

# IUSM Office of Faculty Affairs and Professional Development

## Faculty Vitality and Needs Assessment Report

## Executive Summary

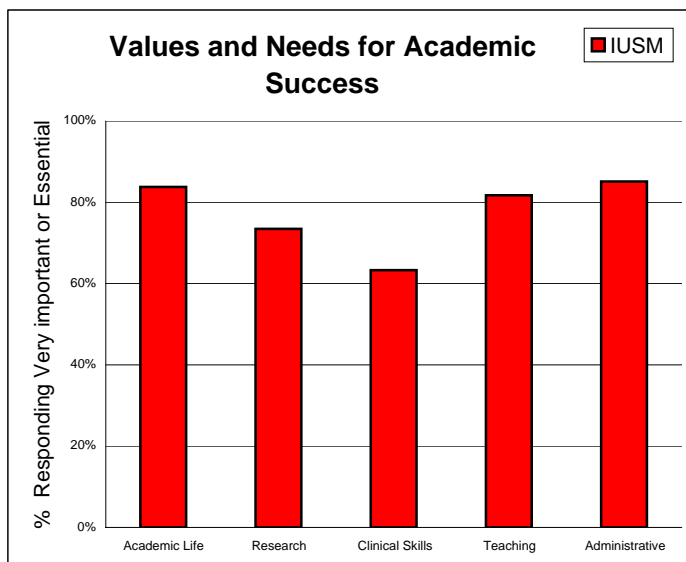
Thriving in academic medicine today requires the mastery of complex skills. Faculty need support and opportunities to obtain the skills needed for a successful career and to advance the mission of the IUSM, yet, are faced with competing demands and narrow time margins available for professional development. To assess the current state of faculty vitality and where the developmental needs are greatest, the IUSM Office of Faculty Affairs and Professional Development conducted a school-wide faculty survey in October and November 2006. The survey was developed with input from the IUSM Faculty Development Coordinating Committee, was IRB exempt, and was administered on-line by UITS. This is an executive summary of the major findings.

### Demographics

		Survey Sample		IUSM Population	
		Number	Percent	Number	Percent
Gender	Female	213	30.8%	334	28.5%
	Male	441	63.8%	837	71.5%
Race	White	450	65.1%	911	77.8%
	Minority	21	3.0%	42	3.6%
	Asian	73	10.6%	216	18.5%
	No response	93	13.5%	2 (other)	0.2%
Degree	MD	434	62.8%	686	58.6%
	PhD	205	29.7%	342	29.2%
	Other	30	4.3%	133	11.4%
Track	Tenure	357	51.7%	646	55.2%
	Clinical	249	36.0%	414	35.4%
	Research/Scientist	59	8.5%	107	9.1%
Rank	Assistant	272	39.4%	520	44.4%
	Associate	171	24.7%	331	28.3%
	Professor	212	30.7%	316	27.0%
Role	Clinical	291	42.1%	not available	
	Research	242	35.0%		
	Teaching	69	10.0%		
	Administration	58	8.4%		

### Key Points

- \* N total IUSM sample = 691, Response rate = 59%
- \* Total population of IUSM faculty = 1,171
- \* 64% of the population of female faculty responded to the survey; 53% of male faculty responded
- \* Since 93 faculty did not identify their race, it is not possible to conclude with certainty the response rate per racial category.
- \* 55% of the population of tenure track faculty, 60% of clinical track faculty, and 53% of Research/Scientist track faculty responded to the survey
- \* 52% of the population of Assistant and Associate Professors responded to the survey; 67% of the population of Professors responded



### Values and Needs for Academic Success

- \* Likert scale from 1 (not at all important) to 5 (essential); Bars represent summed items in each domain.
- \* Virtually all skills were identified as very important or essential, with 63% or more of the faculty rating these items a 4 or 5

### Significant Differences

- \* By Gender: females rated Academic Life and Teaching skills more important than males on average
- \* By Track: Research/Scientist track and Tenure track faculty rated research skills as more important on average; Clinical track faculty rated clinical and teaching skills more important on average, than Tenure Track or Research/Scientist Track.
- \* By Rank: Assistant Professors rated Clinical skills more important on average than Associate and Full Professors; Professors rated Research skills and Administrative skills more important on average than Assistant or Associate Professors.

