

# D2024 Differences in Faculty Access to Opportunities for Growth and Development across U.S. Medical Schools

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## Introduction and Methodology

Research demonstrates that faculty development programs enhance engagement, satisfaction, and retention. Opportunities for professional advancement are important and encourage faculty to build long-term and productive careers in medicine. To understand these issues and to maximize the potential impact of development opportunities for medical faculty, this research:

1. Explores faculty members' perceptions of opportunities for growth and development at their institutions, and
2. Investigates differences between and among demographic groups to ensure equal access for all faculty.

Data come from the Faculty Forward Engagement Survey (FFES)—a web-based survey to encourage an evidence-based approach to improving the faculty workplace. The survey contains items conceptually and empirically associated with measures of employee engagement, satisfaction, and retention, including items that evaluate perceptions of opportunities for development and growth.

Between 2011 and 2014, 26 U.S. medical schools administered the FFES to their full -and part-time faculty members. The response rate was 62% (14,902/24,078). Eight survey items related to opportunities for growth and development were analyzed using descriptive and  $\chi^2$  statistics across gender, rank, race, age, and appointment type variables.

## Results: Faculty Perceptions of Opportunities for Growth and Development (\* Indicates a statistically significant difference)

	<b>Gender:</b> Women vs. Men (% agree/strongly agree)	<b>Rank:</b> Junior vs. Senior (% agree/strongly agree)	<b>Race:</b> Minority vs. Majority (% agree/strongly agree)	<b>Age:</b> 28-45 vs. 46-65+ (% agree/strongly agree)	<b>Status:</b> Full-time vs. Part-time (% agree/strongly agree)	<b>All Faculty</b> (% agree/strongly agree)
Supervisor supports development	65 vs. 67*	71 vs. 62*	65 vs. 66	75 vs. 64*	66 vs. 63*	66
Has a mentor	28 vs. 34*	44 vs. 19*	36 vs. 30*	47 vs. 19*	31 vs. 24*	30
Mentoring is important	69 vs. 54*	75 vs. 48*	74 vs. 58*	76 vs. 48*	60 vs. 54*	60
Receives feedback regularly	66 vs. 70*	72 vs. 67*	66 vs. 69*	72 vs. 68*	69 vs. 65*	69
Feedback is important	85 vs. 79*	87 vs. 76*	86 vs. 81*	88 vs. 77*	81 vs. 79	81
Advancement at institution is important	84 vs. 79*	87 vs. 76*	88 vs. 80*	90 vs. 75*	82 vs. 66*	81
Satisfaction with pace of advancement	54 vs. 57*	53 vs. 59*	53 vs. 57*	60 vs. 57*	56 vs. 55	56
Satisfaction with development opportunities	51 vs. 55*	54 vs. 54*	52 vs. 55	59 vs. 55*	54 vs. 53*	54

## Key Findings and Discussion



**Women faculty** were less likely to report feeling supported by their supervisor in their career development and that they are satisfied with their pace of advancement or opportunities for development. More **women** and **minority faculty** report that receiving feedback is important to them, fewer report that they actually receive such feedback.



**Minority faculty** were less likely to report that they receive feedback from their unit head or are satisfied with the pace of their advancement.



**Junior faculty** reported positive feelings about their opportunities for growth and development, except regarding satisfaction with the pace of their advancement. Similarly, **faculty aged 45 and under** reported more positive perceptions than their older counterparts.



**Part-time faculty** were less likely to report that their supervisor supports their development, and that they receive mentoring and regular performance feedback.

Results can help schools prioritize the allocation of institutional faculty development resources. Given these findings, institutions may consider:

1. Allocating resources to train supervisors and enhance performance management systems
2. Creating targeted development programs for faculty aged 46+ and/or senior rank
3. Developing programs to assist women and minority faculty in career planning
4. Enhancing performance feedback mechanisms throughout faculty careers
5. Ensuring that part-time faculty are receiving uniform feedback from supervisors
6. Supporting mid/late career fac. to develop pipelines for institutional leadership positions