

A photograph of a modern hospital hallway. Four surgeons in light blue scrubs and bouffant caps are walking away from the camera. The hallway has large windows on the left, white columns, and a grey tiled floor. In the background, there is a sign for "EMERGENCY" and a medical cart.

# CLINICAL FACULTY SURVEY

## SUMMARY OF RESULTS

### 2018

# METHODOLOGY

## Methodology

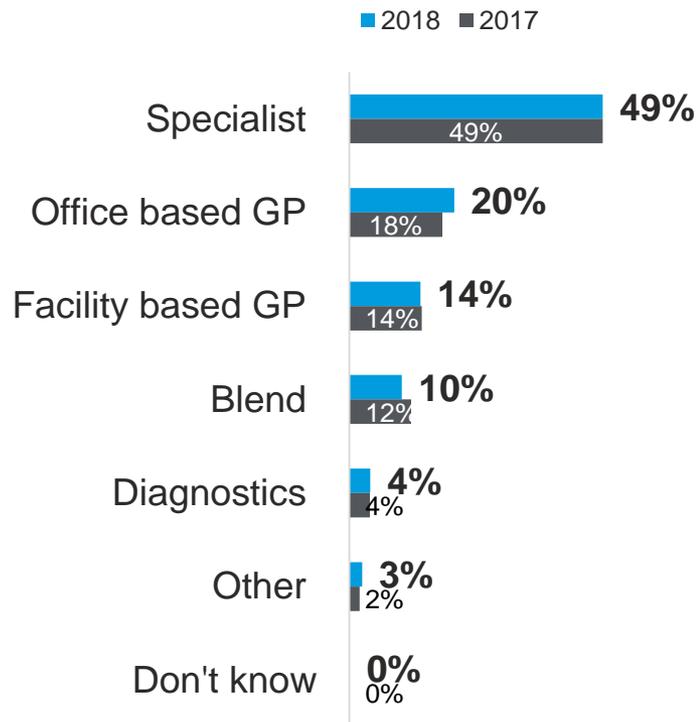
- Online survey invitations sent via email to 10,267 Doctors of BC members
- Survey completed by **1,291** Doctors of BC members who self-identified as current Clinical Faculty
- Response rate is **22%** of estimated 6,000 Clinical Faculty in BC
- The data is valid 19 times out of 20 within a margin of error of +/- 2.42
- The survey
  - Opened on Wednesday, November 14, 2018
  - Closed on Friday, December 7, 2018
- The survey was hosted and reported by



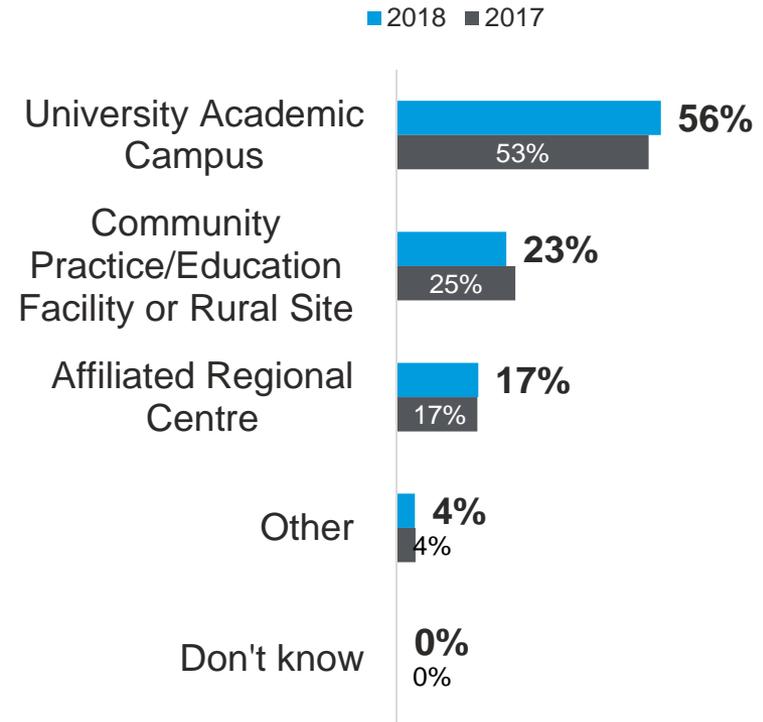
# SAMPLE PROFILE

# Sample Profile

## PRACTICE TYPE:



## PRACTICE LOCATION:



2. Which of the following best describes how you currently practice?

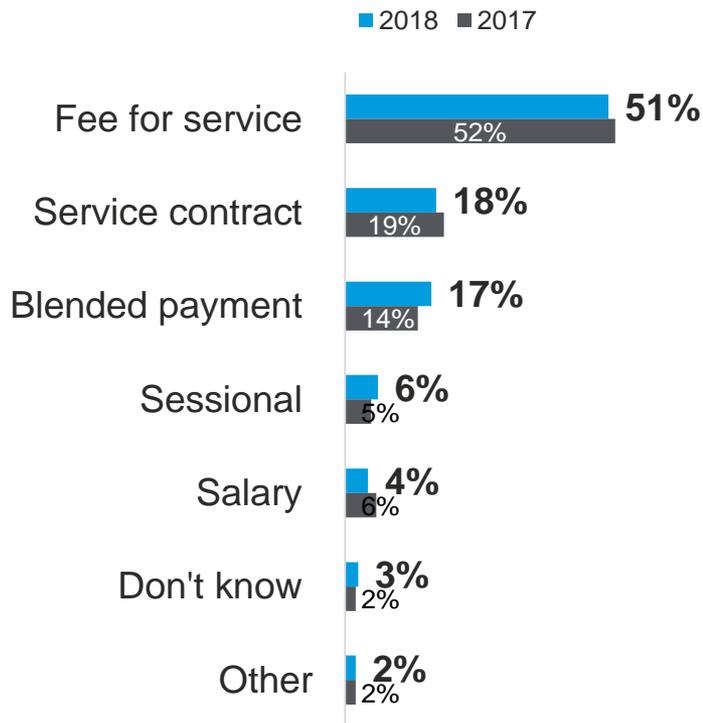
Base: All Clinical Faculty (n = 1,279)

3. Which of the following best describes where you provide clinical teaching services?

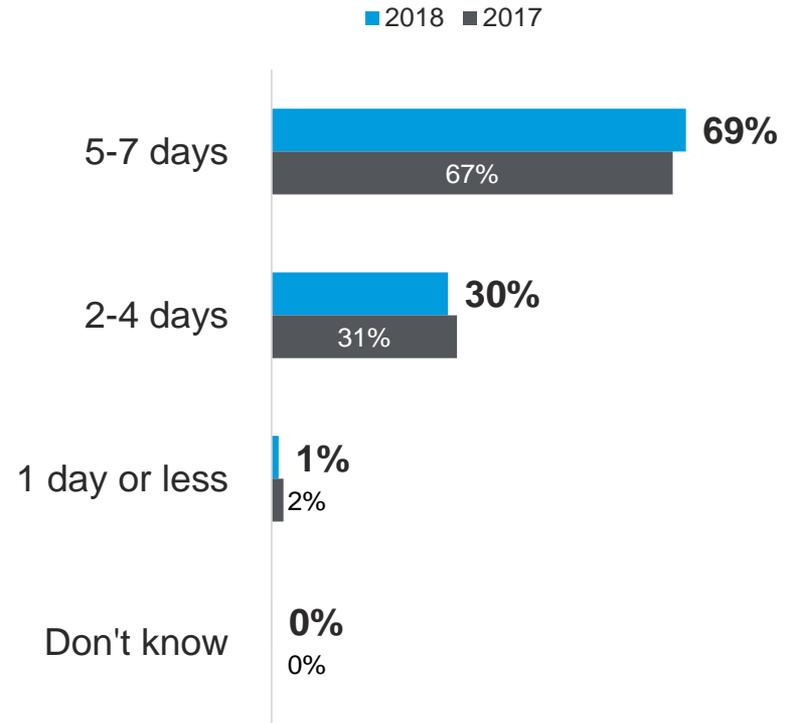
Base: All Clinical Faculty (n = 1,288)

# Sample Profile

## PAYMENT TYPE:



## DAYS WORK PER WEEK:



4. Which of the following best describes how you are currently paid for your clinical work?

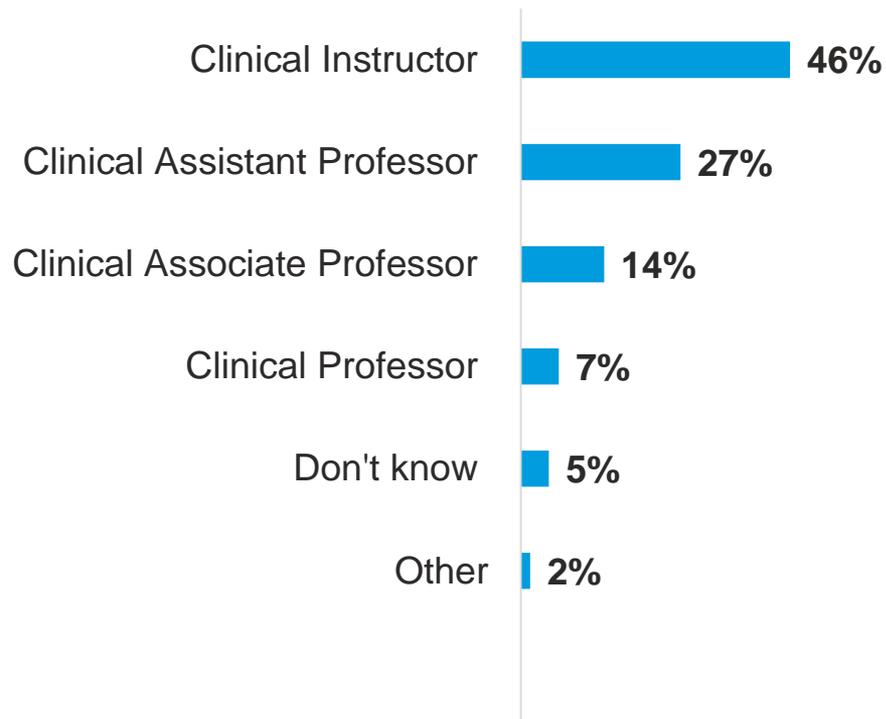
Base: All Clinical Faculty (n = 1,288)

5. How many days do you work as a physician in a typical week?

Base: All Clinical Faculty (n = 1,139)

# Sample Profile

## POSITION TYPE:

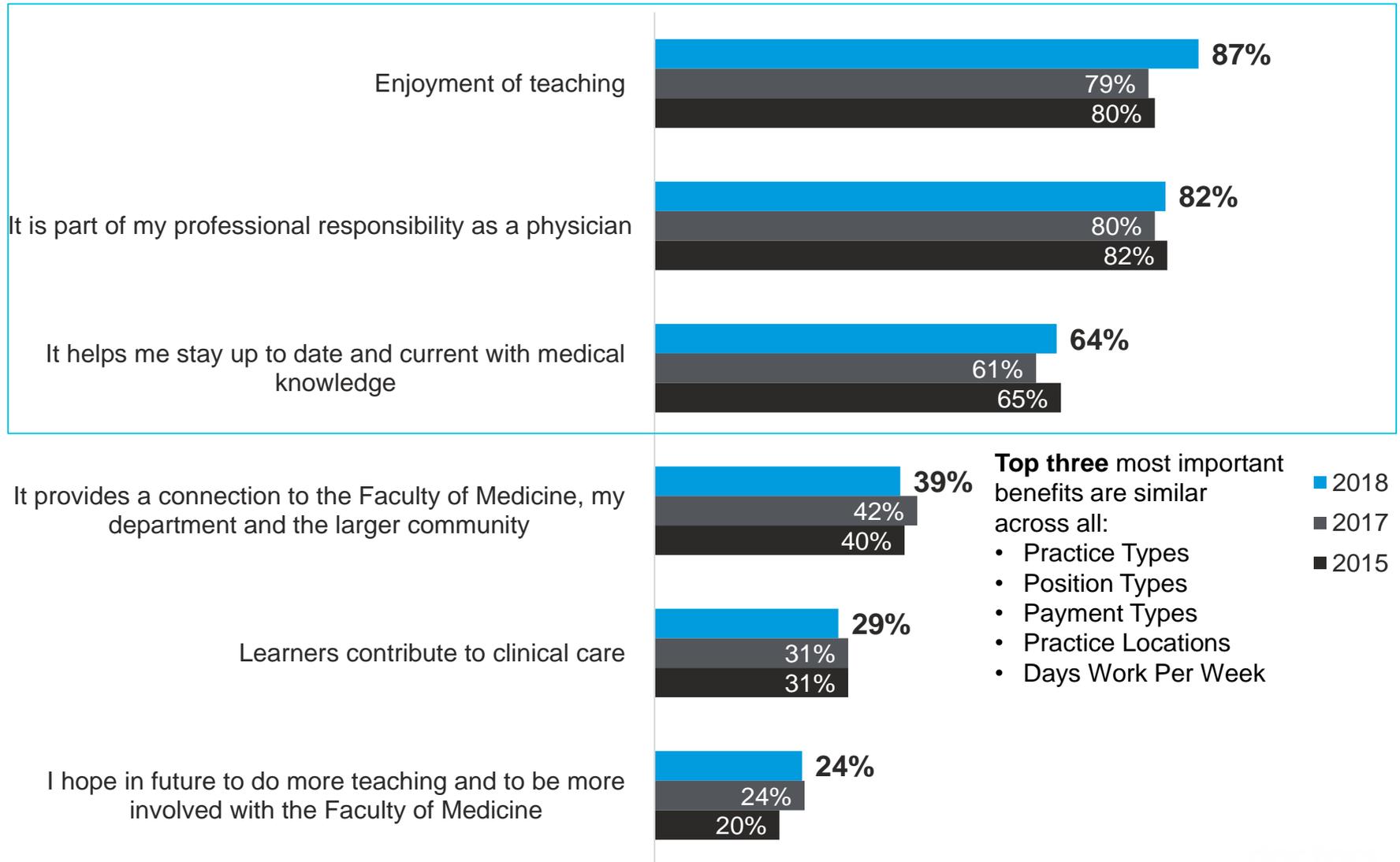


6. Which of the following best describes your Clinical Faculty position?

Base: All Clinical Faculty (n = 1,285)