# Academic Vitality

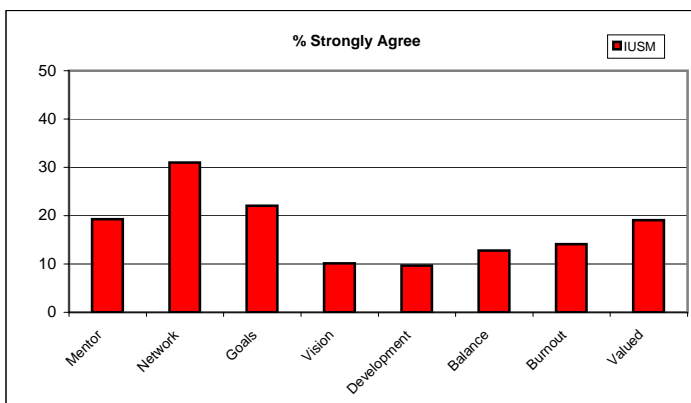
## Percent Ranking Item as 1 or 2 in Importance

		<u>Mentor</u>	<u>Network</u>	<u>Goals</u>	<u>Time</u>	<u>Input</u>	<u>Fac Dev</u>	<u>Valued</u>	<u>Other (n)</u>	<i>In Sum:</i>
<i>Total Survey Sample</i>		22.1%	32.6%	26.3%	<b>45.3%</b>	25.2%	11.9%	<b>40.7%</b>	25	<i>What Faculty Say is Most Important to Vitality:</i>  * Having Adequate Time * Feeling Valued for Contributions  Are the two most highly ranked items for most faculty  * Well-Developed Network of Colleagues is also highly ranked by some groups
Gender	Female	15.5%	34.5%	26.0%	<b>51.8%</b>	22.7%	16.4%	<b>41.0%</b>	5	
	Male	23.6%	38.9%	25.7%	<b>41.4%</b>	26.6%	11.0%	<b>40.7%</b>	19	
Race	White	19.0%	<b>40.2%</b>	24.6%	<b>46.8%</b>	27.4%	12.2%	37.4%	16	
	Minority	30.6%	27.0%	<b>35.7%</b>	28.5%	14.3%	11.8%	<b>65.0%</b>	0	
	Asian	33.4%	26.7%	26.2%	<b>35.4%</b>	16.7%	20.0%	<b>53.0%</b>	4	
	No response	26.5%	25.5%	29.9%	<b>50.0%</b>	23.5%	8.5%	<b>37.9%</b>	3	
Degree	MD	20.0%	33.2%	25.0%	<b>44.6%</b>	24.9%	11.7%	<b>40.4%</b>	16	
	PhD	23.4%	<b>42.1%</b>	27.9%	<b>48.8%</b>	24.3%	11.6%	<b>41.5%</b>	9	
	Other	16.7%	38.9%	26.3%	<b>40.0%</b>	<b>40.0%</b>	20.0%	<b>42.9%</b>	0	
Track	Tenure	20.5%	<b>36.5%</b>	30.0%	<b>48.5%</b>	28.0%	10.3%	<b>36.7%</b>	13	
	Clinical	19.4%	33.9%	20.4%	<b>43.2%</b>	20.8%	14.2%	<b>47.6%</b>	7	
	Research/Scientist	32.1%	<b>44.8%</b>	29.7%	<b>38.7%</b>	28.6%	17.4%	37.7%	5	
Rank	Assistant	27.8%	33.8%	31.0%	<b>46.5%</b>	19.7%	12.5%	<b>37.5%</b>	7	
	Associate	22.0%	26.4%	21.6%	<b>46.0%</b>	29.5%	12.1%	<b>48.2%</b>	8	
	Professor	11.7%	<b>47.9%</b>	25.2%	<b>47.5%</b>	29.8%	11.4%	37.7%	10	
Role	Clinical	19.0%	31.9%	21.1%	<b>39.3%</b>	25.9%	10.2%	<b>46.3%</b>	12	
	Research	25.8%	<b>43.5%</b>	31.0%	<b>50.0%</b>	22.2%	11.4%	34.2%	12	
	Teaching	19.5%	21.6%	24.0%	<b>40.0%</b>	30.6%	14.5%	<b>52.3%</b>	0	
	Administration	10.3%	<b>40.0%</b>	34.2%	<b>62.1%</b>	26.3%	19.6%	35.1%	1	

## Highly Ranked Items vs. The Current State

\* Below shows the % of those faculty who ranked an item (above) as 1 or 2 [indicating highly important] who strongly agreed and strongly disagreed with currently having the item in place [their current state].

