ORIGINAL RESEARCH

Alignment of Athletic Training Doctoral Education and Faculty Workload

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Context: Evidence suggests that doctoral education is incongruent with faculty positions, but this has yet to be specifically examined in athletic training.

Objective: To gain understanding of the alignment of doctoral education and faculty workload, including institutional characteristics, from the perspectives of junior faculty members.

Design: Qualitative, phenomenological research.

Setting: Higher education institutions with Commission on Accreditation of Athletic Training Education–accredited programs.

Patients or Other Participants: Twenty athletic training faculty members (14 women and 6 men) who were 32 ± 3 years of age and averaged 10 ± 4 years of experience as athletic trainers and 2 ± 2 years as a full-time faculty member.

Main Outcome Measure(s): We developed, peer-reviewed, and piloted 2 semistructured interview guides to obtain participants' perspectives on their doctoral preparation, entrance into higher education, and faculty workload. We completed telephone interviews with each participant over the course of 4 months. Transcribed interviews were analyzed by 2 investigators using a phenomenological approach, then reviewed by 2 additional qualitative researchers. Mechanisms of trustworthiness included member-checking, multianalyst triangulation, and peer review.

Results: Two themes emerged from this study: (1) workload and (2) congruency. Faculty workload was dominated by teaching, but faculty had several demands on their time, including administration, service, and research. Most faculty positions focused on teaching, whereas their doctoral education was more focused on research, possibly because of a lack of congruency between doctoral education and faculty position institution types. Although mismatches occurred between doctoral education and faculty workload, participants were often aware of these differences and selected faculty positions aligned with their career goals.

Conclusions: Faculty workload is generally teaching-focused and contains additional demands that are often not included in doctoral education programs. Doctoral advisors should promote adequate socialization to these characteristics of faculty positions, and doctoral students should consider their interests and faculty workload when searching for faculty positions.

Key Words: Socialization, higher education, graduate education

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KEY POINTS

- Most athletic training faculty members held positions in teaching-centered institutions, but completed their doctoral education in research-centered institutions.
- Junior faculty members' faculty responsibilities often exceeded their allotted workload time, leading to challenges completing their responsibilities.
- Although discrepancies between doctoral education and faculty positions exist, faculty members were typically aware of these differences before selecting their faculty positions.
- Additional professional and organizational socialization mechanisms may help athletic training faculty members transition from doctoral education to full-time faculty positions.

INTRODUCTION

Athletic training faculty members have an important role in advancing the body of knowledge in the profession, contributing to their institutions through teaching and service and through the development of future and practicing clinicians. Thus, it is important to ensure these individuals are adequately prepared to succeed in academia. Preparation for faculty responsibilities begins during doctoral education, and this preparation usually consists of coursework, research, and assistantships that help prepare faculty members for their various roles and responsibilities.[1,2] The composition of doctoral education varies among institutions, degree type, and the mentorship provided by specific advisors.[1,2] However, generally, regardless of discipline, doctoral education is often heavily focused on research and less so on teaching, administration, and service.[2–4]

In contrast, full-time faculty members, especially those who are on a tenure track, are expected to complete a range of tasks, including research, teaching, university and professional service, and sometimes administration.[1,3,5–7] While the emphasis on each tenet of higher education differs among institutions and specific faculty expectations, success as a faculty member is dependent on meeting expectations in all of these areas, to some degree. Existing research[5,7] suggests that tenure-track athletic training faculty members face challenges in terms of succeeding in their roles. Much of this difficulty stems from the nontraditional workload of athletic training and other health profession faculty members compared with that of typical faculty positions. These positions often include administrative tasks and clinical work that are not generally accounted for in the faculty evaluation process.[5,7] Challenges may also develop from inadequately preparing doctoral students for the comprehensive set of responsibilities required of faculty members.[1–3,6]

Several authors[3,6,8,9] have commented on the discrepancies between doctoral preparation and job expectations. This may be attributed to the composition of doctoral education programs compared with actual faculty workload and responsibilities. Most doctoral training occurs in institutions with moderate to high levels of research activity, such as institutions classified as R1 (Research 1; highest research activity), R2 (higher research activity), and R3 by the Carnegie Classification of Institutions of Higher Education.[10] However, recent self-reported data by athletic training program directors shows that only 8.7% of Commission on Accreditation of Athletic Training Education (CAATE)–accredited athletic training programs are located in doctoral or research institutions.[11] Expectations and workload vary between these different types of institutions, particularly in the balance of teaching and research expectations.[6,8,12] Athletic training educators have noted this disparity and the sometimes negative impact on faculty members' ability to obtain promotion and tenure.[6] Doctoral students also appear to lack understanding of tenure and promotion differences, particularly the weighting of research and teaching, for different institution types.[2,9,13] Doctoral students may not be adequately prepared to transition from an institution that prioritizes high research productivity to an institution that prioritizes teaching and a more balanced set of responsibilities.

Although there is a perceived mismatch between the components of doctoral education and faculty workload, this has yet to be examined in athletic training. Additionally, it is unknown how, if at all, institution type (either of doctoral training or faculty position) contributes to faculty members' transition to and understanding of their faculty roles, also known as *organizational socialization*. Therefore, the purpose of our study was to examine the alignment between faculty members' doctoral education and their faculty responsibilities during their initial transition into higher education. We also sought to gain understanding of how institutional characteristics and the composition of doctoral education and faculty workload influence junior faculty members' transition to higher education.

METHODS

Design

In order to examine faculty members' doctoral preparation in relation to their current workload, we used a qualitative, phenomenological research design. Phenomenology frames research methods around participants' experiences with a particular phenomenon of interest—in this case, the alignment of doctoral education and faculty workload.[14] Phenomenology examines individual participants' experiences with in-depth approaches such as multiple interviews and compiles participants' experiences to gain a broader understanding of the phenomenon.[14] Measures to improve trustworthiness and credibility of the data collection and analysis process are described throughout the "Methods" section.

Participants and Setting

Institutional review board approval was obtained before recruiting participants. We recruited 20 participants who held

Table 1. Interview Guides

Doctoral Preparation Interview Questions (Interview 1—September)

1. What attracted you to a career in higher education?
2. Did you have an assistantship or fellowship during your doctoral program? If so, please describe.
3. What attracted you to a doctoral program in athletic training?
4. What attracted you to your specific doctoral program and why?
5. Please describe your doctoral preparation as an athletic training faculty member.
    a. Specifically, can you discuss your experiences with, if any:
        i. coursework
        ii. research training
        iii. teaching (TA or instructor of record)
        iv. athletic training administration
        v. institutional or professional service
        vi. clinical athletic training
6. How does your doctoral training align with your current faculty roles and responsibilities? Please describe.

