



Tomorrow's Doctors, Tomorrow's Cures

What drives faculty satisfaction in academic medicine institutions?

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Faculty Forward
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Learn

Serve

Lead

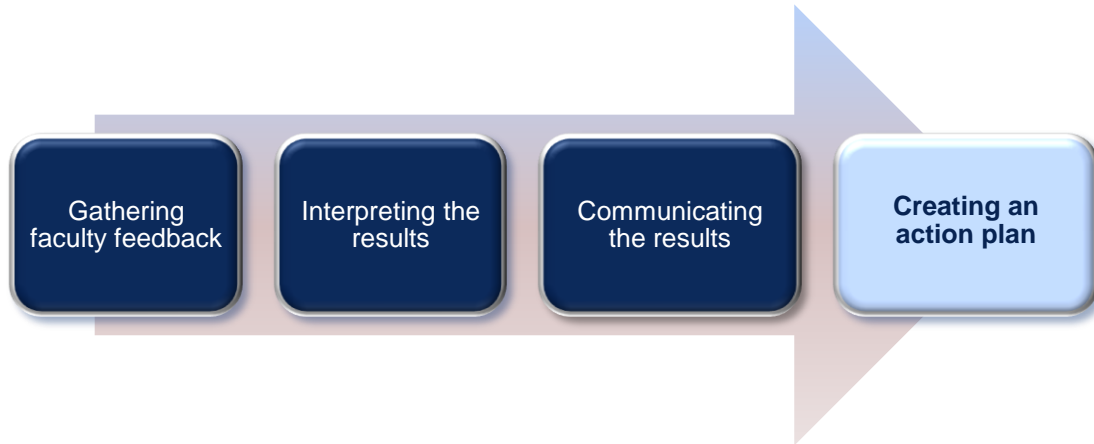


Association of
American Medical Colleges

Topics

- The results are in... what now?
- Potential drivers of faculty satisfaction
- The analysis
- Our findings
- How these findings can help you

The Faculty Forward process



- How should we focus resources to maximize impact on faculty satisfaction?
- What changes should we introduce?

Possible drivers of satisfaction

from the Faculty Forward survey

Faculty Forward survey dimensions

Nature of work and time allocation

Focus of medical school mission

Focus of department mission

Departmental relationships

Appreciation by patients, students and residents

Appreciation by colleagues and management

Workplace culture

Equal opportunity for minorities and women

Collaboration opportunities

Mentoring and feedback

Clarity and reasonableness of promotion criteria

Opportunity for professional development

Compensation

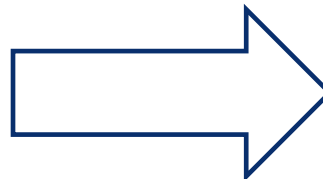
Health and retirement benefits

Recruitment and retention effectiveness

Medical school organization, governance and transparency

Department organization, governance and transparency

What matters most?



Satisfaction items

I am satisfied with my department as a place to work

I am satisfied with my medical school as a place to work

I would choose to work at this medical school again

I would choose an academic career again

The driver analysis

- Uses multiple regression to assess the relative impact or importance of different survey dimensions on faculty satisfaction items
- Provides a preliminary identification of workplace issues most closely related to faculty satisfaction

The driver analysis

Method

- Factor analyses to cluster survey items into dimensions
- Bivariate correlations, multiple regression analyses
- Partial correlations to assess unique relationship of each dimension with satisfaction items

- *Cautions:* one year of data, multicollinearity, response bias, nonresponse bias, common method variance

- Analyses indicate findings are relatively robust; findings may change over time as we incorporate new data

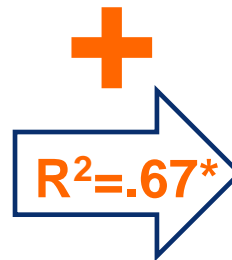
Findings: Drivers of ‘satisfaction with dept’

Department organization, governance and transparency

- Opportunities for faculty participation in governance of dept
- Communication from dept chair
- Dept chair’s priorities, pace of decision-making

Department relationships

- How well you fit in your dept
- Quality of professional, personal interaction with colleagues
- Intellectual vitality



I am satisfied with my
department as a place to
work

* Represents adjusted R^2 ; only dimensions with standardized beta coefficients $>.12$ are presented

Drivers of 'satisfaction with medical school'

Medical school organization, governance and transparency

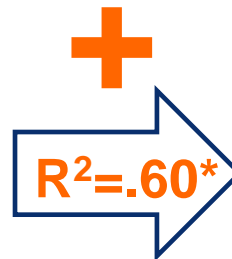
- Opportunities for faculty participation in governance of med school
- Communication from dean's office
- Dean's priorities, pace of decision-making

