



LSU Health Sciences Center School of Medicine at New Orleans  
Institutional Report  
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The Collaborative on Academic Careers in Higher Education

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## PREFACE

Faculty Forward is an initiative of the Association of American Medical Colleges (AAMC) launched to support participating schools of medicine in their efforts to improve organizational performance by understanding the drivers of faculty satisfaction and vitality. The centerpiece of the Faculty Forward initiative is the *AAMC-COACHE Medical School Faculty Job Satisfaction Survey*, a survey instrument co-developed by the AAMC and the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education.

Our survey assesses full-time faculty experiences in the following domains:

- Nature of work
- Climate, culture, collegiality
- Collaboration/Mentoring/Feedback
- Promotion
- Compensation/Benefits
- Recruitment and retention
- Governance and operations
- Clinical practice
- Global satisfaction

In April 2009, 23 schools of medicine—nearly one-fifth of all U.S. medical schools—participated in the administration of this survey. With nearly 10,000 respondents across 23 institutions, this survey administration delivers the largest and most comprehensive opportunity to date to study and benchmark U.S. medical school faculty satisfaction. Each participant school receives a comprehensive customized data report of the institution's faculty work environments as perceived by full-time faculty. These results are also compared to selected peer institutions as well as to all cohort institutions, providing an understanding of the data in the context of other medical schools.

The breadth of these institutional results offers unprecedented diagnostic and comparative management insights, along with significant opportunities to explore targeted interventions when appropriate.

Our AAMC-COACHE Faculty Forward team looks forward to supporting your efforts as you continue your work to develop and strengthen faculty satisfaction and vitality at your institution.

## A GUIDE TO YOUR REPORT

This report contains visual displays, data tables, and open-ended comments that reflect faculty experiences and satisfaction working at your institution. Your report is comprised of the following sections:

- Report highlights
- Core report
- Appendices

### I. REPORT HIGHLIGHTS

The report highlights provide an overview of what faculty members think about working at your medical school and show, in a condensed fashion, your institution’s results in relation to the four peers you chose for comparison, as well as in relation to all medical schools in the 2009 Faculty Forward cohort.

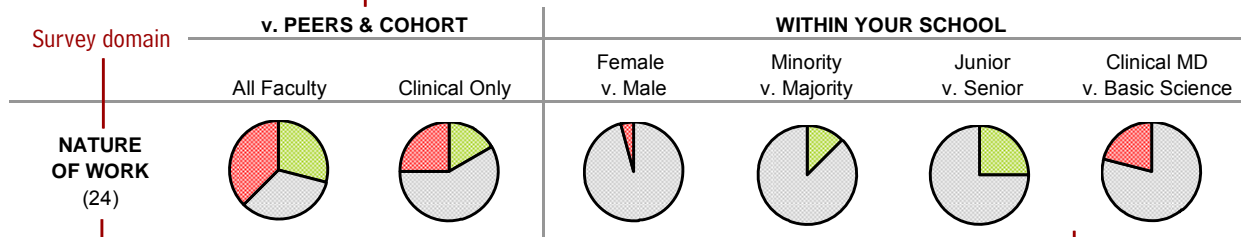
The highlights reflect criteria set for comparative purposes. Here and throughout the report, a “strength” or otherwise positive result is a rating where your institution places first or second amongst peers and in the top half of this Faculty Forward cohort; a “potential weakness” or otherwise negative result is where you ranked fourth or fifth amongst peers and in the bottom half of the cohort. In comparisons between groups *within* your institution, we have highlighted differences of 10 percent or more.

The report highlights contain:

#### *Dashboard*

The dashboard conveys your institution’s results across the various survey domains. To get a sense of your results within a particular domain, read across the page by rows. For a sense of the results particular to women and men, to minority and majority faculty, to junior and senior professors, or to Clinical M.D. and Basic Science faculty, read down the corresponding column of the page. For a global perspective, you can take in the overall ratio of green, grey and red on the dashboard (detailed below).

In comparisons to peers and the entire cohort, green signals the proportion of items in the survey domain where your school ranked first or second among peers **and** in the top half of the cohort. Red signals where you ranked fourth or fifth among peers **and** in the cohort’s bottom half. Grey represents the items where your performance is not especially good or bad.



# of survey items in survey domain

In comparisons between paired groups within your school, green signals the percentage of the items where the first group’s score is 10 percent higher than the second group’s score, while red represents the percentage of items where the second group’s score is 10 percent higher than the first group’s. Grey, then, suggests a practical state of equity between groups.

In comparisons to peers and the cohort, green signifies a “strength” and red signifies a “potential weakness.” Within your school, the colors represent differences between subgroups and grey suggests approximate or practical equity. Please note that the dashboard provides a quick visual of your comparative results overall; further exploration of the report highlights and the data tables will provide a more thorough view of your results.

### *Executive summary*

The executive summary highlights several facets of the data, including:

#### **Background data**

*Population data and completion rates:* A table displaying the demographic proportions of your institution’s faculty population and of survey respondents, as well as the survey completion rates of your school, your peers, and the cohort at large.

*Peer group:* A bulleted list of the four peers that your school selected for comparisons in this report.

*Cohort institutions:* The medical schools comprising the 2009 Faculty Forward cohort.

#### **Peer/Cohort comparisons of all faculty *and* clinical faculty only**

By the definitions of “strengths” and “potential weaknesses” described above, this section transcribes your dashboard and index (see below) into these lists of survey dimensions for which your faculty’s responses ranked your institution particularly well or poorly relative to your peers *and* to the cohort.

