



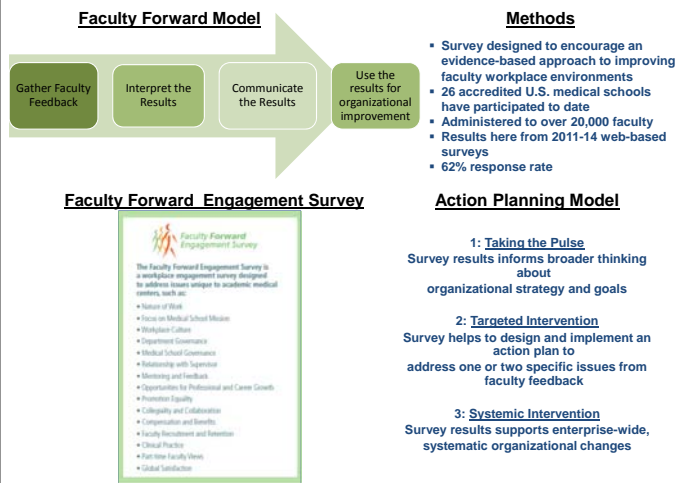
USING ENGAGEMENT DATA TO IDENTIFY FACULTY NEEDS AND DRIVE WORKPLACE DECISION-MAKING

Valerie Dandar, M.A., Sarah A. Bunton, Ph.D., Ann Steinecke, Ph.D. Association of American Medical Colleges, USA

Model and Methods

"We at the AAMC believe faculty are your institutions' single most valuable resource. We know that it is important to keep faculty engaged and build strong workplace cultures to drive performance in our core missions."
 -AAMC Chief Academic Affairs Officer, John Prescott, M.D.

Research has established empirical relationships between job satisfaction and engagement and increased organizational performance and faculty retention. The research results presented herein add nuance to our understanding of faculty satisfaction, which is important for medical school leaders to use as they make changes to improve the workplace, ultimately leading to positive organizational outcomes.



Key Decision-Making Processes Driven by Survey Data

U.S. medical schools have used the FFES data and accompanying benchmarks to create positive changes in workplace environment to enhance faculty engagement and retention. Faculty engagement surveys allow schools to receive real-time data to prioritize what faculty may need to be more engaged and, therefore, successful. These results allow for a data-driven approach to decision-making about institutional priorities, policies development, leadership appointments, and resource allocation.

Institutions have Used Faculty Forward Survey Data to:

- ✓ Determine action plans at institution and department level
- ✓ Justify creation of Faculty Affairs and Development Offices
- ✓ Support LCME (accreditation) submissions
- ✓ Secure funding for faculty development programs
- ✓ Plan for future workforce needs
- ✓ Contribute to department chair reviews
- ✓ Provide evidence for quality awards
- ✓ Create strategic plans
- ✓ Define new faculty tracks
- ✓ Evaluate institution specific policies and programs
- ✓ Conduct original research about population specific-issues

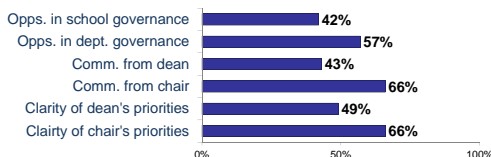
Specific Action Plans Derived From AAMC Faculty Forward Engagement Survey Results

Item-Level Results

% Agree or Strongly Agree with statement

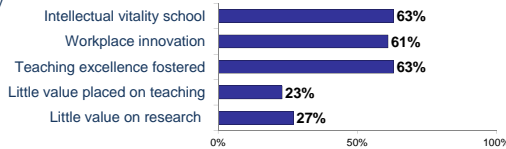
Leadership and Governance:

- There are sufficient opportunities for faculty participation in medical school/departmental governance (42%, 57% agree)
- There is sufficient communication from dean/department chair to faculty (43%, 66% agree)
- The dean's/department chair's priorities for the school/department are clear (49%, 66% agree)



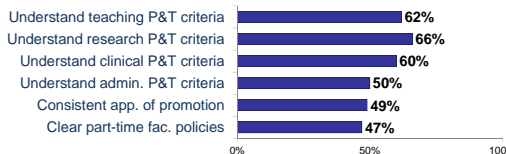
Support of Mission:

- I am satisfied with the intellectual vitality in my medical school (63% agree)
- The workplace culture cultivates innovation (61% agree)
- Overall, my school fosters teaching excellence (63% agree)
- Teaching is valued too little by the medical school (23% agree)
- Research is valued too little by the medical school (27% agree)



Promotion and Tenure Guidelines:

- Understanding of promotion and tenure criteria in: Teaching (62%), Research (66%), Clinical Care (60%), and Administrative duties (50% agree)
- At my medical school the criteria for promotion are consistently applied to faculty across comparable positions (49% agree)
- My institution has clear expectations for part-time faculty (47% agree)



Recruitment and Retention of Faculty:

- My department is successful in recruiting racial/ethnic minority faculty (62%, 61% agree)
- My medical school is successful in retaining high quality faculty members (45% agree)



Institutional Action Plans to Address Results

Leadership and Governance:

- Feedback loops: Announce regular opportunities for faculty feedback/input on key decisions. When decisions are made, explain how feedback collected was used in decision-making processes.
- Enroll department chairs in leadership training to enhance communication and management skills.
- Encourage school leadership to publish/discuss yearly priorities through in-person communication that fosters discussion. Provide updates on progress throughout year.

Support of Mission:

- Create opportunities school-wide that celebrate research and teaching accomplishment of faculty (e.g., newsletter spotlights, a teaching academy, yearly awards, or rewards for superior performance).
- Consider ways to promote and support innovation such as creation of innovation institute.

Promotion and Tenure Guidelines:

- Gather specific faculty feedback to determine if/how guidelines need revision or clarification.
- Provide online and in-person education of faculty promotion and tenure guidelines.
- Help faculty create career development plans that clearly illustrate advancement paths.
- Educate chairs/chiefs about the promotion process to ensure consistent weight of accomplishments that support advancement.
- Establish clear job responsibilities and goals for faculty on a yearly basis with regular check-ins.

Recruitment and Retention of Faculty:

- Set strategic workforce planning goals with Human Resources, Marketing, Faculty Affairs and Diversity Affairs to develop aligned vision for attracting and recruiting high-quality faculty.
- Conduct exit interviews; use data to make decisions about what can improved.