

University of Arizona College of Medicine-Tucson Annual Institutional Review - Executive Summary

January 2021

This annual report provides a current overview of University of Arizona College of Medicine (UACOM) – Tucson GME programs as a summary of institutional performance and action plans for improvement. The Graduate Medical Education programs of the University of Arizona College of Medicine - Tucson sincerely appreciate the continued support from the Arizona Board of Regents and Banner Health. This summary is respectfully submitted on behalf of the Office of Graduate Medical Education and the Graduate Medical Education Committee (GMEC) of the University of Arizona College of Medicine – Tucson.

The UACOM-Tucson GME enterprise is a single Sponsoring Institution under the Accreditation Council for Graduate Medical Education (ACGME), led by Conrad Clemens MD, Senior Associate Dean for Graduate Medical Education. There are currently 70 accredited programs (66 ACGME Accredited and 4 Non-ACGME accredited) with over 730 residents and fellows.

Oversight of all GME programs sponsored by the UACOM-Tucson is provided by the GMEC, chaired by Dr. James Knepler, Program Director for Pulmonary and Critical Care Medicine. Representatives from each ACGME-accredited program, liaisons from the major participating sites as well as residents and fellows selected by their peers serve on this COM committee. Formal subcommittees include:

- Diversity Subcommittee, Chair: Dr. Victoria Murrain
- Faculty Development, Chair: Dr. Kathy Smith
- Resident Well-Being, Chair: Dr. Rachel Cramton
- Special Reviews, Chair: Dr. Al Fiorello

INSTITUTIONAL PERFORMANCE INDICATORS

Five (5) Institutional Performance Indicators are used to assess the effective operations and quality of the UACOM-Tucson programs: (1) Institutional accreditation from the ACGME; (2) Individual program accreditation status; (3) ACGME surveys of residents/fellows (4) Programs identified for a Special Review; and (5) Graduate outcomes. Performance Indicators are areas for improvement and monitoring that have been approved by GMEC and are common to all programs. These items are the responsibility of the sponsoring institution and are monitored by GMEC and the GME office.

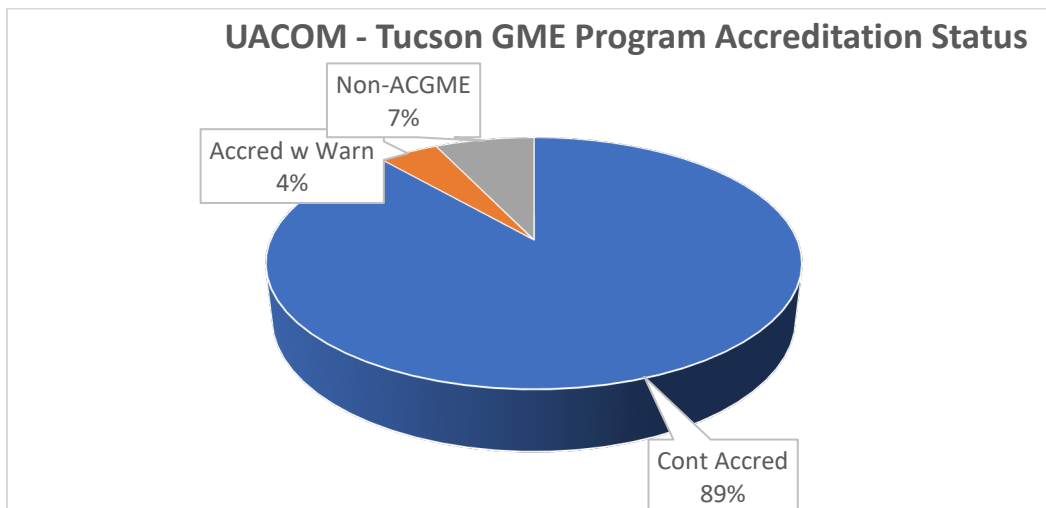
(1) Institutional Accreditation

UACOM-Tucson continues with Continued Accreditation without citation from the ACGME (See Appendix A: 04/21/2020 Letter of Notification). The ACGME expressly commended the Institution for its substantial compliance to all requirements.

(2) Individual Program Accreditation

Maintaining accreditation provides assurance that a program meets the quality standards of the specialty or subspecialty practice for which it prepares graduates. All eligible GME programs at UA-COM Tucson are accredited either by the ACGME or a non-ACGME accrediting body. Figure 1 demonstrates the proportion of program status at the date of this report. A full list of programs, their accreditation status, and citations is shown in Appendix B.