#### **Differences at your institutions by gender, race/ethnicity, rank, and department type/degree**

These lists reflect any survey dimension with a difference of 10 percent or more between subgroups *within your institution*.

### *Index of results*

This display summarizes the “strengths” and “potential weaknesses” immediately preceding it by succinctly expressing those results for every survey item with a response scale that could be expressed as a mean between 1.00 and 5.00. The overall mean is shown in green when it exceeds 4.00 and in red when it falls below 3.00. In the columns of comparisons between “peers and cohort” (i.e., for all faculty and for clinical faculty), a green arrow (▲) signifies that your institution’s mean places first or second amongst peers and falls in the top half of this Faculty Forward cohort; a red arrow (▼) indicates that your institution’s mean ranked fourth or fifth amongst peers and falls in the bottom half of this cohort. In all other columns, an upward arrow (△) indicates that the first group listed in the column header scored at least 10 percent higher on the item than the second group, whereas a downward arrow (▽) indicates that the first group listed scored at least 10 percent lower than the second group.

Similar to the dashboard, reading across the page by row reflects whether your institution has positive, negative, or mixed results on that survey item. Alternately, reading down the page reveals positive, negative, or mixed results for that column’s demographic pair. This table is labeled an “index” because it serves as a guide to the fine-grained data tables in your core report.

### *Departmental summary*

Extensive tables of results by frequency and mean are provided deeper in this report, but this summary reflects a snapshot of departmental data based on responses to the following survey question:

Q45. All things considered, how satisfied or dissatisfied are you with your department as a place to work?

The results are expressed as a mean *and* as bars in a frequency that compares “top box” results (i.e., responses of “satisfied” and “very satisfied” combined) to “bottom box” results (i.e., responses of “dissatisfied” or

“very dissatisfied” combined). For ease of comparison, the means are expressed below the data table in the form of a bar chart.

## II. CORE REPORT

### *Descriptive data*

We provide the survey response rates for your institution, your peers, and for all cohort institutions; names of the four institutions you selected as your peers; and the statistical weights used for your institution’s analyses.

### *Frequency distributions*

These frequency distribution tables are based on results from all survey respondents at your institution, your peers, and all other institutions participating in this study. The unweighted number and percentage of faculty responses on each survey dimension are presented here. We provide comparisons overall and with key demographic subgroups (i.e., gender, race/ethnicity, rank, and department type/degree characteristics).

Cells display “n<5” where a group provided fewer than five responses to an item. Likewise, cells display “n/a” when the item or comparison is not applicable to the group or groups under analysis. For results in the “Clinical only” group, data are not displayed for the “Clinical Practice” benchmark, as these data have already been displayed in the “All faculty” analysis.

### *Mean comparisons*

For each survey dimension, the mean presented is the weighted arithmetic average of faculty responses on a five-point Likert type scale for that particular item. Means are provided for—and comparisons made between—your institution, your four peer institutions in the aggregate, and all institutions in this Faculty Forward cohort. All of these groups’ data are disaggregated by gender, by race/ethnicity (minority or majority), by rank (junior or senior), and by department type/degree. In separate columns, the relative position of your results is provided by a rank among your four peers and among all medical schools in the cohort.

These means are explained in the following layout:

Mean results at your institution are shaded in grey

These shaded areas contain mean comparisons between groups within your institution. Differences of 10 percent or more (of the response scale’s range) are highlighted in green or red, depending on the direction of the difference.

Survey domain and item name			GENDER COMPARISONS										COMPARISONS	
			MALE					FEMALE						
item	theme	description	You your mean	Peers peer mean	Peer rank	Cohort cohort mean	Cohort rank	You your mean	Peers peer mean	Peer rank	Cohort cohort mean	Cohort rank	net diff (F - M)	% diff (F v. M)
10	nature of work	The number of hours you work in an average week	3.33	3.55	3	3.53	23	3.23	3.35	4	3.33	18	-0.10	-2.5%

The white areas display mean results at and your rank among peers and all schools in the cohort.

Be sure to consider your ranks both among peers and among all medical colleges. A favorable result in one comparison could be mitigated by an unfavorable result in another.

As with the frequency distributions, cells display “n<5” where a group provided fewer than five responses to an item. Likewise, cells display “n/a” when the item or comparison is not applicable to the group or groups under analysis. For results in the “Clinical only” group, data are not displayed for the “Clinical Practice” benchmark, as these data have already been displayed in the “All faculty” analysis.

### **A note on interpreting means and frequencies**

Relative frequencies of responses for each item can provide crucial information not given by the mean score alone. While a group’s mean score on an item gives valuable information about the

group's central tendency, the frequency can tell you the extent to which the group is polarized in their responses. For example, consider the following two hypothetical cases:

- 1) In the first case, half of a group of faculty chose “*Very dissatisfied*” (1) on a five-point scale, and half chose “*Very satisfied*” (5);
- 2) In the second case, every respondent in the group chose “*Neither satisfied nor dissatisfied*” (3).

In both cases, the mean score is 3.0; however, whereas the mean in the second case reflects individuals' attitudes very accurately, in the first case, the mean in the first case (which implies that faculty selected “*Neither satisfied nor dissatisfied*”) does not actually reflect the attitude of anyone in the group. Rather, this group seems to be made up of two subgroups with very different attitudes. It is important to take into account the polarization of scores in order to gain a greater understanding of faculty members' views.

#### *Visual displays of items without means*

Several survey dimensions do not meet the criteria for generating a mean for group comparisons in that they either (a) do not utilize a response scale along a five-point Likert scale, or (b) use a Likert scale that does not produce a value by which a group could be judged “well” or “poorly” against a comparable group (e.g., a rating of importance, or “too little/too much” of something).

