

Faculty engagement and satisfaction with the Robert Wood Johnson Medical School: the Association of American Medical Colleges survey

Rutgers University Senate

December, 2019

Background

In the three years between 2016 and 2019, thirty-four medical schools, including the Robert Wood Johnson Medical School (RWJMS) commissioned a survey to the Association of American Medicine Colleges (AAMC) to gauge the level of faculty engagement and satisfaction. The survey consisted of items that measure faculty engagement and that assess workplace factors that may impact faculty engagement (e.g., satisfaction with faculty-related institutional policies and practices). Results for each School are compared with the average of the cohort of medical schools surveyed during the same 3-year period, using the same survey instrument.

The results of the survey for the RWJMS, were recently disclosed and they provide an alarming picture of the morale of the faculty. While the RWJMS faculty demonstrate a satisfaction with retirement and health benefits similar to that of other medical school faculties, in every other domain, the RWJMS level of dissatisfaction is markedly higher compared to the cohort. The overall satisfaction of the faculties with the RWJMS is 52% compared to 68% of the cohort (a negative differential of 16 points). Faculty satisfied with faculty recruitment and retention are 40% at RWJMS compared to 63% for the cohort. Only 49% of the RWJMS faculties are satisfied with workplace culture compared to 68% of the cohort. The governance of the medical school satisfies 31% of the RWJMS faculty compared to 49% of the cohort. Indeed, only 53% of the RWJMS faculty would recommend working at their school compared to 72% of the cohort, and only 59% of the RWJMS faculty would again chose to work in the school compared to 78% of the cohort. Only 43% of the RWJMS faculty, compared to 58% of the cohort are satisfied with the opportunities for professional development that the school offers. Career advancement is also a sore point. The percentage of RWJMS faculty satisfied with promotion and tenure requirements is 44% versus 60% of the cohort. Only 45% of the RWJMS faculty compared to 63% of the cohort think that what it is required for promotion is reasonable and only 60% of RWJMS faculty are satisfied with promotion equality compared to 74% of the cohort.

Considerations

The Faculty and Personnel Affairs Committee (FPAC) is deeply troubled by the outcome of the AAMC survey and is concerned that the low morale of the faculty undermines the ability of the school to fulfill its core missions. These include the delivery of excellent medical education, the generation of innovative research, promotion of community outreach and engagement, and provision of high quality medical care to the patient population of New Jersey.\

Concerns identified by FPAC in its review included:

- that many RWJMS faculty do not feel supported and valued and that these feelings have been present for a long period of time
- the results of this survey should not be minimized or fail to be addressed in a timely manner
- bringing these concerns to the attention of the RU Senate will ensure that they are taken seriously and acted upon in a manner that will be timely and transparent
- if the importance of these survey results is acknowledged by the Senate, the review of the situation should be productive and produce positive change

Resolution

Be it Resolved that the Rutgers University Senate urges the leadership of RBHS and RWJMS to:

1. Ensure that the review process planned by Dean Johnson and senior leadership regarding the AAMC survey is a vigorous and transparent review without repercussions to faculty who voice concerns.
2. Provide the venue for those faculty who have concerns -- that they be able to express them to faculty who are their peers/representatives and not limit their having to express their concerns only to leadership/administration.
3. Invite faculty chosen by RBHS faculty to be on the Dean's review committee.
4. Review and discuss how financial incentives are determined and how faculty can be rewarded with financial incentives for their contributions to the academic mission.
5. Review how research funds are distributed and how faculty are provided with funding to support their professional growth.
6. Ensure that there is salary equity among faculty and that any salary inequity is made up retrospectively/prospectively.
7. Review why excellent faculty have left the institution as another way to better understand hurdles to professional growth at this institution.
8. Implement the recommendations for improvement indicated in the AAMC survey:
 - a. Establish a stable and clear vision for the Institution.
 - b. Improve support for the education mission by valuing teaching activities and faculty compensation that accounts for/rewards teaching.
 - c. Increase support for research by valuing researchers and improving administrative support.
 - d. Increase financial transparency, as well as transparency and equity in compensation.
 - e. Refine and clarify promotion and tenure requirements. Ensure there is support for paths for advancement.
9. Continue to work with the AAMC and other external organizations, including surveying other RBHS units such as NJ School of Medicine, to better understand the causes of the current dissatisfaction of its faculty and to monitor progress.

Faculty Affairs and Personnel Committee, 2019-2020

Farid Alizadeh, Co-Chair, RBS:N/NB, Faculty
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Brian L. Strom, MD, MPH
Chancellor

December 10, 2019

Jon L. Oliver, PhD
Chair, Rutgers University Senate
Liberty Plaza, Suite 1250
New Brunswick, NJ 08903

Dear Jon:

Thank you for contacting me about the recent AAMC survey of the Robert Wood Johnson Medical School faculty.

RWJMS Interim Dean Robert Johnson has informed me that he is aware of the "Standpoint" survey results and is actively responding to them. NJMS faculty also participated in a similar AAMC "Faculty Forward" survey several years ago, which has informed the implementation of responsive actions in Newark. Because this survey was conducted through a program sponsored by the AAMC, the instrument may be too tailored to medical schools, however, to provide meaningful and actionable data on the sentiments of the faculty at the other six RBHS schools.

RBHS recently announced the appointment of Dr. Chantal Brazeau to a new position as the inaugural RBHS Chief Wellness Officer. This position reports to the Senior Vice Chancellor for Clinical Affairs and is charged with exploring wellness opportunities across the health care enterprise and serving as an advocate for the health and wellness of our providers and staff. We are very fortunate to have Dr. Brazeau leading this effort as she is an internationally recognized authority and pioneer in this field, publishing a highly influential article on medical student distress.

Reflecting the concerns of the Faculty Council, Dr. Brazeau will be distributing a faculty-wide survey in January, 2020 that will reach close to 14,000 potential respondents. Physician Wellness Academic Consortium is a standardized questionnaire on faculty wellness, used by many institutions, initially targeted to physicians but through our initiative, broadened to other health professions too. This instrument should provide us with a strong baseline of data reflective of the entire RBHS faculty. I would be happy to put the Senate Executive Committee in touch with Dr. Brazeau and hope that the Senate will actively encourage a robust level of survey participation across RBHS and that together we can collaborate to support our faculty colleagues in the pursuit of our missions as an academic health center.

Thank you again for your efforts as members of the University Senate on behalf of the faculty, staff, and students of RHBS.

Sincerely,



Brian L. Strom, M.D., M.P.H.
Chancellor, Rutgers Biomedical and Health Sciences



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StandPoint™ Surveys

2019 Faculty Executive Summary
Report

Rutgers, Robert Wood Johnson
Medical School

Association of
American Medical Colleges

PREFACE

StandPoint™ Surveys is a collaborative partnership between the Association of American Medical Colleges (AAMC) and U.S. medical schools around the country focusing on measuring and enhancing medical school faculty engagement. This evidence-based initiative is designed to build capacity for academic medical centers to understand and develop the organizational cultures and talent management practices more likely to attract and retain excellent faculty.

The StandPoint Engagement Survey

A central offering of the StandPoint Surveys initiative is the *StandPoint Faculty Engagement Survey*, the largest national workplace data collection designed to address the issues unique to faculty engagement in academic medicine. This independent, research-based survey—developed and reviewed by experts in survey design, academic medicine, talent management, and organizational development—grew from a series of in-depth focus groups with medical school clinical and basic science faculty members in 2006. After a pilot test in 2007, the StandPoint Surveys program launched with an expanded administration in 2009—marking the largest-ever collection of workplace engagement and satisfaction benchmarking data for academic medicine institutions in the U.S.

The *StandPoint Faculty Engagement Survey* assesses levels of U.S. medical school faculty engagement—defined as the emotional and cognitive attitudes that faculty members have toward their workplace experiences (i.e., what is often referred to as “job satisfaction” within the literature) and behavioral outcomes such as contribution and effort. Please refer to the Executive Summary section of this report to review the survey dimensions.

Report Contents

The following report contains the results from Rutgers, Robert Wood Johnson Medical School participation in the StandPoint Surveys initiative and its administration of the *StandPoint Faculty Engagement Survey*. Contents of this institutional report include the following:

- ❖ **An Executive Summary** that contains:
 - A brief methodology section with information on the survey dimensions, survey administration, and population and participant characteristics
 - Instructions for interpreting the executive summary and its data displays
 - Displays of your institution’s results—including tables and graphs of global satisfaction items highlighting faculty group differences and easy-to-interpret survey dimension summary scores
 - Benchmarking comparisons between your institution, your selected peer group, and all schools participating in this StandPoint cohort.
- ❖ **Appendices** that contain:
 - A more detailed methodology section that includes data analysis techniques applied and detailed survey population information
 - A copy of the *StandPoint Faculty Engagement Survey* items
- ❖ **A Comprehensive Data Report** that contains:
 - Frequency distributions, means, and other statistical reporting of all survey items
 - Data breakouts across faculty demographic groups
 - Data breakouts across divisions
 - Benchmarking comparisons between your institution, your selected peer group, and all schools participating in the StandPoint cohort.

Contact

If you have any questions about your report, please contact StandPoint:

StandPoint Surveys

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EXECUTIVE SUMMARY

The Executive Summary provides an overview of the StandPoint Faculty Engagement Survey dimensions, the survey administration, population and participant characteristics, and your institution's results. This section of the report also compares a summary of your results to the four peer institutions you chose for comparison and to all medical schools in the StandPoint cohort.

Survey Dimensions

The survey consisted of items that measure faculty engagement and that assess workplace factors that may impact faculty engagement (e.g., satisfaction with faculty-related institutional policies and practices). The following table displays the survey dimensions and descriptions of the items that compose these dimensions:

Table 1: Survey Dimensions

Dimension Name	Dimension Description
Nature of Work	Number of hours worked; time spent on mission areas; Role clarity and organizational commitment
Focus on Medical School Mission	Mission clarity and alignment; Commitment to mission-based excellence
Workplace Culture	Whether the workplace culture cultivates diversity, wellness, and other ideals
Department Governance	Opportunities for faculty participation in decision-making; communication from the department chair; transparency of department finances
Medical School Governance	Opportunities for faculty participation in governance; communication from the dean's office; transparency of medical school finances
Relationship with Supervisor	Supervisor's support of individual goals; good communication
Mentoring and Feedback	Quality of mentoring and feedback on career performance
Opportunities for Career and Professional Growth	Opportunities for professional development and advancement;
Promotion and Tenure Requirements	Whether promotion criteria are clear and reasonable across all mission areas
Promotion Equality	Application of promotion criteria; equal opportunities regardless of sex, race, and sexual orientation
Collegiality and Collaboration	Opportunities to collaborate with other faculty; personal "fit" (i.e. sense of belonging); interactions with colleagues; intellectual vitality within the division and medical school; appreciation by colleagues
Compensation and Benefits	Evaluation of overall compensation; health and retirement benefits
Faculty Recruitment and Retention	Success in hiring and retaining high-quality faculty
Faculty Diversity and Inclusion	Success in hiring and retaining diverse faculty
Clinical Practice	Ability to provide high quality care; how well the clinical practice functions overall
Part-time Faculty Views	Assess decisions for part-time status and support from institution
Global Satisfaction	Overall satisfaction with department and medical school as places to work, including two open-ended questions to solicit suggestions for improvement

Interpreting the Presentation of Data

Frequencies

Most survey items used a five-point response scale. For this Executive Summary, we grouped the top two response options (e.g., strongly agree or agree) and bottom two response options (e.g., strongly disagree or disagree) and presented those combined percentages for ease of interpretation. See the “Comprehensive Data Report” section for the full frequency distribution of response options for each survey item across demographic groups and departments.

Means

In addition to frequencies, this report displays the means of numerical and five-point response scale items. Unweighted means are also provided across demographic groups and departments. See the “Comprehensive Data Report” section for all survey item means across demographic groups and departments.

Summary Scores

StandPoint created summary scores representing conceptually-related items with compatible scales (e.g., all agreement response scales) within the survey dimensions. To be concise, we often present just the top two response options (e.g., percent strongly agree or agree), though summary scores can be calculated across all response options and as means. The summary scores are calculated from the following items within the survey dimensions as shown in Table 2.

Table 2: Summary Scores Shown by Survey Dimension and Item Number

Dimension Name	Dimension Description
Nature of Work	My Job (Q11a-e)*
Focus on Medical School Mission	Focus on Medical School Mission (12a-h)
Workplace Culture	Workplace Culture (Q13a-e)
Department Governance	Department Governance (Q15a-e and Q16a-c)
Medical School Governance	Medical School Governance (Q17a-e and Q18a-c)
Relationship with Supervisor	Relationship with Supervisor (Q19a-d)
Opportunities for Career and Professional Growth	Growth Opportunities (Q26a-c)
Promotion and Tenure Requirements	Promotion and Tenure Requirements (Q27a-h)
Promotion Equality	Promotion Equality (Q28a-d)
Collegiality and Collaboration	Collegiality and Collaboration (Q29a-f and Q30a-c)
Compensation and Benefits	Compensation and Benefits (Q31a-e)
Faculty Recruitment and Retention	Faculty Recruitment and Retention (Q32a-d)
Faculty Diversity & Inclusion	Faculty Diversity and Inclusion (Q33a-e)
Clinical Practice	Clinical Practice (Q36a-g)

* Note: A summary score may not have the same name as the survey dimension because it represents a small subset of items from that dimension due to response-scale incompatibilities.

Survey Administration

The AAMC administered the *StandPoint Faculty Engagement Survey* from June 2016 – June 2019 via the web to all full- and part-time medical school faculty members at the following participating institutions:

1. Albany Medical College
2. Baylor College of Medicine
3. California University of Science and Medicine-School of Medicine
4. Florida International University Herbert Wertheim College of Medicine
5. Geisel School of Medicine at Dartmouth
6. George Washington University School of Medicine and Health Sciences
7. Loyola University Chicago Stritch School of Medicine
8. Marshall University School of Medicine
9. Morehouse School of Medicine
10. New York University Langone School of Medicine
11. Rush Medical College of Rush University
12. Rutgers, Robert Wood Johnson Medical School
13. Sidney Kimmel Medical College at Thomas Jefferson University
14. Stanford University School of Medicine
15. SUNY Upstate Medical University
16. Texas A&M Health Science Center College of Medicine
17. Texas Tech University Health Sciences Center School of Medicine
18. The Commonwealth Medical College
19. University Hospitals (Faculty of Case Western University)
20. University of Arizona College of Medicine - Phoenix
21. University of Cincinnati College of Medicine
22. University of Mississippi School of Medicine
23. University of Missouri-Columbia School of Medicine
24. University of Nebraska College of Medicine
25. University of North Carolina School of Medicine
26. University of Texas Health Science Center San Antonio School of Medicine
27. University of Texas Medical Branch School of Medicine
28. University of Texas Rio Grande Valley School of Medicine
29. University of Texas Southwestern Medical Center Southwestern Medical School
30. University of Toledo College of Medicine
31. University of Utah School of Medicine
32. University of Virginia School of Medicine
33. Wake Forest School of Medicine of Wake Forest Baptist Medical Center
34. Weill Cornell Medicine

Benchmarking Comparisons

This report contains your institution's results in comparison to all StandPoint Surveys cohort institutions—a grouping that contains your own institution, so that you can see the overall results for the entire cohort—and to the four institutions you selected as your peer group.

Your Peer Group

As noted, your results will be compared to the four institutions you selected as your peer group. The four medical schools that your institution selected were as follows:

- Albany Medical College
- New York University Langone School of Medicine
- Sidney Kimmel Medical College at Thomas Jefferson University
- Weill Cornell Medicine

Department Reporting

To allow for benchmarking comparisons by department across institutions, StandPoint created a standardized list of 29 aggregated departments, as shown in Table 3. Detailed results by aggregated included in the “Comprehensive Data Report” section of your report.

