-member programs and do not have information on their faculty and staff headcounts. Therefore, we do not have an accurate number of potential respondents, but consider the 4,156 original distribution number when calculating response rate. The survey received 968 unique responses for a 23.3% response rate.

## DATA CLEANING & ANALYSIS

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The 2022 Faculty & Director's survey received 1,179 initial attempts. Each attempt was checked for duplicates based on respondent email address and first/last name. If a duplicate was identified, it was checked for level of completion and completion date. The survey with the lowest level of completion was removed from the dataset. If a respondent had duplicate survey responses with the same percentage of completion (e.g., 100%), the most recent completion was removed from the dataset. In addition, any attempts with less than 10% completion were removed from the dataset, as this provided no usable data for the analyses (only name, email address, faculty/staff type).

This report only includes data from the 890 participants who self-identified as a PA program faculty member, program director, or medical director. Administrative staff ( $n=64$ ) were excluded from this report. Throughout the report, unless otherwise specified, "faculty" refers to PA program faculty members who are not in a program director or medical director role. Responses that fell outside of reasonable parameters were not included in the analyses. For example, an annual salary of \$10 would be treated as missing data. Participants who selected "Other" as their response to multiple-choice questions were asked to specify. These write-in responses were recoded into existing categories when possible. The tables and figures presented in this report display aggregate data from the respondents. In general, analyses of the data consisted of producing descriptive statistics on the variables of interest — percentage; minimum (Min) and maximum (Max) values; arithmetic mean ( $M$ ); standard deviation ( $SD$ ); median ( $Mdn$ ); and 10th, 25th, 50th, 75th, and 90th percentiles (P10, P25, P50, P75, P90). Tables presenting financial information also include a 10% trimmed mean ( $M(T)$ ), the mean when the bottom and top 10% of responses are excluded. For some tables and figures, percentages will not equal 100% due to rounding or when multiple responses were allowed. Total columns on tables and figures are designated by  $n$ . Financial data were not reported if there were fewer than five respondents.

## LIMITATIONS

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All data collected in the 2022 Faculty & Directors Survey were self-reported and, therefore, subject to individual bias and misreporting, as is common in survey research. Specifically, response rates for salary information were notably lower than for other items, perhaps because of the sensitivity of the questions. Respondents varied in their FTE. However, unless otherwise specified, data from all respondents were analyzed irrespective of FTE. The response rates were much lower than past survey administrations, so it is unknown how generalizable the present data are to all PA faculty because the characteristics of non-respondents are unknown.

Another critical limitation to generalizability is that these data were collected in the spring of 2022 — it is unknown to what extent results are still reflective of respondent experiences as the 2020 COVID-19 (coronavirus) pandemic has forced PA education to rapidly and radically change.

# SECTION 1. PROGRAM & RESPONDENT PROFILES

## PROGRAM PROFILE

258 programs, or 90.8% of all accredited programs at the time of survey administration, were represented in this dataset. This section presents a comparison between the institutional characteristics of those programs and respondents represented in this dataset against those of all PAEA member programs and those of all participating programs (which includes both member and non-member programs). Program characteristics data were self-reported and drawn from the 2022 Program Survey. For a map of U.S. Census Regions and Divisions, please see Appendix A.

**TABLE 1. GEOGRAPHIC DISTRIBUTION OF REPRESENTED PROGRAMS, MEMBER PROGRAMS, AND ALL PARTICIPATING PROGRAMS**

	Represented Programs		Voting Member Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Northeast Region</b>						
New England Division	18	6.4	19	6.7	22	6.7
Middle Atlantic Division	54	19.2	59	20.8	67	20.3
Subtotal	72	25.0	78	27.5	89	27.0
<b>Midwest Region</b>						
East North Central Division	47	16.7	43	15.1	51	15.5
West North Central Division	21	7.5	22	7.7	26	7.9
Subtotal	68	24.2	65	22.9	77	23.3
<b>South Region</b>						
South Atlantic Division	59	21.0	58	20.4	65	19.7
East South Central Division	18	6.4	21	7.4	25	7.6
West South Central Division	22	7.8	22	7.7	22	6.7
Subtotal	99	35.2	101	35.6	112	33.9
<b>West Region</b>						
Mountain Division	18	6.4	16	5.6	22	6.7
Pacific Division	22	7.8	23	8.1	27	8.2
Subtotal	40	14.2	39	13.7	49	14.8
<b>Puerto Rico and other Outlying Territories; non-US locations</b>	2	0.7	1	0.4	3	0.9
<b>Total</b>	<b>281</b>	<b>100.0</b>	<b>284</b>	<b>100.0</b>	<b>330</b>	<b>100.0</b>

Note: "Represented Programs" refers to programs from which at least one Faculty & Director's Survey response was recorded. "All Programs" refers to all voting member programs plus non-voting member programs who participated in the 2022 F&D.

**TABLE 2. GEOGRAPHIC DISTRIBUTION OF PARTICIPATING PROGRAMS**

	Participating Non-voting Member Programs		Participating Member Programs	
	<i>n</i>	%	<i>n</i>	%
<b>Northeast Region</b>				
New England Division	1	4.3	17	6.6
Middle Atlantic Division	4	17.4	50	19.4
Subtotal	5	21.7	67	26.0
<b>Midwest Region</b>				
East North Central Division	4	17.4	43	16.7
West North Central Division	1	4.3	20	7.8
Subtotal	5	21.7	63	24.4
<b>South Region</b>				
South Atlantic Division	5	21.7	54	20.9
East South Central Division	1	4.3	17	6.6
West South Central Division	2	8.7	20	7.8
Subtotal	8	34.8	91	35.3
<b>West Region</b>				
Mountain Division	2	8.7	16	6.2
Pacific Division	2	8.7	20	7.8
Subtotal	4	17.4	36	14.0
<b>Puerto Rico and other Outlying Territories; non-US locations</b>	1	4.3	1	0.4
<b>Total</b>	<b>23</b>	<b>100.0</b>	<b>258</b>	<b>100.0</b>

**TABLE 3. SPONSORING INSTITUTION ATTRIBUTES AMONG REPRESENTED PROGRAMS, VOTING MEMBER PROGRAMS, AND ALL PARTICIPATING PROGRAMS**

	Represented Programs		Voting Member Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Type of institution</b>						
Public	87	31.0	84	29.6	100	30.3
Private						
Private, non-profit	170	60.5	183	64.4	203	61.5
Private, for-profit	14	5.0	11	3.9	17	5.2
Subtotal	184	65.5	201	70.8	220	66.7
Other	10	3.6	8	2.8	10	3.0
<b>Total</b>	<b>281</b>	<b>100.0</b>	<b>284</b>	<b>100.0</b>	<b>330</b>	<b>100.0</b>
<b>Academic Health Center status</b>						
Non-AHC	188	66.9	199	70.1	209	63.3
AHC	63	22.4	64	22.5	68	20.6
AHC Unknown	30	10.7	21	7.4	53	16.1
<b>Total</b>	<b>281</b>	<b>100.0</b>	<b>284</b>	<b>100.0</b>	<b>330</b>	<b>100.0</b>

*Note: Due to low frequencies, public/private hybrid programs and military programs were combined into "Other." "Represented Programs" refers to programs from which at least one Faculty & Director's Survey response was recorded. "Voting Member Programs" are programs which currently hold voting membership status with PAEA. "All Programs" refers to all voting member programs plus non-voting member programs who participated in the 2022 F&D. AHC status was unknown for some newer voting member programs who did not complete the 2022 Program Survey, in addition to non-voting member programs.*

**TABLE 4. SPONSORING INSTITUTION ATTRIBUTES AMONG REPRESENTED PROGRAMS, VOTING MEMBER PROGRAMS, AND ALL PARTICIPATING PROGRAMS**

	Participating Non-voting Member Programs		Participating Member Programs	
	<i>n</i>	%	<i>n</i>	%
<b>Type of institution</b>				
Public	9	39.1	78	30.2
Private				
Private, non-profit	12	52.2	158	61.2
Private, for-profit	1	4.3	13	5.0
Subtotal	13	56.5	171	66.3
Other	1	4.3	9	3.5
<b>Total</b>	<b>23</b>	<b>100.0</b>	<b>258</b>	<b>100.0</b>
<b>Academic Health Center status</b>				
Non-AHC	8	34.8	180	69.8
AHC	1	4.3	62	24.0
AHC Unknown	14	60.9	16	6.2
<b>Total</b>	<b>23</b>	<b>100.0</b>	<b>258</b>	<b>100.0</b>

*Note: Due to low frequencies, public/private hybrid programs and military programs were combined into "Other." "Represented Programs" refers to programs from which at least one Faculty & Director's Survey response was recorded. "Member Programs" are programs which currently hold membership with PAEA. "All Programs" refers to all member programs plus non-member programs who participated in the 2022 F&D. AHC status was unknown for some newer member programs who did not complete the 2022 Program Survey, in addition to non-member programs.*

**TABLE 5. ACCREDITATION STATUS AMONG REPRESENTED PROGRAMS, MEMBER PROGRAMS, AND ALL PARTICIPATING PROGRAMS**

<b>Status</b>	<b><i>n</i></b>	<b>%</b>
<b>Accredited</b>		
Continued	191	68.0
Provisional	53	18.9
Probation	17	6.0
Administrative Probation	0	0.0
My program is not yet accredited and is currently in development	20	7.1
<b>Total</b>	<b>281</b>	<b>100.0</b>

*Note: This question was introduced in the Faculty and Director's survey for the first time in 2022. When respondents from the same program provided conflicting responses, accuracy was ensured by cross-referencing their program's ARC-PA accreditation data.*

## RESPONDENT PROFILE

Of the 890 total respondents, 649 (72.9%) were faculty, 221 (24.8%) were program directors, and 20 (2.2%) were medical directors. Throughout the report, unless otherwise specified, “faculty” refers to PA program faculty members who are not in a program director or medical director role. In this section, six respondents who did not report their employing program were excluded.

**TABLE 6. GEOGRAPHIC DISTRIBUTION OF RESPONDENTS**

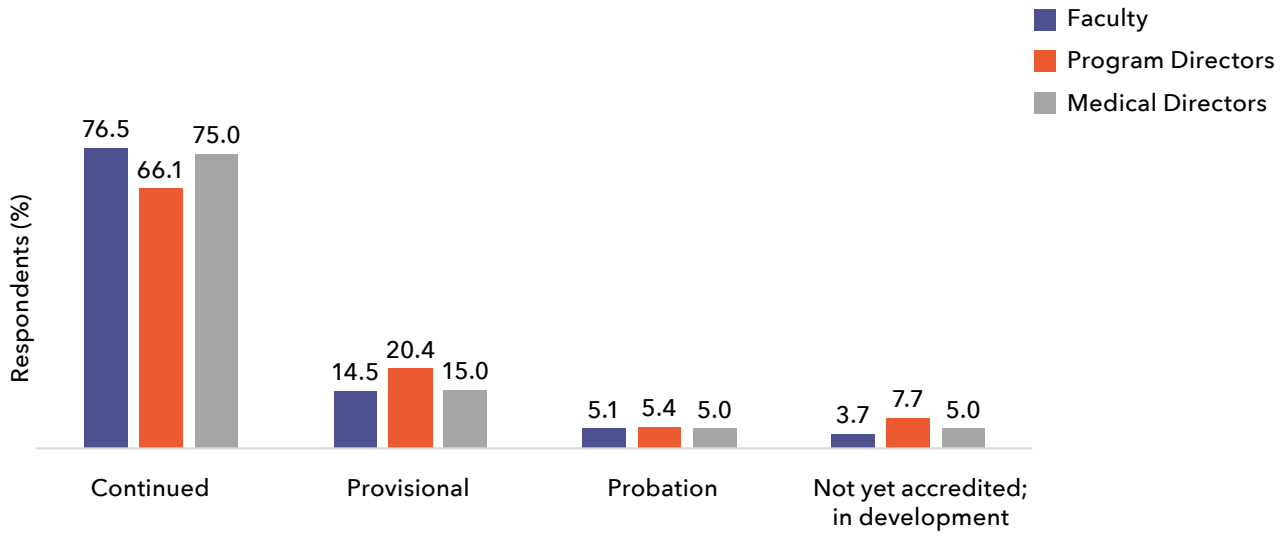
	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Northeast Region</b>						
New England Division	42	6.5	13	5.9	1	5.0
Middle Atlantic Division	105	16.2	45	20.4	3	15.0
Subtotal	147	22.7	58	26.2	4	20.0
<b>Midwest Region</b>						
East North Central Division	103	15.9	37	16.7	3	15.0
West North Central Division	46	7.1	16	7.2	2	10.0
Subtotal	149	23.0	53	24.0	5	25.0
<b>South Region</b>						
South Atlantic Division	142	21.9	46	20.8	4	20.0
East South Central Division	45	6.9	16	7.2	0	0.0
West South Central Division	55	8.5	17	7.7	0	0.0
Subtotal	242	37.3	79	35.7	4	20.0
<b>West Region</b>						
Mountain Division	48	7.4	12	5.4	4	20.0
Pacific Division	59	9.1	17	7.7	3	15.0
Subtotal	107	16.5	29	13.1	7	35.0
<b>Puerto Rico and other Outlying Territories; non-US locations</b>	4	0.6	2	0.9	0	0.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

**TABLE 7. SPONSORING INSTITUTION ATTRIBUTES AMONG RESPONDENTS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Type of Institution</b>						
Public	216	33.3	71	32.1	6	30.0
Private						
Private, non-profit	381	58.7	131	59.3	13	65.0
Private, for-profit	24	3.7	8	3.6	0	0.0
Subtotal	405	62.4	139	62.9	13	65.0
Other	28	4.3	11	5.0	1	5.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>
<b>Academic Health Center status</b>						
Non-AHC	415	63.9	147	66.5	14	70.0
AHC	198	30.5	53	24.0	6	30.0
Status Unknown	36	5.5	21	9.5	0	0.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Note: Due to low frequencies, faculty from public/private hybrid programs and military programs were combined into "Other."

**FIGURE 1. PROGRAM ACCREDITATION STATUS ACROSS RESPONDENTS**



**TABLE 8. EMPLOYMENT AT SATELLITE/DISTANT CAMPUSES ACROSS RESPONDENTS**

	<i>n</i>	%
Faculty	49	7.6
Program Directors	9	4.1
Medical Directors	4	20.0



## SECTION 2. DEMOGRAPHICS

**TABLE 9. AGE**

	<i>n</i>	<i>M</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
Faculty	632	45.9	11.2	33.0	37.0	43.5	53.8	62.0
Program Directors	215	51.1	9.4	39.0	43.0	50.0	58.0	64.4
Medical Directors	20	53.5	12.5	34.4	46.0	51.0	64.0	69.9

*Consistent with the findings of the 2019 Faculty and Director’s Survey, the 2022 data reveals that the average age for Faculty is 45.9 years (compared to 45.4 in 2019), Program Directors is 51.1 years (versus 51.3 in 2019), and Medical Directors is 53.5 years (compared to 54.6 in 2019).*

**TABLE 10. CURRENT GENDER IDENTITY**

	<b>Faculty</b>		<b>Program Directors</b>		<b>Medical Directors</b>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Female	452	69.6	137	62.3	7	35.0
Male	185	28.5	78	35.4	13	65.0
Something else (e.g., gender fluid, non-binary)	3	0.5	0	0.0	0	0.0
I prefer not to answer	9	1.4	5	2.3	0	0.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>220</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

*To stay current with best practices that take a more inclusive approach to assessing gender identity, this survey utilized questions from the Multidimensional Sex/Gender Measure (Bauer, et al., 2017). Participants were asked to report their sex assigned at birth (i.e., male, female, or prefer not to answer) and current gender identity (i.e., male, female, indigenous or other cultural minority identity [e.g., two-spirit], something else [e.g., gender fluid, non-binary], or prefer not to answer). Of 875 respondents who answered with something other than “prefer not to answer” to both questions, three (0.3%) reported a non-cisgender identity (i.e., their current gender identity differed from their sex assigned at birth).*

**TABLE 11. RACE**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
American Indian or Alaska Native	4	0.6	1	0.5	0	0.0
Asian	13	2.0	0	0.0	1	5.0
Black or African American	28	4.3	11	5.0	1	5.0
Multiracial	13	2.0	2	0.9	2	10.0
Native Hawaiian or other Pacific Islander	2	0.3	3	1.4	0	0.0
White or European American	555	85.5	196	89.1	15	75.0
Other	14	2.2	0	0.0	0	0.0
I prefer not to answer	20	3.1	7	3.2	1	5.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>220</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

*Prior to 2017, respondents were only allowed to select a single race category to describe themselves. Beginning in 2017 and continuing forward, respondents have been able to select as many race categories as they felt were appropriate. However, due to low frequencies, respondents who selected multiple races were collapsed into a single “multiracial” category. Respondents reported in the other racial categories selected a single race only.*

**TABLE 12. ETHNICITY**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Hispanic, Latinx, or Spanish in origin	32	5.0	10	4.6	4	20.0
Not Hispanic, Latinx, or Spanish in origin	589	91.9	203	93.1	16	80.0
I prefer not to answer	20	3.1	5	2.3	0	0.0
<b>Total</b>	<b>641</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

*603 faculty (92.9%), 206 program directors (93.2%), and 17 medical directors (85.0%) reported both their race and ethnicity. Among these respondents, 86.7%, 88.3%, and 70.6% of faculty, program directors, and medical directors, respectively, were non-Hispanic, single-race White.*

**TABLE 13. MIDDLE EASTERN OR ARABIC ORIGIN**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Middle Eastern or Arabic in origin	15	2.3	6	2.7	0	0.0
Not Middle Eastern or Arabic in origin	610	95.0	208	95.0	18	94.7
I prefer not to answer	17	2.7	5	2.3	1	5.3
<b>Total</b>	<b>642</b>	<b>100.0</b>	<b>219</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>

## UNDERREPRESENTED STATUS

Underrepresented status is defined and reported in two different ways. In Table 10, underrepresented minorities (URMs) included those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URMs are contrasted against non-Hispanic, single-race White respondents. Table 11 narrows the definition of underrepresented status to “underrepresented (UR) in medicine,” **defined** by the Association of American Medical Colleges as “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.” In PAEA’s definition, Asian and Asian/ White biracial individuals are not classified as UR in medicine. In both analyses, respondents who did not self-identify their race or ethnicity, or who only selected “other” race, were excluded.