Faculty Workload Interview Questions (Interview 2—January)

1. What attracted you to this faculty position?
2. Please describe your current faculty position.
    a. Specifically, how much of your position is dedicated to:
        i. Teaching
        ii. Research
        iii. Administration
        iv. Service
3. Can you also describe the number of hours per week you engage in each of these areas, based upon a 40-hour workweek?
4. How do you determine how to allocate your time within each of these areas?
5. How long have you been in your current faculty position with these responsibilities?
    a. If your responsibilities have changed over time, please describe.
6. How do your faculty roles and responsibilities align with your expectations of the position? Please describe.
7. Does your time spent on your faculty roles and responsibilities align with the criteria for your position? Why or why not?
8. Of the component(s) you listed above (insert participant's roles/responsibilities), which do you value the most?
    a. How does this compare to your time allotted in your contract for that role?
    b. How does this compare to your expectations coming into this faculty position?

a full-time faculty position in a CAATE-accredited athletic training program. We used purposeful sampling strategies to seek faculty members in a variety of positions and institutions.[14] We identified potential participants, starting with our professional networks, supplemented by snowball sampling to gain additional participants.[15] The principal investigators have diverse backgrounds in doctoral education, institution type, and geographic location, facilitating inclusion of a variety of participants. Providing context of the researchers' backgrounds, known as *bracketing,* is a component of phenomenology that promotes transparency in the recruitment process.[14] In order to be included in the study, individuals had to have less than 6 years of experience as a doctoral-trained, full-time faculty member in a position eligible for reappointment, have an earned academic doctoral degree in a field related to athletic training, and hold a rank no higher than assistant professor. Individuals not meeting these criteria were not eligible to participate.
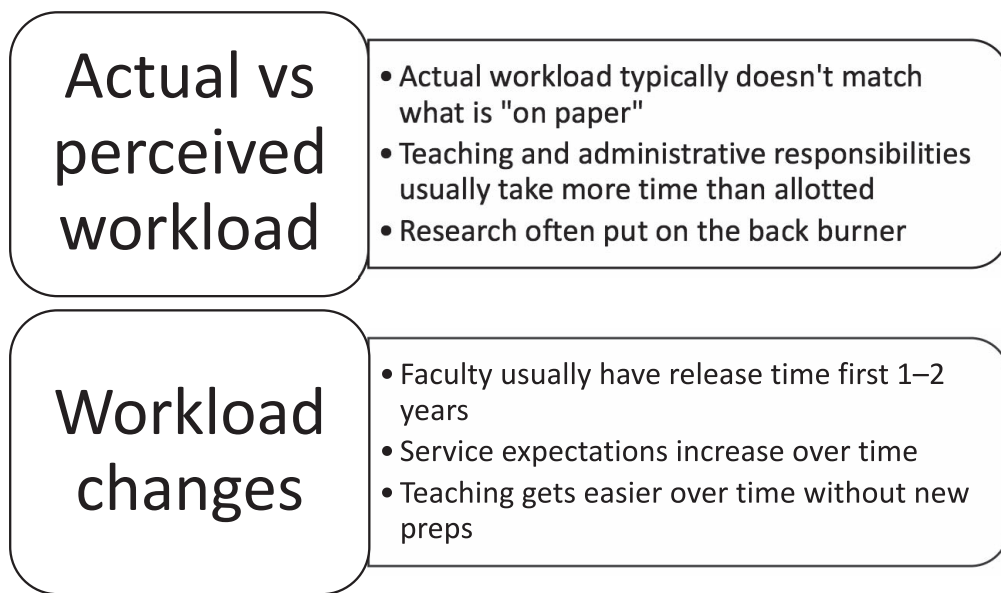
Instrumentation

We developed 2 interview guides for this study, based on previous research on related topics.[8,16] Semistructured interviews allow researchers to obtain specific information from participants while allowing for flexibility in the conversation to gain additional information about the topic of interest.[15] The 2 interviews allowed us to go into greater depth than a single interview would have allowed for and also facilitated participants' reflections on their workload and experiences from one interview to the next.[14] The first interview guide focused on doctoral education and preparation, and the second interview guide focused on current faculty position and workload (Table 1). Interview guides were reviewed by 2 experts in qualitative research to critique the content, organization, and alignment of the guide to the research questions.[15] After revision based on their peer review, interview guides were piloted with 2 faculty members who met the inclusion criteria. They provided feedback on the content and structure of the guides, which were then finalized for use with participants. Because only minor changes were made to the interview guides, specifically the order of questions, pilot participant data were combined with other participant data for analysis.

Data Collection Procedures

Participants were recruited via email starting in August 2016. Thus, participants starting their first full-time faculty position that month were eligible to participate. Once participants expressed interest in completing the interviews, one investigator set up a time for a telephone interview. Before audio recording, participants were given a detailed description of the study and provided consent to be audio-recorded. After providing consent, the investigator and participant proceeded

Figure 1. Faculty workload.

Actual vs perceived workload
- Actual workload typically doesn't match what is "on paper"
- Teaching and administrative responsibilities usually take more time than allotted
- Research often put on the back burner

Workload changes
- Faculty usually have release time first 1–2 years
- Service expectations increase over time
- Teaching gets easier over time without new preps

with the first interview. Telephone interviews were conducted to facilitate participation from individuals across the United States.

The first interview regarding doctoral education was conducted in September 2016, and the second interview on faculty workload was conducted in January 2017. We chose to obtain the information needed for our study with multiple interviews to allow participants to focus on one topic of interest at a time and to avoid overwhelming participants. Completing interviews over the course of several months also allowed us to capture any changes in workload that occurred throughout the year. The multiphase data collection process also allowed participants to reflect upon their responses and to provide follow-up at each interview, which directly contributed to a richer description of their experiences and reflections.[14,17] Participants were also asked to provide additions or clarifications on each interview as a form of member-checking.[17] Each interview was audio-recorded and transcribed verbatim by a professional transcription company, then blinded in preparation for analysis.