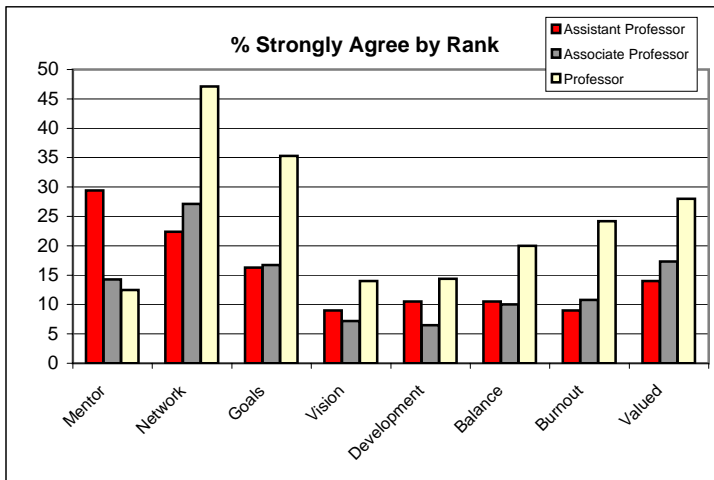
	% Strongly Agree	% Strongly Disagree	Key Findings
Mentor	38.9%	24.2%	* 24% of faculty who ranked Mentor highly important do not have one
Network	40.6%	2.9%	* 22% of faculty who ranked Feeling Valued highly important strongly disagree with feeling valued
Plan for Achieving Career Goals	22.3%	6.3%	* 6% of faculty who ranked Adequate Time highly important strongly agreed with being able to balance personal and professional demands, while 9% strongly disagreed
Opportunities for Faculty Development	16.4%	16.4%	
Feel Valued for Contributions	21.2%	22.0%	
Adequate Time * Can Balance Personal & Professional Demands	6.0%	9.0%	



\* Faculty answered strongly agree, agree, disagree, or strongly disagree

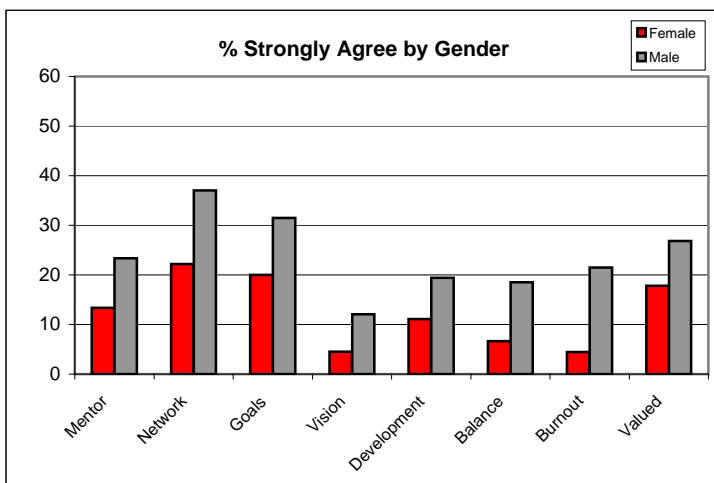
\* One third or less of the respondents strongly agreed with all items

\* Only about 10% of the sample strongly agreed that their Dept has a shared 5 year vision and that their unit has a faculty development program



