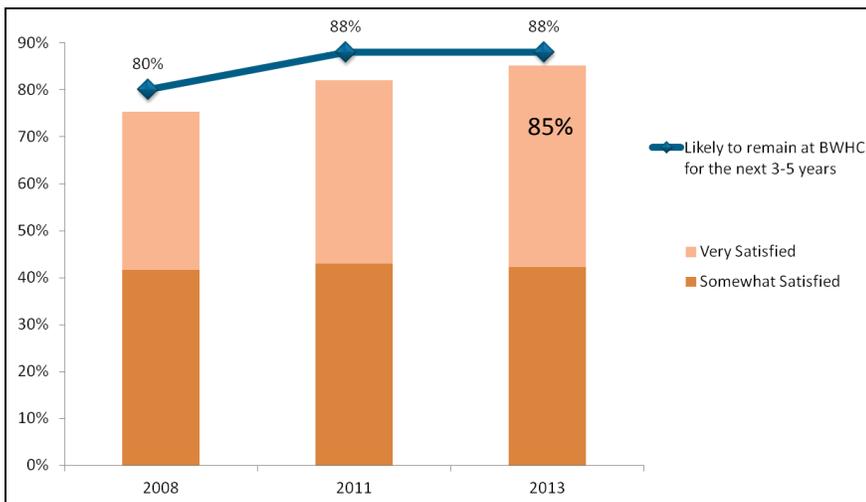


Highlights of the 2013 Faculty Satisfaction Survey

Faculty satisfaction and engagement at BWHC has improved since the first satisfaction survey in 2008. Over 700 faculty members participated in the 2013 Faculty Satisfaction Survey, conducted collaboratively by the Center for Faculty Development & Diversity (CFDD) and the Brigham and Women's Physicians Organization (BWPO). Faculty provided feedback about their experiences of the BWHC community, professional aspects of leadership development, mentoring, and academic advancement, wellness, professional flexibility and career transitions. This executive briefing highlights select results and initiatives informed by the survey data. Faculty feedback has shaped strategic priorities for programming and resources to ensure that BWHC faculty flourish in their careers.

Satisfaction & Retention

85% of faculty report they are very satisfied or somewhat satisfied being a faculty member at BWHC, and 88% are likely to remain at BWHC for the next 3-5 years.



Top 3 factors that would improve personal satisfaction at BWHC:

1. Promotion/recognition (18%)
2. Work environment (16%)
3. Better compensation (15%)

** Open-ended question; responses were categorized.

Snapshot: Survey Respondents

| | |
|---------------------------------|--|
| Response Rate | 2594 BWH Faculty Members received the survey 32% started the survey 27% completed the survey |
| Academic Rank | 12% Professors, 18% Associate Professors, 26% Assistant Professors, 41% Instructors |
| Primary Role | 58% Clinicians, 29% Researchers, 5% Educators |
| Gender | 53% Men, 47% Women |
| Average Years on Faculty | 11.5 |

The 2013 survey was administered May 3—July 2, 2013 using the Survey Monkey online tool. An invitation to participate in the survey was sent via email directly to all BWHC faculty members, and communicated through various internal channels.

Full survey results are available upon request from BWHCfdd@partners.org.

Annual Career Reviews

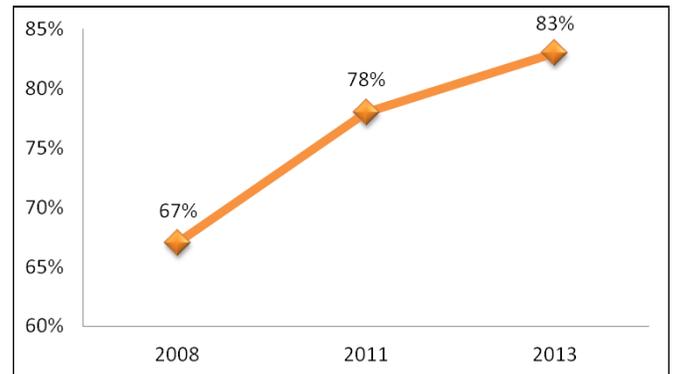
In 2008, one third of survey respondents reported they did not have a written or in-person annual career review. Subsequently, in 2009, a co-chaired CFDD and BWPO task force made the recommendation that **all BWH faculty will receive an annual, in-person career conference/review**, with a long-term goal of 100% compliance. BWHC is well-positioned to meet the new HMS requirement that each faculty member has an annual career review.