Data Analysis

We analyzed data following a phenomenological approach, which begins with a holistic read of each individual interview to gain a general understanding of participants' experiences.[14] Both principal investigators (S.L.N., S.M.M.) had previous training in the methods used to evaluate the data, helping to provide rigor to this process.[17] A second read of each interview consists of noting key statements and developing categories and codes relative to other participants' interviews. Lastly, statements are grouped and reexamined to form distinct themes, supporting categories, and quotations. We followed this process for each interview individually, then examined participants' first and second interviews together to gain a broader understanding of the relationship between their doctoral preparation and faculty workload. Two investigators independently followed this process of analysis and drafted the findings as a form of multianalyst triangulation.[17] We then met to discuss the findings and determined we had reached

consensus on the theme and coding structure and agreed saturation was obtained after our 20th interview.[14] At that time the findings were shared with 2 additional qualitative researchers (T.G.B., K.A.C.) for peer review to improve trustworthiness.[15] Peer reviewers evaluated the proposed organization of themes and supporting categories in relation to the participant quotes provided. They confirmed that the resulting themes accurately captured participants' perspectives, and then the results were finalized.

RESULTS

Our participants (14 women and 6 men) represented 8 National Athletic Trainers' Association districts and were 32 ± 3 years of age and averaged 10 ± 4 years of experience as Certified Athletic Trainers and 2 ± 2 years as full-time faculty members. Interviews resulted in detailed descriptions of the composition of doctoral education programs and faculty positions (Table 2). Additionally, we identified 2 themes addressing our research question: (1) faculty workload and (2) congruency. Themes with supporting categories and quotes are described below.

Theme 1: Faculty Workload

The first theme we identified, faculty workload, includes participants' descriptions and perceptions of their workload. This theme improves our understanding of the responsibilities of new faculty members and how they influence faculty members' transition from doctoral education. Participant responses related to faculty workload are divided into 2 categories: (1) actual versus perceived workload and (2) workload changes (Figure 1).

Actual versus Perceived Workload. Faculty summaries of their workload are described in Table 2. Although participants described having a defined workload "on paper," they described a different workload "in reality." Helen described her workload as follows: "On paper, it is supposed to be 50% teaching, 10% service, and 40% research. In reality it's probably 60% teaching, 15% service, 25% research."

Table 2. Characteristics of Doctoral Education and Faculty Positions

		Doctoral Education Characteristics				Faculty Position Characteristics					
Pseudonym	Degree Type[a]	Program Length, y	Carnegie Classification[b]	Assistantship	Current Title[c]	Carnegie Classification[b]	Year in Tenure Track	Teaching Load	Faculty Workload Composition	Type of Athletic Training Program[d]	National Athletic Trainers' Association District
Patricia	PhD	4	R1	50% Clinical 50% ATP teaching/administration	Assistant Professor	R1	N/A	4/4	80% Teaching 10% Research 10% Service	PM PPM	2
Barbara	PhD	4	R1	100% ATP teaching/administration	Assistant Professor, CEC	R2	2	3/2	60% Teaching 30% CEC 10% Research	PB	4
Susan	PhD	4	R1	Year 1 = 100% research Years 2–4 = 100% teaching	Assistant Professor	R2	2	2/2	50% Teaching 50% Research	PB	8
Scott	PhD	4	R1	Years 1–2 = 50% clinical, 50% research Years 3–4 = 50% teaching, 50% research	Assistant Professor, CEC	M1	1.5	Did not specify	33% Teaching (includes CEC) 33% Research 33% Service	PM PPM	7
Helen	PhD	4	R2	100% Research	Assistant Professor, CEC	R1	4	Did not specify	60% Teaching 20% CEC 10% Research 10% Service	PM	9
Frank	PhD	4	R1	100% Research	Assistant Professor, PD	R1	1	2/2, But 1/1 research release first year	70% Research 20% Teaching 10% Service (includes PD)	PB	4
Betty	PhD	4	R1	Years 1–3 = 50% teaching, 50% research Year 4 = 100% research	Assistant Professor	R1	2	2/2	50% Teaching 40% Research 10% Service	PB	1
Ron	PhD	4	R1	100% Research	Assistant Professor	R2	1	Did not specify	60% Research 30% Teaching 10% Service	PB PPM	4
Daniel	PhD	4	R1	75% Research 25% Teaching	Assistant Professor	R3	2	Did not specify	60% Teaching 20% Research 20% Service	PB	10
Laura	EdD	7	R3	None[e]	Assistant Professor	BA-AS	2	3/3	90% Teaching 5% Research 5% Service	PB	3
Ruth	PhD	4	R1	75% Research 25% Teaching	Assistant Professor, CEC	M1	3	Did not specify	70% Teaching 15% Research 15% Service (includes CEC)	PB	1

Table 2. Continued

	Doctoral Education Characteristics				Faculty Position Characteristics						
Pseudonym	Degree Type[a]	Program Length, y	Carnegie Classification[b]	Assistantship	Current Title[c]	Carnegie Classification[b]	Year in Tenure Track	Teaching Load	Faculty Workload Composition	Type of Athletic Training Program[d]	National Athletic Trainers' Association District
Cindy	PhD	3	M1	100% Clinical	Assistant Professor	BA-DF	2	4/4	"Mostly" teaching "Some" service	PP	1
Michelle	PhD	3	M1	100% Clinical	Assistant Professor, PD	M1	3	Did not specify	65% Teaching 25% Research 10% Service (includes PD)	PB	3
Margaret	PhD	4	Special focus	None[f]	Assistant Professor	M1	4	4/4, 2-Unit clinical practice release	"Mostly" teaching "Some" research "Some" service	PM	2
Joyce	PhD	4	R1	50% Teaching 50% Research	Assistant Professor	M1	2	3/3	65% Teaching 25% Research 10% Service	PB	3
Heather	PhD	4	R2	100% Teaching	Assistant Professor, CEC	M1	5	3/3	50% Teaching 25% CEC 25% Service	PB	9
Christine	PhD	4.5	R2	Year 1 = 100% research Years 2–4.5 = 100% teaching	Assistant Professor, CEC	M1	3	2/2	50% Teaching 25% Research 25% Service (includes CEC)	PB	3
Gloria	PhD	5	R1	75% Research 25% Teaching	Assistant Professor	M1	1	4/4	70% Teaching 15% Research 15% Service	PB	8
Thomas	PhD	5	R1	Years 1–2 = 100% clinical Years 3–5 = 100% teaching	Assistant Professor	R2	3 mo	2/2	40% Teaching 40% Research 20% Service	PB PPM	4
Josh	PhD	3	R2	100% Clinical	Assistant Professor	R3	4	3/3	75% Teaching 25% Research and service	PM	4

[a] PhD, doctor of philosophy; EdD, doctor of education.