Table 3: Aggregated Departments by Basic Science and Clinical

Basic Science Departments	Clinical Departments
Anatomy	Anesthesiology
Biochemistry	Dermatology
Genetics	Emergency Medicine
Microbiology	Family Medicine
Molecular & Cellular Biology	Medicine
Neurosciences	Neurology
Pharmacology	Neurosurgery
Physiology	OB/GYN
Other Basic Science Departments	Ophthalmology
	Orthopedic Surgery
	Otolaryngology
	Pathology
	Pediatrics
	Physical Medicine and Rehabilitation
	Psychiatry
	Radiation Oncology
	Radiology
	Surgery
	Urology
	Other Clinical Departments

Survey Population and Response Rates

The survey population was determined by a database of medical school faculty that institutions provided to StandPoint Surveys. Survey respondents were defined as those faculty members who answered at least one question after item 7 (i.e., after the demographic items). Thus, participants must have completed a minimum of one core survey item to be included in our analysis of results. The number of survey respondents displayed for a given item refers to the number of survey-eligible and valid respondents who answered a given item.

Table 4 displays the survey response rates by respondent characteristics for your institution, your institution's peer group, and your Cohort. Table 5 displays the number of faculty eligible to participate in the survey (i.e., the population) and the total number of respondents.

Table 4: Population Data and Response Rates by Respondent Characteristics

	Numbers at Your Institution		Response Rates		
	Population	Survey Respondents	Your Institution	Your Peer Group	All StandPoint Institutions
All Faculty	725	461	63.6%	64.3%	63.3%
Appointment Status					
Full-Time	661	436	66.0%	70.5%	71.1%
Part-Time	64	25	39.1%	78.4%	52.5%
Department Type					
Basic Science	62	51	82.3%	76.6%	75.3%
Clinical	663	410	61.8%	64.4%	61.8%
Rank					
Senior (i.e., Full or Associate)	N/A	235	N/A	N/A	N/A
Junior (i.e., Assistant)	N/A	195	N/A	N/A	N/A
Gender					
Male	383	254	66.3%	88.2%	67.7%
Female	342	207	60.5%	85.6%	67.2%
Race/Ethnicity					
Majority (i.e., White or Asian)	594	407	68.5%	85.3%	70.4%
Minority (i.e., all other)	58	39	67.2%	89.2%	67.5%
Administrative Title					
Administrative Title	N/A	188	N/A	N/A	N/A
Non-Administrative Title	N/A	258	N/A	N/A	N/A

Note: StandPoint did not collect faculty population data on rank and administrative titles, so response rates could not be calculated for these groups. Additionally, race data was not available for all faculty in the sample.

Table 5: Population Data and Response Rates by Comparison Groups

	Your Institution	Your Peer Group	All StandPoint Institutions
Number of Faculty Eligible for Survey	725	5489	31315
Number of Respondents	461	3529	19820
Response Rate	63.6%	64.3%	63.3%

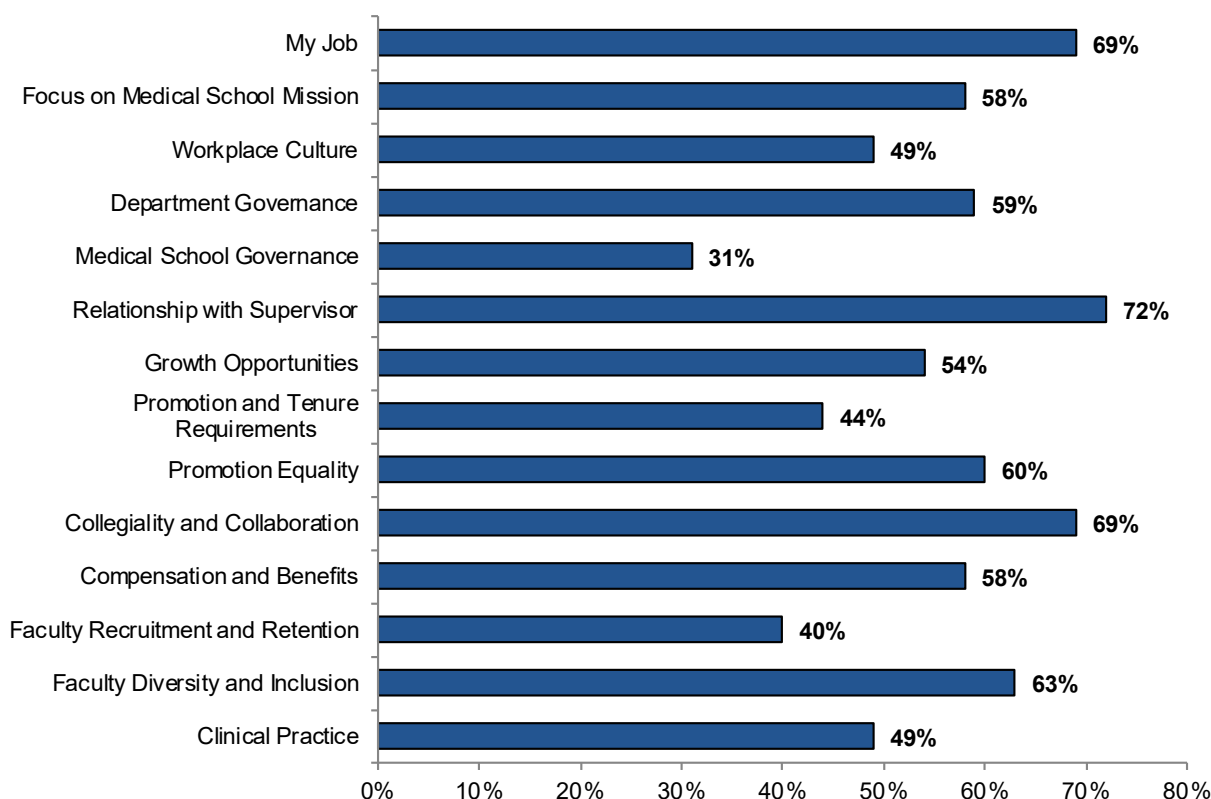
RESULTS OVERVIEW

Summary Scores across All Faculty

StandPoint Surveys created summary scores representing conceptually-related items with compatible scales (e.g., all agreement response scales) within the survey dimensions. Page 1 of this Executive Summary contains a table that displays the survey dimensions and item numbers from which these summary scores were calculated.

The summary scores in Figure 1 represent the overall top two response options (e.g., strongly agree or agree) across all faculty members at your institution.

Figure 1: Summary Scores (Top Two %) Across All Faculty at your Institution



***Note: IRB requires suppression of data cells with n<5 respondents**

Summary Scores by Respondent Characteristics

Table 6 displays summary scores for the overall top two response options (e.g., strongly agree or agree) by appointment status (full-time or part-time), department type (basic science or clinical), rank (senior [i.e., full or associate] or junior [i.e., assistant]), gender (male vs. female), race/ethnicity (majority [i.e., White or Asian] or minority [i.e., all other]), and administrative title (holds administrative title or does not hold administrative title).

Table 6: Summary Scores (Top Two %) by Demographic Groups

Summary Score	Appointment Status		Department Type		Rank		Gender		Race/Ethnicity		Administrative Title	
	Full-Time	Part-Time	Basic Science	Clinical	Senior	Junior	Male	Female	Majority	Minority	Admin. Title	Non-Admin. Title
My Job	69.0%	69.6%	86.6%	66.9%	67.8%	69.7%	68.4%	69.8%	69.4%	71.5%	71.1%	68.3%
Focus on Medical School Mission	57.8%	66.1%	65.4%	57.4%	52.0%	64.0%	55.7%	61.4%	58.0%	63.1%	57.9%	59.2%
Workplace Culture	48.8%	54.9%	50.6%	48.9%	41.8%	55.8%	48.3%	50.0%	49.1%	52.6%	47.2%	51.0%
Department Governance	59.0%	66.9%	81.4%	56.6%	57.3%	61.4%	60.7%	57.8%	59.8%	53.5%	59.1%	59.5%
Medical School Governance	31.2%	35.3%	25.7%	32.2%	25.1%	38.9%	30.6%	32.5%	30.8%	39.9%	32.6%	31.2%
Relationship with Supervisor	71.4%	84.4%	89.6%	69.8%	69.2%	74.3%	69.2%	75.8%	72.5%	71.2%	72.7%	72.0%
Growth Opportunities	53.9%	53.7%	52.3%	54.0%	52.3%	54.3%	54.3%	53.3%	53.5%	60.7%	57.7%	51.8%
Promotion and Tenure Requirements	43.1%	53.3%	46.6%	43.3%	43.6%	43.9%	42.0%	45.6%	42.9%	51.5%	43.7%	44.0%
Promotion Equality	60.4%	48.5%	67.7%	58.8%	58.6%	61.0%	64.2%	54.2%	60.2%	59.7%	61.3%	58.7%
Collegiality and Collaboration	68.7%	72.7%	74.1%	68.2%	66.6%	71.1%	68.6%	69.3%	69.2%	69.1%	71.3%	67.5%
Compensation and Benefits	57.7%	59.3%	57.4%	57.8%	56.7%	58.1%	54.0%	62.7%	56.3%	74.5%	58.9%	57.2%
Faculty Recruitment and Retention	39.9%	48.8%	34.8%	41.1%	34.1%	47.1%	37.7%	43.8%	39.7%	52.3%	43.1%	39.1%
Faculty Diversity and Inclusion	62.9%	69.8%	43.4%	65.8%	57.7%	69.1%	65.0%	61.0%	63.1%	65.9%	64.5%	62.8%
Clinical Practice	48.9%	58.5%	N<5	49.4%	43.5%	54.6%	49.3%	49.6%	47.8%	65.6%	49.4%	49.4%

Top 10 and Bottom 10 Survey Items

The following lists display the “top 10” survey items at your institution (i.e., the items with the highest percentage of faculty choosing the top two response options on scales of agreement or satisfaction and the “bottom 10” survey items at your institution (i.e., the items with the lowest percentage of faculty choosing the top two response options on scales of agreement or satisfaction). This excludes satisfaction with mentoring and part-time faculty items.

Top 10 Survey Items at Your Institution:

	<u>Top two</u> <u>%</u>	<u>Top survey items</u>
1.	83.6%	Q30b The faculty in my department usually get along well together
2.	78.8%	Q31d Retirement benefits
3.	78.4%	Q29a I am satisfied with the quality of personal interaction I have with departmental colleagues
4.	78.0%	Q29b I am satisfied with the quality of professional interaction I have with departmental colleagues
5.	77.8%	Q24 Receiving regular feedback about my performance is important to me
6.	76.3%	Q31c Health benefits
7.	75.9%	Q33a My department is successful in recruiting female faculty members
8.	75.1%	Q11d I feel personally driven to help this medical school succeed
9.	74.9%	Q19a I feel appreciated by my supervisor
10.	74.6%	Q11b My day-to-day activities give me a sense of accomplishment

Bottom 10 Survey Items at Your Institution:

	<u>Top two</u> <u>%</u>	<u>Bottom survey items</u>
1.	19.2%	Q31b My incentive-based compensation, such as bonuses
2.	19.3%	Q17b Senior leadership is transparent about medical school finances
3.	21.6%	Q18a The pace of decision making in the dean's office is reasonable
4.	24.9%	Q13e I feel that the workplace culture at this medical school cultivates faculty wellness
5.	25.5%	Q32c My medical school is successful in retaining high quality faculty members
6.	29.6%	Q36b Senior leadership's transparency regarding clinical finances
7.	30.1%	Q17a There is sufficient communication from the dean's office to the faculty about the medical school
8.	32.2%	Q17c The dean's priorities for the medical school are clear
9.	32.7%	Q28a At my medical school the criteria for promotion are consistently applied to faculty across comparable positions
10.	33.8%	Q17d The dean's priorities for the medical school are reasonable

GLOBAL ENGAGEMENT

This section of the Executive Summary displays data on measures of global engagement items: satisfaction with your medical school, satisfaction with your department, whether faculty would recommend your institution as a place to work, and whether faculty would again choose to work at your medical school. In addition, we provide data on the survey item asking faculty members whether they have any plans to leave their institution in the near future.

Satisfaction with Your Medical School

Faculty members responded to the question, “All things considered, how satisfied or dissatisfied are you with your medical school as a place to work?” Figure 2 displays global satisfaction ratings with Rutgers, Robert Wood Johnson Medical School as a place to work. In Figure 3, your institution’s satisfaction ratings are compared to those of your peers and all institution in the StandPoint Surveys cohort.

Figure 2: Satisfaction with Rutgers, Robert Wood Johnson Medical School

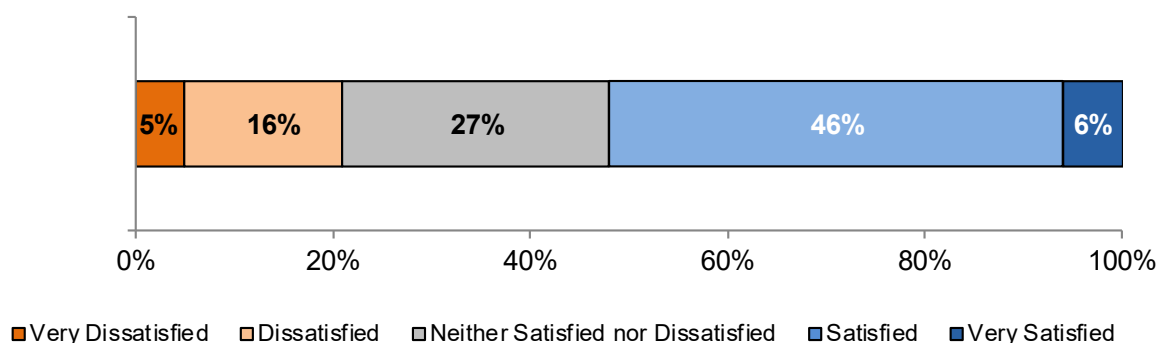
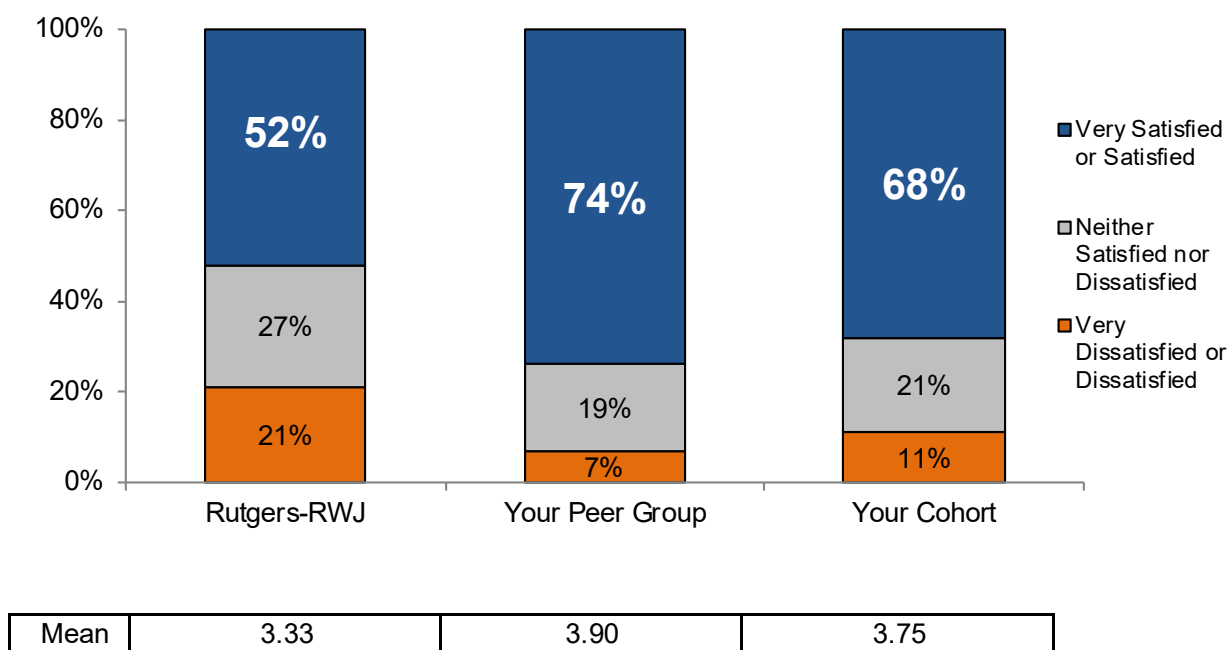


Figure 3: Satisfaction with Medical School Comparison to Your Peer Group and the Cohort



Satisfaction with Your Medical School by Respondent Characteristics

Table 7 displays the ratings for global satisfaction with your medical school segmented by appointment status (full-time or part-time), department type (basic science or clinical), rank (senior [i.e., full or associate] or junior [i.e., assistant]), gender (male or female), race/ethnicity (majority [i.e., White or Asian] or minority [i.e., all other]), and administrative title (holds administrative title or does not hold administrative title).