The number of faculty reporting they had an annual career review has increased demonstrably over the last 5 years. As gaps remain, the CFDD and BWPO continue to work with department chairs to achieve 100%.

Faculty who had career reviews reported:

- The review was helpful (77%)
- The review accurately reflected their performance (87%)
- The review addressed professional goals and performance (81%)

Percentage of Faculty Who Reported Having a Career Review



Academic Advancement: New HMS Guidelines

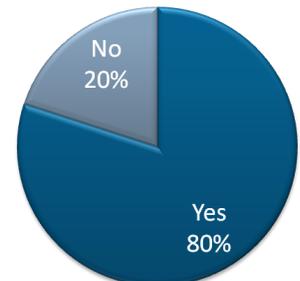
Most faculty know the criteria for promotion and the majority turn to their division chief or department chair for academic support. Almost half utilize the CFDD, up from 24% in 2008.

Harvard Medical School enacted new guidelines in 2014 for Instructor, Lecturer and Part-time appointments to more accurately describe faculty engagements. Departments will now be required to document the following for each faculty appointment or reappointment:

- The 50 hour teaching requirement
- An identified mentor
- An annual career review

The roll out will happen in stages over the 2014-15 academic year. For more information, please visit the [CFDD website](#).

Do you know the criteria for promotion at HMS?



Career Development & Academic Advancement at BWH

Existing Programs & Resources

- Annual training for reviewers, including an [online video and slide presentation](#)
- The [Demystifying Promotions Seminar Series](#) for faculty and those who support academic advancement to gain knowledge about the academic promotions process at HMS.
- The [CFDD CV Consultation Service](#) for faculty within 6 months of promotion to Assistant Professor and above.
- The [Postdoc Policy](#) outlining expectations, policies and processes for Research Fellows including Annual Career Conferences.
- [CFDD Faculty Career Annual Review website](#)
- [Tips for a Successful Annual Career Review brochure](#)
- [CFDD Academic Advancement website](#)
- [CFDD Fellowships and Awards website](#)

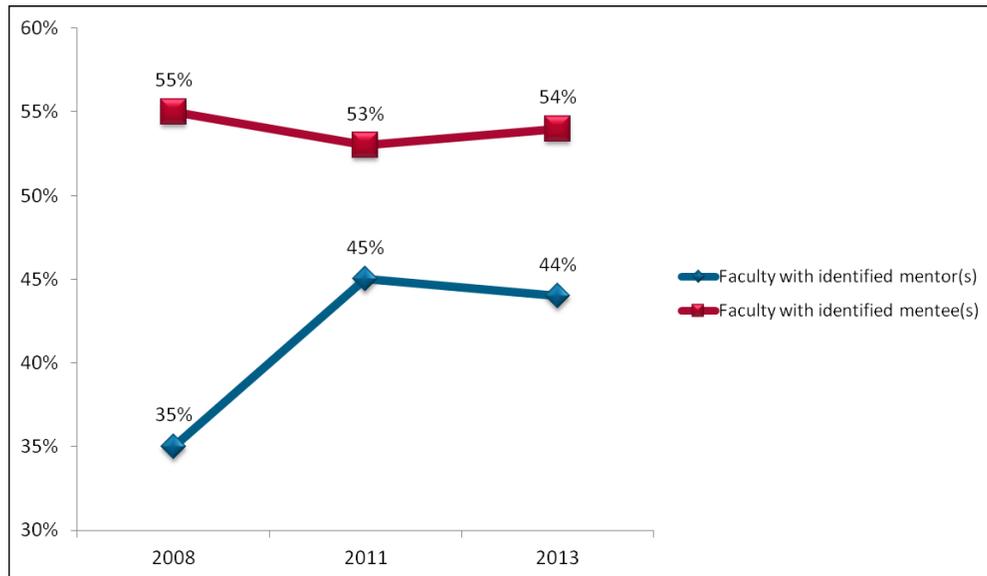
New Initiatives

- The [CFDD Consultation Service](#), for faculty to consult with CFDD faculty directors and senior staff on a variety of career and professional issues.
- Collaboration with the BWPO on increasing the number and quality of Faculty Annual Career Reviews

Mentoring

Mentoring is a key component for success in academic medicine, and has been a priority of the Center for Faculty Development & Diversity since the 2008 Satisfaction Survey demonstrated a need to focus on mentoring and specifically, mentor training. As a result of the development, training and support for mentees and mentors available, BWHC is well-positioned to meet the HMS requirements that all faculty to have an identified mentor.

