

## Purpose

Faculty are the heart and soul of the institution. They are the single greatest resource of any academic institution. The impact of medical school culture on medical students has been well studied, but little documentation exists regarding how medical faculty experiences the culture in which they work. To educate the next generation of the healthcare workforce, generating research that improves care, and transforming clinical practice for tomorrow all require that medical schools recruit, retain, and advance the most talented and diverse faculty possible.

Many faculty in today's academic medical centers face high levels of stress and low career satisfaction. Understanding faculty vitality is critically important for the health of our academic institutions, yet the concept is ill-defined and lacking a comprehensive assessment.

The office of Faculty Affairs and Professional Development is proposing to collect data through a validated vitality survey instrument. Our goal is to better understand the experience of faculty to ultimately improve the faculty experience at JCESOM.

## Method

Faculty vitality will be measured by using the validated Faculty Vitality Survey<sup>®</sup> established by Indiana University School of Medicine. The survey measures more than just job satisfaction. It examines the synergy between satisfaction, productivity, and engagement. The self-report survey contains demographic variables (gender, race/ethnicity, academic rank, and track) and subscales measuring perceptions of institutional climate & leadership, career & life management, satisfaction, engagement, and productivity.

The Indiana University Center for Postsecondary Research will administer the survey and collect the data and provide basic reports with comparisons to other participating schools. Participating institutions will also receive the data file to do additional analysis if needed.

## Results

The data will be reviewed first by the Faculty Council. Armed with this information, the council can advise the deans' office on how to more effectively develop a systematic approach to maintain faculty vitality and organizational development.

## References

1. An expanded model of faculty vitality in academic medicine [Adv Health Sci Educ Theory Pract.](#) 2012 Dec;17(5):633-49.
2. A study of the relational aspects of the culture of academic medicine. [Acad Med.](#) 2009 Jan;84(1):106-14.
3. Why are a quarter of faculty considering leaving academic medicine? A study of their perceptions of institutional culture and intentions to leave at 26 representative U.S. medical schools. [Acad Med.](#) 2012 Jul;87(7):859-69