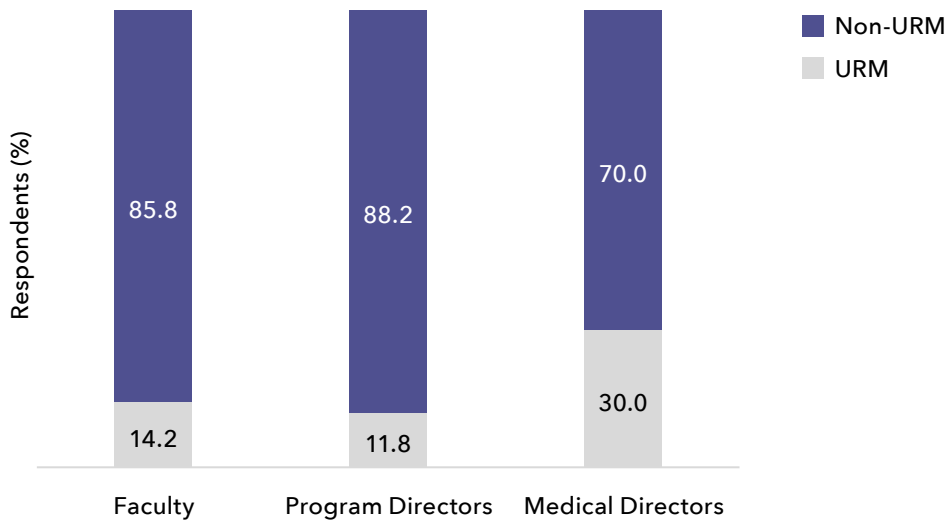
**TABLE 14. UNDERREPRESENTED MINORITY (URM) STATUS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
URM	92	14.2	26	11.8	6	30.0
Non-URM	557	85.8	195	88.2	14	70.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

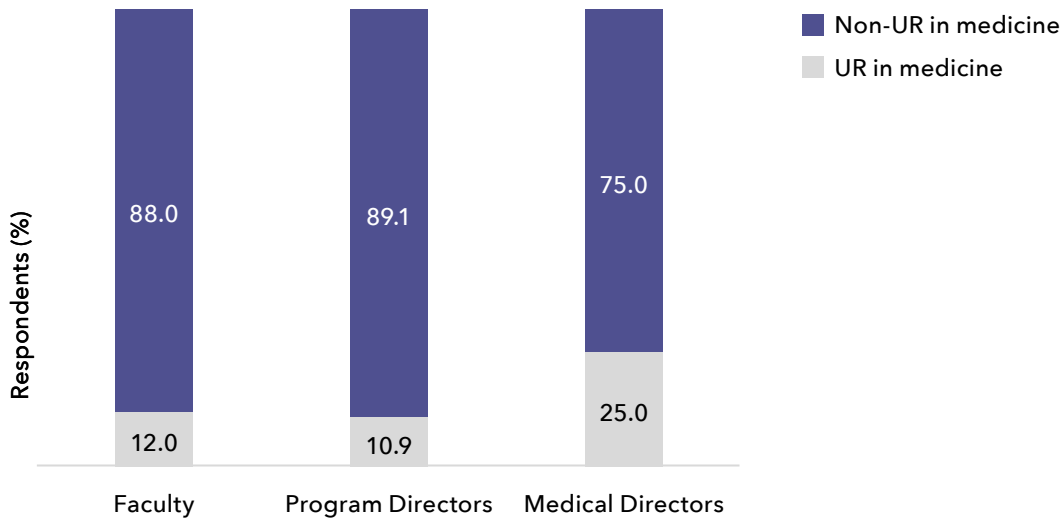
**TABLE 15. UNDERREPRESENTED (UR) IN MEDICINE STATUS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
UR in Medicine	78	12.0	24	10.9	5	25.0
Non-UR in Medicine	571	88.0	197	89.1	15	75.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

**FIGURE 2. UNDERREPRESENTED MINORITY (URM) STATUS**



**FIGURE 3. UNDERREPRESENTED (UR) IN MEDICINE STATUS**



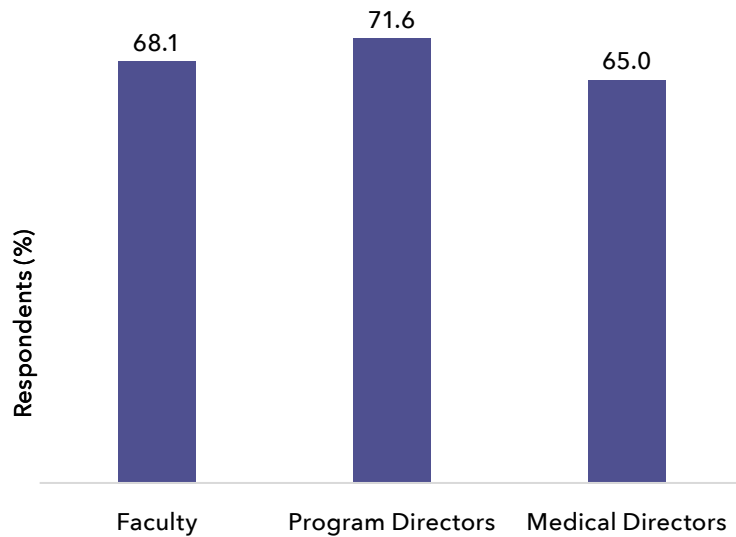
# FAMILY COMPOSITION

**TABLE 16. CIVIL STATUS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Single	93	14.5	28	12.8	3	15.0
Partnered	528	82.4	182	83.5	17	85.0
I prefer not to answer	20	3.1	8	3.7	0	0.0
<b>Total</b>	<b>641</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Note: For the first time, civil status was collapsed into 2 major categories: Single or Partnered. Single encompasses single (never legally married, including engaged), Divorced, and Widowed while Partnered included Married, Domestic Partnership, Separated, but legally married.

**FIGURE 4. RESPONDENTS WITH CHILDREN**



Note: Unlike in previous iterations of the survey, respondents were not asked specifically about age of dependent children (e.g., under 18 years of age, >18 years of age)

## SECTION 3. PROFESSIONAL HISTORY

### EDUCATIONAL BACKGROUND

**TABLE 17. HIGHEST DEGREE CURRENTLY HELD**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bachelor's degree	5	0.8	0	0.0	0	0.0
Master's degree	428	67.1	92	42.2	0	0.0
Doctoral degree	205	32.1	126	57.8	19	100.0
<b>Total</b>	<b>638</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>

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

**TABLE 18. TYPE OF DOCTORAL DEGREES HELD**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Doctor of Education (EdD)	24	11.4	21	16.3	0	0.0
Doctor of Health Sciences (DHS/DHSc)	30	14.2	32	24.8	0	0.0
Doctor of Medical Science (DMSc)	53	25.1	34	26.4	0	0.0
Doctor of Osteopathy (DO)	2	0.9	0	0.0	5	31.3
Doctor of Pharmacy (PharmD)	9	4.3	0	0.0	0	0.0
Doctor of Philosophy (PhD)	51	24.2	20	15.5	0	0.0
Doctor of Public Health (DrPH)	5	2.4	1	0.8	0	0.0
Doctor of Science in PA Studies (DScPAs)	3	1.4	4	3.1	0	0.0
Juris Doctor (JD)	0	0.0	0	0.0	0	0.0
Medical Doctor (MD)	23	10.9	7	5.4	11	68.8
Other	11	5.2	10	7.8	0	0.0
<b>Total</b>	<b>211</b>	<b>100.0</b>	<b>129</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

Note: Percentages may sum to more than 100% because respondents could choose multiple doctoral degrees

Respondents who reported that their highest completed degree was a doctoral degree were asked to indicate the type of doctoral degree they had obtained.

## PA STATUS

This section presents certification and credential information for faculty and program directors who are PAs. Three medical directors who are also PAs (3.8%) were excluded from this section.

**TABLE 19. PA STATUS**

	Faculty		Program Directors	
	<i>n</i>	%	<i>n</i>	%
PA				
Currently NCCPA-certified	562	87.5	208	95.0
Not currently NCCPA-certified	6	0.9	3	1.4
Subtotal	568	88.5	211	96.4
Not a PA	74	11.5	8	3.6
<b>Total</b>	<b>642</b>	<b>100.0</b>	<b>219</b>	<b>100.0</b>

**TABLE 20. DECADE FIRST CERTIFIED BY THE NCCPA**

	Faculty		Program Directors	
	<i>n</i>	%	<i>n</i>	%
1970s	11	2.0	3	1.4
1980s	43	7.6	27	12.9
1990s	78	13.8	62	29.7
2000s	224	39.7	97	46.4
2010s	207	36.7	20	9.6
2020s	1	0.2	0	0.0
<b>Total</b>	<b>564</b>	<b>100.0</b>	<b>209</b>	<b>100.0</b>

**TABLE 21. DEGREE AWARDED AT GRADUATION FROM PA SCHOOL**

	Faculty		Program Directors	
	<i>n</i>	%	<i>n</i>	%
Certificate	38	6.7	28	13.4
Associate's degree	11	2.0	2	1.0
Bachelor's degree	119	21.1	62	29.7
Master's degree	396	70.2	117	56.0
<b>Total</b>	<b>564</b>	<b>100.0</b>	<b>209</b>	<b>100.0</b>

**TABLE 22. UTILIZATION OF SERVICE REQUIREMENT &/OR LOAN FORGIVENESS/REPAYMENT PROGRAMS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	48	7.5	17	7.8	0	0.0
No	526	81.9	180	82.9	18	90.0
Used in the past	68	10.6	20	9.2	2	10.0
<b>Total</b>	<b>642</b>	<b>100.0</b>	<b>217</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

*Note: The data was first collected in the Faculty and Director's Survey in 2022.*

**TABLE 23. TYPE OF SERVICE REQUIREMENT &/OR LOAN FORGIVENESS/REPAYMENT PROGRAM**

	Faculty		Program Directors	
	<i>n</i>	%	<i>n</i>	%
Department of Education Public-Service Loan Forgiveness (PSLF)	42	87.5	16	100.0
National Health Service Corps (NHSC)	2	4.2	0	0.0
State loan forgiveness program	3	6.3	0	0.0
Other Uniformed Service (CDC, HHS, PHS)	1	2.1	0	0.0
Other	4	8.3	0	0.0
<b>Total</b>	<b>48</b>	<b>--</b>	<b>16</b>	<b>--</b>

*Note: Medical Directors were excluded due to low frequencies. Percentages may sum to more than 100 as respondents could choose multiple options.*



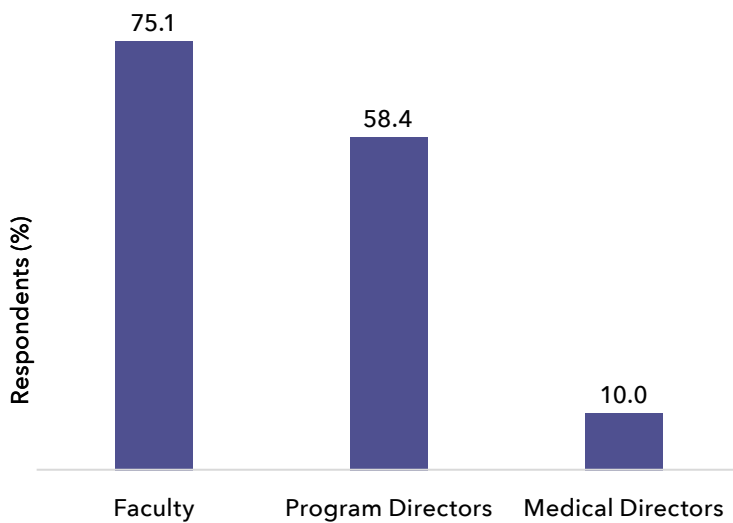
# PAST EMPLOYMENT

**TABLE 24. IMMEDIATE PAST EMPLOYMENT**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Clinical practice (including precepting)	351	54.1	85	38.5	2	10.0
Clinical practice (no precepting)	136	21.0	44	19.9	0	0.0
PA education at a different program	130	20.0	95	43.0	1	5.0
Student	10	1.5	3	1.4	0	0.0
Unemployed	6	0.9	0	0.0	0	0.0
Worked fewer FTE at the same PA program	7	1.1	2	0.9	11	55.0
Other educational program (non-PA) at same sponsoring institution	20	3.1	3	1.4	6	30.0
Other	56	8.6	6	2.7	1	5.0
<b>Total respondents</b>	<b>716</b>	<b>--</b>	<b>238</b>	<b>--</b>	<b>21</b>	<b>--</b>

*Note: Respondents were asked to indicate their immediate past employment prior to becoming faculty at their current PA program. Percentages may sum to more than 100% because respondents could choose multiple categories of employment.*

**FIGURE 5. IMMEDIATE PAST EMPLOYMENT INCLUDED CLINICAL PRACTICE**



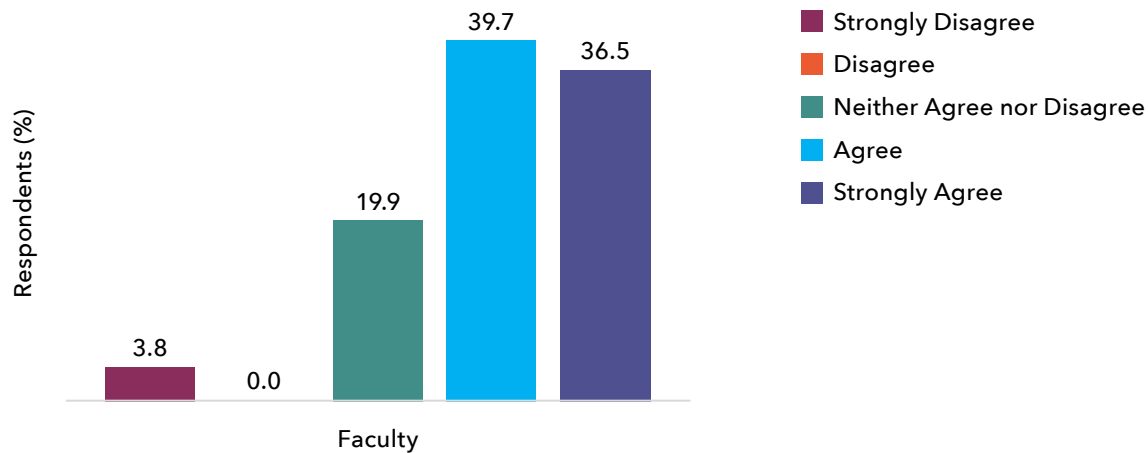
**TABLE 25. PROGRAM SUPPORT DURING TRANSITION FROM CLINICAL WORK TO ACADEMIA**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	156	4.1	1.0	4.0

Note: 1 = "Strongly Disagree" to 5 = "Strongly Agree."

Respondents who indicated transitioning from clinical work to academia in the past two years were asked to indicate their response to the following statement: "My program provided enough support and resources to help me transition from clinical work to academia." Program Directors and Medical Directors were excluded from these analyses due to low frequencies.

**FIGURE 6. PROGRAM SUPPORT DURING TRANSITION FROM CLINICAL WORK TO ACADEMIA**



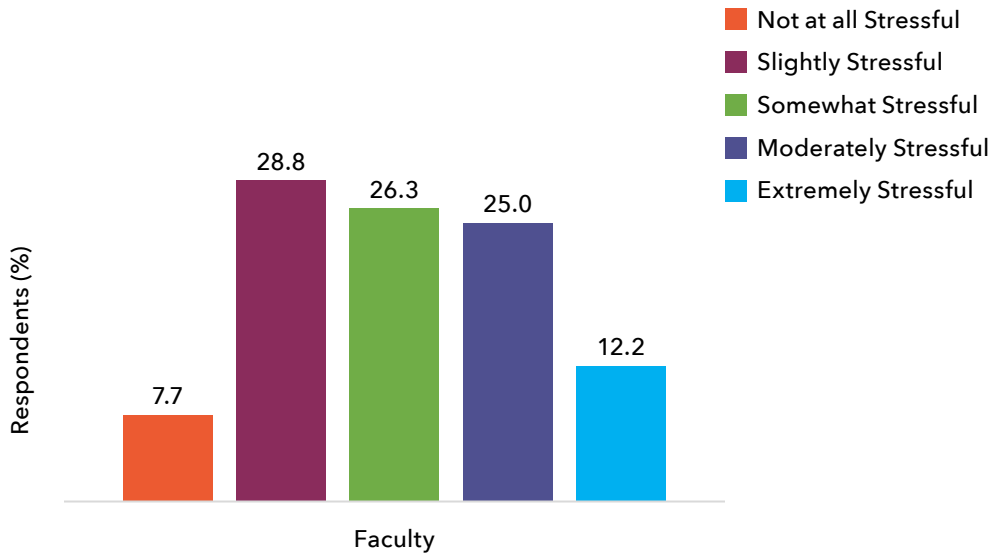
**TABLE 26. STRESS OF TRANSITION FROM CLINICAL WORK TO ACADEMIA**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	156	3.1	1.2	3.0

Note: 1 = "Not at all stressful" to 5 = "Extremely stressful."

Respondents who indicated that their immediate past employment included clinical practice were asked to rate the stressfulness of their transition from clinical work to academia.

**FIGURE 7. STRESS OF TRANSITION FROM CLINICAL WORK TO ACADEMIA**



## SECTION 4. CURRENT POSITION

**TABLE 27. YEARS IN PA EDUCATION**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	637	6.0	8.2	6.0
Program Directors	217	13.5	8.0	11.0
Medical Directors	19	9.2	6.8	7.0

*Note: Respondents were asked to provide the year they accepted their first position as a PA educator. Years in PA education was calculated by subtracting that year from 2022, the year this survey was administered.*

**TABLE 28. YEARS IN PA EDUCATION: RANGES**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 year	16	2.5	1	0.5	1	5.3
1 year	72	11.3	0	0.0	0	0.0
2-4 years	172	27.0	17	7.8	4	21.1
5-9 years	175	27.5	67	30.9	7	36.8
10-14 years	91	14.3	53	24.4	3	15.8
15 or more years	111	17.4	79	36.4	4	21.1
<b>Total</b>	<b>637</b>	<b>100.0</b>	<b>217</b>	<b>100</b>	<b>19</b>	<b>100.0</b>

**TABLE 29. NUMBER OF PA PROGRAMS EVER EMPLOYED BY**

	<i>n</i>	<b>Min</b>	<b>Max</b>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Part-time</b>						
Faculty	220	1.0	10.0	1.4	0.9	1.0
Program Directors	55	1.0	5.0	1.5	0.9	1.0
Medical Directors	15	1.0	2.0	1.1	0.4	1.0
<b>Full-time</b>						
Faculty	607	1.0	7.0	1.3	0.8	1.0
Program Directors	217	1.0	7.0	1.8	1.1	1.0
Medical Directors	10	1.0	1.0	1.0	0.0	1.0

*Note: Full-time faculty  $\geq 0.5$  FTE*

*Participants were asked to report the number of unique PA programs they had ever been employed by, regardless of FTE. Although respondents were asked to include their current program, some wrote zero. All participants who responded with zero or who did not respond at all were recoded to one, as all survey participants were currently employed by a PA program. It is probable that some other respondents may have also omitted their current PA program. Therefore, these data may represent an undercount of how many programs respondents had ever been employed by.*

## **APPLICATION TO CURRENT POSITION**

**TABLE 30. NUMBER OF PA PROGRAMS APPLIED TO WHEN SEEKING A FACULTY POSITION**

	<i>n</i>	<b>Min</b>	<b>Max</b>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	604	1.0	8.0	1.3	0.8	1.0
Program Directors	211	1.0	8.0	1.3	0.8	1.0
Medical Directors	19	1.0	2.0	1.1	0.2	1.0

*Note: Respondents were asked to include their current PA program.*

*Among respondents to this question, 97.2% of faculty, 99.5% of program directors, and 75.0% of medical directors reported that they were considered by their programs to be principal/ core faculty versus instructional/adjunct faculty.*

**TABLE 31. IMPORTANCE OF FACTORS WHEN APPLYING FOR OR CHOOSING A POSITION AT A PA PROGRAM**

	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Clinical work arrangements	629	3.9	1.2	4.0	216	3.7	1.1	4.0	18	4.4	0.9	5.0
Diversity, equity, and inclusion (DEI) efforts	620	3.5	1.1	4.0	210	3.3	1.1	3.0	18	3.6	0.9	3.5
Faculty development opportunities	628	4.0	0.8	4.0	217	4.0	0.8	4.0	19	3.7	0.8	4.0
Fringe benefits (e.g., retirement plan, leave, tuition reimbursement, vacation, health insurance)	629	4.3	0.8	4.0	217	4.4	0.7	4.0	19	3.2	1.4	3.0
Income	629	4.2	0.7	4.0	217	4.3	0.8	4.0	18	3.6	1.1	3.5
Job stability/security	629	4.5	0.7	5.0	217	4.3	0.8	4.0	19	3.9	1.0	4.0
Location of program	632	4.5	0.8	5.0	217	4.5	0.8	5.0	19	4.4	0.8	5.0
Program's mission, values, and goals	631	4.2	0.8	4.0	217	4.1	1.0	4.0	18	4.1	0.8	4.0
Reputation of institution/program	631	4.1	0.9	4.0	216	4.1	0.8	4.0	18	4.0	0.8	4.0
Reputation of program personnel	630	4.1	0.9	4.0	217	3.9	0.9	4.0	18	4.1	0.8	4.0
Research opportunities	630	2.7	1.1	3.0	216	2.6	1.1	3.0	19	2.3	1.1	2.0
Tenure availability	629	2.7	1.2	3.0	217	2.5	1.2	2.0	19	1.7	0.7	2.0
Tuition waiver for dependents	628	3.1	1.3	3.0	217	3.1	1.4	3.0	19	2.7	1.7	2.0
Work-life balance	630	4.6	0.8	5.0	217	4.4	0.8	5.0	17	4.3	0.8	4.0
Other	122	4.6	1.4	5.0	30	4.8	1.4	5.0	5	5.2	1.3	6.0

Note: 1 = "Very unimportant" to 5 = "Very important." "N/A" responses were excluded from these analyses.