[b] Carnegie Classifications of Higher Education: R1, Doctoral Universities—Highest research activity; R2, Doctoral Universities—Higher research activity; R3, Doctoral Universities—Moderate research activity; M1: Master's Colleges and Universities—Larger programs; M2: Master's Colleges and Universities—Medium programs; M3: Master's Colleges and Universities—Smaller programs; BA-AS, Baccalaureate Colleges—Arts & Sciences focus; BA-DF, Baccalaureate Colleges—diverse fields; Special Focus 4-Year—other health professions schools.

[c] CEC, Athletic Training Program Clinical Education Coordinator; PD, Athletic Training Program Director.

[d] PM, Professional Master's; PPM, Post–Professional Master's; PB, Professional Bachelor's; PP, Pre-professional.

[e] None, meaning full-time faculty during doctoral program.

[f] None, meaning full-time clinician during doctoral program.

Similarly, Daniel said, "What they say it is probably something like 60/20/20, but in reality, it's like 80/15/5, so 80% teaching, 15% service, and 5% research. There's not enough research." Scott stated,

So, on paper it's about 33% for teaching, service, and research. But, in reality, it's probably about 70 to 80% teaching, 18% research and then 2% service. I'm the Clinical Education Coordinator, as well. But I look at that role as an extension of the teaching role.

When there was a discrepancy between actual and perceived workload, it was usually because teaching or administrative responsibilities took more time than allotted. When asked to quantify their time spent on different tasks in a 40-hour workweek, participants generally struggled to identify how exactly they were spending their time. Although Scott's workload is allocated for 33% teaching, he described he "probably spends 35 to 40 hours on teaching and prep and grading" in a typical week. When asked how much time she spent on teaching, service, and research responsibilities, Heather said, "I feel like those 3 responsibilities are supposed to be kind of evenly distributed, but I probably spend my most time on the clinical coordinator administrative duties." Frank described that it is difficult to quantify time spent in each area as a result of fluctuations in workload,

It's probably a little out of whack. I think the service/admin load is probably a little more than what I'm allocated for, and right now my teaching load is probably a little less than I'm allocated for. So, I think those in some ways offset. I think the research just kind of fluctuates.

Several faculty noted that although they highly value the research component of their position, they don't have enough time to spend on that area of their job. Cindy said, "I almost wish that there was a bit more emphasis on research because I'm finding that I'm putting off publishing my dissertation because I'm not making it a personal priority, which I need to do, and that's now at the top of my priority list." Likewise, Daniel said "If I had the choice, I'd probably spend more time doing research." Christine also desired more time to do research,

I value the research side the most, which is really unfortunate because I feel like that is where I am lacking the most. That's what I'm passionate about. The research side is why I pursued my PhD in the first place. I enjoy teaching, but I frequently feel bogged down by the administrative side of teaching and assessment and advising as well.

Participants usually determined time spent on different tasks based on "Whatever the next deadline is" (Ron) and "priorities, what needs to get done" (Michelle). Responsibilities that were scheduled, such as teaching and meetings, were often prioritized because of the set schedule. As Heather summarized, "I have to teach my classes and go to meetings for service. Those things are scheduled, so they are happening regardless." Margaret said, "Teaching is the number one responsibility that I have, and at the end of the day, if I only had a couple hours to get something done, I'd get done what I needed to get done for my teaching first." Learning these demands on faculty members' time contributes to our understanding of what faculty members' positions focus on compared with their doctoral education.

Workload Changes. Another finding related to faculty workload is that responsibilities often change over time. Reductions in workload during the first 1 to 2 years of a faculty position helped facilitate a smoother transition from doctoral education to these individuals' first faculty position. Faculty described being protected from service during the first year, with service responsibilities gradually increasing over time. Laura said, "the first year they protect all of our new faculty from service and we're not required [to complete service]," and Joyce noted that "my first year I was protected from having any advising duties." Likewise, Cindy described, "the only responsibility that has really changed in regards to anything contractual is that now I'm required to serve on a faculty committee, where my first year I wasn't."

The other common change in workload for faculty was increased teaching responsibilities after the first year or two of their faculty position. Generally, faculty received a reduced teaching load their first 1 to 2 years of their faculty position to allow time for developing a research agenda. Faculty teaching loads are often classified by number of courses taught a year. For example, a 2/2 load indicates a faculty member would teach two 3-unit courses each semester. Frank described his reduced teaching load:

My actual load is supposed to be a 2/2 teaching load. Right now I'm on research release through the end of this semester, so I've only been teaching a 1/1. So, they will change in the near future.

Similarly, Thomas described, "This first year they provided a reduced teaching load for me just to be able to spend a little bit more time preparing classes they hadn't taught before."

Although faculty often received release time from teaching at the time of their hiring, they described that teaching was often still incredibly time consuming, particularly new course preps. Betty described "in a semester where I had to prep a course, I would double or triple the time" compared with the time spent on a course she had taught before. Some faculty, such as Joyce, described that new prep time made it challenging to complete other tasks, primarily research: "I think your first year or two when you really have to do course prep it's really hard to complete the level of research that you would like to complete." Heather described how teaching has gotten easier for her over time,

When I first came in, I was putting way more time into teaching and prepping. That was my only focus when I first came in when I hadn't taught the courses before, and now I have all the information prepped, so it's a lot easier for me to review things before class and then go in and teach.

Michelle noted that the nature of a clinical profession such as athletic training requires extensive course revision, requiring more time than she has allotted for teaching:

We're adding things, we're adjusting things to our classes that we're teaching in athletic training. Not every major does that. I add things on a regular semester basis.

