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

Christiane Herber-Valdez, M.A., Ed.D.
Managing Director, Office of Institutional Research and Effectiveness
Assistant Professor, PLFSOM Department of Medical Education

Oliana Alikaj-Fierro, M.B.A., Ph.D.
Associate Managing Director of Institutional Effectiveness and Planning, Office of Institutional Research and Effectiveness

Julie Blow, M.A., Ph.D.
Assistant Managing Director of Assessment, Office of Institutional Research and Effectiveness
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
Our Institution: Texas Tech Health Sciences at El Paso
• TTUHSC El Paso is located at the western-most point of Texas, sharing borders with New Mexico and Mexico
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

<table>
<thead>
<tr>
<th>TTUHSC El Paso Schools</th>
<th>Fall 2019 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School of Biomedical Sciences</td>
<td>53</td>
</tr>
<tr>
<td>Gayle Greve Hunt School of Nursing</td>
<td>309</td>
</tr>
<tr>
<td>Paul L. Foster School of Medicine</td>
<td>403</td>
</tr>
<tr>
<td><strong>TTUHSC El Paso Total</strong></td>
<td><strong>765</strong></td>
</tr>
</tbody>
</table>

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

- **Asian or Pacific Islander**: 19.5%
- **Black Non-Hispanic**: 5.0%
- **Hispanic**: 47.6%
- **Native American/Alaskan Native**: 0.3%
- **White Non-Hispanic**: 24.4%
- **Other**: 1.7%
- **Unknown**: 1.6%

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

<table>
<thead>
<tr>
<th>TTUHSC El Paso</th>
<th>Fall 2019 Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full-time Staff</td>
<td>1,178</td>
</tr>
<tr>
<td>Total Part-time Staff</td>
<td>187</td>
</tr>
<tr>
<td>Total Staff</td>
<td>1,365</td>
</tr>
</tbody>
</table>
TTUHSC El Paso Faculty

<table>
<thead>
<tr>
<th>TTUHSC El Paso</th>
<th>Fall 2019 Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full-time Faculty</td>
<td>288</td>
</tr>
<tr>
<td>Total Part-time Faculty</td>
<td>46</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>334</td>
</tr>
</tbody>
</table>

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

- Asian or Pacific Islander: 22.2%
- Black Non-Hispanic: 5.1%
- Hispanic: 32.0%
- White Non-Hispanic: 37.4%
- Unknown: 3.3%

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

<table>
<thead>
<tr>
<th>Level of DISAGREEMENT above 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Chair:</strong></td>
</tr>
<tr>
<td>• Helps me obtain the resources I need</td>
</tr>
<tr>
<td>• Provides me with constructive feedback</td>
</tr>
<tr>
<td>• Is receptive to faculty input</td>
</tr>
<tr>
<td>• Faculty is given opportunities to evaluate TTUHSCEP senior leadership</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
</tr>
<tr>
<td>• Facilitates opportunities to receive mentoring</td>
</tr>
<tr>
<td>• Makes me feel free to express my concerns without fear of negative consequences</td>
</tr>
<tr>
<td>• Provides support that allows me to advance my career</td>
</tr>
<tr>
<td>• Provides support that allows me to competitive at a national level</td>
</tr>
<tr>
<td>• Does a good job of keeping employees informed about policies and procedures</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys Delivered</td>
<td>323</td>
<td>290</td>
<td>334</td>
</tr>
<tr>
<td>Respondents</td>
<td>N = 137</td>
<td>N = 158</td>
<td>N = 112</td>
</tr>
<tr>
<td>Response Rates</td>
<td>42.4%</td>
<td>54.5%</td>
<td>33.5%</td>
</tr>
</tbody>
</table>

