

## **Tulane University School of Medicine Survey Summary Report**

*January 22, 2014, Revised*

The Tulane University School of Medicine (SOM) is revitalizing its strategic planning activities with the goal of providing a vital and sustainable plan for the SOM over the next 5-7 years. The short-term project builds on previous efforts and seeks wider input from multiple core constituencies to ensure a broader vision, more actionable strategies, more development/fundraising opportunities and more cohesion among missions. Ultimately the SOM wants to distinguish itself in academic medicine for the region, the nation and the world.

To broaden constituent input on critical trends and priority issues facing the School as well as high-level concepts around the planning project's draft vision, mission and strategic goals, four electronic surveys were conducted simultaneously in early January 2014 with faculty, staff, students and alumni. Surveys were emailed by the SOM to the following available lists via a link to a Survey Monkey tool and available January 9-17, 2014:

- Faculty (570)
- Students and trainees (1461, including 834 medical students, 170 PhD and master's students, 457 residents and fellows in training)
- Staff (914)
- Alumni (5101, including 2973 medical school alumni, 1990 house staff graduates and 138 BMS program graduates)

The first eight questions of all surveys were identical and addressed content; the rest of the questions provided demographic data of respondents, such as whether they were full-time or part-time faculty, which degrees students were pursuing and where alumni live and work.

The confidential responses were collected by The Napa Group, the project's consultants, and provided to the SOM in aggregate numbers/percentages, along with write-in comments without attribution.

**Responses totaled: 163 faculty, or 28.6%; 150 students, or 10.3%; 211 staff, or 23.1% and 403 alumni, or nearly 8%.** Given that this phase of the planning project was new and the objectives were to gain an early snapshot of perspectives without a lot of preparatory context and to broaden the outreach and engagement with stakeholder groups, these response rates indicate a solid level of interest by constituencies in engaging with the SOM around the strategic plan and future direction of the School. Faculty and staff would be expected to engage at a higher level than alumni, who are more distant from the SOM's activities, and students, who typically do not participate in these surveys at a high rate. At the same time, the survey is a valuable communications tool to position the new leadership and direction as

the SOM and the University move forward. It will be important to report the results to the participants in a timely manner and to share with them the planning progress and results.

What stands out most among all the responses is the alignment around the priority answers in the “Very Important” ranking across all constituencies. In some cases, the top three choices were exactly the same; in others, nearly all the same topics stood among the top three “Very Important” choices. What’s also notable, however, is that the percentages were relatively close, suggesting that nearly all of these issues are regarded as worthy of consideration. The opportunity now for the planning team is to consider this data as they select and refine key priorities; in some cases, some of these topics might be grouped as priorities are defined – for example, several items related to resource development and funding could be consolidated, with another group of items related to leveraging and expanding technology for teaching, learning, research and service delivery.

## SURVEY SUMMARY

The tables below summarize the highlights of the responses to each of the seven “content” questions:  
 (1) The top three topics ranked as “Very Important” by each constituency  
 (2) Shaded boxes where the top 1 or top 2 “Very Important” responses aligned across all constituencies.  
 (3) Examples of other notable percentages ranked as “Somewhat Important” or “Not Important.” In some cases, as the full surveys show, these “Somewhat Important” or “Not Important” responses received higher percentages than “Very Important.”

**Question 1: As the Tulane University School of Medicine defines its future, rate the importance of the following academic trends to determine priorities for developing an identity that distinguishes the School.**

Faculty	Staff	Alumni	Students/Trainees
<b>Very Important</b>			
1. Invest in growth/infrastructure 77.5%	<b>1. Increase attention on innovation in clinical care, education and research</b> 83.3%	<b>1. Increase attention on innovation in clinical care, education and research</b> 74.9%	1. Decrease cost of medical education 77.2%
<b>2. Increase attention on innovation in clinical care, education and research</b> 76.4%	2. Invest in growth/infrastructure 77.9%	2. Invest in the latest technology for teaching and learning 68.8%	<b>2. Increase attention on innovation in clinical care, education and research</b> 71.2%
3. Diversify funding 73.5%	3. Invest in the latest technology for teaching and learning 75.6%	3. [tie] Invest in growth/infrastructure 62.9% Diversify funding 62.2%	3. Invest in growth/infrastructure 63.3%

Somewhat Important			
Decrease cost of medical education 50.3%		Address increasing demand for online learning options 55.6%	Increase focus on the business of medicine 53.1%
Address increasing demand for online learning options 49.1%		Increase focus on the business of medicine 46.4%	Address increasing demand for online learning options 51.0%
			Invest in the latest technology for teaching and learning 50.3%

**Question 2: As the Tulane University School of Medicine envisions itself in 2020, rate the importance of the following “Vision and Mission” characteristics under consideration.**

Faculty	Staff	Alumni	Students/Trainees
Very Important			
<b>1. Patient-centered care</b> 82.6%	<b>1. Educating the next generation</b> 86.5%	<b>1. Educating the next generation</b> 90.6%	<b>1. Educating the next generation</b> 86.2%
<b>2. Educating the next generation</b> 78.8%	<b>2. Patient-centered care</b> 83.1%	<b>2. Patient-centered care</b> 84.6%	<b>2. Patient-centered care</b> 80.7%
3. Outcomes-based care & research 74.4%	3. Research 82.4%	3. Outcomes-based care & research 76.3%	3. Outcomes-based care & research 74.3%
Somewhat Important			
Global/international engagement 51.9%	Global/international engagement 61.1%	Global/international engagement 55.9%	Global/international engagement 55.9%
Diversity 48.4%		Diversity 46.3%	

