

## Purpose and Method

Understanding what drives engagement among basic science faculty is key to achieve excellence in medical schools' research and teaching missions. Yet, data from the StandPoint Faculty Engagement Survey show that faculty in basic science departments are less satisfied with their medical school as a place to work than clinical department colleagues. To promote success and retention of basic scientists, especially in a time of extremely competitive research funding, institutions need to identify the ways to better engage these faculty.

The survey instrument measures faculty engagement, satisfaction, and intent to leave in 14 domains. We present data from 22 institutions from 2013-2015, representing 1,709 basic science faculty responses (81% response rate). Regression analyses and chi-square statistics are used to identify the factors driving satisfaction and intent to leave, and to explore satisfaction differences by demographics. Qualitative data are analyzed for key themes on how to improve the workplace.

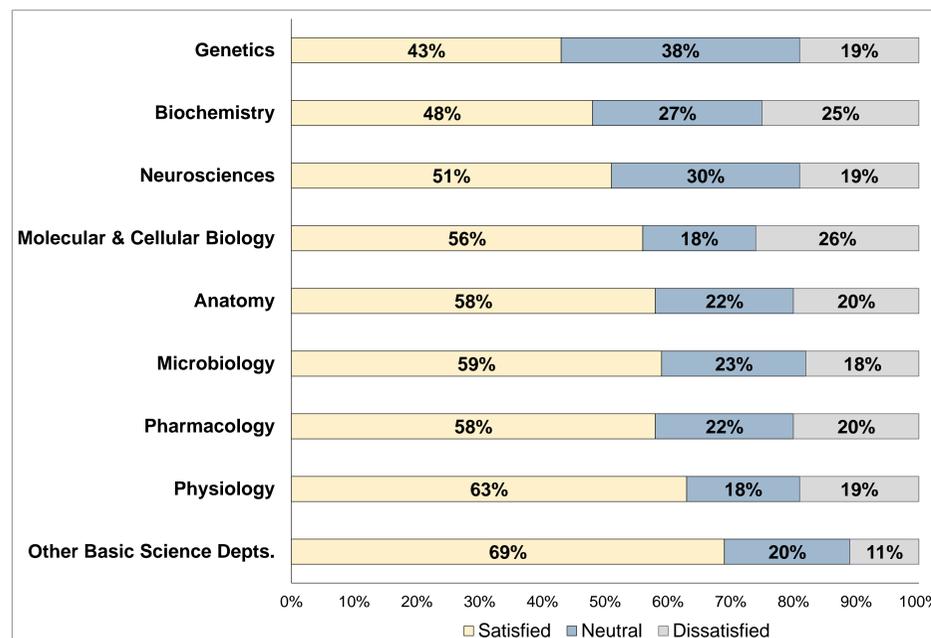
Data show: 1) differences in satisfaction by department; 2) factors that drive satisfaction with the medical school and intent to leave; and 3) faculty-proposed solutions to improve the workplace.

| Demographic Category             | Faculty Population Demographics |                       | Survey Sample Demographics   |                       |
|----------------------------------|---------------------------------|-----------------------|------------------------------|-----------------------|
|                                  | Faculty Population              | Percent within Sample | Number of Survey Respondents | Percent Within Sample |
| <b>All Basic Science Faculty</b> | <b>2298</b>                     | <b>100.0%</b>         | <b>1709</b>                  | <b>100.0%</b>         |
| <b>Appointment Status</b>        |                                 |                       |                              |                       |
| Full-Time                        | 2010                            | 91.9%                 | 1611                         | 94.5%                 |
| Part-Time                        | 178                             | 8.1%                  | 93                           | 5.5%                  |
| <b>Rank</b>                      |                                 |                       |                              |                       |
| Senior (i.e., Full or Assoc.)    | N/A                             | N/A                   | 1112                         | 58.4%                 |
| Junior (i.e., Assistant)         | N/A                             | N/A                   | 469                          | 41.6%                 |
| <b>Gender</b>                    |                                 |                       |                              |                       |
| Male                             | 1511                            | 67.2%                 | 1130                         | 66.1%                 |
| Female                           | 739                             | 32.8%                 | 579                          | 33.9%                 |
| <b>Race/Ethnicity</b>            |                                 |                       |                              |                       |
| Majority (White or Asian)        | 1958                            | 92.2%                 | 1544                         | 93.8%                 |
| Minority (all other)             | 130                             | 7.8%                  | 102                          | 6.2%                  |
| <b>Administrative Title</b>      |                                 |                       |                              |                       |
| Administrative Title             | N/A                             | N/A                   | 452                          | 27.2%                 |
| Non-Administrative Title         | N/A                             | N/A                   | 1208                         | 72.8%                 |

