

Faculty Satisfaction/Vitality Survey - Update

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Background

In Winter 2015 the Faculty Senate Executive Committee brought to the Provost's attention concerns related to the environment that faculty were currently experiencing at OHSU.

This was at a time when a number of new programs and changes to existing programs had been implemented to support faculty, students and staff at the university.

To determine the initial impact of these program changes and how common the concerns being raised were, the Provost in collaboration with the Faculty Senate decided to conduct a Faculty Climate Survey.

The goal of the survey was to identify common areas for improvement, from a faculty perspective, that could be addressed from an institutional perspective. The resulting analysis could also help inform Deans and other leaders about areas that might need addressing in their specific Schools and units.

Anonymous Survey

The anonymous survey was developed from questions drawn from a variety of validated surveys that have been delivered to faculty around the US.

The goal was to keep the survey short enough to get a good response rate from a broad cross-section of the faculty while being in-depth enough to highlight key areas for further examination.

The survey that was finally deployed had 65 items in 5 sections.

A link to the survey was sent via email to all employees classed as faculty within the Oracle HR database the week of May 23, 2016.

The total number of faculty who received the survey was 2,866.

After 4 weeks, the response rate reached 75.5% (2163/2866). Of these, 71% were complete and ~12% were partially complete.

Analysis

The raw data remains confidential and has not been shared with anyone other than those that analyzed the responses.

The results of the survey were tabulated for the entire University and by faculty rank.

When the number of respondents or the subsequent analysis may have allowed individuals to be identified, the results have been omitted to ensure anonymity.

Here the quantitative results are being presented question by question showing the mean response (+ 95% confidence intervals).

Analysis of text comments by faculty are presented thematically following the quantitative survey results. These themes are shown with weighted (frequency) notations.

This presentation will be available on the Faculty Senate website in the near future.

Recipients of Survey

Rank Description in Oracle	Healthcare	Provost	Research	SoD	SoM	SoN	SPH	Total
Lecturer	1	1	0	0	0	18	0	20
Instructor	81	16	4	9	498	80	1	689
Assistant Professor	8	42	14	121	853	72	9	1119
Associate Professor	3	13	13	23	375	26	11	464
Professor	2	16	36	23	402	11	11	501
Senior Staff Scientist		0	12					12
Staff Scientist		1	1					2
Staff Scientist 1			21					21
Staff Scientist 2			9		1			10
Staff Scientist 3			11					11
Assistant Scientist			22					22
Associate Scientist			10					10
Senior Scientist			11					11
Total Mailed to	95	89	164	176	2129	207	32	2892*

* Of these 2866 had valid OHSU e-mail addresses

<i>Un-modified Faculty Rank (n=1955)</i>	<i>n</i>	<i>(%)</i>
Lecturer	17	<1
Instructor	400	18.5
Assistant Professor	791	36.6
Associate Professor	367	17
Professor	380	17.6
<i>Missing</i>	208	9.6

<i>Length of Time Working at OHSU (n=2129)</i>	<i>n</i>	<i>(%)</i>
< 3 years	562	26
3-7 years	508	23.5
7-12 years	391	18.1
>12 years	668	30.9
<i>Missing</i>	34	1.6

<i>Ways Time is Spent at OHSU (%) (n=2163)</i>	<i>Mean % (SD)</i>	<i>Range</i>
Education/Teaching	20.6% (25.5)	0-100
Research	23.2% (32.2)	0-100
Patient Care	38.4% (36.4)	0-100
Administration	9.2% (16.0)	0-100
University Service	3.3% (9.3)	0-100
Community Outreach/Partnership	2.1% (8.2)	0-100

Demographics of Respondents

<i>Gender</i>	<i>n</i>	<i>(%)</i>
Male	864	39.9
Female	1039	48.0
Described	7	<1
<i>Missing</i>	253	11.7

<i>Consider Self Underrepresented Minority (n=1769)</i>	<i>n</i>	<i>(%)</i>
Yes	181	8.4
No	1588	89.8
<i>Missing</i>	394	18.2