Thus, although faculty may have a reduced teaching load initially, developing and revising courses throughout the pretenure years is still very time consuming and leads to inconsistent demands on their time. Course development was presented as one of the challenges faced by these new faculty as they transitioned into this new role. However, the

Figure 2. Comparison between doctoral education and faculty workload.
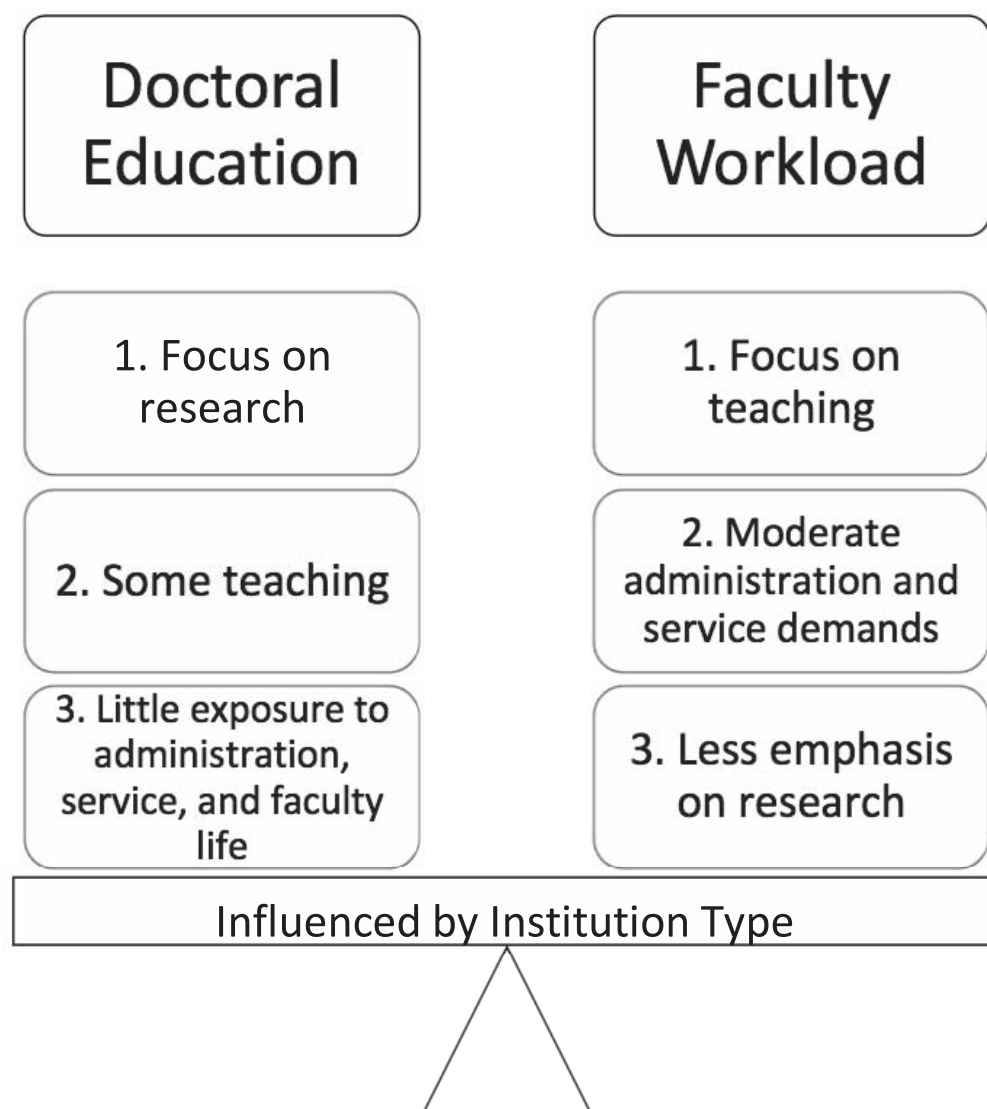
initial workload reductions assisted new faculty members' adjustment from their doctoral education.

Theme 2: Congruency

We found that faculty members gained an appreciation of faculty roles and responsibilities during their doctoral preparation, which influenced their job search upon completion of their doctoral education. Participants were generally attracted to their faculty position because it matched their career goals and values as a faculty member. Many faculty positions had a different emphasis than did their doctoral education, generally focusing more on teaching and less on research than was the case with the doctoral experience (Figure 2). However, most participants were aware of this difference and purposefully sought out more teaching-focused positions. Thus, although many faculty members perceived their doctoral education was incongruent with their faculty workload, they learned of this difference during their doctoral education. This theme is presented in 2 categories: (1) Incongruence occurs from mismatch in teaching and research
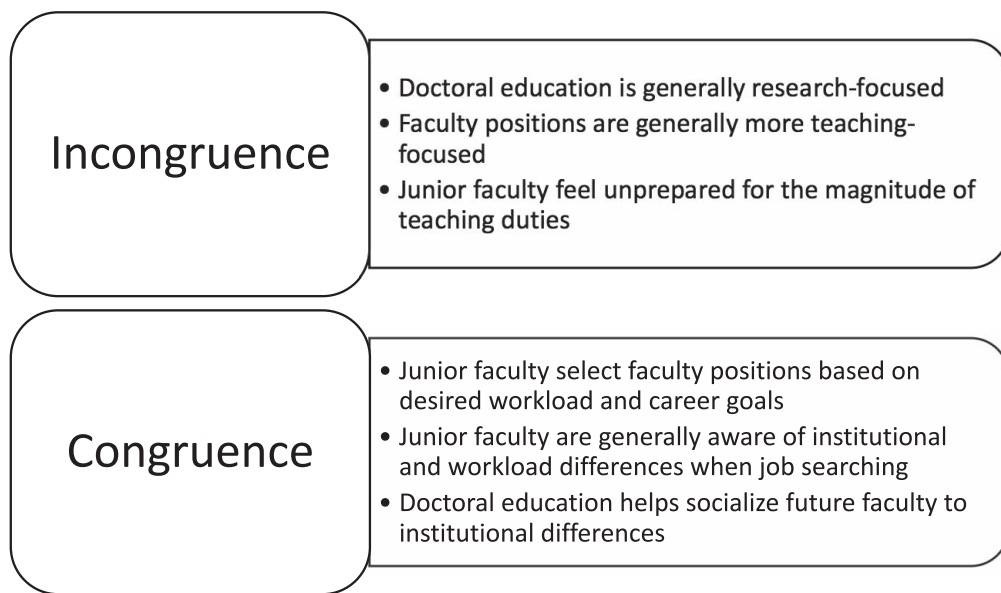
and (2) Congruence occurs between faculty positions and career goals (Figure 3).