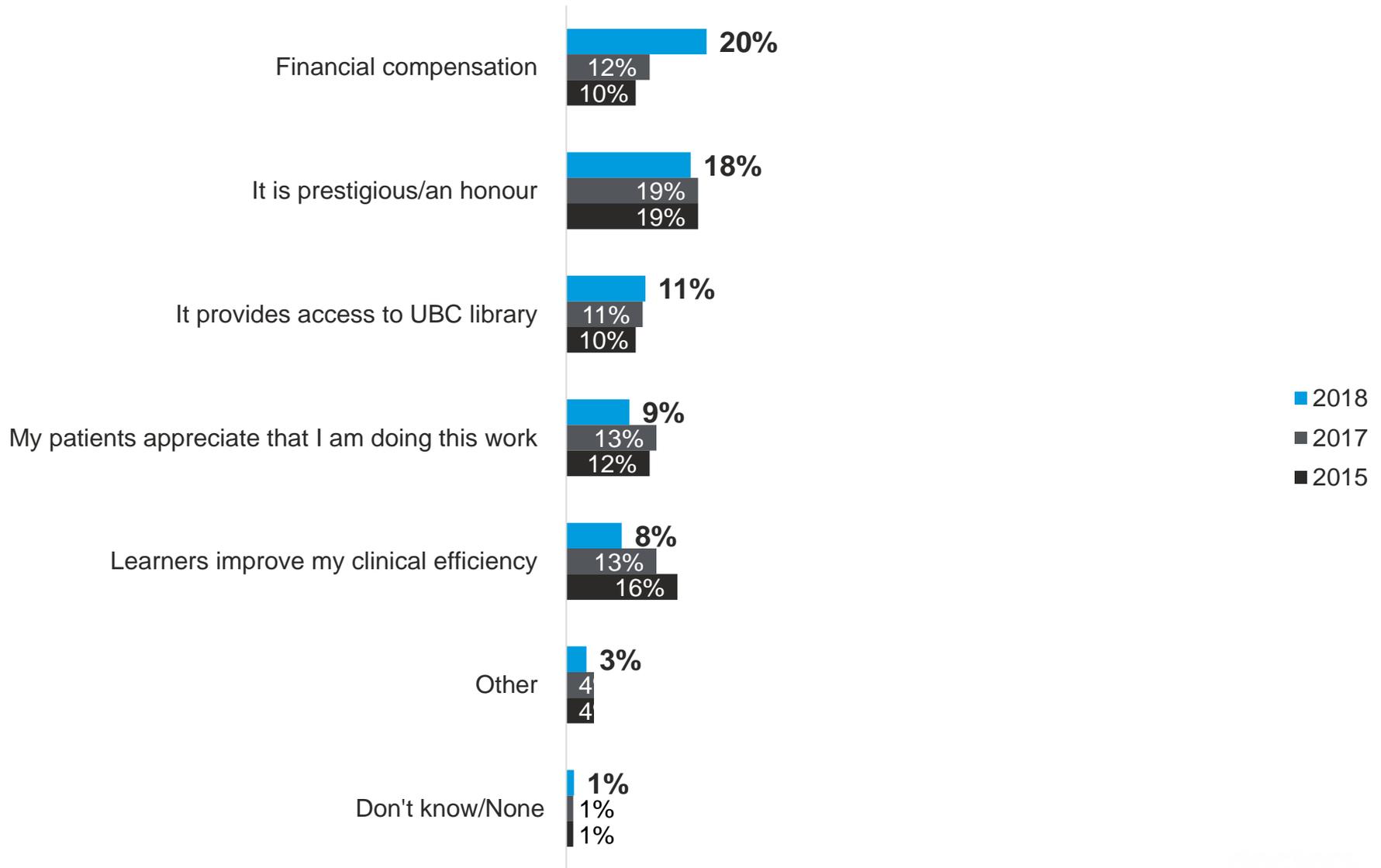
# OVERALL BENEFITS AND CHALLENGES

# Most Important Benefits for Clinical Faculty Work



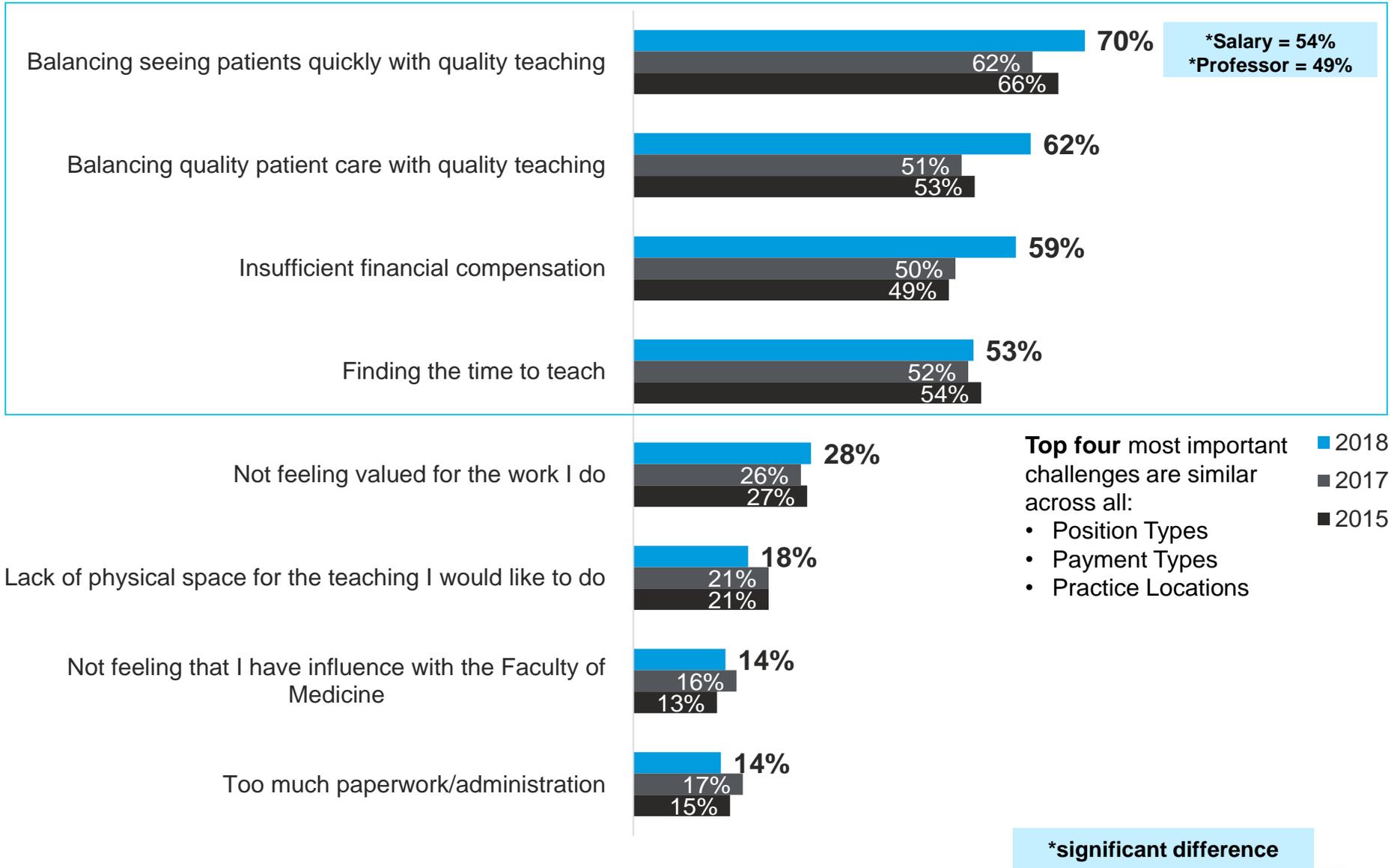
7. Which of the following (up to 5 items) are the most important benefits you receive for doing Clinical Faculty work? Select up to 5 items. Base: All Clinical Faculty (n = 1,289)

# Most Important Benefits for Clinical Faculty Work



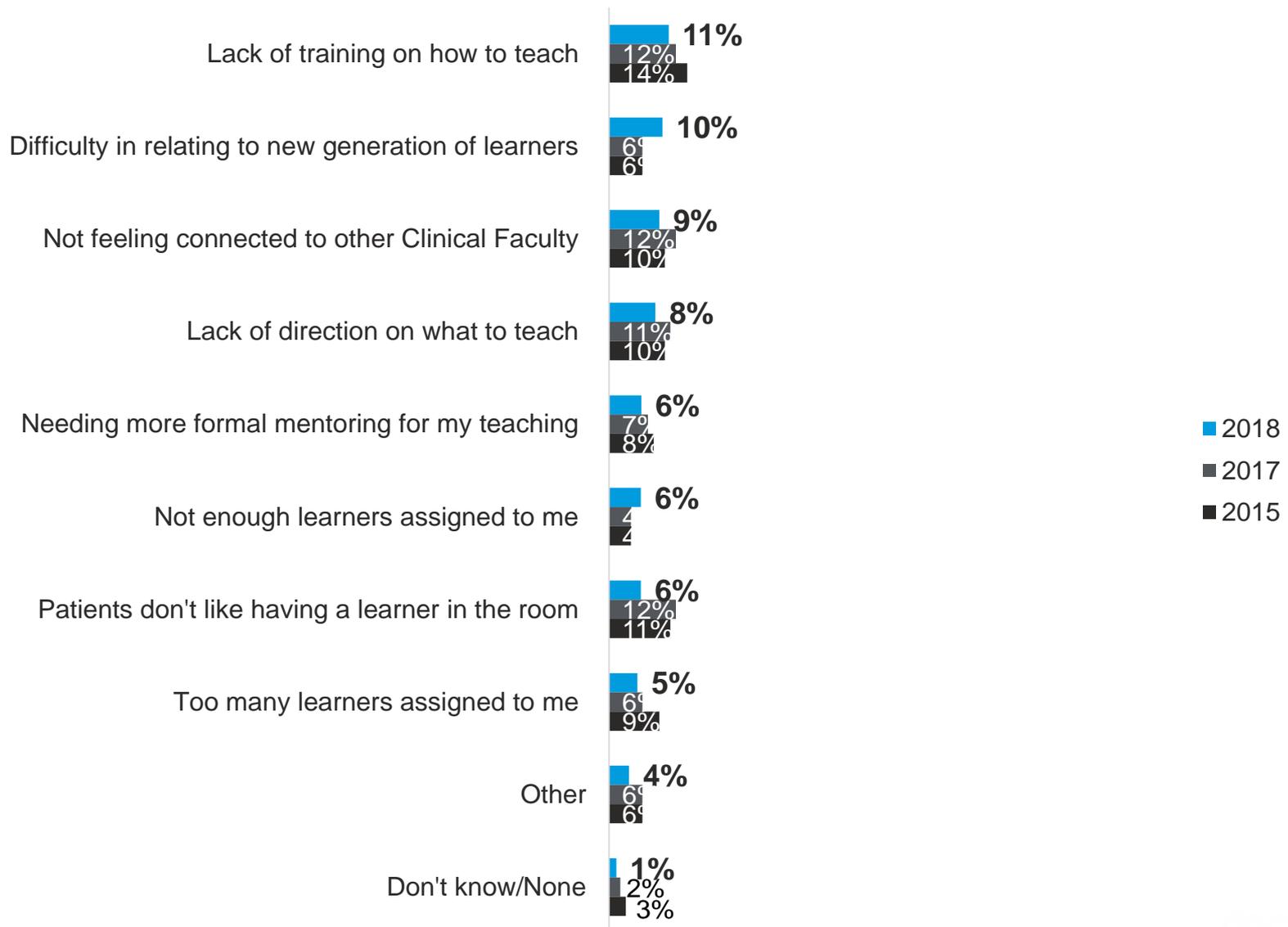
7. Which of the following (up to 5 items) are the most important benefits you receive for doing Clinical Faculty work? Select up to 5 items. Base: All Clinical Faculty (n = 1,289)