**TABLE 32. TOP FIVE MOST IMPORTANT FACTORS WHEN APPLYING FOR OR CHOOSING A POSITION AT A PA PROGRAM**

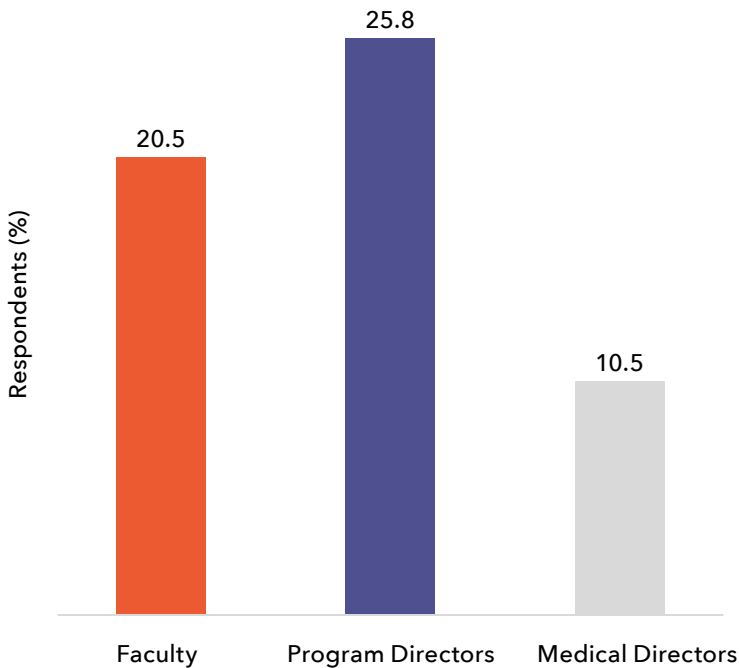
	<b>Faculty</b>	<b>Program Directors</b>	<b>Medical Directors</b>
<b>More Important</b>	Work-life balance	Location of program	Clinical work arrangement
	Location of program	Work-life balance	Location of program
	Job stability/security	Fringe benefits	Work-life balance
	Fringe benefits	Job stability/security	Reputation of program personnel
<b>Less Important</b>	Income	Income	Program's mission, values, and goals

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

## TENURE

Participants were asked to report whether they were either tenured or on a tenure track. Respondents represented 281 programs. Of these programs, 100 (35.6%) had faculty and/or program director respondents who reported either having tenure or being on a tenure track. Participants who were neither tenured nor on a tenure track were asked whether their program currently offered tenure to any new hires. Faculty and program directors who responded to this question represented 248 programs. Among those programs, 154 (62.1%) had respondents who reported that tenure was not offered, 36 (14.5%) had respondents who said that tenure was offered, and 58 (23.4%) had respondents who reported contradictory information.

**FIGURE 8. PERCENT TENURED OR ON A TENURE TRACK**



# CONTRACTS

This section of the survey was displayed only to respondents who indicated that they were not tenured or on a tenure track.

**TABLE 33. CONTRACT TYPE**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Annual contract	355	70.6	94	58.4	13	76.5
Annual contract, eligible for multi-year contract	34	6.8	20	12.4	0	0.0
Multi-year contract	86	17.1	41	25.5	1	5.9
Other	28	5.6	6	3.7	3	17.6
<b>Total</b>	<b>503</b>	<b>100.0</b>	<b>161</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

**TABLE 34. CONTRACT LENGTH**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
9 months	3	0.6	0	0.0	0	0.0
10 months	3	0.6	1	0.6	0	0.0
11 months	6	1.2	4	2.5	1	5.9
12 months	395	78.4	112	69.6	12	70.6
24 months	24	4.8	4	2.5	0	0.0
36 months	38	7.5	26	16.1	1	5.9
Other	35	6.9	14	8.7	3	17.6
<b>Total</b>	<b>504</b>	<b>100.0</b>	<b>161</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

# PROGRAM POSITION

**TABLE 35. YEARS AT CURRENT PROGRAM**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	637	5.9	6.4	4.0
Program Directors	218	7.8	6.5	6.0
Medical Directors	19	8.3	6.9	6.0

*Note: Respondents were asked to provide the year they were hired by their current program. Years at current program were calculated by subtracting that year from 2022, the year this survey was administered.*

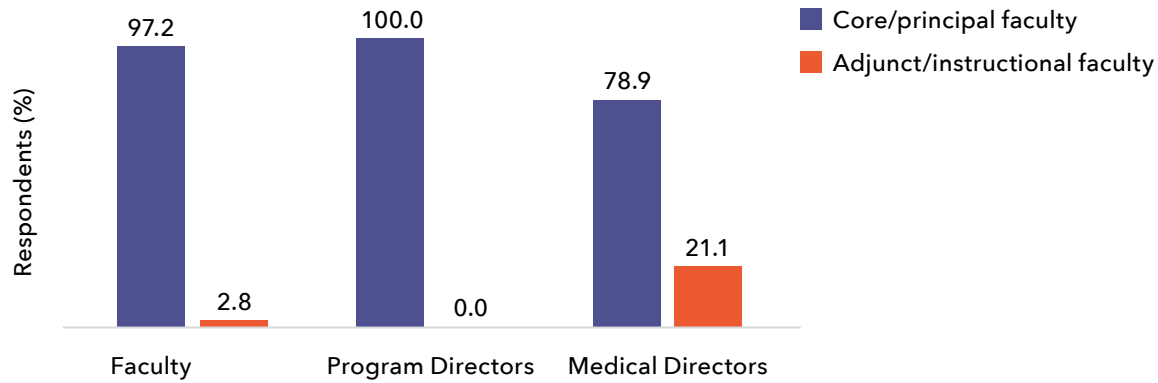
**TABLE 36. YEARS AT CURRENT PROGRAM: RANGES**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 year	26	4.1	9	4.1	2	10.5
1 year	112	17.6	13	6.0	1	5.3
2-4 years	225	35.3	56	25.7	3	15.8
5-9 years	156	24.5	81	37.2	7	36.8
10-14 years	62	9.7	33	15.1	2	10.5
15 or more years	56	8.8	26	11.9	4	21.1
<b>Total</b>	<b>637</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>

*Note: Respondents were asked to provide the year they were hired by their current program. Years at current program were calculated by subtracting that year from 2022, the year this survey was administered.*



**FIGURE 9. FACULTY TYPE**



Note: 614 faculty, 210 program directors, and 15 medical directors identified themselves as being core/principal faculty within their PA program.

**TABLE 37. CURRENT ACADEMIC RANK**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Professor	48	7.5	38	17.4	3	15.8
Associate Professor	125	19.5	97	44.5	4	21.0
Assistant Professor	395	61.7	74	33.9	8	42.1
Lecturer/instructor	44	6.9	4	1.8	1	5.3
Other	28	4.4	5	2.3	3	15.8
<b>Total</b>	<b>640</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>

**TABLE 38. YEARS IN CURRENT ACADEMIC RANK**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	630	4.3	4.8	3.0
Program Directors	215	5.7	5.3	4.0
Medical Directors	18	9.9	9.7	6.0

Note: Respondents were asked to provide the year their current rank was awarded. Years in current academic rank were calculated by subtracting that year from 2019, the year this survey was administered.

**TABLE 39. YEARS IN CURRENT ACADEMIC RANK**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 year	42	6.7	16	7.4	1	5.6
1 year	140	22.2	22	10.2	0	0.0
2-4 years	246	39.0	77	35.8	5	27.8
5-9 years	137	21.7	69	32.1	6	33.3
10-14 years	36	5.7	15	7.0	2	11.1
15 or more years	29	4.6	16	7.4	4	22.2
<b>Total</b>	<b>630</b>	<b>100.0</b>	<b>215</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>

**TABLE 40. PRIMARY POSITION WITHIN THE PA PROGRAM**

	<i>n</i>	%
Academic Coordinator	38	6.1
Admissions Director/Coordinator	12	1.9
Associate/Assistant Director	36	5.7
Clinical Coordinator	49	7.8
Clinical Faculty	29	4.6
Data Analyst	1	0.2
Dean or Associate/Assistant Dean	2	0.3
Didactic Faculty	255	40.7
Director of Clinical Education	61	9.7
Director of Didactic Education	54	8.6
Division Chief/Head/Department Chair	3	0.5
Education Coordinator (staff)	1	0.2
Evaluation Specialist	4	0.6
Faculty with combined didactic and clinical responsibilities	36	5.7
Research Coordinator	7	1.1
Researcher (academic faculty responsible for independent research activities, 20-80% FTE)	3	0.5
Other	36	5.7
<b>Total</b>	<b>627</b>	<b>100.0</b>

*Note: Program and medical directors were excluded from this table as these were assumed to be their primary roles.*

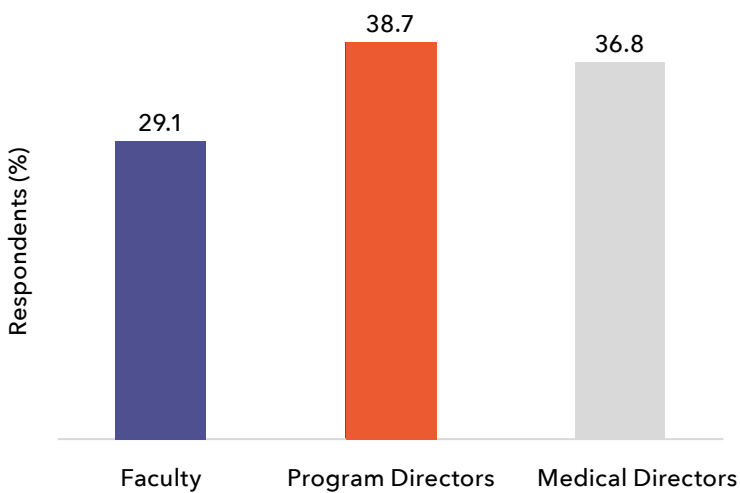
**TABLE 41. YEARS IN PRIMARY POSITION**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	625	4.0	4.8	2.7
Program Directors	216	4.3	4.4	3.0
Medical Directors	19	8.0	6.7	6.0

**TABLE 42. YEARS IN PRIMARY POSITION RANGES**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 year	128	20.5	35	16.2	2	10.5
1 year	102	16.3	30	13.9	1	5.3
2-4 years	212	33.9	82	38.0	4	21.1
5-9 years	128	20.5	46	21.3	5	26.3
10-14 years	32	5.1	15	6.8	3	15.8
15 or more years	23	3.7	8	3.7	4	21.1
<b>Total</b>	<b>625</b>	<b>100.0</b>	<b>216</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>

**FIGURE 10. PERCENT HOLDING A SECONDARY POSITION IN THE PA PROGRAM**



**TABLE 43. SECONDARY POSITION WITHIN THE PA PROGRAM**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Coordinator	5	2.8	1	1.2	0	0.0
Admissions Director/Coordinator	29	16.5	3	3.6	0	0.0
Associate/Assistant Director	8	4.5	2	2.4	0	0.0
Clinical Coordinator	4	2.3	0	0.0	0	0.0
Clinical Faculty	10	5.7	0	0.0	0	0.0
Data Analyst	5	2.8	0	0.0	0	0.0
Dean or Associate/Assistant Dean	1	0.6	10	12	0	0.0
Didactic Faculty	38	21.6	16	19.3	3	50.0
Director of Clinical Education	5	2.8	4	4.8	0	0.0
Director of Didactic Education	2	1.1	1	1.2	0	0.0
Division Chief/Head/Department Chair	0	0.0	24	28.9	0	0.0
Evaluation Specialist	5	2.8	1	1.2	0	0.0
Faculty with combined didactic and clinical responsibilities	16	9.1	0	0.0	1	16.7
Research Coordinator	2	1.1	1	1.2	2	33.3
Other	46	26.1	20	24.1	0	0.0
<b>Total</b>	<b>176</b>	<b>100.0</b>	<b>83</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>

**TABLE 44. PROGRAM DIRECTOR EXPERIENCE AND INTEREST**

	Faculty		Medical Directors	
	<i>n</i>	%	<i>n</i>	%
I have been a PD in the past although am not currently a PD or APD	42	7.4	1	5.9
I have been an APD in the past although am not currently a PD or APD	19	3.3	0	0.0
I have never been a PD or APD in the past but I am currently interested in pursuing that career path	164	28.7	0	0.0
I have never been a PD or APD in the past and I am not currently interested in pursuing that career path	346	60.6	16	94.1
<b>Total</b>	<b>571</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

Note: PD = "Program Director." APD = "Associate/Assistant Program Director." Respondents who indicated that they were not currently a PD or APD were asked to select the statement that best described themselves.

**TABLE 45. FULL-TIME EQUIVALENT (FTE)**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	619	1.0	0.4	1.0
Program Directors	215	1.0	0.6	1.0
Medical Directors	17	0.4	0.3	0.3

Respondents were asked to report their Full-Time Equivalent (FTE), from .01 to 1.0, and were instructed to include release time for research or clinical practice if these activities were considered part of their regular responsibilities.

Note: Zeroes were excluded from this analysis.

**TABLE 46. AVERAGE WORK HOURS PER WEEK AS PA EDUCATOR FOR THE 2021-2022 ACADEMIC YEAR**

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	612	1.0	75.0	42.9	10.6	40.0
Program Directors	216	16.0	80.0	50.2	10.4	50.0
Medical Directors	18	2.0	45.0	15.9	14.6	9.0

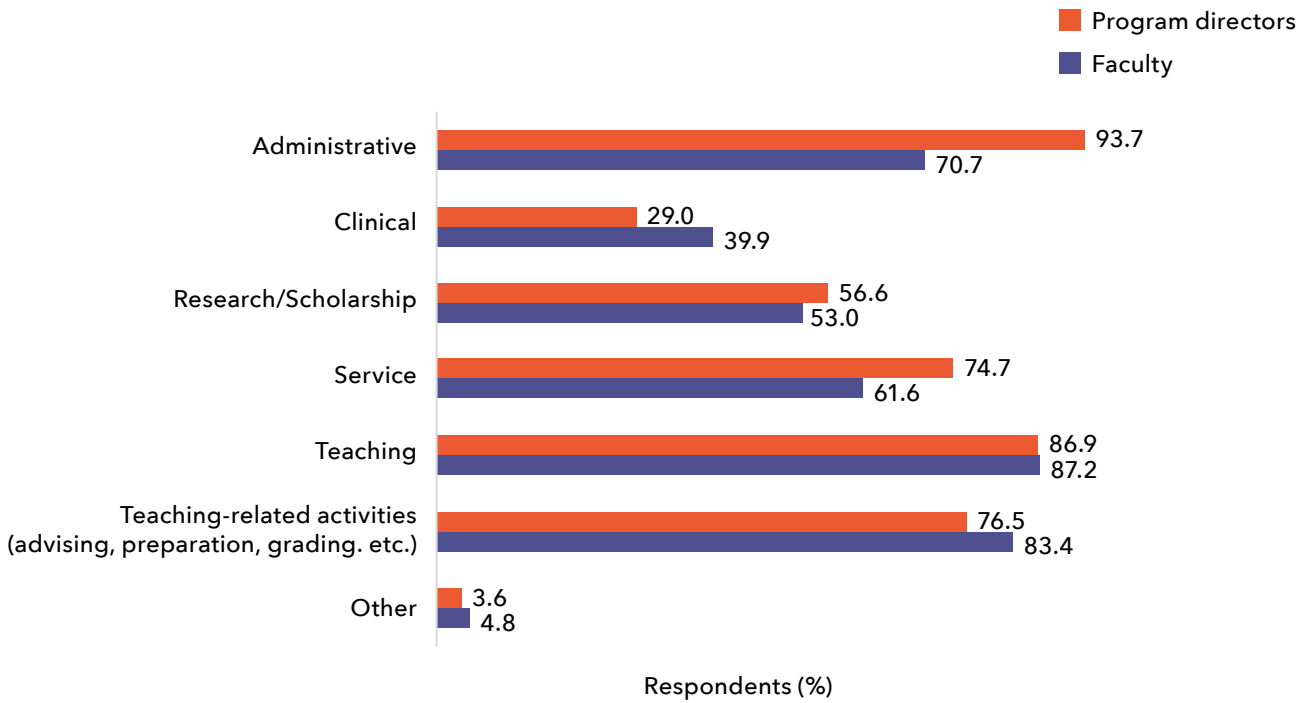
Note: Zeroes were excluded from this analysis.