• 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Interpretation</th>
<th>2016 vs. 2017</th>
<th>2016 vs. 2018</th>
<th>2017 vs. 2018</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of value in the tenure process</td>
<td><em>“Undervalued”</em></td>
<td><strong>“Undervalued”</strong></td>
<td>-</td>
<td>-</td>
<td>&lt; .01</td>
</tr>
<tr>
<td>Teaching contributions</td>
<td><em>“Undervalued”</em></td>
<td><strong>“Undervalued”</strong></td>
<td>-</td>
<td>-</td>
<td>.01</td>
</tr>
<tr>
<td>Service and committee work</td>
<td>“Undervalued”</td>
<td>“Undervalued”</td>
<td>-</td>
<td>-</td>
<td>.01</td>
</tr>
<tr>
<td>Advising and mentoring</td>
<td>“Undervalued”</td>
<td>“Undervalued”</td>
<td>-</td>
<td>-</td>
<td>.01</td>
</tr>
<tr>
<td>Professional reputation</td>
<td>“Undervalued”</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>.01</td>
</tr>
</tbody>
</table>
Combined Disagreement and Dissatisfaction Levels at or above 25% Across Survey Iterations:
Faculty Satisfaction Surveys 2016-2018

<table>
<thead>
<tr>
<th>Level of DISAGREEMENT above 25%</th>
<th>Level of DISSATISFACTION above 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty is given opportunities to evaluate TTUSHC EP senior leadership.</td>
<td>• Criteria used to reach promotion decisions.</td>
</tr>
<tr>
<td>• I have a voice in the decision-making that affects the direction of my department.</td>
<td>• Criteria used to reach tenure decisions.</td>
</tr>
<tr>
<td>• My department has adequate faculty to achieve our goals.</td>
<td>• Annual evaluation process of faculty.</td>
</tr>
<tr>
<td></td>
<td>• Opportunities to develop research skills.</td>
</tr>
<tr>
<td></td>
<td>• Prospect of career advancement.</td>
</tr>
<tr>
<td></td>
<td>• Clarity of the merit pay process.</td>
</tr>
<tr>
<td></td>
<td>• Criteria used to reach merit pay.</td>
</tr>
</tbody>
</table>
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 ttuhsc edu/oire

See our survey protocol online
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.**

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

**FDC Modules**
- Teaching
- Research/Scholarship
- Clinical Skills
- **Leadership Development**
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
<table>
<thead>
<tr>
<th>WORKSHOP 1</th>
<th>OBJECTIVES</th>
<th>FACILITATORS</th>
<th>DATE, LOCATION AND TIME</th>
</tr>
</thead>
</table>
| Introduction to LDA Program                    | • 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:  
     1. Assess vision, mission and goals.  
     2. Define success measures for each goal.  
     3. Define strategies and priorities.  
     4. Be knowledgeable of the resource estimates and forecasts.  
   • Discuss the strategic priorities of TTUHSC El Paso, focusing on institutional change and culture adaptation.                                                                                                                                                                                                                           | Paul Ogden, MD, FACP - Provost/Vice President for Academic Affairs  
Valerie Paton, PhD - Senior Vice Provost, Office of the Provost/VP Academic Affairs  
Amy Sanchez, MBA, CPA - Chief of Staff, Office of the President  
Christiane Herber-Valdez, EdD - Director of OIRE Assistant Professor of Medical Education  
Olivia Aikaj-Fierro, PhD, MBA – Associate Managing Director of OIRE | Sept. 20, 2019  
TECHS Center – 3103  
9 a.m. – Noon |
| Institutional Values and Culture               |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             | CME Credits  
3 |
| Basics of Strategic Planning                   |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |                            |
| WORKSHOP 2                                      | OBJECTIVES                                                                                                                                                                                                                                                                                                                                 | FACILITATORS                                                                                                                                                                                                                                                                                                                                 | DATE, LOCATION AND TIME |
| Peace Building and Wellness Program            | • 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).                                                                                                                                                                                            | Department of Psychiatry  
Fabrizio Delgado-Ramos, MD - Assistant Professor  
Shiva Mansourkhani, MD - Assistant Professor  
Melanie Longhurst, PhD, MEd – Assistant Professor  
Paul Ogden, MD, FACP – Provost/Vice President for Academic Affairs  
Valerie Paton, PhD - Senior Vice Provost, Office of the Provost/VP Academic Affairs | Oct. 4, 2019  
TECHS Center – 3103  
9 a.m. – Noon |
|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             | CME Credits  
3 hrs.  
(2 hrs. ethics) |
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!