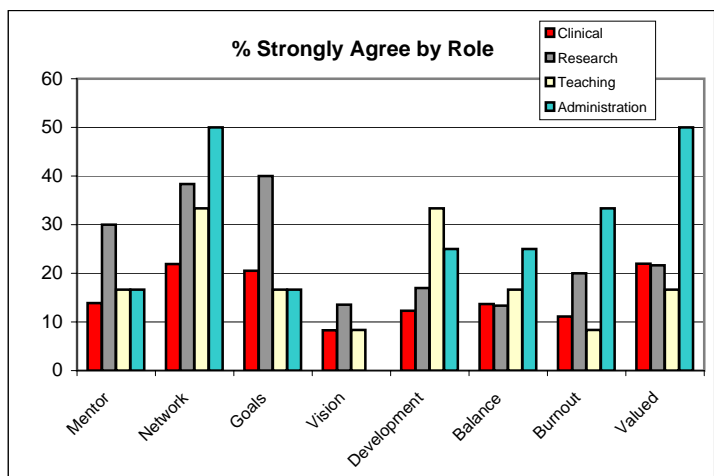
### Key Findings

- \* Faculty answered strongly agree, agree, disagree, or strongly disagree
- \* Consistent pattern of more Professors strongly agreeing with all items, except with having an identified mentor



### Key Findings

- \* Consistent pattern of more males than females strongly agreeing with all items
- \* 7% of females strongly agreed with being able to balance personal and professional demands, compared to 18.5% of males
- \* 4% of females strongly agreed that they know how to avoid burnout, compared to 21% of males
- \* 4.5% of females strongly agreed that their Dept has a shared 5 year vision, compared to 12% of males

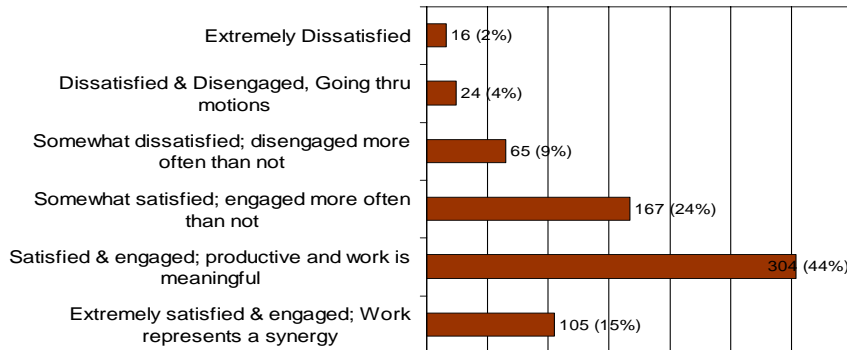


### Key Findings

- \* Proportionately more researchers strongly agreed that they have a mentor, a plan for achieving career goals, and that their Dept has a shared 5 year vision
- \* Proportionately more administrators strongly agreed that they have a well-developed network; that they can balance personal and professional demands; avoid burnout, and feel valued
- \* No faculty identifying administration as primary role strongly agreed that their Dept has a shared 5 year vision
- \* Proportionately more teachers strongly agreed that their unit has a faculty development program

# Satisfaction

## Total Sample: Overall Satisfaction



N = 691, missing = 13. Mean = 4.52 (SD = 1.12)

### Key Findings Regarding Satisfaction

- \* Likert scale of 1 to 6
- \* Overall IUSM mean = 4.52
- \* No significant differences by gender (Females  $M = 4.44$ ; Males  $M = 4.58$ )
- \* Significant differences by rank, with Professors most satisfied on average (Asst Prof  $M = 4.39$ ; Assoc Prof  $M = 4.36$ ; Prof  $M = 4.8$ )
- \* Significant differences by track, with Tenure track most satisfied on average (Tenure  $M = 4.63$ ; Clinical  $M = 4.44$ ; Research/Scientist  $M = 4.35$ )