Incongruence Occurs from Mismatch in Teaching and Research. When doctoral preparation and faculty positions were incongruent, it was typically because doctoral experience was heavy in research but the faculty position was heavy in teaching. However, participants described knowing about this mismatch upon selecting a faculty position. Patricia accepted a non–tenure track position but was trained in a R1 institution, leading her to "feel a little overqualified sometimes because I could be doing more research." Heather was in a similar situation:

> Well, my doctoral training was heavy in research and my current position has a lot more teaching. So, I feel like my research has decreased and down a lot more than what it was when I was in my doctoral training.

Although Daniel is in a tenure-track position, he knowingly accepted a position with much lower research expectations than his doctoral program institution:

Figure 3. Congruency between doctoral education and faculty workload.

Incongruence
- Doctoral education is generally research-focused
- Faculty positions are generally more teaching-focused
- Junior faculty feel unprepared for the magnitude of teaching duties

Congruence
- Junior faculty select faculty positions based on desired workload and career goals
- Junior faculty are generally aware of institutional and workload differences when job searching
- Doctoral education helps socialize future faculty to institutional differences

I went to an R1 university, which is focused on research, which was going to prepare you to be a researcher, which was exactly what I wanted to do. But when I became a faculty member, I chose to have a little bit more of a work-life balance and go to more of a teaching-centered school.

Although some faculty noted this incongruence, none were surprised by the difference in expectations because they were cognizant of different institutional expectations. Joyce provided an example of some of these differences:

I was expecting, but I came from a research-intensive university and I didn't necessarily want a job in a research-intensive university, because I really do enjoy teaching, and I wanted a good blend of teaching and research. And it was an adjustment to go from 1 class a semester to 3 classes a semester, but I wouldn't say it was an extremely difficult adjustment. I felt prepared for it and would be able to make that adjustment, but that was really kind of the biggest change I felt from being a doctoral student to a faculty member in my current position.

Even though faculty members did not always have their ideal workload distribution, they were not resentful of this because they were aware of the expectations and differences in institution types early on. Josh said, "I think [my expectations] align right where I thought they would be. Coming in, I knew this was a teaching university. I knew from the interview." Helen also noted the importance of understanding differences between institutions, stating, "I think that it's important that as people are going into faculty positions that they understand the expectations of the individual institutions that they're applying for." She elaborated, noting that doctoral students should consider "whether or not their doctoral degree type is appropriate for the demands of the institution." These participants encouraged future faculty members to consider these institutional characteristics and expectations when looking for jobs.

Congruence Occurs Between Faculty Positions and Career Goals. Most participants were attracted to their faculty position because it aligned with their career goals. Generally, faculty members looked for positions that matched

their desired workload, particularly the proportion of teaching and research expectations. Margaret, who took a teaching-focused position, said, "The workload of what I would be doing was something I was happy with," and Ron, whose load was 60% research, 30% teaching, and 10% service, stated, "the research versus teaching load was favorable." Ruth described that she desired a position that had more of an emphasis on teaching than research: "I wanted to go to a more teaching institution, one that relied a little more teaching than research, so I knew I wasn't going to go to an R1 institution, and so this was like a really perfect fit." Patricia also noted she looked for a position with a lower emphasis on research. Even though Patricia took a position at an R1 institution, it was a 4/4, non–tenure track teaching load:

I didn't want to set myself up in a research-heavy institution where grant funding and different things was a large portion of my expectations. Because I'm not super confident that I'd be able to secure grants based on the research that I do.

Additional participants spoke to the importance of fit, particularly with research expectations. Helen said, "The research expectations were pretty well in line with the way that I saw my research going." Barbara echoed, "It was a high research institution but yet didn't give off the feeling of the publish or perish; it's still a place where research is an expectation and the community of it. But, not to the point where if you don't bring in an R01 you're not retained." Michelle noted, "I wanted to do research but I didn't want to be at an R1 institution, so I really liked what I would be doing," so she accepted her position at a Master's level institution. In contrast, Frank desired to work in a research-intensive institution, which attracted him to his current position: "It was research intensive and a strong department that was multidisciplinary, so a good fit." Our participants' comments reflect that they knew their interests and priorities when looking for faculty positions and wanted to make sure their selected institutions could support their goals and interests.

To gain further understanding of how faculty members perceive the alignment of their doctoral education and faculty

workload, we asked participants to describe what they valued about their job and how that aligned with their institutions' expectations of them. Most participants' personal interests and values were aligned with their job expectations. For some faculty, they prioritized teaching, which matched with their job expectations: "I value teaching the most" (Susan), and "I really like the teaching, that was something I was looking for when finding a job and definitely the part that I get the most fulfillment out of" (Scott). Similarly, Ruth described

> I value my teaching because I really like to be in the classroom and teach students new things and see how a student evolves throughout the semester or the year or through their academic career as an [athletic trainer] AT, but I also really do value being the clinical education coordinator.

Other faculty mostly valued the research component of their position, which is why they selected their position. As Frank said, "[I value] research, because it's the predominant part of my job, and it's why I took the job that I'm currently in, and I think it's what my doctoral training was kind of predominantly focused on and what I like to do the most." Heather stated, "I think I would have to put research and administration at the top. I think I value both of those a lot and I think the reason that I value research is because of how I was trained and I know that's really important and so I do put high value on that." These findings suggest that although the focus of doctoral education and faculty positions often differs, new faculty members are often aware of these differences and select jobs based on their goals and interests rather than how similar their doctoral and faculty institutions are.

DISCUSSION

We were interested in understanding more about doctoral education and its congruence with faculty role transition in athletic training. Our interest grew from past literature that illustrated that at times, doctoral education is not aligned with faculty roles,[2,9] as the breadth of faculty roles may not be fully appreciated during the doctoral experience. Our findings highlight the complexity of role transition into the academe and suggest that although some congruence exists between doctoral education and faculty roles, the emphasis on different roles varies between doctoral education and faculty workload. Furthermore, doctoral education appears to be an important socializing factor in helping junior faculty members in selecting a place of employment postgraduation, facilitating a positive transition to their faculty position.