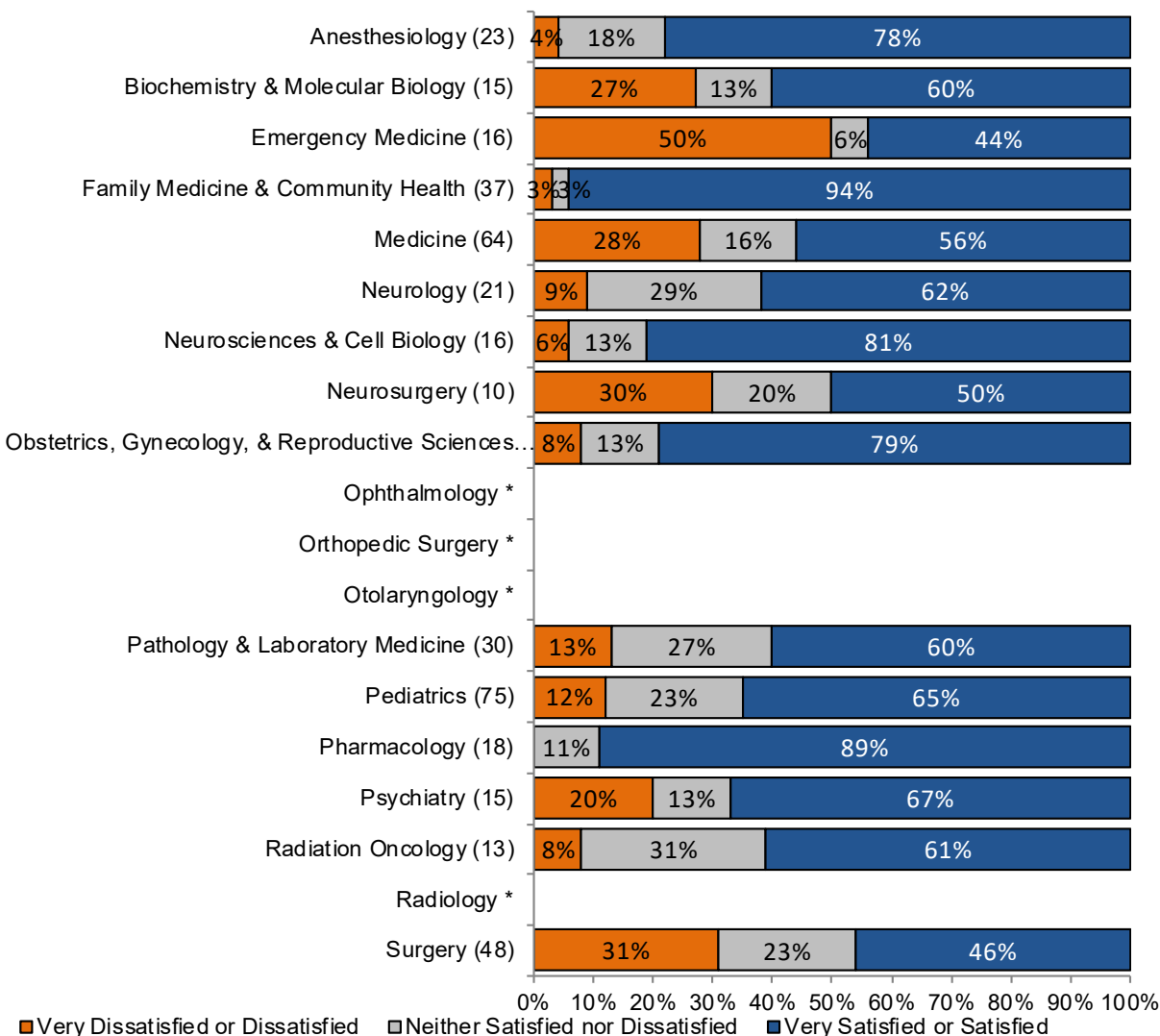
Table 7: Differences in Global Satisfaction with Medical School by Respondent Characteristics

Respondent Characteristic	Number of Respondents	Very Satisfied or Satisfied	Neither Satisfied nor Dissatisfied	Very Dissatisfied or Dissatisfied	Mean
All Faculty	427	52.4%	26.5%	21.1%	3.33
Appointment Status					
Full-time	404	51.7%	27.2%	21.1%	3.32
Part-time	23	65.2%	13.1%	21.7%	3.48
Department Type					
Basic Science	49	44.9%	30.6%	24.5%	3.22
Clinical	378	53.5%	25.9%	20.6%	3.34
Rank					
Senior	226	44.3%	29.6%	26.1%	3.17
Junior	173	62.4%	21.4%	16.2%	3.50
Gender					
Male	242	49.6%	26.0%	24.4%	3.25
Female	185	56.2%	27.0%	16.8%	3.42
Race/Ethnicity					
Majority	381	52.2%	26.8%	21.0%	3.31
Minority	38	57.9%	21.1%	21.0%	3.50
Administrative Title					
Administrative Title	180	53.9%	26.7%	19.4%	3.37
Non-Administrative Title	233	52.4%	25.3%	22.3%	3.30

Global Satisfaction with Your Department

Figures 4 display responses to the item, “All things considered, how satisfied or dissatisfied are you with your department as a place to work?”. Departments with less than 5 respondents are not shown.

Figure 4: Differences in Global Satisfaction by Department

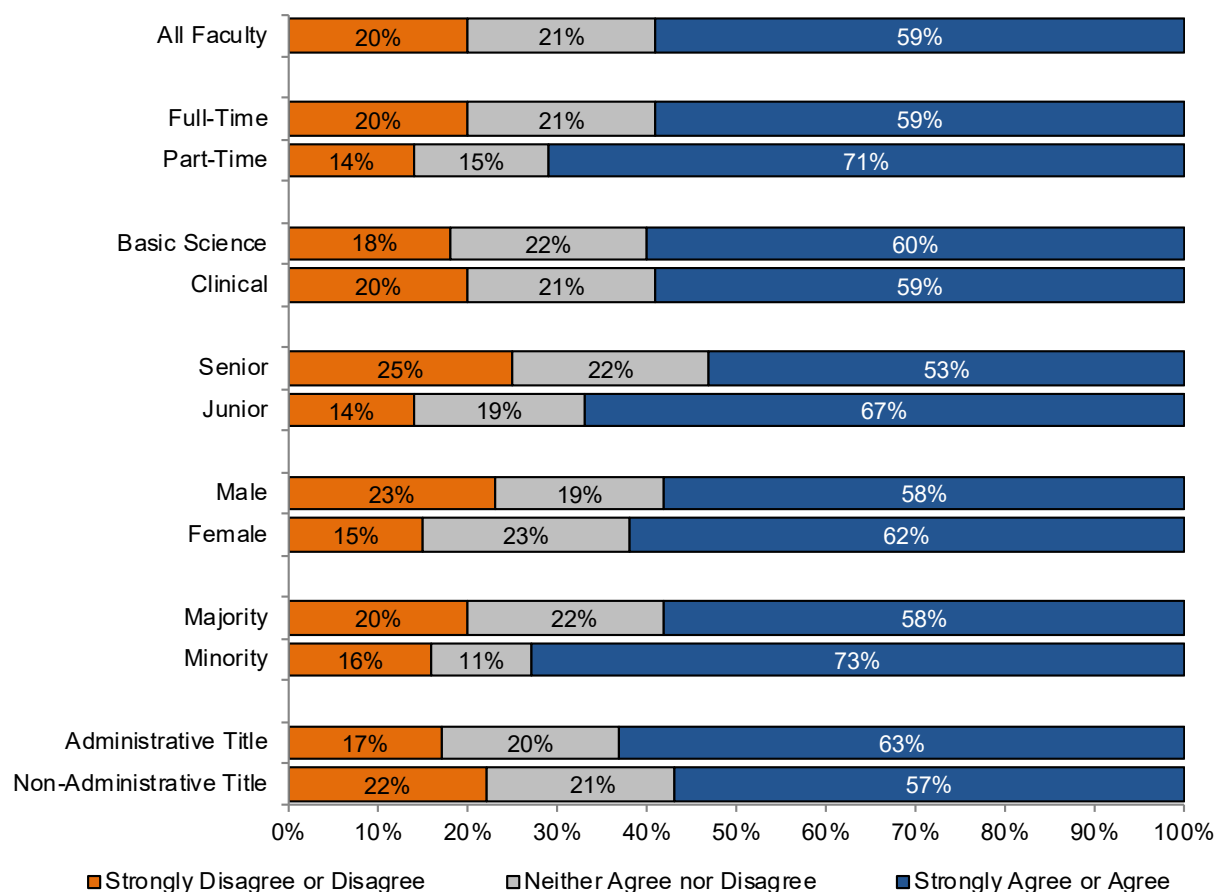


*Note: IRB requires suppression of data cells with n<5 faculty respondents.

Would Again Choose to Work at Medical School

Figure 5 displays responses to the item, “If I had it to do all over, I would again choose to work at this medical school.” These results are segmented by appointment status (full-time or part-time), department type (basic science or clinical), rank (senior [i.e., full or associate] or junior [i.e., assistant]), gender (male or female), race/ethnicity (majority [i.e., White or Asian] or minority [i.e., all other]), and administrative title (holds administrative title or does not hold administrative title).

Figure 5: Differences in Choice to Work at Medical School by Respondent Characteristics

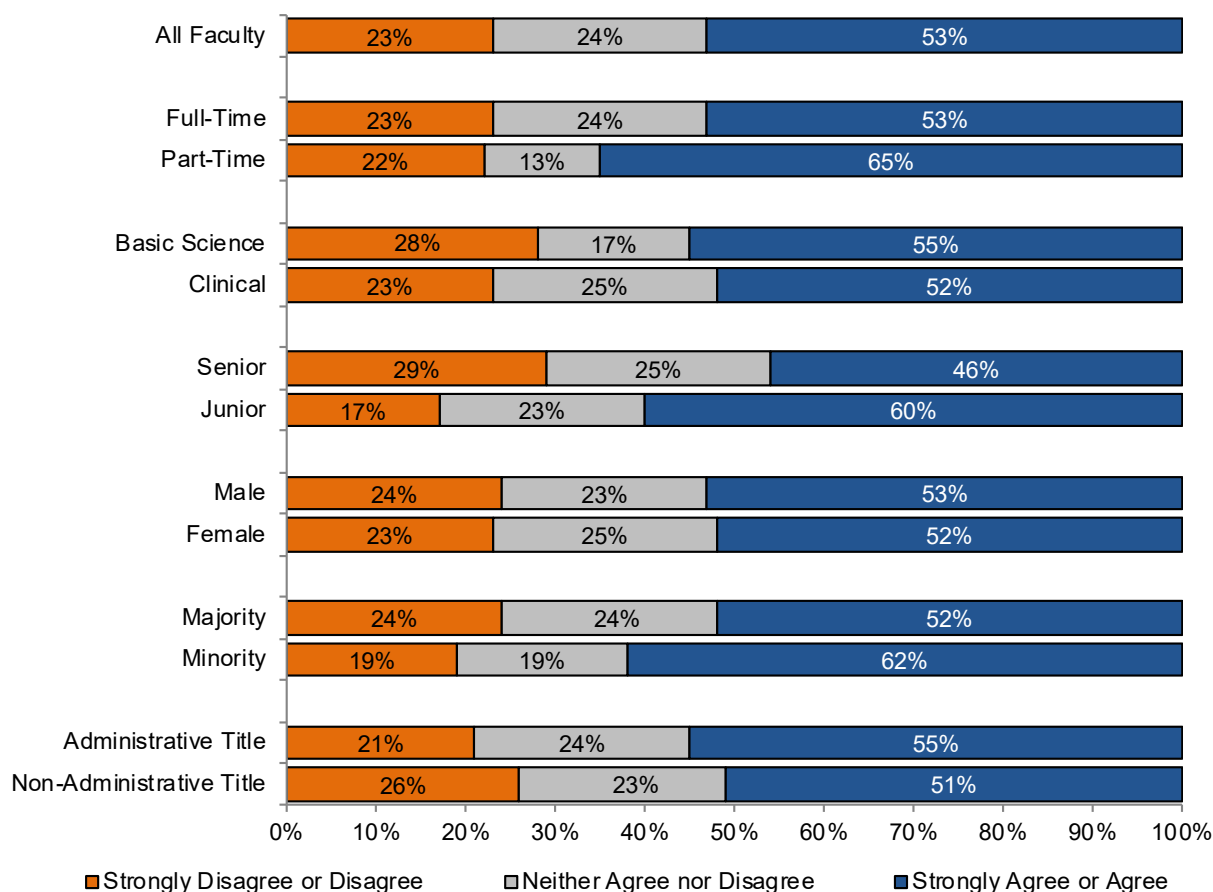


*Note: IRB requires suppression of data cells with n<5 faculty respondents.

Would Recommend Medical School to Others

Figure 6 displays responses to the item, “I would recommend this medical school to others as a place to work.” These results are segmented by appointment status (full-time or part-time), department type (basic science or clinical), rank (senior [i.e., full or associate] or junior [i.e., assistant]), gender (male or female), race/ethnicity (majority [i.e., White or Asian] or minority [i.e., all other]), and administrative title (holds administrative title or does not hold administrative title).

Figure 6: Differences in Recommending Medical School by Respondent Characteristics



*Note: IRB requires suppression of data cells with n<5 faculty respondents.

Turnover Intentions

Survey respondents indicated how likely they were to retire (Q38), leave the medical school (Q39), or leave academic medicine within the next two years (Q40). Figure 7 displays the results for your institution. Skip logic separates respondents based on answers to each question. (e.g. those responding highly likely or very likely to retirement plans are excluded from the next question).