These survey dimensions already appear in the report's frequency tables, but they are also reported here for easier interpretation and comparison to groups. The visual displays of items without means will help you to identify quickly what differences in *proportion* of faculty responded one way or another. Note that, because these items are based on the frequency tables, they represent the aggregate of unweighted responses.

#### *Faculty comments on improving the workplace*

This section lists the comments written by your faculty in response to the final question:

Q51. Please use the space below to tell us the number one thing that you, personally, feel your medical school could do to improve the workplace.

Where apparent, words or phrases that would compromise the respondent's anonymity were either emended or redacted by data analysts. Where this occurred, the analysts substituted that portion of the original response with brackets containing an ellipsis or alternate word or phrase (e.g., [...] or [under-represented minority]).

### **III. APPENDICES**

#### *Appendix A: Survey instrument*

A static, coded version of the web-based instrument is provided. This version does not reflect survey skip logic behavior, where some items are skipped because of responses to previous questions.

#### *Appendix B: Background, method, and definitions*

This appendix summarizes the survey background, methodology, and definitions in the report.

#### *Appendix C: Department report*

The department report largely follows the format of the core report: data are provided in the form of frequency distributions, mean comparisons, and visual displays of survey items for which a mean value does not apply.

The department report begins by repeat the report highlights' snapshot of departmental results based on responses to survey item Q45, “All things considered, how satisfied or dissatisfied are you with your department as a place to work?”

For benchmarking purposes across institutions, the department report's analysis aggregates departments into 27 "department nets" (see Table 1 below). For a more detailed explanation, including a full department coding crosswalk, please see *Appendix B: Background, method, and definitions*.

**Table 1: Department Nets, by Basic Science and Clinical Departments**

Basic science departments:	Clinical departments:
Anatomy	Dermatology
Biochemistry	General Internal Medicine
Genetics	Subspecialty Medicine
Microbiology	OB/GYN
Molecular & Cellular Biology	Pathology
Neurosciences	Pediatrics - General
Pharmacology	Pediatrics - Subspecialty
Physiology	Radiology
Other Basic Science	Surgery - General
	Surgery - Other
	Anesthesiology
	Emergency Medicine
	Family Medicine/Practice
	Neurology
	Ophthalmology
	Otolaryngology
	Psychiatry
	Other Clinical Sciences

*Appendix D: Custom question tables (if applicable)*

If your institution requested the addition of open-ended and/or closed-ended items to the core survey, they will be reported here in crosstab form or paragraph form, as appropriate.

*Appendix E: Clinical location tables (if applicable)*

If your institution requested additional reporting of the "Clinical practice" locations provided in advance of survey administration (and printed at the bottom of your clinical location tables), they are reported here in the form of frequency and means tables.

**Please contact COACHE or AAMC with any additional questions.**

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# REPORT HIGHLIGHTS

The charts below indicate the ratio of strengths and potential weaknesses within each survey theme overall and by subgroups within your institution. For definitions and criteria, see your Executive Summary, Index of Results or Guide to Your Report.

	v. PEERS & COHORT		WITHIN YOUR SCHOOL			
	All Faculty	Clinical Only	Female v. Male	Minority v. Majority	Junior v. Senior	Clinical MD v. Basic Science
<b>NATURE OF WORK</b> (24)						
<b>CLIMATE, CULTURE, COLLEGIALITY</b> (19)						
<b>COLLAB/ MENTORING/ FEEDBACK</b> (9)						
<b>PROMOTION</b> (13)						
<b>COMPENSATION/ BENEFITS</b> (13)						
<b>FACULTY RECRUITMENT &amp; RETENTION</b> (10)						
<b>GOVERNANCE &amp; OPERATIONS</b> (15)						
<b>CLINICAL PRACTICE</b> (12)		*				n/a
<b>GLOBAL SATISFACTION</b> (4)						

\* The "Clinical Practice" portion of the survey was completed only by faculty who affirmed (Q43A) that they are "actively engaged in the clinical care of patients." Therefore, the "All Faculty v. Peers+Cohort" analysis and "Clinical Only v. Peers+Cohort" analysis are practically identical.

## EXECUTIVE SUMMARY

The AAMC-COACHE Medical Faculty Job Satisfaction Survey was administered online from April through June, 2009. This executive summary highlights faculty responses to most items in the survey, which fall into nine primary survey domains:

Survey Themes	# of items
Nature of Work	24
Climate, Culture, Collegiality	19
Collaboration/Mentoring/Feedback	9
Promotion	13
Compensation/Benefits	13
Recruitment & Retention	10
Governance & Operations	15
Clinical Practice	12
Global Satisfaction	4

## BACKGROUND DATA

### Population data and completion rates:

	N at your school		Completion rates		
	Population size	Valid completers	Your school	Peers	Cohort
<b>Total Population</b>	<b>561</b>	<b>436</b>	<b>77.7%</b>	<b>49.2%</b>	<b>49.9%</b>
Male	368	288	78.3%	49.8%	49.1%
Female	193	148	76.7%	48.0%	52.3%
Majority (i.e., White, Asian)	477	372	78.0%	50.8%	52.8%
Minority	84	64	76.2%	40.0%	48.0%
Basic Science	109	96	88.1%	57.8%	62.3%
Clinical	451	340	75.4%	47.0%	47.7%

### Peer group

Your institution selected four institutions as peers against which to compare your survey results. The results of AAMC-COACHE survey administration at these peer institutions are included throughout this report in the aggregate. Your peer institutions are:

- ◆ Medical College of Georgia
- ◆ University of Mississippi Medical Center School of Medicine
- ◆ University of South Florida College of Medicine
- ◆ University of Texas Health Science Center at San Antonio, School of Medicine

### Cohort institutions

The medical colleges comprising this report's Faculty Forward cohort data are:

- ◆ The Brody School of Medicine at East Carolina University
- ◆ Jefferson Medical College
- ◆ Louisiana State University Health Sciences Center School of Medicine at New Orleans
- ◆ Medical College of Georgia
- ◆ New York Medical College
- ◆ Northwestern University Feinberg School of Medicine
- ◆ Saint Louis University School of Medicine
- ◆ Stanford School of Medicine
- ◆ Stony Brook School of Medicine at Stony Brook University Medical Center
- ◆ Texas Tech University Health Sciences Center School of Medicine
- ◆ Uniformed Services University of the Health Sciences
- ◆ University of California, Davis, School of Medicine
- ◆ University of Florida College of Medicine
- ◆ University of Massachusetts Medical School
- ◆ University of Mississippi Medical Center School of Medicine
- ◆ University of Missouri School of Medicine
- ◆ University of New Mexico School of Medicine
- ◆ University of Oklahoma College of Medicine
- ◆ University of Pennsylvania School of Medicine
- ◆ University of South Carolina School of Medicine
- ◆ University of South Florida College of Medicine
- ◆ University of Virginia School of Medicine
- ◆ University of Texas Health Science Center at San Antonio, School of Medicine

### PEER/COHORT COMPARISONS

#### Areas of strength

Your faculty's ratings of the following survey dimensions placed your institution **first or second** (out of five) compared to your group of four peers **and in the top half** of the cohort (all 23 participating medical schools).

#### *Nature of Work*

- The number of hours you work in an average week
- Time you spend on: Teaching/education
- Time you spend on: Research/scholarship
- Time you spend on: Patient care/client services
- Time you spend on: Administration
- Time you spend on: Other work activities combined
- Value your medical school places on: Teaching/education
- Value your medical school places on: Research/scholarship
- Value your medical school places on: Patient care/client services
- Value your medical school places on: Community service
- Value your department places on: Teaching/education
- Value your Department Chair places on your contributions in: Teaching/education
- Value your Department Chair places on your contributions in: Patient care/client services
- Value your Department Chair places on your contributions in: Administration
- Value your Division Chief places on your contributions in: Teaching/education
- Value your Division Chief places on your contributions in: Research/scholarship
- Value your Division Chief places on your contributions in: Patient care/client services
- Value your Division Chief places on your contributions in: Administration
- The control you have over your schedule
- Your autonomy in your work

### ***Climate, Culture, Collegiality***

How well you "fit" (i.e., your sense of belonging) in your department  
 The quality of professional interaction you have with departmental colleagues  
 The quality of personal interaction you have with departmental colleagues  
 My departmental colleagues are respectful of my efforts to balance work and home responsibilities  
 The faculty in my department usually get along well together.  
 My work is appreciated by: Patients  
 My work is appreciated by: Students/residents  
 My work is appreciated by: Faculty  
 My work is appreciated by: My immediate supervisor  
 My work is appreciated by: The medical school dean's office  
 The workplace culture at this medical school cultivates: Collegiality  
 The workplace culture at this medical school cultivates: Interdisciplinary work  
 The workplace culture at this medical school cultivates: Excellence  
 The workplace culture at this medical school cultivates: A supportive climate for balancing work and home responsibility  
 My medical school offers equal opportunities to all faculty regardless of their: Gender  
 My medical school offers equal opportunities to all faculty regardless of their: Race/Ethnicity  
 My medical school offers equal opportunities to all faculty regardless of their: Sexual orientation

### ***Collaboration/Mentoring/Feedback***

Opportunities to collaborate with faculty in department (among those who rate such opportunities as important)  
 Opportunities to collaborate with faculty in other departments in the medical school  
 Opportunities to collaborate with faculty in other departments in the medical school (among those who rate such opportunities as important)  
 Quality of mentoring you receive  
 Usefulness of feedback from unit head on career performance

### ***Promotion***

What I must do is reasonable to me: Teaching/education  
 What I must do is reasonable to me: Patient care/client services  
 Criteria for promotion are consistently applied to faculty across comparable positions  
 Female and male faculty members have equal opportunities to be promoted in rank

### ***Compensation/Benefits***

Your overall compensation  
 Incentive compensation, such as bonuses  
 Your salary compared to colleagues with similar qualifications in your department  
 Your salary compared to colleagues with similar qualifications in other departments  
 Housing benefits (rated by those who have utilized)

### ***Recruitment & Retention***

My division is successful in hiring high quality faculty members  
 My medical school is successful in retaining high quality faculty members  
 My department is successful in retaining high quality faculty members  
 My division is successful in retaining high quality faculty members  
 My department is successful in recruiting female faculty members  
 My department is successful in retaining female faculty members  
 My department is successful in retaining racial/ethnic minority faculty members

### ***Governance & Operations***

The communication from the dean's office to the faculty about the medical school  
 The dean's priorities for the medical school  
 The pace of decision-making in the dean's office  
 The equity in distribution of research space among faculty

***Clinical Practice***

- Teamwork between physicians and other clinical staff
- Communication between physicians and senior administrators
- Responsiveness in meeting physician requests
- How well this clinical location functions overall as it relates to patient care

***Global Satisfaction***

- Your medical school as a place to work
  - If I had it to do all over, I would again choose to work at this medical school.
- 

**Areas of potential weakness**

Your faculty's ratings of the following survey dimensions placed your institution **fourth or fifth** (out of five) compared to your group of four peers **and in the bottom half** of the cohort (all 23 participating medical schools).

