

## School of Medicine – Faculty Satisfaction Survey

Survey was conducted October 11<sup>th</sup> through 20<sup>th</sup>, 2006. An email notification was sent to all School of Medicine Faculty on October 11, notifying them of the survey and encouraging their participation.

Note:

Mean scores are based on a five point scale (from one, strongly disagree, to five, strongly agree). An optimal score approaches five, except for questions 40 through 43 where the optimal score approaches one.

#	Question	N	Mean	SD
1.	I am recognized by my supervisor or others when I do a good job.	354	3.57	1.033
2.	I can meet my career goals at OHSU.	353	3.61	1.031
3.	I am given the opportunity to use my strengths in my current job.	350	3.87	0.925
4.	My supervisor puts the needs of faculty above his/her own.	350	3.46	1.129
5.	I enjoy working with my department.	353	3.97	0.956
6.	The best way for me to develop my career skills is to stay with my current department	352	3.56	1.165
7.	I am constantly looking for ways to do my job better.	349	4.30	0.662
8.	I am passionate about what I do every day at work.	348	4.22	0.841
9.	I am satisfied with opportunities for promotion at OHSU.	350	3.28	1.179
10.	On most days I put a lot of effort into my job.	351	4.60	0.547
11.	I understand how my work supports my department and OHSU's goals.	349	4.15	0.891
12.	I am satisfied with the compensation package (pay and benefits) I receive.	349	3.01	1.232
13.	When needed, I am willing to go above and beyond to get the job done.	351	4.61	0.564
14.	I feel that my contributions to OHSU matter.	351	3.85	1.042
15.	I am satisfied with the opportunities for growth at OHSU.	352	3.34	1.136
16.	I usually do more than my job requires.	352	4.41	0.665
17.	In my department, we focus on achieving a few clear goals.	329	3.14	1.010
18.	My supervisor gives me the information I need to do my job.	328	3.51	0.980
19.	People in my department are encouraged to speak the truth no matter how difficult.	329	3.38	1.134
20.	My supervisor is a good role model.	325	3.63	1.141
21.	Communication is not a problem in my department.	329	3.00	1.186
22.	When I receive new information, I know when and with whom I should share it.	328	3.65	0.866
23.	I know what to do with the information I receive from others.	326	3.75	0.784

24.	I believe the information I receive is usually complete and accurate.	326	3.20	0.966
25.	I have the opportunity to provide meaningful feedback that is taken seriously.	328	3.36	1.109
26.	When solving a problem, my supervisor asks questions, rather than presenting the answer.	328	3.47	1.040
27.	When hiring in my department, we don't settle for "good enough." We wait until we find the right person for the job.	328	3.36	1.031
28.	My supervisor gives credit to others for successes.	328	3.82	0.933
29.	Once our department makes a decision about what our goals should be, everyone works hard to meet them.	324	3.43	0.943
30.	My supervisor takes personal responsibility for mistakes.	325	3.59	1.037
31.	No matter how bad things get, people in my department always believe that we will succeed in the end.	322	3.42	0.990
32.	My supervisor is more interested in furthering the goals of the department than getting credit.	325	3.79	0.975
33.	Unsatisfactory performance is addressed in a timely manner.	327	3.00	0.977
34.	My supervisor encourages candid discussions when making decisions.	326	3.62	1.033
35.	When something goes wrong, we try to understand why it happened without assigning blame.	318	3.51	0.894
36.	People in my department are willing to discuss what our goals are and what we should do to reach them.	317	3.71	0.893
37.	My supervisor expects excellence.	315	4.10	0.794
38.	When describing people in my department, words like disciplined, diligent and responsible come to mind.	317	3.82	0.903
39.	Poor performers don't last around here.	317	2.82	1.012
40.	I am interested in finding another job at OHSU.	315	2.06*	1.032
41.	I intend to look for a new job outside OHSU within the next year.	318	2.32*	1.245
42.	I often think about leaving OHSU.	319	2.72*	1.306
43.	If I was offered a comparable job outside OHSU, I would take it.	317	2.68*	1.187
44.	Overall, I am satisfied to be employed at OHSU.	315	3.66	0.969

\* Optimal score approaches one.