# Most Important Challenges Faced in Clinical Faculty Work



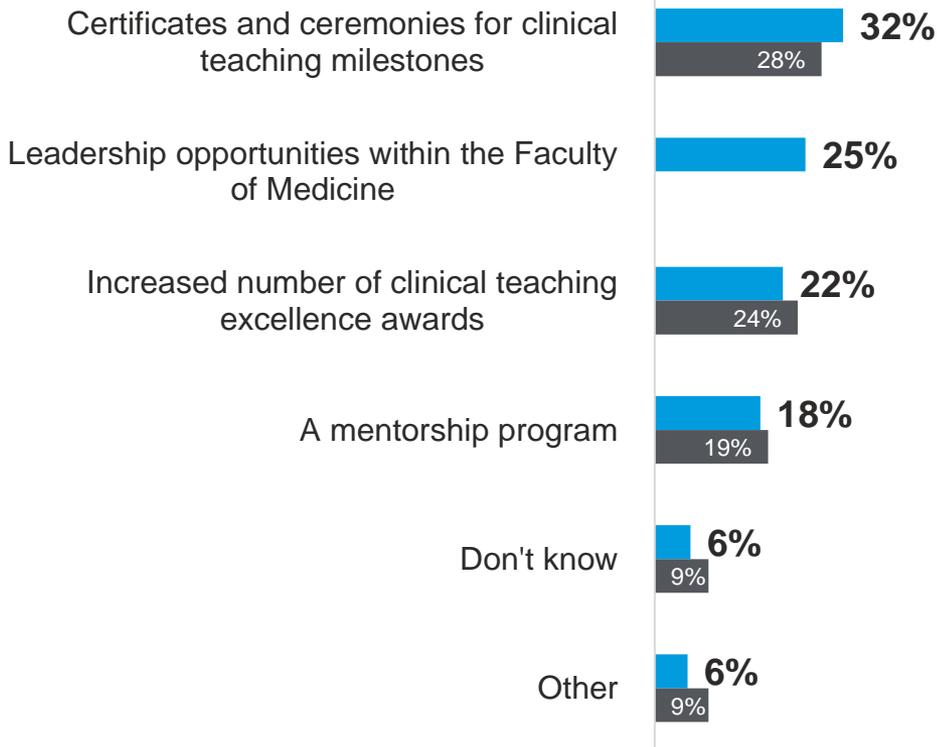
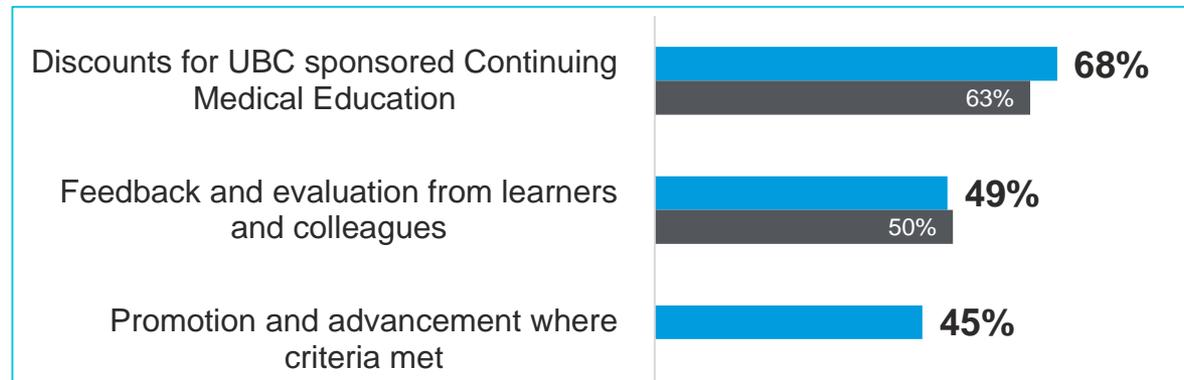
8. Which of the following (up to 5 items) are the most important challenges you face in your Clinical Faculty work? Select up to 5 items. Base: All Clinical Faculty (n = 1,284)

# Most Important Challenges Faced in Clinical Faculty Work



8. Which of the following (up to 5 items) are the most important challenges you face in your Clinical Faculty work?  
 Select up to 5 items. Base: All Clinical Faculty (n = 1,284)

# Improving Recognition Beyond Compensation



\*Office based GP = 80%  
 \*Specialist = 59%  
 \*Blend = 78%  
 \*Associate Professor = 58%  
 \*Professor = 54%

\*Professor = 39%

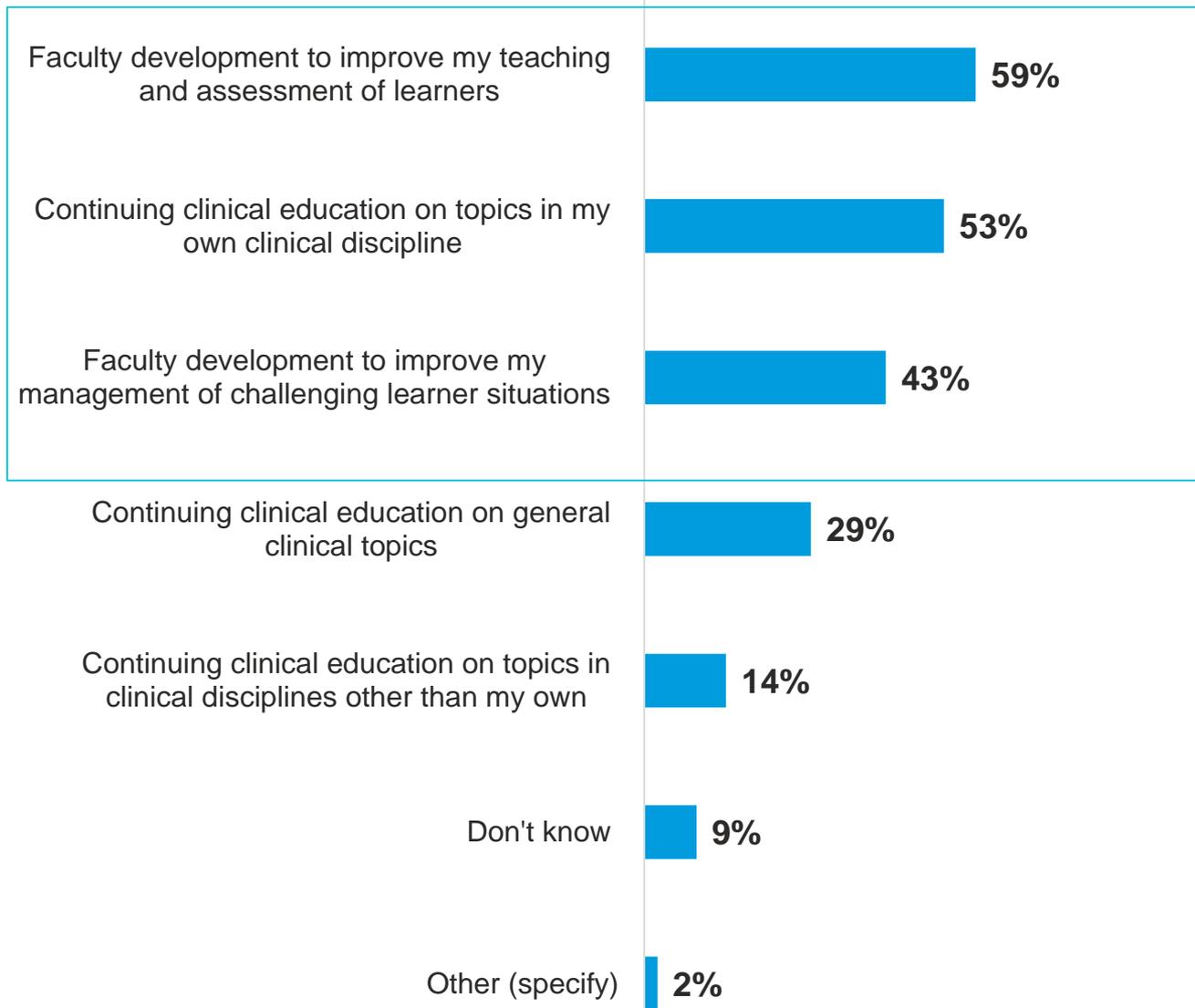
\*Facility based GP = 33%

■ 2018  
 ■ 2017

\*significant difference

12. Aside from compensation, how would you like to be recognized for your clinical teaching? Select all that apply. Base: All Clinical Faculty (n = 1,272)

# Improving Recognition Beyond Compensation



\*Diagnostics = 67%  
 \*Professor = 50%  
 \*Salary = 66%  
 \*Sessional = 79%

\*Diagnostics = 63%  
 \*Professor = 41%  
 \*Salary = 46%

\*Diagnostics = 31%  
 \*Assistant Professor = 49%  
 \*Professor = 35%  
 \*Sessional = 52%

**\*significant difference**

13. If UBC could offer more learning opportunities for Clinical Faculty members which would you prefer: Select all that apply. Base: All Clinical Faculty (n = 1,243)

# Supports to improve teaching experience

## Consistent themes across all categories of faculty

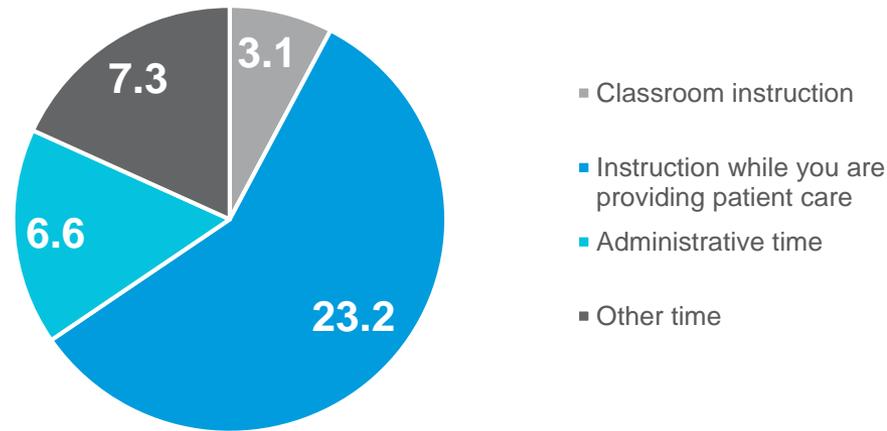
- Rate of compensation
- Activity based compensation
- Opportunity cost compensations
- Access to compensations
- Work flow support – tracking, scheduling and expectations
- Clear and consistent learning deliverables
- Support for learning – best practices and teaching skill development
- Limited time or access to gain support or deal with process expectations
- Would like recognition of role and duration of teaching commitment
  - Would like easy to understand and access pathway for advancement
- Strong desire for relevant, timely and fair feedback from faculty and students

*What kind of supports can UBC provide to Clinical Faculty to improve their teaching experience?*

Base: All Clinical Faculty (n = 525)

# PROFILE OF CLINICAL FACULTY WORK

# Mean Hours per Month Spent on Clinical Faculty Tasks



Task	2015	2017	2018	Shift
Classroom instruction	1.4	1.5	3.1	+1.6
Instruction while you are providing patient care	23.5	21.4	23.2	+1.8
Administrative time	5.1	5.0	6.6	+1.6
Other time	3.0	2.1	7.3	+5.2
<b>TOTAL</b>	<b>33.1</b>	<b>30.0</b>	<b>40.2</b>	<b>+10.2</b>

How many hours in a typical month do you estimate that you spend on each of the following Clinical Faculty tasks?