Figure 1. UACOM-Tucson Program Accreditation Status



(3) ACGME Resident and Faculty Surveys

On an annual basis, the ACGME surveys all current trainees and core faculty regarding program quality and resources and compares results with national averages. The ACGME requires a completion rate of 70% for both the Resident/Fellow and Faculty surveys for aggregate reports to be available. During this current year, ACGME suspended the 70% completion rate for the surveys due to complications resulting from the COVID-19 pandemic and national comparative data was not provided. Our Resident/Fellow response rate was 94%. Ninety (90%) percent of trainees had an overall positive evaluation of their program. The Faculty response rate was 85% and an overall positive evaluation of their program was noted by 95%. (Figure 2 and Figure 3)

Figure 2. Annual ACGME Resident/Fellow Survey – Aggregated Program Data

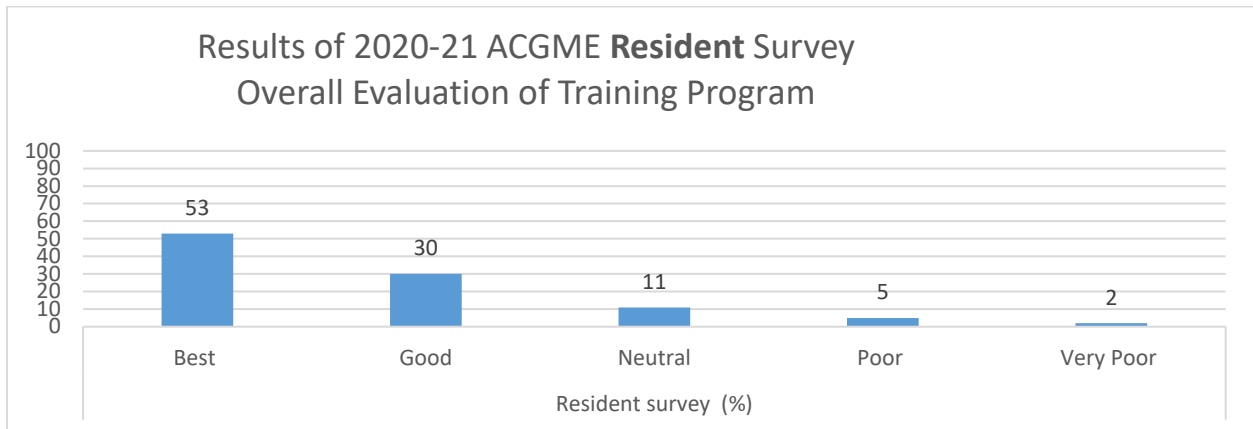
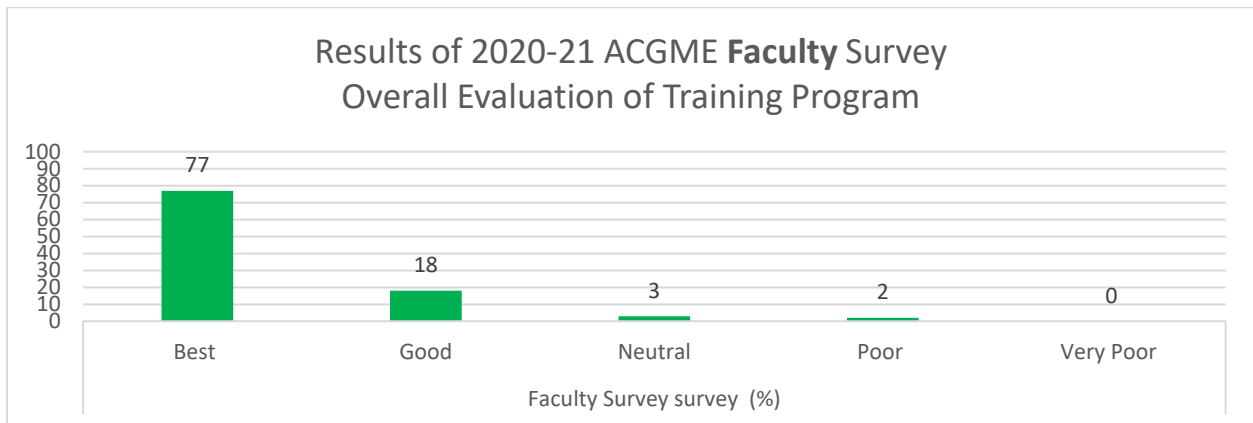


Figure 3. Annual ACGME Faculty Survey – Aggregated Program Data



(4) Special Reviews

The GME Executive Committee identified nine (9) programs for a Special Review, indicated in Table 3. The GMEC special review subcommittee conducted interviews with the Program Director, Faculty Members, and residents/fellows of the underperforming programs. Each program under review prepared a written response that included an action plan addressing all areas identified during the Special Review and presented their plan at GMEC.