Faculty Vitality

Faculty Vitality (Survey Scale: 1=Strongly Disagree; 2=Somewhat Disagree, 3= Neither Agree or Disagree; 4=Somewhat Agree; 5=Strongly Agree)	Mean (Range 1-5)	95% CI
I feel aligned with the values of OHSU (n=2091)	4	4, 4.1
I am proud to work at OHSU (n=2092)	4.3	4.3, 4.4
I enjoy the collegiality at OHSU (n=2090)	4.1	4.0, 4.1
I feel burnt out from my work at OHSU (n=2091)	3.1	3.1, 3.2
I am satisfied with the balance between my professional and personal life (n=2091)	3.2	3.1, 3.2
I have considered leaving my job for personal-professional life balance (n=2091)	2.8	2.7, 2.8
Faculty may comfortably raise personal and or family issues when scheduling work-related obligations (n=2091)	3.6	3.5, 3.6
I am confident that OHSU's executive leadership is committed to the best interests of faculty (n=2091)	2.9	2.8, 2.9

Scale Change to Yes/No	n (n=2091)	% Yes
In the last year, one or more aspects of my life at OHSU have been a significant source of stress	1064	50.9
I have considered leaving OHSU in the last three years	1040	49.7
I have shared my interest in leaving OHSU with my Chair/Unit Director or Dean (n=1040)	334	32.1

Faculty Vitality – Positive Themes

Positive Themes	Definitions/Characterizations Related to Comments Made	Response Weight
Collegiality	The vast majority of interactions among faculty are characterized as positive and supportive. This feature is a draw for faculty, even those who consider leaving or retiring – it keeps them at OHSU.	***
Pride	Faculty expressed pride about what they were able to achieve in patient care, education or research – it is clear they regard such achievements as highly honorable or creditable. Most of these responses were characterized as being department-based	*

The response weight indicates the relative frequency of the comments under their respective themes :

- ***** ~33%
- **** ~26%
- *** ~20%
- ** ~17%
- * ~10%

Faculty Vitality – Attention Needed

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Burnout and Work-life Balance	<p>Faculty expressed feelings of considerable burnout and work-life balance problems with no resolution in sight. Many spoke of additional work being added to them without compensation, adding frustration to the burnout experience. Faculty perceive that the issues related to work-life balance are being acknowledged but are not being addressed.</p> <p>Those most affected by work-life balance issues are parents to young children or with children or other family members with disabilities who also have a spouse with a very challenging job. Some faculty fear family leave benefits are inadequate, while others fear that using them will result in tension in their departments.</p> <p>Physician, nurse practitioner and certified nursing midwives often described the clinical pressures and RVU and clinical productivity demands as being related to burnout and not allowing time for valued scholarship. The addition of teaching or supervising learners exacerbates this issue.</p> <p>Faculty voiced varying support from their department or unit heads with some feeling very supported and listened to, some feeling listened to but not supported and others feeling unsupported and not listened to.</p>	****

Faculty Vitality – Attention Needed

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Executive Leadership - Lack of Trust/Support	<p>Faculty felt that the executive leadership at OHSU is too heavily focused on the bottom line, rather than OHSU's missions (education, research, patient care and outreach). This results in a 'corporate' feel that leads faculty to believe that there is a misalignment between their mission based values and those of the executive leadership.</p> <p>Faculty also expressed concerns that the executive leadership did not recognize the excellent work being produced by the faculty. Together these lead to the overall feeling that there was a concerning disconnect between the faculty and executive leadership</p> <p>Issues such as problematic communication about key decisions that affect faculty, lack of support for female faculty members, addressing vital space issues, and low morale among faculty were all mentioned as areas that erode trust in executive leadership and result in feelings of isolation, and efforts being not valued.</p> <p>Faculty expressed worry about inequities across basic science and clinical science departments and the erosion of different missions. These sometimes conflict with clinicians seeing everything going to basic sciences and basic sciences seeing efforts focusing only on patient care.</p>	*****

