FACTORS AFFECTING JOB TURNOVER AND RETENTION AMONG PHARMACY SCHOOL FACULTY

Tristan Lindfelt, Pharm.D., BCPS, BCACP, BCOP, Eric J Ip, Pharm.D., BCPS, CSCS, CDE, FCSHP, Sirena Lau, Pharm.D., Mitchell Barnett, Pharm.D., MS
Touro University California College of Pharmacy, 1310 Club Drive, Mare Island, Vallejo, CA 94592

Introduction

• Career dissatisfaction is often associated with higher job turnover rates. One study performed on United States (U.S.) medical school faculty concluded that improving workplace satisfaction is crucial for recruiting and retaining high-quality faculty.1
• However, studies evaluating career satisfaction in pharmacy faculty have been limited.
• With more pharmacy schools opening in the U.S., the demand for pharmacy faculty has substantially increased, and faculty may be under more pressure and stress, as they balance teaching with research, service, and clinical work responsibilities.
• Increased responsibilities may be associated with longer work hours and less satisfied work-life balance. Therefore, assessing factors associated with career satisfaction and work-life balance in U.S. pharmacy school faculty may enhance faculty retention.

Objective

• To analyze factors impacting job turnover and retention in U.S. pharmacy school faculty.

Methods

• Design: 48-item internet-based study administered and e-mailed by Qualtrics®
• Study Population: 4787 pharmacy faculty
• Inclusion: pharmacy faculty in the U.S. who were members of American Association of Colleges of Pharmacy (AACP)
• Exclusion: faculty outside of the U.S., non-AACP members, faculty without internet access or a valid e-mail address with AACP, faculty who viewed the survey but declined to participate or failed to complete

Data Collection and Analysis:

• Variables assessed included:
  • Demographics
  • Type of academic institution
  • Lifestyle traits
  • Career satisfaction
  • Work-life balance
  • Stress levels and use of stress-coping mechanisms
  • Previously diagnosed neurologic or psychiatric conditions
  • Use of illicit drugs, alcohol, or tobacco
• Analyses were done to compare those stating they planned to stay in academia versus those that planned to leave (Student t-tests and Chi-square tests).

Results

Factors Impacting Decision to Stay in Academia or Leave Academia

<table>
<thead>
<tr>
<th></th>
<th>Leave Academia</th>
<th>Stay in Academia</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female gender</td>
<td>80 (72.07)</td>
<td>383 (54.71)</td>
<td>0.006</td>
</tr>
<tr>
<td>Mean estimated age with SD</td>
<td>39.8±12.1</td>
<td>45.9 ±14.2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Private institution</td>
<td>55 (50.46)</td>
<td>284 (41.46)</td>
<td>0.0777</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>71 (63.96)</td>
<td>302 (43.14)</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Full Professor</td>
<td>5(4.5)</td>
<td>165 (23.57)</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Pharmacy Practice</td>
<td>83 (74.77)</td>
<td>452 (64.85)</td>
<td>0.04</td>
</tr>
<tr>
<td>Not at all satisfied with position</td>
<td>12(10.81)</td>
<td>7(1.0)</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Very satisfied with position</td>
<td>21(18.92)</td>
<td>366(52.29)</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Extremely satisfied with position</td>
<td>3(2.70)</td>
<td>127 (18.14)</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Very satisfied with work/life balance</td>
<td>17(15.32)</td>
<td>226 (32.29)</td>
<td>0.0036</td>
</tr>
</tbody>
</table>

Conclusion

• Factors that impact the intent to remain in academia include work-life balance, career satisfaction and full professor status.
• Full professors, relative to assistant professors, report that they are more likely to stay in academia.
• Faculty members who are more satisfied with their current positions or have greater work-life balance report a greater intent to stay in academia.
• Faculty members who have worked in academia for greater than 5 years are more likely to remain in academia.
• Significant results were not found with regards to number of hours worked per week, commute times or number of chronic health conditions.
• These results may provide pharmacy schools with insight to foster and improve faculty retention.
• Limitations include potential for sampling bias and response rate.

Reference