**TABLE 47. TIME ALLOCATION OF WORK DUTIES IN THE 2021-2022 ACADEMIC YEAR (%)**

	Faculty						Program Directors					
	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Administrative	459	1.0	100.0	26.4	19.8	20.0	207	1.0	10.0	57.6	20.1	60.0
Clinical	259	1.0	100.0	18.4	14.9	20.0	67	1.0	80.0	13.4	10.6	10.0
Research/Scholarship	344	1.0	60.0	9.7	7.9	10.0	125	1.0	30.0	7.4	4.7	5.0
Service	400	1.0	60.0	10.5	7.3	10.0	165	1.0	30.0	11.1	6.4	10.0
Teaching	566	2.0	100.0	31.8	19.7	25.0	192	1.0	55.0	16	10.9	10.0
Teaching-related activities (advising, preparation, grading, etc)	541	2.0	100.0	28.4	17.6	25.0	169	1.0	40.0	11.6	7.3	10.0
Other	31	2.0	100.0	33.1	30.4	20.0	8	10.0	85.0	24.8	24.8	20.0

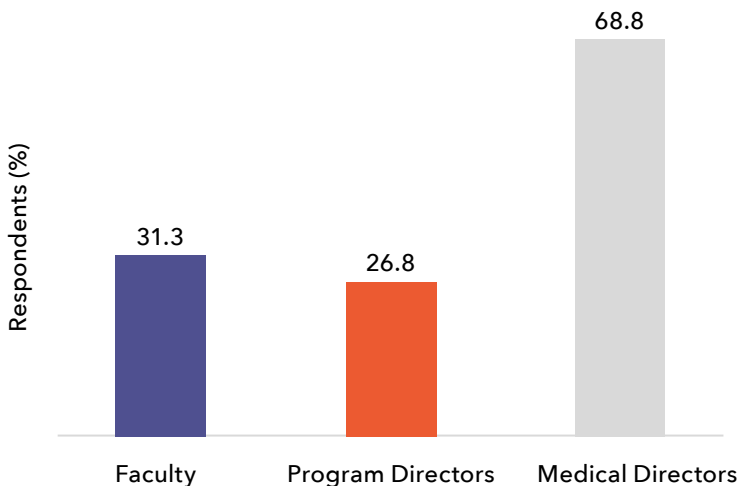
*Note: Medical directors were excluded due to low response rates. Respondents were asked to report the percent of their time allocated to each type of work duty. Zeroes were excluded from this analysis.*

**FIGURE 11. TYPES OF WORK DUTIES (%)**



Respondents were asked to consider the duties associated with their position and estimate the average percentage of their time per week devoted to a variety of activities for the 2021-2022 academic year. Percentages were required to sum to 100%. This figure presents the proportion of all respondents who reported a percent greater than zero for each activity.

**FIGURE 12. INVOLVED IN EDUCATION OF OTHER HEALTH PROFESSIONS STUDENTS (%)**



**TABLE 48. INVOLVEMENT IN EDUCATION OF OTHER HEALTH PROFESSIONS STUDENTS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Allopathic Medicine (MD)	62	9.6	20	9.0	9	45.0
Athletic Training	23	3.5	10	4.5	0	0.0
Audiology/Speech-Language Pathology	10	1.5	7	3.2	0	0.0
Clinical/Counseling Psychology	5	0.8	5	2.3	0	0.0
Dentistry	16	2.5	3	1.4	0	0.0
Nutrition/Dietetics	6	0.9	6	2.7	0	0.0
Occupational Therapy	24	3.7	12	5.4	0	0.0
Osteopathic Medicine (DO)	15	2.3	6	2.7	2	10.0
Pharmacy	46	7.1	16	7.2	1	5.0
Physical Therapy	66	10.2	27	12.2	0	0.0
Public Health	23	3.5	10	4.5	0	0.0
Registered Nursing (BSN or ADN)	38	5.9	13	5.8	1	5.0
Registered Nursing (advanced practice, NP, CRNA, and/or midwife)	44	6.8	11	5.0	1	5.0
Social Work	13	2.0	8	3.6	0	0.0
Veterinary Medicine	3	0.5	0	0.0	0	0.0
Other	39	6.0	12	5.4	2	10.0
<b>Total respondents</b>	<b>187</b>	<b>--</b>	<b>57</b>	<b>--</b>	<b>11</b>	<b>--</b>

*Note: Percentages were calculated based on the number of respondents who indicated that they were involved with the education of other health professions students. Percentages may sum to more than 100% because respondents could select students from multiple other health professions.*

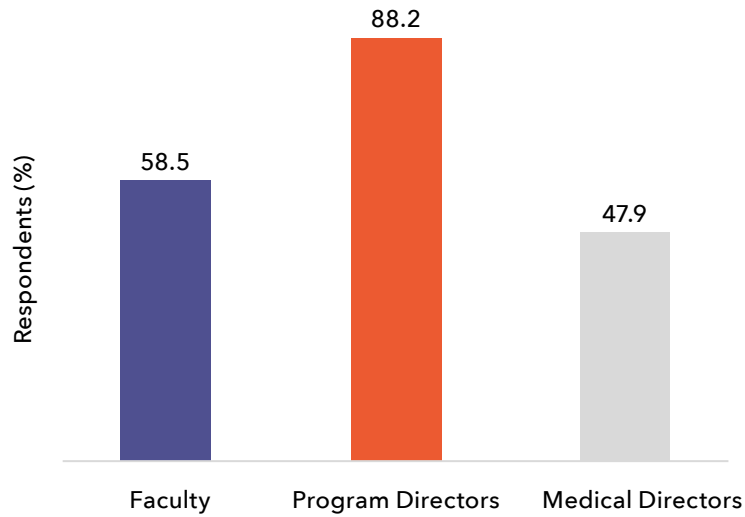
*Respondents were asked whether they were involved in the education of other health professionals. Those who said “yes” were then asked to specify which health professions students they were involved with.*



## SECTION 5. CLINICAL WORK

Only respondents who reported working clinically were asked about their specialties and clinical income.

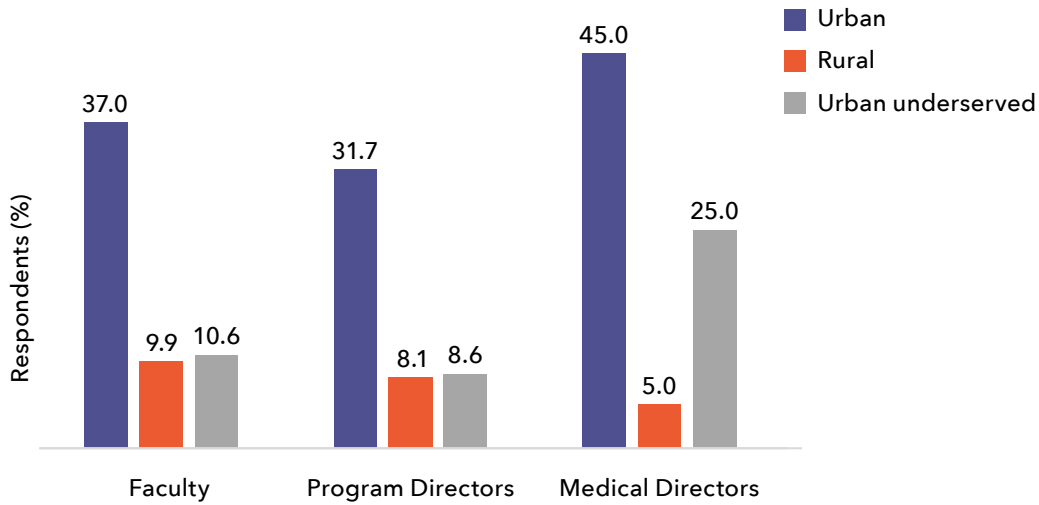
**FIGURE 13. PERCENT WORKING CLINICALLY**



**TABLE 49. CLINICAL WORK**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	258	41.5	112	52.1	2	11.8
Yes						
On my own time	56	9.0	19	8.8	9	52.9
I receive release time from my program	209	33.7	64	29.8	5	29.4
I receive release time and I work additional hours on my own time	98	15.8	20	9.3	1	5.9
Subtotal	363	58.5	103	47.9	15	88.2
<b>Total</b>	<b>621</b>	<b>100.0</b>	<b>215</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

**FIGURE 14. TYPES OF CLINICAL ENVIRONMENT**



*Note: Respondents were asked if they worked in three specific clinical environment types: Urban- Urbanized Areas, defined by the U.S. Census Bureau, as 50,000 or more people and Urban Clusters as 2,500 - 49,999 people;*

*Rural- Defined by the U.S. Census Bureau, as all population, housing, and territory not included within an urbanized area or urban cluster; or*

*Urban underserved - populations within urbanized areas that experience a shortage of healthcare services.*

**TABLE 50. AVERAGE HOURS OF CLINICAL WORK PER WEEK**

	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
<b>Clinical work on own time</b>										
Faculty	173	0.5	40.0	8.7	8.1	2.0	4.0	6.0	10.0	20.0
Program Directors	43	1.0	24.5	6.3	4.2	2.0	4.0	5.0	8.0	12.0
Medical Directors	9	2.0	40.0	20.9	15.2	3.2	10.0	16.0	32.0	40.0
<b>Clinical work on release time</b>										
Faculty	302	1.0	40.0	8.4	4.7	4.0	8.0	8.0	8.0	10.7
Program Directors	84	0.5	42.0	8.8	7.0	4.0	7.1	8.0	8.0	11.0
Medical Directors	6	2.0	40.0	18.0	14.0	5.0	8.5	17.0	24.0	32.0
<b>Total hours of clinical work</b>										
Faculty	349	1.0	50.0	11.3	7.8	4.0	8.0	8.0	13.3	20.0
Program Directors	101	0.5	50.0	9.9	8.0	4.0	6.0	8.0	12.0	16.0
Medical Directors	15	2.0	40.0	19.7	14.3	2.0	8.0	16.0	32.0	40.0

*Note: Zeroes were excluded from this analysis.*

# SPECIALTIES

**TABLE 51. SPECIALTIES CURRENTLY PRACTICING IN**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Primary care specialties</b>						
Family/General medicine	106	16.3	28	12.7	4	20.0
General internal medicine	34	5.2	12	5.4	2	10.0
General pediatrics	14	2.2	2	0.9	3	15.0
Geriatrics	5	0.8	0	0.0	0	0.0
<b>Surgery specialties</b>						
General surgery	12	1.8	3	1.4	0	0.0
Orthopedics	13	2.0	3	1.4	0	0.0
Cardiovascular/Cardiothoracic	6	0.9	0	0.0	0	0.0
Neurosurgery	5	0.8	3	1.4	0	0.0
Urology	2	0.3	0	0.0	0	0.0
Plastic surgery	4	0.6	2	0.9	0	0.0
Other surgical subspecialties	13	2.0	2	0.9	0	0.0
<b>Emergency medicine specialties</b>						
Emergency medicine (not urgent care)	59	9.1	21	9.5	4	20.0
Urgent care	65	10.0	16	7.2	2	10.0
<b>Internal medicine subspecialties</b>						
Cardiology	7	1.1	2	0.9	0	0.0
Oncology/Hematology	3	0.5	3	1.4	1	5.0
Nephrology	2	0.3	0	0.0	0	0.0
Endocrinology	3	0.5	0	0.0	0	0.0
Gastroenterology	2	0.3	1	0.5	0	0.0
Infectious Disease	3	0.5	1	0.5	0	0.0
Rheumatology	0	0.0	2	0.9	0	0.0
Other internal medicine subspecialty	7	1.1	2	0.9	1	5.0
<b>Inpatient specialties</b>						
Critical care	18	2.8	4	1.8	1	5.0
Hospitalist	10	1.5	5	2.3	3	15.0

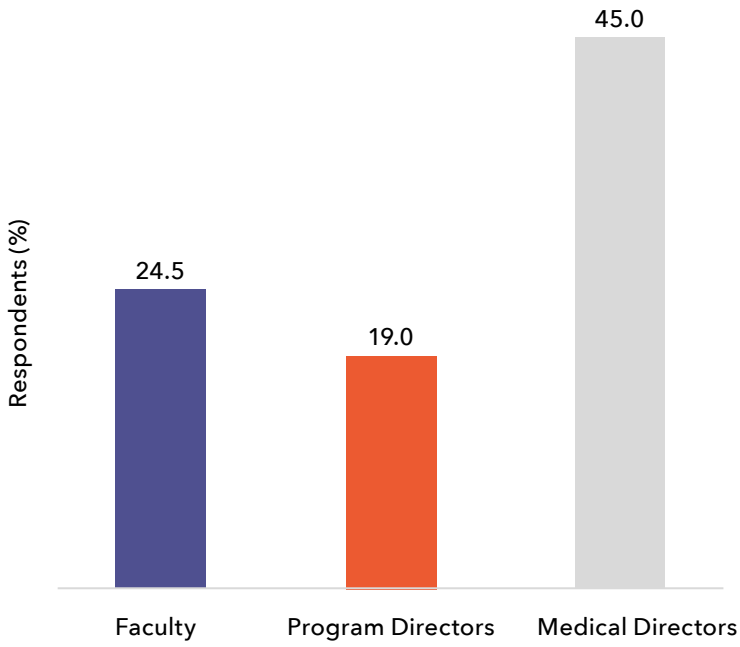
**TABLE 51 (CONTINUED). SPECIALTIES CURRENTLY PRACTICING IN**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Other specialties</b>						
Dermatology	2	0.3	3	1.4	0	0.0
Neurology	2	0.3	1	0.5	0	0.0
Interventional radiology	0	0.0	0	0.0	0	0.0
Palliative care	0	0.0	0	0.0	0	0.0
Pain management	3	0.5	1	0.5	0	0.0
Retail clinic	1	0.2	0	0.0	0	0.0
Pediatric subspecialties	4	0.6	1	0.5	1	5.0
Occupational medicine	7	1.1	2	0.9	0	0.0
Psychiatry/Behavioral medicine	6	0.9	3	1.4	0	0.0
Correctional medicine	2	0.3	0	0.0	0	0.0
Obstetrics/Gynecology/Women's health	17	2.6	1	0.5	0	0.0
Other specialty	33	5.1	6	2.7	0	0.0
<b>Total respondents</b>	<b>360</b>	<b>--</b>	<b>103</b>	<b>--</b>	<b>15</b>	<b>--</b>

*Note: Percentages were based on the number of respondents who reported at least one specialty. Percentages may sum to more than 100% because respondents could select multiple specialties.*

*Among respondents who indicated the specialties in which they currently practice, 25.3% of faculty, 20.5% of program directors, and 40.0% of medical directors practiced in more than one specialty.*

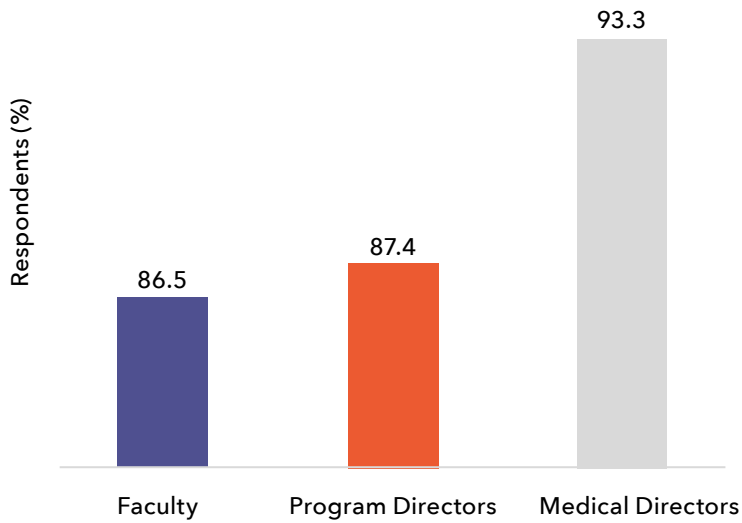
**FIGURE 15. PRACTICE IN PRIMARY CARE**



*Primary care specialties included family/general medicine, general internal medicine, general pediatrics, geriatrics, and obstetrics/gynecology/women's health.*

# CLINICAL INCOME

**FIGURE 16. CLINICAL WORK GENERATES INCOME**



**TABLE 52. CLINICAL INCOME PAYMENT ARRANGEMENT**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All income retained by myself	269	85.9	82	91.1	9	64.3
Part of income retained by myself	7	2.2	1	1.1	1	7.1
All income retained by program	11	3.5	1	1.1	1	7.1
My program has a form of practice plan formula	8	2.6	4	4.4	0	0.0
Other	6	1.9	2	2.2	3	21.4
Do not know	12	3.8	0	0.0	0	0.0
<b>Total</b>	<b>313</b>	<b>100.0</b>	<b>90</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>

**TABLE 53. AMOUNT OF CLINICAL INCOME (\$) GENERATED IN THE 2021 CALENDAR YEAR**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Income retained by self</b>									
Faculty	197	33,545	30,238	30,609	8,000	14,000	25,000	40,000	77,698
Program Directors	55	30,219	23,309	35,508	6,000	10,000	20,000	35,000	59,000
<b>Income retained by program/institution</b>									
Faculty	28	52,370	50,783	42,700	6,044	18,500	35,000	89,963	117,400
Program Directors	6	71,007	71,007	68,420	9,021	107,50	61,500	121,250	142,500
<b>Total income</b>									
Faculty	208	44,590	32,465	89,330	9,090	17,625	25,000	43,750	100,000
Program Directors	56	37,287	25,923	48,000	7,500	10,000	20,000	38,750	110,200

Note: Zeroes were excluded from this analysis. Program and medical directors' income retained by their program/institution was not tabled due to the low number of responses.

## **SECTION 6. FACULTY & PROGRAM DIRECTOR SALARIES**

Throughout this section, “salary” refers to annual base salary for the 2021-2022 academic year and excludes fringe benefits. Zeroes and “I prefer not to answer” responses were excluded from all analyses. “M (T)” refers to the trimmed mean, the mean when the top and bottom 10% of responses are removed. To protect participant privacy, PAEA does not report financial information when there are fewer than five respondents. Thus, some categories were excluded from tables due to low response frequencies. Only faculty and program director salaries are reported in this section. Respondents who were employed for less than .75 FTE were excluded, resulting in a possible sample of 575 faculty (88.6%) and 214 program directors (96.8%), although not all respondents provided salary information and the variables by which salary is disaggregated in this section. Those who chose not to provide a dollar amount were asked instead to select a range that their salary fell into. Among respondents employed for at least .75 FTE, salary in dollars was available for 561 faculty (86.4%) and 207 program directors (93.7%). For information on medical director salaries, see Section 7: Medical Directors.



**TABLE 54. SALARY (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
Faculty	561	105,353	104,806	19,922	87,000	94,000	103,000	116,717	129,850
Program Directors	207	141,964	139,702	30,548	109,057	123,433	136,000	158,500	180,000

**TABLE 55. SALARY BY GENDER (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Male	157	108,835	108,311	21,101	90,000	96,000	105,000	120,500	132,868
Female	395	104,013	103,496	19,372	86,700	93,250	102,000	113,432	125,600
<b>Program Directors</b>									
Male	75	146,028	144,092	29,990	110,800	126,000	140,000	166,000	185,000
Female	128	139,698	137,333	31,143	107,703	120,000	135,000	154,428	177,900

**TABLE 56. SALARY BY RACE (\$)**

	<b>n</b>	<b>M</b>	<b>M(T)</b>	<b>SD</b>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Asian	10	119,988	114,610	24,667	104,300	105,750	114,500	119,970	135,500
Black or African American	24	103,395	106,899	25,195	82,300	99,146	109,500	118,500	122,820
Multiracial	10	102,285	101,988	17,074	84,735	90,000	98,450	115,750	125,500
White	487	104,963	104,457	19,134	87,143	94,000	102,000	115,000	128,208
<b>Program Directors</b>									
Black or African American	8	166,788	164,692	40,754	136,000	143,000	155,000	180,250	208,390
White	189	140,994	138,973	30,031	107,802	122,398	136,000	156,000	180,000

Note: Racial categories for which fewer than five respondents provided salary information were excluded.