***Climate, Culture, Collegiality***

- The workplace culture at this medical school cultivates: Entrepreneurialism

***Collaboration/Mentoring/Feedback***

- Frequency of feedback from unit head on career performance

***Promotion***

- What I must do is clear to me: Teaching/education
- What I must do is clear to me: Research/scholarship
- What I must do is clear to me: Patient care/client services
- What I must do is clear to me: Institutional service
- What I must do is reasonable to me: Research/scholarship
- The pace of your professional advancement at your medical school

***Compensation/Benefits***

- Health benefits
- Retirement benefits
- Spousal/partner hiring assistance (rated by those who have utilized)
- Availability of childcare offered by your medical school (rated by those who have utilized)
- Quality of childcare offered by your medical school (rated by those who have utilized)

***Recruitment & Retention***

- My department is successful in hiring high quality faculty members

***Governance & Operations***

- The opportunities for faculty participation in the governance of your medical school
- The pace of decision-making by your department chair
- The availability of space for your research
- This medical school does a good job explaining its overall finances to faculty
- My department does a good job explaining departmental finances to faculty
- I have the administrative support I need to do my job well

***Clinical Practice***

- Space available for your clinical practice
  - You ability to provide a high quality of care
-

## CLINICAL FACULTY COMPARISONS (faculty in clinical departments of all degree types)

Your clinical faculty's ratings of the following survey dimensions placed your institution **first or second** (out of five) compared to clinical faculty at your group of four peers **and in the top half** of all clinical faculty within the cohort (all 23 participating medical schools).

### *Nature of Work*

- The number of hours you work in an average week
- Time you spend on: Teaching/education
- Time you spend on: Research/scholarship
- Time you spend on: Patient care/client services
- Time you spend on: Administration
- Time you spend on: Other work activities combined
- Value your medical school places on: Teaching/education
- Value your medical school places on: Research/scholarship
- Value your medical school places on: Patient care/client services
- Value your medical school places on: Community service
- Value your department places on: Teaching/education
- Value your Department Chair places on your contributions in: Teaching/education
- Value your Department Chair places on your contributions in: Patient care/client services
- Value your Department Chair places on your contributions in: Administration
- Value your Division Chief places on your contributions in: Teaching/education
- Value your Division Chief places on your contributions in: Research/scholarship
- Value your Division Chief places on your contributions in: Patient care/client services
- Value your Division Chief places on your contributions in: Administration
- The control you have over your schedule
- Your autonomy in your work

### *Climate, Culture, Collegiality*

- How well you "fit" (i.e., your sense of belonging) in your department
- The quality of professional interaction you have with departmental colleagues
- The quality of personal interaction you have with departmental colleagues
- My departmental colleagues are respectful of my efforts to balance work and home responsibilities
- The faculty in my department usually get along well together.
- My work is appreciated by: Patients
- My work is appreciated by: Students/residents
- My work is appreciated by: Faculty
- My work is appreciated by: My immediate supervisor
- My work is appreciated by: The medical school dean's office
- The workplace culture at this medical school cultivates: Collegiality
- The workplace culture at this medical school cultivates: Interdisciplinary work
- The workplace culture at this medical school cultivates: Excellence
- The workplace culture at this medical school cultivates: A supportive climate for balancing work and home responsibility
- My medical school offers equal opportunities to all faculty regardless of their: Gender
- My medical school offers equal opportunities to all faculty regardless of their: Race/Ethnicity
- My medical school offers equal opportunities to all faculty regardless of their: Sexual orientation

### *Collaboration/Mentoring/Feedback*

- Opportunities to collaborate with faculty in department (among those who rate such opportunities as important)
- Quality of mentoring you receive
- Usefulness of feedback from unit head on career performance

**Promotion**

- What I must do is reasonable to me: Teaching/education
- What I must do is reasonable to me: Patient care/client services
- Criteria for promotion are consistently applied to faculty across comparable positions
- Female and male faculty members have equal opportunities to be promoted in rank

**Compensation/Benefits**

- Your overall compensation
- Incentive compensation, such as bonuses
- Your salary compared to colleagues with similar qualifications in your department
- Your salary compared to colleagues with similar qualifications in other departments
- Parental leave (rated by those who have utilized)

**Recruitment & Retention**

- My medical school is successful in hiring high quality faculty members
- My division is successful in hiring high quality faculty members
- My medical school is successful in retaining high quality faculty members
- My department is successful in retaining high quality faculty members
- My division is successful in retaining high quality faculty members
- My department is successful in retaining female faculty members
- My department is successful in retaining racial/ethnic minority faculty members

**Governance & Operations**

- The communication from the dean's office to the faculty about the medical school
- The dean's priorities for the medical school
- The pace of decision-making in the dean's office
- The equity in distribution of research space among faculty
- Faculty can express their opinions about the medical school without fear of retribution

**Global Satisfaction**

- If I had it to do all over, I would again choose to work at this medical school.
- If I had it to do all over, I would again choose an academic career.

Your clinical faculty's ratings of the following survey dimensions placed your institution **fourth or fifth** (out of five) compared to clinical faculty at your group of four peers **and in the bottom half** of all clinical faculty within the cohort (all 23 participating medical schools).