Figure 7a: Turnover Intentions regarding Likelihood of Retirement. N=430

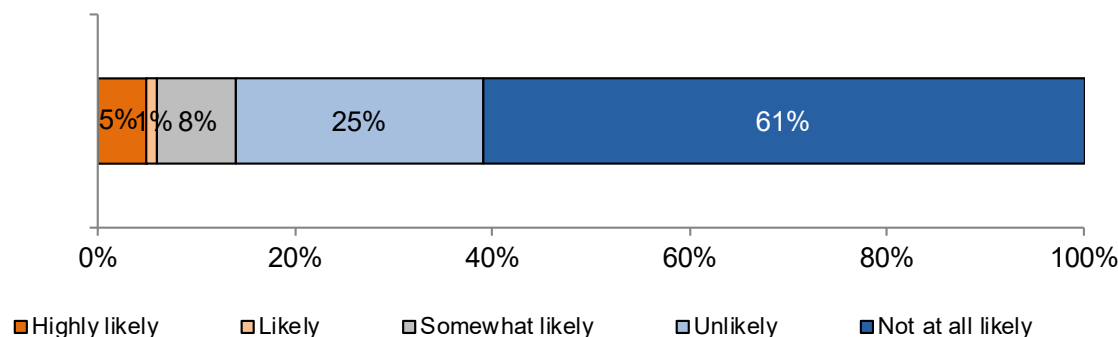


Figure 7b: Turnover Intentions regarding Likelihood of Leaving Medical School. N=395

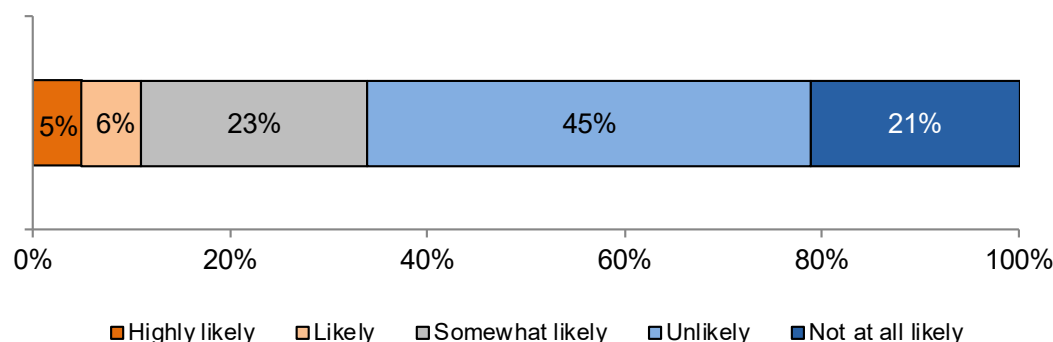
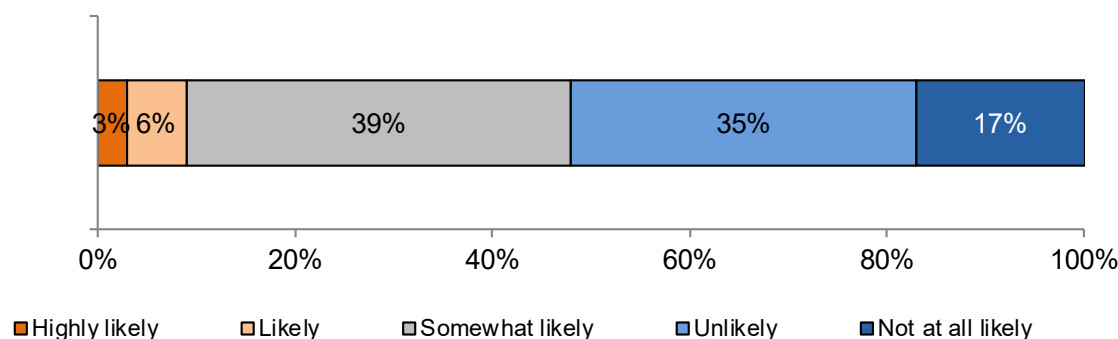


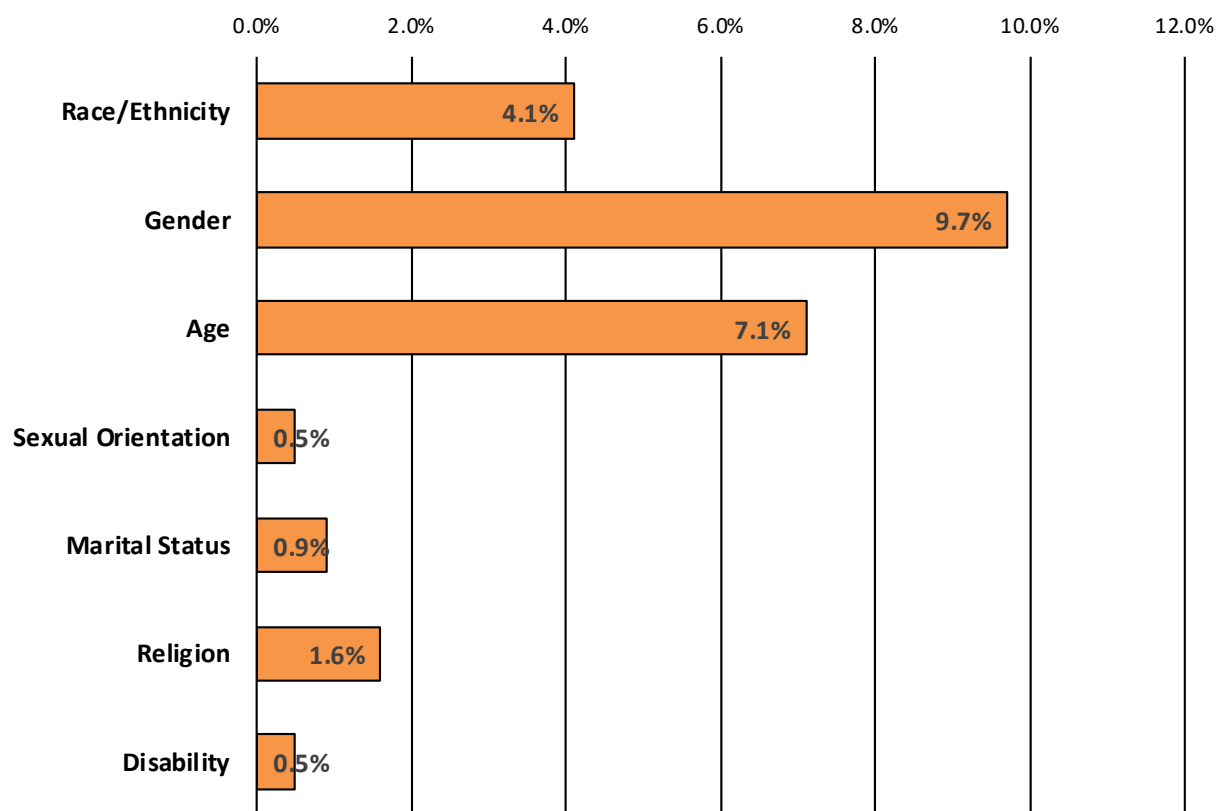
Figure 7c: Turnover Intentions regarding Likelihood of Leaving Academic Medicine. N=138



Respect in the Workplace

Survey respondents indicated over the last year if they felt respected or disrespected as a faculty member based on various demographic characteristics. If respondents felt disrespected, they were able to select as many options as they wished. Figure 8 displays percentages of disrespect report by faculty over the last year.

Figure 8:

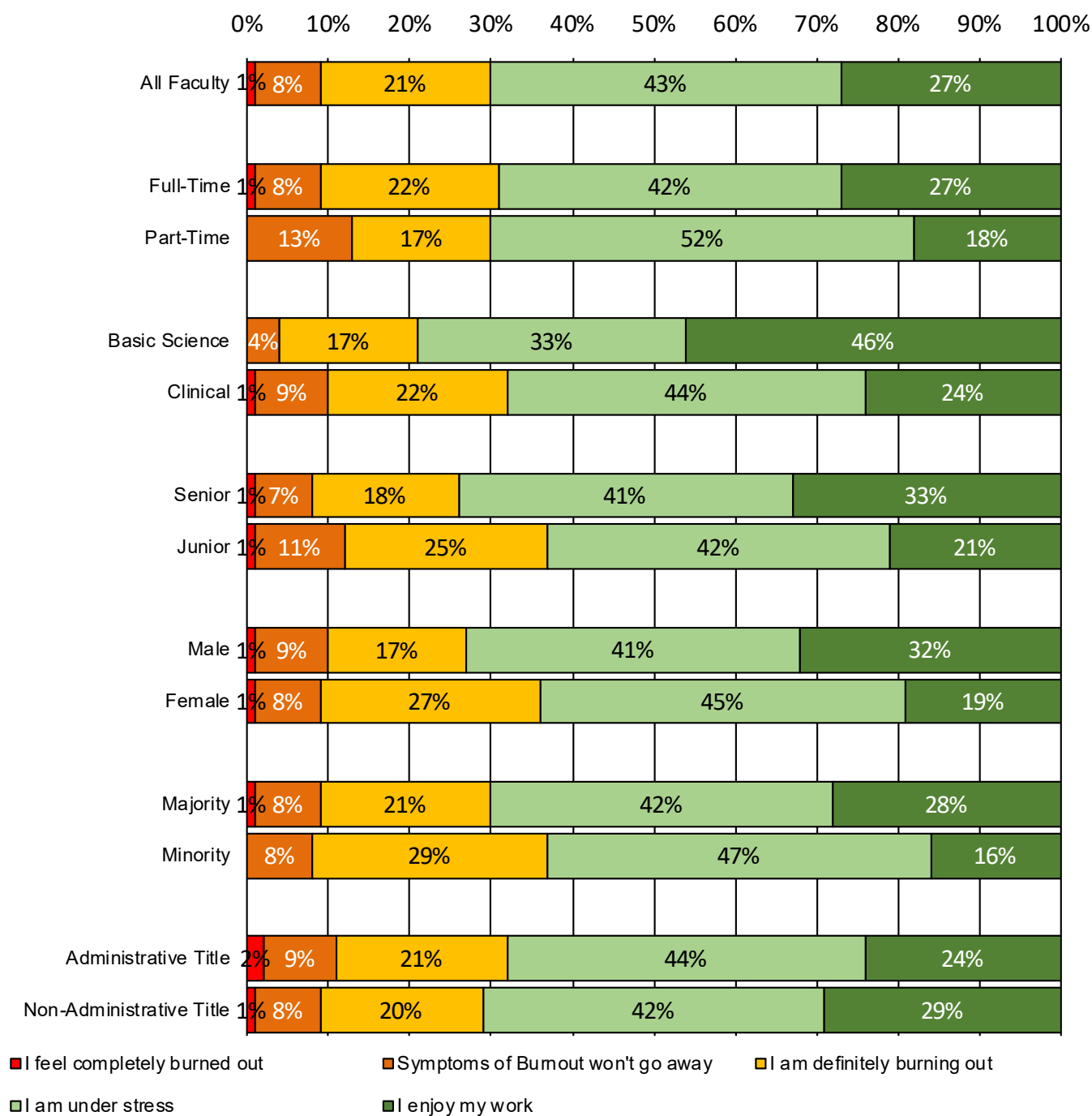


	Race/Ethnicity	Gender	Age	Sexual Orientation	Marital Status	Religion	Disability
Levels of Disrespect	4.1%	9.7%	7.1%	0.5%	0.9%	1.6%	0.5%

Burnout in the Workplace

Survey respondents were asked “Using your own definition of ‘burnout’ to select one of the answers below. Figure 9 displays these results are segmented by appointment status, department type, rank, gender, race/ethnicity, and administrative title.

Figure 9: Differences in Burnout by Respondent Characteristics



NATURE OF WORK

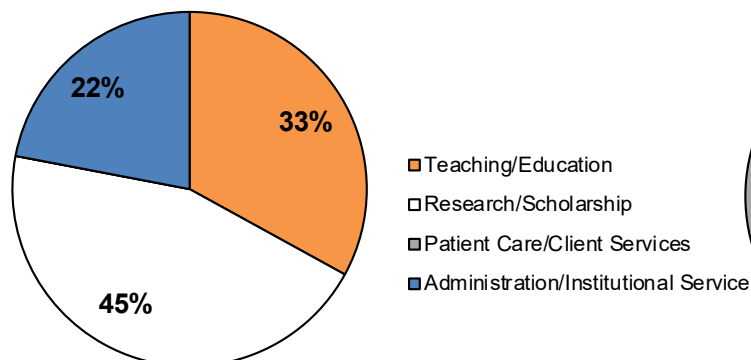
Respondents estimated the total number of hours spent on all work activities in an average calendar week and the percentage of time spent on each mission area. Mission areas included:

- **Teaching/Education:** teaching, grading, course preparation, developing new curricula, advising or supervising students or residents, working with student or resident groups
- **Research/Scholarship:** research, reviewing or preparing articles or books, attending or preparing for professional meetings or conferences, reviewing or writing proposals, seeking outside funding
- **Patient Care/Client Services:** medical service, counseling patients or families, administrative tasks associated with clinical service
- **Administration/Institutional Service:** university, medical school, health system, faculty practice or department administrative duties, meetings, committee work

Figure 10 displays the percentage of time that full-time faculty members. Please note the number of hours per mission area was calculated based on the percentage applied to the average total hours.

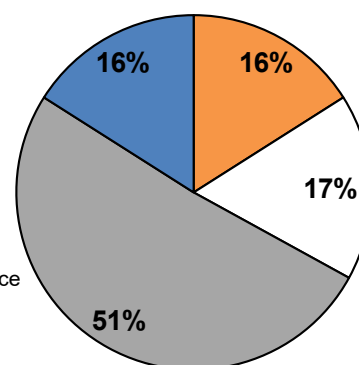
Figure 10: Average Work Week for Full-time Faculty Members in Basic Science Departments vs. Clinical Departments

Basic Science Departments



Mission Area	Mean Hours
Teaching/Education	17.2
Research/Scholarship	23.7
Patient Care/Client Services	0.0
Administration/Institutional Service	11.8
Total Hours	52.7

Clinical Departments



Mission Area	Mean Hours
Teaching/Education	9.1
Research/Scholarship	10.0
Patient Care/Client Services	29.8
Administration/Institutional Service	9.0
Total Hours	57.9

Time Spent on Mission Areas

Respondents rated whether they spent too little or too much time on each mission area. The results are displayed in Table 8.

Table 8: Time Spent on Mission Areas

Item	N	Far Too Much or Too Much	About Right	Far Too Little or Too Little
Basic Science Departments				
Teaching/Education	50	8.0%	86.0%	6.0%
Research/Scholarship	49	2.1%	61.2%	36.7%
Patient Care/Client Services	6	0.0%	100.0%	0.0%
Administration/Institutional Service	48	29.2%	68.7%	2.1%
Clinical Departments				
Teaching/Education	394	1.8%	68.3%	29.9%
Research/Scholarship	384	1.6%	35.1%	63.3%
Patient Care/Client Services	354	41.5%	55.7%	2.8%
Administration/Institutional Service	373	23.9%	60.0%	16.1%

Q10: Please rate the percentage of time/effort you currently devote to each of the following activities.

Table 9: My Job

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
I am satisfied with my autonomy at work	454	72.5%	13.4%	14.1%	3.86
My day-to-day activities give me a sense of accomplishment	452	74.5%	12.2%	13.3%	3.87
My role here is clear to me	452	69.0%	14.8%	16.2%	3.75
I feel personally driven to help this medical school succeed*	449	75.1%	13.8%	11.1%	3.96
My effort assigned to service, teaching, research accurately reflects how my time is actually spent in the workplace**	441	53.7%	17.5%	28.8%	3.33
MY JOB SUMMARY SCORE		69.0%	14.3%	16.7%	3.76

Q11: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item stated "I am usually willing to give more than what is expected of me in my job" prior to 2017.

**Note: This item was not included in the survey prior to 2017.

FOCUS ON MEDICAL SCHOOL MISSION

Respondents indicated their agreement or disagreement with items related to Rutgers, Robert Wood Johnson Medical School's mission (Table 10).

Table 10: Focus on Medical School's Mission

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
My medical school's mission is clear	441	62.1%	20.0%	17.9%	3.56
Overall, my medical school is accomplishing its mission	427	50.1%	29.0%	20.9%	3.34
The stated values of the medical school match the actual values of the institution	432	48.9%	22.9%	28.2%	3.23
It is clear how my day-to-day activities support the medical school's mission	437	61.6%	23.8%	14.6%	3.58
Overall, my school fosters teaching excellence	444	60.6%	19.8%	19.6%	3.52
Overall, my school fosters research excellence*	438	49.3%	25.1%	25.6%	3.28
Overall, my school fosters clinical excellence*	399	62.9%	19.3%	17.8%	3.57
Diversity, inclusion, and equity are recognized as components of institutional excellence*	438	70.6%	17.8%	11.6%	3.79
MEDICAL SCHOOL MISSION SUMMARY SCORE		58.3%	22.2%	19.5%	3.48

Q12: Please indicate your level of agreement or disagreement with the following statements

*Note: This item was not included in the survey prior to 2017.

