

# **ABSTRACT: 2014 ELAM Institutional Action Project Poster Symposium**

**Project Title:** Faculty engagement: lessons learned and strategies to move forward

**Name and Institution:** Susan Chubinskaya, PhD; Rush University Medical Center

**Collaborators:** Dr. Thomas Deutsch (mentor, Dean, Rush Medical College, and Provost, Rush University). Dr. Kurt Olson and Mr. Travis Himstedt (collaborators from Human Resources).

**Background, Challenge or Opportunity:** Three key elements define successful organizational performance: employee engagement, high performing teams, and employee satisfaction. Multiple studies have shown a strong link between employee/faculty engagement and retention. Engaged faculty create a productive, positive and stimulating work environment.

**Purpose/Objectives:** The purpose of my IAP was to analyze and understand results of the 2012 faculty engagement survey in order to develop strategic interventions specific to each studied cohort with the aim to improve faculty satisfaction and engagement. National benchmarking was used for comparison.

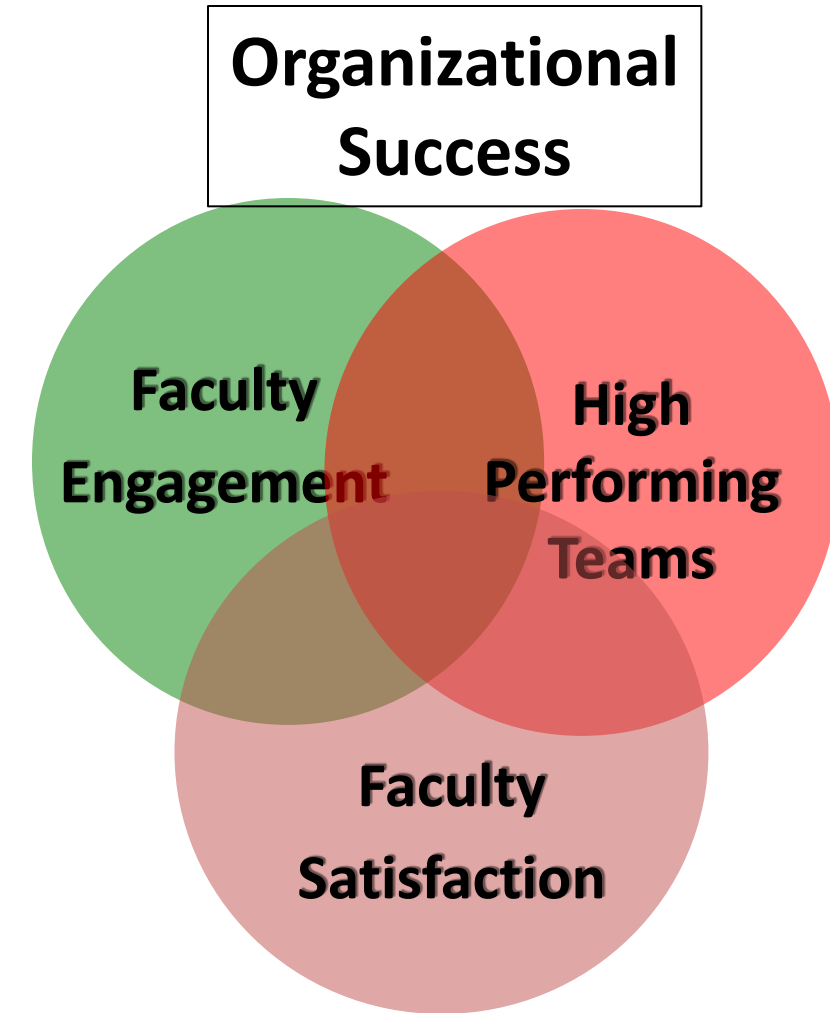
**Methods/Approach:** Faculty relevant questions were selected from the following domains: departmental/college/university governance; relationships with chair/chief; faculty recruitment/retention; career and professional development/promotion/mentoring. The data were analyzed in depth by the following cohorts: 1)Rush Medical College (RMC) faculty; 2)gender; 3)academic ranking; 4)departments. Intervention strategies include: results-sharing with stakeholders; individualized action plans; exchange of best-practices; strategic programming in partnerships with multiple organizational offices to address the results. Effectiveness of interventions will be evaluated through a new survey in fall 2014.