**Climate, Culture, Collegiality**

- The workplace culture at this medical school cultivates: Entrepreneurialism

**Collaboration/Mentoring/Feedback**

- Frequency of feedback from unit head on career performance

**Promotion**

- What I must do is clear to me: Teaching/education
- What I must do is clear to me: Research/scholarship
- What I must do is clear to me: Patient care/client services
- What I must do is clear to me: Institutional service
- What I must do is reasonable to me: Research/scholarship
- The pace of your professional advancement at your medical school

**Compensation/Benefits**

- Health benefits
- Retirement benefits
- Availability of childcare offered by your medical school (rated by those who have utilized)
- Quality of childcare offered by your medical school (rated by those who have utilized)

**Recruitment & Retention**

- My department is successful in hiring high quality faculty members



***Governance & Operations***

- The opportunities for faculty participation in the governance of your medical school
- The pace of decision-making by your department chair
- The availability of space for your research
- The condition of space for your research
- This medical school does a good job explaining its overall finances to faculty
- My department does a good job explaining departmental finances to faculty
- I have the administrative support I need to do my job well

**DIFFERENCES BY GENDER AT YOUR INSTITUTION**

Female faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did male faculty at your institution.

*No results fit these criteria.*

Male faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did female faculty at your institution.

***Climate, Culture, Collegiality***

My medical school offers equal opportunities to all faculty regardless of their: Gender

***Promotion***

Female and male faculty members have equal opportunities to be promoted in rank

**DIFFERENCES BY RACE/ETHNICITY AT YOUR INSTITUTION**

Minority faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did majority faculty at your institution.

***Collaboration/Mentoring/Feedback***

Usefulness of feedback from unit head on career performance

Majority faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did minority faculty at your institution.

***Promotion***

Minority and non-minority faculty members have equal opportunities to be promoted in rank.

***Compensation/Benefits***

Parental leave (rated by those who have utilized)

## DIFFERENCES BY RANK AT YOUR INSTITUTION

Junior faculty (assistant professors) at your institution rated the following survey dimensions **at least 10 percent higher** than did senior faculty (associate and full professors) at your institution.

### *Compensation/Benefits*

Parental leave (rated by those who have utilized)

Senior faculty (associate and full professors) at your institution rated the following survey dimensions **at least 10 percent higher** than did junior faculty (assistant professors) at your institution.

### *Climate, Culture, Collegiality*

My work is appreciated by: The medical school dean's office

### *Promotion*

What I must do is clear to me: Research/scholarship

What I must do is clear to me: Institutional service

The pace of your professional advancement at your medical school

### *Global Satisfaction*

If I had it to do all over, I would again choose an academic career.

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## DIFFERENCES BY DEPARTMENT TYPE/DEGREE AT YOUR INSTITUTION

Clinical faculty with M.D. (or equivalent), M.D./Ph.D., and D.O. degrees at your institution rated the following survey dimensions **at least 10 percent higher** than did basic science faculty at your institution.

### *Compensation/Benefits*

Health benefits

Parental leave (rated by those who have utilized)

### *Recruitment & Retention*

My medical school is successful in retaining high quality faculty members

My department is successful in recruiting racial/ethnic minority faculty members

Basic science faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did clinical faculty with M.D. (or equivalent), M.D./Ph.D., and D.O. degrees at your institution.

### *Nature of Work*

Time you spend on: Research/scholarship

Value your department places on: Research/scholarship

### *Promotion*

What I must do is clear to me: Research/scholarship

What I must do is reasonable to me: Research/scholarship

### *Compensation/Benefits*

Incentive compensation, such as bonuses

### *Governance & Operations*

The availability of space for your research

This table summarizes your mean results for each survey dimension. The overall mean is shown in green when it exceeds 4.00 and in red when it falls below 3.00 on the survey's five-point Likert scale. In the *peers+cohort* column for all faculty and clinical faculty only, a green arrow signifies that your institution places first or second amongst peers and falls in the top half of this Faculty Forward cohort; a red arrow indicates that your institution ranked fourth or fifth amongst peers and falls in the bottom half of this cohort. In all other columns, an upward arrow indicates that the first group listed scored at least 10 percent higher on the item than the second group, whereas a downward arrow indicates that the first group listed scored at least 10 percent lower than the second group.