Value of Mission Areas

Faculty rated the amount of value they perceived their medical school (Table 11) and their department (Table 12) place on the four mission areas. For a description of each mission area, please refer to page 15.

Table 11: Medical School Value of Mission Areas

Item	N	Far Too Much or Too Much	About Right	Far Too Little or Too Little
Teaching/Education	422	2.9%	65.6%	31.5%
Research/Scholarship	418	16.0%	46.7%	37.3%
Patient Care/Client Services	360	16.7%	60.3%	23.0%
Administration/Institutional Service	405	19.5%	59.0%	21.5%

Q14: Please rate the value that you believe your medical school places on each of the following mission areas.

Table 12: Departmental Value of Mission Areas

Item	N	Far Too Much or Too Much	About Right	Far Too Little or Too Little
Teaching/Education	426	1.6%	72.3%	26.1%
Research/Scholarship	423	5.9%	55.1%	39.0%
Patient Care/Client Services	367	19.9%	68.1%	12.0%
Administration/Institutional Service	416	12.5%	70.2%	17.3%

Q14: Please rate the value that you believe your department places on each of the following mission areas.

WORKPLACE CULTURE

Respondents indicated their agreement or disagreement with whether Rutgers, Robert Wood Johnson Medical School's culture cultivates collegiality, diversity, innovation, excellence in performance, and faculty wellness (Table 13).

Table 13: Workplace Culture

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
Collegiality	448	61.4%	17.2%	21.4%	3.54
Diversity	437	68.0%	21.5%	10.5%	3.76
Innovation	438	41.1%	32.9%	26.0%	3.18
Excellence in performance	443	49.9%	26.2%	23.9%	3.33
Faculty wellness*	441	24.9%	27.2%	47.9%	2.66
WORKPLACE CULTURE SUMMARY SCORE		49.1%	25.0%	25.9%	3.29

Q13: I feel that the workplace culture at this medical school cultivates...

*Note: This item was not included in the survey prior to 2017.

DEPARTMENT GOVERNANCE

Respondents indicated their agreement or disagreement with items related to the governance of their department (Table 14).

Table 14: Department Governance

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
There is sufficient communication from the department chair's office to the faculty about the department	433	64.7%	15.2%	20.1%	3.61
My chair is transparent about departmental finances *	404	50.2%	23.3%	26.5%	3.32
The department chair's priorities for the department are <u>clear</u>	422	65.9%	15.6%	18.5%	3.65
The chair's priorities for the department are <u>reasonable</u>	415	62.4%	23.9%	13.7%	3.67
In general, the department chair's priorities are aligned with the dean's priorities	300	56.0%	34.7%	9.3%	3.61
The pace of decision making in the department is reasonable	411	52.3%	23.6%	24.1%	3.33
There are sufficient opportunities for faculty participation in the governance of this department	419	52.3%	20.3%	27.4%	3.30
The department chair sets a good example to reflect our medical school's values	414	69.8%	17.6%	12.6%	3.81
DEPARTMENT GOVERNANCE SUMMARY SCORE		59.4%	21.2%	19.4%	3.54

Question 15-16: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item stated, "My department does a good job explaining departmental finances to the faculty", prior to 2017.

MEDICAL SCHOOL GOVERNANCE

Respondents indicated their agreement or disagreement with items related to the governance of Rutgers, Robert Wood Johnson Medical School (Table 15).

Table 15: Medical School Governance

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
There is sufficient communication from the dean's office to the faculty about the medical school	405	30.1%	27.2%	42.7%	2.78
Senior leadership is transparent about medical school finances*	393	19.3%	19.6%	61.1%	2.37
The dean's priorities for the medical school are <u>clear</u>	385	32.2%	27.8%	40.0%	2.82
The dean's priorities for the medical school are reasonable	343	33.8%	40.5%	25.7%	3.01
In general, the dean's priorities are aligned with the medical school's mission	324	44.4%	41.1%	14.5%	3.27
The pace of decision making in the dean's office is reasonable	328	21.6%	43.6%	34.8%	2.76
There are sufficient opportunities for faculty participation in the governance of this medical school	383	34.5%	31.6%	33.9%	2.91
Faculty can express their opinions about the medical school without fear of retribution	378	36.5%	31.8%	31.7%	2.98
MEDICAL SCHOOL GOVERNANCE SUMMARY SCORE		31.4%	32.3%	36.3%	2.85

Question 17-18: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item stated "Senior leadership does a good job explaining medical school finances to the faculty" prior to 2017.

RELATIONSHIP WITH SUPERVISOR

Table 16 displays respondents' level of agreement or disagreement with statements about their supervisor.

Table 16: Supervisor

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
I feel appreciated by my supervisor	439	74.9%	12.8%	12.3%	3.92
My supervisor sets a good example to reflect this medical school's values	436	72.0%	17.4%	10.6%	3.87
My supervisor actively encourages my career development	438	66.9%	18.0%	15.1%	3.77
My supervisor listens to what I have to say	435	74.5%	13.3%	12.2%	3.94
RELATIONSHIP WITH SUPERVISOR SUMMARY SCORE		72.1%	15.4%	12.5%	3.87

Question 19: Please indicate your level of agreement or disagreement with each of the following statements about the supervisor who completes your performance review.

MENTORING AND FEEDBACK

Faculty were asked to rate their agreement or disagreement with the importance and quality of the mentoring and feedback at Rutgers, Robert Wood Johnson Medical School (Table 17).

Table 17: Mentoring and Feedback

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
Having a formal mentor at my institution is important to me.	434	53.2%	30.4%	16.4%	3.53
I am satisfied with the quality of formal mentoring that I receive.	136	64.7%	23.5%	11.8%	3.71
Receiving regular feedback about my job performance is important to me.	433	77.8%	15.9%	6.3%	4.00
The feedback I receive from my unit head is generally useful.	320	76.9%	18.4%	4.7%	3.92
I am satisfied with how frequently I receive feedback from my unit head.	316	76.0%	17.7%	6.3%	3.88

Questions 21-22, 24-25: Please indicate your level of agreement or disagreement with the following statements.

OPPORTUNITIES FOR CAREER AND PROFESSIONAL GROWTH

Table 18 displays respondents' satisfaction with the opportunities and pace of professional advancement at Rutgers, Robert Wood Johnson Medical School.

Table 18: Growth Opportunities at Rutgers, Robert Wood Johnson Medical School

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
I am interested in opportunities for new roles and responsibilities at this medical school*	429	73.4%	17.7%	8.9%	3.91
I am satisfied with the pace of my professional advancement at this medical school	426	46.0%	22.8%	31.2%	3.13
I am satisfied with my opportunities for professional development at this medical school	432	42.1%	26.4%	31.5%	3.09
GROWTH OPPORTUNITY SUMMARY SCORE		53.8%	22.3%	23.9%	3.38

Question 26: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item stated "Further professional advancement at this medical school is important to me" prior to 2017.

PROMOTION AND TENURE REQUIREMENTS

Table 19 displays respondents' satisfaction with the promotion and tenure criteria at Rutgers, Robert Wood Johnson Medical School and their agreement or disagreement with the clarity and reasonableness of the criteria within each mission area.

Table 19: Promotion and Tenure Requirements at Rutgers, Robert Wood Johnson Medical School

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
Teaching/Education					
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	405	45.4%	22.0%	32.6%	3.09
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	382	44.8%	32.2%	23.0%	3.19
Research/Scholarship					
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	393	50.6%	20.9%	28.5%	3.18
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	380	39.2%	29.7%	31.1%	3.01
Patient Care/Client Services					
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	321	48.6%	24.0%	27.4%	3.18
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	312	47.8%	32.0%	20.2%	3.27
Administration/Institutional Service					
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	385	37.4%	30.1%	32.5%	2.99
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	365	35.9%	41.1%	23.0%	3.08
PROMOTION AND TENURE CRITERIA SUMMARY SCORE		43.6%	28.9%	27.5%	3.12

Question 27: Please indicate your level of agreement or disagreement with the following statements about several mission areas.

PROMOTION EQUITY

Respondents rated whether Rutgers, Robert Wood Johnson Medical School offers equal promotion opportunities to all faculty members regardless of gender, race and ethnicity, and sexual orientation (Table 20).

Table 20: Promotion Equality

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
At my medical school the criteria for promotion are consistently applied to faculty across comparable positions	343	32.6%	25.1%	42.3%	2.80
My medical school offers equal opportunities to all faculty members <u>regardless of gender</u>	377	64.2%	17.2%	18.6%	3.58
My medical school offers equal opportunities to all faculty members <u>regardless of race/ethnicity</u>	368	69.0%	19.8%	11.2%	3.74
My medical school offers equal opportunities to all faculty members <u>regardless of sexual orientation</u>	331	72.8%	23.3%	3.9%	3.89
PROMOTION EQUALITY SUMMARY SCORE		59.8%	21.2%	19.0%	3.51

Question 28: Please indicate your level of agreement or disagreement with each of the following statements.

COLLEGIALITY AND COLLABORATION

Respondents indicated their agreement or disagreement with statements related to collegiality and collaboration at the medical school and within their department, including their satisfaction with the quality of their interactions with department colleagues, their sense of belonging, and the intellectual vitality at the medical school and within their department (Table 21).

Table 21: Collegiality and Collaboration

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
I am satisfied with the quality of <u>personal</u> interaction I have with departmental colleagues	431	78.4%	11.8%	9.8%	3.92
I am satisfied with the quality of <u>professional</u> interaction I have with departmental colleagues	432	78.0%	12.7%	9.3%	3.90
I am satisfied with how well I “fit” (i.e., my sense of belonging) in my department	429	69.9%	16.6%	13.5%	3.76
I am satisfied with how well I “fit” (i.e., my sense of belonging) in my medical school	433	54.5%	26.8%	18.7%	3.43
I am satisfied with the intellectual vitality in my department	432	60.2%	21.5%	18.3%	3.54
I am satisfied with the intellectual vitality in my medical school	432	50.5%	30.3%	19.2%	3.37
My departmental colleagues are respectful of my efforts to balance work and home responsibilities	434	71.2%	20.0%	8.8%	3.80
The faculty in my department usually get along well together	433	83.6%	10.6%	5.8%	4.02
I feel appreciated by my departmental colleagues	432	73.6%	18.5%	7.9%	3.88
COLLEGIALITY & COLLABORATION SUMMARY SCORE		68.9%	18.7%	12.4%	3.74

Question 29: Please indicate your level of agreement or disagreement with the following aspects of your workplace culture.

Question 30: Please indicate your level of agreement or disagreement with the following statements.

COMPENSATION AND BENEFITS

Respondents rated their satisfaction or dissatisfaction with their compensation and benefits (Table 22).

Table 22: Compensation and Benefits

Item	N	Very Satisfied or Satisfied	Neither Satisfied nor Dissatisfied	Very Dissatisfied or Dissatisfied	2019 Mean
My overall compensation	431	41.3%	18.6%	40.1%	2.95
My incentive-based compensation, such as bonuses	406	19.2%	22.2%	58.6%	2.35
Health benefits	430	76.3%	13.2%	10.5%	3.89
Retirement benefits	429	78.8%	13.3%	7.9%	3.94
My overall benefits package	433	71.1%	17.8%	11.1%	3.72
COMPENSATION AND BENEFITS SUMMARY SCORE		57.8%	17.0%	25.2%	3.38

Question 31: Please indicate your level of satisfaction or dissatisfaction with each of the following aspects of compensation.

FACULTY RECRUITMENT AND RETENTION

Table 23 displays respondents' agreement or disagreement with whether Rutgers, Robert Wood Johnson Medical School and their departments are successful in recruiting and retaining high quality faculty members.

Table 23: Recruitment and Retention

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
My <u>medical school</u> is successful in hiring high quality faculty members	391	47.0%	30.2%	22.8%	3.26
My <u>department</u> is successful in hiring high quality faculty members	417	54.4%	21.4%	24.2%	3.34
My <u>medical school</u> is successful in retaining high quality faculty members	392	25.5%	23.7%	50.8%	2.60
My <u>department</u> is successful in retaining high quality faculty members	413	33.9%	29.8%	36.3%	2.90
FACULTY RECRUITMENT AND RETENTION SUMMARY SCORE		40.3%	26.3%	33.4%	3.03

Question 32: Please indicate your level of agreement or disagreement with the following statements.

FACULTY DIVERSITY & INCLUSION

Table 24 displays respondents' agreement or disagreement with whether their department is successful in recruiting and retaining female and racial/ethnic minority faculty members.

Table 24: Faculty Diversity

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
My department is successful in recruiting <u>female</u> faculty members	403	75.9%	17.1%	7.0%	3.93
My department is successful in recruiting <u>racial/ethnic minority</u> faculty members	390	62.6%	21.3%	16.1%	3.60
My department is successful in retaining <u>female</u> faculty members	389	62.0%	22.6%	15.4%	3.61
My department is successful in retaining <u>racial/ethnic minority</u> faculty members	367	57.2%	28.9%	13.9%	3.55
Diversity is represented at all levels of the medical school*	388	57.7%	19.9%	22.4%	3.46
FACULTY DIVERSITY SUMMARY SCORE		63.2%	21.9%	14.9%	3.63

Question 33: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item was not included in the survey prior to 2017.

Table 25: Faculty Harassment

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
If I experienced harassment, I would feel safe reporting the incident(s) at my medical school	386	77.5%	11.1%	11.4%	3.90
If I experienced harassment, I know to whom I can report the incident(s) at my medical school	390	80.0%	10.3%	9.7%	3.94
If I reported harassment, I feel confident my medical school would resolve the incident(s) effectively	364	59.3%	23.4%	17.3%	3.58

Question 33: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item was not included in the survey prior to 2019.

CLINICAL PRACTICE

Respondents who are actively engaged in the clinical care of patients were asked about their satisfaction with various aspects of the location where they spend most of their time in clinical practice. Institutions were allowed to specify clinical practice locations from which faculty could choose to respond.

Table 26: Clinical Practice (all locations combined)

Item	N	Very Satisfied or Satisfied	Neither Satisfied nor Dissatisfied	Very Dissatisfied or Dissatisfied	2019 Mean
Opportunities for faculty input in management or administrative decisions	318	43.7%	22.6%	33.7%	3.07
Senior leadership's transparency regarding clinical finances*	311	29.6%	26.7%	43.7%	2.77
The teamwork between faculty and other clinical staff	318	69.2%	15.4%	15.4%	3.62
Communication between faculty and senior administrators	313	42.8%	25.9%	31.3%	3.07
Location's responsiveness in meeting your requests as a care provider	313	43.5%	24.6%	31.9%	3.07
My ability to provide a high quality of patient care in this location	320	60.9%	16.9%	22.2%	3.41
How well this clinical location functions overall as it relates to patient care	319	55.5%	20.4%	24.1%	3.30
CLINICAL PRACTICE SUMMARY SCORE		49.4%	21.8%	28.8%	3.19

Question 36: Please indicate your level of satisfaction or dissatisfaction with each of the following statements based on your clinical practice location.

*Note: This item stated "Communication to physicians about this location's financial status" prior to 2017.

Table 27 presents the top two response options (i.e., very satisfied or satisfied) for the following locations:

1. Chandler
2. Child Health Institute of New Jersey
3. Clinical Academic Building (CAB)
4. Monument Square
5. Robert Wood Johnson University Hospital (RWJUH)
6. Somerset
7. Other

Table 27: Clinical Practice by Location (Top Two %)

Item	Site 1	Site 2	Site 3	Site 4	Site 5	Site 6	Site 7
Opportunities for faculty input in management or administrative decisions	80.0%	17.6%	39.3%	66.7%	43.3%	66.7%	41.2%
Senior leadership's transparency regarding clinical finances	55.6%	29.4%	23.6%	21.4%	29.9%	66.7%	27.3%
The teamwork between faculty and other clinical staff	70.0%	83.3%	67.3%	80.0%	69.3%	71.4%	58.8%
Communication between faculty and senior administrators	90.0%	35.3%	43.6%	53.3%	37.9%	66.7%	48.5%
Location's responsiveness in meeting your requests as a care provider	70.0%	35.3%	32.1%	46.7%	42.9%	83.3%	52.9%
My ability to provide a high quality of patient care in this location	60.0%	72.2%	50.0%	73.3%	61.7%	100%	55.9%
How well this clinical location functions overall as it relates to patient care	90.0%	61.1%	44.6%	46.7%	54.7%	85.7%	61.8%

PART-TIME FACULTY VIEWS

In addition to their responses to all of the other questions in the survey, part-time faculty respondents indicated their agreement or disagreement with items related to expectations and support provided to them as part-time status faculty members (Table 28).