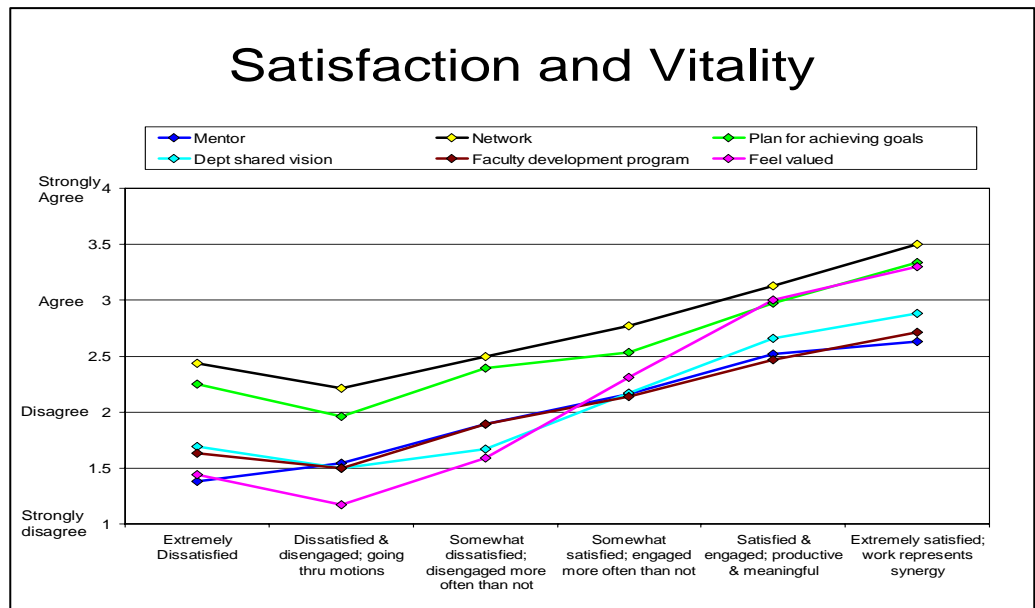
### Relationship Between Satisfaction and Vitality

\* Consistent pattern:

Satisfaction increases with Academic Vitality items:

- \* Mentor
- \* Network
- \* Career plan
- \* Dept shared vision
- \* Faculty development program
- \* Feel Valued for contributions

## Satisfaction and Vitality



## Open Ended Comments: Significant Challenges

- \* Faculty described significant challenges making it difficult to maintain their vitality; answers coded by themes
- \* Below are some common themes and illustrative quotes from the 343 respondents to this question.

### **Female Assistant Professors**

<p><u>Tenure</u></p> <ul style="list-style-type: none"> <li>* Lack of time (5)</li> <li>* Lack of mentoring (3)</li> <li>* Poor collaboration (2)</li> <li>* Poor climate in general; lack of support (2)</li> <li>* Lack of administrative support (2)</li> <li>* Grant climate; grant writing; Decreased funding (2)</li> <li>* Busy work/paperwork</li> <li>* Contributions undervalued</li> <li>* Poor communication with Centers</li> <li>* Poor leadership</li> <li>* Lack of feedback</li> <li>* One component of mission prioritized to detriment of others</li> <li>* Clinical workload</li> </ul>	<p><u>Clinical</u></p> <ul style="list-style-type: none"> <li>* Poor leadership (5)</li> <li>* No vision</li> <li>* Competing demands between clinical and academic responsibilities (5)</li> <li>* Clinical workload (4)</li> <li>* Clinical work under-reimbursed (2)</li> <li>* Patient lack of access to primary care</li> <li>* Lack of time (3)</li> <li>* Life cycle changes; personal demands (3)</li> <li>* Isolation; difficulty collaborating; poor communication (3)</li> <li>* Decreased funding (2)</li> <li>* Lack of mentoring (2)</li> <li>* Lack peer network</li> <li>* Lack of feedback; No input</li> <li>* Inequity</li> <li>* Busy work/paperwork</li> <li>* Distance from campus (2)</li> <li>* 3D system</li> <li>* One component of mission prioritized to detriment of others</li> <li>* Budgetary constraints</li> <li>* Lack of space</li> </ul>	<p><u>Research/Scientist</u></p> <ul style="list-style-type: none"> <li>* Decreased funding (2)</li> <li>* Isolation</li> <li>* Few teaching opportunities</li> <li>* Clinical workload</li> <li>* Decreased resources</li> </ul>
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### **Male Assistant Professors**