Table 3. Programs Receiving a Special Review AY 2019-2020

Program	Reason
Gastroenterology	Failure to complete ACGME survey
Internal Medicine - South	Worsening ACGME Resident survey, poor Board Pass rate
Diagnostic Radiology	Increased faculty turnover
Neurology	Poor ACGME Resident and Faculty survey
Obstetrics/Gynecology	Accreditation with Warning - Service to education imbalance, duty hour violations, lack of process for dealing with concerns, lack of evaluations
Ophthalmology	Recent program merger, poor Board Pass rate
Pathology	Poor ACGME Resident survey
Radiation Oncology	Accreditation with Warning – Lack of evaluations, Failure to Match
Urology	Accreditation with Warning – lack of process to deal with concerns, lack of evaluations

(5) Graduate Outcomes - Alumni Survey Results:

UACOM-Tucson surveys our graduating residents to assess their training experience as well as their career plans. Figure 4 shows that 93% of graduates rated their training as “the best” or “good.” As shown in table 4, 42% of our residents are furthering their medical training, and 43% of our residents remained in Arizona for additional medical training or practice.

Figure 4. Annual Alumni Survey Aggregated Data

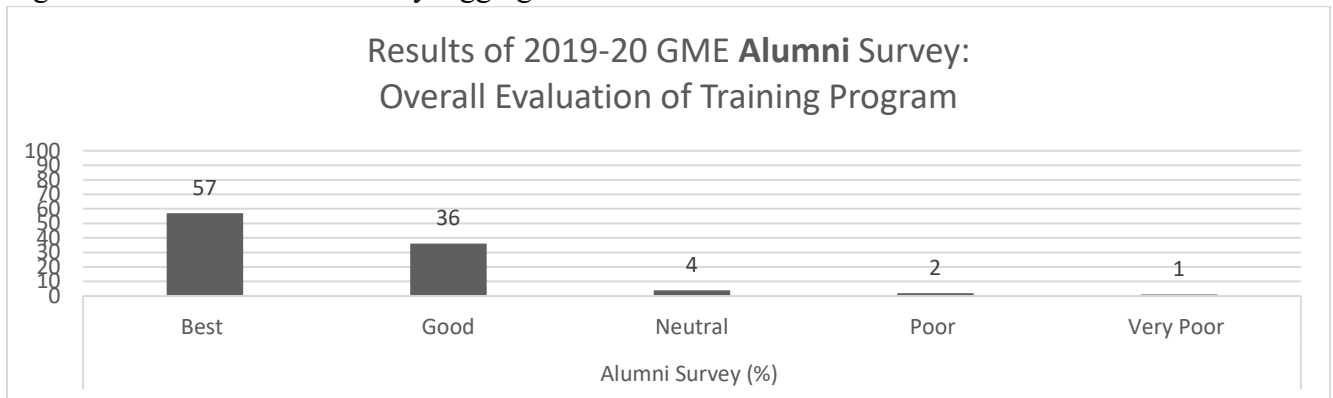


Table 4. 2019-2020 Residency Career Plans

TUCSON PROGRAMS	Graduation Data			
	# of Grads	% Grads continuing Further Training (n)	% Grads remaining in Arizona includes further training or practice (n)	% Grads retained in the Banner Network (n)
Anesthesiology	12	50% (6)	25% (3)	0% (0)
Dermatology	3	33% (1)	0% (0)	0% (0)
Emergency Medicine	15	13% (2)	20% (3)	0% (0)
Emergency Medicine South	6	0% (0)	67% (4)	0% (0)
Family Medicine	7	14% (1)	57% (4)	0% (0)
Family Medicine South	8	0% (0)	75% (6)	38% (3)
Internal Medicine	27	37% (10)	37% (10)	4% (1)
Internal Medicine South	10	50% (5)	30% (3)	0% (0)
Interv. Radiology - Integrated	N/A	N/A	N/A	N/A
Neurological Surgery	1	100% (1)	0% (0)	0% (0)
Neurology	7	100% (7)	71% (5)	0% (0)
OB/GYN	4	0% (0)	25% (1)	0% (0)
Ophthalmology	4	75% (3)	0% (0)	0% (0)
Orthopaedic Surgery	4	100% (4)	25% (1)	0% (0)
Otolaryngology	1	100% (1)	0% (0)	0% (0)
Pathology	2	100% (2)	50% (1)	0% (0)
Pediatrics	16	50% (8)	50% (8)	0% (0)
Pediatrics/Emergency Medicine	3	0% (0)	33% (1)	0% (0)
Psychiatry	14	36% (5)	57% (8)	21% (3)
Radiation Oncology	2	50% (1)	50% (1)	0% (0)
Radiology-Diagnostic	8	100% (8)	86% (7)	0% (0)
Surgery	7	57% (4)	57% (4)	0% (0)
Urology	2	0% (0)	0% (0)	0% (0)
Vascular Surgery - Integrated	1	0% (0)	0% (0)	0% (0)

INSTITUTIONAL ACTION PLANS FOR AY2020 and AY2021

The GMEC reviews data and identifies common themes and strategies that could be addressed across programs at the institutional level. The Institution and individual programs participate in numerous and continuous activities that aim for continuous improvement. Based upon the performance monitoring procedures the GMEC generates action plans for each identified theme. The following themes were identified for AY2020:

1. Improved processes to ensure that all Special Review action plans are completed