54% of faculty respondents are serving as mentors in 2013. However, opportunities exist for continued investment in mentor development, as **24% of respondents do not have mentees and would like to be a mentor.**



Helpful to mentees to improve mentored experiences:

- Support of chief (20%)
- Formal mentoring education (17%)
- Written mentoring agreement or plan (15%)

Helpful to mentors to improve effectiveness and/or commitment to mentoring:

- Academic recognition (40%)
- Formal mentoring education (26%)
- Staff support (24%)

Mentoring at BWH

Existing Programs & Resources

- The [Faculty Mentoring Leadership Program](#), a highly successful peer learning experience for midcareer and senior faculty physician and scientist mentors to enhance their mentoring effectiveness, will begin its sixth cohort in Fall, 2014. Open to Assistant Professors and above, applications will be available in late June.
- The [Postdoc Mentoring Circles program](#), organized by the BWH Postdoc Association, for groups of junior postdocs and one senior postdoc, who meet monthly to provide a supportive peer mentoring environment.
- [BWH Mentoring Toolkit](#)
- [CFDD Mentoring website](#)

New Initiatives

- The [Art and Practice of Mentoring: Developing Skills and Building Networks](#), a new program series for Spring, 2015 and facilitated by senior mentors, is a series of three sessions utilizing the BWH Mentoring Toolkit to focus on effective mentoring practices for junior faculty and trainees.

Faculty *Forward*: Flexible Work Directions

Recognizing the importance of career support and work/life flexibility, questions were developed to understand faculty wellness, work/life satisfaction and retirement planning. The results informed the launch of Faculty *Forward*, a strategic initiative to develop policies for flexible work options and practices that support faculty and trainees at various career transitions.

Work/Life Effectiveness

- Average hours of sleep = **6.6 per day**
- Average exercise = **2.8 sessions per week**
- Average hours of work = **55.8 per week**
- **22%** managing care for aging and/or ill family member
- **40%** have a child who requires child care
- **80%** believe they are able to organize their time effectively

Retirement Results

Those close to retiring responded that post-retirement, they would like to remain engaged in **teaching, mentoring, research, and community service.**

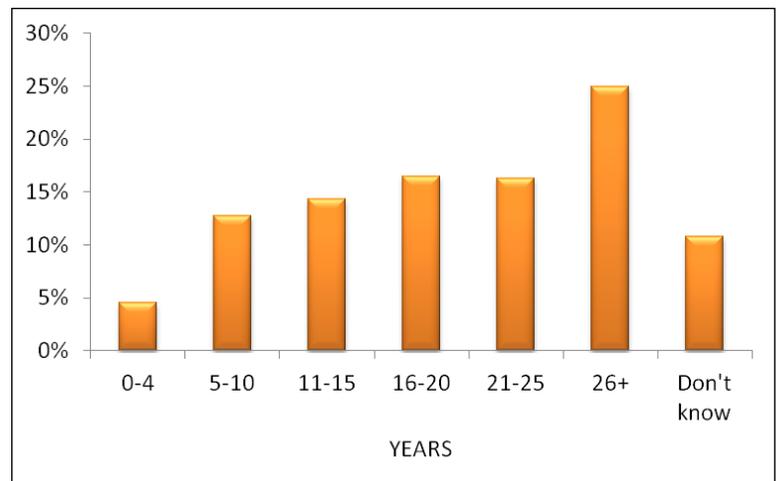
Top 3 Most Important Factors Influencing the Decision to Retire:

- Personal financial issues (55%)
- Health (self or family member) (52%)
- Declining ability to continue professional activities (44%)

Resources identified to facilitate the transition to retirement:

- Phased retirement planning (63%)
- Option to work part-time (47%)
- Options for flexible scheduling (38%)
- Career advice/planning (28%)

In How Many Years Do You Plan to Retire?



Faculty *Forward* at BWH

Existing Programs & Resources

- The [Faculty Forward Seminar Series](#), designed to support faculty at various career stages with issues related to work/life integration, wellness, financial planning, and career transitions.
- [The Nanny Network listserv](#)
- Resource webpages for: [Child Care](#), [Older Adult Care](#), [International Faculty and Trainees](#), & [LGBT Faculty and Trainees](#)

New Initiatives

- The [Faculty Forward initiative](#) is focusing on:
 - Guidelines, policies and communication around career flexibility and leaves of absence
 - Senior faculty transitions and engagement
 - Guidelines, policies, and communication of professional appointments and term limits