<p><u>Tenure</u></p> <ul style="list-style-type: none"> <li>* Decreased funding; poor grant climate (7)</li> <li>* Lack of institutional support for research (2)</li> <li>* Competing demands between clinical and academic responsibilities (3)</li> <li>* Clinical load (3)</li> <li>* Poor teamwork; isolation; poor relationships (3)</li> <li>* Promotion criteria (2)</li> <li>* One component of mission prioritized to detriment of others (2)</li> <li>* Busy work/paperwork (2)</li> <li>* Lack of time (2)</li> <li>* Lack of administrative support</li> <li>* Lab management challenges</li> <li>* Poor library support</li> <li>* Budgetary constraints</li> <li>* Poor leadership</li> <li>* Poor salary</li> <li>* Lack of mentoring</li> <li>* Clinical tax too high</li> </ul>	<p><u>Clinical</u></p> <ul style="list-style-type: none"> <li>* Lack of time; time management (6)</li> <li>* Promotion criteria (6)</li> <li>* One component of mission prioritized to detriment of others (4)</li> <li>* Clinical revenue tax too high (2)</li> <li>* Contributions undervalued (3)</li> <li>* Lack unified goal; vision (2)</li> <li>* Poor leadership (2)</li> <li>* Difficult relationships</li> <li>* Silos in competition</li> <li>* Competing demands between clinical and academic responsibilities</li> <li>* 3D system</li> <li>* Clinic flow</li> <li>* Clinical workload (2)</li> <li>* Lack of support in general</li> <li>* Lack of mentoring (2)</li> <li>* Lack of administrative support</li> <li>* Inequity</li> </ul>	<p><u>Research/Scientist</u></p> <ul style="list-style-type: none"> <li>* Contributions undervalued (2)</li> <li>* Emphasis on revenue generation</li> <li>* Silos in competition</li> <li>* Lack of mentoring</li> <li>* Poor leadership</li> </ul>
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**Female Associate Professors**

<p><u>Tenure</u></p> <ul style="list-style-type: none"> <li>* Decreased funding; poor grant climate (5)</li> <li>* Poor climate in general (2)</li> <li>* Poor leadership (2)</li> <li>* Poor relationships; difficulty collaborating (3)</li> <li>* Poor IT support</li> <li>* Budgetary constraints</li> <li>* Unclear expectations for Center faculty</li> <li>* Changing institutional priorities</li> <li>* Lack of administrative support</li> <li>* Lack of vision</li> <li>* Contributions undervalued</li> <li>* Inequity</li> <li>* Mid- and senior faculty career development needs</li> <li>* Competing demands between clinical and academic responsibilities</li> </ul>
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<p><u>Clinical</u></p> <ul style="list-style-type: none"> <li>* Clinical load (4)</li> <li>* Lack of time (3)</li> <li>* Committee work (2)</li> <li>* Isolation</li> <li>* Poor leadership</li> <li>* Lack of mentoring</li> <li>* Busy work/paperwork</li> <li>* Promotion criteria</li> <li>* Not able to teach as much as desired</li> <li>* Lack of vision</li> <li>* No input</li> <li>* Contributions undervalued</li> </ul>
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<p><u>Research/Scientist</u></p> <ul style="list-style-type: none"> <li>* Conflicting styles between IU and Methodist</li> </ul>
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**Male Associate Professors**

<p><u>Tenure</u></p> <ul style="list-style-type: none"> <li>* Poor leadership (5)</li> <li>* Lack of time; time management (4)</li> <li>* Decreased funding (3)</li> <li>* Competing demands between clinical and academic responsibilities (3)</li> <li>* Promotion criteria (2)</li> <li>* Lack of mentoring (2)</li> <li>* One component of mission prioritized to detriment of others</li> <li>* Budgetary constraints (2)</li> <li>* Busy work/paperwork (2)</li> <li>* Life cycle changes/personal</li> <li>* Lack of administrative support</li> <li>* Uninsured patients</li> <li>* 3D</li> <li>* Contributions undervalued</li> <li>* Inequity</li> <li>* Lab management challenges</li> </ul>
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<p><u>Clinical</u></p> <ul style="list-style-type: none"> <li>* Lack of time (6)</li> <li>* One component of mission prioritized to detriment of others (3)</li> <li>* Clinical load (3)</li> <li>* Poor leadership (3)</li> <li>* Competing demands between clinical and academic responsibilities (2)</li> <li>* Lack of cohesiveness</li> <li>* Lack of support in general</li> <li>* Lack of administrative support</li> </ul>
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<p><u>Research/Scientist</u></p> <ul style="list-style-type: none"> <li>* Decreased funding</li> </ul>
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### **Female Professors**