2. Continued focus on adequate Mental Health and Wellness Services (esp. due to COVID)
3. Placing a greater emphasis on GME Faculty Development
4. Identifying, tracking, and improving selected Diversity, Equity, and Inclusion metrics.
5. Creation of a forum for trainees to bring forth issues to their colleagues and to GME leadership



Accreditation Council for
Graduate Medical
Education

401 North Michigan Avenue
Suite 2000
Chicago, IL 60611

Phone 312.755.5000
Fax 312.755.7498
www.acgme.org

4/21/2020

Conrad Clemens, MD, MPH
Associate Dean for GME
University of Arizona College of Medicine
1501 North Campbell Avenue
PO Box 245085
Tucson, AZ 85724

Dear Dr. Clemens,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

University of Arizona College of Medicine-Tucson
Tucson, AZ

Institution: 8000300008

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation
Effective Date: 01/15/2020

The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations.

RESOLVED CITATIONS

The Review Committee determined that the following citations have been resolved:

GMEC | Since: 04/19/2017 | Status: Resolved

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.6, I.B.6.a), I.B.6.a).(1-2))

The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes criteria for identifying underperformance; and results in a report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The GMEC's Special Review Protocol indicates that a subcommittee of the GMEC uses ACGME correspondence as a criterion for identifying underperforming programs. According to minutes of the March 18, 2016 GMEC meeting, it was reported to the GMEC that three of the Sponsoring Institution's programs received statuses of Continued Accreditation with Warning (Obstetrics and Gynecology, Thoracic Surgery, and Urology). The Sponsoring Institution provides reports of Special Reviews of seven programs from the most recent 12-month period, including Special Reviews of the Obstetrics and Gynecology and Urology programs. It does not appear that the Thoracic Surgery received a

Special Review, even though ACGME correspondence indicated underperformance. While the Special Review reports include improvement goals and corrective actions, there is no indication in the information provided that the GMEC received the reports or monitored the outcomes of the Special Reviews.

(Clarifying Information, Attachments—Special Review Protocol; Special Review Reports; GMEC Minutes)

Continued Non-Compliance: 01/24/2018

The information provided to the Institutional Review Committee (“IRC”) does not demonstrate substantial compliance with the requirements. The Sponsoring Institution’s Radiation Oncology and Urology programs received Continued Accreditation with Warning during the 2016-2017 Academic Year. It is not apparent from the Sponsoring Institution’s response to the citation that the GMEC has overseen the Radiation Oncology and Urology programs’ correction of substantial noncompliance with ACGME requirements through its Special Review process.