ITEM	NAME	Overall mean	All faculty v. Peers + cohort	Clinical v. Peers + cohort	Female v. Male	Minority v. Majority	Junior v. Senior	Clinical MD v. Basic Sci
10	The number of hours you work in an average week	3.58	▲	▲				
12A_A	Time you spend on: Teaching/education	3.84	▲	▲				
12A_B	Time you spend on: Research/scholarship	3.31	▲	▲				▼
12A_C	Time you spend on: Patient care/client services	3.84	▲	▲				n/a
12A_D	Time you spend on: Administration	3.48	▲	▲				
12A_E	Time you spend on: Other work activities combined	3.61	▲	▲				
13A_A	Value your medical school places on: Teaching/education	3.63	▲	▲				
13A_B	Value your medical school places on: Research/scholarship	3.38	▲	▲				
13A_C	Value your medical school places on: Patient care/client services	3.52	▲	▲				n/a
13A_D	Value your medical school places on: Community service	3.35	▲	▲				
14A_A	Value your department places on: Teaching/education	3.86	▲	▲				
14A_B	Value your department places on: Research/scholarship	3.51						▼
14A_C	Value your department places on: Patient care/client services	3.75						n/a
14A_D	Value your department places on: Community service	3.45						
15A	Value your Department Chair places on your contributions in: Teaching/education	3.92	▲	▲				
15B	Value your Department Chair places on your contributions in: Research/scholarship	3.64						
15C	Value your Department Chair places on your contributions in: Patient care/client services	3.87	▲	▲				n/a
15D	Value your Department Chair places on your contributions in: Administration	3.67	▲	▲				
16A	Value your Division Chief places on your contributions in: Teaching/education	4.12	▲	▲				n/a
16B	Value your Division Chief places on your contributions in: Research/scholarship	3.82	▲	▲				n/a
16C	Value your Division Chief places on your contributions in: Patient care/client services	4.12	▲	▲				n/a
16D	Value your Division Chief places on your contributions in: Administration	3.82	▲	▲				n/a
17A	The control you have over your schedule	3.79	▲	▲				
17B	Your autonomy in your work	4.03	▲	▲				
18A	How well you "fit" (i.e., your sense of belonging) in your department	3.95	▲	▲				
18B	The quality of professional interaction you have with departmental colleagues	3.94	▲	▲				
18C	The quality of personal interaction you have with departmental colleagues	3.96	▲	▲				
18D	The intellectual vitality in your department	3.63						
19A	My departmental colleagues are respectful of my efforts to balance work and home responsibilities	4.01	▲	▲				
19B	The faculty in my department usually get along well together.	4.08	▲	▲				
20A	My work is appreciated by: Patients	4.47	▲	▲				n/a
20B	My work is appreciated by: Students/residents	4.24	▲	▲				
20C	My work is appreciated by: Faculty	4.00	▲	▲				
20D	My work is appreciated by: My immediate supervisor	4.16	▲	▲				
20E	My work is appreciated by: The medical school dean's office	3.49	▲	▲			▼	
21A	The workplace culture at this medical school cultivates: Collegiality	3.69	▲	▲				
21B	The workplace culture at this medical school cultivates: Interdisciplinary work	3.45	▲	▲				
21C	The workplace culture at this medical school cultivates: Entrepreneurialism	2.95	▼	▼				
21D	The workplace culture at this medical school cultivates: Excellence	3.56	▲	▲				
21E	The workplace culture at this medical school cultivates: A supportive climate for balancing work and home responsibility	3.56	▲	▲				
22A	My medical school offers equal opportunities to all faculty regardless of their: Gender	4.15	▲	▲	▼			
22B	My medical school offers equal opportunities to all faculty regardless of their: Race/Ethnicity	4.16	▲	▲				
22C	My medical school offers equal opportunities to all faculty regardless of their: Sexual orientation	4.27	▲	▲				

This table summarizes your mean results for each survey dimension. The overall mean is shown in green when it exceeds 4.00 and in red when it falls below 3.00 on the survey's five-point Likert scale. In the *peers+cohort* column for all faculty and clinical faculty only, a green arrow signifies that your institution places first or second amongst peers and falls in the top half of this Faculty Forward cohort; a red arrow indicates that your institution ranked fourth or fifth amongst peers and falls in the bottom half of this cohort. In all other columns, an upward arrow indicates that the first group listed scored at least 10 percent higher on the item than the second group, whereas a downward arrow indicates that the first group listed scored at least 10 percent lower than the second group.

	ITEM	NAME	Overall mean	All faculty v. Peers + cohort	Clinical v. Peers + cohort	Female v. Male	Minority v. Majority	Junior v. Senior	Clinical MD v. Basic Sci	
COLL/MENT/FEED	23B	Opportunities to collaborate with faculty in your department	3.51							
	23A_B	Opportunities to collaborate with faculty in your department [BASE: Q23A = Very important or Important]	3.60	▲	▲					
	24B	Opportunities to collaborate with faculty in other departments in the medical school	3.32	▲						
	24A_B	Opportunities to collaborate with faculty in other departments in the medical school [BASE: Q24A = Very important or Import	3.39	▲						
	25B	Opportunities to collaborate with faculty in other schools/colleges in your university	3.18							
	25A_B	Opportunities to collaborate with faculty in other schools/colleges in your university [BASE: Q25A = Very important or Import	3.28							
	28	Quality of mentoring you receive [BASE: Q26 = Yes]	4.19	▲	▲					
PROMOTION	31A	Usefulness of feedback from unit head on career performance [BASE: Q29 = Yes]	3.87	▲	▲		△			
	31B	Frequency of feedback from unit head on career performance [BASE: Q29 = Yes]	3.69	▼	▼					
	32A	What I must do is clear to me: Teaching/education	3.56	▼	▼					
	32B	What I must do is clear to me: Research/scholarship	3.58	▼	▼			▽	▽	
	32C	What I must do is clear to me: Patient care/client services	3.42	▼	▼				n/a	
	32D	What I must do is clear to me: Institutional service	3.36	▼	▼			▽		
	33A	What I must do is reasonable to me: Teaching/education	3.94	▲	▲					
	33B	What I must do is reasonable to me: Research/scholarship	3.60	▼	▼				▽	
	33C	What I must do is reasonable to me: Patient care/client services	3.84	▲	▲				n/a	
	33D	What I must do is reasonable to me: Institutional service	3.74							
	34A	Criteria for promotion are consistently applied to faculty across comparable positions	3.28	▲	▲					
	34B	Female and male faculty members have equal opportunities to be promoted in rank	3.91	▲	▲	▽				
	34C	Minority and non-minority faculty members have equal opportunities to be promoted in rank.	3.90				▽			
	35A	The pace of your professional advancement at your medical school	3.38	▼	▼			▽		
	35B	The opportunities for professional development at your medical school	3.28							
	COMPENSATION + BENEFITS	36A	Your overall compensation	3.49	▲	▲				
		36B	Incentive compensation, such as bonuses	3.14	▲	▲				▽
		36C	Your salary compared to colleagues with similar qualifications in your department	3.50	▲	▲				
		36D	Your salary compared to colleagues with similar qualifications in other departments	3.21	▲	▲				
38A		Health benefits	3.74	▼	▼				△	
38B		Retirement benefits	3.38	▼	▼					
38C		Housing benefits [BASE: Q37A = Yes]	3.41	▲						
38D		Tuition benefits for dependents [BASE: Q37B = Yes]	3.53							
38E		Spousal/partner hiring assistance [BASE: Q37C = Yes]	3.64	▼						
38F		Parental leave [BASE: Q37D = Yes]	3.80		▲		▽	△	△	
RECRUIT + RETAIN	38G	Availability of childcare offered by your medical school [BASE: Q37E = Yes]	2.72	▼	▼					
	38H	Quality of childcare offered by your medical school [BASE: Q37E = Yes]	2.55	▼	▼					
	38I	Institutional assistance in finding offsite childcare [BASE: Q37F = Yes]	n<5							
	39A	My medical school is successful in hiring high quality faculty members	3.38		▲					
	39B	My department is successful in hiring high quality faculty members	3.33	▼	▼					
	39C	My division is successful in hiring high quality faculty members [BASE: Q3 DIVISION = TRUE]	3.55	▲	▲				n/a	
	39D	My medical school is successful in retaining high quality faculty members	3.03	▲	▲				△	
	39E	My department is successful in retaining high quality faculty members	3.21	▲	▲					
	39F	My division is successful in retaining high quality faculty members [BASE: Q3 DIVISION = TRUE]	3.55	▲	▲				n/a	
	40A	My department is successful in recruiting female faculty members	3.94	▲						
40B	My department is successful in recruiting racial/ethnic minority faculty members	3.70						△		
40C	My department is successful in retaining female faculty members	3.76	▲	▲						
40D	My department is successful in retaining racial/ethnic minority faculty members	3.68	▲	▲						

