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Office of Institutional Research *and* Effectiveness

From Assessment to Action: Using Satisfaction Survey Results to Inform Development of a Faculty Leadership Training Module

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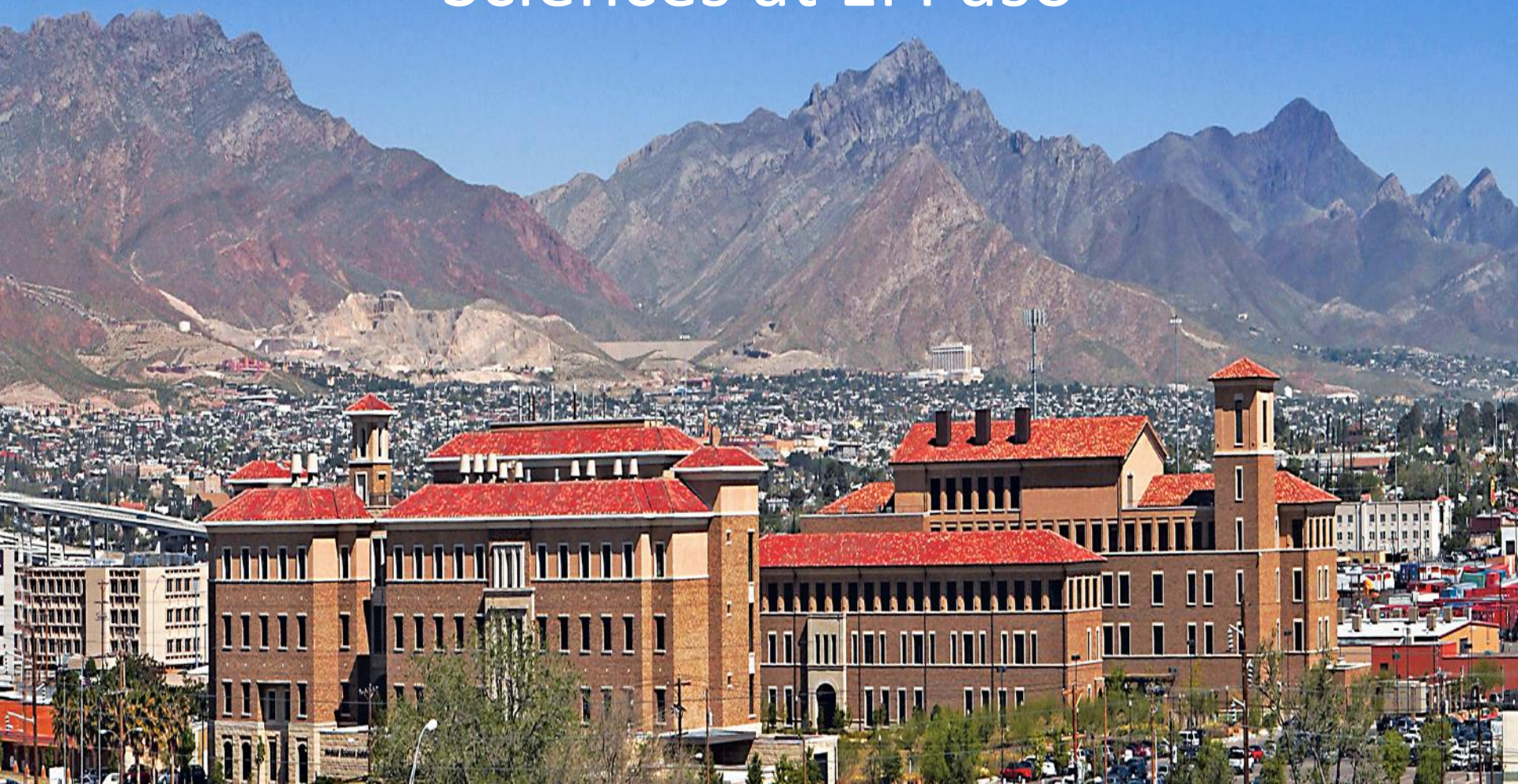
Agenda

- TTUHSC El Paso Background
- Faculty Senate Survey
- Faculty Satisfaction Survey
- *Next Steps: Sharing Results and Recommendations*
- *Improvements: Institutional Faculty Development Course and Leadership Academy (LDA)*
- Research Collaboration with Office of Faculty Development
- Time for Discussion/Questions