15. Classroom instruction - Base: All Clinical Faculty (n = 521)

16. Instruction while you are providing patient care - Base: All Clinical Faculty (n = 1,138)

17. Administrative time - Base: All Clinical Faculty (n = 869)

18. Other time - Base: All Clinical Faculty (n = 198)

# Mean Hours per Month Spent on Clinical Faculty Tasks

Task	Office based GP	Facility based GP	Specialist	Diagnostics	Blend
Classroom instruction	3.9	3.5	2.7	2.6	4.4
Instruction while you are providing patient care	18.2	28.0	25.8	17.4	18.1
Administrative time	5.5	6.6	6.9	7.2	6.5
Other time	7.6	4.7	8.7	4.8	3.9
<b>TOTAL</b>	<b>35.2</b>	<b>42.8</b>	<b>44.1</b>	<b>32.0</b>	<b>32.9</b>

Task	Fee for service	Service contract	Salary	Sessional	Blended payment
Classroom instruction	3.1	3.1	2.0	4.1	3.4
Instruction while you are providing patient care	25.0	24.4	23.0	18.5	20.0
Administrative time	6.2	7.5	10.9	6.1	6.4
Other time	8.0	6.1	15.6	4.7	5.3
<b>TOTAL</b>	<b>42.3</b>	<b>41.1</b>	<b>51.50</b>	<b>33.4</b>	<b>35.1</b>

*How many hours in a typical month do you estimate that you spend on each of the following Clinical Faculty tasks?*

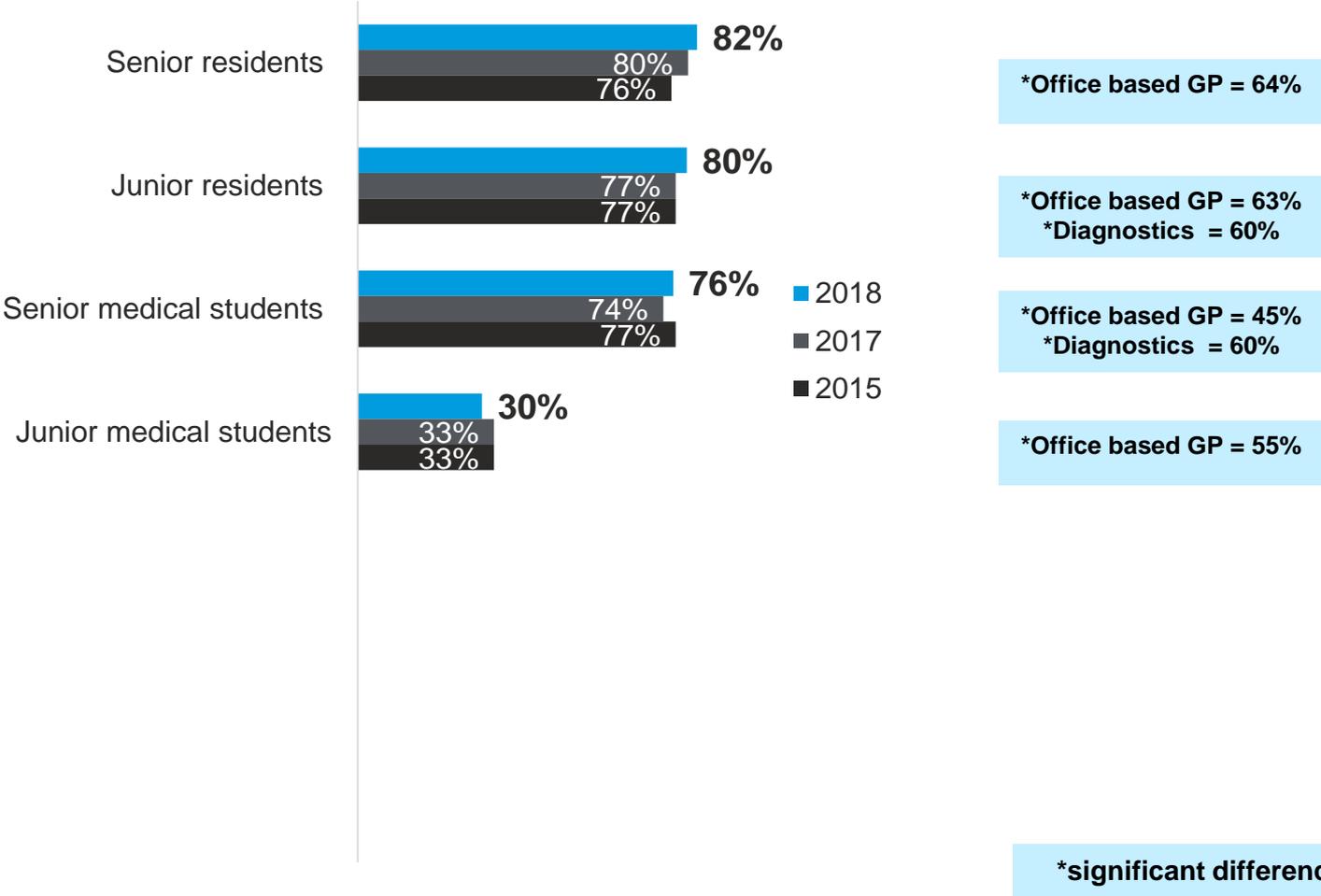
15. Classroom instruction - Base: All Clinical Faculty (n = 521)

16. Instruction while you are providing patient care - Base: All Clinical Faculty (n = 1,138)

17. Administrative time - Base: All Clinical Faculty (n = 869)

18. Other time - Base: All Clinical Faculty (n = 198)

# Students and Residents Instructed

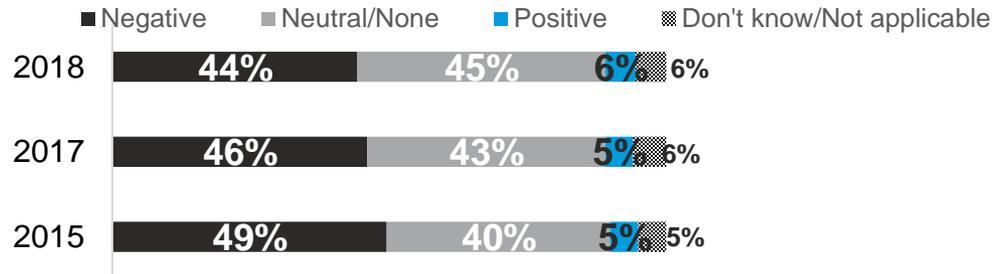


20. Which of the following do you instruct while providing patient care? Select all that apply. Select all that apply. Base: Provide instruction during patient care (n = 877)

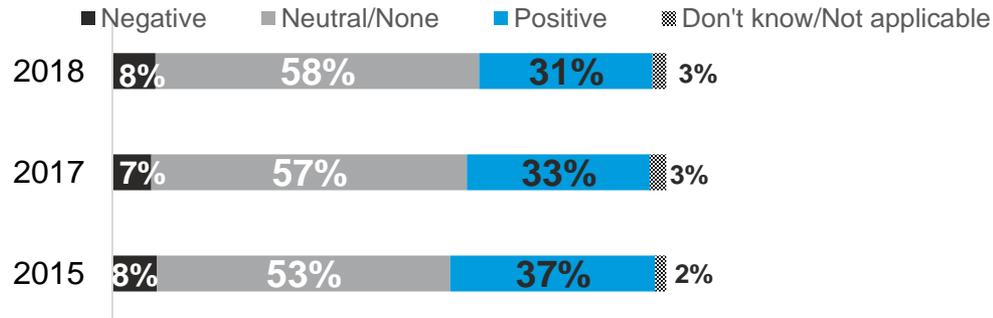
# IMPACTS OF TEACHING

# Impact of Clinical Faculty Work - Trends

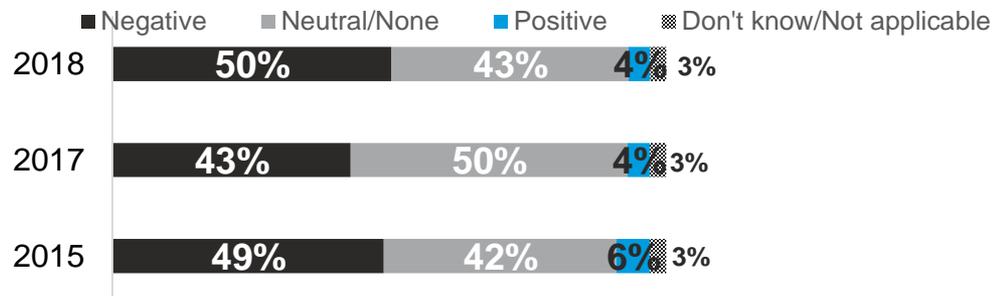
## On patient wait-times



## On the quality of patient care



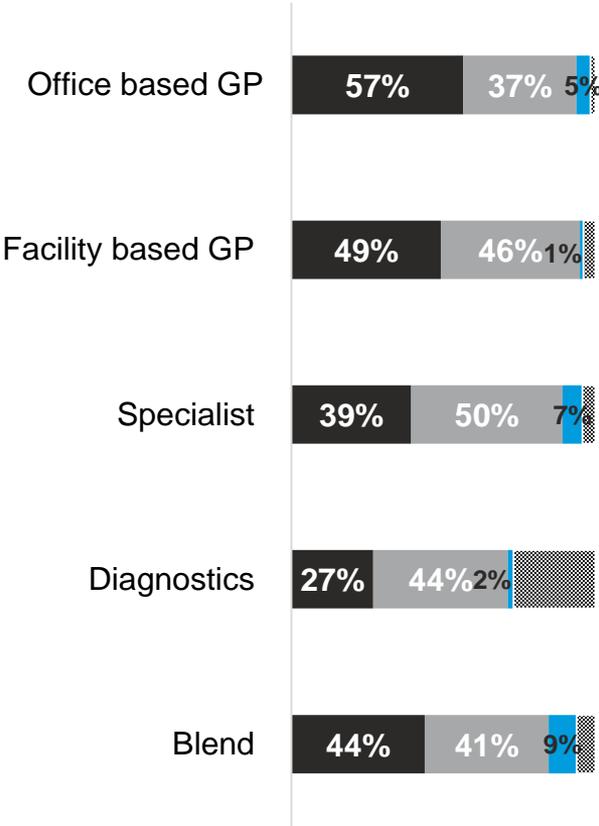
## On you financially



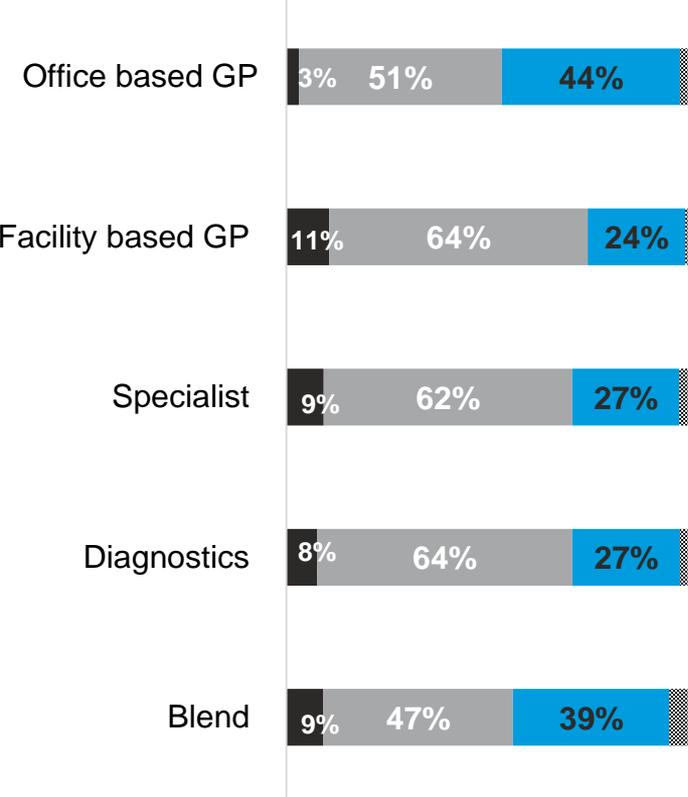
# Impact of Clinical Faculty Work

On patient wait-times

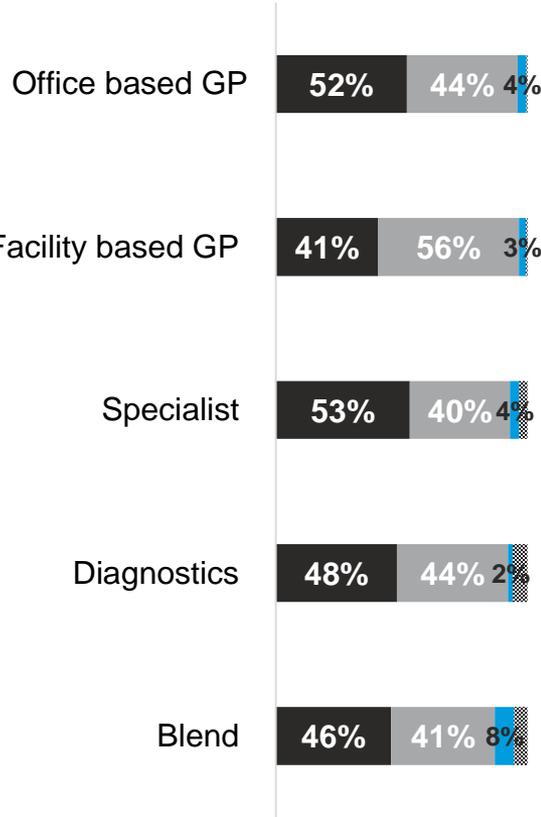
■ Negative ■ Neutral/None ■ Positive ■ Don't know/ NA