**Outcomes and Evaluation Strategy:** Overall, 72% of RMC faculty were highly satisfied with their job. 87% of faculty felt diverse people were treated fair. These outcomes are above academic and healthcare norms. Faculty also highly rated job performance evaluation, promotion and recognition processes. The ability to contribute to the organizational success, supervisor's support of career goals and Rush a good place to work were among favorably ranked items. The majority were satisfied with department-specific questions: participation in departmental decisions, annual reviews and support with scholarly and promotional goals. Questions scored less favorably: fair pay, job security, and opportunity for job transfer within the organization. About half of the faculty thought of resigning or giving up research within the last 6 months. When analyzed by departments, the majority of non-physician faculty was satisfied with departmental communication and support of career growth. More concern was expressed by both clinical and research faculty with faculty recruitment/retention/promotion, development opportunities and the University support for research, teaching, and leadership. Research faculty was dissatisfied with 9 items versus 16 by clinical faculty. Departments with new leadership had less satisfied faculty compared to departments with experienced leaders. When analyzed by ranking, instructors and professors were most satisfied, while assistant professors were least satisfied. 20-30% difference between male and female faculty responses were found in fair treatment of diverse faculty, support for promotion and scholarly goals, equitable application of P&T criteria, opportunities to advance within the organization and the ability to participate in departmental/college/university decisions.

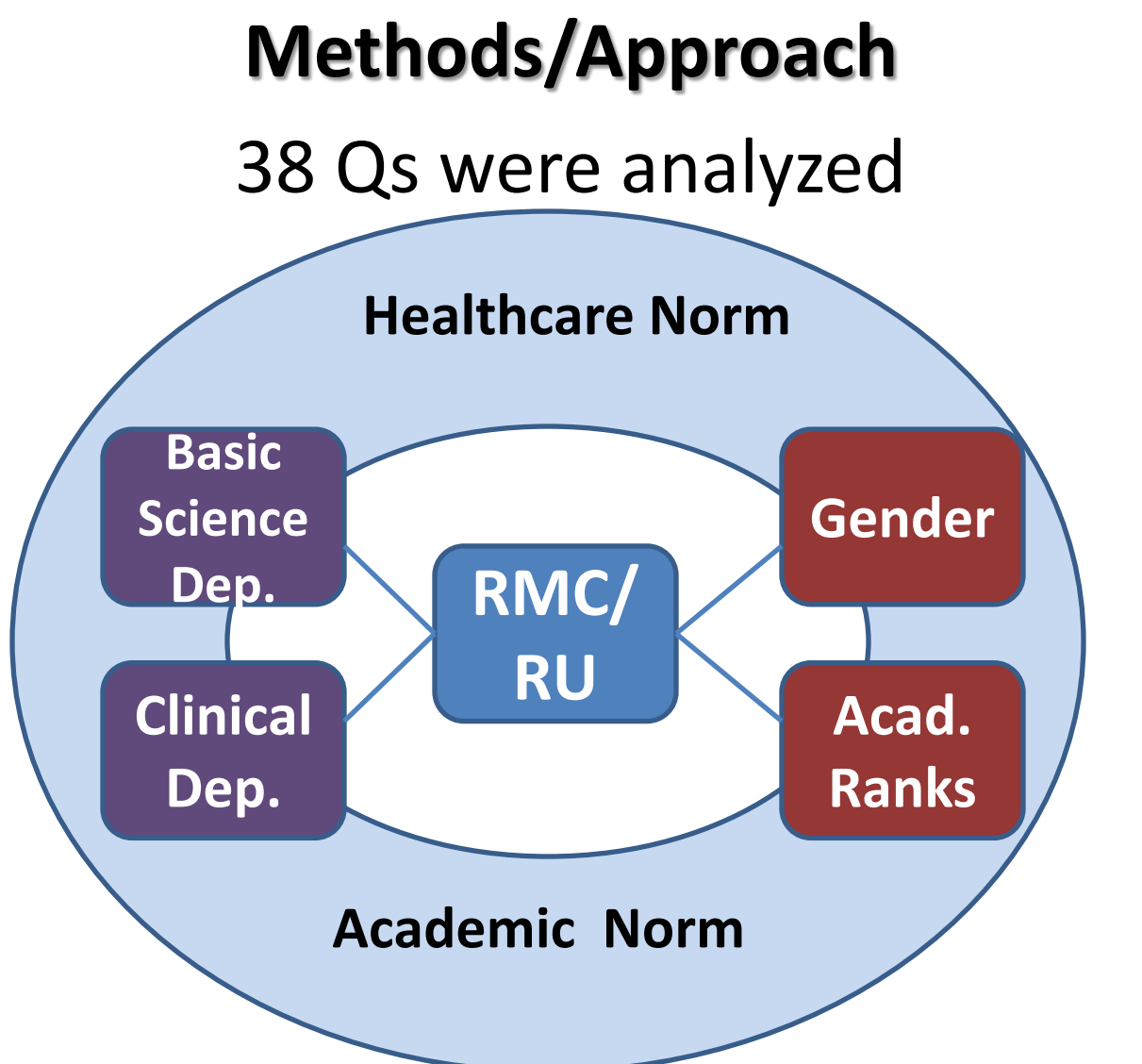
**Challenges:** Only 20% of full-time faculty participated in the survey with even lower percentage of clinical faculty; 2) due to low participation more than 50% of departments were excluded from analysis; 3) survey lacked relevance to clinical faculty and excluded private practitioners.