Faculty Workload

In order to understand how the alignment of doctoral education and faculty responsibilities influence new faculty members' transition to their role, we needed to first examine how new faculty members spend their time. Although previous researchers[1–3,6] have identified that athletic training faculty face challenges meeting the demands of their faculty positions and fulfilling all job expectations, the emphasis on each component of faculty members' responsibilities in relation to their perceived preparation has yet to be examined. We found that athletic training faculty members' positions are largely focused on teaching responsibilities and include administrative and service responsibilities that place unexpected demands on their time. The time demands of these tasks are often more extensive than their assigned workload, which is an unexpected challenge they did not feel prepared for based on their doctoral education.

Teaching. Most of the faculty members participating in our study had the majority of their faculty workload dedicated to teaching. This finding is similar to that of existing literature[6] that discusses the extensive time required to prepare and teach courses. Junior faculty described that teaching took up most of their time, often exceeding their documented workload and causing role strain. Although most faculty members had some teaching experience during their doctoral education, nearly all participants described they were unprepared for the volume of teaching, particularly new courses, they experienced during the first few years of their faculty position. Most faculty received release time or reduced load in the first 1 to 2 years; however, they still found teaching preparation to be very time consuming.

It is possible that junior faculty received inadequate exposure and preparation for teaching during their doctoral education,[2,9] leading them to spend more time than allotted on new course preparation. It is also possible that institutional administrators may need to provide more release time for new course preparation.[5] A study[18] of physical therapy faculty members found that faculty who received research release time usually directed that time toward new course preparation, suggesting this challenge is commonplace. Junior faculty should anticipate a high demand for teaching as they transition to their first full-time faculty position. Faculty can attempt to lower these demands by carefully managing their time and negotiating for release time during their first few years.[1,6,19] More exposure to teaching athletic training courses during doctoral education may also help reduce the stress associated with teaching several new courses upon starting a new faculty position. Additionally, teaching experiences during doctoral preparation should include courses on pedagogy and feedback on teaching practices to more comprehensively prepare future faculty members for their teaching responsibilities.[2,9] Formal training in pedagogy has been shown to contribute to higher teaching evaluation scores[20] and perceived competence in teaching methodology.[21] Thus, purposeful training in pedagogical practices may promote more thorough preparation in the area of teaching rather than only providing exposure to teaching.

Administration and Service. Although most of the workload was dedicated to teaching, faculty members had several other demands on their time. In particular, 8 of our participants had a formal administrative responsibility as program director or clinical education coordinator (Table 2). Participants received between 10% and 25% release time for these duties. When participants perceived an imbalance between their assigned workload and actual time spent, it was usually because they spent more time than expected on their teaching or administrative responsibilities. Previous research[1,6,19,22] has noted the extensive time demands of these administrative roles. Radtke[23] found that clinical education coordinators receive about 26% release time but believe their responsibilities warrant more like 36% release time. Program directors also receive inadequate credit for their time spent meeting accreditation requirements, negatively affecting their ability to complete research and be competitive for tenure and promotion.[19,22] Several of our participants described that their administrative responsibilities were a high demand on their

time, suggesting that athletic training program administrators' release time continues to be a concern.

For faculty members who did not have a formal administrative responsibility, they also noted that service responsibilities were a demand on their time. Although several faculty members were protected from institutional service their first 1 to 2 years, they were expected to serve on department and university committees, even if service was not officially accounted for in their workload distribution. The expectations for service are generally a requirement for promotion and tenure, but junior faculty describe challenges navigating these expectations and determining how much to take on.[6,24] Junior faculty should be cognizant of these challenges and use strategies for overcoming them, such as finding mentors to provide guidance and use effective time management skills.[3,6,24] Mentors can speak directly to institutional expectations and provide valuable insights for new faculty members as they try to acclimate while simultaneously balancing all that is expected of them.[24]

Actual versus Perceived Work Demands. Several of our faculty participants described discrepancies between written expectations and the actual time demands of different tasks. For example, although several of our participants described having dedicated release time to complete research, many of them said their teaching often took more time than expected, taking away some of their time to complete research tasks, which other researchers have also found.[5–7,18] Our participants with administrative duties also described that these responsibilities exceeded the time designated for these activities. Judd and Perkins[19] specifically examined the workload of athletic training program directors and found that administrative responsibilities were often overwhelming and detracted from faculty members' ability to complete research. Research in other health professions has also identified similar challenges, as health profession faculty often have clinical and administrative demands that are not adequately accounted for in workload allocations and faculty evaluation processes.[5,7] Most of our participants struggled to quantify their actual time spent on their responsibilities, and they described that their time spent usually did not match up with their assigned workload. Faculty members should be encouraged to self-reflect upon the amount of time they spend completing different responsibilities and attempt to align this time with their assigned workload to reduce stress and role strain.[7]

Since these discrepancies between perceived and actual workload appear to be common for health professional faculty,[5,7] it is important that doctoral students and novice faculty are aware of these challenges and develop strategies to overcome them early in their careers. Faculty members should learn their expectations early on and attempt to structure their time effectively to ensure they can complete all of their job responsibilities.[3,6] Learning about these expectations can be achieved through institutional mentors—individuals who have successfully navigated the process—as their knowledge and experience can be useful and supportive.[24] Moreover, their success can serve as a platform for their own individual successes as they are able to model their transition similarly.

New faculty members should negotiate workload carefully upon accepting a position, which includes educating department chairs and deans about the roles and responsibilities of athletic training faculty members. Faculty members should discuss expectations for time spent in the typical areas of teaching, research, and service. If duties extend beyond these typical tenets of academia, such as into the arenas of clinical practice or administrative responsibilities, faculty members should gauge administrators' expectations of their performance in each of these areas and how they are to be evaluated.[19] Doctoral advisors can also share their experiences with their doctoral students so they can identify strategies for negotiating and adjusting to their new faculty positions early on. Additionally, seeking mentors to help navigate these challenges can be an effective mechanism of support during the transition to managing a full-time faculty workload.[16,24]