Workplace culture

- The workplace culture at this medical school cultivates collegiality, interdisciplinary work, entrepreneurialism, excellence, work/life balance

Recruitment and retention effectiveness

- My medical school/department/division is successful in hiring/retaining high quality faculty members



I am satisfied with my medical school as a place to work

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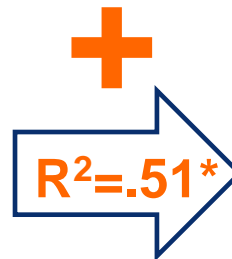
Drivers of 'I would choose to work at this medical school again'

Recruitment and retention effectiveness

- My medical school/department/division is successful in hiring/retaining high quality faculty members

Opportunity for professional development

- Promotion criteria are consistently applied to faculty across comparable positions
- Satisfaction with pace of professional advancement
- Satisfaction with opportunities for professional development



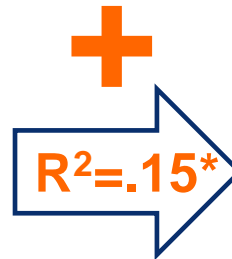
I would choose to work at this medical school again

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Driver of 'I would choose an academic career again'

Senior Rank

- Associate or Full professor status



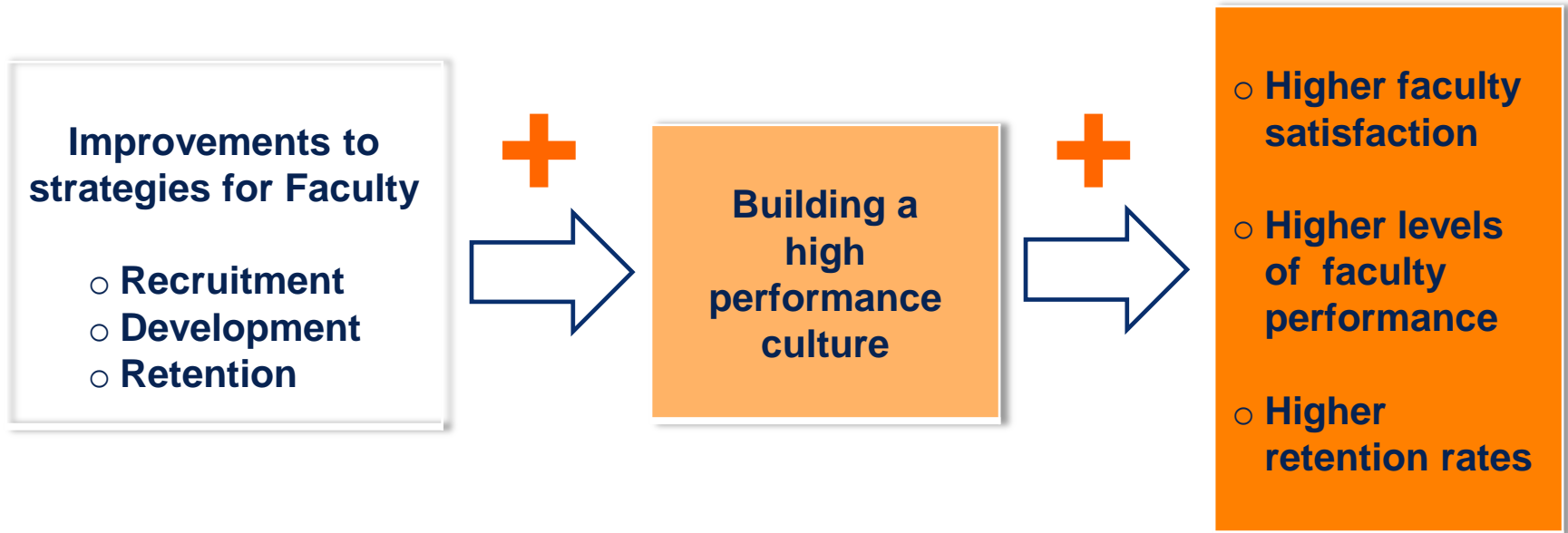
I would choose an academic career again

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Summary of findings

- How department and medical school leaders make decisions, set priorities and communicate with faculty directly influences faculty satisfaction
- The extent to which faculty members feel they “fit” with their colleagues and with the values of their medical school directly influences faculty satisfaction
- Opportunities for professional development and advancement, along with the quality of faculty colleagues, directly influence faculty satisfaction

The impact of the “talent management” approach



How can these findings help me?

- Your institution's "talent management" policies and practices directly influence faculty satisfaction
- Satisfaction is closely related to retention and institution-wide performance (supported by research evidence)