Table 28: Expectations

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	2019 Mean
My medical school has clear expectations for part-time faculty*	22	54.5%	18.2%	27.3%	3.27
My medical school provides necessary resources for part-time faculty*	23	43.5%	26.1%	30.4%	3.04
My supervisor is supportive of my part-time arrangement	23	91.3%	4.4%	4.3%	4.22
Part-time faculty are able to serve in leadership positions at my medical school*	23	52.2%	26.1%	21.7%	3.43
My medical school promotes the cultural acceptance of part-time work*	23	52.2%	17.4%	30.4%	3.22

Question PT3: Please indicate your level of agreement or disagreement with the following statements.

*Note: This item stated "institution" rather than "medical school" prior to 2017

Table 29 displays respondents' satisfaction or dissatisfaction with various components of their part-time position.

Table 29: Activities

Item	N	Very Satisfied or Satisfied	Neither Satisfied nor Dissatisfied	Very Dissatisfied or Dissatisfied	2019 Mean
Current part-time arrangement	21	76.2%	4.8%	19.0%	3.76
Ability to meet department or division needs	21	66.7%	14.3%	19.0%	3.48
Ability to fulfill job responsibilities (i.e., being able to accomplish what you need to do)	22	54.5%	18.2%	27.3%	3.23
Opportunities for advancement	22	45.5%	31.8%	22.7%	3.14
Ability to manage workload	22	59.1%	18.2%	22.7%	3.27
Access to professional development opportunities	22	36.3%	36.4%	27.3%	3.00
My protected time for certain activities (e.g., research, administration)	21	38.1%	23.8%	38.1%	2.95
Ability to return to or obtain a full-time position, if desired	23	52.2%	30.4%	17.4%	3.48

Question PT4: Please indicate your level of satisfaction or dissatisfaction with each of the following activities given your part-time status.

BENCHMARKING COMPARISONS

Table 30 reflects the top two response options (e.g., percent strongly agree or agree) for survey agreement- and satisfaction-scale items across all respondents. These percentages are then compared to those of your peer group and the cohort.

Table 30: Item Comparison to Peer Group and All StandPoint Institutions

	You	Peer	Cohort
	Top two	Top two	Top two
MY JOB SUMMARY SCORE	69.0%	79.8%	78.8%
11a. I am satisfied with my autonomy at work	72.5%	78.0%	79.8%
11b. My day-to-day activities give me a sense of accomplishment	74.5%	83.4%	81.7%
11c. My role here is clear to me	69.0%	80.4%	78.4%
11d. I feel personally driven to help this medical school succeed	75.1%	86.2%	85.1%
11e. My effort assigned to service, teaching, research accurately reflects how my time is actually spent in the workplace	53.7%	64.8%	63.5%
FOCUS ON MEDICAL SCHOOL MISSION SUMMARY SCORE	58.3%	74.2%	70.9%
12a. My medical school's mission is clear	62.1%	77.6%	73.6%
12b. Overall, my medical school is accomplishing its mission	50.1%	76.4%	70.0%
12c. The stated values of the medical school match the actual values of the institution	48.9%	69.6%	65.8%
12d. It is clear how my day-to-day activities support the medical school's mission	61.6%	73.8%	69.7%
12e. Overall, my school fosters teaching excellence	60.6%	72.4%	69.6%
12f. Overall, my school fosters research excellence	49.3%	66.2%	67.0%
12g. Overall, my school fosters clinical excellence	62.9%	82.6%	76.0%
12h. Diversity, inclusion, and equity are recognized as components of institutional excellence.	70.6%	75.6%	77.9%
WORKPLACE CULTURE SUMMARY SCORE	49.1%	70.2%	68.5%
13a. I feel that the workplace culture at this medical school cultivates <u>collegiality</u>	61.4%	77.6%	76.5%
13b. I feel that the workplace culture at this medical school cultivates <u>diversity</u>	68.0%	70.1%	73.7%
13c. I feel that the workplace culture at this medical school cultivates <u>innovation</u>	41.1%	70.6%	67.0%
13d. I feel that the workplace culture at this medical school cultivates <u>excellence in performance</u>	49.9%	77.5%	71.3%
13e. I feel that the workplace culture at this medical school cultivates <u>faculty wellness</u>	24.9%	45.2%	46.1%

	You	Peer	Cohort
	Top two	Top two	Top two
DEPARTMENT GOVERNANCE SUMMARY SCORE	59.4%	68.3%	67.8%
15a. There is sufficient communication from the department chair's office to the faculty about the department	64.7%	71.1%	70.5%
15b. My chair is transparent about departmental finances	50.2%	53.7%	58.6%
15c. The department chair's priorities for the department are <u>clear</u>	65.9%	72.3%	70.3%
15d. The chair's priorities for the department are <u>reasonable</u>	62.4%	72.7%	71.6%
15e. In general, the department chair's priorities are aligned with the dean's priorities	56.0%	77.8%	72.4%
16a. The pace of decision making in the department is reasonable	52.3%	63.3%	62.2%
16b. There are sufficient opportunities for faculty participation in the governance of this department	52.3%	57.2%	59.6%
16c. The department chair sets a good example to reflect our medical school's values	69.8%	79.3%	78.2%
MEDICAL SCHOOL GOVERNANCE SUMMARY SCORE	31.4%	56.2%	49.3%
17a. There is sufficient communication from the dean's office to the faculty about the medical school	30.1%	56.3%	49.1%
17b. Senior leadership is transparent about medical school finances	19.3%	31.8%	30.1%
17c. The dean's priorities for the medical school are <u>clear</u>	32.2%	67.4%	56.0%
17d. The dean's priorities for the medical school are <u>reasonable</u>	33.8%	66.8%	56.3%
17e. In general, the dean's priorities are aligned with the medical school's mission	44.4%	72.4%	62.9%
18a. The pace of decision making in the dean's office is reasonable	21.6%	55.5%	44.8%
18b. There are sufficient opportunities for faculty participation in the governance of this medical school	34.5%	48.1%	46.7%
18c. Faculty can express their opinions about the medical school without fear of retribution	36.5%	50.4%	49.0%
RELATIONSHIP WITH SUPERVISOR SUMMARY SCORE	72.1%	74.1%	75.5%
19a. I feel appreciated by my supervisor	74.9%	74.3%	76.3%
19b. My supervisor sets a good example to reflect this medical school's values	72.0%	76.9%	77.2%
19c. My supervisor actively encourages my career development	66.9%	68.9%	71.3%
19d. My supervisor listens to what I have to say	74.5%	76.3%	77.2%
MENTORING AND FEEDBACK ITEMS	----	----	----
21. Having a formal mentor at my institution is important to me	53.2%	68.2%	60.9%
22. I am satisfied with the quality of formal mentoring that I receive	64.7%	68.4%	73.7%
24. Receiving regular feedback about my job performance is important to me	77.8%	81.7%	81.2%
25a. The feedback I receive from my unit head is generally useful	76.9%	80.2%	79.3%
25b. I am satisfied with how frequently I receive feedback from my unit head	76.0%	79.1%	80.6%

	You	Peer	Cohort
	Top two	Top two	Top two
GROWTH OPPORTUNITIES SUMMARY SCORE	53.8%	65.3%	63.8%
26a. I am interested in opportunities for new roles and responsibilities at this medical school	73.4%	77.9%	75.7%
26b. I am satisfied with the pace of my professional advancement at this medical school	46.0%	58.6%	58.1%
26c. I am satisfied with my opportunities for professional development at this medical school	42.1%	59.5%	57.6%
PROMOTION AND TENURE SUMMARY SCORE	43.6%	61.0%	59.6%
27a_a. Teaching/Education: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	45.4%	63.1%	62.7%
27a_b. Teaching/Education: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	44.8%	62.1%	62.4%
27b_a. Research/Scholarship: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	50.6%	68.1%	65.5%
27b_b. Research/Scholarship: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	39.2%	61.7%	58.9%
27c_a. Patient Care/Client Services: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	48.6%	61.6%	61.0%
27c_b. Patient Care/Client Services: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	47.8%	61.0%	60.1%
27d_a. Administration/Institutional Service: To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	37.4%	54.8%	52.5%
27d_b. Administration/Institutional Service: To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	35.9%	54.8%	52.9%
PROMOTION EQUALITY SUMMARY SCORE	59.8%	73.4%	73.9%
28a. At my medical school the criteria for promotion are consistently applied to faculty across comparable positions	32.6%	55.1%	55.5%
28b. My medical school offers equal opportunities to all faculty members <u>regardless of gender</u>	64.2%	76.0%	76.3%
28c. My medical school offers equal opportunities to all faculty members <u>regardless of race/ethnicity</u>	69.0%	78.6%	79.6%
28d. My medical school offers equal opportunities to all faculty members <u>regardless of sexual orientation</u>	72.8%	81.9%	82.5%
COLLEGIALITY AND COLLABORATION SUMMARY SCORE	68.9%	78.7%	77.2%
29a. I am satisfied with the quality of <u>personal</u> interaction I have with departmental colleagues	78.4%	84.9%	83.2%
29b. I am satisfied with the quality of <u>professional</u> interaction I have with departmental colleagues	78.0%	85.8%	84.1%
29c. I am satisfied with how well I "fit" (i.e., my sense of belonging) in my department	69.9%	78.5%	76.6%
29d. I am satisfied with how well I "fit" (i.e., my sense of belonging) in my medical school	54.5%	68.9%	64.6%
29e. I am satisfied with the intellectual vitality in my department	60.2%	77.6%	76.4%
29f. I am satisfied with the intellectual vitality in my medical school	50.5%	74.3%	70.2%
30a. My departmental colleagues are respectful of my efforts to balance work and home responsibilities	71.2%	74.2%	75.7%
30b. The faculty in my department usually get along well together	83.6%	85.3%	85.5%
30c. I feel appreciated by my departmental colleagues	73.6%	78.7%	78.3%

	You	Peer	Cohort
	Top two	Top two	Top two
COMPENSATION AND BENEFITS SUMMARY SCORE	57.8%	67.7%	65.2%
31a. My overall compensation	41.3%	57.3%	56.2%
31b. My incentive-based compensation, such as bonuses	19.2%	43.3%	42.6%
31c. Health benefits	76.3%	81.5%	75.7%
31d. Retirement benefits	78.8%	78.1%	76.5%
31e. My overall benefits package	71.1%	75.6%	72.2%
FACULTY RECRUITMENT AND RETENTION SUMMARY SCORE	40.3%	70.5%	63.1%
32a. My <u>medical school</u> is successful in hiring high quality faculty members	47.0%	79.0%	70.6%
32b. My <u>department</u> is successful in hiring high quality faculty members	54.4%	76.0%	71.7%
32c. My <u>medical school</u> is successful in retaining high quality faculty members	25.5%	63.2%	51.4%
32d. My <u>department</u> is successful in retaining high quality faculty members	33.9%	63.6%	57.9%
FACULTY DIVERSITY AND INCLUSION SUMMARY SCORE	63.2%	68.7%	69.5%
33a. My department is successful in recruiting <u>female</u> faculty members	75.9%	82.5%	81.9%
33b. My department is successful in recruiting <u>racial/ethnic minority</u> faculty members	62.6%	62.6%	64.8%
33c. My department is successful in retaining <u>female</u> faculty members	62.0%	73.3%	72.2%
33d. My department is successful in retaining <u>racial/ethnic minority</u> faculty members	57.2%	63.6%	64.0%
33e. Diversity is represented at all levels of the medical school.	57.7%	55.1%	60.9%
FACULTY HARASSMENT ITEMS	----	----	----
33l. If I experienced harassment, I would feel safe reporting the incident(s) at my medical school	77.5%	N/A	80.7%
33m. If I experienced harassment, I know to whom I can report the incident(s) at my medical school	80.0%	N/A	83.0%
33n. If I reported harassment, I feel confident my medical school would resolve the incident(s) effectively	59.3%	N/A	66.6%

	You	Peer	Cohort
	Top two	Top two	Top two
CLINICAL PRACTICE SUMMARY SCORE	49.4%	63.6%	58.7%
36a. Opportunities for faculty input in management or administrative decisions	43.7%	54.0%	50.5%
36b. Senior leadership's transparency regarding clinical finances	29.6%	43.8%	41.7%
36c. The teamwork between faculty and other clinical staff	69.2%	77.1%	75.1%
36d. Communication between faculty and senior administrators	42.8%	55.2%	49.5%
36e. Location's responsiveness in meeting your requests as a care provider	43.5%	58.2%	52.7%
36f. My ability to provide a high quality of patient care in this location	60.9%	75.8%	71.9%
36g. How well this clinical location functions overall as it relates to patient care	55.5%	72.4%	67.3%
PART TIME FACULTY ITEMS	----	----	----
PT3a. My medical school has clear expectations for part-time faculty	54.5%	46.7%	48.0%
PT3b. My medical school provides necessary resources for part-time faculty	43.5%	52.2%	53.0%
PT3c. My supervisor is supportive of my part-time arrangement	91.3%	81.3%	84.1%
PT3d. Part-time faculty are able to serve in leadership positions at my medical school	52.2%	54.9%	54.0%
PT3e. My medical school promotes the cultural acceptance of part-time work	52.2%	42.2%	52.1%
PT4a. Current part-time arrangement	76.2%	82.4%	79.2%
PT4b. Ability to meet department or division needs	66.7%	81.1%	74.8%
PT4c. Ability to fulfill job responsibilities (i.e., being able to accomplish what you need to do)	54.5%	71.1%	72.2%
PT4d. Opportunities for advancement	45.5%	56.7%	48.1%
PT4e. Ability to manage workload	59.1%	67.4%	67.9%
PT4f. Access to professional development opportunities	36.3%	72.4%	62.9%
PT4g. My protected time for certain activities (e.g., research, administration)	38.1%	53.9%	49.8%
PT4h. Ability to return to or obtain a full-time position, if desired	52.2%	63.2%	60.5%
GLOBAL SATISFACTION ITEMS	----	----	----
37a. All things considered, how satisfied or dissatisfied are you with your <u>department</u> as a place to work?	65.7%	77.9%	76.2%
37b. All things considered, how satisfied or dissatisfied are you with your <u>medical school</u> as a place to work?	52.5%	73.9%	68.4%
41a. If I had it to do all over, I would again choose to work at this medical school	59.6%	80.2%	76.1%
41b. I would recommend this medical school to others as a place to work	52.9%	76.6%	76.1%

Extended Methodology

Survey Design

The *StandPoint Engagement Survey* was developed and reviewed by experts in survey design and medical faculty affairs from the AAMC and its member institutions. The survey was tested in focus groups and a rigorous pilot study, which included a survey administration to the census of faculty at 10 medical schools, and after which we made further refinements to the instrument. After the pilot in 2008, the StandPoint program launched with an expanded administration in 2009—marking the largest-ever collection of workplace engagement and satisfaction benchmarking data for academic medicine institutions in the U.S. The survey has since been revised in 2011 and 2017.

The web-based survey was designed for full-time and part-time faculty to assess their perceptions of satisfaction with their work-life. It consisted of 46 standard items for all schools, plus up to 15 custom questions specific to each school. Topical issues addressed by the survey included the nature of faculty members' work, institutional culture, feedback and mentoring, compensation and benefits, institutional governance and leadership, and clinical practice.