Congruency

Incongruence Occurs from Mismatch in Teaching and Research. When our participants described a discrepancy between their faculty workload and doctoral education, it was usually because their faculty position had a high teaching workload, whereas their doctoral preparation was focused on research preparation. Nineteen of our participants had 50% or higher of their faculty workload dedicated to teaching, but only 9 faculty members' doctoral preparation comprised $\geq$50% teaching. Several described the teaching demands to be more extensive than expected and did not realize how the high volume of course preparation, grading, and instruction time would affect their time.[3,18] Additionally, previous authors[1,2,24] have noted this inconsistency between doctoral education and faculty positions. Considering that the nature of doctoral preparation is research-focused,[1,2] as it was for most of our participants, faculty should expect a shift when transitioning to full-time faculty. Advisors and administrators of doctoral programs can attempt to mitigate the challenges faced during this transition by providing more teaching experience during doctoral education.[1] Knowing that extensive teaching is a component of most faculty positions, preparation for teaching should be a component of doctoral programs, including formal training in pedagogy and feedback on doctoral students' teaching performance.[2,9] Even though doctoral students may be exposed to most components of faculty life, providing a general understanding of job expectations, novice faculty should expect a period of adjustment to their specific faculty position and institutional expectations.[25] This is natural, as the professional socialization aspect of their preparation for a faculty role should be more globalized, and, therefore, organizational socialization should center on the specifics of the workplace as it relates to faculty life. Resources within institutions, such as mentoring, orientation, and other mechanisms that facilitate faculty socialization and support, can help novice faculty learn their roles and expectations.[16,25]

Part of the discrepancy between teaching emphasis in doctoral education and faculty positions can be attributed to institution types. Seventeen of our participants were trained in moderate to high research institutions (Carnegie Classification R1–R3), but only 10 of our participants' institutions of employment had expectations at this level. Our findings are similar to those of previous research,[2,12] which emphasizes that faculty workload and expectations vary among institution types. Positively, several participants

Table 3. Recommendations for Athletic Training Doctoral Students and Junior Faculty Members

1. Consider your career goals before seeking out a doctoral program and attempt to find a program that aligns with your long-term goals, particularly the emphasis on teaching versus research.
2. Anticipate that your faculty position will have a much higher teaching expectation than in your doctoral experience.
3. Seek out mentored teaching experiences during your doctoral education.
4. Learn about the Carnegie Classifications of institutions and consider this institutional characteristic when searching for jobs. Seek advice from individuals who work at different types of institutions to learn different expectations.
5. Be aware of professional changes and characteristics of athletic training programs when job searching to ensure program attributes match your interests.
6. Depending on the type of institution, negotiate for a reduced teaching load the first 1 to 2 years of your faculty position.
7. Use effective time management to be efficient with time spent on course preparation.
8. If taking on administrative responsibilities, negotiate for adequate release time and understand performance expectations in relation to other responsibilities.
9. Find mentors to help you navigate institutional expectations for service and tenure and promotion.

noted institution type as a factor they considered when searching for faculty positions. Judd and Perkins[19] discussed the importance of orienting students to the variety of expectations present in academia. Additionally, it is helpful to educate doctoral students that teaching expectations are often more extensive than those practiced during their doctoral programs, which helps align expectations with actual faculty responsibilities. Doctoral students should be encouraged to identify career goals as early as possible, even before starting a doctoral program. This helps doctoral students select the program that is a best fit for their interests (eg, research, program administration) and prepares them for the type of faculty position they are seeking.[19]

Congruence Occurs Between Faculty Positions and Career Goals. Although our participants often identified a mismatch between doctoral education and faculty responsibilities, they were generally oriented to these differences in institutional expectations during their doctoral education. The professional socialization that occurs during doctoral education helps doctoral students gain a general understanding of faculty roles and responsibilities and how these differ between institutions.[16] Effective professional socialization helps doctoral students select jobs that are a good fit for their professional goals and interests, facilitating the transition to the faculty role.[19] Participants in our study described having a general understanding of different faculty responsibilities and sought their positions based on their interests and values. Even though most participants were trained in research-intensive universities, many of them purposefully sought out faculty positions in more teaching-focused institutions that had less of an emphasis on research. It is unknown whether our participants desired to work in teaching-focused institutions before selecting their doctoral institution or if they developed this interest during their doctoral program. If possible, future faculty members should consider different institution types and expectations before selecting a doctoral program to facilitate alignment of their career goals and doctoral education. Doctoral advisors should also continue to educate their students about different institutions and faculty positions to facilitate a smooth transition to their first full-time faculty position. Additional recommendations for doctoral students and future faculty members are provided in Table 3.

LIMITATIONS AND FUTURE DIRECTIONS

Although our study provides new information about faculty workload in relation to doctoral education, our study is not without limitations. Several of our faculty were very early in their careers, only a few years into their first full-time faculty positions. We found that faculty workload often evolves over time; thus, with a limited number of years upon which to reflect we may not have adequately captured these workload changes that occur. Future research should examine athletic training faculty workload from faculty with a range of experience levels to gain a more complete picture of this phenomenon. Additionally, we collected limited quantitative information about the composition of doctoral education and faculty workload. It would be interesting to examine workload in more detail with a quantitative lens and a larger sample, particularly in relation to faculty in other healthcare professions. Lastly, our sample included mostly PhD-trained individuals, with one EdD-trained faculty member. With the emergence of more degree types in athletic training, such as DSc, DA, and DAT, it would be valuable to examine the alignment of doctoral preparation and faculty workload for these individuals.

CONCLUSIONS

Doctoral education is the foundation through which an individual becomes aware of the roles and expectations of the academe and therefore is the platform for entry into faculty life. Our participants were primarily trained in large research-focused institutions, and their doctoral experiences and fellowships were commonly focused on research. In contrast, most of our participants took faculty positions in teaching-centered institutions, where most of their workload was dedicated to teaching. Not a surprising finding, as a majority of athletic training education occurs in institutions that offer a more teaching-centered approach, yet this can provide a degree of incongruence when transitioning from a research-intensive doctoral education experience. Participants recognized these differences between doctoral education and faculty responsibilities; however, they were generally not surprised by them as they were socialized to them during their doctoral education. Participants often purposefully sought out teaching-focused faculty positions because they matched their career goals and interests. Additionally, the actual time required to complete faculty responsibilities often exceeded

the allotted workload time, leading to challenges with managing workload during the first few years of faculty positions. Considering that these discrepancies between doctoral education and faculty workload are common in athletic training, it is important to adequately socialize doctoral students to these differences as they pursue faculty positions. In summary, doctoral education is one portion of the socialization paradigm, as it does disseminate knowledge and skills for success as a faculty member in the global sense of higher education, but there is also a need for organizational mechanisms because of the variety of expectations across institution type, which may not be accounted for in doctoral education.

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