**Conclusion:** The project identified organizational strengths and weaknesses, highlighted needs of selected faculty cohorts, and increased awareness in key areas of faculty satisfaction: organizational climate, diversity, recruitment, retention, development, and communication. Together, this should foster the development of strategic innovations and targeted interventions to increase faculty satisfaction, engagement and overall organizational effectiveness.

Susan Chubinskaya, PhD; Associate Provost  
Thomas Deutsch, MD, Mentor; Dean, RMC/Provost, RU



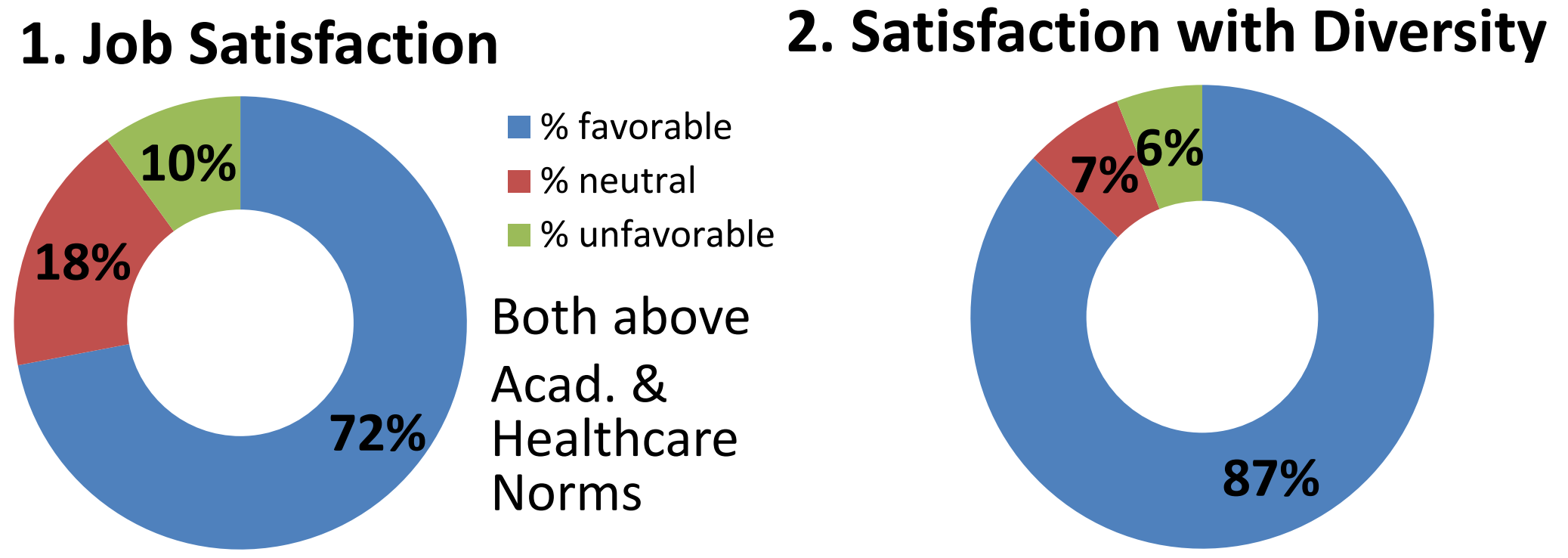
**Purpose**  
To analyze and understand results of the 2012 faculty engagement survey in order to develop strategic interventions specific to each studied cohort with the aim to improve faculty satisfaction and engagement. National benchmarking was used for comparison.



