

ABSTRACT: 2018 ELAM Institutional Action Project

Project Title: Strategic Inquiry into Faculty Retention: StandPoint™ Faculty Engagement Survey Analyses

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Topic Category: Faculty Development

Background: Retention of valued faculty who express an intention to leave costs institutions time, money and resources. Retention efforts are often reactive and frequently ineffective. Our ultimate goal is to retain valued faculty through a proactive retention strategy. Our objectives are to 1) determine faculty attitudes about their intention to leave utilizing existing national Association of American Medical Colleges (AAMC) Standpoint™ Faculty Engagement Survey data, 2) define the scope and characteristics of University of Florida (UF) faculty departures, 3) analyze University of Florida Standpoint™ Surveys data to identify institution-specific factors driving intent to leave.

Methods: We used the AAMC StandPoint™ Faculty Engagement Survey, a national, validated tool, collected across nearly 22,000 faculty at 33 institutions from 2013-2016. Pearson's Chi-Square tests were used to describe the univariate associations between categorical variables. Univariate multilevel and multivariable robust logistic regression modeling were performed based on the question: "Do you plan to leave this medical school in the next 1-2 years?" Clustering effects between institutions and interactions between variables were explored. For Aim #2, relevant data were collected from UF human resources database and public sources for faculty who left UF from 2011-2018. For Aim #3, the statistical model developed in Aim #1 was applied to UF-specific Standpoint™ Surveys data. Institutional Review Board approval and a licensing agreement between UF and AAMC were obtained.

Results: 5,559 (30%) of 18,475 faculty answered "yes" or "I don't know" to the intent to leave question (StandPoint™ Surveys q#39). This group was termed "target faculty" and was compared to "control faculty" with no intent to leave. Thirty-one percent of female faculty vs. 29.4% of male faculty expressed intent to leave ($p < 0.019$). Target faculty were likely to be <45 years of age and at junior faculty rank ($p < 0.001$). They were likely to be at their institutions for 6-15 years (OR 1.16; 95%CI 1.08-1.25). Having an administrative title (OR 0.72; 95%CI 0.68-0.77) and strong mentorship (OR 0.65; 95%CI 0.61-0.70) were protective. In multivariable analyses, rank and years at the institution remained significant. Summary scores for survey dimensions related to autonomy and sense of day-to-day accomplishments were lower in target than control faculty ($p < 0.001$). Target faculty were less satisfied with relationships with their supervisor ($p < 0.001$) and colleagues ($p < 0.001$). Views of departmental and medical school governance were no different, and no differences in attitudes about diversity or equality were found. Target faculty were less satisfied with compensation, benefits and advancement opportunities ($p < 0.001$).

Conclusions: Based on the large, national sample provided by the StandPoint™ Faculty Engagement Survey, faculty expressing an intention to leave an institution have an identifiable profile that could inform institutional retention strategies. Concerns of faculty at risk for leaving relate to relationships and opportunities rather than governance. Faculty who have no intent to leave are anchored, invested and feel strongly mentored. University of Florida-specific findings will be presented in poster form and our objective for developing a proactive strategy using these concepts to guide faculty retention, while beyond the scope of ELAM, will be the next phase of our work.