Professional Work Environment

Professional Work Environment (Survey Scale: 1=Strongly Disagree; 2=Somewhat Disagree, 3= Neither Agree or Disagree; 4=Somewhat Agree; 5=Strongly Agree)	Mean (Range 1-5)	95% CI
I feel treated with respect by my <u>colleagues</u> (n=2026)	4.4	4.4, 4.5
I feel treated with respect by staff members (n=2026)	4.5	4.4, 4.5
I feel treated with respect by my <u>department/ unit leader</u> (n=2026)	4.3	4.2, 4.3
My department/unit rewards teaching (n=2026)	3.4	3.4, 3.51
I have the opportunity for scholarship (n=2026)	3.6	3.5, 3.7
I have a voice in the decision making that affects the climate and direction of my unit (n=2026)	3.5	3.4, 3.5
I feel I receive adequate communication about aspects of work that affect me (n=2026)	3.4	3.4, 3.5
Commitment to diversity is demonstrated in my department (n=2026)	3.8	3.8, 3.9
I feel excluded from informal networks in my department/unit/school (n=2026)	2.5	2.4, 2.5
I am comfortable raising concerns without fear that it will affect my advancement or job (n=2026)	3.6	3.5, 3.6
My chair/unit leader treats all individuals equitably (n=2026)	3.9	3.8, 4
My chair/unit leader resolves conflict effectively (n=2026)	3.7	3.6, 3.7
My chair/unit director provides me an annual review (n=2026)	4.2	4.1, 4.2

Professional Work Environment

Professional Work Environment (Survey Scale: 1=Strongly Disagree; 2=Somewhat Disagree, 3= Neither Agree or Disagree; 4=Somewhat Agree; 5=Strongly Agree)	Mean (Range 1-5)	95% CI
My dean treats all individuals equitably (n=2026)	3.3	3.2, 3.3
My dean resolves conflict effectively (n=2026)	3.2	3.1, 3.2
The ombudsman is effective for faculty (n=2026)	3	3, 3.1
The provost's office provides support for faculty (n=2026)	3	3.0, 3.1
I received adequate mentoring for academic promotion (n=2026)	3.1	3.0, 3.1
I know the requirements for academic promotion (n=2026)	3.6	3.6, 3.7
I am fairly paid for the work I do (n=2026)	3.1	3.1, 3.2
I have adequate space to conduct my work (n=2026)	3.7	3.7, 3.8
I have adequate administrative support to conduct my work (n=2026)	3.3	3.3, 3.4
I feel valued for my teaching (n=2026)	4.2	4.1, 4.2
I feel valued for my research (n=2026)	3.7	3.6, 3.8
I feel valued for my clinical care of patients (n=2026)	3.8	3.7, 3.9

Professional Work Environment – Positive Themes

Positive Themes	Definitions/Characterizations Related to Comments Made	Response Weight
Dedication	Faculty reported they experienced a work environment that supported their commitment to purpose in education and/or patient care. Some mentioned enjoying the respect for diversity and autonomy that exists at OHSU, which further enhanced their commitment to the institution	*
Responsive Leadership	<p>Faculty reported experiences of harassment that were handled very appropriately by their department chair. Other faculty reported using the anonymous reporting process available in the integrity office. One faculty member thought the integrity office anonymous reporting process, “is a great mechanism that more people (especially vulnerable people, like students) should be aware of.”</p> <p>While some faculty praised their department chairs or unit leaders as good listeners and responsive to their concerns, this was not a common theme</p>	**

Professional Work Environment – Attention Needed

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Lack of Supportive Leadership	<p>Faculty reported that their department chairs or unit leaders did not treat them in an appropriately respectful manner using terms such as demeaning, disparaging, and mentioned unfair practices including nepotism and favoritism.</p> <p>In addition, many faculty members feel their Dean is disconnected from the experiences of faculty in their School regarding such issues as space, mentorship, protected time for scholarship, and compensation that is more equitable to other academic institutions for the same work.</p> <p>Faculty described transparency as being poor citing examples such as the implementation of the diversity plan, faculty compensation plans, and results from the Northwest Commission on Colleges and Universities (NWCCU). This leads to distrust in the institutional leadership.</p> <p>Some faculty expressed not knowing what the role of the provost is and virtually no one knew who the ombudsman is or that OHSU has one. These findings indicate that communication could be improved.</p> <p>Many faculty members expressed gratitude for the faculty survey and conveyed hopes that information gained would lead to meaningful change.</p>	****
Gender/Race Inequality	<p>Faculty voiced concern about gender/race inequality in such areas as compensation decisions, workload assignments, and motherhood. Other faculty noted that racial discrimination still needs attention.</p>	***
Culture of Respect	<p>Faculty did comment about the culture at OHSU, with the majority of these indicating that unprofessional behavior exists, including a lack of respect, intimidation, fear of retaliation at the level of the department and overall institution</p>	**