**TABLE 57. SALARY BY ETHNICITY (\$)**

	<b>n</b>	<b>M</b>	<b>M(T)</b>	<b>SD</b>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Hispanic, Latinx, or Spanish in origin	23	103,290	101,755	16,401	90,000	94,250	101,000	110,654	119,400
Not Hispanic, Latinx, or Spanish in origin	518	105,429	104,981	19,995	87,000	94,075	103,000	116,854	128,733
<b>Program Directors</b>									
Hispanic, Latinx, or Spanish in origin	9	148,746	148,746	22,420	129,000	135,000	143,869	156,000	166,800
Not Hispanic, Latinx, or Spanish in origin	193	141,527	139,138	31,175	108,200	121,000	135,000	160,000	180,000

Underrepresented status is defined and reported in two different ways. In Table 58, underrepresented minorities (URMs) included those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URMs are contrasted against non-Hispanic, single-race White respondents. Table 59 narrows the underrepresented definition to “underrepresented (UR) in medicine,” [defined](#) by the Association of American Medical Colleges as “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.” In PAEA’s definition, Asian and Asian/White biracial individuals are not classified as UR in medicine. In both analyses, respondents who did not self-identify their race or ethnicity, or who only selected “other” race, were excluded.

**TABLE 58. SALARY BY UNDERREPRESENTED MINORITY (URM) STATUS (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
URM	67	106,429	106,416	21,779	88,000	96,000	105,000	117,500	127,000
Non-URM	494	105,207	104,596	19,676	87,000	94,000	102,000	115,892	129,664
<b>Program Directors</b>									
URM	22	155,239	152,170	31,937	121,500	131,500	143,935	170,250	198,500
Non-URM	185	140,385	138,789	30,079	107,005	120,500	135,000	155,500	180,000

**TABLE 59. SALARY BY UNDERREPRESENTED (UR) IN MEDICINE STATUS (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
UR in medicine	60	106,180	106,208	22,307	89,300	96,000	105,000	117,750	125,500
Non-UR in medicine	501	105,254	104,639	19,639	87,000	94,000	102,000	116,000	129,850
<b>Program Directors</b>									
UR in medicine	21	156,346	152,527	32,291	125,000	135,000	144,000	168,000	195,000
Non-UR in medicine	186	140,194	138,001	30,297	107,009	120,000	135,000	155,000	180,000

**TABLE 60. SALARY BY HIGHEST DEGREE (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Master's degree	380	102,829	103,158	19,076	86,550	93,000	101,000	113,000	124,985
Doctoral degree	177	110,626	109,757	20,734	86,000	97,125	107,000	122,000	139,200
<b>Program Directors</b>									
Master's degree	86	132,582	131,753	24,549	100,018	114,500	130,000	150,000	163,920
Doctoral degree	121	148,632	146,556	32,668	115,400	125,500	141,792	168,500	188,160

Note: Degree categories for which fewer than five respondents provided salary information were excluded.

**TABLE 61. SALARY BY PA STATUS (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
PA, currently certified	493	105,760	105,559	18,805	88,000	95,000	103,000	116,809	128,945
Non-PA	64	100,907	100,604	26,000	74,500	90,000	98,600	115,425	132,500
<b>Program Directors</b>									
PA, currently certified	198	141,571	140,301	28,870	109,086	123,713	136,465	157,750	180,000
Non-PA	7	149,329	146,960	67,385	90,000	95,000	120,000	240,000	244,520

Note: Zero program directors indicated being a PA without current certification.

**TABLE 62. SALARY BY ACADEMIC RANK (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Professor	38	125,415	122,806	25,138	98,000	109,250	119,863	139,500	150,000
Associate professor	106	111,840	111,903	18,510	91,000	98,000	111,000	125,000	135,000
Assistant professor	359	102,968	102,839	17,943	86,400	93,250	101,500	112,000	123,000
Lecturer/Instructor	38	92,254	93,895	20,830	71,400	86,250	95,000	100,750	115,000
Other	20	100,554	99,505	12,159	89,600	91,500	97,293	106,000	120,200
<b>Program Directors</b>									
Professor	36	161,350	157,777	36,505	119,631	139,250	153,000	177,000	212,500
Associate professor	92	143,433	141,659	28,696	109,100	124,875	140,000	160,750	180,000
Assistant professor	71	130,601	129,254	25,088	100,000	117,500	127,500	143,500	166,000

Note: Academic rank categories for which fewer than five respondents provided salary information were excluded.

**TABLE 63. SALARY BY TENURE STATUS (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Tenured or tenure track	115	108,518	106,131	22,847	85,840	94,500	102,000	120,000	131,944
Not tenured or tenure track	445	104,522	104,481	19,057	87,500	94,000	103,000	115,000	126,920
<b>Program Directors</b>									
Tenured or tenure track	54	138,926	136,852	31,685	100,000	119,372	136,000	153,500	179,100
Not tenured or tenure track	152	143,095	140,542	30,260	110,000	124,875	136,465	160,000	180,000

**TABLE 64. FACULTY SALARY BY PRIMARY POSITION (\$)**

	<b>n</b>	<b>M</b>	<b>M(T)</b>	<b>SD</b>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
Academic Coordinator	36	99,387	101,420	19,503	83,500	93,750	101,250	110,650	116,500
Admissions Director/Coordinator	11	99,046	99,503	18,285	75,350	91,625	98,500	110,750	121,100
Associate/Assistant Director	34	120,617	120,906	13,086	105,000	112,000	122,200	129,250	135,350
Clinical Coordinator	45	95,810	98,837	22,395	78,260	90,000	98,000	106,399	116,000
Clinical Faculty	21	97,058	97,072	11,303	84,218	90,000	99,000	102,000	110,000
Didactic Faculty	218	103,120	102,022	16,651	85,000	93,188	100,000	110,751	122,000
Director of Clinical Education	55	105,412	104,716	13,414	90,800	96,381	103,000	114,000	125,200
Director of Didactic Education/ Didactic Coordinator	52	109,567	110,181	20,965	90,000	95,750	110,000	120,750	131,900
Faculty with combined didactic and clinical responsibilities	34	105,622	104,469	19,276	87,600	90,000	100,500	117,500	133,500
Research Coordinator	6	112,529	112,233	24,720	90,500	95,250	104,895	133,447	142,193
Other	30	113,684	113,667	29,001	93,850	101,440	111,000	128,500	140,500

*Note: Program directors and positions with fewer than five respondents were excluded.*

**TABLE 65. SALARY BY YEARS IN PA EDUCATION (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Less than 1 year	14	105,321	105,125	10,985	90,600	97,000	107,000	113,500	115,000
1 year	67	95,978	97,842	19,156	83,000	90,000	98,000	105,000	115,400
2-5 years	202	99,999	99,969	15,388	85,000	91,056	99,000	110,000	118,900
6-9 years	105	105,848	105,847	18,277	89,256	96,000	103,800	117,000	128,800
10-14 years	82	108,686	118,679	22,133	90,000	98,250	106,500	120,000	130,530
15-19 years	42	112,190	111,346	18,740	90,200	98,475	112,600	122,000	138,311
20 or more years	48	128,082	126,773	20,952	104,700	113,172	126,400	139,561	149,027
<b>Program Directors</b>									
2-5 years	24	133,826	127,051	44,070	91,800	107,506	122,500	151,250	185,200
6-9 years	57	137,871	136,078	28,435	107,005	121,900	134,000	150,000	176,054
10-14 years	52	137,682	134,552	30,530	110,000	118,947	132,000	150,000	173,951
15-19 years	27	154,221	152,329	25,479	126,200	133,000	150,111	168,500	185,000
20 or more years	46	149,621	148,299	24,313	120,000	129,163	148,750	162,863	189,350

*Note: Respondents were asked to provide the year they accepted their first position as a PA educator. Years in PA education were calculated by subtracting that year from 2022, the year this survey was administered. Years were grouped as needed to create groups of reportable size.*

**TABLE 66. SALARY BY YEARS AT CURRENT PROGRAM (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (<i>Mdn</i>)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Less than 1 year	22	104,254	103,640	11,825	90,000	93,500	130,250	113,000	122,000
1 year	105	99,865	101,350	20,745	85,240	92,000	100,000	110,000	122,000
2-5 years	239	102,314	102,358	16,670	84,218	92,500	100,000	113,000	124,000
6-9 years	94	106,379	106,562	19,800	88,119	95,750	105,000	119,250	130,000
10-14 years	56	114,355	112,525	22,969	91,400	100,000	111,000	125,500	140,810
15-19 years	21	118,129	118,279	19,313	91,000	104,500	119,880	132,000	148,000
20 or more years	23	124,974	123,017	24,431	93,800	110,000	120,000	135,000	155,444
<b>Program Directors</b>									
Less than 1 year	9	155,278	155,309	27,851	110,000	138,750	150,000	177,000	180,000
1 year	13	150,342	148,935	37,346	106,600	120,000	135,000	180,220	215,000
2-5 years	69	142,911	140,640	34,070	100,025	122,000	137,000	161,226	180,000
6-9 years	61	139,717	137,737	30,112	107,002	121,450	135,000	152,786	178,800
10-14 years	31	134,517	133,472	22,623	102,000	124,500	131,000	145,000	163,806
15-19 years	10	151,040	150,433	27,246	118,440	126,600	148,000	175,250	193,100
20 or more years	14	140,748	140,137	25,547	106,250	120,000	140,500	158,250	185,000



**TABLE 67. SALARY BY PROGRAM ACADEMIC HEALTH CENTER STATUS (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
AHC	170	107,878	107,207	19,098	90,000	96,000	105,750	116,929	132,011
Non-AHC	361	103,842	103,306	20,577	85,000	93,000	100,500	115,000	125,000
AHC status unknown	30	109,228	109,452	14,182	90,000	98,500	110,000	121,500	124,863
<b>Program Directors</b>									
AHC	46	153,575	150,385	39,479	119,000	125,586	144,500	175,750	195,500
Non-AHC	140	135,625	134,220	25,303	106,900	120,000	133,135	150,000	170,100
AHC status unknown	21	158,786	156,853	27,690	125,000	139,000	157,000	175,000	190,000

**TABLE 68. SALARY BY TYPE OF INSTITUTION (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Public	185	104,128	103,583	15,167	87,839	93,000	102,000	113,000	125,000
Private	356	105,867	105,273	21,437	85,300	95,000	103,000	118,000	130,000
<b>Program Directors</b>									
Public	66	142,100	140,617	33,065	104,548	121,225	135,500	167,500	180,000
Private	132	141,720	139,416	29,031	109,100	124,375	136,965	155,250	184,500

**TABLE 69. SALARY BY U.S. CENSUS REGION & DIVISION (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (<i>Mdn</i>)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
<b>Northeast Region</b>									
New England Division	39	118,214	117,489	15,666	96,720	105,000	117,500	128,114	139,200
Middle Atlantic Division	94	102,435	103,316	20,707	82,900	94,075	101,687	115,000	123,700
Subtotal	133	107,062	107,605	20,610	90,000	95,800	106,000	120,000	130,918
<b>Midwest Region</b>									
East North Central Division	88	101,575	100,123	26,312	85,000	90,000	99,000	109,000	120,000
West North Central Division	40	102,460	102,794	18,393	83,900	90,000	99,824	118,411	127,100
Subtotal	128	101,852	100,941	24,049	84,000	90,000	99,324	110,500	126,671
<b>South Region</b>									
South Atlantic Division	123	107,091	106,350	18,651	90,000	96,012	105,000	116,250	132,090
East South Central Division	38	101,577	100,594	17,144	85,000	88,500	99,250	111,125	122,300
West South Central Division	48	108,068	106,802	15,134	93,350	97,025	105,500	113,500	131,200
Subtotal	209	106,313	105,392	17,699	89,928	96,000	103,000	115,000	130,400
<b>West Region</b>									
Mountain Division	43	103,116	102,028	16,574	87,200	93,750	102,000	109,500	122,200
Pacific Division	47	108,160	108,332	16,861	90,000	95,793	111,304	121,500	126,408
Subtotal	90	105,750	105,262	16,822	89,650	94,250	102,500	117,750	125,000

**TABLE 69 (CONTINUED). SALARY BY U.S. CENSUS REGION & DIVISION (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (<i>Mdn</i>)</b>	<b>P75</b>	<b>P90</b>
<b>Program Directors</b>									
<b>Northeast Region</b>									
New England Division	13	153,943	154,933	30,835	114,000	130,000	151,571	175,440	193,000
Middle Atlantic Division	42	134,861	134,043	25,537	102,951	120,000	130,500	150,000	164,745
Subtotal	55	139,371	138,483	27,810	104,304	120,500	135,000	158,000	178,176
<b>Midwest Region</b>									
East North Central Division	36	128,808	126,787	24,534	100,013	112,250	124,750	139,500	155,000
West North Central Division	15	132,397	131,997	27,463	97,000	114,000	132,270	145,896	170,960
Subtotal	51	129,864	128,038	25,204	100,000	111,500	125,000	145,896	164,900
<b>South Region</b>									
South Atlantic Division	43	144,346	140,448	33,594	112,600	124,932	138,000	153,500	184,800
East South Central Division	15	151,029	151,418	23,054	128,559	132,000	157,000	168,000	174,600
West South Central Division	15	153,223	149,114	41,691	117,200	134,500	141,000	147,500	219,230
Subtotal	73	147,543	143,511	33,392	112,600	126,931	140,000	163,500	185,800
<b>West Region</b>									
Mountain Division	11	143,132	143,272	22,425	118,000	128,126	143,000	161,500	174,600
Pacific Division	15	166,523	164,834	31,396	140,338	150,000	161,000	180,000	198,000
Subtotal	26	156,627	154,877	29,867	123,000	137,750	153,500	171,750	187,500

Note: For a map of U.S. Census Regions and Divisions, please see Appendix A.

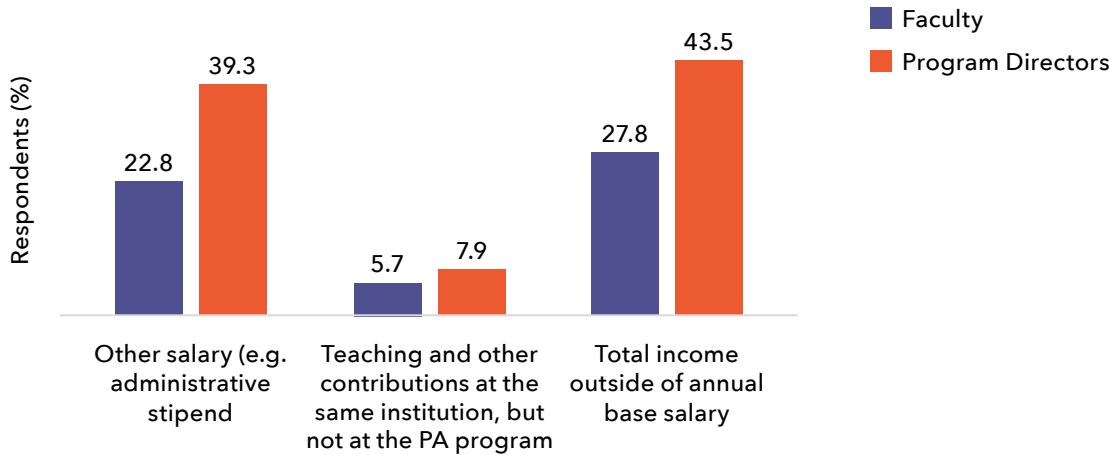
## INCOME OUTSIDE OF BASE FACULTY SALARY

Respondents were asked to report on any income, besides their base faculty salary, that they received from other sources within their employing institution in the 2021– 2022 academic year. All responding faculty and program directors were included, regardless of their FTE.

**TABLE 70. INCOME FROM INSTITUTION OUTSIDE OF BASE FACULTY SALARY (\$)**

	<i>n</i>	<i>M</i>	<i>M(T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (<i>Mdn</i>)</b>	<b>P75</b>	<b>P90</b>
<b>Faculty</b>									
Other salary (e.g., administrative stipend)	131	13,774	7,788	23,095	1,300	3,300	5,700	12,000	29,707
Teaching and other contributions at the same institution, but not at the PA program	33	14,115	5,919	28,871	500	2,100	5,000	10,200	15,000
Total income outside of annual base salary	160	14,189	7,618	24,639	1,000	3,000	5,000	12,000	31,236
<b>Program Directors</b>									
Other salary (e.g., administrative stipend)	84	21,451	17,616	25,282	3,600	10,000	16,330	25,000	37,400
Teaching and other contributions at the same institution, but not at the PA program	17	23,124	15,940	43,322	2,400	5,000	10,000	13,750	58,800
Total income outside of annual base salary	93	23,602	17,753	30,606	3,000	10,000	16,660	25,600	42,000

**FIGURE 17. PERCENT RECEIVING INCOME FROM INSTITUTION OUTSIDE OF BASE FACULTY SALARY**



Note: Percentages were calculated by dividing the number of respondents who reported income from each source by the 160 faculty or 93 program directors who reported dollar amounts for their base salary and/or income outside of their base salary.

## SECTION 7. MEDICAL DIRECTORS

### MEDICAL DIRECTOR RESPONSIBILITIES & ACTIVITIES

**TABLE 71. FTE BY RESPONSIBILITY**

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Medical Director duties	18	0.02	0.9	0.3	0.2	0.2
Other duties and responsibilities within the PA program	6	0.02	0.9	0.5	0.4	0.6
Duties and responsibilities outside of the PA program but at the same institution	6	0.03	0.8	0.4	0.3	0.4

Note: Zeroes were excluded from this analysis.

**TABLE 72. HOURS PER WEEK DEVOTED TO PA PROGRAM ACTIVITIES**

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Hours	18	2.0	50.0	16.8	15.5	9.0

Note: Zeroes were excluded from this analysis.


**TABLE 73. PERCENT OF TIME SPENT ON MEDICAL DIRECTOR ACTIVITIES (%)**

	<b>% reporting</b>	<b>n</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>	<b>Mdn</b>
Administration	75.0	12	4.0	75.0	30.3	24.9	20.0
Admissions	75.0	12	3.0	50.0	13.4	14.4	7.5
Clinical teaching	68.8	11	4.0	40.0	17.6	13.6	10.0
Committee work	75.0	12	5.0	50.0	14.4	12.7	10.0
Curriculum development	68.8	11	2.0	20.0	8.4	6.1	5.0
Didactic teaching	68.8	11	2.0	75.0	32.6	21.9	35.0
Faculty development	25.0	4	1.0	10.0	4.0	4.1	2.5
PA-related research	31.3	5	1.0	5.0	3.4	2.2	5.0
Locating clinical sites	68.8	11	1.0	40.0	8.6	11.3	5.0

*Note: Zeroes were excluded from this analysis.*

*Participants were asked to indicate the duties they had in their role, then to estimate the percent of time spent on each duty. Reported percentages were required to sum to 100%. Not all respondents who indicated their duties also reported percent breakdowns. “% reporting” represents the number of respondents who reported a duty, divided by the 16 total respondents who reported at least one duty. “n” refers to the number of respondents who reported the percentage of their time spent on a specific duty.*

**TABLE 74. MEDICAL DIRECTOR ACTIVITIES**

<b>Most time spent</b>  <b>Least time spent</b>	Didactic teaching
	Administration
	Clinical teaching
	Committee work
	Admissions

*Note: Rankings of time spent are based on respondents’ average reports of the percent of their time spent on each duty, excluding “other” responsibilities.*

# MEDICAL DIRECTOR SALARIES

With the exception of Table 75, “salary” refers to respondents’ salary for their medical director duties only during the 2021–2022 academic year. Medical directors’ mean and median FTE for their medical director duties only are included alongside salary information, along with the number of respondents who provided both their salary and medical director FTE information. Zeroes were excluded from all analyses.