On the quality of patient care



On you financially



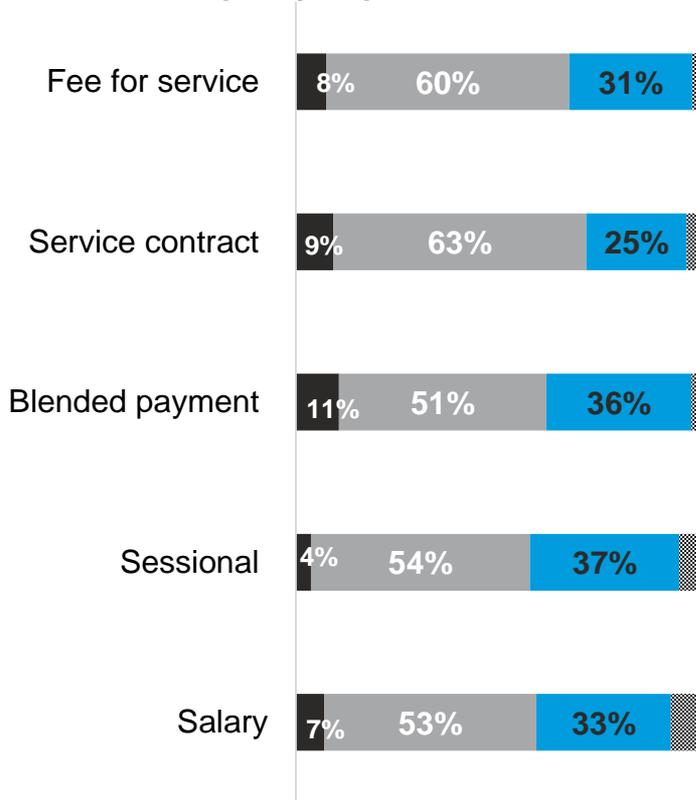
# Impact of Clinical Faculty Work

On patient wait-times

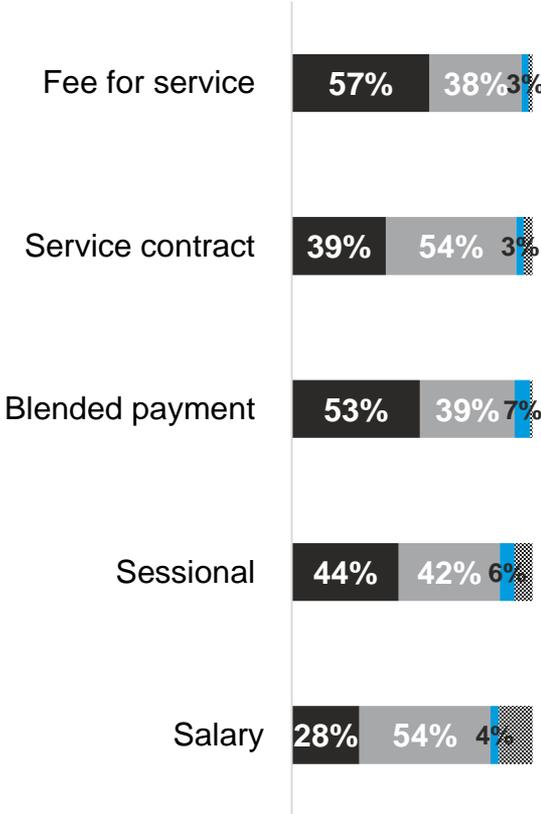
■ Negative ■ Neutral/None ■ Positive ■ Don't know/ NA



On the quality of patient care

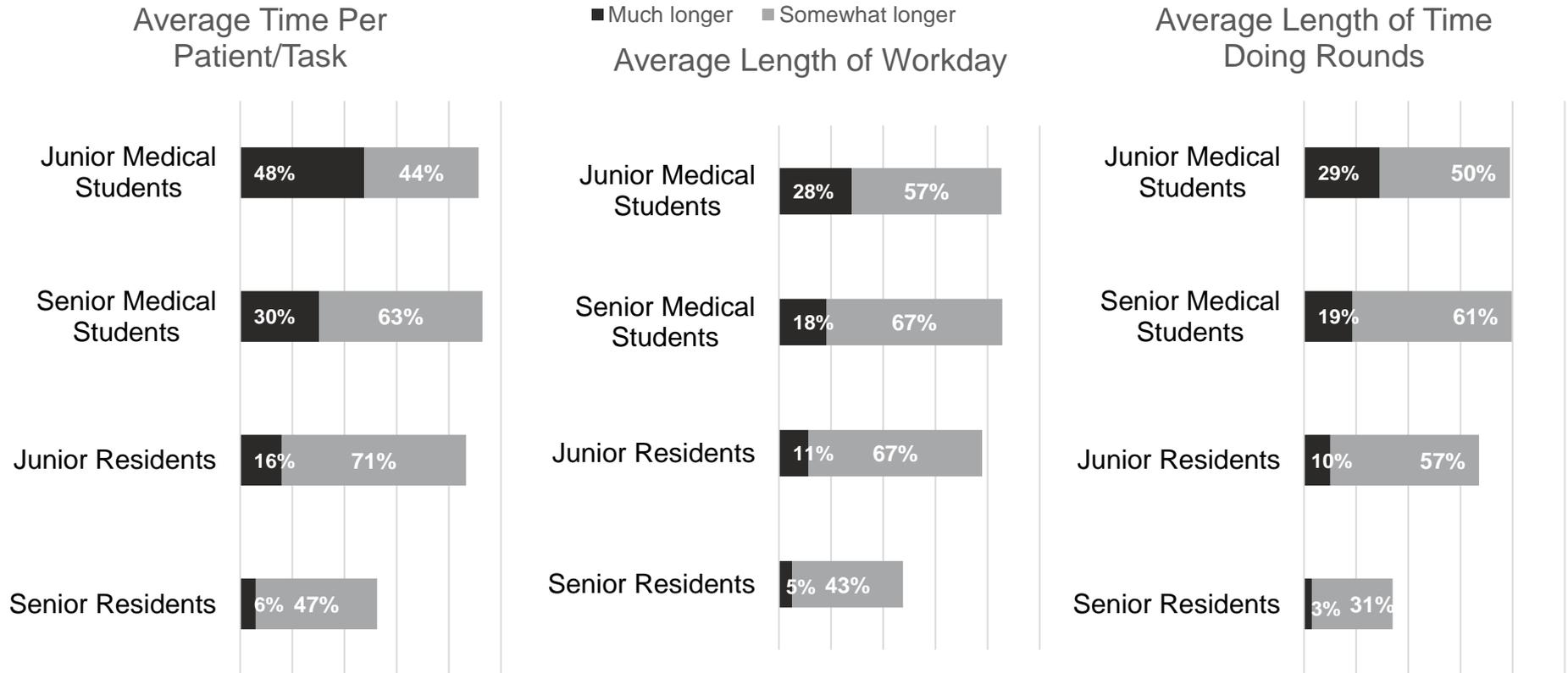


On you financially



# Time Impact of Providing Instruction During Patient Care

## % Much/Somewhat Longer



**Please note: "Don't know/Not applicable" have been removed.**

Question #: 21 -32 Base: All respondents (n = 412 – 740 per)

What is the time impact of providing instruction for each of the following?

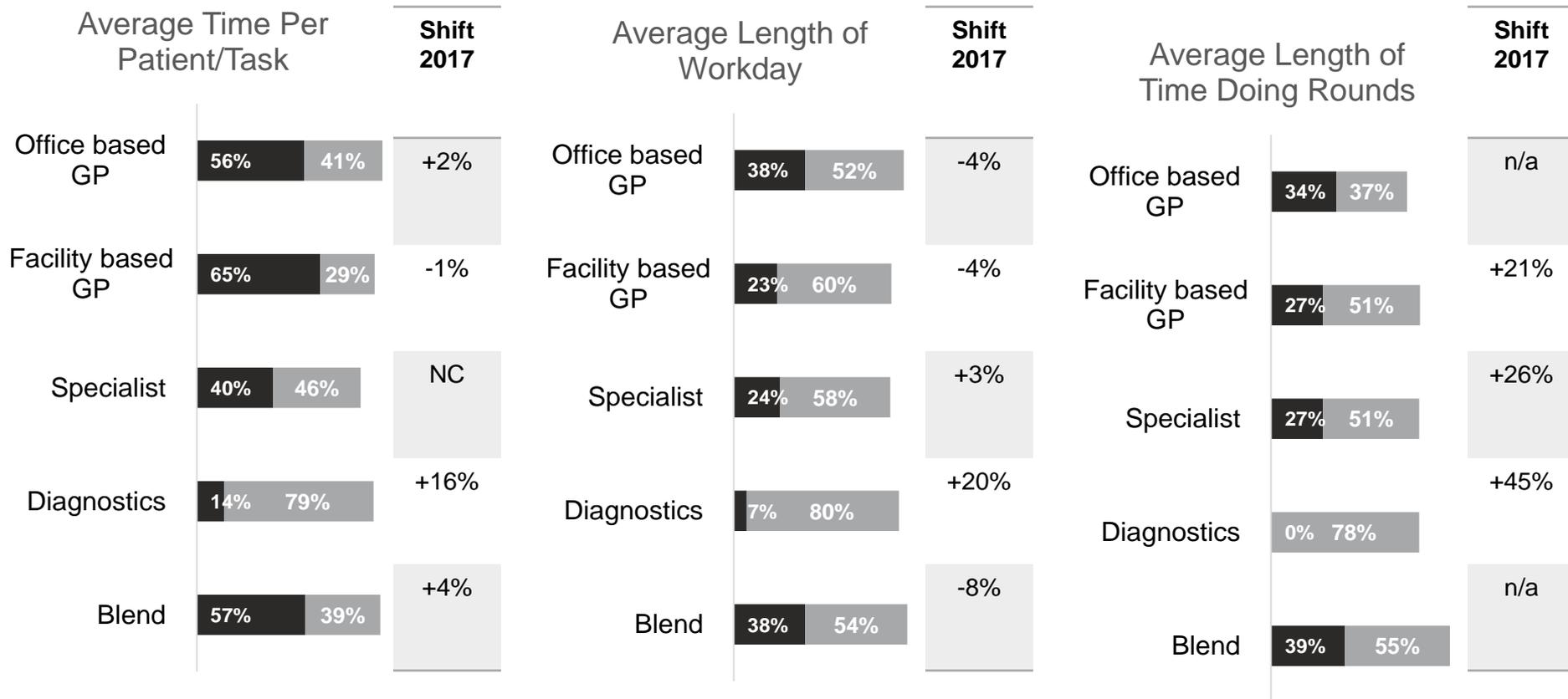
Average time per patient, procedure and/or surgery

Average length of your work day

Average length of time doing rounds

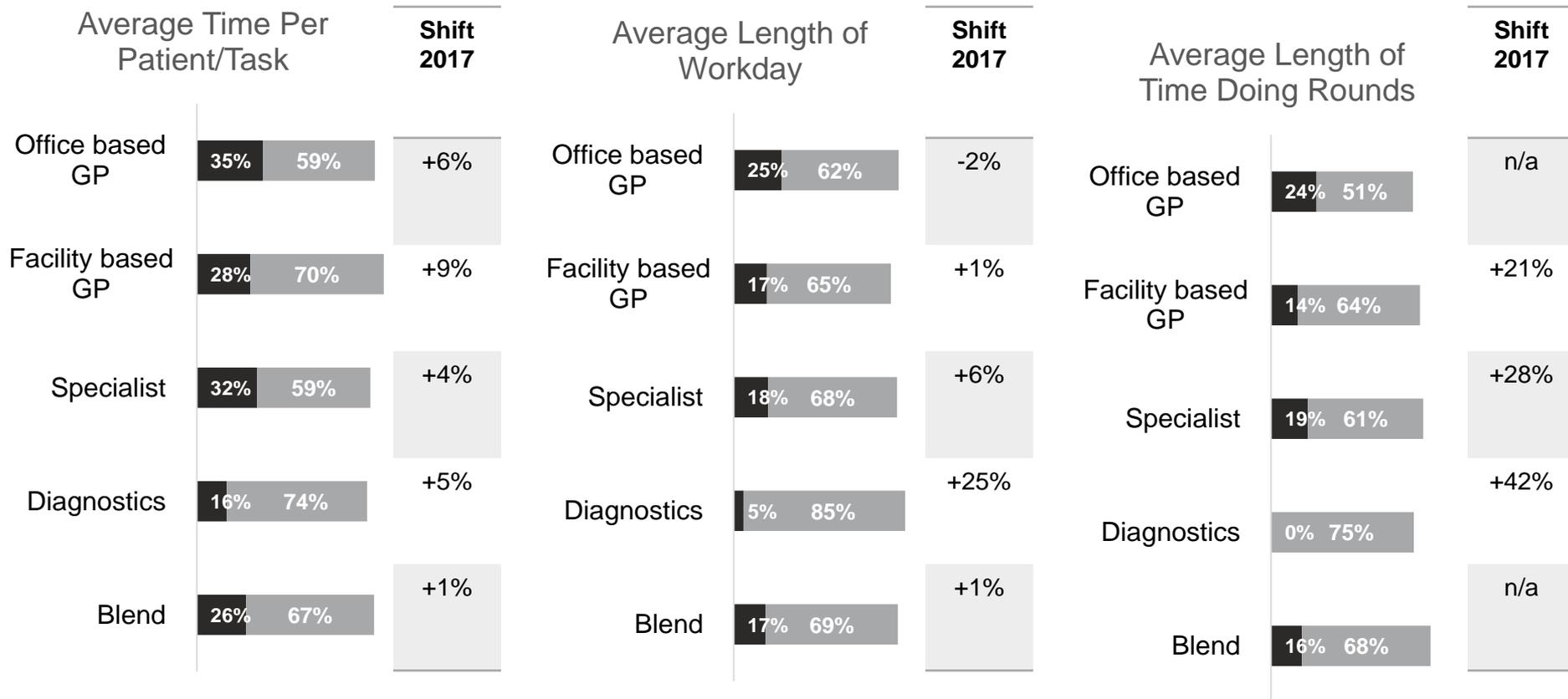
# Time Impact of Providing Instruction During Patient Care