This table summarizes your mean results for each survey dimension. The overall mean is shown in green when it exceeds 4.00 and in red when it falls below 3.00 on the survey's five-point Likert scale. In the *peers+cohort* column for all faculty and clinical faculty only, a green arrow signifies that your institution places first or second amongst peers and falls in the top half of this Faculty Forward cohort; a red arrow indicates that your institution ranked fourth or fifth amongst peers and falls in the bottom half of this cohort. In all other columns, an upward arrow indicates that the first group listed scored at least 10 percent higher on the item than the second group, whereas a downward arrow indicates that the first group listed scored at least 10 percent lower than the second group.

		Overall mean	All faculty v. Peers + cohort	Clinical v. Peers + cohort	Female v. Male	Minority v. Majority	Junior v. Senior	Clinical MD v. Basic Sci
GOVERNANCE + OPERATIONS	41A	The opportunities for faculty participation in the governance of your medical school	3.31	▼	▼			
	41B	The communication from the dean's office to the faculty about the medical school	3.55	▲	▲			
	41C	The dean's priorities for the medical school	3.67	▲	▲			
	41D	The pace of decision-making in the dean's office	3.31	▲	▲			
	41E	The opportunities for faculty participation in the governance of your department	3.42					
	41F	The communication from your department chair to the faculty about the department	3.65					
	41G	The department chair's priorities for the department	3.55					
	41H	The pace of decision-making by your department chair	3.52	▼	▼			
	41I	The availability of space for your research	3.20	▼	▼			▽
	41J	The condition of space for your research	3.16		▼			
	41K	The equity in distribution of research space among faculty	3.28	▲	▲			
	42A	Faculty can express their opinions about the medical school without fear of retribution.	3.34		▲			
	42B	This medical school does a good job explaining its overall finances to faculty.	2.69	▼	▼			
	42C	My department does a good job explaining departmental finances to faculty.	3.08	▼	▼			
42D	I have the administrative support I need to do my job well.	3.10	▼	▼				
CLINICAL PRACTICE	44A	Support from administrative or office staff for your clinical care activities [BASE: Q43A = Yes]	3.29		*			n/a
	44B	Support from non-physician clinical staff for your clinical care activities [BASE: Q43A = Yes]	3.44		*			n/a
	44C	Opportunities for physician input in management decisions [BASE: Q43A = Yes]	3.21		*			n/a
	44D	Communication to physicians about this location's financial status [BASE: Q43A = Yes]	2.91		*			n/a
	44E	Teamwork between physicians and other clinical staff [BASE: Q43A = Yes]	3.77	▲	*			n/a
	44F	Communication between physicians and senior administrators [BASE: Q43A = Yes]	3.21	▲	*			n/a
	44G	Responsiveness in meeting physician requests [BASE: Q43A = Yes]	3.12	▲	*			n/a
	44H	Space available for your clinical practice [BASE: Q43A = Yes]	3.16	▼	*			n/a
	44I	Availability of supplies for your clinical practice [BASE: Q43A = Yes]	3.36		*			n/a
	44J	Quality of equipment needed for your clinical practice [BASE: Q43A = Yes]	3.44		*			n/a
	44K	You ability to provide a high quality of care [BASE: Q43A = Yes]	3.69	▼	*			n/a
	44L	How well this clinical location functions overall as it relates to patient care [BASE: Q43A = Yes]	3.52	▲	*			n/a
GLOBAL	45	Your department as a place to work	3.78					
	46	Your medical school as a place to work	3.59	▲				
	49	If I had it to do all over, I would again choose to work at this medical school.	3.73	▲	▲			
	50	If I had it to do all over, I would again choose an academic career.	4.15		▲			▽

\* The "Clinical Practice" portion of the survey was completed only by faculty who affirmed (Q43A) that they are "actively engaged in the clinical care of patients." Therefore, the "All Faculty v. Peers+Cohort" analysis and "Clinical Only v. Peers+Cohort" analysis are practically identical.