**School of Medicine Themes in Response to the Open-Ended Question:** "Are there other important issues related to your job satisfaction we did not ask about in the survey?"

**Tally\* Description**

***Support, Resource Limitations and Constraints:***

- 16 Lack of support staff, administrative and clinical resources
- 4 Inconsistency in the distribution of resources
- 8 The bureaucracy of the work environment and the infrastructure are not conducive for efficiency, accuracy, quality or teaching. Examples: excessive, confusing and obscure paperwork, difficulty scheduling tests, too many unproductive meetings, start-up funds being frozen and difficulty in determining how much money is left in a grant
- 4 Meif and FF taxes are impossible to pay and remain solvent and continue to increase without evidence of administration trying to make it better
- 3 Bureaucracy inhibits program/business growth/innovative ideas
- 2 Frustration with support staff changes and the inability to choose and hire support staff
- 2 Not filling spaces of faculty and researchers who have left
- 2 Clinical demands constantly increase and we are not able to recruit and retain at the same pace
- 2 Parking issues that impact the ability to hire first-rate service excellence minded staff

***Strategic Direction and Vision:***

- 6 Emphasis on a business model ahead of a humanistic model
- 5 Clinical care, education, research and public advocacy are not tended to while OHSU focuses on "real" mission of making money
- 4 Leadership that is indifferent to the real needs of the institution as an academic center, and to recruiting and retaining the best science faculty
- 5 Lack of a clear and unified mission, vision and values from leadership, which prevents OHSU from becoming a premier institution and leads to interdepartmental competition

***Research Focus:***

- 6 Lack sense of job security due to unstable research positions
- 2 No clear plans on bridging grants in tighter funding years
- 1 Clinical skills are underappreciated while research is overemphasized
- 2 Focus on research to the detriment of teaching

\* Refers to the number of respondents who raised the issue.

## Tally\* Description

### ***Management and Leadership Issues:***

- 3 Poor performance of support staff is not addressed
- 2 Lack of leadership direction and accountability at the institutional, departmental and division levels
- 3 Poor budgetary decisions and lack of account transparency
- 2 Faculty perspective is not taken into account when making major decisions even when leadership asks for input

### ***Appreciation and Morale:***

- 12 Lack of appreciation and recognition resulting in low morale amongst faculty
- 9 Overworked: Heavy workload for faculty that is stretched too thin results in burnout and difficulty in balancing teaching, research and patient care
- 2 Feeling of being undervalued and discredited if not making money
- 2 No time to be sick or take vacation, if you do, you have to make-up the time
- 3 Faculty time is not valued. Example: when unproductive time is spent on "service excellence" training without explanation

### ***Communication and Teamwork:***

- 9 Lack of interdepartmental teamwork or feeling of "team spirit" that leads to a competitive environment
- 5 Failure to communicate uniformed policies and procedures throughout administrative departments and hospitals
- 2 Lack of communication from administrative leaders results in sudden decisions and drastic change without explanation

### ***Development and Promotion:***

- 2 Lack of promotional opportunities for those who dedicate time to education
- 1 Lack of professional growth opportunities
- 5 Vague and inconsistent guidelines for promotion and/or career opportunities
- 1 Lack of resident education

### ***Pay and Benefits:***

- 5 Compensation is not comparable to other academic institutions or private opportunities in town
- 4 Salary does not reflect credentials or role
- 4 Poor benefits that continue to erode
- 3 Decreasing or stagnant compensation regardless of promotion and/or increasing responsibilities/workload
- 3 The portion of faculty that teach for free or are compensated by grants could result in sub-standard education or the inability to recruit and retain faculty

\* Refers to the number of respondents who raised the issue.