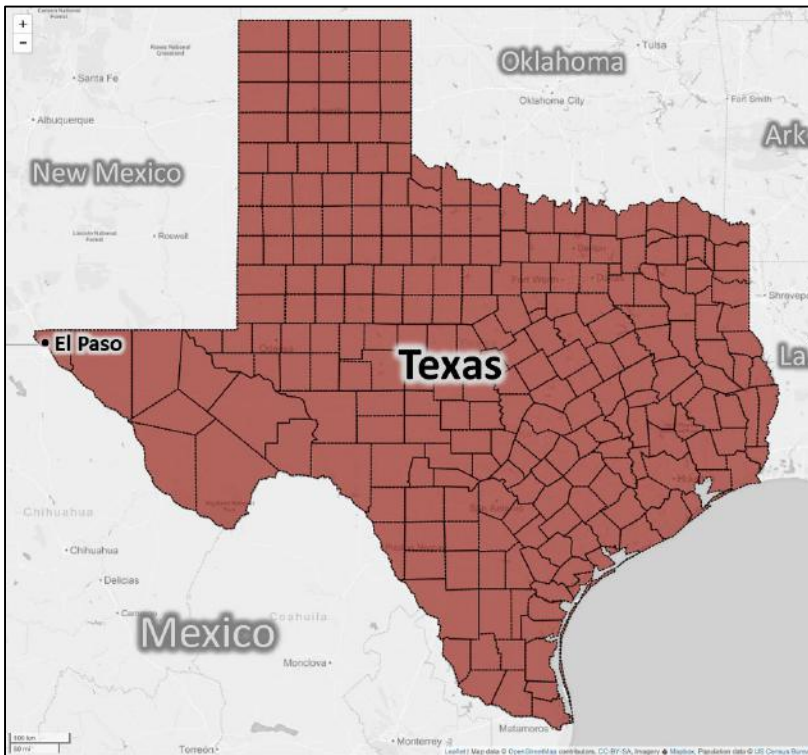
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Our Institution: Texas Tech Health Sciences at El Paso





TTUHSC El Paso Location



- TTUHSC El Paso is located at the western-most point of Texas, sharing borders with New Mexico and Mexico



Our Institution: TTUHSC EL Paso

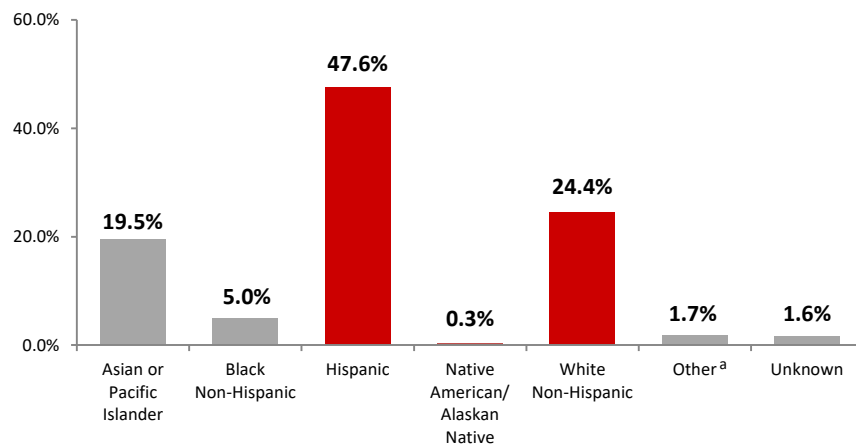
- TTUHSC El Paso began operating more than 40 years ago as a regional campus of the Texas Tech University (TTU) School of Medicine.
- TTUHSC El Paso was established in 2013 as the fourth university within the TTU System.
- TTUHSC El Paso is the ONLY health sciences center and operates the ONLY medical school along the U.S.-Mexico border.
- Submitted application for separate accreditation in 2017
- Successful SACSCOC on-site visit on January 2018.
- TTUHSC El Paso was separately accredited in June 2018 and commended for a “culture of excellence.”