**TABLE 75. SOURCES OF TOTAL SALARY (%)**

	<b>% reporting</b>	<b>n</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>	<b>Mdn</b>
PA program	70.0	14	10.0	100.0	44.6	33.5	30.0
Institution but not PA program (e.g., Department of Family Medicine)	30.0	6	5.0	90.0	56.3	37.3	75.0
Clinical work	40.0	8	5.0	80.0	48.4	27.1	51.0

*Medical directors were asked to estimate the percentage of their total salaries received from each source. Percentages were required to sum to 100%. “% reporting” refers to the number of respondents who reported a value greater than 0% for a specific source, divided by the 16 total respondents who provided percentage breakdowns.*

**TABLE 76. SALARY (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
Salary	16	39,582	38,441	22,155	19,800	25,216	30,500	53,625	82,910

**TABLE 77. SALARY BY GENDER (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
Male	10	39,557	38,413	26,415	11,400	24,750	27,933	61,250	88,730
Female	6	39,625	39,028	14,717	26,000	27,500	35,125	53,125	56,750

**TABLE 78. SALARY BY UNDERREPRESENTED MINORITY (URM)/UNDERREPRESENTED (UR) IN MEDICINE STATUS (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
URM/URiM	6	40,303	38,408	24,710	25,000	25,649	31,125	51,675	64,350
Non-URM/Non-URiM	10	39,150	38,500	21,871	11,400	24,750	29,000	57,250	78,400

*Note: The Medical Directors reporting salary data and identifying as an underrepresented minority and underrepresented in medicine were in complete overlap and therefore, are reported together in the above table.*

**TABLE 79. SALARY BY YEARS IN POSITION (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
Less than 5 years	6	36,917	36,130	16,157	24,000	25,500	29,000	53,125	58,200
5-9 years	5	47,990	46,950	25,877	25,000	28,125	39,000	72,350	75,820
10 or more years	5	34,373	33,192	26,881	10,000	17,500	25,865	55,500	60,400

*Note: Due to low frequencies, less than 1 year, 1 year, and 2-4 years were all collapsed into the category of less than 5 years for medical directors.*



**TABLE 80. SALARY BY ACADEMIC RANK (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
Professor/Associate Professor	5	46,940	45,783	26,815	25,000	25,500	39,000	72,350	75,820
Assistant professor	8	39,046	38,384	23,384	10,000	25,216	29,000	60,375	68,800

**TABLE 81. SALARY BY PROGRAM ACADEMIC HEALTH CENTER STATUS (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
AHC	5	46,640	45,450	25,816	12,800	25,000	28,000	55,000	76,800
non-AHC	11	36,374	35,416	20,820	25,000	27,500	39,000	69,600	73,620

**TABLE 82. SALARY BY TYPE OF INSTITUTION (\$)**

	<b><i>n</i></b>	<b><i>M</i></b>	<b><i>M(T)</i></b>	<b><i>SD</i></b>	<b><i>P10</i></b>	<b><i>P25</i></b>	<b><i>P50 (Mdn)</i></b>	<b><i>P75</i></b>	<b><i>P90</i></b>
Public	6	39,783	37,887	25,031	24,000	24,750	30,500	51,675	64,350
Private	9	38,346	38,607	22,687	10,000	25,433	28,000	59,500	67,200

Note: Private includes both non-profit and for-profit institutions. Public/private hybrid and military programs were excluded due to low frequencies.

## SECTION 8. JOB EXPERIENCES & SATISFACTION

The questions in this section of the survey were adapted from the [Higher Education Research Institute \(HERI\) Faculty Survey](#).

**TABLE 83. PERCEPTIONS OF FAIRNESS IN THE PA PROGRAM**

	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
This program has effective hiring practices and policies that increase faculty and staff diversity	583	3.1	0.9	3.0	210	3.3	0.8	3.0	16	3.3	1.0	3.5
I am treated fairly in my program	594	3.5	0.8	4.0	210	3.7	0.5	4.0	16	3.8	0.8	4.0
My research is valued by faculty and staff in my program	377	3.1	0.9	3.0	153	3.3	0.8	3.0	4	3.3	1.5	4.0
My teaching is valued by faculty and staff in my program	584	3.6	0.7	4.0	201	3.7	0.5	4.0	14	3.7	0.8	4.0
My service is valued by faculty and staff in my program	589	3.5	0.7	4.0	211	3.6	0.7	4.0	16	3.8	0.8	4.0
Faculty and staff are sufficiently involved in program decision-making	592	3.3	0.9	4.0	209	3.8	0.6	4.0	16	3.7	0.8	4.0
Faculty and staff respect each other	592	3.5	0.7	4.0	208	3.8	0.5	4.0	16	3.7	0.8	4.0
Administrators consider faculty and staff concerns when making policy	590	3.1	0.9	3.0	210	3.3	0.9	4.0	16	3.3	0.9	3.5
Faculty and staff are hired and paid fairly	588	2.9	1.0	3.0	211	3.1	0.9	3.0	15	3.3	0.8	3.0
Faculty and staff are prepared to deal with conflict over diversity issues in the classroom	583	3.0	0.9	3.0	211	3.2	0.8	3.0	16	3.3	0.9	3.5
Faculty and staff of color are treated fairly in my program	453	3.7	0.7	4.0	172	3.8	0.5	4.0	13	3.8	0.8	4.0
Women faculty and staff are treated fairly in my program	588	3.6	0.7	4.0	212	3.8	0.6	4.0	16	3.8	0.8	4.0
LGBTQ faculty and staff are treated fairly in my program	381	3.8	0.5	4.0	157	3.9	0.5	4.0	12	3.8	0.9	4.0

Note: 1 = "Strongly disagree" to 4 = "Strongly agree." "Not applicable" responses were excluded from this analysis.

**TABLE 84. JOB SATISFACTION**





	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Autonomy and independence	592	3.5	0.8	4.0	211	3.6	0.7	4.0	16	3.9	0.3	4.0
Clinical work arrangement	455	3.2	0.9	3.0	159	3.3	0.9	4.0	13	3.9	0.3	4.0
Current academic rank	589	3.0	0.9	3.0	207	3.2	0.8	3.0	15	3.3	0.8	3.0
Curriculum	591	3.2	0.8	3.0	211	3.5	0.6	4.0	16	3.5	0.6	4.0
Departmental support for work/life balance	590	3.1	1.0	3.0	210	3.0	1.0	3.0	15	3.8	0.4	4.0
Didactic or clinical teaching environment	586	3.3	0.8	3.0	207	3.4	0.7	4.0	15	3.7	0.5	4.0
Development opportunities outside institution (e.g., conferences)	585	3.1	0.9	3.0	210	3.3	0.8	3.0	15	3.3	0.9	3.0
Development opportunities within institution (e.g., grant workshops)	546	2.9	0.9	3.0	208	3.0	0.9	3.0	10	2.7	0.8	3.0
Fairness of salary relative to other faculty and staff	575	2.8	1.0	3.0	208	3.1	1.0	3.0	14	3.6	0.6	4.0
Healthcare plan	508	3.2	0.8	3.0	185	3.3	0.8	3.0	8	3.6	0.5	4.0
Institutional leadership	591	2.7	1.0	3.0	210	2.9	1.0	3.0	16	3.3	0.9	3.5
Job responsibilities	594	3.1	0.8	3.0	212	3.2	0.9	3.0	16	3.8	0.4	4.0
Program management/leadership	589	3.1	1.0	3.0	200	3.6	0.7	4.0	16	3.6	0.5	4.0
Promotion potential	554	2.7	1.0	3.0	202	2.9	0.9	3.0	14	3.2	0.9	3.0
Quality of students	578	3.3	0.7	3.0	202	3.4	0.6	3.0	15	3.7	0.5	4.0
Research opportunities	470	2.6	0.9	3.0	182	2.7	0.9	3.0	8	3.3	0.9	3.5
Retirement benefits	581	3.3	0.9	3.0	210	3.4	0.8	4.0	10	3.7	0.7	4.0
Salary amount	594	2.5	1.0	3.0	212	2.9	0.9	3.0	16	3.3	0.9	3.5
Schedule flexibility	591	3.5	0.8	4.0	212	3.5	0.8	4.0	16	4.0	0.0	4.0

**TABLE 84 (CONTINUED). JOB SATISFACTION**

	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Staff support	594	3.1	0.9	3.0	209	3.2	0.9	3.0	16	3.3	0.9	3.5
Parity with other departments	560	2.7	1.0	3.0	207	3.1	1.0	3.0	13	3.1	0.6	3.0
Student to faculty ratio	585	3.0	0.9	3.0	206	3.1	1.0	3.0	14	3.6	0.6	4.0
Institution culture & climate	590	3.0	0.9	3.0	212	3.1	0.9	3.0	16	3.6	0.6	4.0
Teaching workload	584	2.9	0.9	3.0	201	2.9	1.0	3.0	15	3.6	0.5	4.0
Tenure requirements	284	2.5	1.0	3.0	110	2.9	1.0	3.0	3	3.3	0.6	3.0
Faculty mentorship opportunities	562	2.7	1.0	3.0	208	2.9	0.9	3.0	13	3.0	0.8	3.0
Diversity within PA program (faculty, staff, and students)	579	2.8	1.0	3.0	209	2.8	0.9	3.0	15	3.1	1.0	3.0
Institution support	589	2.7	1.0	3.0	211	2.9	1.0	3.0	16	3.0	0.9	3.0

Note: 1 = "Not satisfied" to 4 = "Very satisfied." "Not applicable" responses were excluded from this analysis.

**TABLE 85. MOST AND LEAST SATISFYING ASPECTS OF JOB**

<b>MOST SATISFYING ASPECTS OF JOB</b>			
	<b>Faculty</b>	<b>Program Directors</b>	<b>Medical Directors</b>
<p><b>More satisfying</b></p>   <p><b>Less satisfying</b></p>	Schedule flexibility	Autonomy and independence	Clinical work arrangement
	Autonomy and independence	Curriculum	Autonomy and independence
	Didactic or clinical teaching environment	Program management/leadership	Departmental support for work/life balance
	Retirement benefits	Schedule flexibility	Job Responsibilities
	Quality of students	Didactic or clinical teaching environment	Didactic or clinical teaching environment; Quality of Students
<b>LEAST SATISFYING ASPECTS OF JOB</b>			
	<b>Faculty</b>	<b>Program Directors</b>	<b>Medical Directors</b>
<p><b>Less satisfying</b></p>   <p><b>More satisfying</b></p>	Salary amount	Research Opportunities	Development opportunities within institution (e.g., grant workshops)
	Tenure requirements	Diversity within PA program (faculty, staff, students)	Institution support
	Research opportunities	Teaching workload	Faculty mentorship opportunities
	Promotion potential	Faculty mentorship opportunities	Diversity within PA program (faculty, staff, students)
	Institution support	Promotion potential	Parity with other departments

*Note: Most and least satisfying aspects are ranked by respondents' average satisfaction with each of 23 total aspects.*

**TABLE 86. STRESSORS**


	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Child care	591	2.3	1.2	2.0	210	2.1	1.2	2.0	16	2.1	1.3	2.0
Colleagues	592	1.8	0.8	2.0	211	1.9	0.7	2.0	16	1.4	0.5	1.0
Committee work	590	1.9	0.7	2.0	211	1.9	0.7	2.0	16	1.4	0.6	1.0
Faculty/staff meetings	590	1.8	0.7	2.0	211	1.7	0.7	2.0	16	1.2	0.4	1.0
Increased work responsibilities	592	2.2	0.7	2.0	211	2.4	0.7	3.0	16	1.5	0.5	1.5
Institutional budget cuts	592	1.9	0.9	2.0	211	2.0	0.8	2.0	16	1.8	1.1	1.0
Institutional procedures and "red tape"	593	2.1	0.7	2.0	211	2.3	0.7	2.0	16	2.0	0.6	2.0
Job security	592	1.4	0.7	1.0	210	1.4	0.7	1.0	16	1.2	0.4	1.0
Lack of personal time	593	2.0	0.8	2.0	210	2.2	0.7	2.0	16	1.5	0.5	1.5
Managing household responsibilities	592	2.1	0.8	2.0	211	2.0	0.8	2.0	16	1.7	0.8	1.5
My physical health	591	1.8	0.7	2.0	211	1.9	0.7	2.0	16	1.5	0.6	1.0
Personal finances	591	1.7	0.7	2.0	211	1.6	0.7	2.0	16	1.3	0.6	1.0
Research or publishing demands	591	2.1	1.1	2.0	210	1.8	1.0	2.0	16	2.0	1.3	1.5
Review/promotion process	590	1.9	0.9	2.0	211	1.8	0.7	2.0	16	1.9	1.2	1.0
Self-imposed high expectations	591	2.3	0.7	2.0	211	2.3	0.7	2.0	16	1.6	0.5	2.0
Students	589	2.0	0.7	2.0	211	2.2	0.7	2.0	16	1.6	0.8	1.0
Teaching load	591	2.0	0.8	2.0	211	1.9	0.9	2.0	16	1.7	1.2	1.0
Working with under-prepared students	591	2.0	0.8	2.0	211	2.1	0.9	2.0	16	1.9	1.0	2.0
Workplace discrimination	591	1.4	0.8	1.0	211	1.3	0.7	1.0	16	1.2	0.8	1.0
Lack of diversity	593	1.6	0.8	1.0	211	1.6	0.7	1.0	16	1.4	0.6	1.0

**TABLE 86 (CONTINUED). STRESSORS**

	Faculty				Program Directors				Medical Directors			
	n	M	SD	Mdn	n	M	SD	Mdn	n	M	SD	Mdn
Schedule changes	591	1.7	0.8	2.0	211	1.7	0.8	2.0	16	1.2	0.4	1.0

*Note: Respondents were asked to think about the extent to which each factor had been a source of stress in the past two years. 1 = "Not at all" to 3 = "Extensive." "Not applicable" responses were excluded.*

**TABLE 87. TOP FIVE STRESSORS**

	Faculty	Program Directors	Medical Directors
<p><b>More stressful</b></p>  <p><b>Less stressful</b></p>	Self-imposed high expectations	Increased work responsibilities	Child care
	Child care	Institutional procedures and "red tape"	Institutional procedures and "red tape"
	Increased work responsibilities	Self-imposed high expectations	Research and publishing demands
	Institutional procedures and "red tape"	Lack of personal time	Working with under-prepared students
	Managing household responsibilities	Students	Review/promotion process

**TABLE 88. BURNOUT**

	Faculty			Program Directors			Medical Directors		
	<i>n</i>	%	Cum. %	<i>n</i>	%	Cum. %	<i>n</i>	%	Cum. %
<b>I feel burned out</b>									
Never	62	10.4	10.4	10	4.8	4.8	9	56.3	56.3
A few times a year	113	19.0	29.5	40	19.0	23.8	4	25.0	81.3
Once a month or less	95	16.0	45.5	23	11.0	34.8	0	0.0	81.3
A few times a month	145	24.4	69.9	49	23.3	58.1	2	12.5	93.8
Once a week	81	13.6	83.5	27	12.9	71.0	1	6.3	100.0
A few times a week	58	9.8	93.3	36	17.1	88.1	0	0.0	100.0
Every day	40	6.7	100.0	25	11.9	100.0	0	0.0	100.0
<b>Total</b>	<b>594</b>	<b>100.0</b>	<b>100.0</b>	<b>210</b>	<b>100.0</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>100.0</b>
<b>I have become more callous toward people since I took this job</b>									
Never	254	43.1	43.1	69	33	33	10	66.7	66.7
A few times a year	122	20.7	63.7	38	18.2	51.2	5	33.3	100
Once a month or less	69	11.7	75.4	28	13.4	64.6	0	0.0	100.0
A few times a month	51	8.6	84.1	30	14.4	78.9	0	0.0	100.0
Once a week	37	6.3	90.3	16	7.7	86.6	0	0.0	100.0
A few times a week	31	5.3	95.6	17	8.1	94.7	0	0.0	100.0
Every day	26	4.4	100.0	11	5.3	100.0	0	0.0	100.0
<b>Total</b>	<b>590</b>	<b>100.0</b>	<b>100.0</b>	<b>209</b>	<b>100.0</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>100.0</b>

*Respondents were asked to indicate how often two statements described the way they felt about their work as a PA educator. The two statements were validated items drawn from the Maslach Burnout Inventory.*

*Note: "Cum. %" refers to the cumulative percentage of respondents who selected each response choice.*



**TABLE 89. JOB TRENDS IN PAST TWO YEARS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	Yes %	<i>n</i>	Yes %	<i>n</i>	Yes %
Considered leaving academia for another job	593	44.9	211	50.2	16	18.8
Considered leaving your current institution or another institution	594	38.6	211	43.1	16	10.0
Considered leaving your current position for another one <u>within the same PA program</u>	594	16.7	211	22.7	16	6.3
Considered retiring	594	20.9	211	29.4	16	31.3
Engaged in public service/professional consulting without pay	594	38.9	210	41.4	16	50.0
Received at least one firm job offer elsewhere	593	37.6	209	42.6	16	25.0

**TABLE 90. PROFESSIONAL DEVELOPMENT IN THE PAST TWO YEARS (%)**

	Faculty					Program Directors					Medical Directors				
	<i>n</i>	Yes	No	Not Offered	Not Eligible	<i>n</i>	Yes	No	Not Offered	Not Eligible	<i>n</i>	Yes	No	Not Offered	Not Eligible
Incentives to develop new courses	527	20.3	32.1	45.5	2.1	189	24.3	42.9	29.6	3.2	10	10.0	50.0	40.0	0.0
Incentives to integrate new technology into your classroom	538	43.9	25.7	28.8	1.7	207	45.9	32.9	21.3	0.0	13	15.4	61.5	23.1	0.0
Internal grants for research	524	16.2	59.0	21.0	3.8	199	18.6	61.8	16.1	3.5	11	9.1	72.7	18.2	0.0
Paid workshops outside your institution focused on teaching	561	49.9	34.2	15.5	0.4	209	60.8	33.5	5.7	0.0	13	38.5	38.5	23.1	0.0
Paid sabbatical leave	518	2.9	40.9	39.2	17.0	189	1.6	49.2	29.1	20.1	10	50.0	10.0	40.0	0.0
Training for administrative leadership	540	23.3	38.1	36.5	2.0	208	53.4	26.9	19.2	0.5	13	7.7	46.2	46.2	0.0
Travel funds paid by your institution	546	49.6	31.5	16.8	2.0	202	61.9	26.7	8.9	2.5	12	41.7	25.0	33.3	0.0

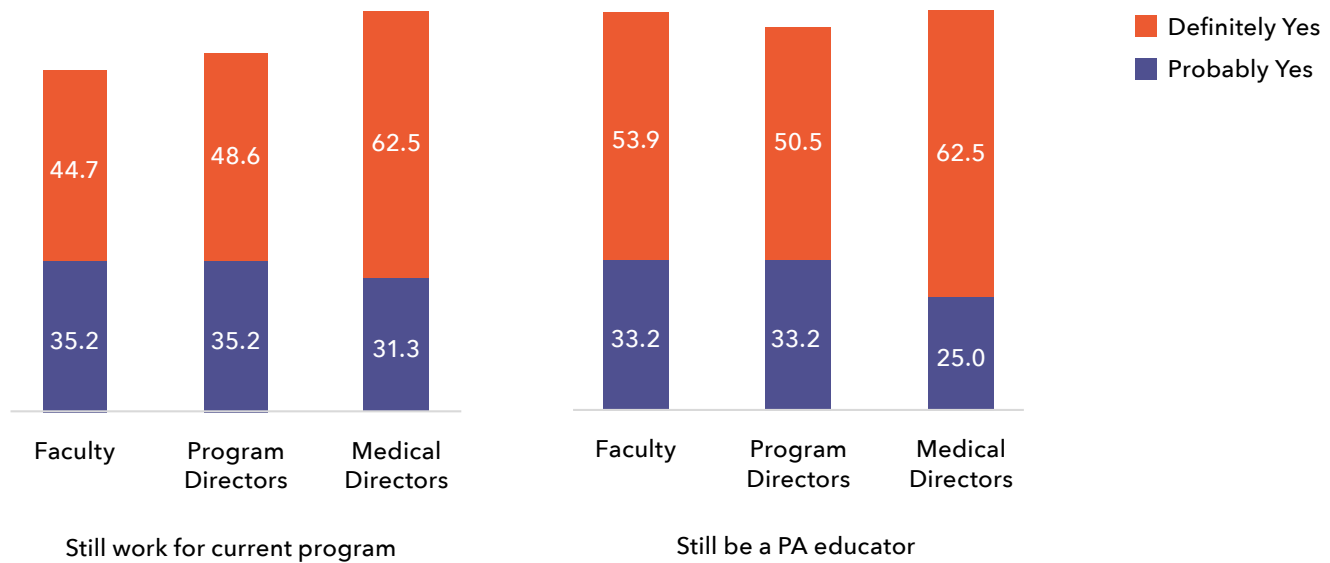
*Note: Respondents were asked whether they had taken advantage of a variety of professional development opportunities at their institution over the past two years. "Not Offered" indicates that a respondent was not offered the opportunity and "Not Eligible" indicates that a respondent was not eligible for the opportunity.*

**TABLE 91. WOULD FACULTY CHOOSE SAME CAREER PATH IF GIVEN THE CHOICE**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Still work for current program</b>				
Faculty	591	4.1	1.1	4.0
Program Directors	210	4.2	1.0	4.0
Medical Directors	16	4.5	0.8	4.5
<b>Still be a PA educator</b>				
Faculty	590	4.4	0.8	5.0
Program Directors	208	4.3	0.9	5.0
Medical Directors	16	4.5	0.7	5.0

Note: 1 = "Definitely no" to 5 = "Definitely yes."