Professional Work Environment – Attention Needed

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Mentoring	Faculty stated that more mentorship is needed to help junior faculty be successful and some suggested that mentors within their department should be assigned to all new faculty. Women faculty, especially, expressed concern that they are not encouraged to develop their academic portfolio to help them through the PnT process. Some faculty indicated that the priority is RVU production, not mentoring, while other reported that similar to scholarship, there is no protected time for mentoring. This culture leaves many junior faculty perceiving their educational and research work is undervalued.	***
Interprofessional Issues	Though infrequent, a few comments were directed at interprofessional issues across the campus highlighting, for example, that physicians don't appear to understand and acknowledge that the contributions of all are important.	*
Clinical Productivity as only focus	As noted in the Faculty Vitality section, clinical work (RVU's, call schedules) continues to be perceived as the primary measure of faculty contribution outside of the promotion and tenure process, where scholarly work and education only have inherent value. This erodes the faculty commitment to all academic missions. Faculty also mentioned there is too much emphasis on measuring quality and too little on hiring enough highly qualified people to perform quality work	***
Space	Though comments about space were not frequent, they were compelling. Many faculty reported that there is a fundamental lack of understanding about space needed in patient care areas.	**

Harassment and Discrimination

* Harassment: Unwanted or unwelcome attention from a person who knows or ought to know that the behavior is unwelcome; it can range from written or spoken comments to unwanted jokes, gifts, and physical contact or assault.

** Discrimination: Unintentional or intentional unfair or differential treatment of individuals and groups based on prejudice, ignorance, fear, or stereotypes; unfair burdens are placed upon or opportunities are denied to individuals or groups that are not based on performance or competence.

Harassment & Discrimination (% Yes combines Seldom (<3 times); Regularly (Once a Month); Frequently (Once a week or more) (details presented elsewhere)	n	%
I have observed harassment* (n=2026)	477	23.5
I have experienced harassment (n=2026)	281	13.9
I have reported harassment that I experienced to my supervisor or the AAEO office (n=2026)	110	5.4
I have observed discrimination** (n=2026)	400	19.7
I have experienced discrimination (n=2026)	295	14.6
I have witnessed violations of OHSU's code of conduct (n=2026)	471	23.2

Harassment and Discrimination

<i>Follow-up Harassment/Discrimination Variables</i>	n	%
If you have ever observed harassment, what type was it:		
Verbal	383	66.6
Written (e.g., offensive images)	51	8.9
Physical	19	3.3
Exclusion	122	21.2
If you have ever observed discrimination, what type was it:		
Racial	94	38.2
Ethnic	79	32.1
Sexual orientation	73	29.7
Do you know the steps to take if someone comes to you with a claim of harassment?		
Yes	1571	65.8
No	473	19.8
Missing	334	14.4

Professional Work Environment – Attention Needed

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Harassment	<p>Harassment was not mentioned frequently but reports of this issue were commented upon by some faculty.</p> <p>Faculty reported witnessing harassment of students, harassment of clinical staff and physicians by patients and harassment of staff in open meetings by their department chairs or unit leaders.</p> <p>Faculty expressed concerns about using existing mechanisms to report these issues because of perceived inaction related to prior reports, or fear of retaliation. Some faculty reported using mediation to try to address issues with HR but this was not effective.</p>	**

Satisfaction with OHSU

Satisfaction with OHSU (Scale: 1=Not at all satisfied 2=Somewhat satisfied; 3=Moderately satisfied; 4=Very Satisfied)	Mean (Range 1-4)	95% CI
OHSU health benefits (n=2010)	3.5	3.4, 3.6
OHSU retirement benefits (n=2010)	3.8	3.8, 3.9
Parental leave (maternity) (n=2010)	2.2	2.1, 2.2
Parental leave (other) (n=2010)	2.1	2.1, 2.2
Support for career development (n=2010)	3	3.0, 3.1
Support for laboratory research (n=2010)	2.1	2.0, 2.1
Support for clinical/outcomes research (n=2010)	2.3	2.2, 2.3
Teaching resources (n=2010)	3	2.9, 3.0
Cleanliness of facilities (n=2010)	3.8	3.8, 3.9
Adequacy of technical (computer) support (n=2010)	3.8	3.7, 3.8