**Challenges**

- Only 20% of full-time faculty participated in the survey with even lower % of clinical faculty
- Due to low participation more than 50% of departments were excluded from analysis
- Survey lacked relevance to clinical faculty and excluded private practitioners.

**RMC RESULTS**  
## of Responses: 114 of 779 (14.6%)



**Major Dissatisfiers** (%neutral + unfavorable; below academic or healthcare norm or Rush Univ)

Item	Basic Sci Dep	Clin. Dep
1. Job security	✓	
2. RU is a good place to work		✓
3. Job transfer within the org	✓	✓
4. Empowered to act as leaders in the org	✓	✓
5. Thought of resigning in the last 6 mo		✓
6. Faculty Dev. Opportunities for:		
a) Res & Scholarship	✓	✓
b) Teaching Effectiveness	✓	✓
7. Univ. support of:		
a) Research	✓	✓
b) Quality teaching		✓
8. Sense of faculty community	✓	✓
9. Faculty:		
Recruitment		✓
Retention	✓	✓
Promotion		✓
10. Participation in the decisions of:		
College		✓
University		✓
11. Clear vision for the future direction of the college	✓	✓
12. Recognition and rewarding excellence in res. & scholarship		✓
13. Equitable application of P&T		✓
<b>Total Items</b>	<b>9</b>	<b>16</b>

**Faculty feel positive about** (% favorable)

1) Dep. Governance/decisions	70%
2) Annual reviews	75%
3) Support with:	
Scholarly goals	68%
Promotion Goals	66%
4) Communication about P&T	64%
5) Recognition & rewarding	
Research & Scholarship	58%

**Job Satisfaction** (% favorable; @/above the norm)

1) RUMC is a good place to work	70%
2) Job promotions	46%
3) Communication about job performance	64%
4) Job recognition	61%
5) Contribution to org. success	71%
6) Support of career goals	75%
7) Senior management's concerns about the employees	52%

**Analysis by Gender**

**Similar responses**

1) Rush is a good place to work
2) Contribution to org. success
3) Recruitment/Retention
4) Promotion/Clarity of P&T process
5) Dev. & Mentoring opportunities
6) Empowerment to Act as Org. Leaders
7) Recognition and Rewarding
8) Clear vision for Dep./College

**Major Differences** (satisfaction of male faculty is higher):

1) Job recognition	11%
2) Treatment of diverse faculty	22%
3) Fair Pay	10%
4) Feedback on Performance	20%
5) Advancement within org.	17%
6) Participation in the decisions about:	
-College	32%
-Department	34%
-University	22%
7) Departmental Governance	
Annual reviews	18%
Equity in P&T	22%
Support for promotion goals	19%
Support for scholarly goals	10%

**Conclusions**

The project helped to identify:

- Organizational strengths and weaknesses
- Needs of selected faculty cohorts
- Key areas of faculty satisfaction: organizational climate, diversity, recruitment, retention, development, and communication.

**This project will foster the development of strategic innovations and targeted interventions**