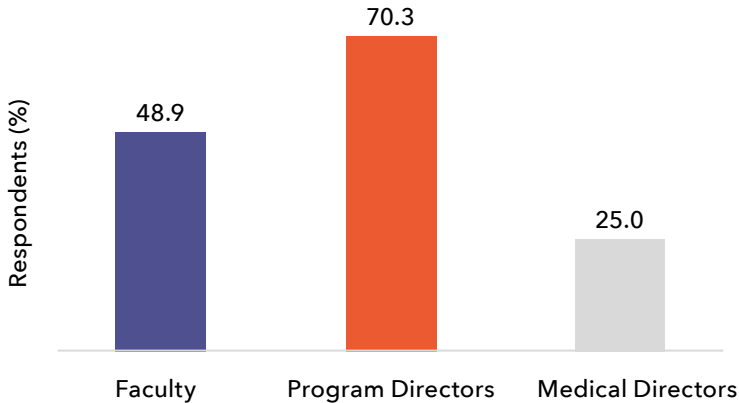
**FIGURE 18. PERCENT OF FACULTY WHO WOULD PROBABLY OR DEFINITELY CHOOSE THE SAME CAREER PATH**



# SECTION 9. RESEARCH & SCHOLARLY WORK

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FIGURE 19. EVER HAD RESEARCH OR SCHOLARLY PUBLICATIONS OVER SPAN OF PA ACADEMIC CAREER



**TABLE 92. NUMBER OF PUBLICATIONS OVER SPAN OF PA ACADEMIC CAREER AMONG RESPONDENTS WHO HAD EVER PUBLISHED**

	Faculty					Program Directors				
	<i>n</i>	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Peer-reviewed articles in academic or professional journals	241	150.0	6.8	13.4	3.0	127	67.0	6.3	9.4	3.0
Books, manuals, or monographs	47	10.0	2.3	2.1	1.0	21	9.0	2.0	2.0	1.0
Chapters in edited volumes	122	24.0	2.9	3.6	2.0	77	21.0	2.1	2.6	1.0
Other (e.g., patents, computer software products)	44	100.0	7.5	16.9	2.0	20	28.0	4.9	6.5	2.0

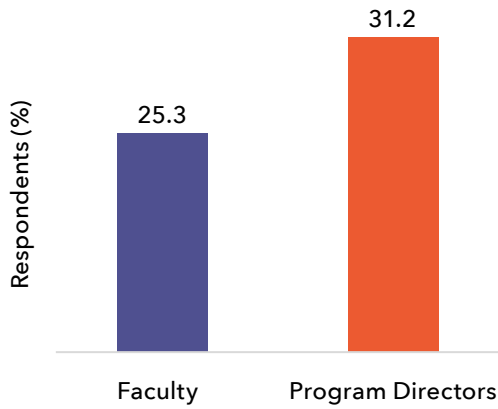
*Note: This includes both first-authored and non-first authored publications. Only respondents who had ever published were asked to answer this question. Outliers were not removed prior to analysis. Medical directors were excluded due to low frequencies.*

**TABLE 93. NUMBER OF PROFESSIONAL WRITINGS IN PAST TWO YEARS AMONG RESPONDENTS REPORTING ANY PUBLISHED WRITING**

	Faculty					Program Directors				
	<i>n</i>	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Accepted for publication but not yet published	97	7.0	1.6	1.0	1.0	41	15.0	1.7	2.2	1.0
Published	164	50.0	2.7	4.4	2.0	69	12.0	2.5	1.9	2.0

*Note: Zeroes were excluded from this analysis. Medical directors were excluded due to low frequencies.*

**FIGURE 20. PUBLISHED IN PAST TWO YEARS**

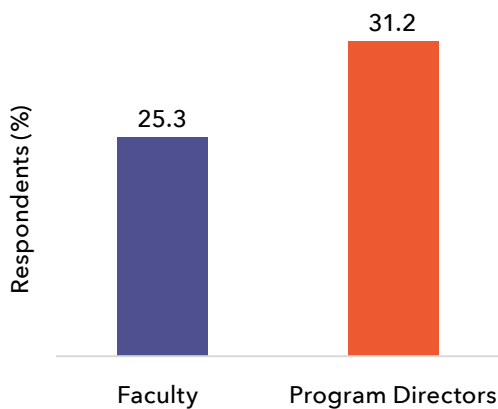


**TABLE 94. NUMBER OF RESEARCH PRESENTATIONS IN PAST YEAR (2021) AMONG RESPONDENTS REPORTING ANY PRESENTATION**

	<i>n</i>	<b>Max</b>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Faculty	174	21	2.7	3.0	2.0
Program Directors	68	10	2.5	2.0	2.0

*Note: Respondents were asked to include only peer-reviewed, scientific research presentations (e.g., posters and talks at conferences) and were asked to exclude non-research-related presentations. Zeroes were excluded from this analysis.*

**FIGURE 21. PRESENTED RESEARCH IN PAST YEAR (2021)**

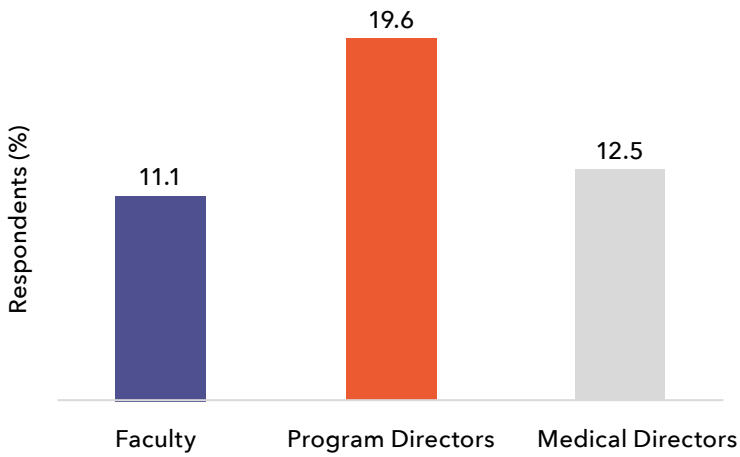


**TABLE 95. RECEIVED FUNDING FOR RESEARCH OR SCHOLARLY WORK IN PAST THREE YEARS**

	Faculty		Program Directors		Medical Directors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Business or industry	9	13.8	6	13.0	0	0.0
Foundations	26	40.0	18	39.1	0	0.0
PAEA	14	21.5	13	28.3	1	50.0
State or federal government	31	47.7	24	52.2	1	50.0
<b>Total</b>	<b>65</b>		<b>46</b>		<b>2</b>	

*Note: Percentages indicate the percentage of respondents who had received funding from each source. Respondents were allowed to choose from multiple funding sources.*

**FIGURE 22. RECEIVED FUNDING FOR RESEARCH OR SCHOLARLY WORK IN PAST THREE YEARS**



## SECTION 10. EQUITY, DIVERSITY, AND INCLUSION

In 2020, PAEA created a Diversity, Equity, and Inclusion Toolkit, which is organized in two parts and designed to work in tandem to enrich efforts in the diversity, equity, and inclusion space. We recognize this tool as a living document that is accessible to our members online. As programs share feedback and best practices, these resources will be updated and enhanced.

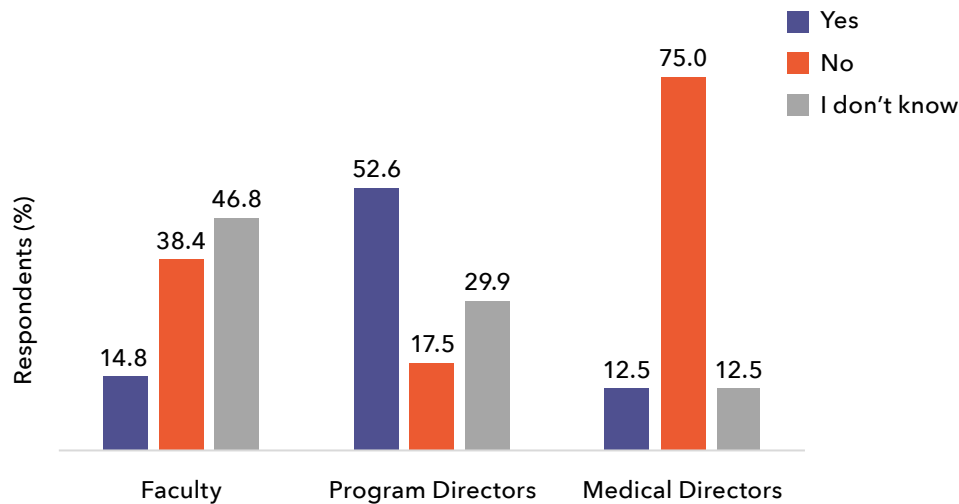
The toolkit is a framework designed to help programs define their goals for diversity and inclusion and meet the ARC-PA standard (A1.11), which requires a PA program to “demonstrate its commitment to student, faculty and staff diversity and inclusion.”

The best practices document provides practical strategies that PA programs can use to build a more inclusively excellent program.

To examine faculty and staff engagement in equity, diversity, and inclusion efforts at their respective programs, respondents were asked a series of questions about the use of the DEI Toolkit and Best Practices supplemental document. Programs also received these questions on the COVID-19 Rapid Response Survey in August 2021. These questions were added to the 2022 Faculty & Director’s Survey in order to get a broader view of EDI activities at PA programs.

In addition, participants were invited to provide reflective and narrative responses to the prompt: *What has acted as a barrier to the advancement of EDI goals at your institution?* These open-ended responses have been qualitatively analyzed and are included in this section.

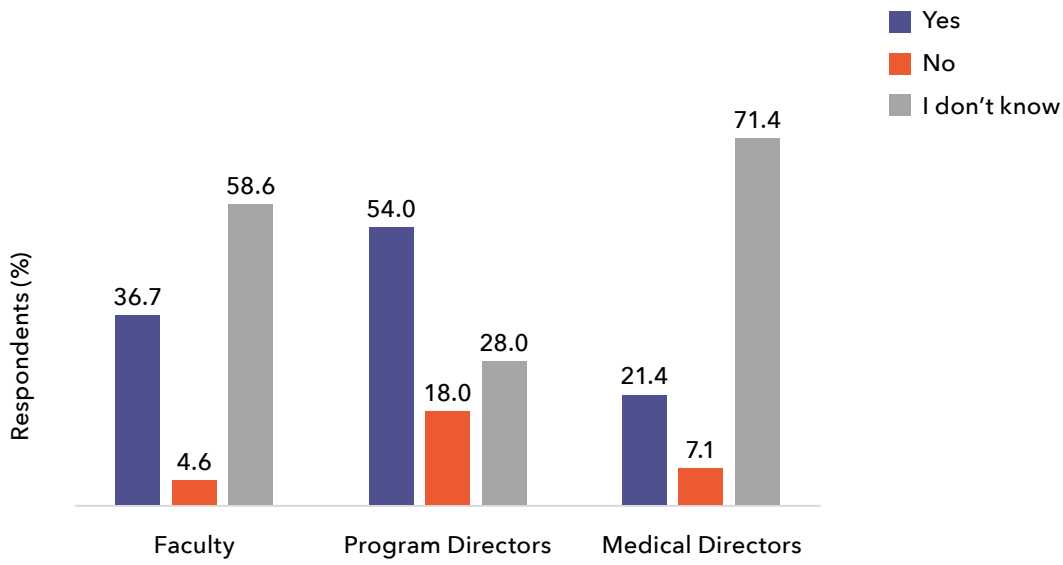
**FIGURE 23. PARTICIPATION IN THE COVID-19 RAPID RESPONSE 4 SURVEY (%)**



*Note: In 2021, PAEA administered the COVID-19 Rapid Response 4 Survey, which also asked respondents about their program’s usage of the DEI Toolkit and its Supplemental Best Practices document. Only respondents who replied “no” to this question were asked the remaining questions in this section.*



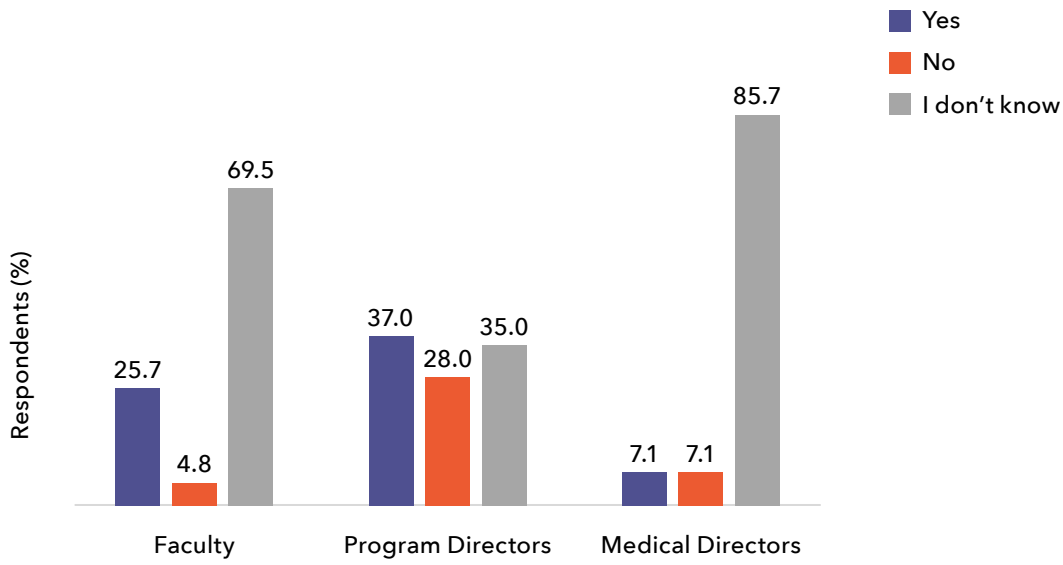
**FIGURE 24. PROGRAM ACCESS TO DEI TOOLKIT (%)**



**TABLE 96. PROGRAM ACCESS TO DEI TOOLKIT BY TYPE OF INSTITUTION (%)**

	<b>Yes</b>	<b>No</b>	<b>Do Not Know</b>
Private	38.2	5.9	55.9
Public	40.8	8.1	51.2
Other	40.7	11.1	48.1

**FIGURE 25. PROGRAM ACCESS TO DEI SUPPLEMENTAL BEST PRACTICES DOCUMENT (%)**



**TABLE 97. PROGRAM ACCESS TO DEI SUPPLEMENTAL BEST PRACTICES DOCUMENT BY TYPE OF INSTITUTION (%)**

	<b>Yes</b>	<b>No</b>	<b>Do Not Know</b>
Private	25.7	7.2	67.0
Public	29.2	12.3	58.5
Other	29.6	0.0	70.4

**TABLE 98. PROGRAM ENGAGEMENT IN DEI EFFORTS BY TYPE OF INSTITUTION**

	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Has established diversity, equity, and inclusion goal(s)	495	4.0	1.0	4.0	99	4.0	1.0	4.0	14	4.1	1.0	4.5
Has identified implementation strategies and tactics to support our diversity, equity, and inclusion goal(s)	494	3.9	1.0	4.0	99	4.0	0.9	4.0	14	4.1	0.8	4.0
Has measured the effectiveness of the strategies taken to address our diversity, equity, and inclusion goal(s)	494	3.5	1.1	4.0	99	3.6	1.1	4.0	14	3.7	1.3	4.0
Has readjusted our diversity, equity, and inclusion goal(s) at critical milestones	495	3.7	1.1	4.0	99	3.6	1.1	4.0	14	4.0	0.9	4.0
Works toward continuous improvement in our diversity, equity, and inclusion efforts	495	4.0	1.0	4.0	97	4.3	0.9	4.0	14	4.2	1.0	4.5

*Note: 1 = "Strongly Disagree" to 5 = "Strongly Agree."*

**TABLE 99. PROGRAM ENGAGEMENT IN DEI BEST PRACTICES**

	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Has a plan to address structural inequality that occurs within the program	494	3.3	1.1	3.0	99	3.4	1.0	3.0	14	3.7	0.9	4.0
Empirically and critically evaluates campus and program climate in order to make appropriate changes to better support student and faculty experiences	492	3.6	1.1	4.0	100	3.8	0.9	4.0	14	3.9	0.8	4.0
Harnesses data to develop key insights and analyses that inform curriculum development and revision as well as policy changes	494	3.8	1.0	4.0	99	3.9	1.0	4.0	14	4.1	0.5	4.0
Has a dedicated budget, access to resources, institutional support, and time release allotted to promotion of diversity efforts promote diversity efforts within the program	493	3.1	1.1	3.0	98	3.0	1.2	3.0	14	3.7	0.9	4.0
Has established working definitions of what diversity, equity, and inclusion mean within our program	491	3.7	1.1	4.0	100	3.9	1.0	4.0	14	4.1	0.9	4.0
Has incorporated diversity in the curricula by defining cultural diversity perspectives as they relate to the desired outcomes	491	3.9	0.9	4.0	100	4.1	0.9	4.0	14	4.4	0.6	4.0
Provides people from disadvantaged backgrounds with the resources and support needed to graduate from a PA program	493	3.5	1.1	4.0	99	3.7	1.0	4.0	14	4.1	0.8	4.0
Uses holistic admissions policies that include meaningful racial and ethnic diversity, community, representation, and other dimensions on admissions committees	493	3.9	1.1	4.0	100	4.1	1.0	4.0	14	4.3	0.6	4.0
Has developed a strategy to increase the percentage of diverse matriculants into PA schools	494	3.7	1.1	4.0	99	3.8	1.0	4.0	14	4.2	0.6	4.0

**TABLE 99 (CONTINUED). PROGRAM ENGAGEMENT IN DEI BEST PRACTICES**

	Faculty				Program Directors				Medical Directors			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Sets aside time to frequently revisit our mission statement and learns about updated laws or policies that may affect how the program strategizes to fulfill this mission	493	3.7	1.1	4.0	100	4.2	0.8	4.0	14	4.1	0.8	4.0
Uses targeted efforts and messaging to attract potential underrepresented PA student matriculants, faculty, and staff	494	3.5	1.1	4.0	99	3.8	1.0	4.0	14	4.1	0.8	4.0
Identifies opportunities for mentorship within the curriculum, develops mentorship skills, and engages mentorship networks to strengthen and support a diverse PA program	492	3.5	1.1	4.0	98	3.8	1.0	4.0	14	3.6	0.9	4.0
Recruits a greater number of students from marginalized groups (e.g., students from low-income households, LGBTQ+ students, URM students etc.), while also placing value on cognitive diversity	494	3.5	1.1	3.0	98	3.6	1.1	3.5	14	3.9	0.8	4.0

Note: 1 = "Strongly Disagree" to 5 = "Strongly Agree."