Survey Administration and Reporting

The AAMC conducts the survey administration and prepare the data reports for each institution. To complete these tasks, each school provided a database with names and e-mail addresses of eligible full-time and part-time faculty members to include in the survey. Over 30,000 faculty are included in the combined survey database.

Each participating institution was responsible for initiating a variety of pre-survey communications to its faculty members notifying them of the survey and encouraging their participation. StandPoint schools utilized a number of different communication techniques prior to the administration to build momentum for participation. Approximately one week prior to the survey launch, the AAMC sent a pre-notification e-mail about the survey from an administrator within their institution. Next, AAMC sent each faculty an invitation to participate which contained a unique and confidential web survey link. Over the course of the survey administration, AAMC sent up to five reminder e-mails to faculty members who had not yet responded. Each communication from the AAMC was sent from the email address, StandPointSurveys@aamc.org. Additionally, some individual institutions elected to send additional internal reminders to boost response rates.

Loyola University Stritch School of Medicine surveyed between March 29th and May 11th, 2016. NYU surveyed between April 27th and June 12th, 2016. University of Utah surveyed between May 24th and July 25th, 2016. UTHSCSA surveyed between June 7th and July 24th, 2016. UNC surveyed between June 13th and July 31st, 2016. UTMB surveyed between June 14th and August 1st, 2016. FIU surveyed between September 7th and October 22nd, 2016. TCMC surveyed between October 11th and November 8th, 2016. UTSW surveyed between October 11th and November 20th, 2016. University Hospitals surveyed between October 26th and December 18th, 2016. Rush and GW surveyed between January 31st and March 12th, 2017. Weill Cornell Medical College surveyed between April 11th and June 1st, 2017. Wake Forest surveyed between June 6th and July 14th, 2017. Marshall University surveyed at the same time as the University of Nebraska. The University of Missouri-Columbia surveyed February 20th through April 9th, 2018. Morehouse School of Medicine surveyed between March 20th and May 3rd, 2018. Stanford University surveyed between March 27th and May 21st, 2018. Dartmouth University surveyed July 11th through August 27th, 2018. The University of Virginia surveyed October 2nd through November 9th. University of Texas Rio Grande Valley and University of Mississippi Medical Center surveyed between October 16th and November 30th, 2018. Baylor College of Medicine surveyed between November 6th and December 21st, 2018. Sidney Kimmel Medical College at Thomas Jefferson University surveyed between November 6th and December 31st, 2018. California University of Science and Medicine-School of Medicine surveyed between November 15th and January 4th, 2019. Texas A & M University College of Medicine surveyed between January 29th and March 9th, 2019. Texas Tech University School of Medicine

surveyed between February 26th and April 16th, 2019. The University of Toledo surveyed between March 26th and April 19th, 2019. The University of Arizona-Phoenix surveyed between March 19th and May 3rd, 2019. Albany Medical College surveyed between March 28th and May 10th, 2019. Rutgers, Robert Wood Johnson surveyed between April 30th and June 7th, 2019. SUNY Upstate surveyed between May 7th and June 28th, 2019. The overall response rate for all schools was 63.3%. Response rates for individual schools ranged between 32% and 87%.

The AAMC designed universal templates in Microsoft Word and Excel for the Institutional Data Reports. The AAMC generated these reports by populating the templates with links to data tables produced using an automated process built using software designed for statistical analysis.

Data Conditioning and Population Data

Data Conditioning

Once the survey fielding was complete, the AAMC followed a thorough data conditioning process to determine a respondent's eligibility in the inclusion of the final database and to ensure that the data contained in the final database was accurate. First, we identified all valid, survey-eligible respondents. Responses to the survey were included in the reports if the respondent answered at least one question past Q7 (i.e., at least one core survey item past the demographics) and had a valid appointment status (i.e., full-time or part-time).

We then compared respondents' survey data to information provided by institutions within their faculty databases on demographic variables, such as gender, race, and department. In cases of discrepancies, we erred on the side of accepting respondent-provided data, but carefully reviewed individual records to ensure data accuracy. If respondents did not provide demographic information, we used institution-provided information for reporting. Additionally, we removed any personally-identifying information provided by the respondent within open-ended items by substituting text with less descriptive information (e.g., changing a department name to "[my department]") or by redacting the text entirely (with "[...]" depending on the content).

Faculty Respondent Characteristics

The survey population was determined by a database of medical school faculty that institutions provided to StandPoint Surveys. Survey respondents were defined using the protocols described in the "Data Conditioning" section of this Extended Methodology. Table 3 displays the demographic characteristics of the final survey response sample. Please refer to Table 4 of the Executive Summary to see response rate information across the demographics on which we collected population data.

Table 31: Faculty Respondent Characteristics

	Your Institution		Your Peer Group		Your Cohort Group	
	Number of Survey Respondents	Percent Within Sample	Number of Survey Respondents	Percent within Sample	Number of Survey Respondents	Percent within Sample
All Faculty	461	100%	3529	100%	19820	100%
Appointment Status						
Full-Time	436	94.6%	3404	96.6%	18204	92.1%
Part-Time	25	5.4%	120	3.4%	1552	7.9%
Department Type						
Basic Science	51	11.1%	415	11.8%	2925	14.8%
Clinical	410	88.9%	3099	88.2%	16875	85.2%
Rank						
Senior (i.e., Full or Associate)	235	54.7%	1607	48.6%	9819	53.1%
Junior (i.e., Assistant)	195	45.3%	1700	51.4%	8681	46.9%
Gender						
Male	254	55.1%	2094	61.0%	11278	57.3%
Female	207	44.9%	1341	39.0%	8389	42.7%
Race/Ethnicity						
Majority (i.e., White or Asian)	407	91.3%	2766	92.5%	16825	89.5%
Minority (i.e., all other)	39	8.7%	223	7.5%	1964	10.5%
Administrative Title						
Administrative Title	188	42.2%	1656	47.8%	8048	41.9%
Non-Administrative Title	258	57.8%	1805	52.2%	11153	58.1%
Department by Degree						
Basic Science	51	11.1%	254	12.0%	2754	15.0%
Clinical MD/DO	339	73.5%	1581	74.4%	12833	69.8%
Clinical PhD/Other	71	15.4%	290	13.6%	2798	15.2%
Tenure Status						
On tenure track/Tenured	91	20.0%	1070	30.7%	6099	32.7%
Not on tenure track	365	80.0%	2411	69.3%	12576	67.3%
First Appointment						
≤ 5 years ago	167	36.5%	1486	42.6%	8331	42.5%
6-15 years ago	138	30.1%	1080	30.9%	6336	32.3%
> 15 years ago	153	33.4%	927	26.5%	4952	25.2%
Age						
1996 and After	2	0.5%	15	0.8%	71	0.6%
1977-1995	112	29.2%	525	29.7%	3429	31.5%
1965-1976	117	30.6%	569	32.2%	3505	32.1%
1946-1964	138	36.0%	598	33.8%	3636	33.4%
Before 1945	14	3.7%	61	3.5%	261	2.4%
Formal Mentoring Status						
Formal Mentor	137	31.4%	796	40.8%	4327	36.0%
Informal Mentor	162	37.2%	609	31.2%	4330	36.0%
No Mentor	137	31.4%	547	28.0%	3378	28.0%
Sexual Orientation						
LGBT	6	1.5%	82	4.7%	382	3.5%
Non-LGBT	385	98.5%	1662	95.3%	10532	96.5%
Clinical Care						
Active in Care	323	70.1%	2390	76.1%	13252	73.1%
Not Active in Care	138	29.9%	750	23.9%	4871	26.9%

Summary Score Calculations

StandPoint created summary scores representing conceptually-related items with compatible scales (e.g., all agreement response scales) within the survey dimensions. Table 2 of the Executive Summary displays the items that compose these different summary scores.

As an example within your report, Table 16 of the Executive Summary with fabricated data below shows the “Relationship with Supervisor” summary score for your institution across consolidated response scales and as means.

Table 16: Relationship with Supervisor

Item	N	Strongly Agree or Agree	Neither Agree nor Disagree	Strongly Disagree or Disagree	Mean
I feel appreciated by my supervisor	467	68%	17%	15%	3.88
My supervisor sets a good example to reflect this medical school's values	457	69%	17%	14%	3.91
My supervisor actively encourages my career development	464	67%	18%	14%	3.83
My supervisor listens to what I have to say	470	56%	19%	25%	3.51
RELATIONSHIP WITH SUPERVISOR SUMMARY SCORE		65%	18%	17%	3.78

Q19: Please indicate your level of agreement or disagreement with the following statements.

A frequency summary score is calculated by summing the total number of respondents for a response category (e.g., the top two response options) for each item in the given dimension and dividing by the total number of respondents for each item, excluding response options like “I don’t know” and “Not applicable” and missing values. Using these fabricated data, the percentage of faculty with “Strongly agree” or “Agree” responses across the four items is calculated thusly:

$$\frac{\text{Total number of faculty choosing "Strongly agree" or "Agree" (not shown in Table)}}{\text{Total number of faculty respondents}} = \frac{318 + 315 + 311 + 263}{467 + 457 + 464 + 470} = 65\%$$

Summary score means are calculated by dividing the sum of the item means adjusted for sample size by the number of total responses. Using the fabricated data from Table 10 above, the mean of the summary score is calculated in this manner:

$$\frac{\text{Total sum of item means adjusted for sample size}}{\text{Total number of faculty respondents}} = \frac{(467*3.88)+(457*3.91)+(464*3.83)+(470*3.51)}{467 + 457 + 464 + 470}$$

StandPoint Faculty Engagement Survey Items

Welcome to the 2019 AAMC StandPoint Faculty Engagement Survey.

On behalf of Rutgers Robert Wood Johnson Medical School, the Association of American Medical Colleges' (AAMC) invites you to participate in the confidential, StandPoint Faculty Engagement Survey. Data collected through this survey will be used to enhance programs and policies at Rutgers Robert Wood Johnson Medical School and help other participating schools expand their understanding of what makes medical schools and teaching hospitals great places to work.

Your participation in this survey is voluntary. You may skip any particular question or discontinue the survey at any time. The AAMC will maintain your privacy in all published and written data resulting from the survey. The AAMC will not use your name or email address for any other purposes.

Your individual responses to survey questions will be kept confidential. Confidential data are data that may not be released outside of the AAMC with individual or institutional identification, except with permission from the participant. Individuals may grant AAMC permission to release confidential data that describe themselves. An authorized representative of an AAMC member institution may grant AAMC permission to release confidential data that describe his or her institution in aggregate.

The AAMC will generate aggregate reports that contain institution-wide and departmental information to help your institution identify, prioritize, and implement improvements in the workplace that will increase faculty engagement. Information will not be reported in instances where respondent groups contain less than five individuals. Data from open-ended questions will be provided to your institution in de-identified, redacted form. De-identified record level data will be retained by the AAMC for research and programmatic purposes, and only de-identified aggregate analyses will be shared in publications and research presentations with the academic community. The AAMC may release de-identified responses to individuals who agree to protect the data and who agree to AAMC confidentiality policies. The AAMC will store data on secure servers and will destroy all identified data within 2 years of survey administration.

If you experience any technical issues accessing this survey or wish to withdraw from this survey, please contact the Survey Help Desk at 202-828-0521 Monday-Friday, 9:00am – 5:00pm EST or email StandPointSurveys@aamc.org. If you have any questions about the StandPoint Faculty Engagement Survey research efforts, please contact StandPoint at StandPoint@aamc.org. If you have any questions or concerns about the confidentiality of this survey or your rights as a participant, please contact the AAMC Human Subjects

Research Protection program at humansubjects@aamc.org.

By participating, you will be contributing valuable information to your institution. The AAMC has taken numerous steps to protect participants in the StandPoint Faculty Engagement Survey. IRB requirements require that you are informed that if the information collected were to become public with individual identification it could prove personally uncomfortable.

This research has been reviewed according to AAMC policies and procedures. By continuing, you acknowledge that you have read and understood this data disclosure and agree to participate in this survey.

We encourage you to share your views about your academic medical center.

Click the Next button below to continue.

(End of Page 1)

Instructions:

Please read the following instructions before beginning this survey.

MOVING FORWARD:

Click on the **NEXT** button located at the bottom of the page to save your responses and continue to the next page.

MOVING BACK:

Click on the **BACK** button located at the bottom of the page to view your responses on a previous page. You may change your answers to previously entered responses.

SAVING TO CONTINUE LATER:

You may exit the survey at any time by clicking **SAVE AND EXIT** at the bottom of the page. You may re-enter the survey where you left off by using the URL provided in your invitation. If you close your browser without clicking **SAVE AND EXIT**, the survey will automatically halt and your previous responses will be saved on all but the page you exited upon.

DEFINING KEY WORDS:

A number of key words within the survey are defined to enhance your understanding of the questions presented. By placing your cursor over the underlined words, you may view the definitions of these terms.

(End of Page 2)

Your Current Appointment

q1. What is your current appointment status?

- ☐ Full-time faculty
- ☐ Part-time faculty
- ☐ Other (Please specify): _____

q2. What is your current academic rank?

- ☐ Professor (including titles such as Research Professor, Clinical Professor, etc.)
- ☐ Associate Professor (including titles such as Research Associate Professor, Clinical Associate Professor, etc.)
- ☐ Assistant Professor (including titles such as Research Assistant Professor, Clinical Assistant Professor, etc.)
- ☐ Instructor or Lecturer
- ☐ Other (Please specify): _____

q3. In which department do you currently have your primary appointment?

- ☐ Basic science department in the medical school
- ☐ Clinical department in the medical school
- ☐ Other (Please specify): _____
- ☐ I do not wish to identify
- ☐ Not Applicable

Destination: **Page 5** (Set in q3 (I do not wish to identify))

Destination: **Page 5** (Set in q3 (Not Applicable))

(End of Page 3)

q3_a. Please indicate the department in which you have your primary appointment.

- ☐ Anesthesiology
- ☐ Biochemistry and Molecular Biology
- ☐ Emergency Medicine
- ☐ Family Medicine and Community Health
- ☐ Medicine
- ☐ Neurology
- ☐ Neurosciences & Cell Biology
- ☐ Neurosurgery
- ☐ Obstetrics, Gynecology, and Reproductive Sciences
- ☐ Ophthalmology
- ☐ Orthopaedic Surgery
- ☐ Otolaryngology
- ☐ Pathology & Laboratory Medicine
- ☐ Pediatrics
- ☐ Pharmacology
- ☐ Psychiatry
- ☐ Radiation Oncology
- ☐ Radiology
- ☐ Surgery
- ☐ Other (Please specify): _____

(End of Page 4)

q4. What is your highest earned academic degree? Please check only one response.

- ☐ M.D. (includes foreign equivalents)
- ☐ Ph.D. or other health doctorate
- ☐ M.D. and Ph.D.
- ☐ M.D. and other degree (M.D./M.P.H.)
- ☐ D.O.
- ☐ Other (Please specify): _____

q5. In what academic year did you receive your first faculty appointment at Rutgers Robert Wood Johnson Medical School?

- ☐ Within this academic year
- ☐ 1-5 years ago
- ☐ 6-10 years ago
- ☐ 11-15 years ago
- ☐ 16-20 years ago
- ☐ More than 20 years ago
- ☐ Other (Please specify): _____

(End of Page 5)

q6. What is your current tenure status at Rutgers Robert Wood Johnson Medical School?

- ☐ On tenure track, but not tenured
- ☐ Tenured
- ☐ Non-tenure track

q7. Do you currently hold any of the following administrative titles? Please check all that apply.

- ☐ School of Medicine Dean, Associate Dean, Assistant Dean, Vice Dean
- ☐ Division Chief
- ☐ Department Chair
- ☐ Center Director
- ☐ Other administrative title (Please specify): _____
- ☐ I do not hold an administrative position

(End of Page 6)

My Job

q8. In an average calendar week, how many total hours do you spend on all work activities? Please enter a whole-number response.