**Question 3: To differentiate the Tulane University School of Medicine for the future, rate the importance of the following clinical themes under consideration.**

Faculty	Staff	Alumni	Students/Trainees
Very Important			
<b>1. Quality patient care</b> 93.7%	<b>1. Quality patient care</b> 91.7%	<b>1. Quality patient care</b> 95.9%	<b>1. Quality patient care</b> 88.2%
2. Increase inter-disciplinary actions 72.0%	2. Increase faculty engagement 68.1%	2. Integrate complex care 74.7%	2. Increase faculty engagement 64.3%
3. Develop centers of clinical excellence 70.4%	3. Integrate complex care 67.5%	3. Develop centers of clinical excellence 68.0%	3. Develop centers of clinical excellence 63.2%

Somewhat Important			
New delivery systems with payers 49.0%		New delivery systems with payers 46.4%	New delivery systems with payers 47.9%

**Question 4: To differentiate the Tulane University School of Medicine for the future, rate the importance of the following education themes under consideration.**

Faculty	Staff	Alumni	Students/Trainees
Very Important			
<b>1. Cost-effective, high-value education 76.3%</b>	<b>1. Cost-effective, high-value education 86.7%</b>	<b>1. Cost-effective, high-value education 88.1%</b>	<b>1. Cost-effective, high-value education 91.5%</b>
Very Important (cont.)			
2. Integrate education with clinical & research missions 71.5%	2. Integrate education with clinical & research missions 76.1%	2. Develop Academic Home 68.1%	2. Integrate education with clinical & research missions 65.2%
3. Develop Academic Home 63.3%	3. Develop Academic Home 70.0%	3. Integrate education with clinical & research missions 66.9%	3. Develop Academic Home 58.2%
4. Teach across education continuum 50.0%	4. Teach across education continuum 65.4%	4. Teach across education continuum 59.8%	4. Teach across education continuum 40.4%
Somewhat Important			
			Teach across education continuum 46.1%

**Question 5: To differentiate the Tulane University School of Medicine for the future, rate the importance of the following research themes under consideration.**

Faculty	Staff	Alumni	Students/Trainees
Very Important			
<b>1. Enhance innovation, discoveries and regional &amp; national distinction 72.7%</b>	<b>1. Enhance innovation, discoveries and regional &amp; national distinction 76.5%</b>	<b>1. Enhance innovation, discoveries and regional &amp; national distinction 74.1%</b>	<b>1. Enhance innovation, discoveries and regional &amp; national distinction 74.6%</b>
2. Expand translation of research 67.1%	2. Increase NIH ranking 72.1%	2. Develop centers of excellence 62.3%	2. Develop centers of excellence 61.5%
3. Develop centers of excellence 65.6%	3. Expand translation of research 71.1%	3. Expand translation of research 59.8%	3. Expand translation of research 60.4%

Somewhat Important			
Signature partnership (Primate Center) 41.3%	Signature partnership (Primate Center) 49.8%	Signature partnership (Primate Center) 56.9% Increase other collaborations 49.6%	Signature partnership (Primate Center) 45.5% Increase other collaborations 49.0%
Not Important			
			Increase NIH ranking 16.9%

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**Question 6: As the institution strengthens its messaging and key areas of focus, what is the relative importance of these attributes for the Tulane University School of Medicine “brand?”**

Faculty	Staff	Alumni	Students/Trainees
<b>Very Important</b>			
<b>1. Leads patient safety 81.3%</b>	<b>1. Leads patient safety 87.5%</b>	1. Best sub-specialty education 77.9%	<b>1. Leads patient safety 72.7%</b>
2. Best sub-specialty education 70.0%	2. Pioneers advances & innovations 78.7%	2. [tie] <b>Leads patient safety 73.8%</b> Regional health care network hub 73.5%	2. Best sub-specialty education 71.3%
3. Regional health care network hub 67.3%	3. Advances new technologies 77.8%	3. Advances new technologies 62.6%	3. Advances new technologies 66.0%
<b>Somewhat Important</b>			
Online learning 51.9% Treatments for emerging diseases 45.9% Hub for global academic programs 41.8%	Online learning 44.4%	Online learning 56.4% Lead translational research 51.7% Hub for global academic programs 47.8%	Lead translational research 46.5% Online learning 37.8%

**Question 7: How important is each of the following criteria for determining how the Tulane University School of Medicine prioritizes or defines its resource allocation?**

Faculty	Staff	Alumni	Students/Trainees
<b>Very Important</b>			
<b>1. Enhance academic excellence 83.0%</b>	<b>1. Enhance academic excellence 84.1%</b>	<b>1. Enhance academic excellence 92.3%</b>	<b>1. Enhance academic excellence 90.3%</b>
2. Generate revenue/funding 81.9%	2. Generate revenue/funding 78.7%	2. Attract top talent 82.9%	2. [tie] Attract top talent 62.1%
3. Attract top talent 77.4%	3. Deliver on missions 73.2%	3. Deliver on missions 71.5%	Deliver on missions 62.1%
4. Deliver on missions 71.9%	4. Attract top talent 72.9%	4. Generate revenue/funding 66.4%	3. Generate revenue/funding 52.1%
<b>Somewhat Important</b>			
			Generate revenue/funding 43.7%