Importance to Faculty (Scale: 1=Not at all important 2=Somewhat important; 3=Moderately important; 4=Very important; 5=Extremely important)	Mean (Range 1-5)	95% CI
Promotion to senior academic rank (n=2009)	3.3	3.2, 3.4
Sick childcare on campus (n=2009)	2.2	2.1, 2.3
Mentorship (n=2009)	3.7	3.7, 3.8
Phased-in retirement options (n=2009)	3.2	3.7, 3.8

Satisfaction with OHSU – Positive Themes

Positive Themes	Definitions/Characterizations Related to Comments Made	Response Weight
Appreciation of Benefits	Faculty indicated they felt OHSU benefits are excellent or pretty good. These faculty expressed no concerns about the benefits they received and most expressed appreciation or recognition of their good qualities.	*

Satisfaction with OHSU – Needs Change

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Parking	Faculty expressed that parking costs are too high and that it is unusual for a hospital to charge its employees to park, especially at the rates OHSU charges. Others indicated that the parking wait lists are too long and that there are relatively poor public transit connections to campus	****
Compensation	Faculty commented that their workload is as high as in non-academic settings, but their compensation does not match these other settings. Faculty did mention how important opportunities to educate learners were to them at OHSU when mentioning the compensation issue.	***
ITG	Faculty felt that ITG is under-resourced, stretched too thin and not able to meet their needs, especially for Mac users. Faculty also noted that now that NIH does not allow for grants to cover computer hardware, ITG should be more willing to find solutions for older computers and computers that need to be recording or processing data 24/7.	**
Health Benefits	Faculty felt that health care benefits at OHSU are inferior to other major medical centers. Out of pocket costs/deductibles were noted as being significant, even for well-care. Many were unhappy with OHSU's current benefits administrator and preferred the services offered by prior benefits administrator. Faculty voiced dissatisfaction with the constantly changing healthcare options and desired more stability.	****

Satisfaction with OHSU – Needs Change

Change Needed	Definitions/Characterizations Related to Comments Made	Response Weight
Retirement	Faculty who were enrolled in PERS are satisfied with their retirement benefits. Faculty not enrolled in PERS expressed needing more information about retirement options and transitions.	**
Leave Options	Faculty expressed that leave options were inadequate, especially those relating to maternity/paternity leave not supporting faculty who want to be both professionals and parents. Others mentioned the lack of paid leave for elder parental and other forms of care needs that are not part of OHSU's benefits package. Other faculty indicated that leave options at other academic institutions expand after 10 years of service and then again after 20 years of service, indicating that loyalty should be more valued by the institution.	*****
Daycare	Daycare on campus was also voiced as being a benefit, both to faculty who currently have young children and older faculty who wish that this was available when their children were young. Other faculty underscored the need to be sure such day care was both affordable and had a sick child feature. Many faculty members indicated this would greatly improve their satisfaction with OHSU and adding this would likely increase loyalty among faculty who are parents to young children.	***
Physical Space	Faculty indicated that the cleanliness of certain areas across campus could be improved. Some noted that space conditions had deteriorated over the last decade and that a lot of non-patient areas needed immediate attention.	****
Teaching Support Resources	Faculty indicated that they wanted more resources to help enhance their teaching programs.	*

Next Steps

Each Dean/unit has been shown the institutional level data just presented, along with a break-down for their specific School.

Each Dean/unit leader has been instructed to share the data with their faculty through the most appropriate means in their School or unit

OHSU leadership is actively reviewing the results of this survey to determine next steps in addressing the areas where the need for improvement has been identified

The Provost will continue to collaborate closely with the faculty Senate Executive Committee and the Faculty Senate Faculty Affairs Committee on areas identified for improvement

The survey will be repeated in the Spring of 2018 to determine the impact of any changes that were made as a result of this current survey

Ongoing and New OHSU Campus Climate Initiatives

OHSU established the office of Ombudsman in April, 2015

Enhanced campus capacity for Title IX

Campus pilot for SMART-3R Training program (evidence-based resilience) to address burnout

Recruitment of VP for Equity and Inclusion; Planning for campus-wide unconscious bias training

Campus Parking and Workforce Strategy Committee

Plan for increased communication on reporting rights and avenues (harassment, discrimination, etc.)