## % Much/Somewhat Longer - Junior Medical Students Trends



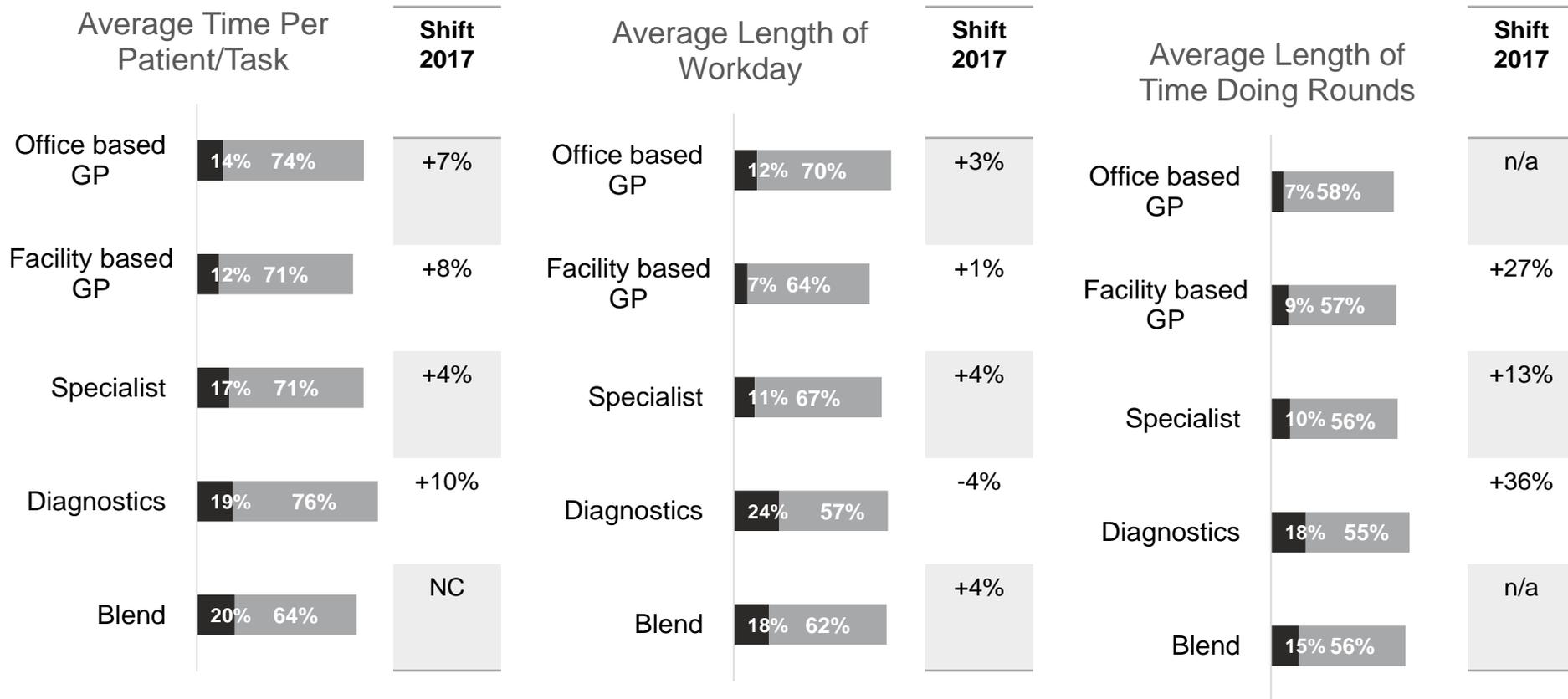
# Time Impact of Providing Instruction During Patient Care

## % Much/Somewhat Longer - Senior Medical Students Trends



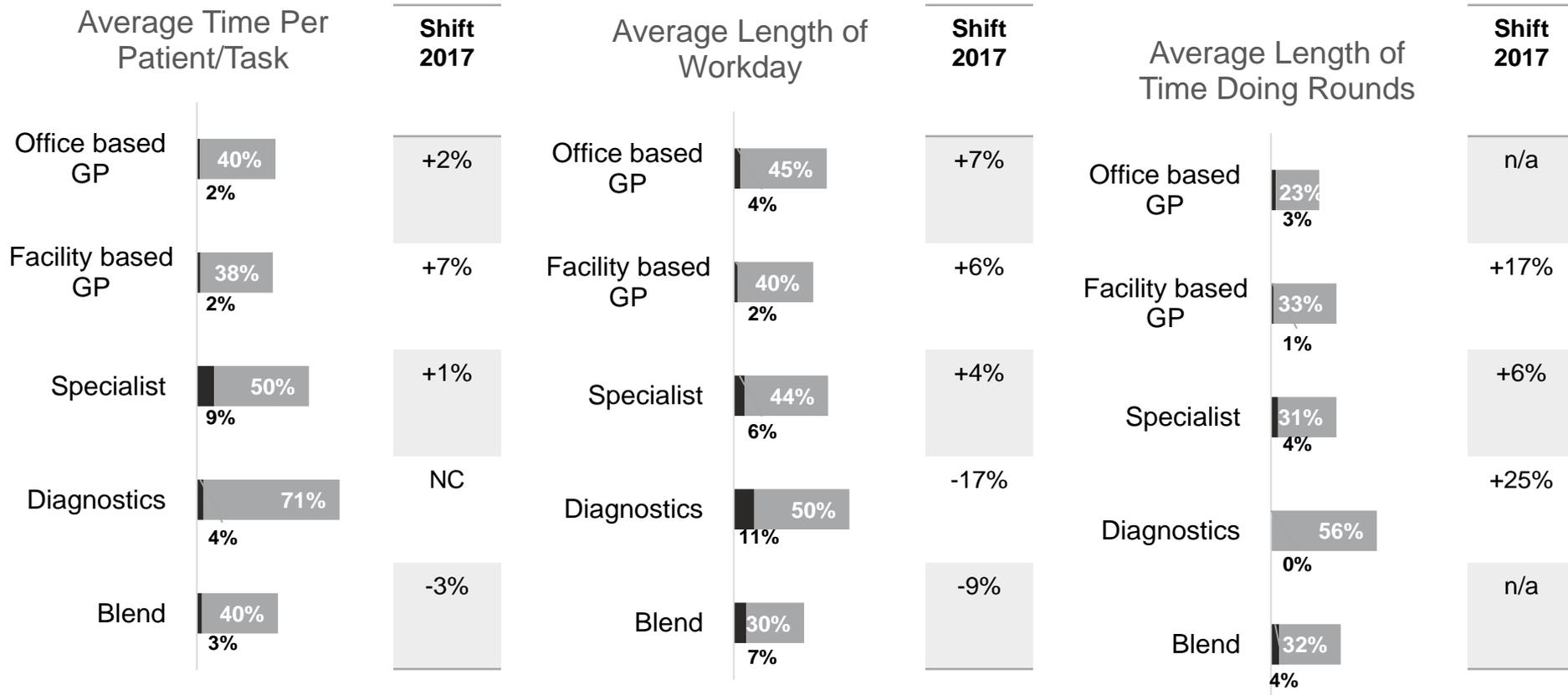
# Time Impact of Providing Instruction During Patient Care

## % Much/Somewhat Longer - Junior Residents Trends



# Time Impact of Providing Instruction During Patient Care

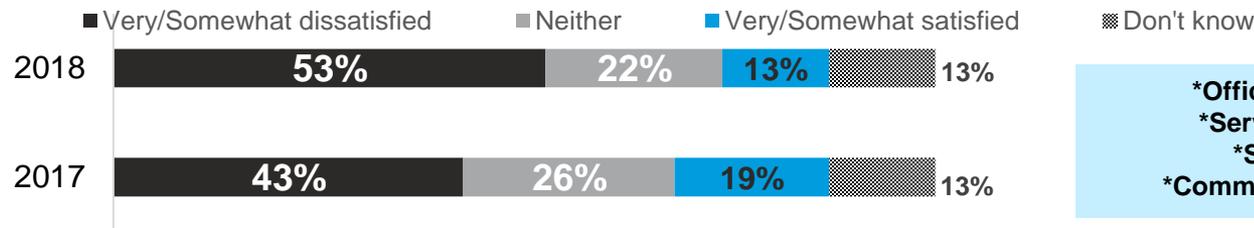
## % Much/Somewhat Longer - Senior Residents Trends



# SATISFACTION WITH CURRENT COMPENSATION

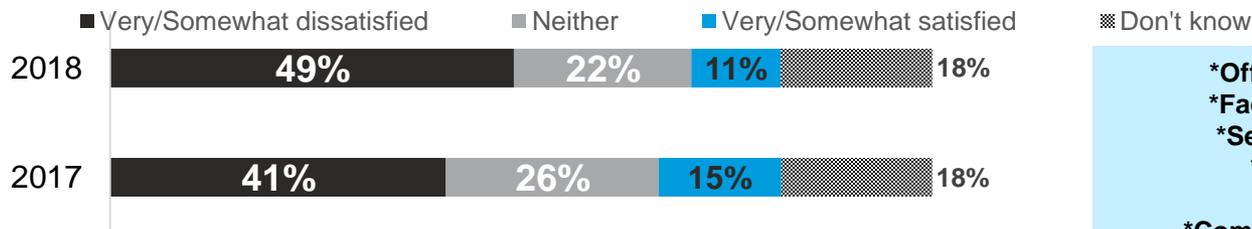
# Satisfaction with Compensation for Teaching in MD Undergraduate Program - Trends

## Overall satisfaction with current compensation



\*Office based GP = 19%  
 \*Service contract = 8%  
 \*Sessional = 19%  
 \*Community Practice = 19%

## Satisfaction with fairness of compensation



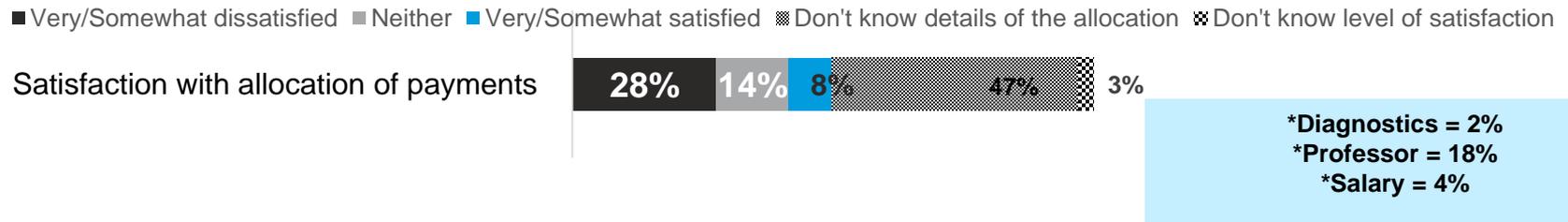
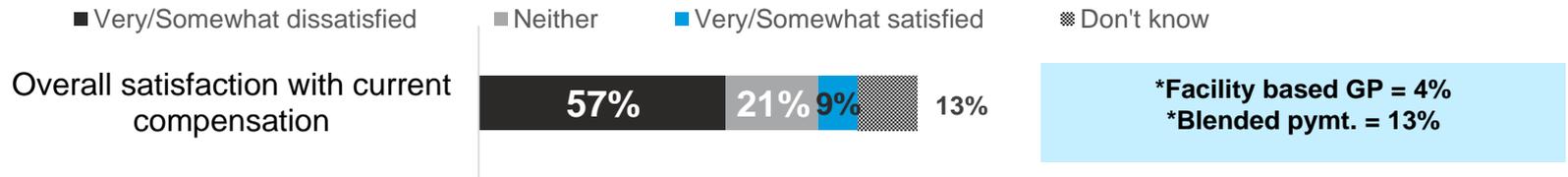
\*Office based GP = 16%  
 \*Facility based GP = 7%  
 \*Service contract = 7%  
 \*Sessional = 16%  
 \*Salary = 7%  
 \*Community Practice = 15%