(Institutional Review Questionnaire (“IRQ”), pp. 3–4, 6–7)

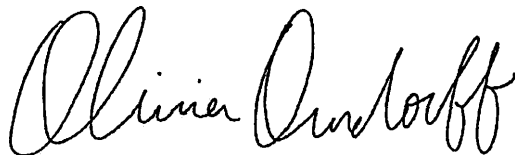
Continued Non-Compliance: 01/14/2019

The information provided to the Institutional Review Committee (“IRC”) does not demonstrate substantial compliance with the requirement. It is not apparent that the Special Review process of the Graduate Medical Education Committee (“GMEC”) demonstrates effective oversight of underperforming programs. The Sponsoring Institution’s Dermatology and Radiation Oncology residency programs each received a status of Continued Accreditation with Warning in the 2017-2018 Academic Year. While the Sponsoring Institution states that Special Reviews were completed for both programs in 2017-2018, the response to the citation does not indicate the inclusion of quality improvement goals or corrective actions in reports from the Special Reviews.

(Institutional Review Questionnaire (“IRQ”), pp. 15, 17, 21)

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,



Olivia Orndorff, MSLIS
Associate Executive Director
Institutional Review Committee

oorndorff@acgme.org

CC:

Kevin Movnahan, MD

Participating Site(s):

Banner - University Medical Center - South Campus
Banner – University Medical Center – Tucson Campus
Baptist Medical Center Jacksonville

Cardon Children's Medical Center
Mariposa Community Health Center
Southern Arizona VA Health Care Center (Tucson)
Swedish Medical Center
Tucson Medical Center

Appendix B
List of ACGME-Accredited Programs

Program	Accreditation Status	# of Trainees	Program Citations
Allergy & Immunology	Continued	2	None
Anesthesiology	Continued	41	None
Anes: Critical Care	Continued	0	None
Anes: Pain Medicine	Continued	4	None
Dermatology	Continued	9	None
Micrograph Surgery & Dermatologic Oncology	Continued	0	Faculty responsibilities
Emergency Medicine	Continued	45	None
Emergency Medicine-South	Continued	20	None
EM/Peds Combined	Continued	15	None
Emergency Medical Services	Continued	0	None
EM: Medical Toxicology	Continued	1	None
Family Medicine	Continued	24	None
Family Medicine-South	Continued	21	None
FM: Sports Medicine	Continued	3	None
Internal Medicine	Continued	94	Duty hours
Internal Medicine-South	Continued	31	Duty hours
Advanced Heart Failure	Continued	0	None
Cardiology	Continued	19	None
Clinical Cardiac Electrophysiology	Continued	0	Transitions of care Didactic program not delivered
Interventional Cardiology	Continued	2	None
Endocrinology	Continued	5	None
Gastroenterology	Continued	10	None
Geriatrics	Continued	1	None
Hematology/Oncology	Continued	12	None
Hospice & Palliative Care	Continued	1	None
Infectious Diseases	Continued	6	None
Nephrology	Continued	6	None
Pulmonary Critical Care	Continued	16	None
Rheumatology	Continued	5	None
Sleep Medicine	Continued	1	None
Neurosurgery	Continued	7	Board Pass Rate
Neurology	Continued	24	None

Clinical Neurophysiology	Continued	3	None
Epilepsy	Continued	2	None
Vascular Neurology	Continued	2	None
Obstetrics & Gynecology	Continued with Warning	15	Faculty responsibilities/scholarship Service to education imbalance Duty hours Transitions of care Process for dealing with concerns Process for evaluation of residents, faculty and program
Maternal Fetal	Continued without Outcomes	3	None
Ophthalmology	Continued	12	Lack of scholarly activities Board Pass Rate
Orthopaedic Surgery	Continued	20	Case log documentation Board Pass Rate
Otolaryngology	Continued	5	None
Pathology	Continued	16	Program Director support Faculty responsibilities
Forensic Pathology	Continued	1	None
Hematopathology	Continued	1	Case log documentation Service to education imbalance
Pediatrics	Continued	48	None
Developmental-behavioral pediatrics	Initial	1	None
Peds: Endocrinology	Continued	0	None
Peds: Pulmonary	Continued	1	None
Psychiatry	Continued	44	Process for dealing with concerns Faculty supervision and instruction Duty hours Fatigue mitigation Process for evaluation of residents
Addiction Medicine	Initial	2	None
Child & adolescent psychiatry	Continued	3	None
Forensic psychiatry	Continued	0	None
Geriatric psychiatry	Initial	0	Program Director responsibilities Lack of scholarly activities Lack of formative evaluations
Radiation Oncology	Continued with Warning	7	Program Evaluation/Use of evaluation data
Radiology-Diagnostic	Continued	36	Institutional Support-EMR system Lack of required program personnel
Abdominal Radiology	Continued	2	None