_____ Total work hours per week

q9. Please indicate the approximate percentage of time/effort you currently spend on each activity. Your responses must add up to 100 percent. Please enter whole-number responses.

Percentage of Time

Teaching/Education (include teaching, grading, course preparation, developing new curricula, advising or supervising students or residents, working with student or resident groups)

Research/Scholarship (include research, reviewing or preparing articles or books, attending or preparing for professional meetings or conferences, reviewing or writing proposals, seeking outside funding)

Patient Care/Client Services (include medical service, counseling patients or families, administrative tasks associated with clinical service)

Administration/Institutional Service (include university, medical school, health system, faculty practice or department administrative duties, meetings, committee work)

(End of Page 7)

q10. Please rate the percentage of time/effort you currently devote to each of the following activities.

	Far Too Little	Too Little	About Right	Too Much	Far Too Much	N/A
Teaching/Education <i>(include teaching, grading, course preparation, developing new curricula, advising or supervising students or residents, working with student or resident groups)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/Scholarship <i>(include research, reviewing or preparing articles or books, attending or preparing for professional meetings or conferences, reviewing or writing proposals, seeking outside funding)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient Care/Client Services <i>(include medical service, counseling patients or families, administrative tasks associated with clinical service)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration/Institutional Service <i>(include university, medical school, health system, faculty practice or department administrative duties, meetings, committee work)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q11. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
I am satisfied with my autonomy at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day activities give me a sense of accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role here is clear to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel personally driven to help this medical school succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My effort assigned to service, teaching, and research, accurately reflects how my time is actually spent in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 8)

Focus on Medical School Mission

q12. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
My medical school's mission is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, my medical school is accomplishing its mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The stated values of the medical school match the actual values of the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is clear how my day-to-day activities support the medical school's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, my school fosters teaching excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, my school fosters research excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, my school fosters clinical excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, inclusion, and equity are recognized as components of institutional excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 9)

Workplace Culture

q13. I feel that the workplace culture at this medical school cultivates...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
Collegiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence in performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 10)

q14_a. Please rate the amount of value that you believe your medical school and department place on each of the following mission areas.

Teaching/Education (include teaching, grading, course preparation, developing new curricula, advising or supervising students or residents, working with student or resident groups)

	Far Too Little	Too Little	About Right	Too Much	Far Too Much	N/A
Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q14_b. Research/Scholarship (include research, reviewing or preparing articles or books, attending or preparing for professional meetings or conferences, reviewing or writing proposals, seeking outside funding)

	Far Too Little	Too Little	About Right	Too Much	Far Too Much	N/A
Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q14_c. Patient Care/Client Services (include medical service, counseling patients or families, administrative tasks associated with clinical service)

	Far Too Little	Too Little	About Right	Too Much	Far Too Much	N/A
Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q14_d. Administration/Institutional Service (include university, medical school, health system, faculty practice or department administrative duties, meetings, committee work)

	Far Too Little	Too Little	About Right	Too Much	Far Too Much	N/A
Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch to: **Page 13** (q7 (Department Chair) = Selected)
(End of Page 11)

Departmental Governance

q15. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
There is sufficient communication from the department chair's office to the faculty about the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My chair is transparent about departmental finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department chair's priorities for the department are <u>clear</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chair's priorities for the department are <u>reasonable</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, the department chair's priorities are aligned with the dean's priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q16. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
The pace of decision making in the department is reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are sufficient opportunities for faculty participation in the governance of this department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department chair sets a good example to reflect our medical school's values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 12)

Medical School Governance

q17. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
There is sufficient communication from the dean's office to the faculty about the medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior leadership is transparent about medical school finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean's priorities for the medical school are <u>clear</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean's priorities for the medical school are <u>reasonable</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, the dean's priorities are aligned with the medical school's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q18. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
The pace of decision making in the dean's office is reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are sufficient opportunities for faculty participation in the governance of this medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty can express their opinions about the medical school without fear of retribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 13)

Relationship with Supervisor

q19. Please indicate the extent to which you agree or disagree with the following statements about the supervisor who completes your performance review.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel appreciated by my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor sets a good example to reflect this medical school's values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor actively encourages my career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor listens to what I have to say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring and Feedback

q20. What types of mentoring do you receive?

- ☐ I receive formal mentoring through my department or the medical school
- ☐ I receive formal mentoring through a society or professional organization
- ☐ I receive informal mentoring from a colleague at this medical school
- ☐ I receive informal mentoring from a colleague at another institution
- ☐ I receive no formal or informal mentoring

(End of Page 14)

q21. Please indicate the extent to which you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Having a formal mentor at my medical school is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Destination: **Page 17** (Set in q21)

Branch to: **Page 16** ((q20 (I receive formal mentoring through a society or professional organization) = Selected AND q20 (I receive formal mentoring through my department or the medical school) = Selected) OR (q20 (I receive formal mentoring through my department or the medical school) = Selected AND q20 (I receive formal mentoring through a society or professional organization) = Not Selected) OR (q20 (I receive formal mentoring through my department or the medical school) = Not Selected AND q20 (I receive formal mentoring through a society or professional organization) = Selected))

(End of Page 15)

q22. Please indicate the extent to which you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of formal mentoring that I receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 16)

In this section “unit head” refers to your department chair or division chief, whichever is more applicable to your situation.

q23. Do you receive feedback about your performance from your unit head on a regular basis?

☐ Yes

☐ No

q24. Please indicate the extent to which you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Receiving regular feedback about my performance is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch to: **Page 18** (q23 = Yes)

Branch to: **Page 19** ((q23 = No))

(End of Page 17)

q25. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The feedback I receive from my unit head is generally useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with how frequently I receive feedback from my unit head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 18)

Opportunities for Career and Professional Growth

q26. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
I am interested in opportunities for new roles and responsibilities at this medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the pace of my professional advancement at this medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my opportunities for professional development at this medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 19)

Promotion and Tenure Requirements

q27_a. Please indicate the extent to which you agree or disagree with the following statements about several mission areas.

Teaching/Education (include teaching, grading, course preparation, developing new curricula, advising or supervising students or residents, working with student or resident groups)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q27_b. *Research/Scholarship (include research, reviewing or preparing articles or books, attending or preparing for professional meetings or conferences, reviewing or writing proposals, seeking outside funding)*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q27_c. Patient Care/Client Services (include medical service, counseling patients or families, administrative tasks associated with clinical service)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q27_d. Administration/Institutional Service (include university, medical school, health system, faculty practice or department administrative duties, meetings, committee work)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
To be promoted in rank, what I must do in this mission area is <u>clear</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be promoted in rank, what I must do in this mission area is <u>reasonable</u> to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 20)

Promotion Equality

q28. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
At my medical school, the criteria for promotion are consistently applied to faculty across comparable positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My medical school offers equal opportunities to all faculty members <u>regardless of gender</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My medical school offers equal opportunities to all faculty members <u>regardless of race/ethnicity</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My medical school offers equal opportunities to all faculty members <u>regardless of sexual orientation</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 21)

Collegiality and Collaboration

q29. Please indicate the extent to which you agree or disagree with the following aspects of your workplace culture.

I am satisfied with:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The quality of <u>personal</u> interaction I have with departmental colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of <u>professional</u> interaction I have with departmental colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well I “fit” (i.e., my sense of belonging) in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well I “fit” (i.e., my sense of belonging) in my medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The intellectual vitality in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The intellectual vitality in my medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q30. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My departmental colleagues are respectful of my efforts to balance work and home responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty in my department usually get along well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel appreciated by my departmental colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 22)

Compensation and Benefits

q31. Please indicate your level of overall satisfaction or dissatisfaction with each of the following aspects of compensation and benefits.

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Not offered by my institution
My overall compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My incentive- based compensation, such as bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall benefits package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q31_oth. What additional benefits would you like your medical school to offer?

(End of Page 23)

Faculty Recruitment and Retention

q32. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
My <u>medical school</u> is successful in hiring high quality faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My <u>department</u> is successful in hiring high quality faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My <u>medical school</u> is successful in retaining high quality faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My <u>department</u> is successful in retaining high quality faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 24)

Faculty Diversity and Inclusion

q33. Please indicate the extent to which you agree or disagree with the following statements.

My department is successful in...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
Recruiting <u>female</u> faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting <u>racial/ethnic</u> <u>minority</u> faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining <u>female</u> faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining <u>racial/ethnic</u> <u>minority</u> faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q48. Please indicate the extent to which you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
Diversity is represented at all levels of the medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q49. Within the last year, which of these best describes your experience as a faculty member? (Check all that apply)

- ☐ I feel respected in the workplace
- ☐ I have felt disrespected because of my race/ethnicity
- ☐ I have felt disrespected because of my gender
- ☐ I have felt disrespected because of my age
- ☐ I have felt disrespected because of my sexual orientation
- ☐ I have felt disrespected because of my marital status
- ☐ I have felt disrespected because of my religion
- ☐ I have felt disrespected because of a disability

(End of Page 25)

Q52. In thinking about unwanted behaviors over the past 12 months, how often did a SOM faculty or staff member (including supervisors):

	One or more times a day	A few times a week	A few times a month	Once every few months	Once in the past year	Never
Tell sexist stories or jokes that were offensive to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make offensive remarks about your appearance, body, or sexual activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer to people of your gender in offensive, insulting, or vulgar terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put you down or acted in a condescending way towards you because of your gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send offensive messages based on your gender or show you obscene (e.g. sexually explicit) images via email, text, social media, calendars, and desktop screens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
If I experienced harassment, I would <u>feel safe</u> <u>reporting</u> the incident(s) at my medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I experienced harassment, I <u>know to</u> <u>whom I can</u> <u>report</u> the incident(s) at my medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I reported harassment, I feel confident my <u>medical school would</u> <u>resolve</u> the incident(s) effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 26)

Clinical Practice

q34. Are you actively engaged in the clinical care of patients?

☐ Yes

☐ No

Branch to: **Page 32** ((q1 = Full-time faculty OR q1 = Other (Please specify):) AND (q34 ≠ Yes OR q34 = No answer))

Branch to: **Page 30** (q1 = Part-time faculty AND q34 ≠ Yes)

Branch to: **Page 28** ((q1 = Full-time faculty OR q1 = Other (Please specify):) AND q34 = Yes)

(End of Page 27)

q35. Please identify the location where you spend the most time in your clinical practice. If you divide your time equally among locations, please choose the one location about which you would most like to comment. If your location is not listed, please choose “other.”

- ☐ Chandler
- ☐ Child Health Institute of New Jersey
- ☐ Clinical Academic Building (CAB)
- ☐ Monument Square
- ☐ Robert Wood Johnson University Hospital (RWJUH)
- ☐ Somerset
- ☐ Other (Please specify): _____

(End of Page 28)

q36. Please indicate your level of satisfaction or dissatisfaction with the following statements regarding the location where you spend the most time in your clinical practice.

	Very Dissatisfi ed	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	N/A
Opportunities for faculty input in management or administrative decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior leadership's transparency regarding clinical finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teamwork between faculty and other clinical staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between faculty and senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location's responsiveness in meeting my requests as a care provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to provide a high quality of patient care in this location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well this clinical location functions overall as it relates to patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Branch to: **Page 30** (q1 = Part-time faculty ANDq34 = Yes)

Branch to: **Page 32** ((q1 = Full-time faculty ORq1 = Other (Please specify):) ANDq34 = Yes)

(End of Page 29)

Part-Time Faculty Views

The following section contains questions for part-time faculty only. These questions are designed to specifically assess the unique experiences of part-time faculty within academic medicine.

PT1. What is your current FTE equivalent (as defined in your contract)?

- ☐ .1
- ☐ .2
- ☐ .3
- ☐ .4
- ☐ .5
- ☐ .6
- ☐ .7
- ☐ .8
- ☐ .9

PT2. What are your reasons for working part time? (Check all that apply.)

- ☐ Dependent children/childcare
- ☐ Family care (i.e., care for elderly or sick relative)
- ☐ Other practice site or other professional position
- ☐ Lifestyle choice/greater work-life balance
- ☐ Retirement/phased retirement
- ☐ Health reasons
- ☐ Workload management
- ☐ Other (Please specify): _____

PT3. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My medical school has clear expectations for part-time faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My medical school provides necessary resources for part-time faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my part-time arrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time faculty are able to serve in leadership positions at my medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My medical school promotes the cultural acceptance of part-time work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 30)

Part-Time Faculty Views (continued)

PT4. Please indicate your level of satisfaction or dissatisfaction with the following activities, given your part-time status.

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Current part-time arrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to meet department or division needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to fulfill job responsibilities (i.e., being able to accomplish what you need to do)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My protected time for certain activities (e.g., research, administration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to return to or obtain a full-time position, if desired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PT5. Has your part-time status hindered the achievement of your professional goals in ways other than a lengthened timeline?

☐ Yes (Please explain):

☐ No

(End of Page 31)

Global Satisfaction

q37. Please indicate your level of satisfaction or dissatisfaction with the following statements.

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
All things considered, how satisfied or dissatisfied are you with your <u>department</u> as a place to work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All things considered, how satisfied or dissatisfied are you with your <u>medical school</u> as a place to work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 32)

Global Satisfaction (continued)

q50. Using your own definition of “burnout” please select one of the answers below:

- ☐ I enjoy my work. I have no symptoms of burnout
- ☐ I am under stress, and don't always have as much energy as I did, but I don't feel burned out
- ☐ I am definitely burning out and have one or more symptoms of burnout, e.g. emotional exhaustion
- ☐ The symptoms of burnout that I'm experiencing won't go away. I think about work frustrations a lot
- ☐ I feel completely burned out. I am at the point where I may need to seek help

(End of Page 33)

q38_a. How likely are you to retire in the next 1-2 years?

- ☐ Highly likely
- ☐ Likely
- ☐ Somewhat likely
- ☐ Unlikely
- ☐ Not at all likely

Branch to: **Page 37** (q38_a = Highly likely OR q38_a = Likely)

(End of Page 34)

Global Satisfaction (continued)

q39_a. How likely are you to leave this medical school in the next 1-2 years?

- ☐ Highly likely
- ☐ Likely
- ☐ Somewhat likely
- ☐ Unlikely
- ☐ Not at all likely

Branch to: **Page 37** (q39_a = Unlikely OR q39_a = Not at all likely)

(End of Page 35)

q40_a. How likely are you to leave academic medicine in the next 1-2 years?

- ☐ Highly likely
- ☐ Likely
- ☐ Somewhat likely
- ☐ Unlikely
- ☐ Not at all likely

(End of Page 36)

Global Satisfaction (continued)

q41. Please indicate the extent to which you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I'm not sure
If I had it to do all over, I would again choose to work at this medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this medical school to others as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 37)

Demographic Information

Providing this information is voluntary, however the information will assist in further understanding how the workplace is experienced by different faculty groups at Rutgers Robert Wood Johnson Medical School. All demographic information will be reported only in the aggregate, not at the departmental level and not in instances where there are less than 5 respondents.

q42. How do you self-identify?

- ☐ Female
- ☐ Male
- ☐ Other identity (Please specify): _____

q43. How do you self-identify?

- ☐ Bisexual
- ☐ Gay or Lesbian
- ☐ Heterosexual or Straight
- ☐ Other identity (Please specify): _____

q44. How do you self-identify? Please select all that apply:

- ☐ Hispanic, Latino, or of Spanish origin
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ Other (Please specify): _____

q45. In what year were you born?

- ☐ 1996-later
- ☐ 1977-1995
- ☐ 1965-1976
- ☐ 1946-1964
- ☐ 1945-earlier

(End of Page 38)

Suggestions for Improvement

q46. Please use the space below to tell us the number one thing that you feel your medical school could do to improve the workplace.

q47. Please use the space below to tell us the number one thing that you feel your department could do to improve the workplace.

q48. Why do you work in academic medicine?

(End of Page 39)