# BARRIERS TO EDI

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## METHODS

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Participants were invited to provide reflective and narrative responses to the prompt: *What has acted as a barrier to the advancement of EDI goals at your institution?* Similar to the quantitative sections of the survey, responses to this question were voluntary. This aligned with the overall survey design, where completing this specific question, akin to other components, remained optional without influencing their overall survey engagement.

The goal of this question and the analysis of the responses was to develop a synopsis of the understanding of barriers and challenges to diversity, equity, and inclusion initiatives at PA programs. Data analysis followed a systematic and iterative process. Following the survey's conclusion, content analysis of the responses commenced using MAXQDA, utilizing grounded theory through a sequence of open, axial, and selective coding stages. The coding process involved identifying and labeling key themes, patterns, and concepts. The coding structure was developed through an inductive approach, allowing themes to emerge directly from the data rather than being predetermined.

In the initial open coding stage, a member of the PAEA Research Team autonomously reviewed each response and identified relevant themes that surfaced from the data. These themes were used to develop codes, grouped into categories during the second coding phase, axial coding. Axial coding was used to organize and draw connections between codes. The data underwent a focused review in the final selective coding stage to understand the emerging central themes. Coding continued until no new themes were identified. Reflective notes were maintained to document evolving patterns and themes and to outline adjustments made to the emerging codes during the process.

The coding process aimed for data saturation, at which no new information or themes arose from the participant's responses. This was achieved through an ongoing assessment of the data throughout the data collection process, providing confidence in the comprehensiveness of the findings.

## LIMITATIONS

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While this analysis aimed to provide valuable insights through qualitative research, it is crucial to acknowledge a notable limitation in the coding process. The qualitative data analysis was conducted by a single researcher, thereby excluding the incorporation of inter-rater reliability measures. Inter-rater reliability is essential in ensuring the consistency and validity of the coding process by involving multiple coders to analyze and interpret data independently. The absence of this element in this analysis raises concerns about the generalizability of the findings.

## RESULTS

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Of the total number of participants that responded to the 2022 Faculty and Director's Survey in full, 34.8% (n=310) responded to this free-text question. Frequencies and percentages may sum to more than 100% because responses can be categorized under multiple codes.

Seven main themes were identified in the participants' responses (Table 100): COVID-19; Institutional culture ignores EDI; Insufficient diversity in the applicant pool; Insufficient diversity among faculty and staff; Lack of resources; Systemic issues; Undefined, unmeasured EDI goals.

**TABLE 100: BARRIERS TO THE ADVANCEMENT OF EDI GOALS**

	<i>n</i>	%
COVID-19	7	2.3
Institutional culture ignores EDI	57	18.4
Insufficient diversity in the applicant pool	82	26.5
Insufficient diversity in faculty and/or program staff	22	7.1
Lack of resources	191	61.6
Systemic issues	8	2.6
Undefined, unmeasured EDI goals	23	7.4
<b>Total</b>	<b>310</b>	<b>--</b>

**Theme 1: COVID-19**

Analysis of participant responses revealed a minute yet noteworthy thematic emergence, as some responses described that barriers to EDI goals within their programs were exacerbated and, in some instances, directly attributed to the pervasive impact of the COVID-19 pandemic. The multifaceted repercussions of COVID-19 were evident in participants’ narratives, elucidating its profound effects on institutional dynamics. This includes staffing changes, a notable reduction in students’ on-campus engagement, and discernible shifts in admission policies, collectively underscoring the pandemic’s widespread influence on higher education.

**Theme 2: Institutional Culture Ignores EDI (Subthemes)**

A prominent theme emerged, as 18.4% of the responses expressed a prevailing sentiment that highlighted their program’s inclination to neglect EDI topics. Responses categorized under this theme articulate a culture and environment of organizational indifference towards EDI. The responses encapsulated within this overarching theme can be subdivided into three discernible subcategories (Table 101).

**TABLE 101: INSTITUTIONAL CULTURE IGNORES EDI (SUBTHEMES)**

	<i>n</i>	%
EDI initiatives/issues not considered a priority	44	78.6
Program has a historically nondiverse reputation	6	10.7
Quantitative measures of success are favored	7	12.7
<b>Subtotal</b>	<b>57</b>	<b>--</b>

The majority of responses within the overall theme ‘Institutional culture ignores EDI’ were subcategorized, with a prevailing thematic consensus indicating that EDI initiatives and issues are not accorded priority within some programs. The responses categorized under this subtheme unveil a nuanced panorama, revealing that the deprioritization of EDI is rooted in diverse factors. These include some faculty members harboring personal attitudes that impede the advancement of EDI, some not perceiving EDI as a salient issue, and other responses expressing the viewpoint that EDI does not merit dedicated time investment.

Six responses were subcategorized under the theme, 'Program has a historically nondiverse reputation.' Responses subcategorized under this theme shed light on the perception that underscores some programs' enduring reputations characterized by a historical lack of diversity.

Seven responses were subcategorized under the theme, 'Quantitative measures of success are favored.' Analysis of participant narratives revealed a pattern among the responses, wherein a preference for quantitative measures of success was observed over the utilization of holistic admissions approaches, with a particular emphasis on prioritizing academic achievements as the primary criterion in candidate selection. This thematic orientation highlights a noteworthy dimension in the admissions processes of these programs, underscoring potential implications for equity and inclusivity.

**Theme 3: Insufficient Diversity in the Applicant Pool (Subthemes)**

Comprising over one-fourth of all participant responses, 'Insufficient diversity in the applicant pool' emerged as a salient theme within the data. These responses signal a prevalent concern regarding the perceived inadequacy of diversity within the applicant pool, illuminating a noteworthy aspect of the challenges programs face in fostering diverse and inclusive academic environments. The responses categorized under this theme demonstrated a rich and nuanced landscape, prompting a breakdown into four distinct subthemes (Table 102).

**TABLE 102: INSUFFICIENT DIVERSITY IN THE APPLICANT POOL (SUBTHEMES)**

	<i>n</i>	%
Challenges with recruitment efforts	15	18.3
Competition with other programs	5	6.1
Lack of "qualified" diverse applicants	30	36.6
Program location	35	42.7
<b>Subtotal</b>	<b>82</b>	--

Fifteen participant responses were subcategorized, revealing that challenges with recruitment efforts significantly contributed to the perceived insufficiency in diversity within the applicant pool of some programs. This distinct subtheme underscores the pivotal role of recruitment strategies as a contributing factor to the broader challenge of promoting a more diverse and inclusive academic environment within PA programs.

Within a specific subset of responses, a pattern emerged as a small but notable proportion of responses highlighted that intense competition with other PA programs in the same geographical area for access to diverse local candidates posed a significant challenge to their EDI initiatives.

Within the further analysis of responses categorized under the overarching theme of 'Insufficient diversity in the applicant pool,' a noteworthy 36.6% were subcategorized to illuminate a shared challenge whereby the limited presence of candidates deemed 'qualified' and belonging to diverse backgrounds posed a considerable obstacle to the fulfillment of EDI goals. This subtheme highlights the intricate interplay between perceptions of qualification and the broader challenge of fostering EDI within PA admissions.

A majority of responses categorized under this theme were further analyzed, unveiling a prevalent thematic consensus that many programs attribute their geographical location as having a significant impact on the diversity of their applicant pool. The sub-categorization of responses revealed that the challenges associated with program location hindering EDI goals were attributed to a multifaceted set of factors, including the intricate politics prevalent in the state/community, the heightened cost of living in the region, and the perceptible lack of diversity within statewide demographics.



#### Theme 4: Insufficient Diversity among Faculty and Staff

Twenty-two responses collectively identified a significant deficiency in the diversity among PA faculty and staff as a substantive barrier to EDI goals within their programs. As articulated by the responses, the perceived challenge of insufficient diversity within the faculty and staff is grounded in the notion that students from diverse backgrounds may encounter difficulties in identifying with and feeling represented by the existing faculty and staff cohort. This perceived lack of representation may contribute to feelings of isolation among students and a potential disconnect between faculty/staff and the unique experiences of individuals from diverse backgrounds within the program.

#### Theme 5: Lack of Resources (Subthemes)

The predominant consensus, observed across the majority of responses, highlighted the perceived insufficiency of various resources as a substantive barrier impeding the realization of programs' EDI goals. The 191 responses grouped within this thematic construct underwent further subcategorization to determine six distinct resource categories that were identified as deficient (Table 103): Budgetary restrictions; Faculty lacks EDI knowledge/training; Lack of institutional support; Lack of student support; Program faces staffing shortages; Time and competing responsibilities.

**TABLE 103: LACK OF RESOURCES (SUBTHEMES)**

	<i>n</i>	%
Budgetary restrictions	45	23.6
Faculty lacks EDI knowledge/training	27	14.1
Lack of Institutional support	57	29.8
Lack of student support	11	5.8
Program facing staffing shortage	16	8.4
Time and competing responsibilities	84	44.0
<b>Subtotal</b>	<b>191</b>	<b>--</b>

Forty-five responses collectively underscored budgetary restrictions as a substantive challenge hindering the realization of EDI goals within their program. The identified challenge is multifaceted, encompassing the deterrent effects of high tuition costs on potential applicants, constraints on financial allocations for EDI initiatives, and the formidable financial requirements for sustaining robust pipeline and outreach programs.

Twenty-seven responses were subcategorized to attribute faculty's perceived lack of knowledge about EDI principles and insufficient training as central barriers to EDI goals within their program. Responses in this subcategory revealed a pervasive lack of faculty buy-in and ignorance, signifying a substantial gap in engagement and understanding concerning the significance of EDI goals. Other responses revealed a poor comprehension of EDI among their colleagues. Additionally, the observation of some colleagues' misperception of EDI work as standalone goals rather than a dynamic tool to address more comprehensive systemic issues emerged. Furthermore, a subset of faculty displayed skepticism, attributing no importance to EDI efforts and, in some instances, rejecting the acknowledgment of structural factors reinforcing racial and gender inequities.

Fifty-seven responses highlighted the lack of institutional support as a barrier to EDI goals. Responses in this subcategory described institutional barriers and administrative red tape as obstructive factors. These responses illuminated the unwillingness of institutional leadership to endorse EDI goals, stemming from a perception that it needs to be viewed as a pressing problem and the additional challenge of inadequate support from program administration. These interconnected dimensions shed light on the complex dynamics within the institutional framework, emphasizing the need to address systemic barriers, enhance leadership commitment, and provide administrative support dedicated to EDI initiatives.

The subcategorization of responses revealed nuanced dimensions concerning the perceived challenge of a lack of student support as an impediment to EDI goals. Participants highlighted distinct facets of this subtheme, including the absence of defined support mechanisms for students admitted from diverse backgrounds, underscoring a notable gap in targeted assistance. Responses also stressed the need for more support in their programs for non-traditional students, signifying a perceived dearth of resources dedicated to facilitating the success of students from marginalized backgrounds. Furthermore, some responses underscored

the need for more meaningful financial support for students, illuminating the financial barriers hindering the comprehensive implementation of inclusive practices.

16 responses drew attention to a critical dimension, noting that the deficiency in program staffing, compounded by limited faculty resources, posed significant challenges. Responses classified under this subtheme illuminated the inherent tension faced by staff and faculty who must concurrently fulfill teaching responsibilities, manage program logistics, fulfill accreditation standards, and navigate the intricate landscape of fostering EDI in their programs.

Further analysis brought forth a sixth subcategorization of insufficient resources, with a majority of responses consistently expressing the limiting impact of time constraints and competing responsibilities on the realization of EDI initiatives. Specifically, responses highlighted the pervasive limitations on dedicated time to EDI goals, the burden of heavy workloads acting as a formidable impediment, and the challenge of adoption inertia, where institutional dynamics posed resistance to integrating EDI objectives.

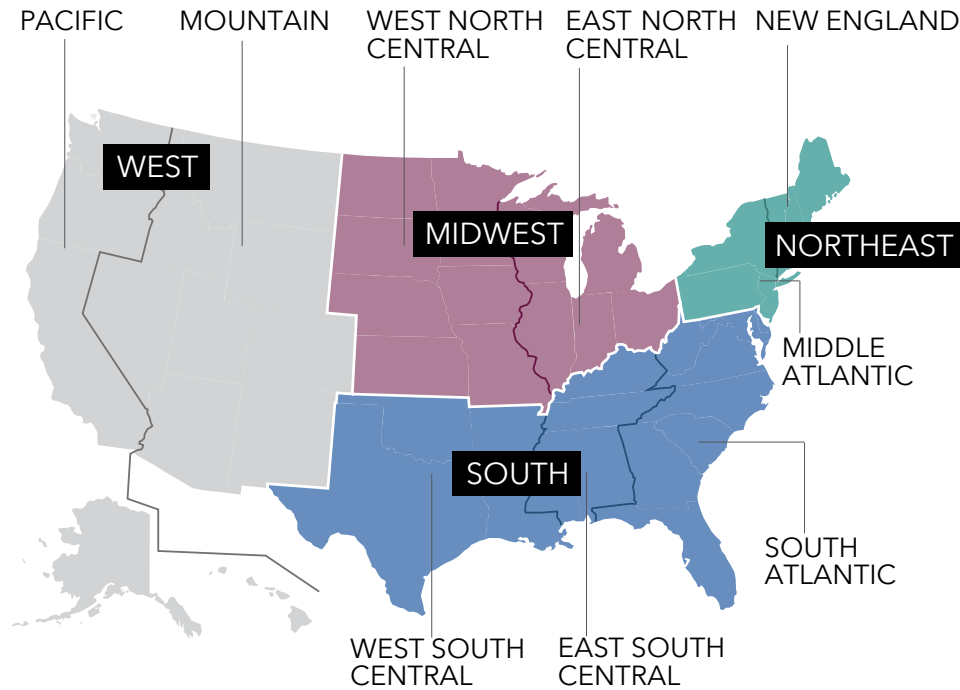
### **Theme 6: Systemic Issues**

Within the thematic exploration of hindrances to EDI goals, 2.6% of responses brought attention to systemic issues as a notable impediment. Responses within this theme identified pervasive systemic injustices, acknowledging their downstream effects on education inequality. Specifically, concerns were raised regarding the adverse impact on minority groups' success in high school and undergraduate education, subsequently leading to a diminished pool of qualified candidates for entry to PA school. These responses underscore the interconnectedness of systemic factors contributing to disparities in educational opportunities, highlighting the profound influence of broader societal structures on the achievement of EDI goals within the academic context.

### **Theme 7: Undefined, Unmeasured EDI Goals**

The thematic analysis illuminated 'Undefined, unmeasured EDI goals' as a distinct challenge for some programs. Twenty-three responses collectively identified undefined and unmeasured goals as a significant hindrance. Responses within this theme expressed concerns regarding the absence of clearly articulated and defined goals, emphasizing the necessity for establishing concrete objectives to guide DEI initiatives. Notably, responses underscored uncertainty on how to implement substantive changes, indicating a perceived gap in strategic direction. Furthermore, responses highlighted the challenge of navigating the complexities of progress measurement, citing a lack of clarity on effective metrics to gauge advancements in DEI objectives. These findings emphasize the critical role of goal-setting, clarity, and measurable outcomes in the successful implementation of EDI initiatives within PA education.

**APPENDIX A. PROGRAM MAP: U.S. CENSUS BUREAU REGIONS AND DIVISIONS**



*Note: Numbers in parentheses indicate the number of PAEA member programs in each state*

**REGION 1 NORTHEAST  
(78 PROGRAMS)**

**DIVISION 1 NEW ENGLAND**

- Connecticut (6)
- Maine (1)
- Massachusetts (8)
- New Hampshire (2)
- Rhode Island (2)
- Vermont (0)

**DIVISION 2 MIDDLE ATLANTIC**

- New Jersey (6)
- New York (28)
- Pennsylvania (25)

**REGION 2 MIDWEST  
(65 PROGRAMS)**

**DIVISION 3 EAST NORTH CENTRAL**

- Illinois (7)
- Indiana (8)
- Michigan (9)
- Ohio (14)
- Wisconsin (5)

**DIVISION 4 WEST NORTH CENTRAL**

- Iowa (5)
- Kansas (2)
- Minnesota (5)
- Missouri (4)
- Nebraska (4)
- North Dakota (1)
- South Dakota (1)

**REGION 3 SOUTH  
(101 PROGRAMS)**

**DIVISION 5 SOUTH ATLANTIC**

- Delaware (0)
- District of Columbia (1)
- Georgia (6)
- Florida (17)
- Maryland (4)
- North Carolina (11)
- South Carolina (6)
- Virginia (8)
- West Virginia (5)

**DIVISION 6 EAST SOUTH CENTRAL**

- Alabama (4)
- Kentucky (4)
- Mississippi (2)
- Tennessee (11)

**DIVISION 7 WEST SOUTH CENTRAL**

- Arkansas (2)
- Louisiana (4)
- Oklahoma (5)
- Texas (11)

**REGION 4 WEST  
(39 PROGRAMS)**

**DIVISION 8 MOUNTAIN**

- Arizona (3)
- Colorado (4)
- Idaho (1)
- Montana (1)
- Nevada (2)
- New Mexico (2)
- Utah (3)
- Wyoming (0)

**DIVISION 9 PACIFIC**

- Alaska (0)
- California (18)
- Hawaii (0)
- Oregon (3)
- Washington (2)

**PUERTO RICO AND THE OUTLYING AREAS  
(1 PROGRAM)**

- Puerto Rico (1)