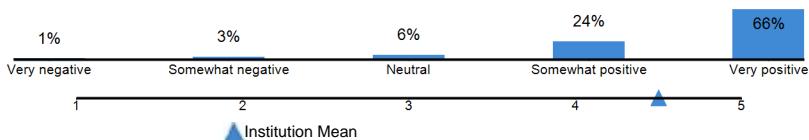
Interventional Radiology-independent	Initial	3	None
Interventional Radiology-integrated	Initial	3	Program Director responsibilities
Neuroradiology	Continued	2	None
Nuclear radiology	Continued	1	None
Surgery-general	Continued	49	None
Surgical Critical Care	Continued	2	Process for dealing with concerns Lack of educational environment Lack of fellow evaluations/feedback
Thoracic Surgery	Continued	2	None
Urology	Continued with Warning	10	Process for dealing with concerns Lack of resident evaluations
Vascular Surgery	Continued	2	Duty hours
Vascular Surgery-integrated	Continued	5	Process for dealing with concerns Service to education imbalance Lack of educational environment Duty hours Lack of faculty evaluations by fellows

Appendix C

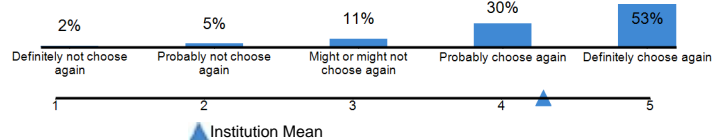
ACGME Institutional Resident/Faculty Surveys

National data has been omitted from this administration of the survey based on complications resulting from the COVID-19 pandemic.