TTUHSC El Paso Enrollment

TTUHSC El Paso Schools	Fall 2019 Enrollment
Graduate School of Biomedical Sciences	53
Gayle Greve Hunt School of Nursing	309
Paul L. Foster School of Medicine	403
TTUHSC El Paso Total	765

TTUHSC El Paso Total Enrollment by Race/Ethnicity, Fall 2019



Source: THECB CBM001 Report, Fall 2019

^a Includes all students who reported being of multiple races or non-resident alien.

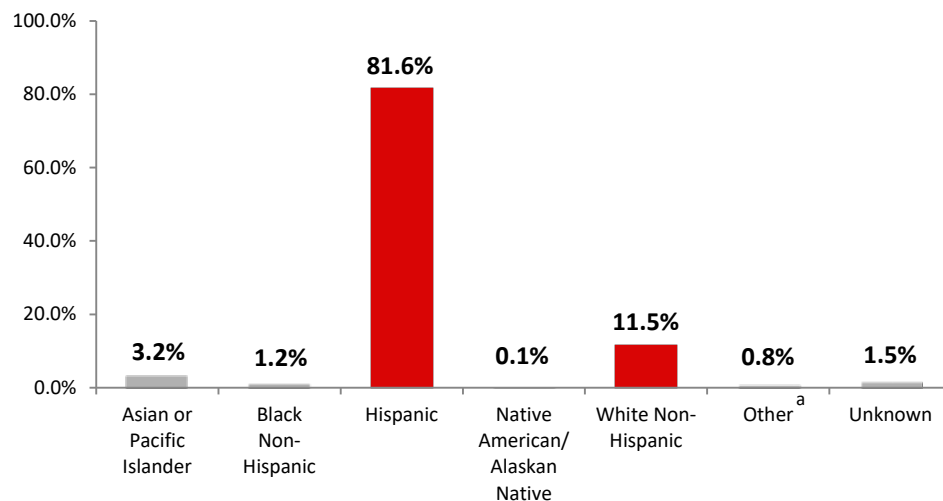
[†] N = 765



TTUHSC El Paso Staff

TTUHSC El Paso	Fall 2019 Staff
Total Full-time Staff	1,178
Total Part-time Staff	187
Total Staff	1,365

TTUHSC El Paso Total Staff by Race/Ethnicity, Fall 2019



Source: Banner ODS, November, 2019

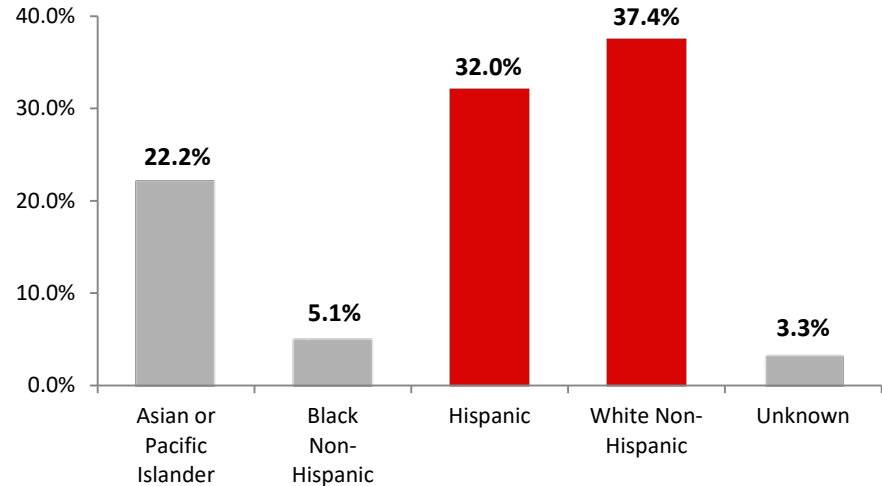
*Includes all staff who reported being of multiple races or non-resident alien.
N = 1365



TTUHSC El Paso Faculty

TTUHSC El Paso	Fall 2019 Faculty
Total Full-time Faculty	288
Total Part-time Faculty	46
Total Faculty	334