33. Overall, how satisfied are you with your current compensation for Undergraduate Clinical Faculty work?  
 Base: All respondents (n = 1,221)

34. In particular, how satisfied are you with the fairness of the current compensation for Undergraduate Clinical Faculty work (i.e. the fairness of the valuation of the different tasks and activities)?  
 Base: All respondents (n = 1,230)

**\*significant difference**

# Satisfaction with Compensation for Teaching in MD Postgraduate Program



35. Overall, how satisfied are you with your current compensation for Postgraduate Clinical Faculty work?  
Base: All respondents (n = 1,180)

37. Are you satisfied with the allocation of your Department/Division's Postgraduate teaching payments?  
Base: All respondents (n = 1,255)

\*significant difference

# Satisfaction with Compensation for Teaching in MD Postgraduate Program –

## Satisfied With the Allocation Payments

“Don't know details of the allocation” Profile (47%)

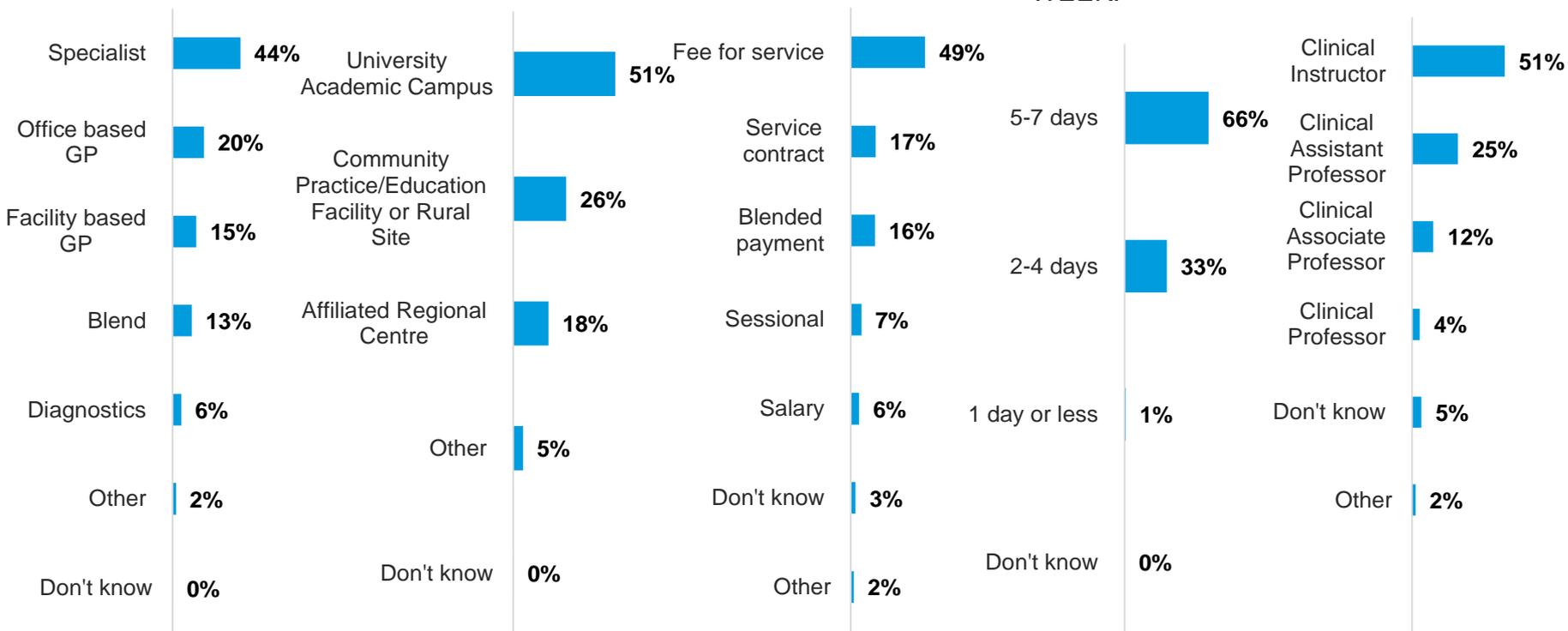
PRACTICE TYPE:

PRACTICE LOCATION:

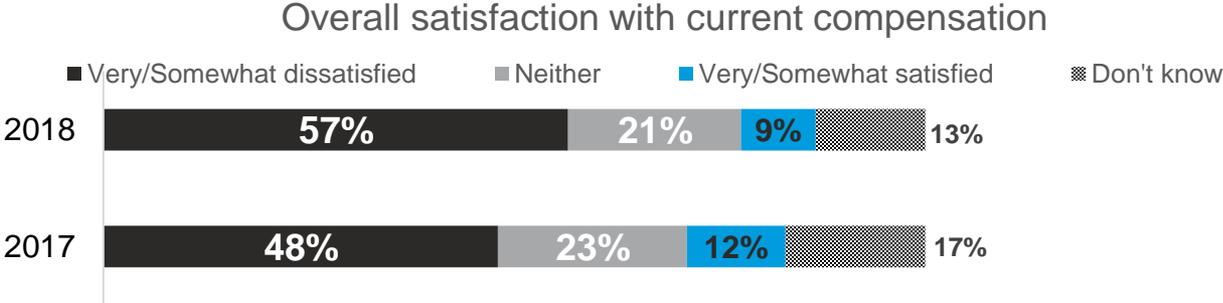
PAYMENT TYPE:

DAYS WORK PER WEEK:

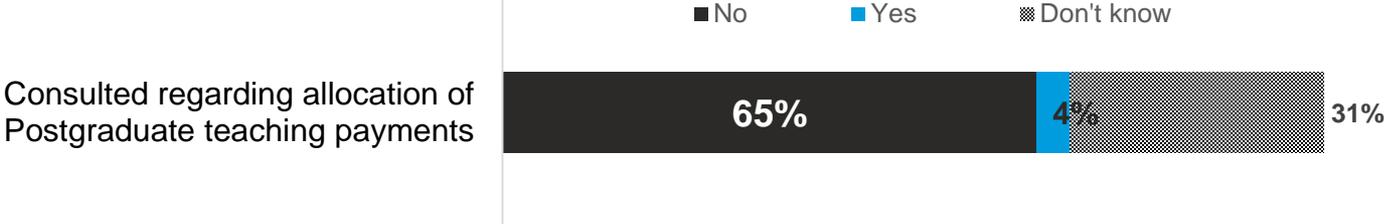
POSITION TYPE:



# Satisfaction with Compensation for Teaching in MD Postgraduate Program - Trends



# Consulted by your Department/Division's CTSA&A Committee

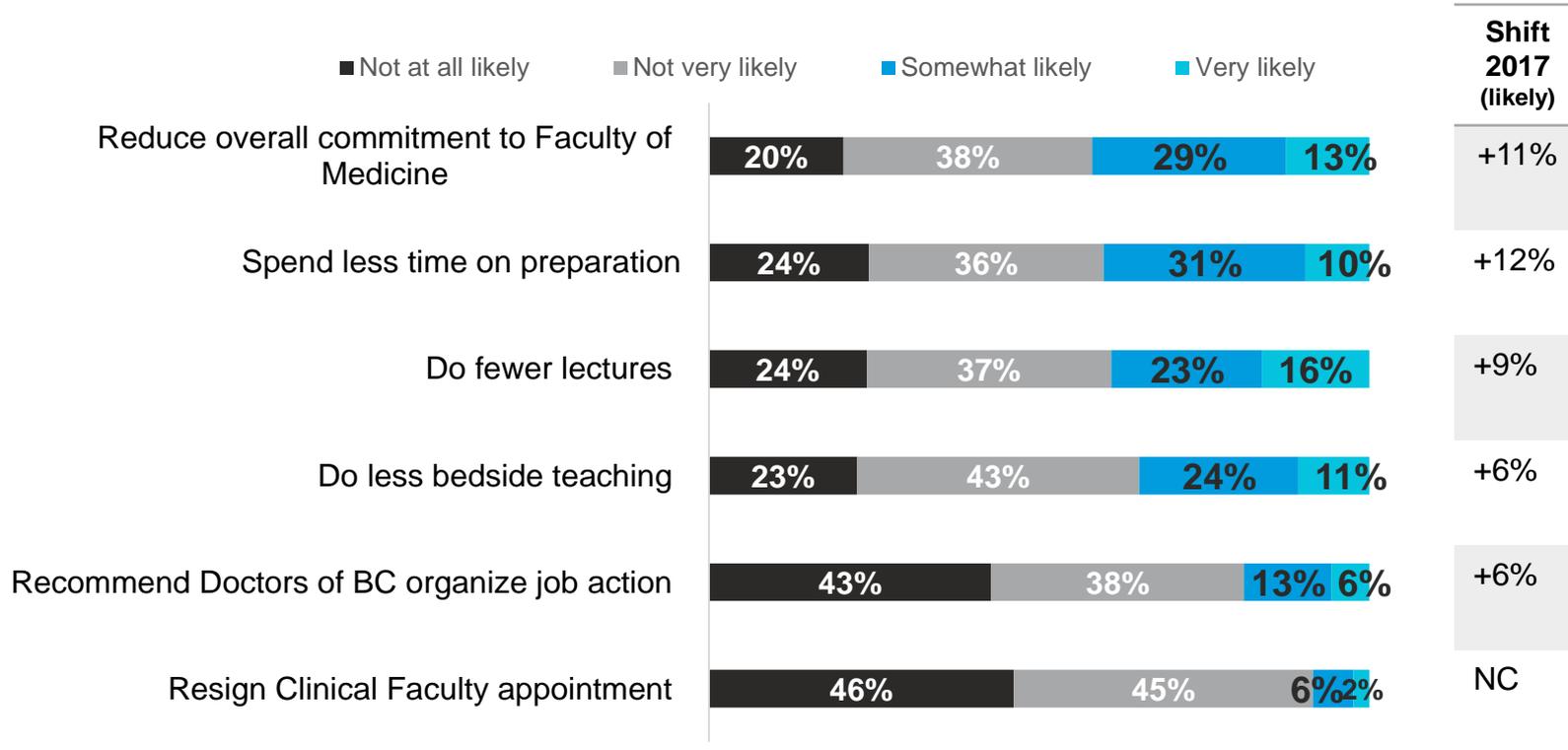


36. Are you consulted by your Department/Division's Clinical Teaching Support Allocation and Accountability (CTSA&A) Committee regarding the allocation of Postgraduate teaching payments? (The CTSA&A Committee of each department is responsible for determining the department's distribution of funding for clinical teaching with patient care).  
Base: All respondents (n = 1,209)

# TAKING ACTION

# Likelihood of Taking Action if Compensation Concerns Not Addressed

**57% of Clinical Faculty are likely to take one of the 6 actions**



*If your concerns about compensation for teaching are not addressed in the next year, how likely would you be to take any of the following actions?*

38. *Do fewer lectures* - Base: All respondents (n = 1,176)

39. *Do less bedside teaching* - Base: All respondents (n = 1,214)

40. *Recommend that Doctors of BC organize job action* - Base: All respondents (n = 1,213)

41. *Reduce my overall commitment to the Faculty of Medicine* - Base: All respondents (n = 1,240)

42. *Resign my Clinical Faculty appointment* - Base: All respondents (n = 1,224)

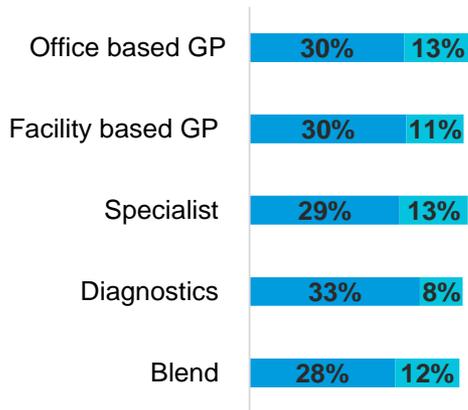
43. *Spend less time on preparation* - Base: All respondents (n = 1,221)

# Likelihood of Taking Action if Compensation Concerns Not Addressed

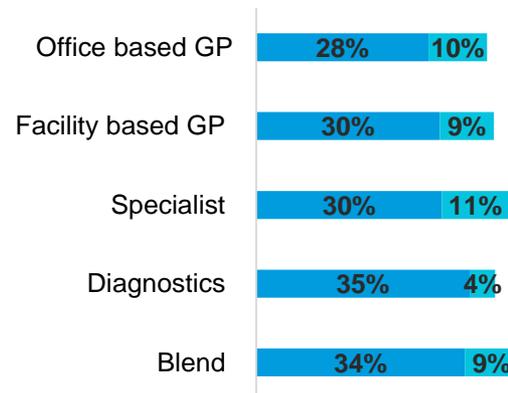
## % Very/Somewhat Likely

■ Somewhat likely ■ Very likely

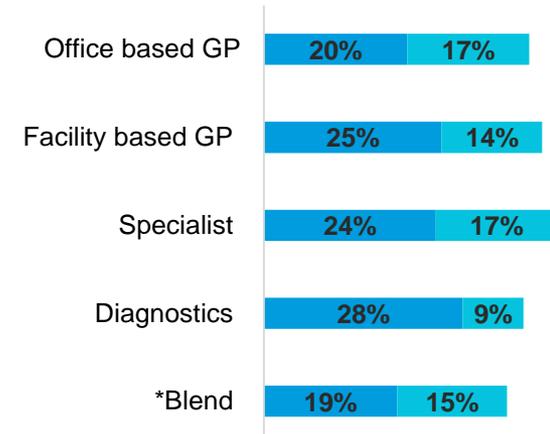
Reduce my overall commitment to the Faculty of Medicine