Residents' overall evaluation of the program

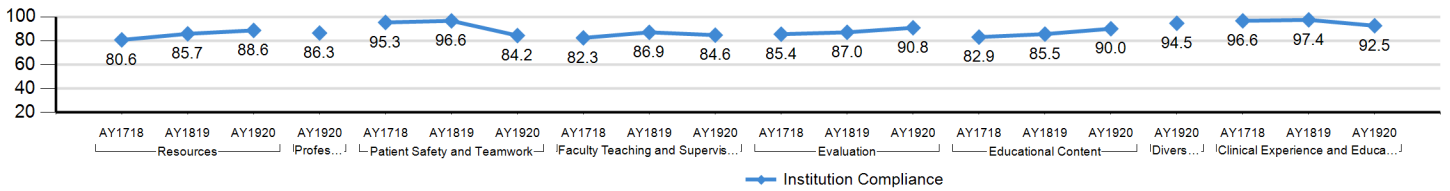


Residents' overall opinion of the program

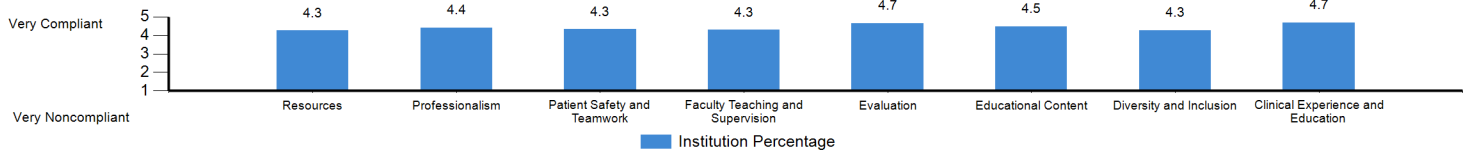


Category	Item	% Program Compliant	Program Mean	
Resources	Education compromised by non-physician obligations	85%	4.3	
	Impact of other learners on education	87%	3.6	
	Appropriate balance between education and patient care	80%	4.1	
	Faculty members discuss cost awareness in patient care decisions	93%	3.5	
	Time to interact with patients	87%	4.3	
	Time to participate in structured learning activities	89%	4.4	
	Able to attend personal appointments	91%	4.6	
	Access to mental health counseling or treatment	99%	4.9	
	Satisfied with safety and health conditions	88%	4.4	
Professionalism	Residents/fellows comfortable calling supervisor with questions	88%	4.4	
	Faculty members act professionally when teaching	91%	4.5	
	Faculty members act professionally when providing care	95%	4.7	
	Process in place for confidential reporting of unprofessional behavior	87%	4.5	
	Able to raise concerns without fear or intimidation	78%	4.1	
	Satisfied with process for dealing with problems and concerns	74%	4.0	
	Experienced or witnessed abuse	92%	4.6	
Patient Safety and Teamwork	Information not lost during shift changes or patient transfers	82%	4.1	
	Culture emphasizes patient safety	88%	4.4	
	Know how to report patient safety events	94%	4.8	
	Interprofessional teamwork skills modeled or taught	71%	4.0	
	Participate in adverse event analysis	79%	4.2	
	Process to transition care when fatigued	92%	4.7	
Faculty Teaching and Supervision	Faculty members interested in education	82%	4.2	
	Faculty effectively creates environment of inquiry	78%	4.2	
	Appropriate level of supervision	91%	4.7	
	Appropriate amount of teaching	79%	4.4	
	Quality of teaching received	96%	4.1	
	Extent to which increasing responsibility granted	81%	4.1	
Evaluation	Access to performance evaluations	99%	4.9	
	Opportunity to evaluate faculty members	98%	4.9	
	Opportunity to evaluate program	96%	4.8	
	Satisfied with faculty members' feedback	70%	3.9	
Educational Content	Instruction on minimizing effects of sleep deprivation	88%	4.5	
	Instruction on maintaining physical and emotional well-being	95%	4.8	
	Instruction on scientific inquiry principals	93%	4.7	
	Education in assessing patient goals e.g. end of life care	94%	4.8	
	Opportunities for research participation	94%	4.8	
	Taught about health care disparities	75%	3.4	
	<u>Program instruction in when to seek care regarding:</u>			
	Fatigue and sleep deprivation	93%	Substance abuse	87%
	Depression	92%		
	Burnout	93%		
Diversity and Inclusion	Preparation for interaction with diverse individuals	95%	4.3	
	Program fosters inclusive work environment	98%	4.5	
	Diverse resident/fellow recruitment and retention	91%	4.0	
Clinical Experience and Education	80 hour week	88%	4.5	
	Four or more days free in 28 day period	82%	4.3	
	Taken in-hospital call more than every third night	96%	4.9	
	Less than 14 hours free after 24 hours of work	95%	4.8	
	More than 28 consecutive hours work	94%	4.7	
	Additional responsibilities after 24 consecutive hours of work	95%	4.8	
	Adequately manage patient care within 80 hours	92%	4.6	
	Pressured to work more than 80 hours	97%	4.9	

Total Percentage of Compliance by Category

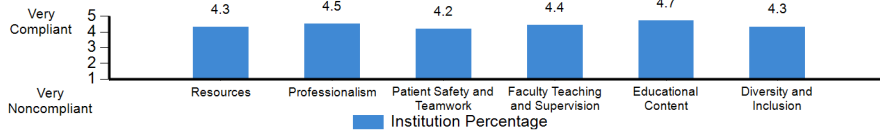


Institution Percentage at-a-glance

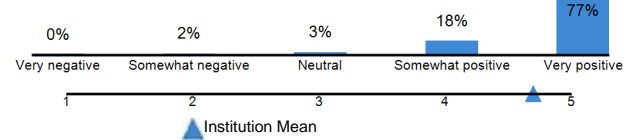


National data has been omitted from this administration of the survey based on complications resulting from the COVID-19 pandemic.

Institution Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
 Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean
96%	4.3
89%	4.3

Participated in activities to enhance professional skills in:

Education	93%	Fostering resident/fellow well-being	86%
Quality improvement and patient safety	91%	Practice-based learning and improvement	92%
Fostering your own well-being	87%	Contributing to an inclusive clinical learning environment	93%

Professionalism

Faculty members act unprofessionally
 Residents/fellows comfortable calling supervisor with for questions
 Process for confidential reporting of unprofessional behavior
 Satisfied with process for problems and concerns
 Experienced or witnessed abuse

% Program Compliant	Program Mean
91%	4.3
94%	4.5
98%	4.9
91%	4.5
96%	4.7

Patient Safety and Teamwork

Information not lost during shift changes or patient transfers
 Effective teamwork in patient care
 Interprofessional teamwork skills modeled or taught
 Effectively emphasizes culture of patient safety
 Residents/fellows participate in adverse event analysis
 Know how to report patient safety events
 Process to transition care when residents/fellows fatigued

% Program Compliant	Program Mean
85%	4.1
91%	4.5
84%	4.3
92%	4.6
87%	4.5
98%	4.9
81%	4.1