TTUHSC El Paso Total Faculty by Race/Ethnicity, Fall 2019



Source: THECB CBM008 Report, Fall 2019.
N=334



2018 Faculty Senate Survey

Methodology

- Developed in 2018 by the Faculty Senate in collaboration with the Office of Institutional Research and Effectiveness (OIRE)
- Items were constructed to assess faculty perceptions of school and departmental environments and leadership
- 3-week survey administration
- Qualtrics survey software
- Anonymous link, IP not tracked
- All active faculty were invited
 - Participation is voluntary
 - No identifying data is collected
- 334 surveys delivered
- 174 respondents
- 52.1% response rate



Reporting Methodology

- Descriptive Analyses
 - School affiliation
 - Department
 - Faculty rank
- Data break out for Likert scales (1-6)
 - Combined Satisfaction/Agreement rates
 - Completely Agree/Agree/Somewhat Agree
 - Completely Satisfied/Satisfied/Somewhat Satisfied
 - Combined Dissatisfaction/Disagreement rates
 - Completely Disagree/Disagree/Somewhat Disagree
 - Completely Dissatisfied/Dissatisfied/Somewhat Dissatisfied



Leadership Items Combined Disagreement Levels at or above 25%: 2018 Faculty Senate Survey

Level of DISAGREEMENT above 25%

Department Chair:

- Helps me obtain the resources I need
- Provides me with constructive feedback
- Is receptive to faculty input
- Faculty is given opportunities to evaluate TTUHSCEP senior leadership

Department:

- Facilitates opportunities to receive mentoring
- Makes me feel free to express my concerns without fear of negative consequences
- Provides support that allows me to advance my career
- Provides support that allows me to competitive at a national level
- Does a good job of keeping employees informed about policies and procedures



2018 Faculty Senate Survey: Qualitative Results

Top Three **Improvement Needed** Themes

- Greater Support for Research/Scholarship (n=59)
 - Protected time for research
 - Staff, finances, and work spaces that are expressly for research
- Leadership Change/Training (n=39)
 - Disconnected from day to day operations
 - Low level of involvement
- Culture/Environment (n=28)
 - “Toxic” and unprofessional work environment



Three Year Analysis: Faculty Satisfaction Surveys, 2016-2018

Methodology

- Based on TTUHSC survey and a review of instruments from other higher ed institutions
 - Input from leadership, departments
 - Items align with accreditation data needs
 - Reviewed and refined annually
- Distributed annually in Spring
 - 3-week survey administration
 - Qualtrics survey software
 - Anonymous link, IP not tracked
- All active faculty are invited
 - Participation is voluntary
 - No identifying data is collected



Comparison of 3 Years of Faculty Survey Data (2016-2018)

Faculty Satisfaction Surveys Participants and Response Rates, 2016-18

	2016	2017	2018
Surveys Delivered	323	290	334
Respondents	N = 137	N = 158	N = 112
Response Rates	42.4%	54.5%	33.5%

- Descriptive and statistical analyses
 - N < 5 not reported
 - Significant differences between means
 - Analysis of Variance (ANOVA)



TTUHSC El Paso Mean Differences Across Survey Iterations: 2016-2018

Item	Interpretation			p – value
	2016 vs. 2017	2016 vs. 2018	2017 vs. 2018	<
Teaching contributions	*“Undervalued”	** “Undervalued”	-	*.01 **.05
Service and committee work	“Undervalued”	“Undervalued”	-	.01
Advising and mentoring	“Undervalued”	“Undervalued”	-	.01
Professional reputation	“Undervalued”	-	-	.01



**Combined Disagreement and Dissatisfaction Levels at or above 25% Across Survey Iterations:
Faculty Satisfaction Surveys 2016-2018**

Level of DISAGREEMENT above 25%	Level of DISSATISFACTION above 25%
<ul style="list-style-type: none">• Faculty is given opportunities to evaluate TTUSHC EP senior leadership.• I have a voice in the decision-making that affects the direction of my department.• My department has adequate faculty to achieve our goals.	<ul style="list-style-type: none">• Criteria used to reach promotion decisions.• Criteria used to reach tenure decisions.• Annual evaluation process of faculty.• Opportunities to develop research skills.• Prospect of career advancement.• Clarity of the merit pay process.• Criteria used to reach merit pay.