| Survey Dimension Name                   | Survey Item Description   | Alpha |
|---|---|-------|
| Nature of Work                          | Number of hours worked; time spent on mission areas; control over schedule; autonomy  | 0.82  |
| Medical School Mission                  | Clarity of and school's ability to fulfill mission  | 0.91  |
| Workplace Culture                       | Whether the workplace culture cultivates excellence, collegiality, and other ideals   | 0.83  |
| Department Governance                   | Opportunities for faculty participation in decision-making; communication from the department chair; department's explanation of finances to faculty  | 0.94  |
| Medical School Governance               | Opportunities for faculty participation in governance; communication from the dean's office; medical school's explanation of finances to faculty  | 0.94  |
| Relationship with Supervisor            | Supervisor's support of individual goals; good communication; perceptions of equity   | 0.94  |
| Opportunities for Growth                | Opportunities for professional development; pace of advancement;  | 0.88  |
| Promotion Criteria                      | Whether promotion criteria are clear and reasonable within various mission areas;   | 0.94  |
| Promotion Equality                      | Application of promotion criteria; equal opportunities regardless of sex, race, and sexual orientation  | 0.87  |
| Collegiality and Collaboration          | Opportunities to collaborate with other faculty; personal "fit" (i.e. sense of belonging); interactions with colleagues; intellectual vitality within the department and medical school; appreciation by colleagues | 0.92  |
| Compensation and Benefits               | Evaluation of overall compensation; health and retirement benefits  | 0.83  |
| Recruiting & Retaining Talented Faculty | Success in hiring and retaining high quality faculty  | 0.87  |
| Recruiting & Retaining Diverse Faculty  | Success in hiring and retaining diverse faculty   | 0.89  |
| Clinical Practice                       | Ability to provide high quality care; how well the clinical practice functions overall  | 0.92  |

## Key Findings

### Satisfaction with Medical School by Department



- Medical School Mission
- Recruiting/Retaining Talented Faculty
- Medical School Governance
- Workplace Culture
- Compensation and Benefits
- Opportunities for Growth
- Nature of Work
- Recruiting/Retaining a Diverse Faculty

**Significant Factors Driving Satisfaction with Medical School**

- Opportunities for Growth
- Nature of Work
- Recruiting & Retaining Talented Faculty
- Medical School Mission

**Significant Factors Driving Intent to Leave Medical School**

### Qualitative Themes

- Create a **culture** where all views are respected and heard, especially when different from the dominant view
- Develop **interdepartmental relationships** for translational research
- **Recruit and retain** quality, talented faculty as they attract others, serve as mentors, have strong research portfolios
- Provide **bridge funding** for promising faculty; lower percent of salary needed to be covered through funding
- Improved **communication from dean's office** about the commitment to teaching and research; involvement in curriculum decisions
- **Articulate the value of basic sciences** in the future of the medical school

### Future Action

Results show that department satisfaction varies (range = 43-69%; average = 59%). Senior and male faculty are significantly less satisfied with their medical school than their junior and female counterparts. Regression analyses identified one's understanding of and connection to mission, perceptions of the school's ability to recruit and retain quality faculty, and satisfaction with school governance as most important in predicting satisfaction. Understanding of one's role and satisfaction with opportunities for growth, in addition to perceptions of the school's mission and ability to manage talent, are critical in predicting intent to leave. Qualitative data confirm these results.

The clarity of and one's connection to mission are vital for engaging basic scientists. As schools envision their future work, the role and contributions of basic scientists need to be strategically identified, articulated, and equally valued. On campuses, we often see basic scientists struggling to define their future roles, and concerned about job security and supporting their compensation. Institutional leaders who understand these issues and develop strategies to support basic scientists and promote their engagement will retain key talent and facilitate institutional excellence.