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
 Faculty members committed to educating
 Program director effectiveness
 Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean
93%	4.5
94%	4.6
90%	4.6
77%	4.0

Educational Content

Residents/fellows instructed in cost-effectiveness
 Residents/fellows prepared for unsupervised practice
 Learning environment conducive to education

% Program Compliant	Program Mean
93%	4.7
94%	4.7
95%	4.7

Diversity and Inclusion

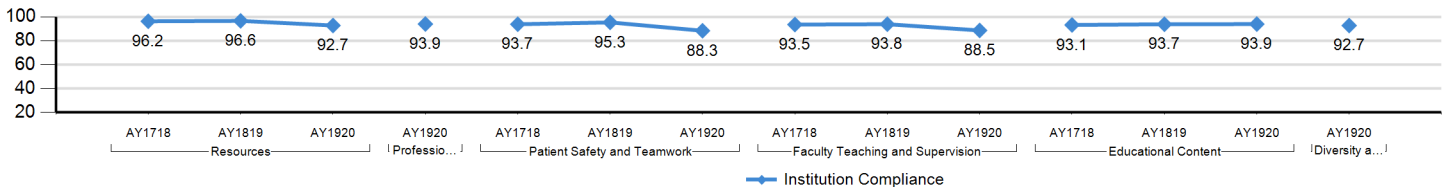
Program fosters inclusive work environment
 Efforts to recruit diverse residents/fellows
 Efforts to retain diverse residents/fellows

% Program Compliant	Program Mean
99%	4.6
90%	4.2
90%	4.2

Participated in efforts to recruit diverse:

	% Frequency**		% Frequency**
Pre-residency learners, including medical students*	73%	Faculty members*	79%
Residents*	82%	Other GME staff*	60%
Fellows*	73%		

Total Percentage of Compliance by Category



National data has been omitted from this administration of the survey based on complications resulting from the COVID-19 pandemic.

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	65.9%	31.3%	2.5%	0.3%	3.6	N/A
I work in a supportive environment.	59.7%	34.7%	3.8%	1.8%	3.5	N/A
The amount of work I am expected to complete in a day is reasonable.	54.2%	37.7%	7.4%	0.7%	3.5	N/A
I participate in decisions that affect my work.	56.0%	36.3%	6.4%	1.3%	3.5	N/A
I have enough time to think and reflect.	43.3%	42.2%	12.1%	2.4%	3.3	N/A
I am treated with respect at work.	59.4%	35.9%	3.5%	1.2%	3.5	N/A
I feel more and more engaged in my work.	43.3%	43.9%	12.6%	0.3%	3.3	N/A
I find my work to be a positive challenge.	51.3%	43.0%	5.3%	0.4%	3.5	N/A
I find new and interesting aspects in my work.	53.0%	40.6%	6.1%	0.3%	3.5	N/A

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	20.1%	43.1%	28.1%	8.7%	2.7	N/A
After work, I need more time than in the past in order to relax.	15.7%	36.6%	33.1%	14.6%	2.5	N/A
I feel worn out and weary after work.	14.8%	39.9%	34.7%	10.6%	2.6	N/A

This report is confidential and not for further distribution. Please do not publish or share these results outside of your Sponsoring Institution.

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An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	75.7%	23.9%	0.4%	0.0%	3.8	N/A
I work in a supportive environment.	53.7%	38.2%	6.7%	1.5%	3.4	N/A
The amount of work I am expected to complete in a day is reasonable.	46.8%	43.6%	8.0%	1.7%	3.4	N/A
I participate in decisions that affect my work.	49.7%	40.0%	8.6%	1.7%	3.4	N/A
I have enough time to think and reflect.	45.1%	42.3%	11.7%	0.8%	3.3	N/A
I am treated with respect at work.	62.1%	32.9%	4.8%	0.2%	3.6	N/A
I feel more and more engaged in my work.	36.7%	47.8%	13.6%	1.9%	3.2	N/A
I find my work to be a positive challenge.	52.2%	43.2%	4.0%	0.6%	3.5	N/A
I find new and interesting aspects in my work.	50.9%	42.1%	6.5%	0.4%	3.4	N/A

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	23.5%	44.0%	24.1%	8.4%	2.8	N/A
After work, I need more time than in the past in order to relax.	17.6%	43.8%	29.4%	9.2%	2.7	N/A
I feel worn out and weary after work.	18.0%	44.0%	30.2%	7.8%	2.7	N/A

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