2018 Faculty Satisfaction Survey: Qualitative Results

Top Three **Improvement Needed** Themes

- **More Faculty/More Faculty Hiring (n=30)**
 - More faculty to distribute heavy workloads
 - Processes for hiring need to be streamlined
- **Support for Research (n=28)**
 - Protected time for research
 - Staff, finances, and work spaces expressly for research
- **Culture/Environment (n=26)**
 - “Toxic” work environment
 - Low moral
 - Lack of teamwork and collegiality



Next Steps: Reporting

- Reports shared with Provost, President, and relevant executive leaders
- Reports posted online
- Announced at Council for Institutional Research and Effectiveness (CIRE)
- Results presented at annual Leadership Retreat

Visit our OIRE Survey Page
elpaso.ttuhsoc.edu/oire

See our survey protocol online

The screenshot shows the website header with the Texas Tech University Health Sciences Center El Paso logo and a search bar. The navigation menu includes: About, Education, Departments, Research, Texas Tech Physicians of El Paso, Transmountain, and News & Events. The breadcrumb trail is: Home > TTUHSC El Paso > Office of Institutional Research and Effectiveness > Surveys. The main heading is "Surveys". The text below explains the OIRE's role in coordinating assessment and evaluation processes. It states that the office conducts satisfaction surveys every spring and uses a specific protocol for data analysis and reporting. A link is provided for the "Protocol for Analysis and Reporting of Survey Data". At the bottom, there is a login prompt and a "SHOW ME SURVEY DATA" button, followed by a contact information link.

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Home TTUHSC El Paso Office of Institutional Research and Effectiveness Surveys

Surveys

The Office of Institutional Research and Effectiveness (OIRE) coordinates and provides logistical support for assessment and evaluation processes that are ongoing, integrated, and institution-wide. The assessment and evaluation processes produce information to help programs and units investigate barriers, identify areas for improvement, and recognize best practices. As part of this effort, OIRE facilitates survey development and administers institutional surveys to collect feedback from the TTUHSC El Paso community.

Every spring, the office conducts satisfaction surveys with students, faculty and staff to support effective planning. Data generated from these surveys facilitates goal-assessment and informs decision-making for the continuous improvement of the institution.

The office utilizes the following protocol for the analysis of survey data, the generation of final reports, and for the dissemination and publication of survey results:

- [Protocol for Analysis and Reporting of Survey Data](#)

Log in with your TTUHSC El Paso credentials to access all survey results.

[SHOW ME SURVEY DATA](#)

[Contact the office for more information.](#)



Next Steps: Recommendations and Improvements

- **Tactical planning document created and shared with leadership**
 - Recommended Actions
 - **Faculty Development charged to design and implement a leadership training program for department heads, chairs, assistant/associate deans, etc.**
 - Evaluation of clinical and department staffing, loads, and targeted hiring
 - Identification of specific retention strategies
- **Survey data shared with Office of Faculty Development**
 - Informed annual Faculty Development Course (FDC) and led to:
- **Institutional leadership training module - Leadership Academy (LDA) - created**
 - 80 hour course, offered over eight months
 - Face to face/online (hybrid)
 - Four domains
 - Teaching
 - Research/Scholarship
 - Clinical Skills/Simulation (for clinical faculty)
 - **Leadership Development**



Institutional Faculty Development Course (FDC)

Designed to help junior and mid-level faculty members enhance their teaching and research skills, develop their professional careers, and achieve academic accomplishments.

FDC Modules

- Teaching
- Research/Scholarship
- Clinical Skills
- **Leadership Development**

Forty 2-4 hr. weekly sessions include:

Face-to-face Sessions on Leadership

- Unleashing the Leader Within
- Conflict Resolution and Negotiation
- Teamwork and Consensus Building

Online Sessions on Leadership

- Burnout and Resilience
- Mentoring Relationships: Do We Really Need Them?
- What is Leadership and How Do We Develop it?
- Bio-Sketch
- Tenure and Promotion Process



New in 2019-20: Leadership Development Academy (LDA) At-a-Glance

- An eight-month development program created for the next generation of TTUHSC El Paso academic leaders.
- Each session lasts three hours
- Continuing Medical Education (CME) credits
- Office of the Provost initiative, designed and managed by the Office of Faculty Development

The goal of the LDA is to improve individual leadership skills through self-discovery, group discussions and collaborative networking.