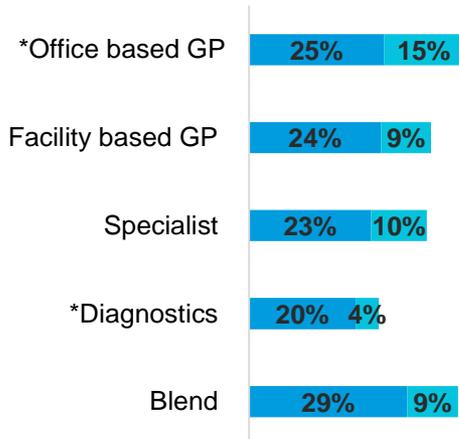
Spend less time on preparation



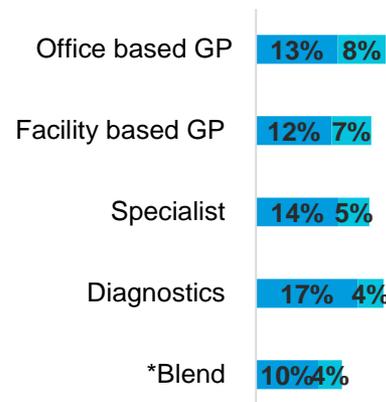
Do fewer lectures



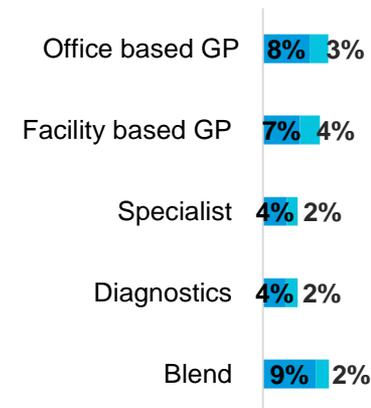
Do less bedside teaching



Recommend that Doctors of BC organize job action

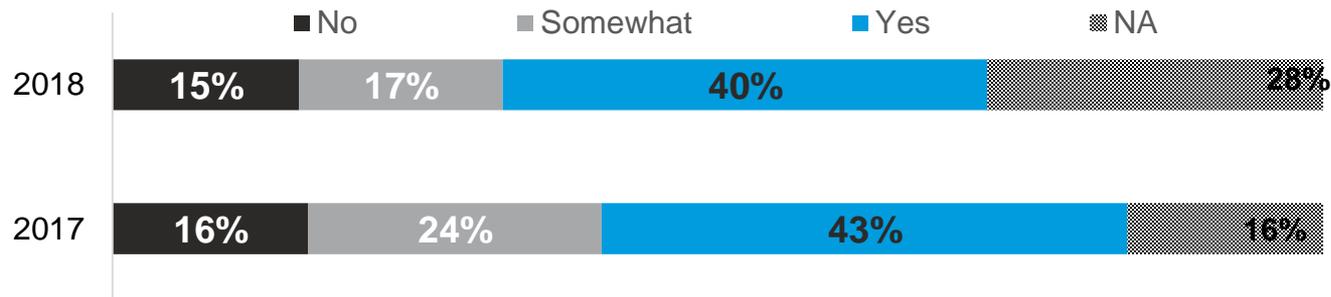


Resign my Clinical Faculty appointment



# Increasing Clinical Workload Impacting Time Available to Teach Effectively

Workload putting pressure on time to teach

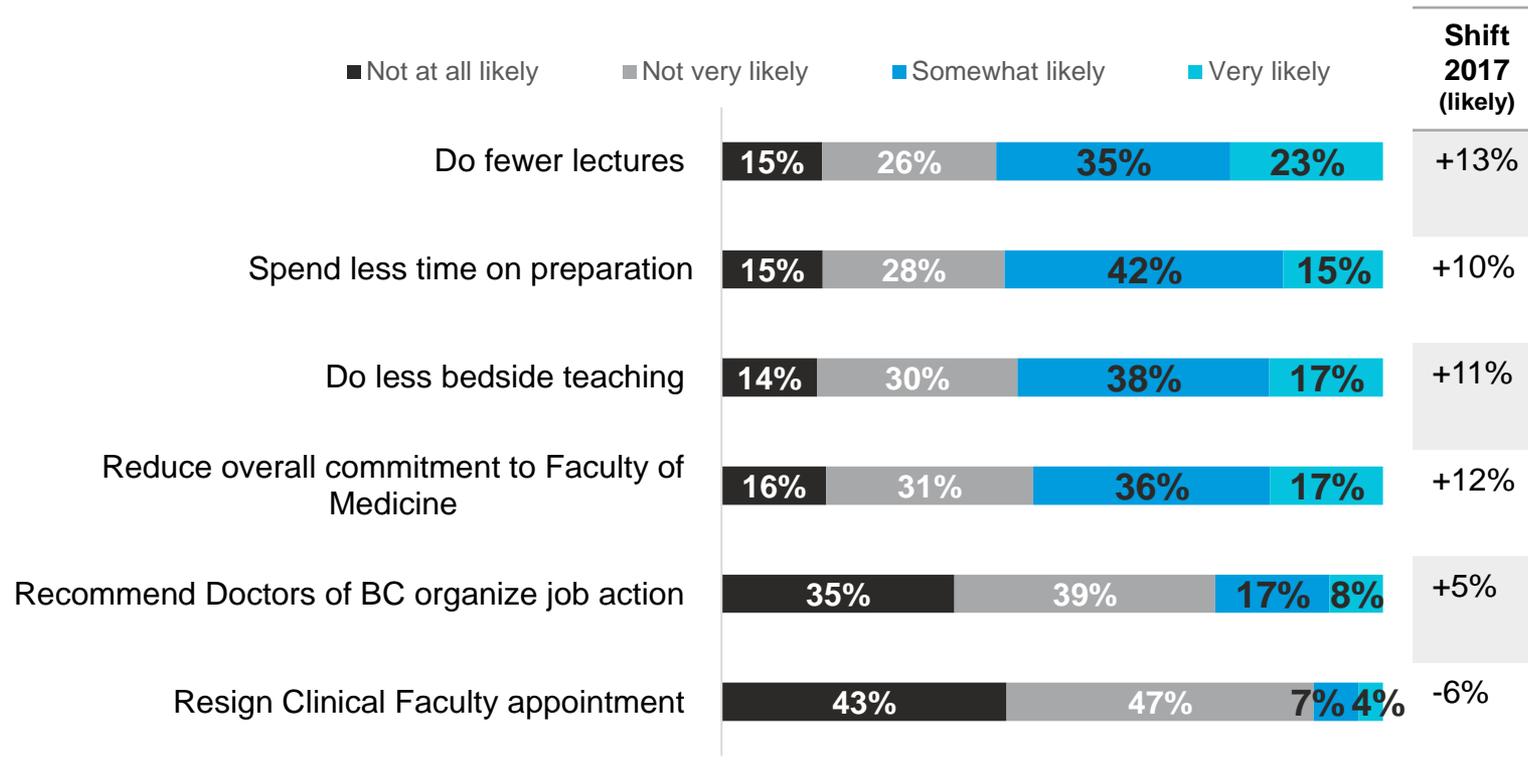


44. Do you feel increasing clinical workload under your Alternative Payment contract is putting pressure on the time you have available to teach effectively?

Base: Not paid by fee for service (n = 577)

Includes Service contract, Blended payment, Sessional or Salary

# Likelihood of Taking Action if No Action Taken to Protect Teaching Time



*If no action is taken to protect teaching time in the next year, how likely would you be to take any of the following actions? Base - Feel increasing clinical workload is putting pressure on time available to teach effectively*

45. *Do fewer lectures* – Base (n = 376)

46. *Do less bedside teaching* - Base (n = 389)

47. *Recommend that Doctors of BC organize job action* - Base (n = 381)

48. *Reduce my overall commitment to the Faculty of Medicine* - Base (n = 386)

49. *Resign my Clinical Faculty appointment* - Base (n = 383)

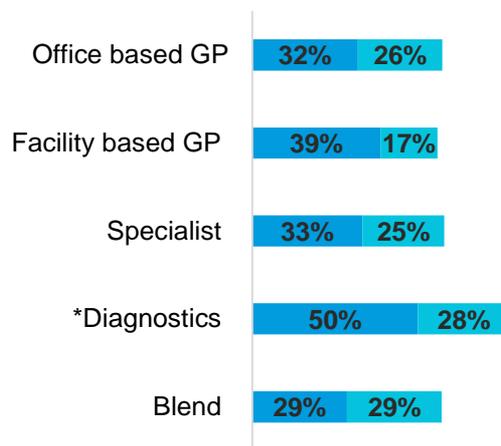
50. *Spend less time on preparation* - Base (n = 385)

# Likelihood of Taking Action if No Action Taken to Protect Teaching Time

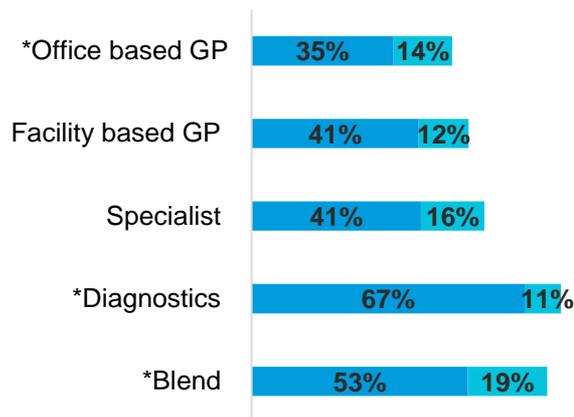
## % Very/Somewhat Likely

■ Somewhat likely ■ Very likely

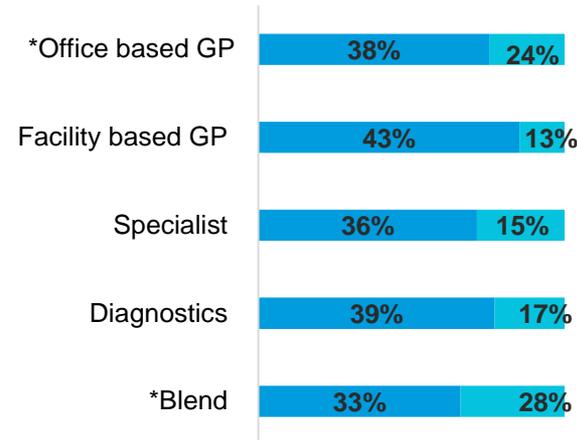
### Do fewer lectures



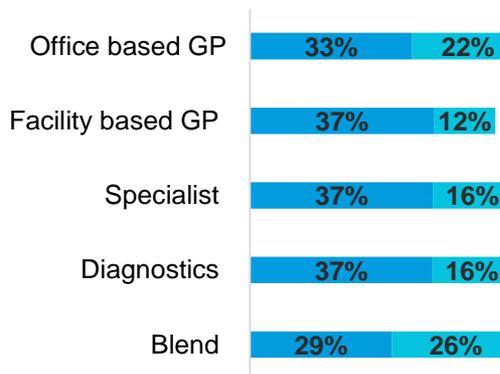
### Spend less time on preparation



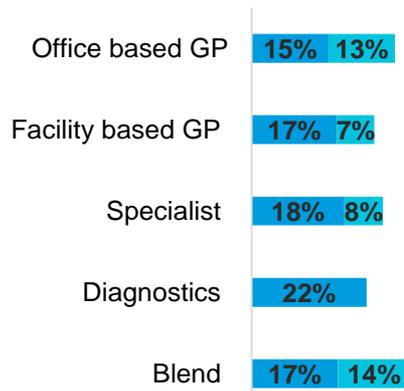
### Do less bedside teaching



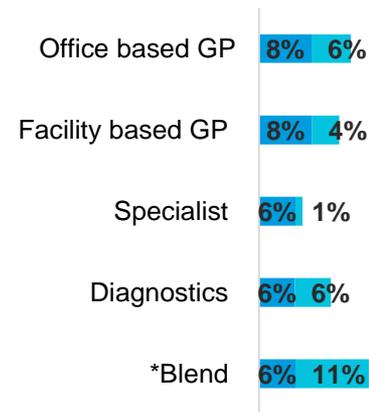
### Reduce my overall commitment to the Faculty of Medicine



### Recommend that Doctors of BC organize job action



### Resign my Clinical Faculty appointment



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