<p><u>Tenure</u></p> <ul style="list-style-type: none"><li>* Lack of time; time management (6)</li><li>* Lack of institutional commitment; support (3)</li><li>* Lack of administrative support (2)</li><li>* Poor leadership (2)</li><li>* Poor relationships; conflicts; poor teamwork; isolation (3)</li><li>* Decreased funding</li><li>* 3D system</li><li>* Lack of input</li><li>* One component of mission prioritized to detriment of others</li><li>* Disagreement with school vision</li><li>* Clinical load</li><li>* Clinical tax too high</li><li>* Life cycle changes</li></ul>
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<p><u>Clinical</u></p> <ul style="list-style-type: none"><li>* Lack of time (3)</li><li>* Busy work/paperwork</li><li>* Clinical workload</li><li>* Decreased funding</li><li>* Inequity</li><li>* Lack of vision</li><li>* One component of mission prioritized to detriment of others</li></ul>	<p><u>Research/Scientist</u></p> <ul style="list-style-type: none"><li>* Lack of support</li><li>* Increasing demands</li><li>* Emphasis on grant dollars</li></ul>
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### **Male Professors**

<p><u>Tenure</u></p> <ul style="list-style-type: none"><li>* Lack of time (9)</li><li>* Busy work/paperwork (9)</li><li>* One component of mission prioritized to detriment of others (9)</li><li>* Clinical load (8)</li><li>* Decreased funding; poor grant climate (6)</li><li>* Poor leadership (3)</li><li>* Lack of administrative support (3)</li><li>* Poor climate in general (2)</li><li>* Poor relationships; conflict (2)</li><li>* Silos in competition (2)</li><li>* Contributions undervalued (2)</li><li>* Budgetary constraints (2)</li><li>* Senior faculty career development needs (2)</li><li>* Life cycle changes (2)</li><li>* Location</li><li>* Lack of feedback</li><li>* Outdated equipment; poor facilities</li><li>* Staff or lab management challenges</li><li>* Committee work</li><li>* Competing demands between clinical and academic responsibilities</li><li>* Lack of input</li><li>* Unclear about IUSM priorities</li><li>* Lack of support for Center faculty</li></ul>
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<p><u>Clinical</u></p> <ul style="list-style-type: none"><li>* Poor leadership (2)</li><li>* Clinical load</li><li>* Lack of time (2)</li><li>* Negative attitude among staff</li><li>* Busy work/paperwork</li><li>* Poor climate in general</li><li>* Unclear about IUSM priorities</li><li>* No input</li><li>* Silos in competition</li><li>* Clinical space</li></ul>	<p><u>Research/Scientist</u></p> <ul style="list-style-type: none"><li>* Lack of teamwork; collaboration</li><li>* Lack of time</li></ul>
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## **OVERALL CONCLUSIONS**

\* Skills listed under Values and Needs for Academic Success appear to represent broad competencies for academic medicine faculty

\* Many faculty members are struggling with a **narrow time margin, decreased funding, competing missions**, and with **not feeling valued** for their contributions -- consistent themes across the Academic Vitality items as well as the open ended comments, for all ranks and tracks, and for males and females. For example:

\* Of those faculty who ranked having adequate time for accomplishing goals as 1 or 2 in importance, only 6% strongly agreed that they can balance personal and professional demands

\* Of those faculty who ranked feeling valued for contributions as 1 or 2 in importance, 22% strongly disagreed to feeling valued for contributions.

\* ***We thus have many faculty who do not currently have what they believe is crucial to sustaining their vitality.***

\* Faculty are faced with **limited resources for career advancement and faculty development** -- resources that are consistently correlated with overall satisfaction. All faculty could benefit from increased support, and **women and under-represented minority faculty** may be especially in need of opportunities.

A consistent pattern of males more often strongly agreeing with having access to such opportunities emerged. On a concerning note, only 4% of females strongly agreed that they are able to avoid burnout.

\* Faculty at the **Associate Professor rank had the lowest overall satisfaction**, and only 6.5% of them strongly agreed that their unit has a faculty development program. Opportunities for career advancement and leadership development may be especially needed at this mid-level stage. Professors had the highest overall satisfaction, and also more often strongly agreed to several items under Academic Vitality.

\* Very few faculty overall indicated that their Dept has a shared 5 year vision; the themes of leadership and lack of vision were also present in the open ended comments. ***Leadership development and strategic planning are needed institution-wide.***