- improve individual management and strategic planning skills
- strengthen leadership performance across the university
- enhance understanding of institutional culture and teamwork
- improve university finance analysis and establish a pipeline for succession planning



Leadership Development Academy 2019-20 Session Topics

- Institutional Values and Culture
- Basics of Strategic Planning
- Peace building and wellness program
- Teamwork makes the dream work
- Succeeding and advancing as a leader
- Building institutional culture to advance research
- Succeeding in an inclusive workplace
- Finance analysis and control
- Budget presentation by participants
- Leadership styles
- Unleashing the leader within



WORKSHOP 1	OBJECTIVES	FACILITATORS	DATE, LOCATION AND TIME
<p align="center">Introduction to LDA Program</p> <p>Institutional Values and Culture</p> <p>Basics of Strategic Planning</p>	<ul style="list-style-type: none"> Discuss institutional core values and the expected behaviors associated with those values. Discuss the outcomes of nationwide faculty satisfaction surveys with academic medicine, nursing and dentistry workplaces. Present the basics of organizational strategic planning. Know how to: <ol style="list-style-type: none"> Assess vision, mission and goals. Define success measures for each goal. Define strategies and priorities. Be knowledgeable of the resource estimates and forecasts. Discuss the strategic priorities of TTUHSC El Paso, focusing on institutional change and culture adaptation. 	<p>Paul Ogden, MD, FACP - <i>Provost/Vice President for Academic Affairs</i></p> <p>Valerie Paton, PhD - <i>Senior Vice Provost, Office of the Provost/VP Academic Affairs</i></p> <p>Amy Sanchez, MBA, CPA - <i>Chief of Staff, Office of the President</i></p> <p>Christiane Herber-Valdez, EdD - <i>Director of OIRE Assistant Professor of Medical Education</i></p> <p>Oliana Alikaj-Fierro, PhD, MBA – <i>Associate Managing Director of OIRE</i></p>	<p>Sept. 20, 2019 TECHS Center – 3103 9 a.m. – Noon</p>
			<p align="center">CME Credits</p>
			<p align="center">3</p>
WORKSHOP 2	OBJECTIVES	FACILITATORS	DATE, LOCATION AND TIME
<p align="center">Peace Building and Wellness Program</p>	<ul style="list-style-type: none"> Recognize strategies to avoid the negative impact of disruptive, unprofessional behavior and still place faculty welfare above any self-interest. Recognize symptoms and contributing factors of burnout, and discuss the best strategies for building resilience and enhancing well-being. Enhance faculty ability to deal with problem solving and conflict management. Review the institutional perspective on a commitment to faculty wellness and resilience. Discuss the structure of the TTUHSC El Paso Professional Liability Division of the Office of General Counsel (William Webster, JD). 	<p>Department of Psychiatry</p> <p>Fabrizio Delgado-Ramos, MD - <i>Assistant Professor</i></p> <p>Shiva Mansourkhani, MD - <i>Assistant Professor</i></p> <p>Melanie Longhurst, PhD, MEd – <i>Assistant Professor</i></p> <p>Paul Ogden, MD, FACP - <i>Provost/Vice President for Academic Affairs</i></p> <p>Valerie Paton, PhD - <i>Senior Vice Provost, Office of the Provost/VP Academic Affairs</i></p>	<p>Oct. 4, 2019 TECHS Center – 3103 9 a.m. – Noon</p>
			<p align="center">CME Credits</p>
			<p align="center">3 hrs. (2 hrs. ethics)</p>



Leadership Development Academy: Outcomes Research

- Research protocol developed to assess impact of LDA on self-reported leadership competencies
 - Proposal submitted to the TTUHSCEP IRB
 - Pre/Post-test design
 - Assessments developed by **FD in collaboration with OIRE**
 - Likert scale (Poor, Fair, Good, Very Good, Excellent)
 - » Effective communication
 - » Ability to collaborate and network
 - » Conflict resolution skills
 - » Overall confidence as a leader
 - LDA began September 2019 and will conclude April 2020
 - Post-tests will also contain questions assessing satisfaction with the LDA and will elicit suggestions for improvement



Questions to Ask Yourself

- What survey data do you collect?
- What trends/issues do you see in your results?
- What happens to the findings?
- How can results be effectively shared?
- ***Who needs to know?***
- ***What can be done?***
- ***How can YOU be an agent of change?***



Time for Discussion



Thank you!